

# Building Capacity and Confidence in Gender Transformative Programming: A Virtual Learning Experience



**Introduction to the Training Package**

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## Introduction

Canadian organizations working in women's and children's health have a proud reputation globally for their work in the promotion of gender equality and social justice. With the support of Global Affairs Canada (previously DFATD and CIDA), Canada's approach to gender mainstreaming and gender integration has continued to evolve and serve as an important model for the sector. In 2017, the Canadian government introduced the Feminist International Assistance Policy (FIAP), a bold and progressive move towards a greater focus on empowerment and inclusion, and a statement of commitment to social justice values. This new policy approach has both validated those organizations that had already adopted gender transformative and feminist approaches, and served to educate and inspire those organizations who had not fully integrated gender equality into their work.

Canadian organizations continue to work tirelessly to promote gender equality and reflect principles of social justice in and through their work in Canada and around the world. Despite the momentum that has been gained with respect to gender equality and feminist approaches, there remain some gaps that require addressing in order for the vision of the FIAP to be realized. One of those gaps has been identified by organizations themselves: the ability to build capacity and confidence related to gender integration and gender transformative programming. Gender equality training is an essential strategy for organizations to achieve their social change goals, and in order to be effective, it must be regularly revisited and renewed to evolve along with the climate of social change and emerging best practices. According to UN Women, "good training for gender equality goes beyond technical understandings which focus on skills acquisition and development. In order to be transformative, training for gender equality should *be an explicitly political and contested endeavour, grounded in feminist pedagogical principles and practices and a broader commitment to gender-transformative change.*"<sup>1</sup>

This training program is a response to the need identified by Canadian organizations for support in building their capacity to deliver transformative change for gender equality. It aims to be grounded in feminist principles, be adaptive and accessible, and provide a quality virtual experience that accommodates needs in the time of Covid-19, but also continues to be relevant and support Canadian organizations for years to come.

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<sup>1</sup> UN Women, 2020. Training for Gender Equality: A Review for Beijing +25 <https://trainingcentre.unwomen.org/portal/resource-centre/entry/211664/>

## Background

This gender equality training program is the product of CanWaCH's commitment to its members and the collaboration and work of the CanWaCH gender team and Gender Equality Working Group. It is one element of the broader suite of activities that CanWaCH has undertaken to support its membership to build capacities and opportunities for collaboration and sharing.

### CanWaCH's Mandate

The Canadian Partnership for Women and Children's Health (CanWaCH) is a membership of more than 100 non-governmental organizations (NGOs), academic institutions, health professional associations and individuals partnering to improve health outcomes for women and children in communities around the world. Together, we act in solidarity to champion the health rights and needs of the world's most marginalized people. We believe in the power of partnership organizations, united together and working alongside women and children around the globe. We connect experts to leverage this collective power by providing access to knowledge and resources to strengthen impact.



#### **Vision:**

A world where women, children and adolescents, in all their diversity, realize their right to thrive in full health.



#### **Mission:**

CanWaCH unites the expertise and commitment of Canadian organizations and individuals to advance the health and rights of women, children and adolescents globally.

The values that drive and inform CanWaCH's work include **Human Rights, Partnership, Accountability** and **Gender Equality**. These core values are also reflected in both the process and content of this training program by using a rights-based approach to gender transformative programming, and providing space for learning and discussion how learning and accountability systems can better serve improved outcomes for women, children and adolescents in all their diversity.

## Training Design

This training design was built around the central objective of building the capacity of CanWaCH's membership to design and execute gender transformative approaches to their work within the sector of women's and children's health. To support the design and conceptualization of the training, a needs assessment was undertaken with the membership in June 2018 to gather information on member capacity and interest in capacity-building related to gender equality and health.

The findings from this assessment were invaluable to inform CanWaCH's knowledge-sharing and capacity-building work, and to help the GEWG build on strengths, address challenges and leverage opportunities for learning and collaboration identified by members. Half of CanWaCH's members across Canada responded to the survey, and 100% expressed interest in gender equality and health capacity-building and knowledge-sharing events. Their top three priorities included gender transformative approaches, gender integration in monitoring and evaluation, and gender-based analysis.

The design of this training program focused on ensuring that the following 3 qualities were reflected:

**Relevant.** The training must be relevant to the work of the membership and respond to its expressed needs, which included gender transformative programming, feminist approaches and their application, and sector best practices for gender integration.

