



**IGF** Internet  
Governance  
Forum

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**SUPPORTING AND LEARNING FROM SCHOOLS ON INTERNET  
GOVERNANCE**  
Syllabus for Schools on Internet Governance



*Developed by the IGF Secretariat in  
collaboration with facilitators of IGF  
Dynamic Coalition on Schools on Internet  
governance with input from broader  
community*

*February 2022*



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This document serves as an advisory document only.

**SYLLABUS FOR SCHOOLS ON INTERNET GOVERNANCE**

**Supporting and learning from schools on internet governance**

*February 2022*

Prepared by the Secretariat of Internet Governance Forum  
in collaboration with co-facilitators of the IGF Dynamic Coalition for Schools on Internet governance  
and close consultations with broader community.

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## **About Internet Governance Forum**

The Internet Governance Forum (IGF) is a global multistakeholder platform that facilitates the discussion of public policy issues pertaining to Internet governance<sup>1</sup>.

The IGF was one of the most important outcomes of the United Nations World Summit on the Information Society (WSIS) that mandated the United Nations Secretary-General to formally convene the Forum on 18 July 2006.

In the resolution adopted by the UN General Assembly on 16 December 2015, (70/125) 'Outcome document of the high-level meeting of the General Assembly on the overall review of the implementation of the outcomes of the World Summit on the Information Society'<sup>2</sup>, the existing mandate of the IGF as set out in paragraphs 72 to 78 of the Tunis Agenda was extended for another 10 years.

Institutionally, the IGF is supported by the IGF Secretariat, administered by the UN Department of Economic and Social Affairs (UN DESA), while the programme of the annual IGF meeting is developed by the Multistakeholder Advisory Group. So far, sixteen annual meetings of the IGF have been hosted by various governments. The seventeenth annual IGF meeting will be hosted by the Government of Ethiopia in Addis Ababa in 2022. The 2023 IGF will be hosted by the Government of Japan.

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<sup>1</sup> <https://www.intgovforum.org/en/about>

<sup>2</sup> Tunis Agenda for the Information Society (2005) <https://www.itu.int/net/wsis/docs2/tunis/off/6rev1.html>

## **About Dynamic Coalition on Schools on Internet governance**

The concept for Dynamic Coalitions (DCs)<sup>3</sup> first emerged at the IGF's inaugural meeting in Athens in 2006, with a number of coalitions establishing themselves at that time. They are open, multistakeholder and community-driven initiatives dedicated to exploring a certain Internet governance issue or group of issues.

DCs are self-organised, and their work –required to adhere to a series of guidelines and principles – spans multiple years. As of February 2022, there are 23 active dynamic coalitions focused on topics such as Internet rights and principles, innovative approaches to connecting the unconnected, accessibility and disability, child online safety, etc. The collective work of the DCs, including their participation at IGF annual meetings, is facilitated by the IGF Secretariat.

The Dynamic Coalition on Schools on Internet governance (DC-SIG)<sup>4</sup> is a multistakeholder network of experts and organizations experienced or affiliated with schools on Internet governance (SIGs), which creates a space where SIGs can gather and work together on sharing techniques, curricula and educational innovations. This DC also supports the building of a network for faculties and alumni's and provide an overview of schools for potential fellows.

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<sup>3</sup> <https://www.intgovforum.org/en/content/dynamic-coalitions>

<sup>4</sup> <https://www.igschools.net/sig/>

## **Foreword**

Digital policy and related processes are continuously changing as digital technologies emerge and become more integrated into people's lives. Much of the knowledge and skills on how to maximise benefits from using digital technologies, but also how to utilize them in a safe and secure manner, is with users. In order to ensure overall safety and security online, it is important to ensure that education on how to use digital technologies circulates among people. Schools on Internet governance (SIGs) have shown to be a good way to systematically do this.

Over the years, those that already held expertise in Internet governance recognized the need to develop the capacity for Internet governance further. They started to invest in educational programmes that could attract people of different backgrounds and ages, and help to transfer knowledge on what digital technologies can do for people and how they can be utilized. In addition, some gained a regional or a global scope which allowed for important networking among involved people.

The IGF Secretariat has been communicating with many SIGs. In several, its staff was involved in various ways to support the implementation of the programme. Particularly, the last few years saw a growing number of SIGs associated with the national or regional IGF initiatives as a form of capacity development activity. During this collaboration and through exchanges with the Dynamic Coalition on Schools on Internet Governance (DC-SIG), it was noticed that different practices exist in planning and implementing the schools. Some are a few hours long, whilst some run for days. Some include an international component, while some are locally-driven. One of the biggest assets associated with schools is that they are inclusive of ages, regions, and disciplines. In the times of a still-growing digital divide, including the gender-based divide, this is particularly important.

For the reasons above, the IGF Secretariat decided to extend its support to SIGs through cooperation on the development of an international syllabus framework that can be adjusted to the particular requirements and needs of any local community. In this activity, all schools gathered around the Dynamic Coalition on Schools on Internet governance (DC-SIG) were invited to join.

The IGF Secretariat acknowledges the support of many experts, referenced in this report, particularly the facilitators of DC-SIG, coordinators of national, regional and youth IGF initiatives (NRIs) and other experts.

We hope that you will enjoy reading this syllabus and provide feedback if you find it useful for your community and what improvements could be made going further.

*IGF Secretariat*

## Digital Inclusion for All!



**4** QUALITY  
EDUCATION



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To ensure inclusive and  
quality education for all  
and promote lifelong learning



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## I. INTRODUCTION

The syllabus is an advisory document that may guide those who wish to convene a school or teach Internet governance, or know more about the structure of IG courses.

In addition to explaining *how the syllabus was created and how it could be used*, the document contains the following sections:

- *Core Internet governance modules and elective modules, learning outcomes as well as a sample of faculty members and topics they teach,*
- *Teaching methods such as practicums, hands-on industry presentations, moot courts and others,*
- *How to find lecturers and experts?*
- *How to build coalitions, contribute to the Dynamic Coalition on Schools of Internet governance (DC-SIG)?*

### Methodology

The Internet Governance Forum (IGF) engages stakeholders from different disciplines, coming from civil society<sup>5</sup> the technical community, governments, the private sector as well as international and intergovernmental organizations. To follow the multistakeholder nature of the IGF, this syllabus was created through various consultations with as many stakeholders as possible.<sup>6</sup> The consultations took place through the Dynamic Coalition on Schools of Internet Governance (DC-SIG), interviews with those who expressed interest and reaching out to various academic networks. One open consultation session on teaching Internet governance was also held.<sup>7</sup> The method also included assembling and categorizing the programmes of twenty-two schools on Internet governance (based on the availability of the programme on the school's websites), eight professional syllabi that professors use in teaching at universities and other specialized educational Internet governance programmes such as those provided by the Internet Society.<sup>8</sup>

The “faculty and topics” section was created based on the schools and academia’s most recent programmes (mostly in 2021) that was available upon request and on schools of Internet governance websites. Because the faculty and topics only include the latest programmes, they might not be representative of what schools and academic programmes cover or have covered throughout the years. Despite this shortcoming, it might be useful for those who are new to the field of Internet governance and want to grasp a snapshot of experts and the topics they usually teach in various regions and countries. Some roundtable speakers that did not teach a specific topic might be missing from the list as well as moderators and keynote speakers.

The syllabus is a living document and subject to changes as digital technologies, policy and related capacity development needs change.

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<sup>5</sup> Includes academia.

<sup>6</sup> <https://www.igschools.net/sig/>

<sup>7</sup> See the recording here: <https://isoc.live/15025/>

<sup>8</sup> The schools and academic programmes are mentioned in Annex 1.

## **Who can use the syllabus?**

The syllabus can be used, inter alia, by:

- Teachers, professors, and educators around the world
- Students in need of a study aid
- Communities that want to convene a School on Internet governance (SIG)
- Communities that want to train the workforce
- Communities that want to initiate and strengthen thematic, regional, or national Internet Governance Forum initiative (or any combination thereof)

## **How to use this syllabus?**

This syllabus aims to help you design an Internet governance course that you could use to convene a school on Internet governance or to support your IG educational efforts. The course can be a short educational webinar or a weeklong or a semester-long course on Internet governance. You and/or the organizing committee can go about using the syllabus taking the following steps:

- ✓ Decide who your audience is, what your aim is and what problem you are solving by providing your audience with an IG educational programme.
- ✓ The syllabus has two segments:
  - 1. Core Modules**
  - 2. Elective Modules**

If you want to provide a high level and preliminary programme for your audience, use the core modules.

If you want to go further and, based on your mission and specialization, provide more focused modules, use the elective courses as well.

- ✓ Note that depending on your goals and your audience, some modules that are presented here as electives, might be core modules in your case. That is fine. You can choose those as your core modules.
- ✓ Once you have decided on the modules, you need to decide which topics you must include. You can use the topics that are set out in this syllabus or add to the topics and use the suggested topics as inspiration. To reconfigure the modules and topics to your local setting, you can check how other programmes and schools have gone about localizing their programmes. This report provides a sample of local topics from a few schools.
- ✓ Adjust the learning outcomes based on your previous changes to the topics.

- ✓ You can see faculties and topics they cover in this document by finding their names and the topics they teach. For example, if you want to find someone who can do an introduction to Internet governance but from an infrastructure perspective, search for the keyword ‘‘infrastructure’’ at the introduction to Internet governance module faculty. A list of those specialists will appear. The list is very diverse, but it is only a sample to give you an idea of expertise and topics that are taught in academia and at schools. It is not representative of what all lecturers and programmes teach. The list includes academic and non-academic lecturers and trainers from around the world.
- ✓ You can use the tips laid out in the ‘‘finding tutors’’ section to invite lecturers.
- ✓ Use the selected sources and resources as you like. The attempt here is to include as many open and public access materials and publications, but it is not an exhaustive list. Though we tried our best to avoid it, on a few occasions we had to mention materials behind a paywall.
- ✓ If you want to do practicums or use methods other than lectures, you can get inspired by the template and the topics other programmes use. A section of this report provides you with a preliminary process on how to design and execute practicums and other teaching methods.<sup>9</sup>
- ✓ If you want to do a specialized course, we have included a brief section that maps out how to go about creating a specialized course.

### **Educational programmes on Internet governance**

Educational programmes on Internet governance can be found in different schools on Internet governance (SIG), and academic and other programmes that are specialized for a certain audience. A non-exhaustive list is provided below.

- **Schools on Internet governance**, which usually teach Internet governance to students from various or just one stakeholder groups.
- **Specialized programmes**, which are designed to teach a certain group of professionals, for example legislators<sup>10</sup>, judges<sup>11</sup> or journalists<sup>12</sup>. Depending on the actors the curriculum might change.
- **Academic programmes**, which are taught at universities or other institutions of higher learning.
- **Knowledge and advocacy programmes**, which are designed to raise awareness and advocate for principles of Internet governance (for example, Internet governance and human rights training<sup>13</sup>).

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<sup>9</sup> The Dynamic Coalition on SIG’s coordinator, Avri Doria, was instrumental in putting this guide to designing practicums part and generously provided examples and documents.

<sup>10</sup> The Brazilian IG school has a programme for legislators.

<sup>11</sup> Interview with Lucien Castex about teaching Internet governance to judges.

<sup>12</sup> IGF Academy catered its programme to journalists. See <http://igf.academy/>.

<sup>13</sup> An example of this is Internet Society early career fellowship. Internet Society states, ‘‘Our Early Career Fellowship empowers a new, diverse generation of Internet champions who will bridge the gap between technology and policy, becoming advocates for the open, globally connected, secure, and trustworthy Internet.’’ <https://www.Internetsociety.org/fellowships/early-career/> See

## **Format of educational programmes**

The educational programmes and schools include preparatory courses in a form of workshops and lectures,<sup>14</sup> and a series of lectures and panels during the school. Most schools and programmes use a panel/lecture format. The panels include experts that talk about various Internet governance topics. The lectures usually cover Internet governance core modules that include a broad range of essential topics about Internet governance. Depending on the design of the programmes some schools also focus on more specific topics.

There are also academic programmes that teach Internet governance, either as a standalone course<sup>15</sup> or as a part of a mandatory course on broad information technology courses.<sup>16</sup> There are some “community network” schools on Internet governance, convened recently in local communities.<sup>17</sup> Specialized courses target a stakeholder group. They can be, for instance, general Internet governance courses for legislators and parliamentarians.<sup>18</sup>

## **Who is the audience for Internet governance educational programmes?**

The audience for Internet governance educational programmes depends on the goals of the educational programme. Sometimes the educational programme wants to target all Internet users, all professions and all perspectives. These programmes usually want to raise awareness about Internet governance issues and usually do not provide advanced training.<sup>19</sup>

The audience can also be undergraduate and graduate students from a wide array of disciplines, young specialists, university lecturers from the fields of International Relations, law, communications and media, journalism, public policy, IT and telecommunications.<sup>20</sup>

Some schools emphasize the multistakeholder nature of the audience and select the fellows considering stakeholder diversity. Knowledge of Internet governance is not the primary factor for inclusion in the programme.<sup>21</sup>

The programmes can also be organized by those outside of the Internet governance field to gain knowledge about Internet governance. Examples include fashion and trade schools, youth organizations,

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also the Dynamic Coalition on Schools of Internet Governance toolkit that discusses various IG schools’ programmes: <https://www.igschools.net/sig/wp-content/uploads/2019/11/SIG-taxonomy-Rev-0.7-1.pdf>

<sup>14</sup> For example, South School on Internet Governance includes an eight weeks asynchronous learning course which includes videos, podcasts, reading material and a platform for fellows interaction. This is additional to the 5 full days of synchronous training. For more information refer to the toolkit on schools of Internet governance: <https://www.igschools.net/sig/wp-content/uploads/2019/11/SIG-taxonomy-Rev-0.7-1.pdf>

<sup>15</sup> Can the Internet be tamed by Professor Dmitry Epstein at Hebrew University of Jerusalem.

<sup>16</sup> For example, university of Oslo faculty of law teaches Internet governance as a part of Information Technology and Communication Technology Law

<sup>17</sup> See for example, Kondoa Community Network School of Internet Governance. <https://kiwajako.or.tz/kondoa-community-network-school-of-Internet-governance-kcn-sig/>

<sup>18</sup> Internet Society has a specialized course for legislators

<sup>19</sup> Ginger Paque comment from Diplofoundation, Can be found at: <https://docs.google.com/document/d/1kjlPAOTpGjhCKUTLvfEyPXrv7URAN4htylzEaOaQpHo/edit>

<sup>20</sup> Iona Stadnik, Russia School on Internet Governance <https://docs.google.com/document/d/1kjlPAOTpGjhCKUTLvfEyPXrv7URAN4htylzEaOaQpHo/edit>

<sup>21</sup> Mahee Kirindigoda, Asia Pacific Internet Governance School

military schools. All of these have specific ways they try to navigate Internet policies and upcoming issues related to their speciality and want to know how to enter the debates.<sup>22</sup>

### **How to decide what an Internet governance course should cover?**

The most important factor to consider is the audience and the goals of the programme. IG schools might have a **scientific committee** that designs the curriculum. Sometimes they rely on expert academics or outsource the curriculum design and faculty member assignments. They also rely on the Dynamic Coalition on Schools of Internet Governance toolkit,<sup>23</sup> or they choose topics that are timely and topical in their region or community, such as a recent geopolitical event or legislation that relates to the region (e.g., Africa convention on data protection or encryption as an important issue for journalists).<sup>24</sup> Other educational programmes select topics based on their goals and their audience. Some rely on audience feedback after the course or sometimes undertake surveys among a potential audience. Some have policy and advocacy programmes with certain goals, so they select topics to match their advocacy goals. Depending on the audience, content can be divided into core modules (always in the programme) and elective modules. Some programmes use very high-level syllabi to cover the fundamentals of Internet governance since such syllabi can illustrate where the policy field comes from and how it is evolving. In general, the mix of topics must depend on the type of participants, objectives/vision of the school and programmes and the focus of programmes and schools.

### **Ensuring diversity of ideas, perspectives, and faculty**

Calls for interest toward experts and participants should broadly target communities. Offering courses in different languages can help bring in a wide range of perspectives. Bringing fellows and students to the course is not enough and there should be structures in place to provide them with opportunities that help them to be active in this field after the programme finishes. Some suggest providing opportunities for students to attend meetings like the IGF or its regional or national initiatives.

Ensuring stakeholder diversity however will not guarantee topical diversity; assessing the value propositions of different perspectives surrounding different IG topics will be essential. The scientific quality of the knowledge and arguments is essential, too.

