WAGGGS
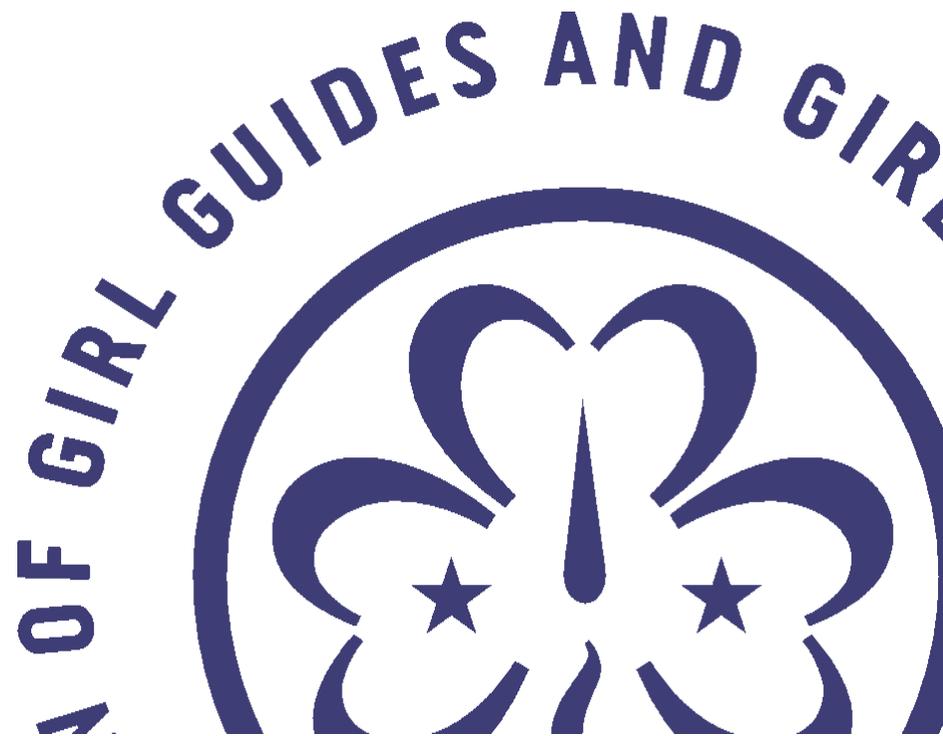# Capacity Assessment Tool (CAT)
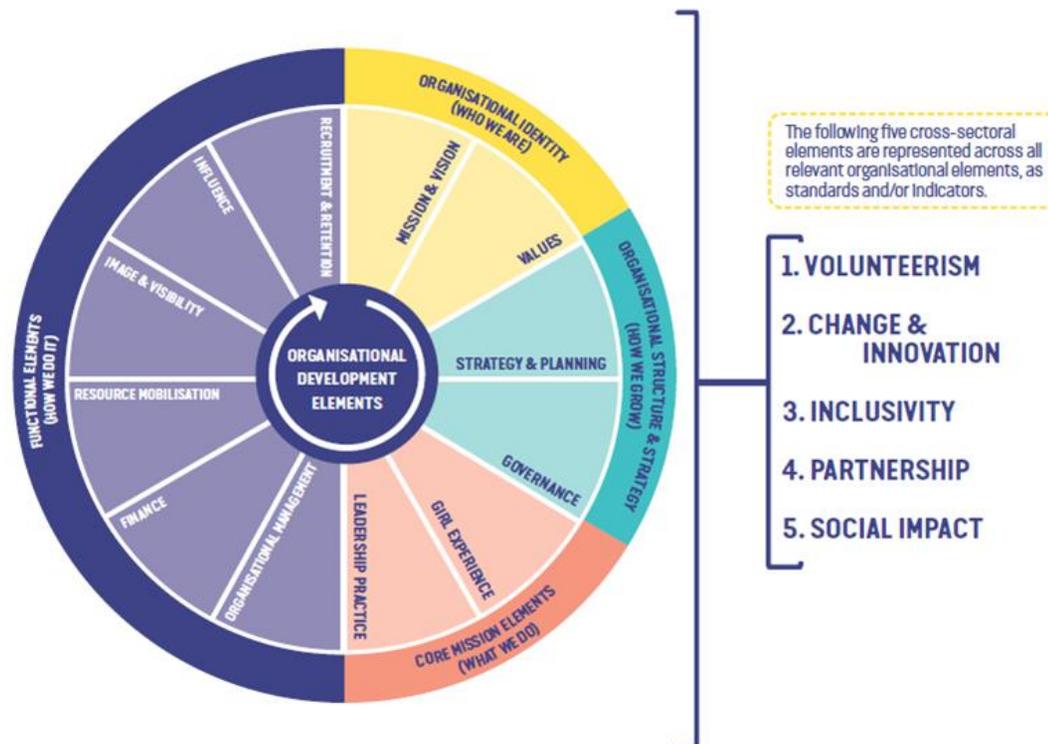
Section 1