**Accessible.** Content should appeal to a diversity of members who reflect different size, mandate and technical capacity. It should be a reasonable time commitment and be flexible and responsive.

**Sustainable.** All the components should be provided to members so they can cascade and provide targeted refresher trainings as needed within their organization, and it should be provided in a format that can be edited and added to maintain its relevance over time. Support from CanWaCH should be available on an ongoing basis to ensure members can continue to apply the training for years to come.

Two important decisions were made in the top-level design to meet these needs and priorities:

1. The design would take a project-cycle approach, examining gender transformative programming at different key points of the cycle;
2. The program would be designed as a complete facilitators' resource package that could be cascaded within organizations as needed, with CanWaCH providing a series of 'training of trainers' and ongoing support for members as they cascade to their colleagues.

## Development Process

The process of developing this training program has intentionally reflected the philosophy behind the training itself: it has been participant-focused, consultative, co-created and flexible/responsive. The development took place over the course of 2020, and included initial design, detailed content development, consultations, testing, adaptation to a virtual experience, full piloting and revisions.

While the training development was led by a consultant, the process was reflective of the priorities and preferences of CanWaCH's membership. The top-level design was validated by CanWaCH's Gender Equality Working Group and by Global Affairs Canada gender technical team in the 1st quarter of 2020. As the detailed content was developed over the 2nd and 3rd quarter, specific targeted consultations were held with members of CanWaCH's Metrics Working Group, with the Gender Diversity sub-group of the GEWG, with CanWaCH staff, and with the GAC gender technical team. In August 2020, the curriculum was tested with the entire staff of CanWaCH in a virtual environment, although the curriculum was still at that point designed as an 'in-person' training. Feedback on content and facilitation were collected.

In September 2020, it became apparent that the global pandemic of Covid-19 would extend contact limitations indefinitely, and that in order to most effectively serve the membership, the program should be designed and include instruction for virtual delivery. In addition to this being responsive to the current context and contact limitations, CanWaCH felt that this would also serve member organizations whose staff work across the country, as well as those who have staff in overseas offices. This adaptation was made over the course of the 3rd and 4th quarter, and the final adapted package was piloted in November 2020, with representation in the pilot from many GEWG members and Global Affairs Canada. Adjustments and revisions were made thereafter, and the package was designed and finalized in December 2020.



## Training Philosophy and Approach

The Gender Equality Training from CanWaCH has been developed with the central driving belief that the work of achieving gender equality is everyone's responsibility, and that opportunities to promote social change can be found throughout our work, and any work. Our philosophy in this training is that each participant will travel their own journey towards gender justice, and our work is to facilitate that journey in a safe space and to build the skills for participants to realize their own individual contribution. Our approach is to promote empowerment and growth through participation, discussion and critical thinking.

### Pedagogical Approach



This program has been designed to reflect the best practices of professional and adult learning, applying the key elements from feminist and transformative pedagogy. These include the recognition that adult professionals *already hold* a wealth of experience and knowledge, that each participant will have had their own *unique experience* of gender and inequality, and that confidence in knowledge is built through the *application* of skills.

These elements have been built into the design of the program content and facilitation, and should be placed at the center of the training approach as the program gets cascaded within member organizations.

### **Learner-centered: Building on learner's experience**

The CanWaCH membership is diverse and skilled, and many participants will have worked extensively in gender equality. Regardless of their technical experience, all participants have experience with gender in their work – even if those experiences have not been explicitly identified as such: if you work with or for people, you have worked in an area related to social and gender inequality. Participants are more likely to sustain the skills and knowledge they gain from the program if it builds on what they have already done and what they already know.



## **Contextualized: Adaptive and flexible**

Across over 100 member organizations and independent associates, CanWaCH members represent an incredible variety of mandates that occupy diverse geographical and operational spaces. Any training that will effectively serve the membership must provide significant space for contextualization and adaptation. This training has been built around a project cycle because this is a common language amongst most organizations, whether they work as practitioners and service providers, or as researchers or policy analysts. However, within that framework, there are many opportunities across the program design to make adjustments that will resonate more effectively with your organization – whether that means re-thinking some of the objectives, case studies or activity details, or adjusting some of the ways that technology is used.

