GETTING SMART



MEDIA LITERACY AND LEADERSHIP SKILLS FOR WOMEN IN POLITICS

"Don't get angry; get smart"

- Dr Martin Luther King

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PROGRAMME TEMPLATE

DAY ONE	ACTIVITY	WHO
8.30-8:45	Introductions	
8:45-9:00	Knowledge and attitudes quiz	
	Gender and governance	
9.00-9:20	Key Gender concepts	
9:20-9:50	Protocol video and discussion	
9:50-10:40	Where are women in politics; why does this matter?	
10.40-11.00	TEA	
	Gender, elections and the media	
11.00-12.00	Where are women in politics and the media- exercises	
	Missing voices	
	Subtle stereotypes	
	Blatant stereotypes	
12.00-13.00	Women in politics and the media- panel	
13.00- 14.00	Lunch	
14.00-15.30	1. Exercise: Mock interviews (Live radio or TV recording)	
15.30- 17.00	2. Discussion	
	Profiling yourself and writing a press release; photos	
	Home work: Write your own profile	
DAY TWO	**Making IT and the media work for you**	
	Basics of the Internet	
	Setting up an E Mail account	
	On line petitions	
	Cyber dialogues	
	E newsletter	
	Pamphlets	
	Campaigning	
	Integrating gender into your campaign?	
DAY THREE	**Transformative leadership - keeping the promise**	
	Report back on campaigns - mock campaigns	
	Transformative leadership	
	Holding the media accountable	
	Holding leaders accountable	
PM	Leadership score card	
	Attitudes and knowledge quiz	
	Guidelines for special projects to be presented on graduation	
	Knowledge and attitudes quiz	



INTRODUCTION

INTRODUCTION

Objectives

This training manual aims to help participants:

- Understand the concept of media literacy
- Discuss the provisions of the SADC Protocol on Gender and Development and apply them to their different contexts
- Understand the gendered dimensions of governance
- Gain skills to hold the media and leaders accountable
- Equip participants with skills to make their voices count?
- Figure out how to build gender into their campaigns
- Develop their IT for advocacy skills

SADC Protocol on Gender and Development

The SADC Protocol on Gender and Development is one of the key guiding instruments that SADC member states have signed as a show of their commitment to gender equality in the region. It was signed by 13 Southern African countries in August 2008. The key provisions of the Protocol will be discussed in detail in the gender and governance module.

Elections in the SADC region

There are a number of local and national elections coming up in the SADC region. These present an opportunity for political parties and governments to work towards achieving the set targets in terms of equal representation of women and men. The Protocol will also give members of the public or women in politics a basis for holding their leaders accountable.

The media has an important role to play in bringing such issues to the fore. Will media be watching to see if parties and even governments will make deliberate efforts to increase women's representation in areas of decision-making?

This training manual will significantly equip women in politics with critical skills. They will be able to critique the way that the media presents them and issues of access. Media have the power to build or destroy one's political career hence the importance of understanding why women politicians can harness the media and use it to their advantage.

Am important principle for enlightened women in politics will be engaging with media and other governance institutions, being smart, rather than being angry.

Media Literacy

"The majority of consumers in Southern Africa are under educated rural women. They rely mostly on TV or the radio. In Xhosa the TV is called the *umabonakude* (that which sees afar) and in radio *unomathotholo* (supernatural voices speaking to you) with *osiyazi* (does not lie). This descriptive language reflects a belief that these tools are beyond reproach.

So when women are reported as poor, helpless victims, as physical objects, as useless leaders, the recipients of this information take this as true because:

- *Mabonakude* (nomathotholo) does not lie.
- Their own experiences of poverty and hunger tell them that this is the lot for women.
- Their own world, a microcosm of the patriarchal world, has never shown them as women playing an effective leadership or decision-making role."

- Thenjiwe Mtintso, Chairperson of Gender Links, in the Foreword to "Whose News, Whose Views"



Fact sheet: Media literacy

"Most educators today understand that with the revolutionary changes in communication that have occurred in the last half century, media literacy has become as essential a skill as the ability to read the printed word" Marjorie Heins and Christina Cho, in Media Literacy: An Alternative to Censorship.

Two important developments have taken place in the media in Southern Africa since the early 1990's. One is that with the ending of apartheid in South Africa and the advent of democracy in many countries in the region, there is a far more open environment for the media to operate in.

The other is that developments in media technology have drastically altered our lives. TV brings the world into our living rooms. Mobile phones and the Internet make it possible for us to "get connected", no matter where we are. Media is all around us.

From the perspective of free speech, these are welcome developments. But they can also be damaging. For example, it has become almost impossible to prevent children from being exposed to material that might be harmful to them. While the Internet is a powerful tool for lobbying for the rights of women, it has also been used to degrade, objectify and humiliate women as well as promote sex trafficking.

From the earliest days there has been an uneasy relationship between parents and mass media that seems to have a particular attraction for the youth. Many young people spend hours watching violent shows on television and it is difficult to control what they consume. Much has also been written on the media's role in fuelling gender based violence.

But most democratic societies (South Africa is a case in point) have opted against censorship (the banning of certain kinds of media) and in favour of media literacy (understanding what makes up the media and how to be a critical consumer of what we see, hear and read).

Censorship raises many concerns as to who decides what to publish and what not to publish.

In Southern Africa, censorship has a strong political connotation, because of the repressive history of many countries in the region. There are also often tendencies ñ never too far from the surface - for the heavy hand of the government to interfere in the right of citizens to information.

This history has resulted in a critical media public in the region. In her book *None but ourselves* written soon after Zimbabwe's independence in 1980, Julie Fredrickse documented how Zimbabweans instinctively distrusted the propaganda machinery of the white minority government of Ian Smith. This distrust often led to them reading exact opposite meanings into the daily news menu.

Black South Africans also often instinctively distrust the predominantly white-owned media in South Africa. These "instincts" are a result of repeated exposure to stories that audiences feel fail to relate to them; perhaps even demean them; and therefore that they treat with suspicion. Now that a number of black-owned media outlets have sprung up in South Africa, many whites distinctively distrust these.

