

Workshops and Training Sheet

1. Planning a workshop

In this section, you will find all steps necessary to plan and design a workshop, a cooperative or learning event.

1.1 Define precise advocacy goals or learning objectives

Objectives are statements that define the expected goal of the activity in terms of demonstrable skills or knowledge that will be acquired by a participant as a result of instruction or the desirable outcomes of the workshop.

The objectives should be observable behaviours or actions. Learning objectives should be formulated in a way that specifies how learning will be observed or measured and are thus intertwined with evaluation methods.

1.2 Know your target audience's needs.

A learning need assessment or a survey helps you understand your participants' background, needs, motivations, and behaviours. By assessing needs, you will identify and prioritize information to evaluating the level of knowledge of your participants and planning and designing the activities based on the knowledge gap your participants need to fill. This activity will ensure that optimal learning can occur and will prevent needless repetition of known material.

Easy and accessible tools to build effective learning needs assessment or survey:

- [SurveyMonkey](#)
- [TypeForm](#)

Start your learning needs assessment by simple questions about gender, age, work experience and work location in order to know more about the demographic of your audience and follow with questions on the global and specific experience of your participants in relation of the training topics.

1.3 Build a workshop agenda

Now that you know your primary objectives and know more about the participants that will attend, start developing an outline of how you'll achieve the workshop's goal. Make a list of the main points to be discussed and then break down each larger point into details that you want to communicate to your audience. Identify the links between each learning element to create a learning flow that creates an intuitive experience.

In your timetable, identify each learning session with specific title and a short description. Define the time allowed for each session. Do not forget to include time for active participation and coffee breaks. You can reflect on the following questions to build your agenda:

- How will participants get to know each other?
- In what order should the topics be presented?
- How will the participants gain a common understanding of the objectives?

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- Will all participants be involved in each session? Or will some be in smaller, break-out groups?
- How and when will break-out groups' feed back to the wider group?
- When will you recap and summarize?
- How will the outcomes of one session flow into the next?
- How will you achieve closure of the overall event?

An Agenda template is available in the resources of this section.

1.4 Select the facilitator(s)

The definition of facilitating is to "ease a process", to plan, guide and manage a group event and ensure that the group's objectives are met effectively, with clear thinking and a good participation from everyone who is involved. Great facilitation emerges from a group process that flows with the learning processes, but also the group's ideas, solutions, and decisions. The key responsibility as a facilitator is to create a group environment progressing towards a successful outcome. The facilitator should set the scene and ensure that participants are clear about that desired outcomes, the agenda, the ground rules and expectations for the event.

A facilitator guides the group process ensuring that:

- There is effective participation;
- Participants achieve a mutual understanding;
- Their contributions are considered and included in the emerging ideas, solutions or decisions;
- Participants take shared responsibility for the outcomes;
- Outcomes, actions and questions are properly recorded and actioned, and appropriately dealt with afterwards.

To guide and control the learning event, the facilitator needs to keep up the momentum and energy and intervene as the proceedings and energy levels variate by making sure that people remain focused and interested. The facilitator also needs to monitor arguments, decision and summarize as well as keeping control of the time.

1.5 Select the right resource person for each session

Resource persons are experts who contribute information and opinions to participants in a learning situation. If the workshop facilitator is not an expert in a given content, select a resource person for the participants to gain well-presented knowledge. Resource persons add expertise and make the course more interesting and attractive for the participants, as they can integrate their own experiences. Base your selection on their knowledge of the topic and ability to successfully cover and communicate information to the audience.

Resource persons should be provided with the following information to effectively contribute to the training activity:

- Goal of the activity & learning objectives
- Type of learning context and activity

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- Expected audience
- Logistic: Time and duration, date and place of activity;
- Suggested methods to be used (presentation, case study, interactive activity, quiz, etc.)
- Information on available technology (projector, speakers, microphone etc.)

1.6 Select your recording method

Identify a team member in charge of recording the discussions as well as any outputs and conclusions. This process takes generally a written form but can also be video recorded. In a written recording process, use words that the group chooses.

Ensure all decisions and actions are recorded. As decisions and actions are recorded, check with the group that the information recorded is a fair and accurate reflection of what's been discussed. Remind the group what has been discussed, and keep them focused and moving forward. Make sure that commitment to action is obtained and recorded when necessary.

1.7 Icebreakers

Make sure to prepare an icebreaker to start the workshop in a cooperative atmosphere. Ice breakers are an effective way of starting a training session and help people to get to know each other and to be more comfortable in the collective learning process ahead. With a well-planned icebreaker, participants will be more engaged in the proceedings and will contribute more effectively towards a successful outcome. Try to relate your icebreaker to the content of the event.

1.8 Create engaging and interactive activities

To create engaging and interactive activities, a strong focus on communication and experience sharing is recommended. Thorough the starter kit, training presentations, activities as well as a case study are available. You can also use various knowledge management tools to build interactive workshops fostering key conversations.

