



BLENDED AND HYBRID LEARNING: STEP-BY-STEP CHECKLIST

etui.

Blended,
experiment
& reflection.

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experiment
& reflection.



How might I enable inclusive and equal participation between online and face-to-face participants in hybrid settings?

EVERY VOICE MATTERS - By fostering an environment where every voice is heard, you can create parity between online and in-person participants. This means leveraging **interactive tools**, **engaging facilitation strategies**, and **empathetic communication** to ensure all contributions are valued, regardless of how they are made.

- To enhance the learning experience success, also consider the benefits of **co-facilitation**: assigning one trainer to the online group and another to the in-person group ensures every participant receives focused and dedicated attention.

What is the minimum set of tools and technologies needed to organize a hybrid training?

PEOPLE BEHIND THE TOOLS - A reliable technology ecosystem is essential for successful hybrid training, but tools alone are ineffective without human expertise. That's why this "ecosystem" must include both **devices** and the **skilled people** who operate them. During the planning phase, thoroughly assess the human resources and technological tools required to meet your training's specific needs.

- ▶ If you're organizing a hybrid session for the first time, start simple: secure a **stable internet connection**, a **camera**, an **intuitive video conferencing platform**, and enlist **support** from colleagues or audiovisual technicians.





As a trainer, what skills and mindset do I need to facilitate blended and hybrid learning sessions?

ADAPT, INNOVATE, ENGAGE - Trainers need strong **digital proficiency** and a commitment to innovation, continuously exploring and experimenting with **emerging technologies** and **new engagement techniques**, while fostering and encouraging **teamwork** during the planning and delivery phases. A mindset grounded in **inclusion, empathy**, and curiosity enables them to engage learners effectively in both environments, balancing each setting's unique dynamics.

- ▶ Trainers must be **flexible**, capable of multitasking, and prepared with a plan B for unexpected challenges.

How can I address the digital divide and digital literacy among participants?

LISTENING AND SUPPORT TO EMPOWER - Addressing the digital divide begins with prioritizing **accessibility** by providing alternative formats, offline resources, and tailored tech onboarding sessions. **Patience** and **proactive support** are essential to ensuring that no participant is left behind, fostering a confident and inclusive learning environment.

- ▶ During the planning phase, distribute a **questionnaire** to participants to **assess their digital and technical preferences**, habits, and the devices they use. Based on the responses, offer group or one-on-one pre-session tutorials to test internet connections, address questions, and help participants familiarize themselves with the online platform and tools **before** the training begins.



Why are blended and hybrid Learning relevant formats?



Vera Dos Santos, Chief of the Programme for Workers' activities, , ITCILO

With the pandemic we were terribly disturbed in our “normality”. Even if we’re kind of ready to embrace the challenge of “all digital” as we had e-learning programmes ready to be delivered online, rapidly, the first questions of how to better use this “space” although digital were raised. Each of us felt that a range of new opportunities to address learning preferences were ahead of us. As trainers, workers’ educators, we couldn’t let go this chance to enlarge our outreach and offer more opportunities of learning for more workers. We explored our firsts “hybrid” training activities: the decentralised training activities for the ETUI and the regional training programmes for ACTRAV. So, we designed multinational training programmes to be delivered in a face-to-face format all at the same time, in different locations and countries, sometimes in different time zones, with different trainers but with exactly the same programme and methodology, the digital platforms were used in a synchronous way as for example for the reporting back of group work or to have some parts delivered digitally as the intervention of a resource person or an expert.

All the spaces can be used to enhance learning : we can mix physical and digital space, we can mix asynchronous and synchronous, and finally we can connect and disconnect to use any spaces as a learning environment.



**Tom Wambeke,
Chief of Learning Innovation, ITCILO**



**Alessia Messuti,
Learning Innovation Officer, ITCILO**

Blended and hybrid modalities are new concepts and they are also concepts that are in evolution. It is about mixing technologies, mixing different modalities, bringing together different audiences, bringing together online and on-side audiences. Also, combining the value of face-to-face with the value of distance education and distance learning. There are so many variables to take in consideration and it might be overwhelming to take everything into account. Our invitation today is to challenge this definition, to make sense of this definition in your own context, leveraging on the resources and technologies that you have available and the format that makes sense for you. Besides that, I also invite you to embrace the concept of failure. Make the first attempt to experiment with these learning concepts, trial and error and experiment through learning and re-learning. These are the ways to discover the innovative way to deliver capacity building experiences that are meaningful, inclusive, interactive and participatory.



Fabio Ghelfi, Director of ETUI Education Department

Education and knowledge are key to strengthening the skills of trade unionists. Training is a practice that must constantly be aligned with the reality surrounding it and the challenges of the moment, particularly trade union education. Innovation plays a crucial role in the success of training processes, driving evolution toward blended formats that integrate stronger training approaches. These mixed approaches combine the strengths of different methods, mitigating their critical aspects and enhancing overall effectiveness.