Many women have had the experience of reading, viewing or listening to a media story and feeling alienated from it because they do not believe it is true or fair. This happens often in the coverage of gender violence stories in which women feel that the facts have been loaded against the victim and in favour of the perpetrator. Many women politicians also have a 'love hate' relationship with the media because while they know that they need the media, a lot of research shows that the media often ignores basic ethical principles in its rush to discredit women in powerful positions.

By deconstructing the making of the news, media literacy shows how media messages are made and how they differ from reality. It also shows how to analyse the messages, whether they involve commercial advertising, ethnic and gender stereotypes, violence, sexual decision-making, or other complex issues. To quote media literacy educator Ernest Boyer: "It is no longer enough to simply read or write. Students must also become literate in the understanding of visual images. They must learn how to spot a stereotype; isolate a social clichÈ; and distinguish facts from propaganda." This is why media literacy is so critical to our lives.

But media literacy is not only about spotting what is "bad" in the media. It is also about fostering critical consumers and active citizens. To quote Heins and Cho, media literacy is more than just a "vaccine against sexual risk taking, gender stereotypes or violence on TV." It becomes a way of challenging the world as it is presented and putting forward ideas for a new and better world.

In sum media literacy consists of four key skills:

- Critical skills, so that we do not passively believe everything we see, read, or hear and that we evaluate.
- Contextual knowledge, to be able to make judgments about whether what we see, read, or hear is correct.
- Wider viewing experiences and
- Opportunities for creative activities as we start to engage with, rather than just "receive" the news.

Partnerships with other organisations
The Gender and Media Southern Africa (GEMSA) Network is one of Gender Links' key partners. GEMSA will be conducting a monitoring project during elections in several SADC countries. This training will equip women in politics with skills to monitor how often they appear in the media either as sources or subjects. Participants can be valuable contributors to the whole project.

GEMSA Directory of sources project
Often, a stock response by the media to the question of the glaring absence of women sources in the news is that there are no women sources available. This is despite the fact that women constitute more than 52% of the world's population!



Thus, as a direct and practical contribution to increasing women sources in the media, GEMSA and its chapters will create a database-driven, online and physical directory of women sources. A 'source' in this context is a person who can speak to the media authoritatively over an issue or subject. The directory will contain the names and contact details of over 2400 women sources in the Southern African region.

Women politicians will therefore be included in this directory as a way of increasing the number of women speaking on politics.

GEMSA Monitoring
The GEMSA monitoring project seeks to empower women politicians with media skills. Instead of waiting for the media to cover their issues or give them access, women themselves should take the initiative to make the media work for them.† Hence, women politicians are taught how to write their own profiles, press releases, commentary pieces and how to monitor the media. Editors are invited to the women politicians' workshops to give tips to the women how they can get media coverage.

Women in politics will be empowered to monitor how media houses cover elections from a gender angle. For example, they should know that voters, the majority of whom are women, have the right to be heard. This becomes more imperative during elections so that their views are heard.

Evaluation pre, during and post elections
Periodic evaluations of the coverage of women in politics will be conducted. This will be part of efforts to measure the impact of this course on women in politics' ability to influence media coverage as well as the way gender is handled within their party structures.

This will be in the form of media monitoring. This training will also equip women in politics with skills to do this monitoring of access to media by women in politics and representation.

Knowledge, Attitudes and Skills Assessment
At the beginning of the course, a quiz will be conducted to assess participants' knowledge and attitudes towards gender, media and governance issues. This will also go a long way in establishing needs of participants and will aid facilitators as they deliver the training. This quiz can alternatively be done before the participants come to the training. They can complete short forms and post them back to the facilitator.

There will be another evaluation at the end of the course. This will be either in the form of a quiz and/or short presentations by participants on what they have learnt.

In order to keep the momentum going Gender Links will ensure that there is regular communication among participants and even the organizers on how they can best use the skills and knowledge gained during the workshop. Participants will be given an assignment to work on after the course. This will be presented at the graduation to be held after the workshop.

Three months after the training, Gender Links, with the help of partners in the region, will conduct as assessment of how participants have used the skills gained from the training to make their voices heard or to engage with the media. These participants will also be included in the Gender Links longitudinal study which is an assessment of what impact the work of the organization has had on 'beneficiaries'. These assessments will help the organization identify what kind of support women in politics need to make sure gender is integrated in all aspects of their work.

Preparation for workshop
- Clippings on women in politics in the media.
- Campaign materials that participants will work on.
- Each participant to bring an idea of an issue that they will use for their campaign.
- Assessment of IT literacy levels.

How each module is structured
Each module consists of:
- Objectives
- An introduction
- Exercises
- Questions for discussion
- Case studies or examples
- Additional resources



GENDER AND GOVERNANCE IN SOUTHERN AFRICA

GENDER AND GOVERNANCE IN SOUTHERN AFRICA

Objectives

The objectives of this module are to:

- Introduce participants to the difference between sex and gender.
- Demystify misconceptions concerning women and gender.
- Explore the origins of gender stereotypes and their implications for society.
- Discuss the links between gender and governance.
- Discuss the fact that these links extend beyond women's representation in politics to their effective participation in decision-making.
- Explore the difference that having a "critical mass" of empowered women makes to decision-making structures.

Key gender concepts

Understanding the difference between sex, the biological difference between women and men, and gender, the socially constructed roles assigned to men and women, is a critical starting point in any gender training.

These terms are frequently confused. For example, arrival and departure forms in South Africa ask travelers what their gender is. This of course is wrong. The question should be what your sex is.



Sex and Gender

Each participant will be given cards with different role, activities and occupations. You will have to place these on either one of two sides of the wall: boy/man and girl/woman, as you think appropriate.

Here are some examples of the cards you will be given:
Politician, Home maker, Manager, Model, Chef, Hairdresser, Bus driver, Teacher, Construction worker, Secretary, Doctor, Engineer, President, Clerk, Lawyer, Gives birth, Grows a beard, Menstruates, Breastfeeds, Takes care of children, Provides for the family, Fetches water, Herds cattle, Fetches firewood, Goes to school, Cleans the house, Fixes the car, Cooks, Mows the lawn, Washes dishes, Goes to university, Watches soccer, Drinks beer, Sews clothes, Plays with dolls, Plays with guns, Owns land, Drives a car, Changes light bulbs, Plays soccer, Plays golf, Plays netball.

