



Digital**Rights**Foundation
"KNOW YOUR RIGHTS"

HAMARA INTERNET
ONLINE SAFETY OF

YOUNG ADULTS' CURRICULUM



Supported by



**FRIEDRICH NAUMANN
FOUNDATION** For Freedom.

Pakistan

About

Founded in 2012, Digital Rights Foundation (DRF) is a registered research-based advocacy NGO focusing on ICTs to support human rights, democratic process, and digital governance. DRF envisions a place where all people, especially women, are able to exercise their right to expression without being threatened.

For more information visit:
www.digitalrightsfoundation.pk



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Acknowledgement

The curriculum has been authored by Shmyla Khan, Muhammad Usman and Seerat Khan. It has been edited by Maryam Saeed, Nighat Dad. The curriculum has been developed by the help and support of DRF's partners Friedrich Naumann Foundation for Freedom (FNF).

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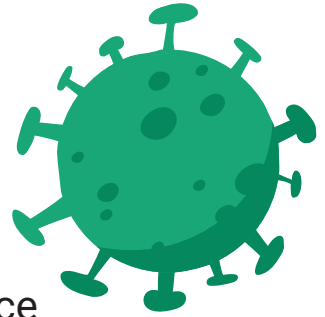
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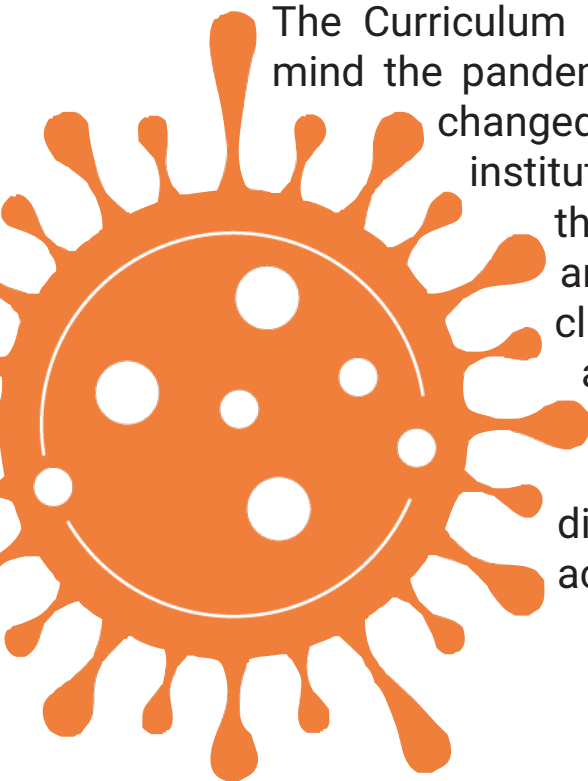
Introduction

Purpose of the Hamara Internet:

Online Safety of Young Adults Curriculum aims to help students and young people develop a better understanding of how the online world operates, particularly since Coronavirus (COVID19) has restricted us to our homes and shifted most of our work to the digital spaces.



The main topics covered in the Curriculum are well-researched areas and concepts, which are still being developed across the globe. The topics are expanded into different sections throughout the Curriculum with an aim to enhance understanding of young people to safely and responsibly navigate online spaces.



The Curriculum has been designed keeping in mind the pandemic COVID19 and how life has changed. In Pakistan, educational institutions have been shut off due to the pandemic and most students are now transitioning to online classes even though resources and internet availability in the country is still a debate. The Curriculum also focuses on disparities in online spaces and access to technology.

What is the internet? Why are there disparities on the internet?

The internet is becoming integrated into every aspect of our lives these days, a process that has only accelerated since the pandemic COVID19.

The internet means different things to different people: if we had to define what the internet is how would we do so?

The internet is a global network of many computers and other electronic devices.¹ The internet not only provides access to all sorts of information online but also helps keep us in touch with people around the world. The WorldWide Web (WWW) consists of a collection of websites on the internet. A website consists of text, images, videos, and any other resources one might need. For many people these series of hyperlinks are a source of information: we visit different websites for different types of information we need access to.



1 <https://edu.gcfglobal.org/en/internetbasics/what-is-the-internet/1/>

While the internet has many benefits and has made our lives easier, but it also has certain disparities that need to be addressed. The Internet isn't accessible or affordable to everyone in this country. According to the annual Economist Intelligence Unit 2020, which is a global unit to measure access to the internet, affordability, availability, and people's ability to use the internet, Pakistan has been ranked 76th out of 100 countries measuring all these units. It has been ranked the lowest in South Asia and falls into the last quarter of the global index.²

Digital gender divide is the limited access to the internet due to gender. Pakistan also has a wide digital gender divide, which is among the highest in the world. According to the Global System Mobile Association (GSMA), who work with mobile operators worldwide and connect them to each other, their report titled "Mobile Gender Gap Report 2020", depicts how Pakistan had the widest mobile ownership gender gap as women were 20 percent less likely than men to own a mobile phone due to economic inequality and patriarchal attitudes.³

According to the United Nations Human Rights Council, internet access is a human right.⁴ Disconnecting individuals from using the internet is a violation and goes against international law, which is why it is

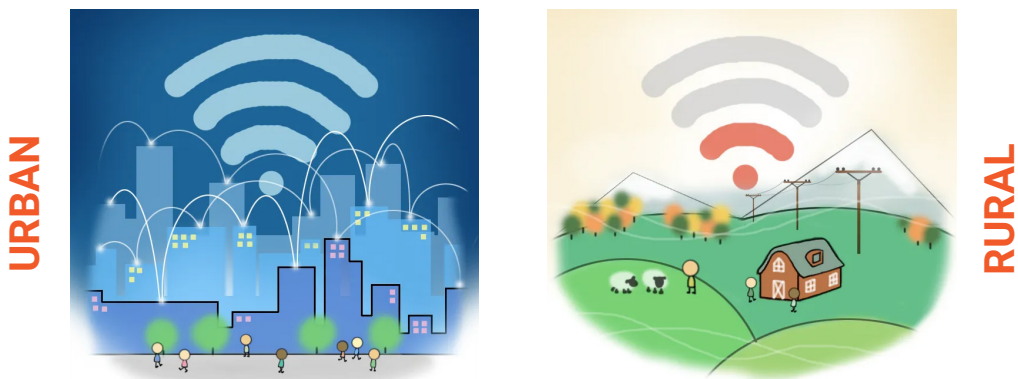
2 <https://www.thenews.com.pk/print/629600-internet-access>

3 <https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2020/05/GSMA-The-Mobile-Gender-Gap-Report-2020.pdf>

4 https://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/A.HRC.17.27_en.pdf

important that every area has access to the internet which is affordable.

