MacArthur Foundation

GESI Integration Tool

October 2023

GESI Integration Tool

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Introduction to GESI Integration Tool

This tool is designed to support organizations as they integrate gender equity and social inclusion (GESI) considerations throughout the lifecycle of their projects and programs. The tool serves a as means of self-reflection that helps organizations determine what steps they can take to integrate GESI into their actions, rather than measuring impact of any GESI-sensitive or GESI-focused work. The first section depicts the GESI Continuum which is reflected in MacArthur's GESI Statement and was discussed with organizations during the GESI Principles Workshop in August 2023. The GESI Continuum serves as a useful tool to determine if projects and programming are GESI unaware or GESI aware, with the goal of moving towards GESI transformative programming when possible.

The next section outlines the GESI Integration Checklist. This checklist provides a list of considerations or steps that can be taken to integrate GESI at each stage of a project's cycle: Design and Planning, Project Implementation, Monitoring and Evaluation (M&E) and Reporting, and Learning and Reflection. Although these considerations are not required, they provide a blueprint for GESI aware and GESI transformative projects or programming.

The final section serves as an appendix of additional GESI resources which may be helpful to refer to throughout the project or program cycle.

This tool is meant to be filled out by organizations as they self-reflect on the GESI integration of their projects. To fully utilize the tool and all its unique features, please ensure the following:

- We recommend that you download Adobe Acrobat Reader. This free software allows you to view the tool and all of its features.

- If you do not wish to download Adobe Acrobat Reader, the tool can also be opened in any web browser (such as Google Chrome, Firefox, Internet Explorer, etc.). If you decide to use the tool in a web browser, please ensure your web browser is up to date to ensure all the features of the tool are available to you and to be able to fill out the tool with your reflections.

- If the text appears small and you would like to view the text in a larger font, you can use the "Zoom" feature in either web browser or Adobe Acrobat Reader. The Zoom feature in any web browser is simply a "+" or "-" at the top of your browser. In Adobe Acrobat Reader, the Zoom function typically looks like a magnifying glass with either a "+" or "-" in it towards the bottom right of your screen when in the application. You can use the "+" button to increase the font size or the "-" button to decrease the font size.

GESI Continuum

Introduction

In order to effectively integrate GESI, we want to make sure our work is moving away from projects and programming that ignore or exploit inequalities and inequities and move towards projects and programming that are transformative as illustrated in the GESI Continuum below. Organizations can use the GESI Continuum as a tool that serves as a self-reflection and can help determine where projects lie within the spectrum, from GESI unaware to GESI aware. By determining where we are, we can develop actions and plans to help us move toward the goal of GESI and better development outcomes for all.

To use the GESI Continuum, organizations should think about and take a broad look at how their projects or programs incorporate GESI and then determine which category each project or program falls under by using the information provided in the graphic below.

In the GESI Continuum, we have two categories where our projects can fall under: GESI unaware or GESI aware. Definitions for these terms are provided in the next section and illustrated in the GESI Continuum below.

