QUALITY ASSURANCE TOOL FOR TRAINING FOR GENDER EQUALITY

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UN WOMEN TRAINING CENTRE
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QUALITY ASSURANCE CRITERIA

The UN Women Training Centre (TC) is committed to being rigorous in the way it assesses, designs, develops, plans, implements, and evaluates its training courses and products. As such, the TC strives to meet international quality assurance criteria for training for gender equality. In addition, the TC has developed internal quality assurance criteria that are specifically tailored to training for gender equality.

The below tool aims to facilitate the application of the TC quality assurance criteria to training. At each stage of the training cycle, specific questions can guide the training assessment, planning, development, implementation, monitoring and evaluation to ensure these criteria are considered through the process. Ideally, these questions are reflected upon before entering into a specific phase in the training cycle.

The criteria identified by the TC include but are not limited to the below:

1. Social Transformation

Based on the TC experience and values, trainings should be guided by the view that they have to contribute to the achievement of practical and strategic needs of diverse women and girls in order to affect individual and social transformation. Training for gender equality should support the realization of global normative frameworks that promote gender equality and human rights for all, particular for women and girls. The promotion of human rights for all should ideally be reflected in all stages of the training cycle-from assessment to the final evaluation.

2. Meeting Learning Needs

In order for the trainings to be effective and relevant, it should meet the learning needs of diverse women and men. This includes targeted knowledge, skills and attitudes that support broader institutional and social transformation towards gender equality. The entire training cycle should be guided by these learning needs and the organisers should be committed to allocating the time and resources needed to comprehensively analyse these needs and adapt the training to meet these needs.

3. Transformative Learning

The TC has adopted a learning-centred approach to training that focuses on building a participatory, participant-driven, empowering and transformative learning process. It aims to match the training content with creative adult learning methods in order to build the specific knowledge, skills and attitudes that are included in the learning outcomes. Training for gender equality should follow transformative learning principles with the objective of affecting individual behavioural change that will drive larger institutional and social transformations. This means that learning occurs in the spirit of participation and that training facilitators actively share power so that knowledge, skills and attitudes are created for, by, and with the participants. in a spirit of equal and egalitarian participation, where all learners are teachers and all teachers are learners.

4. Gender Equitable and Diverse

Trainings for gender equality should inherently promote human rights for all and an appreciation for diversity. This includes acknowledging power and privilege and striving for diversity of representation, knowledge and skills throughout the training cycle. Ideally, training for gender equality applies an intersectional approach, which illuminates the interconnections between various forms of inequality and oppression including sexism, racism, xenophobia, classism, ageism, homophobia, transphobia, ableism, and others. Ideally the different phases of the training

cycle take on active measures to ensure the participation of marginalised/underrepresented groups as trainers and participants, which in training for gender equality includes men and boys to celebrate diversity of knowledge, positive practices, and identities.

5. Sustainability

Training programmes and products should be developed and delivered keeping in mind the applicability, usefulness, and relevance for participants in order to create sustainable transformations in attitudes and behaviours. Training activities should be one part of a longer capacity building process so as to encourage on-going post-training support for participants to implement what they have learned. Once back on the job, in order for participants to implement the knowledge, skills and attitudes that they have learned it is also vital that they receive support and encouragement from their supervisors, colleagues and the general work environment. Sustainable training for gender equality should therefore be part of a broader gender equality strategy or process that includes interconnected transformations in policy, structure, personnel, infrastructure, budgeting and other relevant areas. Developing a well elaborated theory of change for training for gender equality will help to make the training more sustainable. An attribution to impact is easier to measure with such theory of change as well.

6. Innovation and Creativity

Experiential and participatory learning for diverse women and men can be enhanced through employing various innovative, creative, and state-of-the-art tools, techniques, approaches and methods. This includes but is not limited to the use of new technologies, social and interactive media tools. With innovative and creative approaches to training, learning outcomes can be achieved more effectively and efficiently.

Quality Assurance Criteria in the Training Cycle

Based on the TCs experience, trainings for gender equality are easiest to be organized and divided into 6 different phases within a training cycle.[1]

1. **Analysis:** Assessing the learning needs and the feasibility of the proposed training.
2. **Design:** Constructing the outline of the training including the learning outcomes, target audience, methodology, monitoring and evaluation, communication strategy, timeframe, tasks and responsibilities.
3. **Planning:** Recruiting training participants and facilitators as well as organizing logistics in order to run the training.
4. **Development:** Drafting the training content, methods and materials as well as adapting it to the specific learning needs of participants, graphic design and packaging.
5. **Implementation:** Piloting and running the training.

6. **Evaluation:** Monitoring, evaluating and follow-up of the training.

Different training types, will vary in their form of how the different phases will be designed but still undergo the same process from analysis to evaluation.[2] They can serve to raise awareness, enhance knowledge, develop skills, change attitude, behaviours and practices and/or mobilise for social transformation. Also different training methodologies and supporting tool may affect how quality can be assured. At the TC trainings are conducted in self-paced, moderated online, blended or face to face format. A lot of methodologies involve interactive exercises, such as role plays, real life scenarios and case studies. The below questions aim to encourage the training coordinator or facilitator to reflect on the different stages of the training cycle and to adapt them in function of the training type and methodology used.

