ORGANIZATIONAL CAPACITY ASSESSMENT TOOL FOR GENDER-JUST ORGANIZATIONAL STRENGTHENING

OXFAM
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On the cover:

Women's Empowerment and Leadership in Rakhine: Daw Ma Khine Oo epitomises effective women's leadership. Supported by Oxfam, Daw Ma Khine Oo is very active in the community, advocating for community needs and supporting others when their rights are infringed.

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- The African Feminist Forum's (2010) *Feminist Organisational Development Tool: A Tool to Operationalize the Charter of Feminist Principles for African Feminists*
- Ariadne's (2019) *Preventing and Responding to Sexual Harassment: Funders' Practices and Challenges*
- AWID's (2012) *Ten Insights to Strengthen Responses for Women Human Rights Defenders at Risk*
- BRIDGE's (2013) *Gender and Social Movements: Overview Report*
- CHS Alliance's (2017) *PSEA Implementation Quick Reference Handbook*
- CREA's (2008) *Achieving Transformative Feminist Leadership: A Toolkit for Organizations and Movements*
- CREA, Artemisa, and Elige's (2008) *Self-Care and Self-Defense Manual for Feminist Activists*
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- Global Fund for Women's (2018) *Movement Capacity Assessment Tool*

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Acronyms

AWID	The Association for Women's Rights in Development
CAT	Capacity Assessment Tool
CAT4EVAWG	Capacity Assessment Tool for Ending Violence Against Women and Girls
CAT4GJO	Capacity Assessment Tool for Gender-Just Organizational Strengthening
CAT4SRHR	Capacity Assessment Tool for Sexual and Reproductive Health and Rights Programming
CBO	Community-Based Organization
CEFM	Child, Early, and Forced Marriage
CREA	Creating Resources for Empowerment in Action
CSO	Civil Society Organization
EVAWG	Ending Violence Against Women and Girls
FGM/C	Female Genital Mutilation/Cutting
GBV	Gender-Based Violence
HR	Human Resources
MEAL	Monitoring, Evaluation, Accountability, and Learning
NGO	Non-Governmental Organization
PSEA	Protection from Sexual Exploitation and Abuse
SRHR	Sexual and Reproductive Health and Rights
SOGIE	Sexual Orientation and Gender Identity and Expression
VAWG	Violence Against Women and Girls
VCAT	Values Clarification and Attitude Transformation
WHRD	Women Human Rights Defenders
WRO	Women's Rights Organizations

Definitions

The following is a list of definitions of terms used in this tool. If needed, these definitions can be adapted by facilitators for local use, context, and translation purposes.

Cisgender: Describes people who identify and experience their sex/gender (identity and expression) as congruent with the sex/gender assigned to them at birth.

Deep Structure: Is a collection of values, history, culture, and practices that form the "normal" or unquestioned way of working. It refers to the hidden layers within societies, organizations, and movements where a number of unconscious or even conscious but hidden processes occur. Within the deep structure lie assumptions taken for granted about gender roles and the place of women. These assumptions are below awareness level, and are, therefore, not talked about or challenged, but they determine how people think and act and can manifest in structural hierarchies and inequalities. Deep structures are the sites where all sorts of informal, invisible norms, and rules operate, and from where formal processes are subverted.[1]

Discrimination: Discrimination against any individual/set of individuals can take many forms and be both violent and non-violent. Examples of violent discrimination are physical attack and execution, whereas examples of non-violent discrimination may range to include verbal abuse to employment termination.

Feminist Approach: A feminist approach is one that goes beyond targeting women and girls to address the root causes of gender inequality. These root causes persist through unequal systems of power and harmful social norms, especially patriarchy, that perpetuate inequalities between women, men, and people of diverse sexual orientation and gender identity and expression (SOGIE). A feminist approach must be transformative in that it seeks to change these power dynamics. Such an approach should also be intersectional, taking into account the multiple forms of discrimination that different women, in all their diversity, face. Importantly, a feminist approach involves supporting women's agency and decision making by moving beyond seeing them as beneficiaries to recognizing, valuing, and supporting their leadership.[2] Finally, a feminist approach not only advances women's rights and gender equality but also commits to a process, from project design and implementation, reflecting feminist principles and values.[3]

Gender: Gender refers to the social classification of people as masculine or feminine, usually assigned at birth but can also include attribution based on behaviour and appearance. Gender is not 'natural' – it is constructed by societies.

Gender-Based Violence (GBV): The terms gender-based violence (GBV) and violence against women and girls (VAWG) are often used interchangeably. We at Oxfam Canada understand VAWG as an expression of GBV, where GBV is "any form of violence against an individual based on that person's

biological sex, gender identity or expression, or perceived adherence to socially defined expectations of what it means to be a man or woman, boy or girl."[4] In this sense, GBV includes not only VAWG but also violence against men, boys, and on the basis of diverse SOGIE.

Gender Expression: Gender expression is the expression of gender characteristics and behaviours that are socially understood as to convey masculinity, femininity, or androgyny, and includes dress, grooming, mannerisms, speech patterns, and social interactions.

Gender Identity: An individual's internal, deeply felt sense of being a man, a woman, both, neither, or in-between. This may or may not match the individual's biological or legal sex.

Gender Justice: Gender justice brings gender equality into a rights-based framework. It is the goal not only of full equality but also equity between women, men, and people with diverse SOGIE in all spheres of life, resulting in women, in all their diversity, jointly and on an equal basis with men defining and shaping the policies, structures, and decisions that affect their lives and society as a whole. In this sense gender justice requires fundamentally transforming gender and power relations, as well as the structures, norms, and values that underpin them.[5]

Gender-Responsive Budgeting: Gender-responsive budgeting is a method of determining the extent to which government expenditure has detracted from or come nearer to the goal of gender equality. A gender-responsive budget is not a separate budget for women, but rather a tool that analyzes budget allocations, public spending, and taxation from a gender perspective and can be subsequently used to advocate for reallocation of budget line items to better respond to women's priorities as well as men's, making them, as the name suggests, gender-responsive.[6]

Intersectionality, and Intersectional/Inclusion Analyses: Intersectionality challenges us to expand our understanding of gender beyond binaries (woman/man, femininity/masculinity) to understand how multiple aspects of identity, such as indigeneity, ethnicity, race, age, SOGIE, religion, ability, and class, among others, intersect to create people's particular "frame" or way of seeing the world as well as people's particular experiences of oppression and discrimination, and how these compound and exacerbate oppression and marginalization. The concepts of "exclusion" and "inclusion" are related but broader. Exclusion can be defined as the process through which individuals or groups are partially or fully excluded from the rights, opportunities, and resources that are available to others in the society they live in. Inclusion analysis seeks to identify the groups and individuals excluded in specific contexts and the underlying causes of their exclusion.

Intersex: Intersex refers to people with a variety of conditions in which a person's reproductive or sexual anatomy develops as something other than typically male or female. While many people with intersex conditions identify as men or women, some may also identify as intersex.

Invisible Power: Invisible power is in many ways the most insidious and problematic of all to challenge and confront, because we rarely see it operating on us, yet it has the capacity to shape people's self-image, self-esteem, social attitudes, and biases, without playing any apparent role in doing so. The media and marketing/advertising industries are classic purveyors of such invisible power.[7]

Patriarchy: A system of male authority which legitimizes the oppression of women and people of diverse SOGIE through political, social, economic, legal, cultural, religious, and military institutions. Men's access to and control over resources and rewards within the private and public sphere derive their legitimacy from the patriarchal ideology of male dominance.[8]

Sex: Refers to anatomical, genetic, hormonal, and other characteristics that play a role in reproductive or developmental processes, and is used roughly as a classification system to identify people as male or female (or sometimes undetermined or intersex), usually assigned at birth.

Sexual Orientation: Sexual orientation refers, generally, to the gender or gendered attributes that a person is attracted to, but has multiple dimensions. These include romantic attraction and emotional bonding and intimacy, a person's sense of identity (e.g. gay, lesbian, bisexual, pansexual, or asexual), and an individual's sense of community affiliation based on sexual orientation.

Social Norms: Social norms are shared beliefs about what is typical and appropriate behaviour in a group. Behaviour is what a person does or how a person acts. "Typical" means what people actually or commonly do, and "appropriate" means what people should do. Social norms provide the often unspoken rules or expectations of behaviour.

Sexual Orientation and Gender Identity and Expression (SOGIE): An umbrella term used to refer inclusively to everyone's diverse sexual orientation, gender identity, and gender expression.

Transformative Change: Transformative change is long-lasting, systemic, sustainable change that challenges structures, culture, and institutions that preserve inequality and injustice in the status quo.

Trans or Transgender: Describes people who identify and experience their sex/gender, including gender identity and gender expression, as incongruent with the sex/gender assigned to them at birth.

Violence Against Women and Girls (VAWG): The most universally common forms of violence against women include domestic and intimate partner violence, sexual violence (including rape), sexual harassment, and emotional/psychological violence. Other widespread forms around the world include: sexual exploitation, sexual trafficking, and harmful practices, such as female genital mutilation/cutting (FGM/C), as well as child, early and forced marriage (CEFM).[9]

Visible Power: Visible or direct power operates in both public and private realms and determines who participates and who is excluded from decision-making; how privileges, tasks, and opportunities are allocated and who has the authority to control resources, people, or access to knowledge and information.[10]

Women Human Rights Defenders (WHRDs): WHRDs are generally women, or persons of all genders working on women's rights and gender issues, engaged in the promotion and protection of human rights, such as through documenting and calling attention to violations or abuses by governments, businesses, individuals, or groups. [11]

Women's Rights Organizations (WROs): Refers to autonomous organizations led by women whose mission is to advance women's rights and gender equality.

I. Why a Self-Assessment Tool on Gender-Just Organizational Strengthening?

Background

In 2009, Oxfam Canada piloted a set of practical tools to support the implementation of its global capacity strengthening strategy for women's rights and gender justice with a diverse set of local civil society partners.[12] These tools were developed in response to a number of challenges:

- We wanted to link gender-sensitive, institutional capacity assessment to the design, implementation, and monitoring and evaluation of capacity strengthening programming. A number of the tools we had used in the past were not strong on gender and/or failed to sufficiently integrate needs assessment within the broader framework of program cycle management.
- We needed a flexible set of tools, attentive to the complexity inherent in organizational capacity strengthening as well as to the diversity of our partner portfolio: we work with mixed-organizations as well as women's and feminist organizations; our partners are of varied sizes, formations, and at different stages of organizational growth; and they work in very different regional and country contexts.
- We wanted a set of tools that, compared to other monitoring, evaluation, accountability, and learning (MEAL) tools, was reasonably 'light' as well as participatory, enabling partners to engage in self-reflective processes and learning about changes in their organizational capacities over time.

The tools we developed included a Capacity Assessment Tool (CAT) along with participatory tools for monitoring ongoing changes in organizational capacity. Capacity assessment at an organizational level allows us to reflect on the deep structure,[13] policies, strategies, and practices in place to challenge gendered biases in institutions – reflection that is necessary to support transformative organizational change for gender justice. Our experience with these practical tools, particularly feedback received from field staff and partners, encouraged us to share them widely and also led to their formalization through the development of Oxfam Canada's (2012) *The Power of Gender-Just Organizations: A Conceptual Framework for Transformative Organizational Capacity-Building,* and the accompanying *The Power of Gender-Just Organizations: Toolkit for Transformative Organizational Capacity-Building.*

In 2019, Oxfam Canada updated this Toolkit to reflect evolving discussions, learning, needs, and priorities of partners working in the women's rights and gender justice sector. This document, the CAT for Gender-Just Organizational Strengthening (CAT4GJO), is a revised version of The Power of Gender-Just Organizations Toolkit sections 1, 2, and 3.[14] Key revisions include additional capacity areas on intersectionality, collective and self-care practices including in digital spaces, promoting environmental best practices, safeguarding, supplementary workshop exercises, and an intentional shift in language from capacity building to capacity strengthening (see Box 1).

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BOX 1: Why Capacity Building to Capacity Strengthening?

Oxfam Canada has intentionally shifted language from capacity building to **capacity strengthening** within the updated CAT4GJO. The concept of capacity building has been critiqued for being used unreflectively, operating under the assumption that target communities lack capacity and donors are best placed to provide a one-way transfer of knowledge and skills. Approaching capacity building in this way undermines local knowledge and experience while also reinforcing the unequal, systemic power dynamics between those who provide and receive different forms of capacity in development programming.

The intentional shift in language to capacity strengthening reflects Oxfam Canada's feminist approach to advancing women's rights and gender justice and commitment to feminist MEAL, which in the context of the concept of organizational capacity strengthening, recognizes that:

- **Power and positionality** should be analyzed through reflexive practice in the process of capacity strengthening, especially questioning which organization's capacity needs to be strengthened, for whose benefit, as identified by whom, and for what purpose.
- Capacity strengthening should recognize the **agency and autonomy** of organizations as they are best placed to advance women's rights and gender justice on their own terms. Capacity needs should be self-identified and capacity strengthening strategies led and ultimately owned by organizations themselves.
- Capacity strengthening is not a one-way transaction; existing knowledge and expertise, mutual organizational transformation, and peer-to-peer learning, among others, should all be recognized as **context-specific** forms of organizational capacity strengthening.
- Finally, organizational capacity strengthening should aim for **transformative change** by seeking to transform the harmful gender norms and practices, especially patriarchy but also other intersecting systems of oppression such as racism, heteronormativity, and ableism, among others, that result in the need for and unequal access to capacity in the first place.

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From 2017-2019, Oxfam Canada also developed additional CATs focusing specifically on organizations that work to end violence against women and girls (EVAWG) and organizations that undertake sexual and reproductive health and rights (SRHR) programming. The suite of three CATs, including the updated CAT4GJO, CAT4EVAWG, and CAT4SRHR now sit on one platform where users can choose which tool best fits their organizational needs: https://oxfamcathub.org/.

What is Gender Justice?[16]

Gender inequality is one of the oldest and most pervasive forms of inequality in the world. While it affects everyone, women and girls face the most discrimination, which manifests as violence against women and girls (VAWG), restrictions on their SRHR, their access to productive assets and land ownership, as well as their ability to vote and engage in political processes, among other rights violations.

Gender justice brings gender equality into a rights-based framework. It is the goal not only of full equality but also equity between women, men, and people with diverse sexual orientation and gender identity and expression (SOGIE) in all spheres of life, resulting in women, in all their diversity, jointly and on an equal basis with men defining and shaping the policies, structures, and decisions that affect their lives and society as a whole. While advances have been made in mainstreaming gender in policies, laws, programs and budgets, these initiatives often focus on individual women and girls while failing to address underlying gender and power imbalances, discriminatory structures, and social norms. For instance, initiatives to promote women's economic empowerment often neglect to address structural barriers, such as discriminatory laws that prevent women from working in certain sectors or social norms that undervalue women's work and keep their work informal. To end poverty and challenge inequality, we must transform gender and other power relations and change discriminatory laws, practices, and norms that underpin them at local, national, regional and global levels. Gender justice is therefore crucial to ending poverty and inequality.

Women human rights defenders (WHRDs) have been at the forefront of these battles for gender justice, working on a range of intersecting issues including, but not limited to:

- Labour and economic empowerment, including unpaid care work
- Women's political participation
- Health, including SRHR
- Rights related to SOGIE
- Education
- Climate change
- Child, early, and forced marriage (CEFM)
- Ending gender-based violence, including VAWG
- Migration
- Indigenous rights
- Land rights

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Women's rights organizations (WROs) and feminist mobilization have been recognized as vital catalysts for progressive change towards gender equality. However, only 1% of gender equality funding currently goes to WROs.[17] In a context of shrinking civil society space in many countries and global spaces, moreover, WHRDs' work and personal safety is often under attack, putting them at risk of burnout, physical violence, and sometimes death. In the wake of growing conservatisms and rising right-wing populisms, we are also seeing backlashes against gains made for gender equality, illustrating the need to cultivate resilience among WROs and WHRDs, to hold the line, and defend previously hard-fought gains. This must be done while continuing the work to fully realize women's rights and gender justice and ensuring the safety of WHRDs who do this work, including women-centered programs and projects (see Box 2).

Oxfam Canada's Feminist Approach to Gender Justice

Globally, gender inequalities are entrenched and patriarchal systems and attitudes are the norm. A feminist approach seeks to address the root causes of structural and systemic inequalities and transform systems of power, many of which are grounded in social constructions of gender and patriarchal attempts to control women's bodies and choices.[21]

Oxfam Canada believes a feminist approach is one that goes beyond targeting women and girls to address the root causes of gender inequality. These root causes persist through unequal systems of power and harmful social norms, especially patriarchy, that perpetuate inequalities between women, men and

BOX 2: Why Standalone and/or Women-Centered Programs and Projects?

While gender inequality affects everyone, including men and boys, women and girls are most affected by marginalization and discrimination through restrictive laws, policies, and social attitudes. Meaningfully challenging and dismantling systems of oppression such as patriarchy requires centering those groups who have historically been most marginalized by them, making it critical to retain women-centered programs and themes. For example, worldwide over 1 in 3 women have experienced physical and/or sexual intimate partner violence in their lifetime,[18] approximately 650 million women and girls were married before the age of 18,[19] and every year, more than 200 million want to avoid pregnancy but are not using a modern method of contraception.[20] We understand women-centered to be for all women across diverse SOGIE, including those who identify as trans or transgender, intersex, or cisgender, among others.

people of diverse SOGIE. A feminist approach must be transformative and intersectional, taking into account the multiple forms of discrimination that different women, in all of their diversity, face. A feminist approach means committing not only to an **outcome** (the advancement of the rights of women and girls and gender justice), but also to a **process** (our ways of working, our program design and implementation, and our policy and campaigning), and the **values** that underpin our decisions in doing development work.[22]

Advancing gender justice is linked to Oxfam Canada's (2018) *Feminist Principles*[23] (see Box 3) in recognizing that patriarchy, a system of power that maintains the unequal division of power and privilege between men and women, exists all across the globe. To do this, Oxfam Canada adds an intersectional lens to account for inequalities based on indigeneity, ethnicity, race, age, SOGIE, religion, ability, and class, among others (see Box 4). This toolkit can help organizations and groups reflect on society's dominant culture and how it is replicated in our own organizations to uphold and reinforce the power and privilege that marginalizes different groups. By critically reflecting on the deep structure in institutions and taking strides towards democratizing relations between individuals in the workplace, organizations can have an effect on transforming power inequalities to advance gender justice.[24]

Box 3: Oxfam Canada's Feminist Principles

- Support transformative change
- Recognize power and privilege
- Put women's rights actors at the centre of our work
- Honour context and complexity
- Celebrate diversity and challenge discrimination through an intersectional approach
- Nothing about me without me
- Do no harm
- Balance learning and accountability
- Support knowledge for transformative change
- Commit to organizational transformation

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BOX 4: What is an Intersectional Approach?[25]

An intersectional approach takes into account the diversity of people's identities and experiences in order to understand the complexity of the discrimination they face. It shines a light on the power they can (or cannot) exercise.

Intersectionality challenges us to expand our understanding of gender beyond binaries (woman/man, femininity/masculinity) to understand how multiple aspects of identity, such as indigeneity, ethnicity, race, age, SOGIE, religion, ability, and class, among others, intersect to create people's particular "frame" or way of seeing the world as well as people's particular experiences of oppression and discrimination, and how these compound and exacerbate oppression and marginalization.

Adopting an intersectional approach allows us to identify and address complex contexts, and formulate strategies to be more inclusive and best meet the needs of those intended to benefit from initiatives.

What is the Purpose of the CAT4GJO?

In capacity strengthening strategies, self-assessment of existing capacity provides the basis for planning and implementation as well as monitoring progress. A good capacity assessment exercise can ultimately help to strengthen an organization and achieve transformative results. It also enables an organization to take a less piecemeal approach to complex and often inter-related capacity strengthening issues. As a result, organizations can be more strategic about capacity strengthening interventions and prioritize activities based on needs and available resources.