Key Definitions in GESI Continuum

GESI unaware: projects and programs do not examine harmful power dynamics, inequalities, and inequities; these are completely ignored.
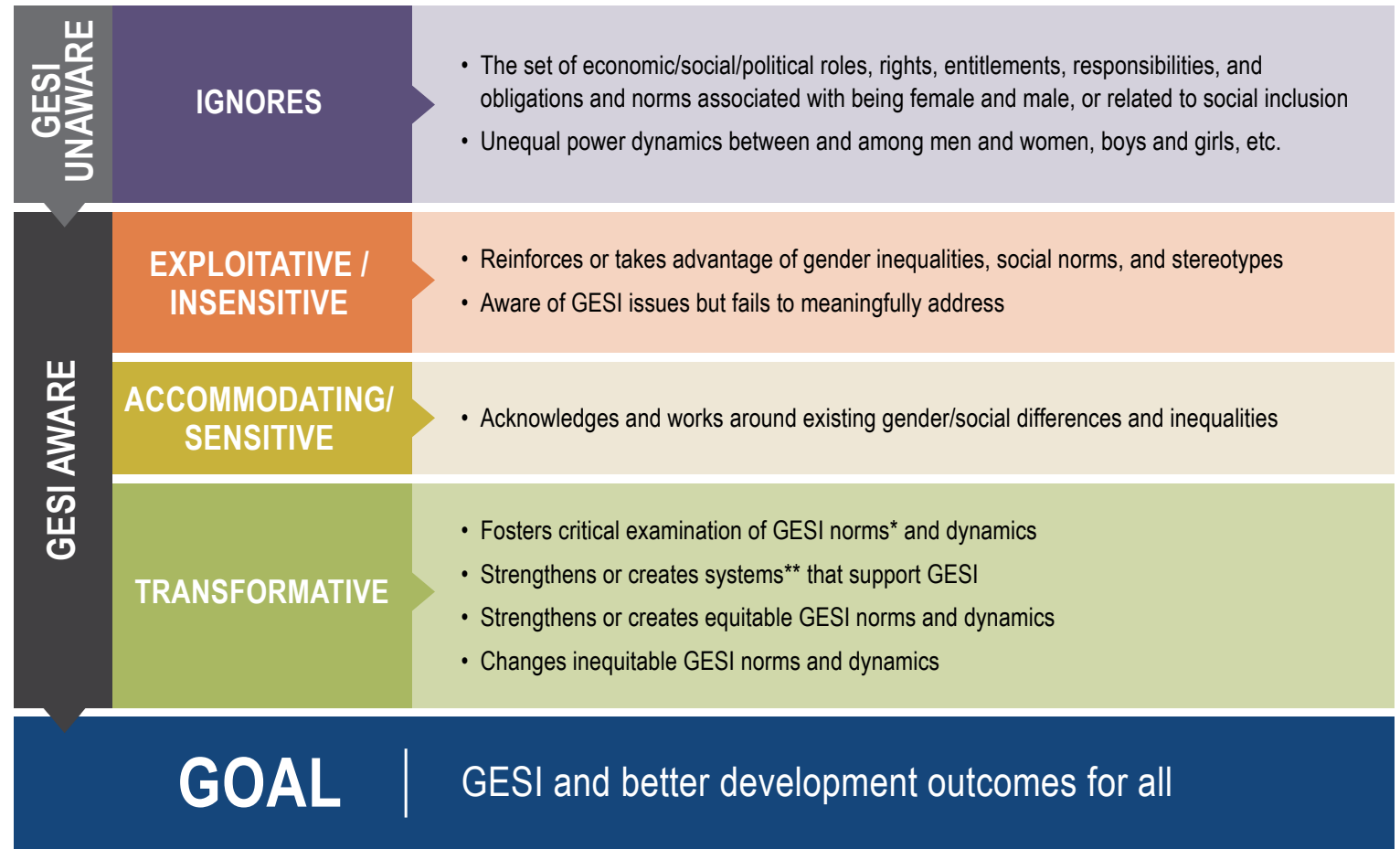
GESI aware: projects and programs examine and understand the power dynamics, norms, inequalities, and inequities that exist. There are three categories that GESI aware projects can fall under: 1) exploitative, 2) accommodating, or 3) transformative.

GESI Exploitative: projects and programs that either intentionally or unintentionally reinforce or take advantage of GESI inequalities and inequities; This approach is harmful, and we want to ensure that our projects and programs are never harmful or exploitative.

GESI Accommodating: projects and programs that acknowledge and are mindful of GESI inequalities and inequities but work around them. They do not challenge the GESI inequalities and inequities and do not attempt to address the systems which perpetuate them.

GESI Transformative: projects and programs that seek to challenge and dismantle systems and structures which perpetuate GESI inequalities and inequities.