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 Relationship Manager for any additional support you may need. All underlined words can be found in the Glossary.

Introduction

In this first section, we examine the **Core Mission Elements: (What We Do)**, and also one of our **Functional Elements (How We Do It)**, the one linked to volunteerism. The core of the Movement is the Girl Experience: how well the programme is designed, how we make a safe space for all members, the non-formal educational method we use and the wider world impact. We will then go into how we get things done, the Volunteering Structure, Systems & Processes. The wheel you find here below illustrates how the Organisational Elements are grouped, how they fit in with the standards and indicators agreed by WAGGGS. Bring together the people in your organization who you feel can best answer these questions on these elements and a facilitator, and we can begin.

The following five cross-sectoral elements are represented across all relevant organisational elements, as standards and/or indicators.

1. VOLUNTEERISM
2. CHANGE & INNOVATION
3. INCLUSIVITY
4. PARTNERSHIP
5. SOCIAL IMPACT

Contents – Section 1

![WAGGGS logo]

I. CORE MISSION ELEMENTS (What We Do)

I.1 Girl Guide And Girl Scout Experience

Youth members can access a planned programme of values based whole-person development activities, designed to be relevant to their lives and offer a safe space to practice leadership and life skills.

	GIRL GUIDE AND GIRL SCOUT EXPERIENCE: Standard 1: Well Designed Programme				
	The association offers a results-based programme tailored to the needs and interests of girls and young women in their society today.				
	For each indicator, please choose (A", "B", "C" or "D") which best describes the current situation in your organisation.				Please provide information to support your choice
Indicator No.	A	B	C	D	
1. Girl Guide and Scout Experience	The association has no planned Girl Guide & Girl Scout experience, mostly relies on handbooks, or is using a programme that is out of date.	The association has a planned Girl Guide & Girl Scout experience which does not have measurable educational outcomes, or does not take the needs and interests of young people into account.	The association has a planned non-formal educational Girl Guide & Girl Scout experience that responds to the needs of young people in their society, has educational outcomes, and is reviewed at least once every five years.	The association has a results-based educational framework in place that clearly defines the impact their work will have on young people. The framework is deeply integrated with the adult development framework. The Girl Guide & Girl Scout experience is designed, updated, and its impact monitored and evaluated, against this framework and is reviewed every three years,	