The CAT4GJO is a participatory self-assessment tool of an organization's capacity in a specific area of work. It is a tool for self-reflecting and learning that can be used for feminist MEAL, it is **not** an evaluation. Dozens of Oxfam partner organizations have so far participated in some form of the CAT over several years. Learning from their practice has informed the process outlined in this updated tool, some of which includes:

- Taking a feminist approach to MEAL requires soliciting and honouring the perspectives and knowledge of organizations themselves as evidence of how capacity strengthening programs are experienced. This logically leads to the use of participatory MEAL tools and methods.
- Feminist-inspired MEAL processes require considerable time investment and work best with organizations who are committed to experimenting with such processes.[26]

The CAT4GJO uses a self-assessment methodology combined with external facilitators acting as 'critical friends.' The role of the facilitators — who

ideally have good knowledge of and a positive relationship with participants — is to probe and challenge participants to think more deeply about their organization. If for whatever reason it is not possible for the facilitators to be chosen by the organization, it is critical to ensure that there is a feedback process in place for the organization to raise any concerns with the proposed facilitator. Together, participants in the exercise build consensus around the specific capacities they have currently and those they need in the future in order to strengthen their work on women's rights and gender justice. The CAT4GJO thus draws on the unique knowledge, experience, and perspectives of the participants in order to identify and then assess their own organizational capacities. In this way, and through promoting contextualization, learning, collaboration, participation, inclusivity, and responsiveness, the CAT4GJO is representative of Oxfam Canada's approach to feminist MEAL.[27] Feedback from partners suggests that the CAT4GJO exercise is valued for its ability to open up an internal conversation about perceived gaps between gender justice goals and aspirations, and current capacity levels. This attests to the tool's ability to facilitate a participatory process that builds momentum for organizational change, which then takes shape in the Capacity Strengthening Action Plan (see Annex 7).

Clarifying the Purpose of the CAT4GJO:

- The CAT4GJO is a guided self-assessment tool to structure a dialogue on existing organizational capacity strengths, weaknesses, and gaps.
- It is designed to support an organizational conversation for celebration, critical reflection, analysis, and planning (it assumes broad participation).
- It is not designed as an external 'evaluation' of capacity or performance measurement (not for decision-making about entering into or continuing partnerships); however, it can be used as a tool for feminist MEAL.
- It is not a full institutional assessment or a gender audit; instead, it focuses on some key capacity domains that we and our partners have identified as central to building strong, effective organizations with the capacity to advance women's rights and gender justice.

Why Carry out a CAT4GJO?

- To consolidate a picture of an organization's current capacities around six capacity domains critical to building strong, gender-just organizations.
- To create a baseline on organizational capacity for (self) monitoring purposes over a given timeframe.
- To generate information to identify strengths, gaps, and capacity strengthening needs.
- To contribute to the design of a Capacity Strengthening Action Plan and related capacity strengthening activities.
- To create space to bring together various staff and senior management, to not only share perspectives and lessons learned regarding the organization's work, but to also help surface any unequal gender and power relations that may exist within the organization.

How to Approach the Self-Assessment Process

Critical self-reflection and ongoing learning are valuable practices for any type of organization and its staff and volunteers. Over the course of this assessment, participants are encouraged to reflect on themselves, their work, and their organizations. This process is akin to

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holding up a mirror and taking time to carefully examine the reflection. Practicing these skills will support an organizational culture that promotes the learning and growth needed to address the challenges of working towards gender-just organizational strengthening.

Organizations using the tool are encouraged to respect the assessment results and to use its findings as a basis for developing a Capacity Strengthening Action Plan. Assessment findings can also be used for feminist MEAL benchmarking and tracking changes in capacity over time.

Who Should Use this Tool

This CAT4GJO is designed for any organization or group interested in strengthening its gender-just organizational capacity and to "walk the talk" on women's rights and gender justice. Oxfam Canada partners have found the capacity needs assessment templates and the monitoring tools very useful in supporting their internal organizational capacity strengthening efforts. Some have picked up and used these tools for their own purposes beyond the Oxfam Canada partnership. For Oxfam Canada, the tools have helped us tremendously in strengthening our ability to design more coherent organizational capacity strengthening strategies, which are relevant to partners' needs, as well as to monitor those strategies.

Please keep in mind that the self-assessment is not meant to be used for purposes of external evaluation of capacities and performance. The findings are not meant to be used for decision-making about entering into or continuing funding partnerships. Rather, this assessment is meant to support organizations by facilitating an introspective and participatory process to reflect on both their organizational strengths and potential areas for growth.

Lan, 32, and her son Sang*, 12, at her parents house in Thanh Hoa Province, Vietnam.
CREDIT: Sam Tarling/Oxfam

II. Oxfam Canada's Framework for Gender-Just Organizational Strengthening

Oxfam Canada focuses on organizational capacity strengthening because we believe that strong civil society organizations (CSOs), and especially WROs, are key agents of change in achieving gender justice in all societies. We take a feminist and responsive approach to capacity strengthening, recognizing that each participant is distinct, operating in its own context and at a different stage of organizational growth.[28] Regardless of their context, organizations are themselves embedded in social structures and practice through which gender inequality and other forms of discrimination are perpetuated. Oxfam Canada believes that organizations can only become more effective change agents related to gender equality and women's rights at the local/community level when their organizational structures, policies, procedures, and programming are also democratic and gender-just.[29]

Our organizational capacity strengthening model in this toolkit highlights six domains of change for gender-just organizational strengthening (see Figure 1), and to foster **strong, effective, and gender-just organizations.**

Alice, 16, takes part in a football match for her mixed-gender team from Chilanga secondary school against Nkhonde secondary school, Malawi.
CREDIT: Corinna Kern / Oxfam

FIGURE 1: The Six Domain Model

Essentially, the six capacity domains are designed to guide and support organizational change strategies for gender justice. Each capacity domain represents an aggregation of a number of capacities, competencies, functions, and skills that, taken together, contribute to strengthening overall capacity in each domain. Taking a complex adaptive systems approach,[31] we see the six capacity domains as interconnected and interdependent. That is, change in one domain is likely to affect change in the others. In practice, of course, capacity strengthening activities may be designed to address skills and functions that touch on multiple domains, or may indirectly impact on multiple domains even if they are designed primarily to strengthen one skill set. At the same time, we recognize that organizational change is complex and as such it is rarely a straightforward, linear process, particularly when addressing organizational gender relations and power dynamics.

Further information on the six capacity domains can be found in Section III below.

II. Framework

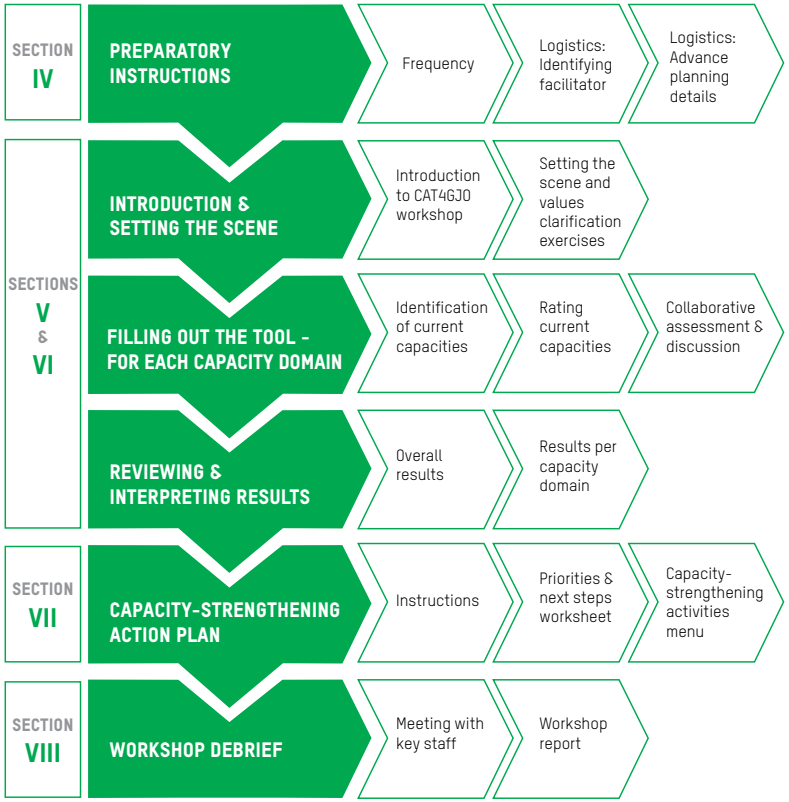
TABLE 1: **Framework for Gender-Just Organizational Strengthening**

CAPACITY DOMAIN		CAPACITY AREAS (Organization or staff competencies, functions, skills)
DOMAIN 1	Women's Transformative Leadership	Reflective leadership on gender and diversity
		Cultivating women's confidence and leadership capacity
DOMAIN 2	Gender-Just Structures and Processes	'Living our values' – gender-just human resources (HR) policies and practices
		Collaborative management and decision-making
		Self-care, collective-care, and organizational culture
		Promoting environmentalism and ensuring environmental best practices
DOMAIN 3	Organizational Resilience and Sustainability	Strategic planning
		Mobilizing resources
		Gender-responsive financial management
		Undertaking an intersectional approach to operations and programs
		Fostering intergenerational learning and exchange
DOMAIN 4	Strategic Gender Justice Relationships and Linkages	Working in networks/coalitions
		Communicating and sharing knowledge
		Fostering, strengthening, and sustaining movements[30]
DOMAIN 5	Transformative Gender Justice Programming and Advocacy	Design and implementation of gender transformative programs, including standalone, women-centred programs or projects
		Engaging men and boys as allies and beneficiaries of gender-just communities
		Routine involvement of people we work with in program development and implementation
		Feminist monitoring, evaluation, accountability, and learning
		Women's rights and gender justice focused advocacy and campaigning
DOMAIN 6	Safeguarding	Ensuring safe and ethical programming
		Child protection
		Safeguarding, Protection from Sexual Exploitation and Abuse (PSEA), and ensuring safety

III. Overview of the Self-Assessment Process

The following diagram provides a "bird's eye" view of the capacity assessment process. Each of these steps is further elaborated upon in Sections IV, V, VI, VII, and VIII of the toolkit.

FIGURE 2: Overview of the Self-Assessment Process



Structure of the Tool

The Framework for Gender-Just Organizational Strengthening (see Table 1 above) provides an overview of the organizational capacity domains included in this CAT4GJO, with associated capacity areas. The accompanying templates for each capacity domain can be found in Section VI: CAT4GJO Templates. The capacity domains are loosely defined so as to enable organizations to identify what capacity changes they may need to make, given their particular form and evolution, to meet their goals. This capacity strengthening model does not prescribe a rigid set of criteria with the intent to "professionalize" organizations, though this may be part of a given organization's vision of organizational change. At the same time, building on Oxfam Canada's experience, the CAT4GJO provides some generalizable capacity domains that we believe contribute to gender-just capacity strengthening, and can be used as a basis for planning, reflection, and learning.

IV. Preparatory Instructions

Frequency

Ideally, the CAT4GJO should be completed in at least a three-day participatory workshop. A proposed workshop methodology is outlined below. A suggested workshop agenda template for three days is also provided (see Annex 5: Sample Workshop Agenda). If there are resources and capacity to extend the workshop to three and half to four days, we would encourage this. The suggested three-day workshop agenda template can be adapted to reflect the additional time.

The CAT4GJO can be used to create a baseline on organizational capacity for (self) monitoring purposes over a given timeframe, then at strategic junctures to re-assess progress and to adjust strategies accordingly. For organizations implementing a multi-year program, this process can support ongoing organizational learning and growth and serve to monitor progress. Assuming a five-year timeframe, the full process (with a workshop) should be carried out in years one, three, and five. In years two and four, a lighter assessment of progress should be organized (e.g. a meeting with key staff). Review of the organization's Capacity Strengthening Action Plan, progress on focus capacity areas, and documenting change stories should be included as part of the regular project monitoring and reporting. A timeline outlining this five-year timeframe is summarized in Table 2: Five-Year CAT4GJO Timeframe. For more information on monitoring, assessing, and learning from organizational capacity strengthening initiatives, see Section IX: Monitoring, Self-Assessment, and Learning Tools.

TABLE 2: Five-Year CAT4GJO Timeframe

YEAR 1	Full workshop with development of Capacity Strengthening Action Plan
YEAR 2	Progress review with check-in on Capacity Strengthening Action Plan
YEAR 3	Full workshop with update of Capacity Strengthening Action Plan
YEAR 4	Progress review with check-in on Capacity Strengthening Action Plan
YEAR 5	Full workshop with assessment of progress over the course of the project and next steps

Logistics: Preparing for the CAT4GJO Workshop

Identifying the Facilitator

The first step of this self-assessment process is to identify the facilitator(s) who will be responsible for planning and guiding the assessment. In order to ensure as constructive of a CAT4GJO workshop as possible, the facilitator(s) should have the following qualities:

- Good knowledge of and a strong relationship with participant organizations
- Well-versed in women's rights and gender justice, with a good

understanding of power dynamics, feminist approaches, and intersectionality

- Neutral, non-judgmental facilitation skills that can foster constructive, reflexive, and inclusive conversations around sensitive/taboo subjects
- Experience in using participatory and engaging workshop facilitation methodologies
- Ability to incorporate the local context and use locally appropriate examples and explanations; the facilitator must not only be very familiar with the tool, but also with the local socio-cultural, economic, environmental, and political context

Oxfam Canada's experience with organizational self-assessments suggests that one option is to work with external facilitators who have good knowledge of and a strong relationship with the organization and can act as 'critical friends.' In other cases, the workshop may be better facilitated by Oxfam country staff members. In this regard, there is no "hard and fast" rule; what is most important is that the organization thoughtfully chooses and identifies an individual who meets the above criteria, is able to lead participants through the steps listed below, and can ensure that the conversations within the workshop are reflective and honest. If at all possible, the organization should choose a facilitator who would be available for follow-up CAT4GJO workshops at later stages so that they can maintain their involvement over the course of several years. If for whatever reason it is not possible for the facilitators to be chosen by the organization, it is critical to ensure that there is a feedback process in place for the organization to raise any concerns with the proposed facilitator.

Where possible, depending on the size of the group it may be best to have two facilitators lead the CAT4GJO workshop, one lead facilitator and a support person who can also help to take notes and document the workshop. Again, there is no "hard and fast" rule in this respect – for smaller workshop groups one facilitator may be sufficient, whereas larger groups may be best guided by two co-facilitators. It is important that the facilitators know the participants well, read all the organizational background documentation, and are able to ask critical questions and challenge overly positive or negative assessments, as well as remind participants if they forget some aspect of their organization's work or capacities.

Advance Planning Details

Once the facilitator(s) have been identified, their first step will be to help identify key participants, the length of the workshop, and the date. They will also advise on what is needed in terms of the logistics for the self-assessment process. These advance planning details include reserving an appropriate meeting space, booking the adequate amount of time with key staff members, reviewing background documents, and acquiring other necessary materials.

Who Should Participate?

The ideal group size for the assessment process is approximately 12-15 participants. We recommend that a minimum of six and absolute maximum of 20 staff members participate. Depending on the makeup of the organization, in addition to staff, workshop participants could also include board members and/or trusted volunteers who know the organization well. If the workshop group size involves more than 15 participants, we recommend planning for a

IV. Preparatory Instructions

longer workshop of three and a half to four days. Some staff with decision-making authority must be in attendance, to ensure organizational buy-in and to facilitate the development of the Capacity Strengthening Action Plan (see Annex 7: Capacity Strengthening Priorities and Next Steps Action Plan), which happens towards the end of the workshop. As much as possible, participants should reflect multiple levels as well as a diverse demographic composition of the organization so that a variety of perspectives and voices be heard. We also strongly recommend that the group include participants from a range of departments, units, or functions within the organization.

Conducting a Document Scan

Prior to the workshop, it is important to review any documentation that already exists regarding the participant organization's capacity on women's rights and gender justice, and to encourage participants to reflect on this information as well. Useful background information might include the following: strategic plans, institutional assessments, monitoring reports, and evaluations as well as institutional and programmatic policies. Reviewing recommendations from gender audits where they exist is advisable.

Facilitators and participants may also find it useful to review the following Oxfam documents as part of the workshop preparation:

- Oxfam Canada's (2012) *The Power of Gender-Just Organizations: A Conceptual Framework for Transformative Organizational Capacity-Building*
- Oxfam Canada's (2018) *Feminist Principles: What They Are and How They Serve as a Guidepost for Our Work*
- Oxfam Canada's (forthcoming) *Feminist Monitoring, Evaluation, Accountability, and Learning: A Guidance Note*
- Oxfam's (2012) *Ending Violence Against Women: an Oxfam Guide*
- Oxfam's (2014) *Transformative Leadership for Women's Rights: An Oxfam Guide*
- Oxfam's (2016) *Sexual Diversity and Gender Identity Rights Policy*
- Oxfam's (2018) *One Oxfam Child Safeguarding Policy*
- Oxfam's (2018) *One Oxfam Policy on Protection from Sexual Exploitation and Abuse (PSEA)*

All this background information is useful to facilitator(s) as a means of further probing responses and assessment of capacities that arise during the CAT4GJO workshop itself.

Meeting Space

The workshop should be held off-site if possible. The ideal meeting space for the assessment process is a conference room with seating for up to 20 people. It is best to arrange the seating in a circle or around a large table, where everyone can see one another and no one participant's seat is in a position of priority over others. It is important that there is also sufficient space to break out and work in small groups. A space equipped with a laptop, projector, and screen will also benefit the workshop.

Time

We recommend planning three full working days to complete the self-assessment process (see the Sample Workshop Agenda provided in

Annex 5). This should ensure the amount of time needed to cover all six capacity domains in sufficient detail, and also allow space for reflective discussions and priority-setting exercises. However, based on the organization's ability and priorities, it may be possible to complete the process in more or less time. Another option would be to incorporate the self-assessment process into another planned event. It will always be helpful to plan for dates where the required attendees will be able to attend for the full duration of the self-assessment process.

Documenting the Workshop

The CAT4GJO workshop is designed to capture a lot of information in a relatively short period of time. Good documentation of the workshop is essential and a strategy for documentation should be put in place prior to the event. We recommend that two people facilitate the CAT4GJO, for example, taking turns to facilitate and to document the discussions. It is also important to complete and validate the CAT4GJO domain templates provided with participants either during or shortly after the workshop. Workshop documentation can then be shared with the facilitator(s) for completion of the CAT4GJO Workshop Report (see Annex 8: Workshop Report Template). If possible, it is also preferable to complete and validate the online CAT4GJO (https://oxfamcathub.org) with participants as the workshop unfolds, as it helps provide a visualization of the group's responses and can serve as an additional source of information for the CAT4GJO Workshop Report. To populate the online CAT4GJO, you will need a user profile, which can be created at https://oxfamcathub.org ahead of the workshop.

Suggested Materials and Equipment:

- Flip charts and flip chart paper
- Coloured markers
- Several packages of 3x5 file cards (white and two different colours)
- Large post-it notes
- Sticky dots
- Printed copies of the assessment tool (Steps 1-2 for each of the 6 Domains) for each participant
- Printed copies of Annex 6: Gender-Just Capacity Strengthening Activities Menu, if not included above
- Printed copies of Annex 7: Capacity Strengthening Priorities and Next Steps Action Plan, if not included above
- Copies of an evaluation form
- A digital camera to record flip charts
- A video camera to record change stories if possible

The assessment process will benefit from a computer connected to the Internet that is, ideally, projected for all attendees to see. The facilitator(s) will operate the computer during the workshop or identify an assistant to play this role. If it is not possible to arrange Internet access in the meeting space, please keep in mind that the facilitator(s) will need to have access to Internet at least once during the meeting to upload the results of the assessment to the online CAT4GJO tool. This is addressed in further detail below in Reviewing and Interpreting Results within Section V: The Workshop Process: Proposed Methodology.

V. The Workshop Process: Proposed Methodology

Introductory Sessions and 'Setting the Scene'

As part of the introductory sessions of the workshop, we suggest that you take some time to:

- Cultivate a safer space for participants, recognizing and identifying any power imbalance(s) that may exist;
- Build towards a common understanding of gender justice and what a feminist approach entails;
- Discuss safeguarding during the CAT4GJO, identify a safeguarding focal person, and create a shared understanding of mechanisms in place to address and respond to safeguarding issues, should they arise;
- Familiarize participants with the purpose of the CAT4GJO, the value to the organization in undertaking a CAT4GJO, as well as some key principles underlying the approach that have been outlined above. The information can be shared via power point or flip charts, tailored as required for individual workshops.

