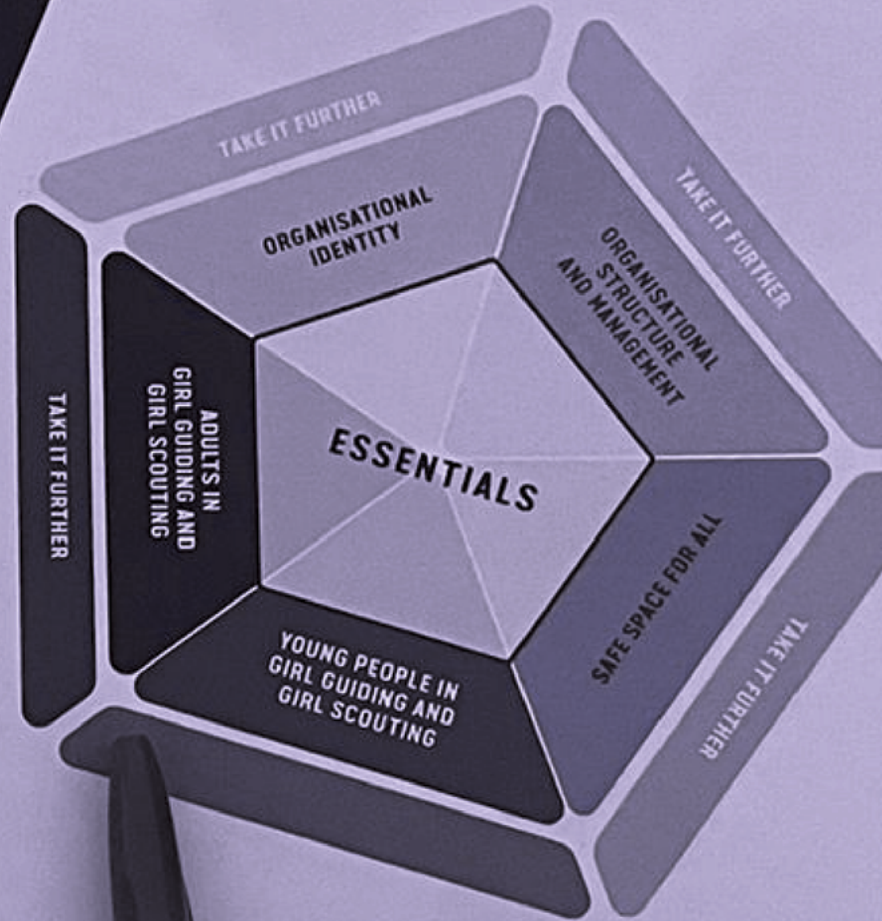




CAPACITY ASSESSMENT TOOL (CAT)

THE ASSESSMENT

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WELCOME TO THE CAPACITY ASSESSMENT TOOL (CAT)



WAGGGS
FOR
HER
WORLD

WAGGGS designed a Capacity Assessment Tool to support national Girl Guiding and Girl Scouting associations to understand their own capacity as measured against an organisational capacity model and defined minimum standards of membership.

This is a self-assessment tool designed to enable MOs to take an overview of their strengths and to identify any areas that may need improvement. The tool also assists the WAGGGS Global Team, including our strong international team of Capacity Building Volunteers - to identify what type of support is required to most effectively develop and grow each organisation, and to support the development of new and improved tailored services and products.

We hope that you will find the CAT helpful in many ways. Please remember that this is not a test, but a tool that provides a way to review, consolidate and measure progress. It helps define areas for improvement and opens up discussion on strategy, allowing for both teambuilding and a holistic view of the organisation. The healthy, structured discussion it aims to generate is in itself a learning process that will help drive a focused and powerful action plan for future progress.

The benefits of the CAT are practical as well. For instance, it can be a very helpful tool when approaching fundraising partners, because it shows a thorough grasp and understanding of the most important elements of how the organisation functions. And it shows transparency and a willingness to share information and strive for constant, measurable improvement.





Ways to navigate the CAT

For a comprehensive organisational health check, you may wish to work through the whole of the CAT. If you already have an idea of where you need support, you might prefer to work on one section at a time. Alternatively, these icons may help you to focus on the indicators most relevant to your current priorities.



WAGGGS membership criteria

Each standard comprises indicators which have been categorised as 'essential' and indicators which have been categorised as 'take it further'. By focussing on the 'essential' indicators, you will be able to assess your organisation's current performance in relation to the WAGGGS membership criteria.



Sustainability

If organisational sustainability is your key priority, you may want to focus on these indicators.

COMPASS 2032

Our vision for the world is an equal world where all girls can thrive. To get there, our vision for the Movement is 'by 2032 we will be a girl-led Movement where every and any girl feels confident to lead and empowered to create a better world together'. Focus on these indicators to help your organisation have maximum impact towards this vision for the Movement.



More spaces where **girls feel brave**



Inclusive, connected Girl Guide and Girl Scout communities



An **empowering environment** for girl led impact



Leaders today, **ready for the future**



Rewarding, accessible roles for volunteers and staff



Agile organisations with growing impact



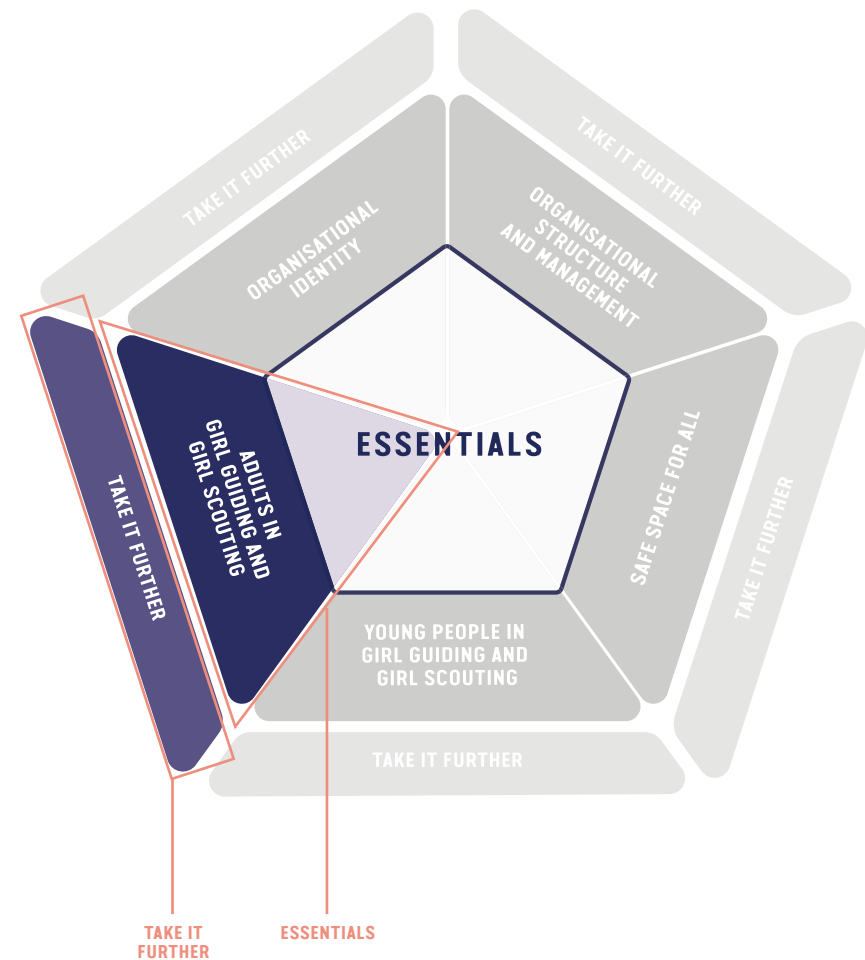


HOW THE CAPACITY ASSESSMENT TOOL WORKS

The CAT is divided into five themed sections, covering the following aspects of organisational activity: Young People in Girl Guiding and Girl Scouting; Adults in Girl Guiding and Girl Scouting; Organisational Identity; Organisational Structure and Management; Safe Space for All.

Each of these sections contains some 'essential' elements and other elements to help you 'take it further'. In each case, the essential elements reflect the WAGGGS membership criteria. This is where you will probably want to focus if you are a relatively new organisation – or one which is looking to re-build following challenging times. If you are well established and working from a strong base, you may want to spend more time looking at the elements which have been designed to help you 'take it further'.

The diagram illustrates the themed sections which make up the CAT and shows how elements are identified as 'essential' or 'take it further' within each of these sections.

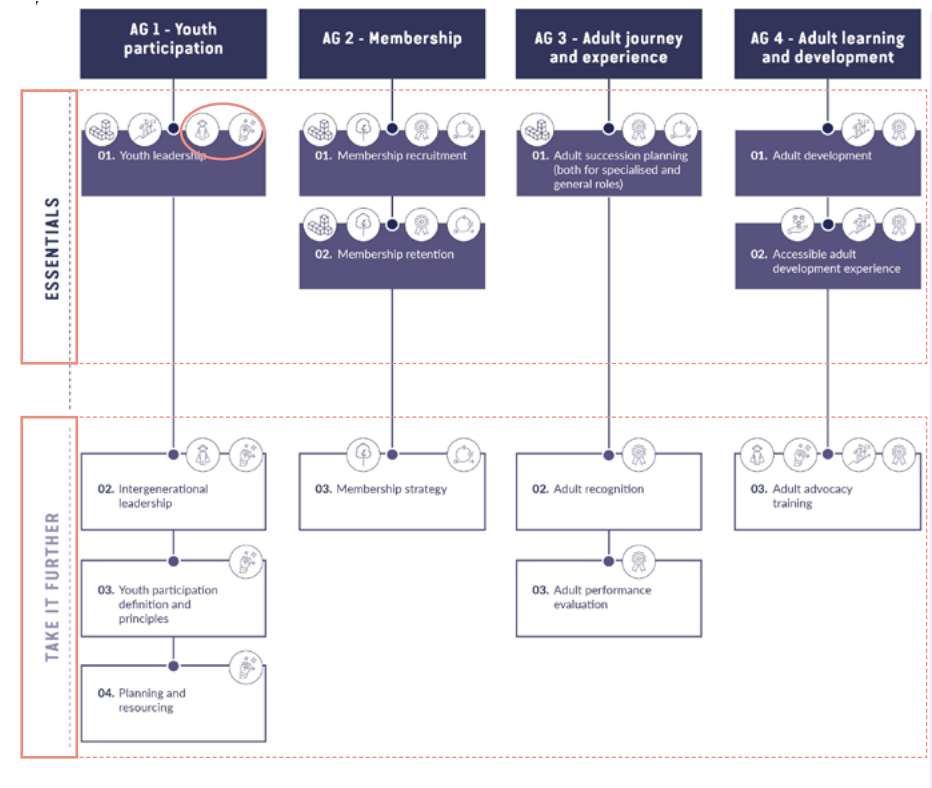




HOW THE CAPACITY ASSESSMENT TOOL WORKS

We have designed the CAT to be as flexible as possible. You can choose how you use it. You may want to work through every element in every section, in order to identify your strengths and weaknesses and decide on your priorities for improvement. Alternatively, you may prefer to begin by focussing only on the 'essential' elements. Or, if you already have some idea of your development priorities, you might choose to focus on one or two sections (for example, you could decide to use the CAT to help you evaluate your current provision for young people in Girlguiding and Girl Scouting).

Throughout the CAT, we have also used **icons** to highlight elements which reflect the key WAGGGS priorities, as articulated in Compass 2032. Please do refer to the Frequently Asked Questions, Guidelines and Glossary before you go through the tool and ask your Capacity Building Regional Committee Contact or your Regional Manager for any additional support you may need.





How to complete the assessment

For each element, think about how well you currently perform as an organisation.

We've described (at one end of the scale) what poor performance might look like and (at the other end of the scale) what excellent performance might look like.

At the appropriate location on this scale, you will also see highlighted the description of what WAGGGS would consider the solid foundation for an MO.

