



The Do No Harm pilot with Nacula community in Fiji (Habitat for Humanity Fiji).  
Photograph: Jose Mott, July 2019.

# Gender Equality and Social Inclusion Self-Assessment Tool

Facilitation guide for WASH project managers, researchers and self-assessment facilitators

Working Towards Transformation in Inclusive Water, Sanitation and Hygiene



## Background

The gender equality and social inclusion (GESI) Self-Assessment Tool (SAT) was initially developed by the Water for Women Fund as a collaboration between the Fund Coordinator and Fund partners, for use within the Fund and with the intent of publication for use by the wider water, sanitation and hygiene (WASH) sector. It was trialled by the Fund Coordinator with SNV Netherlands Development Organisation (SNV) in Bhutan in 2019. A cohort of SAT facilitators was trained across South Asia Fund partners (SNV Bhutan and Nepal; World Vision Bangladesh; International Rescue Committee Pakistan; International Water Management Institute Nepal, and Centre for Advocacy and Research India) later that year.

The trained SAT facilitators contributed to the adaptation process and were trained to use the online tool, based on an initial trial by SNV Bhutan facilitating the process for Fund partner, the Institute for Sustainable Futures at University of Technology Sydney. The tool was rolled out with peer facilitation, with the completion of the online process by South Asia partners in the first months of 2021, with resultant improvements to the process based on the SAT facilitators' reflections. A modified version of the SAT was delivered by Water for Women for the Sanitation Learning Hub (SLH) in April-May 2021. The current tool was finalised with extensive SLH inputs in June 2021.

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The primary authors of the SAT are: Joanna Mott, Heather Brown, Di Kilsby and Emily Eller from the Water for Women Fund, together with Tshering Choden from SNV Bhutan.

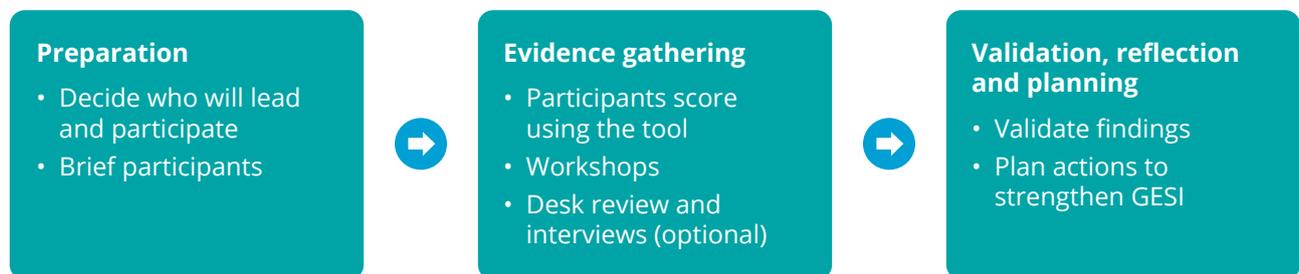
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# Facilitation Guide for GESI Self-Assessment at a glance

What is this tool for?	<ul style="list-style-type: none"> <li>To support individual and collective reflective practice among staff on the extent and quality of gender equality and social inclusion work in their WASH projects and organisation</li> </ul>
Who should use this tool?	<ul style="list-style-type: none"> <li>Anyone working on WASH implementation or research projects that wants to improve (GESI) practice</li> </ul>
Who needs to be involved in the process?	<ul style="list-style-type: none"> <li>A Contact Point within your project/organisation/team to guide the process internally</li> <li>Staff and managers from across your organisation/team/project (maximum 20 people)</li> <li>A facilitator, ideally someone external</li> </ul>
How long does the process take?	<ul style="list-style-type: none"> <li>For implementing WASH agencies, four x 2 hour workshops, plus 2 hours individual preparation and 2 hours preparation in pairs</li> <li>For research and learning WASH organisations, three x 2 hour workshops, plus 2 hours individual preparation and 2 hours preparation in pairs</li> </ul>

## What is the self-assessment process?



# Table of contents

What is the self-assessment process? .....	ii
1. Introduction .....	1
2. Overview of the tool .....	3
2.1 Purpose of the self-assessment .....	3
2.2 The domains of change .....	3
2.3 The criteria .....	3
2.4 The process .....	4
3. Guidance for the self-assessment process .....	5
3.1 Why are we doing this? .....	5
3.2 Who will be involved? .....	6
3.3 How will we do this? .....	8

## Appendices

Appendix A – Towards Transformation in WASH Continuum with definitions .....	19
Appendix B – Glossary of GESI definitions .....	20
Appendix C – List of domains, criteria and standards .....	23
Appendix D – Self-assessment tool worksheet .....	28
Appendix E – GESI Action Plan template .....	43
Appendix F – Self-assessment Evaluation template .....	45
Appendix G – Self-assessment tool results sharing report: Template for facilitators .....	49

## Acronyms

Acronym	
CP	Contact Point
CSO	Civil Society Organisation
FC	Water for Women Fund Coordinator
GEDSI	Gender Equality, Disability and Social Inclusion
GESI	Gender Equality and Social Inclusion
LNOB	Leave No One Behind
RHO	Rights Holder Organisation
SAT	Self-Assessment Tool
SGM	Sexual and Gender Minorities
WASH	Water, Sanitation and Hygiene
VRAP	Validation, Reflection and Action Planning

# 1. Introduction

This guidance is for staff of water, sanitation and hygiene (WASH) implementation and research projects and organisations, who are committed to improving the practice of gender equality and social inclusion (GESI) in their projects and organisations. It is aimed at program managers, GESI advisers, researchers and any member of staff in your organisation interested in improving GESI practice. The guide details the specific roles and responsibilities of the contact point (CP), facilitator, participants and supporters of the self-assessment process.

This is a facilitated self-assessment process. Ideally, one or two independent/external gender/GESI Advisers will help facilitate your organisation through the process. These are referred to throughout this guide as facilitators. The facilitators should be experienced and understand GESI and WASH. They will work with key staff members from your organisation, ideally the GESI staff member/s or staff member/s with the GESI portfolio, acting as the CP.

This is a guide for the facilitators and CP, not for participants. The facilitators and CP will share information to participants prior to the first workshop to prepare them for the process, including sharing some of the appendices.

The process will help review and identify specific, context-appropriate approaches and strategies that will support GESI transformative practice and outcomes for WASH implementation and research projects, and within your organisation.

An intentional focus on GESI is key to sustainable and effective WASH projects. A central commitment to the implementation of the Sustainable Development Goals (SDGs), including SDG 6 (clean water and sanitation for all) is to “leave no one behind.” Key to this concept is the importance of prioritising actions that benefit and empower women (including women in all their diversities), the poorest, people with disabilities sexual and gender minorities (SGM) and the most marginalised people in communities. Therefore, as WASH and development practitioners, we have a responsibility to make sure we continue to improve GESI practice.

Furthermore, WASH projects are a critical entry point for promoting equity and leadership for women in all their diversities and marginalised groups more broadly.

The self-assessment tool is based on the GESI continuum approach<sup>1</sup>. The standards for scoring are based on this continuum which works on the basis that the more the project and organisation focusses on intentionally addressing intersectionalities of disadvantage, exclusion and discrimination for women in all their diversities and for different marginalised groups, the more transformative it is.



**Figure 1: GESI Continuum**

<sup>1</sup> This approach has been informed by the Interagency Gender Working Group (2013): A Practical Guide to Managing and Conducting Gender Assessments in the Health Sector, CARE International (2016) Gender Marker and the Plan International (2012) Strategy on Gender Equality: 2012 to 2016 and WaterAid's (2018) Women's Empowerment and Gender Transformation Framework.

## Materials Included in this Facilitation Guide

- Handouts for participants prior to the first workshop:
  - Definitions for each stage of the continuum in Figure 1 above ([Appendix A](#))
  - A glossary of GESI terms as a reference for facilitators' use ([Appendix B](#))
- List of domains and corresponding criteria and standards ([Appendix C](#))
- Self-assessment tool worksheet ([Appendix D](#))
- GESI Action Plan template ([Appendix E](#))
- Self-assessment participant evaluation ([Appendix F](#))
- Self-assessment tool results sharing report: Template for facilitators ([Appendix G](#)).

## In setting up the self-assessment process, the following should be considered:

- Managing issues of safety and accessibility
- Reflective processes for identifying and addressing risks and for learning from and improving the self-assessment process
- Options to allow for different organisational and programmatic contexts
- Delivery mode.

The current tool can be delivered either in person, where that is possible, or virtually in situations where a SAT facilitator is based in another country (and travel budget is not available) or where travel restrictions are in place. We have learned a lot during the COVID-19 pandemic about the pros and cons of remote versus online delivery. While there is inevitably some loss of quality in delivering the tool remotely (particularly in developing relationships and picking up on cues from participants during workshops), the remote process has been thoroughly tested and found to work well. If circumstances and budget allow, it is recommended to deliver the self-assessment tool in person.



The SNV Bhutan team undertaking the SAT pilot with Water for Women Fund GESI Advisers. Photograph: Jose Mott, February 2019.

## 2. Overview of the Tool

### 2.1 Purpose of the self-assessment

The facilitated self-assessment provides the opportunity to discuss and reflect on current strengths and how to improve processes that drive positive change in GESI through your projects and organisation.

It also provides an opportunity for your project and organisation to measure progress towards transformative practice and outcomes. It enables participants to identify strategies to strengthen gender equality/diversity and social inclusion, consider strategies to make change, and highlight opportunities for improvement within their work.

### 2.2 The domains of change

The self-assessment tool uses five domains to measure change across the continuum.

1. **SYSTEMS STRENGTHENING.** Strengthened national and subnational WASH sector systems with greater emphasis on gender and social inclusion.
2. **LEAVE NO ONE BEHIND.** Increased equitable, universal access to and use of sustainable WASH services, particularly for marginalised community members.
3. **TRANSFORMATIVE CHANGE.** Strengthened gender equality and social inclusion in households, communities and institutions.
4. **KNOWLEDGE AND LEARNING.** Strengthened use of new evidence, innovation and practice in sustainable gender and inclusive WASH by other CSOs, national and international WASH sector actors.
5. **ORGANISATIONAL CULTURE AND PRACTICE.** Strengthened gender equality and social inclusion in the organisation (culture, policies, processes, systems).

#### The SAT is used differently for implementation projects and research projects

All domains of change are applicable to implementing agencies, while domains four and five are applicable to research and learning organisations. This means that the SAT for implementing agencies will focus on all five domains (with a total of seven criteria), and the SAT for research organisations will only focus on domains four and five (with a total of six criteria).

