JOURNALISM IN THE FACE OF THE DIGITAL GENDER GAP

Training program for journalists

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Journalism in the face of the digital gender gap

Methodology for training workshops aimed at journalists

1. Description

Journalism in the face of the Digital Gender Gap (DGG) is a series of training sessions about internet access and the digital gap from a gender perspective. It is aimed at organizations that have applied the methodology of The World Wide Web Foundation on DGG and at journalists who are interested in the topic. This workshop program is derived from the findings of the research article "Are we connected? Digital gender gap in Peru", conducted with the support of The Web Foundation, in which it was identified that there are still a series of threats and barriers that prevent historically excluded or discriminated populations from making the most of the information and tools that the Internet offers.

In this study, beyond the number of men and women who have access to the Internet, the objects of analysis were the reasons and different purposes that users give to this technology. Thus, an overview of how Peru is doing in terms of the DGG was obtained[1]. T . It was also researched whether the Peruvian State considers this need as a priority and what plans or suggestions can be made aiming for a more diverse and equitable use of technology in our country[2].

1 By investigating and analyzing the data collected according to the 14 indicators and following the
rating criteria, Peru obtains a score of 44% when it comes to the digital gender gap. This reflects great challenges to face concerning commitment and specific policies and strategies to reduce the gap.
2 In https://hiperderecho.org/wp-content/uploads/2020/01/flores_digital_gender_gap_peru_2019.pdf

2. Objectives

Faced with the problem presented about the DGG in Peru, we seek that the participating journalists handle relevant and necessary information to generate changes. Along these lines, the objectives of the training program are presented below:

1. Contextualize the results of the audit of the digital gender gap in the constant violence and discrimination in Peruvian society that target women in all their diversity and the LGTBIQ+ population, against which journalists have the possibility and power to generate content that has an impact on the necessary social changes.

2. Production and dissemination carried out by journalists about content that responds to the own needs of the DGG. Additionally, to raise awareness of the inequality in access, representation and use of technologies, so it can influence its reduction.

3. Raise awareness about the role of the media in dismantling or amplifying gender roles and stereotypes and, with them, those elements that form the justification of violence against historically discriminated and less represented communities, such as women and LGTBIQ + populations. In this way, the participating journalists are allies in the fight against inequality and gender gaps.

3. Rationale

To close the DGG related to the Internet, it is essential to create spaces for the construction of knowledge together with key actors in society and the media: journalists. These are professionals who have the key knowledge to tell experiences, elaborate narratives, report incidents, present research and reports, etc. At the same time, they have access to spaces in which they can spread said content with credibility and on a large scale. **We believe that training them will have a direct and positive impact on the development of the necessary content to put the need to end gender gaps in public discussion.** Therefore, we provide information and tools to journalists so that after this workshop they can develop content about what equitable access and use of the internet means from a gender perspective.

The Inter-American Commission on Human Rights (IACHR) has emphasized that social constructions of gender and historical discrimination against women determine that the patterns of violence that persist in the Latin American region against the press have particularities and/or a discernible impact in journalists and media workers[3]. EIn different reports carried out by this organization, it has been pointed out that violence against female journalists and media workers "is expressed in different ways, from murder, sexual violence, including sexual harassment to intimidation, abuse of power and gender-based threats"[4].

It is also essential to point out that the media and journalism professionals are not exempt from the sexist culture of Peruvian society and its influence on how we observe and value the world. In the media we can observe the spread of differentiated stereotypes, values and expectations about people according to their gender. In this way, training journalists on internet access and the digital gap from a gender perspective **also aims to make those who communicate about the different daily events aware of the importance of generating narratives of equal opportunities in all areas, without stereotypes and sexist or re-victimizing judgments for populations that report violence.**

We consider that mainstreaming the gender approach in journalism is a basic tool to deal with the different forms of gender-based violence.

[3]CIDH. Informe Anual 2013. Informe de la Relatoría Especial para la Libertad de Expresión. Capítulo III (Violencia contra periodistas y trabajadores de medios: estándares interamericanos y prácticas nacionales sobre prevención, protección y procuración de la justicia).OEA/Ser.L/V/II.149. Doc. 50. 31 de diciembre de 2013. Párr. 251.