Click on top of the square or circle (this will depend on the version of Acrobat reader you are using) to select your option according to your self evaluation.

Young people in Girl Guiding and Girl Scouting
YPG 4 – Girl-led advocacy and wider world impact
The programme empowers young people to speak up on issues they care about and the organisation amplifies their voices.

1. Advocacy Skills

- There is no mention of advocacy in the programme.
- The programme includes some information about advocacy and opportunities for girls to learn basic advocacy skills.
- The programme includes opportunities to learn advocacy skills, methods and strategies at all ages.

2. Advocacy opportunities

- The organisation does not give young people opportunities to speak up about causes they care about.
- The organisation supports girls advocating about their topic of choice.
- The organisation actively invests in creating spaces for young people to be advocates. Systems are in place to facilitate young peoples' advocacy efforts at the local, national and global level.

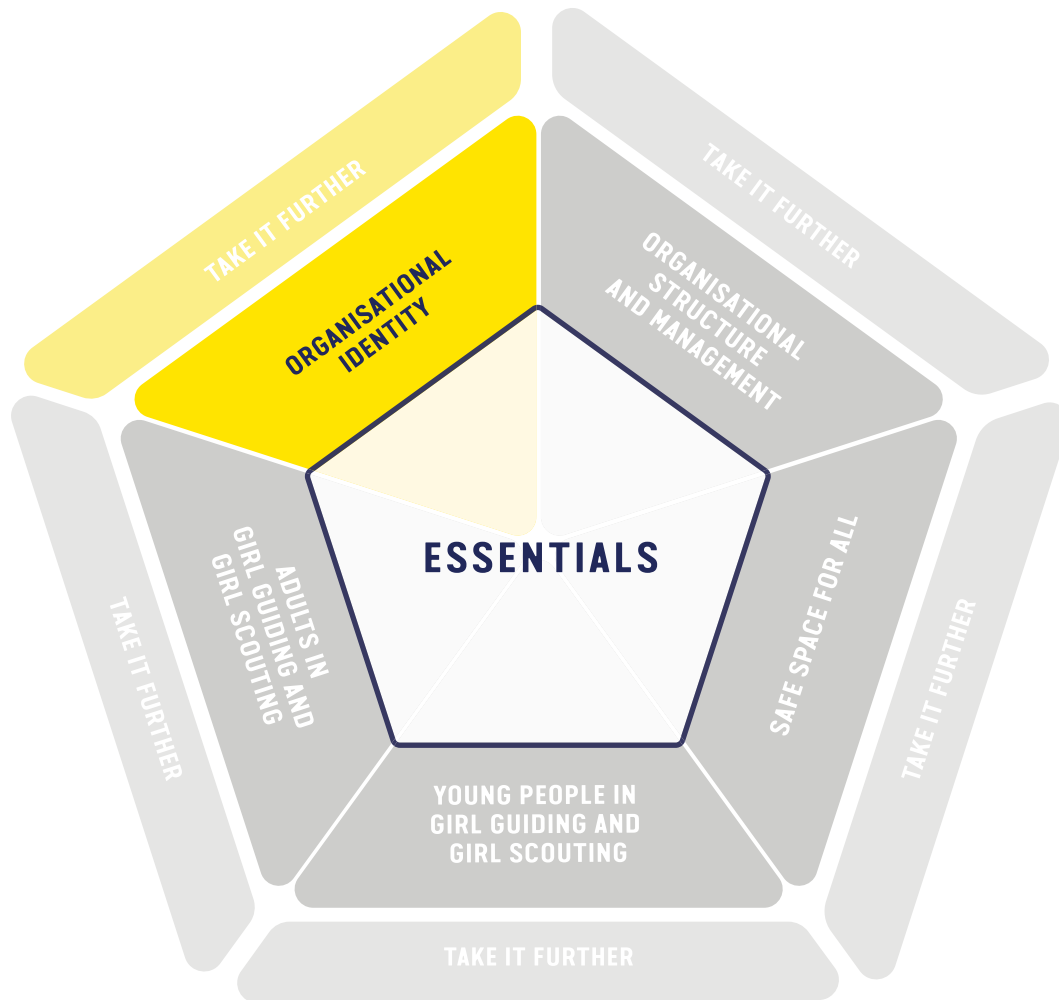
3. Access to decision making spaces

- The organisation discourages young peoples' involvement in community decision-making spaces.
- The organisation supports young people's advocacy efforts in their communities.
- The organisation actively facilitates the presence of girls in decision-making spaces locally, nationally and globally. It does this by leveraging relationships with decision makers and other national partners.

4. Advocacy pipeline

- The organisation has no knowledge of advocacy projects at the local level.
- The organisation knows of grassroots advocacy projects. It amplifies them by giving them visibility and a national platform.
- The organisation can mobilise its membership effectively to amplify local girl-led advocacy projects and campaigns. There are systems in place to give local girl-led advocacy efforts a national and global platform.

TAKE IT FURTHER



OI Organisational Identity

In this section, we consider organisational vision and mission. We also look at the ways in which organisations can communicate and promote themselves effectively, whether internally with their members or externally with prospective members, key decision-makers, the media and the wider community.

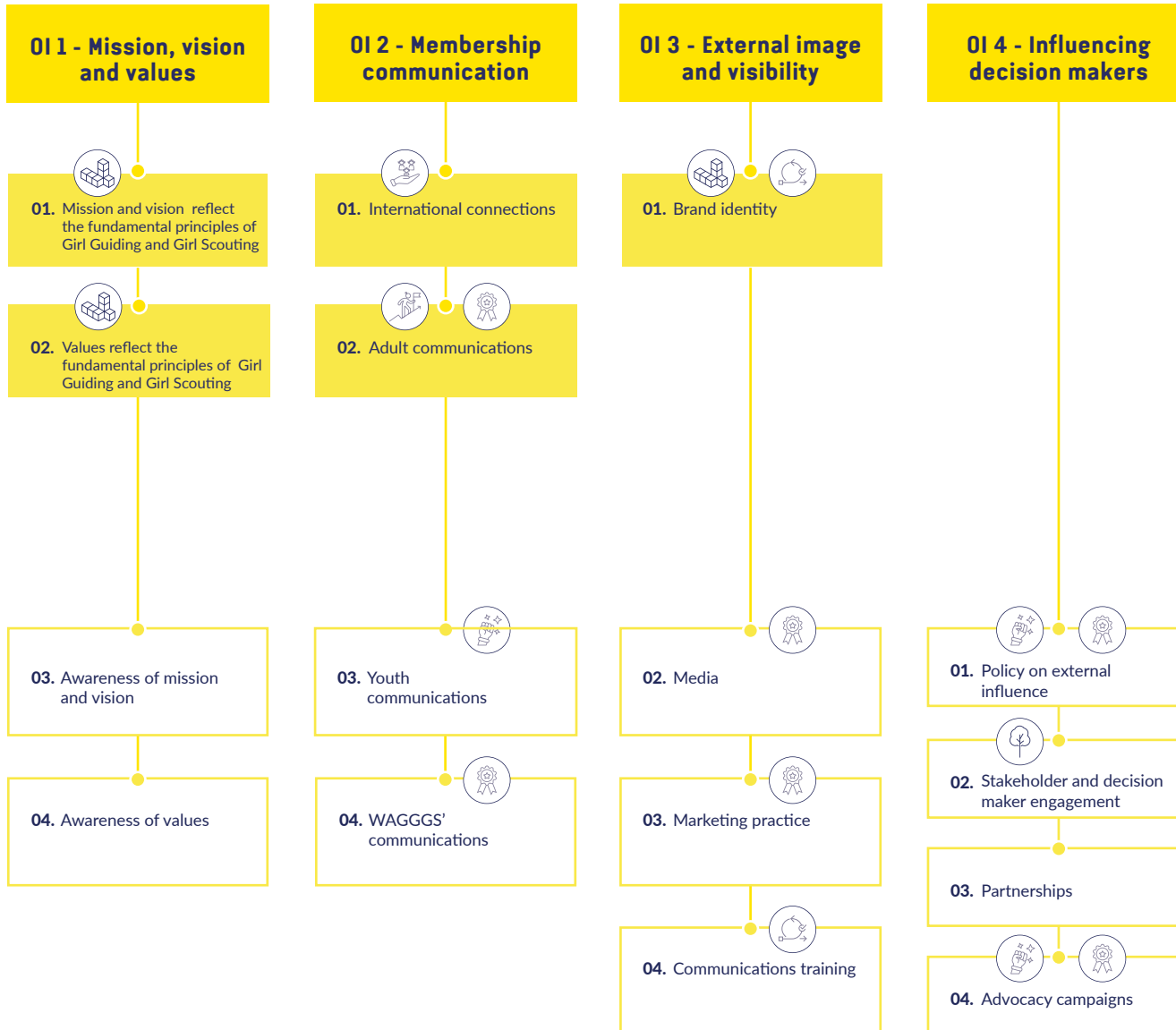
- OI 1 Mission, vision and values
- OI 2 Membership communications
- OI 3 External image and visibility
- OI 4 Influencing decision makers

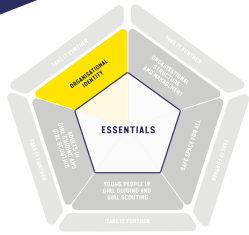


OI - Organisational Identity

ESSENTIALS

TAKE IT FURTHER





Organisational Identity

OI 1 – Mission, vision and values

The organisation has a clear mission and vision. It has defined values which align with the fundamental Principles of Girl Guiding and Girl Scouting. The mission statement and values guide the actions of the organisation and define how it expects its members to behave.

ESSENTIALS

1. Mission and vision reflect the fundamental principles of Girl Guiding and Girl Scouting

The organisation does not have a mission or a vision.

The organisation's mission and vision reflect the fundamental principles of Girl Guiding and Girl Scouting.

The mission and vision actively drive all organisational activities.

2. Values reflect the fundamental principles of Girl Guiding and Girl Scouting

There are no organisational values in place.

The organisation has clear values. They reflect the fundamental principles of Girl Guiding and Girl Scouting and the WAGGGS non-formal educational method.

The values are consistently used to drive actions and set priorities.

3. Awareness of mission and vision

The organisation's mission and vision are mostly unknown by members, volunteers and staff.

The organisation's mission and vision are well known by members, volunteers and staff.

The organisation's mission and vision are well known by members, volunteers and staff. They are also known externally by partners and the community.

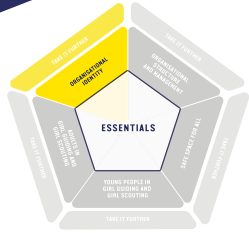
TAKE IT FURTHER

4. Awareness of values

The organisation's values are mostly unknown by members, volunteers and staff.

The organisation's values are well known by members, volunteers and staff.

The organisation's values are well known by members, volunteers and staff. They are also known externally by partners and the community.



Organisational Identity

OI 2 – Membership communications

The organisation has mechanisms to communicate effectively with its youth and adult members. There are mechanisms in place, which enable the organisation and WAGGGS to share mutually useful or generated content.

ESSENTIALS

1. Internal connections

Members only feel connected to their local group.

Members feel connected to a national organisation.

Members feel connected to a united international movement.

2. Adult communications

The organisation does not have a system for communicating with its adult members.

The organisation has systems for communicating with its adult members.

The organisation has a strategy for communicating with its adult members.

3. Youth communications

The organisation does not have a system for communicating with its youth members.

The organisation has systems for communicating with its youth members.

The organisation has a strategy for communicating with its youth members.

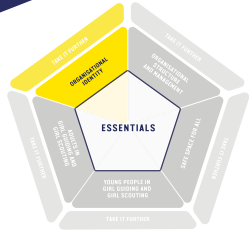
TAKE IT FURTHER

4. WAGGGS' communications

WAGGGS' communications are not read or acted upon.

