

Tables for capacity self-assessment

INSTRUCTION

We appreciate your participation in this self-assessment exercise. The self-assessment tables are designed for guiding discussion, and encouraging dialogue between participants on key challenges related to capacity development. The main purpose of this self-assessment is to collect opinions from different perspectives of people/units in order to formulate recommendations for improvement and further development.

On the following pages you will find 24 tables with brief descriptions of different capacities within four capacity areas:

- A. Resources
- B. Organization and management
- C. Training
- D. Relational (enabling environment)

In each table there are descriptions of the same capacity on four levels: (1) low, (2) basic, (3) moderate, and (4) high. Please read each description carefully and indicate which level, according to your knowledge and opinion, best reflects the present situation in training institution. It may be that for some capacities the current level is between two levels, for example between level 2 and 3; in that case the score can be set to 2.5. If you do not have knowledge on a specific capacity, mark that table with "N/K". If you think that some important capacity areas or topics are missing, feel free to fill the empty tables attached to the end of the document.

Below each table there is place for your additional comments, such as facts, examples, stories, and anecdotes, reflecting the chosen level of capacity. Your comments are particularly valuable for the assessment.

If it has been decided to compare organizational capacity at two different point of time, for example today and four years ago, you can mark one score with "now" and one with "4ya" on the same table.

A. RESOURCES

1. Physical resources	Score (level)
Physical infrastructure well designed to training institution's current and anticipated needs, or easily accessible external venues (e.g. long-term agreements with contractors) meet these needs. Enough space for simultaneous training sessions independent of group size. Own training premises, if any, effectively used (e.g. rooms rarely unused). All staff members have their own work space and there are separate meeting rooms. Institute has good location for staff and clients (e.g. easily accessible via public transport).	4 (high)
Enough physical space for current training undertakings, both for big and small groups, either within own premises or easily accessible external venues. The space is flexible enough for some simultaneous sessions. Own training premises, if any, effectively used (e.g. rooms rarely unused). Enough office space for staff, including space for meetings. Institute has a fair location for staff and clients (e.g. accessible with public transport but far away from centre of town).	3 (moderate)
Physical infrastructure or external venue available that meets basic needs for running training sessions, but not flexible for different sized groups. Own training premises, if any, not effectively used (e.g. rooms often unused). Staff often shares desks and shelves. Institute has a fair location for staff and clients (e.g. accessible with public transport but far away from centre of town).	2 (basic)
Not enough rooms for training sessions and difficulties in finding external venues. Not enough space for staff. Institute has unfavourable location for clients and staff (e.g. difficult to access with public transport).	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

2. Technological infrastructure	Score (level)
All staff have their own computer and access to shared or own laptop (e.g. for travelling). Complete and fully functional office equipment available. Good access to internet. Comprehensive, interactive website including application forms and access to relevant materials, in addition to being updated with basic information as well as information on upcoming events, summaries of completed projects and latest developments. Modern audio-visual aids available (e.g. flipcharts, whiteboard, projector, microphone, speakers, technology for web conferencing).	4 (high)
All staff have their own computer. Basic but fully functional office equipment available. Good access to internet. Regularly updated website with basic information as well as information on upcoming events, summaries of completed projects and latest developments. Basic audiovisual aids available (e.g. flipcharts, whiteboard, projector).	3 (moderate)
Enough shared computers available for staff to have regular access. Basic office equipment available but not always functioning properly. Basic access to internet. Website exists, with basic information on training institution and services, but rarely updated. Basic audiovisual aids available (e.g. flipcharts, whiteboard, projector).	2 (basic)
Small number of computers available. Deficiencies in office equipment (e.g. lack of printer, photocopier, telephones). Difficult or no access to internet. Lack of website. Very basic audiovisual aids (e.g. flipcharts, whiteboard) available for training sessions and staff.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:
3. Human resources – trainers	Score (level)
Group of experienced trainers with good knowledge and skills in adult pedagogy and learning processes, as well as knowledge and training experience of the relevant topics for local governments.	4 (high)
Most trainers have knowledge of both adult training methodology and relevant training topics for local governments.	3 (moderate)
A few trainers available with some experience in teaching adults, but without knowledge of relevant training topics, or trainers with knowledge of the topics but lacking experience of adult training methodology.	2 (basic)
Lack of experienced trainers aware of modern training methodology and without knowledge of local government, urbanism, and related training topics.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