Indicator No.	A	B	C	D	
2. Development of Girl Guide and Scout Experience	The association's activities are not specifically focused on the Girl Guide & Girl Scout experience.	The association's activities are focused on the Girl Guide & Girl Scout experience. Roles and responsibilities are not clear, team members do not have the required skills, or do not collaborate with <u>function</u>s responsible for different age ranges	The association maintains an effective team responsible for the Girl Guide & Girl Scout experience and consult experts during programme reviews. The team works progressively across all age ranges of the programme and collaborates with the adult development <u>function</u>.	The association invests in developing the expertise of the Girl Guide & Girl Scout experience function and ensures they work closely with the adult development <u>function</u>. Young people are equal partners in decision making around programme at all levels.	
3. Youth Consultation	Little / no youth consultation or awareness of trends affecting young people. No systems in place to adapt the programme.	Research into trends affecting young people is inconsistent, and youth consultation irregular. Learnings not effectively shared or acted on.	The association's Girl Guide & Girl Scout experience <u>function</u> includes young people as meaningful contributors. The association researches trends affecting young people, particularly girls and young women. They consult young people when updating the programme and share learning with adult development teams.	The association regularly consults with young people inside and outside the Movement and researches trends affecting girls and young women, their needs and interests, and barriers to gender equality. Lessons are used to update Girl Guide & Girl Scout experience and adult development framework.	
4. Continued Experience: Leadership & Adult Membership	Limited / no opportunities for young people to progress or access opportunities appropriate to their development stage and goals.	Child development stages are considered but limited / no continuity of programme outcomes between stages, activities are not stage appropriate, or not flexible to adapt to individual needs.	The Girl Guide & Girl Scout experience offers progression opportunities for young people. Activities are appropriate to each development stage and can be adapted to individual needs.	The Girl Guide & Girl Scout experience works progressively across age ranges and development stages, including a conscious transition phase into leadership responsibilities and adult membership. Uses flexible models to ensure the programme can be tailored	

Indicator No.	A	B	C	D	
				to individual needs.	
5. Relevant Programming	Programme does not significantly address areas of whole person development.	Programme addresses areas of whole person development inconsistently, or in fixed ways that exclude some young people from finding the programme relevant to their lives.	Programme consistently addresses all areas of whole person development and well-being (spiritual, social, moral, emotional, physical and intellectual) in a balanced way.	Programme explores development areas in a modern context, identifying and responding to challenges and gaps in young people's wider experience in their society.	
6. Life Skills & Development	No to little focus on relevant life skills development.	The association is working to increase life skills in the programme, but facing internal resistance, or there are inconsistent opportunities to develop relevant life skills.	The programme prioritises the development of relevant life skills, and can articulate the outcomes of these to young people, parents and external parties.	The programme offers measurable opportunities to develop relevant skills for life, particularly addressing any skills gaps for girls due to gender inequality in their society. It is recognised in wider society as adding value for seeking employment or training.	

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

For each indicator, please choose (A", "B", "C" or "D") which best describes the current situation in your organisation.					Please provide information to support your choice.
Indicator No.	**A**	**B**	**C**	**D**	
1. Safeguarding	The association has no safeguarding policies or practices in place, or some policies and practices that are not in line with national laws.	The association has safeguarding policies and practices in place that are in line with national laws, but they are applied inconsistently.	The association has safeguarding policies and practices in place that are in line with national laws and they are consistently applied.	The association has Safeguarding policies and practices in place that are in line with national laws. They are based on best practice, applied consistently and reviewed at least every three years.	
2. Child Protection Policy	The association has no child protection policy in place or has a child protection policy which is not in line with national laws.	The association has a child protection policy that is in line with national laws, but it is applied inconsistently.	The association has a child protection policy that is in line with national laws, and it is applied consistently.	The association has a child protection policy in place which is in line with national laws. It is based on best practice, is applied consistently and is reviewed at least every three years.	
3. Diversity and Inclusion Strategy	The association does not address diversity and inclusion issues, or intentionally or otherwise excludes groups of girls from the Girl Guide & Girl Scout experience.	The association has identified barriers to inclusion in its work with young people and is working on strategies to address these. The Girl Guide and Girl Scout experience offers some opportunities for diverse groups of young people to connect.	The Girl Guide and Girl Scout experience is designed flexibly and can be adapted for young people from different backgrounds and with different needs. The association is working towards offering a safe space to all young people who identify as girls in	The association has a diversity and inclusion strategy, which is consistently applied and reviewed at least everything three years. The association actively addresses barriers and adopts flexible delivery models. The Girl Guide and Girl Scout experience is welcoming to every young person who identifies as a	