[4] IACHR. 2013 Annual Report. Report of the Office of the Special Rapporteur For Freedom of Expression. Chapter III (Violence against journalists and media workers: Inter-American standards and national practices on prevention, protection and prosecution of perpetrators).OEA/Ser.L/V/II.149. Doc. 50. December 31, 2013. Para. 251

4. Target audience

The training program is aimed at Peruvian journalists from 3 regions of the country: Lima, Tumbes and San Martin. The participants selected to be part of the program are people who have shown interest in being trained, as well as commitment to work with topics of defense of rights, access, technology and gender. On the other hand, the methodology of this training program is also aimed at other journalists who wish to replicate the experience of learning and work in order to positively influence the DGG in the country.

In Hiperderecho, we believe that the task of training different profiles of journalists is a fundamental factor to have an impact, from the starting point, on the reduction of information and representativeness gaps in the mass media.

We seek that the dialogue in the workshops with these professionals and their applied work, as a result of this program, can account for how gender gaps are intertwined with other structures of discrimination and violence present in Peruvian society. In this sense, we believe that it is necessary to clarify that the task of training journalists from a city with a predominantly urban population, for example, will not be the same compared to another with a population where the majority of people belong to and work in rural contexts. In this way, we decided to have an intersectional approach in the preparation and implementation of the workshops.

In order to achieve a greater impact, we took into consideration the following factors for the selection of journalists who accompanied us in the sessions of the program. These were developed from a logistical perspective, as well as relevance:

TUMBES   SAN MARTIN   LIMA

4.1. On working with a mixed population:

The social problem around inequality and gender-based violence is commonly associated with issues that only concern women. Gender, as a relational category, invites us to think about the configuration, reproduction and personal and collective questionings of roles, stereotypes and expectations of a person according to the social reading of feminine and masculine[5]. Thus, the DGG and its negative impact on women's lives is not only significant for them, but it is also relevant to the experience and trajectory of men: the analysis of the digital gender gap also tells us that it's young men from urban areas who have the greatest opportunities to access the Internet and get the most out of it.

In that sense, including both parties is a call for everyone to be involved in the solutions that we can undertake in order to reduce and end inequality and violence against vulnerable populations, such as the LGTBIQ + community and women in all their diversity.

On the other hand, we know that a space in which only women are present could give us greater possibilities of making empathic connections with our audience. However, we consider that in this case it would be more profitable to work with both women and men, because the very formulation of the program is informative and applicable and not testimonial.

[5] We make the division between male and female sex based on the methodology developed by The Web Foundation, since in its score sheets the official data of the country is assessed according to the categories of "women and men".

4.2. On the choice of cities:

In Hiperderecho we seek the opportunity to present and work on this training program with journalists from different regions of the country who, as far as possible, would account for the diversity of contexts, lifestyles and the relationship with technologies and the Internet.

For the choice of cities, the support and guidance of allied organizations composed of journalists and social communicators is essential. Without this valuable information about the contexts in which journalists from certain regions are inserted, as well as what specific challenges they face in terms of their journalistic work, choosing the cities would be a more difficult task. Along these lines, this information also allowed us to map which cities have established initiatives that account for the interest in topics of gender, equality, human rights and access to technologies. Identifying cities with journalists who are organized in these issues gives us an opportunity to take advantage of the interest and commitment in the face of change.

The motivation and desire to learn enhance how we contact the audience, and what's better than to respond to the needs of information and training that already exist or are in the process of being formed. Furthermore, it was also necessary to learn more about the situation of the journalists, in relation to their internet connectivity and access to devices that they could use to log into online classes without major inconveniences.

Therefore, it was decided to carry out the training program in Lima, San Martin and Tumbes. However, it is important to note that the data in the report is more urban than rural, a characteristic obtained from the lack of precision in the information available in State entities about this matter. This situation became a factor that at first made us lean towards urban cities on the coast or the highlands. It should also be noted that this is the first time that this methodology has been applied in these cities.

► For the Lima region, we established communication with the National Association of Journalists (ANP) in order to contact its members in this region. Likewise, we invited young feminist women who have been trained in journalism, which would not have been possible if the members of the Hiperderecho team, that also has the support of feminist women, did not serve as a connection.

Making an analogy with a non-probabilistic sampling of social sciences on how to contact a public object of study, the participants of this workshop were invited and chosen, largely, through the "snowball" method, since our personal networks were used. In this way, we seek to ensure the attendance of participants who show prior interest in the issues raised in the program.

