

Curriculum Development

Berlin – 23rd to 27th April 2018



Source image: Karolin Schnoor

State of the Art - Curriculum on Gender and Technology

History of the Gender and Tech Institute's curriculum

All of our Gender and Tech's curriculum has been developed since 2014 for specific events called the Gender and Technology Institutes (GTI). Most of the curriculum is available in our Gendersec wiki¹ and has been developed either by the facilitators at the GTIs or by participants at the GTIs. The current contents listed in the gendersec wiki comes from the following sources:

- Curriculum developed for GTI 1 (in Berlin), 2 (in Ecuador), 3 (in Malaysia) and 4 (in Panama).
- Holistic Security Train of Trainers's event.
- Content from MyShadow's project (<https://myshadow.org/train>).
- Sessions developed by the community of GTI trainees and facilitators themselves.

This wiki is also dedicated to document initiatives around gender and tech, privacy and digital security that are organized by the participants at any of the GTIs. It aims to make those initiatives visible, provide a usable platform for sharing documentation and enable knowledge transfer between the different participants, organizations and networks involved. Also, participants can create new entries under the following broad categories:

Activities: <https://gendersec.tacticaltech.org/wiki/index.php/Category:Activities>

For the documentation of workshops and trainings related to gender and tech, privacy and/or digital security organized on the ground. Its template allows to provide contextual information, agendas, resources used and learning outcomes.

Tutorials: <https://gendersec.tacticaltech.org/wiki/index.php/Category:Tutorials>

To document methodologies, processes and exercises on how to teach others about topics related to gender and tech, privacy and holistic and digital security.

HowTos: https://gendersec.tacticaltech.org/wiki/index.php/Category:How_To

Documentation on how we can learn ourselves about specific topics related to gender and tech, privacy and digital security.

Storytelling: <https://gendersec.tacticaltech.org/wiki/index.php/Category:Storytelling>

For sharing personal stories and experiences about becoming a privacy advocate and/or a digital security trainer.

In this wiki you will also find the manual "Zen and the art of making tech work for you"², which is the result of a collaborative effort that has involved our growing community of women and trans* activists, human rights defenders and technologists. The material included in this manual was created in 2015 in response to our community's requests for ideas and guidance on coverage of topics they needed, but couldn't find elsewhere. The

1 <https://gendersec.tacticaltech.org/>

2 <https://ttc.io/zenmanual>

manual has been written originally in English and reviewed by over 20 women from 19 different countries. It was then voluntary translated to Spanish³ in a self-organized effort by our network of cyber feminists from Latino America in 2016.

Throughout the different Gender and Technology Institutes⁴, participants were involved in different tracks, i.e. digital security, politics of data, gender and technology, holistic security, training skills and self care. Usually we use the first day for all the participants to reflect on our experiences of technologies related to gender and intersectionality and moving forward towards an analysis of risks and learning needs. Mitigation strategies, that were already in place, were shared among participants.

The following days are structured in several trainings sessions. A session is a slot of time in which a structured learning experience is taking place. Each session offers two or three modules on different topics held at the same time. The fourth session takes place at the end of the afternoon. Here participants can choose between stand alone talks, going hands on in the feminist hackerspace, making radio programs or attending self care sessions.

Some of the sessions delivered during the GTIs included: Migrating to Gnu/Linux, Imagining a feminist internet, Digital security basics, Pimp your browser, Reducing Metadata, Understanding alternatives (to commercial software), Malware and server attacks, Detecting IMSI-Catchers, Politicising Facebook, Google diets, Data detox, Creative uses of social media (for campaigns and advocacy), Mobile security, The Amnesic Incognito Live System, Planning training activities in unknown environments, Quantified bodies, Creating safe spaces for learning about technology, Hacking hate speech, Documenting and reporting violence, Developing self-care, etc

The last day is generally dedicated for the representatives of the participating organizations to organize themselves in working groups and look for possible collaborative actions and synergies for after the GTI; to evaluate the event and to decide in a plenary the next steps for documentation, keeping in touch, and developing a network of support and solidarity.

The methodological framework for all GTIs, is based on basic principles of adult learning. More specifically the ADIDS method that stands for Activity-Discussion-Input-Deepening-Synthesis which is frequently used in awareness-raising workshops on different social issues. For digital safety training, which mixes both awareness-raising on issues and teaching technical and strategic solutions, the ADIDS methodology is a good fit.

Finally, this approach is complemented with a feminist perspective incorporating methods established over a long time, such as shaping of safe spaces, understanding of one's privileges, paying attention on power and inequitable relationships, creating nurturing and inclusive processes for reflection, exchanges and learning. Other feminist critique, perspectives of technology and how women are already self-including themselves in those fields were addressed during all the GTIs. For this reason almost all facilitators in the past events were women and feminists already engaged for a long time in using, developing and training others in a "critical" use of technologies.

3 <https://ttc.io/zen>

4 You can find a report here about the history, methodologies and impact assessment of previous GTI:
https://gendersec.tacticaltech.org/wiki/images/f/fe/GTI_ImpactStudy_2017.pdf

Moving and opening the curriculum

So far the curriculum has been developed by and for participants and facilitators at the GTIs and to use later in trainings and sessions to raise awareness by GTI participants in their own communities and networks. Now we want to further develop our curriculum to open it up to a broader community of women, gender dissidents, non binary and LGTIQ people from around the world.

The idea is to create a curriculum that can be access online. This curriculum will primarily target people who are organizing and facilitating awareness raising activities or trainings dealing with gender and tech, and/or privacy, and/or data politics, and/or digital security, and/or holistic security.

This means that the primary target audience of the curriculum is not end users but rather trainers/facilitators/advocates/champions. Nonetheless the curriculum should be accessible and inclusive enough to become a relevant source for self learning for end users as well. One important audience we want also to reach out are politically active women.

The goals for this curriculum development sprint are:

- Reframe our currently available curriculum into new formats (in Annex 2 you will find the templates that we will be using. One is for short activities and the other one for LSE, Learning Structured Experiences). Technically we will move the entire curriculum's content to a git repository. We want to adopt the same underlying logic that is used for the curriculum's repository of My Shadow: <https://myshadow.org/train>
- Depending on the sessions, there will be different needs, ranging from changing items from a "How to format" to a "Tutorial format", changing from "How Tos" to "Resource materials", reframe into current curriculum's template structures, update references and examples, further development of the gender and tech/feminist perspectives and/or creating new sessions from scratch.
- We are sending you a table (Annex 1 p°18) listing all the current available sessions (25 sessions) and all the new sessions (23 in total) that we would like to create. We kindly ask you to pick up a selection of eight sessions you would ideally like to work on. It would be great if you could pick up 4 sessions that are available (that need work reframing them) and 4 new sessions that need to be created from scratch. We kindly ask you to pick the sessions where you feel that your knowledge, skills and motivations can nicely mix to contribute.

With this initial mapping of interests we will try to create teams of 3 people working together in creating those sessions. We will adjust the workflow within our agenda proposal and discuss it more deeply with all of you on the first day of the meeting.

We will also have some people from Tactical Tech that are maintaining and developing our git repositories. **HOWEVER we do not ask you to master git** before joining us. We will work on the templates of the repository using etherpads that can be exported later to markdown.

The event and the curriculum's production will be held in English. However some of us, who are bilingual, will be working on translating current sessions that currently are only available in Spanish to English.

The final version of the curriculum should be available in English and Spanish and we might also have funds for a third language (to be discussed in our gathering).

Finally, please remember that your work as a contributor to the curriculum will be credited and that each session will credit those who have been shaping it.