Indicator No.	A	B	C	D	
			their society.	girl, and relevant to diverse communities.	
4. Safe Space	Activities and practices do not consistently hold a safe space for all young people taking part.	The association has evaluated the safe from harm practices in its programme and leader training and identified areas for improvement.	The Girl Guide & Girl Scout experience empowers young people to safeguard their rights and creates a safe, respectful environment. Girl Guide & Girl Scout experience and adult development teams work on safe spaces as a priority.	Both the Girl Guide & Girl Scout experience and adult development programmes ensure safe spaces are set for all activities, including creating appropriate space at each development stage for girls to be themselves, take risks, speak out and practice leadership.	
5. Core Values	The core values of integrity, citizenship and spirituality are explored in ways that exclude some individuals and / or community groups.	The core values of integrity, citizenship and spirituality are explored in ways that do not directly exclude young people, but indirectly make some young people feel unwelcome, or the programme seem irrelevant to their lives	The core values of integrity, citizenship and spirituality are explored in ways that mean all young people feel included and relate to them	The association supports leaders to facilitate deeper exploration of the core values of integrity, citizenship and spirituality so individuals can extend their understanding of their identity and values through the programme.	

GIRL GUIDE AND GIRL SCOUT EXPERIENCE : Standard 3: Educational Method

The Girl Guide & Girl Scout 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.

	For each indicator, please choose ("A", "B", "C" or "D") which best describes the current situation in your organisation.				Please provide information to support your choice.
Indicator No.	**A**	**B**	**C**	**D**	
1. Educational Method	There is little / no priority placed on the use of the educational method with young people. Leaders deliver activities formally or experiential learning rarely takes place.	The WAGGGS educational method is used inconsistently or is not used throughout the programme and leader practices. Leaders working with young people do not demonstrate sufficient understanding of the method as an educational system.	The WAGGGS educational method is used throughout the Girl Guide & Girl Scout experience with all five elements integrated, and understanding how to use the method is a core part of basic leader training.	The association highly values and prioritises the educational method as key to programme delivery. Systems are in place to monitor and build leader competence and recognise and share best practice amongst leaders.	
2. Youth Leadership	The association does not actively encourage a culture of youth leadership, and opportunities for youth participation in decision making are limited or tokenistic.	The association inconsistently encourages young people to practice leadership behaviours, and there is limited youth participation and access to leadership opportunities.	The association creates space for young people to practice leadership behaviours, can identify leadership outcomes from the programme, and facilitates youth participation in decision making. There is a clear process for young people to transition into leadership roles.	The association actively invests in creating space for young people to practice leadership behaviours. Leadership outcomes are a priority in the educational framework for all ages. Systems are in place to promote, facilitate and monitor youth participation and access to leadership opportunities at every level in the organisation.	

GIRL GUIDE AND GIRL SCOUT EXPERIENCE : Standard 4: Wider World Impact

The programme empowers young people to take action in their communities and connect with the wider world

	For each indicator, please choose (A", "B", "C" or "D") which best describes the current situation in your organisation.				Please provide information to support your choice
Indicator No.	A	B	C	D	
1. Awareness and Integration of Global Movement	There is limited awareness of the global Movement, WAGGGS programmes and international experiences, and they are very difficult for members to access.	The programme includes basic information about the global Movement. There is some engagement with the international network, WAGGGS programmes and international experiences. Barriers to access can be identified.	The programme includes opportunities to learn about the global Movement. WAGGGS initiatives are offered as part of the programme or through special activities. The association actively participates in international experiences and works to make these accessible for more – and more diverse – members.	The programme includes opportunities to learn from and connect with the global Movement. WAGGGS initiatives are integrated into the core national programme, and strategies are in place to work towards all members being able to access virtual and physical international experiences. The association values and invests in international networking opportunities.	
2. Community Action & Social Impact	Taking action in the community is not a regular part of the programme. Local and global issues are not explored.	Young people have some opportunities to explore relevant issues and take action in the community, however they tend to be planned and led by adults.	The programme includes opportunities for young people to explore both local and global issues and take action in the community at every development stage, taking leadership in the activities	The association considers social impact in its strategic plan and ensures young people can regularly design and lead advocacy and social action projects on issues relevant to them. They are empowered to tackle issues affecting girls and young women locally and globally.	

