CAT4SRHR

ORGANIZATIONAL CAPACITY SELF-ASSESSMENT TOOL:

SRHR Programming

OXFAM

Table of Contents

Acronyms *1*

Acknowledgements *2*

I. Why a Self-Assessment Tool on Organizational Capacity to Work on SRHR Programming? *2*

Background 2

What is the Purpose of this Tool? 4

How to Approach the Self-Assessment Process 4

II. Who Should Use This Tool? *4*

III. Overview of the Self-Assessment Process *6*

Image 1. Overview of Self-Assessment Process 6

Structure of the Tool 7

Table 1: Overview of Capacity Domains & Capacity Areas 8

IV. Preparatory Instructions *9*

Frequency 9

Logistics: Preparing for the CAT Workshop 10

Identifying the Facilitator 10

Advance Planning Details 10

V. Proposed Methodology *13*

Introductory Session 13

Activity 1: What Do We Mean by SRHR? 14

Activity 2: Values Clarification and Attitude Transformation (VCAT) Activities 15

Filling Out the Tool 17

Step 1: Identification of Current Capacities 17
Step 2: Rating Current Capacities 18
Rating Scale 18
Step 3: Collaborative Assessment and Discussion 18
Step 4: Priority Setting 19
Reviewing & Interpreting Results 20
A. Self-Assessment Outcomes: The Organization's Overall Results 20
B. Self-Assessment Outcomes: Results per Program and Organizational Capacity Domain 20

VI. CAT Templates 22
Organizational Profile Sheet 22
CAT Workshop Attendance Sheet 23
Domain 1: **Capacity-Strengthening, Awareness-Raising, and Community Mobilization for SRHR** 24
Domain 1: Rating of Current Capacity Levels 27
Domain 2: **Health and Social Support Services** 28
Domain 2: Rating of Current Capacity Levels 31
Domain 3: **Advocacy & Influencing** 32
Domain 3: Rating of Current Capacity Levels 35
Domain 4: **Structures and Processes for Inclusion and Gender Justice** 36
Domain 4: Rating of Current Capacity Levels 39
Domain 5: **Networking and Expanding the Sphere of Influence** 40
Domain 5: Rating of Current Capacity Levels 42
Domain 6: **Organizational Resilience and Sustainability** 43
Domain 6: Rating of Current Capacity Levels 45

VII. Using the Assessment Results for Developing a Capacity-Strengthening Action Plan 46

VIII. Workshop Debrief 47

Annex 1 – Terminology *48*
Annex 2 – Sample 2-Day Workshop Agenda *50*
Annex 3 – 10 Guiding Principles That Shape OCA's Approach to SRHR [in development] *52*
Annex 4 – Integrated Definition of SRHR (Guttmacher-Lancet Commission) *52*
Annex 5 – VCAT Activities: Agree, Disagree or Unsure *53*
Annex 6 – VCAT Activities: 5 Scenarios *55*
Annex 7 – Action Plan: Capacity-Strengthening Priorities & Next Steps Worksheet *57*
Annex 8 - Capacity Strengthening Activities Menu *59*
Annex 9 - Workshop Report Template *61*
CAT for SRHR Programming: Workshop Report 61

Bibliography *62*

Acronyms

CAT: Capacity Assessment Tool

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women

CEFM: Child, Early, and Forced Marriage

CRC: Convention on the Rights of the Child

CSE: Comprehensive Sexuality Education

CSO: Civil Society Organization

FGM: Female Genital Mutilation

GBV: Gender-Based Violence

HIV/AIDS: Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

HR: Human Resources

ICPD: International Conference on Population and Development

IEC: Information, Education and Communication

IPPF: International Planned Parenthood Federation

IPPF/WHR: International Planned Parenthood Federation Western Hemisphere Region

LGBTI: Lesbian, Gay, Bisexual, Transgender, and Intersex

MEL: Monitoring, Evaluation and Learning

OCA: Oxfam Canada

PAC: post-abortion care

SOGIE: Sexual Orientation and Gender Identity and Expression

SRH: Sexual and Reproductive Health

SRHR: Sexual and Reproductive Health and Rights

STI: Sexually Transmitted Infection

VAWG: Violence Against Women and Girls

VCAT: Values Clarification and Attitude Transformation

WRO: Women's Rights Organization

Acknowledgements

In developing the CAT for SRHR Programming, content and methodology was adapted from Oxfam Canada's *The Power of Gender-Just Organizations: Toolkit for Transformative Organizational Capacity Building*, as well as Oxfam Canada's *Organizational Capacity Self-Assessment Tool: Violence Against Women and Girls*. We would also like to acknowledge the generosity of our partners at Jhpiego, Ipas, International Planned Parenthood Federation (IPPF) and International Planned Parenthood Federation Western Hemisphere Region (IPPF/WHR), in allowing us to incorporate adapted content from their resources, namely Jhpiego's *Gender Service Delivery Standards: Tool and Facilitation Guide*; *Abortion Attitude Transformation: A Values Clarification for Global Audiences* and *Roots of Change: A Step-By-Step Advocacy Guide for Expanding Access to Safe Abortion* from Ipas; as well as IPPF's *Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool*, and IPPF/WHR's *Sexual Diversity Toolkit*. We would also like to thank Lara Cousins for the role she played in leading the development of the tool and Sen Associates for their graphic design and technical support.

I. Why a Self-Assessment Tool on Organizational Capacity to Work on SRHR Programming?

Background

Sexual and Reproductive Health and Rights (SRHR) are human rights, though they are not universally protected, promoted, or fulfilled.[1] The manifestations of these shortcomings include adolescent pregnancies; unsafe abortions; high maternal mortality and morbidity; gender-based violence (GBV); child, early and forced marriage (CEFM); and transmission of HIV and other STIs. These problems are compounded by age, socio-economic status, place of residence, gender inequality and lack of decision-making power, sexual orientation and gender identity and expression (SOGIE), and cultural background, among other factors. Despite international and national laws being in place to protect SRHR, poor knowledge and implementation, along with deep-rooted gender inequitable attitudes, norms, and behaviours contribute towards continued shortfalls in SRHR worldwide. Barriers to accessing health services include:

- lack of access to information regarding existing SRHR services;
- inadequate, non-existent or poor quality SRHR services;
- negative social norms and stigmatization of women and young people (particularly adolescents) by communities and service providers;
- political and cultural sensitivity to SRHR issues; and
- legal and policy barriers, in some cases even the criminalization of certain SRHR issues (such as same-sex relationships or the provision of safe abortion).

[1] A more comprehensive set of SRHR-related definitions and terminology used in this document is presented in Annexes 1 and 4.

In addition, barriers to effective and accountable social programs related to SRHR include:

- uneven capacity, technical skills, and resources among local civil society organizations (CSOs) and women's rights organizations (WROs) to design, implement and learn from SRHR programs;
- weak mechanisms for generating and sharing knowledge and learning; as well as
- limited resources and opportunities for linkages and relationships across organizations and alliances.

Because of the often sensitive and taboo nature of SRHR issues, moreover, they are frequently subject to opposition and/or backlash by conservative political parties, fundamentalist groups or opposition movements, further impeding progress and making SRHR one of the most challenging areas to work on in the field of women's rights.

Realizing SRHR is fundamental to achieving gender justice, sustainable development, and fulfilling women and young people's human rights, and will require long lasting transformative change. The critical importance of ensuring SRHR is receiving increased attention by donors, CSOs and WROs worldwide. Opportunities to reflect on the design of projects, to learn from the experiences of others and to set goals and priorities for organizational growth and evolution are few and far between. At times, even the most well-intentioned efforts to work on SRHR can at best, be ineffective and fall short of this objective, and at worst inadvertently cause harm to the very women and young people who are most in need of support.

Oxfam Canada (OCA) focuses on organizational capacity strengthening because we believe that strong CSOs and WROs are key agents of change in achieving gender justice and human rights in all societies. We take a responsive approach to capacity-strengthening, recognizing that each organization is distinct, operating in its own context and at a different stage of organizational growth. We also use a self-assessment model, as we believe the "expertise is in the room:" that is, we believe organizations themselves are best suited to identify and assess their own capacities and areas for strengthening, drawing on their unique knowledge, experience and perspectives as part of a bottom-up, locally-led approach. OCA has several years' experience successfully supporting partner organizations to strengthen their capacity for gender justice work, as well as work towards ending violence against women and girls (VAWG). We have modified our capacity assessment tool (CAT) in order to have a self-assessment tool which specifically looks at organizational capacity to work on SRHR programming. The assessment categories, criteria and principles presented here aspire to represent current good practice on SRHR programming strategies, as well as strategies for strengthening structures, processes and policies of organizations that work on SRHR.

What is the Purpose of this Tool?

The CAT is a guided self-assessment tool for CSOs and WROs to begin a structured dialogue on existing organizational capacity strengths, weaknesses and gaps on SRHR programming. This tool aims to:

Facilitate reflection: This self-assessment should serve as that much-needed pause, deep breath, and moment of reflection. Reflecting on institutional practices can offer opportunities for organizational and programmatic growth. The CAT should be carried out in the spirit of shared inquiry and co-learning that encourages ongoing reflection and learning in their different contexts for all participants, including facilitators.

Identify strengths and opportunities for improvement: Carrying out a CAT can help consolidate a picture of your organization's current capacities around SRHR programming. If used thoughtfully, this tool can give your organization a clear overview of the strengths and areas for growth, and create a baseline on organizational capacity for (self) monitoring purposes over a given timeframe. Such knowledge and awareness can then be used to help enhance your efforts in SRHR programming.

Identify priorities for capacity strengthening: Mindful discussion of the insights revealed through this self-assessment process can help your organization think about what it looks like to keep innovating and can serve as a guide in prioritizing organizational capacity strengthening goals. In turn, carrying out a CAT can support you in designing a Capacity-Strengthening Action Plan and related capacity strengthening activities.

***N.B.:** The CAT is **not** designed as an external "evaluation" of capacity or performance measurement (not for decision-making about entering into or continuing partnerships). Future funding will not be jeopardized by either participating or declining to participate, or by the outcomes of the assessment. The CAT is not an evaluation: it is a tool for reflection and learning.*

The CAT is also not a full institutional assessment or a gender audit; instead, it focuses on a few key capacity domains that we believe contribute to building strong, effective organizations with the capacity to work on SRHR programming from a rights-based and feminist approach.

How to Approach the Self-Assessment Process

Critical self-reflection and ongoing learning are valuable practices for any type of organization and its staff and volunteers. Over the course of this assessment, participants are encouraged to reflect on themselves and their programs. This process is akin to holding up a mirror and taking time to carefully examine the reflection. Practicing these skills will support an organizational culture that promotes the learning and growth needed to address the challenges of working on SRHR programming.

Organizations using the tool can use its findings as a basis for developing a capacity strengthening action plan. Assessment findings can also be used for benchmarking and tracking changes in capacity over time across the organization's respective projects.

II. Who Should Use This Tool?

While this toolkit's approach is designed primarily for organizations managing multi-year SRHR programs, the toolkit is also of relevance to organizations of many sizes and capacity levels interested in taking a more systematic approach to organizational capacity strengthening on SRHR, and supporting internal capacity strengthening efforts. This includes organizations whose core work has not traditionally addressed SRHR in a comprehensive way, but who are seeking to add or mainstream this work into their programming.

For organizations with strong experience and higher capacity in efforts to address SRHR, the tool should be used to identify ways to build on existing organizational strengths and to continue innovating to advance the field. Even if some individual assessment items do not directly apply to a partner with extensive expertise in this area, many items should still prompt self-reflection and discussion about whether and how to continue growing.

For organizations with a moderate level of experience and capacity in efforts to address SRHR, the tool should help them envision a path toward greater effectiveness and strength by identifying concrete steps that would improve their practice.

For organizations with limited experience in efforts to address SRHR, the tool will clarify many of the global best practices and ethical standards that should be put in place before any rapid expansion of work on SRHR takes place. For any given domain of work listed below, the sub-areas will point out some key capacities and safeguards to prioritize.

