

Case Study: The impact of MNC and NGO Empowerment Programs on power relations

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Abstract

Corporate social responsibility (CSR) is becoming an essential aspect for many multinational corporations. Many multinational corporations (MNCs) recognise that CSR can improve the efficiency of an organisation by creating sustainable competitive advantage. However, research shows that the implementation of CSR programs in multinational corporations has been problematic for decades. It is suggested that the lack of governance models, accountability, standards and a common CSR definition, are at the root of this problem.

Multinational corporations are currently facing significant challenges in terms of increasing competition and consumer demands. Non-governmental organisations (NGOs) are putting significant pressure on MNCs. NGO pressure has had significant implications for business operations and activity.

The purpose of this thesis is to evaluate the impact MNCs have on NGO sponsored empowerment programs. It aims to focus on the change in labour division within the household; access to services within the community; and changes in political activity that NGO participants experience after attending an empowerment program.

The MNC chosen is the hotel chain Sol Meliá. The NGO is CEPIA. CEPIA is based in Guanacaste Costa Rica. The research interviewed a Sol Meliá CSR coordinator; CEPIA's president; current and former NGO participants as well as non-NGO participants for triangulation purposes. Having analysed the findings, key challenges facing Sol Meliá and CEPIA in implementing the empowerment program will be identified. These findings will be compared with academic findings. The recommendations suggested will be beneficial to Sol Meliá, CEPIA, and will contribute to the academic research in this field.

Chapter 1: Introduction

Globalisation and the state's failure to manage change have constrained the state's practices. Businesses are more integrated in the political process as governments struggle in an increasingly more volatile political market. Corporate social responsibility is becoming an important aspect for many multinational corporations. Many recognise the innovative benefits of implementing CSR that can create sustainable competitive advantage. However, the implementation of CSR has been problematic for decades. Problems could be due to the lack of governance models, accountability, standards and a common CSR definition. These problems could have given MNCs the power to enhance their political influence and shape society positively or negatively. Consumer and NGO pressure on business has increased corporate competition and MNC-NGO partnerships over the years. However, the process of understanding the politics of MNC and NGO practices has been largely ignored. Practices have not always been fully transparent. Nevertheless it is believed that MNCs and NGOs have enormous impact on local people's lives and globalisation.

This thesis aims to better understand the impact of Sol Melià's sponsored empowerment programs, run by the NGO CEPIA in Costa Rica, on power relations. The flow of knowledge, ideas, and funding will be analysed. The study will focus on the impact on power relations within the home and in the community. Do programs that try to empower and liberate people manage to change how participants view themselves and their relationship with others? How is the personal connected with the political? How do technologies of control influence our daily lives as our relationships among associations, the state and citizenry change? These questions will be analysed to help formulate guidelines to ensure responsibility and accountability of MNCs and NGOs. These guidelines aim to help control against potential abuse of power.

Chapter 1 gives a brief overview of the thesis. Chapter 2 introduces the key themes of the study, such as power, empowerment and actors. Chapter 3 introduces the multinational corporation, Sol Melià. Chapter 4 presents the NGO, CEPIA. Chapter 5 introduces the country, Costa Rica. Chapter 6 explains the research methodology used for the study. Chapter 7 presents and analyses the results. These findings are used to formulate the conclusion in chapter 8.

1.1 Background to the study

It is believed that globalisation and the gradual disintegration of established political structures has reduced the state's ability to exercise power. Businesses are more integrated in the political process. Governments struggle in the increasingly more volatile political market (Lunde, 2000). Economic strength has allowed corporations decide where to do business, where to invest, and what technology innovations to focus on. It concurs with Blau's statement that economic strength gives power to restrict or alleviate the regulation of service provision through political means.

In the 1990s many companies saw what could happen if global citizens' demands were ignored. For example, in 1994-1995 Shell clashed with lobbying groups over the decommissioning of the Brent Spar Oil platform at sea. Shell was also criticised for the assumed compliance or inaction during the excesses of the Abacha regime in Nigeria. Shell saw no choice but to invest in a corporate social responsibility agenda. Other companies followed suit (Lunde, 2000). It is possible that the effects of consumer politics have encouraged partnerships between MNCs and NGOs. Partnership has become more common where businesses are running projects that resemble those of NGOs (Murray, 2007).

1.2 Current Issues

The main issues with CSR and NGO programs are the lack of standards; lack of accountability; unclear intentions, lack of knowledge of the impact of NGO and MNC practice.

1.2.1. Lack of enforcement

High profile scandals have attracted public attention. It has called for the development of standards of how to structure and manage programs (Blowfield, 2005) to ensure accountability (Naidoo, 2003). Standards would include transparent governance structures, hiring practices, participatory mechanisms (Naidoo, 2003).

1.2.2 Lack of Corporate Governance Models

Furthermore, there are no corporate governance models in place to guide companies. Sometimes the CSR methods used by corporations vary within the corporation itself (Hopkins, 2007:33). According to Slack, empirical evidence shows that irresponsible CSR is becoming a real financial risk for multinational corporations. The financial risk

is a criterion that could be used for banks to ensuring greater responsibility from multinational corporations (Slack, 2006).

1.2.3 Limitations to CSR Implementation

Implementing reforms to integrate CSR can be costly and time consuming. The implementation of new technology could be difficult for small to medium size companies to manage. Furthermore, the lack of know-how can discourage companies from implementing a CSR program (Utting, 2000: 26-27). These findings confirm the disparity that exists in defining CSR and providing clear business guidelines to show how to implement CSR. It assumes that implementing a CSR program involves costly investments, although CSR does not necessarily mean the implementation of new technology.

1.2.4 Lack of knowledge in assessing MNC and NGO practice

The processes to understand the politics of MNC and NGO practices have been largely ignored because practices have not always been fully transparent (Rondinelli, 2002). It is speculated that community leaders, associations and international development agencies, government agencies have an enormous impact on local people's lives and on globalisation. Political scientists have started to evaluate the role and the impact of NGOs and the channels of participation that affect power relationships between society and the state (Fisher, 1997).

1.3 Objectives of the Study

This thesis aims to understand the impact of NGO and MNC empowerment programs on power relations within the family and in the community. How do technologies of control influence our daily lives when our relationships among associations, the State and citizenry change? How do these associations change when processes of association evolve (Fisher, 1997)? The thesis also aims to provide meaningful results for the academic world. It aims to identify guidelines to ensure responsibility and accountability of MNCs and NGOs. These guidelines can be used to guard against potential abuse of power.

1.4 An overview of the methodology

A cross case comparative case study was chosen. A case study provides more flexibility to analyse a broad range of multiple observations such as cultural, institutional and cognitive causal variables (Bennett and Elman, 2007). These multiple observations can help analyse and explain a complex phenomenon (Bennet and Elman, 2007) such as changes in power relations.

1.4.1 Research objectives

The qualitative and quantitative data collection focused on the following research questions:

- ✓ What level of influence do MNCs have on NGOs in practice?
- ✓ What is the impact of empowerment programs on power relations within the family and in the local community?
- ✓ Do programs that try to empower and liberate people manage to change how participants view themselves and their relationship with others?
- ✓ How is the personal connected with the political?
- ✓ How do technologies of control influence our daily lives as our relationships with associations, the state and citizenry change when processes of association evolve?

These questions were used as a basis to evaluate:

- The level of MNC influence on NGO programs
- The NGO practice
- The empowerment program
- The influence of empowerment programs on power relations at home, in the local community and the level of political activity.

1.4.2. Sample Selection

The study focused on rural families in Guanacaste, Costa Rica, who attended CEPIA's empowerment programs. It also focused on rural families that have not been in contact with CEPIA. The targeted rural families were in a similar economical situation. They also had similar educational backgrounds; lived in the same region and were in similar employment conditions.

1.4.3 Primary Data Collection

Primary data was collected through individual interviews. A survey was included. Interviews were used to better understand the participants' situation. Interviews would allow CEPIA participants create knowledge through their insight. This knowledge might not be included in any academic literature. The participants' insight is therefore invaluable for the social sciences field.

A survey was used to closely evaluate the changes of labour division and the decision-making process within the household and in the community; and access to banks schools and libraries. The survey would also evaluate participants' level of confidence in regards to acting politically.

The average duration of interviews and survey was 25 minutes.

1.4.3.1 Data Validity

To avoid misinterpretation, ambiguous concepts and terms were avoided (Shively, 1997:30). Academic language was avoided to simplify questions for participants. Attention was given to the structure and sequencing of the questions in the questionnaires and interviews. The objective was to make sure questions and objectives were clear (Gray, 2004). Participant interviews and surveys were therefore conducted in Spanish. Spanish is the national language in Costa Rica. All questions were written in active voice, unbiased and open-ended. Questions required only one piece of information per question.

1.4.4 Secondary Data Collection

The secondary data collection included a theoretical academic overview of the topics in the study. The review aimed to establish the topics involved with CSR and empowerment programs. Empirical findings were included to see if there were any discrepancies between theory and practice. These findings were used to outline key issues, key considerations of the topic studied.

1.4.5 Data Analysis

All interviews were transcribed to MS Excel documents, to better visualise the patterns and to compare and identify categories of responses. Non-participant interviews were not transcribed because a large portion of their interview was taken up by the survey. The survey results are visualised through quantitative data presentations such as tables

and graphs. Pattern matching techniques were used in conjunction with explanation building techniques. These were used to help identify the combination of variables with the greatest effect on outcomes (Gray, 2004). Results were compared with literary review findings after establishing patterns and categories to the responses. The findings were displayed through the use of narrative text, tables, charts and graphs.

1.5 Outline of the Study

Chapter	Description
1	Introduction
2	Corporate Social Responsibility and the Power of New Actors
3	Sol Meliá
4	CEPIA
5	Costa Rica
6	Research Methodology
7	Presentation and Analysis of Results
8	Conclusion
9	Bibliography
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ABBREVIATIONS

BBVA	Banco Bilbao Vizcaya Argentaria
CEDAW	Committee on the Elimination of Discrimination against Women
CEPIA	Cultura, Educación y Psicología de la Infancia y la Adolescencia
CO₂	Carbon Dioxide
CSR	Corporate Social Responsibility
EHPM	Encuesta de Hogares de Propósitos Múltiples
EU	European Union
FTSE4Good	Financial Times Stock Exchange for Good
GAPP	Group for Anthropology in Policy and Practice
GDP	Gross Domestic Product
GNP	Gross National Product
HDI	Human Development Index
IBEX	Iberia Index
ICT	Information and Communication Technology
ILO	International Labour Organisation
IMAS	Instituto Mixto de Ayuda Social
INAMU	Instituto Nacional de las Mujeres
LED	Light Emitting Diode
MNCs	Multinational Corporations
NGO	Non Governmental Organisation
NNGO	Northern Hemisphere Non Governmental Organisation
NO_x	Nitrogen Oxides
OECD	Organisation for Economic Co-operation and Development
ONU	Organización de Naciones Unidas
PANI	Patronato Nacional de la Infancia
PAR	Participatory Action Research
SNGO	Southern Hemisphere Non Governmental Organisation
SO₂	Sulphur Dioxide
UCD	University College Dublin
UN	United Nations
UNDHR	Universal Declaration for Human Rights
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
WB	World Bank
WHO	World Health Organization
WWF	World Wildlife Fund

Chapter 2 : Corporate Social Responsibility and the Power of New Actors

2.1 Introduction

Based on a review of the contemporary literature, this chapter introduces the theories and concepts of power and empowerment. It presents key considerations and methods of using empowerment for development purposes. These considerations use academic findings and Johnson's empirical research on women's groups in Peru (Johnson, 1992). Drivers of corporate social responsibility and limitations to CSR implementation will be discussed. This section is followed by an overview of the role of NGOs and their key issues will be explored. The chapter concludes with a summary of the role of new actors and the key issues in empowering local NGO participants.

2.2 Concepts and Theories of Power

Power can be defined in many ways. Blau, defined power as *the ability to carry out one's will despite resistance* as well as *the possibility to change another person's conduct to avoid changing one's own conduct* (Blau, 1967: 115). Strange described *power as direct coercion and violence. Power could be influence through subtle persuasion* (Strange, 1996:17). What these definitions have in common is that they describe power as the power to do something and power over another person (Nelson and Wright, 1995: 8).

2.2.1 Community Power

Early studies on power focused on community power and the source of power. Theorists focused on the decision-making process. They thought power could only be used in conflict. There were two ways to rule. People were either ruled by an elite or by several groups. The community was pluralist if many groups ruled the community (Hardy and Leiba-O'Sullivan, 1998: 453-454). These findings make several assumptions. It assumes that no person makes their own decisions because they are subject to someone else's power. The elite are also not defined. A person who makes decisions does not have to be part of an elite to make their own decisions. Also, a society is not pluralistic just because several groups make decisions. It also does not explain why certain groups in society have little decision-making power in regards to the community or themselves.

2.2.2 Power and Conflict

Other theorists claimed conflict occurred behind the scenes. They believed full participation only occurred in “non-decision making” (Hardy and Leiba-O’Sullivan, 1998: 455). Non-decisions are safe questions that do not determine anything.

Powerful actors behind the scenes would take real decisions to protect the status quo (Hardy and Leiba-O’Sullivan, 1998: 455).

Nevertheless, the theory of power remained one-dimensional. Power still occurred in conflict (Hardy and Leiba-O’Sullivan, 1998). However the authors do not define safe questions, real questions and powerful actors. They do not explain the process of becoming a powerful actor. The theory fails to consider the influence of expert knowledge and leadership position, for example. Expert knowledge and leadership position can influence the decision-making process, as in the relationship between the therapist and the patient.

2.2.3 Critical Theorists and Power

Critical theorists questioned why grievances did not exist and why inaction did not exist. The lack of inaction could also be the result of power. Power, therefore, became a method to prevent conflict. Power was ideological, economical and structural. This perspective was based on Gramsci’s idea of ideological hegemony. Gramsci believed that power relations were part of a system of cultural and normative assumptions (Hardy and Leiba-O’Sullivan, 1998: 456). Consequently, power was a zero sum situation, where people gained power at the expense of others. Therefore power is coercive because institutions of government use power (Nelson and Wright, 1995: 9) to create constraints and opportunities in society through social action (Swindler, Ann, 2000: 281).

These findings make the assumption that only institutions of government hold power. It fails to consider the influence of corporations and NGOs. It assumes that individuals cannot be autonomous from the state even if individuals remain subject to the state. Furthermore, it assumes that using power prevents conflict, although conflict is not defined. Also, power cannot create win-win situations where everyone benefits. It assumes that power legitimises cultural norms. As such it assumes that everyone agrees with cultural norms and that people cannot break from norms. These assumptions would not explain why society and cultural norms constantly change.

2.2.4 Foucault and Power

Foucault's theory of power/knowledge proposes that actors are embedded in power relations. Power relations define every perception, judgement and act (Hardy and Leiba-O'Sullivan, 1998) in everyday social relations (Lemert and Gillan, 1982).

Foucault believed that power was the product of institutions, actors and events (Nelson and Wright, 1995). Power relations could not exist without the institutional support of knowledge that supports power relations. Power covered all human interactions such as economic and social relations that could create a social reality (McNay, 1992). Foucault believed people are socially produced by the system of power (Hardy and Leiba-O'Sullivan, 1998).

Foucault's theory implies that the environment creates the person. He fails to define actors and events. How does a person become powerful? Why is power concentrated in certain groups? How is power distributed? What knowledge justifies power relations? It also assumes that the individual is not capable of finding alternatives to change their power. Nevertheless, it is important to understand the complexity of power relations. Foucault's insight helps evaluate the possible aspects that can influence a person's life and power relations within the family, local community and the level of political influence. Foucault's theory also makes an important proposition: the possibility that power can change. It means that empowerment is a process of change, because power exists in relationships and daily events and actions.

2.2.5 Blau and Power

Blau described power as a conflict between the powerful and the powerless. Conflicts arise with the powerless people's lack of resources, problems of alternatives, political power and ideological power. The more people gain access to the services they need, the more powerful they become. The more alternatives available, the more independent people become. The economically powerful use power to restrict or alleviate the regulation of the exchange of services, through political means. Ideological power describes the struggle between ideologies and social values that intensify the need of services offered by the powerful. It also describes the struggle with the ideologies that mitigate the needs promoted by ideologies and social values (Blau, 1967). According to Blau, this is why the powerful cannot keep their power without the support from the powerless, because differentiations of power are created in the imbalances of obligations in social transactions. These imbalances create problems in the exchange

process and the distribution of resources in a community that governs them and modify them (Blau, 1967). Blau implies that individuals lose their power because of their own choice to legitimise the powerful person's power over you. These findings are important when evaluating changes in the CEPIA participants' life after they attended the empowerment program. Do CEPIA's values change their needs? What are the ways to acquire power?

All these findings will be used to evaluate the impact multinational corporations have on NGO activities and how they influence participants' view of themselves in relation to others.

2.3. Corporate Social Responsibility

Andrew Carnegie initiated the notion of CSR in 1899 when he published "The Gospel of Wealth" (Wulfson, 2001). Carnegie believed businesses should not only be concerned with profit making. The idea surfaced at the growing concern of businesses' growing imbalance and increased power, which led to anti-trust legislation (UN, 1999: 148). This initiative produced the first two root concepts of corporate social responsibility, notably, the charity and the stewardship's principle. The charity principle believed that fortunate people such as businesses should take care of the less fortunate. The stewardship's principle believed that businesses should act in general interest instead of just serving shareholders (UN, 1999).

2.3.1 Defining CSR

There are different meanings to corporate social responsibility. Some interchange the term with corporate sustainability, corporate citizenship, or corporate philanthropy (Hopkins, 2007). The EU definition states: *CSR is a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis*. The EU aims not to regulate CSR but to promote market possibilities (Hopkins, 2007:25-26). The voluntary principle, as highlighted by the EU, has caused difficulties because many companies refuse to agree on criteria for noncompliance. Some sceptics argue that CSR is just corporate "greenwash". Greenwash would describe MNCs that pretend they take CSR seriously, although they have not changed their practice (Slack, 2006).

Alternatively, the World Business Council for Sustainable Development defines CSR as:

A continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families, as well as of the local community and society at large (Hopkins, 2007:25).

This definition indicates that CSR is a new way of running business. CSR becomes part of business practice when dealing with its staff and their local community. This definition highlights that CSR is not voluntary.

Clearly there are problems of terminology (Hopkins, 2007). Business and theorists cannot agree on a CSR definition. According to KPMG, it appears that the understanding of CSR is seen as an add-on instead of an integral part of core business operations (KPMG, 2005). It raises the question if the understanding of CSR should incorporate MNC political activities (Bendell and Kearins, 2005).

The difficulty in reaching a common definition of CSR probably has to do with that the business world remains divided. It is divided between those who believe CSR is good for business and those who believe that businesses should only be concerned with profit creation (Hopkins, 2007). This could explain why the EU defined CSR as a voluntary add-on to business instead of a new way of running business.

2.3.2 Key Drivers for CSR

According to KPMG's International Survey of Corporate Responsibility Reporting 2005, key drivers for corporate social responsibility are ethics; economic considerations; values; reputation; cost savings; market share; and employee motivation. The survey saw that CSR initiatives increased due to the amount of corporate scandals that surfaced in the 1990s (KPMG, 2005: 18-19). Criticism of MNCs goes hand in hand with the rise of consumer politics. Consumer politics put pressure on businesses to behave in a more responsible manner (Utting, 2000). For example, in 1994-1995 Shell clashed with lobbying groups over the decommissioning of the Brent Spar Oil platform at sea. Shell received criticisms for assumed compliance or inaction during the excesses of the Abacha regime in Nigeria. Shell saw no choice but to invest in a CSR agenda. Other companies followed suit (Lunde, 2000). The effect of corporate

scandals explains why many MNCs implement CSR programs. The implementation of a CSR program can save costs and increase market share. However, these findings do not explain why business is motivated to implement corporate social responsibility programs for ethical reasons or to motivate staff. It is possible that consumer politics occurs within companies as well.

2.3.2.1 Ecology & Market Opportunities

CSR could also be a response to ecological constraints and market opportunities associated with new technology. New technology reduces costs and increases productivity as stated by Murphy and Bendell (Utting, 2000). Utting states that CSR is a new strategy to differentiate products. MNCs could gain competitive advantage by behaving in an environmentally and socially responsible manner. Body Shop is one of many corporations that changed their strategy to promote ethical and fair trade products. Findings show that their promotion of socially responsible products enhanced their brand image and gave them a wider access to the market (Utting, 2000).

2.3.2.2 Political Influence

Both multinational corporations and NGOs are inspired by a vision of how they want to shape society. They are capable of doing good and doing harm. Therefore neither is value neutral. They are essentially political. Their power is expressed through the choice of MNC and NGO programs offered (Fisher, 1997) and how they use their capital. MNCs only sponsor NGOs falling within the scope of their own commercial agenda (Rondinelli, 2002). Furthermore, multinational corporations can enhance their political influence by using social advertising. Social advertising can influence how governments deal with socio-economic and environmental problems that affect them. Therefore CSR programs can enhance the corporate image and expand the corporate market (Rondinelli, 2002). Some critics see multinational corporations as a threat to the democratic decision-making process. MNCs do not necessarily protect the public interests. For example, in some countries, public goods such as electricity, telecommunications, education, safety and security moved from the public to the private sector (Rondinelli, 2002).

Nevertheless, many multinational corporations assist governments and NGOs in addressing community issues more efficiently. For example, since 1985 Coca Cola and

Rotary International raised more than \$400 million to promote polio immunisation, together with WHO and UNICEF (Rondinelli, 2002).

These findings make the assumption that MNC agenda aims to change society to protect against government policies that affects them. Furthermore it implies that government bodies are not democratic. It implies that MNCs shows the government how to deal with socio-economic and environmental problems. These assumptions concur with Hardy and Leiba-O'Sullivan's statement that real decisions take place behind the scenes (Hardy and Leiba-O'Sullivan, 1998). MNCs are therefore powerful actors that influence community decisions behind the scenes of government governance. These assumptions also concur with Foucault's statement that power relations could not exist without the institutional support of knowledge that supports power relations (McNay, 1992). In this case it implies that government legitimises MNC power. These findings also confirm Blau's statement that economic strength can restrict or alleviate the regulation and availability of service provision (Blau, 1967). However, the use of NGOs to implement an MNC agenda shows that restrictions and provision of service do not always occur through political means, as suggested by Blau.

2.3.3 CSR Trends

Due to the varied understanding of corporate social responsibility, there are several forms of CSR. The three main forms of CSR are:

- Philanthropy, which focuses on charitable donations.
- Development of new products. For example, investments that benefit the local country or where the local workforce and resources are used.
- The implementation of company activities that promote sustainable development. (Hopkins, 2007)

According to KPMG, more companies find it easier to implement philanthropy initiatives. Companies find it harder to integrate their CSR strategy into their operations and company strategy. The integration of CSR in business practice requires the implementation of international standards (KPMG, 2005). However, some multinational corporations are starting to take social concerns into consideration. They want to extend their influence into more social action that includes state and inter-governmental intervention in the markets (Bendell and Kearins, 2005: 377, 381). For example, NIKE

has started to look into ways to support local labour standard inspections in the countries in which they operate (Bendell and Kearins, 2005: 376).

2.3.3.1 CSR Reporting

CSR reporting is also an issue because stakeholders need to decide what is relevant to their interests. This is why in the 1990s CSR reporting only covered environmental, health and safety concerns (KPMG, 2005). Now, reports include labour standards, human rights and child labour.

