Chapter 1 Interactive Quiz Examples

1. Multiple-Choice Questions
- **Question:** What does the term "net neutrality" refer to?
    - **a)** The requirement for Internet users to maintain neutrality in online debates.
    - **b)** The principle that Internet service providers (ISPs) should provide access to all content and applications regardless of the source, without favoring or blocking particular products or sites.
    - **c)** The ability of a country to maintain an equal number of Internet users to those offline.
    - **d)** None of the above.
    - **Correct Answer:** b) The principle that ISPs should provide access to all content and applications regardless of the source, without favoring or blocking particular products or sites.

2. True/False Questions
- **Question:** Encryption can legally be bypassed by governments for national security purposes.
    - **True/False**
    - **Correct Answer:** True (Note: This can vary by country and specific legal context, so it might be used as a discussion point to explore different regional laws and ethical considerations.)

3. Short-Answer Questions
- **Question:** Why is digital literacy important for protecting online privacy?
    - **Expected Answer:** Digital literacy helps individuals understand how to manage their personal information online, recognize phishing and scams, and use technology safely and responsibly to protect their privacy.

Quiz Setup and Implementation

Conducting the Quiz:

- **Tool Suggestion:** Use online platforms like Kahoot, Quizlet, or Google Forms to conduct the quiz. These platforms are user-friendly and allow for real-time participation and immediate feedback.
- **Timing:** Conduct the quiz at the beginning of the training session to gauge the existing knowledge of participants and tailor the discussion accordingly.

Follow-Up:

- **Group Discussion:** After the quiz, organize a group discussion to go over the answers. This helps clarify any misconceptions and allows participants to ask questions or provide insights based on their experiences.
- **Feedback:** Provide feedback on each answer during the discussion, explaining why certain answers are correct or highlighting the nuances in more complex questions.

Benefits:

- **Engagement:** Interactive quizzes stimulate engagement and make learning dynamic more participatory.
- **Assessment:** They provide a baseline understanding of the group's knowledge, helping trainers tailor the content to meet the participants' needs.
- **Preparation:** Quizzes prepare participants for deeper exploration by introducing key topics and terms that will be covered in more detail throughout the course.

By incorporating these elements into your quiz, you ensure that it serves as an effective educational tool that not only assesses knowledge but also enhances the overall learning experience in your training program on Internet freedom.

Chapter 2 Role-Playing Activity Template: **Balancing Security v. Privacy**

Objective: To explore the complexities of implementing Internet security measures while safeguarding personal privacy, and to understand the perspectives of different stakeholders involved in this debate.

Materials Needed:
- Background briefs on previous discussion based on the questions above
- Role cards outlining specific stakeholder perspectives and objectives
- Rules of engagement for the debate
- Timer for managing debate segments
- Whiteboard or flip chart for noting key arguments and outcomes

Activity Setup:
- Introduction (10 minutes): Brief the participants on the activity's goals and the importance of the topic. Explain the rules of the role-playing and debate process.
- Distribute Materials (5 minutes): Hand out role cards and background briefs to participants, ensuring each participant or group knows their stakeholder role and the arguments they might use.

Roles and Instructions:
- Assign roles to participants, such as government officials, privacy advocates, tech company representatives, and citizens/consumers.
- Each role group receives a brief that outlines their position on security and privacy, key arguments, and desired outcomes.

Execution of Role-Playing Activity:
- Preparation (15 minutes): Allow each group some time to discuss their strategy and formulate arguments based on their role's perspective.
- Debate Rounds (30 minutes total): Conduct a structured debate. Each group presents their main arguments (3 minutes each), followed by a rebuttal round (2 minutes each), and a closing statement (1 minute each).
- Use a timer to ensure each segment adheres to the time limits.

Debrief and Discussion (20 minutes):
- After the debate, facilitate a discussion among all participants. Discuss what strategies were effective, which arguments were most compelling, and what was learned about the opposing viewpoints.

- Reflect on the ethical considerations and the potential real-world implications of different policy choices.

Feedback and Reflection (15 minutes):
- Invite participants to reflect on their own views and how they may have shifted as a result of the activity.
- Discuss how the insights gained can be applied in their personal and professional lives, especially in terms of advocating for balanced approaches to security and privacy.

Conclusion (5 minutes):
- Summarize the key points and learnings from the activity.
- Thank participants for their engagement and offer resources for further exploration of the topic.

This detailed template aims to provide a structured yet flexible framework for an interactive role-playing activity, encouraging deep engagement with the critical issues of security and privacy on the Internet.