Time permitting, there are a number of 'setting the scene' activities that can be carried out prior to embarking on the CAT4GJO process. The ones we recommend are listed in this CAT4GJO and if time permits, see Annex 10: Team Building and Values Clarification Exercises, for extra exercises you can work through with participants.

(Pakistan) Kanwal Janali who received training from Oxfam on Climate Change Adaptation (CAA), Disaster Risk Reduction (DRR) and Women's Leadership training, in her newly created garden.
CREDIT: Khaula Jamil/OxfamAUS

V. Proposed Methodology

Note to Facilitator: Safeguarding During the CAT4GJO Workshop

Oxfam Canada and its partners are committed to safeguarding, including fostering environments that are safe and empowering for staff, partners, beneficiaries, and other stakeholders. This commitment is reflected in the Oxfam (2018) One Oxfam Child Safeguarding Policy, the Oxfam (2018) One Oxfam Policy on Protection from Sexual Exploitation and Abuse (PSEA), as well as the Oxfam International Code of Conduct. These policies outline Oxfam's duty to protect all our staff, partners, volunteers, consultants, and other participants from all forms of harm.

Furthermore, it is possible that over the course of the CAT4GJO workshop, sensitive and/or difficult issues may be discussed and/or disclosed by participants, particularly regarding Domain 6 (Safeguarding). As such, this is not solely about safeguarding against any issues occurring during the workshop, but also about responding to disclosures of prior safeguarding incidents that may be made by participants during the discussions.

NOTE: Oxfam has established a Whistleblower mechanism (by email and phone) that is an independent, anonymous and confidential mechanism that can be used by anyone connected to Oxfam's work to report any issues of misconduct or abuse. When sharing these contact details with participants before, during and after the CAT4GJO Workshop, ensure that the contact details you provide are current, the One Oxfam Policy on Protection from Sexual Exploitation and Abuse (PSEA).

As such, it is important to undertake safeguarding measures both in preparation for the workshop and in its implementation, in order to ensure as much as possible the safety, security, and wellbeing of CAT4GJO participants before, during, and after the workshop. Such measures may include (but are not limited to):

In preparation for the workshop:

- Familiarize yourself with national and/or local resources (e.g. hotlines, referral services) to which you may direct participants to as needed.
- Request the Oxfam country office Safeguarding focal point to share any country-specific safeguarding material (such as posters or documents) that should be shared at or prior to the workshop.
- Share with workshop participants the contact details of the Oxfam country office Safeguarding focal point, as well as the OI Whistleblower contact details (phone and email).

Over the course of the workshop:

- When welcoming participants at the beginning of the workshop, collectively establish agreed rules for the group to abide by, as part of ensuring a safer space for everyone.
- Display any country-specific safeguarding material (such as posters) at the workshop venue.

- Post the OI Whistleblower contact details (outlined above) up on the board or wall so that participants can see them, and use it at any time during the workshop without having to ask, or wait until the end of a session.
- Introduce the OI policies on Child Safeguarding and PSEA (mentioned above), and explain clearly the reporting responsibilities and processes outlined in these documents.
- Be explicit that there may be a risk of triggering (particularly during the discussion on Domain 6: Safeguarding) and that participants can leave at any time, but that someone may follow them to ensure that they are okay and do not need further support.

After the workshop:

- Share again with workshop participants the contact details of the Oxfam country office Safeguarding focal point, as well as the OI Whistleblower contact details (outlined above).

Caline and Theophile, small-hold farmers in rural Burundi.
CREDIT: Lisa Murray/Oxfam

Exercise 1: Matching game – Introductions, Definitions, and Getting to Know Each Other

Proposed time: 30 mins

Purpose: The aim of this session is to help participants to get to know each other and set a tone for open and honest discussions for the workshop. Giving space for participants to narrate stories about experiences or themes can help them feel listened to and valued. Giving extra time to this section can help integrate newer members to the group and build a rapport between participants.

Purpose: To clarify and familiarize participants with selected definitions used in the CAT4GJO, while also providing them with the chance to get to know each other better.

Materials: Print out on separate papers the concept, and text of the concepts definition, for all relevant definitions, based on CAT4GJO concepts and definitions (page IV), and any other relevant definitions for the project; space to move around the room; PowerPoint slide with definitions

Facilitator Instructions

- Based on the number of participants, and number of definitions, determine how many rounds of the exercise are needed.
- Ensure that the concept word and its matching definition are on separate pieces of paper. Mix up the various pieces of paper.
- For each round, share among participants either a "definitions" or a "concept" (one per participant). Ask participants to walk around the room to find the other participant that has the matching "definition" to their "concept " or the matching "concept" to their "definition", and have these partners discuss for a couple of minutes their understanding of the term, and any questions that it has raised for them
- As the exercise is a 'matching game', once participants have found their match and discussed it's meaning, ask participants to also find one shared personal interest that matches them to one another.
- After everyone has matched with a partner, run through all of the definitions in turn, to see if participants were successful in matching their definitions and concepts accurately. Ask the partners that have that definition to share it, and their reflections with the plenary, and their shared interest.
- The definitions can be shown on a PowerPoint slide as each partner is running through their reflections.

Note to Facilitator: Put the questions up on a PowerPoint slide for participants to refer to during the exercise.

Exercise 2: Identifying my Own Beliefs around Women's Rights and Gender Justice[33]

Proposed time: 30-45 minutes

Note to Facilitator: Values clarification and attitude transformation (VCAT) activities or exercises, as indicated in Exercise 2, can bring up complex and sometimes conflicting feelings about women's rights and gender justice. Below we have outlined some potential activities to facilitate a preliminary discussion regarding the interrelationships between gender justice and personal values. Because of time constraints, it is unlikely that the group will be able to fully undertake extensive values clarification sessions within a CAT4GJO workshop. As such we strongly recommend that this exercise be revisited and undertaken as an organizational capacity strengthening and team building exercise at a later stage.

Materials: Pens and print out of the values statement table below, or a projector and enough room to move around the room

Facilitator Instructions

- Tell the participants to be completely honest in this exercise to get the most out of it. This exercise is aimed at confronting our own beliefs and understanding if, and how our own values may get in the way of our work.
- Explain to the participants that if at any time they don't feel comfortable expressing their opinion, they don't have to.
- Explain to the participants that you will read out various value statements and ask them to walk to a section of the room that has been divided into "I agree", "I am unsure", and "I disagree".
- Read out loud the various value statements as listed on printout or projector screen, giving time for participants to go to the side of the room that reflects their answer, or do this exercise as a printed hand out.

Note to Facilitator: Because of time constraints, the objective here is not so much to discuss specific value statements in detail, but rather in broad strokes to discuss what this initial exploration sparked in participants, particularly regarding potential double standards (if any).

If desired, you can add, modify, and/or substitute certain values statements for ones that are more relevant for your local context. Either way, it is recommended that ahead of time, you think of ways in which you might respond to adverse attitudes in relation to certain statements (so as to reduce the possibility of unintentionally reinforcing attitudes or beliefs that contradict a women's rights/feminist approach).

Alternative methodology:

- Give the participants a handout with the statements.
- Read the questions aloud and let the participants take time to think and answer one of the three options: "agree", "disagree", and "unsure." Tell them to keep the paper anonymous by not putting their name down.
- Once completed, get participants to crumple their sheets into a ball and throw it into the middle of the room.
- Mix the balls of paper up and get participants to pick a random ball. If they pick their own paper, have them act as if they have picked someone else's.

- Now, read out loud the various statements as listed on the handout, giving time for participants to go to the side of the room that reflects the answer on the sheet. Participants can then see a representation of answers in an anonymous way.

VALUES STATEMENT	AGREE (A)	DISAGREE (D)	UNSURE (U)
Women's rights are human rights.			
Men and women should be paid the same for the same job.			
It is a woman's job to look after children and clean the house.			
Men should not worry about their physical appearance or how they look			
A woman should be able to decide if, when, and whom she marries.			
Female managers should be more caring than male managers.			
Men should not cry.			
Diversity in the workplace is a good thing; this includes different approaches to ways of working and dressing in the workplace.			
Young staff members have just as much to contribute as older and more experienced staff members.			

GROUP REFLECTION. Pose the following questions to the group for discussion:

- » What did you think of the exercise?
- » How did this exercise make you feel? What observations do you have about your own responses to the statements?
- » Were any of the answers surprising?
- » All of the statements were framed in general or abstract terms. But what if we had changed the statements from general statements to something more personal such as…
    - * I have just as much to contribute as older and more experienced staff members.
    - * I should be paid the same as my colleague who does the same job.
    - * I should be able to decide if, when, and whom I marry.
- » How might that have changed your answers?

THANK THE PARTICIPANTS. Conclude that the emphasis of this exercise was hopefully to encourage both personal and collective reflection, regarding ways in which our personal values may inadvertently be contradicting and/or constraining our work on women's rights and gender justice. Stress the importance of seeing VCAT as an ongoing process, of which this was an initial step, and encourage partners to undertake further VCAT exercises as part of organizational strengthening and "walking the talk" on women's rights.

Exercise 3: What are Feminist Values and What Does it Mean to be a Gender-Just Organization?[34]

Proposed time: 60 minutes

Purpose: The aim of this session is to build a common understanding of feminist values and what this means for organizations and groups as we work together.

Note to Facilitator: It is important to note that there is not one definition of feminist values and that the ideas that underpin a gender-just organization are constantly evolving.

Materials: flip-chart, pens, markers, four different coloured sticky dots (e.g. red, blue, green, yellow), one of each colour sticky dot per participant.

Facilitator instructions:

- In plenary, ask the group to shout out things they consider as important for an organization that aspires to be based on feminist principles. Write these on post-its and put them on a flip chart paper.
- With you leading as facilitator, ask the group to help categorize these into themes.
- You may consider using Oxfam Canada's Ten Feminist Principles, listed above in Box 3 on pg. 5 and summarized in Annex 1: Oxfam Canada's Ten Feminist Principles, below; or Annex 2: What Gender-Just Organizations Might Look Like, as a guide.
- Once the themes have been decided, distribute 4 sticky dots of different colours to each participant. Ask participants to reflect on the following, and place a sticky dot next to the feminist principle, characteristic, or theme that:
  - » Relates best to your own personal and work life (red dot)
  - » You feel you practice the most at work (blue dot)
  - » You feel your organization practices the most (green dot)
  - » You feel your organization has the most to improve on (yellow dot)
- Back in plenary, discuss the dots as a group.
  - » Is there a pattern?
  - » Is anything surprising to you?
  - » Do you feel we live these principles in the work we do?
  - » What more could we do to ensure that we are being more intentional about including these principles in our work?
- Ask each participant to think about how they personally want to take these principles forward in their organization. (2 minutes)
- Then ask the participants to turn to their neighbours and discuss. (5 minutes)
- To close, bring this discussion back to plenary and ask for pairs to share the two top points on how they want to take this forward within their organization.

Exercise 4: Ten Characteristics of Strong, Effective, Gender-Just Organizations

Do this exercise if Annex 2: What Gender-Just Organizations Might Look Like was not used in Exercise 3. If already used, proceed to the below section, Filling Out the CAT4GJO: Understanding and Contextualizing Capacities.

Proposed time: 30 minutes

Purpose: The aim of this session is to build a common understanding of what gender justice means for organizations and groups as we work together. It is important to note that there is not one definition and the ideas that underpin a gender-just organization are constantly evolving. The ten characteristics included in this activity and in Annex 2: What Gender-Just Organizations Might Look Like were identified by Oxfam Canada partners.[35]

Materials: Flipchart, markers, and projector

Facilitator instructions:

- Using a projector, present this list on a big screen so all participants can see.
- Building on what was discussed in Exercise 3, facilitate a plenary discussion on the following questions, noting responses and discussion points on flipchart paper:
  - » What does each point mean to you?
  - » How do these characteristics match or mirror the themes discussed in Exercise 3? If there are differences – are they surprising? Why do you think that is?
  - » To what degree does your organization share this vision as set out in the list of ten characteristics?
  - » Are there any additional elements you would suggest to the list?

What Gender-Just Organizations Might Look Like (Also referenced in Annex 2)

In a strong, effective organization with capacity to advance gender equality and women's rights:

1. There is gender equality in staffing at all organizational levels.
2. All aspects of organizational structure and procedures aspire to be are gender-just, intersectional, and inclusive. There is overall ongoing organizational reflection around performance, the inclusion of gender and gender training needs.
3. There is an official organizational policy on gender equity and safeguarding, which is reflected in actions, with an accountability mechanism and equity grievance processes.
4. There is an ongoing staff development program for building women's confidence, assertiveness, and capacity, including the next generation of leaders.
5. Gender equality is a strong central element in programming, which is gender-transformative, intersectional, and empowering of partner organizations, communities, and individuals.
6. Leadership and decision-making is decentralized by ensuring transparency and the inclusion of all-levels of staff.
7. Programming is attentive and flexible in listening to and working with communities and individuals, responding to their needs.
8. The organization is seen as a credible partner/player by other gender-engaged local, national, and international agencies.
9. The organization is able to influence and provide leadership to government and community agencies, to stakeholders, and people they work with through political positioning, effective communication, policy influence, networking, and knowledge sharing, where possible.
10. The organization supports and facilitates space for accessible collective and self-care practices for staff, volunteers, and partners.

Filling out the CAT4GJO: Understanding and Contextualizing Capacities

Proposed time: 90 minutes

Purpose: to strengthen a collective understanding of what "capacity" means, as well as an understanding of what the toolkit's capacity domains may look like within participants' local context.

Materials: copies of the Capacity Domain templates for each participant, 6 pieces of flipchart paper (one sheet per CAT4GJO capacity domain)

Facilitator instructions:

- Lead a 5-minute brainstorm with participants – what does "capacity" mean? Jot ideas down on flipchart paper for reference.
- In discussion, note that capacity includes:
  - The IDENTITY of an organization (purpose, profile, etc.);
  - WHAT it does;
  - HOW it operates (procedures, structures, management, etc.); and
  - Its RELATIONSHIPS (with participants, donors, government, other organizations, etc.).
  - Note that the word 'capacity' is often defined as more than a single activity or position in the structure.
- Share the above description of the structure of the tool (as outlined in Table 1), either via handouts or projected on the screen.
- Explain to participants that they will be filling out the tool domain by domain. Each capacity domain starts with a brief narrative description of the type of work that falls within that domain. (It may be helpful to read these descriptions out loud with the group. These descriptions can also serve as a reminder of the types of organizational strategies or activities that participants should be thinking of later, when filling out the tool).
- Prior to filling out the tool, explain that the group will first go through an exercise to help contextualize the CAT4GJO domains and capacity areas (and make them relevant for the respective partner organization).
- Divide the participants into 6 groups. Have them rotate through a "world cafe," where at each station (for 7-10 minutes), they brainstorm and list examples of how the given capacity domain could be interpreted for their local context.
- Take 30 minutes to review and discuss the 6 areas in the plenary, and get collective agreement.
- Hang the 6 sheets of flipchart paper around the meeting space, as visible reminders for participants while they continue the CAT4GJO exercise.

Filling out the CAT4GJO: Steps Per Capacity Domain

Proposed time: We have not specified time allocations for each part of this exercise, which depends on group size and the overall time available for the CAT4GJO workshop. See Annex 5: Sample Workshop Agenda as an initial guide or suggestion.

Facilitator Instructions:

Step 1: Identifying Current Capacities

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (e.g. for Domain 1) as well as the associated Step 2 rating scale template (also for Domain 1).
- In their small groups, ask participants to complete the Step 1 Template for Domain 1 (in Section VI below), discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.
- It is important to stress that these domains and capacity areas are conceptual tools to support discussion and reflection on how organizations function and change. Organizations are complex systems and can often be a lot 'messier' than the typology used here. Participants should not get too concerned about what fits where, and any strong concerns/disagreements with the Oxfam Canada typology should be acknowledged and recorded.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

Step 2: Rating Current Capacities

- Upon completing the Step 1 Template for Domain 1, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacities." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.
- Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.
- Explain that this exercise is meant to provide a score for each capacity area, which will then be used to help them monitor changes in capacity over time as well as to help prioritize capacities for the Capacity Strengthening Action Plan. If necessary, participants can focus on the program domains that most closely relate to the partners' work; however, we strongly encourage that all 6 domains be discussed even if they do not directly match the work the partner currently does. Of course, the process can begin by focusing on the domains that are most relevant to the organization, leaving the others until the end. For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Note to Facilitator: Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Step 3: Collaborative Assessment and Discussion

- Bring participants back together into a plenary session. Have a representative from each small group feedback their discussion/ examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.
- Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.

V. Proposed Methodology

Alternative methodology: If desired, use a visual method such as the Socratic Wheel[22] to structure the collaborative assessment and discussion regarding the organization's capacity areas. To do this:

- Draw a wheel on a piece of flip chart paper and assign a Capacity Area (and corresponding alphabetical letter, if desired) to each spoke (20) of the wheel. Mark the scale 0 -4 on each spoke, from the center (0) to the outer edge of the wheel (the highest value, 4). For each domain, transfer the names of the related capacity areas from the Template to the "Organizational Capacities Wheel," placing one capacity area at the end of each spoke. See Figure 3.
- Once a consensus has been achieved for a given capacity area, plot the respective rating on the wheel. (If the group has collaboratively decided that a given capacity area is "N/A", skip that spoke of the wheel).
- When finished, draw a coloured line to connect the rating points, to help visualize the overall self-assessment of the organization's current capacities.

Repeat steps 1 through 3 for each capacity domain.

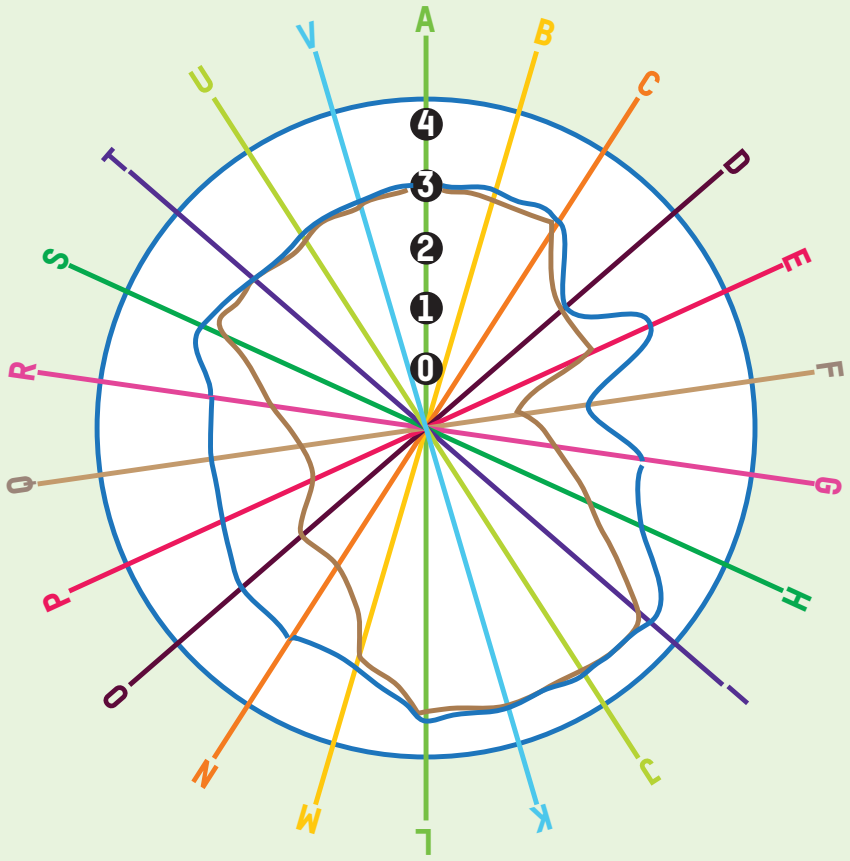
Note to Facilitator: Participants may find that the structure of the tool does not exactly match how they categorize their activities. Reassure participants that this does not matter; the purpose is to generate a conversation on their organization related to gender justice. Emphasize that when it comes to capacity assessment, "the expertise is already in the room," and the workshop process will help elicit this knowledge.