More companies, specifically from middle-income countries have started to generate more CSR reports, although there is a lack of standards and regulations (Hopkins, 2007).

According to Schepers, corporations publish reports on social and environmental behaviour to alleviate the pressure from NGOs (Schepers, 2006).

Many report community involvement that includes employee volunteer programs. Philanthropy is also mentioned. Philanthropy tends to be less strategic and has little relevance to the company's profitability (KPMG, 2005). However, many reports do not include program selection criteria. Nevertheless, reports follow labour standards as defined by the ILO and other international standards such as the UNDHR and OECD guidelines for multinational enterprises. Then again, few provide any guidelines of how businesses implement these standards (KPMG, 2005).

However, there is a growth in accounting standards for CSR. Companies are starting to implement accounting standards such as AccountAbility (Hopkins, 2007).

2.3.5 Key CSR Issues

The regulation of MNC behaviour has always been disputed. It reached worldwide attention in the 1970s when the ILO, UNCTC and the OECD tried to design codes of conducts for multinational corporations. The result was lack of consensus over the wording and codes of conduct. The codes of conduct ended up being voluntary instead of mandatory as originally intended (UN, 1999).

In later years, high profile scandals attracted public attention. It led to calls for the development of standards of how to structure and manage CSR programs (Blowfield, 2005) to ensure accountability (Naidoo, 2003). Standards would include transparent governance structures, hiring practices and participatory mechanisms (Naidoo, 2003).

2.3.5.1 Lack of enforcement

Although international organisations such as the ILO, EU, UNDP, and WB are showing more interest in CSR, there are still few new laws and few international standards related to CSR. The UN recently created the UN Norms on Transnational Corporations. These norms attempted to standardise MNC obligations under international human rights law. However the UN document lacks any vehicle for enforcement (Slack, 2006). The OECD also published “The OECD Guidelines for Multinational Enterprises” in 2002. It covered major topics such as consumer protection, human rights, the environment and business ethics in labour relations among others. Similar to the UN Norms on Transnational Corporations, the OECD highlighted that the guidelines were voluntary. The OECD also made clear that ultimately the government is responsible for making corporations responsible. (OECD, 2002) Consequently, the OECD guidelines became recommendations, instead of enforceable guidelines to promote accountability.

2.3.5.2 Lack of Corporate Governance Models

Furthermore, there are no corporate governance models in place to guide companies. Sometimes the CSR methods used by corporations vary within the corporation itself (Hopkins, 2007:33). According to Slack, empirical evidence shows that irresponsible CSR is becoming a real financial risk for multinational corporations. The financial risk is a criterion that could be used for banks to ensuring greater responsibility from multinational corporations (Slack, 2006).

2.3.5.3 Limitations to CSR Implementation

However, implementing reforms to integrate CSR with, for example, the implementation of new technology that is more environmental friendly can be more costly and time consuming. The implementation of new technology could be difficult for small to medium size companies to manage. Furthermore, the lack of know-how and limited size of niche markets can discourage companies from implementing a CSR program (Utting, 2000: 26-27). These findings confirm the disparity that exists in defining CSR and providing clear business guidelines to show how to implement CSR. It assumes that implementing a CSR program involves costly investments, although CSR doesn't necessarily mean the implementation of new technology. For example, CSR could involve making a company paper free by using e-bills. It could involve

encouraging staff to work from home to reduce carbon emission. Both suggestions do not cost anything to implement.

2.3.5.4 Lack of knowledge in assessing MNC & NGO Practice

The process to understand the politics of MNC and NGO practices has been largely ignored. Practices have not always been fully transparent (Rondinelli, 2002). It is speculated that the connections with community leaders; associations and international development agencies; government agencies that connects local, regional, national and international networks; have an enormous impact on local people's lives and on globalisation (Fisher, 1997).

It is also important to know why an organisation is achieving any success. An assessment of MNC and NGO practice helps define minimum standards that identify the minimum capacity to run effectively (Fowler, 1997).

In spite of the benefits mentioned above, auditing a NGOs' performance is still at infant stage (Fowler, 1997:175). No mechanisms are yet available to ensure NGO accountability towards the people they help (Kamat, 2004). Many NGOs sometimes acknowledge how much they actually influence a society, but seldom want to take responsibility for its consequences. NGOs do not take into considerations all achievements gained from their intervention, because it usually takes longer to assess the impact than what has been delivered (Fowler, 1997).

2.4 Empowerment as Development

In 1990 at the International Conference on Popular Participation in the Recovery and Development Process in Arusha Tanzania, southern organisations put pressure on the United Nations to encourage more participatory and transformational development (Nelson and Wright, 1995: 3-4). To respond to concerns over the failure of the top-down approach to service provision, organisations suggested using the bottom-up approach (Nelson and Wright, 1995).

Some argued that people needed to become more independent from the State with the bottom-up approach. The state was in charge of development (Kamat, 2004) with the top-down approach to service provision (Nelson and Wright, 1995). In the bottom-up approach NGOs were the main organisations that could implement development (Kamat, 2004). Furthermore, it was believed that cultural degradation; poverty (Wacker,

1994:129) and the failure of development were due to the lack of participation. People received help even if they did not need it (Ekins, 1992:114).

The theory of development changed. It came to include concerns such as gender, social, political participation, resistance, environmental, and cultural development (Harcourt, 1994). Development became “a purposeful growth of human personality through the release and application of man’s creative energies within a collective framework”, as stated by De-Silva (Ekins, 1992:137). Development could be described as modern citizenship involving political participation. Drucker described it as an active commitment to making a difference in one’s community, society and country (Moon, Crane and Matten, 2003). Cruikshank called it the “technology of citizenship” that transformed the subjects’ powerlessness to active citizenship (Dean, 1999:67).

As such, empowerment is the foundation for the participatory aspects of democratic traditions. It focuses on the self-determination and autonomy found in many variants of liberalism (Dean, 1999). Liberalism emerged in the 19th century and brought the rights of participation in political life (Wilkins, 2000:15).

These findings highlight the need for people to take part in their own development, to ensure the provision of adequate help. Furthermore, these findings make the assumption that development can only take part through the implementation of NGO programs. It fails to consider other actors in society such as business. It also fails to consider the importance of the relationship between teachers and pupils. It also assumes that only NGOs can represent people’s interests. This assumption does not coincide with the belief that participation makes people more independent because NGOs select the issues they want to be address. Participation is seen as the only way of creating an active citizen. This statement would indicate that poverty and cultural degradation are products of government’s failure to include all members of society within society.

2.4.1 Theoretical approaches to empowerment

Following the 1991 GAPP (Group for Anthropology in Policy and Practice) conference in Swansea, it emerged that participatory development involved shifts in power. It emerged that participation gives the possibility to influence and determine the direction of change (Nelson and Wright, 1995). Participation includes the process of decision-making, maintenance, implementation and evaluation of successes and failures (Lane, 1995). Community members control all stages of the process to ensure accountability. The facilitator could foster community-based initiatives that could become sustainable

programs of development (Kiiti and Nielsen, 1999). Consequently relations of empowerment are relationships facilitating the active participation of the poor in political life (Dean, 1999).

2.4.1.1 Empowerment through Participation

According to Lane, participation in development is the only way to enhance the quality of life (Lane, 1995: 188). They become their own change agent (Thomas, Alan, 1992) by engaging in the process of development (White and Nair, 1999). Empowerment builds a sense of independence through inter-dependence. Dialogue can generate self-esteem, self-respect, self-confidence and self-definition (White and Nair, 1999).

Johnson also believes in individual and collective participation combined with skill development. This combination increases the possibilities to earn an income. It also encourages self-discovery and the development of a collective identity. A shared identity promotes collective action that enhances networks between households and individuals. Networks can reorganise the daily lives of women and men (Johnson, 1992). In essence, Johnson believes it's about understanding development differently and thinking about alternatives (Johnson, 1992). Johnson's findings concur with Wacker's idea that self-organisation is empowerment (Wacker, 1994). These findings help evaluate the impact multinational corporations and NGOs have on NGO participants. It helps evaluate if the empowerment program creates a collective identity and enhances self-awareness. It also helps evaluate if empowerment programs create networks that can create alternatives for women.

2.4.1.2 Empowerment through Education

According to Heward and Bunwaree, education holds the key to autonomy. The higher her education, the more autonomous a woman becomes. Heward and Bunwaree believe that education influences five factors in a woman's life: decision-making in the family, social and economical self-reliance, mobility and knowledge of the outside world (Heward and Bunwaree, 1999).

Rosenau believes that basic analytical skills can make a person powerful (Rosenau, 1990). Analytical skills include learning skills; implementing knowledge for adaptive learning, legitimacy and loyalty combined with the self-realisation that collective action improves everyone's condition (Rosenau, 1990).

According to Rowlands, other factors are needed, such as development of confidence and negotiation skills to influence close relationships (Nelson and Wright, 1995).

Wilkins believes active and empowered citizens are those who are critical and can solve problems (Wilkins, 2000).

These findings show that education is vital to empower a person. Education provides the skills to solve problems, negotiate and influence relationships. Therefore education is the only method to change a person's life. This insight will be helpful in seeing how CEPIA's therapy sessions influenced participants' way of thinking. Therapy sessions could also serve to provide information in the form of advice, self-awareness and cognitive therapy.

2.4.1.3 Empowerment through Self-awareness

Swindler believes self-awareness contributes to empowerment (Swindler, 2000). Harcourt expands this idea and adds that the self-awareness of how we are embedded in power relations can create change (Harcourt, 1994). Freire developed a method of teaching poor people to read and write while encouraging participants to critically assess their social situation. He believed that in realising the injustices of their situation, they would take action to transform the society that put them there (Thomas, 1992). Participation could therefore be risky as it can challenge local power structures (Nelson and Wright, 1995). Self-awareness in this case is a form of educative information. This information can change the perspective of the student and influence relationships in the household and within the community.

2.4.2. The Women's Clubs of Peru

In her research on women's clubs in Peru, Hazel Johnson discovered that the process of empowerment started with organisation around community needs (Johnson, 1992). This is when women realised how much work they did themselves. As they became aware of their role, women started organising around gender related issues. Gender related issues were practical and strategic gender needs and interests that did not necessarily affect them. It led to the realisation that women's clubs could focus on specific issues such as the improvement of maternity care and equal wages that directly affected them. At this point, women started using the women's clubs for their own ends (Johnson, 1992).

2.4.2.1. Process of Self-awareness

Women's clubs made women understand their own strengths even if the local power structures remained the same and the local government didn't engage in their cause (Johnson, 1992: 152). External events and the growing awareness in confronting their hardship were attributes that changed the direction of the Women's Club (Johnson, 1992). The discovery of forms of solidarity based on a common identity and understanding the impact of collective action led to the fundamental realisation that any real change had to come from their own actions instead of relying on State or voluntary sector handouts (Johnson, 1992).

2.4.2.2. Women's Identity

Additionally, a woman's identity can change in the empowerment process:

“When I discovered myself as a woman, that I have the same rights as everyone else, my relationship with my children changed... My relationship with my husband got better.... He wouldn't accept it at first but in time he began to see that it was a need, my need” (Johnson, Hazel, 1992: 170).

2.4.2.3 Creation of Alternative Income

The women's clubs in Peru also helped generate alternative informal sector income that is compatible with women's reproductive role in the household. Other clubs focused on the collective approach to welfare needs such as setting up communal kitchens and children's' dining rooms. These actions reflect the collective motivation to finding ways to tackle poverty and economic crisis (Johnson, 1992).

2.4.2.4 Key findings

The research on women's groups in Peru illustrated that community based organisations contributed to the following developments:

- Empowerment takes form through participation
- Organisation is closely linked to women's daily responsibilities
- Individual domestic and reproductive issues enter the public political arena by making them collective domestic issues (Johnson, 1992).
- Participation generates shared identity that can impact a woman's perspective and identity.

- Confidence building
 - a. Allowing women to express their concerns and act on local development needs such as gender needs.
- Development of women's skills and awareness

To summarise, in the process of gaining more importance in the community, addressing gender-related needs of their own families and addressing their own gender specific needs, women realised their capacity to organise. They found new incomes and learned how to generate income (Johnson, 1992). Consequently, when women organise, they can find ways to change and help improve their basic conditions of existence, even if these do not change the formal power structures (Johnson, 1992).

2.5 Actors

According to Lunde, globalisation and the gradual disintegration of established political structures have reduced the state's ability to exercise power (Lunde, 2000). The state's capacity to generate compliance has decreased. This is because citizen's expectations of the state's effectiveness to provide services have decreased too (Rosenau, 1990). Services are poorly coordinated (Mackintosh, Maureen, 1992) and do not represent poorer people's needs (Rosenau, 1990). The political management and capacity to change is restricted. The political management is restricted due to the inadequate resources needed to manage any change as foreign actors and cooperation is required. Additionally pressure from subgroups has constrained the state's practices (Rosenau, 1990). Businesses are more integrated in the political process as governments struggle in the increasingly more volatile political market (Lunde, 2000). The more the state's capacity declines, the more resistance to its policies and legitimacy declines (Rosenau, 1990).

The decline in state legitimacy is reflected in the change in the meaning of authority. Authorities are challenged in all areas of human life because people do not respect institutions just because they are institutions (Rosenau, 1990). The interdependence of people is so extensive that it is challenging the internal dependencies that undermine the existing lines of authority. The media portrays people as challenging authority. The criteria to grant legitimacy are based on performance. It shows that authority is becoming internalised into private modes (Rosenau, 1990).

2.5.1 Multinational Corporations

Multinational corporations are companies that focus on manufacturing, sales or services. They have international subsidiaries in one or more countries that generally are independent from headquarters. These independent subsidiaries can achieve global scale coverage through specialisation that benefits the whole company (Johnson and Scholes, 2002). Most corporations are based in the developed world. Ten out of 15 of the largest corporations in the world are based in the US (Hopkins, 2007:3).

2.5.1.1 MNC as new international change agent

In the beginning of the 20th century, multinational corporations focused on minerals and plantation agriculture. This has now changed to processing, manufacturing and

service provision. The state has changed its role from controlling the industry, to controlling trade, services and the direction of research and technological innovation (Strange, 1996). Just like governments, international organisations have been overwhelmed by budgetary shortfalls, bureaucracy, inefficient leadership that has led to paralysis. Where the state's capacity has diminished, subgroups such as multinational corporations and NGOs have taken over the tasks that the state left undone (Rosenau, 1990). States use subgroups to fulfil their tasks when they see that the state is ineffective in its deliverance of service (Rosenau, 1990:134). This finding concurs with Foucault's idea that the state legitimises the power of corporations (McNay, 1992). The reduced authority of the state and the deteriorated ability to remain in control and remedy domestic problems has been caused by (Rosenau, 1990) environmental degradation and the spread of disease across state borders. These problems have evoked international collaboration to alleviate the economic costs (Zacher, 1992:76-77) and structural difficulties.

Neoliberalism and its focus on the individual and private firms challenge the idea of the state as a development agent (Thomas, Alan, 1992). According to the World Investment Report, corporations are central organisers and "engines of growth" in the world's economy (Strange, 1996:45). Corporations are engines of growth although they self regulate their own activities as with the Business Council for Sustainable Development (Häusler, 1994:146).

2.5.1.2 Multinational Corporations and Power

Multinational Corporation's economical power is vast. Their economic power was created when international production became multinational (Strange, 1996). Corporations could become multinational thanks to the liberalisation of economic policies including dropped tariffs (Zacher, 1992). Many developing countries in need of foreign investment implemented these policies (Strange, 1996).

To put MNCs power in perspective, Exxon Mobile's profits for 2004 was US\$25.3 billion. The World Bank lends around US\$15-20 billion a year. The ILO's profit is US\$0.25 billion. EXXON Mobile's profit is 100 times larger than ILO's profit and the amount the World Bank lends (Hopkins, 2007:4).

2.5.1.2.1 Multinational corporations as Political Players

According to Strange the focus on the market has made multinational corporations political players since they have political relations with civil society (Strange, 1996). It should therefore not come as a surprise that multinational corporations participate in the civic process like citizens with political and legal status. In some cases, corporations have filled the government's vacuum, which has changed the way individual rights are enforced and safeguarded (Moon, Crane and Matten, 2003). According to Palast, as quoted by Moon et al., MNC's political power in financing election campaigns is growing. Their influence of national politics through the location of their industries (Bendell and Kearins, 2005) and through the use of media and media coverage is also growing. Multinational corporations own 40% of world media (Bendell and Kearins, 2005: 374).

Companies can be seen as developing their own culture, norms and social structures to change the way society works that are consciously different from society. These findings show that multinational corporations are a balancing act in society (Fowler, 1997:71).

2.5.1.2.2 Multinational corporations as Pressure Group

In turbulent times when the state becomes weaker, multinational corporations' power has increased and allowed multinational corporations to take action and frame issues. This happened with ecological and peace movements (Rosenau, 1990). Consequently corporations function as pressure groups by participating in decision making. They share the responsibility for governing. Their governance occurs through their contribution to non-governmental and governmental organisations principal issues and through the administration of rights within organisations (Moon, Crane and Matten, 2003). As such, multinational corporations are increasing their power as a parallel power to the government. MNCs have more power of fiscal extraction of profit, the direction of technological innovation and research, location of industry and investment and the management of labour relations (Strange, 1996:65). An example of MNC power occurred at the G8 meeting in Cancun in 2003. The US president blocked measures to alleviate the global patent laws that would facilitate the access to drugs for AIDS/HIV, tuberculosis, malaria and other diseases that are unique in Africa. It is believed that multinational corporations lobbied the US government into blocking the access to these drugs (Bendell and Kearins, 2005: 375). This finding concurs with the Blau's argument

that people with economic strength can restrict the regulations of exchange of services and in this case, also products, through political means. Microsoft is another example of a company that is socially active. Microsoft has on many occasions, not only done what is good for society but what is good for business. In the case of Zhao Ling, an outspoken Chinese Government critic, Microsoft shut down his blog after receiving the request to do so, by the Chinese Government (Hopkins, 2007:62). These examples show that corporations do not always behave in a socially responsible manner and do not always act in general interest of society.

2.5.2 NGOs

NGOs are non-profit organisations. NGOs describe civil society organisations (Murphy and Bendell, 1999:5) that represent people's interests at local, regional and international level. They work towards a broad agenda of sustainable development, human rights, environment and poverty alleviation (Tuij and Jordan, 1998).

There are different kinds of NGOs such as empowerment NGOs, advocacy NGOs, Direct Aid NGOs and others (Schepers, 2006:283). However, all NGO activity could be seen to have an advocacy aspect where even the provision of bread to the poor changes local power relations (Tuij and Jordan, 1998). Empowerment NGOs focus on assisting the local community in increasing the available government services, the level of access to markets and the creation of cooperatives (Schepers, 2006). NGO advocates aim to enhance the weaker sectors in the community by providing better access to information, to enhance self-respect, promote self-confidence and integrity. Aid NGOs provide relief and direct assistance to those in need (Schepers, 2006).

Generally NGOs are divided into two categories: northern NGOs (NNGOs) and southern NGOs (SNGOs). NNGOs are from wealthier developed economies and SNGOs are from developing countries (Schepers, 2006:285-286).

2.5.2.1 *Roles of NGOs*

Although the NGO movement remains diverse, unorganised and often divided (Murphy and Bendell, 1999), NGOs have gained more credibility. They have become a force in many societies (Tuij and Jordan, 1998), which can be confirmed by the growing participation of NGOs in UN conferences (Murphy and Bendell, 1999). NGOs' rise in power is believed to stem from cultural, economic and social change that has given rise to consumer politics (Murphy and Bendell, 1999).

NGOs tend to act through corporate boycotts, direct action protests and through collaboration and partner initiatives (Murphy and Bendell, 1999). NNGO action tends to be political in nature, where information, leverage, symbolic and accountability politics is tactics that are communicated through the media (Schepers, 2006). According to Schepers, NNGOs' use of media shows that NNGOs have power over multinational corporations. Multinational corporations have to leverage between the cost-benefit ratio of changing a policy or facing further pressure from NNGOs. Negative media exposure contributes to loss of sales. For example, Nestle was pressurised by NNGOs into changing their infant formula marketing campaign in Africa as a result of worldwide consumer boycotts (Schepers, 2006).

NGOs can be seen as rebuilding society and redefining the relationship between the private and the public and the individual and the collective (Kamat, 2004). NGOs change these relationships by influencing consumer opinion through their selected action protests and corporate boycotts.

2.5.3 Relationship between Multinational Corporations and NGOs

Partnerships between multinational corporations and NGOs have become more common because businesses are running projects that resemble those of NGOs (Murray, 2007). According to Utting, partnership also occurs for funding purposes rather than political reasons (Utting, 2000). Both multinational corporations and NGOs seek to address education, environment, health, poverty and human rights issues (Rondinelli, 2002).

2.5.3.1 Benefits of Partnerships

Oxfam has evolved its relationships with corporations through a three-dimensional strategy that involves funding, cooperation and policy dialogue. The strategy includes joint standard setting, pressure tactics and monitoring. One of the successful partnerships is that of Oxfam and Levi Strauss & Company that began through the dialogue on the company's impact on development and living conditions. The collaboration ended up in the joint design of the "ethical trading initiative" (Lindenberg, 2001:606). The partnership showed the potential that exists in building partnerships between NGOs and the private sector. It illustrates how NGOs can help integrate new ideas of corporate social responsibility into corporate accountability. It shows how NGOs can gain access to a broader base advocacy that includes aid, trade and structural issues. Furthermore, the partnership shows that it is vital for NGOs to build partnerships

both with the public and the private sector to speed up the emergency relief provided in, for example, times of disaster, war and for poverty alleviation (Lindenberg, 2001).

2.5.3.2 Issues with Partnership

Nevertheless, many NGOs have had difficulties in creating partnerships with multinational corporations. This is because of their role as mediator between the public and the private sector. As a mediator the NGOs monitor corporate behaviour and engage in putting pressure on multinational corporations (Schepers, 2006).

Furthermore, many NGOs are concerned about CSR because they think multinational corporations cannot provide sustainable development. Many NGOs think that multinational corporations are trying to diffuse regulatory innovations (Bendell and Kearins, 2005). Additionally, NGOs have had difficulties in creating sustainable partnership with the private sector because of the distrust that exists between the two. The distrust has created few partnerships that have gone beyond a philanthropic nature (Lindenberg, 2001). Complications arise as social goals come in conflict with a company's profitability. Problems also arise as a result of differences in management of an organisation. Additional problems surface when the NGO tries to manage a relationship that includes both operation and advocacy (Lindenberg, 2001).

2.5.3.2.1 NGO Funding

NGOs have different sources of income such as self-financing, donors and state grants. Finance is also earned through sales of goods or services reinvested in the NGO (Schepers, 2006).

Creating true partnership with a donor could be impossible because the donor controls the money (Lister, 2000). The donor donates in return for specific advocacy actions (Schepers, 2006). Consequently a dependency can be created between the NGO and the donor, because without the donation, the NGO cannot take action. Donors also determine the activities through the control of resources including the type of resources donated. As such power becomes self-perpetuating because it is the donor who decides what type and how many resources are needed. The donor also shapes the need for the resources donated (Lister, 2000). Therefore, since the recipient cannot do to the donor, what the donor can do to the recipient, (Lister, 2000) NGO-business partnership could prevent the NGO from openly criticising the MNC's practice. This could prevent the

creation of new models of corporate accountability and stakeholder engagement (Murphy and Bendell, 1999).

