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Executive Summary

Schools on Internet Governance (SIGs) have become one of the most effective and inclusive mechanisms for building global capacity in digital policy. Over the past two decades, SIGs have trained thousands of emerging leaders, strengthened multistakeholder participation, and expanded representation from underserved regions in global Internet governance processes. This manual provides a comprehensive, practical, and strategic guide for organizing, operating, and sustaining a SIG in today's rapidly evolving digital landscape.

A SIG is a structured, time-bound educational program – delivered in-person, online, or in hybrid formats – that introduces participants to the principles, institutions, and issues that shape the governance of the Internet. SIGs help participants understand complex technical, legal, and policy topics while equipping them with the skills needed to engage meaningfully in national, regional, and global forums such as the IGF, ICANN, ITU, and IETF.

The manual outlines the core components of a successful SIG, including curriculum design, pedagogical methods, stakeholder engagement, and participant support. It emphasizes the importance of interactive learning, diverse faculty, and accessible program design. It also highlights the need for strong organizational structures, whether community driven, institutional, or multistakeholder to ensure transparency, continuity, and long-term impact.

Financial sustainability remains one of the greatest challenges for SIG organizers. The manual provides guidance on funding models, revenue streams, sponsorship strategies, and the administrative infrastructure required to manage funds responsibly. It underscores the importance of diversified funding, clear value propositions, and professional communication with donors and partners.

Operational planning is addressed through detailed guidance on annual cycles, staffing roles, logistics, communications, and event management. The manual also stresses the importance of evaluation, including participant feedback, internal postmortems, and long-term tracer studies to measure impact and inform future improvements.

Finally, the manual presents a sustainability strategy focused on alumni networks, partnerships, institutional memory, and succession planning. It calls on organizers, the DC-SIG, the IGF, and funders to work collaboratively to strengthen the global SIG ecosystem and ensure that diverse voices continue to shape the future of the Internet.

In essence, this manual serves as both a practical toolkit and a strategic roadmap for anyone committed to building or sustaining a School on Internet Governance. It reflects the collective experience of the global SIG community and aims to support the next generation of organizers in delivering impactful, inclusive, and sustainable programs.

Manual for Sustaining SIGs

Over the last 2 decades, approximately fifty¹ schools (see Appendix C) have been established around the world to educate people in the subject of Internet governance. These schools are mostly bottom-up creations and serve a number of different educational roles. Many of these schools have joined together in the UN Internet Governance Forum Dynamic Coalition to work on common issues. While this report captures some of the modes in which SIGs sustain themselves, there is more than was captured in this first project. What is important is that any school recognizes that anything in this report is just a suggestion supplied by volunteers who wanted to discuss how they ran their SIGs. The realities faced by schools themselves determine how SIGs can be sustained and can create new recommendations for the future.

1. Introduction

1.1. Document's Goal

Initiating a School on Internet Governance is a challenge. Maintaining and sustaining one over the long run is equally as challenging, if not more so. This paper collects some of the wisdom found among those who have created these schools, both on how to overcome some of the foundational challenges, and on some of the challenges and solutions for sustaining a school in the long run.

The various sections of this report cover curriculum, staffing, participation, finance, and marketing issues.

1.2. Role of Schools on Internet Governance

Schools on Internet Governance started with the establishment of the European Summer School on Internet Governance (EuroSSIG) in Meissen,

Germany. This was an idea that has since expanded to many schools around the world, focusing on enhancing knowledge and education regarding Internet governance. These schools, in general, are devoted to capacity building and preparing the fellows that pass through the program to become active and effective in one of the many Internet governance practices, and those involving emergent technological areas such as AI, ongoing in the current environment.



Start of the 10th edition of the European Summer School on Internet Governance (EuroSSIG) in 2017. It has taken place every year since 2007 in Meissen, Germany.

1.3. Core Objectives

The core objectives include:

- **Capacity Building:** Equip participants with the knowledge to engage effectively in Internet governance spaces
- **Multistakeholder Participation:** Promote inclusive dialogue among different actors (for example, governments, private sector, academia, civil society, technical community)
- **Policy Engagement:** Prepare participants to influence, shape, or create policy related to Internet use, regulation, and development
- **Regional Contextualization:** Tailor global IG issues to local and regional realities (e.g., connectivity in rural areas, digital inclusion, linguistic and cultural diversity)

1.4. Components

A School on Internet Governance (SIG) encompasses various elements like curriculum, delivery methods, and community engagement to offer a complete learning experience for active participation in Internet governance at different levels.

1.5. Connection to the UN IGF Dynamic Coalition

Developing and sustaining schools does not come naturally, and even experienced educators can find the task daunting. The main mission of the IGF Dynamic Coalition of Schools on Internet Governance is to provide assistance to new and existing schools using the hard learned knowledge developed by other schools. Some information can be drawn from other disciplines, including didactic theory, curricula design, marketing, accounting and finance. Applying that knowledge to schools around the world, however, takes experience. The DC-SIG shares that knowledge through its meetings, discussions, and documents.

Not all Schools on Internet Governance participate in the Dynamic Coalition. This report focuses on information obtained from those who do participate. DC-SIG is open to all Schools on Internet Governance and benefits from increased participation by schools not yet involved in the DC-SIG.

2. What is a School on Internet Governance?

2.1. Definition and Objectives

A School on Internet Governance (SIG) is a structured training initiative designed to educate diverse stakeholders – such as students, civil society members, technologists, policymakers, and business representatives – about Internet governance (IG) principles, processes, institutions, and current debates.

▶ Defining a SIG is much discussed. As happens so often in the field of Internet governance, definitions are hard to agree on.

