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**PBF PROJECT progress report**

**COUNTRY:** Colombia

**TYPE OF REPORT: semi-annual, annual OR FINAL:**

**YEAR of report:** 2020

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| --- | --- |
| **Project Title:** Empowering women through local information as a tool for peacebuilding  **Project Number from MPTF-O Gateway:**  **119341** | |
| **If funding is disbursed into a national or regional trust fund:**  Country Trust Fund  Regional Trust Fund  **Name of Recipient Fund:** | **Type and name of recipient organizations:**  **(Fundación para la Libertad de Prensa - FLIP)** |
| **Date of first transfer:** 20/12/2019  **Project end date:** 17/06/2020  **Is the current project end date within 6 months?** | |
| **Check if the project falls under one or more PBF priority windows:**  Gender promotion initiative  Youth promotion initiative  Transition from UN or regional peacekeeping or special political missions  Cross-border or regional project | |
| **Total PBF approved project budget (by recipient organization):**  **Recipient Organization Amount**  Fundación para la Libertad de Prensa - FLIP $ 300000        $        $        $  Total: $  Approximate implementation rate as percentage of total project budget: 51%  \*ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE\*  **Gender-responsive Budgeting:**  Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women’s empowerment: 245.984,07  Amount expended to date on activities focussed on gender equality or women’s empowerment: 129.382 | |
| **Project Gender Marker:**  **Project Risk Marker:**  **Project PBF focus area:** | |
| **Report preparation:**  Project report prepared by: Fundación para la Libertad de Prensa  Project report approved by:  Did PBF Secretariat review the report: | |

***NOTES FOR COMPLETING THE REPORT:***

* *Avoid acronyms and UN jargon, use general /common language.*
* *Report on what has been achieved in the reporting period, not what the project aims to do.*
* *Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.*
* *Ensure the analysis and project progress assessment is gender and age sensitive.*
* *Please include any COVID-19 related considerations, adjustments and results and respond to section IV.*

**PART 1: OVERALL PROJECT PROGRESS**

Briefly outline the **status of the project** in terms of implementation cycle, including whether preliminary/preparatory activities have been completed (i.e. contracting of partners, staff recruitment, etc.) (1500 character limit):

Preparatory activities such as the conceptualization and design of the Journalism Lab container have been completed. Also, 12 people have been hired: Executive director, project coordinator, accountant, two administrative assistants, pedagogical director, pedagogical coordinator, journalist, graphic designer, research assistant, local facilitator in Tumaco, local facilitator in Túquerres. Also, the container is equipped with 20 computers, 2 fans, 2 sound bars, video beam, 15 recorders, 20 microphones, 10 cameras and a mobile phone.

The Journalism Lab arrived in Tumaco, our first municipality, on the scheduled date (March 2) and was launched on March 5th with an opening event (see Annex 1: Opening event). The training process began the next day with a group of 32 participants, 88% of them women. We launched the Lab in alliance with 'No es hora de Callar' campaign and we could see the enthusiasm that this project arouses among social organizations and leaders.

However, and due to the state of sanitary emergency produced by  Covid-19, the pedagogical sessions had to be temporarily readjusted. These changes have involved some adjustments and logistical challenges. Since March, FLIP has been preparing to virtualize the training process by 75%. A consulting company was hired to develop and design the project's website, which contains a virtual platform for the training process where the different modules and classes of the Information School are housed. This adaptation process was completed on June and the process continued in Tumaco and started in Túquerres, in parallel, in July, both finishing in October. Finally, the first municipality in Chocó started in the ending week of October and the first week of November.

Please indicate any significant project-related events anticipated in the next six months, i.e. national dialogues, youth congresses, film screenings, etc. (1000 character limit):

Within the next 6 months all of the municipalities will have gone through the Journalism Laboratory process. This opens the before unthought possibility to create a network of trained local communicators that can possibly generate an inter-regional dialogue and initiatives which help to fight the structural conditions that have impoverished the local freedom of expression and communication contexts in the country. This is certainly an opportunity to establish new spaces where civil society, bottom up, can gather around experiences and initiatives not only impacting their local context, but expanding it to their regions and hopefully the country.

