

**Training skill certification programme for judges and prosecutors delivering Council of Europe judicial training on cybercrime and electronic evidence**

prepared by

Ms Ivana Roagna

Mr Zahid Jamil

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# PART I

*“Learning is the process whereby knowledge is created*

*through the transformation of experience.” David A. Kolb*

## 1. Introduction and background

This Handbook, comprising a curriculum and a trainer’s guide, seeks to provide guidance to future trainers who will be delivering training that has been developed by the Council of Europe (CoE) in the area of cybercrime and electronic evidence.

With this tool, one of the many developed within Cybercrime Programme Office, CoE aims to empower countries by providing the first level of training, along introductory course on cybercrime and electronic evidence, as well as supporting them as they further incorporate the available training into their programmes. The aim is to work with countries to identify their needs and then supporting them to create a pool of national trainers that are able to deliver courses as part of a streamlined strategy for judicial training. Sustainable training programmes are the only effective manner of ensuring that judicial trainers have sufficient knowledge to fulfil their roles effectively.

This programme focuses primarily on “how to deliver training” on cybercrime and electronic evidence and was conceived having in mind a general audience of judges and prosecutors who are either already engaged as trainers withing their judicial institutions, or that have an interest in becoming one. Because it focuses on the methodology of training, this work complements the already available course on the substantive curricula on the topic (e.g., Introductory Course on Cybercrime and Electronic Evidence, advanced and specialized courses etc) that CoE has developed. Knowledge and understanding of these, as well as the related material, represents the prerequisite for the implementation of the current curriculum, that will be in turn object of “cascade trainings”.

This curriculum was born out of the consideration that being subject-matter experts on a given topic, process, technology, or business, does not mean that one has the capacity to effectively share one’s expertise and know-how to other professionals or colleagues: this requires special skills in training or coach others. Substantive knowledge and ability to train, in other words, do not come as a package. Whilst some experts are natural-born trainers or have a natural flair or talent for training, others might need to be “made” trainers. That is why coaching them to understand the subtleties of training – and of learning - is essential for building successful training sessions.

Being solidly grounded on the **principles of adult education** and revolving around the **experiential learning** theorized by Kolb[[1]](#footnote-1), this Handbook aims at ensuring that **training can effectively contribute to increasing the capacities** of legal professionals in relation to cybercrime, as well as **inspiring future trainers to depart from their comfort zone, moving from a didactic-style teaching and training to more complex, challenging but certainly more effective training techniques**. The goal is to ensure that trainings implemented at national level are in line with the principles of adult education, and sufficiently hands-on so as to be able to address not only knowledge but also the skills and practical competences of participants, using a variety of different methods that will also make them able to trigger interests amongst members of the judiciary.

## 2. Structure of the curriculum

|  |  |  |
| --- | --- | --- |
| **Session no.** | **Session title** | **Learning objectives** |
| **Day 1** | | |
| 1.1 | Opening remarks |  |
| 1.2 | Introduction to the course, introduction of participants, expectations | Familiarize with participants and trainers  Feel as part of a team  Share expectations and check them against the proposed agenda  Feel empowered by having the possibility to have a say in the way activities unfold  Learn about purpose, format and methodology of training  Establish an environment that is conducive to training  Define ground rules  Spell out the overarching motto of the whole training |
| 1.3 | What is your perfect training? | Identifying multiple perspectives that need to be considered when planning a training  Experiment active listening  Define criteria for assessing the quality of the performances foreseen for the training competition  Start developing own mental/manual checklist for training |
| 1.4 | Andragogy and the fundamentals of adult education | Differentiate between pedagogy and andragogy  Recall the main theories related to adult education  List the fundamental principles related to adult education  Analyse the application of these principles to the current training  Assess such application to the present training and develop alternatives |
| 1.5 | Training methodologies | Discuss the key features of a number of selected training methodologies  Identify the pros and cons of each of the methodology discussed  Understand the challenges and preparatory work inherent in the implementation of the different methodologies  Share experiences about their use |
| 1.6 | Which learner are you? | Familiarize with learning pyramid  List the learning styles  Identify one’s learning style  Establish a link between the learning type and the training methods |
|  | Closing of day | Provide appropriate feedback on the course and its effectiveness  Identify the next level of learning that they need to undertake to improve their knowledge and skills in the subject matter  End the course with a positive feeling |
| **Day 2** | | |
|  | Opening of the day | List the main points of the day’s training |
| 2.1 | The role of trainer | Define the quality of a training facilitator  Review the training  Recall the main theories related to adult education  List the fundamental principles  Analyse the application of these principles to the current training  Assess such application to the present training and develop alternatives |
| 2.2 | Training matrix | Develop a training plan  Apply the knowledge gained on training methodology to a real situation  Experience the difficulties in finding balanced and viable solutions  Identify support material needed  Experience the methodology of the world café |
| 2.3 | Online learning – challenges and solutions (online class) | Apply the mantra “think like a trainer, feel as a trainee” to an online environment  List the challenges of online training  Identify adequate and effective responses to those challenges  Explore tools that can be used to make training sessions dynamic |
| 2.4 | Performing a training | Learn about the importance of setting a conducive training environment  List the elements that contribute to establish a conducive learning environment  Experiment the impact of the learning environment on the learning process  Learn about non-verbal communication and the theories of the mirror neurone  Practice voice and tone exercises  Define the features of effective training aids |
| 2.5 | Providing feedback | Explain the purpose and value of feedback  Express negative comments in a constructive way  Practice effective communication skills |
| 2,5 | Closing of training | Provide appropriate feedback on the course and its effectiveness  Identify the next level of learning that they need to undertake to improve their knowledge and skills in the subject matter  End the course with a positive feeling |
| 2.6 | Training competition – presentation and preparation | Design a comprehensive training on cybercrime  Define the learning objectives and training methodologies  Prepare a learning plan  Coordinate with co-trainers for successful implementation |
|  | Closing of the day | Check knowledge and understanding of topics  Identify main points/topics/aspects presented and discussed during the training  Check attainment of learning objectives |
| **Day 3** | | |
|  | Opening of day | List the main points of the day’s training |
| 3.1 | Training competition – teams 1- 2 followed by debriefing and voting | Apply the knowledge on adult training to a real situation  Perform the role of trainers  Identify strengths and weaknesses as trainers  Handle criticism |
| 3.2 | Training competition – teams 2- 3 followed by debriefing and voting | Apply the knowledge on adult training to a real situation  Perform the role of trainers  Identify strengths and weaknesses as trainers  Handle criticism |
| **Day 4** | | |
|  | Opening of day | List the main points of the day’s training |
| 4.1 | Training competition – teams 1- 2 followed by debriefing and voting | Apply the knowledge on adult training to a real situation  Perform the role of trainers  Identify strengths and weaknesses as trainers  Handle criticism |
| 4.2 | Training competition – teams 2- 3 followed by debriefing and voting | Apply the knowledge on adult training to a real situation  Perform the role of trainers  Identify strengths and weaknesses as trainers  Handle criticism |
| 4.3 | Evaluation, award of certificates, closing of training | Announce winning team(s)  Provide appropriate feedback on the course and its effectiveness  Complete the CoE/C-PROC course evaluation form  Identify the next level of learning that they need to undertake to improve their knowledge and skills in the subject matter  End the course with a positive feeling |

The proposed curriculum provides enough material to cover a 4-day training based on the Introductory Course on Cybercrime and Electronic Evidence. Nothing prevents its use also in conjunction with the preparation of future trainers who will be asked to implement the Advanced Cybercrime and Electronic Evidence Course or any other specialized courses on cybercrime and electronic evidence.

This curriculum is structured around sessions. Each session includes learning objectives as well as information on the issues/topics/themes tackled, the suggested training methodology functional to the attainment of the set learning objectives, as well as sufficient guidance (for a trainer already familiar with the basic principles of adult training) to implement them. Instructions are formulated in rather flexible terms: this is unavoidable when proposing dynamic and hands-on activities, whose outcome is not predetermined and very much depends on elements such as the level of involvement of participants, the trainer’s capacity to stimulate participation, cultural factors etc. It is important that trainers personalize their training materials to ensure a more effective delivery of the course material for their specific audience.

All sessions are identified with an evoking title and are numbered in sequence, with the first digit indicating the day of the training and the second digit indicating the session for that day (i.e. Session 1.3 is the first day’s third session). Transition sessions (i.e. closing and opening of the day) are not numbered. Slides for a given day are available in one single file, as the trainers might need to revisit some of them during the discussion. Additional guidance notes are provided.

## 3. How to use this Handbook

This 4-day training course is intended to coach judicial professionals (irrespective of whether they are novice or more seasoned trainers), so that they can implement the courses on cybercrime and electronic evidence developed under the C-PROC capacity building projects, in a way which is effective and able to achieve long lasting results.

The well-known and generally accepted principles of adult learning, which this Handbook implements, are the path to understanding the judicial trainer’s role. Rather than confronting or even overburdening merely passive and reactive attendees with a substantial amount of theoretical knowledge, trainers should facilitate the professional development of their colleagues in a hands-on, practical way, demonstrating the relevance of the matters taught. This is the approach, theorized in Kolb’s experiential learning cycle, that this Handbook embraces.

The motto or mantra of the training – **“Think like a trainer, feel as a trainee”** – indicates clearly that the philosophy this curriculum builds on is not to lecture participants on “how to” or “how not to” do things when delivering training. Instead, this top-down attitude is replaced by a more **democratic, immersive, practical, interactive, problem-based and participant-centred** approach that - building on the theories related to adult education originally developed by Knowles[[2]](#footnote-2) - takes participants along a journey that allows them to familiarize with the objective, challenges and features of training adult professionals. To be successful, this journey requires the active participation of trainees, in an environment where each participants’ experience as learner and expertise as trainer can and will be capitalized. Trainees are directly exposed to training theories, situations and techniques – they will “live” the theory and, as a consequence, will learn it. Ultimately, it will be for them to decide how to adapt and implement the training material on cybercrime and electronic evidence that they are asked to implement, both during the training competition and, subsequently, during the ensuring trainings. The many variables that come into play when dealing with adult professionals inevitably impact on the way this and the substantive curricula are implemented. Whilst the substance remains rather stable, the form that each training will take will be different, as the human capital and other variables will play a role in shaping its outcome.