2.2. Definition of a School on Internet Governance (SIG)

A School on Internet Governance (SIG) is an organized, time-bound educational program, typically international, regional, or national in scope, that builds capacity and fosters understanding of Internet governance (IG) principles, processes, institutions, and emerging issues, including data governance, cybersecurity, human rights, digital economy, and policy areas related to technologies like AI and internetworking. SIGs operate as institutional arrangements that bring together diverse participants (e.g., students/fellows from civil society, government, private sector, academia, and technical communities) with educators/mentors to engage in collaborative learning. They occur periodically (often annually, though sometimes more frequently or as one-off events for special occasions) and can be delivered in-person, online, or hybrid formats, emphasizing accessibility, inclusivity, equity, and ethical governance to democratize access, particularly for underrepresented groups from the Global South, Small Island Developing States, and diverse linguistic and cultural backgrounds.

Key characteristics of SIGs include:

- **Multistakeholder Engagement:** Intentionally inclusive of varied perspectives, promoting dialogue and networking across sectors to introduce and practice multistakeholder models
- **Structured Curriculum:** Grounded in core Internet governance topics with adaptable modules for local/regional contexts (e.g., digital inclusion, cultural diversity, sovereignty), using active methodologies like

lectures, simulations, case studies, debates, policy drafting, and hands-on labs

- **Capacity-Building Focus:** Aimed at equipping participants with foundational knowledge, critical thinking, analytical skills, and practical tools for meaningful engagement in IG ecosystems, such as IGF, ICANN, IETF, ITU, RIR²s and national/regional forums
- **Outcomes and Sustainability:** Designed to produce measurable results, including policy briefs, alumni networks, leadership development, and pathways for ongoing involvement, with periodic updates to address evolving themes like AI and data ethics

Overall, SIGs aim to empower participants to influence policies, foster inclusive digital futures, and contribute to ethical, equitable governance. While goals vary by school, they collectively demystify the IG landscape, contextualize global issues locally, and build communities of practice. This definition draws from shared elements across several proposed versions, incorporating suggestions for flexibility (e.g., one-off events), broader inclusivity (e.g., culture), and balance between specificity and generality to serve as a modifiable framework for the DC-SIG. It is a living definition that can be adapted as needed in the future or when creating a new SIG.

2.3. Core Components

The Core Components include: Curriculum, Pedagogy, and Stakeholders.

Curriculum Content

Possible curricula of a School on Internet Governance might include all of the following or only a few. According to the possible specialization of schools, not all of these will necessarily be taught in all schools, though it would be unusual for a school to cover few or none of these topics. It is also to be expected that new topics will be an evergreen concern and opportunity. There are many ways in which the curricula can be organized.

- One possible view of organizing the curriculum is presented below:
 - Introduction to Internet governance: Definitions, history, multi-stakeholder and intergovernmental approaches and models
 - Internet Infrastructure: DNS, IP addressing, protocols, and routing
 - Key Institutions and Processes: e.g., ICANN, IGF, ITU, IETF, W3C

- Digital Rights: Privacy, data protection, freedom of expression
 - Cybersecurity: Risks, responses, and regulatory approaches
 - AI, Emerging Technologies & Internet Futures: Ethical and policy implications
 - Digital Inclusion and Access: Bridging the digital divide
 - Internet governance and Sustainable Development Goals (SDGs)
- Another way of organizing the curriculum for a SIG:
 - History
 - Actors
 - Infrastructure
 - Security
 - Development
 - Legal
 - Human Rights
 - Social and Cultural

Pedagogical Structure

- Lectures/Keynotes by experts
- Workshops/Labs for interactive sessions
- Panel Discussions with diverse viewpoints
- Case Studies on real-world challenges
- Group Projects simulating policy-making
- Mentoring by experienced professionals
- And new creative methods

Stakeholders

- Representation varies as any bottom-up organization can decide on the stakeholder breakdown that works best for its area of concern. These stakeholder designations apply not only to the diversity of participants, but also apply to the stakeholder models that are taught in a SIG.
- Some SIGs may decide to teach comparative stakeholder organization, while others may opt for a curriculum that focuses on the structure of a single multistakeholder model used in a single organization.

For example, stakeholder structures include, but are not limited to:

- Tunis Agenda
 - Civil society
 - Government and policymakers
 - Private sector and telecom providers
 - International organizations

- Updated Tunis Agenda model adds the following:
 - Academia and researchers
 - Technical and standards community

- IGF additions:
 - Youth
 - Parliamentarians

- ICANN Model
 - End Users
 - Non Commercial Stakeholders
 - Non-Commercial Users, e.g., registrants
 - Not for Profits
 - Commercial Stakeholders
 - Intellectual Property Owners
 - Big Business
 - Little Business
 - Internet Service providers
 - Registries
 - Registrars
 - Government Advisories
 - Stability and Security Advisories
 - Infrastructure Advisories (e.g., root servers)

- IETF Model
 - Individual Practitioners loosely organized into their technical specialties

- Other models

The models above are just a few possible ways to describe the stakeholder mix. Future versions of this text may include other stakeholder models.

Delivery Formats

- In-person
- Online
- Hybrid
- Blended learning
- Other
 - Innovative didactic methods as they are developed
 - Innovative reflexive pedagogy
 - Experimental

Participant Engagement Involvement Includes

- Pre-course reading
- Preparatory online course
- Discussion forums
- Practicum exercises
- Presentations and assignments
- Post-program certification

Finding Students

- By Open Application
 - Active promotion with registration form
 - Qualification review
 - Processing, selection, and communication
- By Sponsorship/internship
- By recruitment

Finding Staff

- Recruitment
 - Reference databases
 - Alumni networks
 - Promotion on platforms such as LinkedIn, Facebook, X
 - Promotion on topical websites
 - Cross promotion with various groups, such as Net Inclusion, RightsCon, ICANN, etc.

