



Skills for Inclusive Digital Participation

**Trainer Training Manual:
Your Guide to Effective
Training**

SECOND EDITION

Skills for Inclusive Digital Participation



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**Your Guide to Effective
Training**

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1. The SIDP toolkit



1. The SIDP toolkit

This toolkit has been designed to help facilitators and learners to engage with the Skills for Inclusive Digital Participation (SIDP) programme.

Skills for Inclusive Digital Participation works with Community Level Trainers (CLTs) selected from digitally excluded groups, with support from Expert Level Trainers (ELTs) to deliver basic digital literacy and intermediate digital skills training to excluded groups. The pilot phase of this programme covers three target locations in Indonesia, Kenya and Nigeria.

The training is based on this guide to the programme; three manuals of universal content covering basic digital skills, intermediate digital skills, and ecommerce and economic opportunity; and localised materials tailored to the needs and aspirations of the target groups, co-created by the CLTs and ELTs.

The toolkit is designed to be extensible. If you find the materials useful, please follow the guidance in this document and liaise with your local British Council (BC) and Foreign, Commonwealth & Development Office (FCDO) to discuss ways to adapt and extend its usage for your own country context.

1.1 The beneficiaries of the programme

SIDP is an inclusive and participatory programme. There is, however, a focus on less well served and marginalised groups. People from these groups can sometimes be left behind by mainstream support programmes, or the method or

style of delivery of such a programme is not optimised for people living with disabilities. Rigidly laid out digital skills programmes do not work with the ability of marginalised people, rather they may further marginalise and disempower learners. The intended audience for this programme includes but is not limited to these excluded groups:

- Young people from lower socio-economic backgrounds
- Women and young women
- Women with families
- Persons Living with Disabilities (PLWD)

PLWD includes a wide range of different abilities including

- Learning disabilities and neuroatypical behaviours such as Autism or Asper's Syndrome
- Sensory disabilities such as blindness, visual impairment, deafness or other auditory impairment
- Physical disability and mobility

People suffering with trauma and post-traumatic stress syndrome (also known as post-traumatic stress disorder)

1.2 How is this toolkit different?

Traditional approaches to developing knowledge and skills and increasing capacity and capabilities in marginalised communities have relied on long established centralised training with a top-down perspective. This does not accommodate local requirements as it relies on a centralised vision of what is appropriate and relevant.

This programme takes a different approach.

- These materials have been co-created by local specialists, so they are community and contextually relevant. The materials have been curated and quality controlled centrally so they are of a high and consistent standard.
- The programme will be delivered by trainers embedded in the community. They will have access to engaging and tailored training materials for their own

context. This includes local case studies, cultural and social perspectives, and exercises. This also extends to accessing materials in a local language that use locally accessible platforms.

- Local trainers know how to communicate, connect, and engage better with target groups.
- The target groups are those excluded from digital, social, and economic engagement. As this is the primary focus of the SIDP programme, awareness of, and adaptations for excluded groups is built into this toolkit.
- The programme is designed from the outset to be flexible in delivery and adaptable in extension.

1.3 The SIDP Programme

SIDP contributes to the development of digital literacy and basic digital skills for underserved communities.

1.3.1 Aims of the programme

The focus of SIDP is to make inclusive digital access locally relevant, meaningful, and productive. It is inclusive and participatory in operation.

1.3.2 Why are digital skills important?

Digital skills are increasingly important in today's society for many reasons from entertainment and socialising to civic engagement and business.

Using digital technology can keep us entertained and help us stay in contact with our friends and family in different parts of the country or the world. Digital technology can also help us engage in society more actively, to access government or banking services, to seek out economic opportunity more easily, and to expand our businesses and social enterprises to larger markets.

The digital world has lots of opportunity, but there are also dangers for people who are unprepared. Thinking and questioning what you see, hear and do online are

also important skills. In fact, as technologies change over time, it is these thinking skills and behaviours that will serve you as you move on to new technologies in the future.

1.4 Expected SIDP project outcomes

The Skills for Inclusive Digital Participation (SIDP) Programme seeks to support digitally excluded individuals to develop the skills, networks, and ability for digital participation through training.

SIDP is targeted at digitally excluded individuals including young people from lower socio-economic backgrounds, women and Persons Living with Disabilities (PLWD); individuals that are being left behind in their development of digital skills and networks by generic, large-scale interventions. The delivery of these interventions often doesn't suit the lifestyles of these individuals, learning content doesn't feel relevant and neither content or delivery addresses the barriers that are causing digital exclusion. However, it is recognised that digital inclusion can help achieve long-term economic change for these individuals.

1.4.1 Theory of change

SIDP is based on the theory that by delivering digital training to these individuals in a flexible way (i.e. adapted to suit their lifestyles) and making training materials more relevant, they will develop the digital competencies they need to take part in digital life and online activities safely and enhance their livelihoods through entrepreneurship that leverages online resources and markets (the intended programme impact).

There are two groups who will be supported through SIDP; those delivering the training (Community Level Trainers) and those receiving the training (beneficiaries).

1.4.2 Expected learner outcomes

Communities Level Trainers (CLTs), themselves representative of digitally excluded groups, will deliver the training and inform the content of manuals and toolkits that will be used for training. CLTs will be trained for their role. Through this training it is intended that CLTs increase their knowledge on approaches for digital skills training and increase their capacity with regards to safeguarding issues and online safety. Their skills development will be enhanced through mentoring by expert digital trainers and supported by a Community of Practice.

On the assumption that CLTs have further opportunities for teaching digital literacy after the SIDP Programme, it is anticipated that they will demonstrate improved capacity for teaching digital literacy to excluded groups and to adapt training materials and approaches to their local contexts and languages. Through their engagement in international communities of practice, it is expected that the CLTs become aware of new work and business opportunities.

For beneficiaries, there will be three levels of training; foundation, essential (referred to in combination as basic level training) and intermediate.

At the basic level, beneficiaries will be supported to access information online and communicate online. On the assumption that beneficiaries do not face any challenges to digital participation from family / community and do not have any negative experiences communicating online, it is expected that, as a result of this training, they will demonstrate more active digital participation (with regards to health, relationships, money, learning and business) after the programme.

For some beneficiaries, who have increased their knowledge of new opportunities through SIDP and their subsequent digital participation, it is anticipated there will be an economic benefit in the long term as they access new learning or business opportunities.

At the intermediate level, beneficiaries will be supported to increase their knowledge and skills in digital entrepreneurship (digital marketing and e-

commerce) and cybersecurity such that they can actively and safely participate in online communities, produce online content in addition to producing and using web analytics. It is expected that as a result of this training, beneficiaries demonstrate more active digital participation (with regards to health, relationships, money, learning and business) and take steps to raise the visibility / reach of their business through digital methods, set-up e-commerce platforms and / or digital marketing approaches and use web analytics to change / improve the digital experience of their customers. This is based on the assumption that those attending intermediate level training have the opportunity to apply their knowledge in an entrepreneurial setting, i.e. a business or a social enterprise.