I.2 Adult Leadership Practice

Adult members of the association continue to develop their personal leadership practice and apply it in their different roles to support the organisation.

ADULT LEADERSHIP PRACTICE: Standard 1: Leadership Practice and Culture					
Adults model empowering leadership practices and contribute to a positive leadership culture in the organisation.					
For each indicator, please choose ("A", "B", "C" or "D") which best describes the current situation in your organisation.					Please provide information to support your choice.
Indicator No.	A	B	C	D	
1. Leadership Development	The association focuses on all adult leaders' basic skills and qualifications to perform their role only.	The association recognises the value of personal leadership development for all adults in Girl Guiding and Girl Scouting but has limited / no processes in place to facilitate this.	The association recognises the value of personal leadership development for all adults in Girl Guiding and Girl Scouting. The association is working to strengthen the leadership practice and role modelling of their adult members in line with the WAGGGS leadership model.	The association has a system in place to enable all leaders in the organisation to develop their leadership practices and role modelling in line with the WAGGGS leadership model. The impact of these leadership practices on the Girl Guide and Girl Scout experience, and on organisational leadership practices, are monitored and evaluated.	
2. Organisational Leadership	The association does not value and promote shared leadership and does not work on succession planning.	The association values and promotes shared leadership and is working to improve succession planning.	The association values and promotes shared leadership at organisational level and has a succession planning strategy in place.	The association consistently models shared organisational leadership and ensures its adult development framework supports the succession planning strategy. The association is led by dynamic and effective teams, and sets and achieves target percentages of young people in	

				decision making roles.	

Adult members have access to the development support they need to improve their leadership practices and perform their roles effectively.

For each indicator, please choose ("A", "B", "C" or "D") which best describes the current situation in your organisation.					Please provide information to support your choice.
Indicator No.	A	B	C	D	
1. Development Framework	Leaders only receive initial training. Access to development opportunities is limited.	Development opportunities are offered to leaders inconsistently There is no adult development framework in place, or the framework is out of date or not implemented.	The association has an adult development framework in place that identifies the skills and behaviours needed for each leadership role in their organisation and makes provision to meet these. Leaders are encouraged to take on development opportunities and new roles. It is reviewed at least every five years.	The association adult development framework prioritises facilitation over traditional training practices. It is learner-led, recognises prior experience and uses flexible methods such as mentoring, e-learning and communities of practice to make development opportunities effective and accessible to all. It is deeply integrated with the Girl Guide & Girl Scout experience framework. It is reviewed at least every three years with input from experts.	
2. Adult Development Pool	There is no adult development pool in place, the pool is too small / localised, or lacks the expertise to deliver on the training	The association adult development pool has the potential to deliver the needed development opportunities but lacks resources or expertise, or is resistant to facilitation practices and flexible delivery models.	The association maintains an effective and sustainable pool of adults with the necessary expertise to deliver their adult development framework. Flexible models make qualifying as a trainer accessible to young leaders.	The association invests in developing and managing the performance of the adult development pool, emphasizing the importance of facilitation and empowering leadership practices. Strong succession planning and flexible, accessible qualifications make it easy for	

Indicator No.	A	B	C	D	
				adults of all ages both inside and outside the Movement to share their expertise.	

Indicator No.	A	B	C	D	
3. Adult Development Function	The association does not maintain a function specifically focused on adult development	The association maintains a function focused on adult development. Roles and responsibilities are not clear, team members do not have the required skills, or do not collaborate well in their responsibilities	The association maintains an effective function responsible for adult development. The function provides effective support to the adults delivering adult development in the organisation and collaborates with the Girl Guide & Girl Scout experience function.	The association invests in developing the expertise of the adult development function and ensures it works closely with the Girl Guide & Girl Scout experience function. Young leaders are equal partners in decision making around adult development at all levels.	

II. FUNCTIONAL ELEMENTS (How We Do It)

II.1 Organisational Management

Organisational management refers to the ability of a Member Organisation to ensure the effective and efficient use of all available resources in order to implement all its key organisational and programmatic functions.