With the transition to online spaces we see while students residing in urban centers do not have a problem with connecting to the internet, however, students in rural areas are having issues with accessibility to the internet. It has greatly hindered them from accessing online classes and are facing heightened stress from losing out on the class progress.



Activity 1

Online Panel discussion: Do you think internet access is a human right?

- DRF will be facilitating this discussion and helping the youth ambassadors invite guests and panelists.
- The discussion will take place online and will be moderated by one of the youth ambassadors.
- This is a collective activity that all five youth ambassadors will do together.

Duration: 1 hour panel

Resources: The activity will be online and will be over Zoom

What is privacy? Why is it important?

Data is information about you or the people surrounding you.

In simple terms, freedom from any kind of interference or intrusion is privacy. Information privacy means having autonomy over your personal data, in particular, how your information is processed and used online and offline. Privacy is a fundamental human right recognized by the global community and privacy does not vary for anyone, regardless of their class, age, race, gender, or any other identifying mark.

Privacy International identifies privacy as a right which is a foundation on which many other human rights are built.⁵ Privacy underpins human dignity, freedom of expression and association. The right to privacy gives every individual the right to form boundaries and determine what they're comfortable with. Privacy, in the modern digital age, has become one of the most important, diverse and complex rights that needs to be understood for a safe usage of the internet.

5 <https://privacyinternational.org/explainer/56/what-privacy#:~:text=Privacy%20is%20a%20fundamental%20right,other%20human%20rights%20are%20built>.

According to the Office of the Australian Information Commissioner, the right to privacy entails the right:

- a.** To be free from interference and intrusion,
- b.** Associate freely with whom you want and
- c.** To be able to see who can see and use information about you.⁶



6 <https://www.oaic.gov.au/privacy/australian-privacy-principles/>

The above highlights that the right to privacy gives you the right to volunteer your information on your own discretion solely. No one can force you to give out your personal information without your permission and consent. Anyone doing so is violating your privacy. No one can demand your home address or the name of your school unless it is for safety reasons or for legal proceedings by an authorized person. In a similar manner, private companies do not have the right to collect your data online without your permission.

Activity 2

See what information have you given out willingly online in these four simple steps!

1. Go to your google search engine
2. Type in your name and search
3. See what information have you volunteered online with your permission and what information is out there without your consent
4. CHECK YOUR PRIVACY SETTINGS!

This activity will make you see what information you've shared online willingly and what information have companies shared online on your behalf without asking for your consent which brings us to our next topic.

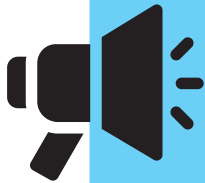
Duration: 15 mins

Resources: PC and active internet connection

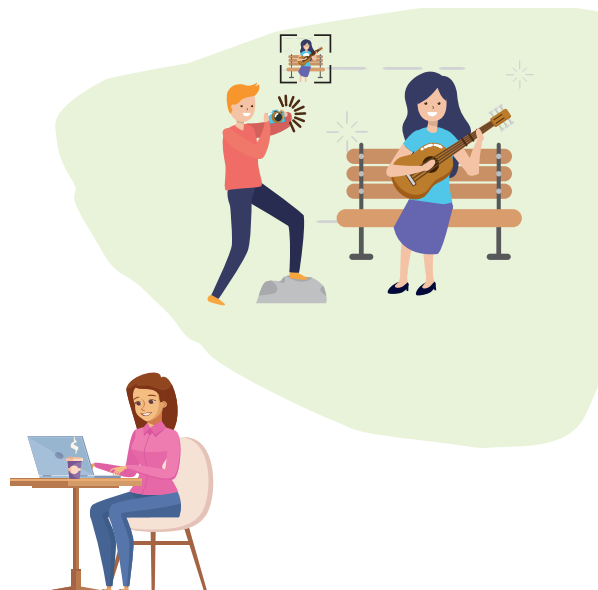
What is consent?

Consent is an important concept to learn not just in online spaces but also in offline spaces. Consent is the ability to freely choose and make decisions about your body, data and activities. Children and young adults have the right to make these decisions as enshrined by the constitution of the country.

Your consent, i.e. informed agreement, is required before someone can use your data. For example, people should ask you before they take photographs of you. This also applies to usage of your data, such as photographs, by others. They should not have access to or share this information without your permission.



