



**TOWARDS A HOLISTIC TRANSFORMATION OF  
ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 5**

**Work Package Title:** Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces

**Activity Title:** 5.2 Design of the Training Curriculum for the Workshop: “Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces”

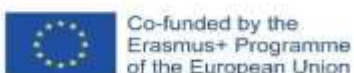
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**Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Curriculum for the Workshop: “Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces”]**

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## **Curriculum of the Workshop: “Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces”**

### **1. Aim**

“Live as if you were to die tomorrow. Learn as if you were to live forever” said Mahatma Gandhi. Learning is essential to our existence. It is a necessity for both our personal development and our career, as it makes us capable of understanding and handling things in a better way in life.

Learning doesn't stop in formal education; it is an ongoing process and often takes place at the workplace. But, is your organisation a learning-friendly environment? How do you ensure that your employees acquire the skills and competences they need in order to obtain rewarding jobs and progress in their career?

The aim of this workshop is to explain the concept of “Learning Workplaces” as well as to sensitise the employers on the importance and benefits of transformation of organisations into Learning Workplaces. Additionally, the workshop sets a common understanding of what a Learning Workplace is and generates ideas on how to transform an organisation into a Learning Workplace.

### **2. Learning Outcomes**

After the completion of the workshop, the participants will be in a position to:

#### **In terms of knowledge**

- Define what a Learning Workplace is.
- List the benefits of a Learning Workplace.
- Identify barriers to the process of transforming an organisation into a Learning Workplace.
- Distinguish between formal, non-formal, and informal learning.

- Describe the Building Blocks of adult learning in the workplace, as defined by the European Commission.
- Explain how the use of Building Blocks of adult learning in the workplace can impact workplace learning.

**In terms of skills**

- Identify the current learning situation in their organisation.
- Plan a learning strategy in order to achieve strategic and lifelong learning in their workplace (transform their organisation into a Learning Workplace).
- Design activities transforming a workplace into a Learning Workplace.
- Implement activities in order to transform their organisation into a Learning Workplace.

**In terms of attitudes**

- Sensitise on the importance of transformation of organisations into Learning Workplaces.
- Develop an intuition for possible barriers to workplace learning in their organisation.
- Question the current state of workplace learning in their organisation and reevaluate the learning situation.

### 3. Building Blocks

This workshop is linked to the **Building Blocks of Adult Learning in the Workplace**, as defined by the European Commission in the Final Report of the ET 2020 Work Group 2016-2018, as follows:

- **BB1:** Encourage employers to adopt a learning culture that supports career-long learning.
- **BB2:** Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (and is supported by guidance systems and validation of prior learning).
- **BB3:** Secure the long-term commitment of all stakeholders.
- **BB4:** Ensure effective coordination between all stakeholders and agree on roles and responsibilities
- **BB5:** Communicate about adult learning in the workplace using the language of those who need to be encouraged.

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- **BB6:** Ensure sustainable co-funding systems in which all see the benefit of investing in adult learning in the workplace.
- **BB7:** Ensure that workplace learning is tailored to adult learners' needs.
- **BB8:** Ensure that adult learning in the workplace responds to employers' needs.
- **BB9:** Assure the quality of adult learning in the workplace.
- **BB10:** Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective.

#### 4. Duration

7 hours.

#### 5. Training Method

- Classroom Learning
- Synchronous Electronic Learning
- Asynchronous Electronic Learning
- Blended Learning

#### 6. Topics

- **Implementation of an Attitude Test (PRIOR to the Workshop) (20')**
- **Introduction to the Workshop (25')**
  - Ice-breaking Activity: Drawing our Common Experiences with Learning (in groups)
  - Introductions
  - Rules
  - Aim and Objectives