ORGANISATIONAL MANAGEMENT : Standard 1: Volunteering Structure, Systems & Processes				
The association has a fit for purpose volunteer structure, systems and processes in place that are implemented consistently and reviewed on a regular basis.				
For each indicator, please choose (A", "B", "C" or "D") which best describes the current situation in your organisation.				Please provide information to support your choice.
Indicator No.	A	B	C	D

	A	B	C	D	
1. Commitment to Volunteers	No planned work practices and/or resources to support the involvement of volunteers in the organisation.	Ad-hoc work practices and inconsistent allocation of resources for the involvement of volunteers in the organisation.	There is a documented commitment to the involvement of volunteers in the organisation (in the form of a volunteer vision, commitment statement, or relevant organisational policy). Planned work practices to support volunteer involvement (e.g. regular identification and allocation of project work suitable for volunteers; flexible work hours to accommodate volunteers; communication and data sharing tools to facilitate volunteer involvement; HR structure that supports volunteers, etc) exist, but are not documented or used consistently and/or reviewed regularly. Adequate resources to support the involvement of volunteers are not always provided.	There is a documented commitment to the involvement of volunteers in the organisation (in the form of a volunteer vision, commitment statement, or relevant organisational policy). Sufficient planned resources are allocated to support the involvement of volunteers in the organisation. Work practices to support volunteer involvement are documented, easily accessible to all, consistently used, and periodically reviewed.	
Indicator No.	A	B	C	D	

2. Volunteer Recruitment and Succession Planning	No volunteer recruitment and retention processes documented. No active succession planning within the volunteer pool.	A planned volunteer recruitment process meets most of the current needs of the organisation. Ad-hoc mentoring of incoming volunteers to fill future leadership roles, but there is no formal handover process for volunteer roles.	There is a planned volunteer recruitment strategy that meets the current and some future needs of the organisation. New volunteers are actively mentored and prepared for future leadership roles, and formal handover processes are documented.	The planned volunteer recruitment strategy is documented and implemented to meet both the current and future needs of the organisation. New volunteers are actively and strategically recruited, mentored and prepared for future leadership roles. Specific handover processes are in place for each volunteer role, clearly stating the responsibilities for passing on project and role-specific knowledge. There is a documented volunteer retention strategy and work practices to continuously innovate andoptimise the volunteer experience in the organisation.	
Indicator No.	**A**	**B**	**C**	**D**	

3. Supporting the Volunteer Journey	Volunteering policies and procedures (e.g. recruitment, induction and exit policies, etc.) don't exist.	General policies and procedures are in place for the recruitment, training, guidance, support, and exit of volunteers. Volunteers know who is overseeing their work, but responsibilities and deliverables are not always clearly understood. There are no policies or procedures in place to resolve disputes or manage poor performance of volunteers. The organisation does not collect feedback as volunteers complete their role and/or leave the organisation.	General policies and procedures are in place for the recruitment, training, guidance, support and exit of volunteers and they comply with national legal standards and best practice. Volunteers know who is overseeing their work, and have defined responsibilities and deliverables. Policies and procedures to resolve disputes and manage poor performance exist, but are not fully accessible. The organisation collects feedback as volunteers complete their role and/or leave the organisation.	Fair, transparent, efficient and consistent policies and procedures for the recruitment, training, guidance, support, and exit of volunteers are documented and accessible. These comply with national legal standards and best practice in volunteerism. Volunteers know who is overseeing their work, and have clearly defined responsibilities and deliverables. Policies and procedures used to resolve disputes and manage poor performance are clearly defined, accessible and widely used. The organisation routinely collects feedback as volunteers complete their role and/or leave the organisation, and uses the feedback to improve their policies and practices.	
Indicator No.	A	B	C	D	