2.6 Summary

In this chapter, concepts and theories of power and empowerment have been presented. Several considerations specific to the influence and role of non-state actors such as multinational corporations and non-governmental organisations have been discussed. To summarise, the state's legitimate power has decreased. Politics is more volatile and has integrated non-state actors such as multinational corporations and NGOs into the political process. Corporations can decide where to do business, where to invest, and what technology innovations to focus on, due to their vast economic strength. Multinational corporations and NGOs can therefore be seen as balancing acts in society. NGOs rebuild society and redefine relationships between the private and the public. However, the collaboration between multinational corporations and NGOs could be problematic. This is because NGOs have previously been monitoring MNC activity by putting pressure on corporations to act more responsibly. The MNC-NGO relationship can impede NGOs from criticising MNC practice, because they are dependent on MNC financial donations. Financial donations influence the activities and services that are implemented by NGOs. Furthermore, without NGOs criticising MNCs, new standards and models of corporate accountability might not be created. Alternatively, partnerships can be created to involve funding and policy dialogue, as the partnership between Oxfam and Levi Strauss. Their partnership shows that NGOs can help integrate new ideas of corporate social responsibility into corporate accountability.

Chapter 3: Sol Meliá

3.1 Introduction

Chapter 2 discussed the issues involved in implementing empowerment programs for development purposes and the involvement of corporations in NGO programs. The case study for this thesis is Sol Meliá's empowerment program, which is coordinated by the NGO CEPIA. The purpose of this chapter is to introduce the multinational corporation. The introduction provides a context for the case study presented in chapter 6.

Information on Sol Meliá was gathered through Sol Meliá's website, annual reports and through an interview with Sol Meliá's CSR Coordinator. No additional independent sources were found. Therefore, the information selected was used, although it could be biased and unreliable.

3.2 Brief History

In 1956, Gabriel Escarrer Juliá founded his first hotel, named the Altair Hotel, in Palma de Mallorca in Spain (Sol Meliá, 2007). In the 1960s, the hotel reinvested profits and increased cooperation with tour operators. The investments lead to the first purchase of the first resort. By the end of the 1970s, the hotel changed its name to Hoteles Sol (Sol Hotels). The change marked the beginning of an expansion program of hotels in the Spanish mainland and Canary Islands. The expansion reached its highest peak in 1984 when 32 hotels were purchased. The purchases made Sol Hotels the leading hotel company in Spain (Sol Meliá, 2007).

In 1985 the Hotel Bali Sol, became the first international hotel chain to build in Bali. The hotel merged with Compañía Hotelera del Mediterráneo, which brought further expansion (Sol Meliá, 2006, 2007).

In the late 1990s the company went through financial and technological transformations. The company launched the internet website www.solmelia.com. Sol Meliá also became the first hotel chain to be floated on the stock exchange. At this time the hotel chain decided to integrate with property businesses. The development signified the take over of Meliá Inversiones Americanas (MIA) and with Inmotel Inversiones. Sol Meliá was created (Sol Meliá, 2006). Thirty-four new hotels were purchased. Twenty-seven hotels were added with the merge. Sol Meliá finally entered three key markets;

Latin America, major cities in Europe; and the Mediterranean (Sol Meliá, 2006). Sol Meliá became the 12th largest hotel chain in the world.

In 2000, Sol Meliá purchased 60 more hotels with the acquisition of Tryp Hotels. Sol Meliá became the leading hotel chain in the city hotel market, in Spain (Sol Meliá, 2007).

In 2003, the company built partnership with leading travel companies such as Rank Group, lastminute.com, Warner Bros. and Cendant (Sol Meliá, 2006). The Meliá Vacation Club was created. Fifty percent stakes in Luxury and Lifestyle Hotels and Resorts, were added to the portfolio. The Stein Group founded these hotels. In 2006 the ME Meliá brand was launched (Sol Meliá, 2006).

In 2007, Sol Meliá continued to expand by purchasing the German Hotel chain Innside. Currently Sol Meliá has 301 hotels in 25 countries that operate under five brands, Meliá; Tryp; Sol; Paradisus and ME.

3.3. Strategy

Sol Meliá aims to add value for all stakeholders through responsible tourism to satisfy hotel guests' needs and experience. The hotel chain aims to achieve responsible tourism by implementing its traditional values. These values promote constant improvement, personalised service, responsibility and value for money. The hotel chain also aims to implement new values that focus on diversity; equality; work-life balance; sustainability and no discrimination (Sol Meliá, 2007).

3.3.1 Strategic Plan 2008-2010

The strategic plan for 2008-2010 focuses on brand equity and awareness, internal and external customer satisfaction to reduce company costs. The hotel chain aims to become market leader in leisure travel by focusing on the Vacation Club business segment. Additional strategic goals involve promoting human capital. Human capital is considered one of its most important assets. The hotel chain also aims to operate responsibly with communities and the environment that it operates in. Programs such as the SAVE program, which has reduced 2900 tonnes of CO2 emission, will continue to be implemented. It is believed that this program will save the company €6.7 million and 80000 tonnes of CO2 emission (Sol Meliá, 2007:4).

3.4 Financial Statistics

Table 3.4.1 shows that Sol Meliá's revenues have increased an average of 8% per year, over the last five years. The greatest increase is the net profit gained in 2006 and 2007. These years had an average net profit of 35% per year. The profit could be due to the launch of the ME hotels and the Vacation Club.

Table 3.4.1. Financial Performance 2003-2007 (in million Euros)

	2003	2004	2005	2006	2007
Revenues	988	1052	1165	1257	1351
Net Profit	49	46	92	138	165

Source: Sol Meliá Annual Report 2007

3.5 Shareholder Relations

Sol Meliá's investor relations department focuses on communicating with shareholders and future investors through road shows and seminars. Road shows; seminars; email; website and telephone communication are used to inform customers and shareholders of the company's strategy, development plans and performance (Sol Meliá, 2007).

3.6 Sol Meliá Corporate Social Responsibility

Since 1956 the hotel chain delivered several projects. Community work is integrated with the company's value. Sol Meliá considers the concept of a socially responsible company as a key factor for the hotels' future success (Sol Meliá, 2005).

3.6.1 CSR Vision

Sol Meliá aims to internalise their corporate social responsibility values in all their products and services (Sol Meliá, 2007). The hotel chain aims to productively assist communities close to their hotels. By assisting communities the hotel intends to add value and provide brand differentiation (Sol Meliá, 2005). CSR initiatives could be educational programs that help improve the expertise and professionalism of people who coordinate community projects. It could also give assistance to individuals and groups by offering the use of hotel resources, services, and infrastructure. Programs also include involving staff in community work (Alsarro, 2008).

3.6.2 Programs

The programs are classified into two categories: environmental and socio-cultural programs (Sol Meliá, 2007).

3.6.2.1 Environmental Programs

The Environmental Program is divided into internal and external programs. The aim of these programs is to limit the negative environmental impact locally and globally. It focuses on minimising the effects of climate change (Sol Meliá, 2007).

3.6.2.1.1 Internal Environmental Programs

The internal environmental program focuses on the emission of CO₂ gases; saving water; waste management and raising the environmental awareness. Over the last three years the SAVE Project decreased the emission of NO_x and SO₂, which causes acid rain, by 7% and 12% (Sol Meliá, 2007). The SAVE project also implemented an energy efficient lighting system that uses LED lighting technology. The lighting system is controlled by the detection of human presence. The system reduced the cost of energy consumption by €868,661 (Sol Meliá, 2007: 106).

To save water, the hotel implemented a water flow regulating system, saving 920 tonnes of CO₂ emission (Sol Meliá, 2007:107). Soiled water is also recycled for watering plants. Salt water is used for heating systems and swimming pools (Sol Meliá, 2007).

To manage waste, the hotel prepares all waste for recycling before it is sent to authorised recycling centres. Furthermore, computer systems and mobile phones that are no longer in use are donated to local NGOs or employees (Sol Meliá, 2007).

The hotel also implements training programs, competitions and workshops for staff, customers and shareholders, to increase environmental awareness. Staff also receive Sol Meliá's environmental policy card "La Tierra" (Earth). This card summarises the hotel's environmental policy. Employees need to comply with the environmental policy upon joining the firm (Alsarro, 2008).

3.6.2.1.2 External Environmental Programs

Sol Meliá cooperates with many NGOs such as WWF in Brazil. The WWF Brazil assists Sol Meliá in better protecting and preserving the biodiversity and natural habitats in the vicinity of its hotels (Sol Meliá, 2007). Other programs include the participation in the climate change group at the Entorno Foundation. The foundation has more than

20 leading companies as members. These companies are aiming to become low carbon economies (Sol Meliá, 2007).

3.6.2.2 Socio-Cultural Projects

Sol Meliá focuses on helping children; women that are victims of domestic violence; staff that has been affected by natural disasters; and physically and intellectually disabled people (Sol Meliá, 2005, 2007).

Currently the company carries out projects under the initiative called “All for them – Todo por ellos”. A few of these projects will be mentioned here.

3.6.2.2.1 Sol Meliá Solidarity Day

This program aims to raise funds, as well as cultural and environmental awareness. The program organises children’s activities at the hotel. These activities are run once a week. In 2007, €80 000 was raised through these activities. The donation was used to renovate a school in Mexico (Sol Meliá, 2007).

3.6.2.2.4 Company and Disability Program

The company and disability program focuses on increasing the employment of disabled people; improving the accessibility of facilities; and products for the physically disabled. The hotel also implements projects for the visually impaired (Sol Meliá, 2007).

In 2007, five hotels achieved better accessibility by renovating. Ramps were installed in bathrooms to provide better access for wheelchair users.

The purchasing program aims to buy products from companies that have more than 70% labour force who are disadvantaged and at risk of exclusion (Sol Meliá, 2005, 2007).

3.6.2.2.5 Cooperation with Local Communities

Sol Meliá helps organisations by offering the use of meeting rooms, catering services, phone and help lines at discounted prices (Sol Meliá, 2007).

Surplus office and hotel equipment such as furnishing, linen, cutlery, bathroom amenities, excess foods, and computer equipment, is donated as well (Sol Meliá, 2005).

3.6.3 Program selection criteria

The program selection criteria focus on evaluating NGOs close to the hotel. Organisations need to be transparent and professional. Organisations also need to demonstrate good conduct, a well-defined objective and a good use of funds (Alsarro, 2008).

3.6.3.1 Management of Projects

The Community Involvement Monitoring Group includes Sol Meliá representatives from all departments. The group coordinate, supervise and monitor company activities including Sol Meliá projects that are run by NGOs. The aim is to ensure that projects achieve their expected targets (Sol Meliá, 2005). The Hotel General Manager is responsible for ensuring that the projects are compliant with company guidelines. The general manager needs to write project reports, describing the nature of the project; its objectives; the participants; the beneficiaries and the economic impact. The report is submitted to the Community Involvement Department's corporate headquarters in Spain. The corporate headquarter uses the report to evaluate the quality of the project and provides suggestions for improvement (Sol Meliá, 2005).

In some occasions, a Community Involvement Coordinator might be appointed to coordinate communication between stakeholders. This person also manages the relations with NGOs and other organisations that receive support from Sol Meliá (Sol Meliá, 2005). Management of NGOs includes monitoring the use of funds provided by Sol Meliá. Reports describe the projects and beneficiaries. It also provides receipts of how funds were used. Reports are requested to ensure NGO accountability (Alsarro, 2008).

3.6.4 Statistics of Community involvement

Table 3.6.4.1 shows an average increase of 53% of projects implemented per year. The collaboration with NGOs and foundations also has increased by an average of 45%. The increase could be due to the increases in project implementation between 2003 and 2004.

Table 3.6.4.1 Sol Meliá Community Involvement 2001-2007

	2001	2002	2003	2004	2005	2006	2007
Number of Projects	131	205	628	852	509	646	880
NGO and Foundations	71	145	360	470	246	302	342
Donation of resources (equivalent €)	78,232	384,859.74	1,153,043.30	1,203,475.92	1,107,080.82	1,408,054	1,638,433

Source: Sol Meliá, 2005, 2007

Table 3.6.4.2 intends to show the economic impact and the impact on awareness. It appears that the amounts listed merely show the number of participants who took part in the hotel chain's activities. It does not appear to evaluate the impact the activities had on participants. Surprisingly the Sol Meliá Coordinator was not aware of this table and could not explain how impact is measured when evaluating the impact on awareness and the economic impact on participants (Alsarro, 2008). This finding could suggest that the table is used to enhance brand identity.

Table 3.6.4.2. Participation & Impact 2007

Impact on awareness	Amount
Children participants	4,974
Adults participants	37,119
Economic Impact	
Children benefited	1,890
Adults benefited	5,000
Families benefited	1,666
Other	
Staff volunteer participation	1,114

Source: Sol Meliá, 2007

3.6.5 Awards

There were no penalties imposed on any Sol Meliá hotel or resort for lack of compliance with any international environmental regulation (Sol Meliá, 2007:101). Many of Sol Meliá hotels have therefore received awards (Table 3.6.5.1). The Gran

Meliá Caracas received a UNICEF award for its contribution to helping children. The Meliá Kuala Lumpur received the “Award of Highest Excellence of EU-Malaysia Trade/Investment 2007”, for its work and strategy to increase trade between the EU and Malaysia. The Meliá Kuala Lumpur hotel also received the Hotel Solidarity Award in 2007 for its “Adopt a Village” Project. This project aims to help villages that have been severely affected by natural disasters (Sol Meliá, 2007).

Table 3.6.5.1 Environmental Awards and Certificates

Hotel	Country	Awards/Certificate
Paradisus Punta Cana	Dominican Republic	Green Planet Award
Paradisus Río de Oro	Cuba	National Environmental Award
Meliá Bali	Indonesia	ASEAN Green Award
Meliá Kuala Lumpur	Malaysia	ASEAN Green Award
Meliá Cayo Coco	Cuba	Provincial Environmental Award
Paradisus Playa Conchal	Costa Rica	ISO 141001
Sol Menorca	Spain	Biosphere Hotel
Gran Meliá Don Pepe	Spain	ISO 141001/ EMAS Regulation
Meliá Hanoi	Vietnam	Green Globe XXI

Source: Sol Meliá Annual Report 2007

Furthermore, the FTSE4Good IBEX sustainable index, selected Sol Meliá as one of the most responsible Spanish companies. The FTSE4Good IBEX recognises companies that have developed responsible management policies (Sol Meliá Press Releases, 2007).

3.6.6 Sol Meliá Alliances

Sol Meliá has many alliances and works closely with many organisations. For example, in 2006 its alliance with Save the Children was established, to achieve sustainable tourism. The company also works with the Lealtad Foundation. The foundation focuses on promoting corporate transparency within the company and with other companies including NGOs (Sol Meliá, 2007).

Chapter 4: CEPIA

4.1 Introduction

This chapter aims to give an overview of the local NGO CEPIA. Their structure, activities and women's empowerment program will be presented. To clarify the context of the study, an overview of the community and the participants that CEPIA works with will be provided. Information on CEPIA was gathered through CEPIA's website and through interviews with CEPIA's President and core staff. No information is available about CEPIA elsewhere. There is also little to no information about the Guanacaste region. Information about the region was gathered through very few governmental white papers and research papers and from speaking to CEPIA staff and local people. This information was used, although it might not be entirely reliable.

4.2 CEPIA

CEPIA is a non-profit organisation that focuses on children, adolescents, women and disadvantaged families in Costa Rica. They provide extracurricular classes and therapy in nine villages in the region. CEPIA stands for Culture, Education and Psychology for Infants and Adolescents. CEPIA's headquarters is situated in Huacas, Guanacaste (CEPIA, 2008).

4.2.1 CEPIA Values

CEPIA applies Freire's theory of empowerment to all programs offered. It uses humanistic, participative, dynamic and contextual methods as basis to all their programs (Deweert, 2008).

4.2.2 CEPIA Structure

CEPIA consists of a board of directors, one administrator, volunteer workers and general staff. The general staff consists of one clinical psychologist, one computer instructor, one educational psychologist, one schoolteacher for environmental education, and one family education specialist. The education specialist is also in charge of the general management of CEPIA. All members of staff are academically trained with a minimum of a basic degree. All staff are Costa Rican, except for the President who is Belgian (CEPIA, 2008).

4.2.3 The Support Structure

Programs are individualised where participants fill in a questionnaire and undergo an interview. In the interview participants express the services they would like to receive. The psychologist evaluates the participant's maturity and academic level. CEPIA offers programs based on the evaluation (Deweert, 2008). Some participants receive psychotherapy. They may also receive financial help for school appliances, clothes and food, depending on their need. CEPIA also has an agreement with the local emergency clinic that provides healthcare to participants. All services offered depend on the available financial resources and the skills staff and volunteers can offer (Deweert, 2008).

4.2.4 Resources

CEPIA's main office in Huacas has three offices. One is used for individual therapy sessions. One is the main classroom. An outside work area is used for arts and crafts. There is also a small library, a kitchen, and a staff room and storage space. The storage space is used for donations that are distributed to participants (Deweert, 2008).

4.2.4.1 Material & Financial Donors

Books, paper, crayons, school appliances, and some staff salaries are donated from businesses through financial donations or direct material donations. CEPIA's main financial donors are Reserva Conchal; Paradisus Playa Conchal; Robert August Surf & Turf Competition; Vista Langosta-Craig Cowan; Caturga, Gold Coast Vacation Rentals & Remax Flamingo; Mytics-Mardi Gras and Costarican Trails (CEPIA, 2008).

4.3 Programs

CEPIA offers programs that are mainly aimed at women, families, children and schools.

4.3.1 Families and Women

4.3.1.1 Psychological & Counselling Support

Teachers, the school or parents refer children to CEPIA to receive therapy. Counselling is provided in conjunction with family therapy. Currently 25 families benefit from family counselling support (CEPIA, 2008).

4.3.1.2 Women's Group

According to CEPIA's President, the women's group was discontinued due to financial issues and lack of motivation from participants and the facilitator (Deweer, 2008). The women's group ran on a weekly basis. Different skills such as, cooking, arts, jewellery making, floral decoration, communication with children and spouses, were taught. CEPIA taught these skills to offer women an opportunity to start to sell products or teach others new skills (Deweer, 2008). Women also took part in group therapy sessions. In the therapy sessions they were encouraged to speak about different topics such as physical and mental health, self-esteem, raising children and empowerment (CEPIA, 2008).

4.3.1.3 Introduction to the Labour Market

The local police and community members collaborate with CEPIA in providing task-oriented education for troubled adolescents. The program aims to integrate troubled adolescents into the labour force. Many of these participants attend computer and English classes. CEPIA also helps these participants get work in catering services and fishery (CEPIA, 2008).

4.3.1.4 Poverty Reduction

To help alleviate poverty strains, CEPIA provides the local community with resources such as kitchen utensils and clothes. Information on how to receive help in Costa Rica is also provided (CEPIA, 2008). Currently eight families are benefiting from financial relief from CEPIA (Barrantes, 2008).

4.3.2 Children & Schools

CEPIA provides teachers for local schools when required. Community activities are also jointly coordinated with local schools, for example, when the local village gets cleaned. Schools also receive education on environmental protection, from "The Blue Flag" program (CEPIA, 2008).

Furthermore, to help stimulate children's development, CEPIA provides yoga, horseback riding, song, and art and drama classes for children. Two hundred and fifty children in Guanacaste attend English classes, sports classes such as football, basketball, swimming, yoga classes. One hundred and fifty adolescents attend computer classes (CEPIA, 2008).

4.3.3 Other activities

CEPIA provides workshops and movie nights for the local community. Workshops are implemented to engage locals in CEPIA's activities (CEPIA, 2008).

Furthermore, CEPIA has a library that contains children's books, information for teachers and books for adults. The local community can use the library (CEPIA, 2008).

4.3.4 Program development process

The program selection is based on a participatory approach. The board of directors evaluate the needs of the local community. Local leaders, schools and local participants also provide their input. As a result, a list of workshops and programs are developed and delivered depending on the available skills and financial resources (Deweert, 2008).

4.4 Community

Guanacaste is situated on the North Pacific Coast of Costa Rica. It is one of the least populated and least developed areas in the country (Carballo et al, 2004). Forty percent of the population in Guanacaste are unemployed. Twenty percent of teenagers become pregnant. 12.5% leave school or are expelled from school. Twenty percent of the population are addicted to drugs or are victims of domestic violence. Homelessness, child labour, sexual exploitation and neglect are also problems facing the region (CEPIA, 2008). Additionally, the region suffers from infrastructural problems to address these problems and means to promote a healthy lifestyle to prevent these problems. For example, the Costa Rican government currently has only one appointed psychotherapist for the Guanacaste region to deal with cases of sexual and physical abuse (Deweert, 2008).

4.4.1 Labour Market

The labour market in the region is unstable although tourism is providing some new opportunities for work. English has therefore become a vital lifeline for the local community (Deweert, 2008). Furthermore, according to locals, tourism has not only provided work opportunities, but has also contributed to an increase in price of goods and services. The price increase has intensified the hardship already experienced (Local People, 2008).

4.5 Participants

According to a recent CEPIA survey, 31% of participants live in poverty and are victims of violence or living in violent families (CEPIA, 2008). The majority of participants are Costa Rican. Some are migrant families from Colombia and Nicaragua (Deweert, 2008).

A large majority of participants in the women's group were victims of sexual and physical abuse, suffered drug problems or were victims of abuse caused by drug and alcohol related problems (CEPIA Participants, 2008). Many participants had never left their homes before attending CEPIA programs. They had not left their homes because they see their role as carers. Carers look after the children and the husband. Some migrant Nicaraguan females came from the Nicaraguan-Honduras border where many women and young girls have been victims of gender related murders (Rosales, 2008). These murders are similar to the cases reported in Ciudad Juárez on the Mexican border with the US (Thomson, 2002). They therefore had never left their homes and never attended school for fear of being victims of gender related murder (Rosales, 2008).

83.3% of all women interviewed live alone and care for their children. Some live with family members, commonly a sister or grandmother. Sixteen percent live with a partner, husband or the father of their children (CEPIA Participants, 2008). All too often, fathers have several relationships with several women simultaneously. Many fathers therefore travel between their different families on a constant basis. Some men never return and leave their partner/wife and children alone. Yet many women remain at home hoping for their return. When their partner/husband abandons them, they find themselves in poverty. They generally do not have the skills to find a job because many dropped out of school due to teenage pregnancies (Rosales, 2008). According to CEPIA's psychologist, in Costa Rican tradition, multiple relations give a man status and signify true manhood. The nuclear family therefore does not necessarily consist of a mother and a father and children. It consists of a mother and children, or a mother and grandmother/aunt and children. In Costa Rica the woman is therefore the head of the household (Rosales, 2008).

4.5.1 Ability

One participant has a learning disability and is possibly intellectually disabled. One is hearing impaired. All other participants have no apparent physical or intellectual disability.

4.5.2 Attendance

The average attendance was four out of seven sessions. Some women could not attend all classes due to conflicting work hours, transport issues, and other responsibilities. One partner forbade a woman to attend the programs to protect his male honour. One could not attend all classes due to a lack of security (no front door). Consequently this woman was forced to stay at home in fear of having her few belongings stolen (CEPIA Participants, 2008).

4.5.3 Achievements

Evaluation of the women's empowerment program is unavailable because no type of evaluation has taken place to date. According to CEPIA's President, participants come and go. Some learn faster than others. Some pick up a new language and find a job immediately. However, work is not permanent. Participants find themselves without a job almost as fast as they find one. In the future, CEPIA intends to evaluate and measure the impact of their workshops and courses offered (Deweert, 2008).

