D3.1: FRISCO Competence Model

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Executive Summary

The *Fighting Terrorist Content Online* (FRISCO) project, funder by the European Commission – Internal Security Fund under Grant agreement No 101080100 brings together 8 partners from 6 different European countries between 2022 and 2024. Its objective is to assist Hosting Service Providers (HSPs) in adhering to the Terrorist Content Online (TCO) Regulation. Enacted as regulation (EU) 2021/784, this legislation, in effect from 7 June 2021 and applicable from 7 June 2022, outlines specific measures that HSPs must implement to combat the dissemination of terrorist content on their platforms.

The present Competence Model is developed within the framework of WP3 task 3.1 ("Design of the FRISCO Competence Model"). This model is strategically designed to map the necessary competences of micro and small European HSPs, equipping their workforce to effectively implement the TCO requirements. By addressing the dissemination of terrorist content online, these HSPs fulfil their vital societal responsibilities in safeguarding their services from exploitation by terrorist groups.

To ensure broad accessibility and understanding across Europe, the FRISCO Competence Model adheres to the European Quality Framework (EQF) guidelines. Additionally, the accompanying training material will be thoughtfully developed in EQF compliance, at level 4.

The FRISCO Competence Model is structured in the following sections:

1. Introduction

2. The European Qualification Framework (EQF)

3. The FRISCO Curriculum

4. The assessment

5. Conclusions

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List of Terms & Abbreviations

Abbreviation	Definition
HSP (HSPs)	Hosting Service Provider
EU	European Union
TCO	Terrorist Content Online Regulation

FRISCO	Fighting Terrorist Content Online project
WP	Work Package
EQF	European Qualifications Framework
PAR	Paragraph
T&S	Trust & Safety
T/VEO	Terrorist/Violent Extremist Offenders
NLP	Natural Language Processing
DSA	Digital Service Act
US	United States
CGU	Council of Global Union
CSAM	Child sexual abuse material
LEA (LEAs)	Law Enforcement Agency
AI	Artificial Intelligence
CA	Competent Authority
RO	Removal Order
T/VE	Terrorism, Violent Extremism

1 Introduction

1.1 The FRISCO project - Presentation

Terrorist and illicit content online poses an escalating concern, demanding attention from both security and public policy perspectives. In today's complex, interconnected world, countering the spread of terrorist content online necessitates a multifaceted approach. This approach must acknowledge the interdependence of global and digital phenomena, and requires a combination of legislative, non-legislative and voluntary measures based on collaboration between authorities and Hosting Service Providers (HSPs).

In response to this pressing need, Regulation (EU) 2021/784, dedicated to addressing the dissemination of terrorist content online (TCO Regulation), came into effect on 7 June 2021. It is set to be fully applicable from 7 June 2022, outlining a series of specific measures that Hosting Service Providers exposed to TCO Regulation must implement. These measures are instrumental in addressing the misuse of their services and collectively working towards a safer online environment.

In this context, the objective of the *Fighting Terrorist Content Online* (FRISCO) project is to support HSPs to comply with the TCO Regulation, through:

1. Informing Hosting Service Providers and increasing their awareness of the Terrorist Content Online Regulation and their new obligations

2. Developing and validating tools, frameworks, and mechanisms to support Hosting Service Providers in the implementation of the Terrorist Content Online Regulation

3. Sharing experience, best practices and tools to support the implementation of the Regulation.

The project activities are structured around a comprehensive approach that focuses on mapping the technical and human needs of Hosting Service Providers and their awareness levels regarding the Terrorist Content Online Regulation. This forms the foundation for the development and validation of essential tools, frameworks and mechanisms in WP2. WP3 will enhance the capacity building of HSPs and WP4 will support raising their awareness in relation to their compliance duties. Finally, WP5 will disseminate the results of the project.

As a direct outcome of the project, targeted Hosting Service Providers will gain a comprehensive understanding of online terrorist content, enabling them to better address and to comply with the TCO Regulation. This will lead to safer navigation online by reducing the risk of encountering terrorist content online.

1.2   The Competence Model's objective - Purpose and scope

The FRISCO Competence Model serves the purpose of mapping the essential competences required by European HSPs to comprehend and adhere to the TCO Regulation. By doing so, it facilitates the upskilling of their workforce in alignment with regulatory requirements. The FRISCO Competence Model identifies and defines the necessary knowledge, skills, and competences that HSPs must possess to successfully implement the TCO and effectively address the dissemination of terrorist content online. Emphasising their societal responsibilities, it equips HSPs with the capabilities to safeguard their services from any misuse by terrorists.

The design of the Competence Model stemmed from a thorough examination of our state-of-the-art research at the application stage and the insightful WP2 mapping report (T2.1). Conducted over a six-month period ending in May 2023, this mapping report delved into the needs of European micro and small HSPs, identifying challenges and gaps in relation to the TCO Regulation. Three main methods were employed to gather the information necessary for this report: (1) semi-structured interviews with target group representatives and key stakeholders; (2) an online survey disseminated among European HSPs; and (3) comprehensive desk research. Based on institutional data and most recent scientific papers, the result of the project desk research efforts helped the FRISCO Consortium to circumscribe our subject and guide our investigations. Throughout the process, we discovered that terrorist activities on the Internet revolve around five primary areas: propaganda, financing, training, planning, cyberattacks, with a constant intertwining between online and offline realms. While precise figures on the spread of terrorist content online proved elusive, our focus on trends revealed three major types of platforms: persistent reliance on online dead drops, the recent surge of decentralised platforms and the search for (smaller) platforms with weak content moderation. Moreover, the research revealed an increasing exposure of smaller European HSPs to terrorist content, particularly in relation to specific types of platforms and services (i.e. file storage and sharing services, online media sharing services, networking and discussion forums).