## **Experiential: Learning by doing**

There are many gender equality trainings that are delivered virtually and focus on exposition to concepts, terminologies and information. While those elements can be valuable to participants and are important in order to provide some context for participants, the pedagogical approach for this training has focused on building skills through practice. This training serves such a diversity of professionals and in order to build the skills of all participants, they need to have the opportunity to apply a gender lens to their own work and practice their critical thinking skills.

## **Feminist Principles**



Key feminist principles drive the approach for CanWaCH's Gender Equality Training, and should inform the facilitation of the program to maximize its effectiveness. While many feminist principles can also be simply considered best practice both in terms of programming and pedagogy, they are more easily said than done and require thoughtful planning and execution. Central to a feminist approach is that in addition to the benefit of skills and knowledge gained through the training, the *experience* of the training

is empowering for participants. And importantly, a feminist approach is unique in that it includes the power of a *shared* goal of social justice: there is a common end to which participants and facilitators are committed.

## **A Social Justice Agenda**

There is an expressed goal to this training: the promotion of gender justice and greater equality. This is articulated in the design of the program through the focus on gender transformative change and feminist approaches, and through the creation of a training space that is inclusive and aspirational. Participants in the program are expected to be allies in the movement towards greater equality, and to work together to think critically about how they can strengthen their contribution to that movement.

## **Inclusive and Intersectional**

This program is designed to provide opportunities to reflect on and understand intersecting identities in our work, but also to amplify the voices of all participants and provide space to share their individual experiences and perspectives. Identities are complex and unique, and they effect privilege and marginalization in different ways, depending on context and circumstance. The training space should be one that welcomes all perspectives as long as they are respectful, and the content should be flexible enough to adjust specific activities to reflect groups or contexts that are particularly relevant to the participant cohort.

## **Meaningful Participation**

Participation is always central to good pedagogy, but when we focus on feminist principles, we need to understand how to ensure *meaningful* participation. There are many ways to participate and share, and all need to be valued and respected. A safe space also means a space where participants can respectfully disagree, can express discomfort, or sometimes can choose to be silent and observe. Facilitators need to be intentional about the creation and maintenance of this safe space for meaningful participation. This happens within session facilitation, but also by providing a variety of ways to feed into the conversation during and between sessions.

## **Co-creation of knowledge**

Very central to this training is the belief that everyone is a 'gender equality expert', and that the process of building knowledge is a collaborative one. This means that facilitators and participants are working together to build knowledge and skills, with each person's contribution equally valued and valuable. One of the challenges of strengthening gender equality across our work is perception that gender equality is the domain of experts or advisors. In this training, we are actively working to debunk that belief and make accessible the skills and knowledge for everyone to make their contribution to transformative change.

