

## MODULE NINE:

# Digital Rights



### CORE MODULE INFORMATION:

**Module Type: Phase 5** – Co-creating bigger, safer, and more inclusive digital communities

**Module Objective:** Understand and reinforce digital rights to respect freedom of expression and discourage hate and harassment.

**Module Dilemma:** I want to respect freedom of expression, but also want to protect my members from harm.

**Module Delivery:** This module was developed to be delivered virtually but may be converted to an in-person module with some customisation.



## WHAT IS NEEDED IN PREPARATION FOR THIS MODULE:

- Facilitators should review this Module in detail and customise the content to suit their participants, as needed (including adding case studies/examples relevant to your region or country).
- Facilitators should prepare notes for each activity. While this guide provides some discussion points and explanation as a base, further explanation at times will be needed (and participants may ask clarifying questions, so the facilitator should be well prepared).
- Review Content for Training Activities for a list of general training materials and module-specific activities. This link includes sample questions for Menti questions and Kahoot quizzes and information about how to make them. Note: Before the training, be sure to have these activities prepared.



## MATERIALS

- Powerpoint slides (linked to sample PPT slides)
- Links to videos and MP4 files downloaded for backup (links are embedded in the above PPT and linked below, per session).

# Session 1: Community Standards - What do we need to know?



**Session Objective:** Discuss the range and importance of community standards relevant to the groups and platforms.

**Note for Facilitator:** In this Module, we also have a session dedicated as a concluding reflection. The Digital Rights Module nicely brings together some of the major themes addressed throughout the training, so we felt it was a good place to conclude the training (rather than creating an additional Conclusion Module). Facilitators can align with this method or develop a different conclusion in case not all modules are utilised for your purposes.

The trainers will begin by introducing the Module objective: to understand and reinforce digital rights to respect freedom of expression and discourage hate and harassment.

The sessions will be introduced:

Session 1 is: Community Standards - What do we need to know?

Session 2 is: Digital Rights - What do we need to know?

Session 3 is: Reflecting on digital rights and standards, and the responsibility of digital community stewards. This session can also serve as a conclusion to the curriculum.

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## THE DILEMMA – A QUICK RATING

The trainers will begin the module by dissecting the module dilemma.

The trainers will use a scale on Mentimeter and share the following dilemma: I want to respect freedom of expression, but also want to protect my members from harm.

Participants will be asked to rate on a scale of 1-5 the situation with their own group, with 1 being 'I'm not very aware of digital rights that apply to my group members, including myself' to 5 being 'I'm very aware of digital rights that apply to my group members including myself'.

Based on the results from Mentimeter, the trainers will get an average for the group of community stewards. The trainers can also ask a couple of participants what rating they gave their group and why they picked that number. This activity will help us understand how relatable and relevant this dilemma is for the participants.

**Note for Facilitator:** This session focuses on community standards of Meta, as a majority of digital community stewards moderate and manage Facebook groups, WhatsApp groups, and Instagram pages. The latter session focuses on broader digital rights that are applicable to all online communities. However, if training participants are using other platforms, the trainer should consider altering this section to suit their needs and to explain community standards on other platforms like Signal, Telegram, or WhatsApp.

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## COMMUNITY STANDARDS- A QUICK GAME

Trainer to screen-share and display the Mentimeter for Community Standards Game.

There are 22 community standards in total.

The objective of this game is for the participants to identify as many community standards as they can within 3 minutes.

The trainers will set a timer and ask the participants to write all the community standards they can remember and think of into a common platform such as a Google Slides or Mentimeter.

The cohort will do this collectively, and at the end of 2 minutes, the trainers will review how many community standards the group was able to identify.

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## COMMUNITY STANDARDS - THE KEY VALUES

### EXPLANATION

The 22 community standards, which the trainers will discuss shortly, are based on feedback from people and the advice of experts in fields such as technology, public safety and human rights. Furthermore, to ensure that everyone's voice is valued, these standards include different views and beliefs, especially from people and communities that might otherwise be overlooked or marginalised.

The goal of these community standards is to create a place for expression and give people a voice. Meta wants people to be able to talk openly about the issues that matter to them, even if some may disagree or find them objectionable. In some cases, they allow content – which would otherwise go against these standards – if it's newsworthy and in the public interest. But they only do this only after weighing the public interest value against the risk of harm and looking to international human rights standards to make these judgments.

However, it is important to recognise that the internet creates new and increased opportunities for abuse. For these reasons, when these platforms limit expression, they do it in service of four values. The trainers will introduce the following four values, which frame the community standards. Before doing so, the trainers will ask the cohort to share their definitions of the following values.