FOR PROJECTS WITHIN SIX MONTHS OF COMPLETION: summarize **the main structural, institutional or societal level change the project has contributed to**. This is not anecdotal evidence or a list of individual outputs, but a description of progress made toward the main purpose of the project. (1500 character limit):

Project ends June 2021

In a few sentences, explain whether the project has had a positive **human impact**. May include anecdotal stories about the project’s positive effect on the people’s lives. Include direct quotes where possible or weblinks to strategic communications pieces. (2000 character limit):

Project ends June 2021

**PART II: RESULT PROGRESS BY PROJECT OUTCOME**

*Describe overall progress under each Outcome made during the reporting period (for June reports: January-June; for November reports: January-November; for final reports: full project duration). Do not list individual activities. If the project is starting to make/has made a difference at the outcome level, provide specific evidence for the progress (quantitative and qualitative) and explain how it impacts the broader political and peacebuilding context.*

* *“On track” refers to the timely completion of outputs as indicated in the workplan.*
* *“On track with peacebuilding results” refers to higher-level changes in the conflict or peace factors that the project is meant to contribute to. These effects are more likely in mature projects than in newer ones.*

*If your project has more than four outcomes, contact PBSO for template modification.*

**Outcome 1:** Strengthened capacities of female and young local leaders, victims of armed conflict and community journalists to produce local content as a tool to contribute towards gender equality and construction of peace.

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

FLIP has designed and produced the Journalism Lab container and launched the pedagogical process in Tumaco with a group of 32 participants, 88% of them are women, in Túquerres with a group of 29 participants of which 60% are women, and most recently in Condoto with 41 participants, 40% of which are women.

For this, FLIP has designed and developed the content of the training program ensuring that it had a transversal gender focus throughout the process. It consists of an 80-hour program which is divided into four modules that are developed over a period of 8 weeks. Due to the covid-19 pandemic, where the training had to fit a virtual format, the content was re-designed in an appropriate manner. During this time, we reinforce eight essential skills for a local journalist:

1. Walking: Take steps to find stories

2. Fact-checking: Verify your sources y confirm information

3. Narrating: Detect and tell great stories

4. Observing: Know your environment and audience

5. Creating: Dare to explore new formats

6. Teamworking: Find allies to resonate with

7. Investigating: Question power

8. Undertake (Entrepreneurship): Let go fears and start a project

Due to the declaration of sanitary emergency due to the Covid-19 pandemic and the lockdown announced by the Colombian government in march, FLIP team worked in transforming the in-person program of the Information School to a hybrid model. During three months, the team worked in creating a multiplatform experience offering information, tools and practical exercises through a Learning Management System hosted in [www.consonante.org](http://www.consonante.org); a series of online sessions via Zoom; personalized one-in-one sessions and conference calls; and, if possible, a couple of in-person practical sessions. This way, the Information School learning model is based on:

·         Practical learning activities focused on developing critical thinking and internalizing journalistic terms and processes.

·         Online classes via Zoom for collective learning.

·         Constant feedback from teachers.

·     Access to online study material such as videos, readings, links of interest, among others. (19 videos where created as part of the content available online to the Information School participants).

·         Access to offline material: PDF document where the module information is saved for remote access.

·       Special webinars conducted by renowned journalists, photographers and videographers.

Through this learning model, all students do the same asynchronous work in a remote environment and all students are able to subsequently meet synchronously and in-person. The team seeked to create a model in which participants can still do practical exercises and put into practice the knowledge acquired in the Information School to their daily lives in spite of the lockdown.

This new model was implemented in July. Since the training program in Tumaco was interrupted during its second week (march 15), the process was relaunched with the same participants in July and in parallel with a new group of participants in Túquerres. In order to identify the participants’ digital capacities and resources, the team applied a survey to each one of them (See Annex 2). This information allowed the team to understand this online training program was the first online learning experience for the majority of the participants.

The team worked closely with the participants during the online process and made an effort to give all the necessary tools for the participants to learn and take advantage of the learning process. This included subsidizing mobile data plans for the participants who needed it, we identified the participants’ connectivity needs by means of a survey in which we asked if they had access to a computer or a smart-phone, wi-fi or mobile data and aimed to identify their digital skills. Whatsapp became an important communication tool to stay connected with the participants. These let us send motivation messages each week and announce special sessions (See Annex 6: Online training Platform- Whatsapp) .