GESI Continuum

GESI UNAWARE

IGNORES
- The set of economic/social/political roles, rights, entitlements, responsibilities, and obligations and norms associated with being female and male, or related to social inclusion
- Unequal power dynamics between and among men and women, boys and girls, etc.

GESI AWARE

EXPLOITATIVE / INSENSITIVE
- Reinforces or takes advantage of gender inequalities, social norms, and stereotypes
- Aware of GESI issues but fails to meaningfully address

ACCOMMODATING/ SENSITIVE
- Acknowledges and works around existing gender/social differences and inequalities

TRANSFORMATIVE
- Fosters critical examination of GESI norms* and dynamics
- Strengthens or creates systems** that support GESI
- Strengthens or creates equitable GESI norms and dynamics
- Changes inequitable GESI norms and dynamics

GOAL | GESI and better development outcomes for all

*Norms encompass attitudes and practices **A system consists of a set of interacting structures, practices, and relations

GESI Integration Checklist

Introduction

The GESI Integration Checklist guides organizations through various items for consideration for each of the project stages (Design & Planning, Implementation, M&E and Reporting, Learning and Reflection) as they relate to GESI. The Checklist includes descriptions of different levels of GESI awareness for each item, options to select the level of awareness for each item, illustrative questions to keep in mind while considering each item, and space for organizations to describe how their project is addressing each item and what they can do to move closer to the next level of awareness.

The descriptions of each level of GESI awareness (GESI Unaware, GESI Accommodating, and GESI Transformative) for each item guides organizations to consider at which level their project is **currently** and provide ideas on what to do next to move up to the next level (i.e. from GESI Unaware to GESI Accommodating, or from GESI Accommodating to GESI Transformative).

The illustrative questions are either applicable to all kinds of projects (labeled as "All Modules") or, in some cases, there are illustrative questions that are module-specific (CJ= Criminal Justice, BC= Behavior Change, JB=JoinBodi, and MAJ= Media & Journalism).

For each item, the organization follows the subsequent steps:

1. Read the title of the item for consideration for each project stage (e.g. Team Composition under the Design & Planning Stage)
2. Read through the descriptions of the levels of GESI awareness (GESI unaware, GESI Accommodating, and GESI Transformative) for each item
3. Determine if the item is relevant to the project*
4. Choose a level of awareness (GESI unaware, GESI Accommodating, or GESI transformative)
5. Read through the illustrative questions to contemplate different aspects of the item as it relates to their project
6. Describe how the project addresses the item for consideration and what the project can do to move closer to the next level of awareness (i.e. from GESI Unaware to GESI Accommodating, or from GESI Accommodating to GESI Transformative)

If organizations indicate that the item is not relevant to their project, they do not need to choose a level of awareness nor describe how the project addresses the item.

Key Definitions in GESI Integration Checklist

Gender equity and social inclusion (GESI): seeks to address unequal power relations between women and men and different social groups, taking action to rebalance these relationships and ensure equal rights, opportunity, and respect

GESI-Sensitive Programming: Any kind of programming (objective, goal, outcome or output) that includes efforts to achieve equitable access for women and men and other diverse or disadvantaged groups. Example: Technical assistance to journalists that ensures an equal distribution of assistance for female and male journalists.

GESI-Focused Programming: (objective, goal, outcome or output) directly focused on reducing GESI gaps. Example: Training of females as journalists in an area where all journalists are male.

Diverse and intersecting characteristics: Throughout the checklist this refers to the overlapping and unique identities and characteristics of any person which must be thoughtfully considered when integrating GESI. These characteristics include but are not limited to a person's sex, gender, religion, ethnicity, location, socioeconomic status, age, ability/disability, etc.

