

Shaping platform policy and worker rights –
An introduction to global best practices

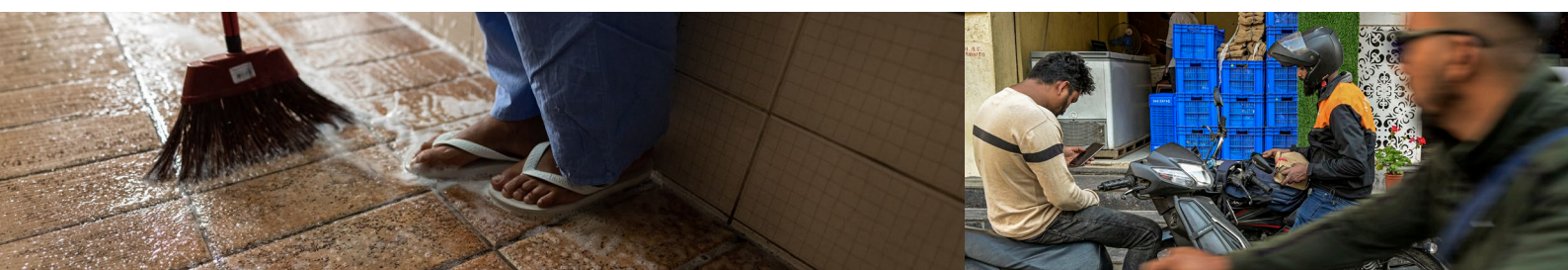
'How-To' Guide for Facilitators of Platform Economy Workshop

Guideline

*This is a supporting 'how-to' guide for facilitators of the Platform Economy workshop.
It includes more information about active learning and facilitation techniques for using the facilitation guides.*

This six-part workshop is structured as follows. Whilst the workshop as a specific order,
each module can also be conducted separately. This facilitation guide is structured as follows:

Welcome and Introduction	Information about opening the workshop, setting out key learning aims, expectations and ground rules.
Introduction to the Platform Economy	Activity for participants to recap the key features of platform work and identify the impact of platform work on working conditions.
Deep Dive: Worker Status Why the classification of the worker plays a central role	To begin the regulatory deep dives this module explores the central topic of worker classification and highlights current policy approaches from across the world.
Deep Dive: Social Protection Understanding different approaches to social protection	Social protection is closely linked to classification. This deep dive module presents a framework to understanding the approaches and examines contributory methods.
Deep Dive: Gender Women's experience of the platform economy	Women experience the platform economy often differently to their male counterparts. This module highlights this and examines possible policy responses.
Deep Dive: Data & Algorithms How data determines and defines the platform worker experience	What is data and what role does it play in platform design? This module introduces participants to data rights and the intersection with labour rights. It provides an introduction to policy and regulatory approaches practiced around the world in affording stronger rights for workers.





The **facilitation guides** contains:

- Information about workshop delivery using active learning methods
- Sample training activities including facilitators notes describing objectives and instructions for running the activity
- Information about the key issues facing platform workers, and regulatory and policy approaches to address some of these issues
- Resources that might be useful for additional information and learning.

There are several different **supporting resources** included within this workshop, including:

- **Handouts:** Handouts for activities which can be printed and handed out to participants to be used during activities. They include resources necessary to complete the activities in the workshop
- **Trainer Resource Sheets:** Sheets which include key information about the subject matter of each activity. Facilitators can use these sheets to provide them with background information on the key topic areas and should be read before running the workshop activity. The sheets can also be given to participants to take away.
- **Presentation slides** are also provided as a supplementary resource to support facilitation.

The activities in the facilitation guide will fall under the Learn, Engage or Reflect category

Learn

The facilitator presents key information, concepts and examples which provide the basis of knowledge participants need to complete the tasks.

- **Key messages** are provided in each activity and in the notes of each PowerPoint slide. These are the main messages that the facilitator should aim to communicate during their presentation.
- **Speaking notes** for facilitators are included in the notes of each slide.
- **Key definitions** are provided in each activity and slides notes for the presenter to refer to during the session.

Engage

Participants engage with the module content and each other through participatory tasks.

- **Information for participants** is provided in each activity and on the presentation slide, which includes case studies, questions and reporting templates (mind-maps, tables)
- The slides can be displayed so that participants can refer to the instructions and guiding questions during the tasks.

Reflect

The facilitator supports participants to reflect on what they have learned during the task and summarises the key messages which have emerged.