Topics and contents of the current gender and tech's curriculum

You can download the last updated table listing the GTI curriculum here:

<https://cloud.tacticaltech.org/s/tUzilLasfWGSaW1>

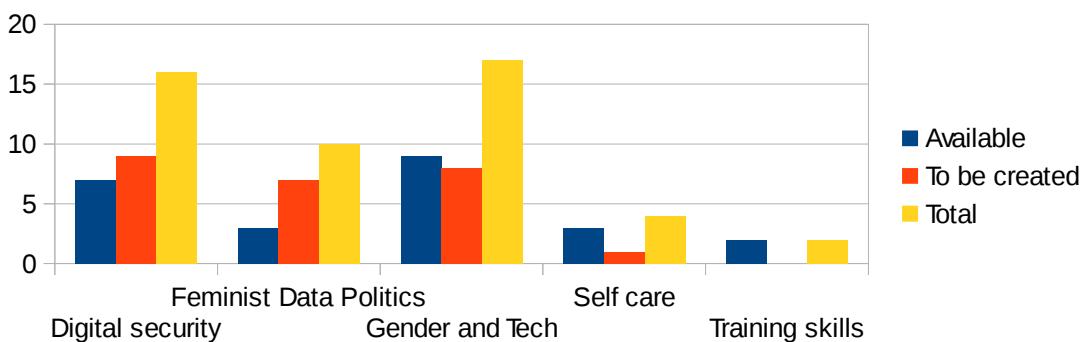
However we have included in Annex 1 a readable document synthesising the title and description of the different sessions. The following table is for your information in case you want to know more about it.

In the first sheet you will find the currently "available" sessions and in the second sheet the new sessions we would like to create. During our first day, we will also discuss the final list of sessions to be developed during the event.

In the table you will find the following information:

- the category of the session (digital security, feminist data politics, gender and tech, self care and training skills) .
- links to available information in the wiki (if we only have available the notes taken at a GTI then we will share those in the meeting).
- the languages in which the sessions are available.
- sources and credit of creators of each session.
- tasks that should be achieved for each session's content.

Figure: Current and future distribution of sessions per thematic area



The above distribution should be discussed during our meeting. For instance we can note a lack of contents about self and collective care and that gap should be fixed for instance.

Selecting contents and developing the curriculum

Throughout the curriculum development event, we will discuss and address the following principles/questions together:

- Don't reinvent the wheel! Are we duplicating upstream work?
- If a similar manual is already available: Who's behind it? Is it a long-term project or a one shot? Can we continue or complement their work?
- Who's the audiences (generational gap, geographical location, socio-demographic dimension) and what are the objectives? What are their experience levels regarding security & technology? What are their understanding of feminism?
- How to credit contributors, reviewers and experts that have provided feed back?
- How will we maintain it? This encompasses questions about frequency of updates depending on the tools and processes we will develop, as well as creating processes to allow the community to update content with us.
- How will we get feedback and peer review from readers? Will we be able to include all the feedback? (some criteria will deal with correctness, completeness, up to date). Remember to always indicate the last date the manual has been updated/released.
- How will we achieve translations & translatability of the contents? Which type of platforms will you use for achieving the translation? Will you achieve also cultural aspects of translations for instance?
- Can we provide further support for the readers such as a contact email or a support hotline?
- How will we ensure that our content is ethical, inclusive and trans-queer-feminist "approved"?
- How will we monitor the impact of our self learning resources (methodologies for impact assessments)?
- How to organize and execute the outreach?
- Mapping of potential partnerships (researchers, academia, volunteer translators etc).

Regarding our desire to not reinvent the wheel, we are trying to keep track of the guides and manuals available on privacy and digital security with a gender and feminist perspective in this wiki page:

https://gendersec.tacticaltech.org/wiki/index.php/Manuals_with_a_gender_perspective

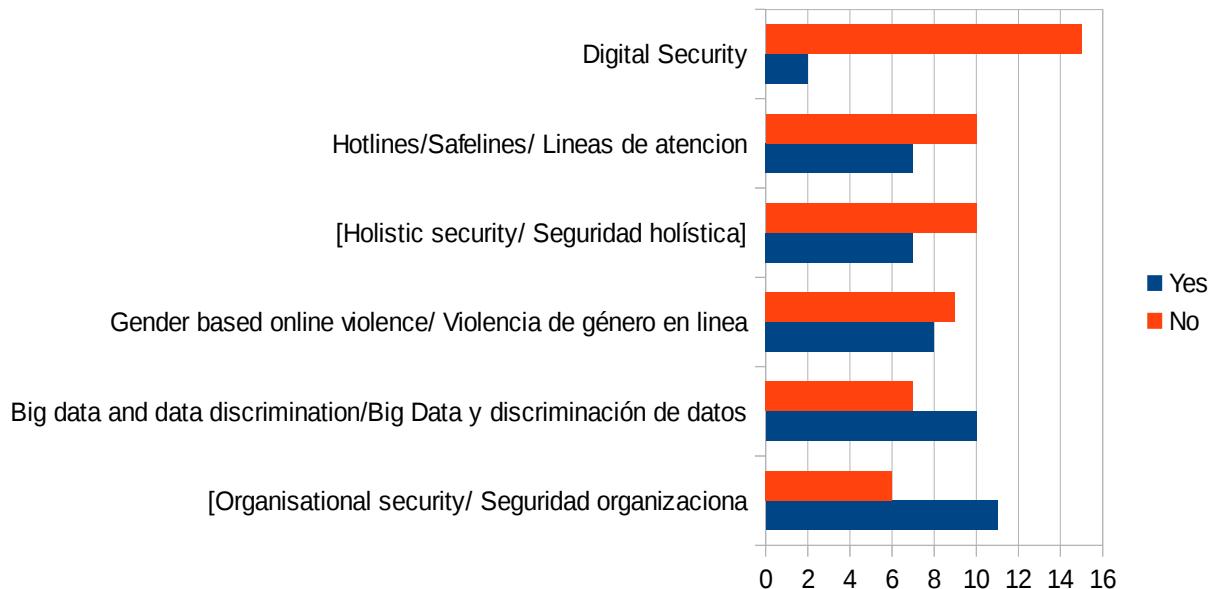
In order to complete it and map the new contents that is needed, we have distributed an

online survey about “What is there and what is needed” to our partners, allies and the participants of all the GTIs:

<https://forms.tacticaltech.org/index.php/879298?lang=en>

See below the results of the survey that was answered by 19 participants as of April 10th, 2018.

What are the topics that would require more learning resources?



The area that was considered the least critical was Digital Security. Areas that would deserve further online resources according to the consultation would be:

Organizational security practices > Big data, data discrimination and surveillance > Gender based online violences > Holistic security > Hotlines and networks of support.