Item for Consideration: 1.1 Team Composition

GESI Unaware	GESI Accommodating	GESI Transformative
Project team does not include different groups based on diverse and intersecting characteristics.	Project team includes members of different groups based on diverse and intersecting characteristics. Project has assigned or hired a team member to ensure GESI integration throughout the project. This person has some experience with GESI.	Project team includes members of different groups based on diverse and intersecting characteristics. Project has assigned or hired a team member to ensure GESI integration throughout the project. This person has significant experience with GESI and is part of the team's leadership.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ———————————

All Modules:

• Which groups are underrepresented in our project?

• Which groups are underrepresented in leadership roles?

• Which groups can we involve and how will we select them equitably?

• Can we involve these groups without putting them at risk?

• Do team members represent the groups we plan to work with?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 1.2 Team Background/Familiarity with GESI Concepts

GESI Unaware	GESI Accommodating	GESI Transformative
No one on the project team has attended a GESI training*. *See the resources section of GESI Tool document for links to free-access training courses on GESI.	Team Lead or team member assigned or hired to ensure GESI integration throughout the project have participated in a GESI training.	All project team members have participated in a GESI training. There are GESI training sessions for all new staff.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ———————————

• **CJ:** Is our team familiar with Administration of Criminal Justice Act and Laws (ACJA/Ls) that relate to disadvantaged groups? Is it aware of any limitations of these laws in protecting disadvantaged groups from corruption (such as sextortion, bribes, GBV)?

• **BC:** Is our team familiar with different forms of corruption and how they affect different groups?

• **JB:** Is our team aware of which groups are not included in the fight against corruption? Is it aware of the priorities of people from disadvantaged groups? How does that information inform the advocacy, accountability, and mobilization work we do?

• **MAJ:** Is our team familiar with which forms of corruption and which groups affected by corruption are underrepresented in reporting? Are they including perspectives from people from these groups and reporting on issues that matter to them?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 1.3 GESI-Sensitive Budget Allocation

GESI Unaware	GESI Accommodating	GESI Transformative
In project proposal and work plan, budget has not been allocated to GESI integration or inclusion of diverse and/or disadvantaged groups in project activities.	In project proposal and work plan, budget has been allocated for GESI-sensitive activities and inclusion of diverse and/or disadvantaged groups in program activities.	In project proposal and work plan, budget has been allocated for GESI- sensitive activities and inclusion of diverse and/or disadvantaged groups in project activities. Budget has also been allocated to hire a GESI Specialist and to conduct GESI-sensitive monitoring.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ————————————

All Modules:

• What percentage of the project budget is dedicated to GESI work and is it enough to ensure GESI integration throughout the project cycle?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 2.1 Utilizing GESI and Anticorruption Knowledge to Inform Project Design

GESI Unaware	GESI Accommodating	GESI Transformative
Project team has not conducted a GESI analysis or reviewed recent GESI analyses/ GESI literature pertaining to anticorruption.	Team has reviewed recent GESI analyses/ GESI literature pertaining to anticorruption, including anticorruption in their sector/module.	Team has conducted at least one GESI analysis pertaining to anticorruption with specific questions focusing on their sector/module.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider

- **CJ:** How are different groups affected by the ACJA/Ls and other anticorruption laws? Are certain groups more protected than others? What barriers do different groups face when seeking justice?
- **BC:** Which groups are more likely to face circumstances that lead them to participate in corruption? What BC anticorruption approaches exist in Nigeria and which groups are reached with these approaches?
- **JB:** How are disadvantaged voices included in the fight against corruption? Are disadvantaged groups aware of anticorruption laws, policies, accountability mechanisms, etc.? What barriers keep them from participating in anti-corruption activities?
- **MAJ:** What are the barriers to investigative and anticorruption reporting? Which groups are not represented or reached by anticorruption reporting? Which groups are underrepresented in newsrooms?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 2.2 Including Diverse and Disadvantaged Voices in Project Planning