- Volunteers
 - With or without Honoraria
- Formal Employment
 - Job descriptions
 - Agreements
 - Evaluations

Assessment and Evaluation Methods

- May include quizzes, presentations, policy briefs, and participant feedback
- Active involvement and discussion

2.4. Types of SIGs (e.g., Community-driven, ISOC-based)

SIGs come in many versions as the prime drivers or organizers come from various affiliations or backgrounds. The prime organizers normally come from their affiliation with organizations like the IGF, ISOC, ICANN, IETF, RIR or other groups which are steeped into the nuances of Internet governance. In all cases, the inspiration for a school needs a practical approach as to funding, sponsorship body, volunteers, and other organizational and structural configurations that move the events from a one-off to an annual event. In many cases, the adoption of bureaucratic processes and procedures is a natural evolution for a SIG as it matures.

There are many types of SIGs. EuroSSIG, for example, is organized by a not for profit org. NASIG, on the other hand, is not organized by any one group but by individuals with shared values that saw that a SIG didn't exist in North America. Examples of SIGs like APSIG and MEAC, which are organized and driven by ICANN, are unique in their organizational capacity and approach, vs the vast majority that come together organically to formulate an organizational body. Similarly some SIGs, e.g., AfriSIG are co-initiated by Regional IGFs and an NGO, while others are initiated by their nation IGF.

No matter how they are organized, many if not most SIGs are based on sharing knowledge and empowering the future generations.

Organization/Leadership Models

- Community-driven
- Both not for profit and for profit
- Collaboration driven
- ISOC Chapters-based
- Membership-based
- ICANN collaboration
- Structured and less structured

Bottom-up Nature of SIGs

The bottom-up nature of a SIG comes from the broad community representation in the organizational committee, speaker roster, and participant body. While not all schools are bottom-up, those created by practitioners and teachers often are. It's not surprising to meet individuals as participants at a school who later become active organizers at a SIG in the region or another country. The bottom-up nature, even when not formalized, strengthens schools. SIGs need to be operated, whether through democracy or other systems, to permit a wide spectrum of opinions and approaches to the school themes, topics, and participation. Diverse opinions from various stakeholders strengthens the end product.

Finding ways of having existing schools assist in the creation of new schools is something that happens informally, but something that should be systematized. Beyond the staff and fellows from existing schools, new schools can be aided by mentoring, coaching, and shadowing. A project on mentoring or coaching new schools is the kind of work the DC-SIG could consider and possibly take on in future years.



Pakistan School on Internet Governance (pkSIG) – fellows and faculty of the 2025 edition

3. Sustainability Challenges and Strategies

What a SIG Needs to Be Sustainable

Category	Needs
Leadership & Vision	Clear goals, dedicated team, advisory support
Funding	Grants, sponsorships, diversified sources
Curriculum	Relevant, flexible, multilingual, and regularly updated
Infrastructure	Learning platform (e.g., Moodle), communication tools, admin support
Partnerships	Engagement with IG organisations, academia, NGOs
Alumni & Community	Continued engagement, mentorship, networking opportunities

3.1. Defining Sustainability

Sustainability for SIGs includes financial viability, organizational stability, and community engagement. In defining schools in the previous section, we discussed Curriculum and Community to some extent. As critical as those are, more is needed. This section looks at elements related to the other items in the table. Key challenges include inconsistent funding, volunteer burnout, and adapting to regional contexts.



10th Anniversary Edition of India SIG

3.2. Organizational Models

SIGs adopt various structures to suit their goals:

- **Single Proprietor:** Managed by an individual, often for small-scale or pilot programs
- **Non-profit/Charitable Organization:** Offers tax benefits and credibility for grants
- **Educational Institution:** Leverages academic resources and networks
- **Corporate-sponsored:** Backed by private sector partners (e.g., Google, Verisign)
- **Multistakeholder Collaborative:** Combines diverse stakeholders for inclusivity

► **Recommendation:** Choose a model that aligns with local resources and long-term goals. For example, partnering with a university can provide infrastructure, while a non-profit structure facilitates grant applications. Although these models are related to the organizational models in the previous section, they are not identical as these often involve the type of financial setup whereas the organizational models do not necessarily do so.



Fellows and faculty during South School on Internet Governance SSIG 2025 in México City. The full hybrid format with translation in English and Spanish languages, allowed another group of fellows of the same size from many countries to attend remotely.

4. Strategy, Economy and Other Issues

To ensure long-term sustainability or viability, all SIGs need to deploy serious efforts to have short-term and long-term planning. It's not sustainable to operate in a negative fiscal situation, which causes undue stress on the individual(s) or organisations involved.

▶ To make sure that this doesn't happen, it's recommended to incorporate the following success factors

Various factors contribute to success (not an exhaustive list):

- Planning and milestones
- Organizational leadership
- Budgeting and fundraising
- Establish SIG annual theme
- Volunteer recruitment, job descriptions, and performance review
- Website and social media strategy
- Partnership and Sponsorship levels of support and agreements
- Participant registration form
- Responsible and clear communication to applicants, speakers and volunteers
- Marketing and promotion
- Logistics

As the organization becomes more established and organized the need for accountability and transparency is a requirement and an expectation from sponsors

- Legal entity to sign a sponsorship agreement
- Banking institution to receive electronic funds
- Contractor agreements
- Transparent agreements with contractors
- Post-event evaluation and recommendations
- Interim and/or final reports
- Sponsorship terms and conditions adherence
- Volunteer job descriptions and Terms and Conditions agreement

4.1. Financial Sustainability

4.1.1. Organizational Models (e.g., Non-profit, Corporate-sponsored)

▶ It's important to note that many sponsors will not send money to an individual's bank account to avoid fraud. If a legal entity cannot be established, it may be prudent to partner with a recognized organization to receive the funds.

- **Tuition-based:** Participants pay fees to cover costs
- **Sponsorship-based:** Relies on corporate, government, or NGO support
- **Hybrid:** Combines tuition, sponsorships, and in-kind contributions (e.g., venue or equipment)

4.1.2. Revenue Streams

- **Grants:** ICANN Program, APNIC Foundation, RIPE Community Grants
- **Private Foundations:** Regional or global foundations focused on digital inclusion
- **Government/Intergovernmental:** Agencies like SIDA, USAID, or DFAIT
- **Private Sector:** Telcos, cybersecurity firms, ccTLD operators (e.g., CIRA)
- **Academic Affiliations:** Universities providing facilities or staff
- **Donations and Fundraising Events:** Crowdfunding or sponsored events
- **Monetized Outputs:** Selling course materials or recordings (with permission)

Not necessarily a subject in which many school administrators and founders have experience, yet crucial in establishing and maintaining a viable school. The areas will be given special emphasis in this document.

4.1.3. Fundraising

Successful marketing and effective, relevant fundraising strategies such that your School on Internet Governance has continuous financial and numeric success involves specific skills. Failure to plan is often a recipe for failure. It's important to note that the planning process is as important as the other important and functional elements of a successful school long-term success stems from reflective and proactive steps to quality improvements for which effective strategies is an enabler.

4.1.3.1. What is Marketing Research

It's critical that before delivering your first training course you conduct marketing research to determine the viability of the school offering in your region through direct contact and surveys of potential students, sponsors, and partners. A little homework goes a long way to avoid costly mistakes in the future. The research should paint a picture of how realistic the school operation could be if the various scenarios are mapped out from low participation/low funding to high participation/high funding. Doing a bit of homework at the beginning can save a lot in the future for your schools. If you lack the capacity or skill sets to conduct the research, consider working with a local university for the deployment of some interns to do the research.

Marketing research involves knowing your market or customers. In the case of SIGs you need to spend equal time on your team capacity, participants, speakers, sponsors and academic partners. Everyone has a stake in the program and they come with a set of expectations and your message to each group needs to be tailored to their needs and wants. In essence, the marketing research requires the time for deep dives into the distinct expectations of each group, albeit they could be complementary, creating the appropriate spin to motivate them to join, volunteer, donate and support the efforts, hopefully consistently over time.

Definition of Successful Promotion and Marketing

All schools need a combination of effective marketing to their core potential student body combined with a clear strategy to raise sustainable and potentially long-term revenue. The student body and funders can come from local, regional, national, and international sources, and the quality and targeted message must resonate with their personal and company strategy. When the aims and ambitions align together for the organizers,

participants, and funders, it is the recipe for success. The details of the finer nuances of marketing benefits will be spelled out in this document, allowing for a variance of benefits and adapting to changing conditions as the school develops its major focus, clientele, and unique product mix.

4.1.3.2. Fundraising Strategy

The strategy can include in-kind donations of space, office administration, and moral support to tangible cash donations. In practice a good way to start is by asking for advice before asking for support. This initiates a relationship with the sponsor, and it is part of the discovery process to determine the requirements and inclinations of the sponsors, which is needed to map these to the goals and deliverables of the SIG.

Each successful school can only operate with careful attention to operating within a budget. No school can have a safe future with deficits and serious financial shortfalls due to lack of proper planning and dedicated staffing. Strong financial guidance to keep the school on budget is critical!

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- ▶ **Recommendation:** the planning of a subsequent school event starts at the end of the current program and is subject to refinements after analysis of the event and creation of a set of proactive recommendations for the future.
-

5. Operationalizing a SIG

This, as with the previous categories, will depend on the category of school, the nature of the funding, and the type of program being held.

5.1. Planning and Milestones

A successful SIG needs to start planning and fundraising one year in advance of the event as sponsorship cycles can start for corporations and government in the last quarter of the preceding year.

Key milestones for the event include:

- Organization of the management team
- Assign key roles and responsibilities to members of the team
- Set regular planning meetings
- 6 months in advance, approach key sponsors
- 6 months to establish keynote speakers associated with the sponsors and the theme of the program
- 6 months in advance establish the basic website announcing date and main theme of event
- 3 months in advance announce the fellowship registration, if group takes foreign participants this might need to be longer due to visa issues
- 3 months in advance book event facility, transportation, security, food etc.
- Publish press release of event
- 2 to 1 month in advance of the event select participant
- Communication letters to speakers, participants etc.
- 1 month in advance finalize speakers and publish the program on the website
- Post Event
 - Postmortem on the event
 - Payment of all contractors and expenses
 - Start planning for next year's event

5.2. Logistics and Staffing

It's important for all SIGs to normalize and rationalize the core duties and responsibilities of the staff and volunteers. This is done with a living doc-

ument that provides clear job descriptions and lines of reporting and accountability. The core duties i.e. logistics can be charted, for example Gantt charts or simple spreadsheets with tasks, dates and confirmation of completion categories. Each task needs assigned staffing and budget considerations and this should be recorded to the smallest detail possible to avoid missing important details and to avoid embarrassing and costly mistakes. The selection of the right individual for each job is an important duty.

5.3. Participant Engagement and Recruitment

The promotion of an event can start one year in advance to three months giving plenty of time to market the opportunity and provide ample time to evaluate, accept and follow up with all the applicants, whether they were accepted or not. A special effort needs to be made to selective groups, e.g., gender (including gender identity and expression), minority populations, cultural diversity, etc., especially if you have set any diversity, equity and inclusion targets for the final tally of participants. If you aim to have a base of 30% women for example the recruitment measures need to sensitive to the images on your website, especially if it's all males in the picture of former events, Also the language used in the description is also something that needs to be careful since studies have shown that in some cultures one gender downplays their talents while others exaggerate their experience. Caution in language use is important, especially in today's world where such issues can be rather sensitive. There is not one size that fits all nationals and cultures.



Fellows and faculty members attending South School on Internet Governance SSIG 2023 organized in the city of Campina Grande, Paraiba State, in the North East of Brazil. This edition offered simultaneous translation in Spanish, English and Portuguese.

5.4. Virtual and Hybrid Formats

During recent years, with the Covid Pandemic, the experience has been varied, with some claiming it was both the Best of Times and the Worst of Times to start a new SIG. On one hand it was difficult doing an on site school, though some did continue in this manner. On the other hand it led to the explosion of adoption of technology e.g., Livestream, Youtube Stream, ZOOM, Microsoft Teams and other platforms, which were cost effective and viable ways to bring in top notch talent into panels and presentations and avoid the cost and challenges of travel. It also provided an opportunity for organizers to collect recordings of the sessions, providing the organizers the ability to study and reflect on the quality and relevance of the speaker's participant. For many schools, the Hybrid option is becoming a mainstay for most events and it often provides the best all around solution, as it gives the option for in-person attendance as a speaker or participant and it provides access to people who are outside the venue location a chance to participate. The effective use of the online option requires a concentrated approach, and adequate infrastructure, to make it work. As new technology is developed, the opportunity grows in importance.

5.5. Discussion of Multistakeholder SIGs

Not all SIGs, even those dedicated to teaching about the application of multistakeholder models to Internet or data governance, are themselves organized as multistakeholder entities. Not all schools decide, or are able, to do as they teach. It is difficult and the form and extent of multistakeholder models is as varied as the situations within which schools are being formed and sustained.

Many schools do adopt various practices and multistakeholder models that fit their operations. It is important to remember in organizing and in teaching, that there is a richness of multistakeholder models and that all models are not necessarily suited to all situations, or SIGs.

5.6. Evaluation and Growth

5.6.1. Conducting Postmortems

Every school that is organized should have a review after completion, and perhaps a breather. A Postmortem, or other evaluation formats, is critical in assessing everything accomplished in the SIG. Everything from financial goals, recruitment, quality of the facility, food, transportation etc. leadership, and most important is the relevance and currency of the topics presented.

The entire team should be present to be free to express their opinions and suggestions for next year's event. A well run facilitated session can produce great team building results. These evaluations, while important even for a single occasion of a SIG, are especially critical in the case of recurring SIGs.

5.6.2. Participant Evaluation

Participants should be given an evaluation form to complete either on the last day, or in the week after the school ended. The easiest way of doing this is to have an online survey with a mix of open-ended questions and ratings using a Likert scale. You can have a very detailed evaluation that provides the respondents with the opportunity to reflect on every session or you can collect more general feedback. Consider the following:

- Anonymous responses – people are generally more comfortable giving critical feedback if their responses are anonymised. However, the feedback is often easier to process and understand if you know who it came from.
- The longer and harder a form is to complete, the less likely some are inclined to complete the evaluation.
- Asking questions on the quality of the networking and relationships developed during the school.
- Using the evaluation to give feedback to faculty which will enable them to improve their sessions in the future.

Working with an external professional evaluator to compile the report on participants evaluation of the school is often advisable to create forms that may lead to valid evaluations. It is also important to consider longitudinal metrics.

5.6.3. Tracer Studies

Tracer studies are a form of retrospective evaluation where participants are surveyed several years after they attended a SIG to gather their reflection on how attending the SIG impacted on their understanding of digital governance and their work lives. A tracer study can be repeated every five to ten years. They provide invaluable evidence of a SIG's longer term impact.

5.7. Building Alumni Networks

Several schools have created alumni networks that have lists for ongoing discussions and even for scheduling events during the year. The EuroSSIG is one school that makes good use of such a network and serves its community of graduating fellows well by maintaining contact with the future leaders that many fellows become. The experience in the South School on Internet Governance SSIG is interesting because the fellows keep on interacting among themselves after the school, and they participate as a group in the regional IGF, national IGF, keep sharing fellowships and work opportunities. Although these activities after SSIG were not the original purpose of the school, it turns out to be one of the most valuable outcomes for the fellows and for the general purpose of the training.



Group of fellows and faculty attending South School on Internet Governance SSIG 2015 in San José de Costa Rica. This was the third SSIG organized in Central America and Caribbean, after SSIG 2013 in Panama and SSIG 2014 in Trinidad and Tobago.

6. Practical Matters

The smooth operation of an event requires dedicated staffing and thoughtful advanced planning and ability to adapt when things don't go right. Each of the following tasks require expertise and funding (direct or in-kind). All these tasks should be documented in pre-advance meetings and charted using a spreadsheet or project management tools e.g., a tool like Trello.

6.1. Equipping a School



Example of the setup of equipment from the North American School on Internet Governance (NASIG) at the EDP University

6.2. Logistics Coordinator

This is a critical resource that includes responsibility for much of what makes a school run. Some of the example responsibilities include:

- Supplying Audio visual equipment
- Booking of auditorium and break out rooms
- Coordinating Internet access
- Handling Logistics from hotels to venue
- Creating Signage

These responsibilities vary on whether:

- School in a fixed permanent location
- School that reallocate yearly in temporary settings
- A school moves yearly from place to place or even from country to country.

6.2.1. Social Media Coordinator

Responsibilities include:

- Photography and video recording
- Website
- Promotion on X, Facebook etc.
- Participant registration form
- Participant post evaluation form

6.2.2. Program Coordinator

Responsibilities include:

- Recruit speakers
- Collect Bio and pictures of speakers
- Collect all slideshows

6.2.3. Social Engagement Coordinator

Responsibilities include:

- Arranging social event
- Helping students adjust to their surroundings

6.3. Communications

The necessity for communications is probably obvious. What may not be as obvious is that the variety of communication possibilities, methodologies, and degrees of effectiveness may vary greatly between locations. That includes everything from before the school is held, to during the sessions, and for the long-term after the schools have concluded. Very often the degree of communications effectiveness will determine whether a hybrid format will work, or whether assignments that require Internet research are possible or require staging all needed material locally.

6.4. Medium of Instruction and Interpretation

Different languages used by different SIGs, apart from English, include Spanish, French, Portuguese, in fact any language used anywhere. Some

SIGs have sponsorships and can provide interpretation. There are many models of language usage in instructions.

For SIGs that can use simultaneous interpretation, it is important for the organisers to meet with the interpreters beforehand to go over the agenda and to make sure they are comfortable with the process. Facilitators have to check in regularly with the interpreters to make sure presenters and other participants speak slowly enough for the interpreters to be able to follow.

6.5. Before the School

Participating in national and regional events and/or initiatives from the Internet ecosystem may be useful to promote the school, its importance and the relevance of participating. Look for fellowships available in your regional RIR, i.e. ARIN, RIPE, AFRNIC, APNIC and/or LACNIC. They all hold events three times a year. Their Annual General Meetings, and other events, via Zoom, can also be used as part of the curriculum, when appropriate.

6.5.1. Other Courses and Events

ICANN, ISOC, GSMA, DIPLO and others have courses that are worth exploring and offering to fellows as preparatory or post session.

Other important events are National, Regional and Global IGFs which deal with many of the same issues and they also have fellowships plus they also stream the sessions to Youtube. There is a great wealth of session material available online.

6.6. During the School

The biggest challenge to newcomers to the subject is the volume of information. It would be prudent to download and have handy the acronyms used by the speakers. One good source is <https://www.icann.org/en/icann-acronyms-and-terms>.

Another good idea is to work collaboratively with others to take detailed notes in shared Google Docs or other platforms so you can capture links, ideas and followup with the speakers.

6.7. After the School Ends

Why, you might ask, keep touch after the school has ended and is all done with it. You attendees are one of the greatest resources a school has. They might be future teachers? They might send you the most interesting students. They may become the greatest fundraising resource. This makes developing a strategy and mechanisms for long-term relationships essential.

Several existing schools have such an arrangement, e.g., EuroSSIG as mentioned above.

7. Conclusion

» Success Is Walking From Failure To Failure With No Loss of Enthusiasm «

Winston Churchill

The document contains many pointers. Some descriptions may sound prescriptive. Within the DC-SIG, given the wide variety of geographies, school types, and organizing structures, none of these are necessarily prescriptive, not even if the language makes it sound that way. Some may be strongly recommended by some who have established or worked in a school and should be considered. However, one of the important considerations is to be true to the missions and dream of the bottom-up effort to establish a SIG that fulfills the needs of the time and place. In many cases the appendices may provide some of the clues needed for moving forward.

As the years go by, this report will be treated as a living document and be updated periodically based on new information that becomes available, reports from school founders who have important contributions to make, or new SIGs with new questions.

The editors thank all those who made a contribution to this collection of guidelines.



Ghana School on Internet Governance (GhanaSIG) 2025

7.1. Summary of Key Recommendations

- ▶ Choose a model that aligns with local resources and long-term goals. For example, partnering with a university can provide infrastructure, while a non-profit structure facilitates grant applications.
-

For SIG Organizers:

Commit to transparency, build diverse teams, prioritize accessibility, document processes, and engage alumni.

For the DC-SIG:

Provide mentorship, share best practices, maintain a global directory of SIGs, support new organizers and investigate fundraising opportunities. DC-SIG should also consider methods for continuing this report and perhaps moving it to the DC-SIG web site as a framework for collecting further content. This is just a beginning and could benefit from more experience and commentary.

For the IGF:

Recognize SIGs, as part of the Dynamic Coalition infrastructure as essential capacity building mechanisms and provide visibility and support.

For Funders:

Invest in long-term capacity building, support underserved regions, and strengthen the global Internet governance ecosystem.

Appendices

A. Contributors

Content Contributors

Anonymous, Various

Anriette Esterhausen, Organizer: AfriSIG

Avri Doria, Teacher

Glenn McKnight, Organizer: VSIG and NASIG

Raymond Mamattah, Organizer: EGIGFA

Satish Babu, Organizer: inSIG and APSIG

Editorial Group

Anriette Esterhausen – Africa

Olga Cavalli – Grulac

Satish Babu – Asia Pacific

Joanna Kulesza – Europe

Glenn McKnight – N. America

Sandra Hoferichter – Chair DC-SIG

Avri Doria – Coordinating Editor

Rainer Rodewald – Production Editor

Photos Provided by

Avri Doria

Glenn McKnight

Olga Cavalli

Raymond Mamattah

Satish Babu

EuroSSIG

B. Acronyms

This list does not include the acronym names of schools which, can be found in appendix C.

Acronym	Spelled Out	Other info
AFRINIC	Internet Registry for Africa	https://afrinic.net/ RIR for Africa
APNIC	Asia Pacific Network Information Centre	https://www.apnic.net/ Regional Internet Registry administering IP addresses for the Asia Pacific
ARIN	American Registry for Internet numbers	https://www.arin.net/
CIDA	Canadian International Development Agency	https://cida.org
DC	Dynamic Coalition	https://intgovforum.org/en/content/dynamic-coalitions They are open, multistakeholder groups dedicated to an Internet governance issue or set of issues.
DFAIT	Canadian Department of Foreign Affairs and International Trade	https://www.international.gc.ca/
Diplo	DiploFoundation	https://www.diplomacy.edu/
DNS	Domain Name system	https://www.icann.org/resources/pages/dns-2022-09-13-en
EU	European Union	https://european-union.europa.eu/index_en
GSMA	Global System for Mobile Communications Association	https://www.gsma.com/
ICANN	Internet Corporation for Assigned Names and Numbers	https://www.icann.org/
IP	Intellectual Property	https://www.wipo.int/en/web/about-ip/
IP	Internet Protocol	https://www.iana.org/numbers
LACNIC	Regional Internet Registry for the Latin American and Caribbean regions	https://www.lacnic.net/
RIPE	Réseaux IP Européens	https://www.ripe.net/ RIR for Europe
RIR	Regional Internet Registry	https://aso.icann.org/
SDG	Sustainable Development Goals	https://sdgs.un.org/goals
SIDA	Swedish International Development Co-operation Agency	https://www.sida.se/
SIG	School on Internet Governance	https://www.igschools.net/sig/
USAID	U.S. Agency for International Development	https://www.usaid.gov/ Deceased
W3C	World Wide Web Consortium	https://www.w3.org/

C. List of Schools on Internet Governance

Below is a global table of the Schools on Internet Governance (SIGs) that exist worldwide as compiled from the IGF Dynamic Coalition on SIGs wiki. It includes founding year, region, program duration, and key entry information (where available). The data reflects all SIGs that have registered via the DC-SIG portal until 23 Feb. 2026. The DC can not guarantee that this overview is complete or that the respective schools are still active.

You can find the up to date overview and more detailed information on each SIG at the DC-SIG wiki: https://www.igschools.net/mw-sig/wiki/Main_Page.

Global Schools on Internet Governance (SIGs)					
School Name	Region	Year Founded	Typical Duration	Periodicity	Entry Requirements/ Focus
European Summer School on Internet Governance (EuroSSIG)	Europe	2007	1 week	Annual	Open to students and professionals globally; academic summer program
South School on Internet Governance	Latin America	2009	5–7 days	Annual	Open LATAM and global applicants; multilingual program (EN/ES/PT)
African School on Internet Governance (AfriSIG)	Africa	2013	5–6 days	Annual	Pan-African policy-makers, researchers, civil society
Brazilian School on Internet Governance	Latin America	2014	5 days	Annual	National & regional program; Portuguese track
Middle East and Adjoining Countries School on Internet Governance (MEAC-SIG)	MENA	2014	4–5 days	Annual	Multistakeholder regional participants
Asia-Pacific School on Internet Governance	Asia-Pacific	2015	4–5 days	Annual	Asia-Pacific regional capacity building
Pakistan School on Internet Governance	South Asia	2015	4 days	Annual	Country-level multi-stakeholder participants
India School on Internet Governance	South Asia	2016	3–4 days	Annual	Held before ICANN meetings; open to Indian participants
Kenya School of Internet Governance	Africa	2016	4 days	Annual	Organized around Kenya IGF
ARGENSIG – Argentina School on Internet Governance	Latin America	2017	4 days	Annual	National training program with participation from latin american fellows
Armenian School of Internet Governance	Eastern Europe / Caucasus	2017	4 days	Annual	Cross-sector learning

Global Schools on Internet Governance (SIGs)					
School Name	Region	Year Founded	Typical Duration	Periodicity	Entry Requirements/ Focus
Bangladesh School of Internet Governance (bdSIG)	South Asia	2017	4 days	Annual	Country-level multi-stakeholder participants
Benin Internet Governance School	Africa	2018	4–5 days	Annual	Youth leadership-centered
Cote d'Ivoire Internet Governance School	Africa (West)	2018	4 days	Biannual	National capacity development
North American School of Internet Governance (NASIG)	North America	2018	2-3 days	Annual	U.S. and Canada fellowship program
West Africa School of Internet Governance	Africa (West)	2018	5 days	Annual	Regional-level multi-stakeholder participants
Central Africa School of Internet Governance	Africa	2019	4 days	Annual	Francophone policy capacity
Ghana School on Internet Governance	West Africa	2019	3–5 days	Annual	GhanaSIG is organised by the E-Governance and Internet Governance Foundation for Africa (EGIGFA)
Nigerian School on Internet Governance	West Africa	2019	4 days	Annual	NiRA & ISOC-coordinated
North African School on Internet Governance (NASIG)	Africa	2019	4–5 days	Annual	Regional North African scope
Winter School in Internet Governance, Digital Policies and Innovation	South Eastern Europe	2019	5 days	Annual	Digital policies and innovation, school dedicated to stakeholders in South Eastern Europe and the neighbouring area
Zimbabwe School of Internet Governance	Africa	2019	5 days	Annual	Multistakeholder, national participants
Free Moscow School of Internet Governance	Global	2020	Weekly online sessions throughout the year	Annual	Held in Russian language
Liberia School of Internet Governance	West Africa	2020	3–4 days	Annual	Nationally hosted program
Malian School on Internet Governance (MaliSIG)	West Africa	2020	3–4 days	Annual	Francophone African network
Russian Summer School on Internet Governance (RSSIG)	Eastern Europe	2020	4–5 days	Annual	Academic and technical disciplines

Global Schools on Internet Governance (SIGs)					
School Name	Region	Year Founded	Typical Duration	Periodicity	Entry Requirements/ Focus
Taiwan School on Internet Governance	East Asia	2020	3–4 days	Annual	Multi-sector governance focus
Virtual School of Internet Governance (VSIG)	Global	2020	Self-paced online	Continuous	Open global access; MOOC format, English, Spanish, French, Urdu and Bengali
Ecole sur la gouvernance de l'Internet en RDC (CdSIG)	Africa	2021	2 days	Annual	National capacity development, focused on youth
EGI WBF POUR JEUNES FILLES	Africa	2021	2 days	Annual	EGI_WBF is specifically reserved for girls and women in Benin aged 13 to 25
Mauritius School on Internet Governance	Africa	2021	3–4 days	Annual	National workshop series
Summer School on Internet Governance and International Law (SSIGIL)	Europe	2021	3-5 days	Annual	Bridging Internet governance, geopolitics and international law
Togo School of Internet Governance Forum (TogoSIG)	Africa	2021	3–5 days	Annual	Youth inclusion and leadership focus
Lanka School on Internet Governance (LKSIG)	South Asia	2022	4 days	Annual	National Internet awareness
Zambia School of Internet Governance	Africa	2022	3–5 days	Annual	Joint with Zambia IGF
Botswana School on Internet Governance	Africa	2023	3–5 days	Annual	National capacity development
Chadian School on Internet Governance (TdSIG)	Africa	2023	2 days	Annual	National capacity development, for all Internet Governance stakeholders
Chilean School of Internet Governance	Latin America	2023	1 week and 1 month courses	More frequently	Nationally focussed, for all Internet Governance stakeholders
Mano River Union School on Internet Governance (MRUSIG)	Africa (West)	2023	4 days	Annual	Regional youth & policy leaders
School on Internet Governance Japan	East Asia	2023	4 days	Annual	National & academic collaboration
Indonesia School on Internet Governance	South Asia	2024	1 month	Annual	National capacity development
Women in Internet Governance (WIG)	Global	2024	3 month	Annual	Women in Internet Governance fellowship is a women only fellowship, globally selected

Global Schools on Internet Governance (SIGs)					
School Name	Region	Year Founded	Typical Duration	Periodicity	Entry Requirements/ Focus
Escuela Panameña de Gobernanza de Internet	Latin America	2025	2 days	Annual	National capacity development, focus on young people under 27
SWING – School on Internet Governance	Global	2025	5 days	Annual	Aiming at graduate students, early-career researchers, ICT professionals, policymakers
Hawaii School on Internet Governance	Hawaii and the Pacific	2026	1–5 days	Annual	Regional focus; goal: build capacity for digital governance in Hawaii and the Pacific

D. Summary Insights on SIGs

- There are over 45 formally recognized SIGs globally across every inhabited region, coordinated under the IGF Dynamic Coalition on Schools on Internet Governance.
- Programs generally last 4–6 days, though many include online pre-study or hybrid events.
- Entry is typically competitive, emphasizing multistakeholder balance (government, civil society, academia, private sector, and technical community).

E. Description of Process Used to Create the Document

- Started with a blank sheet.
- Did some judicious breadcrumb research using chatGPT – No quotes from an AI have been included as inline text. Any quotes used will be quoted and referenced.
- Early drafts were circulated among a selected editorial team composed of: (clear listing of names) and to the wider list.
- The document was opened for suggestions, comment, and edits to the world, especially the DC-SIG.
- A zoom meeting was held, notes were taken.
- A revision of the annotated outline was released for discussion at IGF2025.
- Next step is a period of hackathon, starting with a hybrid session on 25 June at 1345 UTC in Vestfold In Lillestrom and continuing online for at least a few months.
- Document was left open for comment and the addition of content though until the end of the summer.
- Several AI apps were consulted about the report including primarily GROK and Perplexity. They gave recommendations on formalizing the structure and reworking the outline and flow of the report.
- Some of the advice was taken and the process of shifting content to the new outline was begun, and went on for a bit.
- Updated revision 4.3 21 Oct 2025
- Open review & edit 22 Oct - 22 Dec 2025
- Definition paper 12 Dec 2025
- DC-SIG meeting (recorded) discuss definition of school and draft in general 12 Dec 2025.
- Rev 5.1 released for 48 hr review before moving to production 28 Dec 2025
- Rev 5.2 – draft released to production process – 31 Dec, 2025

F. Sample Budget Template

The amount of budget for a SIG depends on the goals and opportunities of the organizational team to offer a top notch program. It could range from a single day to a week or longer. It could be on-site only, hybrid or only online. In each case the cost to organize and run a school has a wide range of options and given unforeseen events you need to be prepared to pivot and respond accordingly e.g., the Covid Pandemic changed the financial picture for the schools.

Costing

- Facility lecture hall, lunch and break rooms
- Equipment, projectors, audio visual equipment
- Support contractors, sound engineers video production team
- Zoom account
- Fellowships flight and hotel
- Stipend for Speakers
- Flights for speakers
- Hotels for speakers, volunteers and participants
- Transportation local busing
- Breakfast, coffee breaks, lunches and Dinners
- Gifts
- Signage

G. Financial Phases in Creating a SIG

Pre Activity Phase

- Study and attend other Schools on Internet Governance
- Seek advice and mentorship
- Create a business and marketing plan
- Build a core planning team
- Establish job descriptions and create clear measurable results
- Establish a flexible budget adaptable to levels of sponsorship
- Creation of plan B if unexpected funding windows disappear
- Establish sponsorship levels and identify various sponsors per level
- Outreach to the cornerstone key sponsors and nurture their ongoing yearly support
- Adapt annual requests from sponsors to the major funding requirements
- Create a draft program with potential speakers and descriptions
- Create an online registration forum
- Create a detailed website with the program, bios, resources etc.

▶ This list isn't complete, as your situation may face other obstacles and challenges. It is important to start the process that sets the vision of the school.

Active Activity Phase

- Outreach to 2 or 3 times the actual number of necessary funding organizations
- Integrate your sponsors as part of your advisory council, speakers and promoters
- Marketing and promotion of event for registrations
- Confirm all speakers and collect bios and slideshows
- Generate speaker sessions survey
- Post event full evaluation
- Payment of all expenses

▶ Keep your eye on the value of your speaker network for future speakers and potential sponsorship.

Post Activity Phase

- Produce an event report for the funders and In kind donors
- Personal thank you letters to funders, volunteers, and speakers
- Conduct an internal postmortem of the event and how to improve next school
- Set the theme for next year
- Generate annual report

▶ These actions paint a picture of future of events and how the school will grow and prosper.

H. Endnotes

- ¹ By various counts: Listed by the DC-SIG as end of 2025 = 43;
Perplexity survey: 47
- ² Acronyms are spelled out in appendix B



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**Schools on
Internet Governance
(SIG)**



www.igschools.net