► Strategically, we decided to carry out the first course of the program in Lima because we considered that the facilitators would be able to observe here, more easily, if the proposed materials and content were working properly. This would be possible since this is the population with life experiences more similar to those who presented the contents and, therefore, with whom more contextual references are shared, which serve to keep the conversation and reflections at a good pace.

In the case of Tumbes, we reached out to the ANP journalists' network of this region. In this regard, it should be noted that this network is mostly made up of women, and they are aware of the issue of online gender-based violence: specifically, of how it affects women that share their opinion in public spaces, such as social media. The active presence in social media of this group of journalism professionals is possible due to the good organization of the ANP journalists' network of Tumbes.

On the other hand, it is also important to point out that in the region of Tumbes, its population was not experiencing serious problems of internet connection and, thus, could take part in training programs such as this one.

We were told that in this city, the journalists of the ANP have great interest and they are enthusiastic about being trained on topics relevant to their work, a perception that remains after previous training experiences during the pandemic. Thus, we believe that with their willingness and desire to learn, we will be able to improve the topics and objectives proposed in the program.

▶ As for San Martin, due to the great interest in social interactions in digital environments, the city shows us a very interesting context to work on the proposed topics. In this regard, we were informed about the presence of organized and opinion leader female journalists who work in the media, like radio, television and digital media (live broadcasts on Facebook pages, for example). Unfortunately, in this city we found cases of digital harassment through social media platforms, which tells us that the journalists here have direct experiences of one of the most common demonstrations in which the digital gender gap translates to: online insecurity for women and the LGTBIQ+ community.

Working with journalists from San Martin will give us the opportunity to quickly connect the topics proposed by the program and apply them to dialogue with the difficulties they experience.

4.3. Implementation of the intersectional approach

The task of training different profiles of journalists is a fundamental factor in order to have an impact on the reduction of information and representativeness gaps in the mass media. We seek that the dialogue in the workshops with these professionals and their applied work, as a result of this program, can account for how gender gaps are intertwined with other structures of discrimination and violence present in Peruvian society. For this reason, we chose to recognize the different points of enunciation of these professionals and how, at the same time, they can account for the different ways in which the digital gender gap develops in our country. In this sense, we truly take into account the variable of territorial space.

Likewise, we must not forget that the understanding of how we interact with others in our gender experience will be different depending on the context we are in. For example, the construction of stereotypes and negative judgments on issues such as sexuality, in contexts close to or belonging to the Peruvian Amazon, comes from an external and exoticizing view of this population. In this way, we decided to have an intersectional approach in the preparation and implementation of the workshops.

5. Duration, segments and method

Due to the length of time involved in addressing the proposed content for this training program, for pedagogical reasons and to take advantage of the availability of the participants, it was decided to design a workshop consisting of two (2) sessions, of two (2) hours each. In the first session, the main focus is the descriptive and informative content of the program, seeking that the participants clearly identify what we mean by DGG, in what situations it is expressed and which critical nodes we are facing most urgently. While the second one aims to put into action all the initial reflections and reinforce this knowledge with the help of digital security tools that the participating journalists can use to prepare an initial outline of the program's final product: report and/or investigate about the DGG.

It is important to mention that this training program is also divided into two (2) sessions due to the nature and objectives of each one of them: in the first session we propose a more reflective class on the information that we present, related to the difficulties and challenges that we face as a country in this subject. Additionally, we want to reflect on how journalists are key actors to work with on these issues. It is important to have an outline of the investigation plans, reports and journalistic articles in the second session from the presentation of notes about the critical nodes. The challenge here is to achieve the objective of the program: that the knowledge and reflections of the two sessions are reflected in a journalistic work, of any format, that addresses the DGG in Peru.

The development of the program workshops was carried out on the virtual platform Zoom, due to the current context that we are living because of the COVID-19 pandemic. Using virtual platforms is a challenge for establishing contact and a connection with the participants of the program, but we believe that it is possible to condense efforts to adapt the sessions in this space. Along these lines, we believe that this program can be a good opportunity to establish bridges and keep in contact with other regions of the country more immediately.

