



FEED^{THE}**FUTURE**

The U.S. Government's Global Hunger & Food Security Initiative

WEAI 101 & GIF 101 Training-of-Trainers Course





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WELCOME!



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U.S. GOVERNMENT PARTNERS





INTRODUCTIONS

Please share:

- Name
- Your mission
- Your role
- One thing you hope to learn from this ToT





GETTING STARTED: FACILITATION IN ACTION!

- Individual Task
- Think of a time you saw a facilitator whose message had impact and stayed with you long afterwards ...
- What skills, characteristics and traits did s/he possess that contributed to that impact?
- Please make notes to yourself.





GETTING STARTED: FACILITATION IN ACTION!

- Table Task
- At your table ...
- Share your list of skills and traits of highly effective facilitators.
- Listen to one another and create a collective list of those characteristics and traits upon which you agree. Then...
- Draw a picture that graphically illustrates those traits, skills and characteristics
- **NO WORDS!!!**





OBJECTIVES

By the end of this course, participants will:

- Demonstrate functional mastery of the content for both the WEAI and facilitation of the GIF
- Practice facilitation and co-facilitation skills to ensure seamless delivery of technical content
- Prepare for, deliver, offer and receive peer critique on key activities within the WEAI and GIF modules
- Develop a plan for delivering the WEAI and GIF modules upon return to the mission
- Gain a greater range of responses in managing challenging facilitation situations





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WORKSHOP AGENDA

- Please consult page 9 of your WEAI & GIF Participant Manual.





WORKING GUIDELINES

At your table:

- Agree on one or two behaviors this group will need to live by over the next four days in order to meet our objectives.





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15 MINUTES





Facilitation Skills

– Asking Questions



– Paraphrasing

– Summarizing



– Encouraging





ASKING QUESTIONS

Elicits more information from the speaker.

- **Open-ended:** Who, where, what, why causes more elaboration.
- **Closed** questions that result in a finite, specific answer.





PARAPHRASING

Restating in your own words what you understand the other person is saying and feeling.

Be careful about not interpreting or interjecting your own analysis.

- *Brings clarity*
- *Values contribution*
- *Adds emphasis*
- *Helps others crystallize thoughts*
- *Helps "talkers" stop*
- *Can also paraphrase emotions*





SUMMARIZING

- Periodically noting key points, important ideas and feelings, done to bring closure or make a transition.
 - Pulls important ideas, facts or data together
 - Establishes basis for further discussion or a transition
 - Reviews progress
 - Checks for clarity & agreement
 - Helps people remember what's been said
 - Brings closure to conversation





PARAPHRASING AND SUMMARIZING ... THE LANGUAGE

Think about how you are most comfortable beginning a paraphrase ...

- *“So what you are saying is ... ”*
- *“Let me be sure I’ve understood, in other words ... ”*

When summarizing, be concise and to the point. Some possible phrasing is ...

- *“In closing, I want to review the points you’ve made. They are ... ”*
- *“Before moving to the next topic, let me make sure we understand what we have decided to do next ... ”*



ENCOURAGING

- Verbal and non-verbal use of your body and voice to send signals that you care about the person and what s/he is saying.
- Expressed by listener, nodding head, maintaining attentive body language, saying “Uh huh,” “go on,” etc.
- Different culture signals connote encouragement





FACILITATION SKILLS EXERCISE

Individual Activity ...

- Think of a challenge you are currently facing
- This could be personal or professional
- You will be discussing it with a colleague

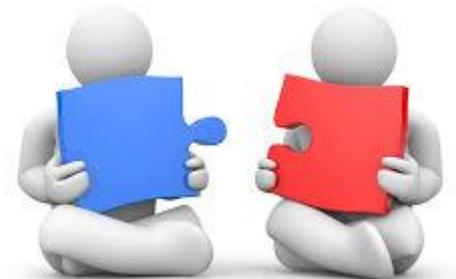




FACILITATION SKILLS EXERCISE 1: PREPARATION

Turn to page 17 in your Participant Manual.

Make some notes regarding how you want to intentionally use the facilitation skills to engage with a colleague in conversation regarding his/her challenge.





FACILITATION SKILLS PRACTICE 1

Process:

- A – Will facilitate B in talking about his/her challenge
- B – Will engage in discussion about his/her challenge with A

Time:

- 6-7 minutes for facilitated discussion
- 3-4 minutes for feedback to the facilitator

After 10 minutes, pairs will rotate.

B will facilitate A – 10 minutes.



- Turn to page 19 in your Participant Manual.
- Capture the feedback you received regarding the use of the facilitation skills.





FACILITATION PRACTICE 2: SMALL GROUP DISCUSSION

- You will be given a topic around which you will facilitate a small group discussion.
- You will need to keep the conversation going for 10 minutes.
- You will then receive feedback for 5 minutes.





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- Turn to page 21 in your Participant Manual.
- Using the feedback you just received in your one-on-one facilitation, prepare for your upcoming small group facilitation.





SMALL GROUP PROCESS

Each of you will have 10 minutes to facilitate a discussion on your topic.

The trainers will alert you when you have 1 minute remaining.

One of you should serve as the observer to offer feedback to the facilitator with each round. You'll have 3-4 minutes.

Use the Observation Sheets on page 23 to capture your thoughts. Each of you should serve as the observer once during this exercise.





REFLECTIONS ON FACILITATION SKILLS

- Turn to page 25 in your Participant Manual.
- Capture what you're learning about your use of facilitation skills.



1 HOUR





OBJECTIVES

By the end of this session, participants will be able to:

- Articulate what the WEAI measures including the 5 Domains of Empowerment
- Describe the methodology used in the WEAI and how it measures empowerment
- Demonstrate a foundational ability to interpret and explain your country's WEAI results
- Plan for one possible action to take using the WEAI as part of your role and responsibilities



WORKSHOP AGENDA

Welcome

9:00 a.m. or 1:00 p.m.

- Introductions
- Objectives and Agenda
- Overview of the WEAI
- Empowerment & Purpose of the WEAI
- WEAI Construction
 - 5 Domains of Empowerment
 - Gender Parity Index
- Practice
- Planning

Close

1:00 p.m. or 5:00 p.m.



WHAT IS EMPOWERMENT?

Similar to Kabeer (2001), we define empowerment as:

The expansion of people's ability to make strategic life choices within their households and their communities, particularly in contexts where this ability has been limited.