After you have finished pinning up these functions under boy/man; or girl/woman, change the titles around, putting boy/man where you have girl/woman and vice versa. Are the cards inter changeable? Cluster together those that can be changed and those that cannot.

Discussion

1) Which cards can be swapped and which can't? _____

_____

_____

2) What does the exercise tell you about sex and gender? _____

_____

_____



Sex and Gender roles

Now that you have established the difference between sex and gender, build on this knowledge to help participants understand how this leads to women occupying secondary positions- socially, politically and economically in every country of the world.

In plenary or in small groups, fill out the following table of the biologically and socially determined roles of men and women.

ROLES AND ASSUMED ROLES	WOMAN	MAN
REPRODUCTIVE WORK = BIOLOGICALLY DETERMINED		
PRODUCTIVE WORK = SOCIALLY DETERMINED		
HOME		
COMMUNITY		
WORK PLACE		
PERSONALITY TRAITS = SOCIALLY DETERMINED		

Discussion

1. Is this not just a natural division of labour?



Source: The Oxfam Gender TRaining Manual © Oxfam UK and Ireland 1994

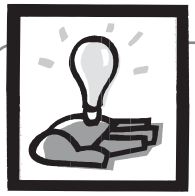
2. What are the economic differences between the roles assigned to men and those assigned to women? Consider the cartoon on the following page in response to this question.

3. What is the political difference in the roles assigned to men and women?

4. What is the social difference in the roles assigned to women and men?_____

_____

_____



The reproductive role is the only one that is biologically determined. The roles in the home, community and work place are "grafted" onto these biological roles. Thus it is assumed that because women give birth to children, therefore they must care for them and for the home and offer voluntary "care" services in the community. Gender stereotypes are carried into the work place, where women predominate in the "care" professions like being secretaries, nurses, domestic workers etc. Men on the other hand are assumed to provide and protect and they take on "control" work in the community and work place - they are the politicians, managers and decision makers; working in industry, business etc.

Through interactive questions and answers, draw out what is amiss with these "socially constructed roles". For example:

1. *They lead to stereotyping. No individual exists in a little box like this. It's possible for men to raise children, and for women to lead nations. It's also possible to be caring and to be ambitious; to be emotional and to be strong.*
2. *The effect of the roles that women are assigned is to make them inferior to men in almost every way, in almost every country:*
   - ***Economically,** the work that women do in the home is unpaid, and most women's work in the community is voluntary. When women do enter the "formal economy" they earn, on average, almost half what men earn because "care work" is not as valued in our society as work that involves "control".*
   - ***Politically,** whether in the home, community or in the nation, women are glaringly absent from decision making. This makes a mockery of concepts of equal participation, citizenship, democracy, responsive governance etc.*
   - ***Socially,** women are often minors their whole lives, answerable first to their fathers, then to their husbands, and later in life even to their sons, and their brother-in- laws.*
   - ***Gender violence:** The ultimate expression of any difference in power relations is violence. This kind of violence is even more frightening than others because it is often socially condoned. The man is expected to be strong and assertive and in control- to the point of being violent. The woman is expected to suffer in silence. She is frequently blamed and blames herself for any breakdown in relationships.*

Definitions



Reproductive work comprises the child bearing/rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the maintenance of the work force (husband and working children) and the future workforce (infants and school going children).

Productive work comprises work done by both women and men for payment in cash or kind. It includes both market place production with an exchange value, and subsistence/home production with an actual use value, but also a potential exchange value. For women in agricultural production this includes work as independent farmers, peasant's wives and wageworkers.

Community managing comprises activities undertaken by women primarily at the community level, as an extension of their reproductive role. This is to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. It is voluntary unpaid work, undertaken in free time.

Community politics: In contrast to community managing, community politics comprises activities undertaken by men at the community level organizing at the formal political level. It is usually paid work, either directly or indirectly, through wages or increases in status and power.

Source: Gender Planning and Development: Theory Practice and Training, Caroline O.N. Moser



The differences between sex and gender

Tick whether the following functions are associated with sex or gender.

FUNCTION	SEX	GENDER
Cooking		
Breastfeeding		
Decision-making		
Knitting		
Menstruation		
Managing		
Growing a beard		
Raising children		
Boxing		
Voice breaking		

Question

1. How would you define the difference between gender and sex? _____

2. Sometimes when you are asked to fill in a form, for example when you are leaving the country at the International Airport, you are asked what is your gender, and then given the choice Male (M) or Female (F). Is this the correct question to ask? If not why not? _____

3. Often people confuse "women's issues" and "gender issues". Are these the same? If not why not? _____

Definitions



Sex describes the biological difference between men and women. Men produce
sperm; women become pregnant, bear and breastfeed children.

Gender describes the socially constructed differences between men and women, which can change over time and which vary within a given society from one society to the next. Our gender identity determines how we are perceived and how we are expected to behave as men and women.

Gender relations describes the social relationships between women and men. These are socially constituted and do not derive from biology. Biological differences are permanent- with the rare exception of those who undergo sex changes. Gender relations are dynamic. They are shaped through the history of social relations and interactions. They vary over time and place and between different groups of people. They may also be impacted by other factors, such as race, class, ethnicity and disability.

Stereotypes

What is a stereotype?

A white South African woman doctor went to a conference on HIV and AIDS in London and was to be met by a driver. They missed each other at the arrival hall and the driver went on his way. The stranded participant phoned the conference organisers who in turn phoned the driver on his cell phone. He returned to look for the Doctor but they still missed each other. Eventually the conference participant took a taxi. When the two finally met, the driver was said: "When I heard you were a conference participant, I assumed you must be a man! I also thought you would be black!"



Definitions

Gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.



Stereotypes

Each group should take about half an hour to brainstorm and come up with examples of how gender stereotypes are conveyed in our society.

1. Proverbs, idioms and language
2. Songs (sing a few lyrics from well known songs)
3. Soap operas, drama and popular culture (act out a scene)
4. Religion, custom and culture
5. Education
6. The media (each individual will have been asked to bring media cuttings to share with
7. Advertising. (billboards)

In plenary: As examples are being given, categorise them using this framework:

EXAMPLE	SOURCE	WHAT IS SAID ABOUT MEN	WHAT IS SAID ABOUT WOMEN

Now examine the two last columns.