WAGGGS' communications are directed to the most appropriate person in the organisation. The organisation maintains active communication with WAGGGS.

WAGGGS' communications are directed to the most appropriate person in the organisation.. The organisation responds proactively where needed. Opportunities (World Thinking Day, JLS, etc.) are disseminated to the wider membership so that members feel connected to the global Movement.



Organisational Identity

OI 3 – External image and visibility

The organisation has communication mechanisms in place to increase external visibility amongst its target audiences. The organisation presents a unified image and message across all of its channels and when communicating with all of its internal and external audiences.

ESSENTIALS

1. Brand identity

The organisation has no clear brand or consistent identity.

A brand is in place and is used consistently.

Design, photography and written communications reflect an agreed brand and present a unified, professional image to all audiences.

2. Media

The organisation does not have a media plan.

The organisation has a media plan and some contacts with local or national media.

The organisation has a media strategy. It builds and maintains media relationships proactively. Members (adults and young people) are trained on the media strategy.

TAKE IT FURTHER

3. Marketing practice

The organisation does not actively promote itself externally.

The organisation promotes itself externally, using a variety of channels (e.g. social media, digital, promotional flyers, advertising).

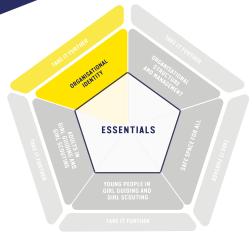
The organisation has a marketing strategy. The voices of girls and young women are consistently prioritised in external communications and visible across all channels.

4. Communications training

The organisation does not offer communications training to any members.

Some members (e.g. regional commissioners) are able to access general communications training.

Communications training is offered to all members (adults and young people) and is designed to support delivery of the organisation's media strategy.



Organisational Identity

OI 4 – Influencing decision makers

The organisation's influence contributes to changes at the national level in areas directly related to its work, in line with its vision, mission and current strategy. The organisation has the capacity to influence and a willingness to do so.

TAKE IT FURTHER

1. Policy on external influence

The organisation does not have a policy on external influence.

The organisation has a clear policy and guidelines on how to engage with external stakeholders (what (not) to advocate on and who (not) to engage with).

The organisation has a clear policy on external influence aligned with Girl Guiding and Girl Scouting values and principles.

2. Stakeholder and decision maker engagement

The organisation has no connections with external decision makers.

The organisation has strong connection(s) with relevant external decision maker(s).

The organisation is invited to key meetings and provides inputs into policies related to girls.

3. Partnerships

The organisation has no partnerships with other organisations.

The organisation has stable partnerships with relevant organisations.

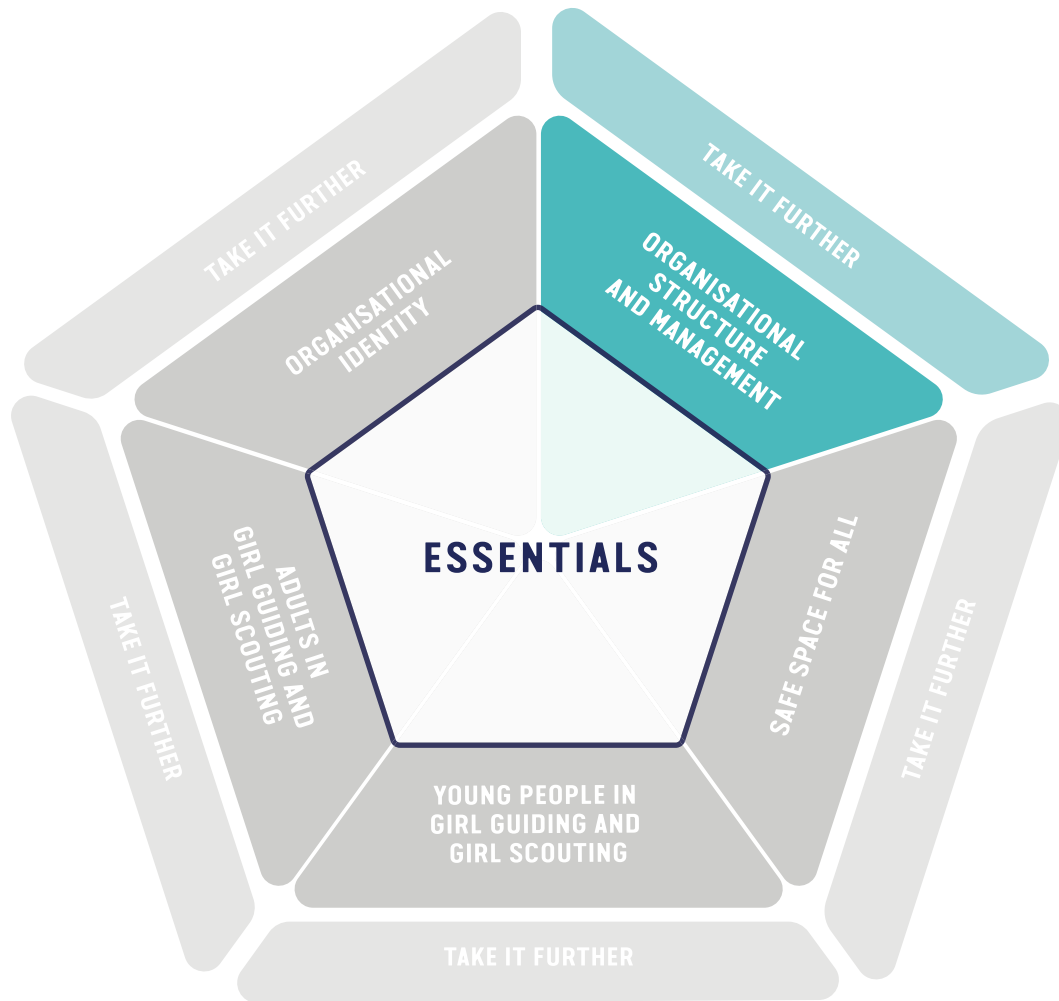
The organisation is viewed as a key, long-term partner and an expert on issues impacting young people.

4. Advocacy campaigns

The organisation does not run advocacy campaigns.

The organisation runs advocacy campaigns (even at small scale).

The organisation runs successful advocacy campaigns, led by girls.



OSM

Organisational Structure and Management

This section covers the structures and systems which support the smooth running of the organisation. This includes organisational governance, strategic planning and evaluation, physical and technological infrastructure, financial management and fundraising.

OSM 1 Governance

OSM 2 Strategy and planning

OSM 3 Finance and fundraising

OSM 4 Organisational performance management

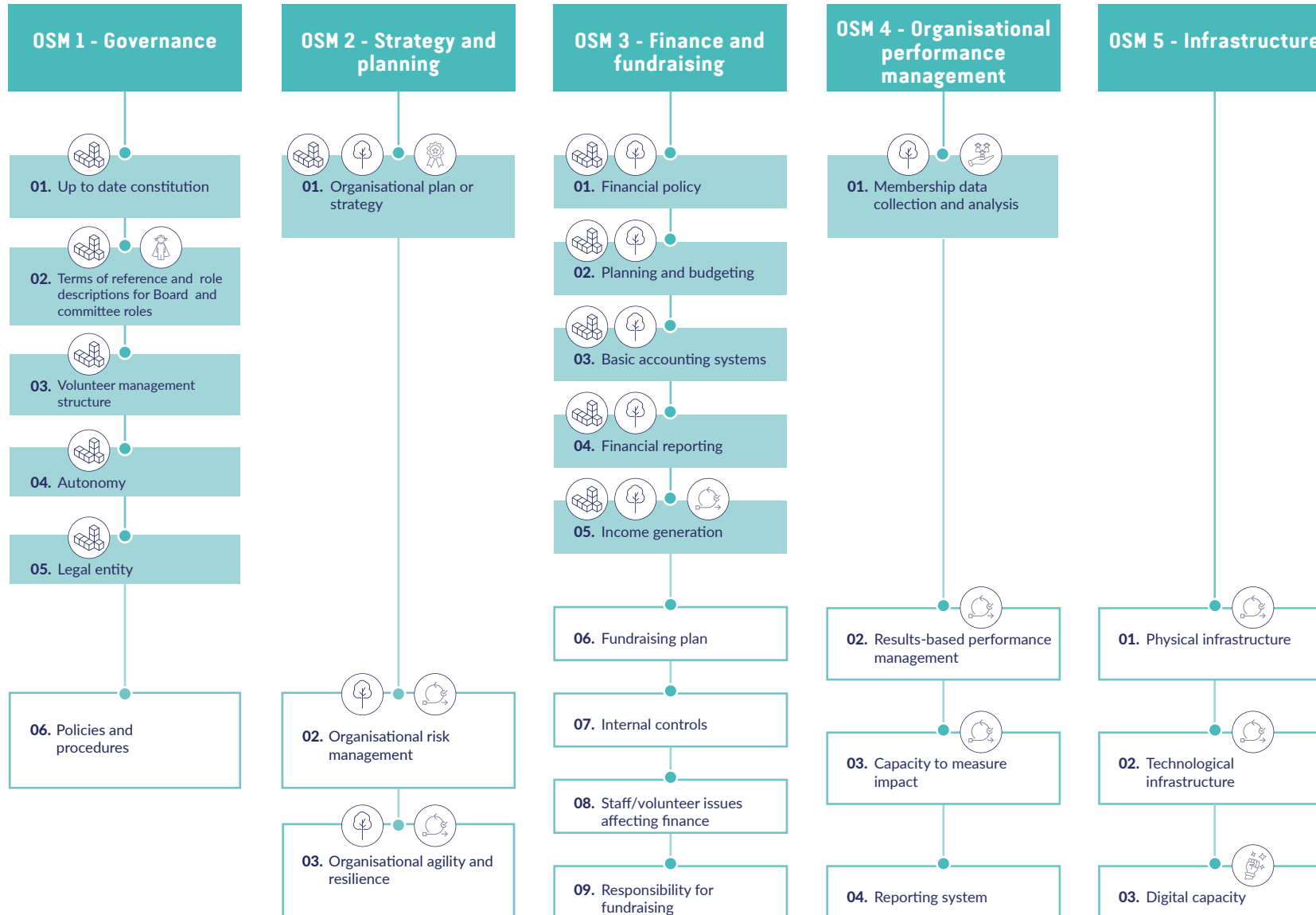
OSM 5 Infrastructure

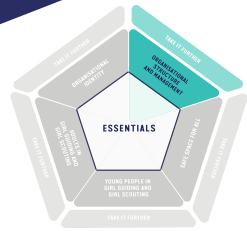


OSM - Organisational Structure and Management

ESSENTIALS

TAKE IT FURTHER





Organisational Structure and Management

OSM 1 – Governance

Structures and systems are in place to support the smooth running of the organisation and the implementation of the constitution. These are fit for purpose.

1. Up to date constitution

The constitution has not been reviewed within the last 5 years. It does not support smooth running of the organisation.

The organisation has a constitution, reflecting WAGGGS' conditions of membership. It supports smooth running of the organisation. It has been reviewed within the last 5 years.

The organisation has a constitution, reflecting WAGGGS conditions of membership. It is reviewed every 3 years. The organisation operates in accordance with its constitution.

2. Terms of reference and role descriptions for board and committee roles

The organisation has no terms of reference or role descriptions for board or committee roles. Terms of office are not defined.

Terms of reference and role descriptions for board and committee roles are in place. Terms of office are clearly defined.

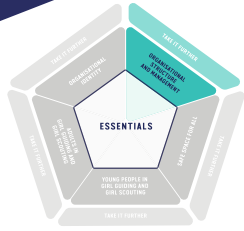
Terms of reference and role descriptions are used for all board and committee roles. They are reviewed regularly. Defined terms of office are adhered to.

3. Volunteer management structure

The organisation has no clear structure for volunteer management.

The organisation has a clear structure for volunteer management.

There is a fit for purpose volunteer management structure, which is widely understood. It is supported by volunteer management systems and processes which are consistently implemented and regularly reviewed.



