



Child Online Protection - Training of Trainers

Rules & procedures

Code of Conduct

The training will be carried out in accordance with ITU and United Nations code of conduct, ensuring the maintenance of a safe learning environment where respectful exchange is encouraged and safeguarded.

Why a Training of Trainers (ToT)?

For long-lasting and sustainable impact, global actions to support children and young people to safely access and benefit from the online environment, should be made available through both localisation and scale. Through targeted capacity development, local educators will be empowered to disseminate newly acquired knowledge to their local communities and become changemakers.

The training sets to achieve two main goals:

- To create awareness among educators on the protection and rights of children online
- To train them to be able to share the knowledge and help other educators create a safer online experience for children.

By the end of the training, participants will not only be familiar with the Child Online Protection (COP) tools and guidelines for Educators but will also be equipped to plan and deliver training sessions on COP using appropriate resources and pedagogical methods. They should also be able to identify the characteristics of applicable assessments and provide constructive and progressive feedback to learners.

Who is this for?

The target audience for the training is teachers, in and out of school educators, school administrators, trainers of educators, social workers and leaders of parent's and youth associations, wishing to:

- strengthen their knowledge on child online protection,
- be able to share this knowledge with peers,
- understand how to apply their newly acquired knowledge to their local contexts.

What to do before the training?

1. Successfully complete the [ITU Academy](#) course for educators ([Introductory](#) and [Intermediate](#))
2. Conduct prior research on the local context:
 - a. What are the local COP priorities?
 - b. What are the main challenges that children face and that educators can help tackle?



- c. What are the gaps that need to be filled in the local educational context?
3. Define your role and why you are attending this course:
 - a. What is your role in your community?
 - b. Does it correspond to one of trainer of educators?
 - c. What teachings would you like to take back to your community?

How to become an ITU certified COP Trainer?

Participants who will have taken active part in the training and have successfully completed the final evaluation will be awarded the "Trainer of Educators" certificate by ITU.

Rules for branding

Only participants directly trained by ITU and that have successfully passed the final evaluation and have been awarded the ITU "Trainer of Educators" certificate are considered ITU-certified trainers. These are allowed to use ITU materials and branding (including logos) in their trainings. The participants trained by them will not have any connection with ITU.

Final evaluation instructions

Outline: This should contain the following parts: introduction/background, context, gaps/challenges in their specific working context, scope of the training, rationale of chosen 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 mentioned in the evaluation table below.

The final assignment must be shared with cop@itu.int, indicating, name, email address and job title.

Objective	Evaluation criteria	Acquisition of criteria	
		Acquired	Not acquired
Assess and confirm individual capacity to develop and conduct training related to child online protection	Minimum Criteria on Content		
	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		
	Minimum Criteria on Format		
	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, ...)		