By blending different learning modes, the training process becomes more adaptable and dynamic. Hybrid and blended learning models are important in making trade union education accessible, flexible, and inclusive. They enable engagement through interactive content and cater to various learning styles, ensuring a more comprehensive educational experience for Trade union members. The ability to offer training in multiple formats not only fosters greater participation but also strengthens the capacity of unions to respond to current and future challenges.



Anna Kostetska, ETUI Education Officer

In a time of evolving educational landscapes, hybrid and blended learning models have become essential in fostering flexibility, engagement, and accessibility. Choosing the right blend is key to effective trade union education, shaping learning experiences and training impact. At ETUI Education, we see learning as a social, collective process built on experience, reflection, and shared knowledge. Hybrid and blended models enhance this by enabling cross-border collaboration and fostering a strong European trade union community.

As the needs of trade unions evolve, trade union trainers must be equipped with the skills and strategies to adapt to new learning environments, integrate digital tools effectively, and create engaging and impactful training experiences. This course on designing hybrid and blended training courses and the accompanying publication was specifically designed to support trade union trainers in developing these competencies within their own organisations, ensuring they can meet the changing demands of trade union education. As hybrid and blended learning continue to evolve, it is essential for trade union education to remain committed to experimentation and innovation, ensuring that it remains at the forefront of empowering workers and strengthening the labour movement.

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Fundamentals

WHAT IS BLENDED AND HYBRID LEARNING?

Blended learning is all about INTEGRATION.

Blended learning is a broader term that encompasses any educational approach that combines multiple modes of instruction, including face-to-face training, online learning, and other forms of technology-mediated learning with varying degrees of integration. It can range from predominantly face-to-face with minimal online elements to predominantly online with occasional face-to-face interactions.

Hybrid learning is all about SIMULTANEOUS training of remote and face-to-face participants.

Hybrid learning typically refers to a mix of face-to-face instruction and online learning activities. It involves combining elements of traditional classroom training with digital tools and resources.

In other words...

Blended learning combines online and face-to-face sessions but not necessarily at the same time. Hybrid learning involves engaging with in-person and remote people simultaneously, with both groups participating in the same live session in real time.



UNLOCKING THE POWER OF BLENDED AND HYBRID LEARNING

Discover the **key advantages** the two approaches have in common, and why they're worth considering.

☐

FLEXIBILITY

How can we accommodate diverse schedules, personal needs, and learning styles?

☐

INCLUSIVITY

How can we promote accessible and equal learning opportunities for both in-person and remote learners?

☐

ENGAGEMENT

How can we activate participation through a balance of synchronous and asynchronous interaction?

☐

RESOURCE EFFICIENCY

How can we reduce the need for extensive travel and physical resources while accommodating large groups of learners?

☐

PERSONALISATION

How can we incorporate self-paced learning and provide support tailored to the needs of individual learners?

☐

ENHANCED LEARNING OUTCOMES

How can we offer diverse learning formats while providing opportunities for real-time practice?

☐

RESILIENCE AND CONTINUITY

How can we ensure the continuity and adaptability of e-learning during disruptions and changing circumstances?

☐

COLLABORATION AND NETWORKING

How can we foster a wider network and integrate diverse perspectives among geographically dispersed learners?

☐

DATA AND ANALYTICS

How can we effectively track and monitor progress and engagement to make informed decisions?