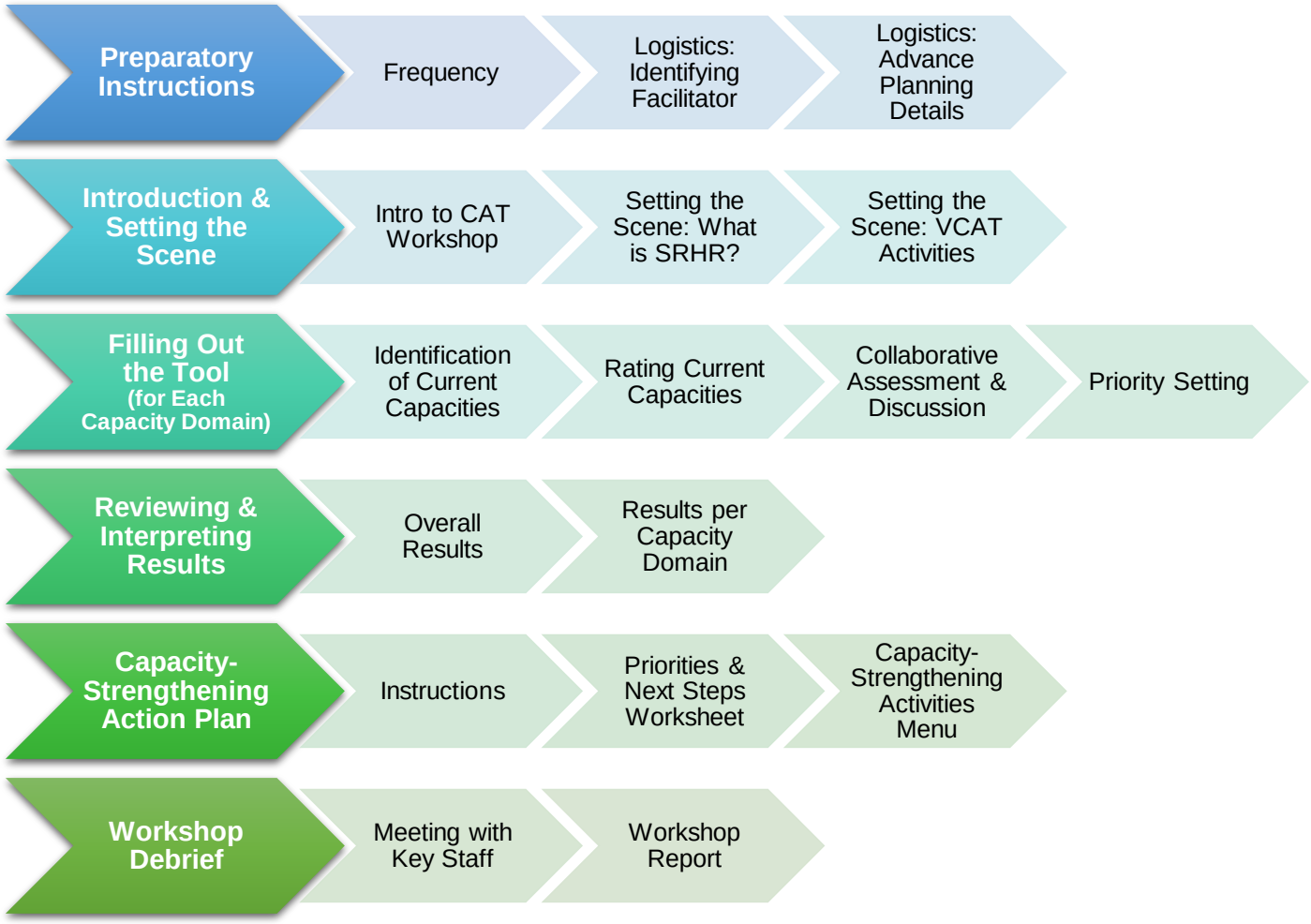
Because the tool aims to be valuable to such a wide range of organizations, not every capacity area will be directly applicable to every organization's reality. If a specific capacity area does not fit your organization's situation, try to answer as best as you can and make observations in the comment box provided. For example, even if your organization is not currently providing SRH services, reviewing the capacity areas in that domain may prompt some reflection and discussion on strategies for working with women, girls and boys, youth and adolescents in other areas of SRHR programming.

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

III. Overview of the Self-Assessment Process

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

Image 1. Overview of Self-Assessment Process



Structure of the Tool

Table 1 on the next page provides an overview of the program and organizational capacity domains included in this CAT, with associated sub-sections or capacity areas. The accompanying templates for each capacity domain can be found in Section VI (CAT Templates). The capacity domains are loosely defined so as to enable organizations to identify what capacity changes they may need to make, given their particular form and evolution, to meet their missions and goals. This capacity strengthening model does not prescribe a rigid set of criteria with the intent to “professionalize” organizations, though this may be part of your own organization’s vision of organizational change. At the same time, building on OCA’s experience, the CAT provides some generalizable capacity domains that we believe contribute to strengthening work on SRHR programming, and can be used as a basis for planning, reflection and learning.

Table 1: Overview of Capacity Domains & Capacity Areas

>	Capacity Domain	Capacity Area
Program	**Capacity-Strengthening, Awareness-Raising, and Community Mobilization for SRHR**	Training women and young people on SRHR issues (incl. legal frameworks & reflections on social norms)
		Training women and young people to become leaders and advocates
		Engaging men and boys as allies
		Using positive role modelling as a strategy to promote SRHR and challenge adverse social norms
		Implementing community awareness-raising initiatives (incl. public awareness & behaviour change campaigns)
	Health and Social Support Services	Availability, Accessibility and Adaptability of SRH (and GBV) services
		Privacy & confidentiality of services
		Comprehensiveness of SRHR information and services
		Youth-friendly & gender-responsive delivery of services
		Training service providers to deliver quality SRHR information and services
		Connecting women and young people to SRHR and GBV support services
		Legal aid
	Advocacy and Influencing	Generating knowledge to influence policy and practice on SRHR
		Formulating & implementing an advocacy strategy for SRHR
		Undertaking a rights-based approach to advocacy
		Advocating for sensitive/taboo issues
		Access to and influence on decision-makers at different levels (community/district, provincial, national)
		Monitoring implementation of national, regional, and international human rights commitments
		Media relations and communications
Organizational	**Structures and Processes for Inclusion and Gender Justice**	Living our values on women's rights & gender justice
		Fostering and supporting gender-just and inclusive leadership
		Inclusive management, diversity, and anti-oppressive practice
		Input of target groups in program design, implementation, and evaluation
		Ensuring safe and ethical SRHR programming
	Networking and Expanding the Sphere of Influence	Networking and establishing alliances with like-minded CSOs and other relevant stakeholders to influence others
		Working in networks/coalitions
		Sharing knowledge and learning
	Organizational Resilience and Sustainability	Strategic planning
		Mobilizing resources and financial management
		Gender-just monitoring, evaluation, and learning (incl. learning from & adapting promising practices)
		Accountability & participant feedback

IV. Preparatory Instructions

The instructions for the self-assessment process provide details that are especially useful to those who are helping to organize and facilitate. However, partners and participants in the self-assessment process are welcome to review the full set of guidelines though it is not obligatory.

Ideally, the self-assessment tool should be used as part of a two-day (minimum) participatory workshop where participants work through the tool with the support of a facilitator, identify current strengths and challenges and then determine priorities for future capacity strengthening. A proposed workshop methodology is outlined further below. It is essential to ensure beforehand that staff participating in the workshop have been given the time and space they require for meaningful engagement in the process.

Frequency

For Oxfam partners and/or other organizations implementing a multi-year SRHR program, the full process (with a workshop) should be carried out in years 1, 3 and 5 of the respective program (assuming a 5-year timeframe) to support ongoing organizational learning and growth and to monitor progress. In years 2 and 4 a lighter assessment of progress should be organized (e.g. a meeting with key staff). Review of the organization's Capacity Strengthening Action Plan should be included as part of the regular project monitoring and reporting.

Year 1	Full workshop with development of Capacity Strengthening Action Plan
Year 2	Lighter progress review with check-in on Capacity Strengthening Action Plan
Year 3	Full workshop with update of Capacity Strengthening Action Plan
Year 4	Lighter progress review with check-in on Capacity Strengthening Action Plan
Year 5	Full workshop with assessment of progress over the course of the project and Next Steps

Logistics: Preparing for the CAT Workshop

Identifying the Facilitator

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

- Good knowledge of and a strong relationship with the partner organization
- Well-versed in the thematic area of SRHR, from a rights-based approach
- Neutral, non-judgmental facilitation skills that can foster constructive conversations around sensitive/taboo subjects
- Experience in using participatory and engaging workshop facilitation methodologies
- Ability to incorporate the local context and use locally appropriate examples and explanations (i.e. the facilitator must not only be very familiar with the tool, but also with the local environment).

OCA's experience with organizational self-assessments suggests that one option is to work with external facilitators who have good knowledge of and a strong relationship with the partner and can act as "critical friends." In other cases, the workshop may be better facilitated by Oxfam country staff members. In this regard, there is no "hard and fast" rule; what is most important is that the partner organization thoughtfully chooses and identifies an individual who meets the above criteria, is able to lead participants through the steps listed below, and can ensure that the conversations within the workshop maintain a reflective and honest mindset. If it at all possible, the partner organization should choose a facilitator who would be available for follow-up CAT workshops at later stages (i.e. a facilitator who would be able to stay involved over the course of several years).

Based on OCA experience, depending on the size of the group it may be best to have two facilitators lead the CAT workshop (e.g. a main facilitator, and a support/note-taking person). Again, there is no "hard and fast" rule in this respect – for smaller workshop groups one facilitator may be sufficient, whereas larger groups may be best guided by two co-facilitators. What is most important is that the facilitator(s) know the partner well, read all the organizational background documentation, and be able to ask critical questions and challenge overly positive or negative assessments, as well as remind participants if they forget some aspect of their organization's work or capacities.

Advance Planning Details

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

Conducting a Document Scan

Prior to the workshop, it is important for the facilitator(s) to review any documentation that already exists regarding the partner's organizational capacity on SRHR programming and gender justice work, and to encourage participants to reflect on this information as well.

For facilitators and workshop participants, useful background information would include the following:

- strategic plans
- institutional assessments
- monitoring reports
- evaluations
- institutional and programmatic policies
- gender audits

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

- "Agree, Disagree or Unsure" and "5 Scenarios" VCAT Activities (Annexes 5 & 6) to be completed by participants prior to the workshop (These are further explained below)
- Transformative Leadership for Women's Rights: An Oxfam Guide
- Sexual Diversity Gender Identity Rights Policy
- Ending Violence Against Women: an Oxfam Guide

All this background information is useful for facilitators, serving as a means to further probe responses and capacity assessments that arise during the workshop itself.

Meeting space

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

Time

We recommend planning two full working days to complete the self-assessment process (a sample agenda is provided in Annex 2). This should ensure the amount of time needed to cover the program and organizational capacity domains in sufficient detail, and also allow space for reflective discussions and priority-setting exercises. Based on the organization's time constraints and priorities, however, it may be possible to complete the process in more or less time. Another option would be to incorporate the self-assessment process into another planned event. It will always be helpful to plan for dates where the required attendees will be able to attend for the full duration of the self-assessment process.

Materials

The assessment process will benefit from a computer connected to the internet that is, ideally, projected for all attendees to see. The facilitator(s) will operate the computer during the workshop or identify an assistant to play this role. If it is not possible to arrange internet access in the meeting space, please keep in mind that the facilitator(s) will need to have access to internet at least once during the meeting to upload the results of the assessment. More about this later.

Depending on the facilitator's style and preferences, it is also helpful to have:

- a whiteboard or flipchart
- markers for the whiteboard/flipchart
- Projector & projector screen
- pens for all participants
- printed copies of the assessment tool (Steps 1-2 for each of the 6 Domains) for each participant. This is required for the process described below
- Printed copies of the Priorities and Next Steps sheet (Annex 7), if not included above
- Printed copies of the Capacity-Strengthening Activities Menu (Annex 8), if not included above
- Post-It notes, sticky dots or something that will identify priorities

Who Should Attend?

The ideal group size for the assessment process is approximately 12-15 participants. We recommend that a minimum of 12 and absolute maximum of 20 staff members participate. Some staff with decision-making authority must be in attendance, to ensure organizational buy-in and to facilitate the development of the Capacity Strengthening Action Plan, which happens towards the end of the workshop. As much as possible, participants should reflect the staff/volunteer prolife and the gender/age composition of the organization. This encourages a variety of perspectives and voices to be heard. We also strongly recommend that the group include program, advocacy, campaigns and administrative/operations staff from both head office and field offices directly involved in working on SRHR.

Documenting the Workshop

The CAT workshop is designed to capture a lot of information in a relatively short period of time. Good documentation of the workshop is essential and a strategy for documentation should be put in place prior to the event. We recommend that 1-2 program staff, for example, take turns to support the facilitator(s) in documenting the discussions. Workshop documentation can then be shared with the facilitator(s), for completion of the CAT Workshop Report (Annex 9). It is also important to complete and validate the online CAT template with participants as the workshop unfolds, as it helps provide a visualization of the group's responses (and can serve as an additional source of information for the CAT Workshop Report).

V. Proposed Methodology

Introductory Session

Proposed Time: 15 minutes

Facilitator Instructions:

As part of the introductory session of the workshop, we suggest that you take some time to familiarize participants with the purpose of the CAT, the value to organizations of undertaking a CAT, as well as some key principles underlying the approach that have been outlined above (e.g. the 10 Guiding Principles that shape Oxfam's approach to SRHR, Annex 3). The information can be shared via PowerPoint or flipcharts, tailored as required for individual workshops.