4.5.4 Participant Selection Process

Participants are given invitations in schools to attend CEPIA programs. Others are recruited in the street or through home visits. The National Child Welfare Authority (PANI) and local schools refer some participants to CEPIA. Friends, neighbours and families have referred a majority of CEPIA participants to CEPIA (CEPIA Participants, 2008).

4.5.5 Rules of conduct

Teenage participants need to follow rules to be allowed to attend classes and receive support from CEPIA. Some examples of these rules are that participants need to be in time for classes; they must respect each other and the need to wear proper attire. Participants who fail to attend three classes are excluded altogether (Deweert, 2008).

Chapter 5: Costa Rica

5.1 Introduction

The purpose of this chapter is to continue to provide a context for the case study, by presenting the current situation in Costa Rica.

5.2 Brief History of Costa Rica

Costa Rica is a small country situated in Central America with 4.2 million inhabitants. The country's development has been slow in spite of its high HDI, high living standard and long culture of democracy. In the beginning of the 21st century, Costa Rica went through the transition from being an agricultural country to importing substitute products. In later years, Costa Rica's government reduced tariffs and regulations to open the Costa Rican market to foreign investment (Consejo Social de Gobierno Republica de Costa Rica, 2004).

5.3 Population

Costa Rica is a multi-ethnic society. The majority of the population is European or mestizo. Seventy-five percent of the population are of Nicaraguan origin. 1.9% is from Africa. 1.9% are Chinese and 0.2% are from neighbouring countries (CEDAW, 2005:15-16). Fifty-nine percent of the population live in the greater metropolitan area; (Consejo Social de Gobierno Republica de Costa Rica, 2004) San José, Cartago, Alajuela and Heredia (CEDAW, 2005).

Currently 16.7% of the population live in poverty (INEC, 2007). According to the Costa Rican government's National Development Plan for 2006-2010, poverty remains a problem due to the economic policies in place. Poverty remains because economic policies favour larger companies instead of small to medium size businesses. Also, the government expenditure for education, health and social protection has not changed since 2000 (Gobierno Republica Costa Rica, 2007:43).

5.4 Economy

Costa Rica's economy performed erratically over the years. The economic growth varied from 0.9% in 1996 and 8.4% in 1998. The average economic growth is 4.1% (Obregón, 2007:57). Costa Rica has the most open market in Latin America. It is the

third country in the region that receives most foreign investment. The country exports its national products to 138 countries worldwide. The ratification of the Free Trade Zone with the US and the Dominican Republic will continue to open the Costa Rican market. The country hopes to implement a similar agreement with the European Union (Obregón, 2007).

5.5 Industry

Costa Rica's main industries focus on fishery, tourism, service industry, telecommunications, agriculture, and forestry. Costa Rica is currently promoting ICT as an export engine. ICT contributed to 8.3% of GNP in 1999 (UNDP, 2001). The Free Trade Zone and free export of products to the US, Central America and Mexico, made the country very attractive to multinational corporations such as Intel, Lucent Technologies, Siemens and Microsoft (UNDP, 2001).

Costa Rica developed one of the most advanced ICT network infrastructures in the Caribbean Region. Telecommunications is a tool that integrates the population and gives access to the poorest in society (OECD, 2007). Therefore the Costa Rican government is working to provide better access to the internet to facilitate a faster exchange of information. Exchange of information can give the poorer population access to business by making them more mobile (UNDP, 2001).

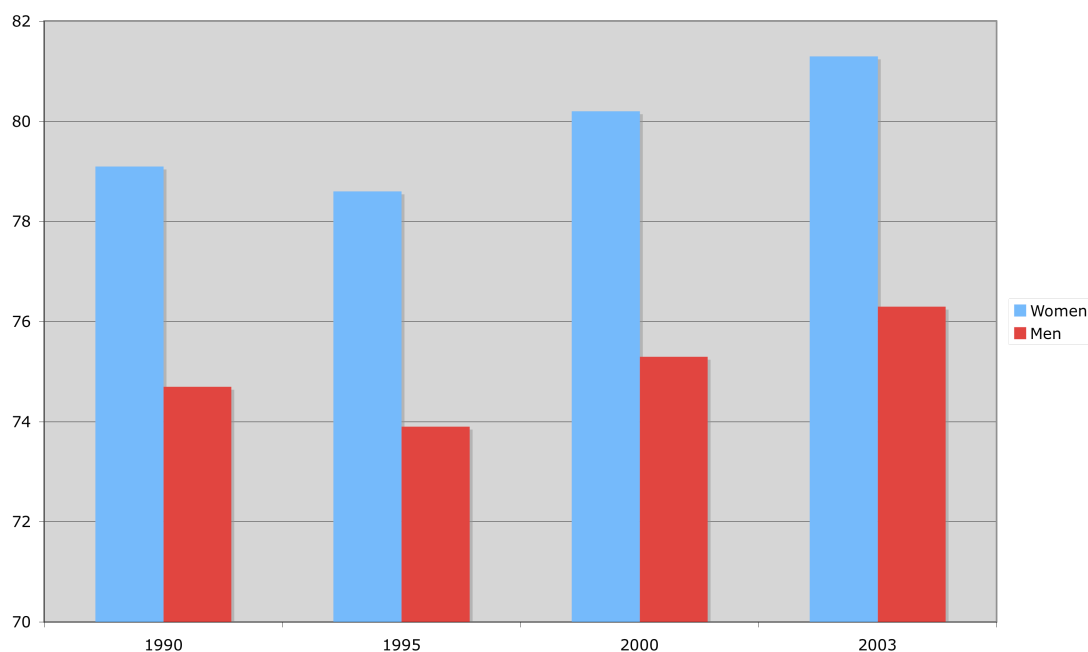
5.6 Infrastructure

Currently only 20% of all national roads are in good condition. Fifty percent of all national roads are in poor or very poor state. Forty-six percent of other country roads are in very poor or poor state. Forty-six percent are almost at a good state (Obregón, 2007: 59). The roads in the country urgently need to be upgraded to promote tourism and business. Roads are also needed to help children and adults gain access to schools.

5.7 Health

Life expectancy is rising each year. Women live on average five years longer than men. Infant mortality reduced to 9.9 per 1000 births. The fertility rate decreased to 2.1 (UN, 2008). However, the country has still several major issues with its health system that need to be addressed (UN, 2008). Some of these issues are caused by the lack of doctors and specialists in the country. Additionally, only 55% of the population has access to potable water (Gobierno Republica Costa Rica, 2007:45).

Chart 5.7.1 Life Expectancy



Source: INAMU, 2008

5.8 Educational System

According to Costa Rican law, all inhabitants are entitled to education. The government currently spends 4.9% of GDP on education (UN, 2008). The educational system consists of pre-school, primary, secondary and upper secondary educational levels. Only primary is compulsory. Pre-school, primary and secondary is free of charge (Gobierno de Costa Rica, 2008).

5.8.1 Student enrolment

The national enrolment rate is 96% for women and 95% for men (UN, 2008). Table 5.8.1.1 shows a breakdown per age. In 2003 the country reached 98.8% enrolment rate in the age group 7-9.

Table 5.8.1.1 National Enrolment Rate per age group

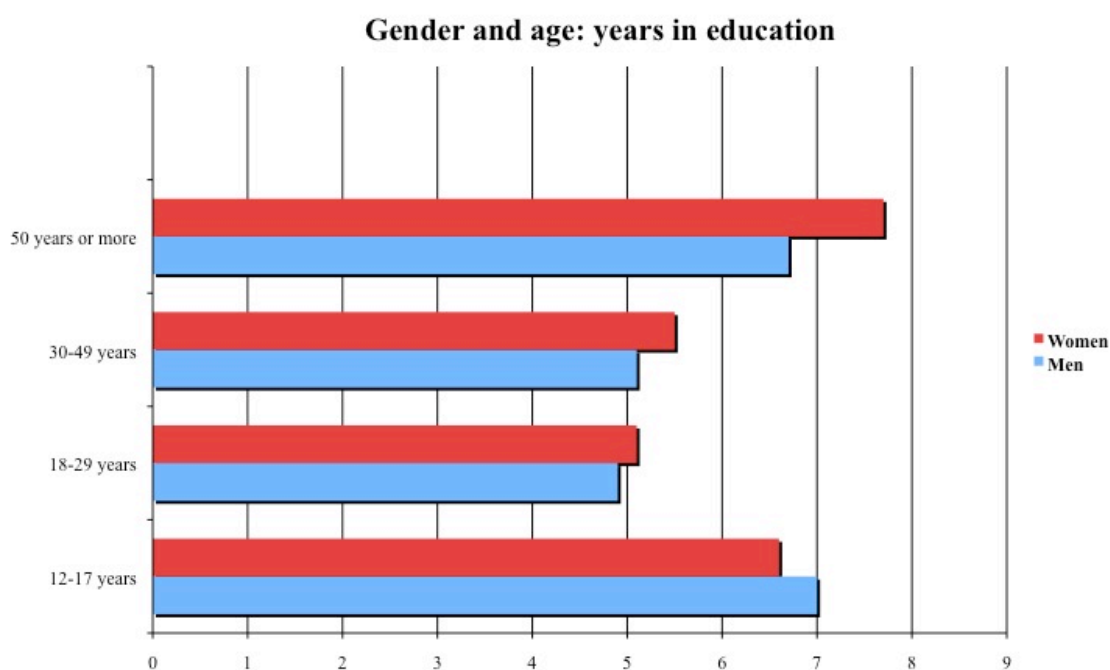
Age Group	2002	2003	2004	2005	2006	2007
TOTAL	78.4	80.0	80.5	81.5	82.1	81.0

4	19.5	25.2	27.2	32.4	35.2	27.2
5	68.0	72.1	72.7	77.8	81.7	72.1
6	87.1	86.9	88.3	85.1	88.6	89.6
7-9	98.7	98.8	98.2	98.4	97.8	96.4
10-12	96.0	96.7	95.7	96.7	97.2	96.3
13-15	76.4	79.5	80.5	82.4	82.2	83.2
16-17	53.3	54.4	56.9	56.4	57.0	58.6

Source: INEC Costa Rica, 2008

The chart 5.8.1.1 shows that women in all age groups spend more time in education than men, except for the age group 12-17 years. These results could indicate that more men enter the labour market at an earlier stage than women.

Chart 5.8.1.1 Gender and age



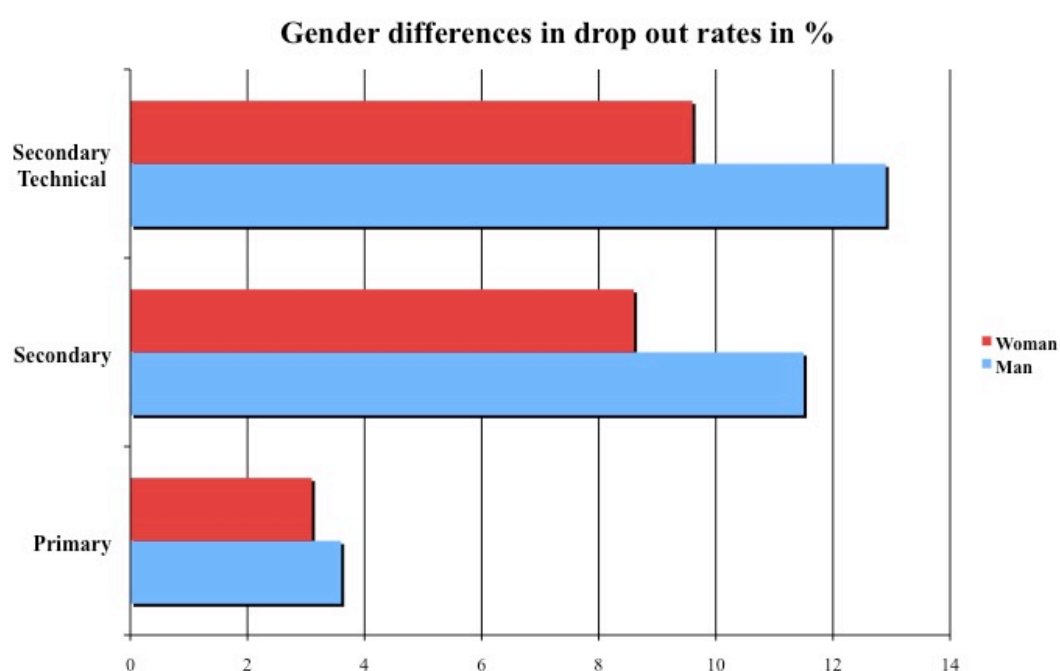
Source: INEC Costa Rica, 2008

Similarly, the drop-out rates (Chart 5.8.1.2) for men is greater than that for women. According to the National Development plan 2006-2010, drop-out rates are high because students find the educational level too difficult. Many of these students repeat the year and keep on repeating until they drop out. Some students drop out because the curriculum is considered “boring” or “irrelevant” (Gobierno Republica Costa Rica,

2007:44). These results could highlight a problem of quality, adequate education and a lack of qualified teachers.

Furthermore, according to the Costa Rican government, 61.3% of graduates are women and 38.7% are men (Consejo Social de Gobierno, 2004). However, the National Institution of Statistics and Census does not clarify why the drop-out rate is higher for men than for women.

Chart 5.8.1.2 Drop-out rates



Source: INEC Costa Rica, 2008

5.8.2 Literacy Rate

The literacy rate increased from 97.1% to 97.6% in 15 years. Women's literacy is at 98% and men's literacy at 97.2% (Consejo Social de Gobierno, 2004).

5.9 Labour Force

Table 5.9.1 shows that only 31.3% of women are employed; 34.3% in the Central region; 23.7% in Chorotega; 28.3% in Pacífico Central; 24% in Brunca; 27% in Huetar Atlántica and 25.3% in Huetar Region (Consejo Social de Gobierno, 2004). These results show that rural and remote areas have a lower representation of women in the workforce. The lower representation of women in rural areas could indicate fewer work opportunities and cultural boundaries. It could also indicate that rural women have

children at an early age, making them drop out of school. Dropping out of school at an early age would indicate that women's educational level is lower.

Table 5.9.1 The Labour Force

Region & Gender	Total	Work Force		
		Total	Employed	Unemployed
National Total	4 443 100	2 018 444	1 925 652	92 792
Men	2 195 652	1 263 893	1 222 597	41 296
Women	2 247 448	754 551	703 055	51 496
Central Region	2 844 839	1 359 841	1 296 976	62 865
Men	1 388 550	823 777	796 653	27 124
Women	1 456 289	536 064	500 323	35 741
Chorotega Region	337 120	131 001	126 444	4 557
Men	166 707	88 153	86 019	2 134
Women	170 413	42 848	40 425	2 423
Pacífico Central Region	233 183	102 468	97 019	5 449
Men	119 206	67 136	64 804	2 332
Women	113 977	35 332	32 215	3 117
Brunca Region	333 629	135 314	128 898	6 416
Men	166 210	91 973	88 729	3 244
Women	167 419	43 341	40 169	3 172
Huetar Atlántica Region	451 369	188 336	177 781	10 555
Men	227 668	122 001	117 187	4 814
Women	223 701	66 335	60 594	5 741
Huetar Norte	242 960	101 484	98 534	2 950
Men	127 311	70 853	69 205	1 648
Women	115 649	30 631	29 329	1 302

Source: INEC Costa Rica, 2008

5.9.1 Women and Occupation

Table 5.9.1.1 shows that women occupy employment in service-oriented businesses; social services, personal services, community work, in restaurants, hotels and commercial businesses. Work in commercial business, hotel and restaurant business increased by 5.2% between 1990 and 2000 (INAMU, 2008). The growing tourism industry is creating more employment opportunities in the hotel and restaurant business.

Table 5.9.1.1 Workforce: Women and Occupation

Sector	1990	1995	1996	1997	1998	1999	2000
Social Services, community and personal services	44,4	41,7	44,6	46,2	45,5	44,0	44,5
Commercial Business, Restaurants and Hotel Business	20,9	25,3	24,8	23,7	23,3	26,7	26,1
Industry and Manufacturing	23,5	20,0	17,9	16,3	17,2	16,8	15,6
Agriculture, fishery, hunting, forestry	6,4	6,3	5,7	5,9	5,5	4,7	5,4

Source: INAMU, 2004

5.9.2 Type of Employment

Table 5.9.2.1 indicates that women in waged employment decreased by 1% between 1990 and 2000. In the same period, the rate of self-employed women increased by 3%. Between 1990 and 2000, unpaid employment decreased by 3.1%. The rate of female employers also increased by 1.1%.

Table 5.9.2.1 Percentage of Women in Employment

Type of Employment	1990	1995	1999	2000
Waged Employment	77,6	75,6	74,9	76,6
Self Employed	14,2	16,0	16,7	17,2
Unpaid employment	6,4	5,1	4,3	3,3
Employer	1,8	3,3	4,3	2,9

Source: INAMU, 2004

According to the Costa Rican government, female participation in the workforce is lower because of tradition and culture. In Costa Rican culture, work defines a woman's and a man's role in society. A woman is associated with the private life and men with the public life (Consejo Social de Gobierno, 2004). Therefore women tend to stay at home and look after their children.

Furthermore, women in the workforce are on average paid 23.5% less than men. In agriculture, the difference is 15%. The highest difference in wages is found between self-employed men and self-employed women. Here men are on average paid 79% more than women (Consejo Social de Gobierno, 2004).

5.10 Poverty

Household income and per capita income slowed down in spite of economic growth. According to the EHPM Survey, the per capita income for poor households decreased by 1.3% compared to an increase of 2.2% in the upper income quartile's per capita income (World Bank, 2007:18). Economic growth did not result in an increase of the per capita income. These findings could explain why the poor remained poor.

Furthermore, the market requires a skilled work force since the Costa Rican government liberalised their market in the 1990s. The change in demand of workers resulted in a greater gap in income between poor and well off households. In 2003 the unemployment rate was 17% for poor households and 27% in extremely poor households (World Bank, 2007:19). These findings show an increase in unemployment of poor unskilled workers.

According to the World Bank, households headed by women who work in agriculture, in the informal sector and large households, represent the extremely poor and poor households. These households have in common that they live in the poorest, rural areas such as Brunca in the south of Costa Rica and in Chorotega on the North Pacific coast (World Bank, 2007).

However, if the head of household or the partner completes secondary education, the household's probability of remaining poor, is reduced by 50%. If the head of household or the partner continues education after secondary level, the household's probability of remaining poor is reduced by 75% (World Bank, 2007: 15).

5.11 Gender Equality

The Costa Rican government identified three main issues affecting women and gender equality; the lack of power to take decisions; domestic violence and the lack of legal protection through national legislation (United Nations, 2004). These issues were integrated with the UN Millennium Goal Targets, to promote gender equality. These indicators are:

- Eliminate all types of discrimination in Education by 2015.
- Greater female participation in the labour force.
- Reduce the disparities between women and men salaries, by 2015.
- Achieve a minimum of 40% female participation in political posts and leadership roles in business.
- Target literacy of women of the age of 15-24 years old (Consejo Social de Gobierno, 2004).

The Costa Rican government established a National Institution for Women (INAMU-Instituto Nacional de las Mujeres) to address these issues. The INAMU is an autonomous entity that aims to protect women's human rights (United Nations, 2004).

5.11.1 Discrimination in Education

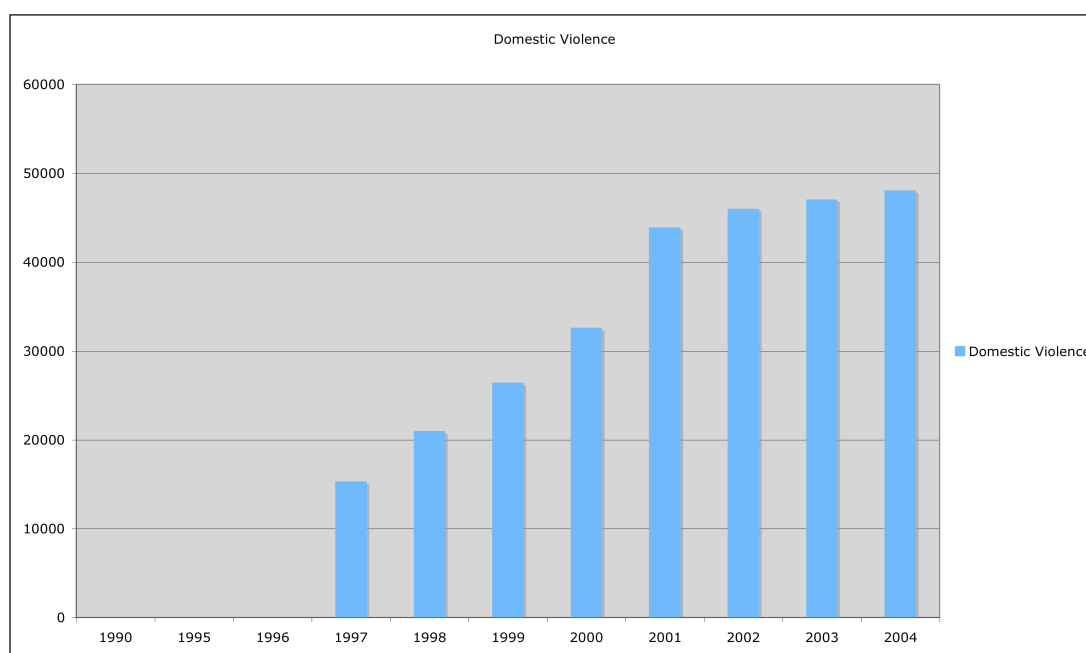
The National Plan for the Care and Prevention of Violence program focuses on eradicating violence within schools. The program includes services for victims of domestic violence. The program provides temporary shelter for the victim and children. The program also provides specialised care to socially re-integrate victims (UN, 2004).

Costa Rica ratified the Convention on the Elimination of all Forms of Discrimination against Women in 1984. It also ratified the Convention of Belem do Para in 1995 (Consejo Social de Gobierno, 2004). Following the ratification of these conventions, many laws were ratified to protect women. For example, Law 7499 protects women against violence. Law 8089 promotes the elimination of all sorts of discrimination against women. Law 7586 governs all programs to detect, prevent, care and re-integrate victims of domestic violence (UN, 2004).

Chart 5.11.1.1 gives an overview of the amount of reports of domestic violence made to the police between 1990 and 2004. The statistics do not give any indication of why the aggression took place. It also does not give any information about the victim such as

gender or age. Information about the aggressors is also left out. Furthermore, there is no explanation why no reports of domestic violence were made between 1990 and 1996. The statistics provided by INEC therefore appears to be flawed, as it does not provide any insight why domestic violence occurs or who the victims are.

Chart 5.11.1.1 Domestic Violence



Source: INEC Costa Rica, 2008

5.12.1.1 Challenges

To better understand why domestic violence occurs, data collection needs to be improved.

Breaking down data to identify gender, age, region and income can help address domestic violence. Measures need to be taken to ensure the elimination of violence in education. Measures could include programs to increase the security in schools. A support system could be implemented to facilitate the reporting of incidents that could help address discrimination more effectively.

