## Child Online Protection for Policy-makers

**Training Outline**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Child Online Protection for Policy-makers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modality</strong></td>
<td>Online self-Paced</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>10 January 2023 - 31 December 2023</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>3.5 hours</td>
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<td><strong>Registration deadline</strong></td>
<td>24 December 2023</td>
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<tr>
<td><strong>Training fees</strong></td>
<td>Free</td>
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### Description

Child Online Protection (COP) is a growing priority as children are more than ever at risk of violence, abuse, exploitation, and neglect online. Engaging policy makers in online safety has never been more critical in protecting children online. This self-phased course is designed for policy makers about child online behaviours, threats and risks associated with cyberspace, and help them to develop national policies and strategies in line with current global trends, that are holistic, inclusive, multi-stake sectoral and evidence based.

### Code

23OS100122MUL-E

### 1. LEARNING OBJECTIVES

The main objectives of this course is for policy-makers:

- To know more about children's use of the Internet and their rights
- To learn how technologies impact children, risks and harms online.
- Learn about the principles of Safety by Design for policy making on child online protection
- To learn about the different global and regional frameworks on Child Online Protection
- Synthesising the elements from the global frameworks to apply in the local context
- Familiarising with the global actors involved in protection of children online
- How to develop a multi stakeholder coordinated national child online protection strategy
● Coordination process between different line ministries and national stakeholders on Child Online Protection, including introduction to child participation frameworks, especially related to policy making.
● Tools for effective policymaking on Child Online protection
● To learn more about the core child protective services that play a critical role in COP
● How to prepare national policies, especially adapting to emerging trends on ICTs

2. LEARNING OUTCOMES

Upon completion of this course, participants will be able to:
● Be familiar with children’s rights in relation to the digital environment
● Identify and understand the risks, dangers, and vulnerabilities associated with children’s use of the Internet
● Gain knowledge on the principles of Safety by Design for application in national policy making on COP
● Better understanding of a core child protective services and the interplay among different agencies within the child protective system.
● Better understanding of different technology advancements that impact children online for informed policy making.
● Deeper understanding of the core components of National Policy making on COP
● Better understanding of child centric and child focused policy making in relation to development of national plans of action.

3. TARGET POPULATION

● Policy makers
● Regulators
● Legislators
● Law enforcement

4. ENTRY REQUIREMENTS

None

5. TUTORS/INSTRUCTORS

<table>
<thead>
<tr>
<th>Name of tutor(s)/instructor(s)</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dudenkova, Daria</td>
<td><a href="mailto:daria.dudenkova@itu.int">daria.dudenkova@itu.int</a></td>
</tr>
</tbody>
</table>

6. TRAINING COURSE SCHEDULE

MODULE 1

<table>
<thead>
<tr>
<th>Week / Session</th>
<th>Topic</th>
<th>Exercises and interactions</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Understanding children on the Internet and their rights</td>
<td>Knowledge check on children’s rights in the digital world Interactive exercise to map their rights with correct examples</td>
<td>15 min</td>
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<tr>
<td>Lesson 2</td>
<td>The impact of technology on children’s digital experience. The 4C risk typology, orientation on the various risks and harms children may face online.</td>
<td>Knowledge check on risks and harms online</td>
<td>15 min</td>
</tr>
<tr>
<td>Lesson 3</td>
<td><strong>Safety by Design</strong>&lt;br&gt;Risk assessment&lt;br&gt;Risk mitigation&lt;br&gt;Continuous oversight&lt;br&gt;Best practice case study: IEEE Standards</td>
<td></td>
<td>15 min</td>
</tr>
</tbody>
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## MODULE 2

<table>
<thead>
<tr>
<th>Week / Session</th>
<th>Topic</th>
<th>Exercises and interactions</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td><strong>What are the main global frameworks on child online protection</strong>&lt;br&gt;<strong>Introduction to:</strong>&lt;br&gt;ITU guideline on COP WeProtect Model&lt;br&gt;National Response WeProtect Global Strategic Response&lt;br&gt;ASEAN Framework on protection of children online&lt;br&gt;CoE guidelines and Lanzarote convention</td>
<td>Exercise to test the knowledge on key global frameworks and their different components.&lt;br&gt;Exercise to map some of these frameworks with local setup.</td>
<td>15</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Understanding the global actors involved</td>
<td>Exercise to identify the services and functions offered by the global</td>
<td>10</td>
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<tr>
<td>Week / Session</td>
<td>Topic</td>
<td>Exercises and interactions</td>
<td>Duration</td>
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| Lesson 1       | Key Stakeholders and coordination mechanisms on child online protection | Knowledge check with multiple choice questions and answers. 
Exercise to identify key actors operating at national level who are critical in the protection of children online and how they coordinate. | 10 |
| Lesson 2       | **ICT Policies**  
Legal and Regulatory Frameworks  
Education  
Personal data, identity and autonomy  
Evidence, research and data  
Education for digital literacy  
Response and support systems  
Public awareness and communications  
Research and development  
Global cooperation | Knowledge check on key policies, processes and systems  
Knowledge recap on relevant policies, frameworks, strategies and activities | 30 |
| Lesson 3       | Tools for policy mapping and how to use the COP Checklist | To introduce the Checklist and the key areas to consider in | 20 |
to develop a national COP strategy
developing a national strategy
Exercise to step through the checklist areas, suggesting areas to complete, identifying existing activities and to start policymakers on the path to developing a national strategy

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<th>EXERCISES AND INTERACTIONS</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>Referral mechanism Case management systems Child centred counselling services Child centric complaint and reporting mechanisms</td>
<td>Reading about key components of national child protection services such as easily accessible child-sensitive counselling, reporting and complaint mechanisms Knowledge check on child protective services</td>
<td>25</td>
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<tr>
<td>Lesson 2</td>
<td>New trends and issues such as encryption and also blocking and filtering of content on the internet</td>
<td>Read more on challenging topics such as encryption technology, how it interplays with the privacy, data protection and the protection of children online. Knowledge check on technology tools.</td>
<td>20</td>
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8. METHODOLOGY (Didactic approach)

The course is delivered using Rise modules with interactive activities like quizzes, drag and drop exercises, flip cards, etc. It will include video clips and images selected from ITU Partners as well
as interactive exercises focusing on nurturing learners' critical thinking and problem-solving skills when using the internet.

9. EVALUATION AND GRADING

• Scoring will be based on multiple choice questions and drag and drop activities
• Total score higher than 70% is required to obtain the ITU digital badge.

10. TRAINING COURSE COORDINATION

Course coordinator:
Name: Yasmine Idrissi
Email address:
yasmine.idrissiazzouzi@itu.int