GESI Unaware	GESI Accommodating	GESI Transformative
Project team has not incorporated any diverse and/or disadvantaged voices into project planning.	Project team consulted diverse and/or disadvantaged groups (including any team members) *before* project proposal or work plan development to ensure the project addresses their needs.	Team consulted diverse and disadvantaged groups (including any team members) *before* project proposal development to ensure the project addresses their needs and continues to consult with these groups *throughout* the project planning stage until proposal and work plan finalization.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider

All Modules:

- List the groups to be consulted and consider who is missing that should be engaged?
- How can we engage these groups throughout the project planning stage to ensure the project will meet their needs?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 2.3 Setting GESI-sensitive and GESI-focused Objectives and Goals

GESI Unaware   **GESI Accommodating**   **GESI Transformative**

Project team has not set any GESI-sensitive or GESI-focused objectives or goals.	Project team has set GESI-sensitive objectives and goals.	Project team has set GESI-focused objectives and goals as recommended in recent GESI analyses and literature pertaining to corruption and in the GESI Landscape Analysis conducted by EnCompass.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ————————

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

• Is any part of our project harming a specific group by increasing existing gaps?

• How can our project's expected GESI objectives and goals be more GESI sensitive and GESI focused?

Item for Consideration: 2.4 Focal Participants

GESI Unaware   **GESI Accommodating**   **GESI Transformative**

Focal participants do not include diverse or disadvantaged groups.	Focal participants include diverse and disadvantaged groups, but measures are not incorporated to ensure meaningful engagement of these groups in project activities.	Focal participants include diverse and disadvantaged groups, and there are measures taken to ensure safe, accessible, and meaningful engagement of these groups in project activities.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ————————

All Modules:

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

• Which groups is our project not reaching and what can we do to reach them?

• What are the groups we are reaching telling us about excluded voices and how to reach them?

Item for Consideration: 3.1 Internal GESI Policies

GESI Unaware

There are no internal GESI policies*. *GESI policies can include, but are not limited to, antidiscrimination and anti-harassment policies.

GESI Accommodating

There are internal GESI policies but only a few project team members are aware of them.

GESI Transformative

The entire project team is familiar with internal GESI policies and follows them, and GESI policies are enforced.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ———

• When was the last time our organization published or updated our GESI policies and are they?

• If they are enforced, are they enforced evenly across the organization?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 3.2 Priority of GESI-sensitive and GESI-focused Objectives and Goals

GESI Unaware

Although there are GESI-sensitive objectives and goals, project staff do not prioritize them, no GESI-focused activities are implemented, and there are no GESI results.

GESI Accommodating

Project staff prioritize a portion of the GESI-sensitive and GESI-focused objectives and goals. There is some GESI work and there are some GESI results to report.

GESI Transformative

Project staff prioritize all GESI-sensitive and GESI-focused objectives and goals. GESI work is prioritized on par with all other project work. Project staff are proud of, and thoroughly report on, their GESI work and results.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ———

All Modules:

• Are our GESI-sensitive and GESI-focused objectives and goals treated equally to the rest of our work?

• If not, why?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 3.3 Empowerment of Team Members in Charge of GESI-sensitive and/or GESI-focused Work

GESI Unaware	**GESI Accommodating**	**GESI Transformative**
Project has not assigned or hired a team member to ensure GESI integration throughout the project. Or this person was hired late, is not included in decision-making meetings and processes, and/or does not have access to the resources necessary to implement GESI-sensitive or GESI-focused work.	The team member assigned to ensure GESI integration is rarely included in decision-making processes and meetings and often does not have access to the resources necessary to implement GESI-sensitive or GESI-focused work.	The team member assigned to ensure GESI integration is a valued member of the team, actively participates in decision-making processes and meetings, and has the resources necessary to implement GESI-sensitive or GESI-focused work.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider —

- Is the team member assigned to ensure GESI integration empowered to do their job?
- Do they understand the diversities in our work environment?
- Is there a mechanism for them to report findings and reflections for necessary adaptations?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 3.4 GESI Commitment