### 2.3 The criteria

Each **domain of change** has a list of **criteria**. Each criterion has a list of **standards** that correspond to the GESI continuum (Figure 1), ranging from 0 = no focus (GESI unaware/harmful) to 3 = very strong practice (GESI transformative). There is a definition for each standard (0-3) against each of the criteria on the list of domains, criteria and standards appendix ([Appendix C](#)).

## 2.4 The process

Participants are facilitated through a combined process of reflection before and during participatory workshops. The workshops can be held virtually or in-person.

### Self-assessment process

- Participants have an opportunity to reflect on GESI-related achievements and challenges within their program and organisation and then rank their collective understanding against each of the criteria.
- They are asked to justify and provide examples that support their chosen ranking. This paves the way for richer conversation among different staff about their perceptions of what is working and what needs strengthening, and building consensus on an agreed score.
- The ranking of each criterion is averaged to produce a snapshot of progress towards transformation against each of the domains of change.
- Optional processes include a desk review of documents and key informant interviews, which can provide additional data for your assessment.

### Validation, reflection and action planning (VRAP)

- The synthesis of the workshops is presented back to the group by the facilitator(s) for validation discussion and reflection.
- Participants identify up to three priority GESI issues to address in the project or within the organisation. These are known as the “**Big Three**” issues, that can form the basis of your GESI planning.



Rosa, a GMF Chief, is supporting her community to have improved water services. GMF is a Tetum acronym for Water Management Group (CARE International in Timor-Leste). Photograph: Joanico Marques, September 2020.

## 3. Guidance for the self-assessment process

This guide provides information for the CP and facilitator(s) on how to prepare and facilitate the self-assessment process with a small group of project staff and managers, either on-line or in person. The process can be extended to include project change agents and partners, and additional stakeholders through a desk review and/or key informant interviews (Box 1). The self-assessment online process involves preparatory work and a series of online workshops (typically four workshops for implementing agencies, and three workshops for research organisations) of two hours duration each.

**It is important to clearly communicate the following information to all staff before the first workshop and to reinforce with participants briefly at the beginning of the workshop.**

### 3.1 Why are we doing this?

A central commitment to the implementation of the SDGs, including SDG 6 (clean water and sanitation for all) is to “leave no one behind.” Key to this concept is the importance of prioritising actions that benefit and empower women in all their diversities, the poorest, people with disabilities and the most marginalised people in communities. Therefore, as WASH and development practitioners, we have a responsibility to make sure we continue to improve GESI practice.

Your project and organisation have an important role to play in creating equality and inclusion for women in all their diversities and marginalised groups - people with disability, sexual and gender minorities, ethnic minorities, remote and poor communities - in the WASH sector and beyond.

Every policy, activity, attitude or behaviour has the potential to reinforce or challenge existing gender and social norms that are harmful and that potentially exclude individuals and groups based on their identity and/or circumstance.

The self-assessment process enables you to reflect on how you and people in your organisation are doing this and where your project lies on a continuum from GESI unaware/harmful through to transformative. For example, you can identify if your project or research activities and strategies are focussed on acknowledging and supporting the different needs of women, men, girls, boys and marginalised groups for WASH services in communities (GESI inclusive), or if they go further and focus on working towards shared power, resources and decision making and addressing violence in the communities (GESI transformative).

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#### **The self-assessment enables you to:**

- Measure progress towards transformative practice through your project and within your organisation
  - Reflect on the impacts of moving towards a more transformative approach in WASH and in your organisation
  - Identify improvements and seek out further learning.
-

## 3.2 Who will be involved?

### SAT facilitators

It is highly recommended that the process is facilitated by one or two external facilitators. Two is ideal as this is an intensive process that requires skilled facilitation and documentation of the findings, which includes synthesis of the workshop findings ([Appendix G – SAT results sharing report: Template for facilitators](#)).

Working with independent GESI advisers as facilitators means that all staff from your organisation are free to participate fully in the process and the facilitators can provide guidance on strategies to improve GESI practice.

#### **The types of skills and attitudes recommended for the facilitators:**

- Excellent facilitation skills – listening, creating a culture of respect, ensuring equal opportunities for sharing and dialogue, and finding ways to safely support the ‘voices’ of the quietest in the room
- Ability to create a safe space to explore GESI concepts and learning (including understanding of sensitivities in facilitating across differences in levels of power)
- Facilitation of processes and building consensus
- Confidence in presenting findings and reflections (even the most challenging).

#### **The facilitator/s role is to:**

- Support the CP with preparation and talking through best options for selection and preparation of participants
- Support the scoring process (particularly if the CP has less experience with GESI terms and concepts and needs help interpreting the criteria and standards) by ensuring that the criteria and standards are understood by those doing the scoring
- Collate scoring (this can be helpful in preserving confidentiality of responses within teams)
- ‘Trouble-shoot’ if scoring responses indicate lack of understanding of the concepts and what is meant by the criteria and standards (i.e. check back with the scoring pair or group with feedback if needed)
- Facilitate the workshops to ensure the CP is able to participate equally with colleagues in the self-assessment process – two facilitators for the workshops is ideal as it is challenging for one facilitator to manage dynamics and keep the process moving (also an active facilitator presence may be needed to support multiple break-out groups)
- Gently challenge participants during workshops where scoring seems too high, giving examples of how practice might more strongly meet the standards (or conversely encourage them to score higher where they are not recognising their own strengths)
- Provide process reflections to the CP between workshops if there are dynamics that need to be addressed. In some cases, where consensus has not been reached during the workshop, the facilitator can follow-up to ensure that opportunity is created internally in the organisation for differences to be resolved (i.e. score agreed) before the next workshop

- Remind participants of issues they have identified during the discussions that need to be addressed in the action plan and provide judicious feedback on suggested actions; where necessary and if appropriate suggest possible alternative solutions based on experience of what works in GESI WASH
- Be an objective, encouraging presence throughout the process.

There will also need to be a CP for the self-assessment process from your organisation. This ideally is someone on the team with GESI expertise/experience, or the GESI champion/focal point/adviser on the team, if there is one.

**This CP has an important role in:**

- Preparing the team for the self-assessment
- Setting the context of the project and organisational dynamics for the facilitators
- Supporting the discussion during the workshops (in-person or virtual) as a key participant (and as the link with, and support person for, the facilitators)
- Providing documentation and interview contacts to the facilitators (if used); and
- Leading the work on developing the action plan on the identified “Big Three” with the project team.

## Participants

A maximum of **20 participants** is recommended for the self-assessment process. The reason for this is that it is the maximum number where meaningful (and participatory) discussion and consensus building can take place. If there are more people, it can get more unwieldy, and perhaps more challenging for some in terms of feeling safe to express opinions. Participants should be nominated by your organisation in consultation with the facilitators. It is desirable to have the project manager and relevant staff from your organisation's head office involved in the activity.

**For implementing agencies, the criteria for staff nomination in the workshop should include a combination of the following:**

- Managers and staff working on WASH implementation or research projects
- Managers/staff from finance, procurement and grants services
- Technical staff e.g. behaviour change communications, water supply, community engagement
- GESI staff or staff with a GESI portfolio.

If considered appropriate by your organisation, key stakeholders and/or partners' participation can also ensure rich discussions and help to verify or challenge assumptions made by people in the organisation.

**Note that domain 5: Organisational Culture and Practice involves only staff, not partners, as it is focused on internal organisational processes.**

At key points in the process, the facilitators and/or the CP liaise with senior staff to ensure that support is in place for the organisation to engage in the process with enthusiasm. Senior staff can support the CP in communicating and reinforcing the importance of the process and encouraging staff participation.

All other staff in the organisation should also be kept informed about the self-assessment process. That is, all staff should be advised that the self-assessment is being undertaken, and provided with a briefing about what it involves (such as at a regular staff meeting); a report on the findings and outcomes of the self-assessment should also be shared with all staff in some way (e.g. a presentation at a staff meeting).

### 3.3 How will we do this?

**The self-assessment process involves six structured steps:**

1. Preparation and planning
2. Briefing session/s communicating and starting the process
3. Scoring, reflection and evidence gathering
  - In pairs prior to the first workshop
  - Desk review and informant interviews, if decided to include (Box 1)
4. The workshops – domains 1-5
  - Three self-assessment workshops of 2 hours each for implementing organisations (all domains), or
  - Two self-assessment workshops of 2 hours each for research organisations (domain 4: Knowledge and Learning, and domain 5: Organisational Culture and Practice)
5. VRAP workshop (2 hours) for both implementing and research organisations
6. Reporting, debriefing and sharing.

#### Step 1: Preparation and planning

**The initial planning stage** involves deciding as an organisation to undertake the self-assessment, establishing who will take the lead within the organisation, identifying and engaging two external facilitators and setting dates.

- The **facilitators should 'meet'** (either in person or virtually) with the CP at least once during the preparation and planning stage (and stay in touch by email) to share information and get to know each other if they haven't met before.
- At this stage, the facilitators and the CP will **set dates and plan each step**.
- **Plan** a briefing/preparation process to ensure everyone understands the process and terminology, and to provide instructions.
- **Prioritise and confirm content and process:** in some circumstances, the organisation may choose not to assess a project against all five domains, or to involve a smaller group in the process for specific domains.
- Any **division of tasks** between the facilitators and the CP can be agreed at this stage.
- **Select participants** from the staff team, using the participants guidance (page 7). It is important to have a good cross-section of staff who understand different areas including the program, operational aspects and GESI considerations.
- Decide **whether or not to include partners/other change agents** or whether it will work best to include only staff. Partner participation works best if relationships are strong and if open communication, sharing and learning already work well in the partnership.
- What are your **data sources for evidence gathering?** Will you primarily work with data from the scoring and workshops, or will you include additional evidence gathering sources such as a desk review or key informant interviews (Box 1)?
- **Allocate participants into pairs** for the initial scoring exercise (to be done at Step 3), and allocate specific domains and/or criteria to each pair based on the area of work they are most familiar with
- Decide **which domains** to include (depending on whether an implementation or research organisation).

## Box 1: Additional evidence gathering

In addition to the above steps, you may want to have a more comprehensive review. This can consist of a desk review along with key informant interviews. Both of these steps require additional time. The desk review and informant interviews should be conducted by the facilitators and data collected from these activities synthesised and presented back to the participants by the facilitators at the VRAP workshop.

### Desk review

The facilitators can review a selection of documentation to enable which provides additional verification of scoring by the pairs. A sample of up to 10 documents is recommended, including project documents, monitoring and evaluation frameworks, organisational policies and procedures with a mix of GESI focused and mainstream approaches.

### Informant interviews

An option for involving partners, stakeholders and change agents is a series of brief interviews. Interviews are another way to verify assumptions about what is working well and what needs improvement for GESI practice within your organisation.