WHAT IS EMPOWERMENT IN AGRICULTURE?

A person who:

- Has the resources and opportunity to engage in agricultural activities that are productive
- Has a role in deciding how to engage in agricultural management decisions
- Receives and controls the benefits and returns from their efforts in agriculture



WHY A WEAI?

- Empower both men and women in agriculture
- There are gender gaps in overall empowerment and in particular “domains” of empowerment (FAO, State of Food & Agriculture 2010/11)

“The gender gap is found for many assets, inputs and services—land, livestock, labor, education, extension and financial services, and technology ... ”



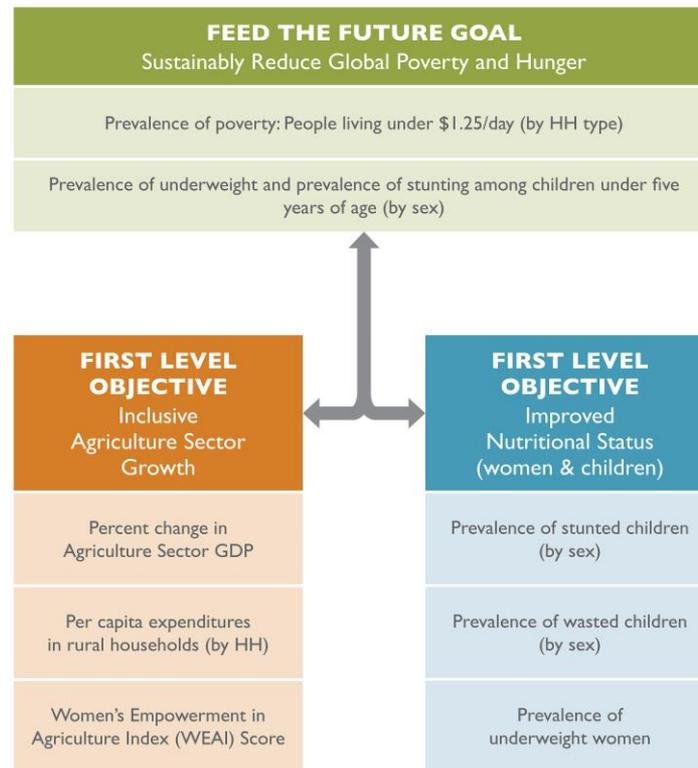
WHY A WEAI? CONTINUED

- The Food and Agriculture Organization (FAO) estimates that if women had the same access to resources as men, they could increase their yields by 20 to 30%
- Women could raise total agriculture output in developing countries by 2.5 to 4%
- Project design processes may unknowingly focus on the constraints that men face in increasing agricultural productivity without an awareness of the different needs of women and men farmers



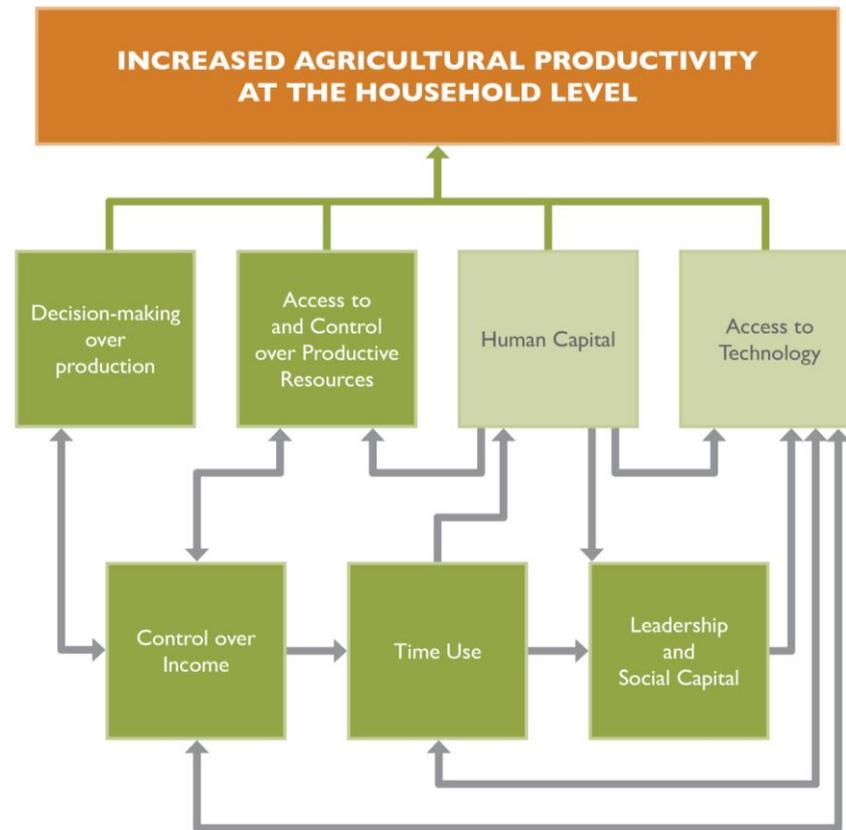
WHY A WEAI – GREATER INCLUSION

FEED THE FUTURE RESULTS FRAMEWORK





WOMEN'S EMPOWERMENT AND AGRICULTURAL PRODUCTIVITY



NOTE: WEAI domains are indicated in the darker green boxes.



WOMEN'S EMPOWERMENT IN AGRICULTURE INDEX (WEAI)

- Measures women's and men's empowerment and inclusion in the agricultural sector
- Developed by USAID, IFPRI, OPHI
- Launched in early 2012
- It is a **survey-based** index, not based on aggregate statistics or secondary data
- Uses interviews of the **women and men in the same household**
- Index components designed to apply across countries and cultures