The report's findings highlighted two significant observations:

- *Micro and small HSPs exhibited limited awareness and knowledge of the TCO Regulation and its implications for their companies and daily operations* (1). In comparison, they were notably

more familiar with the Digital Services Act (DSA). This lack of awareness can be attributed to factors such as uncertainty about the application of the term 'HSP', insufficient communication from public authorities about the TCO Regulation, and a belief among HSPs that they are not prone to encountering terrorist content. Furthermore, it was found that defining and identifying what is "terrorist content" was also a challenge for most HSPs.

● *The small-scale HSPs fundamentally lack the tools (automated detection, monitoring, content moderation, etc.) and formal processes required to implement TCO Regulation's provisions, their resources and capabilities being very limited* (2). Indeed, a large majority of the responding HSPs have not yet set-up tools and processes to be compliant with the Regulation. This is to some extent reflected by the fact that only 20% of the HSPs responding to our online survey moderate all content generated by users. This affects their willingness to invest in developing the right processes and implementing efficient tools, not only to be compliant with new regulations but also to serve their own business needs. According to their own words, this would only be changed in case an imminent manifestation of a (terrorist) threat would push them to do so, otherwise these investments would be likely to be postponed for as long as possible. Nevertheless, a strong desire to learn more about the TCO Regulation and receive guidance was identified among them.

The report thus showed that providing support for HSPs would help to clear the current lack of information that has left many HSPs unaware of both their requirements as well as the mechanisms and strategies to meet such requirements. Participation in FRISCO's training and awareness activities may help bridge this knowledge gap and improve HSPs' ability to effectively address terrorist content on their platforms. In addition, FRISCO's products focused on fostering knowledge exchange and providing guidance on good practices and available tools is likely to directly address HSPs needs of practical know-how when implementing the TCO Regulation.

1.3   Approach for Work Package and Relation to other Work Packages and Deliverables

The project is delivered through five Working Packages (WP). WP1 will manage and coordinate day-to-day management activities of the project. WP2 is dedicated to the development of relevant tools. WP3 aims to create a training program and to develop e-training modules, while WP4 helps raise awareness of HSPs. WP5 is dedicated to the dissemination and exploitation of results.

The present Competence Model is realised within the framework of WP3, Task 3.1. The aim of task 3.1 is to design and develop a model to map the competences micro and small HSPs need to acquire following the adoption of the TCO Regulation. Thanks to the results of state-of-the-art research carried out at application stage and the mapping within WP2 (T2.1), this Competence Model has been

designed, defining the knowledge, skills, and competences needed by micro and small HSPs in order to effectively implement the TCO and address the dissemination of terrorist content online on their platforms, given their societal responsibilities to protect their services from misuse by terrorists. It includes the COMPETENCE STANDARD, the SET OF EVIDENCE, and the PROCESS. A first draft of the model has been provided, and all partners have contributed with their feedback in order to finalise it.

In task 3.2 - based on the results of task 3.1 - e-training material will be created and tested to help the micro and small European HSPs to better understand (i) the nature of terrorist content online, (ii) the means available to identify and remove them from their services and (iii) the mechanisms and processes to implement in order to comply with the TCO Regulation.

In task 3.3 the validation path of the skills acquired according to the European Qualifications Framework (EQF) will be designed and released to partners in order to potentially improve transparency, comparability and portability of qualifications acquired by project participants, making possible to compare qualifications from partners' countries and from other different countries and institutions. The start of this national process will then be at the discretion of each partner.

The results of WP3 (D3.1 FRISCO Competence Model, D.3.2 FRISCO e-Training Modules, D3.3 Validation set according to EQF) will be crucial in the implementation of all the project WPs, especially in the WP4, aimed to share experiences, develop best practices and raise awareness on the challenges posed by TCO, where the training materials developed and the competence model will play a fundamental role.

1.4   Methodology and Structure of the Deliverable

A Competence Model serves as a comprehensive framework for delineating the essential knowledge, skills, behaviors, and competences required to fulfil the demands of a particular job. By analysing and describing the spectrum of abilities and proficiencies that an HSP must possess, the model empowers individuals to attain a significant competitive edge in their respective domains.