It is anticipated that, should there be demand for the products or services being sold by these businesses / social enterprises, this entrepreneurial digital activity will have a long-term economic impact in terms of increase revenue through business growth or monetising online channels.

To support the in-person delivery of training – for both CLTs and beneficiaries – an element of SIDP is sign-posting both groups to further training and work / work placement opportunities. This activity to raise awareness of new work and business opportunities for CLTs and raise awareness of new learning and business opportunities for beneficiaries additionally contributes to both groups accessing new work, business and learning opportunities.

Wider contextual assumptions supporting the delivery of SIDP are that for all groups (CLTs and beneficiaries of basic and intermediate level training):

- They already have, or can access, basic levels of connectivity
- They have minimal social / cultural / religious aversions or negative mindsets about connecting to the internet and taking part online
- There is locally relevant content, markets, audiences that they can access
- Restrictions introduced in response to Covid-19 do not impact delivery and / or the impact of restrictions can be managed through the adaptation of delivery.

In addition to those directly in receipt of training through SIDP, there will be an opportunity for additional individuals to benefit from the training materials developed for delivering basic and intermediate training. The manuals and toolkits will be distributed to a range of institutions who will be encouraged to adapt their existing training in light of these to make it more effective for the digitally excluded. It is anticipated that some of those in receipt of this adapted training will benefit in the same way as beneficiaries who have received basic or intermediate training through SIDP directly.

1.5 Contributors

The SIDP programme is co-created, co-produced and supported by the following organisations:

1.5.1 The British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections, and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education, and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

1.5.2 The Foreign, Commonwealth & Development Office (FCDO)

The FCDO projects the UK as a force for good in the world. We promote the interests of British citizens, safeguard the UK's security, defend our values, reduce poverty, and tackle global challenges with our international partners.

FCDO is a ministerial department, supported by 12 agencies and public bodies.
<https://www.gov.uk/government/organisations#foreign-commonwealth-development-office>

Read more about what we do

<https://www.gov.uk/government/organisations/foreign-commonwealth-development-office/about>

1.5.3 Other contributors

Contributors to the co-creation process of these manuals includes the following expert Level Training organisations:

- Think Web, Lead Expert Level Trainers, Indonesia
- Nairobites, Lead Expert Level Trainers, Kenya
- Entrepreneurial Development Initiative (ENDIP), Lead Expert Level Trainers, Nigeria
- Red Ochre, Curator of content origination and digital coordination
- Winning Moves, Lead for monitoring, evaluation, reporting and learning (MERL)
- FuturEd, Lead for quality assurance and materials development oversight

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2. Who should use this pedagogy guide?



2. Who should use this pedagogy guide?

This pedagogy guide is primarily intended for trainers and teachers using the Skills for Inclusive Digital Participation (SIDP) training materials to support the learning journey of their own students.

The SIDP programme has two types of trainers:

- The first are expert level trainers (ELTs) who are experienced trainers with extensive local expertise.
- The second are community level trainers (CLT). These trainers are likely to be embedded in local communities and have in depth knowledge of local learners and the challenges that they face. They may have experience of excluded groups, or even be from an excluded group themselves.
- Self-directed learners may also find this pedagogy guide of benefit.

This manual explains the method and practice of guiding your learners through the training materials. There are three accompanying manuals, and supporting documentation, that learners will use through their digital upskilling journey.



3. How to use this guide and the accompanying materials



3. How to use this guide and the accompanying materials

Pedagogy is a method and approach to teaching. This guide offers tools and frameworks to support repeatable training delivery and to ensure consistent learning outcomes.

We are aware that trainers of less advantaged learners may need to be more flexible and resourceful in their approach and use of content to meet individual learner requirements. You will find many suggestions on training and recruitment, reasonable adaptations for learners with different issues, how to extend this toolkit and many other areas of interest for you as a trainer.

This guide and the supporting manuals use a modular approach to develop digital knowledge and skills.

The manuals in the SIDP toolkit are:

1. Pedagogy guide, a guide to the SIDP, and delivering training appropriate for beneficiaries from excluded groups.
2. Basic Digital Skills Manual, a manual covering first steps to using digital technology
3. Intermediate Digital Skills Manual, a manual extending the knowledge, skills and confidence of learners. This includes creating content, communicating online and using social media.
4. Economic Opportunity Manual, a manual covering online marketing, ecommerce, and social commerce, and finding work online.
5. Worksheets. There are standardised activity sheets, and reflection sheets.
6. Country specific annexes. Each manual has accompanying annexes. These annexes contain local content, case studies and examples, exercises and resources that are relevant for that country.

3.1 Recommended and discretionary topics

The content in these manuals is divided into topics. The topics and manuals are categorised into three types:

1

3.1.1 Recommended topics

These are topics that important for many learners, but possibly not for all learners. A good understanding of these topics is an important foundation for developing digital skills. Recommended topics should be covered if possible.

Recommended topics can be very useful as:

- Extension exercises in a training workshop.
- As an assignment after a training workshop.
- As preparatory work before a training workshop, for instance when a learner moves from basic manual to another manual.

2

3.1.2 Discretionary topics

These topics should be covered if there is time, or an interest in the subject. These topics cover important areas of knowledge and skills, but they may be slightly more advanced in nature, or more specific in application.

3.2 The Pedagogy Guide

This is a train the trainer guide and offers Guidance and suggestions for trainers using Skills for Inclusive Digital Participation.

This guide has suggestions on how to:

- Keep training accessible.
- Be flexible in training delivery.
- Appropriately guide learners through the different options available.

The guide contains additional information on equipment and facilities needed to recruit learners, run training sessions, maintain learner logs, and issue certificates.

Country specific annexes complement this pedagogy guide. These annexes offer local perspectives on supporting learners such as skill and behaviour focused approaches, and cultural guidance.

The annexes are:

- Annex_Pedagogy_Indonesia
- Annex_Pedagogy_Kenya
- Annex_Pedagogy_Nigeria

3.3 Manual 1: Basic Digital Skills

The manual introduces fundamental digital skills and explains their relevance and importance in an increasingly digital world.

Since it is intended to be used as an introduction, this manual has a little more emphasis on step-by-step instruction, compared to the follow-on manuals.

This manual includes the following topics:

Topic	Category
First Steps – Introducing you to Digital Devices	Recommended
Navigating the Screen & Accessibility Features	Recommended
Looking after Hardware	Recommended
Creating and Managing Passwords	Recommended
Connecting to the Internet	Recommended
Using Computers and Smartphones Safely	Recommended
Cyber Security: Staying Safe Online	Recommended
Analysing online news and distinguishing Fake News	Recommended
First Steps to getting your Business Online	Discretionary
Other Basic Digital Skills	Discretionary

Table 1: Basic Digital Skills

3.4 Manual 2: Intermediate Digital Skills

The manual covers aspects of digital literacy and accessing online information. There is information on appropriate tools, online etiquette, and online safety.