Setting the Scene

Time permitting, we suggest the following "setting the scene" activities prior to embarking on the CAT process with workshop participants. The first activity provides an opportunity to collectively review and define what SRHR means and entails (as very often, SRHR is reduced to family planning services, when SRHR is more comprehensive and made up of a number of intersecting components). Given the sensitivity and taboo nature of a number of SRHR issues, moreover, the second activity provides an opportunity for participants to begin the process of acknowledging and exploring their own values and beliefs related to SRHR, while promoting a collective understanding of the fundamental importance of SRHR for health and wellbeing. These activities may be particularly useful for partners who are new to working explicitly on SRHR, however they may also serve as a valuable reflection exercise for partners with more in-depth SRHR programming experience.

Note to the Facilitator: *Activity 2 requires participants to have undertaken exercises involving personal reflection prior to the CAT workshop. Annexes 5 & 6 should be shared with participants ahead of time, to be completed as "prep work" prior to the CAT workshop.*

N.B.: *Values clarification and attitude transformation (VCAT) activities or exercises, as indicated in Activity 2 below, can bring up complex and sometimes conflicting feelings about SRHR, particularly in relation to more "controversial" topics (e.g. access to safe abortion, LGBTI rights, or unmarried adolescent girls' access to contraceptives). Below we have outlined some potential activities to facilitate a preliminary discussion regarding the interrelationships between SRHR and personal values; because of time constraints, it is unlikely that the group will be able to fully undertake a values clarification session within the 2-day CAT workshop. As such we strongly recommend that this exercise be revisited and undertaken as an organizational capacity-strengthening and team building exercise at a later stage, preferably within the first 3 months of an SRHR project/program's implementation.*

This capacity-strengthening exercise can help reduce the possibility of personal values constraining organizational capacities to work on SRHR, while reinforcing a collective commitment to achieving SRHR as part of fulfilling women and young people's human rights. When undertaking this exercise in more depth, it is highly recommended that VCAT activities be guided by a facilitator who is well versed in SRHR issues, from a rights-based perspective. A neutral, nonjudgmental attitude in facilitating these activities is paramount. Activities can be adapted from tools such as Ipas (2011) Abortion Attitude Transformation: A Values Clarification Toolkit for Global Audiences; as part of preparation, it may be helpful for the facilitator to review "Tips for Facilitating Abortion VCAT Activities" and "Strategies to Manage Challenging Participants."

Activity 1: What Do We Mean by SRHR?

Proposed Time: 15-20 minutes

Objectives:

- To set the parameters of what we mean when we say SRHR
- To acknowledge the importance of considering power and intersectionality when discussing SRHR

Preparation

- Have printouts of the Guttmacher-Lancet Commission's definition of SRHR (Annex 4), or be able to display the definition on a projector for participants to easily see.

Facilitator Instructions:

- Lead a brainstorming activity with participants. Ask participants what do we mean when we say SRHR? Jot participants' answers down on flipchart paper (if needed ask a program staff member to help you with this task).
- Collectively review the Guttmacher-Lancet definition of SRHR (Annex 4). What does this entail for our work?
- With this definition in mind, what are some of the key issues that organizations in this field work on? Ask participants to think of some concrete examples. Such examples may include:
    - Access to sexual and reproductive health information and services, including:
        - Access to contraceptives
        - STI screenings & cervical cancer screenings
        - Access to safe abortion services
    - Comprehensive sexuality education
    - Freedom of expression of sexual orientation and gender identity and expression (SOGIE), LGBTI rights
    - Ending GBV
    - Ending child, early, and forced marriage (CEFM)
    - And many others (as sexual & reproductive rights span a whole range of issues)
- Identify and confirm with participants which thematic aspects of SRHR they are focusing on over the course of their given program/project (as outlined in their project proposal/Theory of Change). Emphasize that while their given program/project may be focusing on select components of SRHR, all aspects of SRHR are interconnected (and as such it is important to be mindful of these wider interconnections, rather than taking a siloed approach to SRHR programming).

Note to the Facilitator: *In this discussion, be sure to touch on power and intersectionality (e.g. not considering women or young people as homogenous, and acknowledging LGBTI groups).*

Activity 2: Values Clarification and Attitude Transformation (VCAT) Activities[2]

Proposed Time: 20-30 minutes

Objectives:

- To begin the process of achieving greater self-awareness of one's own feelings, values and beliefs about various SRHR issues (including "taboo" issues such as young people's access to services, LGBTI rights, and safe abortion), and greater clarity in areas of contradiction, uncertainty and commitment.

Advance Preparation:

- Share Annexes 5 & 6 with participants ahead of time, to be completed individually as "prep work" prior to the CAT workshop.

Facilitator Instructions:

Explain to participants that the group will be taking 15-20 minutes to reflect on the "prep work" exercises they were asked to complete prior to the workshop (i.e. Annexes 5 & 6). Given the sensitive/taboo nature of SRHR (especially when it is unpacked in terms of its various components), having a chance to reflect on personal values which may (unknowingly) underpin our beliefs/approach to SRHR is important, and may help reduce the possibility of personal values constraining a discussion regarding organizational capacities to work on SRHR.

Exercise I Discussion Questions – Agree, Disagree, or Unsure

- What did you think of the exercise?
- What observations do you have about your own responses to the statements?
- All of the statements (except for one) were framed in general or abstract terms. But what do you think would have happened if we framed the questions more personally? How would that have changed answers?
    - (E.g. some people believe that women in general should not be allowed to freely access abortion services, but change their opinion about access to abortion services if they personally or a family member need them).
    - Gently encourage participants to consider whether they maintain a double standard for themselves or their loved ones, versus others in general and ask them to reflect on this more deeply. Stress the negative impact such double standards can have on the accessibility of SRH services, social stigma related to SRHR and laws and policies on SRHR.

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

[2] These two activities are adapted and modified from Ipas (2014), *Abortion Attitude Transformation: A Values Clarification for Global Audiences.*

Exercise II Discussion Questions – 5 Scenarios

- What did you think of the exercise? Was there anything in particular that stuck with you as a result of this exercise?
- What observations do you have regarding your rationale for choosing the one candidate (and not the others)?
    - Ask participants to silently reflect on how they were able to select one woman and deny the others. Ask participants whether their decision may indicate biases they may hold against certain women seeking an abortion and their life circumstances, where these biases may have affected participants' decision about whom they did or did not grant an abortion. For example, some people may select a woman whom they believe had no choice about engaging in sexual activity – for example, a young woman who was raped – because they believe (often unconsciously) that women who willingly have sex and become pregnant are less deserving of abortion services.
    - Reassure participants that we did ask them to make a choice for the purposes of the activity. Explain that this is called a forced choice activity. In being forced to choose, we can become aware of assumptions or biases that are operating unconsciously.
- How did it feel to be in this (hypothetical) position, and have the ability to decide whether a woman could access a safe, legal abortion?
- What do you think would have happened, in the cases of the women for whom you decided to not grant access to safe abortion?
- Close the activity by emphasizing the following:
    - Explain that there is no single, correct answer and that it is impossible to objectively decide which woman deserves access to abortion services over another. Question what person has the right to make such a judgment for another human being.
    - Emphasize that abortion is indeed often a very personal and sensitive issue; views on it can differ from person to person, and sometimes we ourselves can have uncertain feelings about it, or even contradictory feelings or double standards about it (and it is important to acknowledge that). But regardless of what personal beliefs we may hold regarding SRHR and specifically abortion, the reality is that women worldwide, regardless of whether it is legal in their country or not, have abortions, for many different reasons.[3]
    - And irrespective of our personal feelings on abortion, or what we ourselves would do if we were faced with an unplanned or unwanted pregnancy, there are very negative public health outcomes and human rights violations that stem from limiting or even criminalizing access to SRHR services, including safe abortion.
    - Remind participants that safe abortion care is not something only certain women are deserving of; rather it is a right for all women based on their right to health care and right to decide if and when to reproduce.
- Conclude by thanking participants and emphasizing that the aim of these exercises was hopefully to encourage both personal and collective reflection, regarding ways in which our personal values may inadvertently be contradicting and/or constraining our work on SRHR. Stress the importance of seeing VCAT as an ongoing process, of which this was an initial step; and encourage partners to undertake further VCAT exercises as part of organizational capacity strengthening and "walking the talk" on SRHR.

[3] Approximately 56 million pregnancies worldwide end in voluntary termination each year, occurring even in restrictive or illegal settings. Starrs, Ann M et al (2018), "Accelerate Progress—Sexual and Reproductive Health and Rights for All: Report of the Guttmacher–Lancet Commission," *The Lancet* (391): 2661.

Filling Out the Tool

- The facilitator will begin the process by sharing the above description of the structure of the tool (as outlined in Table 1), either via handouts or projected on the screen. Explain to participants that they will be filling out the tool domain by domain.
- Participants should be divided into small groups (e.g. either along functional lines, or mixed). Give each group a set of copies of the Step 1 domain template (e.g. for Domain 1) as well as the associated Step 2 rating scale template (also for Domain 1).
- Each capacity domain starts with a brief narrative description of the type of work that falls within that domain. Before beginning each domain, it is helpful to read this description out loud with the group. This will serve as a reminder to participants of the types of program activities or organizational strategies that they should be thinking of when filling out their responses.

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

It is important to stress that these domains and capacity areas are conceptual tools to support discussion and reflection on how organizations function and change. Organizations are complex systems and often times are a lot "messier" than the typology used in this CAT. Participants should not get too concerned about what fits where, and any strong concerns/disagreements with the OCA typology used in the tool should be acknowledged and recorded in the workshop report.

Step 1: Identification of Current Capacities

Proposed Time: 20 minutes

Facilitator Instructions:

- In their small groups, ask participants to complete the Step 1 Template for Domain 1 (in Section VI below), discussing examples from their organizations and documenting these on flip charts. Remind participants to reflect on any information they have reviewed (strategic plans, evaluations, gender audits, etc.).
- Draw attention to the second column "What capacity might look like," noting that they are guidelines for discussion only. Encourage participants to provide concrete examples of their organization's "capacity" in the various domains, in addition to any other important information to nuance the assessment, for example, information on contextual factors, recent changes in the funding situation, recent evaluations of partner capacity by other donors or internal evaluations/peer reviews, planned capacity strengthening initiatives funded by other donors, etc.
-

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

Step 2: Rating Current Capacities

Proposed Time: 20 minutes

Facilitator Instructions:

Rating Scale

N/A = not applicable or not a priority for our work

0 = Nascent or no capacity in this area

1 = A little — needs lots of improvement

2 = A fair amount — not enough to reach organization's goal

3 = Good situation with some room for improvement

4 = Ideal level of capacity with little room for improvement

- Upon completing the Step 1 Template for Domain 1, ask participants in their small groups to complete the Step 2 Template, "Rating of Current Capacity Levels." Participants will be encouraged to share their honest opinions and thoughts and list examples ("evidence" to support the assessment). It is important that staff members use non-confrontational and non-accusatory language throughout this discussion, and respect each other's opinions. But it is also appropriate to challenge others respectfully. Ask small groups to reach consensus on which assessment category – N/A, 0, 1, 2, 3 or 4 – they believe most accurately represents the organization's current status and achievements. Explain that this exercise is meant to provide a score for each capacity area, which will then be used to help them monitor changes in capacity over time as well as to help prioritize capacities for the Capacity Strengthening Action Plan.

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

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

Step 3: Collaborative Assessment and Discussion

Proposed Time: 40 minutes

Facilitator Instructions:

- Bring participants back together into a plenary session. Have a representative from each small group feedback their discussion/examples of existing capacities for each capacity area, as well as the rating given for each capacity area (both of which should be recorded on a flipchart if possible). Ask questions and probe further to examine to what degree the examples of positive steps cited by participants are being implemented in the organizations, exploring blockages and areas of

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

resistance, and challenging overly positive (or negative) assessments. Reference can be made to background documentation from the organization as well as to the "Setting the Scene" Activities if they have been completed.

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

Step 4: Priority Setting

Proposed Time: 10 minutes

Facilitator Instructions:

- After completing steps 1 through 3 for a given domain, lead the group (in plenary) through an initial priority setting exercise. Ask the group to look back through the capacity areas that they have just discussed. Using the paper copy, each participant should be invited to select up to three capacity areas in the domain under discussion which they feel are most important for improving their programming or organizational strategies. This is the opportunity to flag key areas where the organization thinks it would be important to pursue action to strengthen organizational capacity or an aspect of programming.
- One, two, or three priorities can be selected. If using the hard copy, the group will select the agreed upon priorities by circling up to three capacity areas in each domain.
- Using a process such as the one described above for the collaborative assessment, support the group to reach a consensus on up to 3 priority areas. Please note that there is more time later in the workshop to discuss and establish priorities, so this exercise should be kept short.

Repeat steps 1 through 4 for each capacity domain.