4. Human resources - admin staff	Score (level)
Administration staff fully professional and accountable using modern Information and Communication Technologies (ICTs), including databases related to training activities, on a daily basis. Experience of administrating training processes. Professional IT support.	4 (high)
Administration staff with sufficient experience in office management and use of ICT, including data base creation related to training activities. Knowledge of main training functions. Sufficient IT support.	3 (moderate)
Some admin staff has experience in using computers and data bases related to training activities. Basic IT support available.	2 (basic)
Lack of admin staff able to cover main office management functions. No or weak IT support	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

5. Financial resources	Score (level)
Financial resources in very good condition with a diversified resource base. Financial resources are planned and allocated properly, reflecting the organization's priorities and developmental goals. Long-term investments, in both training and human, physical and technical resources, and are made and maintained.	4 (high)
Adequate financial resources, partially diversified, and sufficient funding for some long term training plans and development. Physical and technical resources are properly maintained.	3 (moderate)
Adequate resources to finance basic operational expenses and most training activities, while little is allocated to investments in new technology, skills development, and maintenance of physical and technical resources. No funding in place for long-term plans and development.	2 (basic)
Lack of financial resources or mismatch between planned activities (operational and training) and available financial resources.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

B. ORGANIZATION AND MAGAGEMENT

6. Human resource management (HR)	Score (level)
<p>Roles and responsibilities of staff and management clearly defined with respect to main training function. Supervision and performance evaluation facilitate staff growth and development. Results-oriented methods for performance evaluation widespread and agreed within organization. Managers meet twice per year with each of their subordinates to discuss job responsibilities, objectives and improvement plans. Orientation in place and individual training plan for most staff developed and updated annually. Salary and benefits are attractive and sufficient to retain skilled staff.</p>	4 (high)
<p>Roles and responsibilities of most staff and management clear with respect to main training function. Performance evaluation takes place in general terms on group/department level and on individual level annually. Performance standards in place. General orientation and training plan for staff in place. Salary and benefits sufficient, comparable with similar institutions.</p>	3 (moderate)
<p>Job descriptions with clear roles and responsibilities of main positions are in place. Performance standards and performance evaluation on group/department level or on individual level in place, but not coordinated. No improvement plans. Training institute provides access to orientation and requested training. Salary and benefits are relatively low, causing too much employee turnover.</p>	2 (basic)
<p>Roles and responsibilities of staff and management within the training institution are not clear. Lack of job descriptions, performance standards and performance evaluation. Lack of orientation and training plan. Salary and benefits very low, not sufficient to motivate and retain skilled staff.</p>	1 (low)
<p><i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i></p>	Score:

7. Organizational structure	Score (level)
Organizational structure, which includes all units, is clearly defined. Organizational chart is clear and complete and reflects real task divisions, responsibilities and lines of authority. Differentiation between units facilitates specialization. Cooperation and coordination principles are in place and widely followed.	4 (high)
Organizational structure, including all units, is clearly defined. Organizational chart clearly reflects real task divisions, responsibilities and lines of authority. Cooperation and coordination between units works quite well.	3 (moderate)
Organizational structure with defined lines of authority and some responsibilities. Organizational chart exists in basic form, but does not reflect organizational realities - some units are clearly defined, others are not. Cooperation between units exists, but some problems with coordination.	2 (basic)
Organization does not have a clearly defined organizational structure. Lack of organizational chart. Some confusion with lines of authority. Coordination and cooperation between units is poor or nonexistent.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

8. Flexibility and adaptation of organizational structure	Score (level)
Organizational structure is sufficiently flexible to enable organizational learning and effective response to external changes. Training institution structured such that it can innovate and adapt as uncertainties become clarified and environments change. Organizational structure creates conditions for teamwork, and project management across units. Proper delegation of tasks, authority and responsibilities widely followed and empowerment of staff is the norm.	4 (high)
Organizational structure to some extent flexible, enables effective response to some external changes. Organizational structure provides conditions for team work across units. Proper delegation of tasks, authority and responsibilities happens on regular basis.	3 (moderate)
Organizational structure enables only limited internal response to external changes. Basic teamwork exists. Some delegation of tasks, authority and responsibilities.	2 (basic)
Static and rigid organizational structure. Many rules and procedures, but lack of clarity in defining task activities. Very little team work. Centralized decision making – no delegation of authority or empowerment of teams.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