☐

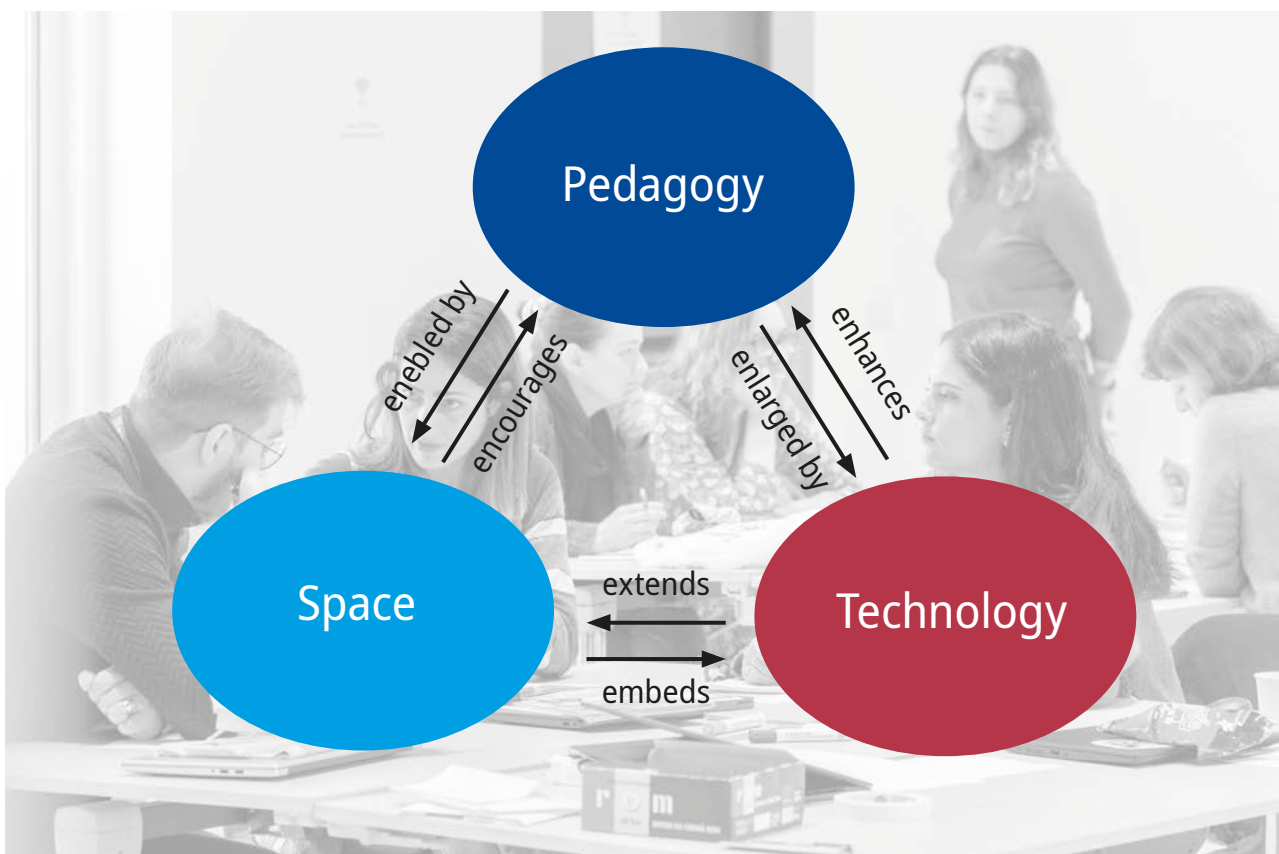
ENVIRONMENTAL IMPACT

How can we reduce the carbon footprint of training and promote sustainability in learning design?

WHAT IS THE RADCLIFFE MODEL?

The Radcliffe Model - also known as **Pedagogy-Space-Technology (PST) Framework** - is a model designed to enhance educational environments by aligning teaching methods (pedagogy), physical and virtual learning spaces (space), and technological tools (technology). This alignment aims to create a cohesive and effective learning experience that meets the needs of diverse learners.

Hybrid and blended learning approaches share the same core principles outlined in the Redcliffe Model - space, technology, and pedagogy. By **rethinking space**, trainers provide learners with the choice to join either in person or online, aligning the physical environment with each learner's needs. **Robust technology supports these environments**, ensuring seamless interaction, content access, and collaboration across different locations. **Pedagogy then acts as the guiding framework**, connecting the spaces and technologies in ways that foster deeper engagement, whether learners are physically together or participating remotely.





The Checklist



THIS CHECKLIST IS FOR YOU!

Use it to design and deliver hybrid and blended activities in your organization.

This checklist offers a clear process and practical methods to create effective, engaging, and inclusive blended and hybrid learning experiences.

It is organized into four phases - **analysis, design, development, and delivery** - providing a solid framework to build your activities on.

We understand your time is limited and demands are high, so we've kept things simple and concrete. We will start with a scenario that we hope will help you put yourself in the shoes of a trainer who needs to organize hybrid and blended training that is both inclusive and participatory.

While hybrid and blended approaches can present unique challenges, we invite you to experiment with this checklist and let it spark new perspectives in your work!

STEP INTO THE TRAINER'S SHOES

Have you ever combined in-person sessions with online, technology-mediated learning activities within the same training?

Imagine you're now tasked with designing a one-month summer school on **"Gender equality and leadership in trade unions"**. The goal is to equip participants with practical strategies and leadership tools to promote gender equality in their organizations.

You'll be working with a diverse group of about **40 trade union trainers from different countries**. Given this international scope, most of the program will take place online, combining synchronous and asynchronous activities, with some days in person and continuous support from coaches and facilitators.

Below is the detailed brief you've received from management:

Online learning (Week 1)

During the first week, participants connect online to explore multimedia content, deepening their foundational knowledge of gender equality and union leadership.

Hybrid workshop (Week 2)

In the second week, everyone is invited to Paris for a three-day, hands-on workshop focused on simulations, role-plays, and feedback sessions. Since it's summertime, remote participation is also available for those unable to travel. This hybrid format ensures all trainers can develop their skills, regardless of location.