# Training Outline and Contents

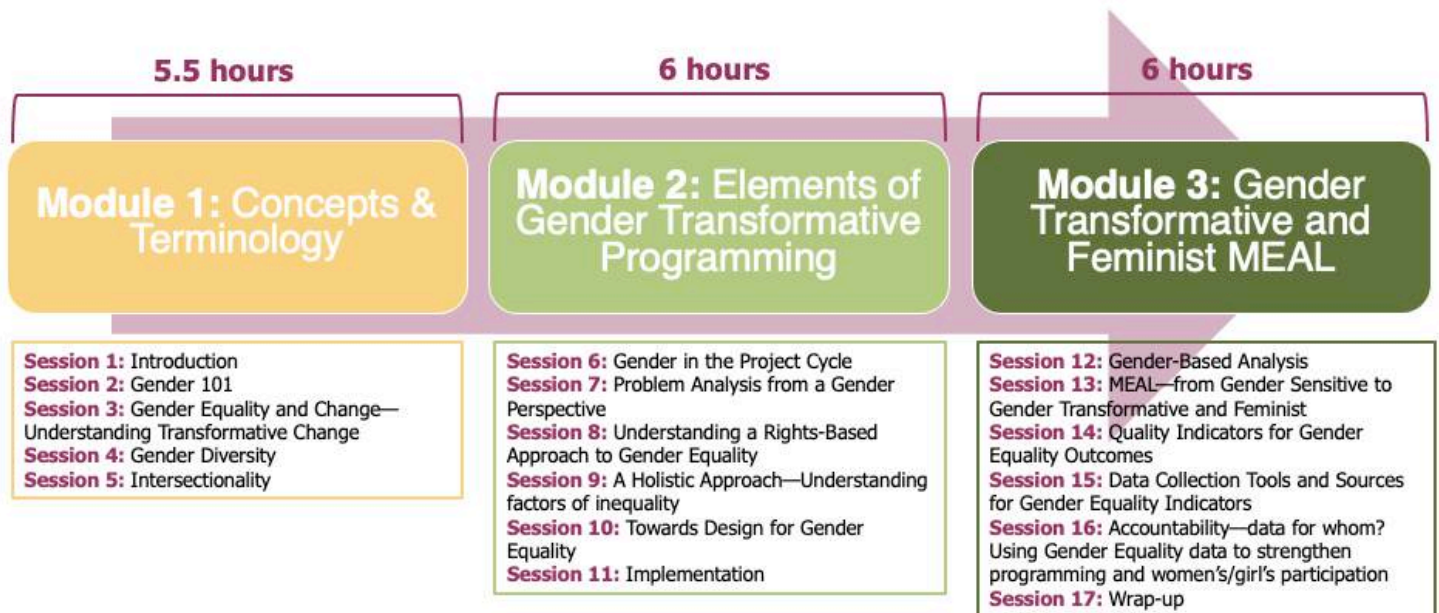
## Course Outline and Topics

The training objective is to build the confidence and capacity of CanWaCH membership in the application of gender transformative approaches in women’s and children’s health programming.

**Module 1: Concepts and Terminology** → participants will have increased familiarity with, and confident use of key concepts and terminology related to gender equality.

**Module 2: Elements of Gender Transformative Programming** → participants will strengthen their understanding and ability to practically support the design of gender transformative programs and initiatives.

**Module 3: Gender Transformative and Feminist MEAL** → participants will be introduced to key accountability tools for gender transformative programming, and will understand how they can be used in their own work.



## Component Resources

The following resources are included in this training package and should provide all the elements required to cascade the training. Resources are organized by module and session, and they are made available in Microsoft Word so that users can make adaptations and notes as needed to contextualize the training and resources to their own organization's needs.

- 1 Introduction**

This document explains the purpose and development of the package, an overview of the training and the pedagogical approach and important recommendations and instruction for facilitation and delivery. It also includes important resources that apply to the entire training (technology guide, sample agenda, etc.).
- 2 Facilitation and Technical Guide**

This guide is organized by module and session. Each session includes the session details (objectives, timing, resources), step-by-step instructions for facilitating the session, as well as the associated technical steps. Any resources needed for the session are annexed directly after the session.
- 3 Participant Resource Package**

This package includes all the resource documents that participants will need for each session. These packages are organized by module, session and activity. Participants should be given these packages before the training starts, and introduced to them during the introduction. As they follow along with the training in their package, they will find instructions for activities, links to tools and documents needed for each activity, lists of group assignments, etc. During preparation, facilitators should update links and group assignments before distributing the package to participants.
- 4 PowerPoint Presentations**

A PowerPoint presentation has been developed for each module and includes all the basic steps associated with each session, including title slides, break slides, and activity slides. Some slides include instruction or technical notes from the facilitation guide. Facilitators should use this PPT as starting point and adjust it to their own needs – for example, ensuring the agenda is updated, adding additional notes to support facilitation, updating links in activity slides.
- 5 Technology Guide**

This online technical guide is meant to take the user step-by-step through the technology pieces used to support the online delivery of this training and to provide best practices for conducting an online training. While this guide is specifically focused on the platforms employed in this training, many of the functionalities can be found in other meeting platforms, for example Microsoft Teams. This guide has been developed in 2020 and reflects the current functionality for these platforms. Before a training is delivered, facilitators and technical support staff should familiarize themselves with the most recent versions of these software packages.

## Facilitation and Delivery

This training is intended to serve a dual function: to benefit CanWaCH members through direct delivery from CanWaCH, and also to provide a comprehensive package that can be cascaded by CanWaCH membership to their own staff and colleagues. This content is designed to be delivered in its entirety – as the sessions build on each other, and several tools are revisited and re-worked as participants progress through the training.