9. Communication and culture	Score (level)
<p>Communication practices effective and it is easy to obtain necessary information to do tasks. Communication is open and information is shared freely among all staff members. Staff meetings are regularly scheduled, well prepared, effectively conducted, and used for sharing information, generating ideas and making collective decisions. Format for most types of reports exists and is used. Common set of basic beliefs and values perceived as important and widely shared within the training institution, which provides a sense of identity and clear direction for maintaining internal standards.</p>	4 (high)
<p>Communication practices mostly effective, information is easily obtained, and communication is generally open. Staff meetings are regularly scheduled and used for sharing information, generating ideas and making collective decisions. Format for main types of reports exists and is mostly used. Common set of basic beliefs and values are shared by many people in training institution, helping provide a sense of identity between staff and management.</p>	3 (moderate)
<p>Communication practices partly effective, but it is sometimes time consuming to obtain necessary information. Staff meetings are in place but not regularly scheduled. Meetings generally used for informing staff and organizing information, but not run efficiently. Format for main types of reports exists but not always used. Common set of basic beliefs exists in some groups within the organization, but not shared widely.</p>	2 (basic)
<p>Current communication practices are not effective; it is difficult to obtain necessary information. Lack of staff meetings. No standard format for written reports is formulated. No common set of basic beliefs and values exists within the organization.</p>	1 (low)
<p><i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i></p>	Score:

10. Strategic planning	Score (level)
Strategic plan developed, with detailed work plan, annually reviewed and updated. Clear mission and vision formulated based on external opportunities and threats, and internal strengths and weaknesses. Operational plans derived from, and connected with, strategic plan. Strategic plan strictly connected with annual budget and has impact on management decisions. Most staff have input in strategic plan through participative practices used during development. Strategic plan well known and accepted by staff.	4 (high)
Strategic plan developed as well as clear mission and vision, partly linked to external opportunities and threats, and internal strengths and weaknesses. Discussion on relationship between organization's mission, vision and strategic objectives carried out among management team but without practical consequences for the implementation process. Performance review process in some reference to strategic and operational objectives in place. Strategic plan discussed with staff.	3 (moderate)
Some elements of strategic planning in place, but not at operational level. Mission and vision are formulated, but without link to external opportunities and threats, and internal strengths and weaknesses.	2 (basic)
Vague idea about strategic planning. No real attempts to develop strategic plan. Lack of mission and vision consisting of long-term objectives identifying organization's external opportunities and threats, determining internal strengths and weaknesses.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

11. Planning and budgeting	Score (level)
<p>Operating plans are developed, reviewed and updated, with input from staff, and reflect the strategic plan. Complemented by ad hoc planning when needed. Budget used as an operational, planning and strategic tool. Budget reflects organizational needs and objectives. Clear divisions are made in budget on basic categories like administration, training delivery, marketing costs and other operational costs, with regularly updated information to enable creation of a task-based budget for main current and upcoming activities. Various resource generation and fund raising activities in place and integrated into planning.</p>	4 (high)
<p>Operating plans are developed, reviewed and updated, with input from staff, and reflect the strategic plan. Budget used as an operational and planning tool. Budget divided into basic categories like administration, training delivery, marketing costs and other operational costs. Regular planning complemented by ad hoc planning when needed. Opportunities for resource generation and fundraising recognized and some activities in place.</p>	3 (moderate)
<p>Annual operating plans, including cost and income projections, completed for most training programmes in the past year. Some input from staff collected and sporadic references to clients' needs and institutional strategy. Planning reviewed sporadically. Budget used as an operational tool to guide and access financial activities with division on administration and programme delivery. Some resource generation and fundraising activities have begun.</p>	2 (basic)
<p>Some planning is carried out but with limited input from staff and without reference to needs analysis of training institution and local government (or other clients). There is little assessment of the resources (human and financial) required to undertake activities. Planning decisions are made without reference to the agreed strategy. One general budget prepared for one year without division between administration, training programme delivery, and other costs. No resource generation or fund raising activities under way.</p>	1 (low)
<p><i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i></p>	Score:

12. Leadership – executive director/senior managers	Score (level)
<p>Leaders are constantly establishing successful, positive relationships with others, both within and outside the organization. Leaders actively value teamwork, trust their staff and delegate authority and responsibility to the most appropriate level within the organization. Leaders have experience in both management and training. Leaders share relevant experience and expertise when coaching as well as actively encourage and support staff to take own initiatives. Leaders motivate and inspire others in the organization. Leaders show deep commitment to organization and its vision, mission and strategic goals. They exhibit integrity, professionalism and decisiveness. Decision-making process is well established and involves input from staff.</p>	4 (high)
<p>Leaders actively build rapport and trust with others and often encourage others to succeed. Most leaders have both management and training experience. Leaders share relevant experience and expertise when coaching others, yet give people freedom to try new ideas and work in their own ways. Leaders show commitment to organization and its vision. Decision-making process is well established and involves input from staff.</p>	3 (moderate)
<p>Some leaders are responsive to opportunities to work together with others and have some faith in the ability of staff members to successfully carry out tasks. Leaders have some experience in management or training. Leaders share own experiences and expertise when coaching others. Leaders show some commitment to the organization and its vision. The decision-making process is generally established.</p>	2 (basic)
<p>Leaders have weak working relations with staff members. Many leaders have difficulty building trust and rapport with others. Leaders have limited experience in management and training. Leaders share little of own experiences and expertise when coaching others. Attention given to organizational vision is limited. Decisions made largely on an ad hoc basis.</p>	1 (low)
<p><i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i></p>	Score:

13. Leadership - board	Score (level)
All board members are involved in providing support, direction and accountability. They participate in planning, strategy development, financial oversight, fundraising and policy development. They proactively engage in outreach to build the organization's reputation and good relationship with stakeholders. All board members are well informed about what is going on in the organization. Communication and relationship between board and leadership is positive and based on mutual respect.	4 (high)
Most board members provide regular support, direction and accountability. They participate in planning, financial oversight, fundraising and policy development. They are well informed about what is going on in the organization and some members participate in reputation-building activities.	3 (moderate)
Some board members occasionally provide support, direction and accountability. They are committed to the organization's planning process, policy development and fund raising. They have basic knowledge about what is going on in the organization.	2 (basic)
Board members are mostly inactive, provide little direction, support and accountability. They are poorly informed about what is going on in the organization. The board does not assist management in influencing public opinion, raising funds or in planning and overall policy development.	1 (low)
<p><i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i></p>	<p>Score:</p>

14. Information and knowledge	Score (level)
Advanced information and knowledge management system exists. Well-designed, user-friendly database related to training activities and system for production of standard documents, record keeping and internal dissemination of materials is frequently used. All training materials, reports, policy materials, evaluations and other resources available in electronic version. Research and learning activities on current trends in external environment and training is systematically implemented. Systems in place to pass on knowledge from departing staff to new staff.	4 (high)
Information and knowledge management systems enable access to and use of data and information for learning and decision-making. System is regularly used by most staff. Research and learning activities on current trends in external environment and training in place. Systems in place to pass on knowledge from departing staff to new staff.	3 (moderate)
Basic information from all key units/functions available but not synthesized or available in electronic version. Information often lost when staff leaves. Overall recognition of major trends in the external environment and training but no systematic research and learning in place.	2 (basic)
Lack of effective information and knowledge management system. Electronic data bases related to training activities and reporting systems not in place. Information is difficult to access and often lost. Little or no effort at researching trends in external environment and training.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:
15. Evaluation, monitoring and performance assessment	Score (level)
Well developed, comprehensive system used to monitor and evaluate organizational performance and progress towards the organizational goals. Information is collected on organization's performance across all key functions and activities. Practice in performance improvement incorporated into organization culture. Baseline indicators, benchmarks, and performance indicators formulated to effectively monitor and evaluate programme/project achievements against expected results and previous time periods.	4 (high)
System in place to monitor and evaluate performance across most programmes/units. Monitoring and evaluation based on organizational goals, considering social, financial and organizational impact of main activities and projects. Regular efforts to benchmark activities to previous time periods.	3 (moderate)
Some information on main organization's activities collected, mainly on outputs (number of training sessions, number of trainees), partly related to organizational goals. Periodic efforts to benchmark activities to previous time periods.	2 (basic)
No system in place to measure progress towards organizational goals. Very limited performance assessment; lack of experience in evaluation, monitoring and performance assessment. Little information enabling current and past organization performance to be compared.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