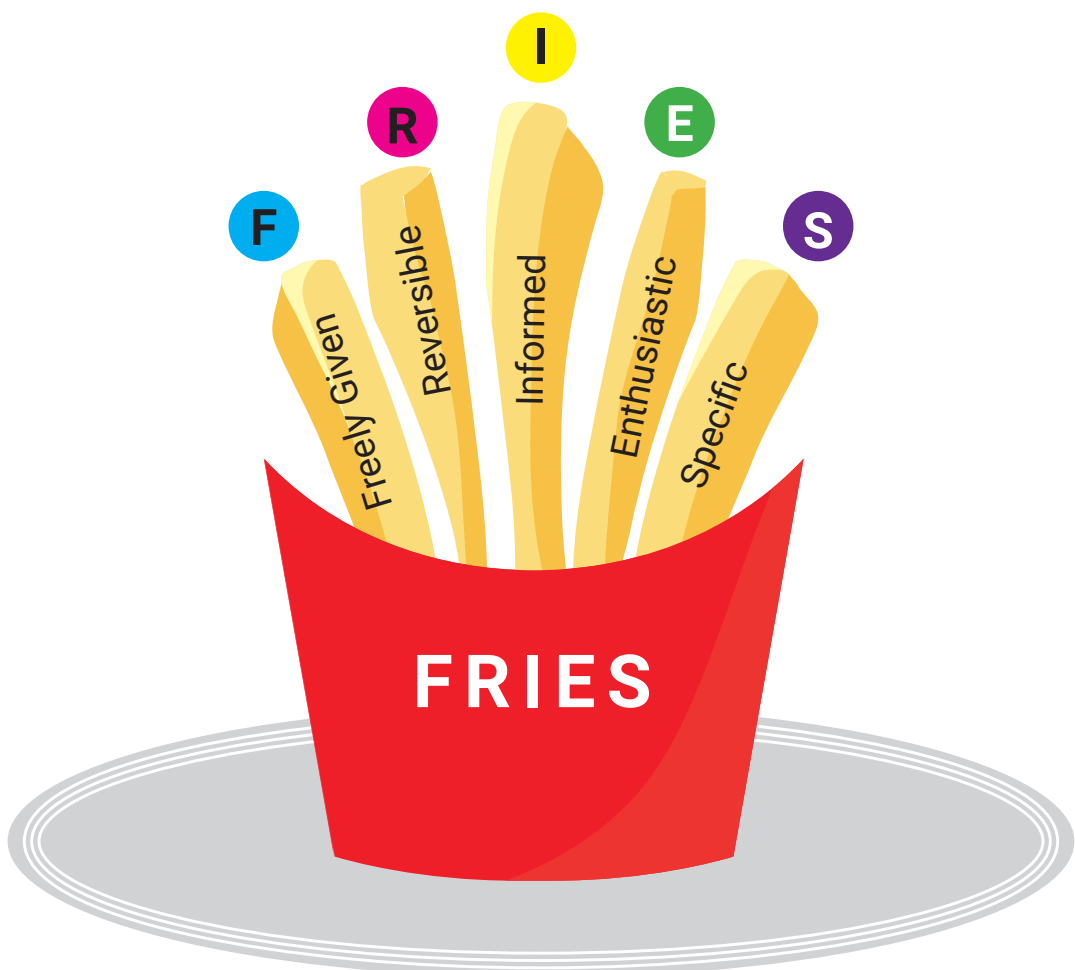
Tell your friends not to upload photos of you on their social media if you are not comfortable with it. If you don't trust them with respecting your request, make sure that you don't let them take photos of you. Even adults cannot share your information without your consent.



request, make sure that you don't let them take photos of you. Even adults cannot share your information without your consent.

Similarly, your consent is required for processing your data. For example, if you use Facebook, the social networking platform requires your consent to use your data for business purposes. If you are still a minor, one of your parents is required to give consent on your behalf about the usage of your data.

The “**FRIES**” model can be useful to explain what constitutes consent:



Consent is informed and anyone taking your information online or offline should tell you why they're taking this information and for what purpose they will be using this information. Consent is also not only subjected to your information online but also is very important in your interpersonal interactions with anyone.

It is important to recognize everyone's boundaries and not to make them uncomfortable. The FRIES model also applies to your personal interactions with each other, whether that be online or offline.

Activity 3

List five places (online or offline) where your information was taken from you without taking your consent.

Purpose: To identify the type of information we give out without our consent and why it might be a problem

Note: Make everyone list these down and then discuss one by one what kinds of information are these places withholding and why might it be a problem for you or your family if the information is released.

Duration of activity: 30 minutes

Resources: PC and active internet connection

What is data protection? Why is it important?

Data is being collected, processed and interpreted online now through digital means. Data is collected through the websites that you visit and also your social media accounts. Individuals who collect your data, store it and analyze it are called data collectors.

Data collectors are not only restricted to your countries but can also be collecting your data in other countries, such as private companies like Facebook, Twitter, Instagram and governments of other countries. These collectors usually collect data legally by asking you in the terms and agreement section of why they're collecting information from you and who will have access to this information. However there are people who collect data illegally through hacking or breaching privacy of the government or these private companies.

Data holders are individuals or institutions that store data. Data holders can be data collectors or get the data through third parties with whom you share your information.



Data protection is the right to ownership and control by citizens over private data from intrusion, surveillance, loss, unauthorised access/alteration and non-consensual use. With technology

being integrated into every aspect of our lives the threat of our data being compromised also increases. There have been multiple examples of data breaches within private companies like Facebook and with government institutions like NADRA and Safe City project.

Having autonomy over and control over your personal information is important. Like an individual has autonomy over their body similarly they also have autonomy over their data. Every individual has the right to share their data with whomever they want, and the right to withhold their data from whoever they want. On social media one can control the information they share by strong privacy settings. For example, on Facebook, you get the liberty to share posts and restrict certain individuals from seeing what you share. But this liberty is restricted when it comes to the social media company itself.

Activity 4

Draw a footprint on a sheet of paper, then fill it in with a list of the places you post information, the application you use, the games you play, and so on. Turn it over and write the information people could find out about you from this footprint.⁷

Purpose: To be aware of how much information regarding our lives can be accessed by strangers.

Duration: 20 mins

Resources: PC and internet connection

7 <https://resilienteducator.com/classroom-resources/exploring-the-internet-safely/>

What is harassment?

Any behaviour that annoys, insults, intimidates, threatens or makes you uncomfortable and is unwelcomed and repetitive. Harassment can be physical, verbal or even through gestures.

What is cyber harassment?

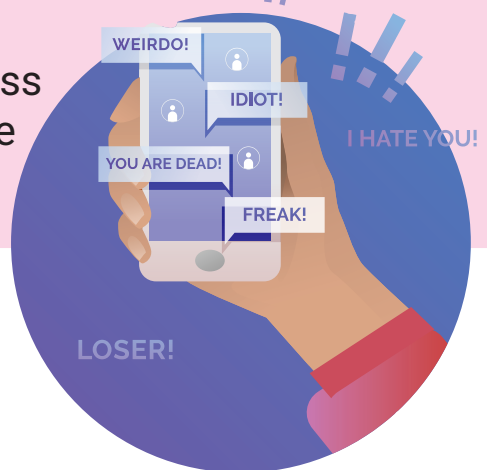
Cyber harassment comes in many shapes and forms, and in essence, can be understood as when someone is made to feel uncomfortable by being subjected to harassment, torment or bullying on the digital platforms.