The FRISCO Competence Model has been meticulously crafted in alignment with the European Quality Framework (EQF), which serves as a reference framework for enhancing the transparency and comparability of qualifications across various countries and systems (further elaborated in paragraph 2, "The European Qualification Framework - EQF"). To ensure its seamless comprehensibility and accessibility throughout Europe, the FRISCO training material will be thoughtfully developed in full compliance with EQF Level 4. As a result, the model is presented in a highly analytical manner, organised per module, with a comprehensive analysis of the following key components:

- Duration
- Learning Outcome
- Description
- Learning methods
- Equipment
- Prerequisite
- Content and Structure
- Knowledge & skills acquired
- Competence acquired

The FRISCO Competence Model is structured into 3 main sections:

1. The European Qualification Framework (EQF) - *Chapter 2*
2. The FRISCO Curriculum - *Chapter 3*
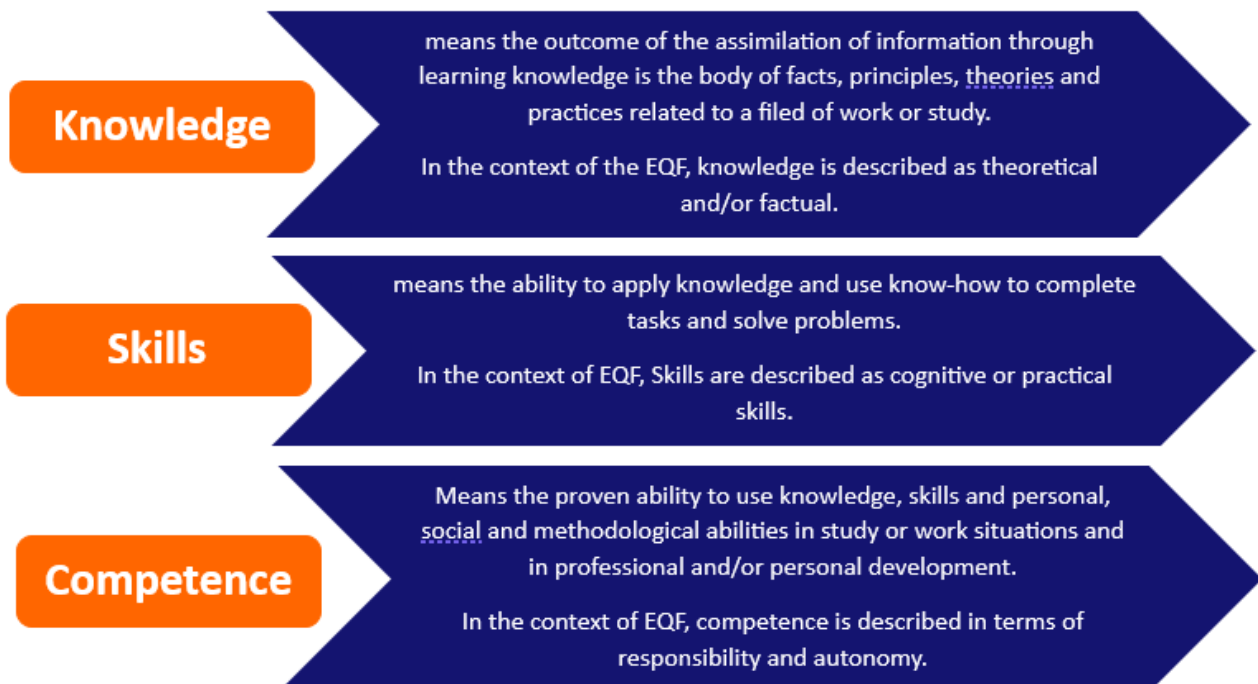3. The assessment - *Chapter 4*

2   The European Qualification Framework (EQF)

The European Qualifications Framework (EQF) stands as a unifying European reference framework, aiming to enhance the clarity and comprehensibility of qualifications in diverse countries and educational systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39 European countries currently involved in its implementation.

The European Qualification Framework is the result of a long discussion process involving Member States and social partners. EQF is presented as a translation device for comparing qualifications regardless of the system where a qualification was acquired to increase transparency and develop European mobility. The core element of the EQF is a set of eight reference levels covering the entire span of qualifications. The EQF reference levels shift the focus away from the traditional approach, which emphasises learning inputs to put focus on learning outcomes.

The eight reference levels of the EQF are defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility-competence.

Fig. 1 - EQF Learning Outcomes

Knowledge
means the outcome of the assimilation of information through learning knowledge is the body of facts, principles, theories and practices related to a filed of work or study.

In the context of the EQF, knowledge is described as theoretical and/or factual.

Skills
means the ability to apply knowledge and use know-how to complete tasks and solve problems.

In the context of EQF, Skills are described as cognitive or practical skills.

Competence
Means the proven ability to use knowledge, skills and personal, social and methodological abilities in study or work situations and in professional and/or personal development.

In the context of EQF, competence is described in terms of responsibility and autonomy.

The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level.

Table 1 - EQF Level and Learning Outcomes

(Source: https://europa.eu/europass/en/description-eight-eqf-levels)

EQF Level	Knowledge	Skills	Competence
1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

The EQF has been the driving force behind the development of the National Qualifications Frameworks (NQFs) based on learning outcomes. All EU countries that are committed to adopting the EQF consider these national frameworks crucial to be comparable across sectors and countries. Nowadays, an increasing number of countries are still looking for closer links between their qualification framework and the EQF.

