

QUALITY STANDARDS CHECKLIST FOR TRAINING

The Quality Standard Checklists are intended to provide simple guidance on minimum standards for conducting the activity covered. They include questions to check that every stage of the process has been completed properly – from inclusion in the proposal, to budgeting, implementation and M&E. Ideally, the checklist would be read and used by Country Programme staff from start to finish, but it is also possible to use only selected sections as needed.

This checklist was developed for PIN's Project and Program Managers:

- **When preparing new proposals:** they are able to check the quality of the training description & that everything is correctly budgeted for;
- **When in the field:** they are able to organize and conduct quality training;
- **When reviewing project implementation and monitoring plans:** they are able to work with the M&E unit and Heads of Programs to track progress towards reaching the projects behavioural change objectives.

What is a training?

A training is the process of learning the skills you need to do a particular job or activity (Cambridge dictionary)

Which type of trainings can we have?

There are different types of training according to the needs, the beneficiaries and the criteria taken into consideration.

- *Target group:* we might target teachers, community members, farmers, youth, girls, parents, mothers, PIN staff members, local NGOs staff members, etc...
- *Learning objectives:* the identified need might refer to knowledge gap, technical or social skills, a certain technique, abilities or attitude to bring a change.

How can we structure a training?

To approach a training in a systematic way it has to cover different interrelated stages:



- 1. Assess needs:** identify gaps and analyse what people need to learn to perform a-certain desired objectives;
- 2. Design learning objectives:** state clearly what participants should be able to do at the end of the training;
- 3. Develop the curriculum:** design the materials and develop the content of the training keeping into consideration participants' needs and learning objectives, duration, including assessment tools and inclusive participation;
- 4. Implement the training:** deliver the actual training with the most effective methodology according to target and knowledge and verify learners' progress. It also includes logistic arrangements;
- 5. Evaluate and revise the training:** collect and analyse feedback from participants to understand the quality of the training delivered and learn how to improve next time.
- 6. Support the post-training:** promote and monitor the use of skills and knowledge acquired by participants during the training in their day-to-day work

What are the most common training delivery methods?

Lesson, discussion, demonstration, videos, reading, written exercises, role play, case studies, role modelling, shadowing, coaching (see training guideline)



Note: we remember 20% of what we hear, 40% of what we see, and 80% of things we do

		YES	NO	N/A
PROPOSAL WRITING				
1	Are all necessary trainings mentioned in the proposal?	Y	N	N/A
2	Is it clearly justified why each training is needed and what do we want to achieve?	Y	N	N/A
3	Are the trainings properly described in terms of target group, geographical area, duration, frequency, learning objectives, number of participants, and selection of participants?	Y	N	N/A
4	Are the training activities clearly connected in the description to an outcome/expected result in the logic of the intervention?	Y	N	N/A
5	Are the trainings included in the work plan?	Y	N	N/A
6	Is it stated how will the trainer be selected and when necessary trained?	Y	N	N/A
LOGFRAME PREPARATION				
1	When relevant, have you included indicators at output level on # of trained people?	Y	N	N/A
2	When applicable, have you included an indicator on number or % of participants who successfully completed a training program? (<i>Global indicator for education on teacher training</i>)	Y	N	N/A
3	When applicable, have you included an indicator on whether skills learnt in training are in use in day-to-day work (i.e. for teachers, are they using competencies learnt in the classroom?). (<i>Global indicator for education on teacher</i>)	Y	N	N/A
BUDGET PREPARATION				
1	If needed, have you included external trainer's fees?	Y	N	N/A
2	If needed, have you included accommodation and transportation cost of trainer/participants?	Y	N	N/A
3	If needed, have you included venue cost for the duration of the training?	Y	N	N/A
4	If needed, have you included refreshment cost for participants for the duration of the training?	Y	N	N/A
5	If needed, have you included the cost for curriculum development (<i>manuals preparation, translation, printing and distribution</i>)?	Y	N	N/A
7	If needed, have you included the cost for training materials (<i>stationary and technical consumable materials</i>)?	Y	N	N/A
7	If needed, have you included interpreter fees during the training?	Y	N	N/A
8	Do you pay the participants any allowance/per diem? If yes, did you include the related amount in the budget? Did you compare the amount with other agencies to ensure equitable allowance practice?	Y Y Y	N N N	N/A N/A N/A
ACTIVITY PREPARATION AND IMPLEMENTATION				
PREPARATION – TRAINING DESIGN				
1	Has the target been identified and selected based on an in-depth needs assessment?	Y	N	N/A