Other topics of interest that participants of the consultation have pointed out were:

- Making security and privacy accessible to activists and small organisations
- Especially for small NGOs: Can we have safe and secure communication with a small budget?
- Resources on: How can we be secure/private without adding stress and more work to activists who already have a lot on their plate
- Delivering security services
- How to remove/react to revenge porn
- Data analysis
- Environmental sustainability

- Care: self &community care and well-being

We have also received a fair amount of concrete proposals for developing specific resources that are detailed below:

Gender and Tech:

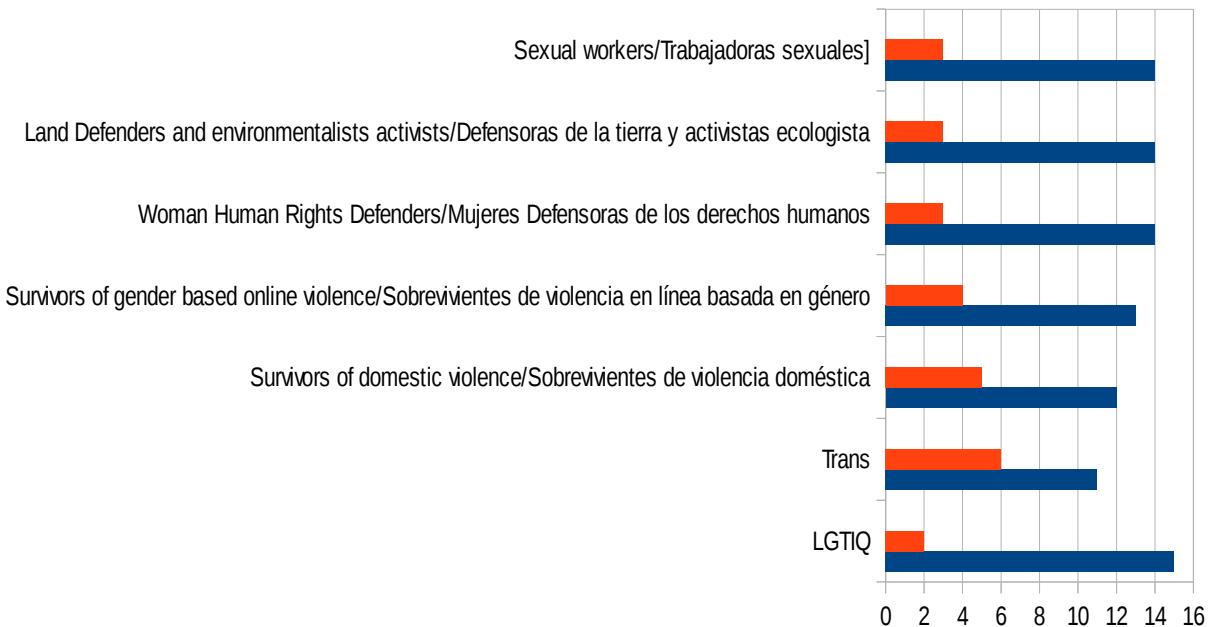
- Feminist approach to risk assessment.
- "A guide for Techies on how to be more sensitive when facing cases of online violence".
- Legal contexts and possible actions you can take when you face gender based violence.
- More resources about strategies of counter-attack against gender based violence.
- More regional (LAC, MENA...) research on impact of gender based violence online.
- Gendered perspective of cyberbullying of minors.
- Creating safe online spaces for feminists.
- Internet governance and how to better involve women and the queer community in it.

Digital Security and Feminist Data Politics:

- Secure installation of services in servers.
- Doxxing: More technical training for tracking the aggressor, self-doxing and cleaning your traces/digital shadow.
- Proof and digital evidences; forensics for analysing devices that have been breached with malware/spyware/stalkerware; learning to use tools for capturing proofs and evidences.
- Resources on how to develop useful documentation, formats, and best practices according to which needs (documenting gender based violence, collective memory, security processes, etc).
- Anonymity using social networks: Also consider privacy vs. visibility. For some human right defenders and women human right defenders's work it is important to be visible to get the message out. Is it possible to protect oneself while being visible?
- Looking at data beyond the computer, ie travelling, attending a conference, applying for a visa, applying for funding (specially with groups of risk, like pro-choice groups or sex work collectives in countries where these causes are criminalized, etc.).
- On digital security, resources with a focus on viable alternative workflows for organizations.
- On organizational security, organizational protocol development methods and formats, geared towards women. Also training for dealing with different threat models and type of situations that could arise."

- Production and online streaming of videos for campaigning and actions

Who is the audience and the communities that are not addressed enough by currently available resources?



Basically, we can see that there is a general feeling that there is a lack of online resources that specifically address certain audiences such as LGBTIQ*, trans*, survivors, WHRD, land defenders and sex workers. Other audiences that were referred to by the participants are:

- Governments, Lawmakers, Internet Intermediaries, Police (people that receive complaints)
- Women in general that do not associate with any of the above groups.
- People living in poor areas and/or with reduced accessibility to information and communication technology (ICT).
- Refugees & migrants.
- Women's Shelters.
- Teenagers.

Regarding general ideas and comments about what is needed, the participants have pointed to the following:

- More day to day, pleasurable narratives about autonomies, opting-out. Shift from the “sacrifice’s model”.
- Questioning micro-politics, subjectivities. Rhythms, burn-outs, urgencies, power relationships. “Why do I need email on my cellphone 24/7?”.

- More intersections at a macro-level between resistance, sovereignty/autonomy, territory, body and digital tech: macro levels of how these monopolies that are privatizing, sucking and fucking up the Internet are completely interrelated to those who are devastating our land, our lives.
- Less dissociation between backend and frontend's systems.
- More environmental awareness. We are very resource dependent.
- I am interested in looking into the efficiency of the recommendations on digital security. Sometimes we recommend things that for many will mean much more work and stress. Maybe there are no other options, but we could try to collectively think about that.
- Context is everything: Though the Internet can connect us across borders and give the impression of a shared playing field, our political, social, and economic contexts will determine what kinds of digital strategies and tactics we can safely use same applies for the resources out there - I think creating resources is important but I believe it is more important to increase the number of those who can talk / teach / help with those resources. Access to resources is not the issue, access to humans who can help with the resources while providing the right context is.

Regarding formats of the online resources we find the following comments:

- I miss more visual content in these guides and also translation into regional languages.
- Do it Yourself's practice on servers and Virtual Machines.
- Fanzines, stickers.
- Mobiles apps and games.
- Handouts work really well. This can be produced alongside web-based content, but gives people a greater sense of "takeaway".
- To distribute the materials in popular online forums such as Instagram, Facebook, etc.
- I would like a resource created by young people from their own context or maybe a platform, maybe a kind of adaptation of the Brazilian project of the magic box but thought of social networks but with security and privacy managed by the young people.
- Content needs to be engaging and easy to consume. Detailed & technical content has already been produced, and often goes ignored and become outdated. People and communities in rural areas, or with limited connection and time- need to have easy access. Language is also very important - who is writing? Who is the audience? Because global audience is not good enough of an answer.
- I think we should continue to produce extensive guides, but we should also consider shorter formats. People's attention span is much less than it used to be, and some people don't want to go deep into the topic. It will be a challenge but I

think it is worth investing time and effort into it. Short, concise and straight to the point pieces.

In order to complement the results of the online consultation, we present an analysis of the type of awareness and training activities that participants on past GTIs have been organizing on the ground. As our primary target for the curriculum are people who are involved with setting up, coordinating, facilitating awareness and training activities. We believe it will be interesting that all the participants of the curriculum development know about the formats and topics of the activities they organize.

Formats and topics from GTI's follow up activities

The following section presents an analysis of the 75 activities organized on the ground by GTI participants, partners and Tactical Tech between August 2015 and June 2017. Please note that this sample does not include the activities organized by participants of our last GTI focused on pro-choice activists from LAC (which includes 15 follow up activities). Note also that this analysis is a follow up to our previous analysis of the first 50 activities documented between January 2015 and July 2015. The gendersec wiki, our community driven documentation online space, currently lists 137 activities.⁵

Among the 75 analyzed activities, the most common format has been the organization of 'workshops' (23) which generally included sessions involving a hands-on approach towards privacy and digital security tools and that generally lasted less than half day. Then we find 'trainings' (12) that generally lasted between one and three full days and could address end users, organizations, trainers or facilitators.

