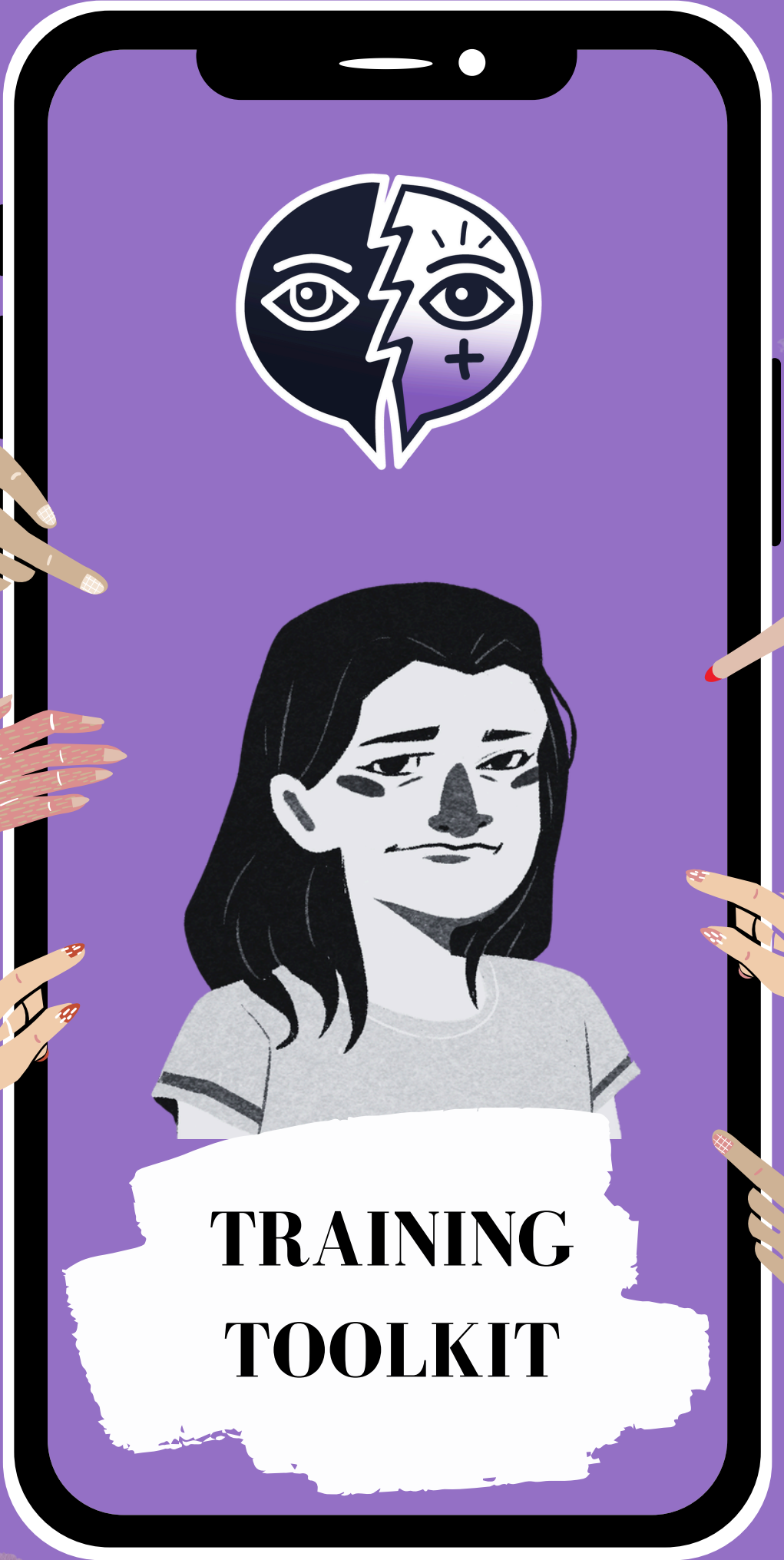




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MEDEA

DEVELOPING MEDIA LITERACY TO DEBUNK GENDER-RELATED MEDIA
MANIPULATION AND FAKE NEWS



PROJECT N. 2024-1-LV01-KA210-ADU-000243248



ZONTA
CLUB OF
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SUMMARY

1. Module 1 - Understanding Meta-Level Critical Thinking

2. Module 2 - Fact-Checking techniques and Information Verification

3. Module 3 - Gender-Based Technology Driven Violence

4. Module 4 - GBTDV - How to Prevent and Fight It

5. Module 5 - Understanding media construction

6. Module 6 - Media consumption and its impact on perception

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SUMMARY

1.INTRODUCTION TO GBTDV (Gender-Based
Technology Driven Violence)

2.LET’S LOOK AT THE NEWS: How to recognize the
GBTDV and what are the differences between males
and females

3.TRAINING MODULE

4.CONCLUSIONS





Gender-Based Technology Driven Violence (GBTDV)

Gender-Based Technology-Driven Violence (GBTDV) is crucial for adult educators to understand because it directly impacts learning environments, digital safety, and the well-being of adult learners. As society becomes more digital, GBTDV has become a significant threat to personal safety, mental health, and freedom of expression. Victims often face emotional distress, reputational damage, and, in extreme cases, physical harm. The digital nature of this violence means it can be widespread, persistent, and challenging to regulate. The GBTDV involves both **psychological and digital (cybersecurity) challenges** that one must be aware of.

This toolkit aims to empower adult educators with the necessary skills, strategies, and policies to:

- ✓ Recognize the impact of GBTDV on learners and educators.
- ✓ Create safe digital learning environments that protect vulnerable groups.
- ✓ Equip learners with digital literacy and self-protection skills.
- ✓ Promote ethical online behavior to prevent the perpetuation of digital abuse.
- ✓ Advocate for institutional and policy changes that address online harassment in education.

Definition & Scope