At the end of the course participants will understand the reason why there is no such thing as the perfect training or perfect trainer in absolute terms: professional audiences are a heterogeneous group and it is simply impossible to please every learner at once. Thus, no ready-made solutions on how to implement a successful training will be provided. Instead, this highly pragmatic, hands-on course aims at increasing participants’ awareness about the multiple aspects that have to be considered when delivering a specialized training to judicial professionals, familiarizing them with the various techniques available, giving them the possibility to experience the pros and cons of each, ultimately leading them to get out of their comfort zone. Playing in turn the roles of trainees, instructors and facilitators, participants will be exposed to a variety of learning methods that will help them experience and learn through active involvement. At the end of the training, participants will be able to blueprint their own training concept and approach.

An additional one-day refresher’s course is envisaged at a 8-12 months’ distance from the initial ToT: in the course of this activity, participants will be invited to share their experiences, discuss about lessons learned and best practices, and self-assess their performance in a protected environment, where they will be given additional and more advance tips on how to further improve their training skills and increase the impact and effectiveness of their delivery. For an example of an agenda see 3.2 Agenda for refresher’s course.

Overall the topics covered by this Handbook include:

* Main theories and principles on adult education
* Training methodologies/techniques
* Barriers to effective training
* Typical traits of learners
* Verbal and non-verbal communication
* Giving and receiving feedback

Covering the stages of:

* planning,
* training delivery, including the selection of the “right” training methodology for given learning objectives
* organizing a training event.

Participants, in teams, will also be required to deliver a one-day training based on the CoE substantive materials: their performances will be reviewed and commented by the trainers as well as the non-acting participants (peer review). Personalized feedback will contribute to strengthening their training skills.

## 4. Training environment

This curriculum works best if delivered face-to-face. However, in the light of the situation caused by the COVID-19 pandemic, that had a significant impact also on training activity, the online dimension of training could not be ignored. This unprecedented situation revealed to everybody, even the sceptical or uninterested trainers and learners, the potential of online learning. This, over the past decade, has grown in quantity and quality; the advantages of being able to benefit from training without the need of moving to a given location have been emphasized and enjoyed by larger numbers of individuals; availability asynchronous training possibilities made it feasible for professionals to fit learning, that they would have otherwise missed, into their busy schedules, also providing an opportunity to explore new topics and issues.

During the COVID-19 pandemic, transitioning activities which were meant to be in-person, and that had been traditionally delivered in classrooms, to the online environment involved inevitably substantial work, required the acquisition of new proficiencies, and imposed re-thinking of the way in which training could be delivered without compromising the quality and attainment of the set learning objectives, declined in knowledge, skills. and values. Overcoming these difficulties was not always successful. In addition, the so-called “pandemic fatigue”[[3]](#footnote-3) affecting personal life after a few months form the virus outbreak translated into an “on-line training fatigue”: what at the beginning appeared exciting, new and convenient, after a few months became a burden.

Having in mind all the above as well as the experience gathered in the course of 2020, the session plans developed also include some considerations on on-line delivery, so as to provide some additional tools and inspirations to all those engaged in training of adult professionals on how to maximize value for their audience. When suitable alternatives apply, they are clearly spelled out. Otherwise, their online implementation should follow the guidance provided for face-to-face training.

## 5. Minimum requirements

As a minimum, the implementation of the proposed training requires:

**Trainers**

Because of the amount of work and the need to accompany, observe, and support all trainees at all times, this training requires to be implemented by 2 trainers. Trainers delivering the ToT should already have a good to high level of knowledge of training methodology, so as to be able to implement the different exercises, adapt them to the audience and the overall training environment, and handle the various outcomes of the training activities proposed. Previous experience as trainers, with specific knowledge of teaching theory and practice, is thus a required prerequisite.

**Trainees**

This training is meant to “train” future trainers. The number of trainees should be included between 15 to 25. The present ToT bears a focus on cybercrime and electronic evidence – but obviously it can be used to train also on other topics with minimal adaptations, which are facilitated by the fact that substantive issues will be the object of a simulated training on days 3 and 4. For the purpose of the present training, trainees must have already undertaken, as a minimum, the CoE Introductory Training Course on Cybercrime for Judges, Magistrates and Prosecutors, that will be the object of their future “cascade trainings”.

Previous experience as a trainer is an asset but not a prerequisite. By contrast, willingness and **availability to embark in a challenging training**, to improve one’s training style and to deliver substantive training are a must.

**Supporting staff**

Two support staff should be able to assist trainers throughout the training.

**Equipment**

A Room of suitable size for the anticipated number of participants

Breakout rooms/extra space for group works (optional but recommended)

PC/Laptop

One printer

Projector and display screen

Internet access

Whiteboard

Whiteboard pens (at least 4 of 4 different colours)

Flipchart with adequate paper

Student notepaper and pens

Stapler, hole punch and scissors

Bowl or other container

Blu tack or a similar product to allow for paper to be affixed to the walls temporarily

**Note:** Additional material needed is listed in each session plan. This will have to be prepared ahead of session.

## 6. Background material

This work contains all information and instructions needed to deliver a training. The CoE guidance on online training, provided in the annex, serves the purpose of proving additional tools to be used mainly during online training. Some of them, however, can be very well used during presential activities.

The instructions provided for each session are basic but sufficient. Each trainer will have the possibility to customise them, also in light of the audience available and the attitude it displays. Repetitive/technical activities (i.e. dividing participants into groups) are not illustrated in detail and should be implemented in different ways, to show participants endless options to use creativity to lighten up training, thus contributing to creating a conducive training environment. Trainers should be self-referential, particularly in relation to lessons learned, so as to bridge distance with trainees.

## 7. Certification mechanism

No formal assessment, for instance in the form of a test, of participants’ knowledge is foreseen as part of this course.

Participants, however, will be observed throughout the training by both trainers who will then complete an evaluation form (annexed) for each of them on the basis of a number of aspects such as:

* training skills (on-stage presence, verbal and non-verbal communication, recourse to different training techniques),
* level of participation on the activities proposed;
* confidence in dealing with the substantive training material;
* willingness to become a trainer and implement cascade trainings.

The feedback received on individual performances by the other participants will also be considered when assessing the potential as trainers of the participants to the ToT.

The selection of future trainers will be based on the successful participation to the Introductory course on cybercrime and electronic evidence and the positive completion of the present training, assessed on the basis of the criteria listed above.

# PART II

## 8. Proposed agenda

**Day 1**

8:30 – 9:00 Welcome coffee

9:00 – 9:30 Session 1.1 Opening remarks

09:30 10:30 Session 1.2 Introduction to the course, introduction of participants, expectations

10:30 – 11:00 Session 1.3 What is your perfect training?

11:00 – 11:15 Coffee break

11:15 – 12:15 Session 1.4 Andragogy and the fundamentals of adult education

12:15 – 13:00 Session 1.5 Training methodologies

13:00 – 14:00 Lunch break

14:00 – 15.15 Session 1.5 Training methodologies (continued)

15:15 – 15:30 Coffee break

15:30 – 16:00 Session 1.6 Which learner are you?

16:00 – 16:45 Closing of the day

**Day 2**

8:45 – 9:00 Welcome coffee

9:00 – 9:15 Opening of the day

09:15 – 09:45 Session 2.1 The role of trainer

09:45 – 10:45 Session 2.2 Training matrix

10:45 – 11:00 Coffee break

11:00 – 12:30 Session 2.3 Online learning – challenges and solutions (online class)

12:30 – 13:30 Lunch break

13:30 – 14:50 Session 2.4 Performing a training

14:50 - 15:30 Session 2.5 Providing feedback

15:30 – 18:00 Session 2.6 Training competition – presentation and preparation

Coffee break is included

**Day 3**

8:45 – 9:00 Welcome coffee

9:00 – 12.15 Training competition – teams 1- 2

Coffee break is included

12:15 – 12.45 Debriefing

12:45 – 13:45 Lunch break

13:45 – 17:00 Training competition – teams 3-4

Coffee break is included

17:00 – 17:30 Debriefing and voting

**Day 4**

8:45 – 9:00 Welcome coffee

9:00 – 12.15 Training competition – teams 5-6

Coffee break is included

12:15 – 12.45 Debriefing

12:45 – 13:45 Lunch break

13:45 – 17:00 Training competition – teams 7-8

Coffee break is included

17:00 – 17:30 Debriefing and counting of votes

Closure of the competition and announcement of winning teams Evaluation of the course