### **Choosing the best mode of delivering an IG course**

Choosing the best mode of delivering an IG course can be divided into three stages:

- *pre-course*
- *course and*
- *after course components*

as illustrated further below:

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<sup>22</sup> Nadia Tjahja, <https://docs.google.com/document/d/1kjlPAOTpGjhCKUTLvEYpXrv7URAN4htylzEaOaQpHo/edit>

<sup>23</sup> Russia School of Internet Governance

<sup>24</sup> AFRISIG

MODELS OF DELIVERING INTERNET GOVERNANCE COURSE	
<b>Stage I</b>  <b>PRE-COURSE</b>	<p>Some suggest that surveying the participants beforehand and taking into account geographic and participant interest is required in order to decide the duration, frequency, and level of materials (advanced, intermediate, beginner) for the course.</p> <p>Ask the students take free and preparatory but very short modules (you can use for example Internet Society’s Internet Governance online course)<sup>25</sup> and engage with the topics and discussions before attending the lectures.</p> <p>The best mode of delivery usually increases participants’ interaction, which depends on the design and facilitators. Sometimes just lectures and guest speakers do not work. Before designing the course, there is a need to understand various pedagogical methodologies and to choose the method appropriate to the audience. Cultural and linguistic differences are important, too, in making such decisions. For example, in some cultures, students might not feel comfortable participating in practicums.</p>
<b>Stage II</b>  <b>COURSE</b>	<p>Provide readings with short questions that participants must address in written form before the lecture part: it will encourage better attention and engagement.</p> <p>Invite both academics and practitioners to give their inputs on the topic.</p> <p>Combine live lectures with available online courses to cover basics (use generously licensed materials from the Internet Society, ICANN, VirtualSIG, and so forth).</p> <p>Invent interactive forms of final projects: consider group debates on selected topics or doing research and mind-mapping via online collaboration tool.</p>
<b>Stage III</b>  <b>AFTER COURSE</b>	<p>Provide structures for the students to continue engaging with the lecturers, topics and the larger Internet governance network.</p>

**Building Coalitions around teaching Internet governance: Dynamic Coalition on Schools of Internet Governance (DC-SIG)**

Designing and teaching Internet governance courses and schools effectively can be much easier when collaborating with others who also teach Internet governance. One such coalition is the Dynamic Coalition on Schools of Internet Governance (DC-SIG).<sup>26</sup> DC-SIG includes schools of Internet governance that are held around the world. Their methods for teaching Internet governance and

<sup>25</sup> Access the course at: <https://www.internetsociety.org/learning/internet-governance/>

<sup>26</sup> Dynamic Coalition on Schools of Internet Governance webpage on IGF website, <https://bit.ly/33kHop6>

organizing the schools of Internet governance have some similarities but they also differ based on local and issue-specific needs. Many involved with DC-SIG have had a lot of experience in organizing schools of Internet governance and teaching Internet governance. They have also created and are contributing to a toolkit on how to convene SIGs.<sup>27</sup>

DC-SIG is not limited to Internet governance schools, and they are open to engaging with academics and others who teach Internet governance in other settings.<sup>28</sup>

### ENGAGE WITH DC-SIG

✓ **Subscribe to the mailing list**

<https://www.igschools.net/sig/about-us/mailing-list-subscription/>

✓ **Visit database of IG tutors**

*If you teach Internet governance and want to be listed on their website, you can submit this form: <https://www.igschools.net/sig/about-us/mailing-list-subscription/>*

✓ **Join alumni list**

*If you studied at a SIG, you could add your name to their database. This would help fellows and students to have a better understanding of how they can use their knowledge and map out their career paths. Form to submit your name: <https://www.igschools.net/sig/fellows/entry-form-fellows-sig/>*

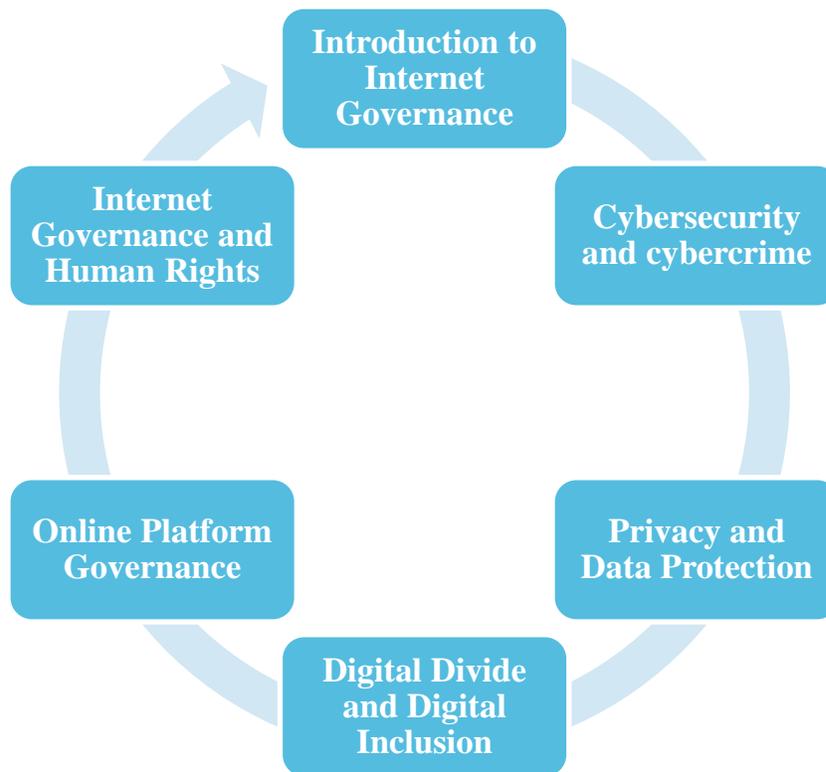
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<sup>27</sup> Toolkit: <https://docs.google.com/document/d/1EMiNy1UE2BiuND8eWp6V5-ghZ6ZVmqShodpJQyNOuo/edit#heading=h.l424b7maubpa>

<sup>28</sup> Link to the DC's website <https://www.igschools.net/sig/>

## I. INTERNET GOVERNANCE FUNDAMENTALS – CORE MODULES

The Internet governance fundamentals are the topics that most schools and educational programmes on Internet governance cover. They aim to provide students with a basic understanding of Internet governance. The topics specified here were found through content analysis of twenty-two (22) schools on Internet governance<sup>29</sup>, the Internet Society Learning Platform<sup>30</sup>, ICANN Learn<sup>31</sup>, and eight (8) syllabi that were received from various universities' faculties.<sup>32</sup> Each topic is contextualized below and associated with a selection of courses, learning outcomes and faculties and topics<sup>33</sup>.



*Fundamentals of Internet governance*

The core modules, in general, should prepare the students to:

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<sup>29</sup> Listed under references

<sup>30</sup> ISOC Learning Platform, Learn With Us, Available at: <https://www.internetsociety.org/learning/>

<sup>31</sup> ICANN Learn Platform, <https://learn.icann.org/>

<sup>32</sup> 1) Georgia Institute of Technology Cybersecurity Programme (USA), 2) Oslo University (Norway), 3) Nouvelle Sorbonne University (France), 4) San Andres University(Argentina) 5) Hebrew University of Jerusalem (Israel) 6) Studies in Science Policy, School of Social Sciences, Jawaharlal Nehru University (India), 7) University of Palermo (Argentina); 8) University College London, Faculty of Law (UK)

<sup>33</sup> As this is a living document, the selection of materials may not be up to date.

- Describe the role of the Internet on a global level and the implications for control and governance.
- Summarize a brief history of Internet governance, define what global governance means in a connected world and understand its evolution.
- Identify the principles, policies and institutions that have shaped the discussion on governing the Internet infrastructure, the web and social media platforms and determine stakeholders and key voices in those debates.
- Contrast varying notions of human rights and their relation to Internet governance.
- Have a general understanding of cybersecurity, data protection and privacy issues.
- Identify access and digital divide issues.
- Assess comparative and normative approaches to Internet control.
- Assess the potential impact of social media on Internet governance and the emerging platform governance issues.<sup>34</sup>

**Disclaimer:** *The names used in the following modules for the recommended literature and faculty members are mainly illustrative and may not conform to the real moment of when this syllabus is used, given the changing dynamics of the Internet governance ecosystem. The planning is underway for the DC-SIG to build a real-time updated repository of faculty members and relevant literature. Once this is done, this version of the syllabus will be updated to reference that source.*

## 1. Introduction to Internet Governance

This module includes a variety of topics. It provides an introduction to the history of the Internet, norms, actors, institutions, infrastructure, and governance models that apply to the Internet. Internet governance is sometimes interpreted narrowly which includes the technical and operational aspects of the Internet. Other times Internet governance is broadly defined to include the broader digital environment. In the latter case, the module includes more focus on technologies that operate on the Internet such as IoT, Artificial Intelligence and others. In this document, the narrow definition of Internet governance is used for the core module, and elective modules include other aspects such as Artificial Intelligence.

Topics that this module covers

- Internet governance definition
- History of the Internet: Pre and early web (circa 1995 to 2002), web 2.0 (circa 2002 to 2006), the rise of Internet social media platforms (circa 2006 to present)
- Internet architecture and standards (Core Internet technologies)
- Internet governance institutions, actors and stakeholders

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<sup>34</sup> Ted Madger, New York University, Internet Governance Syllabus, 2012, [https://www.giga-net.org/wp-content/uploads/2020/11/Internet-Governance\\_Mapping-Global-Internet-Governance-Principles-Policies-and-Practices-2012.pdf](https://www.giga-net.org/wp-content/uploads/2020/11/Internet-Governance_Mapping-Global-Internet-Governance-Principles-Policies-and-Practices-2012.pdf) (the learning outcomes were modified by the author of this report)

- Internet and power struggles: States, Networks and Corporations
- Multistakeholder model, Multilateralism and Digital Cooperation
- Regional and national digital infrastructure landscape

## **A. Selected sources**

### Introduction into Internet governance

- Kurbalija, Jovan. (2014). An introduction to Internet governance (6th ed.). Geneva, Switzerland: Diplo Foundation. Sections 5-7.  
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### History of the Internet

- Peter, Ian, History of the Internet,  
<http://www.nethistory.info/History%20of%20the%20Internet/prehistory.html>
- Russell, Andrew (2012) Histories of Networking vs. the History of the Internet Paper presented at the 2012 SIGCIS Workshop. Disponible en: <http://arussell.org/papers/russell-SIGCIS-2012.pdf>

### Evolution of the Internet

Naughton, John. (2016) The evolution of the Internet: from military experiment to General Purpose Technology." *Journal of Cyber Policy* 1.1: 5-28.  
<https://www.tandfonline.com/doi/full/10.1080/23738871.2016.1157619>

### What is Internet governance?

- AFNIC (.FR Registry) (2021) What is Internet Governance  
<https://www.youtube.com/watch?v=5SIRtOgwE1k> (short video)
- David Alan Grier (2014) What Is Internet Governance?  
<https://www.youtube.com/watch?v=t9H6ZY1AKkk> (a ten minute lecture)

### The Internet Ecosystem

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### Actors in Internet governance

- Nye, Joseph S. (2014) The regime complex for managing global cyber activities. Vol. 1. USA: Belfer Center for Science and International Affairs, John F. Kennedy School of Government, Harvard University. [https://www.cigionline.org/sites/default/files/gcig\\_paper\\_no1.pdf](https://www.cigionline.org/sites/default/files/gcig_paper_no1.pdf)
- Hofmann, Jeanette, Christian Katzenbach, and Kirsten Gollatz (2014) Between Coordination and Regulation: Conceptualizing Governance in Internet Governance.  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2484463](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2484463)

- Joachai Benkler (2006) *Wealth of Networks*, Yale University Press  
[http://www.benkler.org/Benkler\\_Wealth\\_Of\\_Networks.pdf](http://www.benkler.org/Benkler_Wealth_Of_Networks.pdf)

#### Internet governance and the law

- Tatiana Tropina (2021) *Internet and the Law*, Presented at Virtual School on Internet Governance:  
[VSIG Group F Legal Module with Tatiana Tropina](#)
- Andrés Guadamuz (2019) *Internet Regulation* in Lilian Edwards (ed), *Law, Policy, and the Internet* (Hart Publishing).  
<http://sro.sussex.ac.uk/id/eprint/76670/3/Chapter%201%20-%20final.pdf>  
<http://sro.sussex.ac.uk/id/eprint/76670/3/Chapter%201%20-%20final.pdf>
- KS Park, Asia Pacific (2021) Korea University  
<https://sites.google.com/site/annexapsig/home/kslegalperspective.pptx?attredirects=0&d=1>

#### Internet Architecture (how the Internet works)

- Oxford Internet Institute, YouTube Lecture (2019)  
[MSc Course on Internet Technologies and Regulation: Internet Architecture \(1\)](#)

#### Evolution of the Internet

- Jonathan Zittrain (2008) *The Future of the Internet and How to Stop it*, Yale University Press:  
<http://blogs.harvard.edu/futureoftheinternet/files/2013/06/ZittrainTheFutureoftheInternet.pdf>
- Hoxtell, Wade, and David Nonhoff (2019) *Internet Governance: Past, Present and Future*. Konrad-Adenauer-Stiftung eV.  
<https://www.gppi.net/media/Internet-Governance-Past-Present-and-Future.pdf>

#### Internet Governance and Regulations in Latin America

- Luca Belli and Olga Cavalli, South School on Internet Governance,  
In Spanish <https://www.gobernanzainternet.org/libro/>;  
English <https://www.gobernanzainternet.org/book/>;  
Portuguese [https://www.gobernanzainternet.org/livro\\_portugues/](https://www.gobernanzainternet.org/livro_portugues/)

### **B. Learning outcomes**

Students gain an understanding of the key Internet technical functions (core technologies underpinning the Internet) and how they work, the difference between the Internet and other technologies and institutions, and governance of those institutions, all with an emphasis on why they should learn about it. They also learn the core principles of Internet governance and the struggles of upholding those principles. In other words, they can engage with broader mapping of IG and the institutional ecosystem: who does what, where? What IG issues are dealt with by which institutions or forums at the regional, national and

global level?<sup>35</sup> Students should be able to identify instances where Internet governance occurs and to critically analyze the sources of influence and the way they impact the communication processes<sup>36</sup>.

### C. Faculty and topics

Module	Faculty Name	Programme/School	Topics
Introduction to Internet Governance	Wolfgang Kleinwächter	AFRISIG	Internet governance and geo-strategic policy: A holistic approach
Introduction to Internet Governance	Pablo Rodriguez	AFRISIG	“Technical” Internet governance of the Internet
Introduction to Internet Governance	Paul Muchene	Kenya School of Internet Governance	Internet Infrastructure development
Introduction to Internet Governance	Alejandro Patiño	South School on Internet Governance (SSIG)	Introduction to Internet Infrastructure
Introduction to Internet Governance	Olga Cavalli	South School on Internet Governance (SSIG)	Regulation and governance in Latin America and beyond
Introduction to Internet Governance	Alexandra Kulikova	Russian Summer School on Internet Governance (RSSIG)	Global Internet Governance Processes: World Summit on Information Society, Internet Governance Forum, High-level Panel on Digital Cooperation, Internet & Jurisdiction Network.
Introduction to Internet Governance, Multistakeholder Roundtable	Amr Elsadr	Middle East School on Internet Governance	ICANN and Domain Name System, ICANN Policy and Processes
Introduction to Internet Governance	Olga Cavalli	South School on Internet Governance (SSIG)	Internet Governance Forum, WSIS Forum and other Internet fora

<sup>35</sup> AFRISIG as well as Michael Veale University College of London, Faculty of Laws, 2021-2022 Syllabus,

<sup>36</sup> Dmitry Epstein, Syllabus, Can the Internet be tamed? An introduction to Internet governance, Hebrew University in Jerusalem

Introduction to Internet Governance	Anriette Esterhuysen	AFRISIG	Internet governance and geo-strategic policy (part 2): IGF+ and WSIS
Introduction to Internet Governance	Barrack Otieno	AFRISIG	Managing names and numbers
Introduction to Internet Governance	Bob Ochieng	AFRISIG	Managing names and numbers
Introduction to Internet Governance	Caleb Ogundele	Nigerian School on Internet Governance	Broader mapping of IG and the institutional Ecosystem: who does what, where? What IG issues are dealt with by which institutions or forums at regional, national and global level.
Introduction to Internet Governance	Chengetai Masango	South School on Internet Governance (SSIG)	Internet Governance Forum, WSIS Forum and other Internet fora
Introduction to Internet Governance	Christopher Mondini	European Summer School on Internet Governance (EuroSSIG)	The Internet Corporation for Assigned Names and Numbers (ICANN)
Introduction to Internet Governance	Christopher Painter	South School on Internet Governance (SSIG)	Cyber related developments in United Nations and other international organizations
Introduction to Internet Governance	David Souter	AFRISIG	General introduction
Introduction to Internet Governance	Dawit Bekele	AFRISIG	“Technical” Internet governance of the Internet
Introduction to Internet Governance	Eddy Kayihura	AFRISIG	“Technical” Internet governance of the Internet
Introduction to Internet Governance	Eduardo Santoyo	South School on Internet Governance (SSIG)	Internet Governance Forum, WSIS Forum and other Internet fora
Introduction to Internet Governance	Fahd Bataynah	Pakistan School of Internet Governance	I* Organizations