## Q&A for Step 1

Decisions to be made	Considerations
Can some senior staff and others help to communicate and otherwise support the process?	Identify staff, particularly senior staff, who will be the most supportive of the process, to ensure that the self-assessment process is approached with openness and enthusiasm.
Who should participate?	It is important to have a good cross-section of staff who understand different areas including the program, operational aspects and GESI considerations.
Will it be possible and useful to include partners/other change agents or will it work best to include only staff?	Partner participation works best if relationships are strong and if open communication, sharing and learning already work well in the partnership.
What do we need to consider in allocating participants into pairs for the initial scoring?	What dynamics (interpersonal relationships, team dynamics, issues of hierarchy, different levels of familiarity with GESI and aspects of the program/organisation) need to be considered in matching pairs for the scoring process, and in planning the online workshops, including in grouping participants for break-out groups? It is important for the two facilitators to be made aware of both the GESI context of the program and country, and the team context to better inform the process. The internal CP and/or the GESI staff can highlight anything that they feel the external facilitators should be aware of for their facilitation of the process. Make sure each pair includes at least one participant who you can expect to understand the terms and concepts they will be responsible for.

## Q&A for Step 1

Decisions to be made	Considerations
What do we need to consider in allocating specific domains and/or criteria to each pair?	Each pair will be allocated a specific domain or criteria to score, plus all pairs will also score Domain 5, before the workshop. These scores will then be averaged before sharing, so that individuals who gave low scores are not identifiable. A specific risk to be aware of is the potential for sensitivities in scoring for Domain 5 and the need to take care to allow open discussion without staff (both senior and junior) feeling that their own performance is being assessed, or junior staff feeling uncomfortable suggesting or arguing for lower scores. For this reason, <b>all pairs will be asked to score domain 5 prior to the workshop, in addition to the domain/criteria they are allocated.</b>
Which domains should be included?	For implementing agencies, all domains should be used unless there is a very clear reason not to. For research projects and organisations, domains 4 and 5 are recommended.
What will be the information sources for evidence gathering?	You can primarily work with data (i.e. policies, procedures, project results) from the scoring and workshops, or you may choose to include additional evidence gathering sources such as a desk review or key informant interviews?
What will be the best way to brief staff about the process?	Can this be included in a regular staff meeting or will you need to plan a separate meeting with the participants for this purpose? Ensure you have enough time to talk through the process, the continuum and the terminology.

## Step 2: Briefing sessions/communicating and initiating the process

This involves sharing and confirming the plan with the participants, ensuring they are informed about the process, dates and expectations, and also making sure the content of the self-assessment worksheet is understood, including terminology. This can be done by the facilitators and CP sharing materials and information by email and ideally through an initial online meeting with key staff members, so that they are able to communicate information to the wider group.

**Table 2: Sample briefing meeting agenda**

Objectives	Activity	Approx time needed*	Resources
<ul style="list-style-type: none"> <li>Introduce the self-assessment process and why we are doing it</li> <li>Check in on understanding of key terminology used in the tool</li> <li>Ensure that everyone is comfortable with the process</li> <li>Assign pairs and tasks</li> </ul>	1. Brief introductions if needed	5 mins	Materials emailed prior to meeting: self-assessment objectives, outline of steps and proposed dates
	2. Objectives of self-assessment process	10 mins	
	3. Share steps and proposed dates; introduce the GESI continuum	15 mins	
	4. Introduce the self-assessment worksheet; assign pairs and domains/criteria for scoring activity and explain that the pairs are to meet before the first workshop to do the scoring exercise. Check in to ensure all participants understand the terms and meaning of criteria and standards they are responsible for.	15 mins	

- The purpose of this step/meeting is to review the process and materials together with managers and staff who will be involved in the self-assessment process, to answer any questions, ensure that content, language and context is appropriate and to have shared language around GESI ([Appendix B – GESI Glossary](#)); also confirm dates and any other details.
- The facilitators will need to determine, in conjunction with the internal CP, the best way to prepare the participants/staff team for the process. The CP should be able to take responsibility for this step and share any key points with the facilitators.
- The facilitators should share materials by email at least one week before the meeting: an outline of steps and proposed dates, the GESI Continuum ([Appendix A](#)), the GESI Glossary ([Appendix B](#)) and the SAT worksheet ([Appendix D](#)).

## Q&A for Step 2

Decisions to be made	Considerations
What can be done to ensure all participants understand the process, particularly the scoring task they will do in their pairs before the workshop, including any terms used in the criteria they will score?	Be alert to the differing levels of understanding of the concepts and terms, and identify those who may need support in understanding the criteria they will discuss. Make sure each participant feels comfortable to clarify with the facilitators anything they don't understand. Let them know they can ask for clarification via email, online communication (zoom, etc) or phone/WhatsApp.
What sort of guidance should be given to ensure participants understand the types of evidence to use to support the scoring?	Give clear guidance about the kind of examples that need to be provided to support the score. Examples must be concrete and specific. E.g. it can be a story about a specific success or challenge encountered during a monitoring visit, but saying it is recorded in a monitoring report is not adequate. It can be a clear specific finding or example drawn from a research study, but saying 'findings of research' would not be adequate. The pairs need to be ready to share some detailed information about the example of evidence if asked by others in the workshop.
How can participants be supported to understand the concepts and terminology, and what will be most useful to ensure common understanding?	Key to Step 2 is ensuring that the participants have a strong understanding of all terms and concepts, including being clear about the intent of each standard/criteria. This will enable the CP to support all participants to understand the terms, concepts and meanings in relation to their paired tasks and the process overall. The facilitators should be available to support the CP during Steps 1 to 3. In planning the briefing meeting, try to use examples from the project to help participants understand the terminology. This will make the discussion practical and experiential, but be careful not to put anyone at risk of their work being judged; use positive examples where possible.

## Step 3: Evidence gathering, scoring and reflection (scoring to be done in pairs before the workshops)

- At this step, the pairs meet (virtually or in person if possible) to decide on the scores they will give to each of their allocated criteria, using the standards set out in the SAT worksheet ([Appendix D](#)). They will be asked to also give their reasons for the scores and cite 1 to 2 examples as evidence that the scoring is accurate.
- Pairs also suggest one or two possible actions they feel would improve the quality of the project/s organisation's GESI approach in relation to the specific criterion.

- Pairs are to complete their allocated domain/criteria in the SAT worksheet and share it with the internal CP (who will then share it with the facilitators) by email at least one week before the workshop.
- The facilitators will collate the responses into the self-assessment spreadsheet, using the information from all the completed worksheets, including:
  - The scores given for domains 1 to 4 (or whichever domains apply) from the pairs allocated to each domain, and for domain 5
  - An average of the scores given by all pairs
  - The range of different scores given by different pairs i.e. the lowest and the highest scores given by any pair
- The facilitators share the collated worksheet of scores with participants via email before the workshops, giving adequate time for them to review prior to the workshop.

### Box 2: Scoring process

With your colleagues, you will give a score on the continuum standard (0-3) for each criteria:

**0 = GESI unaware/harmful**

**1 = GESI aware**

**2 = GESI accommodating/responsive**

**3 = GESI transformative**

For each of the criteria, there is a definition for standards 0-3 that correspond to each of the continuum scores ([Appendix A](#)).

You will be able to calculate the total against each of the domains of change. There will also be a calculation made of your overall score.

### Important consideration – participant preparation is key!

Facilitators should send a reminder to all participants to make sure they have done their scoring exercise before the workshop, and to check whether they need any help in understanding anything about the criteria they are scoring. Be available to answer any questions in case participants or pairs find they need more help once they start their task.

## Step 4: The workshops – domains 1-5

- Before the workshops, the CP will allocate participants into small groups for break-out discussions, keeping in mind possible power dynamics and aiming for a mix of perspectives within each group.
- Creating a safe space is essential. The first workshop will commence with agreeing on workshop rules and norms.
- The purpose of the workshops is to have a facilitated conversation among staff to reflect on current strengths and how to improve processes, to influence and drive positive change in GESI through the projects and organisation.
- The most important part of self-assessment workshops is for the facilitator to prompt thinking about different forms of marginalisation and strategies for inclusion - and that will differ according to each context.

- The process is to work through each domain and criterion to discuss the scores, examples and reasoning given by the pairs during the preparatory work and to validate scores. Space will be allowed for participants to disagree, share different perspectives and discuss the scores, and then come to agreement across the whole group. Ultimately, the aim is to achieve consensus on the score. Tips for facilitating discussion on the domains of change are listed below.
- If you are covering all of the domains, aim to cover domains 1 (systems strengthening) and 2 (universal access and LNOB) in the first workshop, domains 3 (transformative change) and 4 (knowledge and learning) in the second workshop, and domain 5 (organisational culture and practice) in the third workshop.
- If you are a research organisation, cover one domain per workshop (domains 4 and 5).
- It is anticipated that each workshop will be of 2 hours duration (or longer by agreement of the organisation and the facilitator(s)).
- The validation, reflections and action planning (VRAP) workshop is the final workshop (details in the following section).

**Table 3: Sample workshop 1 - WASH implementing organisation**

Objectives	Activity	Time	Resources needed
Establish ground rules for the workshop and create safe space for participants to contribute freely and openly	1. Set ground rules for the workshop; include a further warm-up activity/icebreaker to help group to relax and bond if needed and appropriate	30 mins	Self-assessment spreadsheet with collated scores from pairs
Self-assessment discussion – domain 1	2. Work through criteria for first domain of change (see steps below)	30 mins	
<b>Short break</b>		<b>10 mins</b>	
Self-assessment domain 2	3. Work through criteria for second domain of change	30 mins	
Wrap up	4. Sum up, ask for informal feedback and give reminder about next workshop/s	20 mins	

### Steps for facilitating discussion on domains of change

1. Ensure collated Self-assessment worksheet ([Appendix D](#)) has been shared with participants prior to the workshop. During the workshop you may need to screenshare the worksheet with participants, using the appropriate tab for the domain under discussion.
2. Work through one criterion at a time.
3. Ask a volunteer participant from the pair who worked on each domain to briefly report their scores and reasons.
4. Ask all participants to state whether they agree with the given score or not. If not, ask them to indicate the score they think should apply – this could be by using an app such as Mentimeter, holding up a number, entering their suggested score in the ‘chat’ (if virtual), or on flipchart paper (if in person).