## QUICK DISCUSSION



*What does authenticity mean to you? How would you define safety/dignity/privacy?* This will help the cohort understand the similarities in their perspectives and that of the platform in which they are managing an online community. The trainer can supplement the discussion with the following points and explanations from Meta:

- **Authenticity** - We want to make sure that the content people see on Facebook is authentic. We believe that authenticity creates a better environment for sharing, and that's why we don't want people using Facebook to misrepresent who they are or what they're doing.
- **Safety** - We're committed to making Facebook a safe place. We remove content that could contribute to a risk of harm to the physical security of persons. Content that threatens people has the potential to intimidate, exclude or silence others and isn't allowed on Facebook.
- **Privacy** - We're committed to protecting personal privacy and information. Privacy gives people the freedom to be themselves, choose how and when to share on Facebook, and connect more easily.
- **Dignity** - We believe that all people are equal in dignity and rights. We expect that people will respect the dignity of others and not harass or degrade others.

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## WHAT ARE THE COMMUNITY STANDARDS?

**Note:** It is important for trainers to note that Community Standards are rapidly evolving and changing, therefore it is necessary for trainers to update the list below in preparation for future sessions. The standards listed below were based on Facebook's Transparency Center ([Community Standards](#)) in August 2022.



## EXPLANATION

For successful moderation of content, it is crucial for digital community stewards to be aware of the community standards which guide moderators to understand what content is acceptable and what is not.

The purpose of this session is for the trainers to inform the participants about 22 community standards.

In the interest of time, the trainers will focus on the following two areas when explaining each of the community standards: *What does this community standard mean, and what kind of content should I remove/be mindful of to enforce this community standard?*

The following are the 22 community standards the trainers will share with the participants:

#### **Violence and Criminal Behaviour**

1. Violence and incitement
2. Dangerous individuals and organisations
3. Coordinating harm and promoting crime
4. Restricted goods and services
5. Fraud and deception

#### **Safety**

6. Suicide and self-injury
7. Child sexual exploitation, abuse, and nudity
8. Adult sexual exploitation
9. Bullying and harassment
10. Human exploitation
11. Privacy violations

#### **Objectionable Content**

12. Hate speech
13. Violent and graphic content
14. Adult nudity and sexual activity
15. Sexual solicitation

#### **Integrity and Authenticity**

16. Account integrity and authentic identity
17. Spam
18. Cybersecurity
19. Inauthentic behaviour
20. Misinformation
21. Memorialization

#### **Respecting Intellectual Property**

22. Intellectual property

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### **ACTIVITY – LET’S IDENTIFY VIOLATIONS!**

**Note:** the examples that were used in this activity were chosen for an international audience. However, you can swap these examples with ones that are more relevant based on your local context. Depending on the examples chosen, it may be a good idea to give a trigger warning, as all of the examples are those that violate community standards.



## ACTIVITY

The objective of this activity is to test whether the participants have obtained a basic understanding of the community standards.

The trainers will share a range of social media posts that violate the above 22 community standards. The participants must correctly identify (from the options given) which community guideline is violated in the example that is shared on the screen.

This activity will enable the participants to become further familiar with the community guidelines, and help them identify violations of these guidelines. This will allow the community stewards to practise their moderation skills as well.

The trainers will encourage the participants to share the challenges in identifying these violations and discuss how we can seek to overcome these challenges.

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## HOW DO WE ENFORCE COMMUNITY STANDARDS IN GROUPS?



### EXPLANATION

#### Why are community standards important for my group?

Being committed to maintaining groups as safe places where meaningful connections happen is paramount. It is important for groups to remain a safe space for people to connect. Groups are proactively monitored for hate speech and calls for violence using a combination of the latest technology and human review.

Posts that violate community standards on things like hate speech are removed, and Facebook removes any groups that consistently violate those standards. This enforcement policy ensures that when reviewing a group to decide whether or not to take it down, we now look at admin and moderator content for violations. This includes posts by members that they have approved.

#### How can I use it in my group?

These community standards, as demonstrated in the previous activity, need to be taken into account when moderating the group content. If the content posted by group members violates these community standards, the admin should take the necessary steps to remove it.

Community standards can also be used in your online community to help build your rules. The participants should go back to the rules they developed at the beginning of the training and see if the community standards of the platform are reflected in the rules they have created for their group. This will help you identify the connection between the standards for the platform and the standards for your group.

Trainer to screen-share and demonstrate how to use Group Quality tool.

## A QUICK TUTORIAL

### What is group quality?

Group Quality is an overview of content removed in your group for violating certain community standards, including a section for false news found in your group.

If a group is in violation of community standards, Facebook may do any of the following:

- Disable the group if there are sufficient admin and moderator violations, which include:
  - If an admin or moderator creates content (e.g., posts, comments, rooms) that violates our Community Standards.
  - If an admin or moderator approves violating content from a group member.
- Take down the violating content.
- Turn on temporary post approval for members who repeatedly post violating content in the group.
- Show a group's content lower in the News Feed if a group repeatedly shares false news. Facebook may also stop suggesting that people join the group.