- **Key messages** are provided in some activities to support the facilitator to summarise take-aways from the sessions.
- These are the main messages which are expected to emerge, but the facilitator should aim to connect these to the points that participants have raised throughout the session.
- Facilitators should try to keep brief notes of key reflections and discussion points so that they can be drawn together at the end of each session, as well as at the end of the workshop.

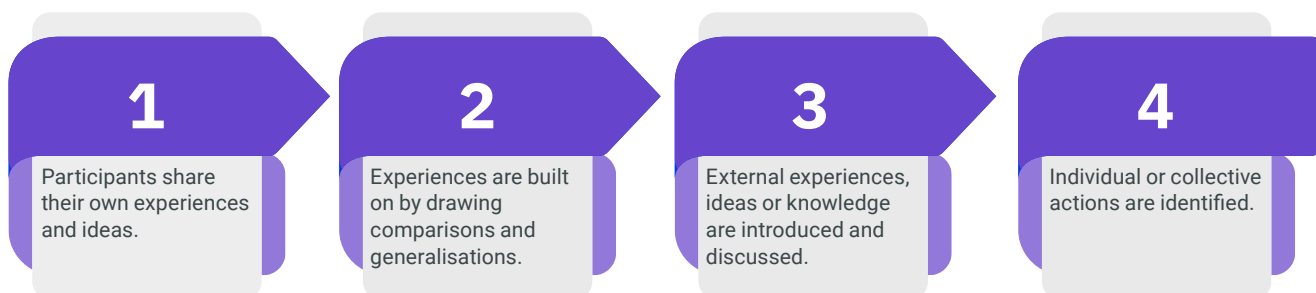
Active Learning

The facilitation guide is based on the principles of **active learning**. The activities can be delivered in their entirety or the facilitator can pick and choose activities to develop a suitable programme. All modules and activities are adaptable by facilitators based on local needs and the size and nature of the group.

Active learning means:

- Starts from and builds upon the experience of participants themselves
- Emphasises the process of learning rather than the content
- Is run by facilitators, not instructors or lecturers
- Is based on cooperative tasks designed for participants to learn from each other, sharing their experiences and ideas
- Enables collaborative problem solving through group activities, discussions, games and more and prioritises ‘learning by doing’
- Aims to build confidence, skills and knowledge in a supportive environment
- Aims to provide a safe space for everyone to share their ideas, doubts and concerns without fear of judgement or negative repercussions
- Is democratic, respecting the participants and working collectively to reach decisions
- Should be enjoyable and good-humoured.

Active learning follows the logic of ‘action-reflection-action’:



Top Tips for Planning a Learning Programme

- **Don't forget time for introductions and icebreakers.** It is important for group rapport and building a shared learning environment. Give participants name badges and name cards to display on their table to ease introductions and communication.
- **Set expectations.** Make time to discuss what motivated participants to attend the event, what they hoped to learn, and what they want the outcome to be. Take note of what is shared and reflect back on them at the end of the programme.
- **Creating an inclusive and respectful environment.** Facilitators should establish ground rules, encouraging participants to contribute their own ideas and suggesting anything that gets missed – such as on respect, non-discrimination and Chatham House Rules (e.g. information learned can be used, but the person should not be identified). Ground rules sessions can be delivered during the opening plenary or icebreaker.
- **Be prepared to amend the programme as you progress.** Facilitators should be responsive to participant's needs and interests, changing the timing and order of activities and the content to support the best learning outcomes. Some sessions will inevitably overrun, so timetables should be adjusted to prevent important sessions falling off the agenda for lack of time.

- **Provide plenty of breaks.** Plan for breaks every hour or so, even if it is just for a few minutes. Consider breaking up long sessions by using short ice-breaker exercises or games that get participants moving around and providing quick recaps afterwards.
- **Action plans.** Active learning should lead to plans of action, either for individuals or the group as a whole. Activities to facilitate individual and/or group action plans should be planned towards the end of the event, or it may drop off the agenda for lack of time or tiredness.
- **Evaluation.** Time should be allocated for participants to evaluate their experience, based on the desired outcomes described at the beginning. Longer programmes can be evaluated through discussion in a group activity and/or questionnaires to be completed by each participant.
- **Follow-up after the training.** Facilitators should contact participants after the training to thank them for participating, share the Trainer Resource Sheet, and communicate that they are available to answer questions or provide further support. This can be done in an email or message or via follow-up meetings and calls with individuals and groups of the participants.