1. What are the predominant images of men and women that are transmitted to us every day through language, popular culture, the mainstream media etc?

2. What effect do these have?

3. What do you understand by the term stereotype?

4. How can stereotypes be challenged or changed?

SADC Protocol on Gender and Development

Countries in Southern Africa have signed on to international, continental and regional instruments that promote the rights of women and gender equality. These instruments require countries to implement programs and improve legislation to allow women and men to participate equally and fully in democratic processes. There are some instruments that are specific to gender. Local government structures and processes therefore have to adhere to these. The SADC Protocol on Gender and Development is one such instrument.



What is the SADC Protocol on Gender and Development?

After viewing a video on the SADC Protocol on Gender and Development and with reference to local language pamphlets, discuss the following questions:

- What are the main tenants of the Protocol?
- Has your country signed the Protocol? If not why do you think this is the case? If yes discuss what positive contribution it is making to the fight for gender equality
- What work is already happening to achieve the targets in the Protocol?
- Which targets would you prioritise?
- How can the targets in the Protocol be included in the work of your councils and nationally?

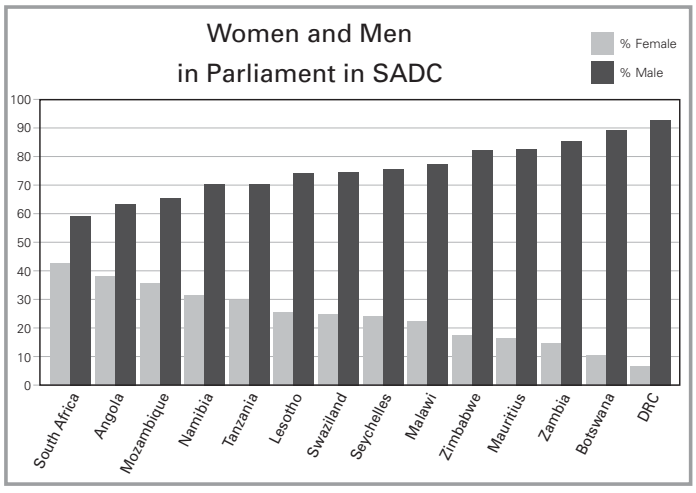
Where are the women politicians?

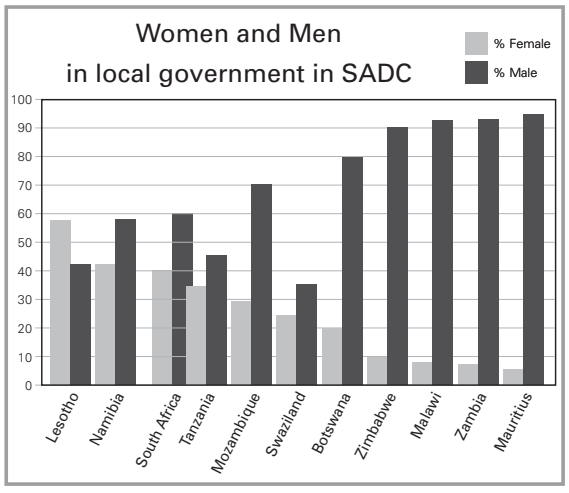
While the SADC Protocol on Gender and Development has raised the target for women in all areas of decision making to 50% by 2015, politics has continued to lag behind. Most of the countries in the SADC region are well below this mark except for South Africa which recently saw the percentage of women in parliament increase to 43, 5%. Even these women are not well represented as sources in media.

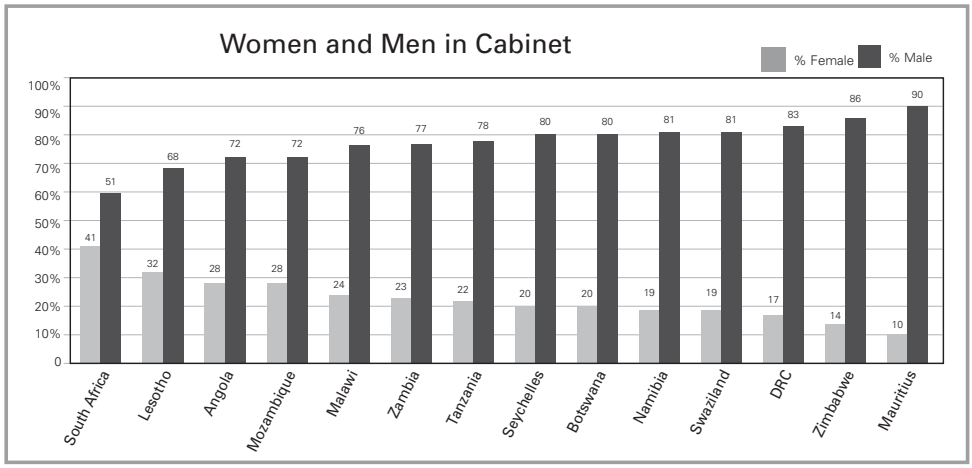


Women in politics in the SADC

Study the graphs below and answer the questions that follow.







- What are the top three countries with the highest representation of women in parliament and cabinet?

- Is it important to have more women in politics?