Online collaborative projects (Weeks 3-4)

After the workshop, back in their field offices, participants form small groups to tackle case studies on gender-focused leadership challenges in trade unions. At the end of Week 4, a final webinar allows them to present their proposed solutions and exchange feedback with peers.

Hybrid support and coaching sessions (Weeks 1-4)

Throughout the entire summer school, a team of facilitators offers weekly coaching: in Paris the sessions will be held both in person for those in presence and online for remote participants. These sessions must provide a space for questions, clarifications on complex topics, and personalized feedback to fuel ongoing growth.

Sessions will be conducted in English, French, and Spanish.

Since this is your first time organizing a blended training and a hybrid workshop, there's a mixture of excitement and caution from your management team. They've emphasized a strong focus on **instructional support, equity, and inclusion**.

With all these requirements in hand, your mind may be racing with questions:

- ▶ *How can you ensure both in-person and remote attendees stay equally engaged during the hybrid workshop?*
- ▶ *What technologies will you use to host and manage online sessions?*
- ▶ *Which tools will facilitate continuous communication and group projects?*
- ▶ *How can you organize logistics so they run smoothly for everyone? (e.g., scheduling webinars and coaching sessions, structuring in-person workshop time, etc.)*

To bring order to your thoughts and proceed in a gradual and structured way, you decide to follow an approach based on the design thinking methodology that includes 4 phases: **analysis, design, development, and delivery**.

Take the next step! Explore our checklist for designing and delivering effective blended and hybrid training. Use it to structure team meetings, streamline planning, and create impactful learning experiences.



1. ANALYSIS PHASE: LAYING THE FOUNDATION

The **analysis phase** offers a chance to clarify your training objectives, understand your target needs, and determine how to take the most out of the blended and hybrid approach. It involves defining outcomes, describing your audience, and assessing resources.

Use this checklist to organize your thoughts and set the stage for a successful training experience.

| TO DO LIST | QUESTIONS TO CONSIDER |
|--|--|
| STATE THE PROBLEM | |
| <input type="checkbox"/> Clearly articulate the core challenges the training aims to solve. | <ul style="list-style-type: none">▶ What main challenge is this training addressing?▶ Why is solving this problem important for participants and their organizations?▶ Who is most affected by this challenge, and in what ways? |
| IDENTIFY LARNING OBJECTIVES | |
| <input type="checkbox"/> Define the specific outcomes you want to achieve. | <ul style="list-style-type: none">▶ By the end of the training, what should participants be able to do?▶ What knowledge, skills, or attitudes should they acquire?▶ How do these objectives support resolving the problem identified above? |
| DESCRIBE PARTICIPANTS | |
| <input type="checkbox"/> Outline their backgrounds, needs, expectations, and learning preferences. | <ul style="list-style-type: none">▶ Who are the participants of this training?▶ What are their backgrounds, needs, and expectations?▶ Are they geographically dispersed or working across different time zones?▶ What are their learning preferences and challenges, especially regarding online or hybrid formats?▶ How might varying levels of digital literacy or device access affect participation? |
| <input type="checkbox"/> Assess digital literacy levels and internet connectivity. | |
| <input type="checkbox"/> Gather data via surveys, interviews, or observations to ensure the training meets their expectations. | |



Focus on the participants: Who are they? What are their needs, expectations, and limitations? While digital literacy is a key starting point, many other factors are beyond your control, such as participants' devices, internet connections, and varying abilities.



TO DO LIST

QUESTIONS TO CONSIDER

DETERMINE KEY STAKEHOLDERS

- ☐ Identify trainers, sponsors, experts, and other contributors.
- ☐ Clarify their expectations and plan their roles in the training's success

- ▶ Who are the key stakeholders (e.g., trainers, sponsors, experts)?
- ▶ What are their interests, expectations, or constraints (budget, timeline, etc.)?
- ▶ How will they contribute to - or potentially impact - the success of the training?



Your organization's ability to engage stakeholders across the public, private, and nonprofit sectors can be a major asset in offering hybrid and blended courses. It allows you to identify key partners and build effective collaborative relationships.



TO DO LIST

QUESTIONS TO CONSIDER

OUTLINE KEY ACTIVITIES

- ☐ List the primary methods, exercises, or tasks you'll include.
- ☐ Consider how to effectively incorporate blended and hybrid elements.

- ▶ Which activities will actively engage participants and help them meet the learning objectives?
- ▶ How will these activities translate between online and in-person contexts (e.g., group work, discussions, breakout sessions)?
- ▶ What tools and resources will you use to support engagement?



It's important to consider both the participants' needs and the course objectives when choosing the right mix of hybrid and blended elements. Thinking about what will best engage your learners while supporting your goals ensures that your approach has real impact.





TO DO LIST

QUESTIONS TO CONSIDER

QUANTIFY RESOURCES AND BUDGET

- ☐ Determine the resources (e.g., budget, equipment, staff) required for successful delivery.
- ☐ Account for potential upgrades or additional purchases.