Active Learning Environment

1. **Meeting space:** The meeting space should be quiet and secure to ensure that participants cannot be overheard or disturbed. It should be large enough to house all the participants and enable groups to work in different zones without disturbing each other or provide access to external rooms.
2. **Seating arrangement.** Facilitators should organise the seating into a circle (for small events) or 'cabaret style' with participants sat in small groups around circular or horseshoe shaped tables. Participants can choose where they sit, but the facilitator will move people around during the group work. The facilitator should be at the same level as participants.
3. **Equipment and facilities.** Activities include slides, so equipment needs to be ready to present the slides such as a laptop, projector and screen or blank wall, or facilitators can print out handouts of the slides. Plan to be in the room at least 30 minutes before the session starts to set up the equipment and ensure it is working properly.
4. **Paper and pens.** For most of the activities, participants will need pens and marker pens, notepaper, notecards and flipcharts. Name-badges/name-cards for participants to write and display their names should also be provided.

Icebreakers

Icebreakers initiate interaction among participants, help to build relationships and communication and reduce any anxieties or nervousness. They are particularly useful for groups who do not know each other, who come from a variety of organisations and backgrounds, when the facilitator senses that the group is nervous or unsure, and when groups are used to interacting in formal office environments. A selection of icebreakers is provided below.

Common ground game	Ask participants to write down three interests, skills and/or accomplishments on a notecard. Ask participants to mingle and find other people who have written down matching skills/interests/accomplishments. The first participant to match all 3 wins.
Date of birth game	Ask participants to arrange themselves in a line, in order of the day and month of the year they were born (e.g. from 1st January at one end to 31st December at the other), without speaking to each other.
Introducing each other	Ask participants to divide themselves into pairs. The pairs should take it in turns to introduce each other and ask questions to learn more. Each participant will then introduce their partner to the rest of the group.
Line ups game	Divide participants into groups. Shout out a line-up category (e.g. age order, alphabetical order, height order). The fastest group to line-up correctly wins. This exercise can be repeated in multiple rounds.

Presentations and Powerpoint Slides

Presentations are helpful for introducing topics, concepts and ideas which are new to participants. Slides can be used but only to illustrate the presentation with photos, charts and graphics and with no more than 20 words per slide.

Presenters should be brief and clearly communicate their key messages. The presenter should use the headings, sub-headings and bullet points in the slides to structure their presentation, adding details and examples from the facilitator's notes and their own experience. Participants should be encouraged to ask questions and engage with the content of the presentation. The slide decks are provided in PDF form allowing the facilitators to adjust the slides. This could include adding additional local context, logos and/or removing unnecessary activities.

Group Work

Group work is used to enable participants to explore issues in greater depth, including from their personal experience. The most effective groups are made up of 4-6 people. Group selection should take into account gender balance (or single gender groups in certain scenarios), group dynamics (e.g. clashing personality types), age, level of experience, sector/type of organisation etc. For tasks based on understanding an issue from different viewpoints, it is best to form groups from a variety of backgrounds and experiences to encourage learning between them. For tasks which require in-depth analysis or problem solving, it may be preferable to group people together with a similar level of skill and experience. Options for group formation are provided below. Facilitators should use a variety of methods and ensure that groups change for each activity.

Forming Groups

- **By self-selection.** Most appropriate when groups are discussing separate, distinct aspects of a broader discussion, such as from the perspective of different stakeholder groups. Participants can choose which they find most interesting or relevant to their experience.
- **At random.** If for example you want to organise into five groups, ask the participants to number themselves from one to five, going round the room. The participant's number becomes the number of the group they will be in. Alternatively, take the first group of four people and say that they are in group 1, the second four in Group 2, and so on.
- **Pre-determined.** Allocate individuals to groups in advance and present participants with the list. This is helpful in a multi-lingual environment; when there is a need to compare or contrast experiences from different organisations, countries or sectors; when participants have different levels of experience; or to manage difficult group dynamics.

Group discussions must be chaired and recorded. The facilitator should encourage participants to appoint a chair, somebody to take notes and somebody to report back to the rest of the group.

Managing Discussion Between Participants

Active learning is based on discussion, whether in small groups or in a larger plenary session. It is very important to manage discussions to ensure that everyone has an opportunity to contribute and be heard, retains sufficient focus to achieve the aims of the session, and reaches a positive conclusion.