- Gender-Based Technology-Driven Violence (**GBTDV**), also known as Technology-Facilitated Gender-Based Violence (TFGBV), refers to **harmful actions committed, assisted, or amplified through digital technologies, targeting individuals based on their gender**. These actions can lead to physical, sexual, psychological, social, political, or economic harm, infringing upon individuals' rights and freedoms (UN Women).
- Gender-Based Technology-Driven Violence (GBTDV) refers to the use of digital technologies—such as social media, messaging platforms, and online forums—to harass, threaten, exploit, or discriminate against individuals based on their gender.

The Need for Awareness & Action

- Understanding GBTDV is crucial for educators, policymakers, and communities to develop effective strategies to combat it. Raising awareness, promoting digital literacy, and advocating for strong policies are essential to creating a safer online environment.
- UN Women states** that **1 in 3 women worldwide** experiences gender-based violence. Including such statistics helps frame individual cases within systemic issues.
- UNESCO reports that **73% of women journalists** have experienced online harassment, doxxing, or cyberstalking. Moreover, **women journalists and activists receive 20 % more hate messages** than their male counterparts. This intimidation discourages women's participation in public discourse.



Recognizing GBTDV:

GBTDV manifests in various forms, including:

- **Cyberstalking:** Persistent and unwanted surveillance or contact through digital means
- **Online Harassment:** Sending offensive, threatening, or abusive messages via digital platforms
- **Doxxing:** Publicly sharing private or identifying information without consent
- **Non-consensual Sharing of Intimate Images (Revenge Porn):** Distributing explicit content without the subject's consent
- **Gender-based Hate Speech:** Spreading derogatory or violent content targeting individuals based on gender

These behaviors are often motivated by the victim's gender or societal gender norms (ICRW, 2025)

Identifying GBTDV involves observing:

- **Patterns of Control or Intimidation:** Repeated actions to dominate or instill fear in the victim.
- **Use of Technology to Perpetrate Abuse:** Utilizing digital tools to harass, monitor, or harm individuals.
- **Targeting Based on Gender:** Actions directed at individuals due to their gender identity or expression.