4. Volunteer Diversity	No active practices designed to ensure a diverse volunteer pool.	Ad-hoc practices to attract volunteers that reflect the diversity of their community. Ad-hoc resources to support volunteers from a wide range of backgrounds made available. There is no attempt to capture data on volunteer diversity.	The organisation has volunteer recruitment practices that actively seek diverse volunteers. The necessary resources to support volunteers from a wide range of backgrounds are often available. The diversity of the volunteer team is monitored.	Volunteers reflect the diversity of the community in which they exist. A range of volunteer opportunities that attract and are accessible to different people, while still meeting the needs of the organisation, are available. The necessary resources to support volunteers from a wide range of backgrounds are available. The diversity of the volunteer team is monitored, and strategies are in place and implemented to increase diversity.	
Indicator No.	**A**	**B**	**C**	**D**	
5. Safety, Risk Management and Safeguarding	The organisation has no policies documented to reduce exposure of volunteers to financial, emotional or physical harm.	The organisation has some policies in place to ensure that volunteers are exposed to minimum financial, emotional or physical risk and kept safe from harm. These policies and procedures comply with relevant in-country volunteering, employment	The organisation has all necessary policies and procedures documented to ensure that volunteers are exposed to minimum financial, emotional or physical risk and kept safe from harm. These policies and procedures comply with relevant in-country	Volunteers have full access to clearly documented policies and procedures designed to ensure that they are exposed to minimum financial, emotional or physical risk and kept safe from harm. These policies and procedures set the standard for best practice and	

	A	B	C	D	
		and organisation standards and regulations, however are not consistently implemented.	volunteering, employment and organisation standards and regulations, and are consistently implemented but not regularly reviewed.	comply with any relevant in-country volunteering, employment and organisation standards and regulations. They are consistently implemented, and regularly reviewed and updated.	
6. Volunteer Training and Development	No informal or formal processes, or resource for the induction and ongoing training of volunteers exist.	Informal induction, training and development opportunities for volunteers are ad-hoc, with no planned resources allocated.	The organisation commits planned resources to implement a volunteer induction program and provide technical training as required, but with no clear personal development plan.	The organisation commits adequate resources to design and implement a volunteer induction program and ongoing training that delivers technical expertise and leadership capability to support the delivery of the organisation's work, and address the learning and development motivation and needs of volunteers. Each volunteer can identify and self-manage their own learning through a personal development plan.	
Indicator No.	**A**	**B**	**C**	**D**	
7. Working Together	The values of the organisation and expected behaviours for volunteers are not defined.\n\nWays of work	The values of the organisation and expected behaviours for volunteers are common practice only, and communicated in an ad-hoc manner.\n\nWays of work to promote partnerships between	The values of the organisation and expected behaviours for volunteers are clearly defined, and formally communicated.\n\nWays of work to promote collaborative and efficient partnerships between	The values of the organisation and expected behaviours for volunteers are clearly defined, formally communicated and embedded in the activities of volunteers.\n\nWays of work to promote	

Indicator No.	A	B	C	D	
	between volunteers across the organisation, and with staff, are not defined. There is little acknowledgement of the social aspects of volunteering and the organisation does not create space for volunteers to connect with one another.	volunteers across the organisation, and with staff, are common practice only, and implemented in an ad-hoc manner. The organisation acknowledges the social aspects of volunteering, but relies on volunteers to create their own opportunities to connect with one another.	volunteers across the organisation, and with staff, are documented and sometimes implemented. However, they are not periodically reviewed. The organisation acknowledges the social aspects of volunteering and allocates arbitrary resources for volunteers to connect with one another.	collaborative and efficient partnerships between volunteers across the organisation, and with staff, are well defined and implemented consistently. They are also periodically reviewed. The organisation acknowledges the social aspects of volunteering, and allocates planned resources for volunteers to connect with one another to strengthen working relationships and commitment to the organisation.	
8. Volunteer Recognition	There is no award or recognition system in place for volunteers.	Volunteers are recognised informally. Recognition practices are mostly one-dimensional and reward amount of time committed and/or completion of specific roles.	There is a system in place to award and reward volunteers but it is not widely used. Recognition practices celebrate successful project delivery in addition to amount of time committed and/or completion of specific roles.	Clear and well-defined formal and informal recognition practices for volunteers are documented and widely used at all levels of the organization. Recognition practices celebrate skill development, innovation and successful project delivery, in addition to the amount of time committed and the	

				completion of specific volunteer roles.	