Cyber harassment landscape

The cyber harassment landscape consists of three characters:

1. The person who is engaging in bullying, called the initiator
2. The person who is being bullied, called **!!** the target
3. The bystander, who witness acts of bullying in the online spaces

It is important to understand the role of each in order to make the internet a safer place for all.



INITIATORS

Individuals who use the internet to harass, embarrass, intimidate or stalk others with an intent to harm. They employ a range of methods and content to bully others.



TARGETS

Individuals who are targeted by bullies in the online space based on a type of bias or prejudice held by the bully such as religion, race, gender, sexual orientation, differing values and opinions.

BYSTANDERS

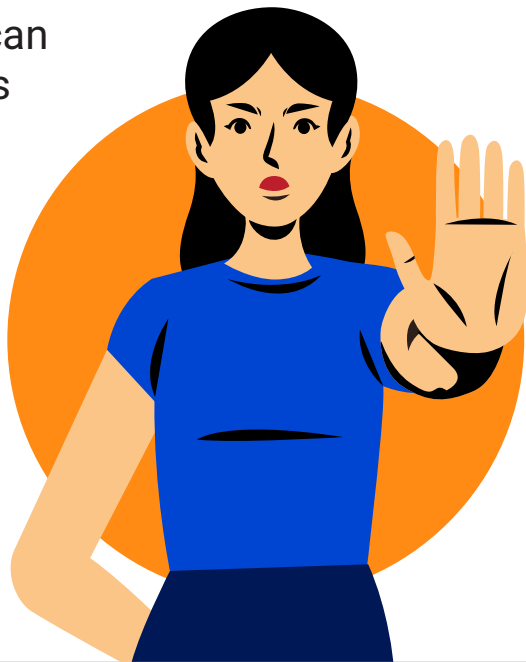
Individuals who are watching others being bullied or harassed in the digital space but stay out of it and do not get involved.



The bystanders play a significant role in the cyber harassment landscape, when it comes to prevention. Witnessing bullying is upsetting and can have an impact on the mental health of the bystander too. When bullying occurs, bystanders are present 80 percent of the time.⁸

A bystander has the potential to make a positive difference in a bullying situation particularly for the targets of bullying. By engaging and reaching out to the target, they can make them feel more supported and less anxious. It has been reported that when bystanders intervene, bullying can stop within 10 seconds, in 57 percent of the cases.⁹

It is important to highlight the roles different people can play because sometimes people who are witnessing bullying are not sure what their role is and if they can make a difference to address it. There are many steps the bystander can take to intervene:



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- 8 Espalage, D., Pigott, T., Polanin, J. (2012) "A Meta Analysis of School Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior." School Psychology Review, Volume 41, No. 1, 47–65.
 - 9 Espalage, D., Pigott, T., Polanin, J. (2012) "A Meta Analysis of School Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior." School Psychology Review, Volume 41, No. 1, 47–65.

BYSTANDERS



NOTE: However, since bullying can also impact the mental health of bystanders and make them feel upset about the situation, particularly if the target is a close contact, it is important to note that they should only decide to intervene if and when it seems feasible and doable. In situations, when they cannot, they should not consider it a burden on their conscience.

Different Forms of Online Violence

- Accessing private data
- Distributing photos/videos without informed consent
- Sexual assault and Rape threats
- Monitoring & tracking online activity
- Deleting, changing or faking personal data, photos/videos
- Hate speech
- Repeated harassment
- Graphic threats of violence
- Blackmail / Extortion
- Stealing identity, money or property
- Sharing and/or disseminating private information
- Abusive comments
- Hacking



Harassment and online harassment go hand in hand and both can have devastating consequences on one's mental health and physical health. Institutions have a responsibility to protect their students if harassment is taking place on campus and also take note of any particular harassment instances that happen online. Institution's first and foremost responsibility is to provide safe spaces to its students and staff and follow the guidelines under the 'The Protection against Harassment of Women at the Workplace Act 2010'.

LEGAL KIT

Offences under Pakistan Penal Code, 1860

Section 292A - Exposure to Seduction: Any person, minor or not, commits the crime under section 292A if he/she:

- ▶ Seduces a child to involve him in any sexual activity.
- ▶ Exposes a child to obscene and sexually explicit material, which may include a document, film, video or any computer-generated image.

Punishment: Imprisonment of not less than one year and not more than seven years or fine which may extend to five hundred thousand rupees, or both.

Child: a child would be anyone who is less than eighteen years old.

Section 292B - Child pornography: Making or permitting to be made any digital or physical photograph, film, video, picture, representation or portrait, which involves:

- ▶ A minor boy or a girl engaged in obscene or sexually explicit conduct.
- ▶ The preparation, possession and distribution of such images, films, videos etc. is also a crime.

Punishment: Imprisonment for a term which shall

not be less than two years and may extend up to seven years, or a fine of up to seven hundred thousand rupees, or both.

Section 377A - Sexual Abuse: A person is guilty of sexual abuse if he/she forces, persuades, induces, entices or coerces any person to engage in, or assists any person to engage in, stroking, caressing or any other obscene or sexually explicit conduct. If a minor is involved, it does not matter whether consent was given or not.

Punishment: Imprisonment of up to seven years and fine, which shall not be less than five hundred thousand rupees.

Section 509 - Insulting modesty or causing sexual harassment: Section 509 has two parts. The first part i.e. Section 509 (i) also known as “Insulting modesty of a woman” applies even if the offensive act happens outside of the workplace. The second part i.e. Section 509 (ii) also known as “Sexual Harassment” applies only to a workplace.

(i)

- ▶ Insulting modesty of any woman by using words, sounds, gestures or any objects or intruding upon the privacy of a woman.

(ii)

- ▶ Any unwelcome sexual advances or requests for sexual favours,
- ▶ Verbal, non-verbal or written communication

or physical conduct which annoys, insults, intimidates or threatens the target.

- ▶ Making sexual requests a condition for employment or promotion.
- ▶ Sexually demeaning attitudes that create an intimidating, hostile or offensive environment.
- ▶ The attempt to punish the target for refusal to comply with such requests.

Punishment: Imprisonment of up to three years or fine of up to five hundred thousand rupees.