Introduction to Internet Governance	Fiona Alexander	AFRISIG	General introduction
Introduction to Internet Governance	Fouad Bajwa	Pakistan School of Internet Governance	General Introduction
Introduction to Internet Governance	Gihan Dias,LK	Asia-Pacific School on Internet Governance	Internet Governance: Past, Present and the Way Forward
Introduction to Internet Governance	Gitanjali Sah	South School on Internet Governance (SSIG)	Internet Governance Forum, WSIS Forum and other Internet fora
Introduction to Internet Governance	Igor Mkrtumyan	Armenia SIG	Internet Ecosystem, Internet Society Armenia Chapter
Introduction to Internet Governance	Irene Presti	South School on Internet Governance (SSIG)	Introduction to Internet Infrastructure
Introduction to Internet Governance	Jeanette Hoffmann	AFRISIG	General Introduction
Introduction to Internet Governance	Keith Drazek	European Summer School on Internet Governance (EuroSSIG)	Root server management
Introduction to Internet Governance	Leonid Todorov	AFRISIG	Cyber Crime and Role of Governance, Core Internet Technologies
Introduction to Internet Governance	Lianna Galstyan	Armenia SIG	IGF – Internet Governance Forum
Introduction to Internet Governance	Lise Fuhr	Winter School in Internet Governance, Digital Policies and Innovation	Telecom infrastructure: 5G and beyond
Introduction to Internet Governance	Lizania Margarita	South School on Internet Governance (SSIG)	Introduction to Internet Infrastructure

Introduction to Internet Governance	Mallory Knodell	AFRISIG	“Technical” Internet governance of the Internet
Introduction to Internet Governance	Marco Hogewoning	European Summer School on Internet Governance (EuroSSIG)	Internet Protocol Address Management, New IP – how realistic is a new Internet Protocol?
Introduction to Internet Governance	Mary Uduma	Nigerian School on Internet Governance	History Overview of the Internet and Internet governance (Global, Regional and National )
Introduction to Internet Governance	Maryleana Méndez	South School on Internet Governance (SSIG)	Introduction to Internet Infrastructure
Introduction to Internet Governance	Maxim Burtikov (RIPE NCC)	Russian Summer School on Internet Governance (RSSIG)	Participants in Internet governance processes: their diversity, powers and interests.
Introduction to Internet Governance , Domain Name Registries and Registrars Governance	Mikhail Anisimov	Russian Summer School on Internet Governance (RSSIG)	Internet infrastructure: physical infrastructure, how the transmission of information packets is arranged, the DNS system, the distribution of Internet addresses, ways of further development.
Introduction to Internet Governance	Mikhail Medrish, Mikhail Anisimov	Russian Summer School on Internet Governance (RSSIG)	Models and Approaches to Internet Governance: Broad and Narrow Approach to Internet Governance, IANA transition, Technical Internet Governance
Introduction to Internet Governance	Mirjam Kuehne	Middle East School on Internet Governance	IETF and Internet, Regional Internet Registries and Internet Protocol Policies
Introduction to Internet Governance	Naveed Haq	Pakistan School of Internet Governance	ISOC/Internet Infrastructure and Standards
Introduction to Internet Governance	Olivier Crepin-Leblond	India School on Internet Governance	Internet Governance (IG): Perspectives on the Current and Future
Introduction to Internet Governance	Parvez Iftikhar	Pakistan School of Internet governance	Pakistan Digital Infrastructure Landscape

Introduction to Internet Governance	Pérez Rodríguez	South School on Internet Governance (SSIG)	Introduction to Internet Infrastructure
Introduction to Internet Governance	Qusai Al Shatti	South School on Internet Governance (SSIG)	Internet Governance Forum, WSIS Forum and other Internet for a
Regional/Nation IG Intro	Rajnish Singh	India School on Internet Governance	Internet Governance in the Asia-Pacific Region
Regional/Nation IG Intro	Rakesh Maheshwari	India School on Internet Governance	Digital Policy Legislations in India
Introduction to Internet Governance	Raymond Onuoha	Nigerian School on Internet Governance	The state of Internet access and infrastructure in Nigeria.
Introduction to Internet Governance	Samiran Gupta	Bangladesh School of Internet Governance (bdSIG)	About Internet Governance , Internet Governance in the Asia-Pacific Region
Introduction to Internet Governance	Segun Olugbile	Nigerian School on Internet Governance	Diplomacy and Multi-stakeholder approaches to Internet governance at the international/regional level: achievements and challenges, Privacy, Encryption, Cyber Security, IoT
Introduction to Internet Governance	Siranush Vardanyan	Armenia SIG	ICANN – Internet Corporation for Assigned Names and Numbers
Introduction to Internet Governance	Sunny Chendi	India School on Internet Governance	Introduction to the Core Internet Technologies
Introduction to Internet Governance	Vadim Mikhailov (Coordination Center for .RU / .PФ Domains)	Russian Summer School on Internet Governance (RSSIG)	Internet Governance Subject Areas: 7 Sections on DiploFoundation Taxonomy. Universal acceptance as part of the sociocultural section.
Introduction to Internet Governance	Vahan Hovsepyan	Armenia SIG	RIPE NCC – Regional Internet Registries

Introduction to Internet Governance	Verengai Mabika	AFRISIG	The current ‘state’ and ‘status’ of the multistakeholder internet governance “ideal”
Introduction to Internet Governance	Vesmira Harutyunyan	Armenia SIG	Internet Society Armenia Chapter
Introduction to Internet Governance	Yaovi Atohoun	AFRISIG	“Technical” Internet governance of the Internet
Introduction to Internet Governance	Lucien Castex	Université Sorbonne Nouvelle	A brief history of the Internet - Internet infrastructure: a network of networks? - Internet VS the Web
Introduction to Internet Governance	Paola Perez	Internet Society Tutor	Network operation Internet governance
Introduction to Internet Governance	Nadia Tjahja	United Nations University, UNU-CRIS	General Introduction
Introduction to Internet Governance	Anabel Cisneros i Olga Cavalli Matias Centeno Agustina Brizio	Universidad de Palermo	Internet Governance - Ecosystem and challenges
Introduction to Internet Governance	Anabel Cisneros i Olga Cavalli Matias Centeno Agustina Brizio	Universidad de Palermo	Internet Infrastructure and technological resources
Introduction to Internet Governance	Anabel Cisneros i Olga Cavalli Matias Centeno Agustina Brizio	Universidad de Palermo	fundamental legal and regulatory framework for the development of economic and technological projects
Introduction to Internet Governance	Waqas Hassan	Pakistan School of Internet Governance	Internet Governance Fellowship and Grants
Introduction to Internet Governance	Raymond Mamattah	Ghana School of Internet Governance	Engaging with Internet governance processes

## 2) Cybersecurity and cybercrime

Cybersecurity covers concepts and definitions regarding policy, governance, and threats to information. There are policies, governance issues, and threats to that information when it is being carried on the Internet. Also, the Internet may be a vector of threat to the security of information. This module also includes cybercrime. Cybercrime is different from cybersecurity and it might go far beyond the use of ICT to distribute malware or access to computer systems illegally.<sup>37</sup> Cybercrime focuses on how the policy and legislative efforts address the problem of harassment, cyber stalking and other issues. While both cybersecurity and cybercrime can be technical, cybersecurity issues revolve more around the technical attacks such as botnets, domain name abuse and others.

Topics that this module covers:

- What is cybersecurity?
- Global governance of cybersecurity
- Cybersecurity in different layers of the Internet
- To treaty or not to treaty: regional and international collaboration for a secure, safe, stable Internet
- State of the art of multistakeholder models for addressing cybersecurity –Challenges and opportunities
- Trust and responsibility in the digital world
- Legislative approaches to cybercrime
- Cyber crime and role of governance
- Cybersecurity and cybercrime: can global rules be developed?

### A. Learning outcomes

To familiarize the students with the overall cybersecurity governance landscape and identify actors and issues. The students will learn in this module how cybercrime is usually committed, what the role of Internet governance is in facilitating the prosecution of cybercrime and what are the legislative approaches to cybercrime around the world and internationally.

In cybersecurity governance, students will

- Recognize the different governance structures used to promote cybersecurity
- Analyse and assess the effects of existing and proposed cybersecurity laws and regulations
- Propose actions or strategies that respond to the geopolitical dimension of cyber conflict
- Recognize the intersections of cybersecurity governance with the governance, standards and operations of the Internet.<sup>38</sup>

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<sup>37</sup> Modified version of the scope of cybersecurity and cybercrime module at Universidad de San Andres, directed by Carolina Aguerre

<sup>38</sup> This is a modified version of learning outcomes of a cybersecurity course being taught at Georgia Institute of Technology, by Professor Mueller and Dr. Kuerbis

## B. Selected sources

### Cybersecurity and Internet governance

- Siboni and Sivan-Sevilla (2019) Chapter 2, Regulation in Cyberspace "Literature Review.", Israeli Institute for National Security Studies, [https://www.inss.org.il/wp-content/uploads/2019/04/Memo190new\\_e.pdf](https://www.inss.org.il/wp-content/uploads/2019/04/Memo190new_e.pdf)
- Julie E Cohen, “‘Piracy,’ ‘Security,’ and Architectures of Control’ in *Configuring the Networked Self: Law, Code, and the Play of Everyday Practice* (Yale University Press 2012). <http://juliecohen.com/wp-content/uploads/2018/07/CohenCNSCh7.pdf>
- Scott Shackelford , et al. (2016) iGovernance: The Future of Multi-Stakeholder Internet Governance in the Wake of the Apple Encryption Saga. *NCJ Int'l L.* 42: 883. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2851283](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2851283)

### Cybersecurity governance structures

- Brenden Kuerbis and Farzaneh Badii (2017) Institutional Landscape of Cybersecurity, *Digital Policy, Regulation and Governance, Vol. 19, Issue No. 6.* [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3891296](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3891296)

### Cybersecurity policies in various countries

- Romaniuk, Scott N., and Mary Manjikian, eds. *Routledge companion to global cyber-security strategy.* Routledge, 2021. (Not open access)

## C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Cybersecurity and Cybercrime	Abdul Hakeem Ajjola	AFRISIG	‘To Treaty or not to treaty’: Regional and international collaboration for a secure, safe, stable Internet in Africa.
Cybersecurity and Cybercrime	Adrián Acosta	South School on Internet Governance (SSIG)	Cybercrime in times of COVID-19, what has changed? (Latin America)
Cybersecurity and Cybercrime	Ahmed Bakht	Pakistan School of Internet Governance	Safe Use of the Internet

Cybersecurity and Cybercrime	Alfredo Reyes Krafft	South School on Internet Governance (SSIG)	Digital signature: national and regional regulations and its implementation
Cybersecurity and Cybercrime	Allan Mulenga	AFRISIG	Perspectives on Cybercrime: response and regulation
Cybersecurity and Cybercrime	Champika Wijayatunga	Asia-Pacific School on Internet Governance	Cyber Crime and Role of Governance
Privacy and Data Protection, Cybersecurity and Cybercrime	Daniela Copetti Cravo	South School on Internet Governance (SSIG)	What is open data? Global and national initiatives
Cybersecurity and Cybercrime	Daniela Dupuy	South School on Internet Governance (SSIG)	Cybercrime in times of COVID-19, what has changed? (Latin America)
Cybersecurity and Cybercrime	Dominic Cull	AFRISIG	Perspectives on Cybercrime: response and regulation
Cybersecurity and Cybercrime	Eduardo Izicky	South School on Internet Governance (SSIG)	Cyber threat, Cyberpeace
Cybersecurity and Cybercrime	Enrico Calandro	AFRISIG	Cyber security: Trust and safety
Cybersecurity and Cybercrime	Ephraim Kenyanito	AFRISIG	‘To Treaty or not to treaty’: Regional and international collaboration for a secure, safe, stable Internet in Africa.
Cybersecurity and Cybercrime	Gabriela Chamorro Concha	South School on Internet Governance (SSIG)	Cybercrime in times of COVID-19, what has changed? (Latin America)
Cybersecurity and Cybercrime	Gerardo González	South School on Internet Governance (SSIG)	Telecommunications, Systems and IT and OT Cybersecurity.
Cybersecurity and Cybercrime, Privacy and Data Protection	Hadi Asghari	Middle East School on Internet Governance	Cybersecurity as an Internet governance issue
Cybersecurity and Cybercrime	Hayk Mkrtchyan	Armenia SIG	Cybersecurity, Cybercrime
Cybersecurity and Cybercrime	Horacio Azzolin	South School on Internet Governance (SSIG)	Cybercrime in times of COVID-19, what has changed? (Latin America)

Cybersecurity and Cybercrime	Ilona Stadnik, Tatiana Tropina	Russian Summer School on Internet Governance (RSSIG)	Cybersecurity and Cybercrime: Can Global Rules Be Developed?
Cybersecurity and Cybercrime	Jaime Díaz Limon	South School on Internet Governance (SSIG)	Digital signature: national and regional regulations and its implementation
Cybersecurity and Cybercrime	Karen Gasparyan	Armenia SIG	Cyber Hygiene
Cybersecurity and Cybercrime, Privacy and Data Protection	Mark Datysgeld	South School on Internet Governance (SSIG)	What is open data? Global and national initiatives
Cybersecurity and Cybercrime	Michael Ilishebo	AFRISIG	Perspectives on Cybercrime: response and regulation
Cybersecurity and Cybercrime	Moctar Yedaly	AFRISIG	‘To Treaty or not to treaty’: Regional and international collaboration for a secure, safe, stable Internet in Africa.
Cybersecurity and Cybercrime	Mubashir Sargana	Asia-Pacific School on Internet Governance	Cyber Security Policy - Case Study
Cybersecurity and Cybercrime	Nadia Khadam	Pakistan School of Internet Governance	Cyber crime and Cyber security
Cybersecurity and Cybercrime	Nnenna Nwakanma	European Summer School on Internet Governance (EuroSSIG)	Trust and responsibility in the digital world – the example Contract for the Web
Cybersecurity and Cybercrime	Pablo Rodriguez	South School on Internet Governance (SSIG)	Security in the DNS, DNSSEC and other digital tools
Cybersecurity and Cybercrime	Pria Chetty	AFRISIG	Perspectives on Cybercrime: response and regulation
Cybersecurity and Cybercrime	Rafay Baloch	Pakistan School of Internet Governance	Cybersecurity global overview
Privacy and Data Protection, Cybersecurity and Cybercrime	Sayeef Rahman	Bangladesh School of Internet Governance (bdSIG)	Cybersecurity, Data Protection and Privacy
Cybersecurity and Cybercrime	Sheetal Kumar	European Summer School on Internet Governance (EuroSSIG)	Cyber security, cybercrime and the protection of the public core of the Internet, Emerging Technologies: Trends and Security

Cybersecurity and Cybercrime	Srinivas Chendi	Asia-Pacific School on Internet Governance	Cyber Security Policy - Case Study
Cybersecurity and Cybercrime	Suzanne Wolff	South School on Internet Governance (SSIG)	Cybersecurity in critical Internet infrastructure and industrial environments
Cybersecurity and Cybercrime	Tatiana Tropina	AFRISIG and EUROSSIG	Introduction to cybersecurity and cybercrime and other topics such as ‘To Treaty or not to treaty’: Regional and international collaboration for a secure, safe, stable Internet in Africa., Cyber security, cybercrime and the protection of the public core of the Internet, Cybersecurity and Cybercrime: Can Global Rules Be Developed?
Cybersecurity and Cybercrime, Privacy and Data Protection	Tawhidur Rahman	Bangladesh School of Internet Governance (bdSIG)	Data Governance

### 3. Privacy and Data Protection

Privacy and data protection are two important issues that have long been the subject of governance, law and policy debates, but they intersect with the Internet in particular ways. This module covers what privacy is, what data protection is, and what connection between the two is. It also addresses the transnational, regional and global legal and governance regimes regarding privacy and data protection. The module consists of a theoretical and practical background on data protection and privacy. This is a stand-alone module but some aspects of it might be brought up under the topics of human rights,<sup>39</sup> data governance,<sup>40</sup> or cybersecurity and cybercrime.

Topics that this module covers:

- Surveillance and privacy
- Data protection laws
- Balance of privacy, security, and data disclosure
- Role of tech corporations in ensuring privacy

<sup>39</sup> EuroSSIG programme includes privacy as a human rights issue.

<sup>40</sup> AFRISIG treats privacy as a surveillance issue as well: <https://afrisig.org/2021-agenda/>. Oslo University teaches privacy and cybersecurity as a separate course and not a part of Internet governance

- Privacy data governance and related regulations
- Digital footprint

### A. Learning outcomes

Learning outcomes for this module are for the student to understand (at a preliminary level) what privacy and data protection laws and policies try to achieve, recognize the relationship between data protection and surveillance, and critically analyze if/how/why cybersecurity and privacy can conflict with each other. Students also learn how to assess the impact of data protection on Internet governance that can affect issues such as elections.