This program frames the commitment of Hiperderecho and The Web Foundation to generate an impact on the subjects identified as problems in the research carried out on the DGG in Peru. Beyond the workshops being a space for reflection and action on the proposed issues, **we seek that the target audience of the training content gets involved in the topics covered and engages to work around them from their experiences and contributions as professionals of journalism.**

1 Number of reports/articles/journalistic products prepared by the participants of the workshop using the information from the report "Are we connected? Digital gender gap in Peru". This is the input that Hiperderecho expects as a final product from the trained people.

2 The acceptance of the reports according to the target group of the media where they will be published. The training team of Hiperderecho is in charge of this review. The responsible individuals must follow an evaluation line that includes the development of the points proposed in the training.

Workshop outline

1

Start: Welcome, acknowledgments, description of the program and objectives of each session. Presentation of the work plan of the first date.

2

Key content: Presentation of internet access from a gender perspective and the three (3) key ideas for the first session:

a. The Web Foundation methodology
b. Peru's total result according to the report "Are we connected?"
c. ¿Why work with journalists?

3

Analyzing the digital gap: Resumen crítico y descripción de los 5 ejes de trabajo en el análisis del informe "¿Estamos conectadas?". El énfasis de esta sección es sobre los dos últimos ejes debido al bajo puntaje obtenido en ellos, lo que supone mayores retos y desafíos de cara a cerrar la BDG:

a. Internet access and women's empowerment (5)
b. Affordability (7)
c. Digital skills and education (5)
d. Content and services relevant to women (2)
e. Online safety (4)

4

Pending actions: Role and responsibility of the journalist in reporting or preparing work about the critical nodes of the DGG and the issues that emerge from them:

a. Access to services relevant to women

   i. **How to improve access and availability of services:** How journalistic work can shed light on those services relevant to women and, with it, spread this necessary information and positively affect the lives of women who require it. Along these lines, achieve to democratize this type of access.

   ii. **Identification of pending issues about services for women:** Are there gaps in the availability of content relevant to women? From journalism, how can we work with the aim to amplify the needs on these issues.

b. Online safety

    i. **How to report cases of gender-based violence:** Taking into account the degree to which the authorities and courts act in cases where technological tools are used to commit acts of gender-based violence, how can journalists influence a positive change in the reports about these issues.

    ii. **Report and inform about national laws for data protection:** How can these professionals elaborate on the impacts of the strength of national laws for data protection.

> The cut between session 1 and 2 will be done here

5
Execution

Participating journalists must choose which of the critical nodes and their respective topics they are interested in to propose a final product of the training. Here, the same proposed order of critical nodes given by Peru's score is followed:

    a. Preparation of notes to contribute to "Content and services relevant to women"

    b. Preparation of notes to contribute to "Online safety"

6
Presentation of the action plan and reflections

During this section, it is expected that journalists from the program will share the topic and, if possible, some comments on the outline of their training final product. Faced with the discussion of these matters, as well as the justification for the choices of their final work, this is a good scenario for all individuals present to reflect together on the importance of journalists contributing and leading in the fight against the DGG.

7
Final commitments and closing of the session

    a. Invitation to apply the knowledge taught in the workshop in their future investigations and reports.

    b. Hiperderecho's commitment to disseminate the work created within the framework of the training and acknowledgments.

A summary of the training sessions will be shown below, according to the order of proposed sections:

Session summary: day 1

Introduction: Internet access from a gender perspective, DGG score in Peru and why work with journalists

Dynamics: identify headings and content.

Presentation of critical nodes: DGG audit score

Dynamics: collective conversation about pending challenges

Session summary: day 2

Introduction: Resuming the previous session to put into practice the reflection on the 2 Critical Nodes

Critical Node 1: Access to services pertinent to women

Critical Node 2: Online safety

Workshop (drafting the final product)

Notes, comments, suggestions about the Critical Nodes 1 and 2. Plan of action

Final reflections and commitments

▶ If possible, invite the participants to log in 5 minutes before the session. The objective is to check the proper functioning of the Zoom video call, as well as to ensure that every participant sees the presentation that accompanies the sessions without any problem.

▶ It is a good idea to have a **5-minute tolerance** to start the sessions. In case 10 minutes are needed, it is recommended to speed up the work areas little by little (for example, subtract one minute from an exercise or dynamics that progresses faster among the attendees).

▶ The rules of coexistence are important. For an optimal development of the program sessions, it is practical to send recommendations to the participants in advance. Among them, the following stand out: raising your hand to give an opinion, turning off microphones, using the chat when we ask for opinions, turning on the camera - if possible - to establish more direct contact.