Reflection: Encourage participants to consider implications for their work and community, fostering personal connections to the material. In this last step, you can use the question examples below to reflect on the conducted training:
- Reflecting on the discussion and role-play, how has your perspective on security versus privacy changed?
- Can you think of an instance in your life where security measures felt like an invasion of privacy? How was it handled?
- What steps can you take in your community or profession to promote a balanced approach to security and privacy?
- What are some potential future challenges in balancing security and privacy, especially with advancing technology?

As a facilitator, your role extends beyond mere instruction; it involves inspiring, challenging, and guiding learners to form a profound and personal understanding of these rights in our increasingly digital world.

Chapter 3 Introduction to Group Work

Engage participants in a training session on Internet architecture through collaborative group work. This approach helps deepen understanding of complex topics through research, presentation, and discussion. The selection of the groups depends on the structure of the group you are conducting the training for, but having a diverse working group consisting of participants with different knowledge and backgrounds would help the outcome of this activity.

Group Work Setup
Topic Selection: Assign topics such as Submarine Cable Networks, Internet Exchange Points, Protocols and Standards, DNS Operations, and Cybersecurity in Network Infrastructure. Each group researches a different aspect of Internet architecture.

Research Phase: Groups spend a designated period researching their topics using diverse resources. Encourage them to use a variety of sources, including academic journals, industry reports, expert blogs, and multimedia resources to gather comprehensive information.

Guidance and Support: Offer periodic guidance to ensure groups are on track and help clarify complex concepts.

Presentation Preparation: Each group should prepare a presentation to share their findings with the rest of the class. Encourage creative and effective communication methods, such as slideshows, diagrams, and even interactive elements like quizzes or small activities that involve the audience.

Presentation Session: Allocate time for each group to present their research to the class, followed by a Q&A session to foster deeper discussion.

Feedback and Reflection: Conduct a session after all presentations for feedback and reflection on the learning process.

Expected Outcomes
This group work aims to enhance participants' understanding of Internet architecture and improve their research and presentation skills. It encourages collaborative learning and critical thinking, which are essential for professional development in the field of technology.

Additional Considerations
Ensure diverse group composition to enrich discussions with multiple perspectives. Provide necessary technological tools (Microsoft teams, Whiteboard, Drive and so on) for effective collaboration, especially in remote settings. Offer continuous support and expert consultations as needed.

Debate session: Host debates on interesting topics to explore and understand different aspects of Internet infrastructure and governance.

Consider topics like:
- Is the Internet a global public good?
- The hard choice between: Privacy and/or Security?
- Net Neutrality: Should ISP be allowed to prioritize certain types of traffic?
- Internet Censorship: is it ever justifiable for governments to control Internet access? If so, when?
- Artificial Intelligence in Governance – Should AI decision be used in making automated governmental decisions?
- Commercial Spyware: Is it ok for companies to develop spyware and sell it for use to the state institutions?

Organizing the debate sessions
This chapter is designed to help the trainer to organize the debate. It is important to allocate proper time for the preparation phase and the structuring of the debate itself. The trainer may organize the debate as it fits the training purpose, but for the purpose of illustration we suggest the following activity:

Preparation Phase
1. **Topic Introduction**: Introduce the debate topic a week in advance, allowing participants to research and form informed opinions. Provide resources or reading materials to ensure all participants have access to relevant information.
2. **Team Formation**: Divide participants into affirmative and negative teams. Try to balance the teams in terms of debating experience and perspective.
3. **Role Assignments**: Within each team, assign specific roles such as lead debater, researcher, and rebuttal specialist to ensure that each member has a clear responsibility.

Debate Structure
1. **Opening Statements**: Each team presents their arguments in favor of or against the motion. This is typically 5-7 minutes per side.
2. **Rebuttal Round**: Teams respond directly to the arguments presented by their opponents. This helps develop critical thinking and quick analytical skills.

3. **Question and Answer**: Allow time for each team to ask questions to the other side. This session should be moderated to ensure decorum and provide equal opportunity to both teams.
4. **Closing Statements**: Each team has a few minutes to summarize their arguments and make their final case to the audience.

Judging and Feedback
1. **Criteria Setting**: Establish clear criteria for judging the debates, such as clarity of argument, use of evidence, persuasiveness, and teamwork.
2. **Feedback Session**: After the debate, provide constructive feedback to each team. Highlight effective argumentation techniques and areas for improvement.
3. **Audience Vote**: Optionally, include an audience vote to decide the winner, which can engage the wider group and encourage the teams to be persuasive.