C. TRAINING

16. Training needs assessment	Score (level)
Needs assessment of both client's and trainees' needs and current capacity/skills conducted early in the process of developing any training programme. Different methods and approaches used during needs assessment, including observation, interviews, group discussion, questionnaires, skills tests, performance appraisals, and management requests and opinions. Information analyzed to distinguish between what the client says it wants and what it really needs in reference to upcoming new regulations, new tasks, and other changes.	4 (high)
Needs assessment based on meetings with representatives of local government (or other clients) conducted at least annually. Mostly the trainees' individual needs and previous experiences are assessed before a training, usually in written form. The needs assessment is used to guide training design, development and implementation.	3 (moderate)
Some awareness of needs assessment among trainers and management. Needs assessment of clients' or trainees' needs conducted sporadically, mainly based on data collected in written form (e.g. online or paper questionnaires).	2 (basic)
Vague idea about needs assessment among trainers and management. No discussion on forms and methods for needs assessment. Assessment of overall client needs or individual needs of trainees rarely conducted.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:
17. Training design	Score (level)
Training objectives are clearly defined beforehand and referred to in design of training programme and content. Needs assessment guides the work on training programme development. Training material updated and adapted to the specific training. Cultural appropriateness and gender sensitivity incorporated in the training design. Training programme discussed and verified with potential participants and their managers. Participants are strategically selected for most training programmes.	4 (high)
Training objectives formulated before starting the work on training programme and content. Needs assessment is a key element for all following stages of training development and design. Training material updated and adapted to the specific training. Strategic selection of participants for most training programmes.	3 (moderate)
Training objectives usually formulated before training programme development. Training needs considered in design of training programme and content. Training material updated but not adapted to specific training. Strategic selection of participants for some training programmes.	2 (basic)
Lack of clear training objectives. Training programmes developed without reference to the training needs. Training material outdated and not adapted to the specific training. Selection and targeting of participants is given little or no thought during the training design.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

18. Training methods and pedagogy	Score (level)
Adequate training methods and pedagogy selected in relation to learning objectives. Variety of learning methods and techniques used, such as case studies, simulations, games, work in small groups, role playing and study visits. Theory and practice alternated in the training sessions. Practical exercises of new skills and knowledge incorporated in the training. Training adapted to the specific context and, if necessary, adjusted during the training. Pilot training used to test accuracy of learning process, selection of methods, training materials and adaptation to specific context for new training programmes.	4 (high)
Awareness of importance of interactive training methods. Theory and practice alternated in the training sessions. Practical exercises of new skills and knowledge incorporated in the training. Efforts made to adapt training to specific context, either before or during training.	3 (moderate)
Recognition of the value of appropriate training methods and adaptation of training programme to a specific context, but limited experience and knowledge about this. Traditional format of lecture combined with a few more interactive methods.	2 (basic)
Little recognition of the value of appropriate training methods and lack of knowledge of such methods. Trainers focused on traditional methods such as lectures. Little or no effort made to adapt training methods to the specific context.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:
19. Follow-up and transfer of learning	Score (level)
Follow-up activities are planned in the design phase of training programme and adjusted to specific needs of trainees. Well developed consulting services available after training. Recommendations on how to overcome barriers and find enhancers for transfer of learning are formulated and regularly incorporated in training. Strategies developed with managers in target institution to help the trainees achieve full performance on the job.	4 (high)
Most training programmes include follow-up activities. Supplementary consulting services available after training. Recommendations on how to overcome barriers and find enhancers for transfer of learning are formulated and regularly incorporated in training. Meeting with managers in target institution organized for discussion of potential support activities.	3 (moderate)
Occasional follow-up after end of training event (e.g. on implementation of action plans). Some post-training support provided. Trainees' managers are sometimes involved in the training to support transfer of learning.	2 (basic)
Follow-up activities rarely conducted, training is seen as a one-off event. Little or no knowledge of factors affecting transfer of learning.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

20. Training evaluation	Score (level)
Comprehensive evaluation system used for measuring training results. Qualitative and quantitative approaches used to measure reactions, and acquisition of knowledge and skills, and changes in attitudes in relation to learning objectives. Evaluation done of trainees' job performance after they return from training, with emphasis on their application of learning acquired at training. Training outcomes measured in the trainee's organization. Participants, trainers, clients and other stakeholders involved in evaluation. Evaluation results systematically used to improve future training programmes.	4 (high)
Both the feedback on the events and the training participants' learning is evaluated. Evaluation format tailored to each training course and linked to learning objectives for each particular module or part of the training programme. Some stakeholders involved in evaluation. Information discussed and used to improve future training programmes.	3 (moderate)
Standard training evaluation sheet used to evaluate participants' reactions and opinions at the end of most trainings and resulting information is used to improve future training programmes.	2 (basic)
Lack of experience in training evaluation. Limited feedback from participants after some training courses, mainly in form of written evaluation of participants' reactions and opinions. Insufficient knowledge of how to develop the standard tools for training evaluation.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