FIGURE 1

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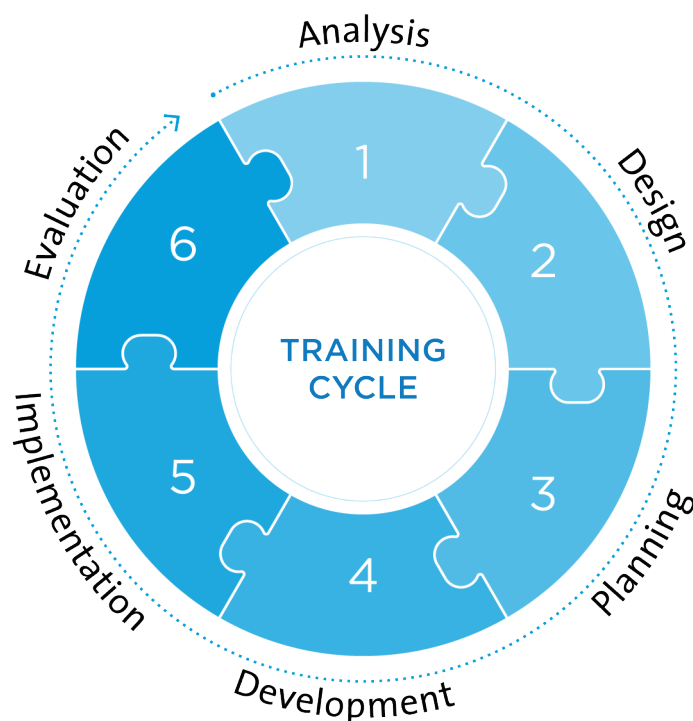
1   UN Women Training Centre. Manual on Training for Gender Equality. Santo Domingo: 2016
2   Leghari, Ruya. Wretblad, Emma. Typology on training for Gender Equality. Working Paper Series. UN Women Training Centre. Santo Domingo: 2016

1. Analysis

The initial analysis of the training cycle starts by assessing the feasibility as well as the training needs of potential participants. In this phase, it is particular important to identify the relevance, responsiveness, and potential cost effectiveness of the planned training. Some key questions can help to identify if the assessment meets the quality assurance criteria already in this very beginning of the training cycle:

TABLE 1

Quality Assurance Criteria	Key Question	
Social Transformation	How does the feasibility assessment analyse whether or not the proposed training supports the achievement of practical and strategic needs of diverse women and men, including multicultural backgrounds in order to affect social transformation?	
	How does the feasibility assessment analyse whether or not the proposed training supports the realisation of global normative frameworks on gender equality and human rights?	
Meeting Learning Needs	How are the different needs of diverse men and women taken into account in a comprehensive learning needs analysis?	
Transformative Learning	Is the learning needs analysis as participatory as possible and includes discussions with diverse stakeholders?	
	Are male and female participants actively included in the assessment process to express their needs?	
Gender Equitable and Diverse	How does a comprehensive learning needs analysis take the different needs of diverse men and women into account?	
	Is the assessment team gender balanced?	

Quality Assurance Criteria	Key Question	
Sustainability	Is the training part of a larger gender equality strategy or process?	
	Does the training take into consideration non face-to-face methodologies to be more cost-effective?	
	Are good practices and lessons learned being identified for future consolidation?	
Innovation and Creativity	How does the assessment consider data and opinions outside the predefined institutional mandate and objective?	

2. Design

Based on the result of the feasibility and learning needs assessment, the design of the training is defined in an outline through a concept note. Such outline ideally includes the general objective and specific learning outcomes, defines the target audience, methodology, monitoring and evaluation mechanisms, timeframe, the budget, as well as tasks and responsibilities.

TABLE 2

Quality Assurance Criteria	Key Question	
Social Transformation	How do the learning outcomes support individual and social transformation?	
Meeting Learning Needs	Do the learning outcomes directly respond to the identified learning needs in the initial analysis?	
Transformative Learning	Is there space for participants to actively interact and contribute by expressing their experiences with gender issues?	
	Are the training participants included in the peer review group?	
Gender Equitable and Diverse	Is an intersectional approach taken within training for gender equality specifically mentioned and addressed in the Project outline?	
Sustainability	Does the training design include a theory of change and a sustainability strategy?	
	Are good practices and lessons learned being identified for future consolidation?	
Innovation and Creativity	How does the project outline specify the innovative and creative learning approaches and methods will be implemented?	

3. Planning

The planning phase not only includes logistical arrangements but also the recruitment of training participants and facilitators.