What are the differences between males and females

1. Spatial and Verbal Abilities

- **Spatial Skills:** Some studies suggest that males may outperform females in tasks requiring spatial visualization, such as mental rotation. This advantage is often attributed to differences in brain structure and hormonal influences (ScienceDirect, 2025)
- **Verbal Skills:** Females have been found to excel in verbal tasks, including language fluency and reading comprehension. These differences are thought to arise from variations in brain organization and socialization experiences (ScienceDirect, 2025)

2. Memory Performance

- **Episodic Memory:** Research indicates that females perform better than males on episodic memory tasks, such as recalling personal experiences or recognizing faces. This advantage may be linked to differences in cognitive strategies and neural activation patterns_(<http://alicekim.ca/EMSM72.pdf>, 2025)

3. Risk Perception and Decision-Making

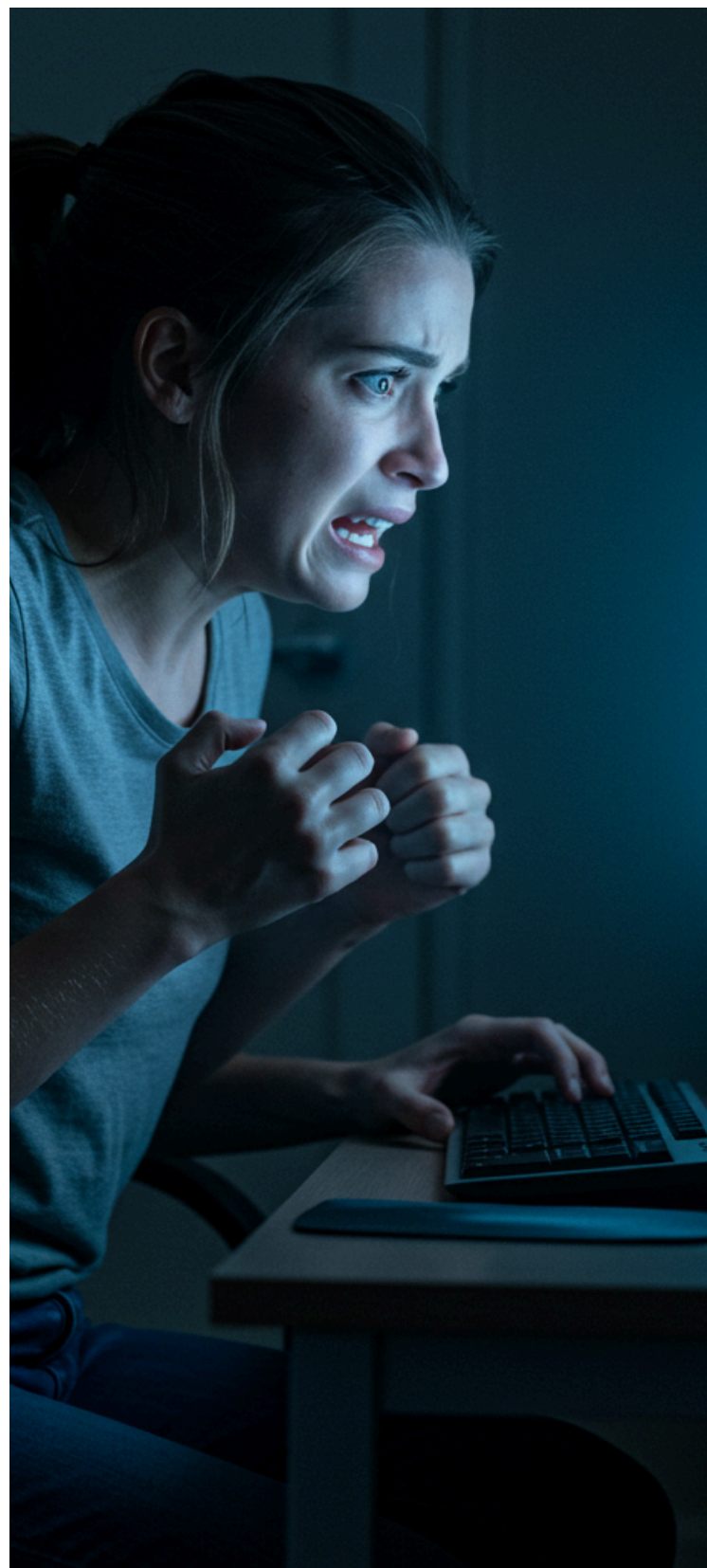
- **Risk-Taking Behavior:** Evidence suggests that males are generally more inclined toward risk-taking behaviors than females. This tendency has been linked to differences in brain regions associated with reward processing and impulse control (Frontiers, 2025)
- **Decision-Making Strategies:** Females may adopt more cautious and deliberative decision-making strategies, potentially due to heightened activation in brain areas related to emotion regulation and social cognition (Frontiers, 2025)