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A LOOK AT BANGLADESH





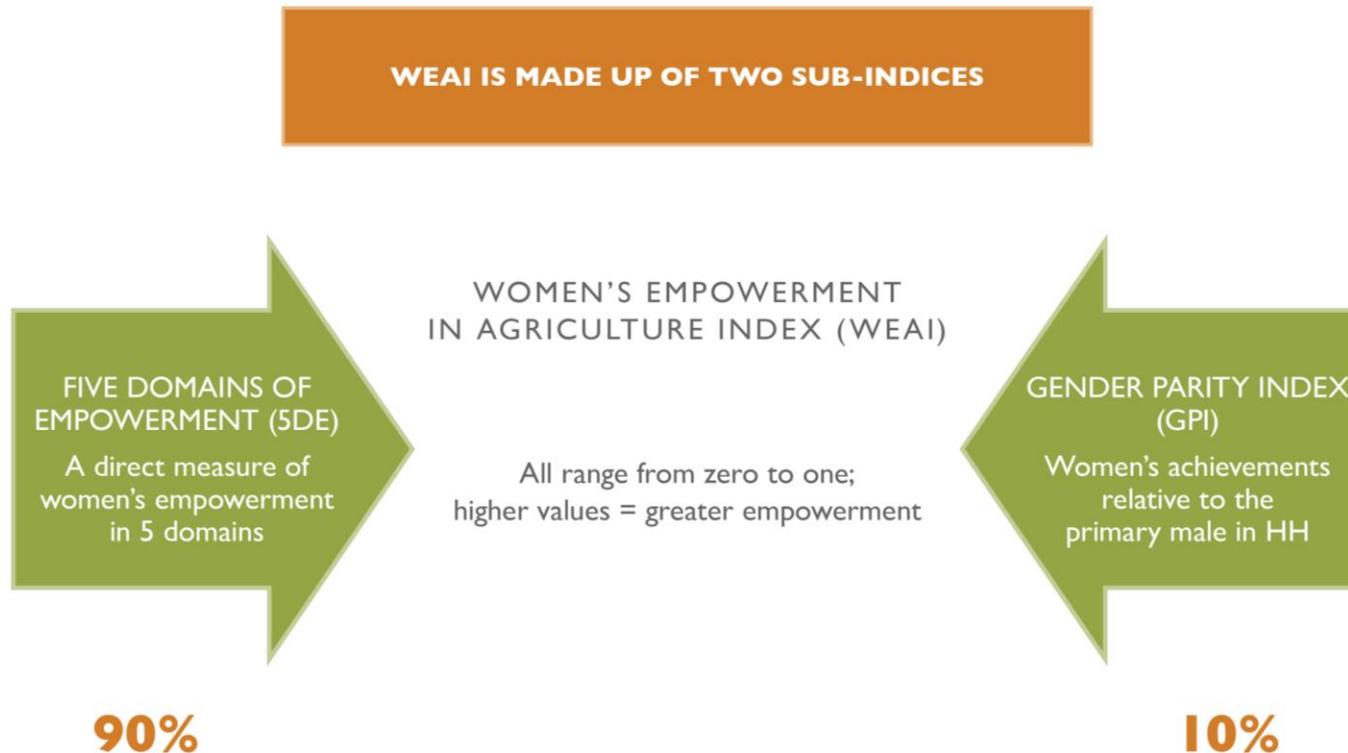
INDIVIDUAL TASK ... PAGES 7-8

As you review WEAI results for Bangladesh, look at the two bars and write down:

- What are the top 3 factors that disempower women?
- What are the top 3 factors that disempower men?
- What else strikes you about these findings?

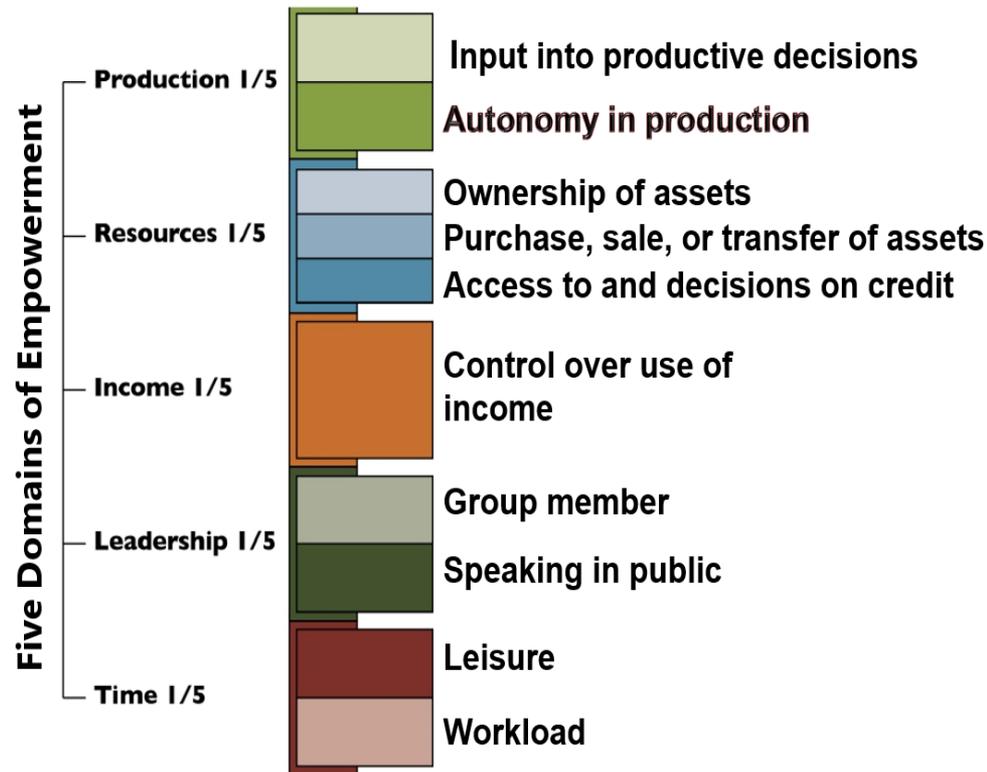


HOW IS THE WEAI CONSTRUCTED?