Post-Debate Activities
1. **Reflection Essays**: Ask participants to write a short essay reflecting on what they learned from the debate and how their views might have changed.
2. **Follow-Up Discussions**: Organize a follow-up session to discuss the real-world implications of the debate topic, potentially inviting an expert to provide deeper insights.

By structuring your debate sessions with clear roles, rules, and feedback mechanisms, you can create a dynamic learning environment that not only educates but also excites participants about the complexities of Internet governance and infrastructure. This format encourages active participation and ensures that all attendees can contribute to and learn from the debate.

Through these methods, trainers can illuminate the invisible layers of the Internet making the complex technical details accessible and relatable to targeted learners. This comprehensive understanding is essential for anyone involved in advocating or shaping policies around digital rights and Internet freedom.

Chapter 4 Training Session: Collaborative Projects on Intersectionality in Digital Rights

Objective: To enhance participants' understanding of intersectional issues in digital rights through collaborative research and presentation.

Materials Needed:
- *Computers with Internet access*
- *Projector and screen for presentations*
- *Whiteboards or flip charts*
- *Markers and notepads*
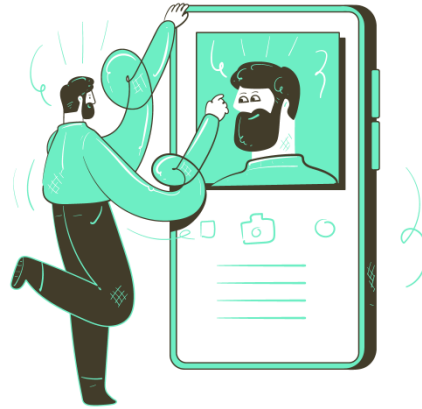
Session Outline:

1. Introduction (15 minutes)
Welcome and ice-breaker activity.
Brief overview of intersectionality and its importance in the context of digital rights.

2. Group Formation (10 minutes)
Divide participants into small groups (3-4 members).
Assign each group a specific intersectional issue relating to digital rights. Topics could include: Digital rights challenges for the elderly, Digital rights from women`s perspective, Online harassment faced by LGBTQIA+ individuals.
Ensure that groups are diverse in terms of participants' backgrounds to enrich discussions and perspectives.

3. Research Phase (45 minutes)
Each group researches their assigned topic using provided digital resources.
Focus on identifying key challenges, relevant laws, recent cases, and potential solutions.
Use the resources shared within this chapter.

4. Preparation for Presentation (30 minutes)
Groups prepare a short presentation on their findings.
Encourage creativity: they can use slides, posters, or any other visual aids.

5. Presentation Session (45 minutes)
Each group presents their findings to the rest of the participants.
Allow 5-7 minutes per presentation followed by a short Q&A.

6. Discussion and Reflection (20 minutes)
Open floor discussion on the presented topics.
Discuss how these issues can affect different groups differently and the importance of an intersectional approach in policymaking and advocacy.

7. Wrap-Up and Feedback (15 minutes)
Summarize key takeaways from each group's presentation.
Collect feedback on the session to improve future workshops.

8. Closing (5 minutes)
Thank participants for their contributions and encourage them to continue exploring these issues.
Provide resources for further reading and learning.

Post-Session Tasks:
Share a compilation of the presentations with all participants.
Provide additional resources and readings via email or a shared digital platform.

Chapter 4 Workshops on Inclusive Policy Design

Conduct workshops where participants can design or critique digital policies through an intersectional lens, considering how different groups and global issues might be affected.

Workshop: Inclusive Policy Design Using an Intersectional Lens

Objective:
To engage participants in the design or critique of digital policies through an intersectional lens, considering the impact on different vulnerable groups.

Materials Needed:
- *Computers with Internet access*
- *Projector and screen for scenario simulations*
- *Whiteboards or flip charts*
- *Markers and notepads*
- *Printed policy templates and case studies*

Session Outline:
1. Introduction (20 minutes)
Welcome and introduction to inclusive policy design.
Overview of intersectionality and its relevance to digital policy making.

2. Group Formation (10 minutes)
Divide participants into small groups (3-5 members).
Ensure that groups include participants from diverse backgrounds to enhance perspectives and discussions.