Quality Assurance Criteria	Key Question	
Meeting Learning Needs	Are diverse participant learning and logistical needs thoroughly assessed?	
Gender Equitable and Diverse	Is the training facilitation team gender-balanced and diverse?	
	Are there any scholarships to enable diverse participation in the training?	
	How does the communication strategy reach out to diverse target audiences, especially focuses on underrepresented groups?	
Sustainability	How are participants selected that have the position and motivation to implement the relevant knowledge, skills and attitudes after the training ended?	
	Are good practices and lessons learned being identified for future consolidation?	
Innovation and Creativity	Are there any innovative activities that support participants to implement the knowledge, skills and attitudes that they have learned?	

4. Development

During this phase, the training content, agenda, methods and learning materials need to be drafted. Quality assurance happens also here on several levels.

TABLE 4

Quality Assurance Criteria	Key Question	
Social Transformation	Are the training content, methods and materials grounded in the real practical and strategic needs of diverse women and girls?	
	How do the training content, methods and materials allow individual thinking on social context, barriers and opportunities?	
Meeting Learning Needs	Do the training content, methods and materials directly respond to the target audience learning needs?	
	How are training content, methods and materials adjusted to respond to the specific participant learning needs?	
Transformative Learning	Are the training content, methods and materials developed to actively involve participants through interactive exercises and participatory learning processes?	
Gender Equitable and Diverse	Do training materials include gender-balanced and religiously and culturally diverse photos, examples and case studies?	
	How do training content, methods and materials show imagery and content with respect for diversity and understanding of intersectionality?	
	Are up-to-date feminist and gender theories and international frameworks part of the training content, methods and materials including the structural nature of inequalities, power and privilege?	

Quality Assurance Criteria	Key Question	
Sustainability	How are training content, methods and materials applicable, relevant and useful for the working context and private situation of the participants?	
	What practical tools, skills and knowledge can participants take home and apply after the training?	
	Are good practices and lessons learned being identified for future consolidation?	
Innovation and Creativity	How are training content, methods and materials particularly adapted to the audience, their needs and capacities so that they will facilitate their learning process?	
	How do the training methodologies leave space for creative exercises involving art, audio-visual materials and new technologies?	
	How do the training methodologies take into account innovative platforms and tools to enhance participant's learning experience?	

5. Implementation

During the piloting and running of the training quality assurance needs to be continuously kept in mind not only by the organizers but all facilitators involved.

Quality Assurance Criteria	Key Question	
Social Transformation	Are all training materials, including imagery and wording and methodologies in line with human rights and gender equality principles?	
Meeting Learning Needs	How are training content, methods and materials adjusted to respond to participant learning needs identified during the delivery of training?	
	How are participants learning needs validated with participants and assessed during all the implementation?	
	Do facilitators make participants co-responsible of the success of the training?	
	How are monitoring and evaluation mechanisms included during the training to assess if the identified learning needs are met?	
Transformative Learning	Is the learning participant-driven and flexible so it can be adjusted to increase transformative potential?	
	Are the training facilitators reflective about their own attitudes, behaviors and potential biases?	
	Are there debriefing sessions for facilitators after each day/session?	

Quality Assurance Criteria	Key Question	
Sustainability	How are facilitators empowering participants so that they feel confident to apply their knowledge and skills in the future?	
	How are facilitators addressing specific issues that participants face to be able to implement changes in their contexts?	
	Are good practices and lessons learned being identified for future consolidation?	
Innovation and Creativity	Are the facilitators capable to adapt to sudden changes and adapt the training accordingly?	
	Are all participants equally able to access and manage the platforms and tools required to complete the training?	

6. Evaluation

During this last phase of the training cycle the initial assessment shall be revisited and compared to the outcome of the training. Did the training meet the initial objectives? Comparing baseline with the evaluation results is an important quality assurance mechanism in itself. Furthermore, the evaluation results can feed into a new training cycle and inform the analysis phase of the next training round.

TABLE 6

Quality Assurance Criteria	Key Question	
Meeting Learning Needs	Does the evaluation use the baseline data to compare results between the post-ante assessments?	
	Does the evaluation thoroughly assess if the training responds to diverse learning needs through content, methods and materials?	
Transformative Learning	Are transformations in attitudes and behaviours evaluated, using pre-tests and post-tests?	
	Are the results of the evaluation shared with the participants and stakeholders involved?	
Gender Equitable and Diverse	Is the evaluation data disaggregated and analysed by factors such as ethnicity, sex, age, position, level of education, ability, and others.	
Sustainability	Does evaluation methods engage with broader stakeholders whose support is needed for implementation, such as supervisors and the service "beneficiaries", to assess participant's attitude and behavioural changes?	
	Are participants linked up to a community of practice including training participants and gender experts?	

Quality Assurance Criteria	Key Question	
Sustainability	What follow-up activities have been implemented?	
	Have good practices and lessons learned been identified and consolidated?	
Innovation and Creativity	How does the evaluation include qualitative data collection and indicators?	
	How are different data visualizations used to communicate the evaluation results?	
	Is there a system/strategy in place that allows participants to access the training content once the implementation has ended?	

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