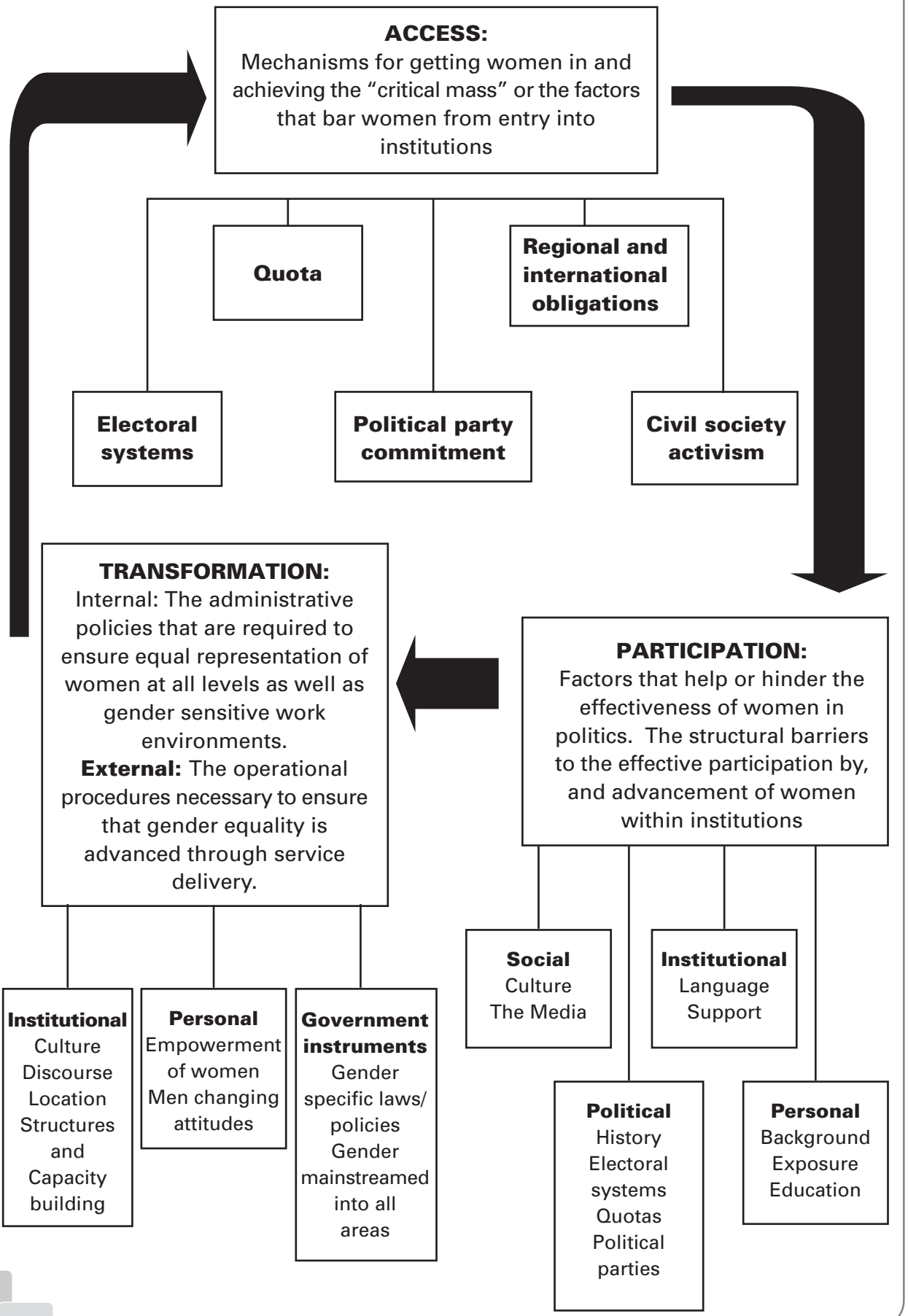
- How does your country compare with the other countries in the region?

- In your opinion, what are some of the barriers to women's participation in politics in your country and in the SADC region generally?

- What mechanisms should be put in place to increase the representation of women in political decision making?

- What role can the media play to promote equal representation of women and men in political decision making?

MTINTSO'S ACCESS-PARTICIPATION-TRANSFORMATION FRAMEWORK



Participation

1) Who participates more/ less in meetings? Why?

2) What do you think are some of the factors that influence participation in meetings? Is the picture below a familiar one? Are these the same barriers you find in your institution?



Source: Ministry of gender equality and child welfare (Namibia), Gender training manual and resource guide.

3) Why do women not participate actively in meetings? What is the effect of this?

4) What can be done to ensure women's more active participation in decision-making at local level?

5) What do you understand by the term *effective participation*?



Source: Ministry of gender equality and child welfare (Namibia), Gender training manual and resource guide.

1) What qualities do you think women politicians bring to their work? _____

2) Do these qualities differ in any way from those of men? _____

3) Does having women in decision-making make a difference:
   a) Internally to the way institutions work; and
   b) Externally, in the way that services are delivered
   c) How? Please give examples

4) Does it make a difference what proportion of women there are? Why? Please give examples.



Who speaks in management meetings?

This group of participants will be asked to do a role play on participation. Think of a recent party or council management meeting and do a role play on it. Consider the following questions when you do the role play:

- What were the issues discussed?
- To what extent did women and men participate and what did they say?
- Who was listened to and who was not listened to?
- Who made the final decisions?



GENDER, ELECTIONS AND THE MEDIA

GENDER, ELECTIONS AND THE MEDIA

Objectives:

- To explore the roles that are assigned to women and men in society and how they are portrayed in the media.
- Discuss the findings of the GMMP and GMBS on representation of women and men in the media including gender disaggregating of sources.
- Discuss media's portrayal of women in politics.
- Empower women in politics with skills to take their own profile pictures.
- Empower women in politics with skills to make their voices count.
- Equip participants with skills to write their own opinion pieces
- Introduce participants to the Gender Links Opinion and Commentary service
- To identify strategies to build relationships with the media.
- To look at strategies to hold the media accountable.
- To explore how to campaign and debate effectively.
- Explore ways of building gender into campaigns
- Discuss existing media regulatory frameworks.
- Exploring whether these laws have gender provisions

Introduction

Hands up anyone who has ever thought about, let alone counted, how often the voices of women and men feature in the news? Chances are that very few of those reading this has ever done so. It is not the way we are taught to consume the news. After all, we just want to know what happened, don't we? Why should we be bothered who the source of the news is?

Missing in action

How do gender roles and assumptions in society reflect in the media? Do media mirror reality? These are important questions to ask as we look at the representation of women and men in the media. To get us thinking, here is a quick exercise that you can do anywhere in the world you might happen to be. It's a slightly less sophisticated form of some of the monitoring that you will do later on in this course. But it makes the point just as well and really gets you thinking.