Most of the workshops and trainings explicitly addressed privacy and digital security and generally included sessions designed to raise awareness on digital security practices and a better understanding through hands-on activities on how to find, select, use and configure tools, but also on how to develop security strategies and tactics targeted at the specific needs and contexts of the participants and collectives present at those activities. We could see that GTI's participants, when developing activities, generally address privacy along with digital security. The tensions existing between those dimensions in relation to the availability of tools, the possibility to own your tools and processes, threat modeling and risk analysis differs greatly, but many GTI's participants addressed both dimensions at the same time in the activities they developed.

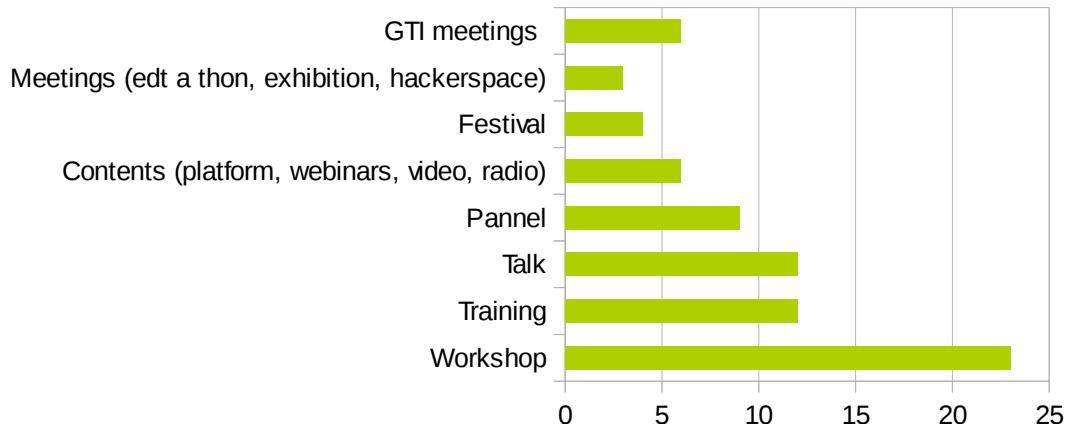
Some of the trainings provided a holistic perspective while others were train of trainers (ToT). **Holistic security** refers to specific trainings and workshops delivered on the ground with a holistic perspective, which enable trainers to link physical integrity, self care and wellbeing along with digital security practices. **Training of Trainers** refers to specific activities that are aimed at training people already engaged in delivering trainings on any of the topics listed above in order to increase and/or update their training skills.

The following most popular formats are '**talks' (12)** and '**panels' (9)**', both generally consisted in awareness raising activities introducing or presenting a topic to an audience. Talks were usually given by one person or one collective as a stand alone presentation

5 <https://gendersec.tacticaltech.org/wiki/index.php/Category:Activities>

and panels did involve different actors discussing their perspectives about a common issue. Talks and panels generally aimed at discussing and better understanding privacy implications driven by our uses of technologies. They could address specific national legislation, governance of internet at Internet Governance Forum's events, how to deal with big data and sexual surveillance, practices of corporations (i.e. data mining and profiling), new forms of surveillance and control exercised by private actors.

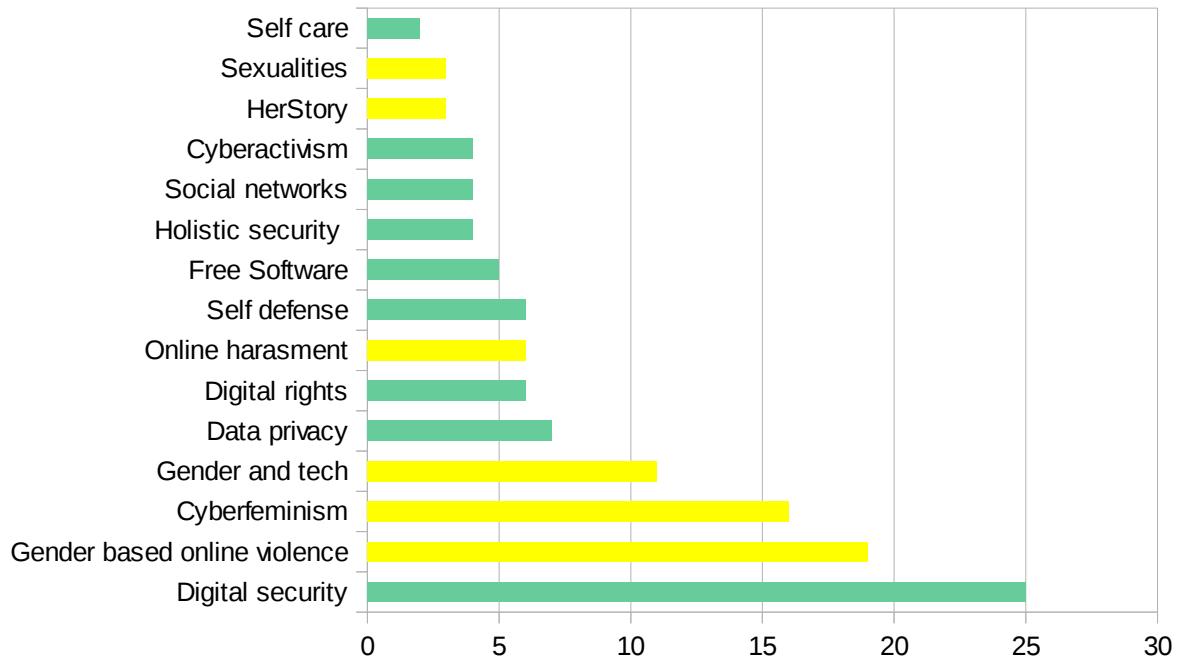
Another format consisted in the production of contents (6) such as radio programs, online videos, webinars and platforms covering topics of interest about privacy and digital security shaped for women human right defenders and women activists. This format aims at presenting content that can be accessed online and at distance. On the contrary we also find the organization of 'festivals' (4) and 'meetings' (3) that aim at creating opportunities for meeting and engaging face to face and that encompass a ladyfest, a femhack, an edit-a-thon, an exhibition about "connected violences" and also a feminist hackerspace. Finally we find 2 activities that are indeed GTIs (Ecuador and Malaysia) and 3 preparatory meetings that took place in Nicaragua, Sri Lanka and Spain.



Please note that the categories listed above can easily overlap and that boundaries are fluid in practice. So to better understand the context of those activities, we also reviewed the tags used to document the activities and selected two main key words to label them. In order to prioritize those key words we have compared available tags with the title of the activity. This has enabled us to extract a list of the 15 most common topics covered by our set of activities.

Unsurprisingly, we find one big cluster of topics around 'Digital security' (25), 'data privacy' (7), 'digital rights' (6), 'self defense' (6), 'holistic security' (4), 'free software' (5), 'social networks' (4), 'cyberactivism' (4) and 'self care' (2). This cluster is composed by topics that relates to process, methodologies and tools that shape the field of privacy and security.

The second big cluster of topics encompass 'Gender based online violence' (19), 'Cyberfeminism' (16), 'Gender and tech' (11), 'Online harassment' (6), 'HerStory' (3), 'Sexualities' (3). This cluster is composed by topics that underline a gender and intersectional approach to privacy and security.