5. Continue until all criteria against the domain of change has been covered, noting that some include two criteria and some only one (a longer time has been suggested in the agenda for discussing domain 3).
6. Use break-out groups to give participants 10 minutes to discuss the scoring and agree on a score. If they want to give a score that is different from the pair's original scoring (or the averaged scoring for domain 5), they will need to offer examples to justify the score.
7. Participants in break-out groups may have other examples to suggest that support the scoring, even if they agree with the original pair's scoring – encourage further sharing of examples.
8. Ask each group to briefly report back on the scoring and any examples they discussed to support the score.
9. A score will need to be agreed for each criterion. Facilitator(s) will support the group to work towards plenary consensus on the score for each criterion. If consensus cannot be reached, the facilitator(s) make a note of this.

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### Remember to Do No Harm!

Creating and maintaining a safe space will be critical to the success of the workshop. This is essential for any workshop, and an online workshop will require particular attention to agreed protocols to keep the space safe, to ensure honest and open reflections, and allow space for all voices to be heard.

- Be particularly aware of sensitivities when lower scores are being discussed, remembering that this is someone's work that they have put a lot of energy into.
- The aim is to foster learning and enthusiasm for improvement.
- If participants feel disempowered or judged they may disengage from the workshop process, or be defensive and unwilling to look at how they can improve.
- Both successes and weaknesses should be discussed as a shared responsibility and not as anyone's personal fault or failing.
- Be particularly aware of the difficulties that may arise due to power imbalances when discussing scores, particularly for domain 5.

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Preparation is critical to the success of the workshops. Make sure facilitators and participants are fully prepared.

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The CP decides on the allocation of participants into break-out rooms, taking into consideration the same issues that were considered in determining the pairings including potential power imbalances. Consider whether it will work best for you to keep the pairs from the scoring exercise together or to separate them into different groups so they can bring their perspectives to other criteria.

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Think about whether an online method or app (such as [Mural](#) or [Mentimeter](#)) might help the workshop process – however if there is a risk that some participants may not have the technology available or might not be familiar with using it, this may slow the process. As time is very tight for the online workshops, if in doubt stick to simple low-tech methods.

Plan to allow enough time to ensure productive discussions. Depending on the resources and time at your disposal, you may want to consider increasing the discussion time to allow for this.

Good, reliable internet connection will be critical if taking place virtually. Ensure all participants are able to access a reliable connection. Facilitators may need to think about a 'Plan B' e.g. is there a place close by you could go to, or would it be possible to use a mobile or other alternative connection in case connection falters?

Be aware of the possibility that there may be resistance among some staff. Familiarise yourselves with the different kinds of resistance and think about the kinds of resistance you might find during the workshop, based on knowledge of the existing dynamics. Be ready with some strategies to address resistance. This skill requires practice, so be kind to yourselves as facilitators and work together supportively. It will be easier for external facilitator/s to gently challenge senior staff in ways that would be difficult for an internal person, such as the CP.

## Step 5: Validation, reflection and action planning

The final workshop is a time to reflect on the results of the workshops and optional steps (if used), and to make a plan for improvement.

The final workshop includes synthesis and analysis from the facilitators, presenting the findings of the self-assessment workshops with strengths and gaps. If optional steps of the desk review or key interviews were conducted, a synthesis of findings of the self-assessment workshops along with these other data sources are presented.

### **Participants from the organisation will be invited to:**

- 'Validate' the information presented back to them and have a discussion of all the key issues that have come up.
- Identify the "Big Three." This involves identifying and agreeing on up to three GESI priority issues to work on over an agreed timeframe (e.g. 1-2 years). Suggested steps to facilitate this process are listed below.
- Agree on a process for developing a plan for advancing these three priority issues. Processes and timeline for how the agreed "Big Three" will be developed into a workplan can also be briefly discussed in this session, with clear responsibility allocated for follow-up. This may include nominating people to form a group to take the planning process forward and develop the "Big Three" Action Plan. See an example template for the GESI Action Plan ([Appendix E](#)).

**Table 4: Sample validation, reflection and action planning workshop**

Objectives	Activity	Time	Resources needed
Open workshop Recap previous workshop, norms	1. Quick energiser, recap previous workshop and remind participants of the agreements/norms	10 mins	Self-assessment spreadsheet with collated scores from pairs
Data validation	2. Presentation of synthesised data by SAT facilitators	10 mins	
Putting it into practice: GESI priority areas for action	3. Action Plan discussion in breakout groups	20 mins	
<b>Break</b>	4. Short break	<b>10 mins</b>	
Actioning our actions (group)	5. Each group is allocated two priority areas for action planning (use the GESI Action Plan template)	30 mins	<a href="#">GESI Action Plan template</a>
Actioning our actions (plenary)	6. Report back and agreement in plenary	30 mins	
Conclusion and workshop evaluation		10 mins	

The final workshop will be evaluated through a survey (this could be either online or paper). An evaluation template ([Appendix E](#)) can be adapted to survey monkey format.

### Steps for facilitating discussion on the GESI “Big Three” priority actions

- Using break-out rooms, ask small groups of participants to brainstorm the following questions:  
*What should we: keep doing /stop doing /start doing /talk more about?*
- Ask each group to briefly report back from their discussions. If doing virtually, use the screenshare function or work on a document everyone has access to (for example a Google doc.)
- Individually, participants vote for their top three priority actions (coming from the *keep* and *start doing* categories). Ask participants to consider voting for a combination of quick wins and ones that will take more time and skill, but will lead to larger/more sustainable change – you could suggest that they include at least one of each.
- Facilitate sharing of individuals’ votes and agree on the “Big Three” as a group. A poll vote may be needed if agreement cannot be reached.

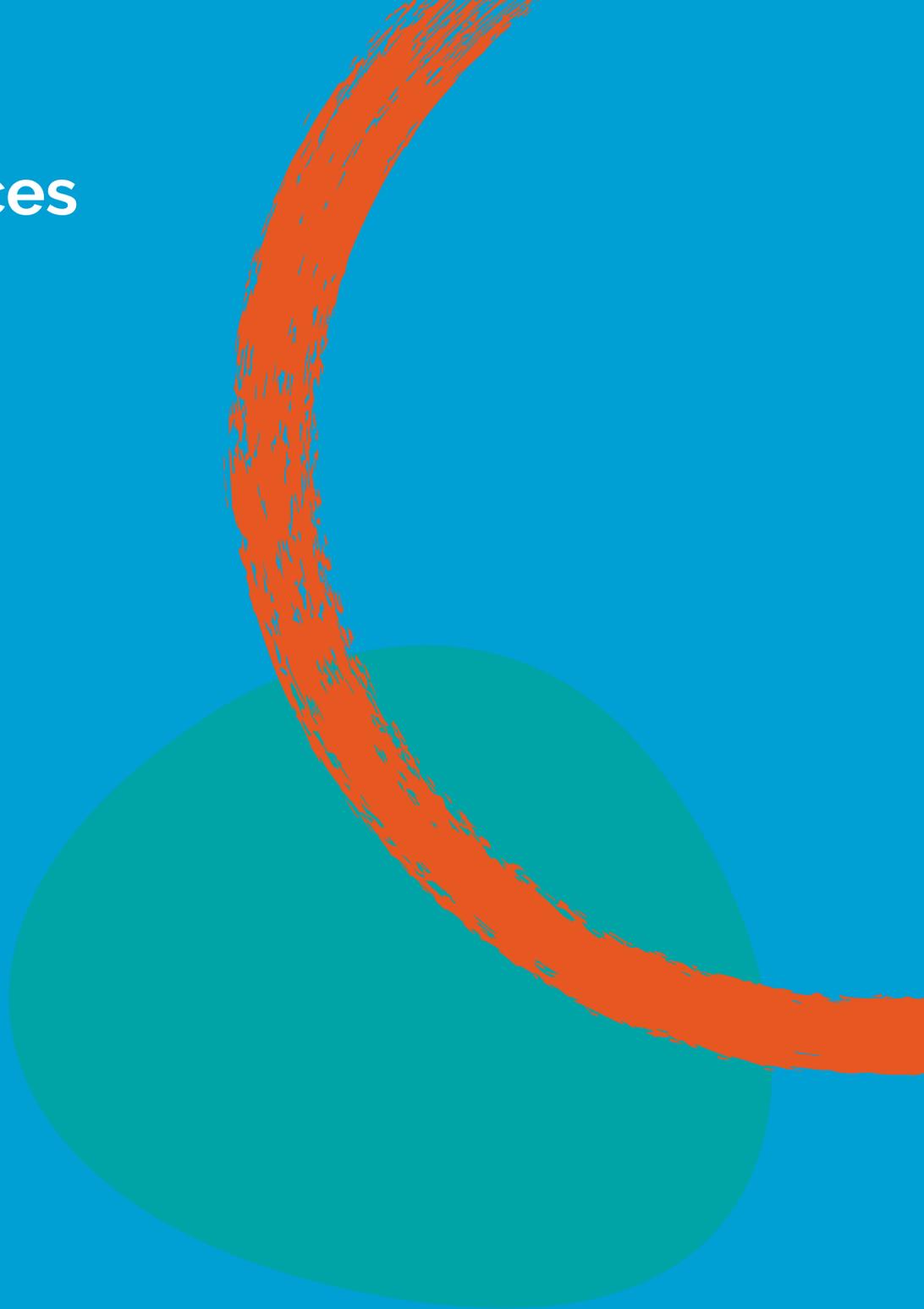
## Step 6: Reporting, debrief and follow-up

- The facilitator(s) will need additional time to complete and finalise the documentation from the workshop, using the SAT results sharing report: Template for facilitators ([Appendix G](#)).
- It may also be useful to have a separate discussion with key project or organisation decision-makers at this stage, as they will need to make decisions based on resources and budget etc. Some of these people will have participated in the self-assessment workshop, but there may also be others who haven't and will need to be presented with the process and results. If feasible, having one of the facilitators present for that briefing can be helpful, as presenting lower scores to senior decision-makers may be challenging for the CP, depending on their position in the organisation.
- The GESI Action Plan will need to be further developed by the team itself. It is recommended that this is done within 3 months after the self-assessment has taken place. The plan will need to have timelines for follow-up and assessment of progress on actions undertaken, and how these have contributed to program outcomes.
- Facilitators need to debrief after the workshop with the CP and check in to ensure that the process is complete, and there are no outstanding issues for follow-up.
- It is recommended that the facilitators (or CP if the process has been self-facilitated) write a brief report outlining the process, results and steps to be taken, as this serves as important documentation to inform future decision-making. The report should be reviewed and endorsed by the participants involved in the process.



The Do No Harm pilot with Nacula community in Fiji (Habitat for Humanity Fiji). Photograph: Jose Mott, July 2019.