4. Information Processing Styles

Analytical vs. Holistic Processing: Some theories propose that males are more likely to engage in analytical processing, focusing on individual components, while females may adopt a more holistic approach, considering the overall context. However, these differences are subject to individual variability and cultural influences (Carlson School of Management, 2025)

5. Impact of Social and Cultural Factors

It's crucial to recognize that cognitive differences are not solely biologically determined. Socialization, education, and cultural expectations significantly shape cognitive abilities and processing styles. For instance, societal norms may encourage the development of specific skills in one gender over the other, influencing observed differences (American Psychological Association, 2025)



LET'S LOOK AT THE NEWS

What are the differences between males and females

GBTDV can vary between males and females due to differences in social cognition, emotional intelligence, and societal perceptions.

Perceptions of Technology Use in Relationships:

Societal norms can influence how behaviors associated with GBTDV are perceived. A study conducted by the Social Research Centre in Australia revealed that "men are notably more inclined towards viewing constant communication and monitoring as reasonable," with **one in ten, predominantly men, considering tracking a partner's phone or accessing their passcodes as acceptable signs of care** (Daily Telegraph, 2025). This suggests that some men may normalize or overlook controlling behaviors facilitated by technology, potentially hindering the recognition of GBTDV.

Help-Seeking Behaviors and Reporting:

Gender differences also emerge in responses to experiencing GBTDV. **Women may be more likely to recognize and report instances of online harassment**, while men might underreport due to societal expectations or a lack of awareness. Additionally, cultural factors can influence reporting; for example, studies in Asia have shown that "survivors are overall dissatisfied with the report and prevention frameworks offered," facing challenges such as language barriers and perceptions that platforms will not take action (Bristol University Press Digital, 2025)

Conclusion:

While individual experiences vary, these findings suggest that women may be more attuned to recognizing GBTDV due to enhanced social cognition and emotional awareness. Conversely, some men might perceive certain controlling behaviors as acceptable, potentially leading to the underrecognition or normalization of GBTDV. **Addressing these disparities requires education and awareness initiatives tailored to both genders, promoting a comprehensive understanding of GBTDV and its manifestations** (Bristol University Press Digital, 2025)



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LET'S LOOK AT THE NEWS

What are the differences between males and females

Understanding Gender-Based Technology-Driven Violence (GBTDV) and its varied recognition between males and females is crucial. Here are some freely accessible videos and online materials that delve into these issues:

1. Social Cognition and Emotional Recognition:

"Gender Differences in Emotional Recognition"

This video examines the differences between men and women in processing and recognizing emotions, offering insights into variations in social cognition.

[Watch on YouTube](#)

2. Understanding Tech-Based Coercive Control

An article discussing the normalization of behaviors like phone tracking and passcode sharing in relationships, emphasizing the risks of tech-based coercive control.

Read More [news+2Daily Telegraph+2New York Post+2](#)

3. Help-Seeking Behaviors and Reporting:

"Challenges in Reporting Technology-Facilitated Abuse"

An article highlighting the dissatisfaction among survivors with current reporting frameworks for tech-facilitated abuse, emphasizing the need for improved support systems.