Workplace: It means a place of work or premises where an organisation or employer operates or any area where the activities of the organisation are carried out.

Section 509 also covers harassment that might occur after office-hours and outside the workplace because the perpetrator had access to the person being harassed by virtue of a job situation or job related function or activity.

Offences under Prevention of Electronic Crimes Act, 2016 (PECA)

PECA is a special law made to prevent unauthorised acts that occur through electronic systems.

Section 22 - Child Pornography: A person is said to commit the offence of child pornography under PECA if he/she offers, makes available, distributes,

transmits, or even procures for himself without lawful authority, through any electronic system, any content that involves:

- ▶ A minor engaged in sexually explicit conduct,
- ▶ A person appearing to be a minor engaged in sexually explicit conduct
- ▶ Images representing a minor involved in sexually explicit conduct

Disclosing the identity of the minor who was involved, or appearing to be involved, in the instances mentioned above is also a crime under this section.

Punishment: Punishment of up to seven years of fine of up to five million rupees, or both.

The Protection Against Harassment of Women at the Workplace Act, 2010 (for institutions)

Understanding The Protection against Harassment of Women at the Workplace 2010

- ▶ It is a national level legislation that makes harassment in workplaces an offence..
- ▶ Schools, colleges and universities also come under the purview of this legislation (whether it's a student or a teacher who is the perpetrator)
- ▶ "Harassment" is defined under this Act as:
 - ◆ any unwelcome sexual advance, request for sexual favors or

- ◆ verbal or written communication or physical conduct of a sexual nature or
- ◆ sexually demeaning attitudes that create an intimidating, hostile or offensive environment, or
- ◆ the attempt to punish the complainant for refusal to comply to such a request.
- ▶ “Workplace” is defined as any place or work or premises where an organisation or employer operates, any area where the activities of the organisation are carried out and any situation that is linked to official work or activity outside the office.
- ▶ Under the legislation, every workplace is required to form an Inquiry Committee composed of three members, and at least one of the members has to be a woman.
- ▶ Any man or woman can file a written complaint under this Act to either the Inquiry Committee or the Ombudsperson., so the Act is not limited to the protection of one gender.
- ▶ When a complaint is filed with the Inquiry Committee, it will communicate the charges to the accused within three days and give him the opportunity to respond. The Inquiry Committee has to conclude the investigation and trial within 30 days.
- ▶ The employer has a duty to make temporary arrangements so that the accused and the

complainant do not have to interact for official purposes during investigation. The Inquiry Committee is obligated to ensure that a hostile environment is not created for the complainant so as to pressurize her from freely pursuing her complaint.

- ▶ If the accused is found guilty, the following minor or major penalties can be imposed:
 - ◆ Withholding promotion or increment for a specific period.
 - ◆ Compensation payable to the complainant from the pay or any other source of the accused.
 - ◆ Demotion to a lower level.
 - ◆ Compulsory retirement.
 - ◆ Removal or dismissal from service.
 - ◆ Fine.
- ▶ If the complainant is not satisfied with the committee's decision then they can file an appeal with the federal or provincial Ombudsperson.
- ▶ Section 11 of the Act places responsibility on the employer to ensure implementation of this Act and to incorporate the Code of Conduct for protection against harassment at the workplace. The Code of Conduct should be in English and any other language understood by the majority of the employees and should be displayed at a conspicuous place at the organisation.

- ▶ If an employer or organisation fails to form an Inquiry Committee, or fails to implement this Act, or fails to incorporate and display the Code of Conduct, then any employee can file a complaint before the Ombudsperson. If found guilty, the employer or organisation would be subjected to a fine which may extend to one hundred thousand rupees.

☞ It is important to note that children facing harassment on campus from adults will not only be considered an offence of harassment but also child sexual abuse. The age of consent in the country is 18 years and any child under 18 cannot give their consent without their legal guardian.

Activity 5

Online panel discussion on cyber harassment and offline harassment on campus? What should institutions do?

- DRF will be facilitating this discussion and helping the youth ambassadors invite guests and panelists.
- The discussion will take place online and will be moderated by one of the youth ambassadors.
- This is a collective activity that all five youth ambassadors will do together.

Duration: 1 hour

Resources: PC, Zoom and active internet connection

What is bullying?

Bullying is repetitive misuse of power between individuals, or an individual against a group. Bullying can take the form of verbal, physical and social behaviour, which intends to cause psychological, physical, economic and social harm. Bullying is often experienced differently by individuals based on their age, race, color, religion, gender, disability and national origin.

What is cyberbullying?

Cyberbullying is using electronic devices and networks to harass, intimidate and target someone. This type of bullying is often intentional and repetitive, and can intersect with other forms of bullying.

While bullying and cyberbullying may be interlinked, it is important to differentiate between the two and how the impact of the two can vary.

Bullying	Cyberbullying
Face to face/ direct	Can be anonymous and is online
At school premises	Outside school premises in online spaces
During school hours	Constant: All day, everyday
In small groups/ audience	Larger audience

Types of cyberbullying

Flaming:

Online fights using electronic messages with angry and vulgar language

Harassment:

Repeatedly sending offensive, rude and insulting messages

Cyber stalking:

Repeatedly sending messages and tracking someone's online activities. Tracking them online to make a person afraid for his or her own safety

Denigration:

'Dissing' someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships

Impersonation:

Pretending to be someone else and sending or posting material online that makes that person look bad, gets that person in trouble or danger, or damages that person's reputation with friendships

Outing and trickery:

Sharing someone's secret or embarrassing information online. Tricking someone into revealing secrets or embarrassing information which is then shared online

Exclusion:

Intentionally excluding someone from an online group, like a 'buddy list' or Whatsapp groups



Characteristics of bullying and cyberbullying

- **Intentional**, not an accident, where a bully hurts someone on purpose.
- **Repetitive**. This means that the bully hurts someone over and over again; it isn't an incident that happens only once.
- Where one person acts like they have more **power** than another, and does whatever they can to hurt that person.