***Note to Facilitator**: If necessary, partner organizations can focus on the program domains that most closely relate to the partners' work; however we strongly encourage that all 6 domains be discussed even if they do not directly match the work the partner currently does. We also highly recommend completing the 3 organizational domains as these are relevant to all organizations working on, or aspiring to work on SRHR programming. For domains or areas that are rated "N/A - not applicable" to the partner's current work, we still encourage organizations at a minimum to use the "notes on your organization" box to reflect on why the partner does not work in this area. Of course, the process can begin by focusing on the domains that are most relevant to the organization, leaving the others until the end.*

Organizations that do not provide health and social support services to women and young people should still be encouraged to review that section of the tool! They should be reminded that it is essential to have referral systems in place directing women young people to appropriate services. By staying informed about key issues related to support services, they can also be more strategic in their advocacy efforts.

Reviewing & Interpreting Results

Proposed Time: 45 minutes

Facilitator Instructions:

After the participants have completed steps 1 through 4 for each capacity domain, they will need to take a break while you input the agreed upon selections for each domain, as well as the 3 priorities per domain, into the online tool and generate a Summary Report. The online version of the tool is at:

Facilitators can follow this link for instructions on how to register the organization and designate a staff member who can access the online tool and related assessment reports throughout the period of their respective SRHR program or project. This will allow organizations access to their information and to monitor their progress between facilitated workshops in Year 1, Year 3, and Year 5.

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

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

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

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

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

This section shows the overall assessment results for the partner organization. This includes:

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

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

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

- The number of capacity areas completed under this domain;
- The average score for this domain;
- How the average score for this domain relates to the average score for the entire assessment tool. This will appear as a positive or negative number, which indicates how much higher (if positive) or lower (if negative) this domain's score is than the overall assessment average. This helps compare different capacity domains within the organization.
- The 1-3 priorities identified for each domain are listed here as well.

The Summary Report provides an indication of areas of strength in programs, as well as areas that represent opportunities for the partner to improve its programs and other organizational factors that position it to work effectively on SRHR programming. As facilitator, work with the participants to reflect on the assessment results. One option is to structure the discussion of findings around: surprises, concerns, strengths and opportunities.

Following a reflection on assessment results, the group will use the results to develop an action plan (Section VII), and complete the "Action Plan: Capacity-Strengthening Priorities & Next Steps" Worksheet (Annex 7).

***Note to Facilitator**: It is useful to look at the current strengths as well as opportunities for strengthening. Encourage reflection on how the capacity area scores relate to each other and probe further any anomalies or outliers. For example, if Advocacy is prioritized as a domain, compare the results related to organizational domains like Networking and Expanding the Sphere of Influence. Importantly, remind the group to compare the priorities identified in Step 4 above with the Self-Assessment Outcomes in the Summary Report. Adjust priorities, if necessary, based on this discussion.*

VI. CAT Templates

Organizational Profile Sheet

Full Name:	
Acronym:	
Country:	

Total number of staff (women/men/other)

Women	**Men**	**Other**
☐ 1-9	☐ 1-9	☐ 1-9
☐ 10-24	☐ 10-24	☐ 10-24
☐ 25-49	☐ 25-49	☐ 25-49
☐ 50-99	☐ 50-99	☐ 50-99
☐ 100+	☐ 100+	☐ 100+

Annual Budget (CAD) (or other based on Oxfam categories)

- ☐ less than 10,000 CAD
- ☐ 10,000-49,999 CAD
- ☐ 50,000-199,999 CAD
- ☐ 200,000-499,999 CAD
- ☐ 500,000-999,999 CAD
- ☐ More than 1 million CAD

Type of Organization (Tick all that apply)

- ☐ Feminist Organization
- ☐ Women's Rights Organization
- ☐ Network
- ☐ Development Organization
- ☐ Civil Society Organization
- ☐ Human Rights Organization
- ☐ Farmer/Cooperative Organization
- ☐ Children's Rights Organization
- ☐ Youth Organization
- ☐ Grassroots/Community Based Organization
- ☐ Union
- ☐ Research Institution
- ☐ Private Sector
- ☐ Public Institution
- ☐ Other: _____

Who participated in the assessment process? Members/staff from the following departments:

- ☐ Board
- ☐ Management
- ☐ Programs
- ☐ Advocacy & Policy
- ☐ Marketing & Outreach
- ☐ Human Resources
- ☐ Finance
- ☐ Volunteers
- ☐ Other

Number of people who participated in the process (women/men/other):

Women	**Men**	**Other**
☐ 1-2	☐ 1-2	☐ 1-2
☐ 3-5	☐ 3-5	☐ 3-5
☐ 6-10	☐ 6-10	☐ 6-10
☐ 11-15	☐ 11-15	☐ 11-15
☐ 16-20	☐ 16-20	☐ 16-20

CAT Workshop Attendance Sheet

	Participant Name	Department	Title	Email Address
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Domain 1: Capacity-Strengthening, Awareness-Raising, and Community Mobilization for SRHR[4]

Step 1: Identification of Current Capacities		
Capacity Domain 1: **Capacity-Strengthening, Awareness-Raising, and Community Mobilization for SRHR**		
Overview of Domain: Women and young people face various barriers when it comes to realizing their SRHR, a number of which stem from deep-rooted gender inequitable attitudes, norms and behaviours, as well as negative and stigmatizing social norms surrounding more sensitive SRHR issues (e.g. comprehensive sexuality education for young people, unmarried adolescent girls' access to services, LGBTI rights, and access to safe abortion, among others). These barriers hinder women and young people's uptake of SRH services, for fear of the potential backlash and/or stigmatization to which they may be subjected, while also perpetuating myths and misinformation surrounding SRHR. Work within this capacity domain is intended to raise awareness regarding SRHR and its importance, strengthen women and young people's capacities as leaders and agents of change, counter stigma and foster community support/demand for comprehensive SRH information and services.		
Capacity Area	**What Capacity Might Look Like**	**Notes on Your Organization**
Capacity to train women and young people on SRHR issues (incl. legal frameworks & reflections on social norms)	▪ Our training program design and implementation is based on evidence and program learning about effective approaches with specific groups and in particular contexts. ▪ Our trainings include education about adverse social norms, how they come about, and how they can be changed. We prioritize participants' abilities to openly reflect on and discuss harmful social norms, and based on what we learn we then tailor trainings and engagement to support specific stakeholder groups. ▪ In our trainings we acknowledge and explain the role that power plays in perpetuating GBV and/or hindering the realization of SRHR. ▪ In our trainings we address sensitive issues such as CSE, LGBTI rights, and abortion from a rights-based approach. We also include a component regarding existing legal frameworks, as well as human rights commitments at national, regional, and global levels. ▪ We use participant-centered learning approaches in our trainings, where methods account for different learning styles (e.g. mix of writing, reading, visual, and active learning methods, independent/group exercises, etc.) Our trainings encourage critical thinking, and include activities requiring participant creativity. Trainings also include a skills development component for participants. ▪ Our work is grounded in women's rights and our trainings consistently emphasize women's right to decide the course of action relative to their situation. ▪ We use youth-centered approaches when working with these groups.	

[4] Resources drawn on for this domain include IPPF (2015), *Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool*; IPPF/WHR (2018), *Sexual Diversity Toolkit*; OCA (2012), *The Power of Gender-Just Organizations: Toolkit for Transformative Organizational Capacity Building*, and OCA (2017), *Organizational Capacity Self-Assessment Tool: Violence Against Women and Girls*.

Capacity to train women and young people to become leaders and advocates	▪ We provide capacity strengthening on advocacy skills to women and young people. This includes gender policy analysis and research, communication and negotiation skills. ▪ We have developed guidelines or a toolkit on advocacy work on SRHR that are shared with and regularly used by staff, partners, and training participants. ▪ Our work is grounded in women's rights, and we provide clear connections and strategies for women's empowerment as a key element to realizing SRHR. ▪ It is our policy to support the development of women's and girls' confidence and skills, while remembering that women and girl leaders who advocate for SRHR and seek full participation in decision-making spaces are at risk of various forms of violence because they are challenging the status quo. We have strategies in place to address this and we work to support an environment where women's and girls' contributions are heard and respected. ▪ We use participant-centered learning approaches in our trainings, where methods account for different learning styles (e.g. mix of writing, reading, visual, and active learning methods, independent/group exercises, etc.) Our trainings encourage critical thinking, and include activities requiring participant creativity. Trainings also include a skills development component for participants. ▪ Peer educators receive in-depth training before starting in this role. Opportunities for refresher trainings are available, and ongoing support is provided. Training includes how to manage group dynamics (e.g. facilitation skills, how to ensure maximum participation, dealing with challenging participants), and how to deliver participatory & learner-centered activities.	
Capacity to engage men and boys as allies	▪ We have targeted strategies in place to engage with boys and adolescents and to work with husbands and fathers. ▪ We conduct gender-sensitive training for men and boys on supporting SRHR.	
Capacity to use positive role modelling as a strategy to promote SRHR and challenge adverse social norms	▪ We work to address community-level attitudes and social norms that are (intentionally or unintentionally) adverse to realizing SRHR. ▪ We work with adolescent, youth and adult groups on positive norm modeling. ▪ Our approach does not name and shame community actors. We consistently showcase examples of positive attitudes and contributions by diverse actors and key influencers, including men, community leaders and law enforcement officials. We highlight instances of girls and women advocating successfully for themselves, addressing their needs and making themselves heard.	

Capacity to implement community awareness-raising initiatives (incl. public awareness & behaviour change campaigns)	▪ **We have a comprehensive set of SRHR awareness-raising activities that we implement. They are well linked and build on each other and we adapt them based on the needs of the community.** ▪ **Our community mobilization engages a diverse groups of stakeholders, and the activities and messages are linked by a coordinated strategy.** ▪ **We involve community members in planning and implementing activities, including ensuring that their capacity is strengthened in the long term.** ▪ **Most of our community mobilization activities and IEC materials clearly describe the social norms that contribute to SRHR violations and GBV as well as concrete steps to addressing them.** ▪ **Our activities and IEC materials are inclusive of LGBTI and non-discrimination interests.** ▪ **Community sensitization and mobilization on gender, SRHR, and GBV prevention is conducted with key influencers.** ▪ **We are well connected with key decision makers at the community and district level, and we regularly engage them in ways that are consistent with our strategic priorities.**	

Domain 1: Rating of Current Capacity Levels

Step 2: Rating of Current Capacity Levels							
Domain 1: **Capacity-Strengthening, Awareness-raising, and Mobilization for SRHR**							
Capacity Area	**Rating**						**Specific Examples**
Training women and young people on SRHR issues (incl. legal frameworks & reflections on social norms)	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Training women and young people to become leaders and advocates	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Engaging men and boys as allies	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Capacity to use positive role modelling as a strategy to promote SRHR and challenge adverse social norms	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Undertaking outreach & community awareness-raising initiatives (incl. public awareness & behaviour change campaigns)	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Subtotals							
Total Points							
Total Points Possible	20*						
Percentage (total points divided by 20) x 100	%						

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

Domain 2: Health and Social Support Services[5]

Step 1: Identification of Current Capacities		
Capacity Domain 2: **Health and Social Support Services**		
Overview of Domain: SRHR services are all too often inadequate, of poor quality, or non-existent, particularly in rural/remote areas. Negative social norms and stigmatization of SRHR, moreover, hinder both service providers' delivery of comprehensive services as well as women and young people's uptake of such services. "Essential sexual and reproductive health services must meet public health and human rights standards, including the 'Availability, Accessibility, Acceptability, and Quality' framework of the right to health" (Guttmacher-Lancet Commission 2018: 2646). Comprehensive SRHR services should include accurate, evidence-based, and non-judgmental information and counselling on SRH; a range of contraceptive and family planning methods; maternal care (including ante- and post-natal care); safe abortion and post-abortion care (PAC); prevention and treatment of STIs; prevention and treatment of reproductive cancers; actions to eliminate harmful traditional practices such as female genital mutilation (FGM) and child, early and forced marriage (CEFM); and prevention and counseling of VAWG and GBV. ***N.B.:*** *if your organization does not directly provide support services as listed above, this section is still relevant to review and discuss with your team! It is essential that organizations working on SRHR programming have referral systems in place to direct women and young people to appropriate services. It is also important that organizations working on SRHR stay informed about key issues related to support services to strengthen their advocacy efforts.*		
Capacity Area	**What Capacity Might Look Like**	**Notes on Your Organization**
Capacity to ensure SRH (and GBV) services are available and accessible	▪ Our facility offers emergency services 24 hours a day, including services for obstetric complications, physical trauma, and essential post-GBV care (emergency contraceptives, HIV post-exposure prophylaxis, and first-line support) ▪ Our organization's schedule and hours of operation is sufficiently flexible, reflecting the needs of our target populations (e.g. we offer some evening/weekend hours for clients who cannot attend during typical business hours, such as students, working mothers/fathers, etc.). ▪ Our providers give all clients the full range of information and services they need and equal access to care, regardless of gender, age, marital status, SOGIE, disability, race, religion, ethnicity, socioeconomic status, etc. ▪ IEC materials are easily accessible to clients (e.g. in waiting rooms, in local language(s), and accessible to a low-literacy audience). ▪ Our IEC materials address LGBTI needs and issues. ▪ Our location is easily accessible for women and young people, including adolescents.	
Capacity to ensure conditions that safeguard clients' privacy and	▪ Our facility has separate, private rooms available for confidential conversations and counselling with auditory and visual privacy (cannot be heard or seen from outside).	