Organisational Structure and Management

OSM 1 – Governance

Structures and systems are in place to support the smooth running of the organisation and the implementation of the constitution. These are fit for purpose.

ESSENTIALS

4. Autonomy

The organisation's practices are autonomous and not linked to any political party. This is known informally but not recorded in the constitution.

The constitution states clearly that the organisation is autonomous and not linked to any political party.

The organisation's autonomy is known, understood and respected by all members, volunteers, staff and relevant stakeholders

5. Legal entity

The organisation does not comply with the current national legal framework.

The organisation complies with the current national legal requirements.

The organisation is legally registered, as appropriate to its national context. It is aware of its legal status. It reviews its position regularly to ensure it complies with the national legal context.

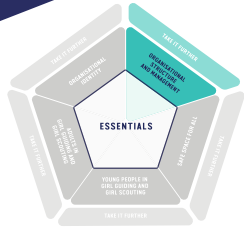
TAKE IT FURTHER

6. Policies and procedures

The organisation has no documented policies and procedures.

The organisation has documented any policies and/or procedures needed to support its constitution, to comply with national legal requirements or to ensure smooth running of the organisation. Policies and procedures are generally understood and followed.

The organisation has documented any policies and procedures needed to support its constitution, to comply with national legal requirements or to ensure the smooth running of the organisation. These are reviewed regularly and changes are communicated to all affected. Policies and procedures are widely understood and followed.



Organisational Structure and Management

OSM 2 – Strategy and planning

The organisation has a clear strategy that sets out how it will work, over several years, towards achieving its vision and mission. Using the strategy, the organisation develops annual plans that describe what work needs to be done and what money will be spent to deliver its strategic objectives.

ESSENTIALS

1. Organisational plan or strategy

The organisation has no organisational plan or strategy.

The organisation has an approved 1-2 year organisational plan.

A long term strategy is in place and widely understood by the membership. The strategy is aligned with WAGGGS' strategy (Compass 2032) and is used to help decision making. It is reviewed regularly and adjusted based on changes in the environment.

2. Organisational risk management

The organisation has no understanding of organisational/business risks.

There is a basic understanding of potential organisational/business risks. These have been discussed and recorded.

The organisation identifies organisational/business risks, understands their potential impact and considers ways of mitigating these. The results are formally recorded in a risk register which is reviewed at least once a year.

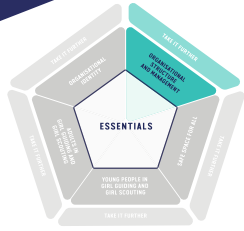
TAKE IT FURTHER

3. Organisational agility and resilience

The organisation has not considered how it would sustain its mission if faced with unexpected scenarios (pandemic, withdrawal of major funder etc.).

The organisation has some sustainability plans.

The organisation has well-developed sustainability strategies. These include strategies for financial sustainability, membership growth and long-term partnerships.



Organisational Structure and Management

OSM 3 – Finance and fundraising

The organisation has financial reporting systems and processes that are fit for purpose, implemented consistently and reviewed on a regular basis. The organisation is able to secure enough funding to deliver its strategy in line with its mission, vision and values. The organisation has diverse sources of funding.

ESSENTIALS

1. Financial policy

The organisation has no financial policy.

The organisation has a formally documented, approved policy for sound financial management. Funds and assets are used to support organisational objects, not the profit of any person.

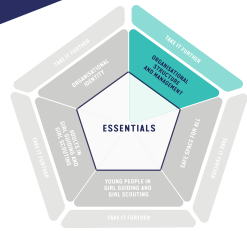
The organisation has a formal, documented and approved policy for sound financial management. It is reviewed regularly and implemented consistently. Funds and assets are used to support organisational objects, not the profit of any person.

2. Financial planning and budgeting

The organisation has no organisational plan and does not prepare a budget to support this.

The organisation sets a basic organisational plan and prepares a budget to support this. These outline expected income and expenditure.

Relevant volunteers and staff are involved in setting a fit for purpose organisational plan and preparing a realistic budget to support it. These outline expected income and expenditure. Calculations and explanatory notes are recorded. The plan and budget are reviewed regularly to reflect changing needs and priorities.



Organisational Structure and Management

OSM 3 – Finance and fundraising

The organisation has financial reporting systems and processes that are fit for purpose, implemented consistently and reviewed on a regular basis. The organisation is able to secure enough funding to deliver its strategy in line with its mission, vision and values. The organisation has diverse sources of funding.

3. Basic accounting system

The organisation has no accounting system or process.

A basic accounting system and process is being implemented. Every transaction has a supporting document or evidence. Financial statements are prepared and are reviewed annually by an external auditor.

A fit for purpose, up to date accounting system and process is implemented. It complies with local laws, regulations and financial reporting standards. Every transaction has a supporting document or evidence. There are separate preparers, approvers and reviewers.

4. Financial reporting

The organisation does not have financial reports or statements.

The organisation prepares, reviews and discusses financial reports. They are used to oversee organisational finances and aid decision making.

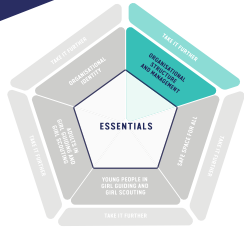
The organisation prepares, reviews and regularly discusses financial reports. They are used to oversee organisational finances and aid decision making. Financial statements are prepared for use of stakeholders, reviewed annually by an external auditor and approved by the Board.

5. Income generation

The organisation is funded entirely from one funding source. There is limited knowledge of potential funding opportunities.

The organisation generates income from more than one source. Income is sufficient to pay the WAGGGS membership fee.

The organisation generates income from diverse sources. This is sufficient to pay the WAGGGS membership fee. No funding source is more than 50% of the total budget. Income is a mix of restricted and unrestricted funds.



Organisational Structure and Management

OSM 3 – Finance and fundraising

The organisation has financial reporting systems and processes that are fit for purpose, implemented consistently and reviewed on a regular basis. The organisation is able to secure enough funding to deliver its strategy in line with its mission, vision and values. The organisation has diverse sources of funding.

6. Fundraising plan

The organisation is not actively fundraising.

The organisation is implementing a basic fundraising plan. It includes fundraising goals and a time line. The plan is reviewed regularly.

The organisation has established fundraising goals. A detailed fundraising plan is being implemented. The plan is reviewed regularly by an active fundraising committee. Over 30% of organisational income is raised through fundraising and grants.

7. Internal controls

No internal controls are established or implemented.

Internal controls are established and are being implemented.

Internal controls are established and are being implemented. They are documented and approved. Lapses or issues with controls are identified. Corrective and preventative actions are taken. Internal control improvements are also made.

8. Staff/Volunteer issues affecting finance

Roles and responsibilities within the finance function are not clearly defined, understood or followed. Staff, volunteers and board members delivering or overseeing financial activities do not have the skills and qualifications needed to perform their role.

Finance function roles and responsibilities are clearly defined, understood and followed. Staff, volunteers and board members delivering or overseeing financial activities have the skills and qualifications needed to perform their roles.

Finance function roles and responsibilities are clearly defined, understood and followed. Staff, volunteers and board members delivering or overseeing financial activities have the skills and qualifications needed to perform their roles. Staff, volunteers and board members receive training and support to perform their financial responsibilities.

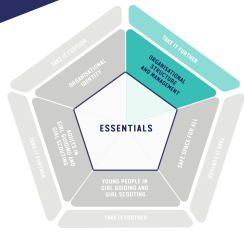
9. Responsibility for fundraising

There is no clarity about which staff, volunteers or board members are responsible for generating funds. Staff, volunteers and board members have limited fundraising experience or training.

Some staff, volunteers and/or board members have designated responsibility for fundraising and reporting on the results. Volunteers and/or staff have basic fundraising skills training.

Designated volunteers and staff have responsibility for determining fundraising needs each year. They develop annual fundraising goals and plans, monitor implementation and report on progress. At least one board member has fundraising in their portfolio. A fundraising committee, comprising trained volunteers and/or staff, actively seeks donations from individual and business contacts. Continuity is provided by non-board supporters or staff.

TAKE IT FURTHER



Organisational Structure and Management

OSM 4 – Organisational performance management

Organisational performance is monitored and evaluated continuously. Output, outcome and impact are all considered.

ESSENTIALS

1. Membership data collection and analysis

The organisation does not collect adult or youth membership data.

The organisation records and analyses its adult and youth members' age and geographical location data for growth purposes.

A broad range of adult and youth membership data is collected electronically, at the point of recruitment, in a secure, consistent way. It is updated regularly and used for statistics, trend analysis operational purposes and to inform strategy development.

2. Results-based performance management

The organisation has no mechanisms to review its performance.

A review of progress against the organisational strategy or plan is carried out at least once per year.

A review of progress is carried out at least four times a year at all levels of the organisation. The process takes into account views of members and others directly affected and shows transparently what those views are. An organisational capacity assessment tool is used annually. There is a clear process for adapting annual and strategic plans based on performance measurement.

TAKE IT FURTHER

3. Capacity to measure impact

The organisation has no mechanisms to measure its impact.

The organisation undertakes occasional surveys to measure its impact on its current members.

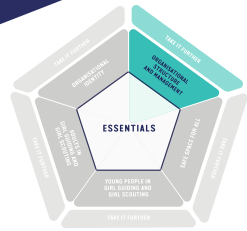
The organisation uses qualitative and quantitative methods to measure its impact on current and past members. The outcomes are reviewed regularly. Outcomes are considered when reviewing organisational strategy.

4. Reporting system

The organisation has no systematic organisation-wide reporting mechanism.

The organisation has a basic reporting system. This allows a summary of activities to be recorded.

Systematic reporting on organisation-wide performance is completed four times a year. This includes both successes and challenges. The report is made available to all interested parties. An annual report is produced and shared. This includes an overall summary of achievements as well as lessons learned.



Organisational Structure and Management

OSM 5 – Infrastructure

The organisation provides a work environment for volunteers and staff, which is fit for purpose in the context within which it operates.

TAKE IT FURTHER

1. Physical Infrastructure

Physical infrastructure does not exist or is not fit for purpose.

Existing physical infrastructure meets the basic needs of the organisation.

Physical infrastructure is well-tailored to the organisation's current and anticipated needs.

2. Technological infrastructure

Technological infrastructure does not exist or is not fit for purpose.

Technological infrastructure meets the basic needs of the organisation.

