

Pro-WEAI Distance Learning Module 5: Interpreting and Presenting Pro-WEAI Results



About This Course

This module is designed to help you interpret both the quantitative and qualitative findings of pro-WEAI. It builds on the four previous modules ([Pro-WEAI Foundations](#), [Survey Fieldwork](#), [Qualitative Analysis](#), and [Calculating the Index](#)) to focus specifically on how to examine empirical data and interpret them within a project context. The module assumes you have an understanding of the pro-WEAI structure and are familiar with its indicators and qualitative studies.

While familiarity with the pro-WEAI quantitative and qualitative instruments is required, a deep understanding of data collection and analysis is not. The module aims to help interpret pro-WEAI results and consider implications for future programming within the context of project interventions and management. It is therefore suitable for project managers, as well as those more directly involved in implementing the qualitative and quantitative instruments and analyses.

Prerequisites

The prerequisite for this module is Pro-WEAI Distance Learning Module 1: Pro-WEAI Foundations.

Fees

Enrollment in this module is free.

Location

This module is entirely web-based with all components available online. To access the module, participants must create a free account on the [e-learning platform](#) of the Food Security Portal.

Language

This module is currently only available in English.

Target Audience

This module is designed for anyone interested in conducting pro-WEAI analysis. The primary audience includes:

- NGO and consulting firm staff
- Government and UN agency staff
- Gender researchers in universities, national agricultural research systems (NARS), CGIAR institutions, and other international organizations
- Development practitioners

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Learning Objectives

Upon successful completion of this module, participants will be able to:

- Interpret pro-WEAI data and use these data to diagnose major areas of disempowerment, identifying implications for current or future interventions
- Analyze quantitative results and identify key findings relevant to a project, including what changed, what didn't change, and what those changes mean in the project context (including their relationship to project interventions and modalities)
- Use qualitative results to reinforce quantitative findings, challenge them, or answer questions raised by them
- Present the mixed-methods results in a way that highlights key findings and lessons learned

Structure

This module consists of approximately 1.5-2 hours of online content followed by a final quiz (20 questions). Completion time may vary based on individual learning styles, prior knowledge, and experience. The module is structured into three units:

- **Unit 1:** Overview
- **Unit 2:** Case Study 1. Nepal
- **Unit 3:** Case Study 2. Ethiopia
- **Final quiz**

Since the module is self-directed, there are no set due dates to follow. However, we recommend completing the module within a week to maintain continuity and ensure effective learning.

Materials

Online lectures provide the primary learning material for this module. Additionally, several recommended resources can be downloaded from the Course Materials section on the main course page.

Completion Requirements

To receive the certificate of course completion, participants must meet the following requirements:

- Watch all course lectures (three units)
- Complete and pass the final quiz
- Complete the course evaluation survey

Participants must earn at least 15 out of 20 points to pass the final quiz. Each question is worth one point, and partial points are given for questions with more than one answer. The quiz can be retaken as many times as necessary to pass.

Upon successful completion of all requirements, a certificate of completion will be issued and available for download on the main course page.

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Course Instructors



Ruth Meinzen-Dick (Course instructor) is a Senior Research Fellow in the Natural Resources and Resilience Unit at IFPRI. She has extensive transdisciplinary research experience using qualitative and quantitative research methods. Her work focuses on two broad (and sometimes interrelated) areas: how institutions affect how people manage natural resources, and the role of gender in development processes. This has led her to study land and water policy, property rights, collective action and other governance arrangements, games for experiential learning, and the impact of development interventions, drawing on field work in India, Nepal, Sri Lanka, Bangladesh, Tanzania, Ghana, Kenya, Uganda, and Zimbabwe. She holds a PhD in development sociology from Cornell University.



Hazel Malapit (Course instructor) is a Senior Research Coordinator in the Poverty, Gender, and Inclusion Unit at IFPRI. She coordinates research, training, and technical assistance on implementing the Women's Empowerment in Agriculture Index (WEAI), and conducts research on gender, women's empowerment, agriculture, health, and nutrition issues. Currently, she is Co-Lead of the Methods Module for the CGIAR GENDER Platform, which aims to co-create, consolidate, and share cutting-edge methods and tools for high-quality, impactful gender research. She holds a PhD in economics from the American University in Washington, DC, and an MA in economics from the University of the Philippines, Diliman.



Agnes Quisumbing (Course instructor) is a Senior Research Fellow in the Poverty, Gender, and Inclusion Unit at IFPRI. She co-leads a research program that examines how closing the gap between men's and women's ownership and control of assets may lead to better development outcomes. Her past work at IFPRI analyzed the factors that enable individuals, households, and communities to move out of poverty over the long term, and how resource allocation within households and families affects the design and outcome of development policies. Her research interests include poverty, gender, property rights, and economic mobility. She received her PhD and MA in economics from the University of the Philippines, Quezon City.



Emily Myers (Course instructor) is a Senior Research Analyst in the Poverty, Gender, and Inclusion Unit at IFPRI. Emily conducts qualitative research at IFPRI by designing studies, developing question guides, training field teams, conducting analyses, and drafting results for inclusion in reports and manuscripts. As a member of the WEAI team, she also supports fellow gender researchers who intend to include WEAI in their gender research by discussing why, when, and how to incorporate qualitative pro-WEAI approaches. Emily holds an MPH from the Rollins School of Public Health at Emory University.



Ara Go (Course manager) is a Senior Program Manager in the Poverty, Gender, and Inclusion Unit at IFPRI. She coordinates research, technical assistance, and capacity-strengthening activities for projects on gender, women's empowerment, climate change, and nutrition. Prior to joining IFPRI, Ara worked with USAID's Bureau for Food Security (now the Bureau of Resilience, Environment, and Food Security) as a Gender Program Analyst, providing technical assistance to USAID missions and partners on gender and food security. She holds an MA in international development with a concentration in gender and global health from the University of Denver.

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Contact Us

If you have any questions about this module, please contact the WEAI Helpdesk at IFPRI-WEAI@cgiar.org