- ▶ Which materials, tools, and technologies are required for both the in-person and online elements?
- ▶ Will you need specialized personnel (e.g., tech support, interpreters, facilitators)?
- ▶ How does the budget accommodate these needs, and what if unexpected costs arise?

DEFINE SUCCESS METRICS

- ☐ Identify key performance indicators or feedback methods (surveys, qualitative input) to gauge success.

- ▶ How will you measure the impact of the training on addressing the stated problem?
- ▶ Which indicators or metrics will best reflect participants' progress or satisfaction (e.g., pre- and post-assessments, engagement levels)?
- ▶ How will you gather feedback (e.g., surveys, interviews, focus groups) and use it to refine future events?

PRACTICE PROBLEM-SOLVING

- ☐ List potential issues and create a plan for preventing or addressing them.

- ▶ What potential technical or logistical challenges might arise in a hybrid setting (e.g., bandwidth issues, scheduling conflicts)?
- ▶ What are the worst possible outcomes, and how might you inadvertently contribute to them?
- ▶ What immediate steps could you take to avoid or mitigate those outcomes?
- ▶ If things go wrong, what's your backup plan?

2. DESIGN PHASE: SHAPING THE LEARNING JOURNEY

During the **design phase**, you transform your analysis into a structured plan. This phase involves defining the course schedule, selecting tools and facilitation methods, and shaping both physical and virtual spaces - all while keeping participants' needs front and center.

Use this checklist to define your plan and create an engaging, well-structured training experience.

| TO DO LIST | QUESTIONS TO CONSIDER |
|--|---|
| CRAFT THE AGENDA(S) | |
| <input type="checkbox"/> Decide on how many blended, hybrid, and face-to-face sessions you'll include, along with their format (e.g., keynotes, group work, panel discussions) and duration. | <ul style="list-style-type: none">▶ How will you structure the workshop schedule to accommodate different time zones, national holidays, or varying participant availability?▶ Will you need to record sessions or offer catch-up materials for those who cannot attend live? |
| <input type="checkbox"/> If you're catering to distinct online and in-person groups, consider drafting separate agendas while maintaining a unified theme. | |
| <input type="checkbox"/> Balance synchronous (live) and asynchronous (self-paced) components, and plan a variety of discussions, exercises, and case studies. | |
| DEFINE FACILITATION METHODS AND INSTRUCTIONAL APPROACHES | |
| <input type="checkbox"/> Select and detail activities that keep both online and in-person participants engaged. | <ul style="list-style-type: none">▶ Which engagement strategies might work best for both online and in-person participants?▶ Which icebreakers or energizers could you use to maintain energy among on-site and virtual attendees?▶ Do you need multiple facilitators or co-hosts to manage simultaneous online and in-person interactions? |
| <input type="checkbox"/> Plan icebreakers, energizers, and session flow so that everyone stays actively involved. | |

RESOURCES

Explore the Digital Facilitation Toolkit by ITCILO, ETUI and IIEP-UNESCO for a comprehensive list of online facilitation methods to enhance your blended and hybrid learning environment.
<https://efacilitation.etui.org/>

TO DO LIST

QUESTIONS TO CONSIDER

IDENTIFY DIGITAL TOOLS AND PLATFORMS

- | | |
|--|--|
| <input type="checkbox"/> Determine the platforms and tools (e.g., Learning Management System (LMS), video conferencing, collaboration apps) that support continuous participation, communication, and collaboration. | <input type="checkbox"/> Which tools or platforms are most effective for fostering participation and communication in both physical and digital spaces? |
| <input type="checkbox"/> Confirm you have or can acquire the necessary technology, and line up a tech support team. | <input type="checkbox"/> What technology do you currently have available, and what additional tech might you need to acquire or upgrade? |
| | <input type="checkbox"/> Are these tools user-friendly for participants with diverse digital skill levels, and do they meet any privacy or data protection requirements? |



If this is your first time organizing a blended/hybrid training, simplicity is the key. Don't challenge yourself too much and don't put too much pressure - opt for simple technology.