3   The FRISCO Curriculum

The FRISCO curriculum is structured in the following way:

Table 2 - FRISCO Curriculum - Modules

Module	Title
1	CONTENT MODERATION IN A TRUST & SAFETY PERSPECTIVE: INTRODUCTION
2	TERRORISM AND VIOLENT EXTREMISM ONLINE (T/VEO): GENERAL OVERVIEW
3	TERRORIST (MIS)USES OF THE INTERNET AND ONLINE PLATFORMS: TRENDS AND PRACTICES
4	TCO REGULATION: CONTEXT & OVERVIEW
5	TCO REGULATION: MEASURES AND RELATED DUTIES FOR YOUR COMPANY
6	TCO REGULATION: IMPACTS AND ROAD TO COMPLIANCE
7	BEYOND TCO: HOW TO STAY ONE STEP AHEAD

According to the European Qualification Framework, the FRISCO profile has to reach the learning outcomes required by level 4 of the EQF.

Learn more about the eight EQF levels: https://europa.eu/europass/en/description-eight-eqf-levels

Here are the details of the FRISCO Curriculum.

Table 3 - FRISCO Curriculum - Modules and Learning Outcomes

FRISCO Curriculum	
EQF Level	4
Total Duration	14h
Description of the profile	Upon successful completion of this course, the participant will be trained to learn about: - Trust & Safety and content moderation - Terrorism and violent extremism online - TCO Regulation (context & overview, learn what constitutes a HSP under the TCO regulation, measures and related duties for HSPs, impacts and road to compliance)
Module 1	**CONTENT MODERATION IN A TRUST & SAFETY PERSPECTIVE: INTRODUCTION**
Duration	3h
Learning Outcome 1	The FRISCO Trainee knows the basic principles underlying content moderation, in a Trust & Safety perspective, as well as related generic practices and possibilities for HSPs.
Description	Within this module, the participant will be trained to: - Define T&S and content moderation. - Define T&S drivers and purposes.

	- Understand why it is needed to moderate content online and how to avoid censorship. - Recognise relevant abuses for T&S and the different types of illegal content - Discover and understand the different T&S approaches and the models for content moderation - Understand the main regulations addressing these issues out there (TCO, DSA, etc.) and what we can learn from international comparisons - Discover the technologies available (both for T&S and content moderation) and how to build a T&S team - Discover best T&S/content moderation practices
Learning method:	Asynchronous
Equipment (if needed):	Laptop/tablet/smartphone
Prerequisite:	NA

Content and Structure:

- Defining T&S and content moderation: what T&S and content moderation are.
- T&S drivers and purposes: what the purposes of T&S are.
- Understanding content moderation: why do we moderate content online?
- Content moderation vs. Censorship: how do we balance our anti-censorship ethos, freedom of speech and basic human rights with the moderation of harmful content.
- Recognising abuses and illegal contents: relevant abuses for T&S and the different types of illegal content.

- Theoretical models in practice: what are the main T&S approaches (reactive/proactive) and models for content moderation (artisanal, community-reliant, industrial)?

- Legal perspectives: what are the main regulations addressing these issues out there (TCO, DSA, etc.) and what can we learn from international comparisons (US vs. EU)?

- Technological and human resources: what are the technologies available both for T&S (hash, recognition, metadata, NLP, etc.) and content moderation, and how do you build a T&S team?

- Best T&S and content moderation practices.

Knowledge	Skills	Competence
- The user knows the definition and the drivers of T&S, plus the relevant abuses - The user knows the definition of content moderation and difference with censorship - The user knows the most famous T&S approaches, such as the reactive vs. proactive models - The user knows the existing models to moderate content online - The user knows the EU (and international) legal basis (in terms of regulations and acts) of content moderation online	- The user is able to define T&S and can recognise its drivers and relevant abuses - The user is able to identify the peculiarities content moderation and difference between content moderation and censorship - The user is able to distinguish and adopt the main T&S approaches (reactive vs. proactive models) - The user is able to recognise the current models to moderate the content online - The user is able to identify the relevant legal obligations in EU (and even at international level) in terms of acts and regulations to guide the online moderation of contents	- The user can identify the main T&S/content moderation best practices and approaches - The user knows the relevant technologies related to T&S and can adopt them - The user can select, adopt and adapt the online moderating contents model which suits the most to HSPs - The user can moderate efficiently the online contents in his/her daily work activities

- The user knows the relevant technologies related to T&S	- The user is able to recognize and adopt the relevant technologies related to T&S	
- The user knows how to build a T&S team in a HSP	- The user is able to build a T&S team and adapt it to HSP's needs	
- The user knows the best T&S/content moderation practices	- The user is able to identify the current T&S/content moderation best practices	

Module 2	**TERRORISM AND VIOLENT EXTREMISM ONLINE (T/VEO): GENERAL OVERVIEW**
Duration	2h
Learning Outcome 2	The FRISCO Trainee is able to define and recognise the online manifestations of Terrorism, Violent Extremism and differentiate them from other phenomena in order to efficiently take action when needed.
Description	Within this module, the participant will be trained to: - Define and recognise Terrorism and Violent Extremism Online (T/VEO). - Understand the differences between T/VEO and other phenomena, offline/online. - Identify T/VEO types and practices - Be aware about T/VEO current state of affairs.
Learning method	Asynchronous

Equipment (if needed):	Laptop/tablet/smartphone
Prerequisite:	NA

Content and structure:

- Terrorism and Violent Extremism Online (T/VEO): definitions, difference, and convergences.