Finding women and men in the news

Three groups

1) Making use of the day's newspapers count the number of female and male sources and take note what these women and men are doing. If you are working through this in a group each individual or pairs of individuals should look at a different publication. Fill in the information in the attached table and discuss.
2) Articles that demonstrate subtle stereotypes
3) Articles that demonstrate blatant stereotypes
4) Articles that demonstrate gender aware coverage

MISSING VOICES

Publication	No of female sources	No of male sources	Total	No of women in images	No of men in images	Total	% female sources	% women in images
Total								

Questions

1. What is the story about? _____

2. What proportion of women and what proportion of men are represented as sources in the stories? _____

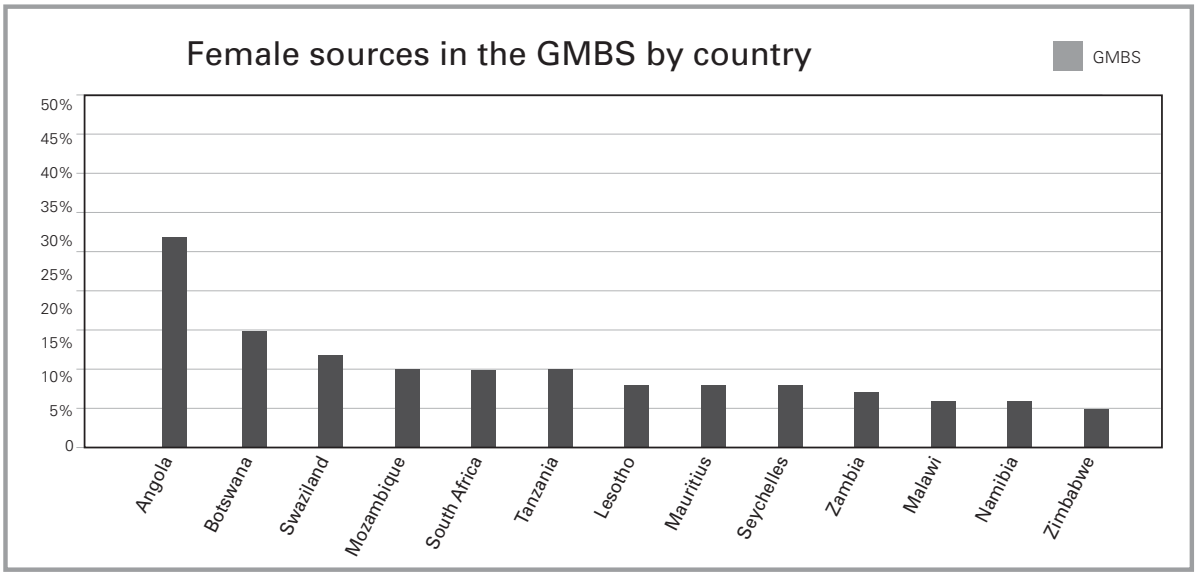
3. How do the sources compare with the images of women and men in the paper? _____

4. What is the difference, if any, between the roles that women and men play as seen in the media? _____

Women and men in the news in Southern Africa

In 2003 Gender Links and the Media Institute of Southern Africa (MISA) conducted the first ever Gender and Media Baseline Study (GMBS) that covered over 25 000 news items found in the news during one month of monitoring. Monitors counted how many times the media sought out the views and voices of women and men in the news. Two years later in 2005 13 same Southern African countries participated in the Global Media Monitoring Project (GMMP) that monitored how women and men feature in the news on one day (16 February). The exercise that follows will help us to understand the findings of the GBMS.

Women sources in all countries, GMBS (2003)



Discussion

1. Comment on the results for your country
2. What could be some of the reasons for the low proportion of female sources in the media?
3. Does the presence of female sources in the media make a difference?

Women are not heard even when they are there

One of the arguments frequently made by journalists is that they do not interview women because there are no women or a shortage of women in some occupations (like economics or sports). What do you think about this argument? The exercise that follows shows that even when women *are* present in professions, this does not necessarily mean that their voices get heard.

The graph below compares the percentage of women in parliament in each country, with the proportion of women politicians quoted in the Gender and Media Baseline Study 2003.



Exercise: Making every voice count

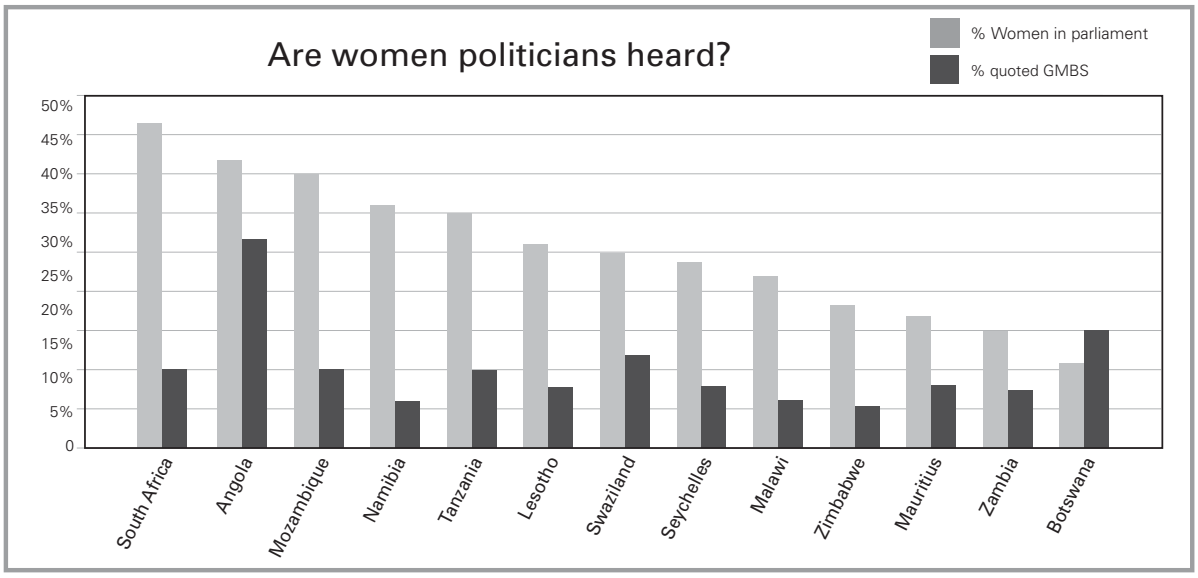
View the first twenty minutes of the DVD, *Making Every Voice Count*, up to where Thenjiwe Mtintso talks about her experience as a woman in politics and the phenomenon of the "roving microphone". Answer the questions that follow:

1. What does the video tell us about women and men's media access? _____

2. As a female politician, have you experienced the 'roving microphone' phenomenon before?

3. In your country, on which subjects or topics are women mostly quoted?

4. Why do you think this is so?





How the media "hides" women

How does it come about that even when women are present at events their views about the event get ignored?