### **Who should facilitate this training?**

Facilitators of this training should have a foundational understanding of and some experience in gender transformative programming. The content is largely organized around the project cycle and uses health-related case studies and examples to align with CanWaCH's mandate and membership. Facilitators should therefore have a strong background in understanding how gender considerations impact their area of work, and a decent understanding of the project cycle as well. If there are areas where lead facilitator feels they need support, they should invite co-facilitators to join for those sessions – for example, a researcher or monitoring and evaluation advisor could support Module 3 delivery and discussions.

Facilitators should also have experience with running trainings that are participatory, engaging, and deal with sensitive subject matters. Some of the content in this training asks participants to self-reflect and consider the experiences of marginalized populations – these conversations require skillful facilitation that ensures all participants feel safe and respected.

It is strongly recommended that this training is co-facilitated with a colleague that can manage and troubleshoot the virtual experience for participants. While the guidance for the technical elements of each session is clear and straightforward, and CanWaCH has made a special effort to use a limited number of mechanisms for engagement, it is difficult for facilitators to have an eye on those elements while also actively engaging with participants on technical content and discussions.

## **What preparation is needed?**

**Check your biases and assumptions.** This training has a set of principles that are important, and as discussed in the sections above, has a clear goal for participants: to support the achievement of greater gender justice and social equality. This means that the training environment should be an inclusive and respectful one. Have a discussion with your facilitation team to make sure that is well understood by all – and if helpful, discuss those topics that might need further understanding, and review the Training Principles together ([Annex 1](#)).

**Know your participants.** You may already know the staff and colleagues that you will be training, but take some time to understand the expertise and diversity within your group and any accessibility issues or language issues that you might need to accommodate. There are several activities at the beginning of the program that can help the group become more familiar, but it is always a good idea for facilitators to reach out to participants in advance, so you know the group before launching the training.

**Know your material.** As with any training, facilitators should thoroughly review and familiarize themselves with the content, session instructions, annexes and supporting materials. In particular with delivering a virtual experience, it is important that facilitators can smoothly run through the content, direct participants accurately and quickly to any resources they might need, and be very familiar with the flow and transitions as they progress.

**Know your roles.** Work closely with your co-facilitator and any guest facilitators joining the training to determine who is taking the lead and assuming specific responsibilities throughout the training. You may want to have one person manage all the technology, or you may want to share facilitation and technology to mix it up – but either way, make sure that you have all of those roles and responsibilities decided and organized well in advance. You want to make sure that the technology and resources support the content, not distract from it.

## **Agenda and Exposure Time**

The total exposure time for the training is about 3 full working days, or about 20 hours, and each session is between one and one and a half hours. Facilitators should plan the distribution of those hours in a way that makes sense for the organization and participants. Training can be delivered over 3, 4, 5 or 6 days, or can be distributed over weeks. See [Annex 2](#) for an example of an agenda that you can use as a template and adjust.

If you do choose to spread the training over more time, we would recommend that you think carefully about how you distribute the sessions – some sessions work better when delivered subsequently because the content is closely related, while others have a ‘natural’ gap between them. In addition, we recommend that more than one session be delivered per installment so that cohesion can be created amongst participants and the training doesn’t start to feel too fragmented. If there are several days or more between two installments, then spend a bit of extra time doing a ‘recap’, so you can regain the momentum from the previous session and refresh participants’ understanding of content previously covered.

## **Managing the technology**

The most important aspect of the use of technology in this and any training is that it serves the learning objectives, and doesn't deter or distract from the purpose of the session. In order to achieve this, the technology needs to be properly prepared and the facilitator needs to be comfortable with the technology.

Four platforms are being used in this training: Google Suite, Zoom, Mural and Sli.do. These were selected because they are simple, versatile, and inexpensive. Facilitators can adapt the sessions to other platforms that offer similar functionality, such as Microsoft Teams, but it is recommended to limit the number of different platforms used to ensure that participants aren't overwhelmed.

### **Review the technical guide to familiarize yourself with all functionalities of the platforms.**

CanWaCH has provided a brief guide that details the key functionalities of each of the three platforms used in the program (see the technology guide resource included in this training package). Facilitators and technical support should both read this and then practice with the platforms to make sure they are very comfortable.