TO DO LIST

QUESTIONS TO CONSIDER

DESIGN PHYSICAL SPACES AND VIRTUAL PLATFORMS

- | | |
|---|---|
| <input type="checkbox"/> Arrange physical rooms (furniture, layout) to support hands-on activities or brainstorming. | <input type="checkbox"/> In what creative ways could you use cameras, screens, or mobile devices to involve online participants as actively as those who are in-person? |
| <input type="checkbox"/> Configure virtual platforms to mirror or complement the face-to-face environment (e.g., breakout rooms, networking lounges). | <input type="checkbox"/> How might screens be positioned or rearranged to enable multi-directional communication? |
| | <input type="checkbox"/> How should the physical and virtual spaces be configured to support hands-on activities or brainstorming? |
| | <input type="checkbox"/> In the face-to-face rooms, what furniture (e.g., movable chairs, desks, modular tables) is available, and how can you arrange it to meet your learning objectives? |
| | <input type="checkbox"/> Do you need special accommodations for participants with mobility or sensory impairments? |

ENGAGE PARTICIPANTS IN PRE-COURSE ACTIVITIES

- | | |
|---|---|
| <input type="checkbox"/> Plan an activity before the official start to reduce ice-breaking time and foster a friendly atmosphere. | <input type="checkbox"/> How will you introduce participants to the course objectives, tools, or peers before the first live session? |
| <input type="checkbox"/> Encourage early networking so participants can connect and build synergy. | <input type="checkbox"/> How much time will participants have to complete pre-course tasks, and what resources might they need? |

TO DO LIST

QUESTIONS TO CONSIDER

ASSURE ACCESSIBILITY AND INCLUSIVITY

- | | |
|---|---|
| <input type="checkbox"/> Conceive materials and activities that can be accessed by participants of varying abilities and digital literacy levels. | <input type="checkbox"/> Provide alternative formats (e.g., transcripts, captions) and plan for different internet connectivity scenarios. |
| | <ul style="list-style-type: none">▶ How will you ensure everyone has access to the same level of support, regardless of their location or technical ability?▶ Will you need interpreters, live captions, or other language accommodations (especially for multiple language groups)? |

MAP RESOURCES AND BUDGET

- | | |
|--|---|
| <input type="checkbox"/> List personnel, equipment, materials, and any specialized support needed. | <input type="checkbox"/> Verify that your budget covers all essentials - from technology to staff and logistical resources. |
| | <ul style="list-style-type: none">▶ Have you confirmed backup funding or resource options if unexpected expenses arise?▶ Are there additional costs related to shipping materials, software licenses, or translation services?▶ Is there a technical team available to support you during live blended and hybrid sessions? |

TO DO LIST

QUESTIONS TO CONSIDER



Stay flexible with your course design to tackle unexpected challenges or shifts in learner needs.



DEFINE AN EFFECTIVE RISK MANAGEMENT STRATEGY

- | | |
|--|--|
| <input type="checkbox"/> Identify potential challenges (technical glitches, scheduling conflicts, etc.) and plan how to mitigate them. | <input type="checkbox"/> Outline backup plans (Plan B or C) to remain flexible and adapt as needed. |
| | <ul style="list-style-type: none">▶ Which specific risks would most affect this training, and how will you respond if they occur?▶ What is your fallback method if participants lose connectivity (e.g., offline resources, recorded sessions)? |



ANALYSIS
PHASE
CONSIDERATION

TOP IDEA
FOR THIS
PHASE

Check list
for designer

Check The
Technologies we
have

element
engage
(Like the

THE SESSION
ANALYSIS:
TO INVESTIGATE THE
PROJECT TEAM SKILL (PM, PMO, etc.)
TO DESIGN A BETTER
LEARNING EXPERIENCE
TO ENHANCE ENGAGEMENT

BE WELL PREPARED
KEEPING RELEVANT WITH
THE TEAM

3. DEVELOPMENT PHASE: BUILDING AND TESTING THE EXPERIENCE

Once your agenda is crafted, it's time to prepare the materials, resources, and platforms you'll use to deliver the training. The **development phase** is where you create and test everything - ensuring that content is engaging, user-friendly, and aligned with the learning objectives.

Use this checklist to build and refine your setup, making sure participants have a seamless, high-quality experience - whether they attend in person or virtually.

TO DO LIST

QUESTIONS TO CONSIDER

DEVELOP ENGAGEMENT LEARNING CONTENT

- | | |
|---|---|
| <input type="checkbox"/> Create a variety of materials (e.g., presentations, videos, scripts, assessments). | <ul style="list-style-type: none">▶ Are the learning materials and interactive elements (quizzes, discussions, case studies) relevant, engaging, and aligned with your course learning objects and participants' needs?▶ Do you offer variations in format (e.g., text, visuals, audio) for diverse learning preferences and environments (online and face-to-face)? |
|---|---|

SET UP THE ONLINE PLATFORMS AND TOOLS

- | | |
|---|---|
| <input type="checkbox"/> Configure virtual platforms and include elements like quizzes, simulations, and polls. | <ul style="list-style-type: none">▶ Which specific features (e.g., breakout rooms, polls, Q&A) will help online participants collaborate effectively with on-site participants? |
| <input type="checkbox"/> Incorporate interactive tools that foster engagement for both online and in-person participants. | <ul style="list-style-type: none">▶ Have you verified that the platform can handle the expected number of users, bandwidth needs, and security requirements? |

SET UP THE LMS

- | | |
|--|---|
| <input type="checkbox"/> Integrate all course materials into a Learning Management System (LMS). | <ul style="list-style-type: none">▶ How user-friendly is the LMS for both learners and trainers, and what support will be provided if they run into issues? |
| <input type="checkbox"/> Enable tracking features (e.g., progress monitoring, completion rates). | <ul style="list-style-type: none">▶ Can learners easily access the LMS from different devices or locations, especially where internet reliability may vary? |



Allow more time than you think for technical setup, even if you've used the software or device before.