GESI Unaware	**GESI Accommodating**	**GESI Transformative**
Project has not assigned or hired a team member to ensure GESI integration throughout the project. Or only this person is committed to GESI-sensitive or GESI-focused work.	GESI-sensitive and GESI-focused activities are seen as crosscutting issues and non-GESI staff sometimes include GESI considerations in their work.	GESI is a priority for the entire project team. Everyone is and feels responsible for the implementation of GESI-sensitive and GESI-focused activities.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider —

All Modules:

- What is the level of commitment to GESI work among project leadership?
- Among project staff?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 3.5 Differentiated Needs Taken into Consideration for Implementation of Project Activities

GESI Unaware

The project does not consider the differentiated needs of diverse and disadvantaged groups that participate in the project.

GESI Accommodating

The project is beginning to consider the differentiated needs of diverse and disadvantaged groups that participate in the project.

GESI Transformative

The project prioritizes addressing the differentiated needs of diverse and disadvantaged groups that participate in the project to ensure equitable access to project activities and resources.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ——

All Modules:

• All projects distribute resources (including technical assistance, equipment, knowledge, etc.). To deliver those resources equitably when we implement our work with diverse groups, we must adapt to the differentiated needs of those groups.

• Are we adapting to different groups' schedules?

• Have we hired female staff to engage with groups of women who would feel uncomfortable talking to a man?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 4.1 GESI- sensitive Indicators

GESI Unaware

M&E plan does not include any indicators for GESI-sensitive or GESI-focused goals and objectives. Indicators that do exist will not be disaggregated by diverse and intersecting characteristics, where relevant and feasible.

GESI Accommodating

M&E plan includes indicators that will be disaggregated by diverse and intersecting characteristics, where relevant and feasible.

GESI Transformative

M&E plan includes indicators pertaining to GESI-sensitive and/or GESI-focused goals and objectives as well as indicators that will be disaggregated by diverse and intersecting characteristics, where relevant and feasible.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider —— **Describe how your project addresses this item and what you can do to improve the level of GESI awareness:**

• Do we have indicators that allow us to understand if we are reaching both men and women, young and old people, different ethnic groups, etc.?

Item for Consideration: 4.2 GESI-aware Theory of Change

GESI Unaware

The project's Theory of Change does not reflect any GESI-sensitive or GESI-focused goals or objectives and does not include diverse or disadvantaged groups.

GESI Accommodating

The project's Theory of Change includes diverse and disadvantaged groups.

GESI Transformative

The project's Theory of Change reflects all GESI-sensitive or GESI-focused goals or objectives and includes diverse or disadvantaged groups.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider —— **Describe how your project addresses this item and what you can do to improve the level of GESI awareness:**

All Modules:

• Anything that is not included in the Theory of Change is not prioritized, and what is not prioritized is not funded or resourced and cannot be measured.

• Are we including GESI-sensitive and GESI-focused objectives and goals in our Theory of Change?

Item for Consideration: 4.3 GESI-aware Data Collection Methods and Sampling

GESI Unaware

Data collection methods do not account for the inclusion of diverse and disadvantaged groups and any data collection events (interviews, surveys, etc.) do not accommodate for accessibility and inclusion of all participants (collecting data in safe and culturally appropriate locations, scheduling around formal and informal household or work duties, etc.).

GESI Accommodating

Data collection methods account for the inclusion of diverse and disadvantaged groups in all data collection events, specifying how disadvantaged groups will be reached.

GESI Transformative

Data collection methods account for the inclusion of diverse and disadvantaged groups in all data collection events, specifying how disadvantaged groups will be reached. Data collection methods also accommodate for accessibility and inclusion of all participants (collecting data in safe and culturally appropriate locations, scheduling around formal and informal household or work duties, etc.).