▶ It is essential that the presentation of the 2 critical nodes is clear and that the distribution and presentation of content have the same weight throughout the entire program. Otherwise, the intention and choice of the participants to select one node over the other as an area of interest for the elaboration of the final product could be biased.

Color legend

| Introduction | Content — explanatory/ reflective moment | Dynamics | Workshop | Closing |

1

Activity	Objective	Time
Welcome and presentation of the program	Introduce the proposed topics, objectives and scope of the training. Specifically, the ones from session 1. Also, get to know the participants and their expectations for the workshop. Finally, we will also take a few minutes to explain the tools to be used during the sessions (Zoom and Jamboard logistics).	15 min.

Development:

We start the session with the team of facilitators presenting the training program. We welcome the participants and express our gratitude for their interest and attendance. Then, the participants are invited to turn on their cameras and take part in a round of introduction. Likewise, as we believe it is essential to know a little bit more about the expectations of the public, we continue with the question "What do you hope to learn from the workshop?" The following notes may be useful for a good development of this section:

▶ To break the ice and provide an example of how to carry out the dynamics, the facilitator team begins with the answers for this round.

▶ It is all right if there is someone who cannot turn on their camera, but it should be emphasized that virtual platforms create challenges to connect with the public and, therefore, actions such as seeing each other, and recognizing ourselves as participants in a Zoom room, help us in that sense. Thus, it provides a feeling of greater closeness among everyone.

▶ The opening question is a way of mapping what the participants think about what the DGG is and how it relates to online gender-based violence.

▶ Before moving on to the next part, the working and rules of the other platforms that we use should be briefly explained, as well as the rules of coexistence of Zoom (although it is expected that these have been reviewed previously by the participants in the email of contact and coordination of the training program).

Do not forget: To promote participation with an active and critical eye, the public should be invited to ask questions in the Zoom chat. This will keep the participants attentive, and it will also allow us to know their reactions at the time the content is taught.

2

Activity	Objective	Time
Introduction: What is internet access from a gender perspective? Presentation on research findings and on Peru's score in the report "Are we connected?"	Present and share findings from the research and begin to reflect on access to technologies, internet, etc; and, on the other hand, the resources that women can access to stay informed, and online gender-based violence.	15 min.

Development:

This section begins with the question of what they think internet access is from a gender perspective. From here, it is expected that the conversation about what digital gender gap means will start, hand in hand with the initial responses from the public.

Once these notions have been introduced, it is time to present the disaggregated scores of Peru and, therefore, begin to address the context we are in, as well as the challenges yet to face, and work on Peru's score present in the report.

3

Activity	Objective	Time
Introduction 2: ¿Why work with journalists?	Establish dialogue with the participants on the perception of their role in society and, on our part, share the workshop rationale.	15 min.

Development:

With the question about why it is important to work with journalists on issues related to the DGG, the objective here is to involve the participants in the workshop more directly, as well as their content and questions. This is expected to be achieved by:

1. Their own elaboration on how they think their work is seen in society in the face of the content they produce.

2. The power they feel they have when presenting the content they produce. Also, under what opinions it is formed.

We must focus on the role of journalists who generate content relevant to the DGG issue, so that participants support their opinions with more concrete arguments.

This is a 2-people exercise: set up small rooms in the Zoom session.

4	Activity	Objective	Time
	Reflection dynamics from images of cases on critical nodes in the media	The objective is to reflect as a group on the way in which journalism and the media make the following visible: **1.** Issues related to access to technology **2.** Uses of technology and gender roles in the mass mediaen **3.** How cases of online gender-based violence are covered	15 min.

Desarrollo:

During this part of the session, the objective is to reflect a little on the power of generating imaginaries in the consumer public and how this is a powerful tool to position ourselves against gender-based violence, its online manifestations and how women and LGTBIQ+ populations experience the gender gap online.

▶ It is important that we do not forget to return to the indicators in the final reflection of this dynamics

▶ In addition, group opinions are an essential factor to think about solutions collectively; this information will be useful for the monitoring of the content reception before imparting, in detail, about the critical nodes of the online gender gap. This will allow us, at the same time, to know what considerations the participants start from.