2	Have you clearly established transparent and needs-based community participants' selection criteria? (<i>Consider, if applicable, gender balance and including people with disability</i>)	Y	N	N/A
3	Have you considered working with and improving the capacities and incentives of local actors (<i>e.g. local service providers, government extension agents, private sector actors</i>) to provide training and ongoing extension support?	Y	N	N/A
4	Have you prepared a ToR for the trainer and got approval from your supervisor?	Y	N	N/A
5	Have you selected the trainer considering his/her experience, his/her technical knowledge, his/her ability to prepare training material, his/her facilitation skills to ensure proper participations and learning and with respect of the participants (<i>age, gender, ethnicity/language/religious groups, etc..</i>)?	Y	N	N/A
6	Did you choose suitable training methods, taking into account the character of training and background of participants (<i>literate or illiterate, age, sex, special needs, level of experience and knowledge, learning styles</i>)?	Y	N	N/A
7	Did you prepare a detailed schedule for the training per each session?	Y	N	N/A
8	Have you planned for enough practical activities to familiarize with the topic and apply the knowledge acquired during the training sessions?	Y	N	N/A
9	Are the sessions organized in a logical order?	Y	N	N/A
10	Have you prepared an observation tool to monitor whether skills learnt in training will be in use in day-to-day work?	Y	N	N/A
PREPARATION – CURRICULUM DEVELOPMENT				
1	Have you clearly defined the topics, the content and the learning objectives of the training?	Y	N	N/A
2	Are the topics and the content specific, relevant and useful to participants?	Y	N	N/A
3	Is the curriculum competence-based? (<i>A competency-based curriculum is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know.</i>)	Y	N	N/A
4	Did you choose adequate training content taking into account the training character and the participants' background (<i>literate or illiterate, age, sex, special needs, level of experience and knowledge, learning styles</i>)?	Y	N	N/A
5	Did you include all necessary and relevant reference materials?	Y	N	N/A
6	Have you translated and proof-read the training materials?	Y	N	N/A
7	Have you prepared a pre and post training tests or other assessment instruments?	Y	N	N/A
8	Have you included feedback mechanism into the training design? (<i>i.e. to check that feedback will be gathered throughout the training and there is a system in place for addressing this feedback to improve the quality</i>)	Y	N	N/A
9	Have you defined criteria for successful completion of the training? (<i>minimum attendance, minimum score in the post-training test, demonstration of acquired knowledge, etc.</i>)	Y	N	N/A
10	If needed, have you designed the certificate of completion?	Y	N	N/A
PREPARATION – LOGISTICS				
1	Did you consider when to schedule the training to maximize cost and time efficiency and maximize the chances that participants will attend the entire training (<i>all in once, during weekends, during certain days and time of the day</i>)?	Y	N	N/A