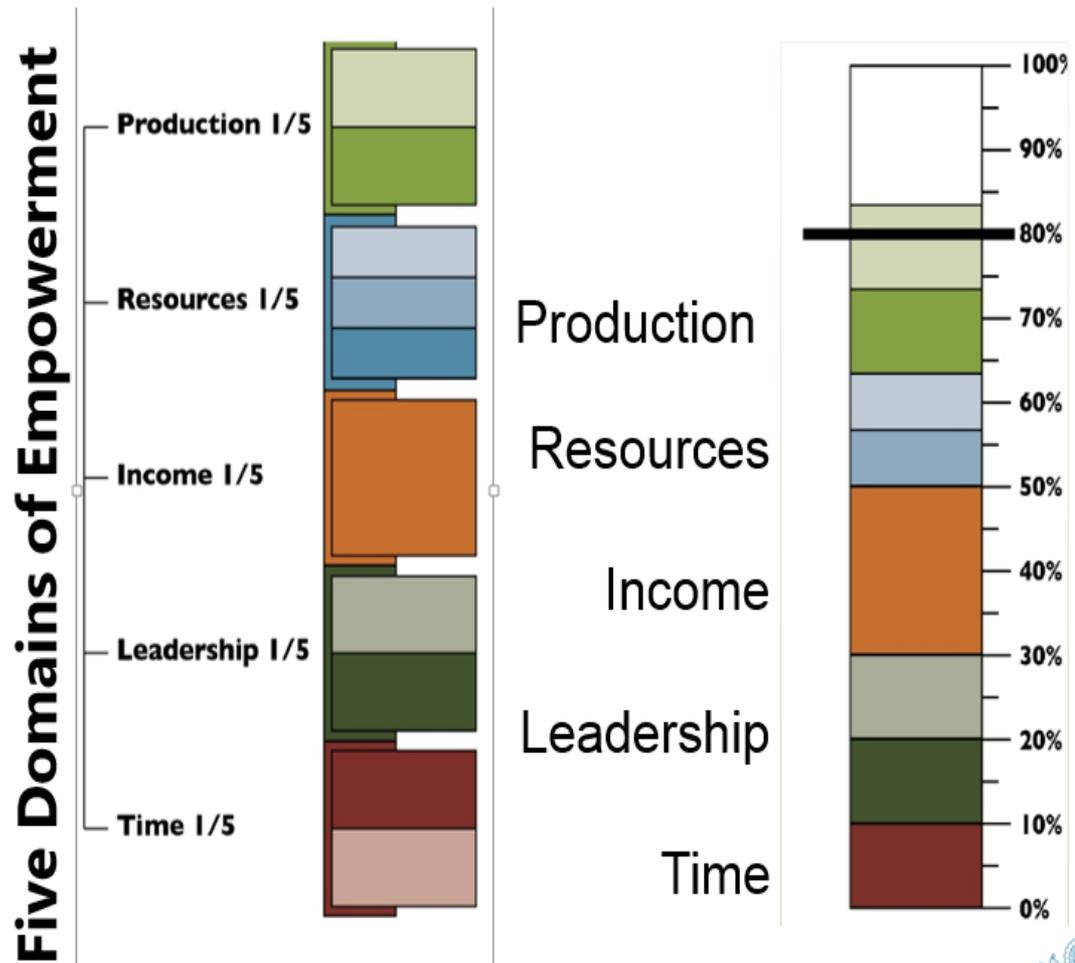


5DE: INDICATORS BUILD INDIVIDUAL EMPOWERMENT PROFILES





WHO IS EMPOWERED?



An individual who has achieved 'adequacy' in 80% or more of the weighted indicators



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WHO IS EMPOWERED?

WHO IS EMPOWERED?

A 5DE score of 80 percent or more across all five domains indicates empowerment.



JANE



TOM

FIVE DOMAINS OF EMPOWERMENT



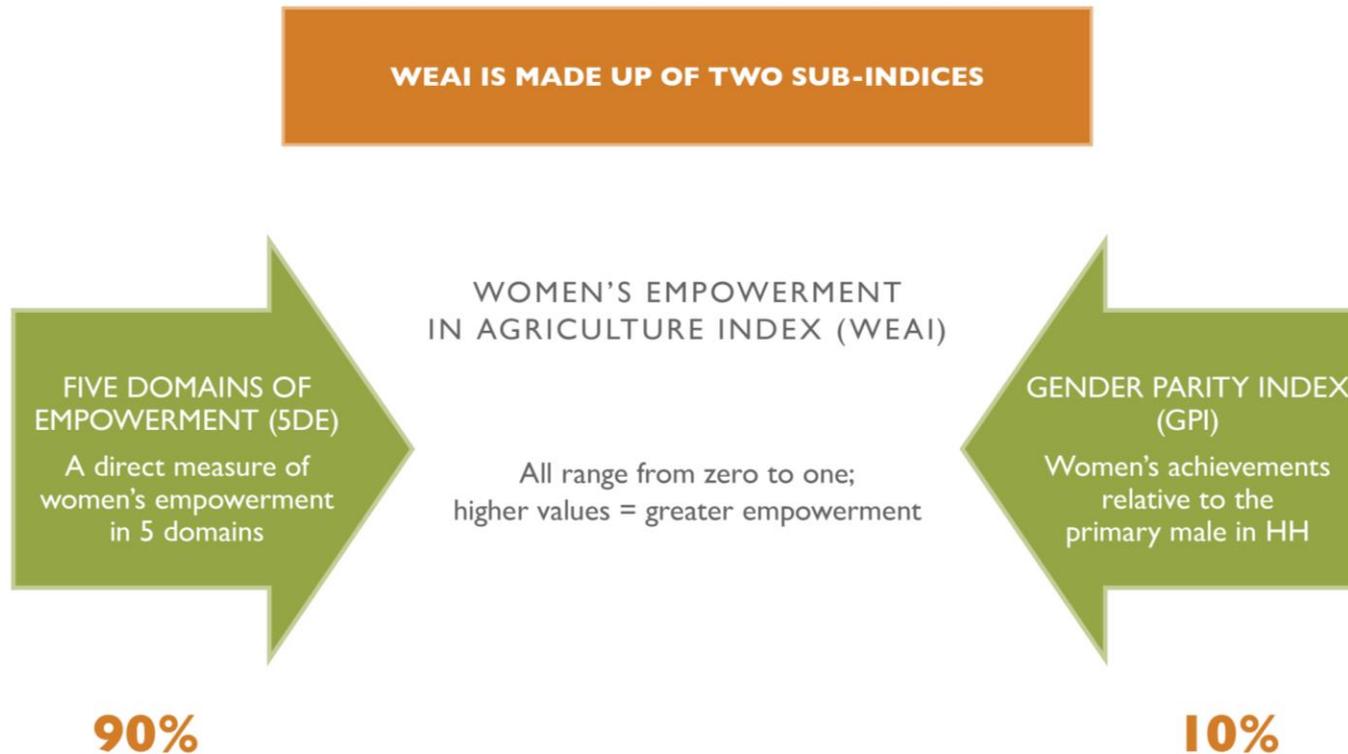
Overall 5DE

5DE Score: 52%

5DE Score: 66%



HOW IS THE WEAI CONSTRUCTED?