Activity 6

Ahmed has not liked Sarah since Grade 7. They are now in Grade 9 and things seem to be getting out of hand. Initially what started with weird looks and backbiting is now a full-blown fight in front of everyone. Ahmed and his friends created a Lucas page of his school and started photoshopping pictures of Sarah and sharing these on the page. He also started rumours about her that she was having an affair with someone in their class. Sarah is humiliated by his actions and in turn she makes a fake profile of Ahmed and starts bad mouthing him among teachers.

TASK: Break into three groups; one representing Ahmed, one representing Sarah and one representing the classmates. Each group has to focus on three questions shown below.¹⁰

Sarah's group:

How does Sarah feel about this? How do you think Sarah feels when she knows Ahmed saw the fake profile?

What can Sarah do to correct the situation?

What would Sarah do to make things worse?

Ahmed's group:

How do you think Ahmed feels when he knows Sarah is reading these posts?

What can Ahmed do to make the situation better?

What can Ahmed do to make the situation worse?

Classmates group:

How do you think the classmates feel about this?

How can the classmates make the situation better?

How can the classmates make the situation worse?

*Everyone will only be focusing on the groups which they've been assigned.

Duration: 1 hour

Resources: PC, Zoom and active internet connection

10 Idea taken from https://classroom.kidshealth.org/6to8/personal/safety/online_safety_cyberbullying.pdf

What is freedom of expression online?

Freedom of expression is a right that is recognised as a fundamental human right for every free society. It is enshrined in many international law instruments such as the Universal Declaration of Human Rights¹¹ (UDHR) as well as the International Covenant of Civil and Political Rights (ICCPR).¹²

The freedom of expression protects our freedom to say, publish and share information without any interference or repercussions.

Freedom of expression is a foundational right and is interconnected with many other rights such as the right to information; right to association, assembly and protest; freedom of thought, conscience and religion. Other democratic freedoms such as the adult franchise right to vote rest on an enabling requirement where

11 UDHR, Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

12 ICCPR, Article 19

1. Everyone shall have the right to hold opinions without interference.
2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.
3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others;
 - (b) For the protection of national security or of public order (order public), or of public health or morals.

freedom of expression is guaranteed so that citizens can make an informed choice about who they want to vote into power.



The right to freedom of expression ensures that a diverse range of opinions are tolerated and listened to in any progressive society. In societies such as ours, where there are people from different ethnicities, religions, political persuasion and life experiences, there will be multiple perspectives on a single issue. This right allows these diverse opinions to be freely expressed without any fear of violence, censorship or punishment. In a society that respects freedom of expression, multiple perspectives are allowed and individuals have the liberty to agree and disagree with them. The liberal approach to freedom of expression states that societies should be allowed to have a “marketplace of ideas” where individuals can be exposed to multiple viewpoints and choose the ones which appeal to them.

Freedom of expression, however, does come with caveats and limits. Some advocates of the right argue that while it is a fundamental right, there should be limits to people’s freedom to express themselves, especially when the speech they espouse holds hateful and violent ideas. Different jurisdictions have varying standards of the limits of freedom of expression: some limit only “incitement to violence”, while others draw the line at “hate speech”. Limits on freedom of expression however need to be carefully drafted and enacted as they are often used by governments to curb genuine dissent. Under international law, limits on freedom of expression must be 1) necessary, 2) proportionate, and 3) prescribed by law.

Absolute freedom of expression is an attractive idea because it avoids the difficult debate of what falls within and outside the bounds of free speech, however for the most marginalised members in a society words can have consequences. Hate speech directed towards a racial minority or sexist ideologies espoused in the mainstream have the impact of perpetuating historical oppressions and reinforcing harmful stereotypes. Free speech advocates are divided on the subject of free speech limits, some feel that there should be hard line-rules outlawing hate speech while others state that it is better to produce counter-narratives rather than banning hateful content.

With the advent of technology and proliferation of the internet, online freedom of expression has become an extremely important aspect of freedom of expression. Online spaces have become spaces for political speech, debate on important social issues and expressing oneself, be it in the form of a YouTube post, or a simple selfie. We constantly share our lives with others through private messages on WhatsApp, consume content on applications such as TikTok and our opinions through Facebook posts.


Activity 7

What do you think? Should there be limits on freedom of speech and expression? If yes, what do those limits look like for you?

Duration: 1 hour

Resources: PC, Zoom and active internet connection

In Pakistan, freedom of expression is guaranteed by Article 19 of the Constitution.¹³ Pakistan has also signed on to and ratified the ICCPR. There are prescribed limits on the freedom of expression, both online and offline. Under the Prevention of Electronic Crimes Act 2016, online speech is subject to restrictions in terms of prohibited criminal acts (such as hate speech, impersonation, spoofing, defamation and cyber terrorism) and the Government has powers to block and remove content that violates the following criteria:



In the interest of the glory of Islam or the integrity, security or defence of Pakistan or any part thereof, public order, decency or morality, or in relation to contempt of court or commission or incitement to an offence under this Act.

13 Constitution of Pakistan, Article 19, Freedom of speech, etc.
Every citizen shall have the right to freedom of speech and expression, and there shall be freedom of the press, subject to any reasonable restrictions imposed by law in the interest of the glory of Islam or the integrity, security or defence of Pakistan or any part thereof, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, commission of or incitement to an offence.

Article 19A, Right to information

Every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law.

Activity 8

This week, notice the ways in which you and those around you are using social media and digital devices. Track if any of the following functions are being performed online:

- a. Staying in touch with my friends and family
- b. Researching and doing school work
- c. Making and sharing video-based content
- d. Commenting on a political issue
- e. Accessing the news
- f. Watching documentaries and movies using streaming platforms

Duration: 1 hour

Resources: PC, internet connection and Zoom

Activity 9

Recently a petition was filed at the Lahore High Court calling on the PTA to ban the popular social media app TikTok on grounds that it is leading the youth to waste their time on frivolous and 'immoral' activities. Do you think the application should be banned on the basis of the criteria laid down in Section 37? Is there an objective definition of 'decency' or 'morality' that a majority of Pakistanis would agree on? Is it justified to ban an entire social media platform on such vague grounds?

