MULTIMEDIA TRAINING KIT

Trainers' notes: Violence Against Women Online

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Introduction	This is one of a group 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 and protection of human rights, and ways in which communications can be used to address human rights challenges. This module looks at violence against women within the context of the internet and ICTs. It begins by exploring how violence against women (VAW) has been historically recognized and addressed within international laws, and then explores the ways in which VAW manifests online, and/or is exacerbated by the use of ICTs. It goes on to summarize some of the challenges to addressing VAW online within the framework of national laws and corporate policy frameworks, and also discusses some of the strategies that can be/are being used to counter VAW online.
Timing/duration, timetable and delivery method	The module has been designed to provide facilitators with a broad overview of VAW Online: its manifestations, challenges to and strategies for resistance, with a focus on international human rights, national laws and corporate social responsibility. The module has been designed with "Questions for Reflection" throughout the sessions, to encourage group participation and analytical practice on VAW online, rather than a purely lecture-style training. These questions encourage participants to reflect on & contribute to the discussion their own knowledge of VAW. However, it is up to facilitators to choose which questions for discussion will be integrated into the workshop—either as individuals contributing along the way, or as small-group activities, or some other format. Increased audience participation lengthens the time of the training. Factors to consider include: (1) the number of participants, (2) the format you choose, e.g. whether you have all groups work on the same case studies or whether you have a plenary style report-backs from small-groups (which takes up much more additional time); and (3) the focus of the training based on participants' needs/expectations, e.g. are participants already familiar with the international human rights instruments and mechanisms? Do participants want more time to practice naming and articulating gender-based discrimination and types of VAW? More time to articulate critiques to legislation? A more in-depth focus on corporate social responsibility? Etc. Whatever format the facilitator decides, the additional resources provided to all participants will have reference materials even on topics that were not covered in the 4.5hour course. Finally, the case studies used here can be replaced with local stories that facilitators are

	aware of. **Session I: Introduction to the Course** (45 minutes) ⌈ 15 minutes —introduction to the course and introductions of participants [Suggested activity # 1—see "Additional Comments" section below]. ⌈ 15 minutes —presentation of the course materials in section 1 of the text handout, using presentation slides (XXXX) ⌈ 15 minutes —questions arising from the introductory presentation **Session II: (65 minutes)** ⌈ Presentation of the course materials in Section 2 of the text handout using presentation slides XXXX. (Note: Facilitators should make use of 'Questions for Reflections' in the various sub-topics as they see fit, to encourage building on the knowledge and experiences of participants). **BREAK:** (20 minutes) —refreshments and informal discussion **Session III: Case Studies** (65 minutes) [*See Exercises and Group Discussions section below for more information on options to change the format] ⌈ 10 minutes —explanation of case studies, using presentation slides XXXX ⌈ 10 minutes —break into smaller groups for group discussions on case study 1 ⌈ 10 minutes —group discussions on case study 2 ⌈ 10 minutes —group discussions on case study 3 ⌈ 15 minutes —reports back from group discussions [If time is short, one example or case study should be used, with 20 minutes for discussion and 10 minutes for feedback.] **Session IV: Conclusions & Wrap-Up** (45 minutes) ß 30 minutes —discussion of implications for the work of participants and their organisations ß ß ß ß ß ß ß ß 15 minutes —feedback, conclusions and closure of course.
Content outline: Topics and Questions	1. How do we define, name and recognize VAW online as a human rights issue? 2. How does VAW manifest in online spaces? 3. How can we recognize the gender-based nature of acts of violence in online spaces? 4. What are some of the challenges to addressing VAW online in current legislative frameworks? 5. What are some of the challenges to addressing VWA online in current corporate policy frameworks? 6. What are some strategies for resisting and ending VAW online?
Target audience	Advocates, activists, journalists, students and others with an interest in either or a combination of gender, human rights and ICTs/internet. 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.
Required skills/knowledge of participants	Basic awareness of human rights, ICTs/internet, and gender-discrimination/violence against women. Interest in the application of rights principles to ICTs and vice versa.
Unit objectives/expected outcomes	By the end of the session, participants will: ⌈ understand how VAW is articulated under international human rights law ⌈ recognize and name various ways that VAW manifests in online spaces and understand some of the impacts as it extends to the lives of women offline. ⌈ understand some of the challenges to addressing VAW online, including apparent conflicts between rights (privacy, FoE) in national legislation and corporate policies; ⌈ be familiar with some of the campaigns and strategies that individuals, civil society, corporations and states are employing to raise awareness and take action to end VAW online.
Pre-workshop activities	Participants should: a) Read the text handout; b) Familiarise themselves with the basic international instruments relevant to the course (the relevant articles in the Universal Declaration of Human Rights, rights covenants and regional conventions); 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. Facilitators should: a) Send participants the module handouts and materials in advance and encourage them to browse through the information; b) Ask participants to send in advance their expectations of the workshop.
Exercises and group discussions	There are three different options for the "Case Studies" session at the end of the training. ⌈ Naming & articulating VAW and its impacts within a human rights discourse; ⌈ Thinking critically about legislation and the challenge of balancing freedom of expression & privacy online; ⌈ Internet intermediary liability and responsibility to act. The format can also differ: ⌈ 30 minutes: Selecting 3 case studies total (i.e. one from each topic), and breaking participants into small groups to discuss each study —10 minutes for each case study, no report back. ⌈ 30 minutes: Breaking the participants into 3 small groups, each focusing one of the different topics in depth —30 minutes total for each group, no report back. ⌈ 40 minutes: Breaking the participants into 3 small groups, each focusing on a different topic in-depth—20 minutes for group discussions, and an additional 20 minutes for plenary report back (6 minutes per group). Note: Facilitators should already have their answers to the discussion questions before-hand, including specific reference to rights as articulated within the UDHR, ICCPR and ICESCR for question 4 to help prompt group discussions. For all group activities, participants should have available flip chart paper, markers, etc. in

	case they want to write their idea down/map them out in small groups.
Resources included in the unit	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. Case studies for discussion 6. Workshop evaluation form 7. Materials evaluation form 8. Copyright statement
Additional trainer resources	The facilitator should be familiar with the two themes of the course —ICTs and human rights —but also have a good understanding of gender-based discrimination and approaches to VAW within international human rights. Facilitators should also be familiar with APC's work in this field, as well as the other pertinent information as listed in the handout of "Additional Resources".
Equipment needed	For the presentation: ⌈ A PC with appropriate software (e.g. MS Office, Open Office, Mac OS), connected to a data projector for the slide presentation, and to the internet if required to access internet resources during the course. ⌈ Blank white wall or projector screen. ⌈ Audio-speakers for the PC if showing audio-visual resources (e.g. video clips) For group exercises & discussions: ⌈ Print-outs of the case studies and additional resources/hand-outs for participants ⌈ Flip charts, markers, sticky notes, tape/pins/blue tack, and etc. as needed for group exercises
Additional Comments	Suggested **Activity #1: Introductions & Brainstorms** If you have each participant introduce themselves to the group, request that they include in their introduction one word that springs to mind when they think of VAW; and one word that springs to mind when they think of VAW online. Have a facilitator or volunteer write down the words on two separate flip-chart papers posted on the wall—this initial brainstorm invites audience participation from the outset, and a sense of the ideas in the room before the workshop takes place. Keep these up throughout the workshops as a reference tool, the facilitator can turn back to the wall and bring in concepts as they relate throughout the presentation; and this also allows participants and trainers to revisit their original ideas at the end of the workshop and see how they were addressed, or not.