[5] Resources drawn on for this domain include IPPF/WHR (2018), Jhpiego (2018), *Gender Service Delivery Standards: Tool and Facilitation Guide*; and OCA (2017).

confidentiality when accessing services.	▪ We keep client records confidential, where they can only be accessed by the client and her/his/their providers. ▪ Our providers treat clients of all SOGIE equally with regard to confidentiality (nondisclosure) of health information.	
Capacity to provide comprehensive SRHR information and services.	▪ We offer comprehensive, accurate & evidence-based SRH information and counselling. ▪ Our clients have access to— and receive information about— all available contraceptive methods, including emergency contraception, regardless of their circumstance, gender, age, marital status, SOGIE, disability, race, religion, ethnicity, socioeconomic status, etc. We support all clients to voluntarily choose any available and appropriate contraceptive method. ▪ We work to ensure that contraceptive commodities, supplies and equipment covering a range of methods, including long acting and emergency contraception, are integrated within the essential medicine supply chain to increase continuous availability. ▪ Our clients have access to prevention and treatment of STIs (incl. HIV/AIDS) and reproductive cancers. ▪ Our providers give appropriate, non-judgmental emotional support for PAC and post-abortion family-planning; and (where legal) safe abortion services. ▪ We offer IEC materials and counselling on LGBTI issues, such as definitions of SOGIE; diverse sexualities and human rights; and life skills (how to talk to parents, friends, “coming out of the closet,” etc.). ▪ We offer comprehensive VAWG and GBV information, prevention and counseling, including to address and eliminate CEFM. ▪ Services are consistent with national and international standards on health, social and legal services. Our program is recognized as good practice.	
Capacity to provide services in a youth-friendly and gender-responsive way.	▪ Clients are able to access our services free of marital and/or parental consent requirements. ▪ Our staff give clients information about their health directly (e.g. staff do not give information to a spouse, partner or guardian instead of the client themselves). ▪ Our providers ask questions and record responses related to sexual behaviour and the clients’ needs in a professional and non-judgmental manner, regardless of their gender or age. ▪ Our providers display a non-judgmental attitude and avoid judgmental terms, instead using specific, appropriate clinical and counselling terms that the client understands.	

	▪ Policies and institutional practices related to children's and youth's needs, rights, and safety are developed and in place. ▪ We have safe spaces available for young people, particularly young girls, to voice their needs, opinions and aspirations, and practices are in place to try and ensure these are reflected in services and programs. ▪ In our intake and/or assessment forms we use inclusive, gender-neutral language and provide for optional self-identification in categories of SOGIE. Our facility/service has a mechanism in place for client feedback and a way to implement required changes.	
Capacity to train service providers to deliver quality SRHR information and services	▪ We regularly train service providers on gender equality, human rights and SRHR, including young people's rights. Our trainings provide new knowledge about women's and young people's rights, work to change attitudes, and strengthen capacity among service providers to ensure that women and young people are able to exercise the right to make their own decisions and decide their course of action relative to their situation. ▪ Our trainings address sensitive issues (e.g. abortion and PAC) from a rights-based approach. ▪ We train providers on the provision of appropriate and compassionate prevention and counselling of GBV and VAWG, including CEFM. ▪ We train providers on LGBTI rights, and the application of non-discrimination policies on SOGIE. ▪ We regularly offer providers new/refresher sensitization trainings.	
Connecting women and young people to SRHR and GBV support services	▪ We have a regularly updated referral system in place to direct women and young people in a timely way to facilities providing comprehensive, gender-responsive, and youth-friendly SRHR and/or GBV services. ▪ We are part of a community referral network whose members work together to ensure that an integrated package of services is available and accessible to women and girls who experience violence. ▪ Our referral network includes specialized care or other resources for LGBTI clients, including youth. ▪ When referring women and young people to SRHR and/or GBV services, we provide accompaniment, transportation, and other relevant support**.**	
Legal aid	▪ Our staff are knowledgeable about legal frameworks regarding SRHR and GBV. Staff are able to provide legal advice and/or options for recourse to action for individuals who have experienced SRHR violations or GBV. ▪ Our IEC materials include legal resources for SRHR and GBV.	

Domain 2: Rating of Current Capacity Levels

Step 2: Rating of Current Capacity Levels							
Domain 2: **Health and Social Support Services**							
Capacity Area	**Rating**						**Specific Examples**
Availability and accessibility of SRH (and GBV) services	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Privacy & confidentiality of services	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Comprehensiveness of SRHR information and services	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Youth-friendly & gender-responsive delivery of services	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Training service providers to deliver quality SRHR information and services	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Connecting women and young people to SRHR and GBV support services	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Legal aid	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Subtotals							
Total Points							
Total Points Possible	28*						
Percentage (total points divided by 28) x 100	%						

Domain 3: Advocacy & Influencing[6]

Step 1: Identification of Current Capacities		
Capacity Domain 3: **Advocacy and Influencing**		
Overview of Domain: Integral to realizing women and young people's SRHR is addressing the legal and policy barriers that may obstruct their fulfillment. Such barriers may include discriminatory laws or policies (e.g. parental/marital consent requirements to access SRH services, criminalization of abortion, and/or anti-gay laws); adverse or hostile political environments for SRHR; and/or a lack of political will or investment to ensure the full implementation of governments' SRHR-related commitments. Sustained advocacy and action are needed to pressure governments for change, and hold governments accountable for the full implementation SRHR-related commitments as outlined in regional and international human rights agreements. In order to undertake meaningful advocacy for SRHR, a rights-based, evidence-informed approach that centers women and young people's voices and leadership is crucial.		
Capacity Area	**What Capacity Might Look Like**	**Notes on Your Organization**
Capacity to generate knowledge to influence policy and practice on SRHR	▪ We regularly undertake research regarding the SRHR violations experienced by our target communities. We similarly undertake ongoing research to cultivate a body of evidence of good practice regarding SRHR, both within our national context, as well as examples of good practice from other countries and regions. We undertake new research to fill evidence gaps. ▪ Our research methodologies include participatory action and feminist research methodologies, centering women and young people. ▪ Findings from new research and evidence are regularly integrated into our SRHR advocacy and influencing work. We also aim to learn from the experience of others by paying attention to and using findings from research undertaken by SRHR partners and allies.	
Capacity to formulate and implement an SRHR advocacy strategy	▪ We have an SRHR advocacy strategy that is tailored to different audiences, and is flexible in order to take advantage of new opportunities. ▪ We consistently monitor and stay up-to-date on cultural, social, and political developments and use the information to identify and pursue strategic opportunities, and adapt/update our strategy as needed. ▪ Our advocacy strategy is regularly updated to reflect the latest and highest quality evidence available that supports our advocacy messages; we also seek to create new research and evidence. ▪ In formulating our advocacy strategy, we have undertaken risk assessment and mitigation exercises, including an in-depth analysis of our allies and opposition, and their stance on SRHR. We use this information strategically in our advocacy efforts, and continue to monitor potential risks, updating our strategy and risk mitigation initiatives on an ongoing basis.	

[6] Resources drawn on for this domain include Ipas (2018), *Roots of Change: A Step-By-Step Advocacy Guide for Expanding Access to Safe Abortion* and OCA (2017).

Capacity to undertake a rights-based approach to advocacy	▪ Our advocacy strategy is **rights-holder/women-centered.** We engage women and young people in the design, implementation and evaluation of advocacy activities and support them to lead advocacy initiatives when this is appropriate. We take time to strengthen their capacity to advocate on their own behalf and support them in managing potential risks. We facilitate local women and young people's influence in national, regional, and international advocacy spaces. We use participatory methods to actively support and center rights-holders in advocacy and influencing activities ("nothing about us without us"). ▪ Our advocacy strategy is **intersectional,** where we take a holistic approach to SRHR, accounting for the integrated and crosscutting nature of human rights. Where possible we strive to align our advocacy strategy with that of partners working on issues which intersect with women and young people's SRHR (e.g. women's economic empowerment, climate change), in order to avoid a "siloed" approach to women and young people's human rights. ▪ Our advocacy strategy **is comprehensive,** accounting for the need to work at different levels (e.g. individual, community, national, regional, international levels), in order to address the structural causes of exclusion, and bring about meaningful change. Our advocacy initiatives aim to ensure the accountability of government institutions as well as non-state institutions and actors. We also emphasize the role of personal accountability to change SRHR-related attitudes and behaviours.	
Capacity to advocate for sensitive/taboo issues	▪ We are willing and able to advocate for marginalized/taboo SRHR issues, such as access to safe abortion, CSE for young people, and LGBTI rights. We have and offer training on how to strategically advocate for these marginalized issues within restrictive and/or culturally conservative contexts.	
Access to and influence on decision-makers at different levels (district, provincial, national)	▪ We have constructive relationships with relevant decision-makers at various levels (community/district, provincial, national). We regularly work with responsible authorities and duty-bearers, encouraging responsible parties to fulfill and implement their SRHR-related commitments. ▪ We undertake high level campaigns and/or lobbying work targeting influential decision-makers (e.g. parliamentarians, politicians).	
Ability to monitor national, regional, and international human rights commitments	▪ We routinely monitor our government's implementation of national, regional, and international human rights commitments (e.g. CEDAW, CRC), and intergovernmental agreements (e.g. 2030 Agenda, ICPD Beyond 2014) related to SRHR. We incorporate the status of implementation into our advocacy strategy and messaging.	
Media relations and communications	▪ We have a clear communications strategy that considers target audiences, how best to reach them, and ensures that our outreach matches our larger organizational priorities on SRHR. Our communications strategy reflects and aligns with our advocacy strategy and objectives.	

	▪ Rights-based content & messaging in communications: We regularly present women and young people as active change agents. We present our role as promoting women and and young people's rights, providing support as needed, and involving duty bearers in this process. ▪ Our communications activities regularly involve the use of both traditional and more innovative outreach methods, based specifically on our communication strategy (e.g. video, music, digital publications, or social media). ▪ Media plan: we have a clear and proactive media plan supporting our communications strategy, which involves media engagement at many levels and moments. We actively produce media pieces and issue press releases. We train and/or sensitize journalists on issues related to SRHR, and involve media partners when planning our campaigns. We have identified supportive members of the media and built relationships with them, to better ensure accurate and responsible journalism on our issues.	

Domain 3: Rating of Current Capacity Levels

Step 2: Rating of Current Capacity Levels							
Domain 3: **Advocacy**							
Capacity Area	**Rating**						**Specific Examples**
Generating knowledge to influence policy and practice on SRHR	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Formulating and implementing an SRHR advocacy strategy	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Undertaking a rights-based approach to advocacy	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Advocating for sensitive issues	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Access to and influence on decision-makers at different levels (district, provincial, national)	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Monitoring national, regional, and international human rights commitments	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Media relations and communications	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Subtotals							
Total Points							
Total Points Possible	28*						
Percentage (total points divided by 28) x 100	%						

Domain 4: Structures and Processes for Inclusion and Gender Justice[7]

Step 1: Identification of Current Capacities		
Capacity Domain 4: **Structures and Processes for Inclusion and Gender Justice**		
Overview of Domain: Organizations are more effective change agents in support of women and young people's rights when their structures, policies, procedures, programming and internal culture are also inclusive and gender just. In part, this is about "walking the talk" by ensuring that there is alignment between the internal organizational culture and practices and organizational goals related to gender justice; strong internal policies, practices and values on gender justice, diversity, and inclusiveness provide an enabling organizational environment for designing and implementing effective programs and advocacy on SRHR. Capacity areas listed here also include supporting gender-just and inclusive leadership, as well as inclusive management, diversity, and anti-oppressive practice. Also relevant are specific organizational policies that facilitate women and young people's input in program design, implementation, and evaluation; and that support safe and ethical programming on sensitive issues related to gender norms, SRHR and GBV (for both staff and beneficiaries).		
Capacity Area	**What Capacity Might Look Like**	**Notes on Your Organization**
Living our values on women's rights & gender justice	▪ We have a gender justice (and diversity) policy in place, accompanied by a gender justice strategy or action plan providing a clear vision of the changes we want to see inside the organization and in our programs. ▪ Our gender justice policy and strategy are clearly communicated throughout our organization and directly influence the way we work. There are accountability mechanisms and appropriate staff in place to ensure that the gender justice policy and strategy are implemented. ▪ We consistently ensure that everyone on staff receives gender justice training with a focus on SRHR and GBV. We provide regular refresher training that incorporates new thinking on good practice. All new staff receive gender-justice training as part of their orientation. We work to ensure gender and diversity awareness and sensitization at all levels. ▪ We have undertaken VCAT exercises with our team, as part of fostering an internal culture in support of fully realizing SRHR. ▪ Our internal organizational culture promotes feminist wellbeing, such as self-care practices, alternative work arrangements, family-friendly policies, and spaces for individual and collective and reflection on core values. Flexible working and/or work-life balance policies exist, and are widely used by staff. ▪ We have proactive and reactive policies and procedures to provide all staff and volunteers with self-care options to prevent and respond to emotional stress and burnout from working on SRHR and GBV issues.	

