



India • Malaysia • Pakistan
Advocacy for Change through Technology

Pedagogy For Internet Rights Are Human Rights (IRHR)

Training Curriculum For DEF Centres And Partner Centres



European Union



Digital Empowerment Foundation



ASSOCIATION FOR
PROGRESSIVE
COMMUNICATIONS

PEDAGOGY FOR INTERNET RIGHTS ARE HUMAN RIGHTS (IRHR) TRAINING CURRICULUM FOR DEF CENTRES AND PARTNER CENTRES



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DEF is a not-for-profit organization with an aim to find solutions to bridge the digital divide with Information Communication and Technology.



APC is an international network and non-profit organisation that wants everyone to have access to a free and open internet to improve our lives and create a more just world.



European Union

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**PEDAGOGY FOR INTERNET RIGHTS
ARE HUMAN RIGHTS (IRHR)
TRAINING CURRICULUM FOR DEF
CENTRES AND PARTNER CENTRES**

INTRODUCTION

This pedagogical document is to create the layout for the Internet Rights are Human Rights (IRHR) training curriculum for grassroots level beneficiaries. This curriculum was originally commissioned by the Association for Progressive Communications (APC) and has been extensively customised by the Digital Empowerment Foundation (DEF) specifically for the target group.

OBJECTIVE

India stands at the brink of a huge push towards digitalisation. Currently, the country has the third highest number of mobile users in the world and is, by population, the second largest potential market for a push in broadband and fibre connectivity. With over 213 Million mobile internet users, India has the second largest number of users that connect to the internet through the mobile.

However, counting the number of mobile non-users and the number of people who still don't have mobile internet connections, there are still over 900 Million users that still have no access to or have limited interaction with the internet.

The number of people who, we hope, will be coming online from India in the next few years will be larger than the combined populations of the United States, Indonesia, Brazil and France!

The objective of the workshop is to align grassroots beneficiaries to the relationship between human rights, ICTs and the internet. It seeks to help individuals to understand ways in which the internet is affecting the enjoyment and protection of rights – now and in the future – and explore how these affect their work and lives.

CORE PRINCIPLES

The core principles of the IRHR curriculum are:

- learner-centred planning;
- Participative learning;
- Safe, supportive and inclusive learning environment;
- Creating a non-judgmental space where participants can share stories, perceptions and apprehensions and;
- Developing a dialogue with the learners to facilitate two-way learning

TEACHING METHODS EMPLOYED

Due to the specifics of the learning scenario, the tools of Participatory Learning and Action (PLA) have been used as the primary training methods.

Active Listening- This means more than just listening. It means making people feel that they are being heard and understood. Active listening encourages participation and a more open communication of experiences.

- Use body language to show interest and understanding;
- Use facial expression to show interest and reflect on what is being said;
- Listening to how things are being said by paying attention to a speakers' body language and tone of voice
- Ask questions to show a desire to understand
- Summarising & rephrasing discussions to check for understanding of what has been said and seeking feedback

Effective Questioning- Effective questioning increases people's participation in the group discussions and encourages their participation in problem-solving

- Asking open ended questions - Why? What? When? Where? Who? And How?
- Asking probing questions to follow up people's responses with further questions that delve deeper into an issue - But why?
- Asking clarification questions to ensure understanding of the problem - re-wording a previous question
- Actively seeking a personal opinion on the issue at hand

Facilitating Group Discussions- This is done to increase the participation of people and to increase the range of community perspectives and interests that are included in the discussion. They can help to build consensus and encourage ownership of the mobilisation process

- Ensuring everyone in the group is introduced to the group at-large
- Laying down the 'rules' of the discussions and highlighting the need to respect each other's' opinions
- Helping the participants to remain focused on the agreed aims of the session
- Engaging all group members to join the discussion by taking note of who is dominating the discussion and who is not contributing
- Summarising the major points in each session

Case Studies - This is a true story of a real situation or person. The intention of this is to humanise the process of learning and to contextualise it to a real world scenario. This is achieved using a mix of oral stories and videos.

- discussions based on the case at hand
- its link to the concepts discussed in the session

House Diagram - This is done to visually demonstrate the relationship between the various topics subsumed under the issue.

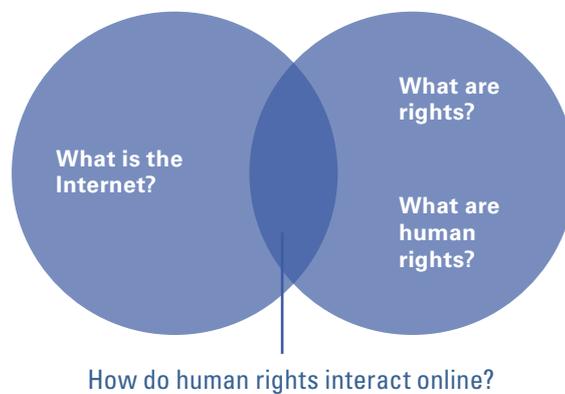
- the walls of the house represents the core/ invaluable ideas
- the roof of the house represents the concepts/values that can be achieved only after a strong approach to the 'walls'

SESSION FLOW

SESSION 1: DECONSTRUCTING INTERNET RIGHTS HUMAN RIGHTS HUMAN RIGHTS (IRHR)

OBJECTIVE:

- To make people aware that FoE online is a basic human right
- Citizen Journalism: Citizens to share their stories, positive events, best practices, problems and challenges related to culture, art, language, religion, history, politics, medicine, food, community members, as part of FoE



ACTIVITIES

- Group exercise to set a context and deconstruct IRHR—> Venn Diagram
 - What does the internet mean to you? (Purposes, benefits, negative implications/effects)
 - What are rights?
 - What are human rights?
 - What do you think is the prerequisite for people to access their rights?
 - Do these rights apply online
- Discussion about the concept of IRHR and FoE
- Q&A

MATERIALS NEEDED

- a. Prints of cases to be discussed
- b. Chart Paper for group activities – contingent on number of learners
- c. A4 sheets for notes and miscellaneous requirements

CONCEPTS TO BE INTRODUCED

- Freedom of Expression – Article 19
- Right to Life and Personal Liberty – Article 21

SESSION 2: DECONSTRUCTING FREEDOM OF EXPRESSION (FOE) ONLINE

OBJECTIVE:

- Garner thoughts/views about FoE online
- Explain the concept of FoE

ACTIVITIES:

- Group exercise to set a context
- Discussion about the concept of FoE online
- Q&A

MATERIALS NEEDED

- Prints of cases to be discussed
- Chart Paper for group activities – contingent on number of learners
- A4 sheets for notes and miscellaneous requirements

CONCEPTS TO BE INTRODUCED:

ACCESSING INFORMATION AND SCHEMES, ENTERTAINMENT, EDUCATION, CAREER OR JOBS RELATED RIGHTS

- Do you think that you or we have the right to express ourselves online?
- What does the word “freedom” mean to you?
- Do you communicate or express your views, emotions or feelings around personal and public issues?
- What are personal things we communicate or express online about?
- What are public things we communicate or express online about?

INTERNATIONAL HUMAN RIGHTS MECHANISMS

- International Covenant on Civil and Political Rights
- Universal Declaration on Human Rights
- Resolution L.13 on Promotion, Protection and Enjoyment of Human Rights on the Internet

FOE RIGHTS IN INDIA

- The Constitution of India 1949
 - Article 19(1) of The Constitution of India 1949
 - Article 19(2) reasonable restrictions under The Constitution of India 1949
 - Article 21:
 - Article 25: Freedom of Religion
- Information Technology Act (IT Act)

EXPLORING FREEDOM OF EXPRESSION

- Group Exercise
- Questions to be answered
 - What is expression?
 - What is Freedom of expression (FoE)
 - What is FoE offline?
 - What is FoE online?

SESSION 3: IMPORTANCE & PURPOSE OF ACCESS TO ICT TOOLS AND INTERNET

OBJECTIVE:

- To understand the perception towards ICT tools and the Internet
- To build an understanding of the various implications of restrictions on FoE online

ACTIVITIES

- Individual Exercise
 - Questions to be answered
 - Do you access the internet?
 - What tools do you use to access the internet viz tools?
 - Why do you access the internet?
 - What don't you access/ what would you like to access?
 - Do you use social media? Why/ why not?
 - Which social media platforms do you access?
 - What do you post viz. themes?
- Case Study
 - Threats to National Symbols
 - PK Movie Case
- Sharing & Group Discussion

SESSION 4: DIGITAL CITIZENSHIP & SECURITY

OBJECTIVE

- Teaching tools & methods to protect oneself online
- Awareness building to online threats

ACTIVITIES

Group Discussion

- What is a good citizen?
- What is a good digital citizen?
- What is the role of individual responsibility?
- What are the threats online?
- How to protect yourself online

CONCEPTS TO BE INTRODUCED

- Challenges to FoE online
- Protecting oneself online against phishing, scams, trolls etc.
- Tolerance & Acceptance