[Read the Article](#)

These resources are highly recommended for study, as they provide a comprehensive understanding of the gendered nuances in recognizing and addressing GBTDV.



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GBTDV- Training Module

Intended Learning Outcomes (ILOs):

1. **Understanding GBTDV & Digital Safety Awareness**
- Define GBTDV and its various forms (cyberstalking, doxxing, deepfake abuse, etc.)
 - Explain how online harassment disproportionately affects women and marginalized groups
 - Identify digital security risks and equip learners with strategies for online self-protection.
2. **Creating Safe & Inclusive Learning Environments**
- Establish inclusive, respectful spaces both online and offline.
 - Implement anonymous reporting mechanisms and support systems for affected learners.
3. **Addressing Barriers to Education & Policy Change**
- Identify barriers that prevent survivors of GBTDV from continuing their education.
 - Advocate for mental health and legal support for learners affected by online violence.
 - Push for institutional policies that protect both students and educators from online abuse.
4. **Teaching Digital Ethics & Responsible Use**
- Promote ethical digital behavior, focusing on consent, privacy, and respectful communication.
 - Teach learners to recognize and challenge gender-based digital abuse.
 - Encourage bystander intervention strategies to prevent online harassment.

Introduction
of the topic

Mediatic
materials

- Videos & Documentaries
- “The Social Dilemma” (Netflix) – Examines how digital platforms contribute to online harassment and abuse.
 - “Revenge Porn: A Survivor’s Story” (BBC) – A case study on the impact of non-consensual image sharing.
- Podcasts & Audio Resources
- “The Digital Human” – Explores ethical dilemmas in digital interactions and online abuse.
 - “UNESCO’s Digital Rights Series” – Features interviews with educators and policy-makers on online safety.
- Interactive Learning Materials
- Cybersecurity Exercises: “How to Spot a Deepfake” – An interactive tool for recognizing AI-generated misinformation.

Time needed

Time needed to complete the module: 60 academic hours, yet it can be adjusted to shorter periods

Materials
needed

- General Overviews & Research Papers
1. “Technology-Facilitated Gender-Based Violence: What is it, and How Can We Address it?”, UN Women (2021)
 2. “Gender-Based Online Harassment and the Role of Media”, UNESCO (2021)



Training Module - GBTDV

Question Question 1: What is Gender-Based Technology-Driven Violence (GBTDV)?

Answer GBTDV refers to the use of digital technologies (e.g., social media, messaging apps, or online platforms) to harass, intimidate, exploit, or cause harm to individuals based on their gender. This includes actions like cyberstalking, non-consensual sharing of intimate images (revenge porn), online harassment, and gender-based hate speech.

Question Why is GBTDV particularly harmful to women and marginalized gender groups?

Answer GBTDV disproportionately affects women, LGBTQ+ individuals, and other marginalized groups because these groups are more likely to be targeted due to gendered power dynamics. Victims may experience physical, psychological, and emotional harm. Moreover, GBTDV can lead to feelings of isolation, fear, and social stigma, creating significant barriers to accessing education, employment, and justice.

Question Name three common forms of Gender-Based Technology-Driven Violence. Provide examples for each

Answer **Cyberstalking:** Persistent online surveillance and unwanted communication through social media or emails.
Example: A person repeatedly sends threatening messages or tracks the victim's online movements.

Non-consensual sharing of Intimate Images (Revenge Porn): The sharing of private, explicit images without the subject's consent.
Example: A partner sharing intimate photos after a breakup to seek revenge or shame the other person.

Online Harassment: Use of the internet to send abusive or threatening messages targeting a person's gender, identity, or expression.
Example: A woman receiving a barrage of misogynistic comments on social media platforms after expressing her opinion.



GBTDV - Training Module

Question

What are some challenges faced by male and female victims of GBTDV in recognizing and reporting it?

Answer

Answer:

Male Victims: Men may be less likely to recognize certain behaviors (e.g., digital control or manipulation) as forms of violence due to societal norms that discourage emotional vulnerability and reporting.