**Prepare your supporting documents and double-check the links are working.** Throughout the training, you'll need to create your own Mural pages, Google Suite materials, and Sli.do activities, and you can use the examples pictured in the Participant Resource Packages. Some links will be used once, and some will be used repeatedly for group work (for example, the problem tree analyses and the logic models). Prepare these links and pages well ahead of time and make sure they are included in the participant resource packages, and in the appropriate PowerPoint slides. You can also post them in the chat field of your Zoom meeting, so participants have a couple of options to quickly access those links.

**Decide who is doing what and how you will communicate.** Just as with any training, it is important to decide in advance who will be responsible for different elements of facilitation. This is especially important in this training because the technology management must be run smoothly and adequately supported. In addition, decide on how facilitators can communicate privately as the training progresses so that you can agree on adjustments and check in with each other for support – you could use Skype, Whatsapp, or any chat platform.

**Give participants plenty of options for communication.** An in-person training involves many opportunities for private conversations, ongoing informal assessments, identification of challenges and troubleshooting – whether through informal discussions during break, or plenary chats and check-ins. Make sure that you provide a variety of opportunities for participants to do the same in your virtual environment, with anonymous options. These can include a brief 'pulse check' at the end of each day (using Zoom polling or Google Forms) ([Annex 3](#)), a participant question sheet (using Excel in MS Sharepoint or Google Drive) ([Annex 4](#)), the Zoom chat field, direct email to facilitators. Monitor these consistently and use them to debrief and adjust your facilitation plan if needed.



## Annexes

### Annex 1: Training Principles

Principles of behaviour help to set the tone for your training. These are often developed in a participatory manner – asking everyone in the training to contribute to a list that outlines the kind of tone they expect from each other, from the facilitator, and from themselves. For a training on Gender Equality, it is especially important to set a tone of respect, inclusion, and acceptance. These often include the following<sup>2</sup>:

1. **Participation:** You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
2. **Respect Others:** Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.
3. **Support an Inclusive Environment:** Participants in this training must support an environment of inclusion, must respect diversity in all its forms, including gender diversity, religious diversity, ethnic and cultural diversity, social and economic diversity. Discrimination or exclusion of any kind will not be accepted.
4. **Agree to Disagree:** During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/non-judgemental environment.
5. **Punctuality:** Arrive on time to each workshop session to show respect to the time investment of your facilitators and your colleagues. If for some reason lateness is unavoidable, send a note to the facilitator to let them know.
6. **Minimize Disturbances:** Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
7. **Ask Questions:** There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant - your understanding of this content is the entire purpose of the training and the single marker of its success!

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<sup>2</sup> Adapted from: <https://www.ndi.org/sites/default/files/Sample-Workshop-Groundrules.pdf>

## Annex 2: Example - Training Agenda

An example training agenda(s) with the delivery over 5 afternoons

### Day 1

Time	Sessions
1:00 – 2:00pm	<b>Session 1:</b> Introduction
2:00 – 3:00pm	<b>Session 2:</b> Gender 101
3:00 – 3:15pm	<i>Comfort Break</i>
3:15 – 4:15pm	<b>Session 3:</b> Gender Equality and Change—Understanding Transformative Change

### Day 2

Time	Sessions
12:00 – 1:20pm	<b>Session 4:</b> Gender Diversity
1:20 – 2:20pm	<b>Session 5:</b> Intersectionality
2:20 – 2:35pm	<i>Comfort Break</i>
2:35 – 3:00pm	<b>Session 6:</b> Gender in the Project Cycle
3:00 – 4:00pm	<b>Session 7:</b> Problem Analysis from a Gender Perspective

### Day 3

Time	Sessions
1:00 – 2:00pm	<b>Session 8:</b> Understanding a Rights-Based Approach to Gender Equality
2:00 – 3:00pm	<b>Session 9:</b> A Holistic Approach—Understanding the environmental factors of inequality
3:00 – 3:15pm	<i>Comfort Break</i>
3:15 – 4:30pm	<b>Session 10:</b> Towards Design for Gender Equality

## Day 4

Time	Sessions
12:00 – 1:25pm	<b>Session 11:</b> Implementation
1:25 – 2:40pm	<b>Session 12:</b> Gender Based Analysis
2:40 – 2:55pm	<i>Comfort Break</i>
2:55 – 4:00pm	<b>Session 13:</b> MEAL—from Gender Sensitive to Gender Transformative and Feminist

