

RCDN Quality Standards for Training Delivery

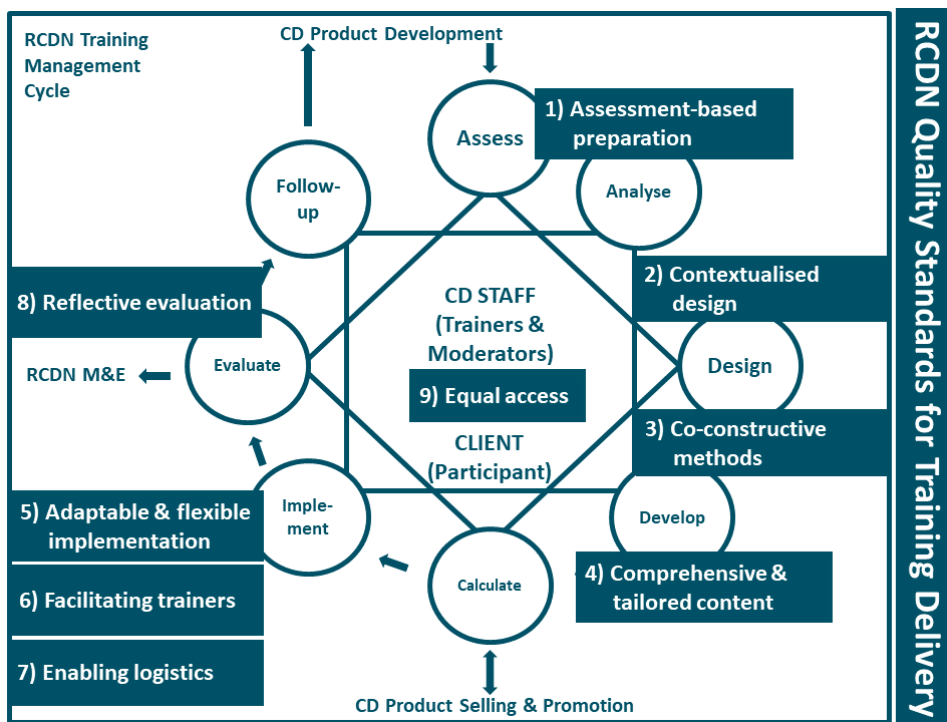
The Regional Capacity Development Network for Water and Sanitation Sector (RCDN) puts high emphasis on assuring quality of Capacity Development (CD) product delivery, by introducing Quality Standards, with standardised processes, methods and tools that support the implementation and ensure high quality of the delivery.

The RCDN Operational Model defines that the CD Product¹ delivery function compiles:

- Management of CD staff, namely trainers and advisors (recruitment and selection, contracting, orientation and supervision);
- Realisation of CD measures;
- Contribution to M&E and reporting (monitor realisation of trainings, collecting of Lessons learnt, improvements & adaptations);
- Client management; and
- Logistics.

This CD Product delivery function applies to any RCDN CD Product.

In that context, nine RCDN Quality Standards for Training Delivery are accepted² and represent the key quality management principles that set the fundamentals for standardisation and quality assurance of the RCDN training delivery. The following graph illustrates the nine RCDN Quality Standards for Training Delivery at a glance:



¹ A CD product consists of a) qualified staff (e.g. trainers, moderators, advisors, resource persons) and b) a comprehensive compilation of materials and tools (e.g. CD curriculum, manual, tools and processes).

² RCDN Quality Standards have the character of methodological minimum standards aiming at assuring quality of RCDN CD product delivery. The RCDN Quality Standards for Training Delivery build on the methodological minimum standards, developed and considered within the LL SEE project.

The following table compiles key information on each RCDN Quality Standard for Training Delivery:

RCDN Quality Standards for Training Delivery	
Standard	Description of standard
1. Assessment-based preparation	<ul style="list-style-type: none"> • Aim: To facilitate ownership of learners by levelling skills and expectations of trainees; • Elements: Education and position, individual learning objectives and expectations, motivation ref. to training participation etc.; • Implication: The trainers are aware of aspects that are important and relevant to the target group and gain important information about WHO will participate and WHAT participants expect.
2. Contextualised design	<ul style="list-style-type: none"> • Aim: To establish trainee-centred learning strategy; • Elements: Learning objective, session topics, specific session contents, methodological elements; • Implication: The trainers ensure relevance and link to trainees' professional backgrounds and learning expectations and defines the WHAT and HOW.
3. Co-constructive methods	<ul style="list-style-type: none"> • Aim: To promote self-sustained and reflective learning; • Elements: Variety of adult-oriented learning methods highlighting interaction, practice-orientation, reflection and dialogue; • Implication: Trainees jointly develop their own learning approach and co-construct solutions relevant for their context. Guided by the trainers, participants define HOW learning shall take place.
4. Comprehensive and tailored content	<ul style="list-style-type: none"> • Aim: To enable individual knowledge generation and its application; • Elements: Specific contents tailored to specific trainees' needs, good practices, practical examples and experiences, resources persons; • Implication: Trainees contextualise knowledge up-date and are able to link/transfer gained knowledge and developed solutions to their professional background. Thus, WHAT can be applied in their work context is developed.
5. Adaptable and flexible implementation	<ul style="list-style-type: none"> • Aim: To ensure meeting trainees' learning style and expectations; • Elements: See minimum standards 2-4; • Implication: Trainers adapt design and respective sessions (methodological and content-wise) at a daily base to ensure that the training is in line with HOW learning shall take place.
6. Facilitating trainers	<ul style="list-style-type: none"> • Aim: To facilitate trainees' learning processes; • Elements: Didactics-based principles; • Implication: Trainers are learning partners/coaches and not instructors. They ensure that the training is in line with HOW learning shall take place and WHAT shall be learnt.
7. Enabling logistics	<ul style="list-style-type: none"> • Aim: To create a comfortable learning environment; • Elements: Invitation and information of trainees, accommodation and catering; adequate venue (i.e. natural light, fresh air, break-out rooms, enough space), equipment and material;