FIGURE 3: Organization Capacity Wheel with Example of Ratings

Current capacities
(rated against organizational goals for gender-justice)

Capacities in future

Scale: 0= Nascent or no capacity
1= Little capacity
2= Fair amount of capacity
3= Good amount of capacity
4= Ideal level of capacity



The use of the socratic wheel is adapted from Jacque M. Chevalier and Daniel J. Buckles, The Social Weaver: A Handbook for Collaborative Inquiry, Planning and Evaluation, available at http://www.sas2.net

Reviewing and Interpreting Results

Proposed time: 45 minutes

Facilitator Instructions:

After the participants have completed steps 1 through 3 for each capacity domain, they will need to take a break while you login to your user profile, input the agreed upon selections for each domain into the online tool and generate a Summary Report. The online version of the tool is at: https://oxfamcathub.org/.

After the group's responses for each capacity domain have been inputted, the online tool will create a Summary Report. Ideally all participants will receive a copy of the Summary Report. Alternatively, the findings can be projected on a screen. Flipcharts could be used at this point, but it is not the most effective way to present the findings.

There are two parts to this report (explained in detail below):

A. An overall assessment of the participants' results by capacity domain

B. More detailed assessments of each of the 6 capacity domains

A. Self-Assessment Outcomes: The Organization's Overall Results

This section shows the overall assessment results for the participant. This includes:

- How many capacity areas were assessed in total;
- Which capacity areas were completed;
- How many of the capacity areas were in the categories N/A, 0, 1, 2, 3, and 4; and
- What the average assessment score was for each capacity domain as well as the overall average.

B. Self-Assessment Outcomes: Results per Program and Organizational Capacity Domain

This section presents the organization's full assessment outcomes for each capacity domain completed (up to six in total). For each domain, you will see:

- The number of capacity areas completed under this domain;
- The average score for this domain; and
- How the average score for this domain relates to the average score for the entire assessment tool. This will appear as a positive or negative number, which indicates how much higher (if positive) or lower (if negative) this domain's score is than the overall assessment average. This helps compare different capacity domains within the organization.

The Summary Report provides an indication of areas of strength in programs, as well as areas that represent opportunities for the organization to

improve its programs and other factors that may enable it to become more gender-just. As facilitator, work with the participants to reflect on the assessment results. One option is to structure the discussion of findings around: surprises, concerns, strengths, and opportunities.

Following a reflection on assessment results, the group will use the results to develop a Capacity Strengthening Action Plan (see Section VII) and complete Annex 7: Capacity Strengthening Priorities and Next Steps Action Plan.

Note to Facilitator: In addition to identifying opportunities for strengthening, it is useful to look at the current strengths and celebrate major successes to identify what contributed to it for learning. Encourage reflection on how the capacity area scores relate to each other and probe further any anomalies or outliers. For example, if Women's Transformative Leadership is prioritized as a domain, compare the results related to organizational domains like Gender-Just Structures and Processes.

Essential Services: Education
Credit: Oxfam

VI. CAT4GJO Templates

DOMAIN 1	Women's Transformative Leadership[37]
STEP 1	IDENTIFICATION of Current Capacities

Overview of Domain:

Fostering women's leadership capacities is an important dimension of gender-just organizational strengthening, as is a commitment to work towards recognizing privilege and transforming existing power relations — within institutions and in society. Within civil society organizations, actions may be needed to ensure that women hold decision-making positions and/or have the confidence, capacity, and opportunity to influence the organization's agenda. Within women's and feminist organizations, fostering women's transformative leadership may mean supporting processes that explore the characteristics of feminist leadership, particularly in relation to core values and respecting differences. This domain focuses on organizational capacity for leadership on gender and diversity and the capacity to nurture leadership.

Facilitator Instructions:

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (for Domain 1) as well as the associated Step 2 rating scale template (also for Domain 1).
- In their small groups, ask participants to complete the Step 1 Template for Domain 1 (in Section VI below), discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

DOMAIN 1 Women's Transformative Leadership

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Reflective leadership on gender and diversity	Our Vision, mission, and core principles are compatible with gender equality and women's rights.	
	We have board and senior management champions for gender equality and women's rights.	
	We work to achieve gender justice and diversity in staffing, especially in decision-making positions, including a leadership team comprising majority women	
	We have specific staff positions and spaces devoted to promoting gender equality and women's rights (specialist staff, women's caucuses, gender and diversity working groups, etc.).	
	We have ongoing reflective processes to support positive organizational change on gender and diversity.	
Cultivating women's confidence and leadership capacity	We have a women's leadership development strategy, including a component for intergenerational leadership and nurturing young women's leadership, such as a talent pipeline. We regularly offer adaptable and flexible training and mentoring.	
	We undertake succession planning that is in line with ensuring gender-just and diverse representation, particularly in decision-making positions.	
	We invest in the professional development and training of our staff, and facilitate various learning opportunities.	
	We work to achieve gender justice and diversity in staffing through positive recruitment or promotion policies, especially in decision-making positions.	
	Our management actively seeks the opinions of women staff members at all levels in organizational policy development.	

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

STEP 2 RATING of Current Capacities

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Facilitator Instructions:

Upon completing the Step 1 Template for Domain 1, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.

Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

DOMAIN 1 Women's Transformative Leadership

STEP 2 **RATING of Current Capacities**

CAPACITY AREA	RATING						SPECIFIC EXAMPLES
	N/A	Nascent or no capacity	Little capacity	Fair amount of capacity	Good amount of capacity	Ideal level of capacity	
	*	0	1	2	3	4	
Reflective leadership on gender and diversity							
Cultivating women's confidence and leadership capacity							
Subtotals							
Total Points	_____ (amend total if N/A chosen for a capacity area)						
Total Points Possible *	8						
Percentage *(total points divided by total points possible) x 100*	_____ %						

* **N.B.:** For all domains, if in ranking a given capacity area you and your team decide that area is not a priority or not applicable to your work, deduct 4 points from the **total points possible in this domain** (so that the N/A rating does not affect the overall score for this capacity domain).

DOMAIN 1	Women's Transformative Leadership
STEP 3	Collaborative Assessment and Discussion

Facilitator Instructions:

Bring participants back together into a plenary session. Have a representative from each small group feed back their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.

Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: *Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.*

DOMAIN 2	Gender-Just Structures and Processes[38]
STEP 1	IDENTIFICATION of Current Capacities

Overview of Domain:

Organizations are more effective change agents in support of women's rights when their structures, policies, procedures, programming, and internal culture are also inclusive and gender-just, including collective and self-care practices for staff and volunteers, as well as reflecting a commitment to environmentalism. Collective and self-care is a strategy of resilience and resistance in the face of aggression aimed at weakening organizations and movements dedicated to seeking justice and defending human rights. Self-care is a political act for self-preservation that means taking care of our bodies, our minds, and our spirits so that we do not burn out, but are able to sustain our strength and continue our work on women's rights and gender justice (see Annex 9: What Does Collective and Self-Care Mean?). Given that women and girls are disproportionately affected by the impacts of climate change, women's rights and gender justice is intimately linked to climate justice; to reflect these linkages, gender-just structures and processes should aim to incorporate environmental best practices and take into consideration the organization's environmental footprint.

The focus in this domain is to support the alignment of key internal organizational structures, culture, and practices with organizational commitments to gender justice by translating values into operational principles that guide organizational policies. This means identifying and implementing specific changes to organizational structures, policies, and practices, particularly HR policies and organizational culture, for example by incorporating environmental considerations. This ensures an organizational culture is created for gender equality, diversity and inclusiveness, collective and self-care practices, and minimizing any adverse environmental impacts the organization may cause. This domain and Domain 1 reinforce each other: leadership may be a key factor in pushing for changes in organizational structures and processes, which in turn are also essential for women's transformative leadership.[39]

Facilitator Instructions:

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (for Domain 2) as well as the associated Step 2 rating scale template (also for Domain 2).
- In their small groups, ask participants to complete the Step 1 Template for Domain 2, discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

DOMAIN 2 Gender-Just Structures and Processes

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
'Living our values' – gender-just HR policies and practices	We have a regular organizational process for facilitating reflections and discussions on staff values related to gender and diversity, including gender and power. This reflective process informs our internal organizational policies and codes of conduct, in order to address and avoid perpetuating negative social norms in our workplace and our programs.	
	We have a gender justice (and diversity) policy in place, accompanied by a gender justice strategy or action plan providing a clear vision of the changes we want to see inside the organization and in our programs.	
	Our gender justice policy and strategy are documented and clearly communicated throughout our organization and directly influence the way we work. There are accountability mechanisms and appropriate staff in place to ensure that the gender justice policy and strategy are implemented.	
	We consistently ensure that everyone on staff receives gender justice training. We provide regular refresher training that incorporates new thinking on good practice. All new staff receive gender justice training as part of their orientation. We work to ensure gender and diversity awareness and sensitization at all levels.	
	All our organizational and HR systems, policies, and procedures are documented and available to staff. We monitor the implementation of workplace HR policies through staff surveys and other reviews.	
	We have an anti-harassment policy in place, which includes harassment based on SOGIE. We provide all staff with an orientation to the anti-harassment policy and provide regular refreshers. There are accountability mechanisms are in place to ensure that the anti-harassment policy is fully implemented.	
	We have a non-discrimination policy in place, which includes non-discrimination on the basis of SOGIE.	
	We have a fair and equal pay policy that is implemented and transparent, including a living wage for interns.	
Collaborative management and decision-making	Our organization has clear decision-making structures. We use collaborative management approaches and transparent decision-making styles.	
	Our organization has processes and approaches in place for conflict management.	
	It is our established management practice to regularly seek input from staff members at all levels in organizational policy and strategy development.	
	Our organization has accountability systems that are used, including tracking progress and effectiveness of policies and procedures (e.g. staff attitudes surveys; monitoring against established vision and mission statements and policies; complaints mechanisms).	

DOMAIN 2 Gender-Just Structures and Processes

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Self-care, collective-care, and organizational culture	Our internal organizational culture promotes feminist wellbeing, such as self-care practices, alternative work arrangements, fair and decent pay, even distribution of work, family-friendly policies, and spaces for individual and collective and reflection on core values. Flexible working and/or work-life balance policies exist, and are widely used by staff.	
	Our organization has plans and strategies to promote mental well-being including allocating time for recreational team activities (where participation is voluntary), a balanced prioritization of time, flexible schedules and work hours, encouraging staff to take vacation time and appropriate stress management, which are supported by adequate resourcing.	
	Our organization has activities aimed at promoting physical well-being including promoting a balanced diet, adequate rest, health provisions such as free sanitary products or health checks and a safe work environment, which are supported by adequate resourcing.	
	We have proactive and reactive policies and procedures to provide all staff and volunteers with self-care options to prevent and respond to emotional stress and burnout from working on gender justice issues.	
	Our organization promotes a feminist culture of collective care where no one is shamed for taking steps for self-preservation, such as time out to heal and recover, while fostering an open space to discuss these issues to care for each other and plan strategies for sustainable efforts.	
Promoting environmentalism and ensuring environmental best practices	Our organization has clear environmental policies and structures in place that reflect our organizational commitment to climate justice and environmentalism.	
	Our organization is able to analyze its environmental impacts. We monitor our environmental practices and have comprehensive mitigation strategies in place to ensure a low environmental footprint and to minimize any adverse environmental impacts.	
	Our organization values local and Indigenous environmental knowledge and natural resource management systems, and promotes equitable access to, and ownership of, natural resources.	
	We have an environmental committee in place and we promote a culture of environmental best practices that is adequately resourced (e.g. using recycled and locally sourced materials, minimizing waste, using energy efficient equipment, exercising sustainable travel, avoiding unnecessary printing, avoiding the use of single use plastics, planting trees, using rainwater and grey water, maintaining a staff garden, etc.).	
	Our organization integrates environmental considerations into our gender justice programming design and planning, and conducts environmental assessments of our projects to ensure environmental best practices are integrated throughout project activities. We have some targeted gender and environment programming and/or projects, and partner with WROs that also focus on the environment.	
	We recognize the different voice, knowledge, skills and priorities of women, men, and people of diverse SOGIE in natural resource management and climate change adaptation.	
	We have mechanisms in place to identify and respond to environmental risks at both the organizational and programmatic levels.	

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

DOMAIN 2 Gender-Just Structures and Processes

STEP 2 | **RATING of Current Capacities**

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Facilitator Instructions:

Upon completing the Step 1 Template for Domain 2, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.

Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

DOMAIN 2 Gender-Just Structures and Processes

STEP 2 **RATING of Current Capacities**

CAPACITY AREA	RATING						SPECIFIC EXAMPLES
	N/A	Nascent or no capacity	Little capacity	Fair amount of capacity	Good amount of capacity	Ideal level of capacity	
	*	0	1	2	3	4	
'Living our values' – gender-just HR policies and practices							
Collaborative management and decision-making							
Self-care, collective-care, and organizational culture							
Promoting environmentalism and ensuring environmental best practices							
Subtotals							
Total Points	_____ (amend total if N/A chosen for a capacity area)						
Total Points Possible *	16						
Percentage *(total points divided by total points possible) x 100*	_____%						

***N.B.:** For all domains, if in ranking a given capacity area you and your team decide that area is not a priority or not applicable to your work, deduct 4 points from the **total points possible in this domain** (so that the N/A rating does not affect the overall score for this capacity domain).

STEP 3 Collaborative Assessment and Discussion

Facilitator Instructions:

Bring participants back together into a plenary session. Have a representative from each small group feed back their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.

Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: *Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.*

DOMAIN 3	Organizational Resilience and Sustainability[39]
STEP 1	**IDENTIFICATION** of Current Capacities

Overview of Domain:

Organizations that are resilient and sustainable are more likely to achieve their goals, including those related to women's rights and gender justice. Organizations may need to strengthen capacities in a range of areas, beyond those specifically related to gender equality and women's rights, as part of their pathway to becoming strong, effective, gender-just organizations. The functions, competencies and skills emphasized in this domain include strategic planning, resource mobilization, and gender-responsive financial management. Organizations must be intersectional in their approach to remain relevant, appropriate and inclusive. For example, recognizing the contribution of younger generations, and diverse perspectives to support the next generation of leaders, while nurturing their skills to build resilience and sustainability.

Facilitator Instructions:

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (for Domain 3) as well as the associated Step 2 rating scale template (also for Domain 3).
- In their small groups, ask participants to complete the Step 1 Template for Domain 3, discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

DOMAIN 3 Organizational Resilience and Sustainability

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Strategic planning	Our organization has strategic plans developed, implemented, and reported on.	
	Our strategic planning process involves participatory consultation with people we work with and other stakeholders, particularly women and staff at varied levels of the organizations.	
	Our leaders/managers take action to make changes in line with strategic decisions, including developed work plans and allocated human and financial resources, to achieve our goals and objectives related to gender justice.	
Mobilizing resources	We have a fundraising strategy and capacity to implement it. We have diversified our funding base (government grants, foundations, public donations, investments, etc.).	
	We have a good knowledge of donors and the funding landscape, in order to to maximise our funding opportunities while aligning fundraising efforts with our values.	
Gender-Responsive Financial Management	We have systems and documented guidelines in place for financial management and budget preparation and monitoring, including gender-responsive budgeting, as well as program and staff costs. We use this information to inform our strategic planning, programming, staff development and our fundraising.[40]	
	We maintain transparent budget allocation and fundraising records and reports.	
	We have financial and compliance systems, procedures and training in place that take into account the needs and capacities of staff, partners and people we work with.	
	Accountability: We have processes in place to ensure accountability to a variety of stakeholders. These processes (e.g. annual and financial reports, external audits and evaluations) help us to maintain strong relationships and to improve our ways of working.	
	We have codes of conduct in place that prevent fraud and corruption.	

DOMAIN 3 Organizational Resilience and Sustainability

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Undertaking an intersectional approach to operations and programs	We have a regular organizational process for facilitating reflections and discussions on staff values related to gender and power imbalances, such as learning about and discussing different systems of oppression. This reflective process enables us to have a shared understanding of what an intersectional approach entails, in order to address and avoid perpetuating negative social norms in our workplace and our programs.	
	We are open to, and provide, an inclusive space for reflecting, learning, and challenging our own power by listening to staff and volunteers most affected by the issue, and letting them lead when they feel comfortable. While we foster this inclusive space, we also recognize that everyone has an individual responsibility to embrace and promote an intersectional approach in their work.	
	We are respectful and value lived experience as experience, with mechanisms in place to support the leadership and inclusion of those most affected by a given issue.	
	Our gender justice policies, strategies, and action plans highlight intersectionality as a key principle, providing a clear vision of the changes we want to see inside the organization and in our programs.	
	Our organization prioritizes and makes provisions for staff and volunteers most affected by the issues, to build their confidence and develop their skills to speak and advocate for themselves.	
Fostering intergenerational learning and exchange	We have regular respectful, inclusive, and reflective learning spaces between younger and older generations of staff, and also those in the 'middle' generation.[41]	
	Our organization has mechanisms to develop and support new leaders, including next generation leaders and leaders with lived experience.	
	We have a formal co-mentoring programme. This is a 360 degree experience rather than a one-way transfer from older to younger generations.	

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

DOMAIN 3 Organizational Resilience and Sustainability

STEP 2 **RATING of Current Capacities**

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Facilitator Instructions:

Upon completing the Step 1 Template for Domain 3, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.

Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

DOMAIN 3 Organizational Resilience and Sustainability

STEP 2 | **RATING of Current Capacities**

CAPACITY AREA	RATING						SPECIFIC EXAMPLES
	N/A	Nascent or no capacity	Little capacity	Fair amount of capacity	Good amount of capacity	Ideal level of capacity	
	*	0	1	2	3	4	
Strategic planning							
Mobilizing resources							
Gender-responsive financial management							
Undertaking an intersectional approach in operations and programs							
Fostering intergenerational learning and exchange							
Subtotals							
Total Points	_____ (amend total if N/A chosen for a capacity area)						
Total Points Possible *	20						
Percentage *(total points divided by total points possible) x 100*	_____%						

***N.B.:** For all domains, if in ranking a given capacity area you and your team decide that area is not a priority or not applicable to your work, deduct 4 points from the **total points possible in this domain** (so that the N/A rating does not affect the overall score for this capacity domain).

DOMAIN 3	Organizational Resilience and Sustainability
STEP 3	Collaborative Assessment and Discussion

Facilitator Instructions:

Bring participants back together into a plenary session. Have a representative from each small group feed back their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.

Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: *Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.*

DOMAIN 4	Strategic Gender Justice Relations and Linkages[42]
STEP 1	**IDENTIFICATION** of Current Capacities

Overview of Domain:

This domain focuses on strengthening or supporting organizational capacities to foster diverse alliances, networks, and movements around a common goal to advance women's rights and gender justice. In order to realize gender justice, structural and institutional change is needed to address deeper systemic issues. This type of change requires collective efforts and mobilization of citizens through CSOs to bring about and sustain societal change, including an intersectional approach and collaboration across social movements. Related to this, CSOs need strong networking skills and abilities to exchange and share learning openly and honestly about what works in making change happen. This domain also focuses on strengthening capacities related to communicating and sharing experiences, strategies and results, as well as capacities for fostering and sustaining movements.

Facilitator Instructions:

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (for Domain 4) as well as the associated Step 2 rating scale template (also for Domain 4).
- In their small groups, ask participants to complete the Step 1 Template for Domain 4, discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

DOMAIN 4 Strategic Gender Justice Relations and Linkages

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Working in networks/ coalitions	Strategic relationship building: we carefully identify strategic partnerships that match our organizational priorities and dedicate the necessary resources (time, staff, and funds) in order to maintain and strengthen these relationships.	
	We specifically seek out diverse organizations and networks (e.g. youth organizations, diverse SOGIE groups, environmental organizations, and labour unions), ensuring that our partnerships bring in a variety of perspectives and voices. We have established relations with a range of stakeholders (including government and the private sector where appropriate).	
	We are an active member of gender equality/women's right-related/social justice networks and coalitions.	
	Before joining or forming a coalition, we establish clear, transparent expectations for membership, including roles and responsibilities both within our organization and with potential partners. Our coalition has adopted bylaws and/or statements of commitment to help govern the coalition's ways of working. We revisit and renegotiate these as necessary. There are mechanisms to hold members accountable.	
	Our network/coalition has a clear vision, mission, and advocacy goals, which are periodically re-evaluated and updated. Coalition activities are also evaluated in relation to our vision, mission, and goals. We understand our role/space/voice within the gender and social justice sectors.	
Communicating and sharing knowledge	We regularly participate in external learning events/activities on gender equality and women's rights to promote mutual learning with partners.	
	We routinely generate knowledge and information on women's rights and gender justice, including from our programs and experiences, which we disseminate to a wide range of audiences. We follow a consistent process that allows us to openly share experiences, strategies, and opportunities within our partnerships and networks to promote mutual learning.	
	We are curious and open in seeking out relationships to learn and share experiences with a wide range of partners and networks, including those from a different sector than us.	