Award of certificates

Closing of training

# Day 1

|  |  |  |
| --- | --- | --- |
| **Welcome coffee** | | **Duration: 30 minutes (15 minutes online)** |
| **Additional resources required**   * Welcome/registration pack (agenda, copies of Introductory Training Course on Cybercrime for Judges, Magistrates and Prosecutors or other relevant substantive course, note pad, pens) * Slide 0 * Coffee, tea, biscuits | | |
| **Session aim**  The aim of the session is to provide the impression of a well-organized training, where participants are the protagonists and are duly taken care of. The overall ambiance must inspire positive feelings and ensure that participants feel at ease. | | |
| **Guidance for trainers**  Close to the registration desk, with all relevant material that you plan to give to the participants, set up a “welcome coffee”. In the training room, project the slide provided, maybe accompanied by an appropriate soft music (lounge/classical/local) as you wait for participants to join and start the training.  In both physical and online environments, trainers should be in the training venue ahead of time and welcome participants as they arrive. Technical and sound/interpretation checks needed to run the training, should take place before the welcome coffee starts. | | |
| **Session content** | | |
| **Activity/tool** | **Content** | |
| Slide 0 | Welcome – grab your coffee/tea and a cookie and get comfortable  **Online alternative**  Greet online participants as they enter the virtual space. If you have an international audience you can welcome them also mentioning their country and/or, if you know it, in their language (if you have the list of participants in advance you can prepare for this). | |

|  |  |
| --- | --- |
| **Session 1.1 Opening remarks** | **Duration: 30 minutes** |
| **Additional resources required:**   * PowerPoint presentation by speakers (if any) | |
| **Session aim**  Opening of the session with introductory remarks by the organizers and local and national authorities. | |
| **Note for online delivery**  The first 5 minutes of this session should be used to instruct participants about the platform and the housekeeping rules (namely videos on, mikes off, language selection in case of interpretation, chat and other functionalities such as request to speak, raise hand…). Make sure the invited speakers are informed in advance about the platform used and are given the opportunity to run a check prior to the training. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Session 1.2 Introduction to the course, introduction of participants and expectations** | | | **Duration: 60 minutes** |
| **Additional resources required:**   * Provide instructions beforehand to participants as to what they need to bring to the training (online alternative) * Slides for Day 1 * Diagram on flipchart paper affixed on the wall for self-assessment of expertise * 4 types of post-it notes (different colours) to be placed on participants desks * Expectation tree drawn on a flipchart paper affixed on the wall * Brown bag * Flipchart with ground rules to be affixed on the wall (to be prepared during the session) * Word cloud programme (online alternative) * Live poll tool (online alternative) * Banner with motto “Think like a trainer, feel as a trainee” * Camera for family picture | | | |
| **Session aim**  This session sets the tone of the training, is functional to the creation of a “group” and of a learning environment which is non-judgmental, where the expertise and knowledge of participants is valued as each of them is seen as a contributor (no matter how junior they are), where trainees feel comfortable and safe to express their opinions and ideas. Depending on the expectations put forward, the trainer can decide to slightly modify the agenda or add a few items for discussion initially not included, thus sending the participants the message that they are not the passive recipients of a programme but actively involved in its shaping and success.  Throughout the training issues discussed in the course of the initial sessions (i.e. learning objectives, expectations, ground rules) will be recalled and eventually used to close the training cycle at the end of day 4. | | | |
| **Learning objectives**  By the end of the session the students will:   * Familiarize with participants and trainers * Feel as part of a team * Share expectations and check them against the proposed agenda * Feel empowered by having the possibility to have a say in the way activities unfold * Learn about purpose, format and methodology of training * Establish an environment that is conducive to training * Define ground rules * Spell out the overarching motto of the whole training | | | |
| **Trainer guidance**  This is a session that will enable participants to understand what the training is about, to flag their expectations and needs and to discuss the agenda with the trainers, so as to ensure that it corresponds, to a reasonable extent, to their demands. Apart from setting the premises for a conducive training environment, by creating a team of individuals working towards a common objective, for whose attainment they will also bear a responsibility together with the trainer, the session enables participants to enter into their double role of participants (to this training) and future trainers on cybercrime and electronic evidence. This session, just like all the others proposed in the course of this training, represents an opportunity for participants to start looking at the training with a critical eye, building on the new notions that they are going to be fed with using their experience, individual training and learning preferences and skills. Throughout the training issues discussed in the course of this session (i.e. learning objectives, expectations, ground rules) will be recalled and eventually used to close the training cycle at the end.  The session involves multiple activities, many of which are to be carried by trainers according to their own style and approach. Tips on how to conduct the session in an online environment are included. It goes without saying that the impact of face-to-face activities will definitely be higher. | | | |
| **Session content** | | | |
| **Activity/slide/material** | | **Content** | |
| Introduction of the trainer | | Brief introduction of the trainers – more will come as the trainers participate in the activities proposed to participants | |
| Introduction of the participants | | Even when participants already know each other it is important that they have time to “form” as a group at the beginning of a session. There are a number of ways to ensure that participants are introduced to one another. This can be a very creative session during which a nice icebreaker, with the intention of having people leaving their comfort zone and talking with trainees they do not know yet, is organized. However, do not overdo. You may love this kind of game, but others might not and may feel pushed. Adjust the activity to your audience.  At the end of the activity, if nametags are not provided, ask participants to have a makeshift one folding a piece of paper and writing their name with the marker. Agree on whether you will refer to each other using first names instead of titles (Mr/Ms, Justice, Prosecutor…).  **Online alternative**  Prior to the training, in the email sent to share the link to the virtual room, invite participants to bring to the training an object, an image, a piece of art or of music that either represents themselves or is important to them. During this session, when participants are asked to introduce themselves, they can share this object, image, art, music and tell the other participants why they chose it and why it is important to them. | |
| Self-assessment of knowledge/ expertise -  slide 2 – flipchart with post-its | | Prepare a diagram with a rising curve numbered from 1 to 5 on flipchart hung on wall. For easy reference of participants also show slide 1.  Ask participants to write on one of the coloured post-it notes they found on their desks (pick one single colour for everybody) the number corresponding to highest level of experience as trainers they have attained:   1. No experience – only trainee 2. Took Training of Trainers on methodology 3. Delivered training with no specific methodology preparation 4. Delivered training with specific methodology preparation 5. Delivered Training of Trainers on methodology   **Note:** the advantage of having post-its instead of, for instance, writing numbers on the chart, is that you can move them, for example during the closing session on day 4, to represent the new level participants have reached with this ToT. Coloured post-its, moreover, provide for a more visual effect.  **Online alternative**  Launch a live poll with the above options. | |
| Expectations – slide 3 - flipchart | | Collecting expectations is important to ensure that the training delivered is aligned to the needs of the trainees, as well as to clarify any possible misconception about the training content. Collection of expectations can be done in a variety of different ways. The suggested one is the  **Expectation tree**  Draw structure of a tree on a flip chart paper hung to the wall. Something like slide 1.2, which you can also project on the screen for easy reference.  Ask trainees to write on one of the coloured post-its 1 expectation and 1 concern they have when delivered a training or might have as they become trainers on cybercrime and electronic evidence (pick one single colour for everybody for expectations and one for concerns). Invite participants to post the slips on the flipchart - **expectations to the treetop, concerns to the trunk.**  The trainers structure the notes so repeated expectations and concerns become visible.  The activity is set aside and will be taken up again after the agenda is presented.  Attention: expectations and concerns have to be specific – invite participants to refrain from writing that they would like to “know more”. Instead invite them to write something: “I would like to know how to handle difficult participants monopolizing the discussion or over-imposing their views”.  **Online alternative**  Create two word clouds (one for expectations and one for concerns) filled in with the words inputted by participants. | |
| Ground rules/notes/flipchart -Guidance note no. 1 | | Inform participants that you would like to prepare ground rules to be applied throughout the training. These are a few rules (6-8) that determine everybody’s (including the trainers!) behaviour during the training. One example could be – mobile on silent and calls to be taken outside the room. Invite participants to write one rule on a slip of paper. Collect them in bowl/basket and use them to define the rules based in the inputs received (majority rule applies). Write them on a flipchart. As you present them at the end of the session you might propose, if need be, one additional, provided that everybody agrees. Post the flipchart on the wall and use it, for instance, to avoid misbehaviour (i.e. someone monopolizing the discussion or deviating it regularly). | |
| Presentation of the agenda/alignment with expectations of participants | | Navigate participants through the agenda and introduce the format of the training. Ensure that participants are informed about the format of the training competition and the fact that it will be based on the basic training on cybercrime and electronic evidence (they can start reviewing it before overnight). Comment the agenda making reference to the expectations and concerns (that one of the trainers must have reviewed meanwhile). Clarify what will be addressed, what not and why and introduce slight changes to the agenda if the expectations indicate a need. Make this a collective effort, where participants are not just passive recipients but active team members.  Do not forget to commend the wealth of knowledge or expertise already available in the room (which you derive from the self-assessment of knowledge – note that most people tend to underestimate it when it comes to training), inviting participants to share it within the group, and emphasising that also those that have little to share, in fact can bring their point of view, thus enabling the group it to grow. | |
| Discussion of expectations of trainers – slide 4 - introduction of the training’s motto/mantra slide 5 and banner | | **Introduce your expectations as trainers.** You can either simply state them or present them with slide 3. The expectations listed on the slide are for inspiration only and should be adapted by trainers.  Linking it to constructive criticism, present the motto or mantra of the training: **Think like a trainer – feel as a trainee.** Attach the flipchart/banner where you have written it on a wall. Explain that this mantra means that participants to this training will have to wear two shoes at once:  **as trainees** they should be paying attention to what is presented and how, assess the activities proposed, decide what they like and not like, consider the timing of activities, analyse the feeling and interest the training trigger in themselves and others (look around for reactions!);  **as trainers** they should analyse the feeling and interest the training trigger others (look around for reactions!), enquire about the rationale of a certain methodological choice, the way in which it is presented and its effectiveness, how it could be changed and improved.  Invite participants to take notes next to the agenda to freeze ideas.  Close by saying that it is ok if they do not like something or at times get bored – many elements come into play when training and object of this training will be to explore them. Actually, the subtitle of the training could be – Everything you always wanted to know about training (and learning) and never dared to ask! And, in this case, they should dare to ask any question they might have! | |
| Closing and family picture – slide 6 | | End with any logistic, practical or safety information necessary or worth mentioning. Propose a family picture to bond the group. Picture of slide 4 can be adapted to the local context or culture. | |
| **Practical exercises**  Various activities as presented above. | | | |
| **Assessment/Knowledge check**  Not applicable. | | | |
| **Session 1.3 What is your perfect training?** | | | **Duration: 30 minutes** | |
| **Additional resources required:**  none | | | | |
| **Session aim**  This session revolves around a typical self-reflection activity as participants are asked to use their own experience (as trainers or trainees) to define the qualities of a training. The results of this activity will be used also to guide participants in the assessment of the training that each of them will be asked to perform during days 3 and 4. This activity will help identify some features that are cross-cutting for all learners, as well as stimulate first considerations as to the preferred learning styles, which inevitably affect the training approach. This session also aims at empowering participants to implement training’s mantra “Think like a trainer, feel as a trainee”, as presented before. | | | | |
| **Learning objectives**  By the end of the Session participants will   * Start identifying the multiple perspectives that need to be considered when planning a training * Experiment active listening * Define criteria for assessing the quality of the performances foreseen for the training competition * Start developing own mental/manual checklist for training | | | | |
| **Trainer guidance**  This is a session that enables participants to understand why there is no such thing as a perfect training: apart from a few transversal aspects, each of us has different learning needs and styles that affect the way we perceive and appreciate what and how we are being exposed to or taught. Participants should also start to experiment different ways of proposing usual things (i.e. the substance of their trainings). This session aims at ensuring that participants enter into their double role of participants (to this training) and future trainers on cybercrime and electronic evidence. This session, just like all the others proposed during this training, represents an opportunity for participants to start looking at the training with a critical eye, building on their experience and individual training and learning preferences and skills and anticipating some to the issues that are going to be discussed during the programme. Remind participants to keep the training’s motto always present in order to take full advantage of the training experience. Keep inviting them to look around for reactions of participants, overall atmosphere. | | | | |
| **Session content** | | | | |
| **Activity/slide/material** | **Content** | | | |
| Creation of groups - Slides 7-9 – followed by group work (8-10 minutes) | Create 6 or more groups (of 2-3 participants per each group).  **Remember:** variate ways in which you form groups throughout the training using the additional training guidance supplied.  Provide each team with a flipchart and markers of different colours and ask them to list what would be the ingredients of a perfect training on cybercrime. Items should be divided into three categories:   * Essential * Good to have/optional * Don’t’s   Participants are invited to use as reference the best practices and lessons learned from the cybercrime and electronic evidence training they took, as well as from any other training they might have attended or delivered. The list should be elaborated having 2 criteria in mind:   1. The list should be SMART. This is an acronym often used to refer to the quality that learning objectives that are being set for a training activity: describe what a learner should be able to demonstrate by the end of the course/programme. As they clarify intentions for both trainers and learners, they must be understandable for everybody.   **S**pecific - Any objectives must be concrete, clear and unambiguous. It should target something specific – for example, clear understanding of a topic.  **M**easurable - The objective will include some indication of  how learner progress may be measured.  **A**ttainable - The objective should be appropriate for those  undertaking it.  **R**elevant -The objective should be relevant to those undertaking the course.  **T**ime-specific. The objective should specify the time parameters in which the task should be completed.   1. The list should be all-encompassing, spanning from organizational aspects, to training environment, from subject-matter issues to methodology.   **Online alternative**  Create breakout rooms and conduct group work as indicated. Alternatively you can   * ask participants to work individually and then contribute to the plenary discussion; * launch online survey for each of the categories listed above;   The online version might work quicker. | | | |
| Plenary presentation and debriefing  (around 20 minutes) – flipchart (to be prepared on the basis of group work) | Two groups to alternate presentation of each category. Other participants will make their comments as their listen to the presentations. Do not intervene but simply accompany the discussion and make sure it is confined to the presentation of the list and the reactions/comments/additional observations by the rest of the audience are duly considered.  Take notes for future reference. You can do so by writing on summary flipcharts as participants present. Eventually, you will need to have one single, concerted list for each category and post it on the wall.  As need be, refer to these as the training progresses – something which will enable you to elaborate on the various points developed by the participants.  Conclude by making the link between the findings of the group and the next item on the agenda. | | | |
| **Practical exercises**  Small group work as presented above. | | | | |
| **Assessment/Knowledge check**  Not applicable. | | | | |