This manual has more advanced language. It assumes that the learner has (1) completed the basic manual or (2) has sufficient real-world experience and knowledge to be able to progress immediately to manual 2.

This manual includes the following topics:

Topic	Category
Accessing Information Online	Recommended
Content Creation including	Recommended
Online (Productivity) Office Software	
Office (Productivity) Office Software	
Communicating Online	Recommended
Introduction to social media and social media platforms	Recommended
Editing Images	Discretionary
Registering for an Online Course	Discretionary

Table 2: Intermediate Digital Skills

3.5 Manual 3: Digital Skills for Economic Opportunity

This manual introduces learners to the fundamentals of e-commerce and economic activity, online marketing and social media, and seeking opportunities for work.

This manual includes the following topics:

Topic	Category
Grow your Business Online and Create Wealth	Recommended
Introduction to E-Commerce and E-Commerce Platforms	Recommended
How to get work online	Recommended
Introduction to Social Media Analytics and SEO	Discretionary

Table 3: Economic Opportunity

3.6 Worksheet annexes

There are standardised activity sheets, and reflection sheets. You can print these and use the forms as you progress through the programme.

These worksheets can be filled out in training, or as part of extension working such as preparatory work or homework assignments given after training.

- **If you are a trainer**, you have the opportunity to review the activity, the activity forms filled in by your learners, and the reflections worksheets filled in by your learners. You can notarise these materials and they can form a learner's evidence tracking log. For more information see the section **Learner's Evidence Tracking Log (LETL)** in this pedagogy guide.
- **If you are a learner** these can be collected as a record of your work for further reference.

3.7 Country specific annexes

Each manual has accompanying annexes from countries in the pilot – Indonesia, Kenya and Nigeria.

These annexes contain local content, case studies and examples, exercises and resources that are relevant for that country. These additional materials are an important and useful addition to individualise materials for different countries and cultures.

3.8 Suggested training schedules

Here are suggested training schedules to assist you with pacing your delivery. There is a degree of flexibility built into these schedules

3.8.1 Suggested training schedule for the basic manual

3.8.1.1 Day 1

Topic	Topic timing
First Steps – Introducing you to Digital Devices	30 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 1.5 hr / 90 minutes
Navigating the Screen and Accessibility Features	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes
Looking after Hardware	30 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 1.5 hr / 90 minutes

Table 4: Suggested training schedule for the basic manual Day 1

3.8.1.2 Day 2

Topic	Topic timing
Creating and Managing Passwords	60 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 2 hr / 120 minutes

Connecting to the Internet	60 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 2 hr / 120 minutes
Using Computers and Smartphones Safely	60 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 2 hr / 120 minutes
Cyber Security: Staying Safe Online	60 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 2 hr / 120 minutes

Table 5: Suggested training schedule for the basic manual Day 2

3.8.1.3 Day 3

Topic	Topic timing
Analyzing online news and distinguishing Fake News	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes
First Steps to getting your Business Online	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes
Other Basic Digital Skills	60 mins delivery 30 mins Q&A, activity 30 mins reflection, recording Up to 2 hr / 120 minutes

Table 6: Suggested training schedule for the basic manual Day 3

3.8.2 Suggested training schedule for the intermediate manual

3.8.2.1 Day 1 Intermediate Digital Skills Manual

Topic	Topic Timing
Intermediate Digital Skills Manual	
Accessing Information Online	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes
Content Creation including Online Productivity Office Software Office Productivity Office Software	90 mins delivery 90 mins Q&A, activity 30 mins reflection, recording Up to 3.5 hr / 210 minutes
Communicating Online	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes

Table 7: Day 1 intermediate digital skills manual

3.8.2.2 Day 2 Finish Intermediate Digital Skills and begin Economic Opportunity Manual

Topic	Topic Timing
Introduction to social media and social media platforms	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes
Editing Images	90 mins delivery 90 mins Q&A, activity 30 mins reflection, recording Up to 3.5 hr / 210 minutes
Registering for an Online Course	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes
Economic opportunity manual	
Grow your Business Online and Create Wealth	90 mins delivery 90 mins Q&A, activity 30 mins reflection, recording Up to 3.5 hr / 210 minutes

Table 8: Day 2 Finish Intermediate Digital Skills and begin Economic Opportunity Manual

3.8.2.3 Day 3 Finish Economic Opportunity Manual

Topic	Topic Timing
Introduction to E-Commerce and E-Commerce Platforms	90 mins delivery 90 mins Q&A, activity 30 mins reflection, recording Up to 3.5 hr / 210 minutes
How to get work online	90 mins delivery 90 mins Q&A, activity 30 mins reflection, recording Up to 3.5 hr / 150 minutes
Introduction to Social Media Analytics and SEO	60 mins delivery 60 mins Q&A, activity 30 mins reflection, recording Up to 2.5 hr / 150 minutes

Table 9: Day 3 Finish Economic Opportunity Manual

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4. Guiding your student on their learning journey



4. Guiding your students on their learning journey

The traditional approach to delivering a training curriculum is a “one size fits all approach” where all the learners use the same materials and complete all of the same exercises. This can be a valuable approach as all learners study the same materials and their learning experience is the same.

4.1 The SIDP learning journey

As previously noted, in Section 3. **How to use this guide and the accompanying materials** we have a standardised set of modules for most learners.

You may guide your learners through the SIDP programme using this standardised learning journey and be confident that they have systematically covered all the fundamentals needed to develop their knowledge, ability and confidence using digital technologies to safely engage in economic and social activity online.