### B. Selected sources<sup>41</sup>

What is privacy and why is it important

- Daniel J Solove, 'I've Got Nothing to Hide and Other Misunderstandings of Privacy' (2007) 44 San Diego L Rev 745. OA
- Judith DeCew, 'Privacy' in Edward N Zalta (ed), *The Stanford Encyclopedia of Philosophy* (Stanford University 2018) <https://plato.stanford.edu/entries/privacy/>

Privacy and legal issues

- Aleksandra Kuczerawy and Jef Ausloos, 'From Notice-and-Takedown to Notice-and-Delish: Implementing Google Spain' (2015–16) 14 Colo Tech LJ 219. <https://core.ac.uk/download/pdf/45291251.pdf>

Privacy and Data Protection in context

- Nissenbaum, H. (2010) *Privacy in Context: Technology, Policy and the Integrity of Social Life*. Cap. 2 y 4. Stanford Law Books. [https://crypto.stanford.edu/portia/papers/privacy\\_in\\_context.pdf](https://crypto.stanford.edu/portia/papers/privacy_in_context.pdf)
- Data Protection and Election, Internet Lab, Brazil, 2020, In Portuguese [https://www.Internetlab.org.br/wp-content/uploads/2020/09/Internetlab\\_protecao-de-dados-nas-eleicoes.pdf](https://www.Internetlab.org.br/wp-content/uploads/2020/09/Internetlab_protecao-de-dados-nas-eleicoes.pdf)

### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Privacy and Data Protection	Kuda Hove	AFRISIG	Privacy and data protection

<sup>41</sup> This reading list is inspired by UCL law faculty programme on Internet and policy: <https://www.homepages.ucl.ac.uk/~ucqnmve/syllabi/ilp.html>

Privacy and Data Protection	Hadi Asghari	Middle East School on Internet Governance	Privacy on the ground: Why should we care
Privacy and Data Protection	Ian Brown	Middle East School on Internet Governance	Privacy and Data Protection Laws
Privacy and Data Protection	Pablo Segura	South School on Internet Governance (SSIG)	Privacy data governance: new global and regional perspective
Privacy and Data Protection	Jimena Moreno	South School on Internet Governance (SSIG)	Privacy data governance: new global and regional perspective
Privacy and Data Protection	Goran Marby	South School on Internet Governance (SSIG)	ICANN and Critical Internet resources: from WHOIS to RDAP
Privacy and Data Protection	Rodrigo de la Parra	South School on Internet Governance (SSIG)	ICANN and Critical Internet resources: from WHOIS to RDAP
Privacy and Data Protection	Nicolas Antoniello	South School on Internet Governance (SSIG)	ICANN and Critical Internet resources: from WHOIS to RDAP
Privacy and Data Protection, Cybersecurity and Cybercrime	Daniela Copetti Cravo	South School on Internet Governance (SSIG)	What is open data? Global and national initiatives
Cybersecurity and Cybercrime, Privacy and Data Protection	Mark Datysgeld	South School on Internet Governance (SSIG)	What is open data? Global and national initiatives
Privacy and Data Protection	Gevorg Hayrapetyan	Armenia SIG	Personal Data Protection

Cybersecurity and Cybercrime, Privacy and Data Protection	Tawhidur Rahman	Bangladesh School of Internet Governance (bdSIG)	Data Governance
Privacy and Data Protection, Cybersecurity and Cybercrime	Sayeeef Rahman	Bangladesh School of Internet Governance (bdSIG)	Cybersecurity, Data Protection and Privacy
Privacy and Data Protection	N.S.Nappinai	India School on Internet Governance	Perspectives: Privacy, Data Protection
Privacy and Data Protection	Babalola Olumide	Nigerian School on Internet Governance	Data protection and privacy challenges in Nigeria.
Privacy and Data Protection	Paula Vargas	Universidad de San Andres	Privacy in the online context

#### 4. Digital Divide and Digital Inclusion

This issue is most often found in the curriculum of schools that are in developing countries. However, access is a universal issue and it might be pertinent to include this as a core module.

The topic of the digital divide and inclusion is vast and includes access to the Internet and digital trade and digital economy issues.

- What do access, digital divide and digital inclusion mean?
- Governance issues regarding connecting people via the Internet
- Technical issues and regulatory obstacles
- Digital trade, data flow and trade barriers
- Internet and development: Internet in rural areas
- Internet and its impact on the industry, Industry 4.0

##### A. Learning outcomes

The students can identify how Internet connectivity is hampered and what adverse effects lack of connectivity has on economic development. They also learn about the digital divide and can identify contributing factors. Students can also learn about the digital trade landscape, the critiques of digital trade and the benefits of free trade for the Internet.

## B. Selected sources

### Digital equality

- Gillwald, Alison. "Beyond access: Addressing digital inequality in Africa." (2017). <https://www.cigionline.org/publications/beyond-access-addressing-digital-inequality-africa/>
- Van Dijk, J. A. (2017). Digital divide: Impact of access. The international encyclopedia of media effects, 1-11. [https://www.utwente.nl/en/bms/vandijk/publications/digital\\_divide\\_impact\\_access.pdf](https://www.utwente.nl/en/bms/vandijk/publications/digital_divide_impact_access.pdf)
- Kumar & Subramani (2014). Internet as an alternative media for Dalits in India: Prospects and challenges. *Journal Of Humanities and Social Science*, 125-129.

### Digital divide and human rights

- Sanders, Cynthia K., and Edward Scanlon. "The digital divide is a human rights issue: Advancing social inclusion through social work advocacy." *Journal of Human Rights and Social Work* (2021): 1-14. <https://link.springer.com/article/10.1007/s41134-020-00147-9>

### Digital exclusion

- Grošelj, Darja. "Re-domestication of Internet Technologies: Digital Exclusion or Digital Choice?." *Journal of Computer-Mediated Communication* 26.6 (2021): 422-440. <https://academic.oup.com/jcmc/article/26/6/422/6376010?login=true>

### Internet shutdowns

- The right to development and Internet shutdowns: Assessing the role of information and communications technology in democratic development in Africa Deborah Mburu Nyokabi, Naa Diallo, Nozizwe W Ntesang, Thomas Kagiso White, and Tomiwa, 2019, Ilori, [https://repository.gchumanrights.org/bitstream/handle/20.500.11825/1582/3.Global%20article%20HRDA\\_2\\_2019.pdf?sequence=4&isAllowed=y](https://repository.gchumanrights.org/bitstream/handle/20.500.11825/1582/3.Global%20article%20HRDA_2_2019.pdf?sequence=4&isAllowed=y)

### Digital Trade

- Refer to the Digital Trade section of this global syllabus

## C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Digital Divide and Digital Inclusion	Abhijan Bhattacharyya	Bangladesh School of Internet Governance (bdSIG)	Digital Divide, 4iR and Internet
Digital Divide and Digital Inclusion	Allison Gillwald	AFRISIG	The digital inequality paradox

Digital Divide and Digital Inclusion	Ashish Chakraborty	Bangladesh School of Internet Governance (bdSIG)	Digital Economy
Digital Divide and Digital Inclusion	Bhawna Gulati	Asia-Pacific School on Internet Governance	Digital Economy and Competition Laws
Digital Divide and Digital Inclusion	Carlos Rey Moreno	AFRISIG	Meaningful and universal access to the internet
Digital Divide and Digital Inclusion	Carlos Tellez	South School on Internet Governance (SSIG)	Internet promotion and massification (Latin America)
Digital Divide and Digital Inclusion	Chris Bannister	South School on Internet Governance (SSIG)	Internet promotion and massification (Latin America)
Digital Divide and Digital Inclusion	Chuks Okoriekwe	Nigerian School on Internet Governance	Economic and Development Aspect of Internet Governance. Africa and Nigeria's case studies: how can Nigeria maximise its potential?
Digital Divide and Digital Inclusion	Fabian Hernández Ramírez	South School on Internet Governance (SSIG)	Internet promotion and massification (Latin America)
Digital Divide and Digital Inclusion	Facebook (Tahani Iqbal)	Pakistan School of Internet Governance	Inclusive Internet Connectivity
Digital Divide and Digital Inclusion	Gunela Astbrink	Asia-Pacific School on Internet Governance	Access, diversity and the Digital Divide
Digital Divide and Digital Inclusion	Hamza Aboulfeth	Middle East School on Internet Governance	Internet Entrepreneurship in the Middle East
Digital Divide and Digital Inclusion	Jirawat Poomsrikaew	Pakistan School of Internet Governance	Digital Transformation: Economic Opportunities in Pakistan
Digital Divide and Digital Inclusion	Jorge Navarro	South School on Internet Governance (SSIG)	Cross-border data flow in latin America
Digital Divide and Digital Inclusion	Juan Carlos Archila	South School on Internet Governance (SSIG)	Internet promotion and massification (Latin America)
Digital Divide and Digital Inclusion	Karim Lesina	South School on Internet Governance (SSIG)	Digital inclusion: lessons learned during COVID-19

			and way forward (Latin America)
Digital Divide and Digital Inclusion	Manique Gunaratne	Asia-Pacific School on Internet Governance	Access, diversity and the Digital Divide
Digital Divide and Digital Inclusion	Mansi Kedia	India School on Internet Governance	Competition issues in the Digital Economy
Digital Divide and Digital Inclusion	Maritza Yesenia Agüero	South School on Internet Governance (SSIG)	Cross-border data flow in latin America
Digital Divide and Digital Inclusion	Martín Olmos	South School on Internet Governance (SSIG)	Digital Inclusion - New gaps during COVID-19
Digital Divide and Digital Inclusion	Miguel Porrua	South School on Internet Governance (SSIG)	Internet for entrepreneurship, innovation and economic recovery(Latin America)
Digital Divide and Digital Inclusion	Mirela Mărcuț	Winter School in Internet Governance, Digital Policies and Innovation	Digital Inclusion in South East Europe+
Digital Divide and Digital Inclusion	Muhammad Sabbir Awan	Pakistan School of Internet Governance	Web Accessibility Standards
Digital Divide and Digital Inclusion, Human Rights and The Internet	Osama Manzar	India School on Internet Governance	Gender and Diversity on the Internet
Digital Divide and Digital Inclusion	Ramón Heredia	South School on Internet Governance (SSIG)	Internet for entrepreneurship, innovation and economic recovery(Latin America)
Digital Divide and Digital Inclusion	Raúl Echeberria	South School on Internet Governance (SSIG)	Cross-border data flow in latin America
Digital Divide and Digital Inclusion	Raymond Onouha	AFRISIG	Taxation: From OTT taxes on social media apps to fair taxation of big tech
Digital Divide and Digital Inclusion	Sarah Armstrong	South School on Internet Governance (SSIG)	Internet for entrepreneurship, innovation and economic recovery(Latin America)
Digital Divide and Digital Inclusion	Sergio González Guzmán	South School on Internet Governance (SSIG)	Internet promotion and massification (Latin America)

Digital Divide and Digital Inclusion	Sergio Martínez	South School on Internet Governance (SSIG)	Digital Inclusion - New gaps during COVID-19
Digital Divide and Digital Inclusion	Shamira Ahmed	AFRISIG	Digital economy: Trade, labour and innovation
Digital Divide and Digital Inclusion, Human Rights and The Internet	Tope Ogundipe	Nigerian School on Internet Governance	Gender, Social Cultural Issues / Inclusion in Internet governance
Digital Divide and Digital Inclusion	Vianna Maino	South School on Internet Governance (SSIG)	Internet in Latin América
Digital Divide and Digital Inclusion	Yik Yak Chin	Asia-Pacific School on Internet Governance	Digital Economy and Competition Laws

## 5. Online Platform Governance

Online platforms are systems that depend on the Internet and that may present a comprehensive experience in themselves, but that are not coextensive with the Internet. Online platform governance includes issues such as platform liability, platform responsibility and trust and safety issues. Platform governance also includes legal and policy aspects of governance of online platforms. Platform governance can address disinformation and democracy and content governance at the infrastructure level (cloud providers, domain name registries/registrars)

- Online platforms and their different kinds
- What is social media/content moderation governance?
- Governance structures of online platforms
- Trust and safety issues
- Intermediary liability (after violation of rights)
- What are the techniques and methods used to moderate content and what are their effects on the Internet?
- Intermediary responsibility (before violation of rights)
- Democracy, misinformation, fake news and social networks
- Beyond freedom of speech: freedom of assembly, right to online protests
- Current regulatory frameworks for platform regulation
- Global digital platforms
- Finding a reasonable balance in regulation
- The governance of the digital economy, policies of the sharing economy
- Data governance and online platform regulation

## A. Learning outcomes

The students will be able to identify various angles of platform governance, platform liability and responsibilities under self-governance and regulatory framework. They will gain knowledge about a variety of platforms (intermediaries) that go beyond social media and include cryptocurrencies too. They will also have a good understanding of content moderation methods, security and privacy governance on platforms. Students will be able to critically analyze the intermediary liability and its pros and cons. Students will gain a good understanding of how and when content moderation at the infrastructure level can happen.

## B. Selected sources

### Platform Governance Taxonomy

- Luca Belli, Nicolo Zingales and Yasmin Curzi, Editors, "Glossary of Platform Law and Policy Terms", [https://bibliotecadigital.fgv.br/dspace/bitstream/handle/10438/31365/0.%20MIOLO\\_Glossary%20of%20Platform%20Law\\_digital.pdf?sequence=1](https://bibliotecadigital.fgv.br/dspace/bitstream/handle/10438/31365/0.%20MIOLO_Glossary%20of%20Platform%20Law_digital.pdf?sequence=1)  
Refer to this website for an interactive and evolving glossary: <https://platformglossary.info/>

### Self Regulation

- Medzini, Rotem. "Enhanced self-regulation: The case of Facebook's content governance." *New Media & Society* (2021): 1461444821989352. <https://journals.sagepub.com/doi/10.1177/1461444821989352>

### Governments and Platform Governance

- Arun, Chinmayi. "On WhatsApp, rumours, lynchings, and the Indian Government." *Economic & Political Weekly* 54.6 (2019). [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3336127](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3336127)

### Governance of Online Harms

- Citron, Danielle Keats and Franks, Mary Anne (2020) "The Internet as a Speech Machine and Other Myths Confounding Section 230 Reform," *University of Chicago Legal Forum*: Vol. 2020. <https://chicagounbound.uchicago.edu/uclf/vol2020/iss1/3/>

### Online Content Moderation

- Bruna Dos Santos, David Morar (2021), Online Content Moderation, Lessons Learned from Outside of the US," Brooking Institute: <https://www.brookings.edu/blog/techtank/2020/06/17/online-content-moderation-lessons-from-outside-the-u-s/>

### Internet governance and social media platforms

- DeNardis, Laura, and Andrea M. Hackl. "Internet governance by social media platforms." *Telecommunications Policy* 39.9 (2015): 761-770. <https://www.sciencedirect.com/science/article/abs/pii/S0308596115000592>

## Copyright and Platform Governance

- Copyright and Evolving Platform Practice YouTube Help Articles on ContentID Content Eligible for ContentID (click to expand each of the seven subheadings, starting with “Exclusive rights”) [https://support.google.com/youtube/answer/2605065?hl=en&ref\\_topic=4515467](https://support.google.com/youtube/answer/2605065?hl=en&ref_topic=4515467)
- NYU Engelberg Center, How Explaining Copyright Broke the YouTube Copyright System, <https://www.law.nyu.edu/centers/engelberg/news/2020-03-04-youtube-takedown>
- Timothy B. Lee, Man agrees to pay \$25,000 for abusing YouTube’s takedown system <https://arstechnica.com/tech-policy/2019/10/man-agrees-to-pay-25000-for-abusing-youtubes-takedown-system/>
- Nigel Cory, The Normalization of Website Blocking Around the World in the Fight Against Piracy Online, ITIF (2018) <https://itif.org/publications/2018/06/12/normalization-website-blocking-around-world-fight-against-piracy-online>
- Preview Engels v. Russia (European Court of Human Rights ruling on site-blocking, 2020) <https://hudoc.echr.coe.int/fre#%7B%22itemid%22:%5B%22001-203180%22%7D><sup>42</sup>

### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Human Rights and The Internet, Online Platform Governance	Gayatri Khandhadai	AFRISIG	Content and the Internet – Free expression, hate, disinformation and national security, Access, diversity and the Digital Divide , Gender and Diversity on the Internet
Online Platform Governance	Dima Samaro	Middle East School on Internet Governance	Free expression and Internet censorship in the Middle East
Online Platform Governance	Pedro Less Andrade	South School on Internet Governance (SSIG)	Content and the Internet – Free expression, hate, disinformation and national security
Online Platform Governance	Emilio Saldaña	South School on Internet Governance (SSIG)	Social networks, misinformation and fake news
Online Platform Governance	Yoselin Vos Castro	South School on Internet Governance (SSIG)	Social networks, misinformation and fake news

<sup>42</sup> List is taken from Daphne Keller Syllabus on Platform Regulation Course, taught at Stanford University <https://www.giganet.org/wp-content/uploads/2020/11/Platform-Regulation-Syllabus-Fall-2020-.pdf>

Online Platform Governance	Jorge Hernan Peláez	South School on Internet Governance (SSIG)	Social networks, misinformation and fake news
Online Platform Governance	Farzaneh Badiei	Asia-Pacific School on Internet Governance	Social Media Governance
Online Platform Governance	KS Park	Asia-Pacific School on Internet Governance	Social Media Governance
Online Platform Governance	Shita Lakshmi	Asia-Pacific School on Internet Governance	Social Media Governance
Online Platform Governance	Davit Alaverdyan	Armenia SIG	Hate Speech
Online Platform Governance	Arthur Papyan	Armenia SIG	Verification of Facts in Internet
Online Platform Governance	Andrey Ignatiev (Center for Global IT Cooperation)	Russian Summer School on Internet Governance (RSSIG)	Global digital platforms. Finding a Reasonable Balance in Regulation
Online Platform Governance	Chinmayi Arun	Yale Law School	Content Moderation and Regulation
Online Platform Governance	Daphne Keller	Stanford University	Online Platform Governance
Online Platform Governance	Anabel Cisneros i Olga Cavalli Matias Centeno Agustina Brizio	Universidad de Palermo	Economy 4.0 and technological aspects

## 6. Internet Governance and Human Rights

Human rights are impacted in various ways in the Internet governance landscape. Cybersecurity and cybercrime, privacy and data protection are just a few examples of governance issues that have an interplay with human rights. The module describes how Internet governance and human rights can be related and provides a landscape to map the impact of Internet governance and generally new emerging technologies and related policies on human rights.