- Differentiating T/VEO vs other phenomena (such as online hate speech, conspiracy theories, disinformation, incel subculture…): why are they different?

- Offline vs. Online? Showing the absence of dichotomy (digital dualism) between the two realms (cyber-enabling) in terms of activities, practices, radicalisation patterns, etc., and how they affect one another.

- Identifying terrorist content online: definition, how to recognise it and why it is important to fight it (in the society and business)

- T/VEO: different types, different practices?

  o The dominant types of T/VEO

  o Differences in online behaviours according to the type of T/VEO?

- Current state of affairs: general overview (with examples) of T/VEO, preliminary understanding of the extent of the phenomena.

Knowledge	Skills	Competence
- The user knows the manifestations of T/VEO	- The user is able to define the T/VEO	- Ability to recognise T/VEO - The user understands the differences and circulations

- The user knows the differences and circulations between T/VEO and other phenomena such as online hate speech, conspiracy theories, disinformation, incel subculture. - The user knows T/VEO types and practices. - The user knows the current situation of T/VEO	- The user is able to distinguish between T/VEO and other phenomena - The user is able to recognise the differences and circulations between all these phenomena - The user is able to identify the terrorist content online - The user is able to distinguish the dominant types of T/VEO - The user is able to identify the current situation of T/VEO	between all these phenomena, and knows current state of affairs

Module 3	TERRORIST (MIS)USES OF THE INTERNET AND ONLINE PLATFORMS: TRENDS AND PRACTICES
Duration	2h
Learning Outcome 3	The FRISCO Trainee can easily recognise the different terrorist (mis)uses of the Internet and online platforms and the related trends and practices in disseminating content online (purposes – methods – platforms – trends). He/she can also acknowledge and identify their related impacts on a HSP.
Description	Within this module, the participant will be trained to: - Understand why (purposes) and how (methods) terrorists use the Internet and disseminate content online. - Know the current trends relating to the spread of terrorist content online. - Assess the level of risk of a HSP to be affected by terrorist content.

	- Understand how terrorist content impacts society and HSPs (reputational damages, undermining users' trust, fees, etc.)
Learning method	Asynchronous
Equipment (if needed):	Laptop/tablet/smartphone
Prerequisite:	NA

Content and structure:

- Terrorist (mis)uses of the Internet (typology):

    o Propaganda, financing, training, planning, cyberattacks…

    o Why (purposes) and how (methods) terrorists use the Internet and disseminate content online?

- Trends in the spread of terrorist content online (platforms):

    o Virtual dead drops platforms, decentralised web and platforms, smaller platforms with weak content moderation;

    o Main elements of concern in 2023-2024 according to LEAs, experts, and UE institutions.

- The exposure of smaller platforms:

    o Uneven exposure based on the type of services offered;

    o Availability and ubiquity of terrorist content.

- Terrorist content impacts:

o   Intertwining of offline and online activities, how the latter impacts users and society as a whole;

o   How terrorist content impacts your business (reputational damages, undermining users' trust, fees, etc.).

Knowledge	Skills	Competence
- The user knows why (purposes) and how (methods) terrorists use the Internet to disseminate content online - The user knows the current trends relating to the spread of terrorist content online - The user knows how to assess the level of risk of a platform to be affected by terrorist content - The user knows how terrorist content impacts society and HSPsin terms of reputational damages, undermining users' trust, fees, etc.	- The user is able to identify why (the purposes) and how (the most common methods) terrorists use the Internet to disseminate and share content online - The user is able to distinguish the most common trends (platforms) about the dissemination of terrorist content online - The user is able to identify and assess the level of risk of a platform to be affected by terrorist content - The user is able to recognise the impact of terrorist content on society and the business sector (e.g. reputational damages, undermining users' trust, fees, etc.)	- Ability in identifying and recognising why (the purposes) and how (the methods) terrorists use the Internet and disseminate content online and how terrorist content impacts society and HSPs in terms of reputational damages, undermining users' trust, fees, etc. - The user can assess the level of risk of a platform to be affected by terrorist content
Module 4	**TCO REGULATION: CONTEXT & OVERVIEW**	

Duration	2h
Learning Outcome 4	The FRISCO Trainee is familiar/informed of - with the TCO Regulation, the usual countermeasures HSPs should be familiar with and the general provisions of the TCO regulation.
Description	Within this module, the participant will be trained to: - Understand the broader context of the TCO Regulation. - Discover the main provisions of the TCO and how it impacts on HSPs. - Understand the role HSPs play in countering terrorism content online.
Learning method	Asynchronous
Equipment (if needed):	Laptop/tablet/smartphone
Prerequisite:	NA

Content and structure:

- The EU's response to terrorism (online): the EU context.

- Countermeasures & measures to address the dissemination of TCO.

  o Terrorism online, current countermeasures (and potential future ways of countering online extremism): reactive/defensive measures, proactive/offensive measures; legally binding measures, voluntary measures; automated tools (AI).

- Online platforms and HSPs.

  o Roles of online platforms: how do platforms have a role to play in the co-production of public-private security at the European level;

  o HSPs' landscape in Europe.

- TCO Regulation: overview, principal provisions, impacts on HSPs.

- Introduction to the Digital Service Act (DSA).

Knowledge	Skills	Competence
- The user knows the broader context in which the TCO Regulation operates - The user knows the main provisions of the TCO and how it impacts his/her business - The user knows the role HSPs must play in the fight against T/VEO	- The user is able to recognise the broader context in which the TCO Regulation operates - The user is able to identify the main provisions of the TCO and the impact on business sectors - The user is able to understand the role HSPs must play in the fight against T/VEO	- The user understands the context in which the TCO Regulation operates, its main provisions, how it can impact on HSPs' business and the role they must play in the fight against T/VEO

Module 5	TCO REGULATION: MEASURES AND RELATED DUTIES FOR YOUR COMPANY
Duration	2h
Learning Outcome 5	The FRISCO Trainee can easily identify and understand the measures imposed by the TCO Regulation and the related duties for a HSP to comply with and avoid penalties.

Description	Within this module, the participant will be trained to: - Know all the measures imposed by the TCO Regulation. - Know all duties relating to these measures for the HSPs.
Learning method	Asynchronous
Equipment (if needed):	Laptop/tablet/smartphone
Prerequisite:	NA

Content and structure:

- Definitions: HSPs, Competent Authority (CA), Removal Order (RO)

- Removal orders (first RO, regular RO, cross-border RO).

- Information to users / content providers.

- Preservation of the removed content and related data.

- User appeal / Complaint mechanism.

- Transparency reporting.

- Specific measures.

- Crisis situation / Threat to Life.

- Penalties.

- Communication with LEAs.

Knowledge	Skills	Competence
- The user knows all the measures imposed by the TCO Regulation (e.g. removal orders, preservation of content, transparency reporting, etc.) - The user knows all duties relating to these measures for the HSPs	- The user is able to recognise all the measures imposed by the TCO Regulation, such as the removal orders, the preservation of content, the transparency reporting, etc) - The user is able to distinguish all the measures imposed by the TCO Regulation	- Ability in identifying and adopting all the measures imposed by the TCO Regulation

Module 6	TCO REGULATION: IMPACTS AND ROAD TO COMPLIANCE
Duration	2h
Learning Outcome 6	The FRISCO Operator/Expert is able to identify and understand the concrete impacts of the TCO Regulation on HSPs' daily operations and how they can comply with it.
Description	Within this module, the participant will be trained to: - Understand the impacts of TCO on HSPs' daily operations. - Discover the ways and tools HSPs could use to comply with the TCO Regulation. - Know the next steps to be taken by HSPs to comply with the TCO Regulation.
Learning method	Asynchronous

Equipment (if needed):	Laptop/tablet/smartphone
Prerequisite:	NA

Content and structure:

- Overview of the TCO Regulation's related measures.

- Enumeration of the impacts for HSPs.

- Measures and next steps.

    o Measures to be taken by your company in order to comply with the TCO.

- Best practices.

- Content moderation under TCO: strategies, tools and tips.

- Resources made available by the FRISCO project.

Knowledge	Skills	Competence
- The user knows the impacts of TCO on HSPs' daily operations - The user knows the ways and tools HSPs could use to comply with the TCO Regulation - The user knows the next steps to be taken by HSPs to comply with the TCO Regulation	- The user is able to identify the impacts of TCO on HSPs' daily operations - The user is able to recognise and adopt the methods and tools HSPs could use to comply with the TCO Regulation - The user is able to identify the next steps to be taken by HSPs to comply with the TCO Regulation	- The user understands the impacts of TCO on HSPs' daily operations and can identify and adapt the methods and tools to comply with the TCO Regulation - Ability in using the resources and tools made available by FRISCO project to comply with the TCO Regulation

- The user knows the resources made available by FRISCO project to comply with the TCO Regulation	- The user is able to find and use the resources made available by FRISCO project	
Module 7	**BEYOND TCO: HOW TO STAY ONE STEP AHEAD**	
Duration	1h	
Learning Outcome 7	The FRISCO operator/expert has knowledge of related topics/areas such as regulations, content moderation, emerging technologies, terrorist content, etc., the mastery of which allows HSPs to stay one step ahead.	
Description	Within this module, the participant will be trained to: - Be prepared for others/new/upcoming regulations on related topics/areas. - Discover related measures, regulations, technologies, and debates to go further than the TCO regulation itself and stay one step ahead.	
Learning method	Asynchronous	
Equipment (if needed):	Laptop/tablet/smartphone	
Prerequisite:	NA	

Content and structure:

- Current/upcoming related measures and regulations.

o Introduction to the DSA (scope and measures);

o New measures likely to be implemented.

- Emerging technologies and their impacts.

- Debates.

o Issues relating to content moderation: human rights, freedom of expression and censorship, weaponization of anti-extremism laws, etc.

- Resources.

o How to stay informed.

Knowledge	Skills	Competence
- The user knows most of the others/new/upcoming regulations on related topics/areas - The user knows the related measures, regulations, technologies, and debates to go further than the TCO regulation itself and stay one step ahead	- The user is able to identify the others/new/upcoming regulations on related topics/areas - The user is able to distinguish the related measures, regulations, technologies, and debates to go further than the TCO regulation itself and stay one step ahead	- The user distinguishes and understands the related measures, regulations, technologies, and debates to go further than the TCO regulation itself and stay one step ahead

4 The assessment

4.1 Framework for the self-assessment of FRISCO competences

The evaluation will be made based on the FRISCO curriculum, according to a framework for the assessment of digital competences. The framework integrates the 7 modules and units of competence of the profile and for each unit of competence are defined:

- **Evidence criteria**: qualitative indicators of the domain of competence unit

- **Examples of activities**: suggestion of activities for the development and evidence of the unit competence identified

The framework defined is essential to support HSPs (and trainers) at two levels:

- In the definition of sessions and activities fostering the acquisition, development or consolidation of the units of competences

- In the assessment of competences in different moments of the training

As mentioned, the framework is defined per module and unit of competences, as can be seen in the tables below.

Table 4 - Module 1 evidence criteria and examples of activities

Module 1	CONTENT MODERATION IN A TRUST & SAFETY PERSPECTIVE: INTRODUCTION	
Evidence criteria	**Examples of activities**	
- The user is able to define T&S and recognise its drivers - The user is able to identify the peculiarities of content moderation and the	- Try to identify the T&S needs of your HSP - List the steps to be followed in order to adopt one of the T&S approaches which fits best to your company	

differences between content moderation and censorship - The user is able to distinguish and adopt the main T&S approaches (reactive vs. proactive models) - The user is able to recognise the current models to moderate the content online - The user can select, adopt and adapt the online moderating content models/practices which suits the most to his/her HSPs, while being compliant with the main regulations - The user is able to identify the relevant legal obligations in EU (and even at international level) in terms of acts and regulations to guide the online moderation of contents - The user is able to recognize and adopt the relevant technologies related to T&S - The user is able to build a T&S team and adapt it to HSP's needs - The user is able to identify the current T&S/content moderation best practices - The user can moderate efficiently the online contents in his/her daily work activities	- Try to plan all the needed steps to be followed in your company to build a T&S team - List the steps to be followed in order to adopt one of the models to moderate the content online which fits best to your HSP - Select the online moderating content models which suit the most to your HSP and list the steps (included the assessment ones) to be followed to adopt it

Table 5 - Module 2 evidence criteria and examples of activities

Module 2	TERRORISM AND VIOLENT EXTREMISM ONLINE (T/VEO): GENERAL OVERVIEW
Evidence criteria	**Examples of activities**

- The user is able to define T/VEO and can distinguish between T/VEO and other phenomena, even recognizing the differences and circulations between them - The user is able to identify pieces of terrorist content online - The user is able to distinguish the dominant types of T/VEO - The user is able to assess the current extent of T/VEO (extent, trends, challenges, etc.)	- Case studies (pictures or text): identify and differentiate terrorist / violent extremist online / other types of content - List the different types of T/VEO and associate it with a piece of content

Table 6 - Module 3 evidence criteria and examples of activities

Module 3	TERRORIST (MIS)USES OF THE INTERNET AND ONLINE PLATFORMS: TRENDS AND PRACTICES
Evidence criteria	**Examples of activities**
- The user is able to identify why (the purposes) and how (the most common methods) terrorists use the Internet to disseminate and share content online - The user is able to distinguish the main trends (platforms) regarding the dissemination of terrorist content online - The user is able to identify and assess the level of risk of a platform to be affected by terrorist content - The user is able to recognise the impact of terrorist content on HSPs (e.g. reputational	- Try to identify the trends (platforms) related to the dissemination of terrorist content online which could infect your business - Try to identify the level of risk of the platform/platforms to be affected by terrorist content of your business - List the impacts of terrorist content on your business

damages, undermining users' trust, fees, etc.)

Table 7 - Module 4 evidence criteria and examples of activities

Module 4	TCO REGULATION: CONTEXT & OVERVIEW
Evidence criteria	**Examples of activities**
- The user is able to recognise the broader context in which the TCO Regulation operates - The user is able to discover the main provisions of the TCO and the impact on HSPs - The user is able to understand the role HSPs must play in the fight against T/VEO	- Prepare short guidelines for your colleagues/team/collaborators/etc to illustrate the TCO

Table 8 - Module 5 evidence criteria and examples of activities

Module 5	TCO REGULATION: MEASURES AND RELATED DUTIES FOR YOUR COMPANY
Evidence criteria	**Examples of activities**
- The user is able to recognise all the measures imposed by the TCO Regulation, such as the removal orders, the preservation of content, the transparency reporting, etc - The user is able to distinguish all the measures imposed by the TCO Regulation	- Try to list all the instructions that your HSP needs to follow according to the TCO

Table 9 - Module 6 evidence criteria and examples of activities

Module 6	TCO REGULATION: IMPACTS AND ROAD TO COMPLIANCE	
Evidence criteria	**Examples of activities**	
- The user is able to identify the impacts of TCO on HSPs' daily operations - The user is able to recognise and to adopt the methods and tools HSPs could use to comply with the TCO Regulation - The user is able to distinguish the next steps to be taken by HSPs to comply with the TCO Regulation - The user is able to recognise the resources made available by FRISCO project	- Try to list the real impacts of TCO on your HSP in terms of new obligations to follow - List the methods and tools your HSP could concretely use to comply with the TCO - Try to use and adopt for your HSP one or more resources developed by FRISCO project	

Table 10 - Module 7 evidence criteria and examples of activities

Module 7	BEYOND TCO: HOW TO STAY ONE STEP AHEAD	
Evidence criteria	**Examples of activities**	
- The user is able to identify the others/new/upcoming regulations on related topics/areas - The user is able to distinguish the related measures, regulations, technologies, and debates to go further than the TCO regulation itself and stay one step ahead	- A case study putting into perspective legitimate content moderation / censorship	

4.2 Self-assessment of FRISCO competences

The assessment of learners' competences resulting from their attendance in the FRISCO e-training course will be done by each participant at the end of each module/unit.

The participants will have 2 tools at their disposal to this end.

Interactive quizzes with multiple choice answers, fill the gaps and/or true or false will be available at the end of each modules in order to test immediately the acquiring of new knowledge and skills by each participant, while each of them could autonomously use the **tables** introduced below, where the units of competences to be assessed in each module/unit are identified, using a 3-levels scale:

1. None - The learner doesn't have any domain in the unit of competence;

2. Basic - The learner has a basic domain in the unit of competence;

3. Above Basic - The learners have a good domain in the unit of competence.

Table 11 - Module 1 Assessment of learners' competences

Module 1	CONTENT MODERATION IN A TRUST & SAFETY PERSPECTIVE: AN INTRODUCTION		
Competence	**None**	**Basic**	**Above basic**
The user can identify the main T&S best practices and approaches			
The user knows the relevant technologies related to T&S and can adopt them			
The user can select, adopt and adapt the content			

moderation model which suits the most to his/her HPS			
The user can moderate efficiently the online contents in his/her daily work activities			

Table 12 - Module 2 Assessment of learners' competences

Module 2	TERRORISM AND VIOLENT EXTREMISM ONLINE (T/VEO): GENERAL OVERVIEW		
Competence	**None**	**Basic**	**Above basic**
Ability in recognising the T/VEO			
The user understands the differences and circulations between all these phenomena, and knows current state of affairs			

Table 13 - Module 3 Assessment of learners' competences

Module 3	TERRORIST (MIS)USES OF THE INTERNET AND ONLINE PLATFORMS: TRENDS AND PRACTICES		
Competence	**None**	**Basic**	**Above basic**
Ability in identifying and recognising why (the purposes) and how (the			

methods) terrorists use the Internet and disseminate content online and how terrorist content impacts society and HSPs in terms of reputational damages, undermining users' trust, fees, etc.			
The user can assess the level of risk of a platform to be affected by terrorist content			

Table 14 - Module 4 Assessment of learners' competences

Module 4	TCO REGULATION: CONTEXT & OVERVIEW		
Competence	**None**	**Basic**	**Above basic**
The user understands the context in which the TCO Regulation operates, its main provisions, how it can impact HSPs' business and the role companies must play in the fight against T/VEO			

Table 15 - Module 5 Assessment of learners' competences

Module 5	TCO REGULATION: MEASURES AND RELATED DUTIES FOR YOUR COMPANY		
Competence	**None**	**Basic**	**Above basic**

Ability in identifying and adopting all the measures imposed by the TCO Regulation			

Table 16 - Module 6 Assessment of learners' competences

Module 6	TCO REGULATION: IMPACTS AND ROAD TO COMPLIANCE		
Competence	**None**	**Basic**	**Above basic**
The user understands the impacts of TCO on HSPs' daily operations and can identify, adopt and adapt the methods and tools to comply with the TCO Regulation			
Ability in using the resources and tools made available by FRISCO project to comply with the TCO Regulation			

Table 17 - Module 7 Assessment of learners' competences

Module 7	BEYOND TCO: HOW TO STAY ONE STEP AHEAD		
Competence	**None**	**Basic**	**Above basic**
The user distinguishes and understands the related measures, regulations,			

technologies, and debates to go further than the TCO regulation itself and stay one step ahead			

5   Conclusions

The FRISCO Competence Model has been developed with the aim to map the competences micro and small Hosting Service Providers need to acquire to comply with the TCO Regulation. It is realised within the framework of WP3 - Task 3.1, and it represents the starting point for the tasks described below. Starting from its insights, the task 3.2 will design and develop e-training materials to help the micro and small European HSPs to better understand (i) the nature of terrorist content online, (ii) the means available to identify and remove them from their services and (iii) the mechanism and processes to implement in order to comply with the TCO Regulation. While task 3.3 will design the validation path of the skills acquired according to the European Qualifications Framework (EQF) to improve transparency, comparability and portability of qualifications acquired by project participants.

Thanks to its contents and the identified knowledge, skills, and competences in each module needed by HSPs in order to effectively implement the TCO and address the dissemination of terrorist content online on their platforms, FRISCO Competence Model intends not only to clarify the skills requested for guarantee a correct implementation of the TCO all over the Europe, but also to provide a concrete tool on which build up a training able to increase HSPs' knowledge in the TCO and, doing so, to make the internet safer and opener.

6   References

- Description of the eight EQF levels - European Union
  https://europa.eu/europass/en/description-eight-eqf-levels

- Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32008H0506(01)&from=EN

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