






# Checklist for Trainers and Digital Supporters

## Digital Skills Training & Guidance



### Table of contents

	Practical Matters	.....	1
	Planning Training Sessions	.....	6
	Choosing Training Content	.....	8
	Facilitation Trainings	.....	10
	How to Support Learners in a Digital World	.....	14

#### Meaning of symbols



List of things to consider under each topic



Practical checklists or tips



Taking notes

# Practical Matters



## Planning training sessions

Before starting participant recruitment, it's important to consider practical matters:

- Schedule and timing
- Removing barriers to participation
- Language
- Group size and facilitation
- Equipment
- Venue and location



## Check list for the venue and equipment

- Computers for trainers and learners
- Projector
- Whiteboard, if needed
- Printer, in case you need to print materials on the spot
- Kitchen to prepare drinks and snacks
- Accessible space

# Recruitment of Learners



## Communication before the training

- Personal invitation
- Present the training at events with the learners or their contacts
- Use partner communication channels
- Activate your own networks
- Post a news article or announcement on your website or use newsletters
- Use social media
- Consider a newspaper ad or posting in an event calendar
- Consider a flyer in a public space, such as libraries and local organizations' premises



## Information in invitation

- What the training is about
- Where it takes place
- When it takes place
- What language it is going to be held, any additional language learners can receive support
- Who it is for
- Why join: benefit to participants
- Cost to the participants
- What they need to bring, such as smartphones, and in case learners are expected to bring their own computers
- How to join
- Deadline and method for registration
- Contact information for additional questions

# Registration



## Things to consider

- Where are potential participants?
- How can they best be reached?
- Through whom can the group be contacted?
- What might prevent participation?
- How can barriers be avoided or resolved?
- Is your message clear for non-native speakers?



## Compulsory information to collect

- Name
- Email address, if any
- Phone number
- Food restriction and allergy information
- What they would like to learn in the training course



## Communication before the first session

A phone call is a nice personal welcome; at minimum, send a text message or email.

- Clearly explain practical matters (arrival, equipment, facilities).
- If the group is meeting for the first time, share information about the group size, theme, general goals, and detailed schedule (including breaks, meals, etc.)
- Inform about what will happen during the first session.
- Let them know if they need to bring their own laptop or mobile device, notebook and pen for taking notes.
- Ask them to find out their email address and password before the first session if they have one.



## Communication between training sessions

Communication & Ongoing connection

- Send follow-up messages to those who could not attend the session.
- Be aware that the registration and the actual participant numbers might be different, even if you make sure to reach them beforehand, as learners' life situations change.

Continuous support

- Clearly communicate upcoming training dates, contact persons, and offer individual guidance to maintain motivation and connection.

Engagement & Feedback

- Use pair discussions to explore learners' expectations and reflect together as a group.
- Regularly check if new learning needs or skills emerge and adjust the course content accordingly.

# Planning Training Sessions



## Schedule and responsibilities

### Before the training

#### Learners

- Registration

#### Organiser/ Trainer

- Recruitment, gathering the group
- Communications with the learners
- Skills and needs assessment
- Planning the training

### During the training

#### Learners

- Goal setting
- Participation in activities
- Self-assessment and feedback

#### Organiser/ Trainer

- Creating safe learning environment
- Communication with the learners
- Shaping learning objectives
- Documentation

### After the training

#### Learners

- Actions in line with the continuation plan

#### Organiser/ Trainer

- Reflection

# Planning Training Sessions



## Schedule and responsibilities – Trainers Checklist

### Before the training

#### Organiser/ Trainer

- Find partners, if relevant
- Choose a training venue
- Set date and time
- Send invitations
- Manage registrations
- Promote the training
- Plan training content and learning objectives

### During the training

#### Organiser/ Trainer

- Welcome participants warmly
- Go through any preparatory tasks
- Build group connection and trust
- Clarify and agree on objectives
- Facilitate and support the activities
- Document what was learned
- Conclude and close the session

### After the training

#### Organiser/ Trainer

- Gather feedback from participants
- Acknowledge and thank partners, if relevant
- Provide certificates or acknowledgements
- Plan the next steps