[7] Resources drawn on for this domain include IPPF/WHR (2018), OCA (2012), and OCA (2017).

Capacity to foster and support gender-just and inclusive leadership	▪ We have a women's leadership development strategy, including a component for intergenerational leadership and nurturing young women's leadership. We regularly offer training and mentoring. ▪ We work to achieve gender justice and diversity in staffing, especially in decision-making positions. ▪ We undertake succession planning that is in line with ensuring gender-just and diverse representation, particularly in decision-making positions. ▪ We invest in the professional development and training of our staff, and facilitate various learning opportunities.	
Capacity for inclusive management, diversity, and anti-oppressive practice	▪ Reflecting on own values: We have a regular organizational process for facilitating reflections and discussions on staff values related to gender and diversity, including gender and power. This reflective process informs our internal organizational policies and codes of conduct, in order to address and avoid perpetuating negative social norms in our workplace and our programs. ▪ Our organization has clear decision-making structures. We use collaborative management approaches and decision-making styles. ▪ Our HR systems and procedures are documented and available to staff. Processes and approaches are in place for conflict management. ▪ We have an anti-harassment policy in place, that includes harassment based on SOGIE. We provide all staff with an orientation to the anti-harassment policy and provide regular refreshers. There are accountability mechanisms in place to ensure that the anti-harassment policy is fully implemented. ▪ We have a non-discrimination policy in place, that includes discrimination on the basis of SOGIE. ▪ The provisions of our workplace HR policies are well known among staff and regularly used. We monitor the implementation of workplace HR policies through staff surveys and other reviews.	
Input of target groups in program design, implementation, and evaluation	▪ It is our established organizational practice to regularly seek input from women and young people in our target communities about their priorities and needs when designing our programs. ▪ Target groups are regularly involved in the planning, development, implementation and evaluation of our SRHR programs.	
Capacity to ensure safe and ethical SRHR programming	▪ We have organizational policies, practices, and codes of conduct in place to ensure safe and ethical programming on sensitive issues related to gender norms, SRHR & GBV, as well as children and youth's needs and safety.	

	▪ We have a policy for protecting beneficiaries' privacy and confidentiality, and ensuring informed consent. We make consultants aware of this policy. We train staff and volunteers on principles for data collection, management and use. We have accountability mechanisms in place to ensure that the policy is implemented. ▪ We have policies and procedures in place to consistently identify and respond to any unanticipated harms, learn from the experience, and improve our work. We ensure accessible support services are available to women and young people and other target groups. We have complaints procedures in place that are understood and used effectively, where complaints are taken seriously and investigated, via a transparent and accountable process.	

Domain 4: Rating of Current Capacity Levels

Step 2: Rating of Current Capacity Levels							
Domain 4: **Structures and Processes for Inclusion and Gender Justice**							
Capacity Area	**Rating**						**Specific Examples**
Living our values on women's rights & gender justice	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Fostering and supporting gender-just and inclusive leadership	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
inclusive management, diversity, and anti-oppressive practice	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Input of target groups in program design, implementation, and evaluation	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Ensuring safe and ethical SRHR programming	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Subtotals							
Total Points							
Total Points Possible	20*						
Percentage (total points divided by 20) x 100	%						

Domain 5: Networking and Expanding the Sphere of Influence[8]

Step 1: Identification of Current Capacities		
Capacity Domain 5: **Networking and Expanding the Sphere of Influence**		
Overview of Domain: This domain focuses on organizational capacities to foster and support alliances, networks, and movement building. Given that no one organization may be able to excel across all three program domains mentioned above, it is important to work within alliances or coalitions, and form strategic partnerships with organizations whose strengths complement our own. Fully realizing women and young people's SRHR, moreover, requires structural change, for which ongoing collective efforts and mobilization of citizens via CSOs are crucial. Bringing about and sustaining societal change will also require an intersectional approach and collaboration across social movements, in order to address deeper systemic issues. Related to this, CSOs need strong networking skills and abilities to exchange and share learning about what works in making change happen. This domain also focuses on strengthening capacities related to communicating and sharing experiences, strategies and results.		
Capacity Area	**What Capacity Might Look Like**	**Notes on Your Organization**
Establishing alliances with CSOs and other relevant stakeholders	▪ Strategic relationship building: we carefully identify strategic partnerships that match our organizational priorities and dedicate the necessary resources (time, staff, funds) in order to maintain and strengthen these relationships. ▪ We specifically seek out diverse organizations and networks (e.g. youth organizations, LGBTI groups, labour unions), ensuring that our partnerships bring in a variety of perspectives and voices. We have established relations with a range of stakeholders (including government and private sector where appropriate).	
Working in networks/coalitions	▪ We are an active member of SRHR/gender justice/women's rights-related networks and coalitions. ▪ Before joining or forming a coalition, we establish clear, transparent expectations for membership, including roles and responsibilities both within our organization and with potential partners. Our coalition has adopted bylaws and/or statements of commitment to help govern the coalition's ways of working. We revisit and renegotiate these as necessary. There are mechanisms to hold members accountable. ▪ Our network/coalition has a clear vision, mission, and advocacy goals, which are periodically re-evaluated and updated. Coalition activities are also evaluated in relation to our vision, mission, and goals. ▪ Decision-making structures: We have a decision-making process that is known to all members in our networks that ensures collaborative decision-making and mutual accountability; we have an established and validated governance structure.	

[8] Resources drawn on for this domain include Ipas (2018), OCA (2012) and OCA (2017).

	▪ Communications: our coalition has a regular meeting cycle (either virtual or in person) that our members can count on. Communication within the coalition is consistent, transparent and inclusive. ▪ Division of labour: our coalition has active committees/sub-groups in relation to coalition members' strengths and areas of expertise. Committees provide regular updates to the wider coalition regarding their work. ▪ Conflict resolution: our partnerships and networks have a clear, standard process for resolving differing perspectives in a respectful way that strengthens collaboration. ▪ Sustainability: our coalition members have or are able to obtain funding to cover the costs of anticipated coalition activities. ▪ Relationships with elected officials, institutional leaders and other "power players": our coalition leaders know how to negotiate successfully with elected officials and institutional leaders about member concerns. Coalition representatives regularly attend important community/provincial/national meetings and activities. Our coalition meets with officials on a regular basis about the issues that concern our members.	
Sharing knowledge and learning	▪ We follow a consistent process that allows us to openly share experiences, strategies, and opportunities within our partnerships and networks to promote mutual learning. ▪ In our network meetings we regularly debrief and share what has worked well in our collaborations and joint initiatives, and what could be improved. We integrate this learning into future collaborations and initiatives. ▪ We regularly hold joint learning sessions with internal and external speakers, to foster learning, knowledge sharing and skills development among network members.	

Domain 5: Rating of Current Capacity Levels

Step 2: Rating of Current Capacity Levels							
Domain 5: **Networking & Expanding the Sphere of Influence**							
Capacity Area	**Rating**						**Specific Examples**
Establishing alliances with CSOs and other relevant stakeholders	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Working in networks/coalitions	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Sharing knowledge and learning	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Subtotals							
Total Points							
Total Points Possible	12*						
Percentage (total points divided by 12) x 100	%						

Domain 6: Organizational Resilience and Sustainability[9]

Step 1: Identification of Current Capacities		
Capacity Domain 6: **Organizational Resilience and Sustainability**		
Overview of Domain: Organizations that are resilient and sustainable are more likely to achieve their goals, including those related to SRHR. There are many capacity assessment tools available to assess organizational strength in resilience and sustainability; here we have selected a few key areas that have emerged from experience with capacity strengthening for building gender-just organizations. These include functions, capacities and skills such as strategic planning, financial management and resource mobilization, monitoring, accountability, evaluation and learning.		
Capacity Area	**What Capacity Might Look Like**	**Notes on Your Organization**
Strategic planning	▪ Our strategic planning process involves participatory consultation with our target groups. Based on these consultations we have an updated strategic plan. ▪ We have developed work plans and allocated human and financial resources to achieve our goals and objectives related to SRHR.	
Mobilizing resources and financial management	▪ Financial management: We have systems in place for budgeting and monitoring. We regularly monitor our spending on SRHR, including program and staff costs. We use this information to inform our strategic planning and our fundraising. ▪ Fundraising: We have a fundraising strategy and capacity to implement it. We have diversified our funding base (government grants, foundations, public donations, investments, etc.). Our fundraising strategy includes a specific focus on resource mobilization for our work on SRHR.	
Gender-just monitoring, evaluation, and learning (incl. learning from & adapting promising practices)	▪ We have capacity and dedicated resources to track, collect, and analyze data related to our work. Gender-just MEL and research processes are in place, outside of specifically-funded projects. ▪ We undertake data and knowledge generation intended to inform the narrative of our SRHR programs, improve service delivery and programming, facilitate course correction and adaptations as needed, and to understand change more broadly. ▪ We routinely track, collect and analyze data on the impact of our work in changing behaviours and attitudes. We involve the community, including women and young people, in the design and implementation of our monitoring and evaluation processes. ▪ We routinely track, collect and analyze data on our advocacy initiatives, including how far we are meeting our stated objectives. We involve women and young people in the evaluation of our advocacy initiatives. We consistently use the results to strengthen our work.	

[9] Resources drawn on for this domain include OCA (2017).

	▪ We have processes in place to collect information on how our programs may be contributing to shifts in power relations and social norms. Our systems attempt to track reversals, resistance and backlash that may accompany challenges to gender power relations. ▪ Our program design and implementation is based on evidence and program learning about effective/promising approaches with specific groups and in particular contexts. We undertake new research to fill evidence gaps. We are able to learn from and adapt our strategies so as to improve our ways of working and be as effective as possible in meeting our organizational and program goals, including those on SRHR.	
Accountability & participant feedback	▪ Accountability: We have processes in place to ensure accountability to a variety of stakeholders. These processes (e.g. annual and financial reports, monitoring and feedback systems, external audits and evaluations) help us to maintain strong relationships and to improve our ways of working, including our work on SRHR. ▪ Participant feedback: our feedback mechanisms are accessible to our target groups. Program participants regularly use these mechanisms. We are diligent in using feedback to improve our work and to ensure we are respectful of participants' needs and rights.	

Domain 6: Rating of Current Capacity Levels

Step 2: Rating of Current Capacity Levels							
Domain 6: **Organizational Resilience and Sustainability**							
Capacity Area	**Rating**						**Specific Examples**
Strategic planning	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Mobilizing resources and financial management	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Gender-just monitoring, evaluation, and learning (incl. learning from & adapting promising practices)	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Accountability & participant feedback	**N/A**	Nascent or no capacity **(0)**	Little capacity **(1)**	Fair amount of capacity **(2)**	Good amount of capacity **(3)**	Ideal level of capacity **(4)**	
Subtotals							
Total Points							
Total Points Possible	16*						
Percentage (total points divided by 16) x 100	%						

VII. Using the Assessment Results for Developing a Capacity-Strengthening Action Plan

Proposed time: 150 minutes

This exercise supports a structured conversation on areas requiring attention, based on an assessment of current strengths, opportunities and gaps, and the completion of Steps 1 through 4 listed above for each domain. The output is a draft Capacity Strengthening Action Plan in the form of the completed worksheet (Annex 7), which can be further elaborated as required.

Materials:

Flipcharts, markers, Capacity Strengthening Priorities results from *Step 4: Priority Setting*, Post-It notes or sticky dots, copies of the Action Plan: Capacity Strengthening Priorities & Next Steps Worksheet (Annex 7), copies of the Capacity Strengthening Activities Menu (Annex 8)

Facilitator Instructions:

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

- Flipchart the six capacity domains, with each of the related 1-3 priorities for further attention from Step 4. Give each participant six sticky dots. Ask participants to identify up to six of the priority areas for special attention, allocating their dots accordingly (more than one dot can go on a priority area, if desired).
- Suggest that participants start by looking at the areas with the greatest opportunities for strengthening. Remind them that "focus" is a good practice concept related to capacity strengthening efforts. In general, good capacity strengthening efforts do not try to address all areas at once. Instead, it is important to focus on a few areas, particularly "high leverage" areas that can have a positive impact on other capacity areas. For example, participants might choose to give added weight to "Gender-just monitoring, evaluation, and learning" if they believe investment here can support improvements in other areas.