5.11.2 Women in the labour force

The Costa Rican government implemented several programs to help women in need. For example, Law 7769 created a program that provides training in human life skills and in technical training for employment (UN, 2004). Law 7769 provides educational grants to poor female heads of household to increase the literacy rate (UN, 2004). Law

7491 ensures that all women who give birth or adopt a child are entitled to a full salary before, during and after their maternity leave (UN, 2004). Law 8101 promotes the inclusion of fathers and mothers in the care of their children, in particular for adolescents (UN, 2004). Furthermore, the Costa Rican government aims to cover 60% of the demand for childcare services by providing childcare services (UN, 2004). Facilitating credit policies have also been implemented to encourage women's self-employment (Consejo Social de Gobierno, 2004).

5.11.3 Women in Politics

Women's participation in politics increased in Costa Rica since the creation of Law No. 7653 that enforced a minimum of 40% of female representation in all districts, provincial assemblies and in the election of deputies (UN, 2004). In 2002 all political parties reached this target. Between 1990 and 1994 women participation in the National Assembly increased by 7% (Consejo Social de Gobierno, 2004).

Table 5.11.3.1 shows that female political participation increased by 22.8% in 16 years. Female participation did not increase at the same rate in the National Parliament. Nevertheless, the rate has been increasing in the last 15 years. Between 1998 and 2002, female participation in government reached its highest peak of 20%.

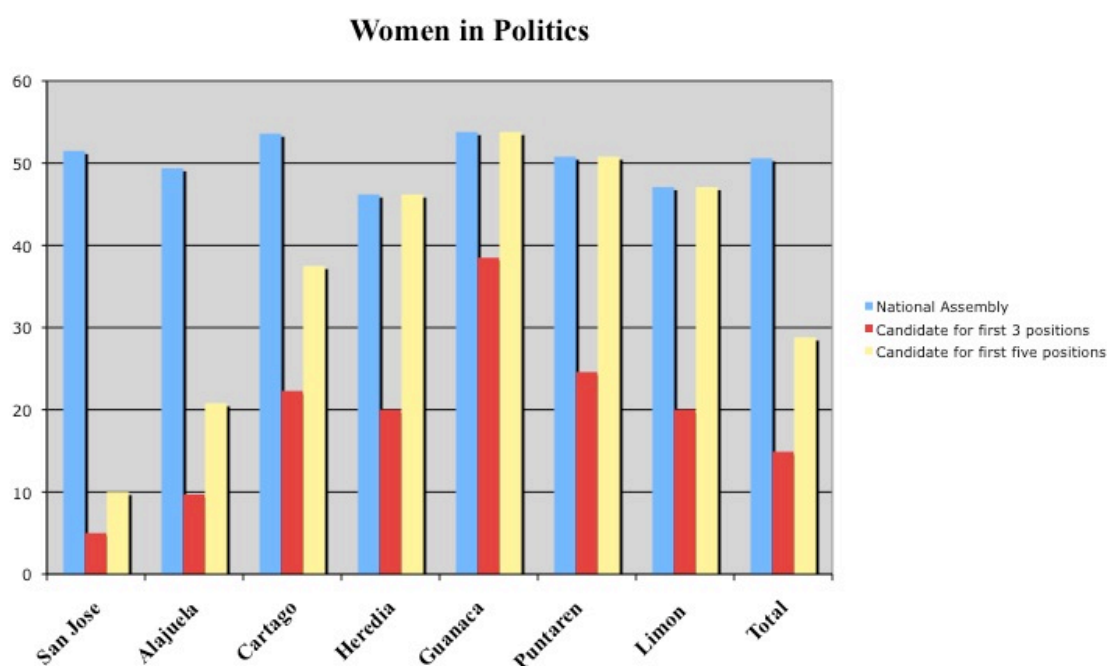
Table 5.11.3.1 Women in Politics (in %)

Year	National Parliament	Ministers in Government
1990-1994	12.3%	10%
1994-1998	15.8%	10%
1998-2002	19.3%	20%
2002-2006	35.1%	19%

Source: INEC Costa Rica, 2008

However, chart 5.11.3.1 shows that fewer women represent higher political positions. It could reflect cultural beliefs of leadership that associate authority with male characteristics such as strength and expertise. These findings explain why the Costa Rican government is implementing educational programs to raise awareness of gender issues. Educational programs aim to promote gender equality to break down stereotypes created about women (Consejo Social de Gobierno, 2004).

Chart 5.11.3.1 Women in Politics



Source: INEC Costa Rica, 2008

5.12.3.4 Challenges

A lot of issues still remain unsolved in Costa Rica, such as the feminisation of poverty. Cultural boundaries continue to promote the exclusion of women in employment. Many of these issues are addressed through public policy, law and educational programs but have failed to promote substantial change. It is possible that men are not the only ones who promote cultural norms. According to CEPIA's psychologist, many women do not understand why their partners need to take responsibility for their children, as promoted by Law 8101. Many women therefore do not report their partner. Instead, many accept full responsibility for their children (Rosales, 2008). These findings indicate that women play an important role in promoting cultural boundaries that exclude women from society. Educational programs therefore need to convince women of the benefits of going to school, working and including the father in a child's upbringing. However, the state needs to have a stable infrastructure and support system in place. The support system would include childcare services for all and flexible work conditions to create attractive alternatives to cultural norms.

Chapter 6: Research Methodology

6.1 Introduction

Chapter 5 introduced Costa Rica and government programs in place to address women empowerment issues.

The case study is based on the Sol Meliá Corporate Social Responsibility program that sponsors a women's empowerment program. CEPIA coordinates the empowerment program.

The aim of the study is to analyse the impact the empowerment program has on power relations at home and in the community.

This chapter presents the research methodology. It presents the research design and how primary and secondary data was collected.

6.2 Research Design

A cross case comparative case study was chosen for its flexibility. It offers the possibility to analyse a broad range of multiple observations such as cultural, institutional, cognitive causal variables (Bennett and Elman, 2007:112, 116). These variables are incorporated to analyse and explain a more complex phenomenon (Bennet and Elman, 2007). Therefore, the chosen research methodology can best explain the impact in power relations.

6.3 Research Objectives

The qualitative and quantitative data collection aims to evaluate:

- The level of MNC influence on NGO programs
- The NGO practice
- The empowerment program
- The influence of empowerment programs on power relations at home, in the local community and their political participation.

6.3.1 The level of MNC influence on NGO Programs

To evaluate MNC influence, the paper trail of funds was collected. Sol Meliá representatives were interviewed to evaluate the level of involvement in organising, structuring and delivering the empowerment program.

6.3.2 The NGO Practice

The NGO practice was analysed by looking at the organisational structure, participant selection process and program development process. The analysis aimed to evaluate if the NGO practice reflects its values.

6.3.3 The Empowerment Program

The program coordinator's use of language, program content, presentation and participatory methods were analysed by attending the empowerment program.

6.3.4 The influence of empowerment programs on power relations at home, in the local community and on confidence to get politically involved

Program participants were interviewed. Questionnaires were formulated to evaluate the level of change that has taken place at home and in the local community. Change was considered in terms of political, social and economical power.

These research objectives aimed to analyse the following research questions:

- ✓ What is the impact of empowerment programs on power relations within the family and in the local community?
- ✓ Do programs that try to empower and liberate people manage to change how participants view themselves and their relationship with others?
- ✓ What level of influence do MNCs have on NGOs in practice?
- ✓ How is the personal connected with the political?
- ✓ How do technologies of control influence our daily lives as our relationships among associations, the state and citizenry change when processes of association evolve?

6.4 Sample selection

A cross case comparative study was made of rural families in Guanacaste, Costa Rica. A dynamic comparison included interviewing families who attended CEPIA's empowerment program. Families who had not taken part in CEPIA's empowerment program were also interviewed for triangulation purposes. Rural families were in a similar economical situation. They had similar educational background. They lived in the same region and they had similar employment status.

The case study was based on a causal process analysis that analysed the effects of the empowerment program. Therefore selection bias was not a problem. The selection of families targeted were any family that participated or had not participated in the empowerment program.

The president of CEPIA provided the records of all participants in the women's group since the women's group started. The records included phone numbers, where they lived and attendance records. Each participant listed was contacted. Participants living in remote areas were contacted by phone. Home visits were organised to interview women that did not have a phone. Non-participants were approached on a random basis. They were found in local shops, bars, restaurants, on the street and in schools.

6.5 Primary Data Collection

Primary data was collected through individual interviews that included a survey. All interviews took place in August 2008 in the Guanacaste region in Costa Rica.

Interviews were selected to better understand the participants' opinions and their personal circumstances. Interviews were chosen to allow the use of multiple variables such as cultural and behavioural aspects in the analysis. These variables can help evaluate the change process in power relations. Interviews would also allow CEPIA participants create knowledge through their insight. Their insight might not be included in any academic literature and is therefore invaluable for the social sciences field.

A survey was used to closely evaluate the changes of labour division and decision-making process within the household and in the community. It also aimed to evaluate changes in participants' political activity.

6.5.1 Interviews

All participants were interviewed in private. Interviews took place at the CEPIA headquarters in Huacas, in their homes or by telephone. Interviews were recorded to a digital dictaphone if permission was given. The interviews were digitally recorded to ensure that all responses were correctly documented. Recording of interviews was also made to ensure that the interviewee received full attention from the interviewer.

The interview consisted of statistical information measuring generic information such as gender, age, educational level and marital status. This data was used to ensure that the sample selection were in similar circumstances. Open-ended questions were used to encourage interviewees to provide their own view and responses. Thereafter survey

questions measured changes in the household, community and political influence before and after participating in CEPIA programs. Non-participants were asked about CEPIA to verify if they had been in contact with CEPIA before. Both participants and non-participants were asked the same survey questions. The survey results were used to compare the level of power within the household, community and political influence between non-participants and CEPIA participants.

6.5.2 Survey

All survey questions were asked to evaluate how power has changed before and after attending the empowerment program. Questions aimed to evaluate power in the household, in the community and the level of political activity. The household labour division questions found out who looks after the children, who cooks and who cleans. It also found out who decides how much money is spent on food, medicine, education, clothes, milk and meat. Milk and meat were chosen because in Latin America these are luxury goods and symbols of wellbeing.

When evaluating changes in the community, the access to banks, shops, schools and politicians among others, were asked. These questions were asked to assess if the community's perception of participants changes when participants are associated with CEPIA. Questions also aimed to evaluate if CEPIA participants' confidence changed after attending the empowerment program. Do participants dare to access more services that they otherwise would not have accessed? Transport was measured to see if CEPIA participants gained more access to transport through CEPIA. Do they carpool with fellow participants? Do they create private networks to improve their accessibility to neighbouring cities and villages? Additionally, to evaluate the change in political activity, the willingness to communicate personal concerns to politicians was measured. The average duration of interviews and survey was 25 minutes.

6.5.3 Ethical concerns

All participants were informed that interviews were voluntary. Participation and withdrawal from interview was voluntary. Participants could also choose the questions they wanted to respond to. Recording the interview was also voluntary. All participants were informed that interviews were anonymous. Their identities are not mentioned in the study. The identities were protected to ensure that all participants felt safe to say

their opinions without fearing any reprimands from anyone. All recordings of interviews will remain inaccessible to the public.

6.5.4 Data validity

To avoid misinterpretation, concepts and ambiguous terms (Shively, 1997:30) were avoided. Academic language was avoided to increase the likelihood that participants would fully understand the questions. Attention was given to the structure and sequencing of questions to guarantee that objectives were clear (Gray, 2004). Participant interviews and surveys were therefore conducted in Spanish. Spanish is the language spoken in Costa Rica. All questions were written in active voice and were open-ended. Each question required one piece of information from the interviewee.

Seventy-seven percent of all interviews were recorded with the permission of participants. Interviews were recorded to ensure that all responses were accurately documented. Interviews and surveys allowed the use of qualitative and quantitative data collection methods. These methods minimised measurement problems such as “the regression of mean” (Shively, 1997:85). Using qualitative and quantitative methods hopefully increased the validity of the data collected.

6.5.4.1 *Clothing*

All symbols of faith and jewellery were removed from the interviewer. Symbols and jewellery were removed to make sure that no perceived answers to questions were indirectly forced on participants. The interviewer did not wear printed shirts, whether it was symbols, drawing or text. Only neutral coloured clothing was worn when interviewing participants. Only white and cream colours were worn. Neutral clothing was used to appear as neutral, non-judgemental and open as possible, to encourage open and honest responses from participants.

6.6. Secondary Data Collection

The secondary data collection included a theoretical academic overview of the topics covered. The literary review was made to acknowledge what is known about the topics involved. Empirical findings were also incorporated in the initial research. Empirical findings were included to see if there were any discrepancies between the literature and empirical findings.

All academic literature was obtained through the UCD Belfield Library and online access to academic journals. Databases such as Jstor, Cambridge Journals Online, and Academic Search Premier were used. Books were also purchased from Amazon.com.

Information on the Sol Meliá was gathered through the Sol Meliá website www.solmelia.com and interviews.

Information on the NGO CEPIA was gathered from the CEPIA website www.cepiacostarica.org and <http://www.tamarindobeach.net/cepia/index.html> and interviews. Other sources for CEPIA and Sol Meliá were unavailable.

Information about Costa Rica was gathered through governmental reports. Locals also provided information, as little information is available about the Guanacaste region.

6.7. Data Analysis

All CEPIA participants' interviews were transcribed to MS Excel. Visualising answers made it easier to compare and categorise responses. Non-participant interviews were not transcribed because a large portion of their interview was taken up by the survey. The survey results were presented with tables and graphs.

Pattern matching techniques such as rival explanation were used because the main independent variable creating change was unknown. Pattern matching helped identify which combination of variables had the greatest effect on outcomes (Gray, 2004).

Results were then compared with literary review findings, after patterns and categories to the responses were established. The data gathered was presented with tables, charts, graphs and narrative text.

6.8 Limitations

Twenty-two percent of participants either did not own a telephone or could not be interviewed. They could not be interviewed due to limited access to transport in the area or because they had relocated. Some could not be reached by phone (Interviews with CEPIA Participants, 2008).

The empowerment women's group was discontinued. It was therefore not possible to evaluate and observe the Women's Group coordinator's use of language, program content, presentation and participatory methods. The only workshop and classes available to attend were English classes and a communications workshop for the local community. These classes were not vital to the evaluation of CEPIA's empowerment

program and practice. Group therapy sessions or individual therapy sessions were not attended in respect of participants' privacy.

Quantitative data, such as statistics of results in CEPIA were not accessible, as no study measuring impact on participants has been done (Deweert, 2008). Therefore, no historic quantitative data could be used. Only the quantitative data collected in the interviews could be used as historic data.

The paper trail of financial aid intended to examine Sol Meliá's influence on CEPIA. This was not possible, because Sol Meliá's Coordinator did not give access to these documents. Sol Meliá did not wish to communicate the full financial donation to CEPIA (Alsarro, 2008).

6.9 Observations

Initially, the spouses' inputs were to be used as a reference to the change women had experienced. However, it was not possible to speak to a male member of the family because no male member was present. Participants' nuclear family consisted of a mother and children, or a mother and another female family member and children. Yet, many appeared not to want to reveal that they had a partner. Answers to questions did reveal that many participants that had stated they were single were in fact living with a partner.

Responses to access to milk, meat, alcohol and health products appeared to be more sensitive than expected. Milk and meat are symbols of wellbeing that distinguish disadvantaged families and the middle class. Questions around alcohol appeared to be sensitive to the interviewees. Possibly because of the high rate of alcoholism and problems caused by alcoholism, that many participants were victims of. Health products also appeared to be a sign of wellbeing. Many disadvantaged families simply could not afford health products such as toothpaste and shampoo. It is therefore not clear if these responses were truthful, or merely responses to appear to be better off. Some appeared embarrassed and dismayed when responding to these questions.

Questions about the access to transport were difficult to answer. They were difficult because the majority of CEPIA participants lived in small rural villages that did not have any access to public transport. Many could not afford to buy a car or a bicycle. A large majority walked. Public transport simply was not available in small villages. However, when interviewees lived in larger cities, public transport was available. Similarly shops were not available in small rural villages, but available in larger villages

and cities. In small villages farmers would go from house to house and sell their products. The responses for the access to transport and shops therefore varied depending of where the interviewees lived (Interviews with CEPIA Participants, 2008).

6.10 Access to Study

The study will be made accessible to participants and the public through CEPIA's library. Two copies of the thesis will be sent, whereof one will be in English and one in Spanish. Sol Meliá at the Paradisus Playa Conchal will also receive a copy of the thesis. A copy of the thesis will also be available at the Development Studies Library in UCD, Ireland.

Chapter 7: Presentation & Analysis of Results

7.1 Introduction

This chapter aims to present the results gathered in the interviews and the survey. Results will be categorised under a number of headings that reflect the key themes used in the interview questions. Participant and non-participant survey results will also be compared.

7.2 Relationship between MNC and NGO

7.2.1 What are the MNC's NGO selection criteria?

Question 4, 5, 8 to 11 of the interview with the Sol Meliá Coordinator, and question 15 of the interview with the CEPIA President, determined what criteria and preconditions exist for the NGOs that Sol Meliá works with (Appendix A: Interview with Sol Meliá Coordinator).

Sol Meliá's preconditions specify that NGOs need to be close to the hotel. The NGO also needs to have the same goals as Sol Meliá. For example, helping victims of abuse. This finding concurs with the idea that MNCs select NGOs to fulfil the MNC agenda as suggested by Rondinelli (Rondinelli, 2002). Part of the selection criteria also involves making sure that the NGO's projects are transparent. Projects need to be well defined. The NGO also needs to make good use of funds (Sol Meliá, 2005).

7.2.2 What level of influence do MNCs have on NGOs in practice?

Questions 6 to 9, of the interview with Sol Meliá's Coordinator, evaluated the level of influence Sol Meliá has on CEPIA's daily practice (Appendix A: Interview with Sol Meliá Coordinator). Question 13 and 14 for the same interview and questions 12 to 15 of the interview with CEPIA President aimed to look at the relationship between the corporation and the NGO. The evaluation focused on the frequency of meetings between the MNC and NGO. It also focused on the MNC's interventions and participation in the NGO's daily activities (Appendix B: Interview with CEPIA President).

7.2.2.1 The role of Sol Meliá

The Sol Meliá Coordinator stated that the hotel helps CEPIA by paying the two psychologists' salaries. CEPIA manages the creation of class content, management and staff selection. They also coordinate all activities (Alsarro, 2008) (Deweer, 2008). CEPIA needs to provide a report outlining how many people receive classes and support. CEPIA also provides proof in the form of bills to confirm that Sol Meliá's financial donations pay the psychologists' salaries (Alsarro, 2008).

7.2.2.2 Community Activities

According to CEPIA's President, Sol Meliá participates in educational activities focusing on environmental awareness for schools. They provide resources and plan the activities with schoolteachers. The hotel also participates in beach and town clean-ups. The hotel offers facilities, like meeting rooms for teacher workshops such as the "how to make your education more participative" workshop. The NGO organises teacher workshops three times a year. Workshops take place at the Paradisus Playa Conchal resort. The hotel provides the food and pays for the professors from the University of Costa Rica that deliver the workshops. However, many professors teach for free (Deweer, 2008).

7.2.2.3 Financial dependence

According to CEPIA's President, their activities would not take place without financial donations. Sol Meliá's donation pays for the psychologists. It also offers the opportunity to use the hotel's facilities for workshops. These costs are too high for CEPIA. The CEPIA President even stated that CEPIA would not survive without donations. CEPIA cannot pay for the psychologists' salaries without Sol Meliá's financial donation, even if their donation only comprises 10% of CEPIA's annual budget (Deweer, 2008). However, Sol Meliá does not appear to know that they do not pay for the psychologists' full salary (Deweer, 2008). In this example, Sol Meliá's involvement describes a philanthropic relation with CEPIA. This finding also concurs with Blau's statement that the economically rich have the power to limit or extend the provision of services (Blau, 1967). Contrary to Blau's statement, Sol Meliá's power to influence the provision of CEPIA's services occurs without using political means. This finding also concurs with Lister's statement that dependency occurs when NGOs cannot act without the donation (Lister, 2000). CEPIA's dependency could therefore prevent CEPIA from openly

criticising and creating models of corporate accountability, as Murphy and Bendell suggest (Murphy and Bendell, 1999).

7.2.3 Is there any accountability set for MNC?

Questions 16 and 17 of the interview with the CEPIA President identified if the NGO sets any conditions on Sol Meliá. It also verified if CEPIA places pressure on Sol Meliá to fulfil their CSR promises (Appendix B: Interview with CEPIA President). According to the CEPIA President the Sol Meliá team in charge of the implementation of the Sol Meliá CSR program does not participate enough in community work or in their own projects. For example, the hotel does not take part or provide any continuous support in the practical day-to-day implementation of environmental awareness. For example, teaching children how to sort trash correctly. According to CEPIA's President, Sol Meliá's involvement is superficial (Deweert, 2008). Furthermore it was not clear to the CEPIA President how the hotel could help the women's groups, workshops and therapy sessions. However, CEPIA believes the hotel could do more work with their employees. Sol Meliá employees do not participate in CEPIA projects (Deweert, 2008), although Sol Meliá's Annual Reports states that staff participate in CSR programs (Sol Meliá, 2005, 2006, 2007). There was no indication that CEPIA communicated any of these concerns and criticism to Sol Meliá.

7.2.4 Is there any accountability set for the NGO?

Questions 6 and 10 of the interview with the Sol Meliá Coordinator and question 16 of the interview with the CEPIA President, determined if the corporation demands any accountability from the NGO (Appendix A: Interview with Sol Meliá Coordinator).

The hotel monitors the use of Sol Meliá funds through monthly reports and bills that CEPIA returns to Sol Meliá (Alsarrou, 2008). As such the NGO is accountable for the donations provided. The demand for NGO accountability could reflect partnership instead of philanthropy because the financial donor gets involved with the management of finances.

7.3 Relationship between NGO and NGO participants

7.3.1 Program selection Process

Questions 4, 7, 10 and 11 of the interview with the CEPIA President, identified the process in selecting programs (Appendix B: Interview with CEPIA President).

According to the CEPIA President the selection of classes went through several stages. CEPIA used academic research, brainstorm sessions with board members, talks to local teachers, directors, community leaders, mothers in the community, and church leaders to find out what type of support services the region could benefit from. For example, English and computer classes are practical courses that reflect the region's tourism industry needs. CEPIA's selection process indicates a pluralistic and participatory approach because many groups participated in the selection process.

7.3.2 NGO Program's taught skills

Questions 8 and 10 of the interview with the CEPIA President determined if CEPIA classes focus on delivering NGO and Sol Meliá values. These values might be foreign to NGO participants (Appendix C: Interview with CEPIA Participants).

Respect, tolerance, multiculturalism, anti-violence, humanism, participation, discipline and punctuality are skills and values that CEPIA wants to transmit to participants. According to CEPIA's President, these skills are not widely present in Costa Rican culture, and thus need to be enforced (Deweert, 2008). CEPIA also encourage skills such as body awareness and mental health through art and sports to stimulate group activities and creativity. According to CEPIA's President, creativity and intelligence help create success (Deweert, 2008).

7.3.2.1 Women's Group

The women's group, taught women skills such as jewellery making, painting, floral decorations, cooking, arts and crafts and rag dolls creation. Workshops discussed topics such self-esteem, communication, teamwork and drugs awareness. Participants also took part in recreational activities such as surfing and snorkelling. The women's therapy group covered topics such as motivation, expression of feelings, identification of feelings and female sexuality. The female sexuality session encouraged participants to find out the methods their abusers used to entice them. It aimed to prevent further abuse (Rosales, 2008). CEPIA taught skills such as floral decorations to offer skills

participants could start selling or teach others (Deweert, 2008). Communication and expression of feelings aimed to help women identify feelings to understand how to deal with them. These topics aimed to improve relationships by improving communication without creating conflict. Self-esteem classes aimed to help women overcome their trauma; stop the vicious circle of self-destruction and create change in their lives (Rosales, 2008).