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- Structure
  
- **Section 1 – Learning Workplaces: What is a Learning Workplace? (90')**
  - Definition of Learning Workplaces and Learning in/at/for the Workplace
    - Activity: My Learning Journey (individual)
    - Learning Workplaces
    - Learning IN/AT and Learning FOR the Workplace
    - Statistics: a. Current Learning and Development Priorities for Organisations.  
b. Changes in Organisational Learning, c. Adult Participation in Learning (EU)
  - Benefits of Learning Workplaces
    - The value of Adult Learning in the Workplace for Employees, Employers and the Society & Community
    - The Value of Working at a Learning Workplace
  - Barriers to Learning Workplaces
    - Activity: Brainstorming on Barriers to Workplace Learning (individual)
    - Most Common Barriers for Employees
    - Most Common Barriers for Employers and Organisations (statistics)
  
- **Section 2 – Different Types of Learning in the Workplace (60')**
  - Definitions of Formal, Non-formal and Informal Learning
    - Questions and Answers on the Different Types of Learning
    - Activities (individual):
      - Formal Learning: 'Which word do you think is related to formal learning?' (through brainstorming)
      - Non-formal Learning: 'Could you provide examples of non-formal learning activities?' (through brainstorming)
      - Informal Learning: 'Let's vote! Do you think that these activities are related to informal learning?'



- Video: How Long Does It Take to Acquire a New Skill?
- Workplace Learning Examples
  - Activity: Have You Ever Implemented Any of These Activities?  
(individual)
- Definition of Adult Learning
- Definition of Vocational Education & Training (VET)
  
- **Section 3 – Positive Impact of Learning Workplaces (60’)**
  - Good Practices in Workplace Learning
    - Activity: Case Studies on Good Practices in Workplace Learning (in groups)
  - Benefits of Learning Workplaces for Employers
    - Activity: Brainstorming with the Use of Mind Maps (in groups)
  - Learning Workplaces as a Motivational and Engagement Tool
  - Linking Workplace Learning with the Strategic Goals of Organisations
  
- **Section 4 – Setting Up a Learning Workplace Strategy (135’)**
  - Building Blocks of Adult Learning in the Workplace
  - Identifying Ways to Apply the Building Blocks to the Learning System of Organisations
    - Activity (in groups)
  - Designing Activities to be Included in the Learning System of an Organisation
    - Practical Activity (in groups)
  - Steps for the Transformation of an Organisation into a Learning Workplace
  - Implementing Transformational Activities for Organisations
    - Practical Activity: Let’s Implement Some Transformational Activities  
Together! (in groups)
  - Workplace Learning: A Holistic Approach
  
- **Revision (10’)**



- Questions and Answers

- **Implementation of an Attitude Test (AFTER the Workshop) (10')**
- **Evaluation of the Workshop (10')**
- **Closure of the Workshop**

## 7. Training Techniques

### Introduction (25')

Topics	Estimated Duration	Training Technique	Material and Tools
<b>Drawing Our Common Experiences with Learning</b>	<b>15'</b>	<ul style="list-style-type: none"> <li>- Group ice-breaking activity with the use of the PPT presentation</li> <li>- Discussion with the use of the activity results</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> <li>- Flip chart papers</li> <li>- Markers/ Zoom "Annotate" feature</li> </ul>
<b>Introductions</b>	<b>5'</b>	<ul style="list-style-type: none"> <li>- Self-presentation</li> </ul>	
<b>Workshop Rules, Aims &amp; Objectives, and Structure</b>	<b>5'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>