Biographies of Participants

Nina

I am Nina (the French can't pronounce my real name), 58 years, living in the center of Bretagne, an area riddled with hidden poverty and with hardly any jobs (for women). I am trailblazing the development of affordable and honest security services for small organisations, auto entrepreneurs and free professionals to make myself as economically independent as possible and to support other women in Bretagne getting started as auto-entrepreneur or free professional (not necessarily in the digital field). If women elsewhere wish to develop similar digital services for bringing home their own bacon (and/or vegetables), my (growing) technical notes for delivering such digital security services can be found on this wiki: <https://niverel.tymyrdin.space/en/start>

Nadege

Prone to branched, dendritic meanderings and drifts. Specially attracted to archiving, visualization, translation, language, body. Intense most of times. I like hopping from one planet to another. I orbit intersections between anticapitalist-decolonial-feminist economy and labor, technologies in a broad sense, grassroots. Co-accomplice of [Kéfir co-op] (<https://kefir.red>). If you play with music, if music plays with you, let me know. Some scribbles at: <https://www.genderit.org/users/nadege/> and <https://fermentos.kefir.red>

Tamar

I'm a partner in Técnicas Rudas where I work side by side with Mayeli/Anamoo on strategic research methods and digital security strengthening for human rights and land rights organizations. I live in Mexico City, where I've been for the past 6 years. I only started to work on digital security three years ago. Before than and today as well, my focus has been on strategic research for human rights work, including developing methodologies, training, and also conducting research. It's important to me that digital security training adheres more or less to a popular education approach, and that it also weaves in techno-politics, practical applications (how to integrate tools into workflows) and a real understanding of the technical explanations for risk and justifications for using certain tools or platforms over others. My favourite aspect of digital security work is developing didactic tools and seeing them in action. Last year Técnicas Rudas created a guide on how to implement digital security risk assessments with human and land rights organizations, which you can find here:

https://gendersec.tacticaltech.org/wiki/index.php/Digital_Security_Assessment_for_Human_Rights_Organizations:_A_guide_for_facilitators

Dan

I am a Berlin-based human rights consultant with a focus on protection of human rights defenders at risk. I have carried out research and advocacy on this issue at an international level as well as grassroots protective accompaniment. From 2012-2016 I

worked at Tactical Technology Collective during which time I contributed to curriculum and lead trainings on digital security for HRDs, as well as leading the development of the Holistic Security concept. Since 2016 I have worked as a consultant in various roles, including participating in Hivos' Digital Integrity Fellowship and carrying out trainings on holistic security and human rights education.

Publications:

Holistic Security: A Strategy Manual for HRDs:

<https://holistic-security.tacticaltech.org/>

Holistic Security Trainers Manual

<https://holistic-security.tacticaltech.org/trainers-manual>

Abir Ghattas

A Lebanese activist, a digital communication strategist, and a digital security trainer. Abir is currently the communications and outreach director for Raseef22 (<https://raseef22.com/>) a PAN Arab independent media platform that focuses on human rights and freedoms in the Middle East. She is also the outreach director for Majal (<http://majal.org/>), a network of digital platforms centered on securing freedom of expression and access to information, she also manages Ahwaa an Arab LGBT platform that uses game mechanics to protect and engage its community. Abir's work in media and writings focuses on women rights and the intersection of gender and tech. She is based in Berlin.

As for the writings (<https://medium.com/@abirghattas>), I've managed and wrote for Global Voices exchange(<https://rising.globalvoices.org/exchange/>) where we developed training and mentoring frameworks for the practice of advocacy, both online and offline in the Global south - as well as contributing the Article 19 / Grindr paper on LGBTQ safety practices as part of the Majal team.

Nadine Moawad

Nadine is a feminist organizer based in Beirut, Lebanon and one of the founders of Nasawiya. She recently started Take Back the Tech with the objective of bringing feminist perspectives into the usage, understanding, and programming of technology. She also conducts trainings and facilitates youth discussion groups gender & sexuality. She blogs and tweets daily. Some publications: Everybody, Offline. We Need to Talk (<https://itforchange.net/e-vaw/wp-content/uploads/2017/12/Opinion-piece-1.pdf>)

Lucía Egaña

My name is Lucia and I come from Chile, although I live in Barcelona for many years. My interests and practices navigate and are shipwrecked by the feminism and transfeminism, art, technologies (especially low-tech), pedagogies, sexuality and pornography, errant practices and the power relations traversed by the geopolitics and colonialism. There are many topics that are tilted and mixing organic and even unexpected forms. These

interests materialize in diverse ways, such as texts, works of art, projects collectives and workshops. I work for the Independent Studies Program from the Macba (coordinating the line of "body technologies"): <https://www.macba.cat/en/pei-2017-18>, in the Cooperativa de técnicas: <http://cooptecnicas.net/es/>, and in my studio as an artist and researcher: <https://hangar.org/es/residents/artistes-residents/lucia-egana-rojas/>

In relation to references, some texts can be consulted in the following evil platform: <https://macba.academia.edu/Luc%C3%ADaEga%C3%B1aRojas> and on my website, where there is a calendar on the cover of the things I'm doing: www.lucysombra.org

Sandra Ljubinkovic

I'm a feminist, activist, trainer and facilitator with background in trauma counseling, body work psychotherapy, community organizing... etc. I have been extensively involved in the work of self-care and collective care, holistic security and exploring ways to support WHRD and LGBTIQ defenders who are victims of online GBV and harassment. My political work is connected to feminist movement building and popular education strategies combining innovative learning, organizing, communications and action that equip and energize activists, expand alliances and mobilize women's and other movements for greater political influence and to ensure the safety of activists in an increasingly risky world. I'm interested in creating, supporting and building communities of care: (self)care among activists as a political tool to social transformation - move to the revolution of more reflective, gentle, inspiring, joyful well-being of our organizations and movements. In the last 13 years i was supporting, networking and facilitating trainings, relationships with diverse social justice movements where activists continue connecting, strategizing, empowering, transforming and contributing to each others lives, communities and movements.

Joana Varon

Founder Directress and Creative Chaos Catalyst at Coding Rights, a women-run organization working to expose and redress the power imbalances built into technology and its application, particularly those that reinforce gender and North/South inequalities. Willing to translate these issues to everyone, she is co-creator of several creative projects operating in the interplay between law, arts and technologies, such as: chupadados.com, SaferNudes, SaferSista, protestos.org and freenetfilm.org. She is also Mozilla Media Fellow, member of DeepLab, a women hackers collective, and of the Advisory Council of Open Technology Fund, which is focused on supporting projects to develop tools for digital security

Alex Hache - Tactical Tech

Sociologist, PhD in economics, cyber-feminist. Passionate about the use of technologies for empowerment, alex coordinates the Gender and Technology Institutes program for Tactical Tech. She is also the founder of the cyberfeminist collective www.donestech.net with whom she has been interviewing women hackers and cyberfeminists for lelcoders (<https://vimeo.com/lelcoders>). She is the editor of two books on the topic of technological sovereignty (<https://sobtec.gitbooks.io/>), she experiments with feminist servers aka anarchaserver.org. And she is part of a community of anarchists in the Republic of Catalonia (calafou.org). Recently she has coordinated and edited a guide in Spanish for the government of Andalucia about "Social Networks from a Gender

Perspective: A Guide to Understanding and Countering Gender-Based Violence Online": <https://donestech.net/files/redessociales.pdf>.

Gabriela Rodriguez - Tactical Tech

She is a feminist, engineer and has developed technology for the past 20 years. She founded the organization DATA for open data and transparency in Uruguay and is on the board of directors of Stumptown Syndicate, an organization in Portland, OR that has several programs focused on diversity and inclusion in technology communities. He collaborates with Open News on inclusion projects in journalism and with the Internet Freedom Festival, facilitating and coordinating the group to resolve violations of the conduct agreement. She currently works in the Gender and Tech Institute program at Tactical Tech Collective.

