

1. Educational Content

Area of Peace Education:

X	Human Rights		Diversity
	Conflict and Resolution		Sustainable Development

Theme:

Is Internet access a human right?
19+ y.o. Youth Meeting

Educational Goals and Indicators:

	1	Raise awareness and stimulate critical thinking
X	1a)	Share personal perspective of the Theme
X	1b)	Contribute to group discussions and debates
X	1c)	Contribute to a debriefing after each activity
	2	Increase personal development in group situations
	2a)	Improve communication skills
	2b)	Demonstrate initiative
	2c)	Contribute to planning activities
	3	Generate an interest in the daily environment
X	3a)	Link the Theme to daily life
	3b)	Plan how to use new Attitudes, Skills and Knowledge
	4	Explore educational Themes within a regional context
	4a)	Receive training on how to develop the Theme
	4b)	Join all activities related to the Theme
X	4c)	Contribute to at least one activity relating own reality to the Theme

Evidence:

Participants understand a scenario for the impact of the internet by 2020 by exaggerating and parodying it in a creative fashion.
Participants relate the findings and implications of this activity and the materials provided and created to their home and everyday life.

2. Explanation

Do:

1. Divide the group into an even number of equal-sized groups.
Give half of these groups the "positive" scenario for the impact of the internet by 2020 taken from Material One, the other half the "negative" scenario.
2. It is now each group's task to read out their scenario within their group and make sure everybody has understood it.
Q1: While strongly exaggerating, elaborate upon and visualize the scenario which has been given to you. Take notes on a large sheet of paper.
Q2: In which cases in your country and worldwide has this scenario already become a reality? Take notes on a large sheet of paper.
(20 minutes)
3. Have each of the two groups design the front pages of 3 websites that are typical for "their" internet (on large sheets of paper):
 1. a search engine,
 2. a social networking site,

3. an online encyclopaedia.
4. a dating website

[...or maybe an app combining all three? This task can be changed to fit the needs of the YM's theme.]

Note to facilitators: You may want to encourage participants to exaggerate to help bring out differences between scenarios very clearly.

(25 minutes)

4. Lay out the front pages for websites that were created in a room, as well as Materials 2 and 3 printed out.

Have all participants silently walk around the room and look at the website front pages as well as the printed out statements.

(10 minutes)

5. Debrief

Create new, small groups with participants from both the "positive" and "negative" scenarios.

(15 minutes)

3. Debriefing

Reflect:

What questions will help participants reflect on what they experienced in the activity?

1. How much do you agree with the position or opinion you were given in the scenario?
2. Were you aware of the fact that the "Right to Internet Access" is being seriously discussed among UN member states? What do you think of this?

Generalize:

1. Which Human Rights does a government ban on internet access violate and why? (*freedom of association, freedom of speech, any others?*)
2. What is the situation surrounding internet access in your country? During your daily routine, is internet access always "within reach"?

Apply:

1. How should the UN act on these findings and predictions on the future of the internet?
2. Can you think of actions you yourself may want to take to help shape the future internet?

4. Materials and Background Preparation

Origin of Activity:

anjo.pez-zvetina@de.cisv.org (06.04.2013)

See sources for all provided material below.

Materials: List the materials and their quantities to do the activity.

The World will be a better place!

By 2020, everyone in the world will be on-line. The Internet will make shops, offices, and business travel entirely unnecessary. This will save so much money that everything will be free! Wars will end.

Think about what a revolution community libraries have been in our culture. The promise of the web, of course, is of a global library.

The internet will become a facilitator of citizen activity, and lead to a different kind of democracy. Self-governing little societies will spring up with people living in "virtual villages". Everyone will be free, everyone will be happy.

The World will be a worse place!

All your e-mails, all your bank details, all your personal schedules and purchases - everything will be recorded and scrutinised. Internet computers will be equipped with cameras that will monitor you 24 hours a day. Totalitarian regimes will be in power everywhere. Everyone will be oppressed. There is no such thing as human interaction. People do everything online. There is no city centres, because there are no shops anymore. People only date online, bars are now empty.