The focus on self-esteem, self-awareness, communication and the development of skills concurs with Johnson's findings that these topics create empowerment (Johnson, 1992). It also concurs with Freire's method of empowerment through self-awareness (Thomas, 1992).

7.3.2.2 Recreational Activities

Clearly recreational activities such as surfing, going to a restaurant and going out dancing benefited participants substantially. Participants felt that they could enjoy themselves and be adventurous for the first time in their lives. The joy of having fun and being among friends made a large impact on participants, possibly more than any other program they attended (CEPIA Participants, 2008). It indicates that recreational activities can be implemented as part of therapy and the empowerment process. Recreational activities promoted group identification, friendship that gave many participants the strength to change and live another day (CEPIA Participants, 2008).

The recreational activities' impact concurs with White and Nair's description of empowerment. It describes empowerment as a sense of independence through interdependence (White and Nair, 1999). Empowerment could therefore occur in team building activities as in recreational activities.

7.3.3 Engagement of Participants own Development Process

Questions 4, 5, 7, 10 and 11 of the interview with the CEPIA President and questions 10, 11 and 16 of the interviews with the NGO participants verified how CEPIA selects classes. These questions evaluated if CEPIA engages participants in their own development process (Appendix C: Interview with CEPIA Participants). The responses indicate that CEPIA engages the participants to a certain extent. Generally classes are more or less standardised, such as with English and Computer classes.

7.3.3.1 Initial evaluation Process

CEPIA's President stated that an initial evaluation takes place when an NGO participant first contacts CEPIA. In the evaluation the psychologist determines the participant's maturity and academic level. The psychologist then offers courses to the participant. CEPIA uses the psychologists' expert knowledge as a basis for the selection process. Therefore, the evaluation might not reflect the individual's needs because it does not involve the participant in the development process.

As mentioned by Thomas, participation lets participants take control over their lives to become their own change agent (Thomas, 1992). Thus, participation would increase independence and empowerment.

7.3.3.2 Individual classes

Contrary to the initial evaluation process, CEPIA offers and facilitates the provision of classes that participants request such as horseback riding classes, massage classes and trainee positions. CEPIA provides these classes if CEPIA believes the class will help the participant's recovery process (Deweert, 2008). Again, the selection of classes appears to involve the participant by individualising the participant's development process. But it doesn't, because the psychologist and CEPIA have the final say if the class will be provided or not. Therefore the program selection process is not participatory. Additionally, new needs and new dependencies could be created when participants attend classes that they did not select.

7.3.3.3 Feedback on classes

A large majority of CEPIA participants were pleased with the classes that CEPIA offers. Forty percent wanted to be taught skills more in depth. Thirty percent wanted to learn more skills. Participants wanted more opportunities to sell the jewellery that they created. It did not surface in the interviews why CEPIA did not provide more in-depth classes. It is also not clear if participants expressed their wishes to CEPIA. It is possible that the lack of capital and resources limited the courses provided, as expressed by Respondent 10. Respondent 10 complained she did not learn anything because of the lack of material and capital to pay for the equipment to make glass jewellery, for example (CEPIA Participants, 2008).

7.3.4 Availability of Services and Programs

Questions 4 to 6, 9, 11 and 12 from the interview with the CEPIA President, evaluated the availability of services to the general public (Appendix C: Interview with CEPIA Participants).

CEPIA's President stated that the initial idea was to offer anything and everything. The goal was to provide as many recreational services to children, as it is available in Belgium. Classes offered depend on available resources and volunteer talent. Also, the psychologists' evaluation and recommendation offers participants the initial access to classes. The evaluation can prevent a participant from participating in classes that he or she wishes to attend. However, it should be noted that children in general attend CEPIA's extracurricular classes. Currently 350 children attend CEPIA's extracurricular classes (Deweert, 2008).

7.3.4.1 The volunteer's influence

The volunteer also influences the targeted group and the availability of the program offered. For example, if the volunteer wants to work with eight year olds, only eight year olds have access to the class. According to CEPIA's President, letting volunteers decide the target group helps the volunteer stay motivated.

7.3.4.2 Therapy Sessions

It is also important to note that CEPIA provides therapy sessions thanks to Sol Meliá's financial donation. Without their donation, the psychotherapy service could not be offered (Deweert, 2008). Psychotherapy is CEPIA's core activity. CEPIA is therefore highly dependent on Sol Meliá's financial donation. These findings show that philanthropy creates dependence, not sustainable development.

7.3.5 Possibility to express concerns and act on local development needs

Question 1 of the interview with the clinical psychologist evaluated if CEPIA encourages participants to express their concerns. The question also evaluated if sessions go beyond discussion and if participants act on local development needs (Appendix C: Interview with CEPIA Participants). At the women's therapy group for abused women, CEPIA encouraged participants to express their feelings in relation to their abusers. Respondents indicated that expressed concerns only materialised into individual action (CEPIA Participants, 2008).

7.3.6 The impact of skills on values and beliefs

The questions 7 to 9, 12 to 15 and 17 of the interview with the CEPIA Participant, evaluated the impact that participants experienced. It also evaluated if values and beliefs changed (Appendix C: Interview with CEPIA Participants).

A large majority of women interviewed, expressed the positive effects of group support, recreational activities, sharing and expressing concerns and knowing that they were not alone. Socialising and meeting each week to learn new skills; having fun together; and being adventurous with friends, had an impact on their view of themselves and others. Many stated that they lived for the women's group. Each week they longed to meet up with their friends, share experiences and talk about topics that they could not talk about at home (CEPIA Participants, 2008).

Using education for empowerment is part of Sol Meliá's values (Alsarro, 2008). Self-organisation, communication to improve relationships and negotiation, confidence, respect and self-esteem resonate in participants' responses. These are values CEPIA's President intended to transmit to participants (Deweert, 2008). Therefore, CEPIA and Sol Meliá possibly succeeded in changing participants' values and culture.

7.3.6.1 The impact on the self

Many expressed a positive impact on their self-esteem, confidence, identity, self-awareness and sense of belonging. Many felt hopeful; experienced personal growth; learned to look positively at the future; learned to relax and take distance from problems. Many felt that life can be changed. Others expressed happiness in finally feeling loved and not feeling lonely anymore. They found joy in having someone who understands, someone who wants to help, and someone who cares and listens. Respondent 6 expressed joy that someone cared for her wellbeing, if she had eaten and if she had a bed to sleep in. Respondent 7 told of personal changes such as not being afraid anymore, not fearing people. She now dares to look up when walking down the street. She now dares to speak to people, something she never did before (CEPIA Participants, 2008). Respondent 12 described the empowerment program's impact on her personal growth:

“The therapy sessions made me a better person. When people ask for help, I help them. I feel I can change more things in my life. I take action” (CEPIA Participants, 2008).

7.3.6.2 The impact of improved communication

The communication workshop and expressing opinions and concerns helped a large majority of women. Relationships with partners and children improved. Relationships at work and in the community also improved. Respondent 12 told that people now ask her for advice. She also feels people treat her differently (CEPIA Participants, 2008). This finding shows that the process of association occurs as an after effect. Participants are associated with power and knowledge after attending CEPIA's program. The community treats participants different as a result of participants' change in attitude and gained skills as described by Respondent 12. These findings concur with Foucault's statement that power is a product of actors and events (Nelson and Wright, 1995). It also concurs with Foucault's statement that power relations define every perception, judgement and act (Hardy and Leiba-O'Sullivan, 1998). However, it also shows that the community's perception, judgement and actions towards participants define power relations too.

Furthermore, these findings indicate that socialising, a shared identity and friendship that developed from group activities and group support, created the largest impact. Their self-awareness increased. It changed their life and purpose. These findings concur with White and Nair's conclusion that dialogue can generate self-esteem, self-respect, self-confidence and self-definition (White and Nair, 1999: 48).

7.3.7 The impact on dependency and needs

Questions 6, 14 and 15 of the interview with the CEPIA Participant evaluated the impact on needs. It also evaluated if CEPIA creates new dependencies (Appendix C: Interview with CEPIA Participants).

Many participants stated they could not overcome their personal problems without the help of CEPIA. Sixteen percent stated they would have died if CEPIA had not helped them. Many stated they could not solve their problems because they felt weak, depressed, lonely, unloved and unwanted. They took drugs. They were in hopeless situations. It isn't clear if participants express these beliefs as a result of psychotherapy or if these are genuine personal insight. If these opinions are a result of therapy, the psychologists could have implanted these beliefs in the patients to justify therapeutic help. However, it is possible these opinions reflect genuine insight because participants do not pay for the therapy sessions anyway. It would discourage the implantation of false needs in patients to encourage a dependence of therapy.

CEPIA's President also stated that many participants continue to return for therapeutic support (Deweer, 2008). This finding could indicate that the women's group was prematurely finished. It is also possible that participants were not sufficiently engaged in their own development process. It could explain why some continue to return to CEPIA for support.

7.3.7.1 Practical Relief Support

Some participants saw CEPIA's support as essential help. Participants would have to work harder, if CEPIA did not mind participant's children (CEPIA Participants, 2008). Furthermore, 50% of participants receive financial support and aid. Relief could be money for food including meat, school appliances, clothes, medical treatment and other. Forty-two percent cannot receive the same type of support and service elsewhere. Thirty-three percent don't know where else to receive this type of support. These findings concur with Blau's statement, which indicates that dependency increases with the restricted availability of a service (Blau, 1967). Therefore participants' dependency on CEPIA increases since similar services are not available elsewhere. Sixteen percent of participants expressed the need and duty to attend CEPIA classes in return for the financial support received. However, participants also expressed that they enjoy coming to CEPIA to learn new skills (CEPIA Participants, 2008).

These findings indicate that CEPIA possibly changes participants' needs. Needs could be part of a self-discovery process that creates new needs that need to be fulfilled. For example, CEPIA taught participants to eat varied food such as vegetables and meat to stay healthy. Participants stated they only used to eat rice and beans. Now they know they need to spend more money on food and to buy varied food to remain healthy (CEPIA Participants, 2008).

7.3.7.1.1 Health Products

Health products expenditure increased by 8.33%. Prior to attending CEPIA programs 8.33% did not use health products at all. Respondent 7 explained that people accept that they can get ill. People also accept that a person could die if the person cannot afford the medicine needed to survive. Now, participants automatically use medicine when needed to remain healthy. Since many cannot afford medicine, they depend on CEPIA to provide healthcare. CEPIA's financial donations and relief support possibly increases participants dependence on CEPIA. Fifty percent of participants receive financial

support from CEPIA. CEPIA's power to influence their lives positively or negatively therefore increased. The dependency of participants receiving relief creates the need to stay in good terms with CEPIA, to continue to receive relief support. Staying in good terms includes attending the programs offered by CEPIA. It explains why some participants see attending CEPIA's programs as a duty towards CEPIA, instead of a duty towards themselves.

7.4 Relationship between MNC and NGO participants

Question 15 and 17 of the interview with the Sol Meliá Coordinator and question 1 of the interview with NGO participants and question 1 of the interview with non-participants identified the MNC's involvement in the NGO program and its participants (Appendix C: Interview with CEPIA Participants).

According to Sol Meliá's Coordinator the relationship between the corporation, the local community and NGO participants is very close (Alsarro, 2008). However, when asking CEPIA participants and local people in the area, no one knew of Sol Meliá. No one knew of the Paradisus' programs to help the community (CEPIA Participants, 2008) (Local people, 2008) (Non-NGO Participants, 2008). This could indicate that either Sol Meliá does not participate much in community programs and activities or that the hotel might have very little or no contact with the local community. Furthermore, it could signify that Sol Meliá does participate in community work but they might not present themselves and their work as part of Sol Meliá community work. Their community work might appear as a CEPIA program.

7.4.1 MNC Accountability towards NGO participants

Question 17 of the interview with the Sol Meliá Coordinator evaluated if the corporation includes any policies and practice that encourages accountability. Does Sol Meliá ensure that participants are getting quality support and quality classes? Do they ensure that the financial donations given to CEPIA are helping participants? The question also verified if Sol Meliá truly intends to help women and children as indicated in the CSR program. Additionally, the question evaluated if Sol Meliá uses the program to appear responsible and willing to engage in sustainable development (Appendix C: Interview with CEPIA Participants).

7.4.1.1 Follow-up Process

According to the Sol Meliá Coordinator, there is no follow-up process. There is no communication between Sol Meliá and NGO participants in relation to the classes provided by CEPIA. The hotel does not ask for any evaluation of CEPIA's classes. They also do not have any contact with participants before, during or after the classes and therapy is completed. There are no Sol Meliá initiatives or policies in place to facilitate job searches; assembly of participants who want to act on local community issues; offering meeting facilities or other to the community (Alsarro, 2008).

These findings could indicate that Sol Meliá only intends to provide initial support to participants. Sol Meliá does not provide any additional help to support and empower participants in their entire recovery and empowerment process. The CSR program focused to help women is therefore misleading. Sol Meliá's CSR program, devised to help women, is poorly conceptualised, managed and delivered. The program does not have oversight and lacks perspective. It is possible that Sol Meliá uses the women's programs to appear more responsible to enhance their corporate image. This finding concurs with Rondinelli's statement that MNC use CSR programs to enhance their corporate image (Rondinelli, 2002). It could explain why Sol Meliá did not implement any follow-up programs to help participants and the local community. A follow-up program helps empower the community. Empowerment occurs with work opportunities and possibilities to meet and engage in community needs. These activities contribute to sustainable development that Sol Meliá states they want to promote (Sol Meliá, 2007).

7.5 Analysis of the participant and non-NGO participant survey

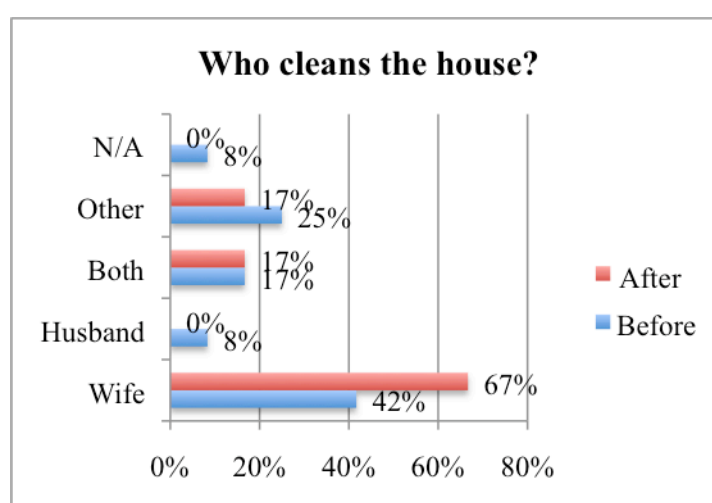
7.5.1 The impact of the empowerment programs on participants at home

Questions 14 in the interview with CEPIA participants evaluated how rural families in Costa Rica determine the household labour division. It looked at who cleans the house and who looks after the children. It also evaluated if participants provide any service to people within the community that are not part of the family. It also looked at the decision-making process within the household when deciding how much money is spent on food, clothes, education, health products, milk, meat, tobacco, alcohol and electrical appliances (Appendix C: Interview with CEPIA Participants).

7.5.1.1 House cleaning

Table 7.5.1.1.1 shows a 25% increase in women cleaning their house after participating in a CEPIA program. Men's contribution to cleaning decreased by 8%. Eight percent of families are not receiving cleaning help from an external party. The change could possibly indicate that women have separated from their partners or relocated, because both the contribution from the man and from "other" decreased. The change indicates that women's responsibilities increased after attending CEPIA programs. The findings also show that 75% of households remain the same.

Table 7.5.1.1.1 Who cleans the house?



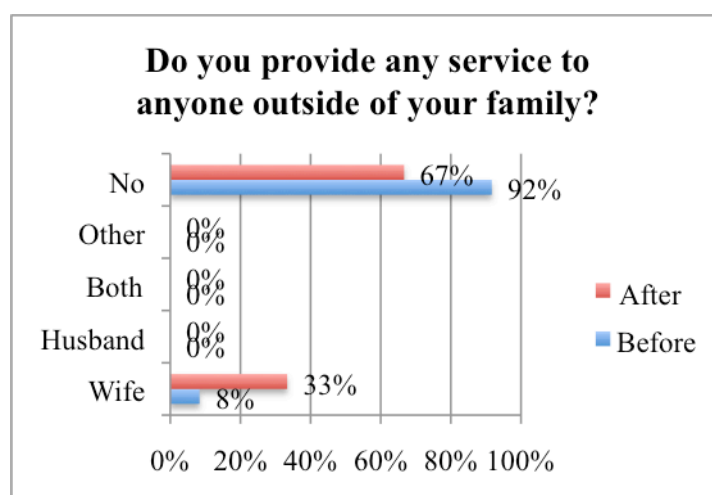
Source: CEPIA Participants, 2008

7.5.1.2 Service Provision

Table 7.5.1.2.1 shows an increase of 25% in women providing services to external people. Appendix F: Summary of frequent answers indicates that 33% of women previously did not provide any service to anyone, but do now. According to Blau, offering a service signifies empowerment (Blau, 1967). The increase in women's service provision could indicate that the relationship with their partner and family changed. The change could be due to a change in their attitude towards themselves. Increased skills, improved self-esteem and confidence could have made women understand that their personal development depends on their input, not on other people's handouts, as stated by Respondent 12 (CEPIA Participants, 2008). However, table 7.5.1.2.1 also shows that 67% of women still do not provide any service to an external person. This finding indicates that a large majority of women remain in their difficult situations. Respondent 10 stated that she could not sell jewellery because she cannot

afford buying the material to make them (CEPIA Participants, 2008). As such, teaching new skills is not enough to empower participants. Participants lack business skills, resources and capital to sell their own products.

Table 7.5.1.2.1 Service provision



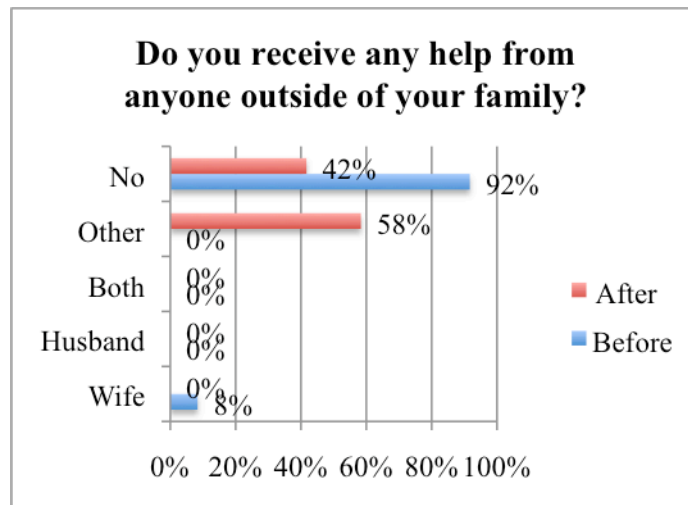
Source: CEPIA Participants, 2008

7.5.1.3 Support

Table 7.5.1.3.1 indicates a 58% increase in women's dependency on CEPIA. However, 50% indicated they no longer receive external help. When looking at Appendix F: Summary of frequent answers, 42% of women indicate that they previously received no help from anyone, but now receive help from CEPIA. The 42% increase in dependency could signify the creation of new needs that CEPIA could have formulated. Fifty percent of participants stated they do not receive any relief anymore because CEPIA removed them from the list of beneficiaries. Their lives have therefore returned to what they were before attending CEPIA programs.

These findings could indicate that CEPIA is functioning as a substitute to the state. They provide services and support that should be provided by the state, such as the provision of food and school appliances (CEPIA Participants, 2008). These findings concur with Rosenau's idea that the state's services are poorly coordinated and do not represent poorer people's needs (Rosenau, 1990). It also concurs with Blau's statement that the economically rich, can restrict or alleviate the provision of services (Blau, 1967). In this case, CEPIA has the economic power to provide relief support to participants that allows participants attend education, for example.

Table 7.5.1.3.1 Support received

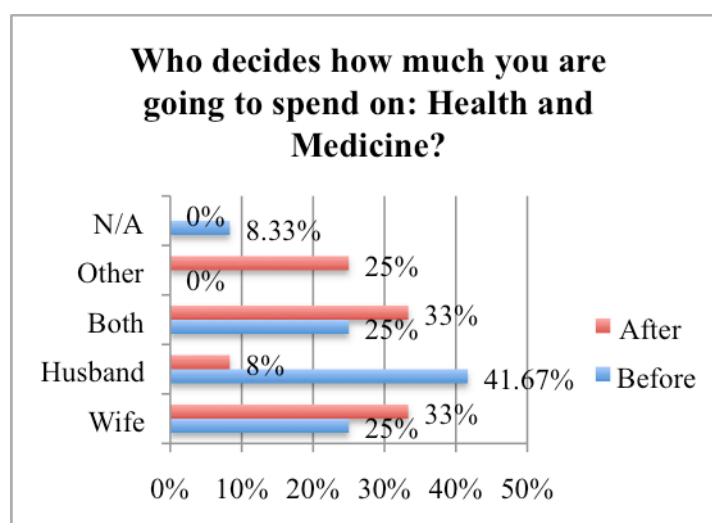


Source: CEPIA Participants, 2008

7.5.1.4 Health Expenditure

Table 7.5.1.4.1 shows that 8% more women decide how much money should be spent on health products. Men's influence decreased by 33.67%. There is also an 8% increase of couples deciding together how much should be spent on health products. These findings indicate an increase in men that acknowledge women's opinion and participation. Furthermore, "N/A" responses decreased by 8.33%. The decrease could indicate an increased healthcare awareness promoted by CEPIA. It could also indicate that women's situation might have changed. Two participants stated they had divorced and others relocated (CEPIA Participants, 2008). The change could increase women's influence when to buy more health products. However, there is also an increase of 25% in external people deciding how much should be spent on health products. It could indicate the creation of new needs that were not present before. This trend can be seen with the 8.33% decrease in "N/A" responses. Women chose "N/A" because they did not need any health products before attending CEPIA programs (CEPIA Participants, 2008). These findings could also indicate that women have become more health conscious.

Table 7.5.1.4.1 Health Expenditure

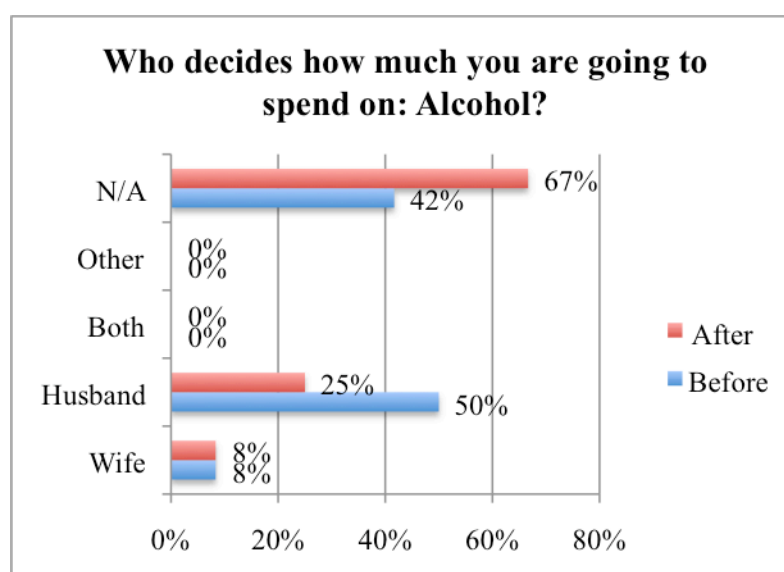


Source: CEPIA Participants, 2008

7.5.1.5 Alcohol Expenditure

Table 7.5.1.5.1 indicates a 25% decrease in male influence on alcohol expenditure. There is a 25% increase in respondents choosing “N/A” after participating in CEPIA Programs. These findings indicate that 25% of participants have stopped drinking alcohol, which was confirmed by respondents (CEPIA Participants, 2008). The change could be due to CEPIA’s drugs awareness and communication workshops. These workshops could have improved communication and promoted a healthier lifestyle.