Key elements of an engaging learning activity are:

- Make it relevant: Highlight the learning objectives and the relevancy of each session.
- Make it interactive: Include activities and assignments that encourage your participants to explore and engage in the leaning process by designing activities or assignments that foster the exploration of a subject matter collectively and learn from each other personal experience.
- Consider the experience and background of your participants: Use the broader knowledge base of your participants to create a collective source of knowledge sharing.
- Emphasize the application benefits: Make sure that each session lead to tangible and applicable results and sum up the application benefits of each session for the participants.
- Keep cognitive overload in mind: Avoid using long presentations and opt for on hand learning activity where experience can be showcased to foster collective learning. When presentations are necessary, design them with few slides and s strong focus on the specific subject matter.

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1.9 Necessary material

Make a list of all the necessary material to conduct your activities as well as for the resource persons' sessions. Consider technical material such as microphones, projectors, or writing material such as flip chart, markers, etc.

1.10 Follow-up plan & Evaluation

Effective evaluation requires preparation. Develop your evaluation's questions in link to the objectives of the event and create personal evaluation for each resource persons. Add open questions to gather feedbacks.

1.11 Pre-Training Material or Activity

When the results of the learning needs assessment are compiled, and your agenda and activities are defined, identify pre-training material to share with your participants. Select carefully your material in order to bring everybody to the same level of knowledge. You can also organise online forums for your participants to start learning from each other, plan introductory webinars or online quizzes.

1.12 Communicate with the participants

It is time to share all relevant information with your participants: the timetable, the pre-training material and all logistical information about the location. Provide an easily reachable contact to a team member in case your participants need help, have further questions or need to communicate with you for any other reason.

2 Delivering a workshop

After designing and planning your event carefully, it is now time to deliver your material and create an intuitive and engaging experience for your participants. This section contains tips on how to engage with your participants and deliver the best event possible.

2.1 Set up the room

To create a cooperative atmosphere, make all the prepared material available to all participants and set up the room according to the nature of your activities.

- Indicate clearly the way to get to the room
- Accommodate for those with disabilities such as hearing, seeing, or mobility issues
- Make sure that all necessary technology is available and functioning (acoustics, laptops, projectors, screens, speakers, microphones, etc.)
- Reserve a space and the relevant material for the facilitator and for the team member recording the sessions

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- Reserve a space appropriate for the number of attendees and select a seating arrangement that supports the goals of the session
- Change the seating arrangements depending of the activity
- Provide surface for writing and writing material
- Have a space reserved for refreshments if necessary

2.2 Opening

Let's begin! To create a welcoming and engaging atmosphere from the beginning, participants are welcomed by the organizers who will explain the following processes:

- The participatory approach of the workshop is explained;
- Workshop objectives are presented, discussed and can be posted on the wall;
- Participants are walked through the workshop timetable. The timetable can be posted on the wall or a printed or virtual copy can be shared with the participants;
- The facilitator invites participants to set the workshop's ground rules.

2.3 Set up ground rules

Ground rules should be specific, visible to everyone (posted in the room), derived with group input and then agreed to by all group members. The ground rules should also be adaptable as needed throughout the workshop. Participants can either create the ground rules list or use a list of generic ground rules as the basis for collaborating in a manner that enhances productivity, increases participation, and honours individual contributions, experience, and knowledge.

2.4 Engage!

After establishing the objectives, the agenda and the ground rules of the event, start the activities with the planned icebreakers and follow with the planned sessions.

During the event, make sure that engaging interactions, participation and exchange are fostered and valued. The facilitator should also provide a space to more reserved persons. Here are some tips to create a strong involvement from your participants:

- Create space for initiative and participation
- Foster dialogue
- Focus on collective learning: let participants share their experiences and learn from each other
- Keep your topics close to the participants' context and reality by providing a space for anecdote and experience sharing
- Record all discussion and conclusion of the sessions.

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2.5 How to close a training

When all the sessions have been delivered, it is time to close the event. The closing session is what will define future attitude, actions and decisions. These steps can help you create a motivating and dynamic closing session:

Restate the workshop objective. What was the main focus of the training?

Summarize the content of the training as well as the main conclusions

Ask the participants to share their most valuable “take-aways”. This reinforces relevant skills and knowledge that might not have been recognized by others in the workshop

Recognize the participants’ accomplishments and thank them for their hard work during training

Ask the participant to fill in the evaluation form previously developed. Filling it right after the training will provide more accurate results than if the evaluation is shared several days after the end of the training.

3. Follow-Up

After the event, it is time to reflect on the lesson learnt, successes and elements to improve in the design, planning, delivering and facilitation. It is also time to follow up with the participants and share the recording of the sessions with them and link them together.

3.1 Report

Using the session’s recordings, create a report documenting the event, the discussion and the sessions' content, the lessons learned as well as the results of the evaluation and the way forward. The elements of your report should give a thorough overview of the event.

- Introduction: The introduction will provide a brief overview of the goals and the settings of the event
- Context: Include the location and context of the event, the organizations represented, a list of participants and the time frame
- Objectives and expected outputs: States the objectives and expected output of the event
- Programme: Give an overview of the programme and provide the timetable
- Session analysis: Review the delivery, ability to engage with the participants, time management for each session and resource person. Assess the content for delivery effectiveness, detailed information, relevance of the content and participation.
- Reflections and recommendations: Conclude with reflections on the event and provide recommendations to improve future event. Identify shortcomings and identify any prerequisites that you may need prior to future events.