### Section 1 – Learning Workplaces: *What is a Learning Workplace?* (90')

Topics	Estimated Duration	Training Technique	Material and Tools

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<p><b>Definition of Learning Workplaces and Learning in/at/for the Workplace:</b></p> <ul style="list-style-type: none"> <li>- My Learning Journey</li> <li>- Learning Workplaces</li> <li>- Learning IN/AT/FOR the Workplace</li> <li>- Statistics: a. Current Learning and Development Priorities for Organisations. b. Changes in Organisational Learning, c. Adult Participation in Learning (EU Level)</li> </ul>	<p>50'</p> <p>20'</p> <p>30'</p>	<ul style="list-style-type: none"> <li>- Individual activity with the use of a template</li> <li>- Creation of a pool of benefits and barriers</li> <li>- Discussion with the use of the activity results</li> <li>- Lecture with the use of the PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Activity template (hard copies or uploaded on a SharePoint)</li> <li>- Pens</li> <li>- Flip chart/Google Jamboard</li> <li>- Marker</li> <li>- PPT presentation</li> </ul>
<p><b>Benefits of Learning Workplaces:</b></p> <ul style="list-style-type: none"> <li>- The value of Adult Learning in the Workplace for Employees, Employers and the Society &amp; Community</li> <li>- The Value of Working at a Learning Workplace</li> </ul>	<p>20'</p>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Use of the pool of benefits</li> <li>- Discussion (including the activity results)</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> <li>- Flip chart/Google Jamboard (for additions to the initial activity of Section 1)</li> <li>- Marker (for additions to the initial activity of Section 1)</li> </ul>

<b>Barriers to Learning Workplaces:</b>  <ul style="list-style-type: none"> <li>- Brainstorming on Barriers to Workplace Learning</li> <li>- Most Common Barriers for Employees</li> <li>- Most Common Barriers for Employers and Organisations (Statistics)</li> </ul>	<b>20'</b>	<ul style="list-style-type: none"> <li>- Individual brainstorming activity on the barriers</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> <li>- Paper sheets/Word documents</li> </ul>
	10'	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Pens</li> </ul>
	10'	<ul style="list-style-type: none"> <li>- Use of the pool of barriers</li> <li>- Discussion with the use of the activity results (including the results of the initial activity of section 1)</li> </ul>	<ul style="list-style-type: none"> <li>- Flip chart/Google Jamboard/MentiMeter application</li> <li>- Marker</li> </ul>

## Section 2 – Different Types of Learning in the Workplace (60')

Topic	Estimated Duration	Training Technique	Material and Tools
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<p><b>Definitions of Formal, Non-formal and Informal Learning:</b></p> <ul style="list-style-type: none"> <li>- Questions and Answers on the Different Types of Learning</li> <li>- Formal learning: ‘Which word do you think is related to formal learning?’ &amp; Definition of Formal Learning</li> <li>- Non-formal learning: ‘Could you provide examples of non-formal learning activities?’ &amp; Definition of Non-formal Learning</li> <li>- Informal Learning: ‘Let’s vote! Do you think that these activities are related to informal learning?’ &amp; Definition of Informal Learning</li> </ul>	<p><b>30’</b></p> <p>10’</p> <p>5’</p> <p>5’</p> <p>10’</p>	<ul style="list-style-type: none"> <li>- Questions and Answers with the use of the PPT presentation</li> <li>- Individual brainstorming activities with the use of the ‘Mentimeter’ application</li> <li>- Individual activity through polls with the use of the ‘Mentimeter’ application</li> <li>- Lecture with the use of the PPT Presentation</li> <li>- Discussion with the use of the activities’ results</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> <li>- MentiMeter application</li> </ul>
<p><b>How Long Does It Take to Acquire a New Skill?</b></p>	<p><b>15’</b></p>	<ul style="list-style-type: none"> <li>- Video display</li> <li>- Discussion on the content of the video</li> </ul>	<ul style="list-style-type: none"> <li>- YouTube Video Link</li> </ul>
<p><b>Workplace Learning Examples</b></p>	<p><b>10’</b></p>	<ul style="list-style-type: none"> <li>- Individual activity</li> <li>- Discussion on the activity results</li> </ul>	<ul style="list-style-type: none"> <li>- Flip Chart/ Cards/Dot stickers/MentiMeter application</li> <li>- PPT presentation</li> </ul>

<b>Definition of Adult Learning</b>	<b>2.5'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of PPT presentation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>
<b>Definition of Vocational Education &amp; Training (VET)</b>	<b>2.5'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>