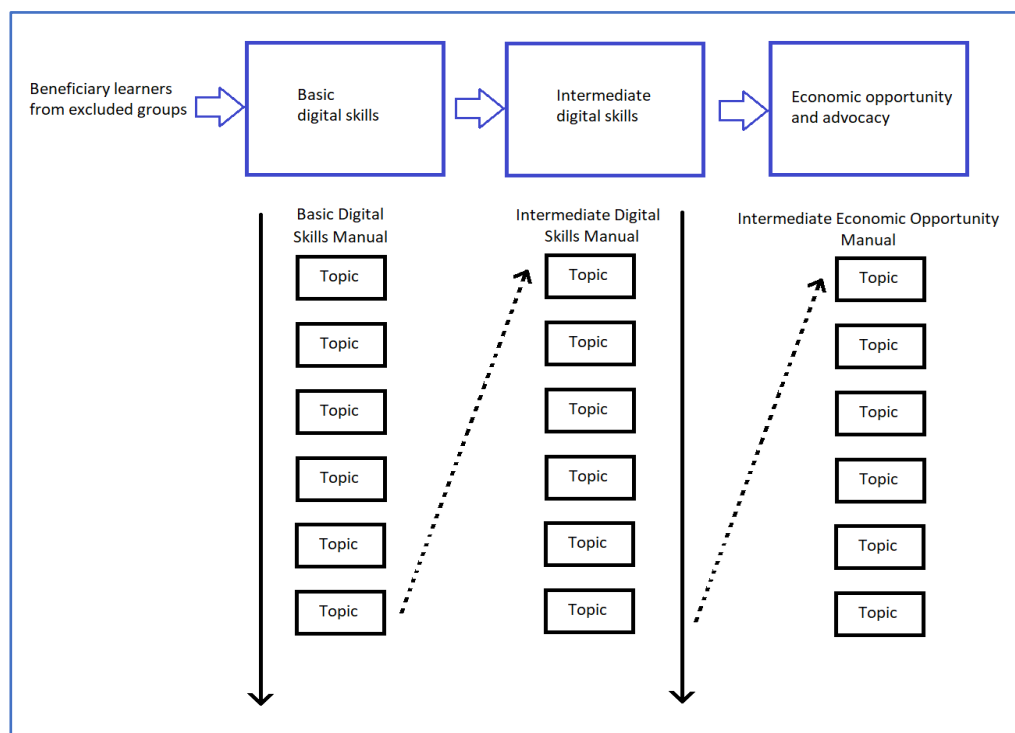


Figure 1: The standard SIDP learning journey

The learning journey covering all three manuals can be delivered together:

- Basic manual over a minimum of three days.
- Intermediate digital skills manual and Economic opportunity manual over a minimum of three days.

A day of training is normally 6 - 8 hours in duration, although this doesn't have to occur all in one solar day. For instance, you could run a four-hour (half-day) workshop on a Monday and a four-hour (half-day) workshop on the following Wednesday. This counts as a day of training.

If your learners want to cover all the discretionary topics, or if you have beneficiaries that require more individualised support you may require additional days to cover all the material in these manuals.

Each of the modules is important. Their activities and learning outcomes overlap and reinforce each other.

4.1.1 The SIDP learning journey and certificates of participation

It is expected that learners complete at least the recommended topics, and have evidence of their activity (through completed and notarised activity worksheet and reflection worksheets) to qualify for a certificate of participation

4.2 Alternative learning journeys

Some of your learners may have prior experience of using digital devices or existing knowledge of how to do some tasks online. As a trainer, if you are aware of their existing digital skills, you can use the time available to focus on aspects of their learning that is not as well developed. We have designed the SIDP topics in the three manuals to be discrete, modular and bitesized. This means that you and your learners can choose the topics that are relevant to their individual needs.

4.2.1 Flexible learning journeys

Learners are taught only topics from a manual that is relevant to them. This acknowledges that some learners will have prior learning or some existing skills that do not to be repeated.

For example, a learner may have a good understanding of basic digital skills and so only require training on the Cybersecurity topic from the Basic Digital Skills manual before moving into study more advanced topics in the Intermediate Digital Skills manual.

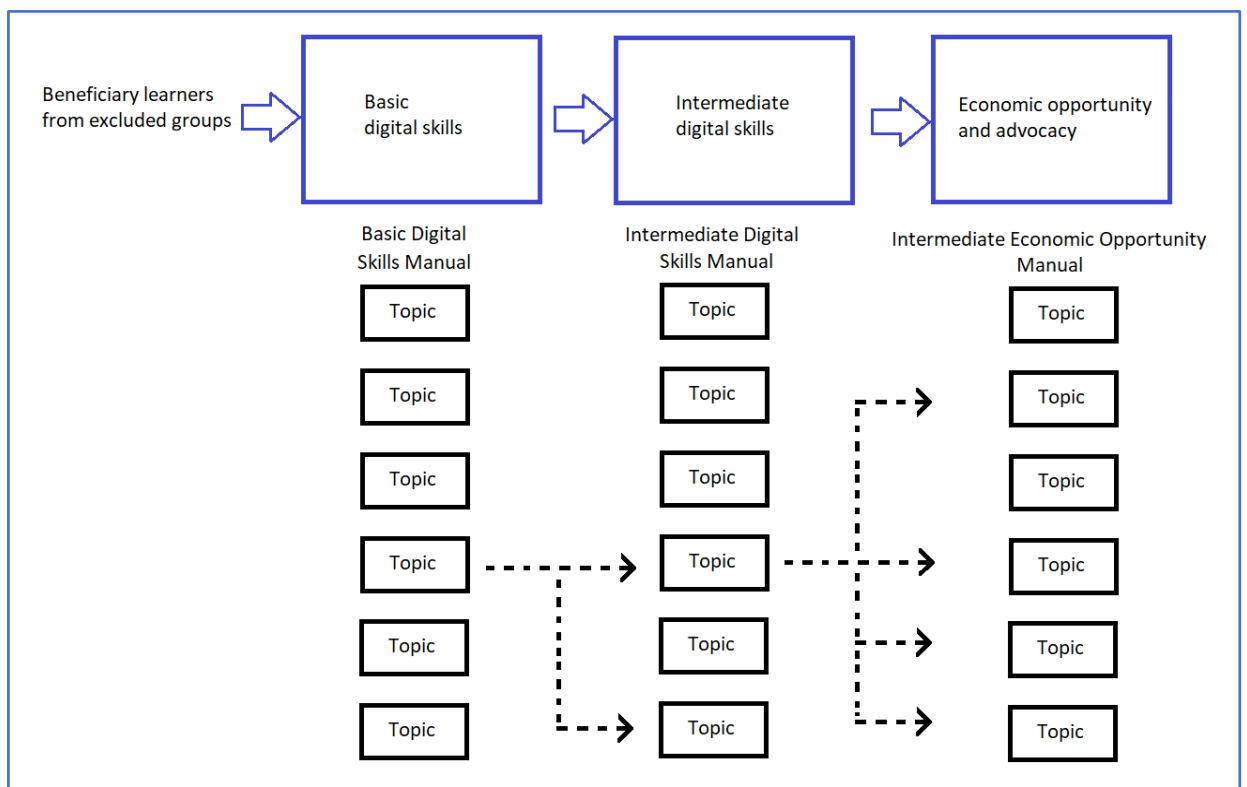


Figure 2: A flexible learning journey

4.3 Working safely with people from marginalised groups

Trainers need to understand the issues of online safety and working safely with people from marginalised groups for them to deliver effectively. This is especially important if the learners are young, vulnerable or from marginalised groups.

Young people are often thought of as having greater knowledge and confidence with technology than many adults. It does not follow that they also possess the broader wisdom or emotional maturity adults have developed through life experience to use digital technology safely

It is important that we protect our students, and they learn online and that we also encourage them to adopt safe behaviours, reduce their risk and develop their resilience so they can be safe online.

4.3.1 What is online safeguarding?

Online safety is broad umbrella term for promoting the safeguarding of children and young people when using any device over the internet.