Leil Zahra - Tactical Tech

I am Leil Zahra, a transfeminist queer activist and filmmaker, born in Beirut. I am the project lead on Data and Activism which is an applied research project examining the impact of data collection and profiling on human rights defenders, activists and grassroot networks. My work outside of Tactical Tech is focused on gender, sexualities, documentation and archiving, freedom of movement, protest movements, and post-colonialism. Work that I have done that could be relevant to the sprint is as follows. I participated in framing, researching and writing various pieces here:

<https://ourdataourselves.tacticaltech.org/projects/data-and-activism/>

I also wrote the following two pieces relevant to the sprint:

Investigating Instagram

<https://exposingtheinvisible.org/resources/more-than-meets-the-eye-investigating>

Metadata Chapter part of the guide Decoding Data

<https://exposingtheinvisible.org/guides/decoding-data/>

Ling - Tactical Tech

I've been working at Tactical Tech for 4 years, and have worked in many different roles in that time. Alongside Alex and others, I organised the first Gender and Tech Institute in Berlin in 2014, as well as the one in Ecuador in 2016. For the last couple of years, I've been part of the Politics of Data/Myshadow team, where I organised and co-facilitated privacy events & camps, assisted participants to then organise their own workshops and events, helped develop & test the Myshadow curriculum [myshadow.org/train], and am currently making sure that our Data Detox Kit [datadetox.myshadow.org] and other materials [myshadow.org/materials] are available in a variety of languages. I also managed and co-trained the "Ingenius" teams (education & awareness-raising volunteers) for the Glass Room [theglassroom.org] exhibitions in Berlin, New York & London. I'm excited to be part of the Gender & Tech curriculum development sprint, to learn more curriculum-creating skills from all of you, and also see how we can feed the developed workshops and activities into the privacy, Glass Room and youth events/training that will come up in the next year.

Raquel Renno - Tactical tech

Project lead at Tactical Technology Collective. Between 2011 and 2017 was an associate professor at UFRB (Universidade Federal do Recôncavo da Bahia), the Master in Arts, Culture and Languages at UFJF (Universidade Federal de Juiz de Fora) and the Information and Knowledge Society Doctoral Programme at UOC (Universitat Oberta de Catalunya). Holds a Master and a PhD in Communication and Semiotics (Pontifícia Universidade de São Paulo) and a postdoc research in Electrical Engineering (Mackenzie University, Brazil). Member of the Bioart Society (Finland), Artnodes Journal editorial board (Catalonia) and ICIE (Internacional Center for Info Ethics – Germany). Between 2011 and 2017 was part of the Outras Tribos NGO, that organizes and manages educational projects in the digital divide and cultural preservation area with local activists and teachers in the Aldeia Velha community (state of Bahia) of Pataxó ethnicity. Member of the collaborative council of Coding Rights. Relevant publications (my previous research focused on non-formal learning environments for digital divide and smart cities and surveillance-sorry, they are in my old academia.edu webpage, let me know if you want to download the files, they are all freely available on the internet, though): <https://independentresearcher.academia.edu/RaquelRenn%C3%B3>

RENNÓ, R., 2017 Activism in Brazil; Hacker spaces as spaces of resistance and free education In: Medienimpulse - Beiträge zur Medienpädagogik 2014–2015, edited by: Barberi, Alessandro; Ballhausen, Thomas; Berger, Christian; Kaiser-Müller, Katharina; Missomelius, Petra; Sonderegger, Ruth; Swertz, Christian; Trültzsch-Wijnen, Christine. Viena: New Academic Press. ISBN: 978-3-7003-1959-7

RENNÓ, R; VELASCO, P; MILANES, V;PENA, P. 2017. Ciudades Inteligentes em Latinoamérica, el ciudadano vigilado. Anales IV Simposio Lavits 2016. Nuevos Paradigmas de vigilancia, miradas desde América Latina. Universidad de Buenos Aires y Universidade Federal do Rio de Janeiro, v.1: 1-11.

RENNÓ, R., 2016, Smart cities e big data: o cidadão produtor de dados. URBS. Revista de Estudios Urbanos y Ciencias Sociales. Almeria: Universidad de Almeria, v.6 (2): 13-24.

RENNÓ, R., 2016. Da cidade inteligente a cidade criativa In: Tecnopolíticas do comum: artes, urbanismo e democracia, edited by RENA, A; RENA, N; BAMBOZZI, L. Belo Horizonte: Fluxos. ISBN:9788568874028

RENNÓ, R., 2016. Smart mobility programs, a comparative study between Santiago do Chile and Rio de Janeiro. Derechos Digitales research fellowship, Chile.

BRITO, T.; RENNÓ, R., 2015. Working conditions of women in rural areas in the Northeast,Brazil.Requested by the Brazilian Ministry of Agriculture Development (MDA).

RENNÓ, R., 2015. Novos estudantes na velha sala de aula: o ensino da arte e tecnologia, entre institucionalizacao e mundos possiveis. Em Aberto. Brasilia: INEP , v.28 (94): 189-197

Björk - Tactical Tech

Björk joined Tactical Tech in 2016 as a production and event coordinator. She comes from years of experience as an organiser in social movements and musical subcultures. In the

capacity of her interests in feminism, environmentalism and social justice she was involved in campaigns against the summits of G8 and the European Union. She always remained critical of technology and its impacts on ecology and the social webs. She lived for several years in the UK, where she helped coordinate local protests on environmental issues with Earth First! and supported the cause of indigenous cultures around the world. As part of the queer scene in Berlin, she has worked and campaigned for the rights of sexual minorities. Currently she is supporting the GTI on the logistics.

Sema - Tactical Tech

I am a queer feminist activist from Turkey, co-founder of Equality Watch Turkey and also Conscript Rights Turkey (we have forced military conscription in Turkey, and we co-founded an org that documents torture in the TR military). For the past 8 years I worked with different international orgs (CIVICUS, AWID, WHRD IC) on providing rapid assistance to human rights defenders and politically active individuals under risk in the form of relocation, organizing dig sec trainings, call to actions/solidarity campaigns. I also did research/writing and advocacy targeting UN/EU institutions on shrinking civil society space. I have a masters degree on Human Rights from University of Essex, and a fellowship (post grad research) on public policy from the London School of Economics.

At Tactical Tech I did the following two pieces of writing which might be relevant:

https://www.huffingtonpost.com/entry/from-menstruation-apps-to-nude-selfies-data-politics_us_5a0d9d12e4b03fe7403f8374

<http://blogs.lse.ac.uk/wps/2017/11/29/women-support-each-other-in-the-face-of-harassment-online-but-policy-reform-is-needed/>

Helen - Tactical Tech:

Worked at Tactical Tech since 2014, first on communications and then on the Me and My Shadow and Data Detox Kit projects, mostly doing writing, editing, curriculum development and production of learning materials, with some privacy-champion training thrown in from time to time.

Rose Regina - Tactical Tech:

Rose Regina has worked with groups and organisations focused on media concerns, labour issues, criminalisation and incarceration, the anti-war movement, FOSS, and human rights. She started focusing more heavily on issues related to digital security in 2012, specifically emphasising the parallels of on- and off-line concerns of activists and other heavily surveilled communities.

Allan - Tactical Tech:

Allan is an information designer and production guru. He was also a long-standing member of the Bangalore-based technology NGO, Mahiti. At Mahiti, he headed up the design function, specialising in information architecture and the usability of web-based and multimedia applications. Over the last 10 years he has managed numerous technology projects for NGOs, and conceptualised projects such as a series of digital pedagogic games and tools to teach soft skills and literacy to young adults in rural India.

Allan was a lead organiser for AsiaSource and AfricaSource 2 and led the local production team for the World Information City exhibition (India).