## Day 5

Time	Sessions
12:00 – 1:10pm	<b>Session 14:</b> Quality Indicators for Gender Equality Outcomes
1:10 – 2:10pm	<b>Session 15:</b> Data Collection Tools and Sources for Gender Equality Indicators
2:10 – 2:25pm	<i>Comfort Break</i>
2:25 – 3:45pm	<b>Session 16:</b> Accountability—data for whom? Using Gender Equality Data to Strengthen Programming and Women’s/girls’ participation
3:45 – 4:15pm	<b>Session 17:</b> Wrap-up

## Annex 3: Daily Pulse Check Survey

Consider utilizing the Google Forms or the Zoom “polls” feature to distribute daily “Pulse Check” surveys to your participants to gain a sense of how they’re moving along with the training and content. It’s a great opportunity to reflect as a facilitator and learn whether or not the content is too overwhelming, the facilitation is moving too quickly, or if the technology isn’t offering an interactive learning experience. It’s also an opportunity to learn what is working well and what you can continue doing throughout the training that the participants appreciate.

### Daily Pulse Check Survey

**Was today’s content valuable for this training?** (*multiple choice*)

- Very valuable
- Somewhat valuable
- Minimally valuable
- Not valuable at all

**How would you describe the amount of content today?** (*multiple choice*)

- Too much
- Just right
- Not enough

**How are you feeling after the session?** (*check all that apply*)

- Happy
- Excited
- Empowered
- Motivated
- Invigorated
- Sad
- Angry
- Tired
- Overwhelmed
- Frustrated
- Nervous
- Drained

**How did you find the virtual experience?** (*check all that apply*)

- Engaging
- Smooth
- Creative
- Distant
- Confusing

**Any comments or suggestions?** (*Sentence/Paragraph answer*)

## Example of a Pulse Check on Google Forms

The image shows a Google Form interface. At the top, the title is "GE Training - Day 1 Pulse Check" and the subtitle is "CanWaCH GE Training - November Pilot". The form has three questions:

- Question 1:** "Was today's content valuable for this training?" with four radio button options: "Very valuable", "Somewhat valuable", "Minimally valuable", and "Not valuable at all".
- Question 2:** "How would you describe the amount of content today?" with three radio button options: "Too much", "Just right", and "Not enough".
- Question 3:** "How are you feeling after the session? (check all that apply)" with seven checkbox options: "Happy", "Excited", "Empowered", "Motivated", "Invigorated", "Sad", and "Angry".

The interface includes a top navigation bar with "Questions" and "Responses 13" tabs, a "Send" button, and a sidebar with various action icons. The total points are shown as 0.

## Annex 4: Participant Questions/Observations Tracker

Consider utilizing the Google Sheets platform to collect daily questions/observations from participants. Throughout the training, you may find there is not enough time to address all questions/observations in real time. Utilizing this live Google Sheet allows participants to input their specific questions, suggestions, observations, notes where facilitator’s can keep a daily eye on to respond to populate responses. Questions that are applicable to the whole group can be addressed the following training day by the facilitator.

Name	Session/Topic	Question/Observation	Response/Action
<i>Erica</i>	<i>Technology</i>	<i>Are all the technology tools free?</i>	<i>You can access Google Forms, Sheets and Docs for free via your own Gmail account. Sli.do has a free basic plan that allows you to utilize a few polls per month. Mural offers 1 free month trial and then has a pricing plan moving forward. You can find more information in our Technology Guide.</i>

\**Italicized writing* is an example of what a participant question and facilitator response could look like

### Example of a Participant Question/Observation Tracker

Name	Session/Topic	Question and/or Observation	Response / Action	Resolved?
General	technology	Are the tech tools free? (sli.do, mural, Zoom) free? Are they easily accessible?	(to be included in the "Facilitator's intro guide" of whole training package -- also to note a "tech guide" will be included for the use of these tech pieces.	
General	technology	Are the hyperlinks broken in the PRP? It is confusing--important to explain the Participant Resource Package and its use/function.	Will double check hyperlinks for future PRPs.	
General	Session 2	Tripped on the language of "Gender Aware" definition. Thinking Gender Aware is the mean, and then being sensitive as one step above. Confusion over the interpretation of the words.	Gender Aware and Gender Sensitive are sometimes used interchangeably. (Aware is the minimum requirement for sensitivity.)	