

MULTIMEDIA TRAINING KIT

Trainers' notes: Human rights, ICTs and the internet

Developed by: David Souter

Introduction	<p>This is the first of a series of courses which are concerned with the interface between human rights, ICTs and the internet, including the relationship between the international human rights regime and communication rights. They seek to develop understanding of these relationships, of ways in which changes brought about by ICTs are affecting the context for the enjoyment, enforcement and violation of rights, and ways in which communications can be used to address rights challenges.</p> <p>This module provides an overview of the relationship between human rights, ICTs and the internet. Its materials:</p> <ul style="list-style-type: none">• Outline the international human rights regime• Summarise the impact of ICTs and the internet on society• Describe ways in which ICTs and the internet have affected the exercise, enforcement and violation of rights in general• Summarise ways in which they have affected individual rights and the balances between them.
Timing/duration, timetable and delivery methodology	<p>The recommended time for course delivery is 3 to 3½ hours (half a day).</p> <p>The suggested timescale for discussion within this period is as follows:</p> <ul style="list-style-type: none">• 15 minutes – introduction to the course and introductions of participants• 30 minutes – introductory presentation of the course materials in sections 1-4 of the text handout, using presentation slides 1-10• 15 minutes – questions arising from the introductory presentation and other materials <p>[In many groups, it may be preferable to combine these, with breaks for questions following text handout sections 2 and 3 as well as 4.]</p> <ul style="list-style-type: none">• 20 minutes – break into smaller groups for group discussion concerning the general impact of the internet on rights, making use of the questions

	<p>suggested in the module materials</p> <ul style="list-style-type: none"> • 10 minutes – reports back from group discussions • 20 minutes – break (refreshments and informal discussion) • 20 minutes – introductory presentation of the course materials in section 5 of the text handout • 10 minutes – questions arising from this introductory presentation • 15 minutes – group discussions on one example or case study scenario taken from the module materials • 15 minutes – group discussions on a second example or case study • 15 minutes – reports back from group discussions <p>[If time is short, one example or case study should be used, with 20 minutes for discussion and 10 minutes for feedback.]</p> <ul style="list-style-type: none"> • 30 minutes – discussion of implications for the work of participants and their organisations • 15 minutes – feedback, conclusions and closure of course. <p>This can be viewed as a timeline, as follows:</p>								
	<table border="1"> <tr> <td>First hour</td> <td>Second hour</td> <td>Third hour</td> <td>Fourth hour</td> </tr> <tr> <td>Intros. Presentation Q&A</td> <td>Group 1 Fdbk Break</td> <td>Presentation Q&A Group 2 Group 3 Fdbk</td> <td>Discussion Close</td> </tr> </table>	First hour	Second hour	Third hour	Fourth hour	Intros. Presentation Q&A	Group 1 Fdbk Break	Presentation Q&A Group 2 Group 3 Fdbk	Discussion Close
First hour	Second hour	Third hour	Fourth hour						
Intros. Presentation Q&A	Group 1 Fdbk Break	Presentation Q&A Group 2 Group 3 Fdbk	Discussion Close						
<p>Content outline: Topics and questions</p>	<ol style="list-style-type: none"> 1. What have been the most important impacts of the internet on human rights? 2. Which rights are strengthened and which threatened by the internet? 3. What changes, if any, do these impacts require in the way rights are interpreted? Have some rights taken on new meaning on the internet? 4. How can the enjoyment and enforcement of rights be made equivalent online and offline? 5. What impact has the internet had on the relationship between different rights within the international rights regime? 6. What changes, if any, are required in the way that international organisations, governments and law enforcement agencies protect human rights? Has the internet enabled new violations of rights? 7. How can human rights organisations use the internet to improve their work in promoting and protecting human rights? 								
<p>Target audience</p>	<p>This course is aimed at professionals and others concerned with human rights and/or ICTs and the internet, and at journalists, students and others with an interest in either or</p>								

	<p>both human rights and ICTs/internet.</p> <p>The course is suitable for delivery to both large and small groups, but delivery practice will need to vary in accordance with both the number of participants and their range of expertise. Group discussions should be in small groups.</p>
Required skills/knowledge	<p>Basic awareness of human rights, ICTs/internet or both. Interest in the application of rights principles to ICTs and vice versa.</p>
Unit objectives/expected outcomes	<p>By the end of the module, participants should be familiar with:</p> <ul style="list-style-type: none"> • The international rights regime • The impact of the internet on society • Ways in which the internet is enabling the exercise of certain rights • Ways in which the internet is threatening the exercise of certain rights • Ways in which the internet is altering the relationships between rights • Ways in which the internet can be used to violate rights. <p>They should have developed their understanding of the complexities and challenges posed by the internet to the rights regime in these areas, and have discussed ways in which this affects the work of internet and rights professionals and activists, including their own organisations.</p>
Pre-workshop activities	<p>In preparing for the module, participants should:</p> <ol style="list-style-type: none"> a) Read the text handout; b) Familiarise themselves with the basic international instruments relevant to the course (the relevant articles in the UDHR, ICCPR, ICESCR and regional conventions relevant to their region); c) Set aside a short period of time – perhaps an hour – to think through their (and their country's or organisation's) priority issues in connection with the course content. <p>This preparation will significantly enhance the value of the course to participants, and particularly enhance the value of group discussions to the group as a whole.</p>
Exercises and group discussions	<p>The session timing should allow for two or three small group exercises and/or discussions. The number of groups will vary according to the total number of participants: they should not have more than five or six participants each. Reports back should be brief and informal, particularly if there are more than two groups, in order to allow time for participants to comment on one another's views.</p> <p>In the case of case study discussions, trainers are</p>

	recommended to draw participants' attention to the short information sources which are provided in the group discussion notes, and to consider making these available to participants as and where appropriate.
Resources included in the unit	<ol style="list-style-type: none"> 1. Trainers' notes (this document) 2. Text handout for students (which should be sent to participants in advance) 3. Presentation slides 4. Additional reading and resources (which should be sent to participants in advance, and is therefore appended to the text handout) 5. Exercises, group discussions and case studies (for selection by trainer) 6. Workshop evaluation form 7. Materials evaluation form 8. Copyright statement.
Additional trainer resources	The trainer should be familiar with the two themes of the course – ICTs and human rights; with APC's work in this field; and with the content of other modules in this programme.
Equipment needed	<p>A PC with appropriate software (e.g. MS Office, OpenOffice) connected to a data projector for the slide presentation, and to the internet if required to access internet resources during the course.</p> <p>Flipcharts and other materials required for group exercises and discussions.</p>
Additional comments	None