- Allow the discussion to flow and do not let anyone dominate, including group leaders or facilitators. Be aware of people who are not contributing, and encourage or draw them in.
- If a conflict arises, mediate quietly and firmly. If they are unable to agree, at least get them to respect one another's right to their opinions.
- Allow participants to discuss what is important for them, even if it diverts from the intended content of the session. Prompt participants politely if discussions move too far away from the task or central discussion points.
- Avoid discussion becoming too abstract or over-generalised by asking participants to provide concrete examples from their own experiences.
- Ensure that everyone has their mobile phones switched off.
- Ensure that participants are disciplined about timekeeping. It is very disrespectful to be late and to keep people waiting!

Further Resources:

This is a list of resources which can be shared with the participants which provide more information and support on building worker capacity. These resources strengthen worker knowledge, worker bargaining ability, help inform policy level discussions on future regulation.

Fair Pay

 [Living Tariff](#)

Fair Conditions

 [Skills Development: UpSkill](#)

Fair Representation

 [Platform work - International Trade Union Confederation](#)

 [Tech Workers Rising](#)

 [WIEGO | Women in Informal Employment Globalizing & Organizing](#)

Worker Trainings

 [Online Freelancer Training Toolkit](#)

 [Mentorship Toolkit](#)

Policy Information

 [GIZ_Policy-Makers-Booklet-2024.pdf](#)

Social Protection Webinar Series

 [ISSA-GIZ Webinar: Digital labour platforms – Bridging economic development and worker protection | International Social Security Association \(ISSA\)](#)

Research Series on Data Work

 [Engineered precarities: Algorithmic management in data work and content moderation](#)

 [Fragmented Responsibility: Labour Exploitation and Governance Gaps in AI Supply Chains](#)

 [Invisible Workers, Visible Harms: Perils and Precarities of AI Labour](#)

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Welcome & Introduction

Facilitator's Notes

Time needed: 30 minutes

Opening the Workshop: Checklist

Welcome and Introduction

After welcoming participants to the workshop, facilitators should introduce themselves as well as any external speakers or guests. They should then ask each participant to introduce themselves and to write their name on the name-card or name-badge that has been provided.

Logistics and Orientation

Facilitator should provide any logistical information that participants might need to know. This might include key information about breaks, lunchtime, emergency exits and bathrooms.

Learning Aims

At the start of the workshop, the facilitator should explain the learning aims and intended outcomes of the workshop ( **Slide 2**).

By the end of this workshop, participants will be able to:

- Recognise the key features of work in the gig economy and identify the challenges faced by platform workers in your country, including workers from marginalised groups
- Identify existing regulatory gaps in the platform economy in your country
- Assess different policy options for regulating fair and decent work in the platform economy
- Understand why platform workers often fail to have social protection
- Understand how data and algorithms impact platform workers and possible strategies to protect workers data rights
- Explore the intersection of gender and the platform economy.

Agenda

Facilitators should provide a brief overview of the agenda for the workshop.

Expectations

At the start of the workshop, the facilitator should make time to discuss what motivated participants to attend the event, what they hope to learn, and what they want the outcome to be (📄 Slide 3).

Facilitators should take note of what is shared by participants and reflect back on these points at the end of the workshop.

Ground Rules

Facilitators should also establish ground rules for the session, encouraging participants to contribute their own ideas and suggesting anything that gets missed – such as on respect, non-discrimination and acceptance of others (📄 Slide 4).

Some key tips to remember for creating a safe learning environment are:

- ✓ Treat each other with mutual respect, equality and non-discrimination
- ✓ Take a zero-tolerance approach to discrimination, exclusion or prejudice
- ✓ Work collectively to reach decisions
- ✓ Respect people's confidentiality and privacy
- ✓ Avoid judgement so everyone feels able to share their experiences and ideas.

Facilitators can write these down on a piece of flipchart paper and display them throughout the workshop.

Icebreaker

The facilitator could open the session with an icebreaker to initiate interaction amongst participants, create a friendly and welcoming environment and help to build relationships and communication (📄 Slide 5).



[Sample Icebreaker – Introducing Each Other]



15 minutes

1. Ask participants to divide themselves into pairs.
2. Ask each pair to take turns to introduce themselves to each other and encourage them to ask questions to learn more.
3. Each participant will then introduce their partner to the rest of the group, highlighting three things that they learned about their partner.

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