DOMAIN 4 Strategic Gender Justice Relations and Linkages

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Fostering, strengthening, and sustaining movements	Our organization is able to identify and map existing networks or movements that would be strategic to collaborate with, and we can dedicate the necessary resources (time, staff, and funds) in order to sustain our contribution to the movement.	
	Our organization has the skills and commitment to build alliances with others.	
	Our movement has a shared understanding of the problem, as well as shared collective goals and visions that are clearly communicated. Our movement has strong mechanisms to reflect on these goals and visions and respond to changes.	
	Our movement membership consists of diverse populations, particularly the most marginalized and those with lived experience. We specifically seek out diverse organizations and networks (e.g. youth organizations, diverse SOGIE groups, environmental organizations, and labour unions), including relying on referrals by network members to grow the movement.	
	Our movement has a strong support infrastructure that may include strong anchor organizations and effective decision-making structures and communication systems.	
	We have clear mechanisms to develop and support leaders from groups most affected by the issues to speak for themselves, including supporting the next generation of leaders.	
	Our movement has and makes space for group reflection to assess, review and plan strategies, including space for collective-care to heal and prevent burnout.	
	Our movement utilizes multiple strategies that are mutually reinforcing and coordinated to achieve our goals, including using the most effective form of communication and technology to reach our target audiences.	
	Our movement makes provisions for the safeguarding and care of its members including strategies, resources, and plans for self-care, response mechanisms to different forms of harm, and for digital security.	
	Our movement's policies and structures reflect a commitment to climate justice, promotes environmental best practices throughout its operations and activities, and has resources to support members' efforts to minimize their environmental footprint.	

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

DOMAIN 4 Strategic Gender Justice Relations and Linkages

STEP 2 **RATING of Current Capacities**

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Facilitator Instructions:

Upon completing the Step 1 Template for Domain 4, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.

Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

DOMAIN 4 Strategic Gender Justice Relations and Linkages

STEP 2 | **RATING** of Current Capacities

CAPACITY AREA	RATING						SPECIFIC EXAMPLES
	N/A	Nascent or no capacity	Little capacity	Fair amount of capacity	Good amount of capacity	Ideal level of capacity	
	*	0	1	2	3	4	
Working in networks/coalitions							
Communicating and sharing learning and knowledge							
Fostering, strengthening and sustaining movements							
Subtotals							
Total Points	_____ (amend total if N/A chosen for a capacity area)						
Total Points Possible *	12						
Percentage *(total points divided by total points possible) x 100*	_____%						

***N.B.:** For all domains, if in ranking a given capacity area you and your team decide that area is not a priority or not applicable to your work, deduct 4 points from the **total points possible in this domain** (so that the N/A rating does not affect the overall score for this capacity domain).

STEP 3 Collaborative Assessment and Discussion

Facilitator Instructions:

Bring participants back together into a plenary session. Have a representative from each small group feed back their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.

Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: *Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.*

DOMAIN 5	Transformative Gender-Just Programming and Advocacy
STEP 1	IDENTIFICATION of Current Capacities

Overview of Domain:

This domain focuses on strengthening capacity to design, implement, and evaluate transformative gender-just programming and advocacy, by which we mean programming and advocacy that seek to challenge and change the systemic causes of poverty, injustice, and gender inequality. It entails developing programs and advocacy work through a lens of gender and power analysis, and strengthening capacity related to monitoring, evaluation and learning about what gender justice change looks like and how it happens, including participatory and accountability mechanisms for the people we work with. Utilizing multiple strategies that are mutually reinforcing can affect and sustain change for gender justice.

Participatory program design and program outcomes must consider the different characteristics of program recipients, for example in relation to differences in age, class, and SOGIE. In order to undertake meaningful, transformative gender-just programming and advocacy, a rights-based, evidence-informed approach that centers women and young women's voices and leadership is crucial.

Facilitator Instructions:

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (for Domain 5) as well as the associated Step 2 rating scale template (also for Domain 5).
- In their small groups, ask participants to complete the Step 1 Template for Domain 5, discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

DOMAIN 5 Transformative Gender-Just Programming and Advocacy

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Design and implementation of programs with strong gender mainstreaming, including standalone, women-centred programs or projects.	We invest in and undertake gender-just research to cultivate a body of evidence and good practice within our own context and from other countries and regions, upon which we base our program design and implementation. We undertake new research to fill evidence gaps and our research methodologies include participatory action and feminist research methodologies, centering women and girls.	
	Our program/project cycle includes and is informed by gender and power analyses, including different roles and needs, problems, and opportunities of (different groups) of women relative to those of men.	
	We work to address community-level attitudes and social norms that (intentionally or unintentionally) are adverse to realizing gender justice.	
	Our program objectives and results statements explicitly include gender equality and women's rights outcomes. Gender equality and women's rights is mainstreamed into all thematic programs.	
	Standalone, women's specific programs are developed as appropriate.	
Engaging men and boys as allies and beneficiaries of gender-just communities	While maintaining a primary focus on women and girls, we have targeted strategies in place to engage men and boys and men's groups in a way that holds them accountable to WROs and feminist and women's movements.	
	We work with men and boys to challenge toxic masculinities and harmful social norms that reinforce inequalities among women, men, and people with diverse SOGIE, but also between men and boys themselves.	
	We work with men and boys to conduct capacity strengthening on topics such as toxic masculinities, gender justice, and power and privilege.	
Routine involvement of people we work with in program development and implementation	It is our established organizational practice to regularly seek input from people we work with about their priorities and needs when designing our programs	
	People we work with are regularly involved in the planning, development, and implementation of our programs.	

DOMAIN 5 Transformative Gender-Just Programming and Advocacy

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Feminist monitoring, evaluation, accountability, and learning	We have capacity and dedicated resources to track, collect, and analyze data related to our work. Feminist MEAL and research processes are in place, outside of specifically-funded projects. We consider MEAL as an integral part of social transformation rather than a bureaucratic or punitive process.	
	We routinely involve the community, including women and young people, in the design and implementation of our MEAL processes.	
	We undertake data and knowledge generation intended to inform the narrative of our programs and advocacy, facilitate course correction and adaptations as needed, and to understand change more broadly. Our approach to MEAL respects that there are different ways of 'knowing' and is driven by collective and accessible knowledge generation.	
	We are able to learn from and adapt our strategies so as to improve our ways of working and be as effective as possible in meeting our organizational and program goals.	
	We have processes in place to collect information on how our programs may be contributing to shifts in power relations and social norms. Our systems attempt to track reversals, resistance and backlash that may accompany challenges to gender power relations.[44]	
	We use disaggregated data, gender objectives, and indicators in progress reports and evaluations, to better understand the impact of our work at the individual level.	
	We have clear, systematic processes to document results and learning and to feed them into organizational improvement and reflection.	
	Accountability: We have processes in place to ensure accountability to a variety of stakeholders. These processes (e.g. annual reports, monitoring and feedback systems, external evaluations) help us to maintain strong relationships and to improve our ways of working.	
	Participant feedback: our feedback mechanisms are accessible to the people we work with. Program participants regularly use these mechanisms. We are diligent in using feedback to improve our work and to ensure we are respectful of participants' needs and rights.	

DOMAIN 5 Transformative Gender-Just Programming and Advocacy

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Gender equality and women's rights-focused advocacy and campaigning	We have an advocacy strategy for gender justice that is tailored to different audiences, and is flexible in order to take advantage of new opportunities. Our advocacy initiatives aim to ensure the accountability of government institutions as well as non-state institutions and actors.	
	Our advocacy and campaigning work is based on the latest evidence generated, and rooted in rights-based messaging and gender-just approaches.	
	We consistently monitor and stay up-to-date on cultural, social, economic, environmental, and political developments and use the information to identify and pursue strategic opportunities, and adapt/update our strategy as needed.	
	Our advocacy strategy is comprehensive, accounting for the need to work at different levels (e.g. individual, community, national, regional, and international levels), in order to address the structural causes of exclusion, and bring about meaningful change.	
	We facilitate local women's influence in national, regional, and international advocacy spaces, including training and support. We use participatory methods to actively support and center women and girls in advocacy and influencing activities ("nothing about us without us").	
	We have constructive relationships with relevant decision-makers at various levels (community/district, provincial, national). We regularly work with responsible authorities and duty-bearers, encouraging responsible parties to fulfill and implement their gender justice-related commitments.	
	We have a clear communications strategy that considers target audiences as well as traditional and innovative methods to reach them. Our communications strategy reflects and aligns with our advocacy strategy and objectives.	

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

DOMAIN 5 Transformative Gender-Just Programming and Advocacy

STEP 2 **RATING of Current Capacities**

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Facilitator Instructions:

Upon completing the Step 1 Template for Domain 5, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.

Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

DOMAIN 5 Transformative Gender-Just Programming and Advocacy

STEP 2 **RATING** of Current Capacities

CAPACITY AREA	RATING						SPECIFIC EXAMPLES
	N/A	Nascent or no capacity	Little capacity	Fair amount of capacity	Good amount of capacity	Ideal level of capacity	
	*	0	1	2	3	4	
Design and implementation of programs with strong gender mainstreaming, including standalone, women-centered programs or projects.							
Engaging men and boys as allies and beneficiaries of gender-just communities							
Routine involvement of people we work with in program development and implementation							
Feminist monitoring, evaluation, accountability, and learning							
Gender equality and women's rights advocacy and campaigning							
Subtotals							
Total Points	_____ (amend total if N/A chosen for a capacity area)						
Total Points Possible *	20						
Percentage *(total points divided by total points possible) x 100*	_____%						

***N.B.:** For all domains, if in ranking a given capacity area you and your team decide that area is not a priority or not applicable to your work, deduct 4 points from the **total points possible in this domain** (so that the N/A rating does not affect the overall score for this capacity domain).

STEP 3 Collaborative Assessment and Discussion

Facilitator Instructions:

Bring participants back together into a plenary session. Have a representative from each small group feed back their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.

Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: *Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.*

DOMAIN 6	Safeguarding[45]
STEP 1	IDENTIFICATION of Current Capacities

Overview of Domain:

Power imbalances within organizations are inherent - they exist between and among staff, volunteers, consultants, partners, and people we work with. While efforts can be made to recognize and address power imbalances, organizations have the responsibility to make sure their staff, operations, and programs do no harm to children and vulnerable adults, and that they do not expose them to the risk of harm and abuse. Even if an organization does not have a specific child focus, they must still uphold the rights of children, and safeguard them against actions (intended or unintended) that may place them at risk of all forms of violence and harm, including child abuse and exploitation. A given organization also has a duty to protect its staff, volunteers, consultants, and partners from sexual harassment and bullying by others within the organization. An organization cannot be gender-just unless it strives to ensure the safeguarding and protection of individuals, particularly vulnerable groups.

The focus of capacity strengthening in this domain is to support the alignment of key internal organizational structures, culture and practices with organizational commitments to safeguarding and the protection from sexual exploitation and abuse (PSEA). While the capacity areas are inherently related, they reflect distinctions among safe and ethical programming; protecting vulnerable groups, especially children; and ensuring the safety of all staff, volunteers, consultants, partners, and people we work with.

Facilitator Instructions:

- Divide participants into small groups (e.g. either along operational lines, or mixed). Give each group a set of copies of the Step 1 Template (for Domain 6) as well as the associated Step 2 rating scale template (also for Domain 6).
- In their small groups, ask participants to complete the Step 1 Template for Domain 6, discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of participant capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.

Note to Facilitator: Remind participants that they are not being asked to simply 'tick the boxes'. Concrete examples should be provided, with reference to any successes and/or challenges or obstacles they may be facing. Similarly, additional examples of "what capacity might look like" can be added based on the discussion.

DOMAIN 6 Safeguarding

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Ensuring safe and ethical programming	We have organizational policies, practices, and codes of conduct in place to ensure safe and ethical programming on sensitive issues related to gender norms, as well as children and youth's needs and safety.	
	We have a policy for protecting the privacy and confidentiality of the people we work with, and ensuring informed consent. We make consultants and volunteers aware of this policy. We have accountability mechanisms in place to ensure that the policy is implemented.	
	We ensure that we employ ethical and safe data collection practices guided by 'Do No Harm.' We train staff and volunteers on principles for data collection, management, and use.	
	We have policies and procedures in place to consistently identify and respond to any unanticipated harms, learn from experience, and improve our work. We ensure accessible support services are available to women and young people and other people we work with. We have complaints procedures in place that are understood and used effectively, where complaints are taken seriously and investigated, via a transparent and accountable process.	
Child protection policy and procedures	We have organizational policies, practices, and codes of conduct in place for the protection of children, including legal obligations.	
	We hold regular training to promote awareness of child protection and safeguarding obligations and ensure that all those associated our work are notified of and made aware that they are expected to comply with the policy.	
	We have a reporting mechanism that is independent or external and includes mandatory responsibilities on anyone associated with us to raise an alarm of harm.	
	Our response mechanism prioritizes the well-being of the child, supports those who raise such concerns, and takes seriously the investigation, via a transparent and accountable process, and takes appropriate corrective action to prevent the recurrence of such activity.	

DOMAIN 6 Safeguarding

STEP 1 **IDENTIFICATION of Current Capacities**

CAPACITY AREA	WHAT CAPACITY MIGHT LOOK LIKE	NOTES ON YOUR ORGANIZATION
Safeguarding, Protection from Sexual Exploitation and Abuse (PSEA), and ensuring safety	We have organizational policies, practices, and codes of conduct in place to ensure safeguarding and the PSEA of staff, volunteers, partners, consultants, and people we work with, that apply to all involved and are regularly reviewed. Response mechanisms are "survivor-centered."	
	We have a whistleblowing policy and mechanism that is independent or external, and readily available to staff, volunteers, partners, consultants, and people we work with. Our policy protects the anonymity of complainants and protects them from any negative consequences of reporting.	
	We integrate safeguarding and PSEA into all areas of our organization including recruitment, programming guidelines, and partnership arrangements.	
	We consistently ensure that everyone on staff and board receives training on safeguarding and PSEA. We provide regular refresher training that incorporates new thinking on good practice. All new staff receive training as part of their orientation.	
	We work to ensure that safeguarding and PSEA is embedded at all levels. For example, we have assigned responsibilities where senior management ensures the implementation of measures; and safeguarding and PSEA responsibilities are reflected in role and job descriptions; or there are focal persons designed to receive complaints who are autonomous from management and empowered to investigate and take action.	
	Our organization has budget allocated to support safeguarding measures.	
	Our organization has plans and strategies to ensure the physical safety of staff, volunteers, consultants, partners, and people we work with (including in public spaces, office spaces, and in their homes). We also have plans and strategies to ensure digital security and safety. Our organization is able to map the external context to highlight any threats to safety, and take steps to address and minimize the risks.	
	We have mechanisms to provide appropriate and immediate responses to address violence against WHRDs, including documenting violations. Our responses are WHRD-led.	

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

DOMAIN 6 Safeguarding

STEP 2 | **RATING of Current Capacities**

Note to Facilitator: If in ranking a given capacity area a group decides that area is not a priority or Not Applicable (N/A) to their work, deduct 4 points from the total points possible for that domain (so that the N/A rating does not affect the overall score for this Capacity Domain).

Please encourage participants to rate their organization honestly! There is nothing negative about rating the organization at the 1 or 2 level on a specific capacity area. The worst thing to do is to rate every area unrealistically high (or too low)! Remember that honest reflectiveness is the main purpose of the tool, and recognizing areas for growth is itself a strength. Emphasize that "rating" is not a value judgement (or that indeed it is, but it is meant to be constructive and comes with support for improvement).

In the CAT4GJO workshop, moreover, the conversation and discussions regarding capacity areas are as important as the ratings. It is therefore essential to have a proper documentation system/documenter in place to keep a record of the discussions (as well as it being important for participants to substantiate their ratings with concrete examples).

Facilitator Instructions:

Upon completing the Step 1 Template for Domain 6, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support or justify the assessment - space is provided in the Step 2 template for the score to be explained and substantiated). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully.

Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3, or 4 – they believe most accurately represents the organization's current status and achievements.

For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. They should also include a strong justification for the N/A scoring.

Rating Scale
N/A = not applicable or not a priority for our work
0 = Nascent or no capacity in this area
1 = A little — needs lots of improvement
2 = A fair amount — not enough to reach organization's goal
3 = Good situation with some room for improvement
4 = Ideal level of capacity with little room for improvement

DOMAIN 6 Safeguarding

STEP 2 | **RATING of Current Capacities**

CAPACITY AREA	RATING						SPECIFIC EXAMPLES
	N/A	Nascent or no capacity	Little capacity	Fair amount of capacity	Good amount of capacity	Ideal level of capacity	
	*	0	1	2	3	4	
Ensuring safe and ethical programming							
Child protection							
Safeguarding, PSEA, and ensuring safety							
Subtotals							
Total Points	_____ (amend total if N/A chosen for a capacity area)						
Total Points Possible *	12						
Percentage *(total points divided by total points possible) x 100*	_____%						

*__N.B.:__ For all domains, if in ranking a given capacity area you and your team decide that area is not a priority or not applicable to your work, deduct 4 points from the **total points possible in this domain** (so that the N/A rating does not affect the overall score for this capacity domain).

DOMAIN 6	Safeguarding
STEP 3	Collaborative Assessment and Discussion

Facilitator Instructions:

Bring participants back together into a plenary session. Have a representative from each small group feed back their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" activities if they have been completed.

Through reflection and discussion, ask the group to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements per capacity area. If it appears difficult to easily reach consensus, a paper vote can be taken with the highest category tallied used as the score for a specific capacity area.

Note to Facilitator: *Make sure that the information and group consensus is on a flip-chart copied directly into a master copy of the template for Step 2.*

VII. Using the Assessment Results to Develop a Capacity Strengthening Action Plan

Proposed Time: 2.5 Hours

Purpose: This exercise supports a structured conversation with participants on areas requiring attention, based on an assessment of current strengths and gaps (Steps 1-3 for each domain). The output is a draft Capacity Strengthening Action Plan (Annex 7), which can be further elaborated as required.

Materials: Flip charts, markers, post-it notes or sticky dots, copies of Annex 6: Gender-Just Capacity Strengthening Activities Menu, and copies of Annex 7: Capacity Strengthening Priorities and Next Steps Action Plan.

Process: The process outlined here assumes that the exercise is completed as a plenary session, in the form of a 'prioritization' exercise, as part of the CAT4GJO workshop.

- Flip chart the 22 capacity areas, with the related scores from Step 3. Each participant is given six sticky dots. Ask participants to identify up to six of the priority areas for special attention, allocating their dots accordingly (more than one dot can go on a priority area, if desired).
- Suggest that participants start by looking at the areas with the greatest opportunities for strengthening. Remind them that "focus" is a good practice concept related to capacity strengthening efforts. In general, good capacity strengthening efforts do not try to address all areas at once. Instead, it is important to focus on a few areas, particularly "high leverage" areas that can have a positive impact on other capacity areas. For example, participants might choose to give added weight to capacities listed in the Women's Transformative Leadership domain if they agree that it can be seen a driver of transformative change in other domains.
- Summarize the results of this prioritization exercise; look for clusters and ask participants to comment on them and make suggestions of ways they could begin to strengthen capacity in those areas. Once some degree of consensus has been arrived at regarding which areas to prioritize, the participants can move to action planning, using Annex 7: Capacity Strengthening Priorities and Next Steps Action Plan. This can be done as a plenary or in small groups, working through the columns (with flipcharts to record information). A key tool to be used in the completion of the template, particularly for the column on "Action Items," is Annex 6: Gender-Just Capacity Strengthening Activities Menu. This menu offers a selection of potential activities or action items that could be used to strengthen capacities in each of the domains, though other activities can also be discussed (and creative thinking is encouraged!).