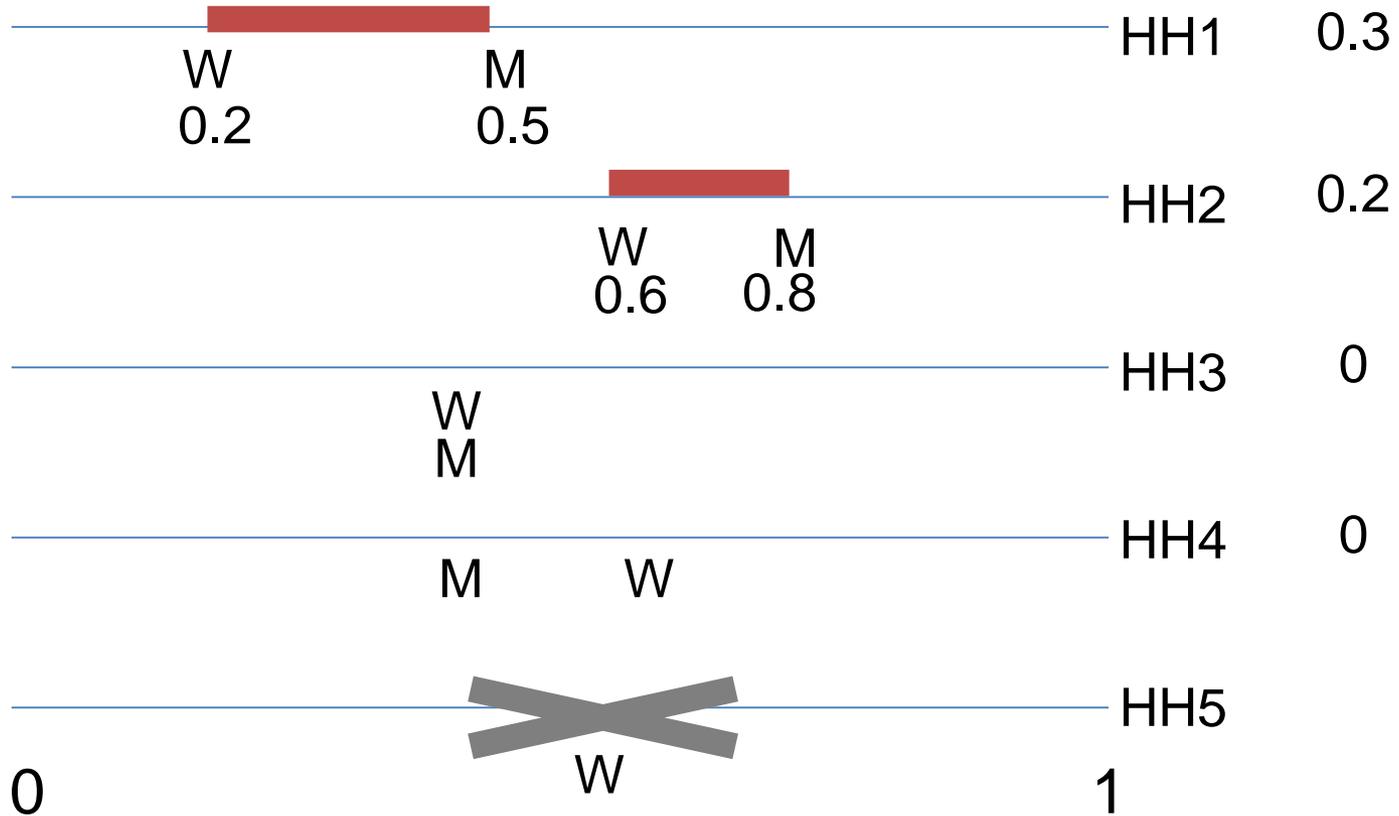


GENDER PARITY INDEX (GPI)

- The GPI makes up only 10% of the WEAI score.
- Compares how equal 5DEs are between women & men in the same household.
- GPI is between 0-1
- Higher GPI scores mean greater equality between the woman and man interviewed



5DEs WITHIN THE HOUSEHOLD





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LET'S RETURN TO BANGLADESH





HOW IS THE WEAI CONSTRUCTED?

WEAI IS MADE UP OF TWO SUB-INDICES





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QUESTIONS?





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MORNING BREAK PLEASE RETURN IN 15 MINUTES





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FAMILIARIZE YOURSELF WITH THE WEAI

Turn to page 9 in your Participant Manual
and review the instrument ...



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WEAI SURVEY EXERCISE ... WELCOME TO OUR FARM!

Jane and Tom are a couple.

Their household has a small garden by the house and a larger plot just outside the village.

They grow maize, pigeon peas and a few vegetables. For these crops, the family uses machetes and other hand tools.





MORE ABOUT OUR FARM

- Jane keeps some chickens and recently bought a goat with the money she earned from selling eggs. There are two other goats.
- Tom bought an ox that Jane takes care of and that their son takes out to the communal grazing area. There is no stall for the ox.
- Tom recently bought a plough so that he can rent ploughing services to his neighbors.



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TABLE ASSIGNMENTS FOR VIEWING THE VIDEO

Table A: Agricultural land (pieces/plots)

Table B: Large livestock (oxen, cattle)

Table C: Small livestock (goats, pigs, sheep)

Table D: Poultry (chickens, ducks, turkeys, pigeons)



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FEED THE FUTURE | **KNOWLEDGE-DRIVEN** AGRICULTURAL DEVELOPMENT PROJECT

<https://www.youtube.com/watch?v=HBxqxfEwAcM&feature=youtu.be>



AT YOUR TABLE...

- Briefly discuss your questionnaire answers for the assigned WEAI asset
- Come to agreement on your table's responses
- Be prepared to have one spokesperson at each table give a **ONE-SENTENCE** summary of what your table concluded about your assigned asset



TABLE ASSIGNMENTS FOR VIEWING THE VIDEO

Table A: How much control did Jane have over what she owns?

Table B: If this interview were to happen in your country, do you think Tom would respond similarly? Why or why not?

Table C: What is owned jointly? What is owned by Jane? What is owned by Tom?