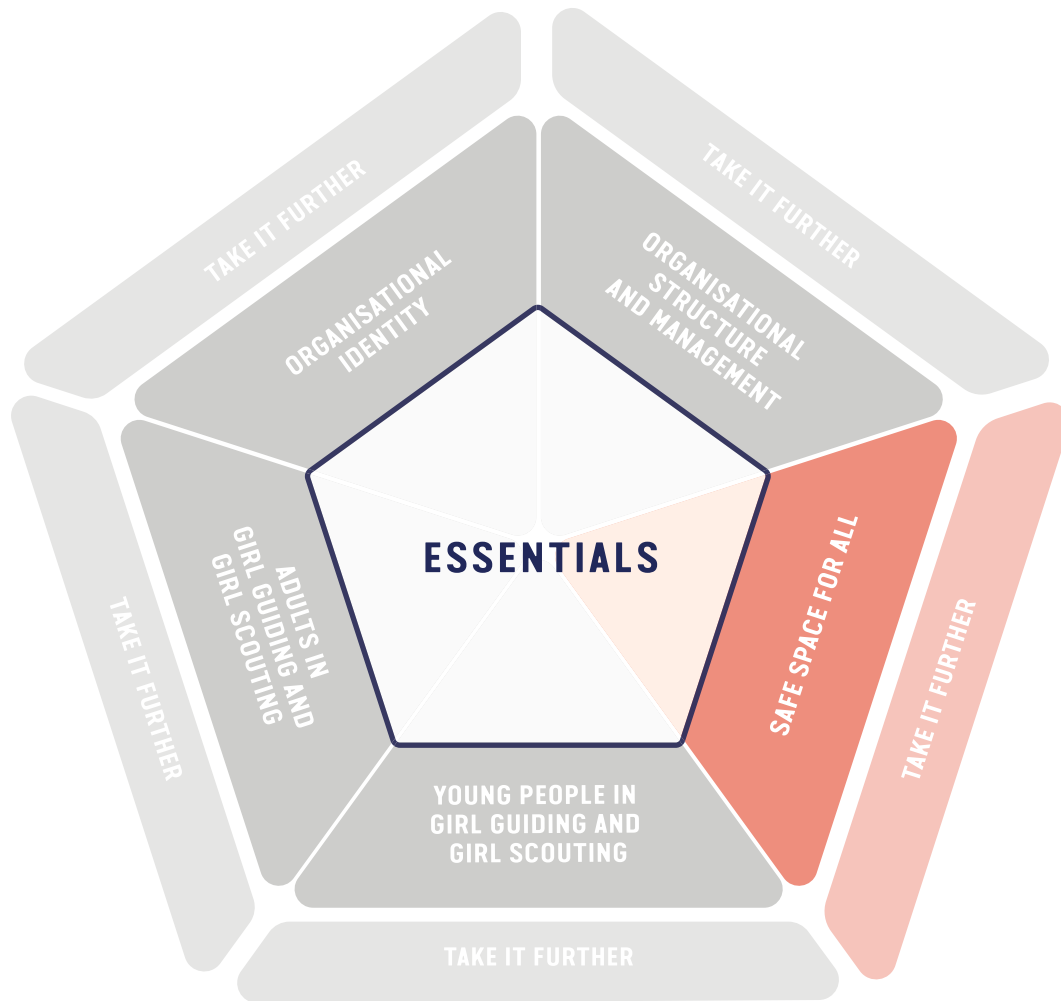
Technological infrastructure is well-tailored to the organisation's current and anticipated needs. Networked computing hardware with up-to-date software applications is used regularly by volunteers and, where relevant, staff.

3. Digital capacity

The organisation has no ability to communicate with members or to deliver its learning and development opportunities in a digital format.

The organisation uses basic digital communication channels. Some learning and development tools are available in a basic digital format.

The organisation is able to communicate routinely with all members through digital channels. All of the organisation's learning and development opportunities are available in a digital format.



SS Safe Space for All

This section brings together all of the elements which contribute to ensuring that Girl Guiding and Girl Scouting is genuinely accessible (and safely accessible) to everyone, regardless of background or ability.

SS 1 Safeguarding

SS 2 Girl Guiding and Girl Scouting for all

SS 3 Mainstreaming equality and diversity



SS - Safe Space for All

ESSENTIALS

TAKE IT FURTHER

SS 1 - Safeguarding

01. Safeguarding – legal compliance

02. Safeguarding policy

03. Safeguarding practice

04. Personal data handling and storage

SS 2 - Girl Guiding and Girl Scouting for all

01. Legal compliance

02. Diversity data collection and analysis

03. Improving diversity, equality and inclusion

SS 3 - Mainstreaming equality and diversity

01. Accessible programme

02. Diversity and inclusion policies and processes

03. Diversity and inclusion of young people

04. Board diversity

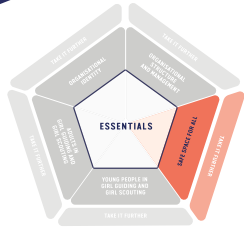
05. Diversity and inclusion of adults in Girl Guiding and Girl Scouting

06. Membership

07. Image and visibility

08. Major events and initiatives

09. Finance



Safe Space for All

SS 1 – Safeguarding

The Girl Guiding and Girl Scouting experience offers an accessible space where all girls can feel safe, explore their values and be part of a supportive community.

ESSENTIALS

1. Safeguarding – legal compliance

The organisation does not understand its legal duty to protect children and young people.

Policies and practices are aligned with national laws related to children and young peoples' welfare. They are updated every two years.

Policies and practices are aligned with national laws relating to children and young peoples' welfare. The organisation has good relationships with relevant local / national government or agencies which contribute to safer spaces for children and young people.

2. Safeguarding policy

The organisation has no written document which describes how it keeps children and young people safe.

The organisation has a written policy which outlines a clear process for keeping children and young people safe.

There is a detailed written policy which clearly outlines how the organisation keeps children and young people safe. The policy is supported by clear systems and processes. The policy is practical and accessible; based on relevant risks and experiences and a process of continuous improvement. It aligns with other organisational policies.

3. Safeguarding practice

The organisation has no mechanisms to address any concerns which are raised about the safety or welfare of a young person.

The organisation has a reporting process. Essential training and screening is provided for all volunteers and staff.

There is an established culture of keeping children and young people safe. When concerns arise, these are routinely reported and any issues that arise are effectively managed.

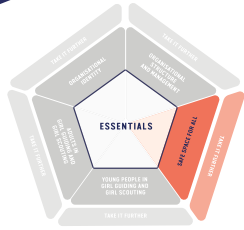
TAKE IT FURTHER

4. Personal data handling and storage

Personal data is not securely stored.

Personal data is securely stored, but access is not appropriately managed.

Personal data is securely stored. Access is managed in line with data protection / data management policies.



Safe Space for All

SS 2 – Girl Guiding and Girl Scouting for all

The organisation's membership reflects the society in which it is based.

ESSENTIALS

1. Legal compliance

There is no understanding of legal requirements with respect to discrimination or diversity and inclusion.

Policies and practices are aligned with national laws relating to discrimination and to diversity and inclusion.

Policies and practices are aligned with national laws relating to discrimination and to diversity and inclusion. They are reviewed regularly and updated to reflect changes in legislation.

2. Diversity data collection and analysis

There is no data collection to inform the organisation about potential unconscious discrimination.

Some data on key metrics is collected and analysed. Data collection is not systematically used to monitor how different organisational practices might affect certain groups more than others.

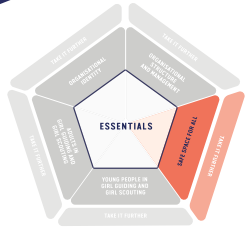
The organisation uses data collection to inform decision-making and to promote diversity, equality and inclusion. By collecting and analyzing key metrics, the organisation identifies disparities, monitors progress, holds leaders accountable, and engages stakeholders in the diversity, equality and inclusion process.

3. Improving Diversity, Equality and Inclusion

The organisation does not reflect on or work to improve accessibility in any area of its work.

Sporadic work is done to improve accessibility in some areas of the organisation's work. Priority is given to programme and membership.

Diversity, equality and inclusion forms part of the organisation's long term strategic vision. It is embedded across all activities.



Safe Space for All

SS 3 – Mainstreaming diversity and inclusion

The organisation's membership reflects the diversity of the society in which it is based.

ESSENTIALS

1. Accessible programme

The programme is designed without thinking about or checking for accessibility.

The programme is designed to be accessible and evaluation is carried out.

Leaders can adapt the programme to their context and to the needs of individual members so that all girls can benefit from it.

2. Diversity and inclusion policies and processes

Policies and process are designed without thinking about their impact on different people in the organisation. No analysis of their effectiveness is done after implementation.

Policies and processes are designed thinking about their impact on different people in the organisation. Analysis is done after implementation. Policies and processes are revised accordingly.

The organisation uses data collection to inform decision-making and to promote diversity, equality and inclusion. By collecting and analyzing key metrics, the organisation identifies disparities, monitors progress, holds leaders accountable, and engages stakeholders in the diversity, equality and inclusion process.

3. Diversity and Inclusion of young people

Young people are not seen as a specific stakeholder group. Nothing is put in place for them as part of diversity mainstreaming.

Young people are seen as a specific stakeholder group. The organisation ensures that their voices are heard and involves them in decision making through consultation and direct representation.

Diversity, equality and inclusion forms part of the organisation's long term strategic vision. It is embedded across all activities.

4. Board diversity

There is no awareness of the need for a board which reflects the diversity of the organisation's membership.

There is an awareness of the need for a board which reflects the diversity of the organisation's membership. The board has a plan to address this.

The composition of the board fully reflects the diversity of the organisation's membership.

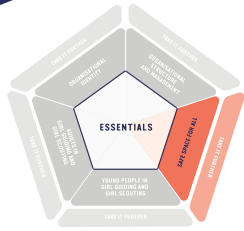
5. Diversity and inclusion of adults in Girl Guiding and Girl Scouting

There is no awareness of the need for the organisation's adult membership to reflect the diversity of the organisation's youth membership and of society. No reflection is carried out with respect to barriers to volunteering and working for the organisation.

Barriers to volunteering and working for the organisation are analysed. Barriers to accessing learning opportunities and leadership roles are also considered. Work is done to eliminate them.

Adult membership reflects diversity in society at all levels and in all roles, on key diversity metrics (gender, social economic status, education, race, geographical distribution of the population etc..) Learning opportunities are embraced by all adults in the organisation.

TAKE IT FURTHER



Safe Space for All

SS 3 – Mainstreaming diversity and inclusion

The organisation's membership reflects the diversity of the society in which it is based.

TAKE IT FURTHER

6. Membership

Membership of the organisation does not reflect the diversity of society. The organisation has done nothing to become more inclusive.

Membership of the organisation partially reflects the diversity of society. Processes are in place to encourage a more diverse range of people to become and remain members.

Membership of the organisation reflects the diversity of society across all ages and roles. Everyone feels they belong.

7. Image and visibility

Equality, diversity and inclusion are not considered when developing promotional/marketing materials.

Promotional/marketing materials have been reviewed in the light of equality, diversity and inclusion. However, these considerations are not routinely taken into account when developing new materials.

Equality, diversity and inclusion are always considered when developing promotional/marketing materials. Materials reflect the diversity of society but also take account of the actual diversity of the organisation.

8. Major events and initiatives

Principles of diversity, equality and inclusion are not considered when planning, designing and delivering events.

Some diversity, equality and inclusion principles are considered in some aspects of event planning, design and delivery (E.g. programme, food, logistics) but there is no systematic approach.

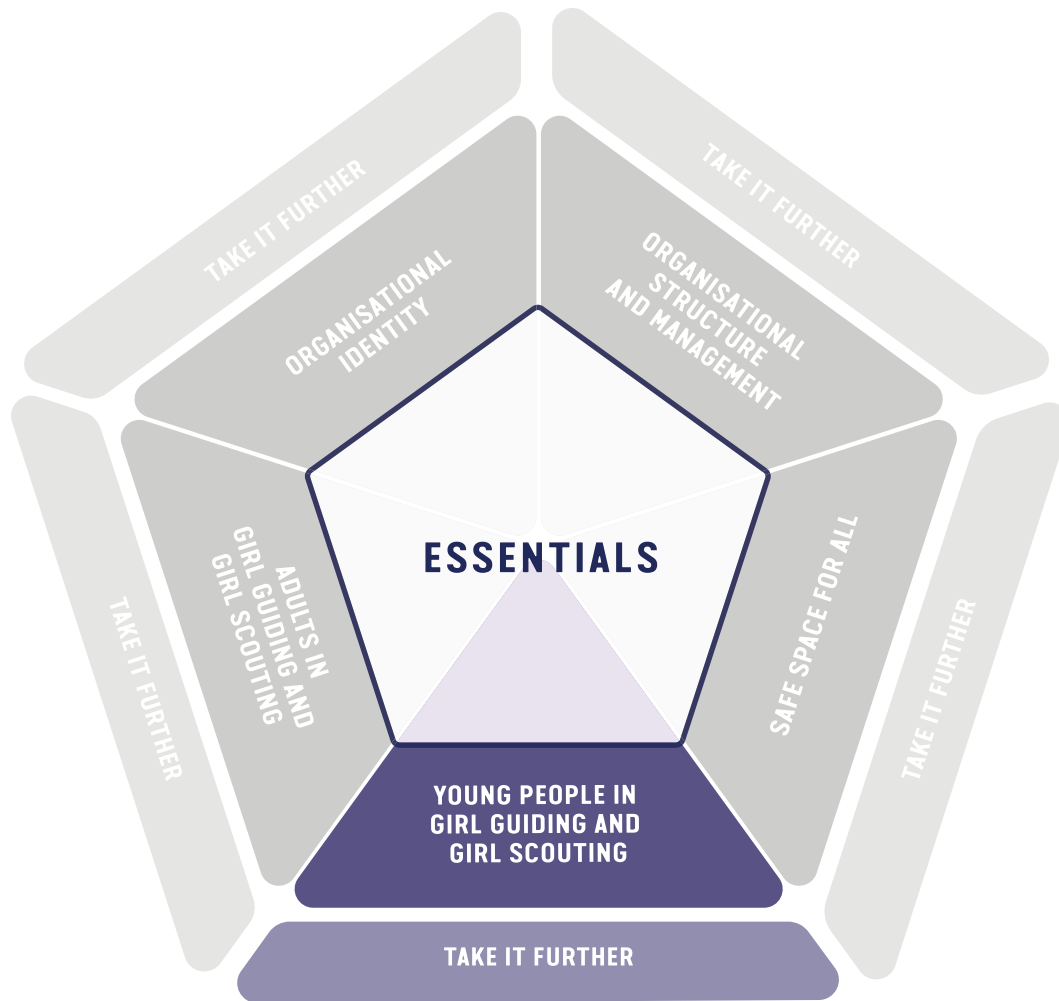
Principles of diversity, equality and inclusion are incorporated into all aspects of event planning, design, and delivery. This results in events that are accessible, inclusive, and welcoming for all participants, volunteers and staff. This helps promote a culture of diversity, equality and inclusion in the organisation.