# Appendices



# Appendix A – Towards Transformation in WASH Continuum with definitions

## GESI unaware/harmful

WASH projects can be **GESI harmful** in a number of ways. **GESI unawareness** is the failure to recognise the different roles, responsibilities, needs, interests, ability to enact power, access to resources and capacities of different people and identities. An intervention may be intended to affect all people in the same way and assumes that the impact will be the same for everyone. A GESI unaware WASH project will fail to recognise the different roles and power of women and men and other segments of the community and will fail to address barriers to participation in WASH processes, decision-making and benefits. GESI unaware policies or programs will only result in equitable outcomes by accident, if at all. They are likely to maintain the status quo and are certain to perpetuate - and likely to exacerbate - existing social inequalities. Alternatively, programs may be **GESI harmful** by recognising the different situations of different groups but either failing to take these into account; deliberately targeting those who are easier to reach and thus further marginalising others; or exploiting differences in order to achieve program goals.



## GESI aware

A WASH project is **GESI aware** if it demonstrates basic recognition that women and segments of the community have different roles, responsibilities, needs, interests, ability to enact power, access to resources and capacities, but take only minimal action to respond to these differences. A GESI aware WASH project recognises the differences but does not explicitly address inequality. It may aim to increase WASH access for different groups but will not explicitly address the different barriers or vulnerabilities such as the risk of violence, or challenge discriminatory social norms. It will focus more on practical needs (conditions) than strategic interests (position and power) of different marginalised groups.



## GESI responsive/accommodating

A WASH project is **GESI responsive** when it is based on a clear understanding of barriers faced by women in all their diversities, by people with disabilities and different marginalised groups, and there is a clear intention to address these barriers. It will include some recognition of intersectional inequalities. It will recognise barriers at different levels such as household, community, organisations, sectoral and/or structural. It will address both needs and interests, supporting marginalised groups to have increased access and control over WASH. It may recognise different kinds of biases and resistance to positive change towards equality. It will recognise the importance of meaningful participation by and representation of marginalised groups. It may include **GESI accommodating** strategies, which recognise existing attitudes and barriers but may result in superficial or temporary results rather than deep, sustainable, structural change.



## GESI transformative

A WASH project is **GESI transformative** when it explicitly challenges harmful social norms and power imbalances in order to change the position of women in all their diversities, people with disabilities, and people from other marginalised groups, such as people from sexual and gender minorities. It recognises the significance of violence as a barrier and as a risk relating to challenging power, and takes a clear Do No Harm approach. It takes an iterative approach to building relationships and understanding issues based on lived experience of those affected. It understands the intersections between different oppressions. It aims for genuine and equal representation at all levels. It resources all necessary GESI strategies, including supporting local organisations representing the rights of women and marginalised groups. It is alert to and committed to addressing unintended consequences and potential harms. It is committed to protection of all vulnerable people and has articulated channels for referral to services where available. It understands bias, resistance and backlash and has nuanced approaches to address them. It reflects the principle of transformation starting with oneself.

## Appendix B – Glossary of GESI definitions

For facilitator reference. It is important for the facilitators to understand key concepts that lie behind the self-assessment. The self-assessment has been designed to avoid using jargon or overly technical terms. Nevertheless, it is useful to discuss these concepts with participants in the briefing meeting to ensure they are able to apply and think about the criteria.

### **Allyship**

“An active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalised group.” (Anti-Oppression Network). This approach asks those in power to recognise the danger of speaking ‘for’ a marginalised group. Being a good ally means understanding that solutions and empowerment can only be achieved by supporting the marginalised to have their own voice and agency ‘to speak for’ themselves and their lived experience.

### **Do No Harm**

Assessment of possible risks to women and other marginalised people in participating in program activities, particularly where they take non-traditional roles and/or have a public voice in consultations and decision-making; and have strategies in place to manage those risks.

### **Duty bearers**

All relevant formal and informal authorities responsible for decision-making, promotion of and allocation of resources for WASH.

### **Empowerment**

Empowerment is the process of gaining or building self-confidence, access to opportunities and choices, access to and control of resources, and power within structures and institutions. Empowerment must happen both from within and with support from others.

### **Equality**

All people enjoy equal status and respect, rights, responsibilities and opportunities. The interests, needs and priorities of all people are considered, recognising their diversity. Equality is both a human right and key to development. Equality does not mean that everyone becomes the same.

### **Equity**

To achieve equality, different groups of people may require different treatment, as different groups of people have different situations according to privilege and disadvantage.

While equality is an outcome, equity refers to the processes to achieve this outcome, which may require different approaches for different groups, to respond to their different needs, interests, capacities, socio-economic status and circumstances.

### **Gender equality, disability and social inclusion (GEDSI) responsive budgeting**

Developing budgets that ensure interventions and investments reflect gender equitable, disability and socially inclusive targets, resourcing and funding allocations. This is achieved through multi-stakeholder participatory and consultative processes, including with rights holder stakeholders.

### **GESI mainstreaming or integration**

Mainstreaming includes considering the impact on marginalised groups in all decisions and actions, both internal (to the organisation) and external (its programs or services) so that marginalised groups benefit equally. Processes are integrated into the design, implementation, monitoring and evaluation of any planned policies or programs. Internally, this includes assessing and improving organisational processes and organisational culture to ensure that it is a safe place that provides fair and equal treatment to all.

## **Inclusion**

Recognising the dignity, diversity, autonomy and worth of all people, and all people's rights to access life opportunities equally with others. Inclusion involves identifying and removing barriers that prevent full and effective participation in society and seeks to address disadvantages experienced by specific groups. For example, disability inclusion addresses the multiple barriers faced by people with disabilities, such as attitudes, systems and physical barriers.

## **Intersectionality**

The interconnected nature of social categories such as ethnicity, class and gender as they apply to a given individual or group, that create overlapping systems of discrimination or disadvantage. While all marginalised groups are potentially subject to discrimination, intersectional disadvantage occurs when an individual is faced with more than one form of potential discrimination (e.g. gender plus disability or gender plus sexual orientation), which compounds the risk of discrimination.

## **Leave No One Behind**

Leave No One Behind not only entails reaching the poorest of the poor, but requires combating discrimination and rising inequalities within and amongst countries and their root causes. A significant cause of people being left behind is persistent forms of discrimination, including gender discrimination, which leaves individuals, families and whole communities marginalised and excluded.<sup>2</sup>

## **Marginalisation**

Treatment of a person, group or concept as insignificant or peripheral. Marginalisation results in exclusion from power, opportunities and benefits of policies, programs and services.

## **Reflection**

The ability to reflect on our actions and engage in learning, paying attention to values, theories, and other factors that inform our everyday actions, including recognising and challenging our unconscious biases.

## **Sexual and gender minorities**

Gender minorities are people whose gender identity or expression does not necessarily fit into the binary 'female' or 'male' categories, but can sometimes do (including some transgender people). Gender minorities include non-binary and trans identities and third genders. Sexual minorities are people whose sexual orientation does not align with the dominant heterosexual norm. Sexual and gender minorities often experience stigma, discrimination and marginalisation.

## **Transformation**

Transformation is both a process - something that can be done - and an outcome that can be achieved. Transformative process includes marginalised people in activities and decisions. This requires shifting power. By genuinely listening to new voices, we can create lasting change. By supporting greater levels of voice and influence by marginalised people, we can change the usual way of doing things.

## **Transformative practice**

An intention and action to transform unequal power relations and go beyond improving the lives of women and other marginalised groups to improve their social position (how they are valued in society) and the full realisation of their rights. It actively promotes the sharing of power and control over decision-making, resources and benefits.

## **Twin track approach**

To achieve change towards transformation in relation to gender or any other issue of marginalisation, it is necessary to take both a 'mainstreamed' and a targeted approach.

Gender mainstreaming is a widely used approach of assessing the implications for women and men of all decisions and actions both internal (to the organisation) and external (its programs or services), so that women and men benefit equally and inequality is not perpetuated.

Alongside mainstreaming, it is necessary to create specific targeted activities, projects or components

<sup>2</sup> <https://unsdg.un.org/2030-agenda/universal-values/leave-no-one-behind>

that address women's priorities, needs and capacities, provide opportunities for women's advancement and empowerment, for women to learn, create collective action, and exercise agency and solidarity in a safe space.

Whilst the twin track approach developed in relation to gender equality, the strategy of combining mainstreaming and targeted activities can be applied to any dimension of GESI.

### **Reasonable Accommodation**

Necessary and appropriate modifications and adjustments, which do not pose a disproportionate or undue burden, where needed in a particular case, e.g. to ensure the enjoyment and exercise of persons with disabilities of human rights on an equal basis with others. This includes adapting processes and/or providing reasonable supports to enable meaningful participation of every person. Reasonable accommodation is an important factor to take into consideration in gender equality, disability and social inclusion (GEDSI) responsive budgeting.

### **Resistance and backlash**

An increased risk of violence that can occur when women and marginalised people take up changed roles and speak up in public. Programs should actively counter negative stereotypes and stigma, and pre-empt and address potential resistance and backlash. The VicHealth report (2018) *(En)countering Resistance strategies to respond to resistance to gender equality initiatives*, has a useful spectrum (p.4) to show different forms of resistance to gender equality in the workplace.

### **Rights holder organisations**

Groups informed by a rights perspective: women's rights organisations, disabled people's organisations, representative organisations of sexual and gender minorities or any other marginalised group of significance to the locality. Rights holder organisations advocate for the rights of their members.

### **Universal design**

It is recommended that measures to achieve accessibility in public spaces (e.g. schools, health centres, other public institutions or any information and communications for the public) apply the *Principles of Universal Design*. This set of principles is used to design products, services, or information and communications to be "accessible and usable by the majority of people without the need for adaptation by the user." Application of the principles relies upon a process by which the full range of end users are included in the design, implementation, and evaluation process. Universal design is a key mechanism for facilitating social participation of marginalised groups.

The Australian Government's Guidelines for Universal Design is a useful reference, and includes 10 tips for universal design for people with disabilities in Box 5. <https://www.dfat.gov.au/sites/default/files/accessibility-design-guide.pdf>

At the least, the approach should include consultation processes across the project cycle with end users, such as organisations and individuals representative of people with different types of impairments (sensory, physical, psychosocial and intellectual), as well as people with other characteristics (i.e. pregnant women, children, elderly persons, people from sexual and gender minority communities, ethnic and religious minorities, etc).