Online safeguarding includes protecting vulnerable people from online abuse, cybercrime and other forms of danger and criminality.

4.3.2 What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones.

Source: National Society for the Prevention of Cruelty to Children (NSPCC).

4.3.3 What is cybercrime?

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Source: Keeping Children Safe in Education

4.3.4 Types of behaviour and areas of risk

	Commercial	Aggressive	Sexual	Values
Content (vulnerable person as recipient)	Advertisement Spam Sponsorship Personal information	Violent/ hateful content Lifestyle sites	Pornographic or unwelcome sexual content	Biased, racist, misleading information or advice
Content (vulnerable person as participant)	Tracking Harvesting of personal information	Being bullied, harassed or stalked	Meeting strangers, being groomed	Self-harm Unwelcome persuasions
Content (vulnerable person as actor)	Illegal downloading Hacking Gambling Financial scams Terrorism	Bullying or harassing another	Creating and uploading inappropriate material Sexting	Providing misleading information and advice Health and wellbeing Time spent online

Table 10: Types of behaviour and areas of risk

Source: Areas of risk (as structured from EU Kids Online, LSE, 2009)

4.3.5 Six principles of online safeguarding

These six principles of safeguarding are used widely in health and care settings, and they are applicable to online safeguarding.

The application of these principles to your training practice in the SIDP programme will support the personal, emotional, and financial safety of your learners.

4.3.5.1 Empowerment

People being supported and encouraged to make their own decisions and informed consent.

4.3.5.2 Prevention

It is better to take action before harm occurs.

4.3.5.3 Proportionality

The least intrusive response appropriate to the risk presented.

4.3.5.4 Protection

Support and representation for those in greatest need.

4.3.5.5 Partnership

Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

4.3.5.6 Accountability

Accountability and transparency in safeguarding practice.

Source: UK Care Act 2014

4.3.6 Suggestions for practical online safeguarding

1. Create a safe environment
 - Be open and transparent with any policies and procedures you have on online safety
 - An example online safety policy <https://learning.nspcc.org.uk/research-resources/templates/online-safety-policy-statement-and-agreement>
2. Use social media appropriately
 - Are you and your learners using social media safely and appropriately?
3. Do you have codes of conduct for trainers and learners?
 - Use official accounts or training accounts where possible, not personal accounts

- Turn on privacy settings on accounts that are used to interact with young and vulnerable people
 - Use an official or training device where possible to communicate with young or vulnerable people
 - Ensure all communication is relevant to the SIDP programme
 - Use age-appropriate language
4. Be aware of your digital footprint
- Family members may look up personal social media accounts so these should be free of inappropriate or harmful content, and not provide personal information such as personal email addresses or phone numbers
5. Privacy and consent
- If you are planning to use the internet to host activities that provides direct interaction with young or vulnerable people online you will need to secure consent. This should be written consent from the parent, guardian or the child.
 - An example consent form <https://learning.nspcc.org.uk/research-resources/templates/example-consent-form>
6. What happens if there is a problem? How to respond to concerns
- There are many things you may be concerned about including online abuse, sexting, cyberbullying, mental or physical health, radicalisation etc. Be aware that one, or more, problems can exhibit together
 - In the first instance address concerns discreetly to get more information. You will be in a better position to make an informed decision as to how to proceed
 - Are there independent and trustworthy individuals you can refer concerns to? These might be senior members of staff in your own organisation, a British Council representative, or a member of child services or the police force
 - See this resource from the NSPCC on identifying abuse, disclosure of abuse by vulnerable people and suggestions on how to proceed,

<https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>

4.3.7 Further guidance and resources

- SIDP Basic Digital Skills Manual, Section 16 Staying safe online: Cyber security and you
- The Safeguarding Network, <https://safeguarding.network/content/safeguarding-resources/online-safety/>
- NSPCC Child protection and safeguarding resources, <https://learning.nspcc.org.uk/safeguarding-child-protection>
- Department of Media and Communication, London School of Economic and Political Science, <https://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online>

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5. Extending the SIDP toolkit



5. Extending the SIDP toolkit

It is hoped that the SIDP pilot programme will be extended in some form to other countries so that more marginalised communities and individuals can benefit from inclusive digital participation. Other trainers will be able to use these materials freely in support of their own training programmes.

The toolkit has designed from the outset to be extensible.

5.1 First steps to extend the SIDP toolkit

If you would like to use and localise the toolkit, please:

- Follow the guidance in this document to adapt and extend its use for your own country context
- Liaise with your local British Council (BC)
- Liaise with your Foreign, Commonwealth & Development Office (FCDO)

5.2 Specific steps to take to extend the toolkit

The pedagogy guide, the basic digital skills manual, the intermediate digital skills manual and the economic opportunity and advocacy manual are core content. These documents contain universal content appropriate to most learners. These documents should not be edited. If updates are required to the universal content the British Council and the FCDO will update and distribute the amended materials.

You are free to create local content as long as it is in the form of a country specific annex. This is where your case studies and examples, narrative and perspective on your own context and culture, exercises and resources can be shared.

When you are curating your country specific content, please be aware that there may be digital skills frameworks that already being used, or are being adopted by

organisations in your country. If this is the case, please include references to these frameworks in your country specific annex.

5.3 Guidance on IP of new materials

If you wish to use this toolkit and go on to create content relevant to your context, region, or country then the content you create should be able to be freely used. That means it should be either open source and attributed, for instance under the creative commons license, in the public domain or your own original content.

As with the core manuals produced for the SIDP programme, copyright of country specific annexes belongs to the British Council.

Please note that this information is intended as a general overview and should not be considered as legal advice.

Your local British Council or FCDO liaison will be able to advise you further.

Here are some additional materials you may find useful:

- https://www.wipo.int/copyright/en/faq_copyright.html
- <https://www.bbc.co.uk/copyrightaware>
- <https://naomikorn.com/resources/>
- <https://www.copyrightuser.org/understand/rights-permissions/getting-permission/>
- <https://copyrightalliance.org/faqs/how-to-get-copyright-permission/>
- https://copyrightservice.co.uk/copyright/p13_permission
- <https://www.rightsdirect.com/international-copyright-basics/>
- [https://ifta-online.org/wp-content/uploads/2019/06/FINAL-IFTA Practical Guide to Copyright Protection.pdf](https://ifta-online.org/wp-content/uploads/2019/06/FINAL-IFTA_Practical_Guide_to_Copyright_Protection.pdf) (films)
- https://www.wipo.int/treaties/en/ip/berne/summary_berne.html

6.

6. Additional resources on digital skills frameworks and pedagogies



Additional resources on digital skills frameworks and pedagogies

There are other digital literacy frameworks that are widely used. A wider understanding of different approaches may be useful in your practice.

