

## Training Course Outline

### ITU and the Malta Foundation for the Wellbeing of Society

Title	Training of Trainers on Child Online Protection for Educators, Malta
Modality	Blended (online self-paced and F2F in Curia Premises, Pjazza San Kalcidonju, Il-Furjana, Floriana FRN 153, Valletta, Malta)
Level	Intermediate
Dates	19/06/2023 – 23/06/2023
Duration	11 hours (6 hours online + 5 hours onsite)
Language	English
Region	Europe
Registration type	Application and selection
Registration deadline	18 June 2023
Training fees	Free
Description	The ITU Training of Trainers (ToT) for Educators on Child Online Protection (COP) aims to give participants a fundamental understanding of the roles and responsibilities of an educator in relation to training methods and meeting the needs of learners. The ToT provides academic staff and social workers with a robust knowledge base that will assist them in confronting relevant challenges; developing their knowledge of the COP content and demonstrating how they can strategically use the guideline to address these challenges, as well as give necessary skills to provide effective training.
Training topics	<u>Cybersecurity / Digital Inclusion</u>

Certification	Certificate
Code	<i>23BD100123EUR-E</i>

## 1. TARGET POPULATION

Educators, more specifically, school counsellors and other staff of the psychosocial teams for all state, church, and private schools in Malta.

## 2. ENTRY REQUIREMENTS

Completion of self-paced courses on ITU Academy: Child Online Protection for Social Workers, Academic and Non-Academic Staff (Introductory) and Child Online Protection for Social Workers, Academic and Non-Academic Staff (Intermediate).

## 3. TRAINING OBJECTIVES

The following objectives are pursued with the Training:

- Conduct an inception survey providing learning needs analysis prior to the onsite training for targeted learners;
- Formulate SMART Learning Objectives on a contextualized child online protection training of trainers for educators, aligned with the principles of Bloom's taxonomy
- Conduct a learning evaluation through a final assignment and post-training survey for targeted learners measuring the training impact (including but not limited to teaching and learning theories such as the capacity to explain and apply training theories such as Maslow's Hierarchy of Needs, the Teaching Cycle, Kirkpatrick's Model, Bloom's Taxonomy; or the core approach of experiential learning as well as to strategically use the ITU COP Guidelines; to identify and categorize online risks through the use of the 4Cs classification and understand different OCSEA definition)
- Deliver participatory training sessions aligned with experiential learning fundamentals and with the principles of the ITU Child Online Protection Guidelines.

*Overall, upon completion of this course, the following learning outcomes are expected:*

- **Knowledge-wise:**

At the end of these training sessions, it is expected that participants would have **a thorough comprehension of the subject matter** pertaining to child online protection.

In particular, participants will:

- memorize and distinguish the COP guidelines and what they entail;
- recognize the 4C classification system for various risks that can be encountered online;
- Identify the distinct forms of OCSEA and comprehend the processes that lead to their emergence.

- **Skill-wise:**

At the end of these training sessions, it is expected that participants would **acquire fundamental training abilities**.

In particular, participants will:

- acquire and memorize skills in teaching, learning, and delivering effective training on COP;
- apply advanced training design skills in preparing replicable training sessions relevant to COP.

- **Solution-wise:**

At the end of these training sessions, it is expected that participants would have **a complete understanding of their own role** in the protection of children online and would **be able to respond** to harmful online incidents.

In particular, participants will:

- memorize and practice the role that educators play in mitigating risks, avoiding and/or responding to harm for children online;
- identify, respond to, and effectively report incidents;
- understand, apply, analyze, evaluate, and create solutions to address online safety challenges for children on the basis of the COP guidelines;
- remember and be able to use relevant resources for further guidance and support.

## 4. METHODOLOGY

The training lasts one day and includes several types of theory, different activities, and group, individual, and plenary work. The maximum number of participants for each training is 50, in order to maintain optimal conditions for learning and participation. The training certification scheme consists of three main phases: (i) Completion of two online courses for participants to acquire the same knowledge basis; (ii) One-day onsite training; (iii) Submission of final assignment validating the knowledge acquired and ability to provide effective training.