9. Finance

Budgeting and fundraising do not take into account specific needs related to equality, diversity and inclusion.

Limited budget is dedicated to eliminating accessibility barriers.

A representative group of stakeholders is involved in budgeting and fundraising. Eliminating accessibility barriers is embedded in all projects and work areas. Funding is allocated to address accessibility needs. Fundraising does not contribute to replicating discrimination.



YPG

Young People in Girl Guiding and Girl Scouting

This section focuses on how we recruit young people and how we go about offering them a positive Girl Guiding and Girl Scouting experience. This includes ensuring that young people are able to participate in decision-making and make their voices heard within Girl Guiding/Girl Scouting and in the wider world.

YPG 1 Programme design

YPG 2 Programme delivery

YPG 3 Youth membership strategy

YPG 4 Girl-led advocacy and wider world impact

YPG 5 Youth participation



YPG - Young People in Girl Guiding and Girl Scouting

ESSENTIALS

TAKE IT FURTHER

YPG 1 - Programme design

01. Non-formal educational programme

02. Youth centred programme

03. Progressive Girl Guiding and Girl Scouting experience

04. Awareness and access to global Movement

YPG 2 - Programme delivery

01. Educational method

02. Whole person development

03. Community action and social impact

04. Digital competency

YPG 3 - Youth membership strategy

01. Youth membership recruitment

02. Youth membership retention

03. Youth membership strategy

YPG 4 - Girl-led advocacy and wider world impact

01. Advocacy skills

02. Advocacy opportunities

03. Access to decision making spaces

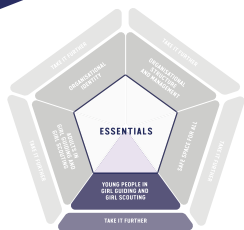
04. Advocacy pipeline

YPG 5 - Youth participation

01. Youth voice

02. Access to spaces for participation

03. Capacity building for youth participation



Young people in Girl Guiding and Girl Scouting

YPG 1 – Programme design

The Girl Guiding and Girl Scouting experience is facilitated using the WAGGGS educational method (as described in Prepared to Learn, Prepared to Lead), enabling young people to take the lead in their own learning and develop their core values.

1. Non-formal educational programme

The organisation does not have a planned, non-formal educational programme.

The organisation has a planned, non-formal educational programme with educational outcomes.

The organisation has a results-based, non-formal educational framework. This is regularly updated. It is deeply integrated within the adult development framework.

2. Youth centred programme

The programme is developed without input from young people.

Young people in the organisation regularly contribute to the development of the programme.

There is a clear system in place to research current trends impacting young people within and outside the organisation. The educational programme is updated to reflect these.

3. Progressive Girl Guiding and Girl Scouting experience

The Girl Guiding and Girl Scouting experience does not offer progression opportunities for young people.

The Girl Guiding and Girl Scouting experience offers progression opportunities for young people. Activities are age-appropriate and can be adapted to individual needs.

The Girl Guiding and Girl Scouting experience works progressively across age ranges and development stages. It provides a conscious transition into leadership opportunities.

4. Awareness and access to global movement

There is limited awareness of international Girl Guiding and Girl Scouting opportunities.

The programme includes opportunities to learn about the global Girl Guiding and Girl Scouting movement. WAGGGS' initiatives are offered as part of the programme.

Strategies are in place to enable all members to access virtual and/or physical international experiences.

ESSENTIALS

TAKE IT FURTHER



Young people in Girl Guiding and Girl Scouting

YPG 2 – Programme delivery

Youth members can access a planned programme of values whole based, whole person development activities, designed to be relevant to their lives and offer a safe space to practice leadership and life skills. The organisation offers a results-based programme tailored to the needs and interests of girls and young women in their society today.

1. Educational method

Activities are not delivered using the Girl Guiding and Girl Scouting educational method.

Leaders have been trained in how to use the Girl Guiding and Girl Scouting educational method. They use it throughout the Girl Guiding and Girl Scouting experience.

Leaders are highly competent in using the Girl Guiding and Girl Scouting educational method to deliver on the programme's educational outcomes.

2. Whole person development

The programme only addresses one area of whole person development (spiritual, social, moral, emotional, physical or intellectual).

The programme addresses all areas of whole person development in a balanced way.

The programme allows young people to develop relevant behaviours and skills for life.

3. Community action and social impact

The programme does not include opportunities for young people to take action in the community.

The programme includes opportunities for young people to explore local and global issues and to take action.

The organisation considers social impact in its strategic plan. It ensures young people can regularly design and lead advocacy and social action projects on issues relevant to them.

4. Digital competency

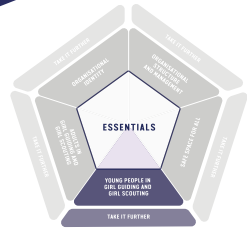
The programme does not offer opportunities for girls to develop digital skills.

Through the programme, girls have the opportunity to develop digital skills.

Through the programme, girls become confident and responsible digital users.

ESSENTIALS

TAKE IT FURTHER



Young people in Girl Guiding and Girl Scouting

YPG 3 – Youth membership strategy

The organisation has an effective membership strategy. This is implemented consistently and reviewed on a regular basis. It includes a strategy to recruit and retain members, informed by regular collection and analysis of membership data.

ESSENTIALS

1. Youth membership recruitment

The organisation does not have enough youth members to create a Girl Guiding and Girl Scouting experience, where girls feel connected to each other and can work in small groups.

The organisation has a basic plan to recruit enough youth members to create a Girl Guiding and Girl Scouting experience, where girls feel connected to each other and can work in small groups.

The organisation has articulated targets for youth recruitment and is successfully meeting or exceeding these.

2. Youth membership retention

The organisation is not able to keep its youth members long enough to function effectively as an organisation.

The organisation has a basic plan to retain enough youth members to ensure a Girl Guiding and Girl Scouting experience, where girls feel connected to each other and can work in small groups.

The organisation has articulated targets for youth retention and is successfully meeting or exceeding these.

3. Youth membership strategy

The organisation does not have a documented youth membership recruitment and retention strategy or plan.

The organisation has documented its youth membership recruitment and retention plan. The plan is linked to an organisational strategy.

The organisation has a documented, data-informed youth membership recruitment and retention strategy. This includes annual recruitment and retention targets, plans to achieve these and plans to measure success. The strategy is informed by identified audience trends and uses effective marketing channels to reach them. It is reviewed every two years.

TAKE IT FURTHER



Young people in Girl Guiding and Girl Scouting

YPG 4 – Girl-led advocacy and wider world impact

The programme empowers young people to speak up on issues they care about and the organisation amplifies their voices.

TAKE IT FURTHER

1. Advocacy Skills

There is no mention of advocacy in the programme.

The programme includes some information about advocacy and opportunities for girls to learn basic advocacy skills.

The programme includes opportunities to learn advocacy skills, methods and strategies at all ages.

2. Advocacy opportunities

The organisation does not give young people opportunities to speak up about causes they care about.

The organisation supports girls advocating about their topic of choice.

The organisation actively invests in creating spaces for young people to be advocates. Systems are in place to facilitate young peoples' advocacy efforts at the local, national and global level.

3. Access to decision making spaces

The organisation discourages young peoples' involvement in community decision-making spaces.

The organisation supports young people's advocacy efforts in their communities.

The organisation actively facilitates the presence of girls in decision-making spaces locally, nationally and globally. It does this by leveraging relationships with decision makers and other national partners.

4. Advocacy pipeline

The organisation has no knowledge of advocacy projects at the local level.

The organisation knows of grassroots advocacy projects. It amplifies them by giving them visibility and a national platform.

The organisation can mobilise its membership effectively to amplify local girl-led advocacy projects and campaigns. There are systems in place to give local girl-led advocacy efforts a national and global platform.



Young people in Girl Guiding and Girl Scouting

YPG 5 – Youth participation

Young people have the opportunity to take an active and meaningful role in decision-making and leadership at various points within their journey.

ESSENTIALS

1. Youth voice

The organisation does not have a clear understanding of youth participation. Young people's input isn't sought, valued or respected.

The organisation understands and values active, continuous youth participation.

The organisation values active, continuous youth participation at all levels and across ages. It creates space and processes for this.

2. Access to decision making spaces

Young people do not have access to decision making spaces.

It is normal for young people to be consulted on their opinions on matters which affect them (internal and external to Girl Guiding and Girl Scouting).

The organisation provides safe, continuous and flexible access to decision making spaces for young people. Decisions are shared and are often youth initiated and led. Intergenerational partnerships exist and are valued.