# Choosing Training Content



**Notes to help you plan and prepare the training content**

## **Practical information**

Date

Time

Number of sessions

Hours of each session

Number of participants

## **Notes for Practical Arrangements**

Communication channel during the training

Contact person

Other trainers/ people involved in the training

**Challenges of the group and their description**

**What knowledge/skills/attitude does the group need to achieve the objective? How could they be acquired?**

# Choosing training content



**Notes to help you plan and prepare the training content**

**Themes & Learning Objectives**

**Methods**

**Responsibilities**

# Facilitation and delivery



## Planning training sessions checklist

### Group Building & Safe Learning Environment

- Start with welcoming introductions and equal speaking time for all.
- Use icebreakers to build connection.
- Foster a peer-learning mindset: model openness and shared growth.
- Clearly explain session objectives and emphasize everyone's unique value.
- Promote equality, confidentiality, and a culture where questions and mistakes are welcome.

### Communication & Accessibility

- Use clear, plain language with visual aids and demonstrations when needed.
- Repeat key vocabulary and focus on essential content at a steady pace.
- Enable subtitles or translations in videos and consider varied device language settings.
- Adapt for learners with limited reading or writing skills using spoken and visual support.



## Planning training sessions checklist

### Session Design & Adaptability

- Structure each session with a balance of instruction, group work, and practice.
- Start with clear demonstrations, followed by guided or peer-based hands-on work.
- Schedule regular breaks to maintain energy and allow informal learning.
- Be flexible: adjust plans based on group interests, pace, and participation.
- Use learning objectives to prioritize and adapt activities as needed.
- If plans shift, stay focused on what's possible with available resources.

### Tools, Devices & Platforms

- Choose free, accessible platforms to ensure inclusivity.
- Reserve devices for longer use and be flexible with operating systems and tools.
- Encourage learners to support one another with tech challenges in real time.

## **Preparation checklist**

- Own computers and smartphones
- Computers for participants if renting
- Pens and paper
- Printed materials if any
- attendance list by paper
- Name tag
- Snacks and drinks, make sure to write, for example, vegetarian, lactose-free to indicate the content
- Flip board/ white board, sticky notes if needed for the training sessions
- Other equipment needed for the training sessions.

### **Add your own list**

- 

## **Practical checklist for the training days**

- Check technology at the venue, computer and audio, charger, PowerPoint presentation
- If relevant, Change the format of the tables and chairs to fit with the atmosphere, rather than keeping a class room environment.
- Venue's contact person in case things don't work and emergency situations
- Have your phone with you in case learners get lost or contact for coming late,
- attendance lists – to see how many hours of participation
- Ask for permission from learned to take pictures if it's ok or not for future training marketing



## Good practices

- Create a relaxed and safe environment where learners feel free to make mistakes and ask for help.
- Give time for learners to try things themselves on their own devices. Don't do it for them.
- More doing than teaching – hands-on learning works best!
- Encourage discussions and sharing experiences. Use the group's knowledge.
- Allow peer teaching.
- Search for information together – nobody knows everything.
- Let learners do as much as possible themselves – even turning the computer on.

# How to Support Learners in a Digital World

## Support questions for defining the problem and making it more concrete

- What task were you completing when the problem appeared?
- Could you describe the situation in which this problem normally comes up?
- How does this problem affect your everyday life?
- What do you yourself think might cause the problem?
- When did this problem come up? Where were you?
- What did you see and hear when the problem came up?

## Tips for encouraging the learners



- Encourage them in things that they have already mastered.
- Tell them that their basic knowledge is already good enough.
- When they have learned a skill, tell them in which other areas they can make use of it.
- Encourage them to take note of the steps they have managed to take or record videos and encourage them to learn new skills.



# How to Support Learners in a Digital World



## Know your limits

- Feel free to show your lack of knowledge about something.
- Look for information and solutions together with your client.
- Don't forget your boundaries - you don't do everything for them.
- Limit your time for digital support.



## Support questions for making sure learned knowledge stick

- Would you like to show me one more time how you would complete this task?
- How do you feel: Are you still unsure? Is something still troubling you?
- Would you be able to teach this to a friend?
- Is this term clear to you?
- Are you happy with the support you have received?