WEAI 101 & GIF 101
Training-of-Trainers Course
WELCOME!
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
WORKSHOP AGENDA

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

FEED THE FUTURE GOAL
Sustainably Reduce Global Poverty and Hunger

Prevalence of poverty: People living under $1.25/day (by HH type)

Prevalence of underweight and prevalence of stunting among children under five years of age (by sex)

FIRST LEVEL OBJECTIVE
Inclusive Agriculture Sector Growth

Percent change in Agriculture Sector GDP

Per capita expenditures in rural households (by HH)

Women’s Empowerment in Agriculture Index (WEAI) Score

FIRST LEVEL OBJECTIVE
Improved Nutritional Status (women & children)

Prevalence of stunted children (by sex)

Prevalence of wasted children (by sex)

Prevalence of underweight women
WOMEN’S EMPOWERMENT AND AGRICULTURAL PRODUCTIVITY

INCREASED AGRICULTURAL PRODUCTIVITY AT THE HOUSEHOLD LEVEL

Decision-making over production
Access to and Control over Productive Resources
Human Capital
Access to Technology

Control over Income
Time Use
Leadership and Social Capital

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
A LOOK AT BANGLADESH
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?

WEAI IS MADE UP OF TWO SUB-INDICES

FIVE DOMAINS OF EMPOWERMENT (SDE)
A direct measure of women's empowerment in 5 domains

WOMEN'S EMPOWERMENT IN AGRICULTURE INDEX (WEAI)
All range from zero to one; higher values = greater empowerment

GENDER PARITY INDEX (GPI)
Women's achievements relative to the primary male in HH

90%

10%
5DE: INDICATORS BUILD INDIVIDUAL EMPOWERMENT PROFILES

- Production 1/5
  - Input into productive decisions
  - Autonomy in production

- Resources 1/5
  - Ownership of assets
  - Purchase, sale, or transfer of assets
  - Access to and decisions on credit

- Income 1/5
  - Control over use of income

- Leadership 1/5
  - Group member
  - Speaking in public

- Time 1/5
  - Leisure
  - Workload
WHO IS EMPOWERED?

An individual who has achieved ‘adequacy’ in 80% or more of the weighted indicators.
WHO IS EMPOWERED?

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

- **PRODUCTION**
  - Jane: 75%
  - Tom: 80%

- **RESOURCES**
  - Jane: 33%
  - Tom: 40%

- **INCOME**
  - Jane: 25%
  - Tom: 90%

- **LEADERSHIP**
  - Jane: 25%
  - Tom: 100%

- **TIME**
  - Overall SDE: 100%

- SDE Score: 52%
- SDE Score: 66%
HOW IS THE WEAI CONSTRUCTED?

WEAI IS MADE UP OF TWO SUB-INDICES

FIVE DOMAINS OF EMPOWERMENT (5DE)
A direct measure of women's empowerment in 5 domains

WOMEN'S EMPOWERMENT IN AGRICULTURE INDEX (WEAI)
All range from zero to one; higher values = greater empowerment

GENDER PARITY INDEX (GPI)
Women's achievements relative to the primary male in HH

90%

10%
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

HH1 0.3
W 0.2  M 0.5

HH2 0.2
W 0.6  M 0.8

HH3 0
W  M

HH4 0
M  W

HH5 1
W 0
LET’S RETURN TO BANGLADESH
HOW IS THE WEAI CONSTRUCTED?

WEAI IS MADE UP OF TWO SUB-INDICES

FIVE DOMAINS OF EMPOWERMENT (SDE)
A direct measure of women's empowerment in 5 domains

90%

WOMEN’S EMPOWERMENT IN AGRICULTURE INDEX (WEAI)
All range from zero to one; higher values = greater empowerment

GENDER PARITY INDEX (GPI)
Women's achievements relative to the primary male in HH

10%
QUESTIONS?
MORNING BREAK
PLEASE RETURN IN 15 MINUTES
FAMILIARIZE YOURSELF WITH THE WEAI

Turn to page 9 in your Participant Manual and review the instrument …
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.
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)
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>
<thead>
<tr>
<th>Table</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table A</td>
<td>How much control did Jane have over what she owns?</td>
</tr>
<tr>
<td>Table B</td>
<td>If this interview were to happen in your country, do you think Tom would respond similarly? Why or why not?</td>
</tr>
<tr>
<td>Table C</td>
<td>What is owned jointly? What is owned by Jane? What is owned by Tom?</td>
</tr>
<tr>
<td>Tables D</td>
<td>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?</td>
</tr>
</tbody>
</table>
USING THE WEAI

• Monitoring: How are programs affecting women’s and men’s empowerment?
  o 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)
MATERNAL BEHAVIOR

Minimum Acceptable Diet
Children 6-23 months receiving MAD

Exclusive breastfeeding
Children < 6 months exclusively breastfed

Source: H. Malapit, IFPRI
EDUCATION:
HIGHEST HOUSEHOLD ACHIEVEMENT

Source: H. Malapit, IFPRI
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
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

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

## 6 DOMAINS

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<td></td>
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</tr>
<tr>
<td></td>
<td>Ownership of an identity card</td>
</tr>
<tr>
<td>5 Time</td>
<td>Workload, leisure</td>
</tr>
<tr>
<td>6 Health</td>
<td>Autonomy in making appropriate decisions on reproductive health</td>
</tr>
<tr>
<td></td>
<td>Attitudes towards gender based violence</td>
</tr>
</tbody>
</table>

Source: Chiara Kovarik, IFPRI
COUNTRY-SPECIFIC WEAI DATA

Ghana’s baseline WEAI score: 0.71
5DE score: 0.70
GPI score: 0.81

Source: Kansas State University, Department of Agricultural Economics (2012).
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!
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.
Co-facilitation exercise assignments:
THANK YOU FOR THE DAY …

AND SEE YOU TOMORROW!