Table 7.5.1.5.1 Alcohol expenditure



Source: CEPIA Participants, 2008

7.5.2 The impact of the empowerment programs on participants in the community

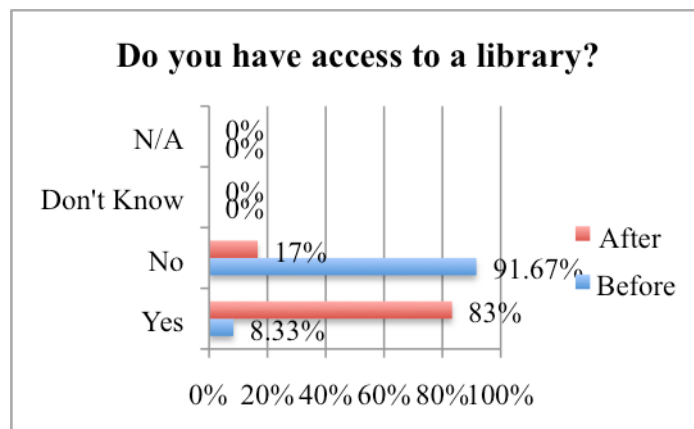
Question 15 determined the level of access participants have to banks, shops, schools, libraries and transport. The question evaluates their ability to change their available options that could change their lives and future prospects.

The questions evaluated the level of political involvement of NGO participants within the community. Questions asked if they vote, if they participate in groups, if they have access to politicians. It also asked if they would communicate their problems and concerns to a politician (Appendix C: Interview with CEPIA Participants).

7.5.2.1 Access to library

Table 7.5.2.1.1 shows an increase of 74.7% in the access to a library. The access to a library could also indicate the cultivation of reading as a method for continuous progress and learning. These values could have been promoted by CEPIA (Deweert, 2008).

Table 7.5.2.1.1 Access to library



Source: CEPIA Participants, 2008

7.5.2.2 Access to shops

Table 7.5.2.2.1 indicates an increase of 33% in participants having access to shops after participating in CEPIA's programs. When looking at Appendix F: Summary of frequent answers, 42% of respondents said they did not have access to shops before attending CEPIA programs, but do now. The increase of access could indicate either that women have increased their self-esteem and confidence. The increase could have removed the fear of entering shops and communicating with other people within the community as

stated by Respondent 7 (CEPIA Participants, 2008). It could also indicate that women have relocated to bigger villages or cities. Bigger cities have better access to shops. The possible relocation could also indicate participants' empowerment and self-awareness with the help of gained skills. The increase in self-awareness could have made participants realise that any change needs to come from within and not dictated by someone else.

Table 7.5.2.2.1 Access to shops



Source: CEPIA Participants, 2008

7.5.2.3 Access to schools

The Appendix F: Summary of frequent answers shows that 25% of respondents have stated they did not have access to schools before attending CEPIA, but do now. These findings indicate that CEPIA managed to make 25% of respondents return to school. This change could be due to CEPIA's and Sol Meliá's value that uses education for empowerment. The increase in school attendance could also be due to CEPIA's financial support that finances school appliances, books and uniforms. Some families stated they could not attend school because of the additional costs of uniforms, books and appliances (CEPIA Participants, 2008). These findings show that the Costa Rican government does not facilitate access to education even if the constitution states all citizens have the right to free education (Gobierno de Costa Rica, 2008). It concurs with Rosenau's idea that government fails to respond to people's needs and that non-state actors take over activities the state has left undone (Rosenau, 1990). It shows that CEPIA is functioning as a substitute to the state.

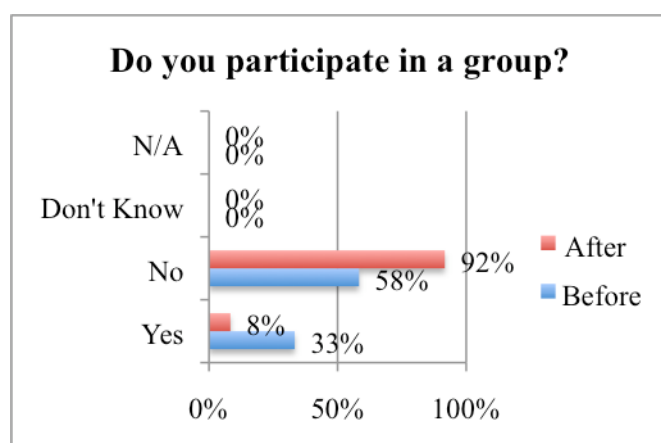
7.5.3 The impact of the empowerment programs on participants in relation to their political involvement

Question 15 evaluated the level of political involvement of NGO participants within the community. The question evaluated voting, participation in groups, access to politicians and the communication of concerns and problems to politicians (Appendix C: Interview with CEPIA Participants).

7.5.3.1 Group participation

Table 7.5.3.1.1 shows a 25% decrease in group participation. However, when looking at the Appendix F: Summary of frequent answers, it can be seen that 25% of respondents indicated that they did not participate in groups, but they do now. Participation possibly increased because CEPIA provided the participants the opportunity to discuss and express their opinions. Group activities promoted the creation of a shared identity and self-awareness. These findings could explain why participation increased by 25%. However, 75% do not participate in any groups. It is possible that the increase in participation is not greater because the women's group's topics of discussion did not go beyond individual concerns. Women did not reach the stage of making domestic issues collective. It shows that the women's group finished prematurely.

Table 7.5.3.1.1 Group participation



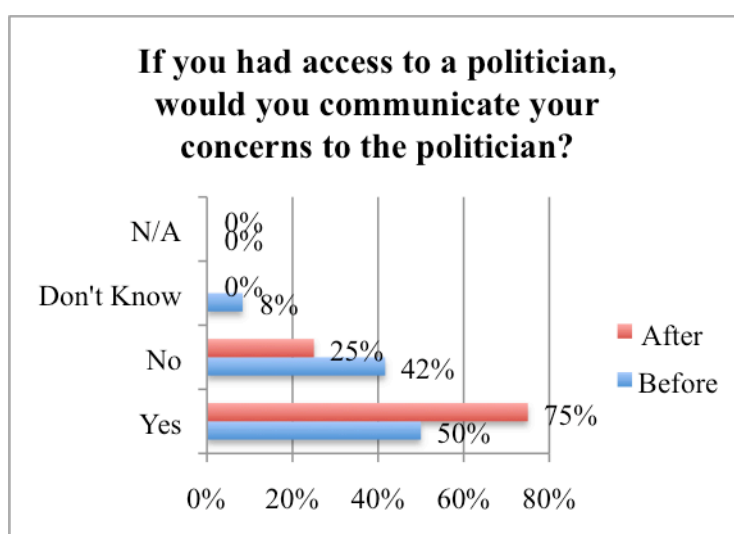
Source: CEPIA Participants, 2008

7.5.3.2 Expressing Opinions

Table 7.5.3.2.1 shows a 25% increase in participants who want to express their concerns to a politician. The Appendix F: Summary of most frequent answers shows that 33% participants did not want to express their concerns to a politician before, but do now.

CEPIA's programs could have caused the increase. Programs have increased skills, self-awareness and self-confidence and reduced the fear of expressing opinions (Rosales, 2008). These results could also indicate that effective communication increases the likelihood that participants take charge of their own development process. It also shows that 75% continue not to want to express their concerns in public. It could indicate that the women's group finished prematurely.

Table 7.5.3.2.1 Expressing opinions



Source: CEPIA Participants, 2008

7.5.4 Survey results: a comparison of NGO Participants and Non-NGO participants

Question 3 in the interview with non-NGO participants evaluated the household labour division in a rural family in Costa Rica (Appendix D: Interview with Non-NGO Participants). It looked at who cleans the house and who looks after the children. It also evaluated if non-participants receive or provide any service to other people within the community. It also looked at who decides how much money should be spent on food, clothes, education, health products, milk, meat, tobacco, alcohol and electrical appliances. Question 4 addressed access to facilities in the community such as access to shops, schools, libraries and transport. It also looked at participants' political activity. Do they participate in groups? Do they vote? Would they communicate their concerns to a politician? Furthermore, question 5 evaluated the community's needs. For example, access to schools, libraries and transport. It also evaluated if help is need in the

decision-making process of how much should be spent on food, clothes and health products among others (Appendix D: Interview with Non-NGO Participants).

7.5.4.1 Provision of Service

The non-NGO survey results shows that 50% of non-NGO participants need help in providing services to their community. Thirty-three percent of CEPIA participants increased their provision of services to the community. It possibly reflects the skills CEPIA participants were gained. Participants' association with CEPIA appears to change participant's view of themselves and their relationship with others. Some participants provide advice to others. Some teach the community their taught skills (CEPIA participants, 2008). CEPIA participants' effective communication could explain why CEPIA participants receive more requests for help from others, as stated by CEPIA participants (CEPIA participants, 2008).

Furthermore, 90% of non-participants do not receive any external help (Appendix E: Non-NGO Participants' Input). Forty-two percent of CEPIA participants do. It could indicate that CEPIA participants are more dependent on other members of the community including CEPIA than non-participants. New needs could have been created that did not exist prior to attending CEPIA programs. It could also indicate that CEPIA is providing relief support that reflects community needs.

7.5.4.1 Decision making process within the household

The Appendix G: Summary of Non-NGO participants' frequent answers shows that 30% of women need help to better influence educational expenses. Thirty percent expressed a need to better influence the expenditure of health and meat products. Forty percent of women expressed a need to decide the expenses for food. Non-participants stated that couples decided the expenditure of food, clothes, health products and meat products. However, men appear to have more influence in deciding how much should be spent, because many female respondents expressed a need to better influence the expenditure of these products. As such, the initial choice of "both" possibly does not reveal the true decision process in the household. Subsequent answers indicate women's need to better assert themselves. Women also indicate a need to express their opinions within the household. Effective communication can influence the expenditure of education and health products, which directly influences the health of children. In comparison with non-participants, CEPIA participants have increased their influence by

an average of 14% in all aspects except for education and tobacco expenses. These findings could be caused by the communication workshop and many opportunities to express concerns and opinions in CEPIA. The opportunity to express opinions appears to have increased participants' negotiation and communication skills.

7.5.4.1 Access to facilities in the community

According to Appendix G: Summary of Non-NGO participants' frequent answers, 30% of the community need access to shops. Fifty percent of respondents need access to a library. Thirty percent of respondents need access to transport. These indicators indicate that non-participants need better access to education, which 75% of CEPIA participants have gained (Appendix F: Summary of frequent answers). Furthermore, the access to a library could help non-participants gain skills to increase their self-confidence. Self-confidence appears to have helped 42% of CEPIA participants in gaining better access to shops after attending CEPIA Programs, compared with 30% non-participants (Appendix G: Summary of Non-NGO participants' frequent answers).

7.5.4.1 Political activity

Thirty percent of non-participants expressed a need for help in participating in community group. It could indicate the lack of methods to promote communal meetings or a lack of facilities to meet other community members. CEPIA participants can use CEPIA's facilities to meet community members when attending CEPIA programs. CEPIA facilitates assembly where participants share and discuss concerns that affect them. It could explain why 25% of CEPIA participants now actively participate in groups within their community (Appendix F: Summary of frequent answers). Additionally 40% of non-participants expressed a need to improve their communication skills in expressing their concerns and opinions to a politician. Thirty-three percent of CEPIA participants stated they would express their concerns to a politician. This finding could indicate that CEPIA's programs have increased participants' self-esteem and self-confidence that decreased their fear to express their opinions in public (CEPIA Participants, 2008). Political action and power therefore appears to be linked with increased self-esteem, confidence and effective communication.

7.6 Summary

In this chapter, data gathered during individual interviews with CEPIA's President and the Sol Meliá Coordinator was presented. The survey results for CEPIA participants and non-NGO participants appeared in this chapter too. The key messages distilled from this data are summarised as follows:

- Sol Meliá's role
 - Sol Meliá engages primarily in philanthropy, not in sustainable development.
- Sol Meliá's CSR program
 - The CSR program to help women is misleading.
 - The CSR program lacks oversight and perspective.
- Sol Meliá's influence on CEPIA
 - Sol Meliá's influence is substantial.
 - CEPIA is highly dependent on Sol Meliá.
 - Sol Meliá demands accountability from CEPIA.
- CEPIA's practice
 - The overall vision and values are well communicated in activities.
 - The program selection process was participative.
 - Participants' access to CEPIA's program is not entirely participatory.
 - CEPIA functions as a substitute to the State.
- The impact of CEPIA's empowerment program
 - Group participation, women responsibilities, the provision of services increased.
 - Relationships within the home and at work improved.
 - Participants' opinion is better acknowledged at home, at work and in the community.
 - Participants communicate more effectively.
 - Participants' increased their self-esteem, self-confidence and self-awareness.
 - Participants developed a shared identity.
 - Recreational activities had the greatest impact on participants' view of themselves and others.

- The local community changed their treatment to participants after participants attended CEPIA's empowerment program.
- Participants' needs have changed.
- Participants' dependency on CEPIA increased.

In chapter 8, these findings will formulate the key trends identified in this study that will be compared with academic findings. The findings will be used to respond to the research questions outlined in chapter 6.

Chapter 8: Conclusion

This case study shows that Sol Meliá has substantial influence over CEPIA's practice, which impacts local power relations. However, research findings show that sustainable development or CSR is not an important objective for Sol Meliá, as they state it is. It appears as if Sol Meliá promotes their CSR program to enhance their image. This finding concurs with Rondinelli's statement that MNCs use CSR programs to enhance their image (Rondinelli, 2002).

Research findings show that Sol Meliá chooses NGOs with similar goals. This idea concurs with Rondinelli's statement that MNCs only sponsor NGOs falling within the scope of their own commercial agenda (Rondinelli, 2002). Additionally, findings indicate that the CSR program gives Sol Meliá the power to shape the local community positively or negatively. These findings concur with Blau's statement (Blau, 1967) that the economically powerful have the power to limit or extend services to the community. However, contrary to Blau's statement, the findings indicate that restrictions and provisions of service do not always occur through political means (Blau, 1967).

Furthermore, research findings indicate that Sol Meliá's CSR program to help women is poorly conceptualised, managed and delivered. The program does not have oversight and lacks perspective. Sol Meliá does not have any contact with CEPIA's participants. Participants are not aware of Sol Meliá or Paradisus, although the Sol Meliá CSR Coordinator stated their relationship is very close (Alsarro, 2008). The findings also indicate that Sol Meliá engages primarily in philanthropy, not in sustainable development. There are also inconsistencies in Sol Meliá's personnel's involvement in CSR programs. These findings concur with Blowfield and Naidoo's statement that the implementation of CSR, the lack of a shared definition, the lack of governance models, standards and accountability continue to be critical problems (Blowfield, 2005) (Naidoo, 2003).

Although, academic literature states that NGO pressure increases with MNC-NGO partnerships, research findings show that CEPIA does not demand accountability from Sol Meliá. This finding does not concur with Schepers' statement that NGOs have power over multinational corporations (Schepers, 2006). The lack of pressure could be because Sol Meliá provides vital financial support for CEPIA's core activity. CEPIA is

highly dependent on Sol Meliá's financial donation. Without Sol Meliá's donation, CEPIA cannot provide its core service, which is psychotherapy for victims of abuse. These findings concur with Lister's statement that a dependency can be created between the MNC and the NGO when the NGO cannot take action without the donation (Lister, 2000).

Furthermore, these findings show that corporate social responsibility should not be understood as philanthropy. Philanthropy creates dependency, not sustainable development. It creates dependency although Sol Meliá's donation allows CEPIA to provide an invaluable service to the community. This finding concurs with Rondinelli suggestion that MNC allow NGOs address community issues more effectively (Rondinelli, 2002).

On a positive note, Sol Meliá demands accountability from CEPIA, which has made CEPIA's practice transparent. One of Sol Meliá NGO selection criteria for financial support is practice transparency.

In reference to CEPIA's practice, the results indicate that CEPIA attempts to engage participants in their own development process. Participants choose from a pre-selected list of programs. CEPIA do not appear to realise that by offering programs to participants based on the psychologists' evaluation, the participant's involvement in their own development process is limited. The process of making decisions on behalf of the participant can disempower the participant. Nevertheless, a large majority of CEPIA participants expressed their satisfaction with the programs CEPIA offers.

The survey results identified that many participants are dependent on CEPIA's support. This finding concurs with Blau's statement that the provision of services empowers people (Blau, 1967). In this case, findings indicate that CEPIA empowered itself. CEPIA can positively or negatively influence participants' lives. This finding concurs with Blau's statement that the economically rich can alleviate and restrict the provision of services (Blau, 1967). However, the dependency on CEPIA's relief support could also indicate that CEPIA is functioning as a substitute to the State. CEPIA provides food, school appliances that the State should facilitate. These findings concur with Rosenau's findings that MNCs and NGOs have taken over the tasks that the state left undone (Rosenau, 1990).

Furthermore, research findings show that empowerment programs that try to liberate and empower people, manage to change participants' view of themselves and their relationship with others. The study shows that MNCs and NGOs have an enormous impact on local people's lives. CEPIA participants' relationships at home, at work, and within the community changed. Participants communicate more effectively. Effective communication helped participants increase their influence at home when determining the labour division. Participants have more influence in deciding the expenditure on food, clothes and other. Needs changed. Values and beliefs changed. Participants are more health conscious. Many male partners stopped drinking alcohol. Some participants returned to education. Research findings show that CEPIA's workshops and empowerment program cultivated interest and curiosity in learning new skills. These changes reflect both CEPIA's and Sol Meliá's value that promotes empowerment through education (Deweert, 2008) (Alsarro, 2008).

Self-organisation, communication to improve relationships and negotiation, confidence, respect and self-esteem resonate in participants' responses. These are values CEPIA's President intended to transmit to participants (Deweert, 2008).

Additionally, research findings demonstrate that the community treats participants differently after participants attended CEPIA's empowerment program. The process of association appears to occur as an after effect. These findings concur with Foucault's statement that power is a product of actors and events (Nelson and Wright, 1995). Additionally research findings show that participants are associated with power and knowledge after attending CEPIA's program. People in the community ask participants for advice. These findings concur with Foucault's statement that power relations define every perception, judgement and act (Hardy and Leiba-O'Sullivan, 1998). However, this example also shows that the community's perception, judgement and actions towards participants define power relations too.

Furthermore, more participants provide services to the community. For example, they teach the community their taught skills. This finding concurs with Blau's statement that the provision of services empowers a person (Blau, 1967). Participants also increased their participation in community groups. More participants would not mind expressing their opinions and concerns to a politician. Communication possibly improved thanks to CEPIA's empowerment program that gave participants numerous opportunities to express concerns and opinions.

Surprisingly, recreational activities had the greatest impact on participants' view of themselves and others. Having fun, socialising and sharing concerns strengthened participants' self-esteem and self-confidence. Being adventurous with friends created a shared identity, friendship and increased self-awareness. Socialising also appears to have encouraged personal growth, creativity and an increased sense of responsibility. Following the completion of CEPIA's empowerment program, women have taken on more responsibilities at home. Participants are hopeful. Participants have a positive outlook on the future. They know they can change their lives by taking action. These findings concur with Freire's empowerment approach that uses self-reflection to encourage action (Thomas, 1992). These findings also concur with Johnson's findings that participation empowers people. Participation also generates a shared identity that can impact a women's perspective (Johnson, 1992). Political action and empowerment therefore appears to be linked with personal growth, increased self-esteem, confidence, education and effective communication.

In spite of these positive results, many participants remain stagnant in their situations. These results could reflect that the women's group finished prematurely. Also, research findings show that CEPIA and Sol Meliá never asked participants for feedback. It is possible participants were not involved in their development process enough. These findings could also reflect deeper structural and cultural issues that impede women from becoming active citizens that participate in society.

Sol Meliá and CEPIA can ensure the success of their empowerment program by improving the following:

- Promote MNC Accountability
 - Encourage continuous proactive feedback from CEPIA to Sol Meliá on projects, to ensure that projects deliver the targeted results. Continuous proactive feedback ensures Sol Meliá accountability.
 - Create a Sol Meliá follow-up program providing trainee positions or job search support, for example, to create an adequate CSR Program that reflects community needs and promotes sustainable development. The follow-up program could include micro-financing banking services to help participants turn their skills into small businesses. Helping participants become self-sufficient promotes sustainable development.

- Involve CEPIA in Sol Meliá's CSR program to encourage the participation of Sol Meliá staff in community work.
- Minimise NGO dependency
 - Create a win-win partnership between CEPIA and Sol Meliá. CEPIA could help Sol Meliá project manage CSR programs in return for financial donations.
 - Create a new partnership that allows CEPIA to integrate new ideas of corporate social responsibility into corporate accountability. CEPIA can also gain access to a broader base advocacy that includes trade and structural issues.
- Promote participation
 - Allow participants to take ownership and responsibility for their own development process. For example, participants could try programs during a trial period. After the trial period the participants can then choose which programs they want to attend.
 - Encourage the use of former CEPIA participants as volunteers or future CEPIA staff. Former participants can deliver classes and motivate prospective and current CEPIA participants. Allowing former participants participate in CEPIA's empowerment program can further empower them to become autonomous. Using former participants can also reduce CEPIA's dependency on volunteer skills and availability.
- Promote new skills
 - Re-run the women's group.
 - Encourage recreational activities that promote team building, creativity and curiosity.
 - Provide practical business skills to encourage autonomy. Workshops could teach skills such as negotiation skills, setting up a small business and managing domestic finance.
 - Provide day-to-day skills to encourage autonomy. Workshops could teach study skills, analytical skills and using creativity to solve problems. Sol Meliá's managerial staff could teach these skills. Generally managerial staff needs to possess these skills to run a hotel business.

- Promote participant feedback
 - Sol Meliá to take a proactive role in requesting program feedback from participants on a continuous basis. Feedback ensures participants receive adequate services that reflect community needs. Feedback also allows participants to take ownership and responsibility for their own development process.
 - Sol Meliá can use feedback to better design their CSR program. Knowing participants' needs could improve the financial contribution to CEPIA.

To summarise, the study shows that empowerment does not only occur with education and effective communication. Empowerment also appears to be promoted through simple joys, such as being adventurous with friends. Friendship and recreational activities appear to have empowered women more than any other CEPIA program. Friendship promoted personal growth. It strengthened women's self-esteem, confidence, self-awareness and identity, which filled participants with hope and joy. Friendship inspired a positive outlook on life. Their sense of responsibility increased too. They now know that they can change their lives by taking action. Personal growth appears to have changed participants' views of themselves and others. The community's perception, judgement and actions toward participants appear to have changed power relations too. These findings indicate that the process of empowerment begins with personal growth that increases the self-esteem, self-awareness and confidence.