Also, the team sent to each municipality a set of kits for the participants that include 1 notebook, 1 pen, the Training program’s brochure, 1 mask and 1 t-shirt (See Annex 8: Kits). These kits were distributed by our local facilitators at the beginning and in the middle of the training program. These proved to be an effective strategy to maintain the students motivated and feeling they are being part of the Information School in spite of the lockdown.

Nevertheless, it’s an ongoing challenge to implement virtual learning processes in Colombia’s rural areas and regions far away from Bogotá (such as Tumaco and Túquerres). Taking into consideration this, the team made a trip as soon as it was allowed by the colombian government to offer three days of in-person training at the end of the process in Túquerres and Tumaco. This visit strengthened the relationship with the participants and gave them the opportunity to work together with their teammates in their local communication initiatives. Besides, we invited Jorge Arias, a journalist from Paso (Nariño) as a special guest for an in-person session focused on producing podcast for participants in Túquerres and Tumaco (See Annex 6: Online training Platform- In-person session

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

In Tumaco, Túquerres and Condoto the majority of the participants were empowered women. Many of them are part of local organizations or are known for their work as social leaders but had no experience in communication. During the training process, they started identifying interesting stories in other women around them and, at the same time, were part of relevant conversations about common prejudices about women in their towns and the importance of speaking up. The material (readings, practical exercises and videos) included in the online platform constantly foster these types of processes among all participants. During the online training program, the team also held a special webinar with Jineth Bedoya, 2020 Guillermo Cano Press Freedom Prize and director of ‘No es hora de callar’ around the topic of journalism with a gender perspective.

The impact of these conversations and the study material can be seen in some of the ideas of communication initiatives presented at the end of the training processes in Tumaco and Túquerres (See Annex 6: Online training Platform- In-person sessions). For example: in Tumaco, one group proposed to create a podcast with a gender perspective to combat gender stereotypes, while other group proposed to Use a blog to make visible the work of local leaders. In Túquerres, a group is committed to Producing a monthly podcast that demolishes the stereotypes that define women from Túquerres.

**Outcome 2:** Expanded production and dissemination of local information regarding gender issues in the 5 targeted municipalities as a way to make visible and promote public debate regarding gender violence and inequality.

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

With the adaptation of the project to the digital world, the Information School now has an online platform ([www.consonante.org](http://www.consonante.org)) where, in addition to hosting the training process, the impact of the work carried out by local journalists can be published and amplified.

In Tumaco, we managed to start the in-person training process with the participants in march. During these sessions, the participants presented themselves and shared their objectives for the training process. We held 24 hours of class in which we talked about news deserts in the country, made an exercise evaluating the role of traditional media outlets in Colombia, and carried out the first production exercise: writing a news report (See: Annex 9: Tumaco News March).

After the online training process started in July and was completed in Tumaco and Túquerres, 197 journalistic pieces (120 in Túquerres and 77 in Tumaco) were produced and 14 communication initiatives have been proposed, 7 in each municipality (See Annex 9: Journalistic pieces). In the end, 30 people (17 women) in Túquerres and 19 (15 women) in Tumaco finished the training process. (See annex 7: completion certificates)

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

Women’s empowerment and gender equality has been reinforced as a common discussion topic during the entire training processes held in Túquerres and Tumaco (See Annex: Online Training Program “Gender-based content”). During Zoom sessions and in the online platform, many of the examples shown to the participants where made by women journalists. Besides, he instructions to create a podcast, one of the most challenging exercises students have to do during the process, asks students to identify a woman in their community (mother, sister, daughter, partner, friend) and tell a story about an aspect of their life they want to highlight (See Annex: Online Training Program “Week 4).

**Outcome 3:** Improve conditions for press freedom exercise by female and young leaders in the 5 targeted municipalities.

**Rate the current status of the outcome progress:**

**Progress summary:** In February, before starting the laboratory, the first approaches and meetings were made with the institutions in Tumaco to present the project and socialize the objectives of the process.

Meetings were held with the Mayor's press officer and Planning Secretary, “House of Memory”, “House of Justice”, and international organizations with field work in Tumaco such as MAPP OEA, ACNUR and UN Human Rights Office. Local authorities and international organizations are interested in fostering the production of local information, and have been very receptive to the arrival of the Journalism Lab in Tumaco.

The local administration in Túquerres was informed about the process, due to the covid-19 restrictions establishing a fluid contact was not entirely possible. During our first visit to Condoto, a meeting was held with the local administration presenting the project and highlighting the importance of ensuring better conditions for the exercise of freedom of expression and supporting local communication initiatives.