Annex 1 – List of sessions for the Gender and Tech's curriculum

We are sending you a table listing all the current available sessions (25 sessions) and all the new sessions (23) that we would like to create. We kindly ask you to **pick up a selection of 8 sessions** you would like to work on. It would be great if you could pick up 4 sessions from the first table (there is some curriculum and/or documentation of sessions from the GTI available) and 4 new sessions from the second table that need to be created from scratch.

We kindly ask you to pick the sessions where you feel that your knowledge, skills and motivations can nicely mix to contribute. From this initial mapping of interests we will try to create teams of 3 people working together in writing those sessions. We will adjust the workflow within our agenda's proposal and discuss it more in-depth with all of you in the first day of the gathering.

Please review the following first table of sessions and pick four that you would like to work on during the curriculum event. The following sessions have already some content and/or documentation about how they were implemented in past GTI.

Title	Description
Digital security	
Digital security for organisations: Initiating a diagnosis	This session will introduce organizational security and explain what can be done and what elements a basic diagnosis of the digital security of the organization should taken into account.
Faraday Cage Phone Pouch	This session will show how to make a Faraday Cage phone pouch that blocks all radio signals coming in or out of your cellphone. Presents different materials for doing it from conductive textile to tetra pack paper.
What is the deep web?	This session will introduce what is the deep web and its different characteristics. It will help to better understand the infrastructure of Internet and how it can be use for serving purposes of security for high risks activists .
How to work with TAILS	This session will be presenting the operating system TAILS, what it is, its possible functionalities and how to download, verify and boot it on a USB pendrive or SD card.
Alternative telephony projects	This session will present current community based alternatives for cooperate mobile telephony, such as mobile connections using alternative phone providers, VOIP, mesh networks, etc.
How to include a hidden message in a picture	This session will introduce the concept of steganography and some of the software that can be used to include a hidden message in a picture.
Monitoring GSM Networks	This session will introduce current techniques and tools to monitor GSM networks and will present mitigation strategies and ideas for detecting that form of surveillance.

Politics of Data/Feminist Data Politics	
How the business of collecting and using our data works in the Internet?	This session will help you understand the economy and politics behind the data and our connected identities: Who and what do we do with our data, how do we generate business with them and how are we tracked, monitored and / or discriminated against?
Technological sovereignty and alternatives to commercial mainstream platforms	How are commercial and non-commercial tools and services different? Why does that matter? This activity offers a simple framework for making informed choices, and introduces the concept of technological sovereignty as well as some alternative options.
Search engine optimization and tactics for google bombing	Tips and tricks to improve the presence of your collective or personal name in google results. Increasingly we see how our adversaries (anti gender social justice) are getting their websites well positioned when our websites disappear in google results. This session explains what is “Search Engine Optimization” and technical and social tactics to achieve google bombing.
Gender & Tech	
Migrating to Gnu/linux	This session explains what is free software and will link Gnu/Linux operating systems, feminisms and gender codes. It will also introduce to what are the political, technical, security, social justice pros and cons of migrating to free operating systems in general and in specific geopolitical contexts.
Install party: Free software Vs Gender codes	“Install Parties” are instances for social reunion, which seek to implement the installation of free operating systems and, at the same time, build and reinforce networks and communities. The idea is to use this word and activity to generate an encounter for the installation of concepts applied to the context of radical gender politics and showing links between free software and free culture.
Our tech stories	This session will analyse the panorama of the contribution of women and queer people to the development of technologies focusing then in the herStory in computer sciences and developing an exercise of collective memory to reclaim our technologists in history and around us.
Speculative fiction and feminist science fiction	Producing speculative fiction as radical imaginaries, counter hegemonic and anti-imperialist narratives centred in pro-choices and/or in gender and tech.
Self-doxing	Explains what is doxing and how you can conduct sessions of self-doxing to know what information and data exists about you on the internet and how others see you. This is a first step to map your digital shadow and decide how you might want to modify it.
Risks and strategies when using dating	There has been an increase number of dating platforms that are used in many ways by different communities. What are the

platforms.	current risks, mitigation strategies and criteria that should be taken into account when using those platforms and what are the current good practices for selecting those?
How to choose a safety app	There has been, in the last years, a boom of so called safety and wearable apps for human rights defenders in order to tackle gender based violence. What is actually there and what criteria should be taken into account before choosing a safety app?
Feminist and creative uses of social media (Session 1)	This session will present and analyse from different perspectives (outreach, outcomes, security, privacy) different uses of social media by women human right defenders and feminists for raising awareness, campaigning and raising voices.
Feminist Communication Plans.	How to improve the dissemination and impact of feminist campaigns? Methodologies and processes to know how to analyse and design a communication plan.
Care	
Releasing stress	Connect with the body and release accumulated physical stress.
Managing crisis	Tools to concentrate, handle situations of crisis / anxiety / stress.
Download emotions	Download emotions accumulated during the day and acquire tools to work emotions (in particular anxiety) both personally and collectively.
Training skills	
Planning an activity into an unknown or risk environment	This session will address how to planning an activity for training or activism in an unknown or risky environments. From the moment you need to prepare your stuff, to crossing borders and reaching the place you are intended to be in.
Creating safer spaces	It will explain an activity on how to create a safer space.
Planning a training and basic principles of adult education to technologies	A session for presenting key elements of how to plan and develop a training or an awareness activity with adults in relation to technologies

Please review the following second table of sessions and pick four that you would like to work on during the curriculum event. The following sessions need to be created from scratch.

Title	Description
Digital security	
Servers attacks	Many attacks shutting down websites are conducted through servers and can be tracked in different ways. This session will clarify different form of attacks that can be conducted against your server and what good practices exist to monitor, detect and counteract those types of attacks.
Autonomous and	This session explains what are servers and what it means to host

ethical servers when hosting websites	websites. It introduces different questions and dimensions people and organisations should ask themselves when looking for a hosting solution for their website. It also presents what are autonomous and ethical servers (pros and cons).
Data protection and how to anonymize data sets	This session is oriented at collectives and organizations that maintain sensitive information. The goal is to learn best practices for protecting integrity and security of that data but also to learn techniques to anonymize data.
Detecting surveillance	Discussion about the forms of surveillance that exists nowadays and upon which technologies (online tracking, CCTV, drones, facial recognition) and social processes they rely on. Strategies for detecting if your email or phone are intervened. If there are micros in your space, etc.
IP: What are they and how to track them	This session explains what are IP, and in which cases IP can be tracked. It is about myth busting, what can be done and what can not be done. Many gender based online violence is happening through attacks on social media platforms and often people targetted would like to identify the IP of the hateful or threatening message they are getting. This session is about what can be achieved and what can not be achieved.
Alert systems	A session that delves into alert systems for individuals or communities that can be activated online and offline. It provides an analysis of their pros and cons and how those questions relate to a risk analysis of the context.
Politics of Data/Feminist Data Politics	
Understanding and modifying data about the data	What is metadata? Why does it matter? Tools and tactics to reduce it. This workshop looks at what metadata is and what someone could find out about you through the metadata traces you leave behind. An introductory presentation will explore the metadata we send out by default and the digital traces we produce through our online and offline activities. What else are your communications, images you post, and maps you use exposing about you? This workshop will cover possible risks and threats, and will showcase case studies demonstrating the possibilities of working with metadata.
Big data, data discrimination and sexual surveillance	This session aims to give participants a background and orientation to how 'big data' is not new, but emerges in the 19th century. In this session participants will explore the data collection by menstruation apps and think critically about what this means for a feminist politics of big data.
Methodologies and tools for data investigation	Session focused on typologies of data, public and open data, what can be investigated, what should be taken into account, etc.
Platforms for political participation online	This session introduces elements of reflection on what means political and citizen participation in the era of internet.