Although Sol Meliá only contributed to the empowerment program with capital, their financial donation appears to have helped CEPIA do some transformational work. CEPIA's work has positively changed many participants' lives and possibly future generations. Hopefully CEPIA and Sol Meliá will address the identified issues. More women will become empowered if CEPIA and Sol Meliá proactively give participants access to their development process through continuous communication.

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Appendices

Appendix A: Interview with Sol Meliá Coordinator

	Sol Meliá CSR Strategy/Estrategia de CSR de Sol Meliá
1.	Could you define your understanding of corporate social responsibility? (Sustainable development) <i>Puedes describir tu comprensión sobre CSR?</i>
2.	Could you describe Sol Meliá's Corporate Social Responsibility Strategy? <i>Puedes describir la estrategia de CSR de Sol Meliá?</i>
3.	Could you define your understanding of empowerment? <i>Puedes definir tu comprensión sobre el empoderamiento?</i>
	Relationship with CEPIA/Relación con CEPIA
4.	Could you explain the NGO selection process? <i>Puedes explicar el proceso para elegir un NGO?</i>
5.	Could you explain the Program selection process? <i>Puedes explicar el proceso para elegir un programa de NGO?</i>
6.	Could you describe Sol Meliá's involvement with CEPIA? (Planning, Coordination, Resource allocation, Staff Selection) <i>Puedes describir la participación de Sol Meliá con CEPIA? (Planamiento, Coordinación, Recursos, Elección de personal)</i>
7.	Could you describe how you help CEPIA? <i>Puedes describir como ayudan a CEPIA?</i>
8.	Could you describe Sol Meliá's involvement with CEPIA? (Planning, Coordination, Resource allocation) <i>Puedes describir la participación de Sol Meliá? (Planamiento, Coordinación, Recursos etc)</i>
9.	Could you describe how Sol Meliá has helped CEPIA? <i>Puedes describir como Sol Meliá a ayudado a CEPIA?</i>
10.	How do you ensure that the NGO program you have selected is in line with Sol Meliá's Corporate Social Responsibility Strategy? (Community Involvement Plan) <i>Como aseguran que el programa de CEPIA, corresponde a la estrategia de Sol Meliá?</i>

11.	Describe Sol Meliá's NGO investment criteria. <i>Describe el criterio de la inversión de NGO, que aplica Sol Meliá.</i>
12.	Do you have any process in place to decide/ensure where your financial donations go? <i>Tienen algun proceso que define donde se invierte sus donaciones?</i>
13.	How many times per year would you meet with CEPIA? <i>Cuantas veces al año se reúnen con CEPIA?</i>
14.	What has been the best experience with Sol Melia? <i>Describe el mejor recuerdo de CEPIA.</i>
Follow Up	
15.	Could you describe the relationship you have with CEPIA's participants? <i>Describe la relación entre Sol Meliá y los participantes de CEPIA.</i>
16.	In your Sol Meliá report 2007, you calculate Sol Meliá's CSR Program's economic and awarness impact on participants. How is impact calculated? <i>En el informe de Sol Meliá de 2007, sobre el programa CSR, calculan el impacto economico y el conocimiento de los participantes. Como calculan el impacto?</i>
17.	Could you describe Sol Melia's follow up process? (Feedback from Participants, Job Search Support, Trainee Programs, Facilitating Electoral Voting and assembly) <i>Que respaldo da Sol Meliá a los participantes que han finalizado el programa de CEPIA? (Evaluación y valorización del curso, Ayuda a buscar trabajo, Programa de entrenamiento, ayuda para votar, ayuda para poder reunirse)</i>

Appendix B: Interview with CEPIA President

	Course Content/Contenido del curso
1.	Could you describe the aim of the course? <i>¿Puedes describir la meta del curso?</i>
2.	Could you define your understanding of empowerment? <i>¿Puedes definir tu comprensión de empoderamiento?</i>
3.	Could you describe how your empowerment program is structured? <i>Puedes describir como esta estructurado el programa de empoderamiento?</i>
4.	Could you describe how your empowerment program is run? <i>Puedes describir como han desarrollado el programa?</i>
5.	Could you describe what skills are taught in the courses? <i>Puedes describir cuales conocimientos son enseñados en los cursos/el curso?</i>
6.	How do you find your participants? <i>Como encuentras los participantes?</i>
7.	Could you explain the rationale of the selected courses? <i>Puedes explicar la razon por la cual estos cursos/conocimientos han sido elegidos?</i>
8.	Could you describe the process of selecting the courses? <i>Puedes describir el proceso de la selección de cursos?</i>

	Relationship with Sol Meliá/Relación con Sol Meliá
9.	Could you describe Sol Meliá's involvement with CEPIA? (Planning, Coordination, Resource allocation) <i>Puedes describir la participación de Sol Meliá? (Planamiento, Coordinación, Recursos etc)</i>
10.	Could you describe how Sol Melia has helped CEPIA? <i>Puedes describir como Sol Meliá a ayudado a CEPIA?</i>
11.	What has been the best experience with Sol Melia? <i>Describe el mejor recuerdo de Sol Meliá.</i>
12.	Is there anything with the relationship with Sol Melia that needs improvement? <i>Hay algun aspecto en la relación con Sol Meliá que necesita mejorarse?</i>
13.	Would you like Sol Melia to extend their help in one way or another? <i>Quisieras que Sol Meliá ayudara más?</i>

Appendix C: Interview with CEPIA Participants

Sexo: *Gender*

☐ Mujer *Woman* ☐ Hombre *Man*

Estado Civil: *Marital status*

☐ Conviviente *Living with partner*
☐ Casado *Married*
☐ Soltero *Single*

Edad: *Age*

☐ 13-17 años ☐ 18-21 años
☐ 22-25 años ☐ 25-35 años
☐ 35-45 años ☐ 45 años +

¿Recibe alguna Seguridad Social?

Do you receive any social security?

☐ Sí *Yes* ☐ No *No*
☐ Not allowed *Not allowed*

Educación: *Education*

☐ Primaria *Primary* ☐ Universidad *University*
☐ Secundaria *Secondary* ☐ Otros *Other*

¿Cuántos niños? *How many children?*

☐ Ninguno *None* ☐ 3-4
☐ 1-2 ☐ 5+

Estado Laboral: *Work status*

☐ Tiempo Completo *Full time*
☐ Tiempo Parcial *Part time*
☐ Desempleado *Unemployed*
☐ Trabajo no remunerado *Unpaid work*

¿Si estais empleado, en que sector? In what work sector do you work?

☐ Agricultura *Agriculture*
☐ Servicio/Hotel/Restaurante/Tiendas *Service/Hotel/Restaurant/Shops*
☐ Industria *Manufacturing*
☐ Otros (Especificar) *Other Specify*

1.	<p>¿Tienes conocimiento sobre Sol Meliá y su programa de desarrollo comunitario? <i>Are you aware of Sol Meliá's CSR program to help the community?</i></p>
2.	<p>¿Como te disteis cuenta sobre CEPIA? <i>How did you find out about CEPIA?</i></p>
3.	<p>¿Porque decidisteis participar en los cursos de CEPIA? <i>What made you decide to participate in CEPIA's programs?</i></p>
4.	<p>¿A cuales cursos estais asistiendo? <i>Which programs are you attending?</i></p>

5.	<p>¿Cuanto tiempo has asistido el/los curso/s? <i>For how long have you attended the courses?</i></p> <p><input type="checkbox"/> 0-6 meses <i>months</i></p> <p><input type="checkbox"/> 7-12 meses <i>months</i></p> <p><input type="checkbox"/> 1 -2 años <i>years</i></p> <p><input type="checkbox"/> 2-3 años <i>years</i></p>
6.	<p>¿Puedes recibir este mismo curso en otra escuela o institución? ¿Si respondes si, donde? <i>Can you receive the same course in another school or institution? If yes, where?</i></p>
7	<p>¿Cual curso te ha beneficiado más? ¿Porque? <i>Which course benefited you the most? Why?</i></p>
8	<p>¿Que parte del curso te ha beneficiado más? ¿Porque? <i>What part of the course benefited you the most? Why?</i></p>
9	<p>¿ Que parte del curso te gusto mas? ¿Porque? <i>What part of the course did you like the most? Why?</i></p>
10	<p>¿Que se pudiera añadir al curso para mejorarlo? <i>What could be added to the course to improve it?</i></p>
11	<p>¿Hay algo en el curso que pudiese ser mejor? <i>Is there anything in the course that could be improved?</i></p>
12	<p>¿Has usado algun conocimiento que has aprendido en este/estos curso/s, en tu vida cotidiana? <i>Have you used any taught skills in your every day life?</i></p>
13	<p>¿Si respondes sí, en que situación has usado este conocimiento? <i>If yes, in which situations have you used these taught skills?</i></p>

14. Contesta a las siguientes preguntas con Sí/ No/ Los Dos/Otro/No/No me corresponde
Answer the following questions with Yes/No/Both/Other/No/Not applicable

Servicios domesticos <i>Labour division</i>	Antes (del curso) <i>Before the course</i>						Despues (del curso) <i>After the course</i>					
	Mujer <i>Woman</i>	Hombre <i>Man</i>	Los Dos <i>Both</i>	Otro <i>Other</i>	No <i>No</i>	N/C <i>N/A</i>	Mujer	Hombre	Los Dos	Otro	No	N/ C
¿Quien cuida los hijos? <i>Who looks after the children?</i>												
¿Quien limpia la casa? <i>Who cleans the house?</i>												
¿Das algun servicio a otras personas, que no son parte de la familia? (Ex. Cuidado de niños) <i>Do you provide any service to an external person? (E.g. Childcare)</i>												
¿Recibes alguna ayuda de algien que no es parte de tu familia? (Ex. Cuidado de niños) <i>Do you receive any help from someone outside your family? (E.g. Childcare)</i>												
En tu casa, quien decide cuanto dinero se va usar para comprar/pagar: <i>At home, who decides how much money should be spend on:</i>												
Comida <i>Food</i>												
Ropa <i>Clothes</i>												
Educación <i>Education</i>												
Salud/Medicina <i>Health/Medicine</i>												
Leche <i>Milk</i>												
Carne <i>Meat</i>												
Tabaco <i>Tobacco</i>												
Alcohol <i>Alcohol</i>												
Productos Electricos (Tele, Radio etc) <i>Electrical appliances (TV, Radio etc)</i>												

15. Contesta a las siguientes preguntas con Sí/ No/ No sé/No me corresponde. *Answer the following questions with Yes/No/I don't know/Not applicable*

Facilidades Access	Antes del curso Before the course				Despues del curso After the course			
¿Puedes prestar dinero del banco local? <i>Can you lend money in the local bank?</i>	Sí <i>Yes</i>	No <i>No</i>	No sé <i>Don't know</i>	N/C <i>N/A</i>	Sí	No	No sé	N/C
¿Tienes acceso a las tiendas en tu pueblo? <i>Do you have access to shops in your village?</i>								
¿Tienes acceso a alguna escuela? <i>Do you have access to a school?</i>								
¿Tienes acceso a una biblioteca? <i>Do you have access to a library?</i>								
¿Tienes acceso a algun tipo de transporte? <i>Do you have access to any type of transport?</i>								
¿Votas? <i>Do you vote?</i>								
¿Participais en algun grupo politico/religioso? <i>Do you participate in any political/religious/community group?</i>								
¿Tienes acceso a algun politico? <i>Do you have access to a politician?</i>								
¿Si tuvieses acceso a un politico, le comunicarias tus inquietudes/problemas? <i>If you did have access to a politician, would you communicate your concerns to him or her?</i>								

16	Describe la ayuda que has recibido despues de haber completado el curso de mujeres de CEPIA. <i>Describe the support that you have received from CEPIA after completing the empowerment program.</i>
17	¿Pudieras haber superado tu situación personal sin el ayuda de CEPIA? ¿Porque? <i>Do you think you could have overcome your situation without CEPIA's help? Why?</i>
18	Comentarios <i>Comments</i>

Appendix D: Interview with Non-NGO Participants

Sexo: *Gender*

☐ Mujer *Woman* ☐ Hombre *Man*

Estado Civil: *Marital status*

☐ Conviviente *Living with partner*
☐ Casado *Married*
☐ Soltero *Single*

Edad: *Age*

☐ 13-17 años ☐ 18-21 años
☐ 22-25 años ☐ 25-35 años
☐ 35-45 años ☐ 45 años +

¿Recibe alguna Seguridad Social?

Do you receive any social security?

☐ Sí *Yes* ☐ No *No*
☐ Not allowed *Not allowed*

Educación: *Education*

☐ Primaria *Primary* ☐ Universidad *University*
☐ Secundaria *Secondary* ☐ Otros *Other*

¿Cuántos niños? *How many children?*

☐ Ninguno *None* ☐ 3-4
☐ 1-2 ☐ 5+

Estado Laboral: *Work status*

☐ Tiempo Completo *Full time*
☐ Tiempo Parcial *Part time*
☐ Desempleado *Unemployed*
☐ Trabajo no remunerado *Unpaid work*

¿Si estás empleado, en que sector? *In what work sector do you work?*

☐ Agricultura *Agriculture*
☐ Servicio/Hotel/Restaurante/Tiendas *Service/Hotel/Restaurant/Shops*
☐ Industria *Manufacturing*
☐ Otros (Especificar) *Other (Specify)*

1.	¿Tienes conocimiento sobre Sol Meliá y su programa de desarrollo comunitario? <i>Are you aware of Sol Meliá's CSR program to help the community?</i>
2.	¿Tienes conocimiento sobre CEPIA y sus programas de desarrollo comunitario? <i>Are you aware CEPIA's programs to help the community?</i>

3. Contesta a las siguientes preguntas con Sí/ No/ Los Dos/Otro/No me corresponde
Answer the following questions with Yes/No/Both/Other/Not applicable

Servicios domesticos <i>Labour division</i>	Ahora <i>Today</i>				
	Mujer <i>Woman</i>	Hombre <i>Man</i>	Los Dos <i>Both</i>	Otro <i>Other</i>	N/C <i>N/A</i>
¿Quien cuida los hijos? <i>Who looks after the children?</i>					
¿Quien limpia la casa? <i>Who cleans the house?</i>					

¿Das algun servicio a otras personas, que no son parte de la familia? (Ex. Cuidado de niños) <i>Do you provide any service to an external person? (E.g. Childcare)</i>					
¿Recibes alguna ayuda de algien que no es parte de tu familia? (Ex. Cuidado de niños) <i>Do you receive any help from someone outside your family? (E.g. Childcare)</i>					
En tu casa, quien decide cuanto dinero se va usar para comprar: <i>At home, who decides how much money should be spend on:</i>					
Comida <i>Food</i>					
Ropa <i>Clothes</i>					
Educación <i>Education</i>					
Salud/Medicina <i>Health/Medicine</i>					
Leche <i>Milk</i>					
Carne <i>Meat</i>					
Tabaco <i>Tobacco</i>					
Alcohol <i>Alcohol</i>					
Productos Electricos (Tele, Radio etc) <i>Electrical appliances (TV, Radio etc)</i>					

4. Contesta a las siguientes preguntas con Sí/ No/ No sé. *Answer the following questions with Yes/No/I don't know*

Facilidades <i>Access</i>	Ahora <i>Today</i>		
	Sí <i>Yes</i>	No <i>No</i>	No sé <i>I don't know</i>
¿Tienes acceso a las tiendas en tu pueblo? <i>Do you have access to shops in your village?</i>			
¿Tienes acceso a alguna escuela? <i>Do you have access to a school?</i>			
¿Tienes acceso a una biblioteca? <i>Do you have access to a school?</i>			
¿Tienes acceso a algun tipo de transporte? <i>Do you have access to any type of transport?</i>			
¿Votas? <i>Do you vote?</i>			
¿Participais en algun grupo politico/religioso? <i>Do you participate in any political/religious/community group?</i>			
¿Tienes acceso a algun politico?			
¿Si tuvieses acceso a un politico, le comunicarias tus inquietudes/problemas? <i>If you did have access to a politician, would you communicate your concerns to him or her?</i>			

5. Opinas que necesitas alguna ayuda con/para:
(Contesta a las siguientes preguntas con Sí/ No/ No necesito/No me corresponde.) *In your opinion, do you need any help with: (Answer the following questions with Yes/No/I don't need it/Not applicable)*

Servicios domesticos <i>Labour division</i>	Ahora <i>Today</i>			
	Mujer <i>Woman</i>	Hombre <i>Man</i>	No necesito <i>I don't need it</i>	N/C <i>N/A</i>
¿Cuidar los hijos? <i>Childcare?</i>				
¿Limpiar la casa? <i>Cleaning the house?</i>				
¿Dar algun servicio a otras personas, que no son parte de la familia? (Ex. Cuidado de niños) <i>Service provision to the community? (E.g. Childcare)</i>				
¿Recibir menos ayuda de personas que no son parte de su familia? (Cuidado de niños) <i>Receive less help from external people?</i>				
Relaciones familiares <i>Domestic relations</i>				
Tener mas influencia en mi casa, para poder decidir cuanto dinero se va usar para comprar/pagar: <i>To have more influence at home, in regards to deciding how much should be spent on:</i>				
Comida <i>Food</i>				
Ropa <i>Clothes</i>				
Educación <i>Education</i>				
Salud/Medicina <i>Health/Medicine</i>				
Leche <i>Milk</i>				
Carne <i>Meat</i>				
Tabaco <i>Tobacco</i>				
Alcohol <i>Alcohol</i>				
Productos Electricos (Tele, Radio etc) <i>Electrical appliances (TV, Radio etc)</i>				
Facilidades <i>Access to facilities</i>				
¿Tener más acceso a las tiendas en tu pueblo? <i>More access to shops in my village?</i>				
¿Tener (mejor) acceso a alguna escuela? <i>Access (better) to a school?</i>				
¿Tener acceso a una biblioteca? <i>Access to a library?</i>				
¿Tener acceso a algun tipo de transporte? <i>Access to any type of transport?</i>				
¿Poder participar en algun grupo politico/religioso? <i>Easier access to community group participation?</i>				
¿Tener acceso a algun politico? <i>Access to a politician?</i>				
¿Poder comunicar mis inquietudes/problemas a un politico? <i>Improve my communication skills to express my concerns and problems to a politician?</i>				

Appendix E: Non-NGO Participants' input

Labour division in the household	Wife	Husband	Both	Other	No	N/A
<i>Who cleans the house?</i>	30%	0%	60%	10%	0%	0%
<i>Who looks after the kids?</i>	20%	0%	0%	20%	0%	60%
<i>Do you provide any service to anyone that isn't a family member?</i>	10%	10%	10%	0%	70%	0%
<i>Do you receive any help from anyone that isn't part of your family?</i>	0%	0%	10%	0%	90%	0%

Who decides how much should be spent on:	Wife	Husband	Both	Other	N/A
<i>Food</i>	20%	0%	70%	10%	0%
<i>Clothes</i>	40%	0%	60%	0%	0%
<i>Education</i>	40%	10%	20%	10%	20%
<i>Health Products</i>	20%	20%	40%	20%	0%
<i>Milk</i>	30%	0%	40%	10%	20%
<i>Meat</i>	10%	10%	50%	20%	10%
<i>Tobacco</i>	0%	40%	0%	0%	60%
<i>Alcohol</i>	0%	30%	10%	10%	50%
<i>Electrical Appliances</i>	50%	10%	40%	0%	0%

Access to Facilities in the Community	Yes	No	Don't Know	N/A
<i>Do you have access to shops?</i>	70%	10%	0%	20%
<i>Do you have access to a school?</i>	90%	10%	0%	0%
<i>Do you have access to a library?</i>	30%	60%	10%	0%
<i>Do you have access to transport of any kind?</i>	80%	20%	0%	0%

Political activity	Yes	No	Don't Know	N/A
<i>Do you vote?</i>	90%	10%	0%	0%
<i>Do you participate in a religious or political group?</i>	50%	50%	0%	0%
<i>Do you have access to a politician?</i>	40%	60%	0%	0%
<i>If you had access to a politician, would you communicate your concerns to the politician?</i>	80%	20%	0%	0%

Do you think you need help with the following?	Yes	No	Don't Know	N/A	Other (Need more help)
<i>Looking after the children?</i>	20%	20%	0%	60%	0%
<i>Clean the house?</i>	50%	50%	0%	0%	0%
<i>Provide a service to someone outside your family?</i>	70%	30%	0%	0%	0%
<i>Receive less help from people outside your family?</i>	0%	20%	0%	60%	20%

Do you think you need more help in influencing how much money will be spent on:	Yes	No	Don't Know	N/A
Food	40%	60%	0%	0%
Clothes	40%	60%	0%	0%
Education	50%	30%	0%	20%
Health/Medicine Products	60%	40%	0%	0%
Milk	30%	60%	0%	10%
Meat	40%	50%	0%	10%
Tobacco	10%	30%	0%	60%
Alcohol	20%	40%	0%	40%
Electrical Appliances	60%	30%	0%	10%

Do you think your need more/better access to:	Yes	No	Don't Know	N/A
Shops in your village/town?	80%	20%	0%	0%
Schools in the area?	40%	30%	0%	30%
Library?	90%	10%	0%	0%
Transport?	70%	30%	0%	0%
Do you need help in participating in a religious or political group?	40%	50%	0%	10%
Do you need access to a politician?	20%	70%	0%	10%
Express my concerns and opinions?	70%	30%	0%	0%

Appendix F : Summary of frequent answers

Service Provision	Participants chose “No” first then yes to “Wife”
<i>Do you provide any service to anyone that isn't a family member?</i>	33%

Support Received	Participants chose “No” first then “Other” (where other was CEPIA)
<i>Do you receive any help from anyone that isn't part of your family?</i>	42%

Political Participation	Participants chose “No” first then “Yes”
<i>Do you participate in a religious/ political/community group?</i>	25%

Who decides how much should be spent on:	Participants chose “Wife” first then “Husband”
<i>Clothes</i>	25%

Access to services in the community	Participants chose “No” first then “Yes”
<i>Do you have access to shops?</i>	42%
<i>Do you have access to a library?</i>	75%
<i>Do you have access to a school?</i>	25%
<i>If you had access to a politician, would you communicate your concerns to the politician?</i>	33%

Appendix G : Summary of Non-NGO participants' frequent answers

Labour division in the household	Participants who answered "No" first then "Yes"
Do you need help to provide any service to anyone that isn't a family member?	5/10 (50%)

Do you need help to better influence how much should be spent on:	Participants who answered "Wife" first and then Yes to "Wife" again	Participants who answered "Both" first and then yes to "Wife"
Food		4/10 (40%)
Clothes	3/10 (30%)	3/10 (30%)
Education	3/10 (30%)	1/10 (10%)
Health Products		3/10 (30%)
Meat		3/10 (30%)
Electrical Appliances	3/10 (30%)	1/10 (10%)

Do you need access to services in the Community	Participants who answered "No" first and then "Yes"	Participants who answered "Yes" first and then "Better/More"
Access to shops?	3/10 (30%)	4/10 (40%)
Access to a school?	1/10 (10%)	2/10 (20%)
Access to a library?	5/10 (50%)	3/10 (30%)
Access to transport of any kind?	3/10 (30%)	4/10 (40%)

Political activity	Participants who answered "No" first then "Yes"	Participants who answered "Yes" first then "Better/More"
Do you need help to participate in a religious/ political/community group?	3/10 (30%)	1/10 (10%)
Do you need help in better communicate your concerns to a politician?		4/10 (40%)