Topics that this module covers include:

- What are human rights and how are they impacted online?
- Trust and the Internet: security and privacy aspects

- Freedom of speech and Internet regulation
- Internet encryption and human rights
- Surveillance, biometrics, and human rights
- Internet access and sustainable development<sup>43</sup>
- Gender and Internet governance

### A. Learning outcomes

The students will be able to evaluate the implication of the Internet for human rights and how Internet governance can potentially preserve or violate human rights.

### B. Selected sources

#### Human rights principles

- the charter of human rights and principles for the Internet, <https://www.ohchr.org/Documents/Issues/Opinion/Communications/InternetPrinciplesAndRightsCoalition.pdf>
- Universal declaration of human rights <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

#### Access to the Internet and human rights

- Jack Barry, COVID-19 exposes why access to the Internet is a human right, 2020, <https://www.openglobalrights.org/covid-19-exposes-why-access-to-Internet-is-human-right/>
- Vint Cerf, Internet Access Is Not a Human Right, 2012, <https://www.cnet.com/news/wordle-explained-everything-to-know-about-the-viral-word-game/>
- OHCHR, Internet Shutdowns and Human Rights <https://www.ohchr.org/Documents/Press/Internet-shutdowns-and-human-rights.pdf>
- A history of Internet shutdowns in Africa and their impact on human rights, 2020, <https://thenextweb.com/news/a-history-of-Internet-shutdowns-in-africa-and-their-impact-on-human-rights>

#### Internet Governance institutions and human rights

- Zalnieriute, Monika. "From Human Rights Aspirations to Enforceable Obligations by Non-State Actors in the Digital Age: The Case of Internet Governance and ICANN." *Yale JL & Tech.* 21 (2019): 278. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3333532](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3333532)
- Human Rights with Avri Doria, Virtual School of Internet Governance, <https://www.youtube.com/watch?v=3sVotSXFRzM>

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<sup>43</sup> From the syllabus by Lucien Castex, Sorbonne Nouvelle University

Gender and human rights

- World Wide Web Foundation, ‘Women’s Rights Online. Translating Access into Empowerment’ (2015), available at [webfoundation.org/docs/2015/10/womens-rights-online21102015.pdf](http://webfoundation.org/docs/2015/10/womens-rights-online21102015.pdf)
- Sharique Manazir, Govind, M., & Rubina. (2019 ). My Safetipin Mobile Phone Application: Case Study of E-participation Platform for Women Safety in India. Journal of Scientometric Research, 47-53. <https://www.jscires.org/sites/default/files/JScientometRes-8-1-47.pdf>
- Shahbaz, A. (2018). FREEDOM ON THE NET 2018: The Rise of Digital Authoritarianism. Freedom House. <https://muse.jhu.edu/article/721649>

**C. Faculty and topics**

<b>Module</b>	<b>Faculty</b>	<b>Programmes /Schools</b>	<b>Topics</b>
Human Rights and The Internet	Sheena Magenya	AFRISIG	Gender and Internet governance
Human Rights and The Internet	Lillian Nalwoga,	AFRISIG	Shutdowns to opening doors: Focus on Internet rights in Africa.
Human Rights and The Internet	Koliwe Majama	AFRISIG	Shutdowns to opening doors: Focus on Internet rights in Africa.
Human Rights and The Internet	Margaret Nyambura;	AFRISIG	Shutdowns to opening doors: Focus on Internet rights in Africa.
Human Rights and The Internet	Felicia Antonio	AFRISIG	Shutdowns to opening doors: Focus on Internet rights in Africa.
Human Rights and The Internet	Gbenga Sesan	AFRISIG	Shutdowns to opening doors: Focus on Internet rights in Africa.
Human Rights and The Internet	Isabel Cristina de Ávila	South School on Internet Governance (SSIG)	Gender gap in ICT: what is changing? (Latin America)
Human Rights and The Internet	Sulyna Abdullah	South School on Internet Governance (SSIG)	Gender gap in ICT: what is changing? (Latin America)
Human Rights and The Internet	Arantxa Guillén	South School on Internet Governance (SSIG)	Gender gap in ICT: what is changing? (Latin America)
Human Rights and The Internet	Désirée Miloshevic	South School on Internet Governance (SSIG)	Gender gap in ICT: what is changing?

Human rights and the Internet	Avri Doria	EuroSSIG, AFRISIG and VSIG	Human rights and Internet governance institutions such as the IETF and ICANN
Human Rights and The Internet	Vidushi Marda	Asia-Pacific School on Internet Governance	Digital Identification (Biometrics) and their implications for Human Rights
Human Rights and The Internet	Michael Caster	Asia-Pacific School on Internet Governance	Digital Identification (Biometrics) and their implications for Human Rights
Human Rights and The Internet	Marriane Franklin	Asia-Pacific School on Internet Governance	Digital Rights and Democracy
Digital Divide and Digital Inclusion, Human Rights and The Internet	Osama Manzar	India School on Internet Governance	Gender and Diversity on the Internet
Digital Divide and Digital Inclusion, Human Rights and The Internet	Tope Ogundipe	Nigerian School on Internet Governance	Gender, Social Cultural Issues / Inclusion in Internet governance

## II. ELECTIVE MODULES

Elective modules are modules that are not usually covered by all schools and programmes, or ones often covered in shorter forms.<sup>44</sup> Some of the institutions (for example ICANN or IETF) that are mentioned here are an integral part of the Internet governance landscape and should be covered by the core modules. But in elective modules, a separate module can focus on each institution. Programme preference and focus will determine whether a given school will focus on policy making or governance with specific reference to particular institutions.

The following elective modules are explained further below:

- Internet Protocols and Regional Internet Registries
- Domain Name Registries and Registrars Governance
- Domain Name System Abuse and Security
- Emerging Technologies (Artificial Intelligence, Blockchain, etc.)
- Digital Technologies and Environment
- Intellectual Property Rights and Internet Governance
- Regional and Intergovernmental Organizations
- Policy and Technical Governance
- Country and Region-Specific Issues
- Models and Approaches to Internet Governance: Internet Governance and the Technical Community
- Your Digital Footprint
- Digital Trade and the Internet

**Disclaimer:** *The names used in the following modules for the recommended literature and faculty members are mainly illustrative and may not conform to the real moment of when this syllabus is used, given the changing dynamics of the Internet governance ecosystem. The planning is underway for the DC-SIG to build a real-time updated repository of faculty members and relevant literature. Once this is done, this version of the syllabus will be updated to reference that source.*

### 1. Internet Protocols and Regional Internet Registries

Internet number resources that are allocated by regional Internet registries (RIRs) are among the most important resources because they are necessary to device communications. If they are withdrawn, communications among devices cannot happen. Many policy, technical and governance issues are related

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<sup>44</sup> For example, in the case of the South School on Internet Governance the elective modules are a part of core and are already included in all the teaching programmes. By contrast, Argentina SIG includes them in shorter versions of content.

to RIRs, who are in charge of setting policies for Internet number resources. Issues range from security to connectivity.

### A. Learning outcomes

Students will learn how IP addresses work, the technical and policy implications of RIRs and their policies, and the specific governance mechanisms of the RIRs covered in the course.

### B. Selected sources

- RIPE (Europe) Micro Learning Courses: <https://academy.ripe.net/enrol/index.php?id=11>
- APNIC (Asia Pacific) Academy: <https://academy.apnic.net/en/online-courses>
- Campus LACNIC (Latin America and Caribbean): <https://campus.lacnic.net/>
- AFRINIC Academy (Africa): <https://learn.afrinic.net/>
- ARIN Training (North America): <https://www.arin.net/reference/training/>

### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Introduction to Internet Governance , Domain Name Registries and Registrars Governance	Bob Ochieng	AFRISIG	Managing names and numbers
Introduction to Internet Governance , Domain Name Registries and Registrars Governance	Barrack Otieno	AFRISIG	Managing names and numbers
Domain Name System and Internet Protocols Policy, Domain Name Registries and Registrars Governance	Mohammed Rudman	Nigerian School on Internet Governance	The Internet addressing system: numbers and names
Introduction to Internet Governance , Domain Name Registries and Registrars Governance	Mikhail Anisimov	Russian Summer School on Internet Governance (RSSIG)	Internet infrastructure: physical infrastructure, how the transmission of information packets is arranged, the DNS

			system, the distribution of Internet addresses, ways of further development.
Internet Protocols and Regional Internet Registries	Vahan Hovsepyan	ARMSIG	Internet Protocols and Internet Registries
Internet Protocols and Regional Internet Registries	Mirjam Kuehne	Middle East School on Internet Governance	Regional Internet Registries and Internet Protocol Policies
Internet Protocols and Regional Internet Registries	Marco Hogewoning	European Summer School on Internet Governance (EuroSSIG)	Internet Protocol Address Management

## 2. Domain Name Registries and Registrars Governance

Not all aspects of registries' and registrars' governance is controlled by ICANN, so explaining how the governance outside of ICANN works is important. This course covers both country code top level domain names (such as .AR) and generic domain names (for example .COM).

- What are domain name registries and registrars?
- The independent governance mechanisms of registries and registrars
- Registries and registrars involvement with other actors active in DNS
- Content governance approaches
- Country Code Top Level Domains and their different governance structure<sup>45</sup>

### A. Learning outcomes

Students will be able to understand and analyze domain name registries and registrars governance systems, and identify what governance mechanisms they use beyond what ICANN imposes on them. They will also learn how registries and registrars' policies can affect access to domain names and what implications lack of access to domain name has for developing and developed countries. Students can also distinguish between gTLD and Country Code Top Level domains (.COM, .PE) and the geopolitical issues surrounding the governance of ccTLDs.

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<sup>45</sup> For example Russia SIG provides a history of RUNET (the Russia ccTLD): History of the Internet and Runet: preconditions, milestones, key persons.

## B. Selected sources

- Brenden Kuerbis, Ishan Mehta, Milton Mueller, IN SEARCH OF AMORAL REGISTRARS: Content Regulation and Domain Name Policy, Internet Governance Project 2018, <https://www.internetgovernance.org/wp-content/uploads/AmoralReg-PAPER-final.pdf>
- Bridy A. Addressing Infringement: Developments in Content Regulation in the US and the DNS. In: Frosio G, red. Oxford handbook of online intermediary liability; :16.<https://ssrn.com/abstract=3264879>
- Mueller and Badiei, Governing Internet Territory: ICANN, Sovereignty Claims, Property Rights and Country Code Top-Level Domains, 2015, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2575450](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2575450)
- Sebastian Felix Schwemer. The regulation of abusive activity and content: a study of registries' terms of service. Internet Policy Review. 2020;9 (Issue 1, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3530798](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3530798))

## C. Faculty and topics

Domain Name Registries and Registrars Governance	Barrack Otieno	AFRISIG	Managing names and numbers
Domain Name Registries and Registrars Governance	Bob Ochieng	AFRISIG	Managing names and numbers
Domain Name Registries and Registrars Governance	Chris Disspain	European Summer School on Internet Governance (EuroSSIG)	The management of TLDs – roles of registries, registrars
Domain Name Registries and Registrars Governance	Peter Koch	European Summer School on Internet Governance (EuroSSIG)	Blocking, filtering and content moderation

### 3. Domain Name System Abuse and Security

This module covers domain name abuse such as malware, phishing, botnet and technical security attacks. It explains the role of ICANN and other actors such as DNS server operators, domain name registries and registrars in tackling DNS abuse. It also discusses tools that make the DNS more secure such as DNSSEC. This module is a combination of technical and policy topics.

#### A. Learning outcomes

The student will be able to answer the following questions

- What is DNS abuse? How can we define it?
- Who are the actors involved with DNS abuse?
- What is the institutional landscape?
- What are the controversies surrounding the definition of DNS abuse?
- What are the regional and global policy strategies in industry and governments to tackle abuse?

#### B. Selected sources

You can find many materials from the DNS Abuse Institute:

<https://dnsabuseinstitute.org/education/#1612973603018-fd7be084-45a4>

#### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
DNS Abuse	Chris Disspain	European Summer School on Internet Governance (EuroSSIG)	DNS Abuse
DNS Abuse	Tobias Mahler,	Information and Oslo School of Law - Communication Technology Law	ICANN's Regulation of DNS Abuse
DNS Abuse	Lee Bygrave	Information and Oslo School of Law - Communication Technology Law	ICANN's Regulation of DNS Abuse

DNS Abuse	Sebastian F. Schwemer	Information and Oslo School of Law - Communication Technology Law	ICANN's Regulation of DNS Abuse
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#### 4. Emerging Technologies (Artificial Intelligence, Blockchain, etc.)

This module is about current and future trends on the Internet. It can revolve around Internet fragmentation, distribution, and centralization. It can also address various emerging technologies that could potentially affect the Internet such as blockchain and AI. The AI discussions range from how AI can relate to Internet governance and AI's governance systems itself. The blockchain topic includes lectures on blockchain governance, cryptocurrency governance, and consensus building on blockchains.

##### A. Learning outcomes

Students learn about the current controversies surrounding the Internet. They also learn how emerging technologies can impact the Internet. Students can identify AI technologies and their use on the Internet. They can also make references to institutions that try to govern artificial intelligence. Learning about blockchain, students can identify initiatives that can hypothetically affect Internet governance and the domain name system, but also understand the cryptocurrency regulatory framework in a detailed fashion.

##### B. Selected sources

- Carolina Aguerre (2020). Estrategias nacionales de IA y gobernanza de datos en la región. En C. Aguerre, (Ed.). *Inteligencia Artificial en América Latina y el Caribe. Ética, Gobernanza y Políticas*. Buenos Aires: CETyS Universidad de San Andrés. Disponible en: <https://guia.ai/wp-content/uploads/2020/05/Aguerre-Estrategias-nacionales-de-IA-y-gobernanza-de-datos-en-la-region.pdf>
- Mehtab Khan (2021) A New AI Lexicon, <https://medium.com/a-new-ai-lexicon/a-new-ai-lexicon-open-3ec7daa300a>
- Kevin Werbach, *The blockchain and the new architecture of trust*. MIT Press, 2018. (Not open access)
- Wright, Aaron, and Primavera De Filippi. *Blockchain and the law: the rule of code*. Harvard University Press, 2018. (Not open access)

**C. Faculty and topics**

<b>Module</b>	<b>Faculty</b>	<b>Programmes/Schools</b>	<b>Topics</b>
Emerging Technologies and Internet Governance	Irene Velandia	South School on Internet Governance	The case of Artificial Intelligence in the economic recovery
Emerging Technologies and Internet Governance	Nicolas Díaz Ferreira	South School on Internet Governance	Artificial intelligence, ethic and responsibility (Latin America)
Emerging Technologies and Internet Governance	Jorge Vega Iracelay	South School on Internet Governance (SSIG)	Artificial intelligence, ethic and responsibility (Latin America)
Emerging Technologies and Internet Governance	Christine Custis	South School on Internet Governance (SSIG)	Artificial intelligence, ethic and responsibility (Latin America)
Emerging Technologies and Internet Governance	Alelí Castro	South School on Internet Governance (SSIG)	Artificial intelligence, ethic and responsibility (Latin America)
Emerging Technologies and Internet Governance	Salvatore Scalzo	European Summer School on Internet Governance (EuroSSIG)	International guidelines on artificial intelligence
Emerging Technologies and Internet Governance	Yannick Meneceur	European Summer School on Internet Governance (EuroSSIG)	International guidelines on artificial intelligence
Emerging Technologies and Internet Governance	Kazi Hassan Robin	Bangladesh School of Internet Governance (bdSIG)	Artificial Intelligence and Internet of Things

Artificial Intelligence	Lorena Jaume-Palasi	Winter School in Internet Governance, Digital Policies and Innovation	Artificial intelligence: social implications and regulation
Artificial Intelligence	Anna Abramova (MGIMO); Ruslan Kirichek (Bonch-Bruyevich St. Petersburg State University of Transport); Maxim Interbrik (Sparrow))	Russian Summer School on Internet Governance (RSSIG)	Why are we talking about ethics in the use of artificial intelligence?

