



Quality checklist for training		
Tick box	BEFORE THE TRAINING	Notes and observations
Learning needs and objectives		
<input type="checkbox"/>	The learning objectives of the training have been defined in terms of changes in knowledge, skills and attitudes.	After the training: Knowledge: <i>Participants know/understand ...</i> Skills: <i>Participants are able to ...</i> Attitudes: <i>Participants behave ...</i>
<input type="checkbox"/>	The change that the training is working towards is clearly expressed in its learning objective(s).	
<input type="checkbox"/>	The learning needs of the participants are clear (see example of learning needs assessment questions).	
<input type="checkbox"/>	The learning objectives of the training have been adjusted to participants' learning needs where relevant.	
<input type="checkbox"/>	A pre-test has been prepared for use before the training and this has been shared with participants to find out their starting levels.	
<input type="checkbox"/>	A post-test and an evaluation form have been prepared.	
<input type="checkbox"/>	You know who your participants are (e.g. how many there are, their level of understanding on the topic, some background on them, and what they may need to fully participate and feel safe).	
<input type="checkbox"/>	Contextual factors (limiting or supportive) have been identified and taken into account in the learning objectives.	
Accessibility		
<input type="checkbox"/>	Participants have been asked about any accessibility requirements they may have.	
<input type="checkbox"/>	The location – including the entrance, corridors, toilets and eating areas – is accessible for people with any impairments (lift, ramps, guidance for blind people, etc.).	

<input type="checkbox"/>	The location has been checked and all the necessary equipment is available and working.	
<input type="checkbox"/>	Information about the accessibility of the training has been sent to the participants.	
<input type="checkbox"/>	The training programme and materials have been adjusted for people with hearing, visual or learning disabilities (if relevant) and this has been budgeted for.	
Practical info and arrangements		
<input type="checkbox"/>	Well in advance of the training date, the participants have received detailed training information as well as work to be done before the training session(s) –in accessible formats if relevant.	
<input type="checkbox"/>	Note taking of the training itself has been arranged (and budgeted for, if necessary).	
<input type="checkbox"/>	If the training is hybrid, this has been arranged and the equipment is working (has been tested).	
<input type="checkbox"/>	The official opening and closing have been arranged.	
TRAINING CONTENT		Notes and observations
Training programme and materials		
<input type="checkbox"/>	The training programme is ready and indicates learning objectives, outcomes, activities, methodology, materials and time needed per module/block.	
<input type="checkbox"/>	Training content has been adjusted, based on the participants' knowledge and experience of the subject (see template for learning needs assessment).	
<input type="checkbox"/>	Training content has been adjusted for participants with specific needs (see template).	
<input type="checkbox"/>	The training content and materials have been validated/checked by another person (co-trainer/co-facilitator) on inclusion and quality.	
<input type="checkbox"/>	Graphics/data in the training materials are presented in a clear and understandable way, with explanations during the training for people with visual impairment.	
<input type="checkbox"/>	There is a more detailed training programme (who/what/tools/etc.) available for the trainer, and facilitator notes are ready too.	

<input type="checkbox"/>	The training includes knowledge, skill and attitude components.	
<input type="checkbox"/>	The methodology has been adjusted for optimal participation for all.	
Training with an intersectional lens		
<input type="checkbox"/>	Training content is based on principles of human rights and social justice.	
<input type="checkbox"/>	The training focuses on systemic and transformative social change.	
<input type="checkbox"/>	The facilitator(s) are aware (and self-aware) of intersectionality.	
<input type="checkbox"/>	The training starts by making it a safe space (agreements among participants on desired behaviour and privacy).	
<input type="checkbox"/>	Diversity among the participants is encouraged.	
<input type="checkbox"/>	The training starts by setting ground rules, such as an agreement that participants and facilitators will respect each other based on how they self-identify, the language(s) spoken, and etiquette (use of computers, phones, etc.).	
<input type="checkbox"/>	Power dynamics and imbalances among the participants will be monitored and discussed if necessary.	
<input type="checkbox"/>	The voices of the most minoritised are heard and the principle of 'nothing about us without us' is respected.	
<input type="checkbox"/>	To stimulate the diversity of points of view and to connect adequately to the reality of marginalised youth 'lived experiences' are essential elements in the training course.	
<input type="checkbox"/>	Self-reflection on unconscious biases and prejudices is promoted.	
<input type="checkbox"/>	There will be opportunities to reflect on/mitigate the potential impact of the training – to 'do no harm' – and/or 'aftercare' will be available.	
Training flow		
<input type="checkbox"/>	The training has a beginning (welcome, introduction, ground rules), a middle (content) and an end (follow-up, action plan, evaluation, farewells).	
<input type="checkbox"/>	The timing of the training is realistic (checked with participants).	
<input type="checkbox"/>	The training programme includes refreshment and other breaks.	
<input type="checkbox"/>	There are moments of evaluation (and self-evaluation) in the training programme and this includes reflections on the potential impact of the training; who will benefit and who may not.	

	AFTER THE TRAINING	Notes and observations
<input type="checkbox"/>	A post-test has been prepared and shared with participants – to find out what the participants have learnt from the training.	
<input type="checkbox"/>	The training has been evaluated (on the process/trainers/venue/learnings).	
<input type="checkbox"/>	A list of participant email addresses has been compiled for the follow-up.	
<input type="checkbox"/>	Follow-up actions (WhatsApp group, coaching, information sharing, monitoring action plan) have been jointly decided with the participants and carried out effectively.	
<input type="checkbox"/>	The participants' knowledge, skills and attitudes have been evaluated using a KAP ¹ evaluation (6-8 months after the training took place).	
<input type="checkbox"/>	Debriefing the trainer(s) – lessons learnt are used to improve the training.	

¹ Knowledge, Attitude, Practices.