5	Activity	Objective	Time
	Analyzing the DGG: critical summary	Present the categories analyzed on internet access with a gender perspective, on which the 5 main bases will be displayed.	15 min.

Development:

From the 5 bases of analysis of the report and their respective description and examples, we go on to talk in detail about those that are a bigger challenge for us as a country, but ¿why do you think they are like this?

► It is time to propose a group discussion and gather the perceptions of the participants.

► Esta pregunta se realiza siguiendo el ejercicio de "1, 2, 3, 4, todos", dinámica de estructura liberadora[6]. This aims to take into account the creation process and the dialogue between peers and the group.

[6] According to Henri Lipmanowicz and Keith McCandless, authors of the book The Surprising Power of Liberating Structures (2013), a liberating structure refers to the set of group dynamics that are alternatives to traditional format meetings. Their purpose is to "expand our alphabet" and provide us with new resources to facilitate more productive and fun meetings in which all the people involved participate. Therefore, these are structures that release everyone's contributions, in order to achieve better results as a group.

	Activity	Objective	Time
6	**DGG under the magnifying glass of journalists:** Presentation of critical nodes	Share the panorama that provokes the presence of the lower bases in the findings of the research: content and services relevant to women and online safety.	15 min.

Development:

Once this moment has been reached, we continue with the analysis of the Peruvian context and **what the score obtained in the 2 areas with the lowest scores means**: about access to services relevant to women and online safety.
We recommend working on this section by following these questions:

a. ¿Did you find a relationship between the DGG and access to information on services relevant to women? ¿And for online safety?

b. ¿Do you think action on services relevant to women and online safety are related issues? ¿Why?

c. ¿As journalists, have you ever seen if any colleague has worked on any of these areas that are difficult in the country?

d. ¿If your answer to the previous question was yes, how did they do it? ¿Do you remember the main reflection?

e. If your answer was no, and without going into detail about the definitions yet, how would you do it?

7

Activity	Objective	Time
Closing dynamics and comments for the next session	Exercise based on the questions of the previous section.	10 min. (up to 15)

Development:

In these last 10 minutes we should no longer seek to impart knowledge, but to summarize some ideas that will serve as input for session 2. In this sense, we recommend opting for a less structured moment: here, we can conduct a conversation and summarize the experience under the question "what are you taking from this meeting?", and with the instruction to answer in 1 word.

Don't forget: Before leaving, the facilitators should briefly comment on the next steps to be carried out in the next session.

Session 1 ends here and session 2 begins

	Activity	Objective	Time
8	**Resuming:** Welcome session 2 and brief review of what has been seen until now	Ensure a smooth transition from session 1 to session 2, remembering what the addressed contents in it were and going back to the reflections that the participants elaborated regarding the content proposed by us and by them, throughout the dynamics.	10 min.

Development:

We begin the session by thanking the participants for logging in once again and trusting in taking advantage of this last session of the training. We continue with the presentation on those individual and collective notes that came out in the dynamics of session 1, as well as those topics that most resonated with the participants during the previous 2 hours.

Additionally, the objective of the closing of the training program is presented here: the participants are expected to develop a product that accounts for the management, reflections and actions to make a change when it comes to the digital gender gap. The last 2 minutes of this section are used to talk about the critical nodes to be worked on in detail during the session

► In Jamboard, each participant must type a keyword on what they remember in relation to what was explained about the critical nodes of the DGG in session 1.

9

Activity	Objective	Time
Critical Node 1: Action on services relevant to women	Guide participants toward understanding what relevant services to women address in the Internet and how these do not have adequate availability, access, detail and accuracy of necessary information. In addition, it is discussed how this indicator accounts for the persistence of the DGG.	15 min.

Development:

At this time, we show the data and specific situations in which it is observed how in our country there are no services or guidance online that come from the State when it comes to information on services relevant to women:

a. Availability of easy-to-use information through ICT (Information and Communication Technology) about sexual and reproductive health rights and services for women and girls: score 2.

b. Percentage of women that use mobile financial services in person: score 2.

These low scores make us think about the long-term work we face as a society. The absence of information on sexual and reproductive rights, as well as those ways that influence or ensure a type of autonomy as important as the economic. However, ¿what can be done from journalism?