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3.2 Evaluation

Compile and analyse the results of the evaluation and integrate it to the report. The results of the evaluation will help you to understand better the successes and elements to improve in order to be more prepared for the following training event. This document can be shared partially or completely with the resources persons and the participants.

3.3 Create and facilitate a network of practitioners

Keep the participants linked together. You can use an online forum, a blog or a mailing list where participants can keep alive the network they created during the workshop. This space should also be dedicated to sharing best practices, share news and publications, to ask questions and reach out easily their colleagues.

4. Training tools

This part provides selected general training and capacity building tools and templates, but also specific to the section. These tools and templates will be useful to train future implementers but also to advocate for the project. Various training activities developed around the project and ready to be adapted and used in diverse context will be made available.

- [ITC ILO COMPASS](#)

The Compass orients you in the way you design learning and training activities. It is a starting point that can give you inspiration in the search for useful, effective and relevant learning and training methodologies.

- [UNITAR Knowledge Sharing Tools](#)

Compilation of Knowledge sharing tools by Unitar such as websites or software that can be used to support personal and group knowledge sharing.

- [UNITAR Knowledge Sharing Methods](#)

Compilation of knowledge sharing methods and processes used with groups and individuals.

- [eLearning Module on Social Dialogue](#)

This eLearning Module has been developed to provide you with a basic understanding of Social Dialogue - what it is, who is involved, what the benefits are – and give you information on the outcomes reached by the European Social Partners at cross-industry level.

- [eLearning Module on Lobbying and Advocacy](#)

This eLearning Module has been developed by the Programme for Employers' Activities of the International Training Centre of the ILO in 2010 and revised in 2014. It is designed to help executives, directors and managers of Employers Organizations (EOs) to build and run their organizations more successfully. The module follows a step-by-step approach to improving the effectiveness of the

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lobbying and advocacy work of EOs. It provides a wealth of practical advice, tools, good practice examples and exercises to accompany EOs in their capacity-building efforts.

- [eLearning Module on CSR and Business & Human Rights Instruments](#)

This eLearning Module has been developed in 2015 by the Programme for Employers' Activities of the International Training Centre of the ILO in partnership with: the Confederation of German Employers' Associations (BDA); the Confederation of Employers of France (MEDEF) and the Confederation of Italian Employers (Confindustria) with the active support of BUSINESSEUROPE and the International Organisation of Employers (IOE), in the framework of a broader project entitled "Transnational Company Agreements (TCAs): building management knowledge and capacity", which is co-funded by the European Union. This introductory eLearning Module is a starting point for companies that want to engage with instruments on CSR and Business & Human Rights or get inspired by these. The course has been designed from the point of view of a company and focuses on considerations that are relevant to businesses.

- [eLearning Introduction training to Value Chain Development](#)

This self-guided module provides an introduction to ILO's Value Chain Development work focuses on the subsectors that are most relevant for job creation and job quality improvement. The ILO aims at addressing systems and institutions that can drive competitiveness and job creation in specific sectors by using a market development approach. The ILO's interventions build on private sector development strategies that seek to strengthen enterprises, business relationships & services, market structures, and the business environment so that they channel more benefits to the poor and create more and better jobs effectively. Relying on ILO's strong knowledge background in developing business service markets and its tools to improve the business environment as well as drawing from best practice conceptual thinking and participatory methodologies, ILO's Value Chain Development methodologies are state of the art tools for job creation. The self-guided module includes a description of what is value chain development in practice presenting a real case. It also provides a description of why is value chain development important now. Then the module also presents how the ILO's approach and ILO's course in value chain development can advance the work of participants attending ILO's course in value chain development. Finally, the ILO's value chain development course is described presenting testimonies of former participants.

- [Formalisation of Informal Economy: Introduction to concepts of informality and transition to formality](#)

This self-guided introductory E-learning module provides you with a basic understanding of the informal economy: what it is, who is involved, why Decent Work deficits are deeper in the informal economy as well as examples of good practices promoting transition to formality with an emphasis on ILO's Decent Work strategies.

- [eLearning Introduction to social dialogue and tripartism](#)

This module aims to provide you with a basic understanding of social dialogue - what it is, who is involved, what the benefits are, how the ILO helps and which specific bodies within the ILO play a role. It has been developed in close collaboration with the relevant technical department/programme.

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- [eLearning Introduction to International Labour Standards](#)

This module aims to provide you with a basic understanding of ILS - what are they, what the reasons are for their development, what their characteristics are, what their relevance is, how are they used, how are they adopted, promoted and supervised, what the subjects they cover are, and what their content is. It has been developed in close collaboration with the relevant technical department/programme.

- [Training Package on Workplace Risk Assessment and Management for Small and Medium-Sized Enterprises](#)

This training package on risk assessment and management at the workplace seeks primarily to empower owners and managers of small and medium-sized enterprises (SMEs) to take action themselves to improve safety and health conditions in their workplaces.