### Section 3 – Positive Impact of Learning Workplaces (60')

<b>Topic</b>	<b>Estimated Duration</b>	<b>Training Technique</b>	<b>Material and Tools</b>
<b>Good Practices in Workplace Learning</b>	<b>25'</b>	<ul style="list-style-type: none"> <li>- Case studies (good practices in workplace learning) (activity in groups)</li> <li>- Discussion on the good practices</li> </ul>	<ul style="list-style-type: none"> <li>- Cards (hard copies or on a SharePoint ) presenting the good practices</li> <li>- Paper sheets/Word documents</li> <li>- Pens</li> </ul>
<b>Benefits of Learning Workplaces for Employers</b>	<b>25'</b>	<ul style="list-style-type: none"> <li>- Group brainstorming activity on the benefits</li> <li>- Creation of mind maps</li> </ul>	<ul style="list-style-type: none"> <li>- Flip chart paper sheets/Word documents</li> <li>- Markers</li> </ul>

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		<ul style="list-style-type: none"> <li>- Discussion on the mind maps created</li> </ul>	
<b>Learning Workplaces as a Motivational and Engagement Tool</b>	<b>5'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>
<b>Linking Workplace Learning with the Strategic Goals of Organisations</b>	<b>5'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Discussion through examples</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>

#### Section 4 – Setting Up a Learning Workplace Strategy (135')

<b>Topic</b>	<b>Estimated Duration</b>	<b>Training Technique</b>	<b>Material and Tools</b>
<b>Building Blocks of Adult Learning in the Workplace</b>	<b>10'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Study of the report on adult learning in the workplace, published by the European Commission</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> <li>- Report on adult learning in the workplace, published by the European Commission</li> </ul>

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<b>Identifying Ways to Apply the Building Blocks to the Learning System of Organisations</b>	<b>40'</b>	<ul style="list-style-type: none"> <li>- Group activity with the use of cards</li> <li>- Discussion with the use of the activity results</li> </ul>	<ul style="list-style-type: none"> <li>- Cards presenting the Building Blocks, as identified by the European Commission, and information on their application</li> <li>- Flip chart/Google Jamboard</li> <li>- Marker</li> <li>- Paper sheets/Word documents</li> <li>- Pens</li> </ul>
<b>Designing Activities to be Included in the Learning System of an Organisation</b>	<b>40'</b>	<ul style="list-style-type: none"> <li>- Practical group activity on provided template</li> <li>- Discussion on the design process and the activities developed</li> </ul>	<ul style="list-style-type: none"> <li>- Template (hard copies or uploaded on a SharePoint) for designing the activities</li> <li>- Pens</li> </ul>



<b>Steps for the Transformation of an Organisation into a Learning Workplace</b>	<b>5'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>
<b>Implementing Transformational Activities for Organisations</b>	<b>30'</b>	<ul style="list-style-type: none"> <li>- Practical group activity</li> <li>- Discussion on the implementation process</li> </ul>	<ul style="list-style-type: none"> <li>- Material for the implementation of the selected activity/ies</li> </ul>
<b>Workplace Learning: A Holistic Approach</b>	<b>10'</b>	<ul style="list-style-type: none"> <li>- Lecture with the use of the PPT presentation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>

### Revision (10')

Topics	Estimated Duration	Training Technique	Material and Tools
<b>Revision</b>	<b>10'</b>	<ul style="list-style-type: none"> <li>- Questions and Answers with the use of the PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>- PPT presentation</li> </ul>

## 8. Evaluation

The quality of the workshop will be assessed by collecting and analysing feedback from both participants and trainers.

The evaluation results will be collected through questionnaires which will cover different aspects of the activity, such as the organisation of the workshop, the content and material of the workshop, and the attitude of attendees towards Learning Workplaces.

The questionnaires will be distributed to the participants and trainers either in digital or in paper-based format.

Two types of reports will be produced from the information collected:

- Five evaluation reports at partner country level, including also the results of the attitude tests.
- One report including aggregate data from both the evaluation of the workshop and the attitude tests from all the partner countries, as well as recommendations for changing the attitude of employers towards Learning Workplaces.