Some excellent examples of these frameworks for learning include:

- UNESCO Global Framework for digital literacy skills
<http://uis.unesco.org/en/blog/digital-literacy-skills-framework-measure>
- ITU digital skills framework
https://academy.itu.int/sites/default/files/media2/file/20-00227_1f_Digital_Skills_assessment_Guidebook_%2028%20May%202020.pdf
- NCFE Basic Digital Skills Curriculum
<https://www.ncfe.org.uk/sector-specialisms/essential-digital-skills/>

Please note that there might be digital skills frameworks that are popular or widely used in your country or region. Please refer to your country specific annex for further guidance

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7. General principles and materials to support trainers in their delivery



7. General principles and materials to support trainers in their delivery

We acknowledge that local trainers have experience and local knowledge. The SIDP defers to local community and expert level trainers in the style and mode of delivery of the materials to learners, but we offer our suggestions and advice here to support you in delivering these materials to your learners.

7.1 SIDP is inclusive and participatory

The SIDP is an inclusive and participatory programme in all stages of development and use. This approach flows through co-creation of these materials, engagement with expert level trainers in the initial programme countries, development of local community level trainers, and co-producing appropriate learning outcomes with beneficiaries from excluded groups.

There are, however, some general principles and approaches that will assist you in delivering standardised and high-quality training to your learners.

7.2 Accessibility

The SIDP attempts to make the training materials and guidance as accessible as possible. By this we mean the extent to which this toolkit and its documents can be used by everyone, regardless of their abilities.

7.2.1 Additional resources for accessibility and assistive technology tools

Here are links to resources, comprehensive lists of applications and assistive technologies that can support a range of learning needs.

- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/>
- <https://abilitynet.org.uk/>
- <https://www.youtube.com/user/abilitynet/videos>
- <https://alt-text-as-poetry.net/>
- <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>
- <https://www.callscotland.org.uk/home/>
- <https://www.bdadyslexia.org.uk/advice/children/dyslexia-and-virtual-teaching-and-learning>
- https://www.youtube.com/channel/UCjZoWZjCAUh5_GTmjpSPemQ/videos
- <https://ukhomeoffice.github.io/accessibility-posters/posters/accessibility-posters.pdf>
- <https://support.microsoft.com/en-us/office/accessibility-video-training-71572a1d-5656-4e01-8fce-53e35c3caaf4>
- <https://support.microsoft.com/en-us/office/office-accessibility-center-resources-for-people-with-disabilities-ecab0fcf-d143-4fe8-a2ff-6cd596bddc6d>
- <https://training.section508testing.net/>
- <https://webaim.org/intro/>
- <https://www.w3.org/WAI/standards-guidelines/wcag/>

7.3 Equality, Diversity, and inclusion (EDI) in the SIDP programme

The SIDP programme has consciously acknowledged and incorporated best practice on Equality, Diversity, and Inclusion (EDI). This has been done through the creation of the tested training materials and guidance.

7.3.1 What does Equality, Diversity, and Inclusion mean?

Equality, Diversity, and Inclusion (EDI) supports fair treatment and opportunity for all people. The EDI approach aims to eliminate prejudice and discrimination based on individual or group behaviours or characteristics.

7.3.1.1 What is equality?

Equality means fairness. We ensure that individuals, or groups of individuals, are not treated less favourably because of their behaviours or characteristics.

Equality also means equality of opportunity. We must also ensure that those who may be disadvantaged can get the tools and support they need to access the same opportunities as their peers.

7.3.1.2 What is diversity?

Diversity is recognising, respecting, and celebrating each other's differences. A diverse environment is one with a wide range of backgrounds and mindsets, which encourages creativity and innovation.

7.3.1.3 What is inclusion?

Inclusion means creating an environment where everyone feels welcome, valued and safe. An inclusive environment can only be created once we are more aware of our unconscious biases and have learned how to manage them.

7.4 Rapport

When we think of rapport, we normally think of the feeling of mutual trust between a learner and a teacher. This feeling is very positive and reinforces our ability and desire to learn. Trainers should consider different ways to build rapport, in order to support the learning process.

Some simple ways to build rapport include:

- Acknowledging the interests and concerns of your participants
- Acknowledging the jargon and in-jokes of your participants
- Using relevant language, which acknowledges the local context and does not reinforce stereotypes regarding class, disability, gender or race
- Ensuring participant comments or questions are responded to appropriately

- Where appropriate, share something about yourself. At the same time, it is important to remember that the focus should be on the learner and on their experience, rather than on the educator / trainer. Where appropriate, mirror the body language of your learners

7.5 The ASK model and the modular “topic” system

The topics in the training manuals are made up from groups of related topics. Each topic is arranged in a similar manner.

- A brief description of what a topic is and why it is important.
- Some practical theory and best practice.
- Case studies, exercises, or discussion and exploration.
- Links and resources (tools and methods).

This structure is based on the ASK, or Attitudes, Skills, Knowledge methodology.

The ASK model challenges the traditional model by providing an appropriate amount of knowledge to be useful, then moving as quickly as possible to the application of knowledge and practice of skills.

7.6 Multisensory teaching/ instruction

Multi-sensory instruction is a way of teaching that uses more than one sense at a time. This can include traditional reading and listening, as well as touch, movement, smell or other or movement actions.

This approach can be very useful for learners with learning disabilities, difficulty maintaining concentration, and sensory or learning disabilities.

In short multi-sensory instruction helps people to have more than one way to learn.

7.6.1 Additional resources for multisensory instruction

- What is multisensory instruction?
<https://www.understood.org/articles/en/multisensory-instruction-what-you-need-to-know>
- Eight multisensory techniques for teaching reading,
<https://www.understood.org/articles/en/8-multisensory-techniques-for-teaching-reading>
- Defining inclusive education, <https://www.eenet.org.uk/what-is-inclusive-education/defining-inclusive-education/>

7.7 Multimodal teaching

In multi modal teaching the delivery or interaction mode is varied.

For instance, to demonstrate a trainer may use:

- Different types of hardware or software apps that have the same function
- Mini-whiteboards for written responses
- Raised hands, lollipop sticks or coloured cups to indicate answers

Multi modal teaching displays some similarities with multi-sensory instruction.

7.7.1 Additional resources for multimodal teaching

- What Is Multimodal Learning? <https://elearningindustry.com/what-is-multimodal-learning>
- 35 Multimodal Learning Strategies and Examples,
<https://www.prodigygame.com/main-en/blog/multimodal-learning/>
- Engaging your learners' senses, <https://www.learnupon.com/blog/multimodal-learning/>

7.8 Direct instruction

Direct instruction can be particularly effective for people with learning difficulties. This training method takes a uniform approach to giving instruction and making what you want the learners to understand explicit. This is a very didactic approach.

This approach is also well suited to training first time users of technology as they will sometimes be worried that they can break a piece of technology or do something wrong. If a learner can achieve the expected outcomes, then their confidence and willingness to try experimenting on their own will increase.