D. RELATIONAL (ENABLING ENVIRONMENT)

21. Stakeholder engagement and external relationships	Score (level)
Involvement of stakeholders when addressing new, challenging issues related to internal capacities and external environment. Various types of involvement (e.g. consultation about government policy, joint decision-making and action, steering committees and working groups). Communication and marketing strategy is a part of bigger strategy for building external relationships and strategic partnerships. A number of high-impact strategic relationships and alliances exist, based on mutually beneficial collaboration and common interests. Ongoing efforts to maintain and use strategic partnerships and alliances in positioning the institution and staying relevant.	4 (high)
Key messages for each stakeholder defined. Regular contacts and communication with key stakeholders established. Communication and marketing strategy is a part of bigger strategy for building external relationships and strategic partnerships. A number of partnerships and alliances exist, many strategically built and maintained.	3 (moderate)
Sporadic communication with key stakeholders but without long-term plan or strategy. Basic marketing plan in place. Some partnerships and alliances exist, but not strategically built and maintained.	2 (basic)
Lack of, or limited, communication and contacts with key stakeholders. Limited ability to develop communication and marketing plan. No, or very limited, experience in building external relationships and partnerships. No recognition of potential alliances.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:
22. Networking	Score (level)
Networking is integrated in the work of the institution. Institution actively engaged in one or more formal or informal networks, which have strategies on how to maintain relationships and provide the members with mutual long-term support. Knowledge networking plays a key role in joint learning (e.g. on how to be a facilitator of learning and change) and discussions are scheduled regularly. Organization has long-standing working relations and/or joint projects with a variety of strategic partner organizations.	4 (high)
Networking is recognized as a valuable method for capacity development. As a result of active networking there is at least at least one ongoing joint project with partner organizations. Part of one or more formal or informal networks, which are regularly used to discuss and develop training programmes and share information.	3 (moderate)
Organization occasionally engages in projects with other organizations on an ad-hoc basis. Part of one or more formal or informal networks, but not actively participating and contributing.	2 (basic)
Lack of experience in building relationships and networking, and not part of any formal or informal networks.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

23. Enabling environment	Score (level)
National and local government and other public institutions actively support training institution by their policy actions. Training and capacity development is a high priority. Local government and other public institutions and stakeholders share relevant and timely information about new challenges, reforms and regulations. Regulatory policy proposals developed together by training institution and stakeholders, proposed to national and local authorities.	4 (high)
National or local policies and legislations recognize the importance of training, and training activities are regularly supported. Socio-political factors discussed with stakeholders and representatives of national or local authorities, and relevant information regularly shared by all parties.	3 (moderate)
National or local policies and legislations partly recognize the importance of training, but no regular support for training activities. Some communication with representatives of national or local authorities on training policies and priorities.	2 (basic)
No national or local training policy, weak legislative and regulative framework. Training is of low priority at national and local level.. No communication with national or local authorities.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

24. Adaptability	Score (level)
The organization regularly monitors its internal and external political and social environment for information relevant to potential changes in order to be responsive to new challenges or opportunities. Proactive actions are planned and agreed on in conjunction with stakeholders. The organization encourages innovation, and creates or adapts to new technologies.	4 (high)
New challenges and opportunities in internal or external environment are discussed internally and information on any resulting planned changes is shared with the main stakeholders. Main political and social forces affecting the institute are identified and sporadically monitored.	3 (moderate)
When facing new challenges in internal or external environment, internal discussion is carried out on possible responses and some of the planned responses are implemented. Main political and social forces affecting the institute are identified, but not monitored.	2 (basic)
The organization is rather rigid, not prepared for changes in internal or external environment. Lack of experience, and basic knowledge about managing change.	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

ADDITIONAL TABLES

Other capacity area/factor	Score (level)
	4 (high)
	3 (moderate)
	2 (basic)
	1 (low)
<i>Comments (facts, examples, stories or anecdotes reflecting the current level of capacity):</i>	Score:

Other capacity area/factor	Score (level)
	4 (high)
	3 (moderate)
	2 (basic)
	1 (low)
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Other capacity area/factor	Score (level)
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Other capacity area/factor	Score (level)
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