2	Has the venue been identified? Is it safe and convenient (<i>enough space, not too hot/cold, clean, equipped with gender separated WASH facilities, etc.</i>) ?	Y Y	N N	N/A N/A
3	When necessary, have you organized transportation and accommodation for the trainer and participants?	Y	N	N/A
4	Did the participants confirm their attendance and have you updated other team members and venue organizers with the final number?	Y	N	N/A
5	When planned, have you organized the refreshment (coffee break, lunch)?	Y	N	N/A
6	Have you prepared enough copies of necessary training materials (<i>handouts, training program, flipchart, markers, projector, stationary for group activities, demo plot, tools for practical demonstration</i>)?	Y	N	N/A
7	Have you printed the attendance list with PIN and relevant donor logos?	Y	N	N/A
8	When necessary, have you hired a translator for training materials and for the training sessions?	Y	N	N/A
9	If planned, have you printed the certificates with proper logos as per donor requirement in terms of visibility?	Y	N	N/A
10	Has the training venue been fit with PIN and donor logos, project name, and relevant visibility materials (banners etc.) (if applicable)?	Y	N	N/A
11	Has the trainer signed the child safeguarding Policy? Is the trainer aware about the consequences of breaching the Policy?	Y Y	N N	N/A N/A
<p>DURING THE TRAINING (for trainer and for M&E staff) <i>This section can be printed out and used by the trainer as a reminder checklist or by PIN education field officers to monitor the training quality</i></p>				
1	Is the group size adequate to the topic? <i>Ideally 20-25 participants per group.</i>	Y	N	N/A
2	Is the group composition gender and age appropriate? <i>Groups contain participants of similar knowledge and if contextually required also of the same sex.</i>	Y	N	N/A
3	Has the trainer introduced the training and related learning objectives?	Y	N	N/A
4	Has the trainer evocated the previous knowledge and background of participants and their expectations? (<i>this can be done by written pre-training test and questionnaire or by open conversation</i>)	Y	N	N/A
5	Does the trainer use concrete examples from real life, relatable to the participants?	Y	N	N/A
6	Does the trainer engage all participants? <i>E.g. if a trainee is passive, does not participate in an activity or look withdrawn, the trainer attends to his/her needs and tries to encourage his/her participation.</i>	Y	N	N/A
7	Does the trainer create conducive environment to sharing participants' experience/knowledge/tradition?	Y	N	N/A
8	Does the trainer check the participants' learning progress throughout the training? <i>(when possible nice websites can be used, e.g. https://kahoot.com/)</i>	Y	N	N/A
9	Does the trainer use visual and auditory aids to support participants' learning?	Y	N	N/A
10	Does the trainer use adequate practical activities to facilitate learning by doing?	Y	N	N/A
11	Does the trainer give enough room for the participants to ask questions and does he answer all these questions?	Y	N	N/A



12	Does the trainer ask participant for regular feedback on training sessions to improve the training?	Y	N	N/A
13	Does the trainer refer back to the learning objectives to reconfirm and recap on learning outcomes?	Y	N	N/A
12	Did the session offer enough time for final reflection/evaluation by participants?	Y	N	N/A
13	Has the trainer shared relevant and practical reference materials?	Y	N	N/A
14	Has the trainer collected and analysed pre and post-training test (with the same content)?	Y	N	N/A
15	When applicable, did the trainer evaluate who passed the training? (<i>strongly recommended to improve quality and track results</i>)	Y	N	N/A
16	When applicable, have you introduced and discussed with participant a follow-up strategy to promote the use of new skills and knowledge acquired during the training? (<i>i.e. regular mentoring of teachers and teachers class observation tool</i>)	Y	N	N/A
17	Did the participants fill in the training evaluation form to share their feedback?	Y	N	N/A
18	Have you collected signed attendance sheets and, when applicable, mobile number?	Y	N	N/A
19	When necessary, have you takes some relevant pictures during the training?	Y	N	N/A
AFTER THE TRAINING MONITORING, EVALUATION AND LEARNING				
1	Is data on trained people saved and stored in a proper data sheet? Is the data disaggregated per sex, age, and other relevant factors?	Y Y	N N	N/A N/A
2	Are the training evaluation forms been analysed and the comments taken into consideration when planning future trainings? (as part of accountability to beneficiaries)	Y	N	N/A
3	Have you observed if and how participants have been using their knowledge in the related field, after the training? (<i>Implementing new techniques in teaching methodology, in agriculture, in nutrition, in WASH, in inclusion, etc.</i>)	Y	N	N/A

> Do you have a suggestion for improving the checklist's content? Let us know: resource@peopleinneed.cz