## 5. Digital Technologies and Environment

This module covers how digital technologies can affect the natural environment and explores solutions to address the digital implications for the environment. This module covers:

- What digital technologies affect the environment?
- What are the institutional and individual efforts to reduce the digital carbon footprint?
- What are the trade-offs between security, privacy and digital technologies' effect on the environment?

### A. Learning outcomes

The students will learn about what “digital carbon footprint” and “digital waste” is and how connectivity affects the environment. They also learn how Internet connectivity can reduce carbon footprint as well.

### B. Selected sources

- Oxford Human Rights Hub (2020) How our clicks cost the planet, Kira Allman interview with Michael Oghia, <https://ohrh.law.ox.ac.uk/how-our-clicks-cost-the-planet-the-internet-climate-change-and-human-rights-with-michael-oghia/>
- Dynamic Coalition on Internet and Climate Change (DCICC\*), Statement: <https://www.itu.int/themes/climate/dc/docs/second-meeting/DCICC-Statement.pdf>
- IGF Policy Network on Environment annual report: <https://docs.google.com/document/d/1OuFUbe2lxiI-a-x-gaahQX8MkjquTOmiL6Y0s3OUo6M/edit>

- The IGF Policy Network on Environment: membership, purpose and various Internet and environmental initiatives: <http://intgovforum.org/en/content/policy-network-on-environment-pne>

### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Digital Technologies and Environment	Michael Oghia	Asia Pacific School on Internet Governance	Climate change and the Internet

## 6. Intellectual Property Rights and Internet Governance

This module covers the intersection of intellectual property (copyright, trademark and patents) and Internet governance. It includes the history of intellectual property rights and the Internet and usually starts with one of the earliest examples of trademark infringement: cybersquatting. It also discusses how intellectual property rights are enforced on the Internet by making examples of trademark law and ICANN dispute resolution processes for domain names. It can go beyond domain names and cover access to information, Creative Commons licenses, open-source access and intellectual property. The module also covers how Internet platforms govern intellectual property rights through mechanisms like notice and take-down.

### A. Learning outcomes

The students will learn the conflict between intellectual property and some fundamental aspects of Internet governance such as privacy and access to knowledge. They also learn about processes that were created at Internet governance institutions to protect trademark and copyright. Students will also learn about various legal liability regimes for online platforms.

### B. Selected sources

- A short module on Copyright and the Internet in the US: <https://lawshelf.com/videocoursesmoduleview/intellectual-property-and-the-internet--module-2-of-5>
- What are intellectual property rights at <https://dig.watch/topics/intellectual-property-rights>
- Lulin Gao, Intellectual Property Rights in the Internet Era: the New Frontier, 5 J. Marshall Rev. Intell. Prop. L. 589 (2006) <https://repository.law.uic.edu/ripl/vol5/iss4/2/>

- [What is Internet Governance, An Internet Society Course, https://tinyurl.com/58sr8b58](https://tinyurl.com/58sr8b58)

### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Copyright, Trademark and Internet Governance	Riyadh Al Balushi	Middle East School on Internet Governance	Domain Name Dispute Resolution
Copyright, Trademark and Internet Governance	Arthur Varderesyan	Armenia SIG	Intellectual Property and Copyright
Copyright, Trademark and Internet Governance	Darío Veltani	Universidad de San Andres	Online trends on intellectual property

## 7. Regional/Global Organizations and Internet Governance

This module covers regional and global institutions that have a role in Internet governance. It covers both regional and international coalitions. For example, it might cover African Internet governance institutions such as the African Union and “Digital Transformation Strategy for Africa (2020 –2030); or initiatives such as the Brazil, Russia, India, China and South Africa coalition; the UN Secretary-General Digital Roadmap and Our Common Agenda Report; or G20 and G7<sup>46</sup> and their initiatives related to the Internet. It can also cover national and regional Internet Governance Initiatives and the role of the United Nations Internet Governance Forum.

### A. Learning outcomes

The students will learn how various stakeholders navigate and lead the international and regional forums related to the Internet. They also learn about various coalitions that member states form to strategize about Internet governance and the priorities that each coalition has, the differences and similarities across the coalitions.

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<sup>46</sup> The module can cover different initiatives statements, activities and processes. For example, G7 agreed on Biarritz Strategy for an Open, Free and Secure Digital Transformation in 2019, <https://www.elysee.fr/admin/upload/default/0001/05/62a9221e66987d4e0d6ffcb058f3d2c649fc6d9d.pdf>

## B. Selected sources

- Internet Governance 2022 outlook: A global digital compact or a bifurcated cyberspace. CircleID, <https://circleid.com/posts/20220110-internet-governance-outlook-2022-a-global-digital-compact-or-a-bifurcated-cyberspace>
- Internet Governance Forum Initiatives Toolkit (2016) [https://www.intgovforum.org/multilingual/index.php?q=filedepot\\_download/3568/480](https://www.intgovforum.org/multilingual/index.php?q=filedepot_download/3568/480)
- The future of BRICS (2021), Observer Research Foundation and Research and Information System for Developing Countries, [https://www.orfonline.org/wp-content/uploads/2021/08/Future\\_of\\_BRICS.pdf](https://www.orfonline.org/wp-content/uploads/2021/08/Future_of_BRICS.pdf)

## C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Regional/Global Organizations and Internet Governance	Wolfgang Kleinwachter	AFRISIG, EuroSSIG	Internet governance and geo-strategic policy
Regional/Global Organizations and Internet Governance	Fadi Chehade	European Summer School on Internet Governance (EuroSSIG) European Summer School on Internet Governance (EuroSSIG)	UN Secretary Generals Road Map, G7, G20, BRICS
Regional/Global Organizations and Internet Governance	Peixi (Patrick) Xu	European Summer School on Internet Governance (EuroSSIG)	UN Secretary Generals Road Map, G7, G20, BRICS
Regional/Global Organizations and Internet Governance	Jason Munyan	European Summer School on Internet Governance (EuroSSIG)	UN Secretary Generals Road Map, G7, G20, BRICS

Regional/Global Organizations and Internet Governance	Olivier Bringer	European Summer School on Internet Governance (EuroSSIG)	UN Secretary Generals Road Map, G7, G20, BRICS
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## 1. Country and Region-Specific Issues

This course covers a specific country's or region's struggle with participation in Internet governance-related institutions globally, as well as the state of the digital divide in the region.<sup>47</sup> More specifically, it can relate to:

- Access to the internet and digital infrastructure landscape
- Connectivity and Internet infrastructure development
- Internet governance and regulations in a specific country or region
- Participants' experience of Internet governance in a specific country or region
- Education and regional and national challenges regarding the digital alphabetization
- Regional and country-specific history of the Internet

### A. Selected sources

- Broadband Connectivity and Spectrum Sharing, Development Module with Dr. Martha Suarez, DSA, Virtual School on Internet Governance, <https://www.youtube.com/watch?v=iImP4XP3fN0>
- Internet Governance in India, ICRIER, <https://www.youtube.com/watch?v=CzZ9Xz2Ipi4>
- Nizamani, Usama. "Internet governance and Pakistan's digital economy." *Journal of Current Affairs* 3.2 (2019): 23-49. [https://ipripak.org/wp-content/uploads/2019/08/Article-2\\_Usama-Nizamani\\_JoCA\\_3\\_2\\_ED-SSA-UP.pdf](https://ipripak.org/wp-content/uploads/2019/08/Article-2_Usama-Nizamani_JoCA_3_2_ED-SSA-UP.pdf)
- Towela Nyirenda-Jere & Tesfaye Biru Internet development and Internet governance in Africa, Internet Society, <https://www.internetsociety.org/wp-content/uploads/2017/08/InternetInAfrica-2015070820Final.pdf>
- Luca Belli and Olga Cavalli, eds, (2019), Part I : Infrastructure between evolutions and gaps And Part II, A sustainable expansion of connectivity, Internet Governance and Regulation in Latina America, South School on Internet Governance, In Spanish <https://www.gobernanzainternet.org/libro/>; English

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<sup>47</sup>Some of the topics were taken from Nigeria SIG (state of Internet access), India SIG (participation at IETF), Africa SIG (how do you participate in regional activities), Pakistan SIG (Pakistan Digital Infrastructure Landscape), South School on Internet Governance (Future of education and digital alphabetization in Latin America)

<https://www.gobernanzainternet.org/book/>; Portuguese  
[https://www.gobernanzainternet.org/livro\\_portugues/](https://www.gobernanzainternet.org/livro_portugues/)

## B. Learning outcomes

Students learn the Internet governance challenges and priorities of a specific country or region, the historical background that might help explain some of these challenges. They will be able to discuss what the priorities of the said region or country should be and which organizations through what processes can help with solving the problems.

## C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Regional/National IG Intro	Rajnish Singh	India School on Internet Governance	Internet Governance in the Asia-Pacific Region
Regional/National IG Intro	Joyce Chen	India School on Internet Governance	Internet Governance in the Asia-Pacific Region
Regional/National IG Intro	Rakesh Maheshwari	India School on Internet Governance	Digital Policy Legislations in India
Regional/National IG Intro, Introduction to Internet Governance	Shraddha Hegde	India School on Internet Governance	Perspectives on India's Participation in IETF
Regional/National IG Intro	Junaid Imam	Pakistan School of Internet Governance	Digital Transformation in Pakistan
Regional/National IG Intro	Ameena Sohail	Pakistan School of Internet Governance	Cyber legislation in Pakistan
Regional/National IG Intro	Héctor Faya	South School on Internet Governance (SSIG)	The future of education: challenges of the digital alphabetization (Latin America)
Regional/National IG Intro	Kemabonta Inye	Nigerian School on Internet Governance	Legal Aspects of Internet Governance (in Nigeria)
Digital Divide and Digital Inclusion	Ana Valero	South School on Internet Governance (SSIG)	Internet for all in Peru
Introduction to Internet Governance	Karen Ghazaryan	Russian Summer School on Internet Governance (RSSIG)	History of the Internet and Runet: preconditions, milestones, key persons.

Other	Konstantin Pantserev (St. Petersburg State University); Alexandra Kulikova	Russian Summer School on Internet Governance (RSSIG)	Sovereignty and digital [governance] - is there a contradiction?
Introduction to Internet Governance	Parvez Iftikhar	Pakistan School of Internet governance	Pakistan Digital Infrastructure Landscape

## 2. Models and Approaches to Internet Governance and the Technical Community

This module can be an add-on to the introduction to Internet governance. It expands on various issues regarding the multistakeholder model. Some schools and programmes also undertake a multistakeholder roundtable or a debate format as a teaching style.

This module covers topics such as:

- “Technical” governance of the Internet
- Internet infrastructure: a network of networks? Internet Governance and technical Internet governance
- What is the role of the technical community in Internet governance?
- Trends on the future of the Internet: centralization, distribution, fragmentation.

This module also revolves around some of the I\* organizations (for example RIRs and ICANN and the Internet Society) specific multistakeholder policymaking. Policymaking and technical discussions at various working groups in these organizations. The module can go beyond policy development and can also include discussions on the technical mission of these organizations.

### A. Selected sources

- Approaches to Internet Governance, Saint Petersburg State University, <https://www.coursera.org/lecture/digitalization-in-international-relations/approaches-to-internet-governance-MkDb3>
- Drake, William J., Cerf G. Vinton, and Wolfgang Kleinwächter. "Internet fragmentation: An overview." World Economic Forum, 2016. [https://www3.weforum.org/docs/WEF\\_FII\\_Internet\\_Fragmentation\\_An\\_Overview\\_2016.pdf](https://www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf)

- [ICANN Learn Platform: Introduction to ICANN various supporting organizations and advisory committees](https://learn.icann.org/)  
<https://learn.icann.org/>
- [History of root servers and the role of ICANN: https://features.icann.org/event/icann-organization/training-nordics-history-root-server-system](https://features.icann.org/event/icann-organization/training-nordics-history-root-server-system)
- [Generic Names Supporting Organization, Virtual SIG VSIG Group C : Session Internet Actors with Keith Drazek, VP Verisign and Former GNSO Chair](#)
- [ICANN and its Technical Mission: https://features.icann.org/event/icann-organization/nordic-region-workshop-icann-and-its-technical-mission](https://features.icann.org/event/icann-organization/nordic-region-workshop-icann-and-its-technical-mission)
- [DNS 101 https://features.icann.org/event/icann-organization/dns-101-training-nordics](https://features.icann.org/event/icann-organization/dns-101-training-nordics)

## B. Learning outcomes

Students will have an indepth understanding of the different approaches and models to Internet governance with a specific focus on the technical governance of the Internet. They can also broadly analyze various institutions that get involved with technical governance and have a clear understanding of their mandate and the actors involved. Students will also learn about certain controversies surrounding Internet fragmentation and the interconnectedness that relate to these institutions.

## C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Models and Approaches to Internet Governance	Dawit Bekele	AFRISIG	“Technical” Internet governance of the Internet
Models and Approaches to Internet Governance	Mallory Knodell	AFRISIG	“Technical” Internet governance of the Internet
Models and Approaches to Internet Governance	Yaovi Atohou	AFRISIG	“Technical” Internet governance of the Internet
Models and Approaches to Internet Governance	Pablo Rodriguez	AFRISIG	“Technical” Internet governance of the Internet

Models and Approaches to Internet Governance	Eddy Kayihura	AFRISIG	“Technical” Internet governance of the Internet
Models and Approaches to Internet Governance	Mikhail Medrish, Mikhail Anisimov	Russian Summer School on Internet Governance (RSSIG)	Models and Approaches to Internet Governance: Broad and Narrow Approach to Internet Governance
Models and Approaches to Internet Governance	Lucien Castex	Sorbonne Nouvelle	Internet infrastructure: a network of networks?, Internet Governance and technical Internet governance
Models and Approaches to Internet Governance	Julian Dunayevich, nic.AR	Universidad de San Andres	History of the networks in the LAC region , Debate: What is role of the technical community in Internet governance?
Models and Approaches to Internet Governance	Sebastián Bellagamba	Universidad de San Andres	Debate: What is role of the technical community in Internet governance?, trends on the future of the Internet: centralization, distribution, fragmentation.
Models and Approaches to Internet Governance	Ignacio Alvarez Hamelin	Universidad de San Andres	Behind the screen: the technical background of the Internet in LAC
Models and Approaches to Internet Governance	Avri Doria	EuroSSIG	Codes, standards and protocols – How the Internet is regulated
Models and Approaches to Internet Governance	Christopher Mondini	EuroSSIG	ICANN’s governance

### 3. Digital Footprint

This module gives a good understanding of how people leave traces on the Internet and how those traces might affect them regarding privacy. It is an elective module that can be used by specialized programmes that teach how to protect privacy as a user. (It may be especially useful for journalists and other professionals that deal with sensitive information.)

### A. Learning outcomes

The students will understand the digital footprint costs and benefits, how digital footprint gets shaped, concerns over privacy because of a digital footprint, how to manage digital footprint, how digital footprint can be different depending on the location and how privacy laws can impact digital footprint.

Objectives of this module include:

- “Understand what a digital footprint is and its benefits and costs.
- Understand how everyday Internet users can build up a substantial digital footprint.
- Understand the economics of the digital footprint of Internet users.
- Learn if the loss of privacy on the Internet is considered an issue.
- Understand the differences in digital footprints made by different devices.
- Learn how to manage your digital footprint in your online routine.
- Learn who tracks you around the Internet and how do they do it.
- Gain an overview of the nuances of what a digital footprint can mean in different parts of the world.
- Learn how privacy laws in different parts of the world can impact your digital footprint.”<sup>48</sup>

### B. Selected sources

- ISOC Learning platform provides a digital footprint course:  
<https://www.internetsociety.org/learning/>

### C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Digital Footprint	Dawn McGurkin	Durham College (Canada)	Teaching students digital footprints
Digital Footprint	Internet Society Tutors <sup>49</sup>	Internet Society Learning Platform	Digital Footprint

## 4. Digital Trade and the Internet

This module provides an understanding of how digital trade is interrelated with the key functions of the Internet and with issues such as data flow and sharing, privacy and cybersecurity.