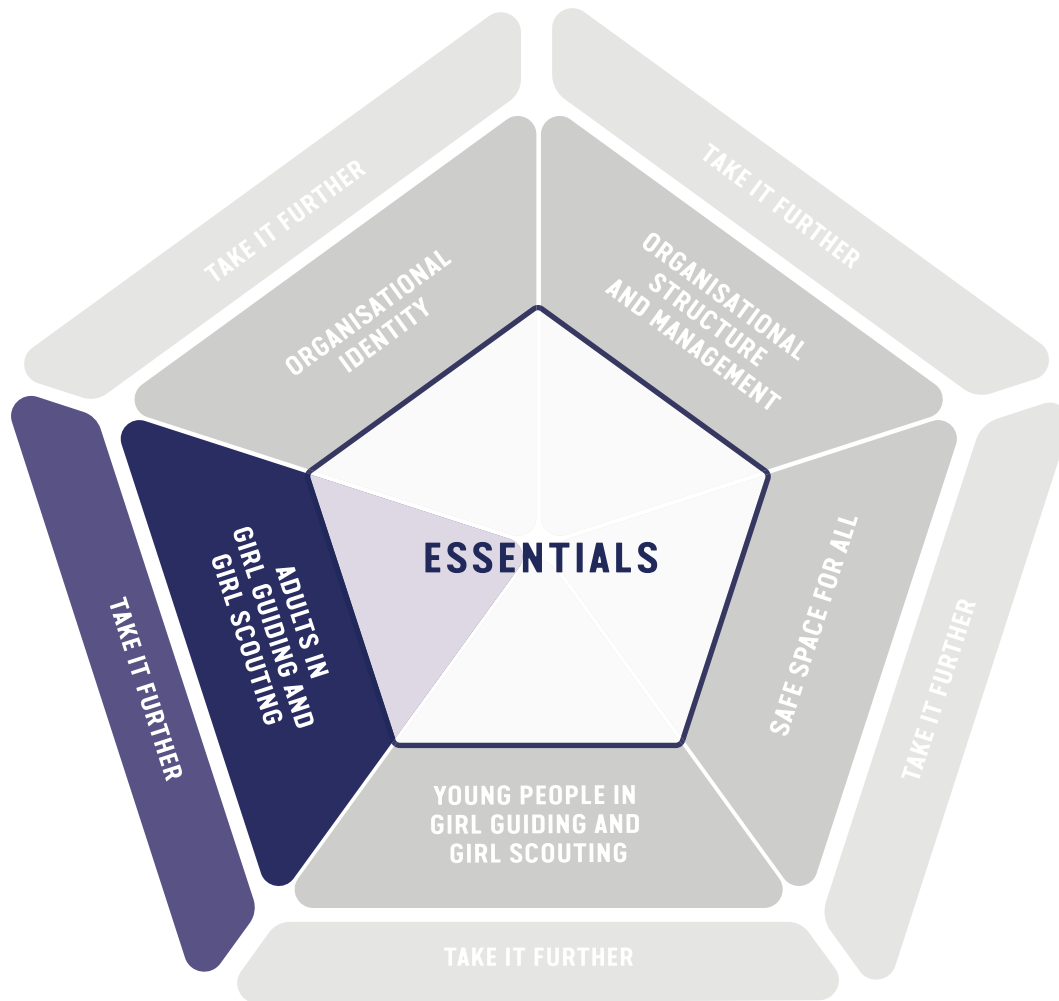
TAKE IT FURTHER

3. Capacity building for youth participation

Young people don't feel equipped and aren't supported to take on decision making or leadership roles.

Young people can access external/WAGGGS opportunities to build their capacity to participate.

The organisation provides and/or sources opportunities for young people to build their capacity to participate. All young people are encouraged to access these. There are existing examples within the organisation to use as an evidence base.



AG Adults in Girl Guiding and Girl Scouting

This section looks at how we recruit and support adults in Girl Guiding and Girl Scouting. We think about how we provide a positive experience for Board members, leaders, other volunteers and staff, our approach to learning and development and organisational leadership practice and culture.

AG 1 Youth participation

AG 2 Membership

AG 3 Adult journey and experience

AG 4 Adult learning and development

AG 5 Governance team

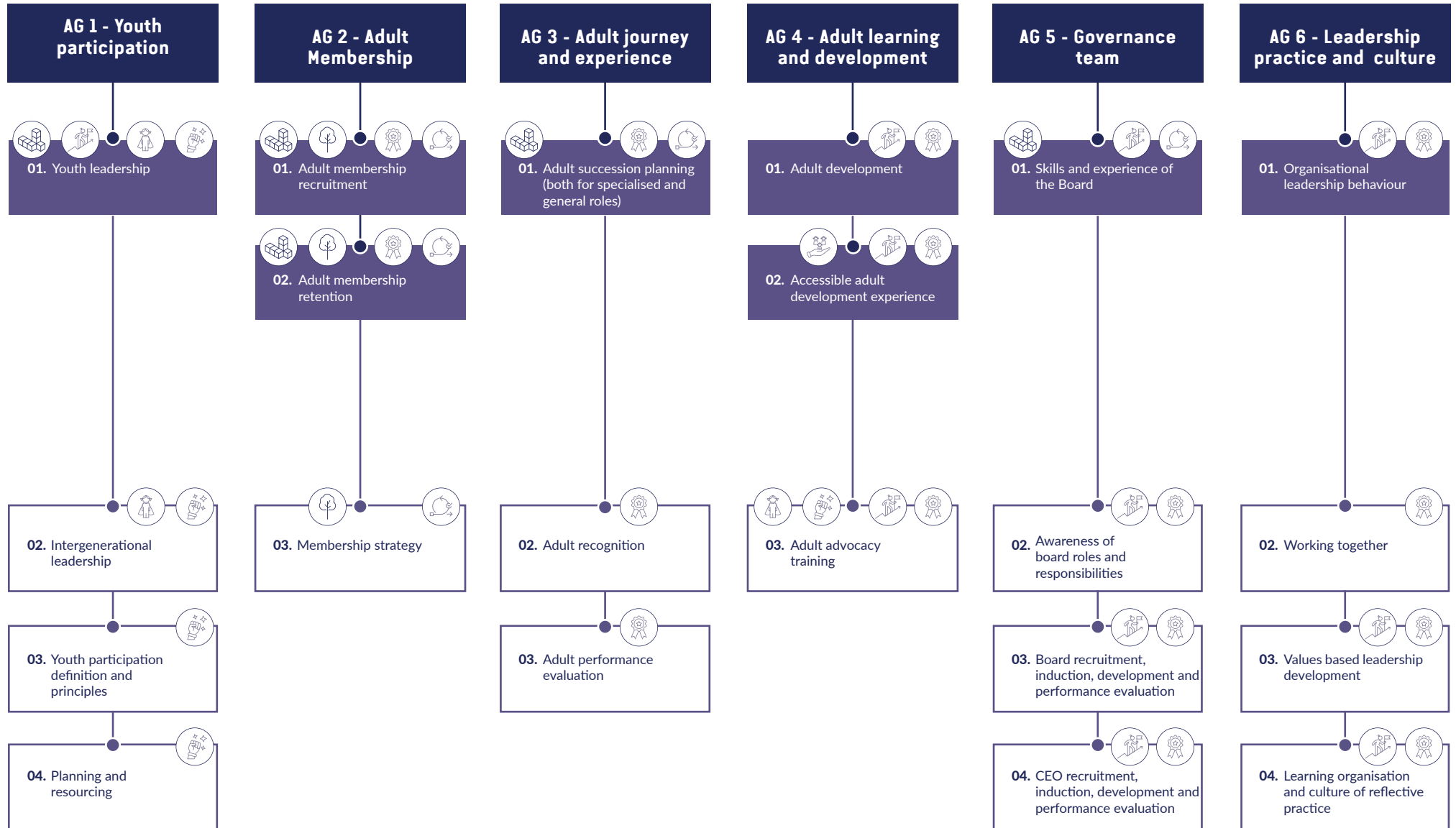
AG 6 Leadership practice and culture

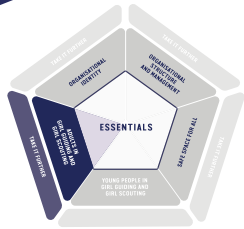


AG - Adults in Girl Guiding and Girl Scouting

ESSENTIALS

TAKE IT FURTHER





Adults in Girl Guiding and Girl Scouting

AG 1 – Youth participation

Adult leaders and decision makers within Guiding Girl and Girl Scouting are trained and confident to create, hold and respect spaces for youth participation and intergenerational leadership.

ESSENTIALS

1. Youth leadership

Adults do not create opportunities for young people to assume leadership roles. Where opportunities exist, these are limited or tokenistic.

Adults routinely create space for young people to practice leadership and take on decision making roles.

At every level, the organisation enables young people to access and succeed in leadership roles. Systems are in place to promote, facilitate and monitor this.

2. Intergenerational leadership

Adults do not value young peoples' participation. There is no co-ownership or co-leadership.

Adults create space for youth participation. They respect the input, ideas and decisions of young people.

Adults are trained and confident to provide space for youth voice and participation. There are genuine co-ownership and co-leadership practices, based on principles which have been mutually agreed by adults and young people.

3. Youth participation definition and principles

The organisation does not have a definition or principles of youth participation.

The organisation adopts WAGGGS/external definitions and principles of youth participation.

The organisation has documented a definition of meaningful youth participation. It applies principles that are mutually agreed by adults and young people and are context-specific.

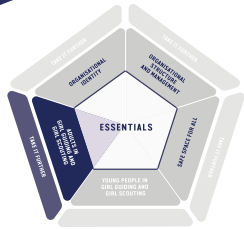
TAKE IT FURTHER

4. Planning and resourcing

Meaningful youth participation is not considered as part of planning. No resources (financial, capacity) are allocated to it.

The organisation allocates some resources (financial, capacity) to developing youth participation.

Youth participation is considered as part of organisational planning. Sufficient resources are allocated. Conscious decisions are made on where to engage in and where not to engage in meaningful youth participation.



Adults in Girl Guiding and Girl Scouting

AG 2 – Adult membership

The organisation has an effective membership strategy. This is implemented consistently and reviewed on a regular basis. It includes a strategy to recruit and retain members, informed by regular collection and analysis of membership data.

ESSENTIALS

1. Adult membership recruitment

The organisation does not have enough adult members to provide Girl Guiding and Girl Scouting activities for girl members. There is no plan to address this.

The organisation has a plan to recruit enough adult members to maintain current Girl Guiding and Girl Scouting activities and provide a quality experience to all.

The organisation has enough adult members to deliver Girl Guiding and Girl Scouting activities effectively. Adult to girl ratios are appropriate. The organisation has articulated targets for adult recruitment and is successfully meeting or exceeding these.

2. Adult membership retention

The organisation is not able to keep its adult members long enough to effectively function as an organisation. There is no plan to address this.

The organisation has a plan to retain enough adult members to maintain current Girl Guiding and Girl Scouting activities and provide a quality experience to all.

The organisation has articulated targets for adult retention and is successfully meeting or exceeding these.

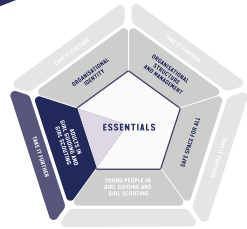
3. Membership strategy

The organisation does not have a documented adult membership recruitment and retention plan or strategy.

The organisation has a documented adult membership recruitment and retention plan. This is linked to organisational strategy.

The organisation has a documented, data-informed adult membership recruitment and retention strategy. This includes annual recruitment and retention targets, plans to achieve these and plans to measure success. The strategy is informed by identified audience trends and uses effective marketing channels to reach them. It is reviewed every two years.

TAKE IT FURTHER



Adults in Girl Guiding and Girl Scouting

AG 3 – Adult journey and experience

The organisation clearly defines what it expects from its staff and adult volunteers. It provides opportunities to develop into new roles, manages performance and recognises success.

ESSENTIALS

1. Adult succession planning (both for specialised positions and general roles)

The organisation has no plan to replace adults when they complete their role or leave the organisation.

The organisation reactively identifies people for a future role. This includes plans to support young people to develop into these roles.

The organisation has structures and processes in place to allow for seamless change from one person to another. This includes promotion of young people into leadership roles. The organisation proactively creates opportunities for individuals to identify, and develop themselves for, a future role.

2. Adult Recognition

The organisation does not have an award or recognition system for adult volunteers or staff.

The organisation has formal mechanisms to recognise adult volunteers and staff for their contribution to the organisation or to the wider movement.

Clear and well-defined formal and informal recognition practices are documented. These are widely used throughout the organisation. Recognition practices celebrate skill development, innovation and successful project delivery, in addition to the amount of time committed and the completion of specific roles.

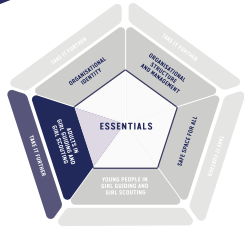
TAKE IT FURTHER

3. Adult performance evaluation

The organisation does not have a performance evaluation system for adult volunteers or staff.

The organisation clearly defines what it expects of its adult volunteers and staff and has a process in place when expectations are not met.

The organisation clearly defines what it expects of its adult volunteers and staff and has processes in place to review performance on a regular basis. These provide for the celebration of success and development for gaps. For staff, an evaluation is formally done every year.



Adults in Girl Guiding and Girl Scouting

AG 4 – Adult learning and development

Adult volunteers and staff have access to the development support they need to improve their leadership practice and perform their roles effectively.