3. Workshop Activities (60 minutes)
Each group works on a provided case study to design or critique digital policies using an intersectional lens.
Focus on how different policies might impact various groups, such as the elderly, youth, LGBTQIA+, or those from different socioeconomic backgrounds.

4. Group Presentations (40 minutes)
Groups present their policy designs or critiques.
Allow 10 minutes per group for presentation and feedback.

5. Discussion and Reflection (30 minutes)
Discuss the challenges and learnings from the policy design process.

Explore how policies can be made more inclusive through the application of an intersectional lens.

6. Wrap-Up and Closing (10 minutes)
Summarize key takeaways and encourage ongoing engagement with intersectional policy design.
Provide resources for further exploration and study.

Through these methods, trainers will share knowledge and also foster empathy and a comprehensive understanding of the diverse ways in which digital rights affect different aspects of society. This approach is crucial in training advocates who are well equipped to address challenges that these groups face in our interconnected world.

Chapter 5 Hands-on Workshop: Utilizing Digital Tools for Effective Advocacy Campaigns

Objective:
To provide practical training on using digital tools to create and launch successful advocacy campaigns, with a focus on strategies to enhance reach and engagement.

Materials Needed:
- *Computers or tablets with Internet access*
- *Access to digital advocacy tools like social media platforms (Twitter, Facebook, Instagram), content creation tools (Canva, Adobe Spark), and data analytics tools (Google Analytics, Facebook Insights)*
- *Projector and screen for demonstrating tools and techniques*
- *Workshop handouts including step-by-step guides and checklists*
- *Whiteboards and markers for brainstorming sessions*

Session Outline:

1. Introduction to Digital Tools (30 minutes)
Brief overview of various digital tools and platforms that can be used in advocacy. You may use some of the toolkits we have listed above. Explanation of the capabilities and strategic use of each tool (e.g., social media for reach, newsletters for detailed communication, blogs for in-depth articles).

2. Setting Up Digital Tools (45 minutes)
Walkthrough on setting up accounts on relevant social media platforms.
Demonstration on how to use content creation tools to design engaging content.
Introduction to data analytics tools to monitor and evaluate campaign performance.

3. Designing a Digital Campaign (1 hour)
Participants form small groups to design a mock digital advocacy campaign.
Each group selects an issue they are passionate about and identifies the target audience for their campaign.
Groups create a campaign name, define their main message, and choose the digital tools they will use.

4. Creating Content and Messaging (1 hour)
Workshop on crafting compelling messages tailored to different platforms.

Groups use content creation tools to develop actual posts, images, and other media for their campaigns.
Discussion on how to ensure consistency in messaging across different digital channels.

5. Strategies for Maximizing Reach and Engagement (45 minutes)
Techniques for increasing visibility and engagement on social media (e.g., optimal posting times, hashtag usage, engagement with followers).
Best practices for segmenting email lists and personalizing newsletters to increase opening and response rates.

6. Launching and Monitoring the Campaign (1 hour)
Groups prepare to launch their campaigns using a simulated environment or live on actual platforms if appropriate.
Introduction to monitoring tools and techniques to track the effectiveness of the campaign in real-time.
Role-play session on responding to feedback and adjusting campaign strategies based on analytics.

7. Review and Feedback (30 minutes)
Each group presents their campaign and receives feedback from the workshop facilitators and other participants.
Discussion on what worked well and what could be improved in future campaigns.

8. Closing Remarks and Additional Resources (10 minutes)
Summary of key takeaways and encourage ongoing engagement with digital advocacy. Provide participants with additional resources, including guides, tutorials, and articles for further learning.

Through this comprehensive approach, trainers will share their know-how of digital advocacy and also empower new generations of digital advocates, equipped to influence the digital landscape effectively and safely.

Chapter 6 Group Activity: Analyzing Regional Case Studies on Internet Freedom

Objective: To facilitate a group activity where participants analyze specific regional case studies related to Internet freedom. This exercise aims to deepen understanding of the challenges and strategies employed across different regions concerning digital rights and Internet governance.

Materials Needed:
- *Printed or digital copies of case studies*
- *Whiteboards and markers for group discussions*
- *Projector and screen for group presentations*
- *Laptops or tablets for research (optional)*
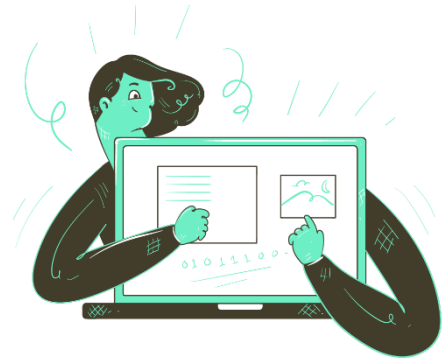
Session Outline:

1. Introduction to Case Studies (15 minutes)
Provide an overview of the case studies that will be analyzed, highlighting the significance of each scenario in the context of Internet freedom.