Female Victims: Women are more likely to recognize GBTDV but may face barriers like fear of not being believed, social stigma, or lack of awareness about their legal rights. Cultural norms and societal expectations can also deter women from reporting or seeking help.

Question

How can education programs help prevent and address GBTDV?

Answer

Education programs can raise awareness about what constitutes GBTDV, teaching both men and women to recognize harmful behaviors and protect themselves online. They can promote digital literacy, encourage respectful online interactions, and provide resources for victims. Additionally, education can challenge harmful gender norms that normalize abuse and promote equality and safe online environments.

Question

How can individuals protect themselves from GBTDV?

Answer

Individuals can take several steps to protect themselves from GBTDV:

- Maintain strong privacy settings on social media accounts and avoid sharing personal information online.
- Use secure passwords and two-factor authentication for online accounts.
- Be mindful of the content shared with others, particularly intimate images or sensitive information.
- Report harassment or threats to platform administrators and law enforcement if necessary.
- Seek support from helplines or counseling services if they experience online violence.



TO SUM IT UP

Gender Based Technology Driven Violence (GBTDV)

TOPIC OVERVIEW

1. Fake News Travels Faster Than Truth

A 2018 MIT study found that false news spreads six times faster than real news, especially on social media. Gender-based misinformation, including fake stories about prominent women, gains traction due to emotional appeal and biases

2. Deepfake Technology Targets Women Disproportionately

According to Deeptech Labs, 90% of deepfake videos involve non-consensual explicit content, and nearly all target women

3. Gender Bias in AI and Algorithms

Many social media algorithms amplify and disseminate controversial and misleading content related to gender. Studies show that AI-driven platforms prioritize engagement over truth

4. The Power of Media Literacy: Fact-Checking Can Reduce Misinformation by 50%

Research indicates that when people are trained to fact-check sources and analyze media critically, they reduce their susceptibility to misinformation by nearly half

5. Misinformation and Online Harassment Are Connected

Fake news and gendered misinformation fuel online harassment, with studies showing that women journalists and activists receive 20 % more hate messages than their male counterparts. This intimidation discourages women's participation in public discourse.

6. Media Literacy Programs Are Effective in Fighting Gender-Based Fake News

Countries that have introduced media literacy into their school curricula, such as Finland, show significantly lower susceptibility to misinformation.

KEY POINT 1

- Is there enough knowledge and skills to ensure digital safety and awareness
- One must be aware that we are all subject to online harassment, cyberstalking, doxxing and other challenges
- E.g., do you know how to use proper passwords (min. 8 characters with capital, small letters, numbers and special figures)

KEY POINT 2

- Are we sure that we have created safe learning spaces?
- Is there a tolerance towards the victims and empathy that they might not be willing to talk about their experience
- Do they feel safe both online and offline to participate in events?

KEY POINT 3

- There might be barriers to education as the victims don't trust the content
- Are the learners allowed to speak not about themselves but about other person, by using cases

KEY POINT 4

- Are the educators sure about the digital ethics, e.g. not further distributing the information
- Are the educators and the learners sure on how the themes are related to sustainability



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ADDITIONAL MATERIALS

NOTES

Each learner watches one material from:
<https://www.bbc.com/audio/brand/b01n7094>

and summarizes and generates ideas about the concrete topic

BRAINSTORM

20 min.

Each group member should prepare their own arguments, using the facts included in this material

1. What would you do if you saw that false news was being spread about a person you know (for example, she was mentioned in an advertisement for a product?)

2. What would you do if a person you know privately sent material That included slander of another person?

ADDITIONAL MULTIMEDIA

Snopes (www.snopes.com): Debunks viral misinformation

FactCheck.org (www.factcheck.org) – Verifies political claims

Google Reverse Image Search – Helps detect fake or edited images





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DEVELOPING MEDIA LITERACY TO DEBUNK GENDER-RELATED MEDIA
MANIPULATION AND FAKE NEWS



If you or someone you
know have been victims
of technology-facilitated
gender based violence,
know that you can find
support and report it:

-
-
-

You are not alone.

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