- Summarize the "results" of this prioritization exercise, i.e., look for clusters and ask participants to comment on them and make suggestions of ways they could begin to strengthen capacity in those areas. Once some degree of consensus has been arrived at regarding which areas to focus on, the participants can move to action planning, using the Action Plan: Capacity Strengthening Priorities & Next Steps Worksheet (Annex 7). This can be done as a plenary or in small groups, working through the columns (with flipcharts to record information). A key tool to be used in the completion of the template, particularly for the column on "Action Items," is the Capacity Strengthening Activities Menu (Annex 8). This menu offers a selection of potential activities or action items that could be used to strengthen capacities in each of the domains, though other activities can also be discussed (and creative thinking is encouraged!).
- Once the action items have been determined, the group will indicate how these will be carried out by discussing and populating the "Immediate Next Steps" column, and considering possible timelines for following up different activities. Next, have participants indicate who will be responsible for/participate in implementing the immediate next steps in the "Relevant Staff" column, as well as the relevant resources needed.
- The exact activities to be supported, and by whom, should have support from key staff with decision-making authority in the workshop although the Action Plan may need to be part of a broader discussion, beyond the workshop setting before beginning implementation. Participants should be encouraged to think strategically about their priorities for capacity strengthening and what activities need to be resourced and how (e.g. from external funders or internal sources). Remind participants that some activities may not require a budget, and that funds from either external or internal sources may be limited.

***Note to facilitator**: When thinking of action items, emphasize prioritization and encourage participants to list the items which they believe are the most important and feasible for action and change. Participants should be strongly encouraged to link possible activities with their identified priorities. It might be useful to initially review as a group the Capacity Strengthening Activities Menu (Annex 8), to identify which activities in the menu they should potentially be working with, based on their priorities.*

***N.B.:** The scope of the Action Plan will depend on the organization's needs, commitment and available resources. The Action Plan should be something that is owned by the organization and not entirely determined by the external resources OCA can provide to support capacity strengthening activities. Nonetheless, the template can provide a structured basis for identifying and agreeing on a package of capacity strengthening activities that are able to be internally/externally funded over a given programming period.*

VIII. Workshop Debrief

We recommend that a follow-up meeting or conversation be arranged with key staff from the partner organization for 1) a debriefing session about the CAT, in terms of lessons/takeaways regarding what worked well, and ways in which the facilitation process could be improved; and 2) a review of the Capacity Strengthening Action Plan, particularly in terms of initially proposed timeline, relevant staff and resources. We also suggest that the facilitator prepare a report summarizing the outcomes of the CAT and the Capacity Strengthening Action Plan, and to confirm with partners a process for circulating this within their organization. A workshop report template (Annex 9) is included to this effect.

Annex 1 – Terminology

- **Accountability**: OCA uses a broad definition of accountability, keeping in mind the following:
    - Historically, emphasis has been placed on mechanisms to hold state duty bearers accountable for the respect, protection, and fulfillment of human rights, including SRHR. These state duty bearers are generally security and justice actors, including policymakers, the police, the military and judges of the law courts.
    - The accountability of informal (non-state) security and justice actors (e.g. traditional and religious leaders, community safety groups, victim support groups, legal aid clinics, paralegals, women's rights organizations, neighbour watch groups) is now also recognized.
    - The growing understanding of the role of individual attitudes, behaviours and social norms in underpinning the acceptance or rejection of SRHR brings into sharp focus individual accountability.
    - In addition, Oxfam's commitment to social accountability entails modelling accountability and transparency in relationships and partnerships, and to hold ourselves to account for ethical, safe, and inclusive programming and advocacy on SRHR.
- **Adolescents, youth, and young people**: There is no universally agreed upon definition for these groups, as such OCA generally uses the UN definition of adolescents to refer to persons aged 10-19 years, and youth as those between 15- 24 years. Together, adolescents and youth are referred to as young people, encompassing the ages of 10-24 years.[10] [11] If needed, depending on national contexts this age bracket can be locally adapted to account for upper age ranges (e.g. up to 30 or 35 years old).
- **Gender**: Gender refers to the characteristics and roles that societies attribute to women and men respectively. Gender is not "natural" – it is constructed by societies.
- **Gender-based violence (GBV)**: The terms gender-based violence (GBV) and violence against women and girls (VAWG) are often used interchangeably. We at OCA understand VAWG as an expression of GBV, where GBV is "any form of violence against an individual based on that person's biological sex, gender identity or expression, or perceived adherence to socially defined expectations of what it means to be a man or woman, boy or girl."[12] In this sense, GBV includes not only VAWG but also violence against men, boys, and LGBTI individuals.
- **Gender Justice**: Gender justice brings work towards gender equality into a rights-based framework. It is the goal of full equality and equity between women and men in all spheres of life resulting in women jointly and on an equal basis with men defining and shaping the policies, structures and decisions that affect their lives and society as a whole, based on their own interests and priorities. Gender justice commits to taking a gender perspective on the definition and application of civil, political, economic and social rights.

[10] United Nations Populations Fund (UNFPA) (2013), *Adolescent and Youth Demographics: A Brief Overview*.

[11] United Nations Educational, Scientific and Cultural Organization (UNESCO), *What Do We Mean By "Youth"?*

[12] JHPIEGO (2018), *Gender Service Delivery Standards: Facilitation Guide*, p. 15.

- **Influencers**: This term is used to simplify references to "religious, community, private sector and political leaders" and other leaders. Influencers act as custodians of customs, practices and social norms ("norm-setters") within communities, shape expectations about appropriate behaviour, and have the power as duty bearers to support implementation of formal and informal laws and rules.
- **Intersectionality, and intersectional/inclusion analyses**: This entails recognizing that gender intersects with other identities (e.g. race, ethnicity, caste, age, sexual orientation, religion, socio-economic class, ability) to create multiple forms of discrimination and denial of rights. Intersectional analysis refers to the analysis of the "intersection" of these multiple forms of discrimination. The concepts of "exclusion" and "inclusion" are related but broader. Exclusion can be defined as the process through which individuals or groups are partially or fully excluded from the rights, opportunities and resources that are available to others in the society they live in. Inclusion analysis seeks to identify the groups and individuals excluded in specific contexts and the underlying causes of their exclusion.
- **Sexual and reproductive health and rights (SRHR)**: please see Annex 4 for an integrated definition.
- **Social norms**: Social norms are shared beliefs about what is typical and appropriate behaviour in a group. Behaviour is what a person does or how a person acts. "Typical" means what people actually or commonly do, and "appropriate" means what people should do. Social norms provide the often unspoken rules or expectations of behaviour.
- **Transformative Change**: Transformative change is long-lasting, systemic, sustainable change that challenges structures, culture and institutions that preserve inequality and injustice in the status quo.
- **Violence Against Women and Girls (VAWG)**: The most universally common forms of violence against women include domestic and intimate partner violence, sexual violence (including rape), sexual harassment, and emotional/psychological violence. Other widespread forms around the world include: sexual exploitation, sexual trafficking, and harmful practices, such as female genital mutilation/cutting (FGM/C), as well as child, early and forced marriage (CEFM).[13]
- **Women's Rights Organizations**: refers to autonomous organizations led by women whose mission is to advance women's rights.

[13] UN Women, *Forms of Violence Against Women*.

Annex 2 – Sample 2-Day Workshop Agenda

Day 1

Time	Activity
8:30	Welcome & Introduction (15 min)
8:45	Setting the Scene (45-60 min total)
9:45	Capacity Domain 1 (90 min total) • Step 1: Identification of Current Capacities (20 min) • Step 2: Rating Current Capacities (20 min) • Step 3: Collaborative Assessment & Discussion (40 min) • Step 4: Priority Setting (10 min)
11:15	Coffee break/icebreaker (15 min)
11:30	Capacity Domain 2 (90 min total) • Step 1: Identification of Current Capacities (20 min) • Step 2: Rating Current Capacities (20 min) • Step 3: Collaborative Assessment & Discussion (40 min) • Step 4: Priority Setting (10 min)
13:00	Lunch (60 min)
14:00	Capacity Domain 3 (90 min total) • Step 1: Identification of Current Capacities (20 min) • Step 2: Rating Current Capacities (20 min) • Step 3: Collaborative Assessment & Discussion (40 min) • Step 4: Priority Setting (10 min)
15:30	Coffee break/icebreaker (15 min)
15:45	Capacity Domain 4 (90 min total) • Step 1: Identification of Current Capacities (20 min) • Step 2: Rating Current Capacities (20 min) • Step 3: Collaborative Assessment & Discussion (40 min) • Step 4: Priority Setting (10 min)
17:15	Close of Day 1 (15 min)

Day 2

Time	Activity
8:30	Welcome & Recap (15 min)
8:45	Capacity Domain 5 (90 min total) • Step 1: Identification of Current Capacities (20 min) • Step 2: Rating Current Capacities (20 min) • Step 3: Collaborative Assessment & Discussion (40 min) • Step 4: Priority Setting (10 min)
10:15	Coffee break/icebreaker (15 min)
10:30	Capacity Domain 6 (90 min total) • Step 1: Identification of Current Capacities (20 min) • Step 2: Rating Current Capacities (20 min) • Step 3: Collaborative Assessment & Discussion (40 min) • Step 4: Priority Setting (10 min)
12:00	Break for participants, facilitator inputs remaining data into online template (15 min)
12:15	Reviewing & Interpreting Results (45 min)
13:00	Lunch (60 min)
14:00	Developing a Capacity-Strengthening Action Plan (150 min total) • Priority Setting (45 min) • Action Plan: Capacity-Strengthening Priorities & Next Steps Worksheet (60 min) • Plenary review of Action Plan (45 min)
16:30	Reflections & Close of Workshop (30 min)

Annex 3 – 10 Guiding Principles That Shape OCA's Approach to SRHR

[This material is currently in development]

Annex 4 – Integrated Definition of SRHR (Guttmacher-Lancet Commission)

"Sexual and reproductive health is a state of physical, emotional, mental, and social wellbeing in relation to all aspects of sexuality and reproduction, not merely the absence of disease, dysfunction, or infirmity. Therefore, a positive approach to sexuality and reproduction should recognize the part played by pleasurable sexual relationships, trust, and communication in the promotion of self-esteem and overall wellbeing. All individuals have a right to make decisions governing their bodies and to access services that support that right. Achievement of sexual and reproductive health relies on the realization of sexual and reproductive rights, which are based on the human rights of all individuals to:

- have their bodily integrity, privacy, and personal autonomy respected;
- freely define their own sexuality, including sexual orientation and gender identity and expression;
- decide whether and when to be sexually active;
- choose their sexual partners;
- have safe and pleasurable sexual experiences;
- decide whether, when, and whom to marry;
- decide whether, when, and by what means to have a child or children, and how many children to have;
- have access over their lifetimes to the information, resources, services, and support necessary to achieve all the above, free from discrimination, coercion, exploitation, and violence.

Essential sexual and reproductive health services must meet public health and human rights standards, including the "Availability, Accessibility, Acceptability, and Quality" framework of the right to health. The services should include:

- accurate information and counselling on sexual and reproductive health, including evidence-based, comprehensive sexuality education;
- information, counselling, and care related to sexual function and satisfaction;
- prevention, detection, and management of sexual and gender-based violence and coercion;
- a choice of safe and effective contraceptive methods;
- safe and effective antenatal, childbirth, and postnatal care;
- safe and effective abortion services and care;
- prevention, management, and treatment of infertility;
- prevention, detection, and treatment of sexually transmitted infections, including HIV, and of reproductive tract infections; and
- prevention, detection, and treatment of reproductive cancers."

Source: Starrs, Ann M. et al (2018), "Accelerate Progress—Sexual and Reproductive Health and Rights for All: Report of the Guttmacher–Lancet Commission," *The Lancet* (391): 2642-2692.

Annex 5 – VCAT Activities: Agree, Disagree or Unsure

This exercise is adapted from Ipas' 2011 *Abortion Attitude Transformation: A Values Clarification Toolkit for Global Audiences*, and is meant to be completed by participants ahead of the CAT workshop. If needed, review and adapt the value statements listed below, to make them more relevant to the participants or workshop content.

N.B.: *VCAT activities can bring up complex and sometimes conflicting feelings about SRHR, particularly in relation to more "controversial" topics (e.g. access to safe abortion, LGBTI rights, or unmarried adolescent girls' access to SRH services). The following exercise is intended to facilitate a preliminary discussion regarding the interrelationships between SRHR and personal values; because of time constraints, it is unlikely that the group will be able to fully undertake a values clarification session within the 2-day CAT workshop. As such we strongly recommend that this exercise be revisited and undertaken as an organizational capacity-strengthening and team building exercise at a later stage, preferably within the first 3 months of an SRHR project/program's implementation. This capacity-strengthening exercise can help reduce the possibility of personal values constraining organizational capacities to work on SRHR, while reinforcing a collective commitment to achieving SRHR as part of fulfilling women and young people's human rights.*

Instructions:

Please read the following statements and circle the answers that best reflect your personal beliefs. Please be honest and do not write your name on this sheet.