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

For each of municipalities women’s social organizations were identified ensuring their participation in the process of the Journalism Laboratory. Meetings were held in Tumaco with these organizations. In Túquerres, due to the restrictions imposed as a result of the sanitary emergency, these meetings were not possible in situ. However, women’s organizations were contacted via phone and video calls. The same process was followed for Condoto, municipality visited in the first week of november given the easement of mobility restrictions within the country.

**PART III: CROSS-CUTTING ISSUES**

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| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)  FLIP has collected the baseline of the municipalities through surveys(see Annex 2: Survey). After their participation, a post-sourvey is dilligenced as well.    Also, a security diagnosis was made by FLIP's 'Attention to journalists' area, from a field trip to the Journalism Laboratory and meetings with authorities and organizations in Tumaco. This process was not possible in Túquerres because of the Covid-19 restrictions at the time. | Do outcome indicators have baselines?  Has the project launched perception surveys or other community-based data collection? |
| **Evaluation:** Has an evaluation been conducted during the reporting period? | Evaluation budget (response required):  If project will end in next six months, describe the evaluation preparations *(1500 character limit)*: |
| **Catalytic effects (financial):** Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project. | Name of funder: Amount: |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)*  Modifying a process which was initially meant to be in situ and adequating the methodology into a virtual platform implies new challenges that we have been sorting out. Colombia’s connectivity network is generally not good, specially in small municipalities where the goods and services offering tends to be poor compared to the centric cities. We have now to take into account internet (be it mobile data or fixed internet service) availability and coverage in the territories, sort out possible power shortages in some of the areas, and take into account the digital skills participants have in order to comply with the tasks and to access to the material in the Journalism Lab website consonante.org. We’ve designed the content to be downloadable and accessible for those without reliable connection. The Consonante team is constantly attentive to any need or doubts the participants may have. |  |

**PART IV: COVID-19**

*Please respond to these questions if the project underwent any monetary or non-monetary adjustments due to the COVID-19 pandemic.*

1. Monetary adjustments: Please indicate the total amount in USD of adjustments due to COVID-19:

$

1. Non-monetary adjustments: Please indicate any adjustments to the project which did not have any financial implications:

1. Please select all categories which describe the adjustments made to the project (*and include details in general sections of this report*):

Reinforce crisis management capacities and communications

Ensure inclusive and equitable response and recovery

Strengthen inter-community social cohesion and border management

Counter hate speech and stigmatization and address trauma

Support the SG’s call for a global ceasefire

Other (please describe):

If relevant, please share a COVID-19 success story of this project (*i.e. how adjustments of this project made a difference and contributed to a positive response to the pandemic/prevented tensions or violence related to the pandemic etc.*)

**PART V: INDICATOR BASED PERFORMANCE ASSESSMENT**

*Using the* ***Project Results Framework as per the approved project document or any amendments****- provide an update on the achievement of* ***key indicators*** *at both the outcome and output level in the table below (if your project has more indicators than provided in the table, select the most relevant ones with most relevant progress to highlight). Where it has not been possible to collect data on indicators, state this and provide any explanation.* Provide gender and age disaggregated data. (300 characters max per entry)

