

Module 2: Baseline Assessment
SESSION 8: WEALTH BREAKDOWNS

FACILITATOR NOTES

Presentation	<i>Wealth Breakdowns.ppt</i>
Handouts	<ul style="list-style-type: none">• <i>H2.8 Handout 1 - Wealth Breakdowns</i>• <i>H2.8 Handout 2 - Answers for Wealth Breakdown Mock Interview</i>
Practitioners Guide Reference	Chapter 3 HOW TO GATHER BASELINE INFORMATION. <i>Activity 4. Visit Community (or Village) and Interview Community Representatives</i>
Time	1 hour 25 minutes

Purpose and content

To explain the concept of 'wealth groups' and the criteria used for defining them (land, labour, livestock, household size) and to provide an induction in doing a wealth breakdown interview in the field.

Objectives

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

- Describe what a wealth group is and why we need to do wealth breakdowns
- Carry out an interview with community leaders to determine the criteria for defining wealth groups, identify the characteristics of different wealth groups and define the proportion of the population falling in each.

When to run this session

This is session 8 in the Baseline Assessment Module. It is not absolutely essential to introduce this session eighth, but it does need to be taught before Session 9 (*Baseline Livelihood Strategies*), since food, income and expenditure options need to be seen in relation to wealth groups.

Handouts

- *H2.8 Handout 1 - Wealth Breakdowns*
This reviews some basic concepts underlying wealth group breakdowns. It also includes the last two pages of Interview Form 3, the wealth breakdown section.
- *H2.8 Handout 2 - Answers for Wealth Breakdown Mock Interview*
This provides the answers for the participants who will 'act' the part of villagers in the role play exercise (see below). It should be given to these selected participants the day before the session.

Key learning points

- Communities are made up of different wealth groups; households are different in terms of income, assets, livelihood strategies and their ability to cope with shocks.
- Due to livelihood differences, it is important to collect and analyse information from different wealth groups separately
- The number of wealth groups in a community is not fixed and the criteria for categorising different wealth groups are not predetermined

How is this session run?

Session plan summary		
Activity	Methodology	Timing
1. What is a wealth breakdown?	Presentation Plenary discussion	20 minutes
2. How to conduct a wealth breakdown interview	Role play: mock wealth breakdown interview Plenary discussion	45 minutes 15 minutes
3. Wrap up		5 minutes
Total		1 hour 25 minutes

ACTIVITY 1: WHAT IS A WEALTH BREAKDOWN?

Start with the first slide of the presentation and ask participants to consider the question: *If someone came to your village and asked how people here obtain food, how would you answer?* Once they have given you an answer such as *'Well, it depends who they are...'*, move on to the rest of the presentation.

The presentation goes through some of the basic ideas relating to wealth breakdowns: why we need to divide the population according to wealth, how we define wealth groups, what is at the root of differences in wealth. Much of this is summarised in the handout *H2.8 Handout 1 - Wealth Breakdowns*.

Discuss and clarify any issues or questions from participants as you go along.

ACTIVITY 2: HOW TO CONDUCT A WEALTH BREAKDOWN INTERVIEW

The next activity is a demonstration wealth breakdown interview, i.e. a demonstration of how you gather and record the wealth breakdown information in interview.

This needs some preparation in advance. The day before the session, choose a few participants with some experience who will play the part of villagers. Give them the answer sheet (*H2.8 Handout 2 – Answers for Wealth Breakdown Mock Interview*), and discuss this with them so they know how to respond to your (the interviewer's) questions.

Run the mock interview, with you or another facilitator acting the part of the interviewer, and with the chosen participants acting as the village leaders.

Afterwards, discuss how it went, clarify any areas of confusion and suggest ways of dealing with any potential difficulties which the participants foresee.

ACTIVITY 3: WRAP UP

(5 MINUTES)

Include the key learning points.