Tables D: How much control did Jane have over assets she said she owned or took care of? How much control did Tom have over assets Jane owned or took care of?



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USING THE WEAI

- Monitoring: How are programs affecting women's and men's empowerment?
 - Global, regional, country, project-level
- Diagnostic tool: Identify aspects in which women & men are disempowered in order to guide programs and policies
- Analyses: Examine women's empowerment across countries, links with other topics



VERSIONS OF THE WEAI

Full WEAI

Abbreviated WEAI (A-WEAI)

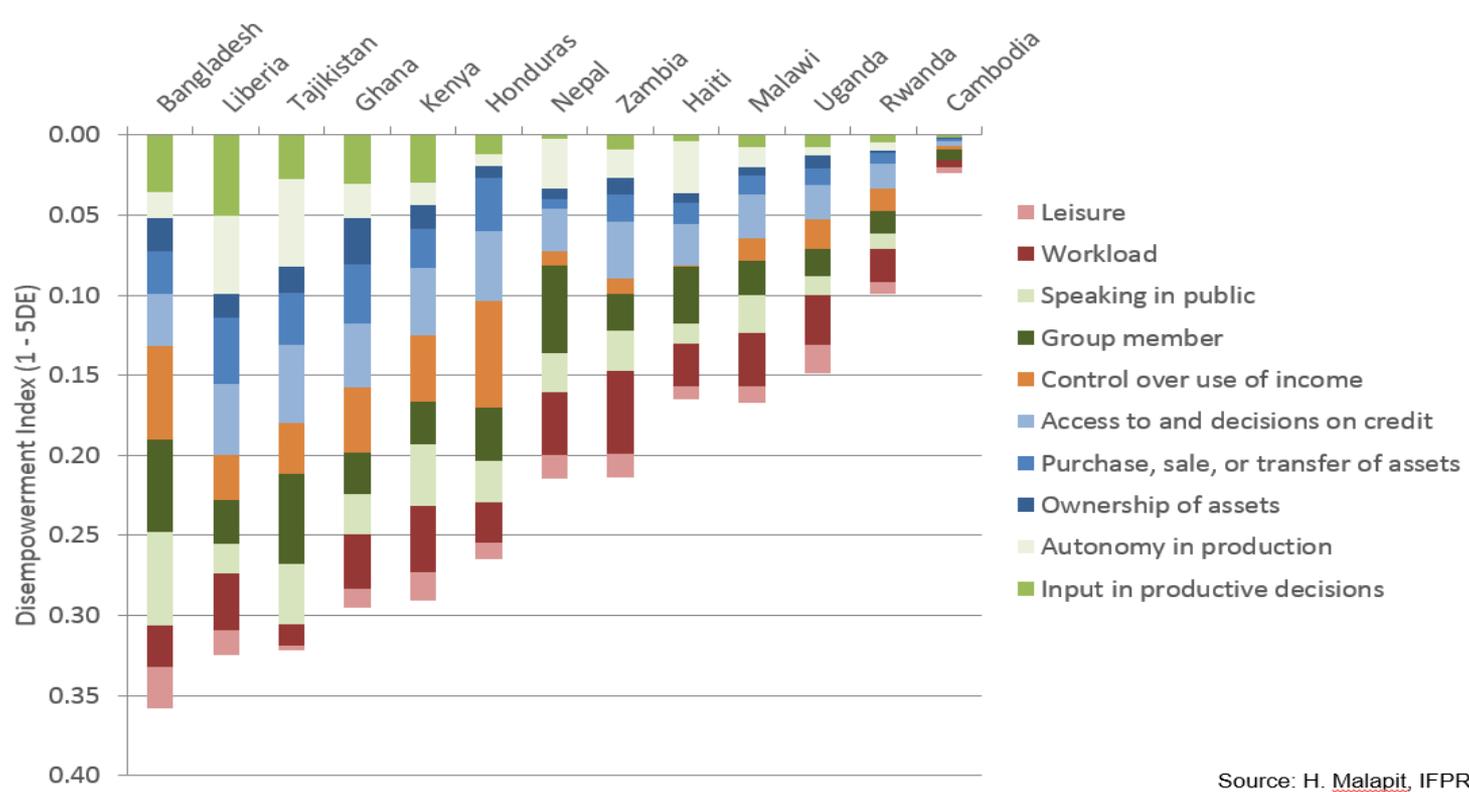
- Takes 30% less time to administer than the Full WEAI
- Does not include autonomy in production, transacting on assets, public speaking, or leisure, and adjusts weighting to maintain each domain as equally weighted

Project-level WEAI (Pro-WEAI)–under development

- Will create “modules” to different types of agriculture and food security projects (e.g., nutrition, livestock)
- Topical modules can then be added to the A-WEAI