10

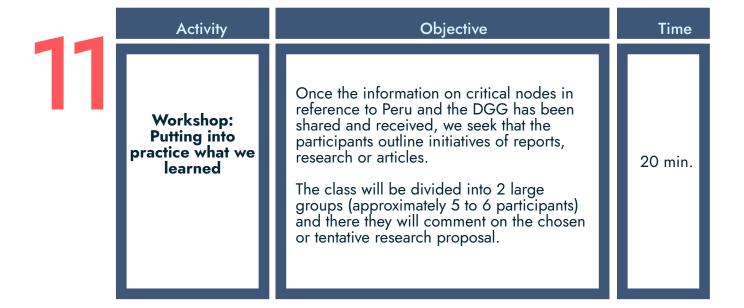| Activity	Objective	Time
Critical Node 1: Online safety	Explain how the digital gender gap is expressed in the inequality of freedom to exist and circulate safely on the Internet. Delve into how women and LGTBIQ + populations are more vulnerable to risks and threats in digital environments.	15 min.

Development:

At this time, the scores for each of the elements that make up this section of Online Safety are presented. Although they do not represent a severity like that of the previous section, we still have a lot to do in the following items it is divided into:

a. Degree to which competent authorities and courts act in cases where ICT tools are used to commit acts of gender-based violence: score 4[7]

b. Strength of national laws for data protection: score 5[8]

Como se puede observar, aquí nos enfrentamos a la VGL y las respuestas de parte del Estado. Pensemos, por ejemplo, en los canales disponibles de denuncia y las normativas vigentes. Como en la sección anterior, también preguntaremos ¿Qué se puede hacer desde el periodismo?

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[7] As noted in "Are we connected? Digital Gender Gap in Peru", in September 2018, the Legislative Decree 1410 was published, which makes harassment, sexual harassment, sexual blackmail and the distribution of intimate images without consent a crime. However, it is still not clear who the authority responsible for receiving and processing reports about this type of violence is. More importantly, it is not known to what extent the authorities have sufficient tools and knowledge to investigate these cases, act against the aggressors and prove their guilt. This void also translates into a poor response from public institutions, universities and private companies where there are no clear protocols to regulate online gender-based violence either.

[8] Although when talking about its design, the Personal Data Protection Law and its Regulations achieve substantial protection for personal data, when it comes to its application and when the one that processes the data is a public entity, this is not always true.

11

Activity	Objective	Time
Workshop: Putting into practice what we learned	Once the information on critical nodes in reference to Peru and the DGG has been shared and received, we seek that the participants outline initiatives of reports, research or articles. The class will be divided into 2 large groups (approximately 5 to 6 participants) and there they will comment on the chosen or tentative research proposal.	20 min.

Development:

Considering the two critical nodes presented, it is expected that at this point in the session the participants have defined in which area, between these two, they prefer or feel it is more necessary to produce a journalistic input.
Divide the class into two groups:
- ▶ group A: Relevant content
- ▶ group B: Online safety

▶ To avoid polarizing preference, facilitators should emphasize on the importance of the balance of this participation and the products about the nodes. In case there is a very strong preference, highlight: Why is there more intention to work the critical node A over B? Thus, look for elements for reflection from difficulty.

In each group, the members will have 5 minutes to collectively discuss the need and relevance of topics that come to their mind within the framework of the chosen critical node. After this "brainstorming", the participants will have 12 minutes to work on an original proposal. Finally, during the last 3 minutes, everyone is expected to be able to comment briefly on their choice.

▶ In order to meet all expectations of the session, it is essential that the facilitators measure the designated times. Besides contributing to the order, in this case it must be ensured that they are respected so that the participants have a short space for feedback comments between all present.

	Activity	Objective	Time
12	**Reflecting together: How to properly spread this information?**	Present proposals for actions with which the access and availability to content and services relevant to women (sexual and reproductive health rights and services for women and girls and percentage of women who use mobile financial services in person) can better respond to the needs of women in their diversity.	15 min.

Development:

Around the questions: How to produce content on services relevant to women? **And how to properly spread this information?** This section introduces participants to notions of attention to content on sexual and reproductive rights and how to promote the use of technologies in women. It should be noted that from this situation, the inclusion of women as users of online financial services is also obtained.

► Jamboard can help us answer this question. This is a digital platform useful for mapping ideas that come out of this conversation. To make the creative atmosphere of this section of the workshop more entertaining and friendly, we recommend playing background music.