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| **Session 1.4 Andragogy and the fundamentals of adult education** | | **Duration: 60 minutes** |
| **Additional resources required:**   * Slides | | |
| **Session aim**  This session aims at navigating participants in understanding the differences between pedagogy and andragogy, the main theories related to adult education and the implications of such theories for all those asked to perform trainings for adult professionals. Through a self-reflection exercise, the current training will be checked against such theories and assessed in its compliance. Divergences will be tackled and discussed. | | |
| **Learning objectives**  By the end of the session participants will   * Differentiate between pedagogy and andragogy * Recall the main theories related to adult education * List the fundamental principles of adult education * Analyse the application of these principles to the current training * Assess such application to the present training and develop alternatives | | |
| **Trainer guidance**  This session involves multiple activities: it starts with a brainstorming, continues with a presentation, supported by a video the slides, and ends with a guided discussion.  The brainstorming is based on self-reflection and serves the purpose of stimulating participants into exploring the key principles of adult education as well as the driving forces, including internal ones, that need to be considered when planning and implementing a training for professionals (as opposed to the previous exercise that focussed mainly on the external factors affecting the success of a training targeting adult professionals). Participants will then realize that, as a result of this exercise, they were most probably able to identify what are known as the assumptions and principles of adult education, which were developed by Malcom Knowles, whose theories will be presented.  The last part of the training aims at stimulating the practical application of the theory: taking the current training as example, the participants will be guided in understanding the “behind the scenes” of the initial part of this training, will discuss the methodological choices and how the exercises proposed are actually meant to respond to the assumptions and principles recalled. Alternatives can be put forward, in an effort to prepare participants for the training competition. | | |
| **Session content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation - slides 10-13  Large group work  (around 5-8 minutes) | Inform participants about the topic of this session. Start by the basic definition of learning taken from Wikipedia. **Ask participants if they agree or not.** Point out to the fact that according to scholars the process of learning occurs differently for adults and children. This is why the two terms pedagogy and andragogy are used to refer to different branches of education science.  Divide participants into two large groups, each accompanied by a trainer. In each group, one of the participants should lead the brainstorming exercise and take notes on the flipchart. Prepare two flipcharts – one dedicated to **pedagogy** – the other one to **andragogy**, which is defined as the art of training adults (has anyone in the room heard this term before? It would be interesting to know at the outset.)  Invite groups to list the features of each “science” as well differences between these two branches. Stimulate elaboration when needed – including through examples.  **Online alternative**  Share the screen and write participants’ inputs on a word/ppt blank page divided into two (you can also do one section at a time, but it is less effective) as if you were taking notes on the flipchart | |
| Presentation by groups (10-15 minutes)  Video and lecture based on the brainstorming result  (around 20 minutes) -  Slides 14 - 18 – Guidance note note no. 2 | In plenary, two groups to alternate presentations of each category. Other participants will make their comments as their listen to the presentations. Do not intervene but simply accompany the discussion and make sure it is confined to the presentation of the list and the reactions/comments/additional observations by the rest of the audience.  With the help of the video available at <https://www.youtube.com/watch?v=SArAggTULLU> (4 minutes) introduce participants to the figure of Malcom Knowles and the theories, principles and assumptions of adult education. You can get background information necessary to present the slides in Guidance note no. 2.  Depending on the findings of the groups you can use the slides provided either to introduce new points of to link them to the outcomes of the groupwork. | |
| Presentation – slides 19 -23 (around 10 minutes) | Use slides 20 - 23 and the video available at <https://www.youtube.com/watch?v=v74nRbWSNqk> (until 5:15) minutes) to illustrate the experiential learning cycle and how the two theories interact. | |
| Practical application of the theory (around 10 minutes) – self-reflection exercise | Through a guided discussion, navigate participants through the agenda and link the training architecture, methodological choices, activities and exercises to the principles of adult education (i.e. the self-assessment of knowledge was meant to respond to assumptions no. 1 and 2, the presentation of the motto is functional to assumption no. 3).  Stimulate participants in proposing alternatives and discuss the pros and cons of each choice and how they align to the principles of adult training. | |
| **Practical exercises**  Large groups, brainstorming, videos, self-reflection exercise as presented above. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Session 1.5 Training methodologies** | | **Duration: 120 minutes** |
| **Additional resources required**   * 2 bowls/brown bags * 1 set of cards listing training methodologies (sufficient card for everybody) * 1 set of case-studies from the cybercrime electronic evidence manual | | |
| **Session aim**  This session aims at helping participants gain awareness about the specificities of the training methods they are familiar with (at a theoretical or practical level), as well as expand the catalogue of training methodologies that they can employ in their future trainings. Different methods will be reviewed in the course of a choral exercise, in which all participants, in turn, will take the lead (peer-to-peer). The final aim is to expose participants to a wider catalogue of training methods, share experiences, provide them with a toolbox and equip them with the knowledge about the functioning of the different tools, their preferred use, the alternatives they can give rise to, the dynamics they are able to trigger, as well as the challenges that they pose to the trainers both in terms of preparation and implementation. In the course of this session participants will understand why lectures (including with those held with the support of multimedia), are by far the most favourite training methodology, when they are indispensable and when and why they should be alternated with other techniques. | | |
| **Objectives**  By the end of the session participants will   * Discuss the key features of a number of selected training methodologies * Identify the pros and cons of each of the methodology discussed * Understand the challenges and preparatory work inherent in the implementation of the different methodologies * Share experiences about their use | | |
| **Trainer guidance**  This session is built around a “light” or reduced roleplay, that will engage all participants. The roleplay serves the purpose of sharing participants’ knowledge and familiarity about the different training methods.  **Step 1:** Divide participants into teams of 2/3 persons, in a maximum number of 9 teams. Put in a brow bag the set of scenarios. Ask each team to pick one. Give them 3-5 minutes to go through the case/issues presented and explain that they will have to prepare to present that content (with due adaptations) using one of the training methods available.  **Step 2:** Put in a brow bag the set training cards. Ask teams to take one card. Each team can decide to discard or keep the card they pick. If one team discards its card, the bag moves until all teams have one card and all cards are exhausted. The second draw is final.  **Step 3:** Give participants 10 minutes to prepare for the task, which is the following: each team will have to instruct a new member of their organization about the training methods they use. In turn all participants will play the role of senior and junior trainers. The “senior trainers” will have to instruct a new/junior trainer on the methodology listed on its card and give clear instructions on how to implement the relevant topic. The “senior trainers” will need to provide practical guidance – for instance in the form of a checklist, dos and don’ts when using this technique, pros and cons etc – having in mind that this technique will be used to deliver the Judicial training courses on cybercrime and e-evidence. Senior trainers should refer in concrete terms to specific sessions taken from the cybercrime and electronic evidence training manual as practical examples for each of the training technique discussed. Other participants will be invited to back up the “junior trainer” in asking questions, expressing doubts or disagreement.  At the end of each roleplay trainers will address misconceptions (if any), complement the presentation of tools and summarize key points. Reference to the Judicial training courses on cybercrime and e-evidence should be practical, not merely theoretical. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Training cards, role-plays (reduced) followed by debriefing (10 minutes preparation, 10 minutes for each role-play and debriefing – Guidance note no. 3 | Distribute cards amongst the participants as per the instruction above. Give participants around 10 minutes to prepare for the role of a “senior trainer” tasked with instructing a new trainer on a given methodology, applied to a specific session of the cybercrime and electronic evidence training. Senior trainer should provide practical advice and tips on how to implement the methodology and the “junior trainer” should ask questions to ensure that all the knowledge and skills needed to implement the technique are passed. Each briefing should be not longer than 10 minutes (including Q&A). Invite comments and observations from the audience. Trainers then debrief and complement on the basis of the presentation and discussion.  **Online alternative**  Randomly assign training methodologies to participant and ask them to brief an ideal new member of their training team in plenary. Proceed as if in person. | |
| Demonstration (around 15 minutes) – slides 1.5 Hearing exercise | Because of its complexity the moot court methodology, (based on the moot-case included in the cybercrime and electronic evidence training) should be examined separately, in the course of a short demonstration led by the trainers.  Similarly, lectures are not subject of peer presentations but their main features (and risks will have to be presented by trainers) | |
| **Practical exercises**  Card, role-play, demonstration as presented above. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Session 1.6 Which learner are you?** | | **Duration: 30 minutes** |
| **Additional resources required:**   * Slides * Quiz on learning styles for all participants (Handout 1.6 Quiz Learning Styles) * Online quizzes (for online training) | | |
| **Session aim**  In this session participants will learn about the retention rate of different methodologies and will answer a short quiz to learn about their dominant learning profiles. The objective of the session is to ensure that participants familiarize with the multiple factors that impact the capacity a training to reach its intended results. A variation in the methodologies used emerges a clear response to the many variables that come into play when training, from the learning styles of the participants, to the training style of the trainer (each trainer has a tendency to propose its preferred learning approaches), to the suitability of a given methodology for the intended learning objective and attainment of each of Kolb’s learning cycle stages. | | |
| **Learning objectives**  By the end of the session participants will:   * Familiarize with learning pyramid * List the learning styles * Identify one’s learning style * Establish a link between the learning type and the training methods | | |
| **Trainer guidance**  Using the slides provided the trainers will explain that the need to play with different training techniques during a training is not only required by the theory of andragogy and the concepts underling Kolb’s experiential learning cycle – thus the link with the learning objectives set for a training - but also because of the different impact that different methods have on different people (the trainees). The learning pyramid is presented as a good – though not absolute – scheme to represent the impact of different methodologies. The trainers then explain that the pyramid represents only a starting point for consideration as additional elements will affect the impact and perceived success of a training. To prove these additional factors a short quiz is then distributed. The solution keys to the quiz are then presented and self-reflection from participants stimulated. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation – slides 24-26 – Guidance note no. 4 | Introduce the session by recalling the many factors that suggest the need to use different training methods: starting from the principles of andragogy to the theories conceptualized by Kolbe, from the link with learning objectives to the impact that different methodologies have on trainees. Using the slides provided illustrate the pyramid of learning, a scheme which is not absolute or final but certainly indicative. Slide 24 is the bad news, but you can compensate if you apply what the learning pyramid tells you. Use Guidance no. 4 to help you learn about the pyramid and link it to the previous activity about training methods.  **Online alternative**  As a standard presentation, supported by slides. | |
| Quiz on learning styles – Handout 1.6 Quiz Learning Styles 8 – debriefing and self-reflection – Guidance note no. 5 | Elements other than the methodology, however, come into play: distribute the quiz, allow for participants to go through it and using the slides and/or drawings on a flipchart illustrate the 4 types of learners (+ 1, the feelers). This quiz proves that each of us learns and processes information in our own special ways, though we might share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own. This is extremely important for a trainer.  Present solutions keys (without reference to best methodologies for each group) and discuss with participants. Ask them to reflect on them as they “think like a trainer, feel as a trainee”. | |
| **Practical exercises**  Quiz (handout 1.6) , self-reflection and group work as illustrated above. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Closing of the day** | | **Duration: 40-60 minutes** |
| **Additional resources required:**   * Slides * Survey tool | | |
| **Session aim**  The purpose of this session is to review the days’ activities, obtain feedback from the participants, check that the objectives of the sessions have been met and evaluate the alignment between learning objectives and methodologies used. | | |
| **Objective**  By the end of the session the students will   * List the main points/topics/aspects presented and discussed during the training * Assess the quality of the training | | |
| **Trainer guidance**  This session has been prepared to allow students to check that they have understood the key points/issues presented and discussed in the course of the day and cross-check whether the various’ sessions’ objectives have been met. It also provides the trainers the opportunity to check the knowledge level of the students and to identify areas where the teaching materials may be improved. | | |
| **Session content** | | |
| **Activity/slide/material** | **Content** | |
| Slides 39 onwards and online survey | Launch a survey amongst participants asking them to assess how the day went, from a training perspective. Making reference to the agenda, Use the learning objectives listed in the slides as questions to the poll. Alternatively, you can show the slides and ask participants to vote and express their ideas.  You can decide to go learning objective by learning objective or to set up a scale for each session so that participants can express their overall satisfaction in reaching the stated learning objectives.  Invite participants to define today’s session in one word (can be a concept, a feeling, an idea…). Close the session by showing how this whole closing session was experiential and in line with the theories of adult education discussed. | |
| **Practical exercises**  Online survey as illustrated above. | | |
| **Assessment/Knowledge check**  Recap will be led by participants and complemented by trainers. This is a basic way to check knowledge. | | |

