

## FACILITATOR GUIDE

### MODULE 3

## USING A GENDER EQUALITY CONTINUUM IN PROGRAM DESIGN AND ADAPTATION

### OVERVIEW

**Duration:** 1.5 hours

**Target Audience:** Program staff

**Format:** Virtual or in-person

**Materials and equipment required:**

If virtual: Basic video conference platform with chat function.

If in person: Flip chart, markers, projector.

**Prerequisites:** None, although it may be helpful if participants have participated in Modules 1 and 2.

### Learning Objectives

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

- Understand what a gender equality continuum is
- Understand how to use a gender equality continuum to assess program approaches and identify opportunities to shift power and promote equity
- Be aware of key considerations when applying a gender equality continuum

## AGENDA

Time	Activity	Format
5 minutes	Icebreaker	Chat function / plenary discussion
15 minutes	Overview of the gender equality continuum	Presentation, exercise
55 minutes	How and when to apply a continuum	Presentation, brainstorm, and case study exercise
10 minutes	Key design considerations	Presentation
5 minutes	Takeaways	Discussion

## SESSION OUTLINE

### Icebreaker

If facilitating virtually, have participants type their answers in the chat. If facilitating in person, have people raise their hands, showing the number of fingers corresponding to their answer. The suggested icebreaker can be changed as per your preference.

#### 1. Overview of the continuum

- Slide 6 provides a foundational description of the gender equality continuum and its utility.
- When presenting slide 7, ask for volunteers to read the first example program and discuss as a group where along the continuum this example would fall. Ask for another volunteer to read the second example, and discuss again as a group until all examples are placed. The answers are provided in the speaker's notes to allow you to guide the discussion. Slide 8 also includes the correct answers and is

meant to be presented once the participants have had the chance to map the examples onto the continuum.

## 2. How and when to apply a continuum

- Slide 10 illustrates the four steps involved in effectively applying a gender equality continuum. Slides 11-16 then expand on each of the steps.
- Slide 11 is animated such that the bullet points can be displayed one by one. Invite participants to brainstorm areas of inquiry for the gender analysis step, particularly if participants have already participated in module 1 of the A360 Gender Equality Learning Series. Then reveal and present the bullets.
- Slide 12 explains how to break down an intervention into its components. The slide is animated such that clicking will reveal an example, starting from “What is done” and going clockwise.
- Slides 13-15 contain an expanded version of the gender equality continuum diagram containing questions to guide an assessment of a program component against the continuum. A full version of this table can be shared with participants as a pdf file or printout (if facilitating in person).
- Finally, slide 16 illustrates the final step in which the program components are strengthened and moved further along the gender equality continuum.
- The case study on Slides 17-20 provides an opportunity for participants to apply steps 2-4 of the four steps described above to a fictional program example.
- To facilitate the case study, divide your participants into breakout groups, making sure to provide each group with a copy of (1) Gender Equality Continuum A360 module 3 handout and (2) A360 Module 3- case study worksheet.
- Allow participants to break into groups for 15 minutes and instruct them to only complete Part 1 of the worksheet. Part 1 involves reading the case study and breaking it into program components, as well as ranking each component along the gender equality continuum, which participants can do using the handout containing the continuum. Participants can jot down their justification if they wish.
- After 15 minutes have elapsed, return to plenary and present slide 18 which contains the intervention components and their descriptions. Invite participants

to report back the ranking their group assigned for each component and the justification.

- If needed (for example, if participant answers strongly differ from suggested answers), present Slide 19 which contains the suggested rankings of each component. Ask participants to amend their worksheets with the suggested rankings.
- Part 2 of the worksheet requires 15-20 minutes and can be completed either in breakout rooms or plenary discussion according to your preference and the participants' preference, as well as time constraints. Part 2 involves brainstorming ways in which the various intervention components can be strengthened to move them towards Gender Transformative. Instruct participants to begin with the Gender Negative component ("Bride Performance Tracking System"), then tackle the Gender Neutral component ("Community Workshops with Religious Leaders"), then Gender Sensitive components.
- Slide 20 includes suggested improvements to all program components which can be used by the facilitator to guide the discussion or presented to participants if time constraints do not allow for a full brainstorm of all components.

### 3. Key design considerations

- Slides 22-23 contain seven key considerations for designing gender sensitive and gender transformative interventions. The slides are animated to display one consideration at a time on click.

### 4. What is your one key takeaway from this session?

- To conclude the session, invite participants to share one takeaway from the module, either in chat or by raising their hand/unmuting.