	<ul style="list-style-type: none"> • Implication: Careful logistic preparation enables good preparation and fosters experimental and reflective learning, it contributes to HOW learning shall take place.
8. Equal access	<ul style="list-style-type: none"> • Aim: To provide equal opportunities to all LGUs and PUCs; • Elements: Balanced consideration of all LGUs and PUCs involved; balanced consideration of male and female participants; balanced consideration of male and female trainers/ resources persons; use of cases which “do not harm” by the trainers; • Implication: Consideration of all LGUs and PUCs involved as well as gender balanced learning; and important guidance on WHO shall participate.
9. Reflective evaluation	<ul style="list-style-type: none"> • Aim: To ensure knowledge up-grade and quality as well as meeting expectations by assessing learning experiences; • Elements: Assessment of minimum standards 2-8 by trainees and trainers; compilation of lessons learnt by trainers, written/oral post exam (if appropriate), systematisation of lessons learnt, adaptation of training modules; • Implication: Quality of training delivery is assessed and provides important information on HOW and WHAT has been learnt.

Thus, RCDN Quality Standards for Training Delivery follow and support the implementation of the RCDN Training Management Cycle. They are interlinked: the assessment-based preparation (QS³ 1) is crucial starting point for ensuring a contextualised design (QS 2) and provide important information on participants’ expectations on co-constructive methods (QS 3) and comprehensive and tailored content (QS 4). Furthermore, these two standards (QS 3 & QS 4) are very much linked with the contextualised design (QS 2) and build the base for adaptable and flexible implementation (QS 5) as well as acting as facilitating trainer (QS 6). Both standards (QS5 & QS6) are very much linked to co-constructive methods (QS 3). Enabling Logistics (QS 7) is supporting adaptable and flexible implementation (QS 5). Equal access (QS 8) is of overarching nature ensuring provision of opportunities to all. Same goes for reflective evaluation (QS 9) ensuring reflection of the application of all Quality Standards and their application.

The RCDN Quality Standards for Training Delivery will be adopted and used by all partner associations and the Pool of Trainers, Moderators and Advisors (PTMA) in delivery of the RCDN trainings.

Based on above mentioned Quality Standards and defined elements of CD Product delivery, 21 standardised templates for RCDN Training Delivery are developed to ensure quality in implementation of the RCDN training measures. The following table illustrates the standardised templates at a glance and refers to the corresponding RCDN Quality Standard for Training Delivery:

³ Abbreviation of Quality Standard

Standardised templates for RCDN Training Delivery

Standard	Standardised templates
1. Assessment-based preparation	1. Training Curriculum Form 2. Terms of Reference for National Trainers 3. Training announcement templates (Call for Participants - 3a, and Application Form - 3b and 3c) 4. Listing and registration of participants (Invitation Letter - 4a, and Registration Form for Confirmation of Participation - 4b) 5. Training Agenda Form 6. Participants list Form 7. Pre-assessment Sheet for Trainees (permanent staff 7a, and municipal elected 7b) 8. Pre-Assessment Synthesis Form
2. Contextualised design	9. Detailed Training Design Form
3. Co-constructive methods	10. Training Financing Model and Calculator
4. Comprehensive and tailored content	11. Attendance List Form
5. Adaptable and flexible implementation	
6. Facilitating trainers	
7. Enabling logistics	12. Check list on logistics
8. Equal access	cf. training announcement templates and Terms of Reference for National Trainers
9. Reflective evaluation	13. Training Evaluation Sheet (long version 13a, and short version 13b) 14. Trainers' Performance Assessment Form 15. RCDN Certificate for Participation in Training Form 16. Time Sheet for National Trainers 17. Training Report Form
Others	18. RCDN visibility formats (RCDN project aim and objectives presentation, RCDN PPT and handout template/design, RCDN banner) 19. Promotional materials (factsheets, format for press realise and key media messages) 20. Check list for monitoring and assessing RCDN Quality Standards for Training Delivery 21. Letter of Gratitude

The standardised templates for RCDN Training Delivery were consolidated with RCDN Focal Points and potential members of the RCDN PTMA that participated in the RCDN Generic Trainings of Trainers. The standardised templates are currently being tested in practice with the development and implementation of the first CD measures. Based on the lessons learnt, the standardised templates will be reviewed again, if needed, and adjusted accordingly, together with the participating partner associations and the RCDN PTMA.