# Appendix C – List of domains, criteria and standards

## For WASH implementing organisations

Domain	Criteria	Standards
1. Strengthened national and subnational WASH sector systems with greater emphasis on gender and social inclusion (GESI).	1.1 The program seeks to meaningfully engage with rights holder organisations for improved WASH and GESI outcomes.	<b>S0</b> The WASH project does not engage with rights holder organisations (RHOs) or engages in an <i>ad hoc</i> way.
		<b>S1</b> The program engages directly with RHOs to support their WASH work (e.g. in communities and at WASH coordination meetings).
		<b>S2</b> The program regularly works with RHOs and supports RHOs' participation in WASH coordination fora including providing some resourcing and/or capacity building support.
		<b>S3</b> The program provides resourcing and/or capacity to support the RHOs' direct engagement with govt. and private sector to influence WASH issues/systems/decisions, and to advance the RHO's own rights agenda.
1.2 The program works within the WASH sector to promote GESI in planning, budgeting, monitoring and review.		<b>S0</b> No promotion of monitoring and evaluation of sector performance on GESI targets or data.
		<b>S1</b> The program advocates for the inclusion of at least one of the following: GESI targets and/or disaggregated data and/or GESI responsive budgeting in sub-national and /or national WASH sector planning, monitoring and review mechanisms.
		<b>S2</b> One or more of the options from S1 <i>plus</i> the program provides targeted support to the WASH sector at sub-national and /or national levels to develop or strengthen GESI targets, collection of disaggregated data or GESI budgeting.
		<b>S3</b> S2 <i>plus</i> the program supports engagement in GESI accountability mechanisms such as SDG monitoring or alignment with national policies on rights of women, people with disabilities and other marginalised groups.
2. Increased equitable, universal access to and use of sustainable WASH services, particularly for marginalised communities and community members.	2.1 The program seeks to understand and address the barriers for women/ girls, men/boys and other marginalised groups (i.e. people with disabilities, sexual and gender minorities and/or other groups marginalised in the operating context) in accessing WASH services.	<b>S0</b> There is no or limited understanding of barriers for women/ girls/men/boys in WASH access.
		<b>S1</b> The program (and any implementing partners) consult with women and people with disability during general consultations with communities. Some barriers faced by women and people with disability to access WASH services and participation in community decision making are addressed.
		<b>S2</b> S1 <i>plus</i> the program (and any implementing partners) consult separately with at least one other marginalised group and seek ways to support their access to WASH services and community decision making.
		<b>S3</b> S2 <i>plus</i> implementing partners actively support women and one or more marginalised groups to influence community WASH coordination and decision-making as a core aspect of WASH projects. A Do No Harm approach is used.

Domain	Criteria	Standards
3. Strengthened gender equality and social inclusion in households, communities and institutions.	3.1 The program encourages duty bearers to promote the equal division of WASH-related labour between women and men at household level in their interventions.	<p><b>S0</b> The program does not focus on encouraging duty bearers to consider household decision-making processes.</p> <p><b>S1</b> The program does an analysis of the division of WASH-related labour between women and men in the household during consultation processes and takes this into account in activity planning.</p> <p><b>S2</b> <i>S1 plus</i>, based on gender analysis, the program includes activities to promote the equal division of WASH-related labour between women and men in the household, and/or systematically influence duty bearers to do so.</p> <p><b>S3</b> <i>S2 plus</i> strategies to address household division of labour and rights issues including care roles, violence prevention and workload issues, are identified and implemented, and/or to influence duty bearers to do so. Extent of progress and success is monitored.</p>
	3.2 The program supports women's economic empowerment and participation in community decision making processes and structures and in the WASH workforce (WASH and beyond).	<p><b>S0</b> There is no focus on encouraging duty bearers to promote women's empowerment and participation in community decision-making processes.</p> <p><b>S1</b> The program sometimes directly supports women to participate in WASH community decision-making processes and/or structures (e.g. committees) and/or encourages duty bearers to do so.</p> <p><b>S2</b> Women's leadership in community WASH decision-making structures is systematically integrated into the program's WASH processes (e.g. planning &amp; monitoring, construction, operation and maintenance etc). Women's economic empowerment and opportunities to work in WASH are supported.</p> <p><b>S3</b> <i>S2 plus</i> engaging men to change attitudes and support women's leadership/economic empowerment and changing attitudes about women/girls, and/or influencing duty bearers to do so, are key strategies. Do No Harm strategies to address possible resistance and backlash are identified and implemented.</p>
4. Strengthened and use of new evidence, innovation and practice in sustainable gender and inclusive WASH by other CSOs, national and international WASH actors.	4.1 The program undertakes research and/or learning and documentation on GESI dimensions of WASH and shares learning with the sector.	<p><b>S0</b> Opportunities for research, sharing and learning on GESI are not facilitated by the program.</p> <p><b>S1</b> The program facilitates at least some opportunities for sharing and learning on GESI in the WASH sector.</p> <p><b>S2</b> <i>S1 plus</i> reaching diverse audiences with sharing and learning on GESI e.g. with other sectors beyond WASH and/or with rights holder organisations, using accessible media.</p> <p><b>S3</b> <i>S2 plus</i> creating opportunities for amplifying the voices of women and marginalised groups and influencing policy and practice (within and beyond the WASH sector), based on evidence resulting from GESI WASH research and innovation activities. Sharing GESI WASH learning is considered core to the program.</p>

Domain	Criteria	Standards
<p>5. We promote gender and social inclusion in all that we do through strengthened organisational policies, practices and workplace culture.</p>	<p>5.1 The organisation has an organisational culture that supports gender and social inclusion.</p>	<p><b>S0</b> The organisational culture does not actively support GESI.</p> <hr/> <p><b>S1</b> There is an expectation from management and colleagues that all staff treat each other with respect and have respect for diversity.</p> <hr/> <p><b>S2</b> <i>S1 plus</i> positive GESI attitudes and practices are actively supported by management and adopted by all staff in the organisation. Policies that reflect zero tolerance for sexual harassment and other forms of discrimination are in place and all staff are aware of them. Grievance processes are clearly articulated, made accessible to all and reviewed by management on a regular basis.</p> <hr/> <p><b>S3</b> <i>S2 plus</i> regular opportunities are created, both formal and just in day-to-day practice, for ongoing discussion about GESI issues as they affect individuals as staff members and the organisation. Women staff and staff from marginalised groups report feeling safe in the organisation and the organisation actively seeks feedback on staff wellbeing including feeling safe.</p>

## For WASH research organisations

Domain	Criteria	Standards
4. Strengthened and use of new evidence, innovation and practice in sustainable gender and inclusive WASH by other CSOs, national and international WASH actors.	4.1 The program undertakes learning and research activities to better understand WASH issues relating to women, people with disability and other marginalised groups.	<b>S0</b> GESI issues in WASH are not explicitly considered in learning and research activities.
		<b>S1</b> Learning and research includes specific (targeted) activities focused on gender and disability.
		<b>S2</b> Strategic targeted GESI research and learning activities plus GESI integrated (mainstreamed) within other learning and research activities (twin-track approach).
		<b>S3</b> <i>S2 plus</i> research and learning approach engages rights holders as researchers and active participants/leaders in learning, responding to learning issues identified by women and/or marginalised groups; and sharing opportunities for learning with women and people from marginalised groups.
	4.2 Opportunities for sharing of new GESI learning and evidence are facilitated by the program.	<b>S0</b> Opportunities for sharing and new learning and evidence are not facilitated through the program.
		<b>S1</b> Some opportunities facilitated for GESI sharing and learning in the WASH sector.
		<b>S2</b> <i>S1 plus</i> reaching diverse audiences with sharing and learning on GESI e.g. with other sectors beyond WASH and/or with rights holder organisations, using accessible media.
		<b>S3</b> <i>S2 plus</i> creating opportunities for amplifying the voices of women and marginalised groups and influencing policy and practice (within and beyond the WASH sector, based on evidence resulting from GESI WASH research and innovation activities.
	4.3 The program uses evidence to influence transformative practice for women, people with disability and from other marginalised groups.	<b>S0</b> GESI evidence from learning and research is not used to influence practice in the sector.
<b>S1</b> To some extent, evidence from research is used to influence uptake or innovation in GESI transformative practice in the sector.		
<b>S2</b> There are clear recommendations and targeted strategies to influence a shift towards uptake and innovation in GESI transformative practice in the sector, based on evidence from the research/learning.		
<b>S3</b> <i>S2 plus</i> investment in monitoring outcomes from uptake of these strategies and documenting successful approaches to contribute to the GESI WASH evidence base.		

Domain	Criteria	Standards
5. We promote gender and social inclusion in all that we do through strengthened organisational policies, practices and workplace culture.	5.1 The organisation has sufficient financial and human resources committed to gender and social inclusion.	<b>S0</b> There are limited financial and human resources (HR) committed to GESI or GESI capacity building.
		<b>S1</b> There is either a staff member who has a dedicated GESI portfolio in the team (adviser or focal point), and/or at least some staff members whose role/position descriptions include responsibility for considering GESI. Some staff training/capacity building on GESI is being provided.
		<b>S2</b> A staff member has a dedicated GESI portfolio (adviser or specialist) in the team (or a GESI focal point with time dedicated to GESI mainstreaming if the staff team is very small) plus all team members have clear GESI responsibilities outlined in their position description supported with capacity building.
		<b>S3</b> <i>S2 plus</i> specific budget exists for GESI-focused staff (adviser/s or focal point/s) and to increasing opportunities for (at least two of - please specify) women, sexual and gender minorities, people with disability, other marginalised groups within specific location/context). Support is provided to local organisations representing rights of women, disability and/or other marginalised groups, and GESI expectations are included in service agreements with WASH partner organisations.
	5.2 The organisation has policies to promote gender balance and diversity in staffing and management.	<b>S0</b> There are no policies that promote gender balance and diversity in staffing and management.
		<b>S1</b> The organisation has HR policies that support equitable practices and procedures, such as flexible work practices, and access to professional development. Consideration is given and at least some action taken towards addressing disability barriers.
		<b>S2</b> <i>S1 plus</i> the organisation has policies and strategies that promote gender equality and diversity policies (such as targets for women in technical, management or non-traditional positions), and which address barriers for people with disability and other marginalised people.
		<b>S3</b> <i>S2 plus</i> the staff team includes (close to) equal numbers of men and women staff members and is representative of diverse groups from the community including those with disability and from other marginalised groups. Equality and diversity is reflected in management positions.
	5.3 The organisation has an organisational culture that supports gender equality and social inclusion.	<b>S0</b> The organisational culture does not actively support GESI.
		<b>S1</b> There is an expectation from management and colleagues that all staff treat each other with respect, and have respect for diversity.
		<b>S2</b> <i>plus</i> positive GESI attitudes and practices are actively supported by management and adopted by all staff in the organisation. There are policies which reflect zero tolerance for sexual harassment and other forms of discrimination, of which all staff are aware. Grievance processes are clearly articulated, made accessible to all and reviewed by management on a regular basis.
		<b>S3</b> <i>S2 plus</i> regular opportunities are created, both formal and just in day-to-day practice, for ongoing discussion about GESI issues as they affect individuals as staff members and the organisation. Women staff and staff from marginalised groups report feeling safe in the organisation and the organisation actively seeks feedback on staff wellbeing including feeling safe.