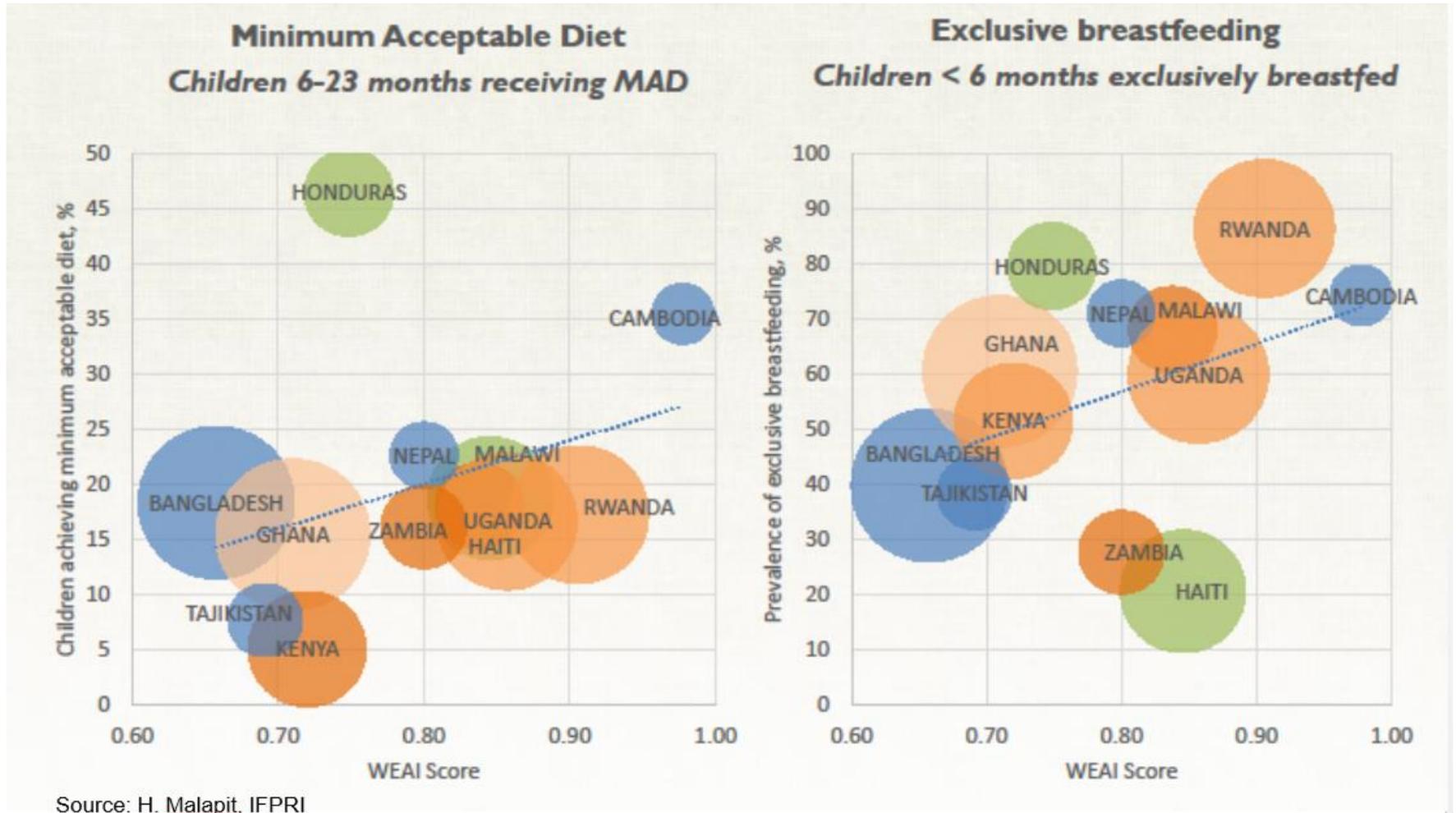
GLOBAL WOMEN'S DISEMPOWERMENT SCORES (1-5DE)



Source: H. Malapit, IFPRI

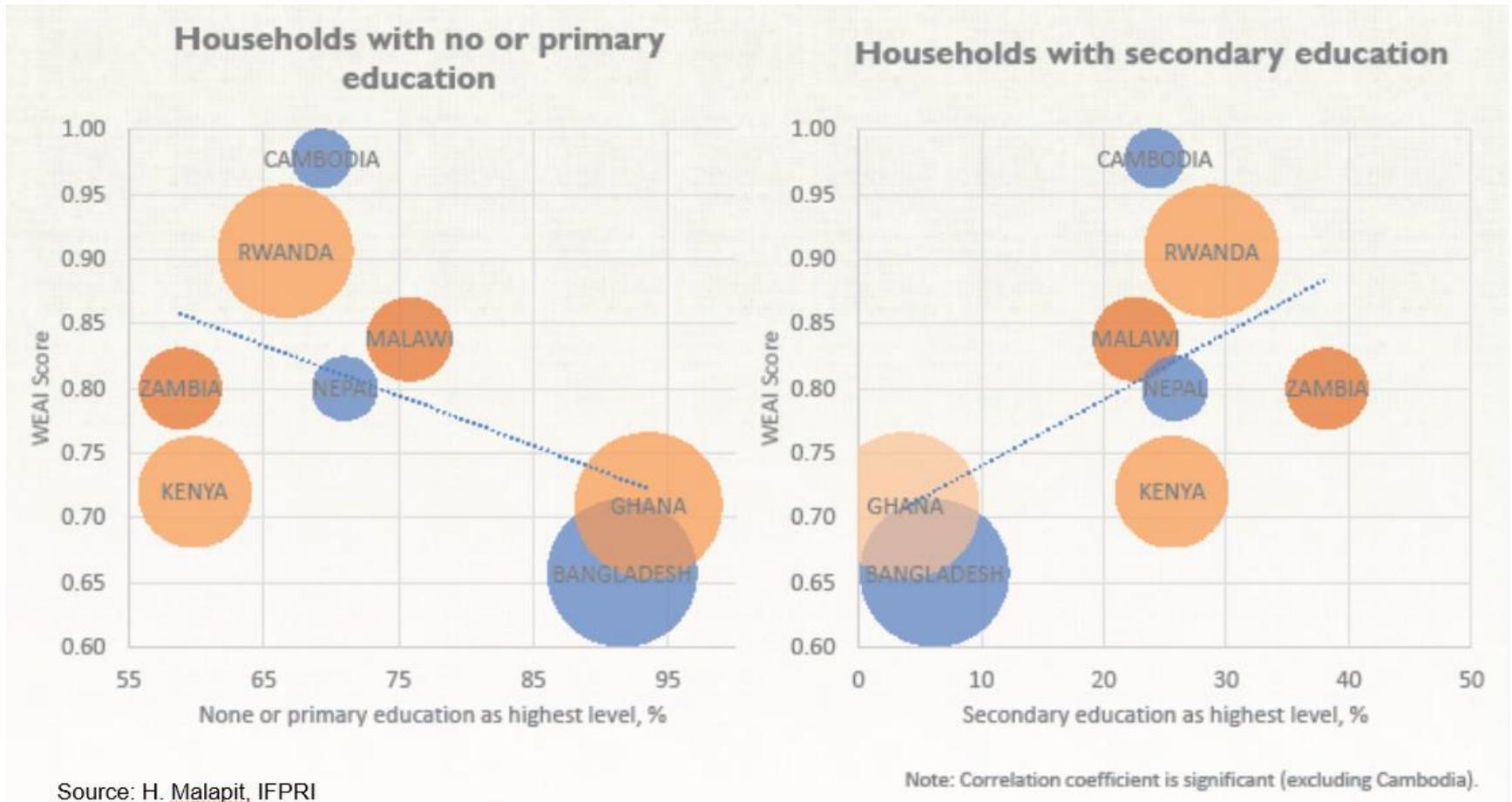


MATERNAL BEHAVIOR





EDUCATION: HIGHEST HOUSEHOLD ACHIEVEMENT





SUMMARY

Greatest constraints:

- Too little credit, too much work and not enough groups

Comparison with men:

- On average women are twice as disempowered as men
- Women are almost twice as disempowered as men in their ability to access and make decisions regarding credit, and over one and a half times as disempowered with respect to workload and group membership
- While the magnitude of women's disempowerment is greater, men are also disempowered in these domains





SUMMARY CONTINUED

Geographic patterns:

- Specific constraints dominate certain regions

WEAI and poverty, health and nutrition outcomes:

- The WEAI is most strongly associated with household educational achievement, income and maternal behavior (prevalence of exclusive breastfeeding and children receiving a minimum acceptable diet)





USING THE WEAI IN YOUR OWN PROJECTS

- Understand and track the domains relevant to your project
 - Where you are starting from?
 - Is the project moving that domain? That's part of telling the project's success story
- Break it down for use in parts
 - Assessments and impact evaluations have used WEAI survey questions for particular domains
- Modify it for your programs, topics of interest



ADAPTATIONS – KENYA

INTERNATIONAL LIVESTOCK RESEARCH INSTITUTE (ILRI)

ORIGINAL 5 DOMAINS

	Domain/ Dimension	Indicators
1	Production	Input in productive decisions Autonomy in production
2	Resources	Ownership of assets Purchase, sale, or transfer of assets Access to and decisions on credit
3	Income	Control over use of income
4	Leadership	Group membership Speaking in public
5	Time	Workload, leisure

6 DOMAINS

	Domain/ Dimension	Indicators
1	Production	Input in productive decisions Autonomy in production
2	Resources	Ownership of assets Purchase, sale, or transfer of assets Access to and decisions on credit
3	Income	Control over use of income
4	Leadership	Group membership Speaking in public Ownership of an identity card
5	Time	Workload, leisure
6 *	Health	Autonomy in making appropriate decisions on reproductive health Attitudes towards gender based violence



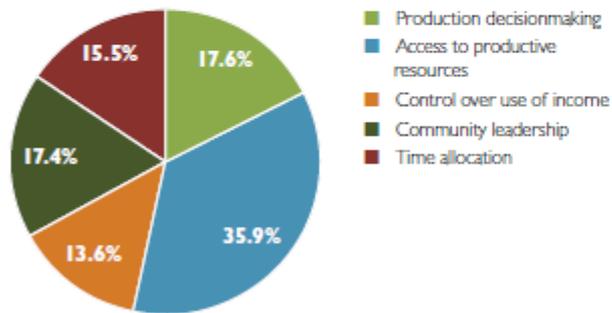
COUNTRY-SPECIFIC WEAI DATA

Ghana's baseline WEAI score: 0.71

sDE score: 0.70

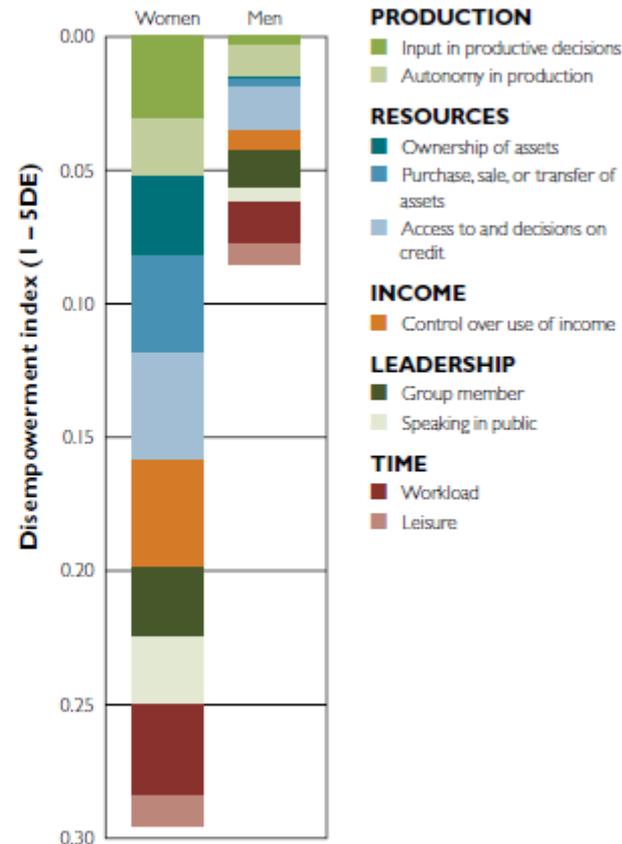
GPI score: 0.81

FIGURE 2. CONTRIBUTION OF EACH OF FIVE DOMAINS TO THE DISEMPOWERMENT OF WOMEN



Source: Kansas State University, Department of Agricultural Economics (2012).

FIGURE 1. CONTRIBUTION OF EACH INDICATOR TO DISEMPOWERMENT



Source: Kansas State University, Department of Agricultural Economics (2012).



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AT YOUR TABLE DISCUSS ...

- What is one headline from the data?
- What is one way you can envision putting this data to use?



WHAT'S NEXT?

- Pro-WEAI
 - Partnership with Gates Foundation/GAAP2
 - Pilot testing 14 projects
 - Develop add-on modules
- Integrating WEAI into national surveys?
- WEAI data collected in the Feed the Future interim survey
- WEAI/GIF training with Feed the Future staff and partners
- Gender & M&E Guide (coming soon!)



WHAT'S NEXT FOR YOU AND WEAI?

Open your Participant Manual to page 13.

- Write ***at least*** one way you can imagine putting your country-specific WEAI data to use.
 - How would this change your programming?



WHAT'S NEXT FOR YOU AND WEAI?

On a sticky note ...

- Write ***at least*** one way you can imagine putting your country-specific WEAI data to use.
 - How would this change your programming?
- Post this on the flipchart entitled “WEAI Use” on your way out the door!



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WORKSHOP EVALUATION

Your feedback is important and we welcome hearing how to make this workshop even better.

Please turn in your completed evaluation before leaving the workshop.





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FOR TOMORROW ...

Co-facilitation exercise assignments:



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THANK YOU FOR THE DAY ...



AND SEE YOU TOMORROW!



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www.feedthefuture.gov