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<sup>48</sup> This list was taken directly from ISOC Learn course on Digital Footprints:  
<https://www.internetsociety.org/learning/digital-footprints/>

<sup>49</sup> Internet Society has a trained group of tutors that teach various topics related to Internet governance:  
<https://www.internetsociety.org/learning/>

## A. Learning outcomes

The students will be able to describe how trade agreements affect the Internet and understand major issues including a free flow of information, privacy, piracy and online copyright. They can describe trade barriers and assess how the Internet and digital trade online may affect human rights.<sup>50</sup>

## B. Selected sources

- Susan Aaronson Digital Trade and the Internet Course on ICANN Learn: <https://learn.icann.org/#/online-courses/3b42f0c0-aa3a-4ebf-93f8-e3fc78ad1abe>
- Martina Francesca Ferracane (2019) Hosuk Lee-Makiyama , and Erik van der Marel, Digital Trade Restrictiveness Index, <https://globalgovernanceprogrammeme.eu.eu/wp-content/uploads/2019/09/Digital-Trade-Restrictiveness-Index.pdf>
- Neha Mishra. (2019) "Building Bridges: International Trade Law, Internet Governance, and the Regulation of Data Flows." *Vand. J. Transnat'l L.* 52: 463. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3263271](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3263271)
- Chander, Anupam and Schwartz, Paul M., Privacy and/or Trade (February 18, 2022). Available at SSRN: <https://ssrn.com/abstract=>

## C. Faculty and topics

Module	Faculty	Programmes/Schools	Topics
Digital Trade and the Internet	Shamira Ahmed	AFRISIG	Digital economy: Trade, labour and innovation
Digital Trade and the Internet	Martina Ferracane	European University Institute	Introduction to digital trade and data flow
Digital Trade and the Internet	Susan Aaronson	George Washington University	Digital trade and human rights

<sup>50</sup> Some of the outcomes are based on ICANN Learn's platform course on Digital Trade and Internet

### III. SPECIALIZED PROGRAMMES

Specialized Internet governance courses address an issue or a specific set of audiences and professionals. As a result of specialization on a topic, their syllabus is likely to be different to a general course. Some of the elective modules might be core modules for them. It is important to note that sometimes Internet governance in specialized courses is taught in the form of training. While knowledge building matters in these cases, the focus on training can make the design of the course different.

For example, in specialized courses on digital security risks to women rights organizations, a general understanding of the Internet governance landscape might be needed but going through the technical operations might not be fully covered. Human rights on the Internet and gender-related issues are likely to be a core module, as well as security and privacy modules. The topics might change during these training sessions depending on issues of importance to the participants. For example, it might become important to emphasize practical, hands-on information about encryption and how to use it. In such a case it might be less important to cover encryption works and why it is important for an open, global Internet. While preparing this report, questions emerged about how one can go about designing and undertaking a specialized course in Internet governance. While this paragraph might not be enough, through interviews with some of those who have undertaken specialized courses, here is a sketch of how to go about it:

1. Start small: you can start a specialized course that is only 90 minutes and just a lecture.
2. Assess demand: you can find whether there is demand for your specialized course through undertaking some desk research and field research. For example, during sessions at IGF especially on teaching and training Internet governance, there might be some suggestion as to what is missing and what training courses are needed. Or you can find reports about lack of Internet governance knowledge among a certain sector.<sup>51</sup> You can also undertake some field research to have a better understanding of the demand. You can find your audience through various networks. For example, use the Dynamic Coalition on Schools of Internet Governance mailing list<sup>52</sup> to ask whether their fellows/students are interested in a more specialized course. You can also look at other networks that are active at the IGF and beyond. (Note that if you want to provide courses for vulnerable communities that are under cyber threats, you might not receive many responses. You likely need to build lightweight governance structures that can protect the audience and the trainers, and thereby allow for maximum participation.)
3. Assess needs: Before you design the training, it is recommended to assess what your audience needs are and what they should be offered. You can do this through undertaking surveys or holding preparatory meetings before designing the course.
4. Select topics: If this is an entry level course, select a few topics from the core modules that can give a good understanding of how the Internet works to your students *relevant to their needs*. Then based on your audience, select other topics from core and elective modules.

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<sup>51</sup> Guilherme Canela (UNESCO) (2019) Democratic rule of law and internet governance: the key role of judicial operators, [https://www.palermo.edu/Archivos\\_content/2020/cele/agosto/Estado-democratico-de-derecho-PADF-Canela.pdf](https://www.palermo.edu/Archivos_content/2020/cele/agosto/Estado-democratico-de-derecho-PADF-Canela.pdf), Cited in By Victoria Abatte and Agustina Del Campo Internet Governance and Judiciary, <https://observatoriolegislativocele.com/en/internet-governance-and-judiciary/>

<sup>52</sup> You can subscribe here: <https://www.igschools.net/sig/about-us/mailling-list-subscription/>

## **Examples of Specialized Programmes**

This list includes a few specialized programmes to illustrate how specialized courses are done in practice. It is only a sample as it is not possible to provide an exhaustive list of all possible training programmes that might be related to Internet governance.

### **1. Safety and security trainings for human rights work<sup>53</sup>**

The training provided by Freedom Lab includes an introduction to Digital Security and Threat Modeling, Securing Information in Transit, Better Passwords, Safer Browsing, Traumatic impact on Human Rights Defenders and Burn-out Prevention.

### **2. Internet governance for policy-makers**

The Internet Society provides its courses for the public; however, it is sometimes targeted to policymakers or those who want to get involved with policy-making processes. This also includes government officials and legislators. The Internet Society uses a mix of core and elective modules about Internet governance to teach the legislators.

### **3. Women and digital security**

Safe Sisters is a training and capacity building programme. Its mission “is make digital security less complicated and more relevant to real users and to encourage all women and girls to take online safety into their own hands.” The training is provided as a fellowship programme and the goal is to develop a flexible, adaptive methodology that meets the needs of women where they are.<sup>54</sup> The programme targets digital safety trainers with useful tips and steps on how to teach digital safety.<sup>55</sup>

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<sup>53</sup> Provided by Freedom Lab: <https://freedomlab.io/human-rights-safety-security/>. There are other initiatives that provide safety and security trainings too such as Digital Society of Africa: <https://www.digitalsociety.africa/#aboutus>

<sup>54</sup> SafeSisters, <https://safesisters.net/about/>

<sup>55</sup> See the report on Digital Safety Trainer’s Assistant, Guidance and Suggestions for New and Experienced Trainers (2019) <https://safesisters.net/wp-content/uploads/2019/09/Digital-Safety-Trainers-Assistant-smaller.pdf>

#### **IV. GOING BEYOND LECTURES: PRACTICUMS, MULTISTAKEHOLDER ROUNDTABLES AND HANDS-ON EXPERIENCES**

Schools and other educational Internet governance programmes sometimes go beyond traditional lecture format to teach through multistakeholder roundtables and role-plays and practicums. This section briefly discusses how each of these formats is organized.

##### **Audience**

Usually, the audience for these practicums are students that are already (or soon to be) involved with Internet governance processes and policymaking. Sometimes they are researchers and writers who work on Internet governance processes.

Template for practicum: learning from AfriSIG<sup>56</sup> and EuroSSIG<sup>57</sup>

##### **A. Background**

It is important to provide a background of the practicum for the participants. To do that you first need to select a topic. When selecting the topic, you should consider the audience, the emerging and topical issues and the available faculty and experts who can help with executing the practicum. For example, the practicum that AfriISIG chose for 2021 was about “Internet governance and digital inequality challenges/opportunities related to COVID-19”.

In the background, as well as covering the most important points, it is important to refer to documents and selected sources that the students can use to learn how to prepare themselves.

##### **B. Purpose**

Describe what the purpose of the assignment is and what the students can learn and how they can apply their knowledge later.

##### **C. Situation of the practicum**

This segment describes where the scenario is taking place (for example, in a particular Internet governance institution or an intergovernmental organization) and the questions they need to address. It can also include hints on how they can go about the task. For example, if the outcome is a policy document you can make some suggestions about what the policy document can entail or must include.

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<sup>56</sup> Practicums are on file

<sup>57</sup> Practicums are on file

#### **D. Roles**

In this segment it is important to lay out the roles for the students and the other faculty members (should you want to involve them). If this is a multistakeholder exercise it can include grouping people into business, civil society, government, technical community and others.

If this is a multistakeholder exercise, each of the stakeholder groups could have a faculty member to be able to guide them. Also, it is advisable not to assign students to their real-life stakeholder group, so that they get a feel for the different stakes involved.

#### **E. Expectations**

This segment tells the students what the expectations and the outcome of the practicum are. For example, ask the students to come up with a policy document. The expectations must be clear and concise.

#### **F. Practical tips**

Consider the following when designing the practicum:

- Survey the prospective students about what scenarios they are interested to work on
- Design the practicum with a coordinator and a subject matter expert
- Try to engage the faculty members or have a good understanding of which faculty members would want to have roles in the practicum

### **3) Multistakeholder roundtables**

Multistakeholder roundtables are held by some schools, especially at those that target students from various stakeholder groups. The roundtables include speakers from various stakeholder groups that discuss their policy positions in an Internet governance institution with each other. To convene a useful roundtable, it is advised to do the following:

- Select a topic and an institution with a multistakeholder governance process. Usually, some schools of Internet governance focus on Internet Corporation for Assigned Names and Numbers. They invite representatives from various stakeholder groups such as civil society and governments. The representatives are heavily involved with ICANN processes.
- With the rise of multistakeholder or quasi multistakeholder organizations in the field of content governance, it is possible to invite representatives from these organizations. For example, the Christchurch Call is attempting to be a multistakeholder initiative that tackles terrorist, violent extremist content online. It has a set of stakeholder groups consisting of corporations, governments and civil society that can form a roundtable and discuss the Christchurch Call.
- It is important to select a distinct topic that the roundtable participants can focus on. Also, a moderator that can keep the speakers on a topic is helpful.

- You can create “issue-specific cards” for each of the speakers to remain on topic. The issue-specific cards remind the speakers what to cover and the cards can make sure that students can make a clear link between these issues and what they have learned during the course.

### **Example**

You have taught your students the principles of open, secure, and global Internet. You have also taught them that social media and platform governance can affect those principles.

To show how these values are contested on the Internet, you can invite Christchurch Call members or Global Internet Forum to Counter Terrorism stakeholders to discuss how they go about engaging with these processes and reconciling various values while they address the problems of terrorist content online.

To make a strong connection between the global and local issues, you can ask the speakers to discuss a local or regional issue that might relate to their work. Note that many tech-corporations and civil society organizations have regional and local experts you can invite. You can find more information about how to find the experts and tutors in “how to find tutors” section.

#### **4) An Internet governance moot court**

As a co-curricular activity, some schools and programmes design a moot court that tries to resolve an Internet governance issue or a model Internet governance process (for example, some part of the ICANN processes). These methods are very helpful in giving the students a taste of how the processes work in real life and gives them the opportunity to apply their knowledge. Model processes and Internet governance related moot courts are suitable for specialized Internet governance courses as well.

Tips for creating a moot court:

- To design a moot court that deals with an Internet governance issue, you can choose a topic that has been contested in your region or your country or an issue that directly impacts your region.
- You can design the moot court by: 1) considering an Internet governance legal issue that has been contested in courts, 2) considering an Internet governance dispute that has been raised in alternative private justice systems that exist on the Internet, 3) considering a legal issue that was raised in both venues

- You need to do some background research about the actors, the roles, and the arguments. You can do this research by going to Internet governance related websites, find and read scholarly articles and news pieces about the issue.
- For example, you can select issues such as the controversies surrounding new gTLD applications .AMAZON or .AFRICA and design the moot court based on the issues that were raised in those cases.
- You can also select issues at other layers of the Internet. For example, if you want to address issues of platform governance, you can design the moot court based on Facebook Oversight Board and ask questions such as what results in moot court proceedings could be different.
- It is important to select a very specific issue for the students to address. Usually, the cases are very long and address many issues that might not be suitable for a moot, especially if you have a short programme.
- It is helpful to have your faculty members on board to participate in the exercise and bring their knowledge.

#### **5) A Model (Mock) Internet governance process**

A model Internet governance process focusses on an Internet governance organization. One of the best examples of this is the Net Mission Asia Pacific Internet Governance Academy mock ICANN.<sup>58</sup> These Model processes are similar to practicums, but perhaps more focused on internal processes of Internet governance organizations. You can also learn more about how to design them by learning from other model processes, for example the Model UN designs its programme for the ambassadors.<sup>59</sup>

#### **6) How to find lecturers?**

Many of the schools of Internet governance have the names of the speakers and tutors in their agenda which in most cases is publicly accessible on their website. You can go to the programmes of these schools (as mentioned in Annex 2) and find the suitable tutors. If you would like to reach out to them but do not know how, you can seek help from the Dynamic Coalition on Schools of Internet Governance. Subscribe to the DC mailing list here: <https://www.igschools.net/sig/about-us/mailling-list-subscription/>

#### **How to invite tutors from academia?**

Many universities around the world teach Internet governance or ICT related issues that include Internet governance as a module. Below you can find programmes that teach and research Internet governance and related issues. You can also find the professors and lecturers in charge of teaching those programmes and contact them. The list is not exhaustive.

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<sup>58</sup> You can find the Asia Pacific IG Academy toolkit here: <https://ftp.asia/index.php/s/JKYjiUKwnSGvINR#pdfviewer>

<sup>59</sup> Model UN, USA, <https://unausa.org/model-un/>

Name	Topics	Programme	Contact Points	Link
<b>University of San Andres, Argentina</b>	History of the networks in the LAC region, Basic features of packet commutation as part of the central architecture of the Internet, Governance of the DNS, Distributed Structure and the DNS, Policy paper presentation, The future of the Internet and Internet Governance, Multistakeholder governance and the role of the different stakeholders., WSIS, SDGs and Internet governance, Internet governance arrangements and models, The concept of regime in the Internet governance debate, Debate: What is role of the technical community in Internet governance?, Privacy in the online context, Implications of neutrality for Internet policies, trends on the future of the Internet: centralization, distribution, fragmentation., Internet and development in Latin America, Behind the screen: the technical background of the Internet in LAC	Center of Technology and Democracy	Carolina Aguerre	<a href="https://udesa.edu.ar/cetys-english/digi">https://udesa.edu.ar/cetys-english/digi</a>
<b>Free Moscow University, Russia</b>	Communication in the "prehistoric" and analog era, Information theory, computer science, Digital communication networks, Internet, Technologies, platforms, content, Safety. Information, cyber and other, Russian regulation of communications and IG, Comparative regulation in different regions, IGF, history, process, regional, national and youth, IGF+, Current Challenges and Issues, Vision for the future of regulation	Course on Internet Governance	Andrey Scherbovich; Alexander Isavnin	<a href="https://freemoscov.university/isavnin-scherbovich2022">https://freemoscov.university/isavnin-scherbovich2022</a>
<b>University of de Palermo</b>	Internet Governance - Ecosystem and challenges, Technological Resources , Economy 4.0 and Technological Aspects , Regulatory Framework	Diploma in Internet Governance and Evolution		<a href="https://www.palermo.edu/cursos/tecnologia/gobernanza-evolucion-internet.html">https://www.palermo.edu/cursos/tecnologia/gobernanza-evolucion-internet.html</a>

<p><b>Georgia Institute of Technology</b></p>	<p>Cyberspace and the societal “layers,” Cybersecurity governance, Concepts and Vocabulary, Understanding the risks, Lessons, Organizational security policies, Industry self-regulatory efforts, US laws and policies, Protecting government networks, Critical infrastructure, Cyberspace and inter-state conflict, International Norms and Treaties, Global Internet Governance</p>	<p>Masters Degree in Cybersecurity</p>	<p>Milton Mueller</p>	<p><a href="https://catalog.gatech.edu/programmes/cybersecurity-ms/">https://catalog.gatech.edu/programmes/cybersecurity-ms/</a></p>
<p><b>Sorbonne Nouvelle</b></p>	<p>A brief history of the Internet , Internet infrastructure: a network of networks?, Internet Governance and technical Internet governance, Global governance and multi-stakeholder governance models, Who is governing the Internet?, Internet governance controversies, Lex fori and International law: cyberwarfare and policies, Mapping Internet governance policies, Trust and the Internet: security and privacy aspects, Data governance and online platform regulation, Case study: Freedom of speech and internet regulation, Case study: Internet Encryption, Internet access and sustainable development, Policy paper presentation, The future of the Internet and Internet Governance</p>	<p>Master Class Internet Governance</p>	<p>Lucien Castex</p>	
<p><b>Oslo University, Faculty of Law</b></p>	<p>Internet Governance by Contract , Internet Technology and Network Neutrality Legal layers of the internet (distinguishing physical layer, logical layer and layer with further services), Introduction to ICANN, Introduction to transnational private regulation , The DNS root, Introduction to intermediary liability in e-Commerce Directive and its future • Digital Services Act • Platform regulation including mechanisms regarding content (hate speech, copyright), Enforcement through the DNS, ICANN's Regulation of DNS Abuse, ccTLDs (voluntary and mandatory domain name take-downs), Trademark law, domain names and ICANN Dispute</p>	<p>Master Class</p>	<p>Lee Bygrave, Tobias Mahler, Sebastian F. Schwemer</p>	

	<p>Resolution, Development of Core Internet Standards – Players and Processes, Overview of principal procedural elements.</p> <ul style="list-style-type: none"> <li>• Overview of main players and processes.</li> <li>• Consideration of reasons for success.,</li> </ul> <p>Introduction to intellectual property (IP) rights and mechanisms against copyright infringement</p>			
<p><b>School of Social Sciences, Jawaharlal Nehru</b></p>	<p>Session 1 What Information Communication Technology (ICT) is?</p> <ul style="list-style-type: none"> <li>• History of ICT</li> <li>• What is ITU?</li> <li>• ICT Development Index</li> <li>• Information Society Vs Knowledge Society</li> <li>• Translation Technology</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• How internet works?</li> <li>• Basics of domain registration, website management and governance.</li> <li>• History of ICT &amp; Governance in India</li> <li>• Impact of ICT on Information Technology Industry on India vis-à-vis Worldwide</li> <li>• ICT leading to Digital Democracy with people participation</li> </ul> <p>Session 3:</p> <ul style="list-style-type: none"> <li>• Public Policy Formulation and Role of ICT based platforms</li> <li>• People Participation to E-Participation</li> <li>• Academic Research on e-Participation</li> <li>• Digital Humanities Studies : Digital Financial Inclusion, AI &amp; User Data Politics</li> </ul> <p>Session 4:</p> <ul style="list-style-type: none"> <li>• Digital Divide</li> <li>• Digital Exclusion</li> <li>• Digital Sovereignty</li> <li>• Causes, Impact and Discourses behind Internet Shutdown on Society</li> </ul> <p>Session 5:</p> <ul style="list-style-type: none"> <li>• Digital Constitutionalism</li> </ul>	<p>Science Technology &amp; Social Interaction Centre for Studies in Science Policy,</p>	<p>Sharique Hassan Manazir (Teaching Assistant)</p>	

	<ul style="list-style-type: none"> <li>• Personal Data Protection Regulation (GDPR vis-à-vis Personal Data Protection Regulation in Global South)</li> <li>• Research and Career Prospects</li> </ul>			
<p><b>Hebrew University of Jerusalem</b></p>	<p>Can the internet be tamed?            An introduction to internet governance            Information and society            Technology and governance            Power and internet governance            Social media governance            Research, policy, and expertise</p>	<p>Master Class</p>	<p>Dmitry Epstein</p>	

**7) Other lists to find experts and lecturers**

You can also use the IGF resource person list (you will need an account to be able to contact them). Many of the IGF participants have had a role in shaping, convening, and teaching Internet governance educational programmes. You can search for these experts by their region, stakeholder group and speciality. See the link here: <https://www.intgovforum.org/en/search/resource-persons>

## **Annex 1**

### **Schools of Internet Governance Current Landscape**

This is a preliminary study of schools of Internet governance landscape which was commented on by various stakeholders. The syllabus was created by combining this study by incorporating the comments and analyzing various SIGs programmes and other educational IG programme.