## Appendix D – Self-assessment tool worksheet

The following is to be shared by email to participants, to be completed in pairs prior to the first workshop.

# Self-assessment tool worksheet

## Self-assessment criteria for all five domains (for implementing organisations ONLY)

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
Domain 1: Strengthened national and subnational WASH sector systems with greater emphasis on gender and social inclusion (GESI).					
1.1 The program seeks to meaningfully engage with rights holder organisations for improved WASH and GESI outcomes.					
S0	The WASH project does not engage with rights holder organisations or engages in an adhoc way.	Throughout the tool, 'rights holder organisations' (RHOs) refers to organisations that represent women and people from specific marginalised groups, and promote their rights. 'Marginalised people' includes people with disability and sexual and gender minorities, plus other groups relevant to the context e.g. religious or ethnic minorities. Throughout the tool, to meet standard 1, the program should consider women (including addressing menstrual hygiene) and people with disabilities at a minimum; for standard 2 or 3 the program should consider multiple relevant groups including efforts to use an intersectional lens, i.e. recognising that individuals may belong to more than one marginalised group and responding to specific needs at that 'intersection'. Throughout the tool, specific mention is made of gender, disability and other marginalised groups. However, it is assumed that the WASH work also takes a pro-poor, 'last mile' approach. RHOs might include local women's groups who are informed by a rights perspective, women's rights organisations (WROs), disabled people's organisations (DPOs), representative organisations of sexual and gender minorities or any other marginalised group of significance to the locality. For this criterion, to meet standard 1, the organisation should engage with women's rights organisations (WROs) and disabled people's organisations (DPOs) at a minimum. To meet standard 2 or 3, the program should engage with WROs and DPOs and other RHOs as appropriate.			
S1	The program engages directly with RHOs to support their WASH work (e.g. in communities and at WASH coordination meetings).				

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
S2	The program regularly works with RHOs and supports RHOs participation in WASH coordination fora including providing some resourcing and/or capacity building support.				
S3	The program provides resourcing and/or capacity to support the RHOs' direct engagement with govt. and private sector to influence WASH issues/systems/decisions, and to advance the RHO's own rights agenda.				

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
	<b>1.2 The program works within the WASH sector to promote GESI in planning, budgeting, monitoring and review</b>				
S0	No promotion of monitoring and evaluation of sector performance on GESI targets or data.				
S1	The program advocates for the inclusion of at least one of the following: GESI targets and/or disaggregated data and/or GEDSI responsive budgeting in sub-national and /or national WASH sector planning, monitoring and review mechanisms.				
S2	One or more of the options from S1 <i>plus</i> the program provides targeted support to the WASH sector at sub-national and / or national levels to develop or strengthen GESI targets, collection of disaggregated data or GEDSI responsive budgeting.				
S3	S2 <i>plus</i> the program supports engagement in GESI accountability mechanisms such as SDG monitoring or alignment with national policies on rights of women, people with disability and other marginalised groups.				

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
	<b>2.1 The program seeks to understand and address the barriers for women/girls, men/boys and other marginalised groups (i.e. people with disabilities, sexual and gender minorities and/or other groups marginalised in the operating context) in accessing WASH services.</b>				
S0	There is no or limited understanding of barriers for women/girls/men/boys in WASH access.				
S1	The program (and any implementing partners) consult with women and people with disability during general consultations with communities. Some barriers faced by women and people with disability to access WASH services and participation in community decision making are addressed.				
S2	S1 <i>plus</i> the program (and any implementing partners in WASH) consult separately with at least one other marginalised group and seek ways to support their access to WASH services and community decision making.	This may include consultations specifically with people such as sexual and gender minorities; and/or taking an intersectional approach (see previous note on intersectional lens).			
S3	S2 <i>plus</i> implementing partners actively support women and one or more marginalised groups to influence community WASH coordination and decision-making as a core aspect of WASH projects. A Do No Harm approach is used.	Do No Harm means to be informed of possible risks to women and other marginalised people in participating in program activities, particularly where this means they take non-traditional roles and/or have a public voice in consultations and decision-making; and to have strategies in place to deal with those risks. Resistance and backlash, including an increased risk of violence, can occur when marginalised people take up changed roles and speak up in public, particularly if they act in ways that go outside of gender and other social norms. Programs should actively counter negative stereotypes and stigma, and pre-empt and address potential resistance and backlash.			

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
<b>3.1 The program encourages duty bearers to promote the equal division of WASH-related labour between women and men at household level in their interventions.</b>					
S0	The program does not focus on encouraging duty bearers to consider household decision-making processes.	'Duty bearers' include all relevant formal and informal authorities with responsibility for decision-making, promotion of and allocation of resources for WASH.			
S1	The program does an analysis of the division of WASH-related labour between women and men in the household during consultation processes and takes this into account in activity planning.				
S2	<i>S1 plus</i> , based on gender analysis, the program includes activities to promote the equal division of WASH-related labour between women and men in the household, and/or systematically influence duty bearers to do so.				
S3	<i>S2 plus</i> strategies to address household division of labour and rights issues including care roles, violence prevention and workload issues, are identified and implemented, and/or to influence duty bearers to do so. Extent of progress and success is monitored.				

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
<b>3.2 The program supports women's economic empowerment and participation in community decision making processes and structures and in the WASH workforce (WASH and beyond).</b>					
S0	There is no focus on encouraging duty bearers to promote women's empowerment and participation in community decision-making processes.				
S1	The program sometimes directly supports women to participate in WASH community decision-making processes and/or structures (e.g. committees) and/or encourages duty bearers to do so.				
S2	Women's leadership in community WASH decision-making structures is systematically integrated into the program's WASH processes (e.g. planning & monitoring, construction, operation and maintenance etc). Women's economic empowerment and opportunities to work in WASH are supported.				
S3	S2 <i>plus</i> engaging men to change attitudes and support women's leadership/ economic empowerment and changing attitudes about women/girls, and/or influencing duty bearers to do so, are key strategies. Do No Harm strategies to address possible resistance and backlash are identified and implemented.				

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
<b>4.1 The program undertakes research and/or learning and documentation on GESI dimensions of WASH and shares learning with the sector.</b>					
S0	Opportunities for research, sharing and learning on GESI are not facilitated by the program.				
S1	The program facilitates at least some opportunities for sharing and learning on GESI in the WASH sector.				
S2	S1 <i>plus</i> reaching diverse audiences with sharing and learning on GESI e.g. with other sectors beyond WASH and/or with rights holder organisations, using accessible media.				
S3	S2 <i>plus</i> creating opportunities for amplifying the voices of women and marginalised groups and influencing policy and practice (within and beyond the WASH sector), based on evidence resulting from GESI WASH research and innovation activities. Sharing GESI WASH learning is considered core to the program.	Amplifying the voices of women and marginalised groups includes at minimum sharing first-hand lived experience; it may include providing a direct platform for representatives to speak for themselves in fora with (WASH and other) sector or public audiences. To meet standard 3, representatives should be actively involved in GESI WASH learning and sharing processes (not only as subjects).			

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
<b>5.1 The organisation has an organisational culture that supports gender and social inclusion.</b>					
S0	The organisational culture does not actively support GESI.				
S1	There is an expectation from management and colleagues that all staff treat each other with respect and have respect for diversity.				
S2	S1 <i>plus</i> positive GESI attitudes and practices are actively supported by management and adopted by all staff in the organisation. Policies that reflect zero tolerance for sexual harassment and other forms of discrimination are in place and all staff are aware of them. Grievance processes are clearly articulated, made accessible to all and reviewed by management on a regular basis.				
S3	S2 <i>plus</i> regular opportunities are created, both formal and in day-to-day practice, for ongoing discussion about GESI issues as they affect individuals as staff members and the organisation. Women staff and staff from marginalised groups report feeling safe in the organisation and the organisation actively seeks feedback on staff wellbeing including feeling safe.				

## SAT Domains and criteria for research and learning organisations ONLY (domains 4 and 5)

Standard	Domain or criteria	Explanatory notes	Score	Justification/reasons	Examples
Domain 4: Strengthened and use of new evidence, innovation and practice in sustainable gender and inclusive WASH by other WASH stakeholders (government and non-government, national and international WASH actors)					
4.1 The program undertakes learning and research activities to better understand WASH issues relating to women, people with disability and other marginalised groups.					
S0	GESI issues in WASH are not explicitly considered in learning and research activities.				
S1	Learning and research includes specific (targeted) activities focused on gender and disability.				
S2	Strategic targeted GESI research and learning activities plus GESI integrated (mainstreamed) within other learning and research activities (twin-track approach).	<p>Throughout the tool, 'marginalised people' includes people with disability and sexual and gender minorities, plus other groups relevant to the context e.g. religious or ethnic minorities.</p> <p>Throughout the tool, to meet standard 1, the program should consider women (including addressing menstrual hygiene) and people with disabilities at a minimum; for standard 2 or 3 the program should consider multiple relevant groups including efforts to use an intersectional lens, i.e. recognising that individuals may belong to more than one marginalised group and responding to specific needs at that 'intersection'.</p> <p>Throughout the tool, specific mention is made of gender, disability and other marginalised groups. However, it is assumed that the WASH work also takes a pro-poor, 'last mile' approach.</p>			
S3	S2 <i>plus</i> research and learning approach engages rights holders as researchers and active participants/leaders in learning, responding to learning issues identified by women and/or marginalised groups; and sharing opportunities for learning with women and people from marginalised groups.	Rights holders in this standard means women, people with disabilities, sexual and gender minorities and/or other marginalised groups, and using an intersectional lens, as appropriate to the specific topic (recognising that a specific piece of high quality, transformative research may focus exclusively on only one of these groups).			

Standard	Domain or criteria	Explanatory notes	Score	Justification/reasons	Examples
<b>4.2 Opportunities for sharing of new GESI learning and evidence are facilitated by the program.</b>					
S0	Opportunities for sharing and new learning and evidence are not facilitated through the program.				
S1	Some opportunities facilitated for GESI sharing and learning in the WASH sector.				
S2	S1 <i>plus</i> reaching diverse audiences with sharing and learning on GESI e.g. with other sectors beyond WASH and/or with rights holder organisations, using accessible media.	Throughout the tool, 'rights holder organisations' refers to organisations that represent women and people from specific marginalised groups, and promote their rights. RHOs might include local women's groups who are informed by a rights perspective, women's rights organisations (WROs), disabled people's organisations (DPOs), representative organisations of sexual and gender minorities or any other marginalised group of significance to the locality. For this criterion, to meet standard 1, the program should engage with WROs and DPOs at a minimum. To meet standard 2 or 3, the program should engage with WROs and DPOs and other RHOs as appropriate.			
S3	S2 <i>plus</i> creating opportunities for amplifying the voices of women and marginalised groups and influencing policy and practice (within and beyond the WASH sector, based on evidence resulting from GESI WASH research and innovation activities.	Amplifying the voices of women and marginalised groups includes at minimum sharing first-hand lived experience; it may include providing a direct platform for representatives to speak for themselves in fora with (WASH and other) sector or public audiences. To meet standard 3, representatives should be actively involved in GESI WASH learning and sharing processes (not only as subjects).			