2. Group Discussion and Analysis (1 hour)
Divide participants into groups, assigning each group one of the case studies listed below. Each group analyzes their assigned case study, focusing on the challenges faced, strategies used, and outcomes achieved.

3. Presentation of Findings (45 minutes)
Each group presents their findings and insights to the larger group, facilitating a broader discussion on similarities and differences across regions.

4. Wrap-Up and Reflection (15 minutes)
Summarize key takeaways from the activity and discuss how these insights can be applied to the participants' own contexts.

Case Studies

a. **Artificial Intelligence, Internet of Things, and Cybersecurity**:
Exploration of AI and IoT technologies, focusing on their applications and the associated digital rights concerns, including surveillance, data collection, and automated decision-making. AI and IoT are increasingly integrated into various sectors including healthcare, transportation, and smart cities, enhancing efficiencies and capabilities. For instance, AI algorithms can predict traffic flows or medical outcomes, while IoT devices like smart meters and wearable health monitors continuously collect vast amounts of data.

Analysis of the cybersecurity challenges posed by these technologies and their implications for individual and collective digital security. The cybersecurity challenges posed by AI and IoT impact both individual and collective security. On an individual level, breaches can lead to identity theft or unauthorized surveillance. Collectively, compromised IoT devices can be harnessed to launch large-scale DDoS attacks, and flawed AI can lead to widespread misinformation or faulty automated decisions affecting many people.

Some useful links that the trainer may use for further information on the topic.

b. **Blockchain and Digital Rights**:
Examination of blockchain technology and its potential in areas like digital identity, data integrity, and decentralization. Blockchain technology has the potential to significantly impact digital rights, particularly in the areas of digital identity, data integrity, and decentralization. For instance, blockchain can enhance transparency and accountability in digital transactions and provide a secure environment for digital voting and smart contracts, safeguarding against tampering and unauthorized access. However, it also presents challenges, such as the potential for increased surveillance and the difficulty of rectifying incorrect information once it is part of the blockchain. The technology's decentralized nature can both protect and challenge digital rights, making its governance and implementation critical areas for policy development and ethical consideration. Discussion on how blockchain can both safeguard and challenge digital rights, considering its use in scenarios like digital voting or smart contracts.

A useful link that trainer may use for more information about the impact of the blockchain for human rights.

c. **Impact of Emerging Technologies on Digital Rights**:
Emerging technologies are significantly transforming the landscape of digital rights, offering both opportunities and challenges. These technologies that we covered in this chapter, can enhance digital rights by providing new ways to protect privacy and improve data security. However, they also pose potential threats, including surveillance, data breaches, and erosion of freedom of expression. In this regard, these implications need to be critically examined. Trainers should explore these dynamics to understand the dual-edged nature of technological advancements and prepare for their impacts on digital rights. Below this section we provide tools and means to address these issues in your training, but keep in mind that these technologies are rapidly evolving so make sure your information is updated on your training curriculum. For further information please consider these resources.

Analysis Questions (Examples below are just for illustration, feel free to define other questions as you see fit for the training)**:**

- What is the historical and social context of the case study region?
- What specific events or situations led to the issues addressed in the case study?
- What are the main challenges related to Internet freedom identified in the case study?
- How do these challenges impact the general population and specific vulnerable groups within the region?
- What strategies were employed to address the challenges related to Internet freedom?
- Who were the key players (individuals, organizations, governments) involved in these strategies?
- How effective were these strategies in addressing the challenges? What evidence supports their effectiveness or lack thereof?
- What legal or policy frameworks were involved in the case study?
- How did these laws or policies affect the situation? Were they beneficial or detrimental?
- Were there any changes or reforms proposed or implemented as a result of the advocacy or issues presented?
- What were the short-term and long-term outcomes of the actions taken in the case study?
- How did these outcomes affect digital rights and Internet freedom in the region?
- What unintended consequences, if any, resulted from the strategies employed?
- How does the situation in the case study compare with other regions facing similar issues?
- Are there lessons or strategies from this case study that could be applied in other contexts?
- What are the future challenges or next steps for stakeholders in this case study?
- How can advocates and policymakers build on the successes or learn from the failures documented in the case study?
- Based on the case study, what insights have you gained about the role of digital advocacy?
- How might you apply these insights to your own work or community?
-

Using the regional case studies, part of this curriculum offers a window into the complex interplay of technology, policy, and human rights in different regions. Through analysis and discussion, targeted audience can gain understanding of global digital rights issues and varied approaches taken to address them.