## 5. ASSESSMENT AND GRADING

The knowledge acquired during the training will be validated through a final assignment. The final assignment consists in writing a detailed outline and partial content for training on Child Online Protection that they aim to deliver in their local contexts.

**Outline:** This should contain the following parts: introduction/background, context, gaps/challenges in their specific working context, the scope of the training, and the rationale of the chosen instructional approach proposed for implementation. methodology.

**Content:** The participant will choose a part of the training (or the full training, if desired) and develop the full content (script) and the visual aid (PPT or other) for the training. The content should respect and contain the criteria in the evaluation table below.

Objective	Evaluation criteria	Acquisition of criteria	
		Acquired	Not acquired
Assess and confirm individual capacity to develop and conduct training related to child online protection	<b>Minimum Criteria on Content</b>		
	Respect and include the different points of the checklist of the 5th activity and match it with the COP priorities of your local context		
	Describe the context of the training		
	Include a summary plan of the training		

	Include the objectives of the training		
	Include 3 to 4 training theories (Maslow's Hierarchy of Needs, Teaching Cycle, Kirkpatrick's Model, Bloom's Taxonomy, ...)		
	Include and define the type of evaluation of the training		
	<b>Minimum Criteria on Format</b>		
	Define the duration of the training		
	Include different types of activities/exercises and their objectives		
	Use different learning formats (plenary, presentation, group, individual, ...)		
	Use different teaching methods (Working on a case study, role-play, Debating, ...)		

Only participants directly trained by ITU and that have successfully completed all phases of the training, passed the final evaluation, and have been awarded the ITU certificate of completion are considered ITU-certified COP trainers. These are allowed to use ITU materials and branding (including logos) in their pieces of training. The participants trained by them will not have any connection with ITU.

Completing the two online courses and attending the onsite training account for 50% of the final grade (1 or 0). The assignment is graded on 100%. Overall, a total minimum score of 70% is required to obtain an ITU certificate. The grading of the assignment is accompanied by instructor feedback.

## 6. TRAINING DETAILS & INSTRUCTIONAL APPROACH

Time	Session & Topic	Key learning points (detail learning outcomes)	Training activities details*  <i>*Participants are welcome to intervene whenever needed throughout the training. Trainers will also regularly engage participants.</i>
08:00- 08:15	Introduction & ITU Overview: Understanding the audience Understanding the work of the ITU	Understand the role of ITU as the UN Specialized agency for ICT and digital development.	Icebreaker and short exchange with participants  Lecture with PowerPoint Presentation of the work of ITU on COP
08:15 – 09:15	Understanding Child Online Protection	Memorize the COP guidelines and distinguish what they entail; Recognize the 4C classification system for various risks that can be encountered online; Identify the distinct forms of OCSEA and comprehend the processes that lead to their emergence.  Interpret and employ strategically the COP guidelines to address existing challenges.	Lecture with PowerPoint presentation to provide an introduction to the COP Guidelines and present the scope and kinds of COP Challenges
09:15-10:00-11:00	The Role of Educators	Memorize and practice the role that schools and educators play in mitigating risks; Identify and effectively report incidents; Recall and use relevant resources for further guidance and support.	Lecture with PowerPoint presentation providing an overview of the Principles for Educators to Respond and Act

10:00-10:15	Coffee break		
10:15-11:45	Become a Trainer	Memorize and reproduce teaching and learning skills and the fundamentals of delivering effective training, such as Maslow's Hierarchy of Needs, the Teaching Cycle, Kirkpatrick's Model, Bloom's Taxonomy	Lecture and exchange with PowerPoint providing Learning and Teaching Theories
11:45-12:30	Lunch break		
12:30- 14:00	Delivering a Training Session:  Planning and Preparation Group Mock training activities	Prepare and deliver advanced training design skills in preparing replicable training sessions related to COP.	Group activity – planning and preparing a training session  Group activity – Testing training theories
14:00- 14:30	Q&A and wrap-up		The floor is open for Q&A and final exchange, before concluding

## 7. TUTORS/INSTRUCTORS

Name of tutor(s)/instructor(s)	Title	Contact details
Sarah Delporte	Project Officer	<a href="mailto:sarah.delporte@itu.int">sarah.delporte@itu.int</a>
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## 8. TRAINING COURSE COORDINATION

ITU coordinators	
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