With the Group Quality tool, you can see exactly when Facebook removed a piece of content from your group along with which community standard it was violating. For most violation types, the actual content will also be clarified. This information is shared to provide more context why the decision was made.

Admins can find this tool in the Admin Tools section of your group under “Group Quality”. Note that Group Quality is only available to admins, not moderators.

The trainers will demonstrate how to use the [Group Quality](#) tool.



## Session 2: Digital Rights - What do we need to know?



**Session Objective:** Discuss the range and importance of digital rights relevant to online communities.

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### DIGITAL RIGHTS - A QUICK ACTIVITY

The trainers will begin this discussion with an activity.

Similar to the earlier activity, participants will be given 2 minutes to identify as many digital rights as they can. This activity can be done through a word cloud to identify which digital rights are more prioritised and which ones are often overlooked.

The trainers will then begin the discussion on digital rights, below.

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### LET'S UNDERSTAND UNIVERSAL DIGITAL RIGHTS

The term digital rights describe the human rights that allow individuals to access, use, create, and publish digital media or to access and use computers, other electronic devices, or communications networks. The term is particularly related to the protection and realisation of existing rights, such as the right to privacy or freedom of expression, in the context of new digital technologies, especially the Internet.

In this session, the trainers will inform the participants about the key digital rights they need to know.

There are multiple international laws, treaties, covenants, and principles that focus on promoting and protecting human rights – which includes digital rights. This includes:

- UDHR - Universal Declaration of Human Rights
- ICCPR - International Covenant on Civil & Political Rights
- ICESCR - International Covenant on Economic, Social & Cultural Rights
- CRC - Convention on the Rights of the Child
- CRPD - Convention on the Rights of Persons with Disabilities

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## WHAT ARE THE DIGITAL RIGHTS THAT I NEED TO KNOW?

**Note:** As there is not a universally accepted list of digital rights, the facilitator should use their discretion to determine which set (A or B) of digital rights would be most helpful to discuss based on the context and composition of the training cohort. Feel free to create your own set by mixing them up or adding more specific rights to the ones mentioned below. Please note that the Slides reflect Set A, but may be swapped out with Set B.

Based on the above descriptions, let's look at important digital rights and principles that are essential for ensuring the safety and participation of all digital citizens.

### SET A:

**Access and nondiscrimination** - Access to the Internet enables you to exercise your human rights. As a general principle, you should not be disconnected from the Internet against your will, except when it is decided by a court. Moreover, Internet access should be affordable and non-discriminatory.

**Freedom of expression and information** - You are free to express yourself online and to access information and opinions, including those that may offend, shock or disturb, whilst respecting others' reputations and privacy.

**Freedom of assembly, association and participation** - You have the freedom to use any website, application, or another service to associate with your peers. You also enjoy the right to protest peacefully online. However, you should be aware that you may face legal consequences if online protest leads to blockages, disruption of services or damage to the property of others.

**Privacy and data protection** - Your personal data should only be processed with your consent or if it is laid down by law. You should be informed if your personal data is processed or transferred to other parties and when by whom, and for what purpose.

**Education and literacy** - You should have online access to education and knowledge in order to exercise your rights and freedoms on the internet.

**SET B:** The following was obtained from the charter of human rights and principles for the internet developed by the Internet Rights and Principles Coalition (Source: [OHCHR](#)).

**UNIVERSALITY:** All humans are born free and equal in dignity and rights, which must be respected, protected, and fulfilled in the online environment.

**ACCESSIBILITY:** Everyone has an equal right to access and use a secure and open Internet.

**NEUTRALITY:** Everyone must have uniform access to the Internet's content, free from prioritisation, discrimination, censorship, filtering, or traffic control.

**EXPRESSION:** Everyone has the right to hold and express opinions and to seek, receive, and impart information on the Internet without arbitrary interference or surveillance. Everyone has the right to communicate anonymously online.

**PRIVACY:** Everyone has the right to privacy online, free from surveillance, including the right to control how their personal data is collected, used, disclosed, retained, and disposed of.

**DIVERSITY:** Cultural and linguistic diversity on the Internet must be promoted, and technical and policy innovation should be encouraged to facilitate diverse expressions.

**GOVERNANCE:** Rights must form the legal and normative foundations upon which the Internet operates and is governed. This shall happen in a transparent and multilateral manner based on principles of openness, inclusive participation, and accountability as prescribed by law.

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## ACTIVITY – LET’S IDENTIFY DIGITAL RIGHTS!

The objective of this activity is to test whether the participants have obtained a basic understanding of digital rights.

The trainers will share a range of social media posts that violate the above-listed digital rights. The participants must correctly identify which digital right is violated in the content that is shared on the screen.