- Once the action items have been determined, the group will indicate how these will be carried out by discussing and populating the "Immediate Next Steps" column, and considering possible timelines for following up different activities. Next, have participants indicate who will be responsible for/participate in implementing the immediate next steps in the "Relevant Staff" column, as well as the relevant resources needed.
- The exact activities to be supported, and by whom, should have support from key staff with decision-making authority in the workshop, although the Capacity Strengthening Action Plan may need to be part of a broader discussion, beyond the workshop setting before beginning implementation. Participants should be encouraged to think strategically about their priorities for capacity strengthening, and what activities need to be resourced and how (e.g. from external funders or internal sources). Remind participants that some activities may not require a budget, and that funds from either external or internal sources may be limited.

BOX 5: Facilitating Effective and Autonomous Action Planning

When thinking of action items, we recommend emphasizing prioritization and encouraging participants to list the items that they believe are the most important and feasible for action and change. Participants should be strongly encouraged to link possible activities with their identified priorities. It might be useful to initially review as a group Annex 6: Gender-Just Capacity Strengthening Activities Menu to identify which activities in the menu they should potentially be working with, based on their priorities. The scope of the Capacity Strengthening Action Plan will depend on the organization's needs, commitment and available resources.

The Capacity Strengthening Action Plan should be something that is owned by participants and not entirely determined by the external resources Oxfam Canada can provide to support capacity strengthening activities. Nonetheless, the template to build a Capacity Strengthening Action Plan (Annex 7) can provide a structured basis for identifying and agreeing on a package of capacity strengthening activities that are able to be internally/externally funded over a given programming period.

VIII. Next Steps and Workshop Debrief

Before closing the workshop, we recommend allotting some time to plan next steps with workshop participants, and clarifying roles and responsibilities (see Annex 5: Sample Workshop Agenda). We recommend emphasizing the importance of monitoring progress on organizational capacity throughout the CAT4GJO process, pointing participants to Section IX: Monitoring, Self-Assessment, and Learning Tools. After the workshop, we also recommend that a follow-up meeting or conversation be arranged with key participants (see Annex 4: Workshop Attendance Sheet) for:

1. A debriefing session about the CAT4GJO, in terms of lessons/takeaways regarding what worked well, and ways in which the facilitation process could be improved; and
2. A review of the Capacity Strengthening Action Plan, particularly in terms of initially proposed timeline, relevant staff, and resources.

We also suggest that the facilitator prepare a report summarizing the outcomes of the CAT4GJO and the Capacity Strengthening Action Plan (Annex 7), and to confirm with participants a process for circulating this within their organization (see Annex 8: Workshop Report Template).

Tanzania Pastoral Women's Council Engendering Change
Credit: Oxfam

IX. Monitoring, Self-Assessment, and Learning Tools

Ongoing monitoring, self-assessment, and learning is a critical part of an intentional and systematic approach to organizational strengthening. Regular monitoring helps partner organizations: 1) to follow the implementation of a capacity strengthening strategy; 2) to measure progress in strengthening capacity; 3) to reflect and learn about the factors that have contributed to or impeded change; and 4) from this information, propose project improvements. That said, organizations are complex systems. This presents many challenges for effective monitoring, self-assessment, and learning from organizational capacity strengthening initiatives. These challenges are far greater for capacity strengthening related to gender-just organizational change such as the CAT4GJO given the fundamental shifts required in individual (staff) attitudes and behaviours as well as in organizational culture and practices.

The sections below explore some of the challenges associated with monitoring, self-assessment, and learning from organizational strengthening through the CAT4GJO, present ideas about how these challenges can be addressed by using a 'learning system' approach, and outline some monitoring tools for CAT4GJO participating organizations.

Towards a Feminist Methodology for Assessing Organizational Change

Assessment and learning to strengthen organizational change efforts need to acknowledge the specific features of such change processes and then ensure that steps are taken to accommodate these by selecting appropriate methodologies. Some key features of gender and organizational change processes are outlined below:

- Progress towards gender justice and transforming power relations does **not follow a linear or predictable trajectory.**
- There is **no objective measure of 'success'** with regards to organizational change. Figuring out whether something works or not often entails first articulating what 'working' or 'success' means to the actors involved. Their definitions will likely differ according to organizational and cultural contexts. This requires the use of participatory monitoring processes, and a **valuing of self-assessment methods**. One example of the outcome of such a process with partners and people we work with is **their** vision of a strong, effective, gender-just organization.
- Attempts to change organizational power relations rarely go unchallenged. Self-assessment approaches must be able to **capture and interpret backlashes and resistance to change** as possible evidence of impact and effectiveness, not necessarily of failure. In some instances, maintaining the status quo may also be evidence of success.
- Similarly, **organizational change can happen in ways that are not necessarily transformative of gender power relations**. Methods must be used to 'get at' this nuance. Increased numbers of women in decision-making positions, for example, may not provide the tipping point towards

gender-just organizational change if they are unable to push through their transformative agenda. At the same time, changes in attitudes and behaviours related to gender and diversity that signal profound individual transformation are difficult to measure.

- Organizations are themselves (micro) systems, but are also **connected to wider systems that have an effect on how change happens** internally. Environmental, economic, political, social, and other contextual factors can play huge, often unanticipated, roles in how organizations define and deliver on their missions. As a result, the best possible outcome measurement will involve documenting changes in line with the capacity strengthening goals and providing evidence that a contribution has been made to the documented change.
- **Organizational change processes take time and even incremental shifts must be valued**. There is often a divergence between expectations of change within the program or project lifespan and the amount of time it would realistically take to achieve the stated outcomes. This needs to be clarified and expectations adjusted accordingly.
- **The embedded nature of gender bias in organizations requires multiple assessment methods** — no single assessment framework can adequately capture all the dimensions of gendered organizational change processes. However, multiple methods can generate rich information to facilitate sense-making of capacity strengthening strategies, interventions, and outcomes.
- **Different stakeholders in the capacity strengthening program may have different information needs** that require careful consideration from the outset regarding the uses and users of data generated by monitoring, self-assessment, and learning. As above, this may require the use of multiple methods.

A Learning System Approach and the CAT4GJO

Oxfam Canada takes a learning system approach to monitoring, self-assessment, and learning from gender-just organizational strengthening through the CAT4GJO. This learning system is designed to respond to the challenges noted above — it is an evolving approach, which we are continuously working to improve. It is an essential framework for assessing our projects in a participatory way and learning what areas need improvement. This approach ensures that monitoring, self-assessment, and learning from organizational capacity strengthening involves a constant process of questioning, learning, drawing lessons-learned, and improving project activities in response to those lessons.

The information generated from on-going monitoring, self-assessment, and learning from participants undergoing the CAT4GJO process is critical for measuring progress and making sense of 'what is working' and 'what is not' to achieve their gender justice goals and aspirations. This information is also important for downward accountability to people we work with who have the most to gain from building strong, effective, gender-just organizations.

Given the diverse information needs — along with the methodological challenges of participatory processes for self-assessment of gender-just organizational change — Oxfam Canada's learning system involves the use of multiple monitoring methods, both quantitative and qualitative. Mixed methods have a greater likelihood of capturing the knowledge and perspectives of different actors as well as the complex nature of the processes related to individual and organizational changes to advance gender justice and women's rights.

IX. Monitoring, Self-Assessment, and Learning Tools

There are other elements to a learning system that are not outlined here, but which should be included as important components of a capacity strengthening initiative's learning system. Information from these sources, where they exist, can be used to triangulate findings from the monitoring data derived from these, or other, monitoring tools. They are also crucial inputs into sense-making exercises and learning events. These could include monitoring reports, financial reports, evaluations, gender audits, reviews, meeting minutes, or other feedback mechanisms.

Tools for Monitoring, Self-Assessment, and Learning from Organizational Capacity Strengthening

Three tools are included in this section:

Monitoring Tool 1: Capacity Strengthening Self-Assessment Monitoring Chart

This quantitative tool helps CAT4GJO participants to monitor progress on their overall organizational capacity strengthening through an annual self-assessment process.

Monitoring Tool 2: Focus Capacity Strengthening Areas Monitoring Chart

This qualitative tool allows partners to reflect on progress in their self-identified focus capacity areas and Capacity Strengthening Action Plan (Annex 7). The tool is designed to generate more in-depth data and analysis of capacity changes that have potentially resulted from activities completed and to highlight areas for improvement.

Monitoring Tool 3: Significant Organizational Change Story

This qualitative tool is designed to elicit reflection and learning on organizational (or individual) change processes linked to capacity strengthening from participating the CAT4GJO. Through a storytelling methodology, the technique is used to encourage participants to dig deeper and to understand the critical events and enablers of organizational changes they have experienced. The stories provide rich data for project-level learning and improvement, as well as evidence of gender-just organizational change, or results.

Frequency and Process for Long-Term Organizational Capacity Strengthening

It is recommended that organizations undergoing the CAT4GJO be monitored on an annual basis. One quantitative tool and two qualitative tools support annual monitoring (See Monitoring Tools 1, 2 and 3). We recommend holding a shortened CAT4GJO progress review and check-in annually (or in the years when a full CAT4GJO workshop is not conducted in multi-year programs) with organizations, ideally in the form of a 2-3 hour workshop with as many of the participants as possible who attended the initial CAT4GJO workshop. If this is not possible, a face-to-face meeting or teleconference between your lead staff and key staff from partner organizations should be organized.

Monitoring Tool 1: Capacity Strengthening Self-Assessment Monitoring Chart

As background to this monitoring exercise, minutes and completed templates from the previous year should be reviewed by all parties. Representatives from the participating organization should be encouraged to review their previous scores and to consider what changes may have happened over the past year to support or inhibit capacity levels in each of the areas. These can be noted in detail on a

clean Step 2 Rating of Current Capacities Template (See Section VI: CAT4GJO Templates). Scores can then be transferred to Monitoring Template 1.

As you can see, Monitoring Tool 1 can be used to compare scores over time. The template can be transferred to an Excel spreadsheet or to survey software for ease of analysis.

It is important to remind participants that there may not have been direct interventions in many of the capacity areas, since the Capacity Strengthening Action Plan was designed to focus on a select number of capacity areas. Still, it is useful for them to continue to track changes across all areas, as changes in one capacity area may have had an (intended or unintended) impact on others. Or, indeed, other organizational dynamics may have contributed to capacity changes. These should be discussed and noted where relevant.

We have also found that participants may rate their capacities lower in the second year than the first, which may require some probing. Changes in an organization from one year to the next may negatively impact capacity in some way, for example. However, another possible explanation is the fear that evaluative exercises such as the annual self-assessment may jeopardize standing or future funding. Thus, some organizations might have rated themselves highly in the first year due to such a fear. As the program progressed, and trust deepened, there may have been a realization that they could be more nuanced and realistic about their ratings. Another possible explanation is that the strengthening activities undertaken in the first year surfaced for these organizations' issues that had not been obvious at the first self-assessment. Thus lower ratings in the second year may reflect, at least for some organizations, their growing understanding of the depth of organizational change required to achieve their organizational capacity strengthening objectives. Finally, the inconsistency in scoring may also be attributed to the skill of the facilitator in opening up frank and honest discussions.

For project monitoring purposes, instead of monitoring changes across all capacity areas, we suggest monitoring changes in the aggregate score for each of the six domains, especially for large programs with several participating organizations. Individual organizations may find it more helpful to continue to monitor all capacity areas internally.

It is advisable to do this as an Excel spreadsheet

MONITORING TOOL 1: CAPACITY STRENGTHENING SELF-ASSESSMENT MONITORING CHART					
Capacity Domain	**Capacity Strengthening Focus Area?**	**Initial Assessment Rating, Date:**	**Re-assessment Rating, Date:**	**Re-assessment rating, Date:**	**Re-assessment Rating, Date:**
DOMAIN 1: WOMEN'S TRANSFORMATIVE LEADERSHIP					
Capacity for reflective leadership on gender and diversity	*e.g. Yes*	*e.g. 2*	*e.g. 3*		
Capacity to cultivate women's confidence and leadership capacity	*e.g. Yes*	*e.g. 1*	*e.g. 2*		
	Capacity Domain Total	*3*	*5*		
DOMAIN 2: GENDER-JUST STRUCTURES AND PROCESSES					
Capacity to 'live the values' of gender justice and women's rights					
Capacity for collaborative management and decision-making					
Capacity to cultivate an organizational culture of self-care and collective-care					
Capacity to adhere to environmental policies and implement environmental best practices					
	Capacity Domain Total				
DOMAIN 3: ORGANIZATIONAL RESILIENCE AND SUSTAINABILITY					
Capacity to undertake strategic planning					
Capacity to mobilize and manage resources					
Capacity for gender-responsive financial management					
Capacity to undertake an intersectional approach to operations and programs					
Capacity to foster intergenerational learning and exchange					
	Capacity Domain Total				

MONITORING TOOL 1: CAPACITY STRENGTHENING SELF-ASSESSMENT MONITORING CHART					
Capacity Domain	**Capacity Strengthening Focus Area?**	**Initial Assessment Rating, Date:**	**Re-assessment Rating, Date:**	**Re-assessment rating, Date:**	**Re-assessment Rating, Date:**
DOMAIN 4: STRATEGIC GENDER JUSTICE RELATIONS AND LINKAGES					
Capacity to work in networks/coalitions					
Capacity to communicate and share knowledge					
Capcacity for fostering, strengthening, and sustaining movements					
Capacity Domain Total					
DOMAIN 5: TRANSFORMATIVE GENDER JUSTICE PROGRAMMING AND ADVOCACY					
Capacity to design and implement gender transformative programs					
Capacity to engage men and boys					
Capacity to routinely involve the people we work with in program development and implementation					
Capacity for feminist monitoring, evaluation, accountability, and learning					
Capacity for women's rights and gender justice focused advocacy and campaigning					
Capacity Domain Total					
DOMAIN 6: SAFEGUARDING					
Capacity to ensure safe and ethical programming					
Capacity to ensure child protection					
Capacity for safeguarding, PSEA, and to ensure safety					
Capacity Domain Total					

Monitoring Tool 2: Focus Capacity Strengthening Areas Monitoring Chart

This tool focuses on monitoring and learning from specific activities that have been implemented in relation to the focus areas in the Capacity Building Action Plan. Either in a workshop setting or a face-to-face meeting, representatives from participating organizations in the CAT4GJO should work to complete the monitoring tool, expanding as necessary to include greater detail.

To begin with, the information in the first three columns should be inserted from their previously developed Capacity Strengthening Action Plan. Then, participants complete the final column, which asks for a summary of accomplishments and contributing factors, referring back to the completed CAT4GJO Templates for Steps 1 and 2 from the previous year.

Participants should be encouraged to share concrete examples of capacity strengthening activities that have been conducted, though they may also find the tool helpful for monitoring their overall Capacity Strengthening Action Plan. The discussion should consider whether changes should be made to the Capacity Strengthening Action Plan in light of any significant findings from the annual CAT4GJO progress review or workshop. The information shared can be collated across participating organizations to add greater depth to the quantitative results from Monitoring Tool 1.

Making coffee, Ethiopia
Credit: Oxfam

(It is advisable to do this as an Excel spreadsheet)

MONITORING TOOL 2: FOCUS CAPACITY STRENGTHENING AREAS MONITORING CHART			
Focus Capacity Strengthening Area (Reference Capacity Domain)	**Summary of Actions Needed to Achieve Desired Capacity Level (Including Timeframe)**	**Proposed Capacity Strengthening Activities to Improve Capacity Level (Reference Gender-Just Capacity Strengthening Activities Menu)**	**Accomplishments and Progress Towards Strengthening Capacity Levels (Including Challenges; Reference CAT4GJO Templates 1 and 2)**
Example: Capacity to undertake Strategic Planning/Gender-Just Internal Operating Systems	*Example:* Strategic Plan developed by next year with a gender justice focus. Staff capacity strengthened on strategic planning and inclusive, participatory, and intersectional approaches to strategic planning.	*Example:* create space (timeline, key milestones, information management, and workplan) for strategic planning process within next year, including an inclusive staff process and participatory consultations with key stakeholders and people we work with (e.g. women, youth, men and boys, people with diverse SOGIE, government, community leaders, etc.). Development or review of strategies for organizational learning and adapting with action plans in relation to strategic planning. Development or review of strategies for intersectional learning and exchange and action plans, including supporting lived-experience, in relation to strategic planning.	*Example:* Senior management attended strategic planning training contributing to new energy and vision for organization. Facilitator hired with strong background in gender justice and women's rights, including conducting inclusive and participatory strategic planning processes and integrating an intersectional approach. Strategic planning session held involving 20 staff representing all departments and across levels of the organization. Participatory consultations held involving key stakeholders and the people we work with. New Strategic Plan currently being developed. Funding situation created challenges in raising money for women's rights work; resulted in narrowing focus of work which is reflected in Strategic Plan, etc.

Monitoring Tool 3: Significant Organizational Change Story

This tool is designed to elicit reflection and learning on organizational (or individual) change processes linked to capacity strengthening initiatives. It borrows from storytelling methodologies, used to dig deeper and understand the critical events, enablers, and successes for gender-just organizational change among CAT4GJO participating organizations.

In a workshop setting, facilitator(s) support participants to identify stories and work through the key factors and actors for change in groups, to create a set of two to four change stories from the participating organization.

Photographs or video clips may also be useful as supporting documentation for these stories.

Participants are encouraged to identify significant change stories that best represent their organization's transformation or journey in becoming a more effective, gender-just organization in a critical, analytical, participatory, and reflexive way.

Collectively, these significant change stories, documented through Monitoring Tool 3, give a rich picture of gender-just organizational changes and the factors that contributed to these changes. For a large, multi-year organizational capacity strengthening project, it is possible to examine a set of stories for patterns of change across different regions, types of organizations, and over time, as well as exploring interesting outlier stories describing organizational change. For each annual monitoring exercise, it is possible to define parameters: for example, one year a suggested focus could be stories that relate to Domain 1, while another year the focus could be on Domain 3, or change stories could vary year-to-year by capacity area, and so on.

(Pakistan) Hooran, 40, has received training on Climate Change Adaptation, Disaster Risk Reduction, Women's Leadership and Alternate Livelihoods. Here she sits with Zebo, another community leader from her village.
CREDIT: Khaula Jamil/OxfamAUS

MONITORING TOOL 3: SIGNIFICANT ORGANIZATIONAL CHANGE STORY	
Change Story: Please share a story about 'significant change' your organization has experienced over the past year that you believe is related to a capacity strengthening intervention. Please indicate the related Capacity Domain or Area if possible (to support the collection and analysis of the stories).	
Analysis of Factors and Actors	
"Why was this change ('issue' or 'problem') perceived as an important one in your context?	
(In other words, what was the issue the capacity strengthening intervention sought to address?)"	
What happened?	
Who was involved?	
Where did it happen?	

MONITORING TOOL 3: SIGNIFICANT ORGANIZATIONAL CHANGE STORY	
When did it happen?	
Why did it happen?	
What enabled the change to occur?	
What challenges did you face in enabling this change?	
What did your organization do with or as a result of this change?	
Why do you consider this change significant?	
What Capacity Domain or Area is the change related to?	
Did the change have any ripple effects resulting in unintended change(s) in other Capacity Domains and Areas?	

ANNEXES

Annex 1: Oxfam Canada's Ten Feminist Principles

The following is a summary of Oxfam Canada's Ten Feminist Principles, collaboratively developed by Oxfam Canada staff in 2018. For a background on how these principles were developed, further elaboration on the specific principles, as well as Oxfam Canada's efforts to live this approach, please see the document in full.[46]

Support transformative change: Our approach seeks transformative change to redresses historical power imbalances between women and men.

Recognize power and privilege: Our approach shines the light on patriarchy which is a system of power that maintains the unequal division of power (and privilege) between men and women all across the globe.