# Day 2

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| **Opening of the day** | | **Duration: 15 minutes** |
| **Additional resources required:**   * Slide 0 | | |
| **Session aim**  The purpose of this session is to review the previous day’s activities and topics, recap quickly the key points, provide an opportunity check that the objectives of the sessions have been met | | |
| **Objectives**  By the end of the session participants will   * List the main points of the day’s training | | |
| **Trainer Guidance**  This session has been prepared to allow students to know what they should be expecting to discover, do and learn in the course of the day as well as to familiarize with the set learning objectives. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Slide  Agenda | Whilst participants join the training, you can show slide 0 to welcome them.  Based on the agenda, recap quickly what was covered during day 1 and illustrate how the programme of day 2 develops further. | |
| **Practical Exercises**  n.a. | | |
| **Assessment/Knowledge Check**  n.a. | | |

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| **Session 2.1 The role of trainer** | | **Duration: 30 minutes** |
| **Additional resources required:**   * Slides | | |
| **Session Aim:**  In this session participants will be guided in defining the role of the trainer when dealing with adult professionals. The notion of “relationship of service” between trainer and trainees, as opposed to “relationship of power” is introduced and explored. This session is designed to further stimulate participants to get out of their “training comfort zone” and will be used to explain why most trainers tend to stick to a limited number of methodologies, amongst which primarily lectures. Facilitating a training and making oneself at the service of the participants requires, in a way, taking the risk of venturing in unexpected discussions, dealing with criticism and give space to participants who might have higher expertise. Trainers have to be inclusive, ensure that synergies are created and capitalize the knowledge already existing in the training room, whilst still maintaining the lead of the activity. This activity also encompasses the sharing of experience by the trainers in relation to the activities implemented so far, in a self-reflection exercise that empowers participants to “think like a trainer, feel as a trainee”. | | |
| **Learning objectives**  By the end of the session participants will   * Define the quality of a training facilitator * Review the training * Recall the main theories related to adult education * List the fundamental principles of adult education theories * Analyse the application of these principles to the current training * Assess such application to the present training and develop alternatives | | |
| **Trainer guidance**  At the opening of the session the trainers recall the difference between pedagogy and andragogy as discussed at the beginning of this training and links them to Kolb’s experiential cycle and the different methodologies discussed so far.  The various topics discussed have inevitably highlighted that in a training for adult professionals the trainer is not “the one who knows it all” – instead it is the medium through which knowledge and skills pass onto the participants. The trainers will go through the various sessions of the training held so far and will guide the participants into the understanding of how all sessions respond to the principles of adult education and the role that the trainers had in leading them – trying to identify and value the transversal skills and competences each participant brings in, not imposing one perspective but, instead, providing food for thought enabling participants to make informed decisions when it will be their turn to lead a training. How **leadership can coexist with facilitation role** will be explained. | | |
| **Session content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation - slide 2 | Using the slide provided illustrate the role of trainer.  The agenda of the previous day can be used as a handout to navigate participants into the identification of the rationale behind the methodological choices, the explanation of which will help highlight situations when the trainer was a leader as opposed to situations where the trainer limited itself to facilitate the flow of knowledge and skills.  **Online alternative**  As a standard presentation, supported by slides. | |
| **Practical exercises**  Self-reflection exercise. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Session 2.2 Training matrix** | | **Duration: 60 minutes** |
| **Additional resources required:**   * Set 3 tables according to the world café methodology * 3 training matrixes on flipcharts for café hosts (markers available) * Copy of the cybercrime case study for all participants * Online countdown | | |
| **Session aim**  This session is functional to the training competition that trainees will perform as of day 3 and allows participants to put into practice what they have learned and experienced so far in terms of training methodology. They will do so by developing, in relation to a given topic, a comprehensive training matrix that acts as sort of a checklist for the training. | | |
| **Learning objectives**  By the end of the session participants will   * Develop a training plan * Apply the knowledge gained on training methodology to a real situation * Experience the difficulties in finding balanced and viable solutions * Identify support material needed * Experience the methodology of the world café | | |
| **Trainer Guidance**  The exercise will be structured as a world café, with 3 tables and 3 hosts. Each round will last 5 minutes. Hosts take their positions whilst other participants remain up. Distribute the case study to all participants. Allow them 5-7 minutes to read it. When they are done invite participants to take a seat at one of the tables. Start running the time. Each host will have to reach a consensus when filling out its matrix. Time is kept short on purpose so that each group is able to build on the previous findings. Some tables will work quicker than others. At the end of the 3 rounds, invite hosts to present findings on flipcharts. Trainers comment and conclude. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Handouts with cybercrime case study - Group work (40 minutes) followed by debriefing (20 minutes) | Assign roles, flipcharts and distribute handouts. After 5-7 minutes start the first round of discussions. Continue until all tables are exhausted. Invite café hosts to present findings. Debrief and comment in plenary as needed, using slides no. 4-7 to illustrate how to write learning objectives and address any misconception. Refer to Guidance note no. 6 Use slide no. 8 to touch on learning materials.  Debrief including an explanation about the methodology used, its purpose and challenges using the Guidance note no. 3.  **Note:**  Flipcharts on the café tables   1. **Issues at stake (to be covered during training) emerging from the case study** 2. **Type of audience and assessment of needs (pre) and knowledge (post) – how to** 3. **Learning objectives – training methods** | |
| **Practical exercises**  World café, handouts as illustrated above. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Session 2.3 Online training: challenges and solutions** | | **Duration: 90 minutes** |
| **Additional resources required:**   * Extra room to be used to run the online class * Equipment enabling participants to follow the training online as a group * Tool for the creation of a word cloud * Technology update lesson plan and slides (for online training by trainers) * Budapest convention case study (for online training by participants) | | |
| **Session aim**  This session will be delivered online to enable participants to discuss challenges and peculiarities of online training as they participate in one. During this experiential exercise (that is a technique in itself), participants will be asked to spell out the challenges of online training – such as the difficulty to implement dynamic sessions, drop in the attention span of participants, often connected to a training as a background whilst engaging in other activities (writing texts, emails, reports), COVID-19 pandemic/online fatigue, just to name a few. The results of the previous day’s discussion (andragogy, Kolb’s experiential learning cycle, different training techniques, learning types) will be reviewed from an online perspective and ways for adapting some of the methodologies discussed the previous day will be identified. In groups (if the platform chosen allows) will be asked to identify the online alternative for the training methodologies discussed in relation to each learning stage. Tools for online delivery will be explored (i.e. live polls, competitions, quizzes) and demonstrated. | | |
| **Objectives:**  By the end of the session participants will be able to:   * Apply the mantra “think like a trainer, feel as a trainee” to an online environment * List the challenges of online training * Identify adequate and effective responses to those challenges * Explore tools that can be used to make training sessions dynamic | | |
| **Trainer guidance**  The session starts with a brainstorming taking the form of creation of a word cloud that participants will be asked to compose using their smartphones. This survey will allow participants to indicate the advantage and drawbacks of online training. Participants will be then exposed to 20 minutes of online training on the Budapest Convention, that they will eventually need to rethink. After the training resumes in person, participants will be split into groups to elaborate alternatives to a set of training methods discussed the previous days. They will need to come out with SMART and viable options, able to address the needs of the different learning cycle where they should be implemented. The role of the trainers will be to ensure that participants are aware of what their proposals entail in terms of time, resources, equipment and test the viability of the proposals. Each presentation will be assessed collectively using an online survey tool to record feedback. Resources for online training, including multimedia that can also be used for in-person training, such as Octopus platform, various tools – will be explored.  This session requires prior familiarity with the content of the Guide on online training methodology. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| **In presence**  Brainstorming with word cloud | Brainstorm (using a word cloud) on the challenges and advantages of online training and project them on the screen. | |
