



WORK PACKAGE 4  
D4.3

# PILOT INTERNATIONAL TRAINING COURSE

*Train the Trainers*

# *Pilot International Training Course – Train the Trainers: "Adventures and Risks on the Internet"*

## 1. Basic information

The training was implemented as a pilot international Train the Trainers activity within the INSADIA project, aimed at testing, refining and validating the programme and its methodology, and at the same time successfully preparing participants to independently implement and disseminate the programme in their own professional environments.

Project: INSADIA – Inclusion and Safety in the Digital Age  
Call: ERASMUS-YOUTH-2022-CB  
Number: 101093541

Work Package 4  
Deliverable: D4.3

Activity type: Pilot International Training Course – Train the Trainers  
Format: Blended (in-person+ online)  
Duration: 3 phases (in-person/Slovenia + online + in-person/Croatia)  
Locations and dates:

- Ljubljana, Slovenia: 5-8 September 2024 (in-person)
- On-line sessions: 19 September, 3 October, 17 October, 2024
- Zagreb, Croatia: 11-14 November 2024 (In-person)

Organisers and Trainers: Taka Tuka, LOGOUT and Teatar Tirena.

Number of participants: 24

Participants' profiles: Teachers, youth workers, educators and trainers working with young people in formal and non-formal educational settings, with a specific role in multiplying knowledge and methods within their institutions or professional communities.

## 2. Purpose and Specific Objectives of the Pilot Training

The pilot international training course was designed as a Train the Trainers programme, aiming not only to strengthen participants' competences related to digital safety and wellbeing, but also to enable them to transfer, adapt and further disseminate the programme within their own professional environments.

The training responded to identified gaps in existing digital safety education, where content is often delivered in a purely informational way, without sufficient space for reflection, experiential learning and team-based implementation.

Specific objectives of the pilot training were to:

- strengthen trainers' and educators' understanding of risks and opportunities in the digital environment,
- develop competences for addressing digital overuse, addiction, cyberbullying and online violence,

- introduce drama-based and experiential methods as effective tools for prevention and intervention,
- support participants in adapting the programme for their own contexts (schools, youth centres, training teams),
- test and refine the curriculum, materials and methodology before wider dissemination.

### 3. Structure and Programme of the Training

The pilot training was structured as a 12-module programme, delivered through a combination of:

- experiential learning,
- drama-based methods,
- structured reflection,
- group work and peer learning,
- practical planning and transfer into practice.

The programme deliberately avoided lecture-based delivery. Instead, participants experienced activities first-hand, reflected on them from the perspective of trainers, and discussed possibilities for implementation in their own professional settings.

A key methodological principle was the safe learning environment, enabling participants to engage with sensitive topics such as online violence, addiction and boundaries through fictional roles and scenarios, which allowed distance, reflection and professional discussion.

The structure and methodological framework are described in detail in the official curriculum and training materials developed within the project.

### 4. Content Overview (Modules)

The pilot training covered the following thematic modules:

1. Building the Group and a Safe Space
2. Analogue and Digital World
3. Boundaries, Privacy and Consent
4. Digital Playgrounds – Opportunities and Risks
5. Online Violence and the Role of Bystanders
6. Emotions and the Digital World
7. Digital Wellbeing and Addiction Prevention
8. Overuse and Addiction
9. Critical Thinking and Relationship to Information
10. First Aid and Intervention in Digital Distress
11. Digital Detox and Community
12. Transfer into Practice and Planning Activities

Each module combined experiential activities, theoretical background, group reflection and discussion on implementation challenges. Special emphasis was placed on trainer perspective, asking participants to analyse not only *what* happens in an activity, but *why* and *how* it can be facilitated.

## 5. Train-the-Trainers Dimension

Unlike standard training courses, this pilot placed strong emphasis on:

- analysing learning outcomes of activities,
- identifying facilitation challenges,
- adapting methods to different age groups and institutional contexts,
- developing new activities inspired by the programme,
- planning concrete follow-up actions.

Participants worked in small groups to design their own short activities (15 minutes), including:

- objectives,
- resources,
- facilitation steps,
- expected learning outcomes.

This ensured that the programme was not only understood conceptually, but also translated into practical, transferable tools.

## 6. Use of Training Materials

The training was supported by a set of materials developed to enable both effective trainer preparation and immediate transfer into educational practice. These included a structured curriculum document, a Trainer's Handbook in English, and a Participant Handbook in national languages.

The Trainer's Handbook (EN) supported participants in understanding the programme's methodology, learning objectives and facilitation principles, and served as a common reference framework for international implementation.

The Participant Handbook in national languages was designed for teachers and educators participating in the training. It includes background content as well as ready-to-use workshops and activities that participants can directly implement in their classrooms or educational groups when working with children and young people.

In addition, participants received the printed and digital brochure "The Magic of Safe Internet Use", a youth-friendly resource that can be used in workshops or shared as part of preventive and educational activities.

Together, these materials supported reflection after the training and enabled participants to independently implement and further disseminate the programme in their own professional contexts.

## 7. Participants' Feedback and Overall Assessment

Evaluation data was collected through questionnaires completed by 17 participants from the Train the Trainers programme.

The results show:

- high overall satisfaction with the training format and methodology,
- strong appreciation for experiential and drama-based approaches,
- increased confidence in addressing digital risks with young people,
- increased readiness to implement and adapt activities in participants' own contexts.

Participants highlighted:

- the importance of safe space and group dynamics,
- the value of role-based and fictional approaches for sensitive topics,
- the usefulness of concrete tools and activities,
- the relevance of team-based and systemic approaches to digital wellbeing.

The evaluation also provided valuable feedback for further refinement of the programme, particularly regarding pacing, contextual adaptation and follow-up support.

## 8. Pilot Value and Lessons Learned

As a pilot international Train the Trainers programme, the training fulfilled a dual function:

1. Capacity building of trainers and educators.
2. Testing and refinement of the programme before broader dissemination.

Key lessons learned include:

- the effectiveness of experiential learning for complex digital topics,
- the importance of trainer-focused reflection, not only content delivery,
- the need for adaptable materials that support different institutional realities,
- the value of blended formats combining in-person and online learning.

These insights will inform further development, scaling and integration of the programme into national training contexts.

## 9. Conclusion

The pilot international Train the Trainers course *Adventures and Risks on the Internet* successfully demonstrated that drama-based and experiential approaches can significantly enhance educators' capacity to address digital risks in a meaningful, reflective and transferable way.

The training strengthened professional competences, fostered international exchange, and laid a solid foundation for further dissemination and implementation of the programme within schools and youth organisations across partner countries.

## 10. Photo Documentation of the Training course



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

