**Pilot Programme Progress Report**

**Name:**

**Organisation name:**

**Date:**

**Phase:**

**Top 3 goals and objectives for this pilot programme:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1. Sprout:** What is your current situation?Image result for sprout | **2. Seedling:** Quick wins that can be implemented nowImage result for seedling | **3. Flowering:**Where would you like to be in a few months for improvement?  | **4. Bearing Fruit:**What does success look like for you in this area? With resources and capacity, where would you like to be? | **5. Honeybees:**How do you measure success? How are you going to share your progress with your constituents?  | **Stage** | Notes:**What** happened**Who** was/needs to be involved **How** did it work towards your goals |
| ***Example:*** *Leadership* | *Org X currently has 2 out of 6 senior managers that are women or are from excluded groups. Excluded group do not feel like they have the chance to move up in the org.* | *Have focus groups or anonymous conversations with staff to see what types of skills might be needed to advance in the org. Begin mentoring junior staff from excluded groups to build a career trajectory* | *Take the feedback from staff and organise capacity strengthening workshops to help build the skills of junior staff. Undergo a salary benchmarking exercise to make sure that there is no pay disparities across similar job grades and actively seek individuals from excluded groups when hiring for management positions.*  | *Senior Leadership has a balance of excluded groups and can therefore make decisions with knowledge of diverse constituents. Junior roles feel mentored and are considered for positions to move up in the organisation. Pay scales are equal through pay grades.*  | *Success is measured by the number of staff in leadership that are deliberately representing excluded groups. Success is measured by internal hires and the new skill developments of junior staff. Statements of new policies are made to constituents/member organisations to explain a deep understanding of the shifts within the organisation.* | *3* | *X and y trainings were done to provide the necessary skills to junior staff in order to promote them to management positions.* *Senior management needed to take this methodology on board to encourage the rest of the organisation and to create leadership positions for other staff members. Middle management needed to take on mentoring as part of their job description.* *This worked towards goal 1: Equalizing power dynamics.*  |
| **Policies on Sexual Harassment** |  |  |  |  |  |  |  |
| **Complaints Mechanism** |  |  |  |  |  |  |  |
| **Culture and Values** |  |  |  |  |  |  |  |
| **Accessibility**  |  |  |  |  |  |  |  |
| **Policies on Sexual Orientation, Gender Identity and Expression Inclusion**  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**REPORTING QUESTIONS**

1. **What were the milestones for this period?**
2. **What were the challenges for this period?**
3. **What are the priority areas for the next phase for improvement?**
4. **What are the factors that we need to consider for the next phase?**
5. **Outcome/Impact Story (500 word narrative)**