| **Online**  Demonstration | One trainer moves to the second class and online training begins. Trainer inform participants that a 1-hour class based on the technology update module. Use material provided. Eventually the class will end after 20 minutes. | |
| Group work (30 minutes), presentation by groups, debriefing | Return to the training room. Collect feedback.  Divide participants into 4 groups, distribute the Budapest Convention case study. Assign part 1 to group 1, part 2 to group 2 and so on. Ask each group to prepare a 10-15 minute interactive training on their part (without coordinating with others). For each training the group will have to write on a slide (to be showed at the end)   1. learning objectives 2. identify 2 training techniques to be used 3. challenges and how to overcome them   During debriefing (after the whole sequence of sessions) trainer will lead debriefing and will explore possible alternatives, discussing them with the participants. | |
| **Practical Exercises**  Virtual brainstorming, online feedback, and group work as illustrated above. | | |
| **Assessment/Knowledge Check**  Not applicable. | | |

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| **Session 2.4 Performing a training** | | **Duration: 80 minutes** |
| **Additional resources required:**   * Slides * Handouts for the exercises proposed (voice inflection (2) and reading exercises) * Bowl or bag * Cards with disruptive behaviours (repeat if necessary to cover all participants) * Online countdown * **Note that prior to this session the classroom setting should be changed to classroom style. This, of course, if possible (i.e. movable desks and chairs, no interpretation equipment or fixed microphones installed)** | | |
| **Session aim**  This session has two main and one secondary purposes:  **Primary aim**   * introduce participants to additional environmental elements that can affect the impact of a training; * enable participants to experience the role and power of non-verbal communication.   **Secondary aim**   * provide for a “container” during which any participants can ask any additional question they have in relation to the dynamic of a training. For this purpose, the room setting will be changed to a classroom style and this will be kept at least until the first exercise is performed and/or upon suggestion of participants. | | |
| **Learning objectives**  By the end of the session participants will   * Learn about the importance of setting a conducive training environment * List the elements that contribute to establishing a conducive learning environment * Experiment the impact of the learning environment on the learning process * Learn about non-verbal communication and the theories of the mirror neurone * Practice voice and tone exercises * Define the features of effective training aids | | |
| **Trainer Guidance**  The first part of the training should consist in the implementation of “don’t” practices: classroom style seating arrangements, slides packed with information, with clashing colours, trainers giving the back to trainees when writing on the flipchart, using a monotonous tone of voice, reading from either slides or a script, standing still behind a desk, instilling no enthusiasm, trainers not supporting each other but simply doing their own stuff whilst it is not their turn. Responses to participants should be mildly inappropriate. Participants most likely will be puzzled and will raise questions. After 20 minutes (or less) of this “demonstration”, the experiment should be interrupted, and participants will be asked to list what “went wrong”.  Using the list developed by participants, the importance of creating a conducive learning environment should be discussed and participants invited to the same content should it be delivered in a regular way. Setting up of the training venue and the creation of a friendly and welcoming environment will be discussed taking the ToT as a reference. Elements to improve the atmosphere will be discussed. Eye contact, proxemics, voice and tone exercises will be proposed. Also drawing on their personal experiences, participants will be guided into a discussion on how to handle problematic participants or difficult situations. These are functional not only at dealing with group dynamics but also for the purpose of the training competition. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Demonstration/experiment – slides 9-14 and 15-19, handouts | Deliver a lecture about how to create the best learning environment implementing exactly the opposite of what you should impart. Exaggerate acting. Stop after 20 minutes and collect the feedback of participants. Repeat the same lectures according to the “right” standards (including changing the room setting) and then debrief. Use Guidance note no. 7 for inspirations on what to do for didactic purposes only (and NOT to do in a proper training). Use slides 9-14 to accompany your presentation. **Note:** These slides are chaotic and badly drafted. This is done on purpose to illustrate the importance of having support material which is easily accessible (i.e. size of font, colors, amount of information provided…).  Proceed by showing the importance of the way we are perceived by others (which might be different from how we perceive ourselves) using the voice and tone, proxemics and mimic exercises.  Implement:   * Eye-contact exercise (also about proxemics) and impromptu speech - use online countdown to check time * Voice and tone exercises * Reading exercise (also about mimic and proxemics) – to be adapted to the country/cultural context * Disruptive behaviour exercise (use countdown for preparation time)   Use Guidance note no. 8 to debrief and accompany exercises.    Using the theory of the mirror neuron system theory <https://www.youtube.com/watch?v=pGYKcqzG_7M> (6:35 minutes) underline the importance of non-verbal communication, also in relation to the principles of adult training presented (i.e motivation of trainees). | |
| **Practical exercises**  Experiment, handouts, video. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Session 2.5 Providing feedback** | | **Duration: 40 minutes** |
| **Additional resources required:**   * Slides | | |
| **Session aim**  This session is functional to preparing participants to meaningfully participate to the training competition and understand how to give constructive and effective criticism. | | |
| **Learning objectives**  By the end of the session participants will   * Explain the purpose and value of feedback * Express negative comments in a constructive way * Practice effective communication skills | | |
| **Trainer Guidance**  Participants will be asked to give feedback to their colleagues during the training competition. It is of fundamental importance that the feedback is constructive and truly helps improving everybody’s skills. At times, participants will have to express negative opinions: in order not to spoil the learning atmosphere, it is important that they learn how to do it in a way that is constructive and not hurting anyone’s feelings. In line with the experiential theories discussed, exercises aimed at learning how to provide constructive criticism will be presented. These will also come at hand when dealing with group dynamics and difficult personalities. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation, brainstorming – slides   * 220 -28 - Guidance note no. 9 | Using the slides provided, introduce the notion of feedback as a reflection - the reflection of a team member’s performance back at him or her. If and when the team member changes, the reflection changes as well. This is conditioned by a number of factors involved in learning and training that have already been presented and discussed.  Continue by proposing the so-called sandwich method when delivering feedback (positive-negative-positive) and the features of feedback. Ask participants to define what each quality of feedback means and address any misconception. | |
| Group-work, role-play (around 20-30 minutes) | Select 3 participants and ask them to from a group in another room. They will be given the task to “translate” the criticisms of slide 28 into constructive feedback. While they work divide the remaining participants into 3 groups. Distribute the short cases (project them for easy reference during debriefing). Groups are asked to deal with adverse behaviour by members of their teams (the participants working in the other room) – they have to consider how to provide effective feedback to the team member so that it meets the requirements discussed and decide who will talk. Give both groups 5-7 minutes. After time is over, invite the 3 participants to the main room and assign one to each group. The role-plays will take place in plenary. Those receiving feedback will have to be informed about the problem and receive the feedback, reacting to it as they wish. Debrief in plenary. Project the slide so that everybody can make assessment. Do not forget to take in the feeling and reactions of the problematic team member. Point out differences in handling the case and best practices emerged and use the criteria in the slides as reference.  Next ask the 3 participants to illustrate to others how they would “translate” the sentences in slide 28. Conclude in plenary collecting feedback and inputs from participants. | |
| **Practical exercises**  Role-play, group work. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