	Afterwards delves into pros and cons of platforms that can facilitate the collection of evidence and campaigning (leaks platforms, audiovisual archives, collecting signatures, pledge platforms; crowdfunding; crowdsourcing platforms etc).
Use of information and communication technologies during demonstrations/actions	What kind of tools can be useful when attending actions or protests in the public space? What should you ask yourself and with your collective before attending an action equipped with your mobile, laptop and devices?
Mesh networks and distributed internet connections	A session presenting different initiatives and technologies enabling to set up mesh and autonomous connections to the internet. Delves into their pros and cons and what works under which conditions.
Ecological impact and use of information and communication technology	A session that discuss the ecological and environmental impact of technology and internet development and then delves into practices that can be implemented at the individual, collective, policy and technological level to mitigate those effects.
Creating documentation collectively and collective memory	This session is about social and technical processes to create collectively documentation and shape a collective memory distributed and accessible by as many as possible. It presents different criteria to be taken into account when deciding how to develop collective documentation (tools like pads and wikis, free and open licenses, netiquette, tags, semantic, search engines, analogical/digital, etc).
Gender & Tech	
Code of Conducts and Shared Agreements	What is a shared agreement and a code of conduct? In which situations do you need one? How to create a new one or adapt existing ones? Pros and Cons to take into account when using or developing code of conducts.
Strategies of resistance against gender based violence	A session presenting frameworks of strategies of resistance and then presents different tactics than can be implemented to mitigate or influence changes in the current panorama of gender based violence.
Accompaniment and support for people facing gender based violence	How do you provide support to people facing gender based online and offline violences? A session that introduces best practices and recommendations to do it from a feminist and holistic perspective, introduces also different current initiatives innovating around that topic of accompaniment, face to face and through online channels.
Reporting and documenting online violence	This session will present current projects, platforms for documenting gender based violence, how to create a diary of incidents. It will then address, in a more hands on approach, current ways of reporting, blocking and the underneath policies of mainstream social media platforms.
Hacking hate speech	A session to understand the methods and tools used by hate

	groups in order to attack and silence people and organizations. It will also explore how to develop counter narratives and mitigation strategies.
Feminist and creative uses of social media (Second session)	Quick and dirty methodologies and tools for producing narratives for outreach or campaigning (podcasts, short videos, memes/gifs, free tools, archive, etc).
Feminist principles of internet	This session will introduce and discuss the current Feminist principles of the internet developed by the APC women program.
Ancestral technologies	This session will explore the contribution of communities to the development of ancestral, permaculture and other type of technologies. Discussing ancestral ways of communication of women and communities.
Care	
Sustainable Activism	A collective session to discuss what makes our activism sustainable in the mid and long term. What practices of personal and collective care do we implement in our daily lives? How to assess it from a holistic perspective?

Annex 2 - Templates for the curriculum

We are copying the templates in mk format as they have been used for developing the Myshadow.org/train curriculum. We will use a very similar template and will discuss if it needs some adaptation/extension for the audiences we want to reach with the Gender and tech curricula.

Structured Learning Experiences (SLE)

title:

uuid:

lan:

author:

item: SLE

topic:

tags:

duration:

dependency: @[name SLE](uuid SLE) : []

Meta information

Description

This is the general assessment of our audiences' environment and the learning gap that we have identified and need to address.

This should be complimented by a Training Needs Assessment (TNA) depending on the specific target participants and group/s. This allows us to focus and identify the peculiarities of the target participants and the current environment they work in.

Duration

Ideally LSEs should not exceed 1 hour 30 minutes. If the SLE requires a longer time it can be divided into chunks of 1 hour 30 minutes of related sessions.

Number of Participants

The number of participants largely depend on the number of facilitators. To be consistent with our "How-To: Organize a Training" 's document, below is s the ideal participant to

facilitator ratio:

1 Trainer : 8 Participants

2 Trainers : 20 Participants

4 Trainers : 28 Participants

Learning Objectives

Every SLE should identify (if applicable), three learning objectives that cover the areas of knowledge, skill and attitude.

Knowledge (K):

- What specific ideas, facts, insights do we want the participants to learn.

Skill (S):

- What specific know-how and ability do we want the participants to gain. This is more related to parts of the SLE that has to do with more practical items like learning a specific application.

Attitude (A):

- What specific bias and beliefs we want to challenge and propose alternatives.

This are the same items that we need to measure at the end of the SLE.

*Note: We need to draft an evaluation document with measurable metrics to determine the success of SLEs.

List of Materials and Equipment Needs

uuid:

tag:

Example of referencing materials

- @[Beamer](ce457811-1423-4ff0-93bb-7bc2fdale844) : []
- @[Workshop Material](67c7149b-44f9-4b7a-b4ee-c8bf786b50dc) : []

Indicate here the necessary materials and equipment that this SLE would require. Some of the materials and equipment are also listed in the related Activity and Ice Breaker document.

References

Indicate here relevant reference documents, links and the like for this SLE. It is always nice to attribute individuals, organizations, and websites :)

Structure and Timings

Indicate here the flow and timings of the SLE. Important things to consider if applicable:

- Participant introduction that gets everybody talking and moving early on the session.
- Brief presentation of the SLE.
- Participants' expectation check.
- Discuss, modify, and agree on the learning objectives.
- Identify Activities relevant to the SLE.
- Identify Ice Breakers for this SLE.
- Ensure that an evaluation happens at the end of the SLE.

Example of referencing a specific activity

Step 2 brainstorm:

uuid: >>> refer to the specific uuid under steps of an activity

Activity: Post-it Frenzy

Tag:

<!--

takeitoff/SLEs/TEMPLATE

-->

Template for activities

Title

title:

uuid:

lan: en

author:

item:

tags:

duration:

Meta information

Activity Description

This a short description and overview of the activity.

Duration

The length of time for this activity. Remember that this activity is only part of a SLE which should not exceed 1 hour 30 minutes. In some cases an activity can be the main part of a SLE. Like for example a Focused Group Discussion (FGD).

Ideal Number of Participants

Indicate here the ideal number of participants for this activity. Some activities are require more participants to make it work. For example a World Cafe activity, requires a minimum 9 participants, divided into 3 groups of 3 participants per group.

Activity objective/s

Every activity should support a specific objective of the SLE where it will be applied. It can be a single and /or combination or all of the learning objectives below:

Knowledge (K):

- What specific ideas, facts, insights do we want the participants to learn.

Skill (S):

- What specific know-how and ability do we want the participants to gain. This is more related to parts of the SLE that has to do with more practical items like learning a specific application.

Attitude (A):

- What specific bias and beliefs we want to challenge and propose alternatives.

List of Materials and Equipment Needs

--

uuid:

tag: materials activity

--

Indicate here the necessary materials and equipment needed to make the activity work. Find the UUID numbers for the materials under Materials.md

Example:

- :[Flip chart](417fc8a5-400f-4553-a23e-faa949beb239) : []
- :[Markers](9392dacf-999c-4c33-a6d8-4545c1aee849) : []
- :[Post-its](c0358b51-fe16-47ae-9686-927ec39d18f6) : []

References

Indicate here relevant reference documents, links and the like for this activity. It is always nice to attribute individuals, organizations, and websites :)

Steps

--

uuid:

--

Indicated here the step-by-step instructions for this activity, divided between preparation and steps during the activity. It's a good idea to indicate the following as part of the steps:

Preparation:

- What needs to be prepared before this activity

Activity:

- Introduction to the activity and it's relevance to the SLE.
- Step by step walk through activity