Put women's rights actors at the centre of our work: We place women's rights actors at the centre of our work, strengthening their organizations, amplifying their voices, and supporting their projects.

Honour context and complexity: Our approach brings a feminist analysis to context, highlighting the need for context-specific strategies when working gender equality and women's rights.

Celebrate diversity and challenge discrimination through an intersectional approach: Our approach embeds an intersectional lens in our feminist analysis to highlight people's multiple identities and ways in which these shape the power they can (or cannot) exercise.

'Nothing about me without me': Applying a feminist approach to working with partners and communities, means igniting agency and ensuring that women and their organizations are included in decision-making processes in all matters that affect them.

Do no harm: Our approach to risk assessment, protection and safe-guarding at all times takes into consideration how gender norms create inequalities of power that disadvantage women and girls, including women staff.

Balance learning and accountability: Applying a feminist lens to MEAL means that we support program partners to take the lead in MEAL practices, while strengthening their capacity to do so.

Support knowledge for transformative change: Our approach to knowledge generation acknowledges that the processes by which knowledge is produced, disseminated, and used can be either transformative of gender and power relations or uphold existing power relations.

Commit to organizational transformation: Applying a feminist lens to our work as an organization means that we cannot legitimately work to promote gender equality and women's rights unless we show leadership in what it means to be an organization living its feminist values.

ANNEXES

Annex 2: What Gender-Just Organizations Might Look Like[47]

In a strong, effective organization with capacity to advance gender equality and women's rights:

1. There is gender equality in staffing at all organizational levels.
2. All aspects of organizational structure and procedures aspire to be are gender-just, intersectional, and inclusive. There is overall ongoing organizational reflection around performance, the inclusion of gender and gender training needs.
3. There is an official organizational policy on gender equity and safeguarding, which is reflected in actions, with an accountability mechanism and equity grievance processes.
4. There is an ongoing staff development program for building women's confidence, assertiveness, and capacity, including the next generation of leaders.
5. Gender equality is a strong central element in programming, which is gender-transformative, intersectional, and empowering of partner organizations, communities and individuals.
6. Leadership and decision-making is decentralized by ensuring transparency and the inclusion of all-levels of staff.
7. Programming is attentive and flexible in listening to and working with communities and individuals, responding to their needs.
8. The organization is seen as a credible partner/player by other gender-engaged local, national, and international agencies.
9. The organization is able to influence and provide leadership to government and community agencies, stakeholders, and people they work with through political positioning, effective communication, policy influence, networking, and knowledge sharing, where possible.
10. The organization supports and facilitates space for accessible collective and self-care practices for staff, volunteers, and partners.

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Annex 3: Organizational Profile Sheet

This organizational profile sheet is a guide for the basic type of information that will be important to collect. Information collected can be more detailed based on the needs of the program and organizations involved.

FULL NAME:				
ACRONYM:				
COUNTRY:				
Total number of staff (women/men/non-binary)			**Annual Budget (CAD) (or other based on Oxfam categories)**	
Women	Men	Non-Binary	❑ less than 10,000 CAD	❑ 200,000-499,999 CAD
#	#	#	❑ 10,000-49,999 CAD	❑ 500,000-999,999 CAD
			❑ 50,000-199,999 CAD	❑ More than 1 million CAD
Number of people who participated in the process (women/men/non-binary):			**Type of Organization (Tick all that apply)**	
Women	**Men**	**Non-Binary**	❑ Feminist Organization	❑ Children's Rights Organization
#	#	#	❑ Women's Rights Organization	❑ Youth Organization
Who participated in the assessment process? Number of Members/staff from the following departments:			❑ Network	❑ Grassroots/Community-Based Organization
Board		#	❑ Development Organization	❑ Union
Management		#	❑ Civil Society Organization	❑ Research Institution
Programs		#	❑ Human Rights Organization	❑ Private Sector
Advocacy & Policy		#	❑ Farmer/Cooperative Organization	❑ Public Institution
Marketing/Outreach/Comms		#		
Finance		#		
Admin/IT/Logistics		#		
Volunteers		#	❑ Other: _____	
Other		#		

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Annex 4: Workshop Attendance Sheet

	PARTICIPANT NAME	M/F/NB	DEPARTMENT	POSITION TITLE	CONTACT INFO: EMAIL ADDRESS/PHONE #	DATE	SIGNATURE
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

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Annex 5: Sample Workshop Agenda

Below is a sample 3 day agenda that could be used as a reference for developing a CAT4GJO workshop with 12-15 participants. Please note that depending on whether your group of participants is smaller or larger, you may wish to shorten or lengthen this agenda accordingly.

Day 1

TIME	ACTIVITY
8:30	Welcome
8:45	Introductory Sessions and "Setting the Scene" - Exercise 1 – Introductions, Definitions, and Getting to Know Each Other (30 min)
9:15	Exercise 2: Identifying my own Beliefs Around Women's Rights and Gender Justice (45 min)
10:00	Exercise 3 - What are feminist values and what does it mean to be a gender-just organization? (45 min)
10:45	Coffee break/icebreaker (15 min)
11:00	Exercise 4: 10 Characteristics of Strong, Effective, Gender-Just Organizations (45 min) – or pick another exercise from the additional list in Annex 10: Team Building and Values Clarification Exercises
11:45	Thinking About Your Own Power and Privilege or Thinking About Collective and Self-Care from Annex 10 (or another exercise from the additional list) (45 min)
12:30	Lunch (60 min)
13:30	Filling out the CAT4GJO: Understanding and Contextualizing Capacities (90 min)
15:00	Coffee break/icebreaker (15 min)
15:15	Capacity Domain 1 (70 min total) • Step 1: Identification of Current Capacities (15 min) • Step 2: Rating Current Capacities (15 min) • Step 3: Collaborative Assessment and Discussion (40 min)
16:25	Close of Day 1 (20 min)
16:45	END

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Day 2

TIME	ACTIVITY
8:30	Welcome and Recap (15 min)
8:45	Capacity Domain 2 (70 min total) • Step 1: Identification of Current Capacities (15 min) • Step 2: Rating Current Capacities (15 min) • Step 3: Collaborative Assessment and Discussion (40 min)
9:55	Capacity Domain 3 (70 min total) • Step 1: Identification of Current Capacities (15 min) • Step 2: Rating Current Capacities (15 min) • Step 3: Collaborative Assessment and Discussion (40 min)
11:05	Coffee break/icebreaker (15 min)
11:20	Capacity Domain 4 (70 min total) • Step 1: Identification of Current Capacities (15 min) • Step 2: Rating Current Capacities (15 min) • Step 3: Collaborative Assessment and Discussion (40 min)
12:30	Lunch (60 min)
13:30	Capacity Domain 5 (70 min total) • Step 1: Identification of Current Capacities (15 min) • Step 2: Rating Current Capacities (15 min) • Step 3: Collaborative Assessment and Discussion (40 min)
14:40	Energizer (10 min)
14:50	Capacity Domain 6 (70 min total) • Step 1: Identification of Current Capacities (15 min) • Step 2: Rating Current Capacities (15 min) • Step 3: Collaborative Assessment and Discussion (40 min)
16:00	Coffee break for participants, facilitator inputs remaining data into online template (15 min)
16:15	Reviewing and Interpreting Results (45 min)
17:00	Close of Day 1 (15 min)
17:15	END

Day 3

TIME	ACTIVITY
8:30	Welcome and Recap
8:45	Developing a Capacity Strengthening Action Plan (165 min total) •Priority Setting (45 min) • Action Plan: Capacity Strengthening Priorities and Next Steps Worksheet (60 min) • Coffee break (15 min) in the middle • Plenary review of Action Plan (45 min)
11:30	Planning and next steps (60 min)
12:30	Lunch (60 min)
13:30	Planning and next steps cont'd (60 minutes)
14:30	Reflections and close of workshop (30 min)
15:00	Goodbye Exercise (20-30 min)
15:30	END

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Annex 6: Gender-Just Capacity Strengthening Activities Menu

TABLE 1: CAPACITY STRENTHENING ACTIVITIES MENU

	CAPACITY DOMAIN	MENUS OF ACTIVITIES (NOT EXHAUSTIVE!) *Add boxes for additional activities that emerge for your organization*
DOMAIN 1	Women's Transformative Leadership	❑ Development or review of women's leadership development strategy, including intergenerational leadership
		❑ Reflective organizational processes and spaces to explore transformative change
		❑ Training on gender-sensitive Management and Board development
		❑ _____
DOMAIN 2	Gender-Just Structures and Processes	❑ Reflective organizational processes and spaces on core values related to gender and diversity, including exploring collective and self-care needs and practices for staff and partners
		❑ Integration of gender into organizational vision, mission, core principles
		❑ Organizational Gender and Diversity Audits
		❑ Development or review of gender and diversity HR policies/practices and action plans
		❑ Development or review of gender-just organizational culture practices (e.g. self-care practices, proactive and reactive policies to prevent and respond to emotional stress and staff burnout, flexible/alternative working policies, etc.)
		❑ Training on gender and diversity awareness
		❑ Establishing recreational team building activities where participation is voluntary
		❑ Development or review of environmental policies, structures, and best practices
		❑ _____

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	CAPACITY DOMAIN	MENUS OF ACTIVITIES (NOT EXHAUSTIVE!) *Add boxes for additional activities that emerge for your organization*
DOMAIN 3	Organizational Resilience and Sustainability	❑ Strategic planning, including participatory consultations with key stakeholders and people we work with (e.g. women and young people)
		❑ Financial management systems development, and training; accounting software
		❑ Development or review of fundraising strategy
		❑ Development or review of strategies for organizational learning and adapting with action plans
		❑ Development or review of accountability plan involving multiple stakeholders
		❑ Development or review of Strategies for intersectional learning and exchange and action plans, including supporting lived-experience
		❑ Training in intersectionality, including peer learning spaces
		❑ Training in gender-responsive budgeting, gender budget monitoring, and other policy monitoring tools
		❑ Training in fundraising
		❑ Training in results-based management
		❑ _____
DOMAIN 4	Strategic Gender-Just Relations and Linkages	❑ Mapping and/or analysis for identifying strategic, diverse partnerships and networks
		❑ Development or review of partnership roles, responsibilities, coalition bylaws and/or statements of commitment
		❑ Development or review of partnership/coalition communications processes and decision-making structures
		❑ Conflict resolution processes and skills
		❑ Development or review of shared knowledge and learning strategy
		❑ Development or review of partnership/network funding strategy, including outreach to diverse movement base
		❑ Development or review of knowledge sharing strategy
		❑ Development or review of Information sharing initiatives
		❑ Training in facilitation and negotiation skills building
		❑ _____

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	CAPACITY DOMAIN	MENUS OF ACTIVITIES (NOT EXHAUSTIVE!) *Add boxes for additional activities that emerge for your organization*
DOMAIN 5	Transformative Gender-Just Programs And Advocacy	❑ Development or review of feminist MEAL frameworks and systems
		❑ Development or review of gender toolkits
		❑ Development or review of advocacy, communications and/ or campaigning strategy
		❑ Strategy for regular engagement of people we work with in program planning, development, implementation and evaluation
		❑ Development or review of feedback processes involving multiple stakeholders, including people we work with
		❑ Strategy and practical guidance for directly working with men and boys
		❑ Training in gender analysis and rights-based approach
		❑ Training in gender policy analysis and research
		❑ Training in feminist MEAL, including data collection and knowledge generation for programs and advocacy, and participatory action and feminist research methodologies
		❑ Training in gender-sensitive advocacy, communications, and/or campaigning
		❑ Training in advocacy, communications, and/or campaigning for gender justice
		❑ Risk assessment and mitigation strategies, mapping and analysis of allies/opposition
		❑ Training in communications skills
		❑ Training in information technology, video, social media skills
		❑ _____
DOMAIN 6	Safeguarding	❑ Development or review of safeguarding, PSEA and whistleblowing policies and mechanisms
		❑ Development or review of policies and common institutional practices on children and youth needs, rights and safety
		❑ Development or review of digital safety and security policy and systems
		❑ Development or review of safety at work and public spaces policy and systems
		❑ Training on responding to WHRDs at risk
		❑ Ethical guidelines for programming, including on beneficiaries' privacy and confidentiality, and ensuring informed consent
		❑ Integration of safeguarding, PSEA and child protection responsibilities in all operations and programs, including in job descriptions
		❑ Integration of safeguarding, PSEA and child protection in partnership and consultancy agreements
		❑ Establishing effective and appropriate response mechanisms that are "survivor-centred" and corrective action
		❑ Training in safeguarding, PSEA, and child protection for all staff and volunteers
		❑ _____

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Annex 7: Capacity Strengthening Priorities and Next Steps Action Plan

SELECTED CAPACITY STRENGTHENING PRIORITIES		ACTION ITEMS	IMMEDIATE NEXT STEPS (NEXT 6 MONTHS)	RELEVANT STAFF	RESOURCES
Domain					
Domain					
Domain					
Domain					
Domain					
Domain					

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Annex 8: Workshop Report Template

(Organization Name): _____

(Workshop Dates): _____

(Location): _____

Organization Overview:

(Provide brief overview on organization's background, vision, mission)

_____

Project/Program Background

(Provide a brief overview of the relevant project/program that the organization is about to implement)

_____

Workshop Overview:

(Provide details on the structure of the workshop, staff members that participated, how the groups divided themselves, etc.)

_____

Workshop Adaptation Methods:

(If you adapted aspects of the CAT4GJO workshop, provide details on how you adapted the workshop methodology - e.g. definitions, sample agenda, setting the scene exercises, etc - and why - e.g. cultural sensitivity, time constraints, level of understanding, or other reasons).

_____

Assessments

(Using the online reports, please include the assessment ratings here, divided by Capacity Domain and Capacity Area)

(Please also include any key points that came up in the discussion for each Domain and/or Area, as well as notes from the discussion that provide context as to why the assessment was given. For example, whether there was disagreement about the scoring for a given Capacity Area, why the specific assessment was given, relevant examples used to substantiate a given score, etc. – this is very useful information.)

_____

Capacity Strengthening Action Plan

(Include the agreed upon Action Plan developed by the group.)

_____

Lessons Learned

(Include any lessons learned from the process of undertaking the workshop, both from the point of view of the facilitator, and any feedback given from participants. Please share feedback on two types of lessons learned: 1) for the organization, as in, what did this process reveal about the organization's structures, culture, processes, etc. and 2) what are the lessons learned that should be taken into consideration for the next round of this assessment process, so that process is more useful/successful for the organization?)

_____

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Annex 9: What Does Collective and Self-Care Mean?[48]

If time permits, do Exercise 4: Thinking About Collective and Self-Care (Annex 10).

Physical, mental, and emotional health and well-being are continuously affected by trauma, violence, weather, diet, environment, news, relationships, work, and daily life. There is growing recognition within women's and gender justice movements of the importance of well-being and overall health as we deal with these daily realities in our work, activism, and personal life, which may often overlap. Collective and self-care is a political act for self-preservation that means taking care of our bodies, our minds, and our spirits so that we do not burn out, but are able to sustain our strength and continue our work on women's rights and gender justice. Some collective and self-care strategies may include:

For Organizations:[49]

Not all organizations will have financial resources readily available, below is a list of suggestions that may or may not have cost implications.

- Development of gender-just work culture and practices, such as flexible/alternative working policies, annual leave policies, and child care support.
- Proactive and reactive policies to prevent and respond to emotional stress and staff burnout, such as rotation of personnel or change in responsibilities before burnout sets in.
- Invest in team building activities such as a social fund, if possible, or regular time allocated to recreational activities, such as finishing early every other Friday or a once a month "team snack and catch-up."
- Activities or initiatives aimed at promoting health such as fixed dates for medical check-ups, encouraging regular and active breaks, such as lunchtime yoga, or providing free fruit.
- Provide space and time to deal with experiences and internal conflicts that relate to work dynamics, tensions, and practices. Participation in these spaces must be voluntary.

For individuals:

- Take vacation time and do not check e-mails.
- Set clear boundaries for your time, role(s), and responsibilities so that you do not take on more than you can or feel is fair.
- Listen to your body. If you feel tired, groggy, or unhealthy, take a break. Do something or eat something that usually makes you feel healthier and better.
- If you find collective spaces are not reflecting your needs, are triggering, or make you feel invisible, you can either step away or seek people with similar experiences to form a caucus for collective-care and solidarity. This caucus can be a mechanism to relay to the wider group your concerns, as well as ideas for how to work towards a more gender-just space and environment.
- Breathing exercises are an effective way to let go of the tension that accumulates in the body. See Capacitar Emergency Response Kit (listed in Bibliography) for specific exercises.

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Annex 10: Team Building and Values Clarification Exercises

Included below are a varied selection of exercises designed to suit different groups depending on the context (such as the composition of the group or how well they know each other). Some parts might be triggering for participants, so please do stress that participants are able to take time out if needed. Be aware of power dynamics related to senior and junior staff representatives, and between representatives from smaller community-based organizations and larger NGOs.

Pick the exercise that suits your need or context the most. All exercises can be shortened if time is limited by reducing the rounds of discussions or the number of reflective questions asked. For definitions of specific terms, please refer to the definitions section at the beginning of this document.

Exercise 1: Introduction and Getting to Know Each Other[32]

Proposed time: 30 mins

Purpose: The aim of this session is to help participants to get to know each other and set a tone for open and honest discussions for the workshop. Giving space for participants to narrate stories about experiences or themes can help them feel listened to and valued. Giving extra time to this section can help integrate newer members to the group and build a rapport among participants.

Materials: Enough room to move around the room, projector with the questions below

Facilitator Instructions

- Tell participants to walk around the room. At some point stop them and tell them to find a partner to talk to. Preferably someone they don't already know.
- Once they are in pairs, tell them to take turns speaking without any interruptions. Listeners only listen. Each participant gets 90 seconds to speak.

- Each participant is to answer the following:
  - » Name
  - » How I am feeling today
  - » What I appreciate about myself/what I consider my greatest strength to be
  - » What I appreciate most about my organization/group
  - » What I appreciate about being here today
  - » What my hopes/ expectation for this meeting are
- Repeat this for another round in pairs.
- Then for the third and final round, get the participants to repeat this in groups of four – it is okay if not everyone in this group is new to each other.

Note to facilitator: put the questions up on a PowerPoint slide for participants to refer to during the exercise.

Exercise 2: Thinking About Your Own Power and Privilege[50]

Proposed time: 45 to 60 mins depending on group reflection

Purpose: The aim of this session is to raise consciousness, encourage participants to reflect on their own power and privilege, and to think about how multiple and intersecting forms of discrimination can shape a person's experience in the world.

Materials: Pens, print out of the list of statements below

Facilitator Instructions:

- Explain to participants that this exercise is designed for personal reflection on their own power and privilege in society.
- Read the statements out loud in plenary while participants quietly reflect on their own answer. You may choose to provide handouts of the following statements so participants can read them alone.
- Each participants is to answer yes or no to the questions on a piece of paper. They do not have to share the answers.

1.

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1. When I walk alone at night, I never have to worry about my safety or fear harassment.
2. I never have to worry about being discriminated against for the colour of my skin.
3. I feel confident that I will never be harassed when I am with the person I am dating.
4. If I need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
5. I never feel unwelcomed or worried about walking around such as on the streets, going into shops or other public spaces.
6. When I attend a public space, I never worry if I am able to access it for mobility issues such as stairs.
7. I never have to worry about how I sound in a professional meeting based on my accent, my tone or the words I use.
8. I never have to worry about other people mis-gendering me.
9. I never have to worry about how other people see me based on the clothes I choose to wear.
10. I feel confident that I get treated the same as the male colleagues I work with.

INDIVIDUAL REFLECTION: invite two or three people to share their reflections on:

- How this exercise made you feel?
- Were any of the answers surprising?

If there are no volunteers, you can explain that this exercise was aimed at consciousness-raising and how our identities shape the way we experience the world, including feeling valued and safe.

GROUP REFLECTION: ask the group to think about why someone would answer:

- No to statement 3
- No to statement 4
- No to statement 8

You can pick any of the statements below, the aim of this section is to get participants to think not only about gender-based discrimination, but the multiple and intersecting forms of discrimination that exist.