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| **Closing of the day** | | **Duration: 30 minutes** |
| **Additional resources required:**   * Slides | | |
| **Session aim**  The purpose of this session is to review the day’s activities, obtain feedback from the participants, check that the objectives of the sessions have been met and assess the knowledge. The idea is to provide participants with a different way of how to close a training, reinforcing understanding of topics | | |
| **Objective**  By the end of the session the students will   * Check knowledge and understanding of topics * Identify main points/topics/aspects presented and discussed during the training * Check attainment of learning objectives | | |
| **Trainer guidance**  This session has been prepared to allow students to check that they have understood the key points/issues presented and discussed in the course of the day and cross-check whether the various ‘sessions’ objectives have been met. It also provides the trainers the opportunity to check the knowledge level of the students and to identify areas where the teaching materials may be improved.  **Note:** because the next stage is the presentation of the training competition and the preparation time, it is opportune to close the day now, instead of waiting after the preparation time has been exhausted. This will allow for participants to provide meaningful feedback and for everybody to be involved. | | |
| **Session content** | | |
| **Activity/slide/material** | **Content** | |
| Group work – competition -  Slides 29 – 36 | Divide participants into two groups (ask them to choose a name). Ask each group to go through the day’s agenda. Each person should create 1 question (avoiding yes/no questions) that have clear and obvious answers to check the knowledge of the issues discussed. They will be asking these questions to the other group. They should write the questions and also the correct answer. Allocate 10 minutes for this part.  Write teams names on a flip chart or white board. In turn, all participants will ask a question to one member of the other group. If the answer is correct the team gets a point, otherwise they get zero points. Continue until all questions are asked. The group with the highest score wins.  With the help of the agenda and the slides check whether learning objectives have been met. Underline the link between the objectives, methods, and the theories on adult education. Collect any feedback.  Close the session (temporarily) | |
| **Practical exercises**  Online survey as illustrated above. | | |
| **Assessment/Knowledge check**  Recap will be led by participants and complemented by trainers. This is a basic way to check knowledge. | | |

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| **Session 2.6 Training competition – preparation** | | **Duration: 60 minutes** |
| **Additional resources required:**   * Slides with teams (composition set up by trainers) * Identification signs (sports bibs, even handmade, with name of trainees) * Safety pins * Training plan | | |
| **Session aim**  This session allows participants to agree on the cybercrime training that they want to deliver as of days 3 and 4, discuss its architecture from both a substantive and methodological perspective, so as to be able to implement a successful activity. | | |
| **Trainer Guidance**  The session begins with the preparation of teams, handling of bibs and presentation of the activity. Participants will be divided in teams of 2 (ensure gender and geographical balance, if possible). All participants will, in turn, perform the role of trainers, tasked with delivering a two-day training on cybercrime, based on the Introductory course on cybercrime and electronic evidence. A total of 4 sessions (half-days) will be organized. Two teams will be responsible for one session. All teams should be coordinated to deliver a one training only – this will also cover a little bit of introduction, closing and evaluation. These specific activities should be kept to a minimum to give all teams the opportunity to deliver substantive aspects of the training. Note that at least one of the sessions taking place during the 2 days will have to be delivered online. Some kind of central coordination is thus necessary. Performing trainers will also have to think how to assess knowledge of participants and develop relevant tools.  During each session, the 4 team members will interact amongst themselves and the trainees throughout the whole session. The idea is not that one trainer covers 45 minutes, then leaves the floor to the other for another 45 minutes, but that all 4 trainers work jointly to ensure the success of the session, supporting their colleagues and contributing to the discussion. The training proposed should be comprehensive, the various sessions presented in a logical sequence, without non necessary repetitions of concepts and activity. Coordination amongst all teams is fundamental.  In order to facilitate the subsequent debriefing, teams will be asked to compile the training plans and hand them over to the trainers before their session starts. Trainers will supervise the preparatory work and remain at disposal of teams in case they need clarifications or guidance. | | |
| **Learning objectives:**  By the end of the session participants will   * Design a comprehensive training program on cybercrime * Define the learning objectives and training methodologies * Prepare a learning plan * Coordinate with co-trainers for successful implementation | | |
| **Session content** | | |
| **Activity/slide/material** | **Content** | |
| Instructions (20 minutes) – slides 37- 42 | Using the slides provided explain what is expected from participants from now on. Present teams and distribute material Answer any question participants might have  **Online alternative**  As a standard presentation, supported by slides. | |
| Group work | Trainers will supervise group works and remain available to support participants, provide guidance and answer any question they might have. | |
| **Practical exercises**  Group work as illustrated above. | | |
| **Assessment/Knowledge check**  Not applicable. | | |

# Day 3

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| **Opening of the day** | | **Duration: 15 minutes** |
| **Additional resources required:**   * Slide 0 * Training delivery exercise evaluation forms (Handout 3.1. – 1 form per trainer per participants) or an electronic alternative (i.e. Trainingcheck) | | |
| **Session aim**  The purpose of this session is to review the previous day’s activities and the format of the training competition, recap quickly the key points, provide an opportunity check to that the objectives of the sessions have been met | | |
| **Objectives**  By the end of the session participants will   * Consolidate understanding of the rationale and format of training competition * Clarify any doubt they might have in relation to the upcoming activities * Understand how the evaluation of the various’ teams performances work | | |
| **Trainer Guidance**  This session has been prepared to allow students to know what they should be expecting to discover, do and learn in the course of the day as well as to familiarize with the set learning objectives. Use it also to introduce the evaluation forms (in paper or electronic version) that you are going to use | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Slide  Agenda  Training delivery evaluation form | Whilst participants join the training, you can show slide 0 to welcome them.  Based on the agenda, illustrate how the programme of day 3 develops further.  Distribute the training delivery evaluation and illustrate its content and use. | |
| **Practical Exercises**  n.a. | | |
| **Assessment/Knowledge Check**  n.a. | | |

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| **Session 3.1 Training competition – Teams 1 and 2** | | **Duration: 180 minutes** |
| **Resources Required:**   * Cards for additional comments (1 card per participant per trainer) * Training delivery exercise evaluation forms (Handout 3.1. – 1 form per trainer per participants) or an electronic alternative (i.e. Trainingcheck) * Training plans for the performing teams * Any other additional material as required by trainees/trainers * Coloured chips (sufficient colours per participant for voting) * Box for collecting votes | | |
| **Session aim**  After having being “trainees” in the course of the present programme, participants have now the opportunity to show to others how they perform as trainers. The session is entirely led by the assigned teams (including breaks and any needed arrangements). | | |
| **Learning objectives**  By the end of the session participants will be able to   * Apply the knowledge on adult training to a real situation * Perform the role of trainers * Identify strengths and weaknesses as trainers * Handle criticism * Constructively assess and discuss a trainer’s performance | | |
| **Trainer guidance**  Trainers will request participants to take notes about the performing trainers, their style and skills, and the activities proposed so as to be able to provide them with constructive feedback at the end. Programme trainers will observe the training dynamics as any other participants and will then guide the debriefing at the end of the session. Debriefing will start with the programme trainers congratulating the performing trainers for their activity. Then a plenary discussion should be held. Performing trainers should be able to deal with negative comments and transform them into constructive criticism. Programme trainers will oversee and balance the provision of feedback. Additional comments cards will be collected and handed over to performing trainers. Note that the debriefing of the first two sessions might take longer than that on day 4.  **Note:** you can stimulate the discussion by launching a small electronic feedback survey (i.e. with Menti) or a wordcloud, asking participants to anonymously enter one word that describes their opinion on the training or answering a couple/three short questions such as: strength of the training, weakness of the training, a word to describe the training.  **Attention:** if you decide to collect evaluation forms electronically (i.e. Trainingcheck), please consider that each participant should have access to a computer/pad as the questionnaire is too complex to be answered on a smartphone. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation by teams | To be decided by teams | |
| Debriefing and feedback | Provide constructive feedback to trainers: elaborate on the most relevant aspects of the training making cross-references to the theories discussed in the previous days. | |
| **Practical exercises**  n.a. | | |
| **Assessment/Knowledge check**  n.a. | | |