Values Statements	Agree (A)	Disagree (D)	Unsure (U)
Sexuality education should be available to young people in primary school.	A	D	U
A woman should only be able to access SRH services, including contraceptives, if her boyfriend or husband agrees.	A	D	U
Abortion should be legal:			
• If the woman's life is at risk.	A	D	U
• If the woman was raped.	A	D	U
• In cases of fetal malformations.	A	D	U
• If the woman's health is at risk.	A	D	U
• If the woman cannot afford to care for a child.	A	D	U
• Abortion should be legal on request; it is a woman's right.	A	D	U

Young, unmarried girls should be allowed to have an abortion if they want one.	A	D	U
Gay, lesbian and bisexual individuals could be heterosexual if they really tried.	A	D	U
Same-sex couples should not be able to get married.	A	D	U
A 15-year-old girl should only be able to access SRH services, including contraceptives, with her parents' permission.	A	D	U
If my 15 year-old sister became pregnant and wanted to have an abortion, I would support her decision.	A	D	U

Questions for Reflection:

- What observations do you have about your own responses to the statements?
- All of the statements (except for one) were framed in general or abstract terms. But what do you think would have happened if we framed the questions more personally? How might that have impacted your answers?

Annex 6 – VCAT Activities: 5 Scenarios

This exercise is adapted from Ipas' 2011 *Abortion Attitude Transformation: A Values Clarification Toolkit for Global Audiences*, and is meant to be completed by participants ahead of the CAT workshop. If needed, review and adapt the scenarios listed below, to make them more relevant to the participants or workshop content.

***N.B**: VCAT activities can bring up complex and sometimes conflicting feelings about SRHR, particularly in relation to more "controversial" topics (e.g. access to safe abortion, LGBTI rights, or unmarried adolescent girls' access to SRH services). The following exercise is intended to facilitate a preliminary discussion regarding the interrelationships between SRHR and personal values; because of time constraints, it is unlikely that the group will be able to fully undertake a values clarification session within the 2-day CAT workshop. As such we strongly recommend that this exercise be revisited and undertaken as an organizational capacity-strengthening and team building exercise at a later stage, preferably within the first 3 months of an SRHR project/program's implementation. This capacity-strengthening exercise can help reduce the possibility of personal values constraining organizational capacities to work on SRHR, while reinforcing a collective commitment to achieving SRHR as part of fulfilling women and young people's human rights.*

Instructions:

Each of the following women has asked for an abortion. According to your (fictitious) country's policy, there can only be one safe, legal abortion performed. As a policymaker, you must choose which woman will be able to receive a safe, legal abortion. You can only choose one candidate. Reflect on each of these scenarios and your rationale for choosing the one candidate (and not choosing the others).

1. A 17-year-old woman in her first year at university just found out that she is 8-weeks pregnant. Denied contraception by her health-care provider because she is unmarried and because of her young age, she and her boyfriend tried to use natural birth control methods, however their attempts failed. She does not feel financially or emotionally ready to become a mother, and wants to finish her studies. She is the first person from her poor, rural village ever to attend university.

2. A 15-year-old girl is 12-weeks pregnant as a result of rape by her stepfather. When she told her mother about the rape and pregnancy, her mother, who is also abused by her husband, quietly looked for someone to support them in this situation, but was unable to find anyone who could help or provide a safer place for her daughter to stay. Her daughter continues to attend public school, where she has been a top student. She is experiencing great distress over the rape and pregnancy, and her schoolwork is suffering.

3. A 30-year-old woman, married at age 16, already has two children but is pregnant again. Her husband spends much of his earnings on alcohol and sex workers. She is worried about her risk and the baby's risk for HIV. She is already struggling to feed two children, and doesn't know how she will be able to feed a third.

4. A 24-year-old woman is engaged to her 27-year-old boyfriend of the past three years. They plan to be married, so the unplanned pregnancy initially didn't upset them too much. However, they have learned that her diabetes will likely make her permanently blind if the pregnancy is carried to term.

5. A 12-year-old girl is persuaded by a boy in the grade above her, whom she admires, to have sex with him. He does not like condoms and refuses to use one. Her lack of sexuality education leaves her unable to negotiate safer sex. Since she does not have regular periods yet, and has limited knowledge about pregnancy, it takes a long time before she realizes that she is pregnant. Now she is in her second trimester, and she is growing increasingly depressed and scared about her situation.

Questions for Reflection:

- What observations do you have regarding your rationale in choosing the one candidate (and not the others)?
- How did it feel to be in this (hypothetical) position, and have the ability to decide whether a woman could access a safe, legal abortion?
- What do you think would have happened, in the cases of the women for whom you decided to not grant access to safe abortion?

Annex 7 – Action Plan: Capacity-Strengthening Priorities & Next Steps Worksheet

Selected Capacity Strengthening Priorities	Action Items	Immediate Next Steps (next 6 months)	Relevant Staff	Resources
Domain 1: Capacity-Strengthening, Awareness-Raising, & Community Mobilization for SRHR				
Domain 2: Health & Social Support Services				
Domain 3: Advocacy & Influencing				
Domain 4: Structures & Processes for Inclusion and Gender Justice				

Domain 5: Networking & Expanding the Sphere of Influence				
Domain 6: Organizational Resilience & Sustainability				

Annex 8 - Capacity Strengthening Activities Menu

Domain	**Menus of activities** (not exhaustive!) *Add boxes for additional activities that emerge for each organization*
Program Domains	
Capacity-Strengthening, Awareness-Raising, & Community Mobilization for SRHR	☐ Strategy for engaging community stakeholders (including key influencers) in design of programs & awareness-raising activities ☐ Development of practical tools for gender analysis and inclusion analysis in awareness-raising activities (in order to better target and reach diverse community groups) ☐ Review of content in training packages (e.g. appropriate for target groups, is rights-based, addresses sensitive SRHR issues, assessment is outcomes focused, includes discussion of social norms, national & international legal frameworks) ☐ Development or review of participant-centered learning approaches in trainings ☐ Development or review of women and young people's leadership programs, including capacity training on advocacy skills ☐ Development or review of guidelines/toolkit on advocacy for SRHR ☐ Strategy and practical guidance for directly working with men and boys ☐ Development or review of strategy to work with adolescent, youth and adult groups on positive norm modeling ☐ Development or review of IEC materials (e.g. are rights-based, address social norms, inclusive of LGBTI groups) ☐
Health & Social Support Services	☐ Review services for alignment with national/international standards on SRHR ☐ Pilot testing of new services, and/or expanding existing services (e.g. SRH information & counselling, range of contraceptive methods, abortion and/or post-abortion care, prevention & treatment of STIs & reproductive cancers) ☐ Staff training on providing services from a youth-friendly & gender-just approach (e.g. emphasizing women & young people's autonomy and rights, discussion of social norms) ☐ Service provider training on LGBTI issues; abortion and/or post-abortion care; GBV and VAWG prevention and counseling ☐ Policy affirming availability, accessibility and confidentiality of services to all clients (including women, young people & LGBTI) ☐ Staff training on legal aid in relation to SRHR/GBV ☐ Review and/or development of IEC materials (e.g. accessible to low-literacy audiences, inclusive of LGBTI issues) ☐ Mapping of SRHR and GBV support networks and existing services ☐ Membership in community referral network ☐ Directory of referral services developed, updated, disseminated ☐ Policies and common institutional practices on children and youth needs, rights and safety ☐ Review of MEL framework related to service provision, including client feedback loops ☐
Advocacy & Influencing	☐ Training on knowledge generation, research and documentation, incl. participatory action & feminist research methodologies ☐ Training on rights-based approach to advocacy, lobbying & campaigning ☐ Training on advocacy for sensitive issues (e.g. abortion, LGBTI rights) ☐ Facilitation and negotiation skills building ☐ Development or review of Advocacy Strategy (ensuring it is rights-holder centered, intersectional, & comprehensive) ☐ Development or review of toolkit on advocacy for SRHR ☐ Risk assessment and mitigation strategies, mapping & analysis of allies/opposition ☐ Monitoring plan covering national, regional, and international implementation of SRHR-related commitments ☐ Development or review of communications strategy ☐ Media plan and capacity-strengthening on messaging related SRHR ☐ Development or review of messaging & communications materials (ensuring rights-based content) ☐ Information technology, video, social media skills training ☐

Organizational Domains	
Structures & Processes for Inclusion and Gender Justice	☐ Integration of gender justice into organizational vision, mission, core principles ☐ Development or review of gender justice (and diversity) policy, and associated action plan ☐ Staff training on gender justice, with focus on SRHR and associated VCAT exercises ☐ Development or review of gender-just work culture practices (e.g. self-care practices, proactive & reactive policies to prevent and respond to emotional stress and staff burnout, flexible/alternative working policies, etc.) ☐ Development or review of women's leadership development strategy, including intergenerational leadership ☐ Organizational processes and spaces for reflecting on core values related to gender and diversity ☐ Organizational Gender and Diversity Audits ☐ Development, review and/or staff orientation on anti-harassment & non-discrimination policies, including accountability mechanisms ☐ Strategy for regular engagement of women and young people in program planning, development, implementation & evaluation ☐ Ethical guidelines for working on SRHR, including on beneficiaries' privacy and confidentiality, & ensuring informed consent ☐ Policies and common institutional practices on children and youth needs, rights and safety ☐
Networking & Expanding the Sphere of Influence	☐ Mapping and/or analysis for identifying strategic, diverse, partnerships and networks ☐ Development or review of partnership roles, responsibilities, coalition bylaws and/or statements of commitment ☐ Development or review of partnership/coalition communications processes and decision-making structures ☐ Conflict resolution processes and skills ☐ Development or review of shared knowledge and learning strategy ☐ Partnership/network funding strategy ☐
Organizational Resilience & Sustainability	☐ Strategic planning, including participatory consultations with key stakeholders & target groups (e.g. women and young people) ☐ Financial management systems development & training; accounting software ☐ Fundraising strategy and training ☐ Development of strategies for organizational learning and adapting ☐ Training in gender-just MEL, including data collection and knowledge generation for SRHR programs & advocacy ☐ Development or review of gender-just MEL frameworks for SRHR programs & advocacy ☐ Development or review of accountability plan & feedback processes involving multiple stakeholders ☐ Training in results-based management ☐ Training in gender budgeting, gender budget monitoring and other policy monitoring tools ☐

Annex 9 - Workshop Report Template

CAT for SRHR Programming: Workshop Report

(Organization Name)

(Workshop Dates)

(Location)

Organization overview:

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

Project/Program Background

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

Workshop overview:

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

Assessments

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

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

Capacity-Strengthening Action Plan

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

Lessons Learned

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

Bibliography

International Planned Parenthood Federation (2015). *Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool*.

https://www.ippf.org/resource/inside-and-out-comprehensive-sexuality-education-cse-assessment-tool

International Planned Parenthood Federation Western Hemisphere (2018). *Sexual Diversity Toolkit*.

https://www.ippfwhr.org/resource/sexual-diversity-toolkit/

Ipas (2018). *Roots of Change: A Step-By-Step Advocacy Guide for Expanding Access to Safe Abortion.* Chapel Hill: Ipas.

https://ipas.azureedge.net/files/ADVGDE18-RootsOfChange.pdf

Ipas (2014). *Abortion Attitude Transformation: A Values Clarification for Global Audiences*. Chapel Hill: Ipas.

https://www.ipas.org/resources/abortion-attitude-transformation-a-values-clarification-toolkit-for-global-audiences

Jhpiego (2018). *Gender Service Delivery Standards: Tool and Facilitation Guide.*

http://resources.jhpiego.org/resources/gender-service-delivery-standards

Oxfam Canada (2012). *The Power of Gender-Just Organizations: Toolkit for Transformative Organizational Capacity Building.*

https://www.oxfam.ca/wp-content/uploads/2012/11/Ox-Gender-Toolkit_web-final_0.pdf

Oxfam Canada (2017). *Organizational Capacity Self-Assessment Tool: Violence Against Women and Girls.*

https://cat4evawg.org/wp-content/uploads/2017/02/oxfam_cat-vawg_3-5.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO). *What Do We Mean By "Youth"?*

http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/

United Nations Populations Fund (UNFPA) (2013). *Adolescent and Youth Demographics: A Brief Overview.*

https://www.unfpa.org/sites/default/files/resource-pdf/One%20pager%20on%20youth%20demographics%20GF.pdf

Starrs, Ann M. et al (2018), "Accelerate Progress—Sexual and Reproductive Health and Rights for All: Report of the Guttmacher–Lancet Commission," The Lancet (391): 2642-2692.

https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(18)30293-9.pdf