II.2 Governance

Governance refers to the way in which the Member Organisation is governed at the highest level. A constitution and <u>bye-laws</u> set out the governance structure and framework for managing the Member Organisation. The constitution outlines the systems and processes for holding the association accountable to its members.

GOVERNANCE: Standard 1: Constitution & Bye-Laws					
Constitution and bye-laws in place and meet the requirements of the WAGGGS model constitution.					
For each indicator, please choose (A", "B", "C" or "D") which best describes the current situation in your organisation..					Please provide information to support your choice.
Indicator No.	A	B	C	D	
1. Up to Date Constitution	Constitution not reviewed within the last five years, and does not support the smooth running of the association.	Constitution in place and does support the smooth running of the association but has not been reviewed within the last five years and is not being used on a regular basis.	Constitution in place, reviewed in the last 5 years and the the association uses it on a regular basis. The association operates in accordance with the constitution and bye-laws.	Constitution in place, reviewed every three years, with an agreed date for future review. The association operates in accordance with the constitution and bye-laws.	
2. Constitution and Governance	Lack of awareness regarding the need to observe clearly identified <u>terms of office</u> for national	There is awareness of the need to observe defined <u>terms of office</u>, but the constitution does not outline these for national board members.	The constitution sets the <u>terms of office</u> for national board members.	The constitution sets the <u>terms of office</u> for national board members and the board operates in accordance with these terms.	

| | board members. | | | | |

GOVERNANCE - Standard 2: Structure & Systems

The structure and systems in place to support the smooth running of the organisation and the implementation of the constitution and bye-laws are fit for purpose.

For each indicator, please choose ("A", "B", "C" or "D") which best describes the current situation in your organisation.					Please provide information to support your choice.
Indicator No.	**A**	**B**	**C**	**D**	
1. Terms of Reference and Role Definitions	No terms of reference (ToR) nor role definitions (RD) available for working committees and board roles.	ToR and RD partly available for some working committees and board roles.	ToR and RD in place, reviewed every five years and used for all working committees and board roles.	ToR and RD in place, reviewed at least every three years and used for all working committees and Board roles.	

GOVERNANCE - Standard 3: People & Effective Teamwork

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

For each indicator, please choose ("A", "B", "C" or "D") which best describes the current situation in your organisation.					Please provide information to support your choice.
Indicator No.	**A**	**B**	**C**	**D**	
1. Diversity	Lack of awareness of the need and/or importance for a board which reflects the diversity of the association.	The composition of the board does not reflect the diversity of the association. The Board is aware of this and has a plan for addressing diversity in its membership.	The composition of the board partially reflects the diversity of the association. The Board has a plan for improving its diversity and is able to measure its progress in this plan.	The composition of the board fully reflects the diversity of the association.	

GOVERNANCE - Standard 4: External Environment

The association considers the external environment in relation to its governance function

Indicator No.	A	B	C	D	Please provide information to support your choice.
1. Legality	The association does not comply with the current national legal framework.	The association is legally registered as appropriate to their national context.. Compliance with the current national legal framework has not been checked in the last 3 years.	The association is legally registered as appropriate to their national context; It is aware of its legal status and complies with the current national legal framework.	The association is legally registered as appropriate to their national context. It is aware of its legal status and complies with the current national legal framework. The legal standing of the organisation is assessed annually and measures are taken to adapt to any national legal changes.	
Indicator No.	A	B	C	D	
2. Autonomy	The association 's practices are autonomous and not linked to any political party. This is known informally but does not appear in the constitution and bye-laws.	In the constitution and bye-laws and any other relevant documents, it is clearly stated that the association 's practices are autonomous and not linked to any political party.	In the constitution and bye-laws and related documents, it is clearly stated that the association's practices are autonomous and not linked to any political party. This is partly known by members, staff, volunteers and relevant stakeholders.	In the constitution and bye-laws and related documents, it is clearly stated that the association 's practices are autonomous and not linked to any political party. This is known, understood and respected by all members, staff, volunteers and relevant stakeholders.	