Typical steps in this approach include:

- Say what you are going to do
- Say why you're going to do it
- Demonstrate the task
- Support the learners in their initial practice
- Move on to independent practice

7.8.1 Additional resources for direct instruction

- Video: How to do direct instruction,
https://www.youtube.com/watch?v=OJJkkUPC_yM

7.9 Multi-Tiered Support System

The Multi-Tiered Support System, and its predecessor Response To Intervention, is a framework for improving the trainer's response to the needs of specific individuals. Where it is observed that individual progress in an area of learning or behaviour is not as expected compared to their peers, the individuals are given increasingly more targeted and intensive support in smaller group sizes or even one-on-one support.

Learners can move back and forth between the support tiers based on progress and so moving into a tier of more targeted support does not mean the learner will stay there throughout their entire learning journey.

Making reasonable adjustments to include people with a range of learning support needs

- Core / mainstream / mixed ability
- Smaller groups / smaller incremental steps or shorted modules
- Same ability groups
- One to one working or intensive working

7.9.1 Additional resources for multi-tiered support

- Video, Multi-Tiered Systems of Support,
https://www.youtube.com/watch?v=xbFUfC_n588

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8. Reasonable adaptations for PLWD and other marginalized groups



8. Reasonable adaptations for PLWD and other marginalised groups

Our guidance explains a number of flexible approaches for delivering training people from marginalised groups – as a result of gender, sexual orientation, religion, socio-economic status or trauma, as well as People Living with Disabilities (PLWD)

8.1 Flexibility in training delivery

Although we have emphasised flexibility, accessibility, and an EDI approach to training it is ultimately the trainer who is best placed to make decisions as to reasonable adaptations of resources and materials based on local context, location, and learner requirements.

Your delivery options include:

- A combination of facilitated presentations and talks.
- Group work and exercises.
- Reflections.
- Experiential learning.
- Documentary films of case studies.
- Assignments.
- Practical sessions and field visits to select venues with practical application.
- Document and case study reviews.
- Role plays and group discussions.
- Use of multimedia tools.
- Feedback from trainees through practical activities such as out of class assignments or homework.

8.2 Reasonable adaptations for people living with trauma

Trauma takes many forms and can affect people in different ways. Trauma normally stems from an event or situation that a person has experienced. These could be:

- Death of a friend or family member.
- Divorce or separation.
- Loss of a job.
- Forced migration because of war, conflict, or ecological pressure.
- Physical, emotional, or sexual abuse.

Unfortunately, this is not an exhaustive list of sources of trauma. Please be aware that any one of your learners may be suffering from one or more forms of trauma.

Trauma can affect how people feel about learning and how they communicate with others, especially people in positions of authority. Trauma can also cause people to protect themselves by limiting their expressions of emotion.

Some simple steps you can take as a trainer include:

- Recognising the effects of trauma in a person.
- Being sensitive to the effects of trauma on that person and how they engage with learning.
- Acknowledge your role as a trainer in supporting people affected by trauma.

8.3 Reasonable adaptations for different genders

In the development of these support materials, we have taken the decision to be gender neutral where possible. We defer to local trainers and experts to understand local context and continue to be gender neutral or gender sensitive.

Here are some issues and challenges to be aware of when you are planning and delivering inclusive digital skills training to learners of different genders:

- In some contexts, women tend to have lower levels of formal education compared to their male counterparts with similar backgrounds. This is especially the case women with disabilities. Is there an opportunity for peer learning, or buddy learning?
- Consider having an introductory session that creates space for the young women to explore and appreciate the benefits of digital skills. This can also provide opportunities to discuss some of the myths and perceptions around digital access and skills for women, PLWD and other marginalised groups.
- Do your best to provide examples and context that is meaningful to women and is free from gender bias.

A few things to consider:

- **Who is the trainer?** Is the gender and age of the trainer going to help the training or add a barrier? Will the trainer have a good understanding and appreciation of the local cultural dynamics?
- **Same gender or mixed gender sessions?** Even in cultures where women can study with men, some female students may feel safer and more at ease in the company of other women.
- **Are the trainers gender aware?** Avoid exclusionary practices or language that discourages women from freely expressing themselves.
- **Scheduling.** Consider the best time to run a training workshop so women learners are able to carry out their family and social obligations.

- **Training venues/location.** Consider the accessibility and safety of a venue, and also if they are they culturally acceptable.

8.4 Reasonable Adaptation Standard Operating Procedure (SOP) for PLWD and other marginalised groups

If you are a less experienced trainer here is some specific guidance in the form of Standard Operating Procedures (SOPs).

Trainers should take these steps when considering reasonable adaptation to training delivery for PLWD.

8.4.1 Map the participants

8.4.1.1 Identify the type of disability

- Partially sighted or blind?
- Limited hearing or deaf?
- A sensory or communication disability?
- Is the individual able to live independently?

8.4.1.2 Identify the support available

- Is a device owned?
- Does the learner have Internet access?
- Are accessibility tools enabled on the digital device?

8.4.2 Prepare accessibility material

- If there is a learner who has limited hearing or is deaf, ask what sign language they use.

- Make sure there is a sign language interpreter fluent in the appropriate sign language for live sessions.
- Consider **Caption** text of **Speakers Notes** on the training presentation deck.
- For slides/images use descriptions and alt-text for partially sighted and blind beneficiaries.

8.4.3 Consider and provide physical accessibility

- Consider physical access issues and how PLWDs can access the training both online and offline.
- Consider how the learner may physically interact with the venue, and the equipment and facilities there.

8.4.4 Using SOPs for women participating in the training with their children

- Mapping of participants' digital access.
 - What is the digital device owned?
 - Do they have internet access?
- Accessibility material.
 - Is the manual / topics activity also child friendly?
- Accessibility
 - Is there a nursery room/area?
 - Enough space for babies/toddlers?
- Others: Can the learner bring their partner or other children?

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9. Practical requirements for delivery



9. Practical requirements for delivery

To achieve the learning outcomes in this course, learners will need access to:

- A computing device. This could be a personal computer, laptop, tablet, or smartphone.
- Access to the internet.
- Ability to use software and apps and create user accounts.
- A learner's evidence tracking log (if desired).

There are some options available to you as a trainer:

- You provide the computing device and internet connectivity. If you are an established trainer this is probably something you already do.
- You rely on learners to provide their own computing device and internet connection. This may be problematic in physically remote areas, or locations poorly served by mobile, telephone or broadband infrastructure.

9.1 Learning management platform and distribution of materials

These SIDP materials are available to use from a variety of sources.

The easiest and most accessible source is the SIDP Learning Management Platform <name and reference to be confirmed>. All materials can be freely downloaded from there.