1. In your country are women politicians visible?

2. What is your opinion on the invisibility of women in national politics? _____

3. Do women in politics get media access e.g. appearing as subjects or sources in the media? _____

4. Think of any event where women politicians have been present but had their views about the event ignored by the media. _____

5. Have you experienced this as a woman politician? _____

Portrayal of women in politics and the media

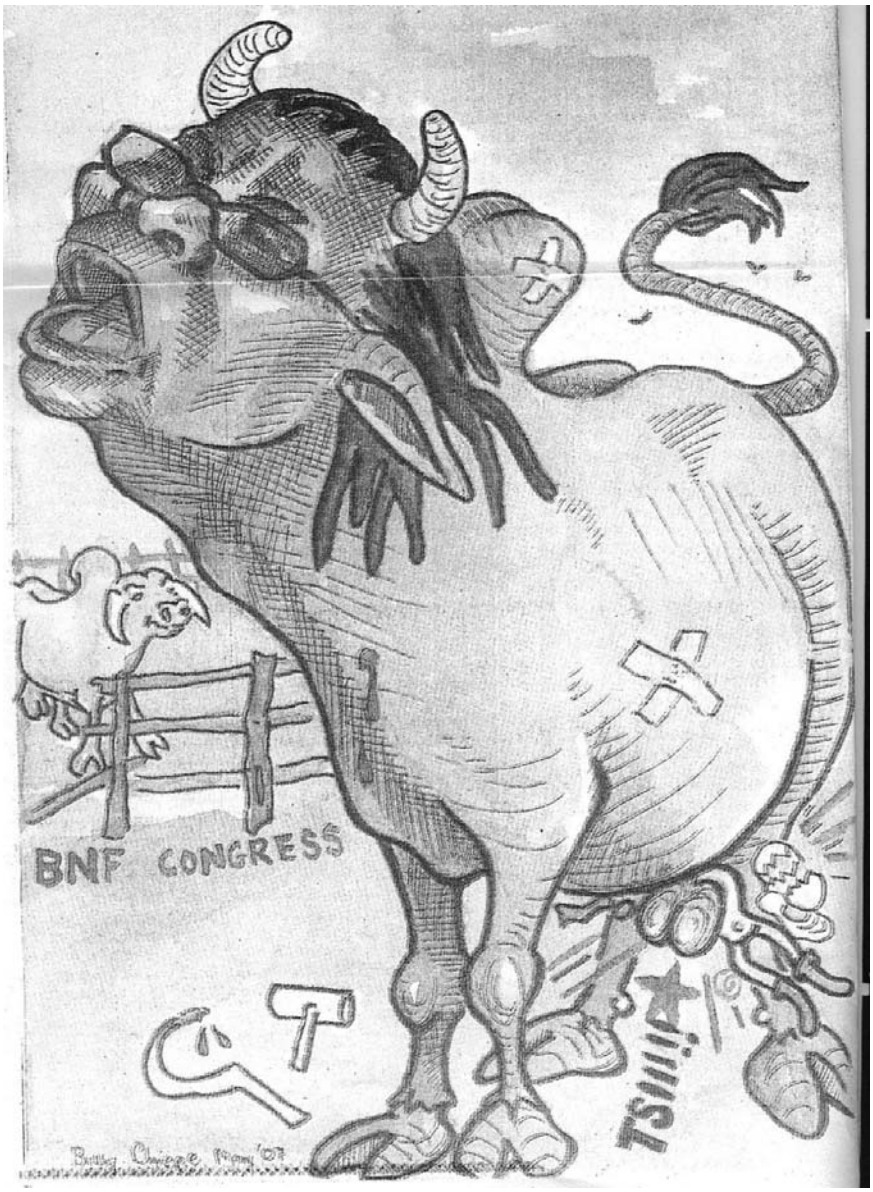
Each group should look at the three issues below relating to the portrayal of women in politics and make a presentation to the rest of the group. Pick examples from the CD with clippings.

Iron ladies
South Africa's Geraldine Fraser Moleketi is one such woman who has been referred to as an 'iron lady'. Think of local examples.

How women in politics dress
Think of a few local examples where media have focused on how women in politics dress instead of looking at what they bring to the political arena. United States of America first lady Michelle Obama has often been praised for her fashion sense more that her intellectual attributes. See more examples on the CD Rom

Blatant stereotyping:

The castrated bull!



Appeared in Botswana's *Monitor Newspaper* of May 28, 2007. The cartoon, titled *BNF Congress,* depicted the Botswana National Front aspirant for Party Presidency, Kathleen Letshabo, as a castrated and bleeding bull after losing her leadership bid.

Discussion

1. Comment on the imagery of a 'castrated bull'. _____

_____

_____

2. What is the likely impact of such a cartoon on aspiring women politicians? _____

3. Think of a few other examples where women in politics have been presented in highly stereotypical ways _____

Following the appearance of this cartoon in the press, GEMSA and The Botswana Women's Media Association (BOMWA) issued the alert below.

14th June 2007

Cartoon demeans women aspiring for leadership positions

The Gender and Media in Southern Africa (GEMSA) Botswana Chapter and the Botswana Media Women Association (BOMWA) have noted with alarm the *Cartoon* that appeared in the *Monitor Newspaper* of May 28, 2007. The cartoon, titled *BNF Congress,* supposedly depicted the Botswana National Front aspirant for Party Presidency, Kathleen Letshabo, at its Congress being castrated and bleeding.

GEMSA and BOMWA are deeply disturbed by the cartoon, which it finds in bad taste, and more importantly, displays the insensitivity on the part of the cartoonist and *Mmegi* newspaper in which it is published. The message implied by the cartoon has the effect of degrading and ridiculing women who aspire for leadership positions in the political arena.