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ———

- When we monitor our work with diverse groups we must adapt to their differentiated needs.
- Are we adapting to different groups' schedules?
- Have we hired female data collectors for groups of women who would feel uncomfortable talking to a man?
- Do we have persons with disabilities on our data collection team?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 5.1 GESI Disaggregated Data and Findings

GESI Unaware   **GESI Accommodating**   **GESI Transformative**

Data discussed in reports are not disaggregated by diverse and intersecting characteristics where appropriate and relevant.	Where relevant, data in report(s) are disaggregated by diverse and intersecting characteristics.	Where relevant, data in report(s) are disaggregated by diverse and intersecting characteristics. Where relevant, report findings also mention how findings differ by diverse and intersecting characteristics and provide suggestions on how these differences will be reduced.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ⎯

All Modules:

- Is our reporting masking significant differences in results by group because we are not disaggregating?
- Are we communicating to our stakeholders why we need to adapt our implementation strategies to reach a certain group or ensure that access to the project's activities is more equal among groups?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 5.2 GESI Objectives and Goals

GESI Unaware   **GESI Accommodating**   **GESI Transformative**

Reports do not address any project GESI objectives or goals identified in the project proposal, work plan, and M&E plan.	Reports address *some* project GESI objectives or goals identified in the project proposal, work plan, and M&E plan.	Report findings address *all* project GESI objectives or goals identified in the project proposal, work plan, and M&E plan.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ⎯

All Modules:

- If our reporting does not include any GESI-sensitive or GESI-focused objectives and goals, why is this happening?
- Is our team reluctant to work on GESI-sensitive or GESI-focused activities?
- Do we need support from our donor or organization to communicate to the project team that GESI is a priority?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 5.3 Project GESI-related Strengths or Weaknesses

GESI Unaware

Reports do not address any of the project's GESI-related strengths or weaknesses.

GESI Accommodating

Reports address some of the project's GESI-related strengths and weaknesses.

GESI Transformative

Reports address all of the project's GESI-related strengths and weaknesses.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider —

All Modules:

• Are we communicating the challenges we have faced and our best practices when implementing GESI-sensitive and/or GESI-focused activities so others can learn from our experience?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 6.1 Project GESI-related Recommendations

GESI Unaware

Reports do not provide any GESI-specific recommendations or adaptations for upcoming implementation periods.

GESI Accommodating

Reports rarely present recommendations or adaptations for project GESI goals or objectives for upcoming implementation periods.

GESI Transformative

Reports clearly present recommendations or adaptations for project GESI goals or objectives for upcoming implementation periods.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider —— **Describe how your project addresses this item and what you can do to improve the level of GESI awareness:**

• Are we constantly considering what we have learned from our GESI-sensitive and GESI-focused work and using it to adapt our project?

Item for Consideration: 6.2 Inclusion of GESI-sensitive or GESI-focused Objectives and Goals during Reflection and Learning Sessions

GESI Unaware

There is no discussion of GESI-sensitive or GESI-focused objectives and goals during internal reflection sessions and external convenings to share lessons learned.

GESI Accommodating

There is some discussion of GESI-sensitive or GESI-focused objectives and goals during internal reflection sessions and external convenings to share lessons learned.

GESI Transformative

GESI-sensitive or GESI-focused objectives and goals are prioritized during internal reflection sessions and external convenings to share lessons learned.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ——

All Modules:

• When we take the time to pause and reflect on our work, do we include GESI considerations and time to discuss GESI-sensitive and/or GESI-focused objectives and goals?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 6.3 Inclusion of Diverse Project Participants and Stakeholders during Reflection Sessions

GESI Unaware	GESI Accommodating	GESI Transformative
Reflection sessions do not include any project participants or stakeholders who are members of or represent diverse or disadvantaged groups.	Reflection sessions sometimes include project participants or stakeholders who are members of or represent diverse or disadvantaged groups.	Reflection sessions prioritize the participation of project participants and stakeholders who are members of or represent diverse or disadvantaged groups.