|  | **Performance Indicators** | **Indicator Baseline** | **End of project Indicator Target** | **Indicator Milestone** | **Current indicator progress** | **Reasons for Variance/ Delay**  **(if any)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome 1**  **Strengthened capacities of female and young local leaders, victims of armed conflict and community journalists to produce local content as a tool to contribute towards gender equality and construction of peace** | Indicator 1.1  **Number of female and young local leaders, victims of armed conflict and community journalists increase their knowledge regarding production of information about gender issues.** | **0** | **90 (72% of total participants are women)** | **Knowledge test taken** | **In Tumaco 19 participants, finished the training program, 84% women, in Túquerres with a group of 29 participants of which 60% are women, and most recently in Condoto with 41 participants, 40% of which are women. (see Annex 3: Photographs)** | Due to the lockdown announced by the government since march in Colombia, in-person training process was adjusted into an online format. This meant that some of the original participants in Tumaco couldn’t continue as they didn’t count with the necessary skills or tools to continue with the new methodology.  The container could not be moved to Túquerres due to the nation-wide mobillity restrictions, however the container will be transported to Condoto. |
| Output 1.1  **A mobile gender information school operated for two months in each of the 5 targeted municipalities** | Indicator 1.1.1  **Mobile gender information schools’ architectural designs are put in place** | **0** | **1** | Delivery of mobile information school by architectural company. | The output was fully complied, as the entire process of the physical production of the container was carried out prior to starting the training process. FLIP signed a contract with Integral Services for the Industrial Sector company for the architectural design and physical production of the container.    After designing the container, the necessary equipment for the training process was acquired (see Annex 3: Photographs)    Once this stage was finished, the Lab was installed in Tumaco on March 2, 2020 |  |
| Indicator 1.1.2  **Number of municipalities in Chocó and Nariño where the information school is implemented.** | **0** | **5** | Times when agreements are met at each municipality | Journalism Lab was installed in Tumaco on March 2, 2020 and the training process on March 6, 2020.    For this, FLIP had meetings with the Mayor's press officer and Planning Secretary, “House of Memory”, “House of Justice”, and international organizations with field work in Tumaco such as MAPP OEA, ACNUR and UN Human Rights Office.    The Covid pandemic didn’t allow initial field work in Túquerres, however we were able to establish communication with social organizations via phone and video calls. Starting the process on July and, once restrictions eased, we were able to arrange for the participants to use computers on a local school with the assistance of our local facilitator. Given the easement of restrictions the team travelled to Túquerres for an in situ session, which proved to be very productive.  As for Condoto, a trip was made during the first week of November where the team got to know in person the participants and held meetings with local authorities. | Due to the state of sanitary emergency in the country, in-person training process is was adjusted into a virtual format. The Laboratory was reinitiated with the participants in Tumaco and started in Túquerres in July, both finishing in October. The first municipality in Chocó started recently in November. |
|  | Indicator 1.1.3  Number of municipalities where access to the information school’s container is provided for the development of social processes. | **0** | **5** | Times when agreements are met at each municipality | Journalism Lab was installed in Tumaco on March 2, 2020 and the training started process on March 6, 2020. It had to be suspended because of the pandemic and while we adjusted the methodology into the virtual platform, but it restarted in July - alongside the start in Túquerres - and was finished in October.  The Journalism Lab container will be installed in Condoto in the clsing days of November.    For this, FLIP has had meetings with social organizations/ associations and local authorities. | Due to the state of sanitary emergency in the country, in-person training process was adjusted to a virtual form. The Laboratory continued with the participants in Tumaco and Túquerres, second municipality, in July. It recently started in Condoto within the last week of october and the first week of November. |
| Output 1.2  125 female and young local leaders trained on tools and equipment to produce local content regarding gender issues. | Indicator 1.2.1  Mobile gender information schools’ academic programs are designed and put in place | **0** | **1** | Academic program is created | The pedagogical coordinator designed the content of the training program session by session with theoretical and practical part, and with gender focus throughout the program (see Annex 4: Pedagogical script) Of course the pedagogical script had to be modified as it can be seen in Annex 4.    The program was adjusted to fit a virtual format with extra resources such as videos and documents participants can have on the platform online or download them, due to the connectivity problems. |  |
| Indicator 1.2.2  Number of participants at the gender information school in Nariño and Chocó | **0** | 70 women, 55 men; 30% LGTBIQ; 30% young people above 16. | Times when information schools are finished at each municipality | After it was restarted 19 people in Tumaco could finish the process and 30 in Túquerres.  Within Condoto and neighboring town Andagoya there is a total of 39 participants. | We were forced to suspend the process in Tumaco due to Covid-19. It restarted in July alongside Túquerres and both municipalities finished in october. The Condoto process recently started within the last week of october and the first wee of november. |