Standard	Domain and or criteria	Explanatory notes	Score	Justification/reasons	Examples
<b>4.3 The program uses evidence to influence transformative practice for women, people with disability and from other marginalised groups.</b>					
S0	GESI evidence from learning and research is not used to influence practice in the sector.				
S1	To some extent, evidence from research is used to influence uptake or innovation in GESI transformative practice in the sector.				
S2	There are clear recommendations and targeted strategies to influence a shift towards uptake and innovation in GESI transformative practice in the sector, based on evidence from the research/learning.				
S3	S2 <i>plus</i> investment in monitoring outcomes from uptake of these strategies and documenting successful approaches to contribute to the GESI WASH evidence base.				

Standard	Domain or criteria	Explanatory notes	Score	Justification/reasons	Examples
Domain 5: We promote gender and social inclusion in all that we do through strengthened organisational policies, practices and workplace culture.					
5.1 The organisation has sufficient financial and human resources committed to gender and social inclusion.					
S0	There are limited financial and human resources (HR) committed to GESI or GESI capacity building.				
S1	There is either a staff member who has a dedicated GSI portfolio in the team (adviser or focal point), and/or at least some staff members whose role/position descriptions include responsibility for considering GESI. Some staff training/ capacity building on GESI is being provided.	Engaging external (consultant or representative of RHO) expertise on a regular basis is also acceptable practice, particularly for small organisations without human resource base to justify a dedication position; however there needs to be at least one adequately GESI-knowledgeable staff member, or a working group, to work with the consultant and to guide and monitor implementation of any outcomes/ recommendations made by the consultant.			
S2	A staff member has a dedicated GESI portfolio (adviser or specialist) in the team (or a GESI focal point with time dedicated to GESI mainstreaming if the staff team is very small) plus all team members have clear GESI responsibilities outlined in their position description supported with capacity building.				
S3	S2 <i>plus</i> specific budget exists for GESI-focused staff (adviser/s or focal point/s) and to increasing opportunities for (at least two of - please specify) women, sexual and gender minorities, people with disability, other marginalised groups within specific location/context). Support is provided to local organisations representing rights of women, disability and/or other marginalised groups, and GESI expectations are included in service agreements with WASH partner organisations.				

Standard	Domain or criteria	Explanatory notes	Score	Justification/reasons	Examples
	<b>5.2 The organisation has policies to promote gender balance and diversity in staffing and management.</b>				
S0	There are no policies that promote gender balance and diversity in staffing and management.				
S1	The organisation has HR policies that support equitable practices and procedures, such as flexible work practices, and access to professional development. Consideration is given and at least some action taken towards addressing disability barriers.				
S2	S1 <i>plus</i> the organisation has policies and strategies that promote gender equality and diversity policies (such as targets for women in technical, management or non-traditional positions), and which address barriers for people with disability and other marginalised people.				
S3	S2 <i>plus</i> the staff team includes (close to) equal numbers of men and women staff members and is representative of diverse groups from the community including those with disability and from other marginalised groups. Equality and diversity is reflected in management positions.				

Standard	Domain or criteria	Explanatory notes	Score	Justification/reasons	Examples
	<b>5.3 The organisation has an organisational culture that supports gender equality and social inclusion.</b>				
S0	The organisational culture does not actively support GESI.				
S1	There is an expectation from management and colleagues that all staff treat each other with respect, and have respect for diversity.				
S2	S1 <i>plus</i> positive GESI attitudes and practices are actively supported by management and adopted by all staff in the organisation. There are policies which reflect zero tolerance for sexual harassment and other forms of discrimination, of which all staff are aware. Grievance processes are clearly articulated, made accessible to all and reviewed by management on a regular basis.				
S3	S2 <i>plus</i> regular opportunities are created, both formal and just in day-to-day practice, for ongoing discussion about GESI issues as they affect individuals as staff members and the organisation. Women staff and staff from marginalised groups report feeling safe in the organisation and the organisation actively seeks feedback on staff wellbeing including feeling safe.				

## Appendix E – GESI Action Plan template

The following sample template can be used or adapted for the development of the yearly or two-year GESI Action Plan based on the GESI priority issues identified in the self-assessment workshop. Please note that this is to be developed by the partner organisation after the self-assessment. It is hoped that an outcome of the self-assessment activity is agreement on the process (including timeline) for the development of the GESI Action Plan.

# GESI Action Plan template

GESI priority issue	Change strategy/ies to address the issue	Activities to implement the strategy/ies	By when	Responsible	With whom	Resources required for implementation
1.	1.1 1.2 1.3					
2.	2.1 2.2 2.3					
3.						

<sup>3</sup> Adapted from Interaction's Participatory Gender Audit Handbook.

## Appendix F – Evaluation template

# Evaluation template

## Self-assessment participant evaluation

Name (optional): .....

Organisation (optional): .....

Please evaluate the process to help us improve. We welcome comments on improvements in on the tool, methodology used, and the facilitation. Please circle the number that reflects your disagreement/agreement with the statements.

THE TOOL	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
1. The tool was clearly explained.	1	2	3	4	5
2. The tool provided participants with the opportunity for reflective practice on GESI in our project.	1	2	3	4	5
3. The tool provided participants with the opportunity to reflect on GESI in our organisation/s.	1	2	3	4	5
4. The tool allowed participants have constructive dialogue with my colleagues about what is working in GESI and what needs to be changed/improved.	1	2	3	4	5
5. There are not many things I want to change about the tool.	1	2	3	4	5
6. Using this tool has inspired me to make changes in my work practice.	1	2	3	4	5
Please elaborate:					

Additional Reasons/Comments/Suggestions about the tool overall:

FACILITATION	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
7. The workshop facilitators led discussions effectively.	1	2	3	4	5
8. The workshop facilitators listened carefully to workshop participants.	1	2	3	4	5
9. The tool is able to be successfully used by groups using this online methodology (noting that the tool was originally designed to be used through in-person workshops).	1	2	3	4	5

Additional Comments /Suggestions about the facilitation:

METHODOLOGY	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
10. Participant materials (agenda, presentation, handouts etc.) were clear and well organised.	1	2	3	4	5
11. The workshop was interactive and participatory.	1	2	3	4	5
12. The workshop allowed time for meaningful discussions in small groups.	1	2	3	4	5
13. The workshop gave me enough opportunity to reflect on GESI in our work and identify gaps and improvements.	1	2	3	4	5
14. I felt safe and confident in expressing my opinions.	1	2	3	4	5

Additional comments /suggestions about how we can strengthen the remote/online methodology:

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Please identify what you found MOST useful. What made it so?

---

Please identify what you found LEAST useful. What made it so?

---

What ideas will you be taking forward in your organisation?

---

OVERALL EVALUATION	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
15. The workshop and tool met its stated goals.	1	2	3	4	5
16. My expectations were met.	1	2	3	4	5
17. I was satisfied with the workshop.	1	2	3	4	5

ANY OTHER COMMENTS:

## Appendix G – SAT results sharing report: Template for facilitators

The following template informs the presentation of findings to participants in the last VRAP workshop.

# SAT results sharing report: Template for facilitators

## For WASH implementation projects

Domain	Strengths	Gaps	Recommended actions
1. Systems strengthening			
2. Leave no one behind			
3. Transformative change			
4. Knowledge and learning			
5. Organisational culture and practice			

## For WASH research projects

Domain	Strengths	Gaps	Recommended actions
4. Knowledge and learning			
5. Organisational culture and practice			

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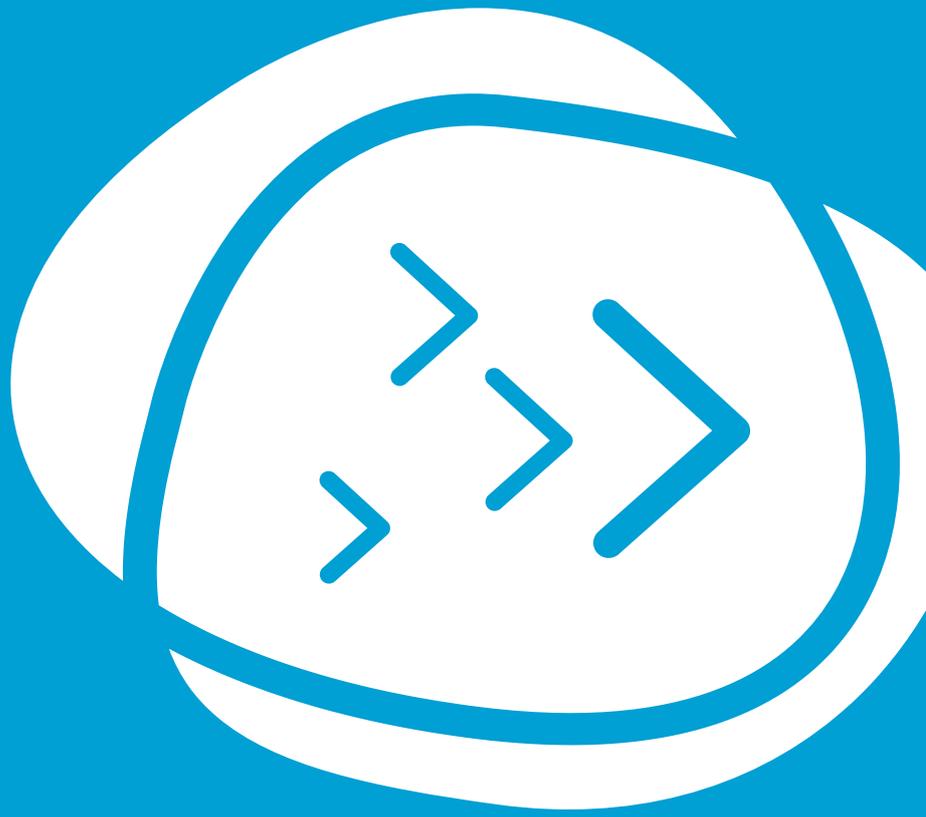
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