Schools of Internet governance are usually of multidisciplinary and multistakeholder nature. While there are different programmes with different designs, this report provides a general landscape that may not mention a specific school but lays out the general approach. It first discusses core Internet governance modules that most schools cover, and then identifies the elective modules.

At the present, around 22 Internet governance schools are members of the Dynamic Coalition on Schools of Internet Governance.<sup>60</sup>

They include schools from Africa, Asia Pacific, Eastern Europe, Western Europe, Latin America and Caribbean, North America, and Argentina. There are some differences between national and regional SIGs. Usually, national SIGs are shorter and have fewer partners. This could also potentially affect their programme. For example, longer programmes usually include more modules and speakers focused on Internet infrastructure and critical Internet resources.

### **The Audience**

As these schools mostly have co-founders with a good understanding of multistakeholder governance, students also come from multiple stakeholder groups. The stakeholder groups usually consist of technical community, civil society, private sector and governments, academia and intergovernmental organizations. These students are usually policy practitioners, members of public policy departments in different tech-corporations, network operators and engineers and government representatives. Sometimes schools aim to engage the general public, but in such cases it is important to take into consideration the probable background of the participants, who will often have no familiarity whatsoever with the institutions of the Internet.

The schools usually design their modules for the multistakeholder audience and they are not custom-made for one group of practitioners (for example, legislators)<sup>61</sup>. Below is an outline of a typical general programme. It is not normative, but descriptive of how many schools operate.

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<sup>60</sup> <https://www.igschools.net/sig/>, there are now 28 schools

<sup>61</sup> There are exceptions to this. DiploFoundation offers customised (i.e. diplomats, policymakers) stakeholder and just-in-time issue courses. Brazil School on Internet Governance also provided lectures for legislators.

## **The Programme**

The programmes include preparatory workshops and lectures,<sup>62</sup> and a series of lectures and panels during the school. Most schools use a panel/lecture format. The panels include experts that talk about various Internet governance topics. The lectures usually cover Internet governance core modules that include a broad range of essential topics about Internet governance. Depending on the design of the programmes some schools also focus on more specific topics. In this document the modules are divided into Internet governance fundamentals and elective modules.

Internet governance and digital policy courses include a variety of formats including in situ short and long workshops as do most SSIGs. Other options are pre- and post- workshop online courses, fully online courses, hybrid courses, and more complete options such as an advanced diploma<sup>63</sup> and courses for post-graduate credit or a focus area in Internet governance for a masters programme<sup>64</sup>.

### **How do IG Schools select the modules and topics?**

IG Schools might have a scientific committee that designs the curriculum. Sometimes they rely on expert academics or outsource the curriculum design and finding faculty members. They also rely on the Dynamic Coalition toolkit, or they choose topics that are timely— for example a recent geopolitical event or legislation that relates to the region (such as a convention on data protection or other related issues).

### **Internet governance fundamentals (core modules)**

#### **1) What is Internet governance and how does the Internet work?**

This is a module that most schools start their programme with. The faculty usually comprises lecturers from the technical community, working at RIRs, ISOC or others. It also introduces the history of the Internet and sometimes the issues are very technical but necessary to learn.

Topics that this module covers:

- History of the Internet
- How does Internet technically work
- Core Internet technologies
- What are the institutions involved and what is their mandate?
- How can people participate in these processes?

#### **2) Cybersecurity and cybercrime**

Cybersecurity<sup>65</sup> and cybercrime also appears in most of the schools' programmes and we can identify them as a core module. The topics covered in this course might slightly differ based on region or other

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<sup>62</sup> For example, SSIG includes an eight weeks asynchronous learning course which includes videos, podcasts, reading material and a platform for fellows interaction. This is additional to the 5 full days of synchronous training.

<sup>63</sup> Such as that described at <https://www.diplomacy.edu/course/diplomaig/>

<sup>64</sup> Such as that described at <https://www.diplomacy.edu/course/master-postgraduate-diploma-in-contemporary-diplomacy/>

<sup>65</sup> DiploFoundation offers an 8-week interactive online course in Cybersecurity and a 4-week online course in Cybersecurity Diplomacy.

aspects of the school, but the fundamental issues covered are usually similar. Some schools teach cybersecurity and cybercrime in separate sessions.

Topics that this module covers:

- Cybersecurity and treaties
- Global governance of cybersecurity
- Information security
- Cybersecurity in different layers of the Internet
- Legislative approaches to cybercrime

### **3) Privacy and Data Protection**

Almost all schools cover privacy and data protection in their syllabi. The theme, however, might be brought up under human rights<sup>66</sup> or as a data governance issue.<sup>67</sup>

Topics that this module covers:

- Surveillance and privacy
- Data protection laws
- Balance of privacy, security and data disclosure
- Role of tech corporations in ensuring privacy
- Privacy data governance and related regulations

### **4) Digital Divide and Digital Inclusion**

This issue is most of the time taught at schools that are in developing countries. However, access is a universal issue, and it might be pertinent to include this as a core module.

The topic of digital divide and inclusion is very vast and includes access to the Internet and digital trade and digital economy issues.

- What access means
- Governance issues regarding connecting people via the Internet
- Technical issues and regulatory obstacles
- Digital trade, data flow and trade barriers
- Internet and development - Internet and its impact on the industry, Industry 4.0 etc- Internet in rural areas

### **5) Online Platform Governance**

This is an emerging issue that since it is becoming ever more relevant to Internet governance, schools include them in their agenda under themes such as platform governance, social media governance and content moderation. The issues they discuss address disinformation and democracy, harmful content and

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<sup>66</sup> EuroSSIG programme includes privacy as a human rights issue.

<sup>67</sup> AFRISIG treats privacy as a surveillance issue as well: <https://afrisig.org/2021-agenda/>

intermediary liability. Content governance at the infrastructure level (cloud providers, domain name registries/registrars) also has gained attention over the years and schools have lectures about it.

- What is social media/content moderation governance
- Governance structures of online platforms
- Trust and Safety issues
- Intermediary liability

## **6) Internet Governance and Human Rights**

While not all schools frame the social, economic, and geopolitical impact of Internet governance as human rights issues, most cover the interplay of Internet governance and human rights. The module describes how Internet governance and human rights can be related and provides a landscape to map the impact of Internet governance and generally new emerging technologies and related policies on human rights.

## **Elective modules**

Elective modules are modules that not all schools usually cover or they cover shorter versions.<sup>68</sup> This does not mean that they should not be a part of the core modules for Internet governance. Through consultations, we can discuss with the community how the list should change. Some of the elective modules are cataloged below.

### **1) Domain Name System and Internet Protocols Policy**

The main objective for this course is to illustrate how the governance of DNS and Internet protocols work. This goes beyond a mere description of ICANN governance (as DNS governance goes beyond that) and discusses more broadly what the governance issues are.

### **2) Domain Name Registries and Registrars Governance**

This is another course that some schools provide to make it more tangible for the students how Internet governance works. Not all aspects of registries and registrars governance is controlled by ICANN, so some schools find it important to have representatives to lecture on the issues registries and registrars grapple with.

- What are domain name registries and registrars
- The independent governance mechanisms of registries and registrars
- Registries and registrars involvement with other actors active in DNS

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<sup>68</sup> For example, In the case of the South School on Internet Governance the modules indicated here as elective are a part of core and are already included in all the teaching programme. Argentina SIG does include them in shorter versions of content.

### **3) Artificial Intelligence**

Some schools provide a separate course on Artificial Intelligence.<sup>69</sup> The AI discussions range from how AI can relate to Internet governance and AI's governance systems itself.

### **4) Digital Technologies and Environment**

Environment is the focus of several schools and usually they cover how digital technologies can affect the environment and what are the solutions to address the digital footprint.

### **5) Internet Technology and Policy**

Some schools offer a module or course on advanced policy topics<sup>70</sup> that include more in-depth treatment of the telecommunications and Internet infrastructure, cloud computing, encryption technology, and emerging technologies.

### **6) E-commerce or Digital Commerce**

Advanced modules and courses on digital commerce (e-commerce)<sup>71</sup> addressing interdisciplinary issues from digital (digitisation, digitalisation) to trade (WTO and policy, for example), as well as the development and diplomatic policy issues surrounding these topics, including:

- cross-border data flows and data localisation
- e-signatures and authentication
- online consumer protection and privacy
- cybersecurity and e-commerce

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<sup>69</sup> See for example: <https://administratiepublica.eu/sidi/index.php/programmeme-2021/> and DiploFoundation offers an 8-week interactive online course in Artificial Intelligence.

<sup>70</sup> DiploFoundation offers an 8-week interactive online course in Internet Technology and Policy

<sup>71</sup> DiploFoundation offers a 6-week interactive online course in digital commerce.

## Annex 2

### Programmes and syllabi used for content analysis

These programmes and syllabi were curated from the various schools of Internet governance websites, academic institutions and other sources. Some schools are older than others and have many years of programmes, for the sake of this document, there was an attempt to include the latest programme at each school in the content analysis effort.

AFRISIG	<a href="https://afrisig.org/2021-agenda/">https://afrisig.org/2021-agenda/</a>
Argentina SIG	<a href="https://www.gobernanzaInternet.org/ssig2021/programmea/">https://www.gobernanzaInternet.org/ssig2021/programmea/</a>
Armenia SIG	<a href="https://armsig.am/2021/en/programme/">https://armsig.am/2021/en/programme/</a>
Asia-Pacific School on Internet Governance	<a href="https://apsig.asia/apsig21/">https://apsig.asia/apsig21/</a>
Bangladesh School of Internet Governance (bdSIG)	<a href="https://sites.google.com/site/bdsigbangladesh/bdsig2021">https://sites.google.com/site/bdsigbangladesh/bdsig2021</a>
Brazilian School on Internet Governance	<a href="https://egi.nic.br/curso-eventos-debates/">https://egi.nic.br/curso-eventos-debates/</a>
European Summer School on Internet Governance (EuroSSIG)	<a href="https://eurossig.eu/eurossig/2021-edition/programmeme-2021/#sqelch-taas-toggle-shortcode-content-2">https://eurossig.eu/eurossig/2021-edition/programmeme-2021/#sqelch-taas-toggle-shortcode-content-2</a>
Ghana School on Internet Governance	<a href="https://ghanasig.org/sig-2021/">https://ghanasig.org/sig-2021/</a>
India School on Internet Governance	<a href="https://insig.in/?page_id=223">https://insig.in/?page_id=223</a>
Kenya School of Internet Governance	<a href="https://kigf.or.ke/kesig-programme-2021/">https://kigf.or.ke/kesig-programme-2021/</a>
Lesotho School of Internet Governance	<a href="https://isoc.org.ls/school-of-Internet-governance-and-Internet-governance-forum-page/">https://isoc.org.ls/school-of-Internet-governance-and-Internet-governance-forum-page/</a>
Liberia School of Internet Governance	<a href="https://Internetsociety.org.lr/lisig-2021/">https://Internetsociety.org.lr/lisig-2021/</a>
Middle East School on Internet Governance	<a href="https://meacsig.org/morocco-2019/">https://meacsig.org/morocco-2019/</a>
Nigerian School on Internet Governance	<a href="https://sig.ng/nsig-2019-agenda/">https://sig.ng/nsig-2019-agenda/</a>

North American School of Internet Governance (NASIG)	<a href="https://drive.google.com/file/d/1yLvbMietRGEjQ3aGVqVj9UbJ9eMCCM7G/view">https://drive.google.com/file/d/1yLvbMietRGEjQ3aGVqVj9UbJ9eMCCM7G/view</a>
Pakistan School of Internet Governance	<a href="https://pksig.pk/who-we-are/">https://pksig.pk/who-we-are/</a>
Russian Summer School on Internet Governance (RSSIG)	<a href="https://summerigschool.cctld.ru/#programmem">https://summerigschool.cctld.ru/#programmem</a>
South School on Internet Governance	<a href="https://www.gobernanzaInternet.org/ssig2021/">https://www.gobernanzaInternet.org/ssig2021/</a>
Winter School in Internet Governance, Digital Policies and Innovation	<a href="https://administratiepublica.eu/sidi/index.php/programmeme-2021/">https://administratiepublica.eu/sidi/index.php/programmeme-2021/</a>
Virtual School on Internet Governance	<a href="https://www.virtualsig.org/">https://www.virtualsig.org/</a>
University of Sorbonne Nouvelle (France)	<a href="#">On file</a>
Information and Oslo School of Law - Communication Technology Law (Norway)	<a href="https://www.uio.no/studier/emner/jus/jus/JUS5680/index.html">https://www.uio.no/studier/emner/jus/jus/JUS5680/index.html</a>
Universidad de San Andres (Argentina)	<a href="#">On file</a>
Moscow Free University (Russia)	<a href="https://freemoscow.university/isavnin-scherbovich2022">https://freemoscow.university/isavnin-scherbovich2022</a>
Georgia Institute of Technology, Cybersecurity Masters Degree (USA)	<a href="#">On file</a>
University College of Law, Internet Law and Policy (England)	<a href="https://www.homepages.ucl.ac.uk/~ucqnmve/syllabi/ilp.html">https://www.homepages.ucl.ac.uk/~ucqnmve/syllabi/ilp.html</a>
Studies in Science Policy, School of Social Sciences, Jawaharlal Nehru University (India)	<a href="#">On file</a>

University of De Palermo, Argentina	<a href="https://www.palermo.edu/cursos/tecnologia/gobernanza-evolucion-internet.html">https://www.palermo.edu/cursos/tecnologia/gobernanza-evolucion-internet.html</a>
Platform Regulation, Stanford Cyber Policy Center, Stanford University	<a href="https://www.giga-net.org/wp-content/uploads/2020/11/Platform-Regulation-Syllabus-Fall-2020-.pdf">https://www.giga-net.org/wp-content/uploads/2020/11/Platform-Regulation-Syllabus-Fall-2020-.pdf</a>

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- Dynamic Coalition on Schools of Internet Governance, <https://www.igschools.net/sig/>
- Teaching Internet Governance, Roundtable, Internet Governance Forum, <https://isoc.live/15025/>
- IGF Academy, [www.igf.academy](http://www.igf.academy)
- IGF Community Consultation on Teaching IG (2022) <https://docs.google.com/document/d/1kjlpAOTpGjhCKUTLvfyPXrv7URAN4htylzEaOaQpHo/edit>
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- Virtual School on Internet Governance, <https://www.virtualsig.org/vsig-site/>
- Dynamic Coalition on Schools of Internet Governance webpage on IGF website, <https://bit.ly/33kHop6>
- ICANN Learn Platform, <https://learn.icann.org/>
- Model UN, USA, <https://unausa.org/model-un/>
- Dynamic Coalition on Schools of Internet Governance toolkit (2019) <https://www.igschools.net/sig/wp-content/uploads/2019/11/SIG-taxonomy-Rev-0.7-1.pdf> (*this is a live document and it has evolved into a toolkit. SIGs still contribute to it at:* <https://docs.google.com/document/d/1EMiNy1UE2BiuND8eWp6V5-ghZ6ZVmqShodpJOyNOuo/edit#heading=h.l424b7maubpa>



Inclusive education is the foundation for improving lives.