This activity will enable the participants to become further familiar with digital rights and also help them identify violations of these rights in online communities. This will allow the participants to practise their moderation skills too.

The trainers will encourage the participants to share what were the challenges in identifying these violations and discuss how we can overcome these challenges as well.

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## DECOLONISING DIGITAL RIGHTS

### EXPLANATION AND DISCUSSION

The objective of this brief discussion is to help digital community stewards understand that digital technologies have the potential not only to reproduce but also to amplify existing forms of oppression, such as racism, sexism, ableism, homophobia, and transphobia.

The growing use and deployment of digital technologies have the potential to affect almost every aspect of our lives, as they become involved in everything from hiring processes to the operation of the “welfare state” and the criminal justice system.

The digital rights field exists to promote and protect rights and freedoms in the digital sphere. In order to do so, it is crucial that the field reflects the society it works to safeguard. Here, the field must do better and ensure there are no blind spots in our work so that the digital rights of marginalised groups are upheld.

By starting a process of decoloniality, we can begin to acknowledge that these forms of oppression have their roots in a history of domination and colonisation and are maintained by structural forces. Our goal is to initiate a process that challenges the structural causes of oppression in order to work towards a digital rights field in which all groups in society have their voices heard and which works to protect the digital rights of all.



Trainers can also show [this video](#) to the participants to provide further context to the work that is being done globally to mainstream the decolonisation of digital rights.



## Session 3: Reflecting on Digital Rights and Standards



**Session Objective:** To reflect on digital rights and community standards and the responsibility of digital community stewards.

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### CONCLUSION SESSION: THE RESPONSIBILITY OF DIGITAL COMMUNITY STEWARDS IN PROTECTING DIGITAL RIGHTS

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#### ACTIVITY

For this activity, trainers will facilitate a discussion among the participants to reflect on the lessons learned from this session on digital rights (participants may also want to think back to the “privilege pyramid” activity in Module 2), and what this all means for their group members.

They will give participants a couple minutes for a self-reflection about their group and the digital rights that are most relevant or important to them.

Next, trainers will ask participants to join breakout rooms (or break out in groups of three or four physically), to discuss.

Finally, the participants will rejoin the plenary and report back some examples of dilemmas they have encountered as digital community stewards. Note: this can be combined with the concluding discussion, below.

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#### CONCLUDING DISCUSSION

The trainer should prepare some guiding questions for the concluding discussion. This will vary depending on the cohort, context and previous discussions. However, please find some sample guiding questions below which can be used to reflect on the learnings of this training more generally. We suggest sitting in a circle during this final discussion.

- *What does online/digital social cohesion mean to you, if anything?*
- *After the training, do you believe you have improved skills and tools to build trust and connection within your groups in your role as a digital and online community steward?*
  - *What prevents you from being able to create positive, trusting, and cohesive group dynamics in your groups?*
  - *Provide an example on how you plan to take action to build trust and connection among your group after participating in the training*
- *Please share an example of a strategy or technique you learned from the training to improve the diversity, inclusion, and safety of underrepresented or marginalised users in your group.*
- *In what ways was the training most helpful to you and your role as a community steward?*
  - *What do you feel could be improved about the training or what was missing from the training?*
- *What can social media companies (i.e. Facebook, Whatsapp, Youtube, etc.) do to motivate you or make it easier for you to promote trust and connection across the groups you manage?*
- *What ideas do you have for community stewards to be more actively engaged in creating more positive, engaging, and trustworthy online and digital spaces?*
- *Provide any other comments or insights you would like to share*

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## MODULE 9 CLOSING ACTIVITIES

Next, the trainer will facilitate a Q&A session.

The module will end with a Pop Quiz on Kahoot (this is an optional activity; however, this is a great way to energise the participants at the end of the module).

Note: See [Content for Training Activities](#) for quiz content and instructions on how to make a Kahoot.

The PPT slide can be linked to the Kahoot quiz for ease of access and presentability. Trainers can encourage participation by handing out chocolates to the pop quiz winners.

Finally, the Trainer will ask the participants to complete a short feedback form. This can be optional and created according to the organiser and facilitator's needs, therefore a sample is not shared.



The content of this module was adopted and inspired by the following resources:

- [The Charter of Human Rights and Principles for the Internet](#); Internet Rights and Principles Coalition.
- [Introduction to Digital Rights](#); Share Foundation
- [Your Digital Rights in Brief](#); Council of Europe
- [Decolonizing Digital Rights](#); Digital Freedom Fund
- [Training Manual on Digital Rights and Freedom of Expression Online](#); Media Legal Defence Initiative
- [Module 4 – My Rights Online](#); Web Wise
- [Facebook Community Standards](#); Transparency Center Facebook