State your reason for agreement or disagreement:

Duration: 15 mins

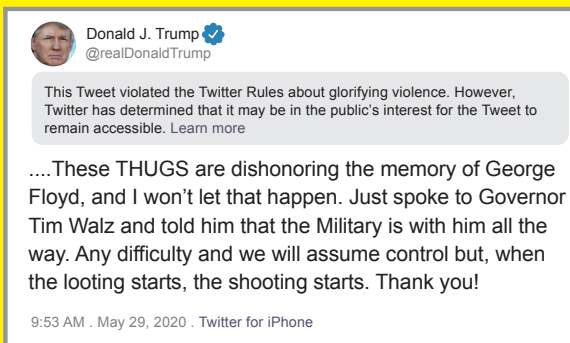
Resources: PC, internet connection and Zoom

What should you share online?

As a citizen of the internet also known as netizen, i.e. a citizen of the world wide web, you have the right to say, share and create whatever you want as long as it is within the permissible limits of the law in your country and the community guidelines of the social media platform you are using. Social media companies have the discretion to flag or remove content they feel violates their guidelines and at times even suspend accounts.

Activity 10

A recent high profile example of content moderation by a social media website was when Twitter put a content violation notice above a tweet by US President Donald Trump in May 2020 for 'glorifying violence' in response to Black Lives Matter protests:



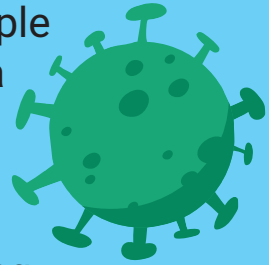
Interestingly, the tweet was not removed by Twitter for reasons of 'public interest' however it was found to be violative. However, the ability of users to 'like' or 'reply' to the tweet was taken away to ensure the message is not amplified on

the platform. Do you think social media companies should have the power to regulate online content?

Duration: 15 mins

Resources: PC, internet connection and Zoom

Since the Covid-19 pandemic, young people have been relying on the internet to do a multitude of things: access important health information, attend online class and raise their voice regarding social issues online. Students have been using platforms such as Twitter to raise their objections to the government's decision to move classes online especially on behalf of students who do not have access to the internet and are in danger of being left behind. Online spaces are at once a place of political discourse, protest, entertainment and connection.



Activity 11

In May 2020, the Lahore High Court directed the Pakistan Telecommunication Authority (PTA) to make a decision over banning a popular online game - Player Unknown Battlegrounds (PUBG) in Pakistan. This was in response to a petition filed by a citizen who claimed that the game 'brought a negative impact on the personalities of young adults as it is a source of increasing violent tendency among them.'¹⁴

Do you think the government should decide matters like which video games should be allowed? Should the decision be left up to users or parents? Instead of banning, shouldn't the government provide resources such as mental health and guidance counsellors to young adults and children to combat the 'negative effects' of the game? What is your opinion?

In Japan, 17-year-old Wataru is challenging an ordinance by the government of Kagawa Prefecture to limit the amount of time children are allowed to play video games each day.¹⁵ The student believes that is not something the government should be interfering with--do you agree?

Duration: 15 mins

Resources: PC, internet connection and Zoom

14 <https://arynews.tv/en/pubg-pta-banning-pakistan-lhc/>

15 <https://www.nytimes.com/2020/06/11/business/japan-video-games.html>

When posting something online, it is important to know what your rights are, however, to be mindful of the impact your speech can have on others. Even if a type of speech isn't criminalised or outlined in social media community standards, does not mean that it is not harmful. A lot of speech making fun of women's appearances or reinforcing stereotypes about gender minorities is not banned, however as responsible netizens, it is important to ensure that online spaces are a safe space for everyone and that your posts do not contribute to online toxicity.



While online expression is a foundational right for the internet, it is important to remember that online spaces are also shared spaces. What one says has an impact on others. Our online speech can impact someone else's mental health, physical safety or create an environment where they cannot express themselves freely. According to Amnesty International's 2018 report 'Toxic Twitter - A Toxic Place for Women'¹⁶, hateful tweets directed towards women can create an unwelcoming environment for women and gender minorities, resulting in either mental health fallout or self-censorship. In some cases, women have been forced to leave the platform to escape the abuse.

Our words are powerful, that is precisely why the

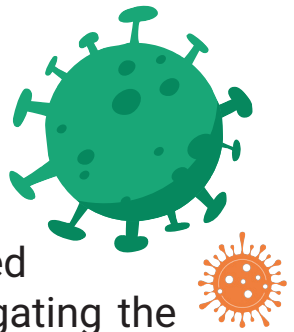
16 <https://www.amnesty.org/en/latest/research/2018/03/online-violence-against-women-chapter-1/>

freedom of expression exists, to protect the power of these words against arbitrary censorship or punitive action. However, our words also have an impact on others, especially those most vulnerable in our society. We need to be mindful of what we post and how we behave in online spaces.

Ask yourself the following questions before posting a comment, blog, video or picture online:



Online Safety during COVID-19



During the Covid-19 pandemic, particularly due to closure of schools, universities and some offices, many of our activities have shifted online. Students and teachers are now navigating the uncharted territory online classes and lack of campus life. As a result of the increased amount of time we're spending online, new issues of online safety have emerged.

As classes are shifting online, it is important to understand the platforms which are being used for these classes and the privacy and security issues therein. The video-conferencing application Zoom is being widely used by schools and colleges because of its reliability and ability to host a large number of people in a call. However, the Zoom application comes with its own set of vulnerabilities, such as cases of 'Zoombombing' becoming prevalent as classes were interrupted by hackers who in different instances shared inappropriate content, yelled racial slurs and even doxxed a teacher.¹⁷ Students and educational institutions alike must consider these risks into account and ensure that links for online classes are not shared publicly and all participants are verified as students.



17 <https://www.fbi.gov/contact-us/field-offices/boston/news/press-releases/fbi-warns-of-teleconferencing-and-online-classroom-hijacking-during-covid-19-pandemic>.

Furthermore, online classes can also lead to a rise in instances of online harassment, especially against female students. Educational institutions must amend their sexual harassment policies (or institute ones if such a policy does not exist) to cover harassment during or as a result of online classes in their ambit. Students, on the other hand, should be vigilant when downloading any document or accepting links from class fellows and teachers during classes, perhaps only downloading something when prompted specifically by the teacher. Clicking on unauthorised links can sometimes result in phishing attacks where malicious software such as malware is installed onto devices.