|  | Indicator 1.2.3 | **0** | 70 women, 55 men; 30% LGTBIQ; 30% young people above 16. | Accompaniment summary | The first two weeks of the laboratory, accompaniment was carried out in the writing of a news, in the identification of fake news and sources in their municipality.  When the process was restarted in Tumaco and initiated in Túquerres the accompaniment as part of the Lab was always present, as a part of the course participants produced local news, interviews, podcasts, context analysis and video content. |  |
| **Outcome 2**  Expanded production and dissemination of local information regarding gender issues in the 5 targeted municipalities as a way to make visible and promote public debate regarding gender violence and inequality. | Indicator 2.1  Number of journalistic pieces regarding gender issues in Nariño and Chocó are produced and published. | **0** | **50** | Measure of metrics of pieces | 197 journalistic pieces (120 in Túquerres and 77 in Tumaco) have been produced as part of the process of the Journalism Laboratory. |  |
| Indicator 2.2  Number of communication initiatives are put in place and supported in Nariño and Chocó. | **0** | **5** | Follow up summary | The Journalism Lab in Tumaco had a result the projection of 7 communication initiatives.  In Túquerres there are 7 communication as well.  The pitch videos can be seen in annex 6 within the “in person sessions” folder. |  |
| Output 2.1  50 journalistic pieces regarding gender issues in different multimedia formats produced and published in 5 municipalities | Indicator 2.1.1  Number of journalistic pieces regarding gender issues in Nariño and Chocó are produced and published. | **0** | **50** | Measure of metrics of pieces | 197 journalistic pieces (120 in Túquerres and 77 in Tumaco) have been produced as part of the process of the Journalism Laboratory |  |
| Output 2.2  A communication initiative promoting local information by female and young leaders developed and supported in each of the 5 targeted municipalities. | Indicator 2.2.1  Number of communication initiatives are put in place and supported in Nariño and Chocó. | **0** | **5** | Follow up summary | The Journalism Lab in Tumaco had as a result the projection of 7 communication initiatives.  In Túquerres there are 7 communication as well.  The pitch videos can be seen in annex 6 within the “in person sessions” folder. |  |
| **Outcome 3**  Improved conditions for press freedom exercise by female and young leaders in the 5 targeted municipalities. | Indicator 3.1  Number of policy agreements regarding production of local information with gender focus. | **0** | **5** | Follow up to advocacy process. | The first approaches and meetings with the local authorities in Tumaco were held in February and March. The process in Túquerres was more complex due to the covid-19 restrictions, local authorities were informed of the project through calls and correspondence. For Condoto, a meeting was held within the first week of November.  The information given to authorities highlights the importance of improving the conditions for local information, freedom of the press and freedom of expression; as well of the importance on actively including social organizations and civil society in general. |  |
| Output 3.1  5 participatory action plans with suggestions for activating local communications developed and addressed to local authorities and the Ministry of ICT and Ministry of Culture. | Indicator 3.1.1  Number of alliances established with local authorities towards the strengthening of local information. | **0** | **5** | Times when agreements are met at each municipality | In February, before starting the laboratory, the first approaches and meetings were made with the institutions in Tumaco to present the project and socialize the objectives of the process.  Meetings were held with the Mayor's press officer and Planning Secretary, “House of Memory”, “House of Justice”, and international organizations with field work in Tumaco such as MAPP OEA, ACNUR and UN Human Rights Office. Local authorities and international organizations are interested in fostering the production of local information, and have been very receptive to the arrival of the Journalism Lab in Tumaco.  The Journalism Lab was also presented to the local authorities in Túquerres and recently in Condoto and are aware of the importance of fostering and empowering local information in order to achieve better conditions for the citizenry |  |
| Indicator 3.1.2  Number of participatory diagnosis with recommendations regarding local communications are developed and presented to local authorities. | **0** | **5** | Times when diagnosis are finished and presented to local authorities | A security diagnosis of Tumaco was made from a field trip to the Journalism Laboratory and meetings with local authorities and organizations in Tumaco. From the inputs of participants, the experience and knowledge from their territories and the tools acquired  from the Laboratory as well as the revision of the intended or executed actions from local, regional and national authorities regarding communications, FoE these diagnosis will be constructed for each municipality. |  |
|  | Indicator 3.1.3  Number of documents with recommendations to public policy regarding gender issues are provided to national government. | **0** | **1** | Moment when document is presented to local authorities. | This security diagnosis alongside the participatory diagnosis will serve as input and baseline for the development of the diagnosis on the state of local information in the municipality and the recommendations to advance in better conditions for press freedom. |  |
| Output 3.2  Discussion panels conducted to promote debate and exchange of processes of social organizations, victims, social leaders in strengthening local | Indicator 3.2.1  Number of panels conducted | **0** | **5** | Times when panels are conducted. | The panels are made at the end of each process in each municipality. | We were forced to suspend the process in Tumaco due to Covid-19 and in situ panels where not possible. |