

Quality Standards for Training Delivery¹

NALAS puts high emphasis on assuring quality in provision of capacity development measures, by introducing Quality Standards, with standardised processes, methods and tools that support the implementation and ensure high quality of the delivery.

The RCDN Quality Standards have the character of methodological minimum standards and represent the key quality management principles that set the fundamentals for standardisation and quality assurance of the training delivery.

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;

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	<ul style="list-style-type: none"> • 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; • 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 participants; • Elements: Balanced consideration of all participants; 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 participants 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.