Chapter 7 Curriculum Adaptation Workshop

1. Interactive session

Objective: Identify specific digital rights challenges and opportunities in participants` regions/country.

Instructions:

1) Divide participants into small groups based on their regions.
2) Provide each group with a worksheet to document local digital rights issues.
3) Groups discuss and list the challenges and opportunities they face.
4) Each group presents their findings to the larger workshop.

Worksheet example

- Region/Country:
- Challenges: (pick any of the topic/rights covered in this curriculum that fits within the context of the region/country)
- Opportunities: Define the opportunities like: Local initiatives, community strength, available resources and so on.

2. Feedback loop
Objective: to gather feedback and suggestions on the development of the local curriculum and agenda for the training.

Survey options:
➢ *How would you rate the overall workshop experience?*
➢ *What was the most valuable part of the workshop?*
➢ *What can be improved for future workshops?*
➢ *Do you have any suggestions for additional topics or activities?*
➢ *How likely are you to implement what you've learned in your work?*

3. Example Activities for the Workshop
Objective: Adapt global case studies to local contexts.

Instructions:
➢ Provide participants with a case study.

- ➢ Groups discuss how the case study relates to their local context.
- ➢ Each group adapts the case study to reflect local challenges and solutions.
- ➢ Groups present their adapted case studies.

4. Use of the Agendas developed through Internews IF program (see 7.7)

Objective: Utilize existing agendas from program partners where appropriate.
Instructions:
- ➢ Review the provided agendas.
- ➢ Identify sections relevant to your training objectives.
- ➢ Integrate these sections into your workshop agenda.
- ➢ Customize as needed to fit the local context and participant needs.

The primary goal of this workshop is to adapt the curriculum and to empower educators and advocates to make the materials their own, ensuring that it resonates with and is relevant to the audience they serve. This curriculum is built upon materials that were produced during digital rights schools organized in different regions within the framework of the Internews' Greater Internet Freedom project and now stands as a tool that could serve everyone to build their own materials and presentations. However, this workshop is just a first step towards building a more inclusive and responsive approach to digital rights education.

Chapter 8 Template for Interactive surveys to assess training effectiveness

a) Training evaluations:

Instructions: Please circle the option that best describes your experience.

1. Overall, how would you rate the training?

- Excellent
- Good
- Average
- Poor

2. How relevant was the training content to your work?

- Highly relevant
- Somewhat relevant
- Neutral
- Not very relevant
- Not relevant at all

3. How effective was the trainer in delivering the content?

- Very effective
- Effective
- Neutral
- Ineffective
- Very ineffective

4. How engaging were the training activities and discussions?

- Very engaging
- Engaging
- Neutral
- Not very engaging
- Not engaging at all

5. How would you rate the usefulness of the training materials (handouts, presentations, etc.)?

- Very useful
- Useful
- Neutral
- Not very useful
- Not useful at all
- Assessing Training Effectiveness

Pre-Training Knowledge Level (the trainer may include questions regarding the topic to be delivered to measure pre/post training knowledge)

6. How would you rate your knowledge of the training topics before attending?

- Very high
- High
- Moderate
- Low
- Very low

Post-Training Knowledge Level

7. How would you rate your knowledge of the training topics after attending?

- Very high
- High
- Moderate
- Low
- Very low

8. How confident do you feel in applying what you've learned?

- Very confident
- Confident
- Neutral
- Not very confident
- Not confident at all

Identifying Areas for Improvement

9. What was the most valuable part of the training?

10. What could be improved in the training?

11. Were there any topics that you feel should be added to the training?

Measuring Impact

1. How has the training impacted your understanding of digital rights and advocacy?

2. Can you provide an example of how you plan to apply what you've learned in your work?

Gathering Suggestions

1. Do you have any suggestions for future training or additional resources that would be helpful?

Any other comments or feedback?

Follow-Up

2. Would you be interested in follow-up sessions or additional training on related topics?

- Yes
- No
- Maybe

3. Preferred method for follow-up communication:

- Email
- Phone
- Online meetings
- Social media groups