ESSENTIALS

1. Adult development

There is no opportunity for adult development.

Volunteers and (where relevant) staff have access to training that enables them to carry out their role in the organisation.

The organisation has an adult development structure for adult volunteers (and where relevant, staff) This provides a range of opportunities for personal and professional development. These are updated on a regular basis and link to the educational framework.

2. Accessible adult learning experience

Learning and development opportunities are not available to all adults in the organisation.

The organisation offers learning and development opportunities for all adult volunteers and, where relevant, staff.

The organisation offers learning and development experiences that consider the needs of all adult volunteer and, where relevant, staff.

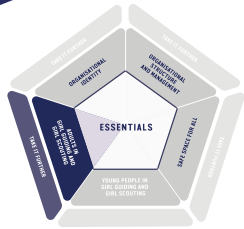
TAKE IT FURTHER

3. Adult advocacy training

Local leaders are not equipped to support girls to be advocates.

Leader training includes some basic training on advocacy tools and strategies.

Leader training includes advanced training on advocacy skills, methods and strategies. This includes how to support girl-led advocacy initiatives to grow from the local to the national level.



Adults in Girl Guiding and Girl Scouting

AG 5 – Governance team

The organisation uses appropriate tools and techniques to maximise effectiveness of the senior leadership.

ESSENTIALS

1. Skills and experience of the Board

Board composition does not take account of the skills and experience required to address organisational needs. There is no awareness of the need to consider this.

The Board understands and considers the skills and experience required to address organisational needs effectively.

The Board understands and considers the skills and experience required to address organisational needs effectively. Recruitment processes for board members are tailored to fill identified skills gaps.

2. Awareness of board roles and responsibilities

There is no awareness of the need for clearly defined board roles and responsibilities. There is no signed and documented agreement.

Each board member formally accepts and understands their role and related responsibilities. There is no signed and documented agreement.

Each board member formally accepts, understands and delivers their role and related responsibilities. An agreement is signed and documented.

TAKE IT FURTHER

3. Board recruitment, induction, development and performance evaluation

There is no awareness of the need for structured induction, development and performance review of board members.

Formal induction and development opportunities are available to board members.

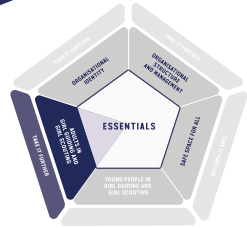
There is an open and transparent recruitment process for Board roles. Induction and development needs are actively identified. Performance of board members is reviewed regularly. Opportunities are provided to address identified skills and experience gaps.

4. CEO recruitment, induction, development and performance evaluation

There is no awareness of the need for structured induction, development and performance review for the CEO.

Formal induction and development opportunities are available to the CEO.

Recruitment of the CEO complies with local legal requirements. CEO induction and development needs are actively identified. Performance is reviewed regularly. Opportunities are provided to address identified skills and experience gaps.



Adults in Girl Guiding and Girl Scouting

AG 6 – Leadership practice and culture

Adult members of the organisation continue to develop their personal leadership practice and apply it in their different roles to support the organisation. Adults model empowering leadership practices and contribute to a positive leadership culture in the organisation.

ESSENTIALS

1. Organisational leadership behaviour

Organisational leadership is centred in one person.

Organisational leadership is shared.

The organisation values shared leadership throughout the structure and recognises that leadership comes in different forms.

2. Working together

Individuals work in silos. There are no support networks or there are barriers to working together.

The value and importance of collaboration is promoted.

All adults (regardless of the role they hold) know whom to connect with in a meaningful way for support, learning etc. They do this on a frequent basis. All relevant information is shared transparently across the organisation.

TAKE IT FURTHER

3. Values-based leadership development

Adults do not have opportunities to develop leadership based on Girl Guiding and Girl Scouting values.

The values of the organisation are reflected in the opportunities for personal leadership development, which are available.

Adults proactively practice leadership development and role model these on an ongoing basis.

4. Learning organisation and culture of reflective practice

There are no spaces or resources to encourage reflective practice.

There are spaces or resources to encourage reflective practice.

The organisation learns from regular reflection on its activities and priorities and adjusts these accordingly.



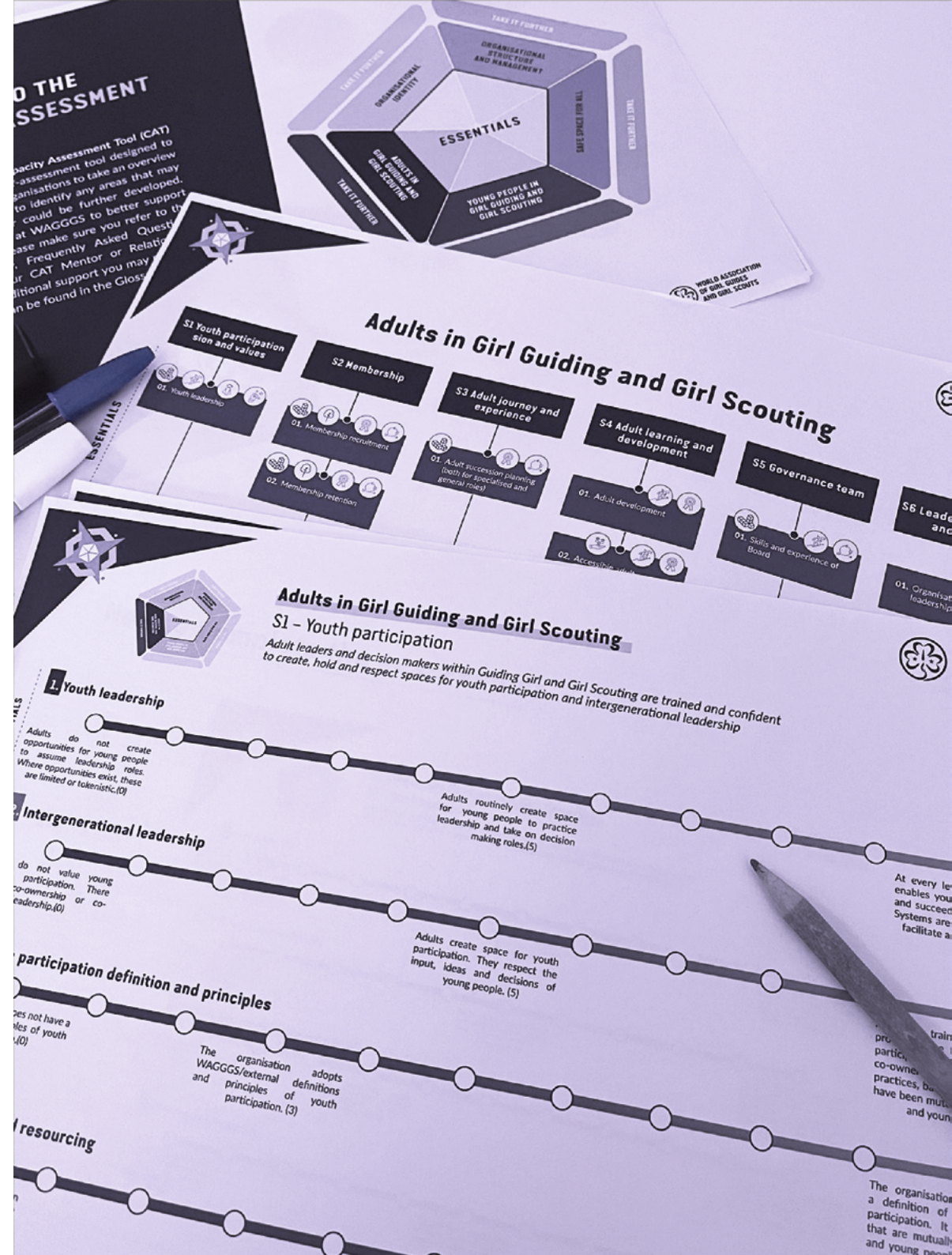
Requesting support

Once you have completed the CAT, please email a copy to capacitybuilding@waggs.org, along with information about any specific areas of development you would like the WAGGGS capacity building team to support you with. Please also include any development work you are going to complete as an MO without additional support. Your responses will be shared with relevant Regional Committee and staff members.

If your MO or Component Association has asked for capacity building support from WAGGGS, a member of the Capacity Building Team will be in touch within four weeks to discuss next steps.



You can also complete the CAT in [Campfire](#)

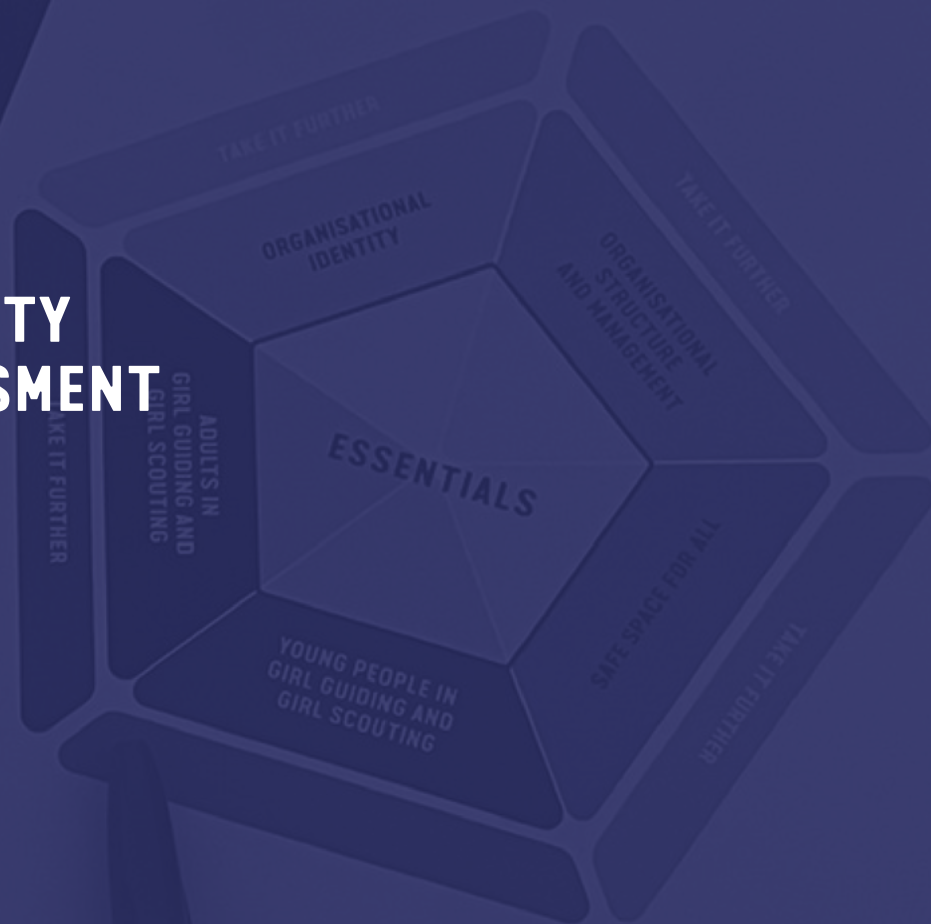


WELCOME TO THE CAPACITY ASSESSMENT TOOL

Welcome WAGGGS Capacity Assessment Tool (CAT) Section 1. This is a self-assessment tool designed to enable Membership Organisations to take an overview of their strengths and to identify any areas that may need improvement or could be further developed. It will also enable us at WAGGGS to better support you in your work. Please make sure you refer to the Guidelines, Glossary, Frequently Asked Questions (FAQs) and ask your CAT Mentor or Programme Manager for any additional support you may need. Underlined words can be found in the Glossary.



CAPACITY ASSESSMENT TOOL



Adults in Girl Guiding and Girl Scouting

1 - Youth participation

Adult leaders and decision makers within Guiding Girl and Girl Scouting are trained and supported to create, hold and respect spaces for youth participation and intergenerational leadership.



WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS