



## EQUALS-EU – Europe’s Regional Partnership for Gender Equality in the Digital Age

### EQUALS EU SUMMER SCHOOL CURRICULUM

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2022



## DOCUMENT DESCRIPTION

<b>Due date of deliverable</b>	31/12/2022
<b>Submission date</b>	16/12/2022
<b>File name</b>	EQUALS-EU_Summer School Curriculum
<b>Deliverable responsible</b>	GSMA
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<b>Reviewer(s)</b>	Jo Cramer, Oslo Metropolitan University Zelal Ozdemir, METU
<b>Status</b>	Final
<b>Dissemination level</b>	PU <sup>1</sup>
<b>Keywords</b>	IHED, KhNUIA, GSMA, UV, METU

<sup>1</sup> PU: Public, PP: Restricted to other programme participants (including the Commission Services), RE: Restricted to a group specified by the consortium (including the Commission Services), CO: Confidential, only for members of the consortium (including the Commission Services) – this footnote to be deleted in a real deliverable



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## LIST OF ABBREVIATIONS

DoA	Description of Action
EU	European Union
GA	Grant Agreement
GDPR	General Data Protection Regulation
TSD	Service for Sensitive Data
IHED	Graduate Institute Geneva
GSMA	GSM Association
KhNUIA	Kharkiv National University of Internal Affairs
UV	University of Valencia
METU	Middle East Technical University



# INTRODUCTION

The DoA describes the deliverable as follows:

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Co-design three joint professional development courses (Led by P5/GSMA; with support from P1/OsloMet, P7/KhNUIA, P8/IHEID, P9/IE LAS, P10/UVEG, P11/UHC, P12/METU, P13/UH, and P18/UNU-IIST)

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This document comprises the course outlines that together make up the 3 weeks summer school which is a self-contained program equivalent to 15 ECTS (3x 5 ECTS). All course descriptions and materials will be openly accessible online for other higher education, industry, or civil society organizations to use. This deliverable report comprises the course outlines. Course learning materials continue to be developed until delivery of the summer school in June 2023 and will be publicly available thereafter.

The aim of the summer school is two-fold: first as the culmination of the EQUALS-EU project, which focuses on the professional development of 24 future leaders and champions in gender equity and digital inclusion and promotes knowledge exchange and technology transfer within European countries and between European and non-European countries (please refer to the [EQUALS-EU website](#) for details). 24 winners from hackathons and innovation camps across 20 countries will participate in the summer school with the opportunity to make a pitch at the end of week 3 and secure further support for their respective startups.

The second aim is to make the course materials publicly available for use by publishing an online repository and implementing the content as part of existing capacity building and education programmes of the EQUALS-EU Consortium members.

In the documentation that follows, the courses are outlined for intensive delivery, in the context of the EQUALS-EU summer school program.

The Annex includes an example of a teaching plan.

# EQUALS-EU Summer School Curriculum

## *Programme Overview and Objectives*

Under the “Exchange Knowledge and Transfer Technology for Gender Equity” initiative which is a part of the EQUALS-EU project, the GSMA in conjunction with Kharkiv National University of Internal Affairs (KhNUIA), the Graduate Institute Geneva (IHEID), and University of Valencia (UVEG) is co-hosting an intensive international summer school programme consisting of three one-week professional development boot camps in Riga, Latvia; Geneva, Switzerland; and Valencia, Spain. Each course will build off each other and will capitalize on the region’s specific competencies, community partnerships, and resources.

The programme focuses on the professional development of future leaders and champions in gender equity and digital inclusion and promotes knowledge exchange and technology transfer within European countries and between European and non-European countries. The three joint courses focus on personal growth and professional development in women’s digital rights, transformational leadership, and STEM skills. Each course is the equivalent of one bachelor’s level module of five credits under the European Credit Transfer and Accumulation System (ECTS).

The summer school begins in Riga at the Latvian Academy of Sciences, continues in Geneva at the Graduate Institute Geneva and ends in Valencia at the University of Valencia.

The summer school culminates with a pitch-off in Valencia coordinated by The Forge, where 24 scholarship recipients from the EQUALS-EU incubator programme will present their start-ups before members of the EQUALS-EU Gender Equitable Investment Group. Graduates of the three-week summer school will receive a certificate signed by leaders from Oslo Metropolitan University, GSMA, KhNUIA, IHEID, and UVEG. They will additionally be encouraged to participate in national competitions for EU Contest for Young Scientists as well as in international competitions such as the prestigious Hult Prize.

### **Recommended prior knowledge or experience**

No pre-existing knowledge or experience is required.



### Programme Learning Outcomes

On completion of all three modules, participants will have:

- a greater understanding of themselves as socially gendered beings through increased awareness and analysis of gender definitions, roles, and gender equality aims.
- an understanding of the advantages of gender-integrated leadership for the success of their industries/organizations
- the skills necessary to develop strategies to respond to gendered inequalities and structures and develop their own leadership style.
- practical tools and capabilities to promote inclusion and eliminate exclusion in the digital world
- an expanded network of peers and exposure to key actors in the fields of digital inclusion and gender equity
- knowledge of collaborative, intersectional, and feminist working approaches
- an understanding of what constitutes meaningful connectivity and how to prevent digital exclusion
- understanding of the importance of including the territorial perspective for creating new insights in the analysis of gender inequality. An appreciation of how gender influences on urban space and the use of time.

### Course Requirements, Credits and Hours

Each of the three courses are equivalent to 5-ECTS = 140 hours, as outlined below:

#### Assessment

Each course has an assessment task appropriate to the topics and content associated, graded on a Pass/Fail basis (please see below). Assessment criteria for each task is provided in advance of the assessment.

Course workload & activity	Description	Total hours
In Classroom and Field Study Visit activities	Practices of active learning, field visits and shared expertise (6 h/day x 5 days/week)	30 hours
Self-directed academic study	2 hours daily x 5 days a week	10 hours
Pre-Requisite and Co Requisite reading	350 pages at five pages per hour	70 hours
Assessment Activities and Final Pitch Off		30 hours
<b>Total</b>		<b>140 hours</b>





### Grading criteria

Grade	Definition
Pass	Task submitted successfully meets assessment criteria
Fail	Task submitted does not meet the assessment criteria <i>Or</i> Task submitted after the due date/time. <i>Or</i> Task not submitted.

### Appeal of Grade Policy

Grades awarded are final. Students wishing to discuss their results are encouraged to book an individual appointment with the course convenors. In addition, minimum attendance is required to pass each course.

Please see the section Attendance and Participation Policy below.

### Pre-Requisite Readings

Pre-Requisite readings need to be completed prior to starting each course.

### Homework Policy

Some course work is completed out of classes. Homework may include both individual tasks and individual contributions to group activities, for example, preparation of group projects and presentations. Homework each week varies and may comprise:

- preparation for class activities
- completion of class activities
- preparation of assessment tasks.

### Attendance and Participation Policy

Participants must attend at least 70% of each course to be awarded the participation certificate for the EQUALS-EU summer school. Attendance includes both classes and associated course activities (for example, completion of homework tasks as described above). Please see also section: Certificate on Completion of the Summer School.

Participants are expected to engage with their peers and demonstrate interest and dedication to create a positive learning environment for all. To accommodate diverse learning styles, participation can take many forms. For example, those participants who might not feel comfortable raising their hand and speaking in class might instead submit questions via email for their professor to answer and present in the class.

### EQUALS-EU Code of Conduct

The Code of Conduct has been adapted with the participants in mind to ensure that consideration is given to the specific and contextualized needs of all.

As such we have adopted the Women in Voice Code which stipulates that everyone has the right to participate while acknowledging that everyone else deserves to be here — and each participant has the right to enjoy their experience without fear of harassment, discrimination, or condescension, whether blatant or via micro-aggressions. Jokes shouldn't demean others. Consider what you are saying and how it would feel if it were said to or about you.

Any incidents of alleged abuse, poor practices, or discrimination should be reported to the main course convenor immediately.

### Statement on Inclusivity

EQUALS-EU is committed – through positive action – to co-creating and providing a welcoming, supportive, and inclusive environment for all participants. Inclusion does not merely indicate the presence of diversity, but additionally encompasses active, intentional, and ongoing efforts so that instructors, participants, staff, and more, all feel a sense of belonging during the entirety of the Summer School.

### Accessibility Statement

EQUALS-EU is committed to providing a welcoming, supportive, and inclusive environment for participants with disabilities. EQUALS-EU aims to ensure accessibility for all its work as to accommodate diverse users. We follow universal design standards and guidelines to ensure that our work is accessible and inclusive.

### Programme

*Week 1: KhNUIA Summer School Course – Transformational Leadership and Gender Equity Role Modeling*

Dates: June 12- 16, 2023

Location: Riga, Latvia

*Week 2: IHEID Summer School Course – Eliminating Exclusion and Advancing Women's Digital Rights*

Dates: June 19-23, 2023

Location: Geneva, Switzerland

*Week 3: UVEG Summer School Course – The Power of Where: Technology, Research, and Innovation with Gender Perspective*

Dates: June 26 - 30, 2023

Location: Valencia, Spain

# Week 1: Transformational Leadership and Gender Equity Role Modeling

## Instructor(s)

Dr Nehama Lewis

Oksana Tsukan

Tamara Dancheva

TBC

## Email

Supplied to participants

## Location

Latvian Academy of Sciences, Akademijas Square 1, Riga, Latvia

## Course Overview

This course provides an understanding of transformational leadership and gender equity role modeling. The purpose is to familiarize participants with the concepts of gender, gender equality, gender equity, gender roles, and gender norms. In addition, the course develops participants' key practical skills to analyze different leadership styles and empower them to overcome barriers to female leadership.

## Recommended Prior Knowledge or Experience

No pre-existing knowledge or experience is required.

## EQUALS EU Summer School Programme Survey

The analysis of social networks is essential for the purpose of evaluating the success of any development process not least the creation of a start-up. The main purpose of this survey is to therefore foster the creation of social relationships and generate social capital that allows easier access to information and makes processes more successful. In other words, social capital highlights the importance of the people you know as a fundamental point in the development of any project. The evaluation of the social capital that will be created during the duration of the entire summer school therefore is an important outcome and will serve to complement the experience of the participants.

## Co-Requisite Viewing

### Movies

1. Little Women, 2019
2. Hidden Figures, 2016
3. Misbehavior, 2020
4. The Iron Lady, 2011

## 5. Grace of Monaco, 2014

### Pre-Requisite Reading and Activity

1. Perceptions of Power: Championing Female Leadership in Tech, EQUALS Global Partnership for Gender Equality in the Digital Age, 2020
2. Online research and a brief report on the topic of the role of women in the transformation of society.

### Required Equipment

A wifi enabled portable personal computer or tablet (smart phone not recommended).

### Assessment

Based on knowledge obtained during the course, participants will be required to write a 500-word essay on one of the following topics:

- "The Transformation of Women's Role in the ICT Sector"
- "Do you want to become a leader: go your own way?"
- "Development of Women's Leadership in ICT"
- "Women's Face of Leadership in IT"

Assessment criteria for this task will be provided in advance of the assessment.

### Learning Outcomes

Upon the successful completion of the course participants will

- Obtain a greater understanding of themselves as socially gendered beings through increasing awareness and analyzing gender definitions, roles, and gender equality aims
- Understand the causes and consequences of women's underrepresentation in leadership roles
- Understand the regulatory and policy barriers faced by women in ICTs, and the contribution of women's leadership to the competitiveness of industries/organizations
- Deepen their understanding of the key causes of the gender leadership gap
- Understand the advantages of gender-integrated leadership for the success of their industries and/or organizations
- Obtain critical skills as to develop their own leadership style

### Teaching and Learning Methods

The course is structured in the form of expert and/or instructor led lectures, workshops and sessions on each topic combined with participants' active participation such as presentations, group work and working in pairs as well as classroom exercises, brain storming sessions, group analysis of the co-required movies' list, and field visits.

Course Schedule/Calendar of Activities

Week 1	Topic/subtopics	Activity and duration
Day 1	<b>Workshop:</b> Strategic Communication to Promote Gender Equity	3 hours
	-The Fundamentals of Gender Equality/Equity -Transformation of gender images and roles	4 hours
Day 2	<b>Workshop:</b> Challenging Stereotypes in ICT	3 hours
	-Fundamentals and key characteristics of gender stereotypes -Impact of stereotypes on the formation of masculine work culture	3 hours
Day 3	<b>Workshop:</b> Gender and Leadership	3 hours
	-Fundamentals and key characteristics of women’s underrepresentation in decision-making -Impact of women’s underrepresentation in decision-making	3 hours
Day 4	Role Modeling of Gender Equality	3 hours
	-Tools for the development of women’s leadership in ICT -Perceptions of Power: Championing Female Leadership in Tec	3 hours
Day 5	Female model as keynote speaker – ICT and speed dating session	2 hours
		4 hours



Week 1	Topic/subtopics	Activity and duration
	Individual project: The transformation of Women's Role in the ICT Sector	



# Week 2: Eliminating exclusion and advancing women's digital rights

## Instructors

Tamara Dancheva

Claire Somerville

Jérôme Duberry

Irene Khan

Caitlin Kraft-Buchman

## Email

Supplied to participants

## Location

The Gender Centre, Geneva Graduate Institute (IHEID)

Maison de la Paix, Chemin Eugène- Gender Rigot 2, 1202 Geneva, Switzerland

## Course Overview

This course provides a deep dive into understanding digital exclusion, as well as the current and developing state of play regarding women's digital rights.

The purpose of the course is to familiarize participants with the key concepts, literature and processes which historically and presently define these fields. Whilst being focused on developing the students' theoretical knowledge of digital exclusion and women's digital rights, the course doubly seeks to build and enhance the participants' practical capabilities and skills in these realms.

They will learn how to develop cutting-edge research into real-world, impact-oriented actions and plans for advancing women's digital rights, the course doubly seeks to build and enhance the students' practical capabilities and skills in these realms. They will learn how to develop cutting-edge research into real-world, impact-oriented actions and plans for advancing women's digital inclusion and digital rights. By the end of the course, they will have understood various processes enabling them to manifestly advance women's digital rights and gender equity.

By the end of the course, the participants will develop a multifaceted and deep understanding of digital exclusion, and women's digital rights. Their learnings are intended to form the foundational bases needed for them to become the transformative change-makers and leaders urgently needed in the digital world today.

### Recommended Prior Knowledge or Experience

Pre-requisite reading provided must be completed before the course.

### Survey to be Completed During the Week's Programme

EQUALS-EU Summer School Programme Survey

### Pre-Requisite Reading & Materials

A. *To build awareness of and practical competencies in intersectional, feminist approaches to the digital world*

(1) Toolkit: "Intersectionality Resource Guide and Toolkit: An Intersectional Approach to Leave No One Behind," UNPRPD, UN Women (2021)

<https://www.unwomen.org/en/digital-library/publications/2022/01/intersectionality-resource-guide-and-toolkit>

(2) Video: "Intersectional Tech: Black Praxis in Digital Gaming," Dr Kishonna L. Gray (Feb. 23 2022)

[https://www.youtube.com/watch?v=2BmaB\\_Wj9WY](https://www.youtube.com/watch?v=2BmaB_Wj9WY)

(3) Report: "re:CONFIGURE: Feminist Action Research in Cybersecurity," A Report co-authored by the Reconfigure Network (July 2021)

<https://www.oii.ox.ac.uk/wp-content/uploads/2021/01/Reconfigure-Report.pdf>

(4) Mini Documentary: "Imagine if Martin Luther King Jr. Had Facebook: TIME's Documentary on the Role of Social Media in Racial Justice Protests," Solano and Robson (August 2020)

<https://time.com/5875479/viral-videos-racism-impact-protests/>

B. *To build awareness of and practical competencies in neurodiverse pedagogical approaches to the digital world*

(1) Summary Report: "Neurodiversity in Digital Technology: Summary Report," Digital Scotland (1 October 2020)

<https://www.skillsdevelopmentscotland.co.uk/media/47066/neurodiversity-in-digital-technology-summary-report.pdf>

(2) Video: "Prototyping AI ethics futures: Rights, access and refusal," Ada Lovelace Institute, Hickman and Hagerty (Chairs) (23 June, 2021)

<https://www.adalovelaceinstitute.org/event/prototyping-ai-ethics-futures-rights-access-refusal/>

C. *To expand awareness of current dilemmas and exclusionary/vulnerability-making design of the digital world*

(1) Blog: "Social media, violence and gender norms: The need for a new digital social contract," ALiGN, de Meco and MacKay (19 January 2022)



<https://www.alignplatform.org/resources/blog/social-media-violence-and-gender-norms-need-new-digital-social-contract>

(2) Investigative News Series: “The Pegasus Project” (Varied Articles)

<https://www.theguardian.com/news/series/pegasus-project>

(3) Developing News Story: “Meta apologises for harmful Instagram posts seen by Molly Russell,” FT, Beioley and Criddle (September 26, 2022)

<https://www.ft.com/content/647205fa-3a8a-48d1-b557-367c44bf4a78>

(4) Podcast: “The Emily Maitlis MacTaggart Lecture,” The News Agents (August 25, 2022)

<https://open.spotify.com/episode/2qni65aROR3kg0DxS5vzNE?si=ea0b4a078e4b4e7d&nd=1>

*D. To expand horizons/awareness on how cutting-edge organisations have sought to practically analyze and approach the vast amount of data available in the digital world for good*

(1) Toolkit: “A Social Media Analysis Toolkit for Mediators and Peacebuilders,” Centre for Humanitarian Dialogue (30 November, 2021)

[https://rise.articulate.com/share/Sp41QVWlaGBvXvTKEEYY\\_Tb4FPGpBp92#/](https://rise.articulate.com/share/Sp41QVWlaGBvXvTKEEYY_Tb4FPGpBp92#/)

(2) Case Studies: GSMA #CaseforChange (SDG5: Gender Equality)

<https://www.caseforchange.com/topic/gender-equality>

*E. To gain an understanding of gender transformative approaches in action*

(1) Gender Transformative (GT) Programming: “Living Up to Our Commitment: Gender Transformative Programming and Influencing During Covid-19,” Plan International (2020)

[https://plan-international.org/uploads/2021/12/may\\_2020-plan-gender\\_transformative\\_programming\\_in\\_times\\_of\\_covid19.pdf](https://plan-international.org/uploads/2021/12/may_2020-plan-gender_transformative_programming_in_times_of_covid19.pdf)

*F. To expand horizons/awareness on how grass-roots organisations have sought to practically approach gender and digital inclusion*

(1) Blog: “Digital Equity in Action,” Aspen Institute, Jennifer Atala (February 28, 2022)

<https://www.aspeninstitute.org/blog-posts/digital-equity-in-action-girl-rising/>

(2) Article: “Social Transformation in a Digital Age: Youth Social Movements in the MENA Region,” IEMed Mediterranean, Monshipouri (2019)

<https://www.iemed.org/publication/social-transformation-in-a-digital-age-youth-social-movements-in-the-mena-region/>

(3) Discussion Paper: “From hashtags to the streets: Digital Technologies for Women’s Political Activism. Examples from Africa,” ECDPM, The Charter Project Africa, Salzinger, Tadesse, Ronceray (June 2022)

<https://euagenda.eu/upload/publications/digital-technologies-women-political-activism-discussion-paper-326-2022.pdf>

(4) Mini Documentary: “Dear Future Children: A new generation of activism,” Al Jazeera Witness, Bohn (10 August 2022)

“Is the activist economy good for social change?,” Al Jazeera The Stream (14 October 2022)

<https://www.aljazeera.com/program/the-stream/2021/10/14/is-the-activist-economy-good-for-social-change>

<https://www.aljazeera.com/program/the-stream/2021/10/14/is-the-activist-economy-good-for-social-change>

G. *To expand horizons/awareness on how international organisations and the global mobile industry have sought to practically approach gender and digital rights*

(1) Report: “Bridging the Digital Gender Divide: Include, Upskill, Innovate,” Organisation for Economic Co-operation and Development (2018)

<https://www.oecd.org/digital/bridging-the-digital-gender-divide.pdf>

(2) Podcast: “ITU Technologized: Advancing gender equality at PP-22 – Meet women in decision making,” ITU Podcasts, Gehner (August 26, 2022)

<https://soundcloud.com/ituproduction/advancing-gender-equality-at-plenipot-meet-women-in-decision-making>

(3) This report of the Organisation for Economic Co-operation and Development has been prepared at the request of the Australian government. It aims to further strengthen the evidence base in support of G20 Digital Economy Task Force discussions on the equitable participation of women in the digital economy.”

(Specifically Read: Chapter 6 ‘Bridging the Digital Gender Divide: What Role for Policy?’)

<https://www.oecd.org/digital/bridging-the-digital-gender-divide.pdf>

<https://www.oecd.org/digital/bridging-the-digital-gender-divide.pdf>

(4) “Live recording with Daniela Andrea Rivera Davila, Mexico; Victoria Sukenik, ITU, on the topic of advancing gender equality at the ITU Plenipotentiary Conference (PP-22) being held in Bucharest, Romania from 24 September – 14 October 2022”

<https://open.spotify.com/episode/34XedNz1xPOiEyTT68tzmo?si=c74dac8401f847b9> (“The Plenipotentiary Conference (PP), ITU’s highest policy-making body, meets once every four years to set the Union’s general policies.” For information on the ITU PP Conference:

<https://pp22.itu.int/en/>)

<https://open.spotify.com/episode/34XedNz1xPOiEyTT68tzmo?si=c74dac8401f847b9&nd=1>

(5) Accelerating Digital and Financial Inclusion for Women, GSMA:

<https://www.gsma.com/mobilefordevelopment/connected-women/>

<https://www.gsma.com/mobilefordevelopment/connected-women/>

(6) The Mobile Gender Gap Report, GSMA, 2022

<https://www.gsma.com/r/gender-gap/>

<https://www.gsma.com/r/gender-gap/>

(7) Connected Women Life Stories, GSMA

<https://www.gsma.com/mobilefordevelopment/m4d-connected-women-life-stories/>

<https://www.gsma.com/mobilefordevelopment/m4d-connected-women-life-stories/>

*H. To gain awareness of UN definitions and development of theories of digital inclusion*

(1) United Nations Office of the Secretary-General’s Envoy on Technology on Technology, Ongoing Work:

A. “Digital Inclusion,” UN, Roundtable on Digital Inclusion (Living Document)

United Nations Living Document on the definition of “Digital Inclusion”

B. “Digital Cooperation: “Digital Inclusion” Implementation Plan (Dec. 2020 – Dec. 2021, towards 2030),” Gobierno de México and UN Women (22 December 2020)

United Nations “Digital Inclusion” Implementation Plan

(Optional: <https://www.un.org/techenvoy/content/digital-inclusion>)

A. [https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/general/Definition\\_Digital-Inclusion.pdf](https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/general/Definition_Digital-Inclusion.pdf)

B. [https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/general/201220\\_Digital\\_Inclusion\\_roundtable\\_workplan.pdf](https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/general/201220_Digital_Inclusion_roundtable_workplan.pdf)

Optional: <https://www.un.org/techenvoy/content/digital-inclusion>

*I. To expand horizons/awareness/exploration of complex and variegated digital landscape as viewed, used, and exploited by different (incl. corporate) actors*

(1) SlideShare Presentation: “Platforms and Ecosystems: Enabling the Digital Economy,” WEF & Deloitte, Jacobides, Alstyne, Sundararajan (2019) (Full Report:

[https://www3.weforum.org/docs/WEF\\_Digital\\_Platforms\\_and\\_Ecosystems\\_2019.pdf](https://www3.weforum.org/docs/WEF_Digital_Platforms_and_Ecosystems_2019.pdf))

[https://www3.weforum.org/docs/WEF\\_Digital\\_Platforms\\_and\\_Ecosystems\\_2019.pdf](https://www3.weforum.org/docs/WEF_Digital_Platforms_and_Ecosystems_2019.pdf)

(2) Investigative Journalism: “Unravelling the Killing of Shireen Abu Akleh,” Bellingcat, Bellingcat Investigation Team (Fiorella, Waters, Toler) (May 14, 2022)

<https://www.bellingcat.com/news/mena/2022/05/14/unravelling-the-killing-of-shireen-abu-akleh/>

(3) Report: “Toxic Twitter – A Toxic Place for Women,” Amnesty International (2018)

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

*J. To build awareness of histories of exclusion and digital inclusion*

(1) Article: “How the tech industry wrote women out of history,” The Guardian, Brewer (2017)

<https://www.theguardian.com/careers/2017/aug/10/how-the-tech-industry-wrote-women-out-of-history>

(2) Audio Files/Profiles: The Untold History of Women in Science and Technology,” The White House: President Barack Obama“

<https://obamawhitehouse.archives.gov/women-in-stem>

### Course Reading Materials

(1) The digital revolution: Implications for gender equality and women’s rights 25 years after Beijing, United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), 2020.

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/The-digital-revolution-Implications-for-gender-equality-and-womens-rights-25-years-after-Beijing-en.pdf>

(2) Digital Health and Rights Context in Three Countries: Ghana, Vietnam, Kenya, Nomtika Mjwana, Tara Imalingat, Irene Kpodo, Trang Pham, 2021

[https://repository.graduateinstitute.ch/record/299380?\\_ga=2.117518985.1453900238.1664278508-2086024688.1654101977](https://repository.graduateinstitute.ch/record/299380?_ga=2.117518985.1453900238.1664278508-2086024688.1654101977)

(3) Development Co-operation Report 2021: Shaping a Just Digital Transformation, The Organisation for Economic Co-operation and Development (OECD), 2021

[https://read.oecd-ilibrary.org/development/development-co-operation-report-2021\\_ce08832f-en#page5](https://read.oecd-ilibrary.org/development/development-co-operation-report-2021_ce08832f-en#page5)

(4) Bias and Discrimination in AI: Whose Responsibility Is it to Tackle Them?, Cohen-Inger, Nurit, 2021 (Blog)

<https://venturebeat.com/ai/bias-and-discrimination-in-ai-whose-responsibility-is-it-to-tackle-them/>

(5) How (Not) to Talk about Technology. International Relations and the Question of Agency. Hoijtink, Marjin, and Matthias Leese, 2019.

[https://research.vu.nl/ws/portalfiles/portal/129265292/9780429463143\\_1\\_chapter\\_How\\_not\\_to\\_talk\\_about\\_technology.pdf](https://research.vu.nl/ws/portalfiles/portal/129265292/9780429463143_1_chapter_How_not_to_talk_about_technology.pdf)

(6) Digital Colonialism: US Empire and the New Imperialism in the Global South, Kwet, Michael, 2019.

[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3232297](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3232297)

(7) Feminist Digital Diplomacy and Foreign Policy Change in Sweden, Aggestam, K., Rosamond, A.B., & Headling, E., 2021.

<https://link.springer.com/article/10.1057/s41254-021-00225-3>

(9) Report on Gender Justice and Freedom of Opinion and Expression (A/76/258). Khan, I, United Nations

<https://www.ohchr.org/en/documents/thematic-reports/a76258-gender-justice-and-freedom-expression-report-special-rapporteur>

(10) What Is Civil Society and Who Represents Civil Society at the IGF? An analysis of Civil Society Typologies in Internet Governance. Tjahja N., Meyer, T., & Shahin, J., Telecommunications Policy, 45(6), 102141.

<https://www.sciencedirect.com/science/article/pii/S0308596121000458>

**Required Equipment**

A wifi enabled portable personal computer or tablet (smart phone not recommended).

**Survey to be Completed During the Week’s Programme**

EQUALS-EU Summer School Program Survey

**Assessment**

Participants are assessed on a written a policy brief of no more than 500 words that advocates for a particular intervention geared to eliminating exclusion and advancing women’s digital rights.

Assessment criteria for this task are provided in advance of the assessment.

**Learning outcomes**

- Upon successful completion of the course, the participants will:
- Gain insight into collaborative, intersectional, feminist working approaches
- Develop the capacity to understand and utilise vocabulary and novel methods to critically unpack, understand, and intervene in systems and processes producing digital exclusion
- Develop practical tools and capacities to promote inclusion and eliminate exclusion in the digital world
- Build and expand their network through exposure to key actors in the fields of digital inclusion and gender equity

**Teaching and Learning Methods**

Learning takes place through varied pedagogical methods, from field visits to expert lectures, and group work, to take some examples. The syllabus is similarly structured around varied multimedia course materials to allow students to engage in unique, multifaceted ways with the overarching themes at hand. By design, the rich multimedia materials should allow each student to develop their thematic expertise as best suited to their unique learning styles.

**Course Schedule/Calendar of Activities**

Week 2	Topic/subtopics	Activity and duration
Day 1	<b>Setting the Scene:</b> Approaching Digital Rights Governance using Disruptive Feminist Pedagogies and Practices	→ Team building/meditations on personal experiences



Week 2	Topic/subtopics	Activity and duration
	(3 hours)	→ Visit: Human Rights Council Deliberations (4 hours)
Day 2	The Practice of Power: Unpacking “Exclusion” & Understanding Digital Inclusion (with Tamara Dancheva) (4 hours)	<b>Workshop 1A:</b> Entrepreneurship Workshop (3 hours)
Day 3	Gender Responsive Policymaking for the Digital World (4 hours)	<b>Workshop 1B:</b> How to Write Gender Responsive Policy Papers for Women’s Digital Inclusion (3 hours)
Day 4	A Grassroots-level Strategic Advocacy Toolkit for Accelerating Women’s Inclusion in the Digital World (4 hours)	<b>Workshop 2A:</b> How to Develop Grassroots-level Strategies and Advocacy Processes for Women’s Digital Inclusion (3 hours)
Day 5	An International-level Strategic Advocacy Toolkit for Accelerating Women’s Inclusion in the Digital World (4 hours)	<b>Workshop 2B:</b> How to Develop International-level Strategies and Advocacy Processes for Women’s Digital Inclusion (3 hours) → Team Check-In / Present Learnings to Teams not present in person



# Week 3: The Power of Where: Technology, Research, and Innovation with Gender Perspective

## Instructor(s)

Tamara Dancheva

Mar Gaitan

Maria D. Pitarch

Cristina Portales

Javi Serrano Lara

Carmen Zornoza

## Email

Supplied to participants

## Office Location

Instituto Interuniversitario de Desarrollo Local

## Course Overview

The course focuses on the development of critical thinking based on geographical science with gender perspective. Participants acquire knowledge about the differences in the use of space between women and men. Through classes, workshops and discussions participants develop an understanding of life spaces, the use of time, mobility, urban structure, and the importance for society to analyze gender inequality as to bridge through cultural heritage, creative design, and data visualization. The course also introduces participants into the role of women in cultural heritage and creative design and allow them to realize how the visualization of the data is useful to understand these processes.

## Recommended Prior Knowledge or Experience

No pre-existing knowledge or experience is required

## Pre-requisite and Co-requisite Reading Materials

- Esparcia, J., & Serrano, J. J. (2016). Analysing social networks in rural development: a gender approach. *International Review of Social Research*, 6(4), 206-220. <https://doi.org/10.1515/irsr-2016-0023>
- Maak, T. Responsible Leadership, Stakeholder Engagement, and the Emergence of Social Capital. *J Bus Ethics* 74, 329–343 (2007). <https://doi.org/10.1007/s10551-007-9510-5>
- FlowingData. <https://flowingdata.com/tag/gender/>

- Gender Data Portal. <https://genderdata.worldbank.org/>
- Iversen, K. (August 23, 2017). 7 Data Visualizations that Opened the World's Eyes to Gender Inequality. Medium. [https://medium.com/@Katja\\_Iversen/7-data-visualizations-that-opened-the-worlds-eyes-to-gender-inequality-75ee03b60589](https://medium.com/@Katja_Iversen/7-data-visualizations-that-opened-the-worlds-eyes-to-gender-inequality-75ee03b60589)
- European Commission, Directorate-General for Education, Youth, Sport and Culture, Towards gender equality in the cultural and creative sectors : report of the OMC (open method of coordination) working group of Member States' experts, Menzel, A.(editor), Publications Office, 2021, <https://data.europa.eu/doi/10.2766/122208>.

(NB: Special focus on Chapters 2, 4 and 5)

- WOMarts. (2020). State of the Arts Report about the situation of women artists and professionals in the Cultural and Creative Industries sector in Europe. <http://www.womarts.eu/upload/01-LI-WOMART-1-20-6.pdf>
- European Expert Network on Cultural and Audiovisual (EENCA). (2015). Gender gaps in the Cultural and Creative Sectors (with the exception of the audio-visual sector). [https://eenca.com/eenca/assets/File/EENCA\\_publications/Final\\_Report\\_-\\_Gender\\_in\\_CCS\\_EAC.pdf](https://eenca.com/eenca/assets/File/EENCA_publications/Final_Report_-_Gender_in_CCS_EAC.pdf)

(NB: Special focus on Chapters 3, 4 (4.1, 4.4,4.5, 4.8 & 4.9), 5 (5.1, 5.6, 5.7, 5.8) and 6)

- Eurostat. (2019). Culture statistics. Publications Office of the European Union. <https://doi.org/10.2785/118217>
- National Museum of Women in Arts. <https://nmwa.org/support/advocacy/get-facts/>
- Borck, L. (March 8, 2018). Gender discrimination in the cultural heritage sector. Europeana pro. <https://pro.europeana.eu/post/gender-discrimination-in-the-cultural-heritage-sector>
- Pujar, S. (2016). Gender Inequalities in the cultural sector Culture Action Europe. <https://cultureactioneurope.org/files/2016/05/Gender-Inequalities-in-the-Cultural-Sector.pdf>
- European Commission. European Education and Culture Executive Agency. (2022). Creative Europe 2014-2020, Gender Equality, Sustainability and Digitalisation: cultural cooperation projects for a Union that strives for more. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/aebc62b7-8fa5-11ec-8c40-01aa75ed71a1/language-en/format-PDF/source-257008402>

(NB: Special focus on Chapters 3, 4 (4.1, 4.4,4.5, 4.8 & 4.9), 5 (5.1, 5.6, 5.7, 5.8) and 6)

- Al Condeluci. TEDxTalks. 2014. Social capital and the power of relationship: <https://www.youtube.com/watch?v=qaBUV2J0ax4>

### Required Equipment

A wifi enabled portable personal computer or tablet (smart phone not recommended).



### Survey to be Completed During the Week’s programme

EQUALS-EU Summer School Program Survey

#### Assessment

Participants will be evaluated during the pitch off session on the basis of their final oral presentations conducted by the Forge. Assessment criteria for this task are provided before the assessment.

#### Learning Outcomes

- Upon successful completion of the course the participants will:
- Understand the importance of including a territorial perspective for creating new insights in the analysis of gender inequality
- Understand how gender has an effect on urban space and the use of time
- Be able to distinguish between processes in rural and urban spaces, with a focus on social innovation in rural environments, examining how women are contributing to create business with social impact
- Recognize the importance of social networks and social capital by analyzing their own network as created during the summer school

#### Teaching and Learning Methods

The course is organized around various pedagogical methods that include seminars, workshops, and field trips where participants are expected to engage in debates, raise questions and to work successfully in teams.

The seminars are structured as a brief exposition of the main questions, following which the focus is on debate and practical activities.

#### Course Schedule/Calendar of Activities

Week 3	Topic/subtopics	Organizer	Activity and duration
Day 1	Cities and women: Architecture and mobility with gender perspective	UVEG	Seminar-Discussion (2 hours)
	Social innovation in rural areas: The Role of Women	UVEG	Seminar-Discussion (1,5 hours)
			Field trip (2,5 hours)
Day 2	Empowering female micro-entrepreneurs through mobile	GSMA	Seminar-Discussion (0,5 hours)
	Bridging the Gender Gap Through Cultural Heritage and Creative Design	UVEG	Seminar-Discussion (2,5 hours)
			Field trip (3 hours)



Week 3	Topic/subtopics	Organizer	Activity and duration
Day 3	Charismatic Speaking Workshop: Identifying the Gender Gap through Data Visualization	The Forge	Seminar-Discussion (3 hours)
		UVEG	Seminar-Discussion (3 hours)
Day 4	Charismatic Speaking Workshop:	The Forge	Seminar-Discussion (3 hours)
	Power Networks and Gender Leadership	UVEG	Seminar-Discussion (3 hours)
Day 5	Group of practicing	UVEG	Seminar-Discussion (1 hour)
	Team Check-In / Present Learnings to Teams not present in person		Meeting with their groups (1h)
	Pitch off	The Forge	Seminar-Discussion (4 hours)

### End of Summer School Program Survey

To be supplied to participants

### Certificate of Completion of the Summer School

Graduates of the three-week summer school receive a certificate signed by leaders from Oslo Metropolitan University, GSMA, Kharkiv National University of Internal Affairs, the Graduate Institute Geneva, and University of Valencia (UVEG)

To be eligible for this certificate, participants must:

- Attend all 3 courses in the summer school (unless part time participation has been approved)
- Participate in at least 70% of classes and activities for each course
- Achieve a pass grade in all assessment tasks for each course, including the Pitch off Event

Certificates of participation for each weekly course will not be issued.



# ANNEX

## *Example of a Teaching Plan*

Workshop: Strategic Communication to Promote Gender Equity

*Delivered by University of Haifa*

This workshop introduces a multi-stage strategic process for implementing strategic communication to promote gender equity objectives within different organizational, social and individual contexts. The approach draws from research and theory on strategic communication, models of behavioral change, and evaluation research.

The facilitator (Dr. Nehama Lewis) will describe the stages of strategic communication programs and how these can be used to promote different gender equity objectives in the contexts of hiring, mentoring, and promotion. Following a review of each stage (15-20 minutes), participants will be assigned to work in small groups to apply each of the stages of strategic design and evaluation (20-minute brainstorming exercises) and will then discuss these with the group.

The goal of the workshop is to support participants to develop individual work plans that they can apply to promoting gender equity objectives within their own organization or networks. The workshop can be used to promote different objectives, such as increasing the proportion of women serving in leadership roles, hiring committees, or on grant review and promotion committees within academic institutions, or promoting mentoring programs for women within the technological sector, among others.

The workshop enables participants to:

- Understand how to move from broader conceptualizations of gender equity aims to defining specific, strategic, and feasible objectives (using SMART definitions).
- Consider the range of stakeholders involved, and the target audiences that could help achieve the objective/s
- Understand the underlying individual, social and organizational factors which influence the target audience's behavior (linked to the objective)
- Design messages/strategic concepts that would be more likely to appeal to the target audience
- Evaluate the effects of their strategic program/campaign, when considering possible obstacles and challenges.

The logo for EQUALS EU, featuring the word "EQUALS" in white uppercase letters on a purple background, with a small orange square containing a white mouse cursor icon over the letter "Q". To the right of "EQUALS" is the letters "EU" in white uppercase letters inside an orange rounded square. A thin orange vertical bar is on the left side of the purple background.

EQUALS EU

[WWW.EQUALS-EU.ORG](http://WWW.EQUALS-EU.ORG)



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 101006396. The sole responsibility for the content of this document lies with the author and in no way reflects the views of the European Union.