TO DO LIST

QUESTIONS TO CONSIDER

PROVIDE CLEAR GUIDANCE AND DEDICATED SUPPORT

- | | |
|--|---|
| <input type="checkbox"/> Create clear user guides, FAQs, and instructions for participants. | ▶ What guides or FAQs will participants need to navigate the tools, content, and activities successfully? |
| <input type="checkbox"/> Set up a help desk (or support channel) to assist with technical or logistical questions. | ▶ Who will staff the help desk, and how quickly can they respond to technical or pedagogical queries? |

RUN TESTS

- | | |
|--|---|
| <input type="checkbox"/> Test all tools (audio, video, software) to confirm they function correctly. | ▶ Have you tested your platform, tools, and materials with a pilot group to identify technical or content issues? |
| <input type="checkbox"/> Conduct a pilot with a small group (colleagues or volunteers) to gather feedback and fine-tune the user experience. | ▶ How will you document and address the feedback from pilot participants? |

PREPARE THE PHYSICAL VENUE

- | | |
|--|--|
| <input type="checkbox"/> Verify the availability of all necessary materials (post-its, markers, flipcharts). | ▶ Does the venue setup promote interaction and visibility for hybrid participants (e.g., camera placement, microphone coverage)? |
| <input type="checkbox"/> Arrange furniture (chairs, tables, etc.) to support planned activities. | ▶ Are there any special room or equipment requirements for activities that integrate both on-site and virtual attendees? |
| <input type="checkbox"/> Confirm essential services like catering or room bookings are in place. | |

CHECK ACCESSIBILITY AND INCLUSIVITY

- | | |
|--|---|
| <input type="checkbox"/> Ensure materials and activities accommodate varying abilities and levels of digital literacy. | ▶ Have you verified that all participants - regardless of ability, location, or tech skills - can fully access the materials? |
| <input type="checkbox"/> Provide alternative formats (e.g., transcripts, captions) and plan for different internet connectivity scenarios. | ▶ Is there a plan to address unexpected connectivity issues or the need for special accommodations? |



Choose user-friendly tools that are easy to learn. Use visually appealing, engaging content. And always run pilot tests to catch and resolve any issues before going live.



4. DELIVERY PHASE: EXECUTING AND ENGAGING

It's now time to bring your plan to life! The **delivery phase** centers on managing logistics, facilitating sessions, engaging participants, and ensuring everyone has the support they need. It also involves monitoring progress, gathering feedback, and making real-time adjustments.

Use this checklist to guide you through delivering a seamless, effective hybrid or blended learning experience for all participants.

| TO DO LIST | QUESTIONS TO CONSIDER |
|---|--|
| KEEP THE ATTENTION OF PARTICIPANTS HIGH | |
| <input type="checkbox"/> Run in-person and online sessions in parallel, ensuring each group remains involved and valued. | ▶ How will you keep both in-person and remote participants engaged throughout the sessions? |
| <input type="checkbox"/> Encourage interaction by calling on participants by name and promoting interaction between both in-person and virtual attendees. | ▶ What indicators (e.g., chat participation, Q&A frequency) will you monitor to gauge online engagement? |
| <input type="checkbox"/> Use simple yet effective energizers (e.g., "camera on/camera off" activities) to maintain engagement. | |
| <input type="checkbox"/> Collect feedback frequently to maintain a comfortable, inclusive environment. | |
| PROVIDE CONTINUOUS TECHNICAL AND PEDAGOGICAL SUPPORT | |
| <input type="checkbox"/> Assign dedicated facilitators for the in-person group and the virtual group. | ▶ Have you designated clear roles and responsibilities for both the virtual and in-person facilitators? |
| <input type="checkbox"/> Ensure a tech support team is available to promptly address any technical issues. | ▶ How will you handle unexpected challenges such as connectivity problems or unresponsive tools? |
| <input type="checkbox"/> Coordinate between virtual and physical teams, adjusting in real time as needed. | |



Technology can make a difference, but it isn't everything. Relying solely on technology is risky. Coherence across all elements, thoughtful design, a strong team, and real commitment from the organization are equally vital. Above all, remember that time is a precious resource.