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| **Session 3.2 Training competition – Teams 3 and 4** | | **Duration: 180 minutes** |
| **Resources Required:**   * Cards for additional comments (1 card per participant per trainer) * Training delivery exercise evaluation forms (Handout 3.1. – 1 form per trainer per participants) or an electronic alternative (i.e. Trainingcheck) * Training plans for the performing teams * Any other additional material as required by trainees/trainers * Coloured chips (sufficient colours per participant for voting) * Box for collecting votes | | |
| **Session aim**  After having being “trainees” in the course of the present programme, participants have now the opportunity to show to others how they perform as trainers. The session is entirely led by the assigned teams (including breaks and any needed arrangements). | | |
| **Learning objectives**  By the end of the session participants will be able to   * Apply the knowledge on adult training to a real situation * Perform the role of trainers * Identify strengths and weaknesses as trainers * Handle criticism * Constructively assess and discuss a trainer’s performance | | |
| **Trainer guidance**  Trainers will request participants to take notes about the performing trainers, their style and skills, and the activities proposed so as to be able to provide them with constructive feedback at the end. Programme trainers will observe the training dynamics as any other participants and will then guide the debriefing at the end of the session. Debriefing will start with the programme trainers congratulating the performing trainers for their activity. Then a plenary discussion should be held held. Performing trainers should be able to deal with negative comments and transform them into constructive criticism. Programme trainers will oversee and balance the provision of feedback. Additional comments cards will be collected and handed over to performing trainers. Note that the debriefing of the first two sessions might take longer than that on day 4.  **Note:** you can stimulate the discussion by launching a small electronic feedback survey (i.e. with Menti) or a wordcloud, asking participants to anonymously enter one word that describes their opinion on the training or answering a couple/three short questions such as: strength of the training, weakness of the training, a word to describe the training.  **Attention:** if you decide to collect evaluation forms electronically, please consider that each participant should have access to a computer/pad as the questionnaire is too complex to be answered on a smartphone. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation by teams | To be decided by teams | |
| Debriefing and feedback | Provide constructive feedback to trainers: elaborate on the most relevant aspects of the training making cross-references to the theories discussed in the previous days. | |
| **Practical exercises**  n.a. | | |
| **Assessment/Knowledge check**  n.a. | | |

# Day 4

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| **Opening of the day** | | **Duration: 15 minutes** |
| **Additional resources required:**   * Slide 0 | | |
| **Session aim**  The purpose of this session is to review the previous day’s activities and the format of the training competition, recap quickly the key points, provide an opportunity check to that the objectives of the sessions have been met | | |
| **Objectives**  By the end of the session participants will   * Consolidate understanding of the rationale and format of training competition * Clarify any doubt they might have in relation to the upcoming activities | | |
| **Trainer Guidance**  This session has been prepared to allow students to know what they should be expecting to discover, do and learn in the course of the day as well as to familiarize with the set learning objectives. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Slide  Agenda | Whilst participants join the training, you can show slide 0 to welcome them.  Based on the agenda, illustrate how the programme of day 4 develops further. | |
| **Practical Exercises**  n.a. | | |
| **Assessment/Knowledge Check**  n.a. | | |

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| **Session 4.1 Training competition – Teams 5 and 6** | | **Duration: 180 minutes** |
| **Resources Required:**   * Cards for additional comments (1 card per participant per trainer) * Training delivery exercise evaluation forms (Handout 3.1. – 1 form per trainer per participants) or an electronic alternative (i.e. Trainingcheck) * Training plans for the performing teams * Any other additional material as required by trainees/trainers * Coloured chips (sufficient colours per participant for voting) * Box for collecting votes | | |
| **Session aim**  After having being “trainees” in the course of the present programme, participants have now the opportunity to show to others how they perform as trainers. The session is entirely led by the assigned teams (including breaks and any needed arrangements). | | |
| **Learning objectives**  By the end of the session participants will be able to   * Apply the knowledge on adult training to a real situation * Perform the role of trainers * Identify strengths and weaknesses as trainers * Handle criticism * Constructively assess and discuss a trainer’s performance | | |
| **Trainer guidance**  Trainers will request participants to take notes about the performing trainers, their style and skills, and the activities proposed so as to be able to provide them with constructive feedback at the end. Programme trainers will observe the training dynamics as any other participants and will then guide the debriefing at the end of the session. Debriefing will start with the programme trainers congratulating the performing trainers for their activity. Then a plenary discussion should be held held. Performing trainers should be able to deal with negative comments and transform them into constructive criticism. Programme trainers will oversee and balance the provision of feedback. Additional comments cards will be collected and handed over to performing trainers.  **Note:** you can stimulate the discussion by launching a small electronic feedback survey (i.e. with Menti) or a wordcloud, asking participants to anonymously enter one word that describes their opinion on the training or answering a couple/three short questions such as: strength of the training, weakness of the training, a word to describe the training.  **Attention:** if you decide to collect evaluation forms electronically, please consider that each participant should have access to a computer/pad as the questionnaire is too complex to be answered on a smartphone. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation by teams | To be decided by teams | |
| Debriefing and feedback | Provide constructive feedback to trainers: elaborate on the most relevant aspects of the training making cross-references to the theories discussed in the previous days. | |
| **Practical exercises**  n.a. | | |
| **Assessment/Knowledge check**  n.a. | | |

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| **Session 4.2 Training competition – Teams 6 and 7** | | **Duration: 180 minutes** |
| **Resources Required:**   * Cards for additional comments (1 card per participant per trainer) * Training delivery exercise evaluation forms (Handout 3.1. – 1 form per trainer per participants) or an electronic alternative (i.e. Trainingcheck) * Training plans for the performing teams * Any other additional material as required by trainees/trainers * Coloured chips (sufficient colours per participant for voting) * Box for collecting votes | | |
| **Session aim**  After having being “trainees” in the course of the present programme, participants have now the opportunity to show to others how they perform as trainers. The session is entirely led by the assigned teams (including breaks and any needed arrangements). | | |
| **Learning objectives**  By the end of the session participants will be able to   * Apply the knowledge on adult training to a real situation * Perform the role of trainers * Identify strengths and weaknesses as trainers * Handle criticism * Constructively assess and discuss a trainer’s performance | | |
| **Trainer guidance**  Trainers will request participants to take notes about the performing trainers, their style and skills, and the activities proposed so as to be able to provide them with constructive feedback at the end. Programme trainers will observe the training dynamics as any other participants and will then guide the debriefing at the end of the session. Debriefing will start with the programme trainers congratulating the performing trainers for their activity. Then a plenary discussion should be held held. Performing trainers should be able to deal with negative comments and transform them into constructive criticism. Programme trainers will oversee and balance the provision of feedback. Additional comments cards will be collected and handed over to performing trainers.  **Note:** you can stimulate the discussion by launching a small electronic feedback survey (i.e. with Menti) or a wordcloud, asking participants to anonymously enter one word that describes their opinion on the training or answering a couple/three short questions such as: strength of the training, weakness of the training, a word to describe the training.  **Attention:** if you decide to collect evaluation forms electronically, please consider that each participant should have access to a computer/pad as the questionnaire is too complex to be answered on a smartphone. | | |
| **Session Content** | | |
| **Activity/slide/material** | **Content** | |
| Presentation by teams | To be decided by teams | |
| Debriefing and feedback | Provide constructive feedback to trainers: elaborate on the most relevant aspects of the training making cross-references to the theories discussed in the previous days. | |
| **Practical exercises**  n.a. | | |
| **Assessment/Knowledge check**  n.a. | | |

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| **Session 4.3 Closure of training** | | **Duration: 30 minutes** |
| **Additional resources required**   * Slide with voting results * CoE/C-PROC course evaluation forms * Certificates | | |
| **Session aim**  This session is designed to allow participants to provide feedback on the course and to assist the trainers in identifying any improvements that may be made. It is also for the trainers to recap on the contents of the course by reference to the aim and objectives and announce the winners of the training competition. | | |
| **Objectives**  At the end of this session participants will   * Provide appropriate feedback on the course and its effectiveness * Complete CoE/C-PROC course evaluation forms * Identify the next level of learning that participants need to undertake to improve their knowledge and skills in the subject matter * End the course with a positive feeling | | |
| **Trainer guidance**  This is an important session of the course and should be used to obtain feedback from the students on the course content and methodology used to deliver the course. Using the CoE/C-PROC course evaluation form, collect feedback from participants, assess the attainment of objectives, the level of satisfaction of the training and proposal for improvement. More detailed comments can be provided by participants using the comment cards. Result of feedback will be discussed with training organizers and will be reflected in future training.  The announcement of the winning team (based on the results of the voting) is also an important moment to mark. In addition to rely on the votes expressed by participants at the end of each session, trainer can decide to recognize his/her special award to a selected category (i.e. more entertaining trainer, more technological one…). Symbolic prizes can be also prepared.  Organizers will step in to illustrate next steps (i.e. selection of trainers, plans for cascade trainings) and make closing remarks.  Final “energetic” activity will be performed. | | |
| **Session content** | | |
| **Activity/slide/material** | **Content** | |
| Evaluation of training | Distribute the CoE/C-PROC course evaluation form and ask participants to fill it out. | |
| Slide 43 | Using the slides with the results, the winning team(s) will be proclaimed. A little drama would not harm! **Rember to count the votes in advance!** | |
| Slide 44  Closing by organizers –  Distribution of certificates | Organizers should explain the next steps in the project and make closing remarks.  Expression of gratitude (for organizers, technical staff, interpreters…) by all who wish to take the floor is possible. Distribution of certificates to all trainees takes place.  **Alternative idea:** depending on the audience, distribution of certificates may also be implemented by trainees, each of them awarding to a peer its certificate, spending a few words on that person. This is in line with the friendly and cooperative atmosphere that is one of the features of the present training. | |
| Energetic activity | Close with an activity that can leave a good memory to trainees. A very fun activity is the snowball fight, followed by all participants putting their hands together as a sport team, shouting “Think like a trainer, feel as a trainee” at once (led by trainers), ending with a big clapping.  If you have participants coming from different countries, you can ask them to greet everybody in their language.  **Online alternative**  You can ask participants to take the floor according to the participants’ list available on the platform to say a few words or when they receive the certificates. | |
| **Practical exercises**  Energetic activity as described above | | |
| **Assessment/Knowledge Check**  n.a. | | |

1. https://en.wikipedia.org/wiki/Kolb%27s\_experiential\_learning [↑](#footnote-ref-1)
2. https://en.wikipedia.org/wiki/Andragogy [↑](#footnote-ref-2)
3. WHO defined “pandemic fatigue” as an expected and natural response to a prolonged public health crisis – not least because the severity and scale of the COVID-19 pandemic have called for the implementation of invasive measures with unprecedented impacts on the daily lives of everyone, including those who have not been directly affected by the virus itself. The definition can be found in WHO, Policy framework for supporting pandemic prevention and management, 2020, page 4, available at https://apps.who.int/iris/bitstream/handle/10665/335820/WHO-EURO-2020-1160-40906-55390-eng.pdf [↑](#footnote-ref-3)