These materials include the core documentation of:

- Pedagogy guide to training and using the materials
- The Basic Digital Skills Manual and associated country specific BDS Annexes
- The Intermediate Digital Skills Manual and associated country specific IDS Annexes
- The Economic opportunity and advocacy Manual and associated country specific EOA Annexes
- Activity and reflection template and worksheet annex

Supporting materials including:

- Editable certificates for beneficiaries and participating community level trainers
- Supporting materials to assist with monitoring, evaluation, and learning

Some regions may have challenges of poor internet connectivity or mobile signal coverage. In these situations, supplementary methods to share these materials are suggested:

- Physical optical media such as CD or DVD disc
- Physical media such as a thumb or USB drive
- Physical media such as printed manuals and exercise templates
- Local hotspots attached to a local data repository of the materials to allow for local downloads

Contact your local British Council liaison for further guidance and assistance.

9.2 Preparing your training session

Here are some simple steps you may find useful to check when you are preparing to deliver an SIDP training session.

9.2.1 Before the workshop

- Try to find out about your learners
 - Who are they? Can you foresee obvious challenges that you can begin to address now?
 - What is their skill and knowledge level?

- What problems might they have, and how can you make adaptations to those possible challenges?
- Design a delivery plan.
 - Focus on activities that will lead to the desired learning outcomes.
 - Decide what content will be covered in the session, and how long you will spend.
 - Remember to build in time for breaks, discussion, and questions.
 - Consider the flexible options to delivery e.g., multi-modal, small group working, peer learning.
- Prepare materials from this toolkit.
 - Make copies of the appropriate manual and worksheets, and country annex.
 - Make a few more copies of the worksheets than you think you will need.
 - Prepare copies of the assessment and feedback forms.
- Delivery.
 - Actively listen to the participants in your session.
 - Be responsive and adapt to their needs. The training plan is a plan that can change.
 - Always be aware of the learning objectives.
 - Engage all participants. Do this directly or instead try and use group, small group or one-to-one working and peer learning to engage learners.

9.3 Promoting your course and recruiting learners

Recruitment of student learners can be difficult but here are some simple steps to consider:

- Use your existing network of learners.
- Approach groups, clubs, or institutes where people that you want as learners gather.

- Spread your message in places where people physically congregate such as schools, places of worship or marketplaces.
- Incentivise people to sign up to a training course. The promise of new skills, increased ability to be self-reliant or a financial incentive where possible.
- Incentivise people to attend a training course once they have signed up for it. This could mean providing food or, reimbursement of travel expenses.
- Incentivise people to complete the course. Talk about increased earning power, increased ability to engage online, or a certificate of completion that will improve job prospects for the learner.

9.3.1 Managing objections from learners or friends and family of learners

You may experience resistance from some learners, or the families of some learners. Family members may have justifiable objections to engaging with the training programme.

Be aware this may happen and prepare for this situation.

- Understand what the objection might be.
- Are there reasonable adjustments to the course you could make to address this e.g., same gender classes?
- Is there an opportunity to open a dialogue and build trust between you as a training provider and figure of authority and the family structure?

Examples of objections and possible responses are included in the accompanying country specific annexes.

9.4 Assessment and certification of your learners

Mapping the participants (their prior experience, needs and expectations) is the first process in assessing which manual and set of topics to use in the learner's journey.

By mapping your learner's experience and requirements, trainers will have a better understanding of the strengths and weakness of the learner and the appropriate learning outcomes that are relevant to that person.

The mapping process can be done by observing the future participants and / or carrying out a small survey before the training takes place. This assessment can be achieved using a formal test, structured interview or asking your learners to talk about a topic or complete a task to demonstrate competence.

9.4.1 Learner's Evidence Tracking Log (LETL)

We suggest that learners that progress through the SIDP programme keep a log of the tasks and exercises they have completed. This Learner's Evidence Tracking Log (LETL) is useful for both certified and non-certified training.

An LETL can include:

- Observation of tasks by ELTs / CLTs of learners.
- Annotated screenshots of a device.
- Accurately referenced information in assignments.
- Evidence of completed tasks.

An LETL is useful because:

- It can help learners keep track of their progress.
- Learners have a body of evidence that could be assessed by an external moderator or examiner e.g., NCFE, OCN etc. as part of an assessed qualification.
- For learners that are doing the course without receiving a certificate of attendance or completion the LETL is evidence of digital competency that is useful in a job application process or in progressing to other training or education opportunities.

As a reminder template evidence forms are available in this SIDP toolkit. The general template is called Annex_Activity and reflection template.docx.

9.4.2 Assessing the training sessions

Trainers and learners want are interested in the quality of the training sessions that are involved with.

A learner wants to gain knowledge, skill and confidence so they can apply their digital skills.

A trainer wants to understand if the training is increasing the competence of the learners, what aspects of the training are well delivered and what aspects of the training could be improved.

In addition to the Activity and Reflection templates and associated Learner's Evidence Tracking Log there are other tools that can help you. You are probably aware of and already use many of these tools and approaches:

- Observed or moderated activities to assess competence
- Written tests
- End of training questionnaires or surveys

9.4.2.1 The New World Kirkpatrick Model of training assessment

A well-known and widely used training assessment tool is called the New World Kirkpatrick Model of training assessment. This is a model with four levels

Level 4: Results

Level 3: Behaviour

Level 2: Learning

Level 1: Reaction

Levels 1 and 2 of the New World Kirkpatrick Model provide data related to effective training. These levels measure the quality of the training and the degree to which it resulted in knowledge and skills that can be applied on the job. These measurements are useful primarily to the training function to internally measure the quality of the programs they design and deliver.

Levels 3 and 4 provide the needed data related to training effectiveness. These levels measure on-the-job performance and subsequent business results that occur, in part, due to training and reinforcement. Training effectiveness data is key to demonstrating the value that the training has contributed to the organization and is typically the type of data that stakeholders find valuable.

If you would like further guidance and resources on the New World Kirkpatrick Model, please refer directly to <https://www.kirkpatrickpartners.com/resources/>.

9.4.3 Certification for learners

Receiving a certificate can be a powerful and motivating event in the learning journey of a person.

Official documented evidence that a person has attended and completed a course can increase both their confidence and their prospects in the job market. They are

more likely to apply for a job opportunity, and they are also more likely to succeed in getting a job offer if they have documented digital skills.

As noted in section **4.1.1 The SIDP learning journey and certificates of participation** it is expected that learners complete at least the recommended topics with evidence of successful completion of their activities and learning.

This evidence is provided through completed activity worksheet and reflection worksheets notarised by the trainer. As trainer you are then have the option of offering learner's certification for:

- Sufficient attendance.
- Completion of an adequate number of training sessions.
- No certificate.

See the accompanying files for template certificates that you can edit and use:

- Skills for Inclusive Digital Participation_Certificate.docx

9.4.4 Certification for CLTs

ELTs are encouraged to use the editable certificate annex to provide their Community Level Trainers (CLTs) with documentary evidence that they have completed the train the trainer aspect and the training delivery aspects of the SIDP.

See the accompanying files for template certificates that you can edit and use:

Skills for Inclusive Digital Participation Certificate for CLTs.docx



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