TO DO LIST

QUESTIONS TO CONSIDER

ENSURE CLEAR COMMUNICATION

- | | |
|--|--|
| <input type="checkbox"/> Provide clear instructions on platforms, technical requirements, and schedules. | ▶ Have all platform instructions, schedules, and activity guidelines clearly outlined? |
| <input type="checkbox"/> Offer detailed guidance for each activity or breakout session, particularly for tech novices. | ▶ How will you handle updates or changes (e.g., session rescheduling, technical shifts) mid-event? |
| <input type="checkbox"/> Keep announcements concise so everyone knows what to do next. | |

ASSESS LEARNING IMPACT

- | | |
|---|--|
| <input type="checkbox"/> Use a variety of assessment methods (quizzes, polls, discussions, etc.) to gauge learner progress. | ▶ How will you collect and interpret live feedback from both virtual and on-site learners? |
| <input type="checkbox"/> Collect and analyze attendee feedback throughout the event to refine and improve future sessions. | ▶ Are you offering multiple assessment formats to suit different learning styles and technology access levels? |

ACCURATELY MANAGE YOUR TIME

- | | |
|--|--|
| <input type="checkbox"/> Plan session durations to avoid online fatigue by allowing sufficient breaks and time for Q&A. | ▶ How will you structure each session to mitigate online fatigue for remote attendees? |
| <input type="checkbox"/> Keep track of time diligently, making it clear to participants how much time remains for each activity. | ▶ What strategies will you use if discussions or Q&As run longer than expected? |
| <input type="checkbox"/> Adjust pacing on the fly if participants seem overwhelmed or if discussions need more room to breathe. | |

REMAIN FLEXIBLE AND ADAPTABLE

- | | |
|--|--|
| <input type="checkbox"/> Use data and ongoing feedback to refine the session in real time if possible, or for future iterations. | ▶ How quickly can you respond if technical issues arise for remote participants? |
| <input type="checkbox"/> Stay open to improvisation; adapt your approach if a method or tool isn't working as expected. | ▶ In what ways can you adapt facilitation methods if you notice in-person or online engagement dropping? |

TO DO LIST

QUESTIONS TO CONSIDER

DISSEMINATE RESULTS

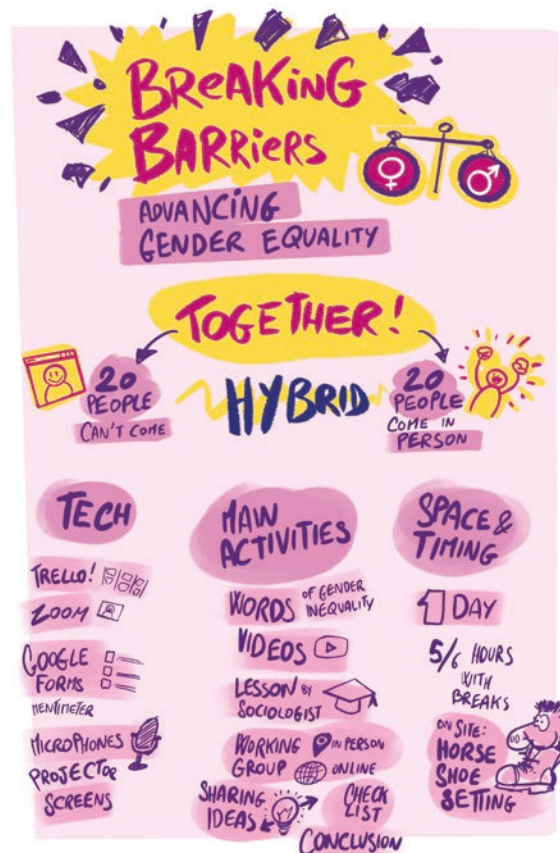
- | | |
|--|--|
| <input type="checkbox"/> Involve participants in sharing outcomes and insights during and after the event. | <input type="checkbox"/> What post-event activities (e.g., surveys, discussion boards, follow-up webinars) will maintain momentum? |
| <input type="checkbox"/> Encourage continued networking, whether via social media or internal channels. | <input type="checkbox"/> How will you encourage participants - both virtual and on-site - to share their newly gained insights or resources with their networks? |
| <input type="checkbox"/> Sustain engagement post-event by fostering communities of practice or follow-up sessions. | |



I use a grid to improve my blended and hybrid teaching by examining tangible factors, such as pedagogy, space, and technology. It functions like a risk management tool, helping me create backup plans or refine specific elements. At the same time, I reflect on the meaning behind what we do, always putting the participant at the center, because training must be truly meaningful for them. A self-reflective diary and follow-up surveys can also be valuable for capturing participants' insights.



BLENDED AND HYBRID MODELS IN ACTION





These sketchnotes captures the creative process of participants, who drafted a plan on how to facilitate a blended course for strengthening workers rights and advocacy. The exercise was part of the Blended and Hybrid Training Event for Trade Union Trainers hosted by ITCILO and ETUI, where participants from across Europe worked together to explore and design effective blended learning strategies.

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