By 2020, the growing billions outside developed capitalist society will still live in poverty. The resulting instability will cause world-wide war, or someone will finally use the nuclear bomb recipe - available on-line. Everyone will die.

Source: Adapted from "Human Rights and the Internet", by S. Hicks, E. F. Halpin and E. Hoskins (ed.), McMillan Press Ltd, London, 2000
http://eycb.coe.int/compass/en/chapter_2/2_39.html

Material 2: Findings taken from

United Nations (16.05.2011): *Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, Frank La Rue*. Retrieved 04.12.2012.
<http://documents.latimes.com/un-report-internet-rights/>

67. Unlike any other medium, the Internet enables individuals to seek, receive and impart information and ideas of all kinds instantaneously and inexpensively across national borders. By vastly expanding the capacity of individuals to enjoy their right to freedom of opinion and expression, which is an "enabler" of other human rights, the Internet boosts economic, social and political development, and contributes to the progress of humankind as a whole. (...)

78. While blocking and filtering measures deny users access to specific content on the Internet, States have also taken measures to cut off access to the Internet entirely. The Special Rapporteur considers cutting off users from Internet access, regardless of the justification provided, including on the grounds of violating intellectual property rights law, to be disproportionate and thus a violation of article 19, paragraph 3, of the International Covenant on Civil and Political Rights.

79. The Special Rapporteur calls upon all States to ensure that Internet access is maintained at all times, including during times of political unrest.

85. Given that the Internet has become an indispensable tool for realizing a range of human rights, combating inequality, and accelerating development and human progress, ensuring universal access to the Internet should be a priority for all States. Each State should thus develop a concrete and effective policy, in consultation with individuals from all sections of society, including the private sector and relevant Government ministries, to make the Internet widely available, accessible and affordable to all segments of population.

Material 3: Vint Cerf, often called "the father of the Internet"

Vinton G. Cerf (04.01.2012): *Internet Access is not a Human Right*. New York Times. Retrieved 04.12.2012.

http://www.nytimes.com/2012/01/05/opinion/internet-access-is-not-a-human-right.html?_r=0

"Technology is an enabler of rights, not a right itself. There is a high bar for something to be considered a human right. Loosely put, it must be among the things we as humans need in order to lead healthy, meaningful lives, like freedom from torture or freedom of conscience. It is a mistake to place any particular technology in this exalted category, since over time we will end up valuing the wrong things. For example, at one time if you didn't have a horse it was hard to make a living. But the important right in that case was the right to make a living, not the right to a horse. Today, if I were granted a right to have a horse, I'm not sure where I would put it."

Time & Group Size: Suggest the ideal time scale and group size for this activity.

Group Size: 20-25 participants, 19+ y.o.

Time: 1h 15m

Tips for facilitators: What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

Adjust the activity and the way you introduce each Groups tasks to your Youth Meetings theme, if possible. In addition, you can tweak the exact tasks you give to either or both groups to fit your Youth Meetings theme.

Further Reading

Willis Aronowitz, Nora (10.06.2011): *'UN Declares Internet Access a Human Right. What Does This Really Mean?'* good.is. Retrieved 04.12.2012.

<http://www.good.is/posts/un-declares-internet-access-a-human-right-what-does-this-really-mean/>

United Nations (16.05.2011): *Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, Frank La Rue*. Retrieved 04.12.2012.

<http://documents.latimes.com/un-report-internet-rights/>

Vinton G. Cerf (04.01.2012): *Internet Access is not a Human Right*. New York Times. Retrieved 04.12.2012.

http://www.nytimes.com/2012/01/05/opinion/internet-access-is-not-a-human-right.html?_r=0

Hick/Halpin/Hoskins: *Human Rights and the Internet* (2000). Palgrave Macmillan, Basingstoke, UK.

Website of ICEGOV, the International Conference on Theory and Practice of Electronic Governance.

<http://www.icegov.org/>

Activity Name: Each activity should have a name so it can be searched for in the database.

The Right To Broadband?