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ——————

All Modules:

• If our pause-and-reflect opportunities do not include project participants or stakeholders who represent disadvantaged groups, we will not be able to understand their experience of participating in our project.

• What can we do to make these reflection sessions more inclusive?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Item for Consideration: 6.4 Opportunities to Identify Unintended/Harmful Consequences for Women and Other Disadvantaged Groups

GESI Unaware	GESI Accommodating	GESI Transformative
There is no opportunity to identify unintended/harmful consequences for women and other disadvantaged groups (including increasing existing gaps) either through the project's monitoring system or during learning and reflection sessions.	Project staff rarely use the project's monitoring system or learning and reflection sessions to identify unintended/harmful consequences for women and other disadvantaged groups (including increasing existing gaps).	The project's monitoring system and learning and reflection sessions are designed to identify unintended/harmful consequences for women and other disadvantaged groups (including increasing existing gaps).

Is this relevant to your project?   Yes   No   **If yes, indicate here:**   Unaware   Accommodating   Transformative

Illustrative Questions to Consider ———

All Modules:

• Because we are working with diverse groups of participants, our project activities could have unexpected positive, negative, or harmful consequences.

• Are we including time to consider any unexpected or harmful consequences of our project during learning and reflection sessions?

Describe how your project addresses this item and what you can do to improve the level of GESI awareness:

Additional GESI Resources

This appendix includes links to additional GESI resources which may be helpful for organizations to use or refer to as and if needed.

- Free-access training courses on GESI offered by the UN Women Training Centre

  » [I Know Gender 1-2-3: Gender Concepts to Get Started](#)

  » [I Know Gender 5: Women´s Leadership and Decision Making](#)

- [GESI Statement](#)

  » Please scroll down on this webpage to where it says "We are please to share our GESI statement" to view or download the statement.

- [GESI in Grantee Organizations—Learning Brief](#)

  » Please scroll down on this webpage to where it says "Read the report" to view or download the report.

Glossary

This appendix includes definitions of all terms used throughout the GESI Continuum and GESI Checklist.

Definitions in the GESI Checklist :

Gender equity and social inclusion (GESI): seeks to address unequal power relations between women and men and different social groups, taking action to rebalance these relationships and ensure equal rights, opportunity, and respect

GESI-Sensitive Programming: Any kind of programming (objective, goal, outcome or output) that includes efforts to achieve equitable access for women and men and other diverse or disadvantaged groups. Example: Technical assistance to journalists that ensures an equal distribution of assistance for female and male journalists.

GESI-Focused Programming: (objective, goal, outcome or output) directly focused on reducing GESI gaps. Example: Training of females as journalists in an area where all journalists are male.

Diverse and intersecting characteristics: Throughout the checklist this refers to the overlapping and unique identities and characteristics of any person which must be thoughtfully considered when integrating GESI. These characteristics include but are not limited to a person's sex, gender, religion, ethnicity, location, socioeconomic status, age, ability/disability, etc.

Definitions in the GESI Continuum :

GESI unaware: projects and programs do not examine harmful power dynamics, inequalities, and inequities; these are completely ignored.

GESI aware: projects and programs examine and understand the power dynamics, norms, inequalities, and inequities that exist. There are three categories that GESI aware projects can fall under: 1) exploitative, 2) accommodating, or 3) transformative.

GESI Exploitative: projects and programs that either intentionally or unintentionally reinforce or take advantage of GESI inequalities and inequities; This approach is harmful and we want to ensure that our projects and programs are never harmful or exploitative.

GESI Accommodating: projects and programs that acknowledge and are mindful of GESI inequalities and inequities but work around them. They do not challenge the GESI inequalities and inequities and does not attempt to address the systems which perpetuate them.

GESI Transformative: projects and programs that seek to challenge and dismantle systems and structures which perpetuate GESI inequalities and inequities.