Activity 12

Checklist of issues to raise with your school or college:

1. What measures have been taken to secure students' information and identity?
2. Are there harassment policies in place? Can these be shared with the student body?
3. What is the mechanism for filing a complaint of harassment faced at the hands of a teacher or student?
4. How students' are being accommodated without a conducive home environment during online classes?
5. Are there counselling or mental health facilities available by the school or college?

Do you think your school would be receptive to these questions? Why or why not?

Duration: 15 mins

Resources: PC, internet connection and Zoom



While social distancing and self-isolation practices are being prescribed for public health and safety, it is important to recognise the toll distancing and increased use of digital devices can take. On one hand, the internet is an important tool to stay connected with one's friends and family, especially during such difficult times, it is also important to be mindful of the impact digital overload can have on one's physical and mental health. Sitting in front of a laptop all day can have severe impact on one's posture, leading to back and neck pains, as well as eyestrain, especially for younger users whose eyesight can be impacted. Scrolling through one's newsfeed and following the Covid-19 crisis online can take a mental health toll on users, leaving one feeling despondent, helpless and anxious. The number of hours we spend online and on our devices has increased on average, and we need to be able to draw healthy boundaries with the internet.

Disinformation and Fake News Online

During Covid-19 pandemic, disinformation has become commonplace (often referred to as the 'infodemic') with conspiracy theories about the origins of the virus and content downplaying its impact have left public officials scrambling to dispel myths. Furthermore, much of the misinformation regarding medical 'cures' and preventative measures can cause harm and potentially endanger lives. Fake news can also spark needless panic and anxiety among others. In sharing information regarding the pandemic, it is important to consume all content with a critical lens. Before sharing or forwarding any content, verify it from another source such as a news website, expert authority or fact-checking tools. Part of being a responsible netizen is ensuring that you verify the information you consume and be mindful when sharing something. It is easy to see a WhatsApp forwarded message and instantly believe it, especially if it's from someone you trust or an adult, however always check its veracity first!



Activity 13

Spotting different types of fake news.

Give one example of each type of fake news you might have encountered on the internet. Misinformation - Information that is false but not created with the intention of causing harm.

_____]

Disinformation - Information that is false and deliberately created to harm a person, social group, organisation or country.

_____]

Crowdsourced/user-generated information - Content on social media not produced by traditional news source, but users on a platform.

_____]

Sponsored news articles - An article or information that is paid for by a public and private body, but can appear as a trustworthy news source rather than an ad.

_____]

Clickbait content - Clickbait content uses misleading, sensationalised and incomplete information in hyperlink text or a thumbnail link to entice users to click on the link and view content.

_____]

Reliable information - Information or news that is well-sourced and has been published by a trustworthy platform.

_____]

Duration: 30 mins

Resources: PC, internet connection and Zoom

[Resources: <https://en.unesco.org/fightfakenews>]

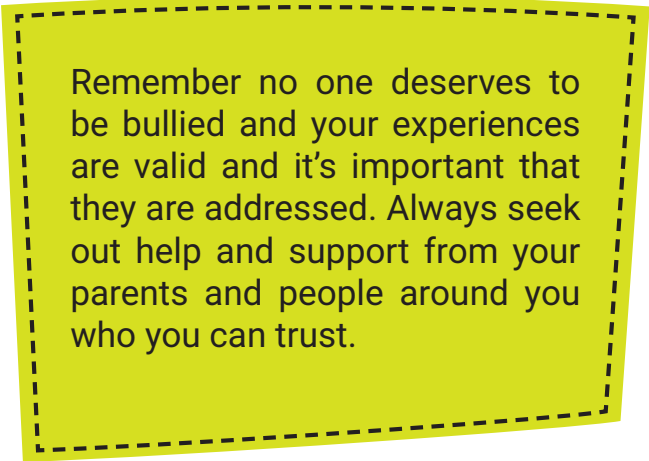
How to talk to parents when you need help?

Explaining the dynamics of the internet to your parents is always difficult. Implications of the online world are always on the offline world and while your parents might not understand the correlation between the two it is important to educate them and make them more aware of online spaces.

If you run into trouble online, it is important to take your parents or your legal guardians into confidence so that you have their support. Having frank conversations with parents regarding online spaces and why you enjoy using the internet will make them understand more about what your activity is online and also establish a relationship of trust. If you run into trouble online or offline it is important that you be honest with your parents and tell them what is going on. If you're vague it might only make things difficult and harder for your parents to comprehend what is going on. It's always good to share your feelings with your parents. Talking about how



bullying or harassment both online and offline make you feel will also make them understand why addressing the situation is important and if their intervention is necessary or not. It is also a good idea to talk to your parents when you can have their full attention and they're not distracted, this way you'll be able to communicate with them in a better manner.



Remember no one deserves to be bullied and your experiences are valid and it's important that they are addressed. Always seek out help and support from your parents and people around you who you can trust.

Your parents might not have all the solutions regarding harassment or bullying but it is important that you look for answers together. Thinking about the problem together will not only help your parents trust you but also come up with reasonable sound solutions. It's also a good idea to educate your parents around issues of harassment and bullying and if you think your parents need to learn more then educate them through online resource material in order for them to also understand what they need to do and how they can help.

How to support each other when you're in trouble?

Some things to keep in mind when someone around you is being bullied:

- It is important to be mindful of other people's feelings and stand against bullying and harassment around you.
- Reaching out to a parent or your teachers is important in order to protect the people around you.
- Understand that you are all different and being different is okay.
- If someone is being bullied, reach out to them and make them feel included and heard so they feel better and safe
- Get more involved and see where bullying is happening in your school and what you can do about it
- Talk to teachers about anti bullying and harassment initiatives and try to implement those in your class.





Activity 14

Online Panel Discussion: How do we make our parents understand the internet? How do we reach out to them when we need help?

- DRF will be facilitating this discussion and helping the youth ambassadors invite guests and panelists.
- The discussion will take place online and will be moderated by one of the youth ambassadors.
- This is a collective activity that all five youth ambassadors will do together.

Duration: 1 hour

Resources: PC, Zoom and active internet connection



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