Note to Facilitator: if desired, you can modify or add statements contextualized to the local context, if you feel that there are other power and privilege-related issues that would be helpful to acknowledge and bring to the surface with the group, or if you feel that the language of the statement is not reflective of your context (e.g. the reference to dating in Statement 3).

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Notes to facilitator and points to emphasize:

Individuals are different. Women and other groups of people are not homogenous. This means each individual will have a different experience based on who they are and how the world perceived them. For example, a white, middle class woman will have specific experiences that are distinct to that of a man of colour, or a white man living with a disability, or an immigrant who identifies as non-binary.

Power and privilege not only shape how we experience the world but also how we see the world. Explain to participants that it is okay to not understand everything that someone else may experience. The important thing is to listen to those most affected by issues and to know that just because something does not happen to you, it does not mean it is not true.

- If needed, elaborate on the difference between prejudice and discrimination. For example, in North America some people might argue that stereotypes or prejudice exist not only towards people of colour, but white people as well, and that white people can thus be subjected to "reverse racism" or discrimination. Note that while a certain group (e.g. people of colour) can direct prejudice towards another group (e.g. white people), in this case the absence of people of colour's systemic relationships of power over white people entails that this does not constitute discrimination.[51]
- Recognizing multiple and intersecting forms of discrimination means understanding that gender intersects with other identities (e.g. race, ethnicity, caste, age, sexual orientation, religion, socio-economic class, ability) to create multiple forms of discrimination and denial of rights.
- When undertaking gender justice work or designing gender justice programming, it is important to keep in mind how certain groups might be excluded and how gender justice work seeks to challenge the structures and invisible barriers that discriminate against those with less power.
- Any gender-just organization should seek to challenge and dismantle these systems of oppression by critically reflecting on its own internal structures and processes, that may inadvertently instil the existing visible and invisible power of balance in society.
- Any gender-just programming should seek to challenge and dismantle these systems of oppression by critically reflecting on the design, process, and implementation of programmes that inadvertently instil the existing visible and invisible power of balance in society, including empowering recipients to participate and make decisions.

Exercise 3: Thinking About Myself and the Conditions that Affect Me[52]

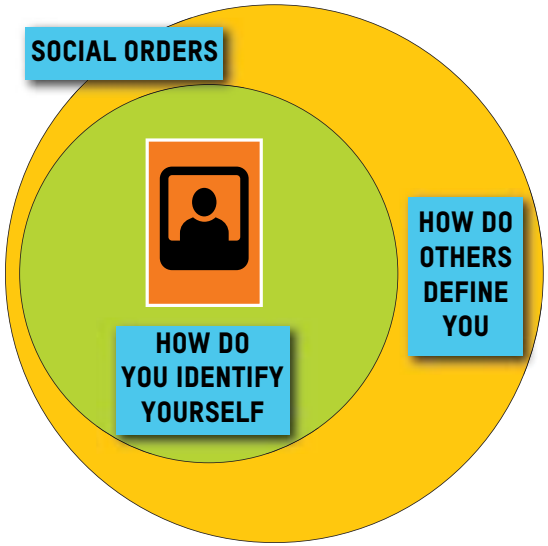
Proposed time: 45 to 60 mins

Purpose: The aim of this session is to raise consciousness and get partners to think about their own experiences that have been shaped by external conditions related to their identity. This should help in examining power and privilege.

Materials: Pens, print out of the diagram below, flipchart and markers

Facilitator Instructions:

Give participants a printout with the following diagram. Note participants can draw a picture of themselves if they do not have a photo on hand



Ask the participants to write down the following:

- Inside the larger circle, write down the different descriptors that people use for you, or assumptions that they make about you, but with which you do not identify.

Note: some of these might be based on how you look and the associated stereotypes.

GUIDING QUESTION: Have people made false perceptions or assumptions based on how you look? For example, "if people assume you're young, they might also assume you're irresponsible" or "if people see you as a woman, they might assume you're submissive" or "if people look at the colour of your skin, they might assume that you are not native".

- Ask participants to think about:
- How do the above assumptions make you feel?
- Have those assumptions ever resulted in certain forms of prejudicial behaviour? [You can describe to participants that there may be a range of prejudicial behaviour along a spectrum. For example, this spectrum may range from more blatant forms of aggression or discrimination, such as physical or verbal attacks, to more subtle, smaller, or more "micro" forms of these aggressions. These micro-aggressions may consist of everyday verbal, nonverbal, and environmental slights, snubs, or insults (whether intentional or unintentional), which communicate hostile, derogatory, or negative messages to recipients based solely upon their marginalized group membership. Examples of micro-aggressions include someone saying "you're pretty for a X", or people moving away from you in a public space because of negative assumptions they have made about you based on the way you look.]

Inside the smaller circle, write down how you identify yourself and what you think your characteristics are.

Bring the group back together and ask them to brainstorm on a flipchart what they feel are the "norms" or prevailing/valued social identities in their context. For example, male, part of the majority ethnic group, able-bodied, cisgender, heterosexual, part of the majority religious group, etc.

Then, ask the participants to individually reflect on the following:

- How do your self-identified characteristics relate to the prevailing social identities and "norms" identified by the group? E.g. are they valued or not valued, or marginalized?

Ask participants to get into pairs and discuss the following:

- First, on your own, think about a time you have made an assumption about someone else.
- Now in pairs, reflecting on what you have thought about in this session, share with your partner why you think you made those assumptions.
- Have a discussion about the prevailing social norms and how that impacted your own assumptions.

GROUP REFLECTION: invite the group to offer any reflections they may have had from this exercise including:

- Is there a difference between how people perceive you and how you identify?
- Were there any surprises?
- Has this exercise made any of you think about how you might want to do things differently in the future?

If there are no volunteers, you can explain that this exercise was aimed at consciousness-raising and how our identities shape the way we experience the world, including feeling valued and safe.

Notes to facilitator and points to emphasize:

- The purpose of the exercise is to give participants space to think about stereotypes and assumptions that are made about themselves, how these stereotypes and assumptions can make them feel, and how these can be harmful and inaccurate.
- Almost everyone exerts some sort of social power over others in one respect, but then might be more "marginalized" in another respect. This is a product of existing within multiple and overlapping systems of oppression. Therefore, it is important to encourage participants to try to keep engaging and reflecting on these dynamics, both individually in their lives, as well as within their organizations.
- Any gender-just organization should seek to challenge stereotypes and assumptions by critically reflecting on its internal structures and processes that may inadvertently reinforce and replicate these harmful stereotypes and assumptions.
- Any gender-just programming should seek to challenge these stereotypes and assumptions by ensuring it is target-user centred, meaning it seeks target groups' input in design, implementation and evaluation.

Exercise 4: Metaphors of Women's Transformative Leadership

Proposed time: 40 minutes

Purpose: This exercise aims to explore the qualities of leadership that women have or can bring to their work by using stories, similes, poetry or metaphors, rather than traditional brainstorming or conversation. A metaphor can evoke an emotional response to an experience of women's leadership, which can be positive but may require careful facilitation (see Facilitator's notes below). The most context-appropriate approach can be decided in advance of the workshop. The exercise also encourages participants to think about what kind of support is needed within organizations to nurture women leaders. It provides an opportunity to look more broadly at the concept of transformative leadership: What does it mean? Who can exercise it? What are the specific characteristics of Women's Transformative Leadership? As background, facilitators should review the section on Women's Transformative Leadership in Oxfam Canada's *The Power of Gender-Just Organizations: A Conceptual Framework for Transformative Organizational Capacity-Building*, which explains the centrality of Women's Transformative Leadership to Oxfam Canada's capacity strengthening model.

Materials: A flip chart and markers

Facilitator Instructions:

1. Explain the purpose of the activity: first, to reflect on the nature of women's leadership in the organization, and second, to consider ways that women's leadership can be nurtured in organizations. Remind participants to explore different ways women support, participate in, and lead change processes that have an impact on gender relationships and women's rights. These roles and means can be either direct or indirect. Women might take on leadership roles through formal positions, expertise, deep commitment, networking, and through informal working relationships. Leadership can also be shared or divvied up in different ways.
2. Begin by breaking into groups of three. Ask each small group to take a moment to reflect on an example of women's leadership (from their organization or other experiences they may have had) that was really effective or transformational in some way. Ask people to share the examples or stories. Ask each group to pick a metaphor or image that seems to express this kind of leadership: "When you think about effective women's leadership, what image comes to mind? (It could be anything — a symbol, animal, item, cultural ritual, type of music, etc.). You might give an example: Women's leadership is like 'great jazz combo'. Then explain why.

Give each group about 10 minutes to pick an image, allusion, etc.

3. In the full group, share the metaphors. Discuss the qualities of leadership that are implied or depicted by the metaphors or images, etc. Probing questions may include:
    - » Can women be "leaders" without being in formal leadership positions?
    - » What difference do women make as leaders in your organization? What difference do women make as leaders in promoting gender equity and gender justice?

- » Is there anything distinct about women's leadership 'styles' that may require the organization to foster new ways of working (e.g. decision-making, structure of meetings, etc.)?
- » What kinds of policies or practices might support or promote women's transformative leadership?
- » What other leadership forms may be supportive of fostering strong, gender-just organizations? What does transformative leadership mean to their organizations?

4. In the full group, discuss briefly what some of the invisible barriers to women's leadership may be. Probing questions include:
   - » What are some of the workplace cultures and practices that are unfriendly to women?
   - » What are some of the workplace cultures and practices that are unfriendly to mothers?
   - » What are some of the social biases against women that may make it difficult for them to assume leadership roles, or to be accepted as leaders?
5. Conclude by making linkages between the importance of organizational leadership in advancing women's rights and gender equality, and vice versa.

Note to Facilitator: This topic can be sensitive — especially when some of the organizational leaders are in the workshop. Ways to deal with this important topic should be raised in advance of the workshop with the representative(s) of the partner organization. The focus should be on the general qualities of women's leadership and ways of supporting and promoting women leaders in the organization. Depending on the organization, it may also be appropriate to expand the discussion to explore the diversity of women and other groups within the organization, and their roles as leaders. Facilitators must watch for signs of discomfort or confusion. Keep reminding participants that this discussion is meant to surface the positive side of women as leaders — that is, it is about the good qualities and effectiveness of women as leaders, and NOT about any issues around performance. One option may be to start with a focus on women's leadership in the community, then explore similar characteristics of women leaders inside the organization. Prior knowledge of the organization will help to surface areas that need additional probing; for example, in organizations with a clear absence of women's leadership, careful thought will need to go into probing obstacles and challenges, and how these can be met over time.

ANNEXES

Exercise 5: Thinking About Collective and Self-Care

Proposed time: 30 mins

Purpose: The aim of this session is to help us begin to identify and explore how we feel emotionally, physically, and personally may be linked to our work.

Materials: Flipchart, markers, print out of the statements or a projector and enough room to move around the room

Facilitator instructions:

There are two options for this exercise depending on how the group has bonded. If they know each other well you can do option A, if there are any sensitivities do option B.

Option A:

1. Explain to the participants that you will read out various statements and ask them to walk to one of four sections in the room that has been divided into "I strongly agree", "I agree", "I disagree", and "I strongly disagree."
2. Read out loud the various statements as projected on the screen, giving time for participants to go to the side of the room that reflects their answer.

Option B

1. Give the participants a hand out with the statements below.
2. Read the questions aloud and let the participants take time to think and answer one of the four options; "I strongly agree", "I agree", "I disagree", and "I strongly disagree." Tell them to keep the paper anonymous by not putting their name down.
3. Once completed, get participants to crumple their sheets into a ball and throw it into the middle of the room.
4. Mix the balls of paper up and get participants to pick a random ball.
5. Now, read out loud the various statements as listed on the handout, giving time for participants to go to the side of the room that reflects the answer on the sheet. Participants can then see a representation of answers in an anonymous way.

Statements:

- Sometimes even after I've slept I don't feel rested.
- My organization takes steps to prevent burnout among staff and members.
- I feel guilty when I take time off.
- I find it hard to switch off when I am not "working", for example, I am always tempted to check my e-mail.
- I feel I have balance between my personal and professional life.
- I feel resentful when co-workers take time off of work to take care of themselves.
- I schedule regular time for rest and relaxation.
- I ignore my body and health when I am on a deadline.
- I believe that dealing with group conflict within an organization is just as important as meeting campaign goals.

PAIR DEBRIEF: invite participants to debrief in pairs on:

- How this exercise made you feel?
- Were any of the answers surprising?
- Over the past year, was there a point in time where you felt differently about one (or more) of the above statements? If so, why?

GROUP REFLECTION: invite two people to share a surprising reflection.

Notes to facilitator and points to emphasize:

- Collective and self-care is a political act for self-preservation. It is not just about our physical bodies but also about our emotions, our minds and our spirits.
- Collective and self-care can help prevent burn out and ensure that we are able to sustain our strength and continue our work on women's rights and gender justice.
- The way we view self-care is also about the culture we instil for the collective space we engage with and work in. What we do and how we react affects others.
- Collective and self-care are an important step towards ensuring safety and a route to healing and recovery for individuals.
- For organizations seeking transformative gender justice, investing the resources and time for self and collective-care for safety, positive wellbeing, and preventing burnout should be part of everyday

  operations. Activities may vary depending on context and resources.

Exercise 6: Goodbye Exercise

Proposed time: 20 mins

Purpose: The aim of this session is to close the workshop and to give participants to express their appreciation for and thank the individuals in the room.

Materials: paper, pen and a bag/ hat to draw from

- Put everyone's name in the hat, including the facilitator.
- Ask each person to pick a name out the hat.
- Then going round in a circle, each participant is to say one thing they appreciate about the person whose name they have drawn, and why.

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12. This refers to the conceptual framework and tools developed and documented in the 2009-2014 Oxfam Canada-CIDA co-funded Engendering Change Transition Program. Since then the tools have been used for cooperatives and networks as well as partners implementing humanitarian programs, in addition to our portfolio of long-term development partner NGOs and CBOs. We have not yet been able to summarize lessons learned and make revisions to the Toolkit for use specifically with cooperative, networks or humanitarian partners.

13. This refers to what Gender at Work defines as the "collection of values, history, culture and practices that form the "normal" unquestioned way of working and discriminatory norms as those that are manifestations of structural hierarchies and inequalities."

14. Please note that section 3 on Monitoring and Learning and section 4 on Evaluation in the 2012 The Power of Gender-Just Organizations toolkit currently remain the same.

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15. For a summary of these critiques, see Pence, Alan and Allison Benner (2015), *Complexities, Capacities, and Communities: Changing Development Narratives in Early Childhood Education, Care and Development*. University of Victoria,

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22. Oxfam Canada (2018), *Feminist Principles: What They Are and How They Serve as a Guidepost for Our Work*, p. 2.

23. For an elaboration on these principles and how they were developed, see Oxfam Canada (2018), *Feminist Principles*.

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    https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620318/dp-feminist-principles-meal-260717-en.pdf?sequence=4 , p. 13-14.

27. Oxfam (2017), *Applying Feminist Principles to Program Monitoring, Evaluation, Accountability and Learning* p. 13-14; Oxfam Canada (Forthcoming), *Feminist Monitoring, Evaluation, Accountability and Learning: A Guidance Note.*

28. The capacity strengthening model recognizes that each organization may have a distinct pathway of organizational change — the systems and procedures required for a large NGO will likely be different than those of a small, newly formed community-based organizations (CBO), for example. And small CBOs may never need to 'grow' to the point of turning into larger, more differentiated, non-governmental organizations (NGOs). Assessments of capacity and the corresponding Capacity Strengthening Action Plan need to take into consideration how individual organizations develop and grow and what their aspirations are.

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30. Adapted from Global Fund for Women (2018), *Movement Capacity Assessment Tool*,

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31. A 'Complex Adaptive Systems' approach views organizations as "human or social

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systems that evolve organically in unpredictable ways in response to a wide range of stimuli and through multiple interactions. See Land, T. et al (2009), "Capacity Change and Performance, Capacity Development: Between Planned Interventions and Emergent Process", *Policy Management Brief* No. 22, ECDPM,

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32. Adapted from CREA (2014), *Achieving Transformative Feminist Leadership: A toolkit for organizations and movements.*
33. Adapted from Oxfam Canada (2019), *CAT for SRHR Programming*.
34. Adapted from Oxfam Canada (2019), *Feminist Principles: What They Are and How They Serve as a Guidepost for Our Work.*
35. These characteristics emerged from data analysis of partner feedback as part of the Oxfam Canada (2011), *Engendering Change Program Mid-term Learning Review: Final Report*.
36. The use of the Socratic Wheel is adapted from Chevalier, Jacque M. and Daniel J. Buckles (2019), *Participatory Action Research: Theory and Methods for Engaged Inquiry*, Second Edition, Routledge, p. 125.
37. Resources drawn on for this domain include CREA (2014), *Achieving Transformative Feminist Leadership: A toolkit for organizations and movements*; Gender at Work (2003), *Institutions, Organizations, and Gender Equality in an Era of Globalisation*, retrieved from:

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39. You may wish to do Exercise 4: Thinking About Collective and Self-Care (Annex 10) to help participants think through what collective and self-care means to them and their partners and see Annex 9: What Does Collective and Self-Care Mean? for practical suggestions on collective and self-care strategies.
40. Resource drawn on for this domain include Oxfam Canada (2018) *Organizational Capacity Assessment Tool for SRHR Programming (CAT4SRHR)*
41. For more information see Definitions section and Oxfam International (2018), A *Guide to Gender-Responsive Budgeting*,

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43. Resources drawn on for this domain include Oxfam Canada (2018) *Organizational Capacity Assessment Tool for SRHR Programming (CAT4SRHR)*; Global Fund for Women (2018), *Movement Capacity Assessment Tool*; BRIDGE and Jessica Horn(2013), *Gender and Social Movements: Overview Report*.
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45. All data gathered should at the minimum be disaggregated by sex and age. In addition, it is useful to disaggregate by other relevant factors such as ethnic origin, religion, sexual orientation and physical ability.
46. Resources drawn on for this domain include Ariadne (2019) Preventing and Responding to Sexual Harassment: Funders' Practices and Challenges,

    https://www.ariadne-network.eu/wp-content/uploads/2015/03/Preventing-and-responding-to-sexual-harassment-Funders-practices-and-challenges.pdf ;

    CHS Alliance (2017), PSEA Implementation Quick Reference Handbook,

    https://www.chsalliance.org/files/files/PSEA%20Handbook.pdf ;

    Oxfam Great Britain (2018) Oxfam's Safeguarding and related policies,

    https://www.oxfam.org.uk/safeguarding-at-oxfam/safeguarding-related-policies;

    Oxfam (2018) One Oxfam Policy on Protection from Sexual Exploitation and Abuse (PSEA),

    https://dochas.ie/sites/default/files/One_Oxfam_PSEA_Policy_EN.pdf;

    Oxfam (2018) One Oxfam Child Safeguarding Policy,

    https://www-cdn.oxfam.org/s3fs-public/one_oxfam_child_safeguarding_policy_en.pdf
47. Oxfam Canada (2018), *Feminist Principles: What They Are and How They Serve as a Guidepost for Our Work*.
48. These characteristics emerged from data analysis of partner feedback as part of the Oxfam Canada (2011), *Engendering Change Program Mid-term Learning Review: Final Report*.
49. For practical guides for wellbeing, see CREA, Artemisa and Elige (2008), *Self-care and self-defence manual for feminist activists*; and Capacitar International (2005), *Emergency Response Kits*, available in multiple languages at

    https://capacitar.org/capacitar-emergency-kit/ .
50. CREA, Artemisa and Elige, (2008), *Self-Care and Self-Defense Manual for Feminist Activists*.
51. Adapted from McIntosh, Peggy (1989), "White Privilege: Unpacking the Invisible Knapsack", *Peace and Freedom Magazine*, July/August, 10-12,

    https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf .
52. Alberta Civil Liberties Research Centre, *Reverse Racism is a Myth*,

    http://www.aclrc.com/myth-of-reverse-racism .
53. Adapted from CREA, Artemisa, and Elige (2008), *Self-Care and Self-Defense Manual for Feminist Activists*.
54. Adapted from Spirit in Motion (2006), *Sustainability Toolkit*,

    http://www.racialequitytools.org/resourcefiles/msc.pdf .

(Tajikistan) Women's savings group meeting
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