► After this, the next step is to group those ideas into another slide on the Jamboard so that a map of the class is observed. For example, is there any interesting trend among the attendees? Thus, being able to continue with the conversation and collaborative learning processes.

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Activity	Objective	Time
Presentation of the action plan	Presentation of the 5-step action plan to close the gap of Hiperderecho (source: Report "Are we connected? Digital gender gap in Peru).	5 min.

Desarrollo:

Since it is expected that, by now, all participants have already managed to develop work plans and proposals on how journalists can positively influence this issue, it is the right time for the facilitators to present the 5-step action plan to close the DGG.

▶ Participants will have to share the development plan for the final product of the topic of their choice. Additionally, it will be set that they have 2 weeks to present this work.

	Activity	Objective	Time
14	**Final commitments**	Collectively think about how we can put into action those reflections worked on in the training.	10 min.

Development:

Following the contents of the training, here we ask the participants "What are you committing yourself to in order to reduce the digital gender gap?". We consider that verbalizing intentions is a starting point with which all participants can assume a degree of responsibility with the training program and, specially, its contents and necessary actions for the future.

Here is an example of how this conversation can be carried out with the audience. The different dimensions that must be taken into account to specify the final commitments are included here:

a. Round of personal commitments (I, as a journalist)
b. Round of profession commitments (Journalism/journalists should)
c. General impressions

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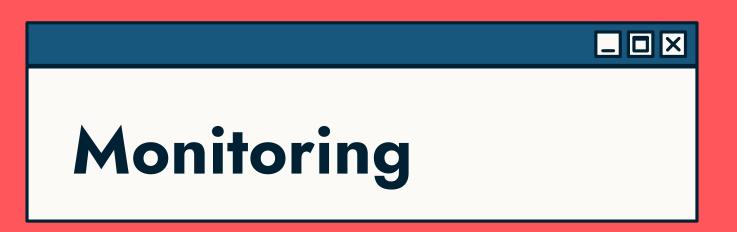| Activity	Objective	Time
Closing: Acknowledgments and gathering of opinions about the workshop	Know and map which themes (or theme) generated the most impact on the journalists during the workshop, both individually and collectively.	15 min.

Development:

Before saying goodbye, we would like to know how the program participants have captured this experience. Along these lines, we will ask the participants "After these sessions, what are you committing yourself to doing?" Subsequently, what topic addressed has generated more interest in them. This will be the one that they work with as the final product of the training.

End of class

¿How do we close the training program?

The objective of these workshops is that the people who participate in it obtain relevant information about the difficulties that affect the digital gender gap in the country and how, from journalism, they can positively influence it. We consider it is important that the program participants comply with the requirement of preparing a journalistic material that shows their commitment to the critical nodes presented in the training.

However, we know that dealing with closing the gender gap is a long-term fight and that it must be approached from different angles, so we also seek that during class people share their opinions with other journalists, so that they can receive feedback and be collectively empowered.

Monitoring

¿How do we close the training program?

In order to ensure that joint knowledge and reflections between the participants and the facilitators become a final product, the following observations are important:

Reception of final products

Although the people participating in the program were selected in the convocation process based on their responses in the application form, the most important filter for us is that the participants convey their interest in being trained on the gender gap in motivation to develop a journalistic product that would account for the content of the sessions.

We suggest 1 to 2 weeks as the proper time to receive these materials. At first, it was decided to promote that the journalistic material was sent to us within a week, to prevent knowledge and intentions from remaining as pure intentions. Promoting this time frame is a good practice because it gives a closer sense of urgency and responsibility, but in practice it may not respond to real times given the different responsibilities that the participants have and the challenges that each person is facing due to social distancing. The participants told us in a common observation that they could have the final product within 2 weeks instead.

Dissemination of final products

As an incentive and a sign of our interest in the cause, Hiperderecho commits to disseminating the materials the participants of the program worked on. Once we receive the prepared content, we will help with its dissemination using our social media accounts.

Our idea is to promote that knowledge and reflections are applied in a journalistic work of any format that the participant sees fit and, mainly, of one that can establish an advantageous use of the platforms the participant already has access to and where they already have an audience.

For example, if we are talking about a journalist who has a Twitter account with thousands of followers, he or she could contemplate making a thread, or a set of several tweets, for the final product, with detailed information that accounts for a critical node of the digital gender gap.