The depiction of the cartoon defeats the purpose of democracy that in every election, there are winners and losers, and Letshabo is not immune to a defeat of this nature. In Botswana, male candidates have lost in similar circumstances, but they have not been shown as '*bleeding bulls being castrated'.* The cartoon did not only insult Letshabo but also showed little regard for all women that have ambitions to aspire for leadership positions in both the political realm and any sector of the economy. We wish to condemn this in the strongest terms.

In this regard, we call upon the leadership of *Mmegi* to respond to our concern, and in future display more sensitivity in their selection of what to publish. Such a gross violation of the rights and dignity of women cannot be justified on the basis of humour or satire.

We further call upon all media organisations, human rights and gender - based organisations to strongly condemn such depiction of female leaders who have the desire to make a contribution to the leadership of the nation.

This alert is issued by GEMSA Botswana. For further information contact the Botswana Gemsa Representative and BOMWA Chairperson, Keabonye Ntsabane on +267 71749644.

GEMSA is an umbrella organisation of individual and institutions that work to promote gender equality in and through the media. GEMSA has its roots in the historic Southern Africa Gender and Media Summit attended by 184 participants from around the region as well as international observers in September 2004.

The newspaper however still stuck to its gun which forced BOMWA/GEMSA to subsequently lodge a complaint with the Botswana Media Complaints Committee amongst other forms of protests. The Media Complaints Committee eventually ruled that the cartoon was not demeaning to women. But the sensitisation carried out by BOMWA/GEMSA put the controversy in the public domain with many commentaries taking sides.



Definitions

Gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.



My favourite picture

Participants should each bring their favourite picture. Those who have clippings of their pictures that have appeared in the media can also bring these.

Buzz (talk to your neighbours) about their favourite photograph using the questions below as a guide. Refer to the pictures on the CD Rom and say which ones you liked the most and why. Use the questions below as a guide.

Questions

1. Who took the picture (if you know)? _____

2. What do you like about this particular picture? _____

3. If it is your own picture what angle was it taken from? _____

4. Has this picture been used by the media before? _____

Discussion

After five or 10 minutes "buzzing", resume as the full group. Discuss what kinds of pictures you considered your "favourites". Were most of the pictures described of individuals or groups of people? Were they of important events? Were there any pictures that have appeared in the media? What angle were they taken from?

Profile picture



This is a headshot of you that you will use in your publicity materials, election posters etc. A first step is to have a good picture of yourself that represents you honestly and fairly to your public. Try to get a good headshot for your posters and press releases. If you can't do one yourself then go to a studio lab and get one done. Many studios these days can give you the photograph in hard copy and as a jpg file for computer use in word documents and other leaflets and posters. Ask for this when you have the photograph taken.

People don't really relate to the 'passport' style photograph. Facing the camera straight on, unsmiling and badly lit with too much flash these will never impress people with your professionalism and personality.

Look your best, make sure you feel comfortable with your appearance. Try to look 'through' the lens at the photographer, imagine you are smiling at a person who has come to see you. You want to make a good impression on them and it's the same with the audience for your photograph.

Once you've got your picture of you lets look at pictures of what you do as a politician!

"How to take great people pictures every single time"

Don't let the technology get in the way!

Most digital cameras take good average pictures provided you realise the limitations of the camera and shoot accordingly.

The biggest heartaches seem to fall into some common areas of failure, namely, lack of light /underexposed shots, heavy shadows hiding peoples faces, fuzzy or out of focus subjects and being too far away or too near to the subject. Let us look at each problem in turn! There are examples of each in the CD Rom provided.

Lack of light / underexposed shots.

At night or indoors we usually use flash to light a scene. The problem is that most flash built into cameras are very weak and don't carry far to illuminate our subject. The answer is to move in close - no more than two metres away from what you are photographing. Try to make sure that you group people tightly together if photographing groups. Of course you can always ask people to step outside into the garden and photograph them there! If you are trying to photograph a band or stage performance wait until the show lighting is at its brightest and zoom in on the action that is onstage.

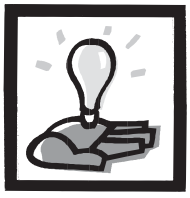
Heavy shadows



The other common outdoors situation is where the sunlight is very bright and almost straight overhead, causing heavy shadows on faces. The best solution is to simply to not try to photograph people at all at any time after 10 am and not before 4.00 pm! This is obviously not a solution at all on some occasions so we can try to do some things to get better pictures of people. Move people out of the direct sunlight into a slightly shaded area and don't take their picture when you are facing the sun. Did you know that this is the time of day when most professional photographers will use their flash - yes, even in bright sunshine. The trick is to even the light out on your subjects and that is what using the flash does. Try it yourself and see the results. An old photographers trick is to get someone to hold a newspaper or sheet to reflect light back into someone's face, it gives beautiful diffused light for portraits.

Fuzzy or out of focus shots

A common fault is that people snatch at the shutter button, thus shaking the whole camera.





Try to press the button firmly and carefully holding the camera as still as you possibly can. Cameras are mostly set to photograph in focus what is in the centre of the frame so if your subject is off to one side you'll get a nice clearly focused tree or mountain in the background and an out of focus person on the left or right! Solution - focus on the person in the centre of the frame and keeping your finger half down on the shutter button recompose your shot and then press the button the whole way down. This is also a problem when photographing two people together. The focus goes through the gap between them so focus on one face clearly and then recompose the shot.

Too far or too near

By far the biggest problem is when people try to photograph from to far away with the lens set on its widest angle.

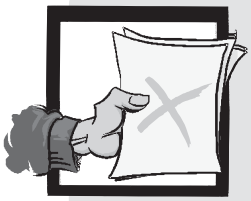


Try to move in closer to the action and zoom the lens in until you've almost filled the whole frame with your subject. Another common problem is the photograph where the persons nose is twice the size it should be! This is caused when portraits are attempted with the lens on wide angle setting distorting a person's features. Again set the lens on its longest zoom in setting and move back or zoom out slightly until you are happy with the composition. An added attraction of using the lens at a long zoom setting is that it tends to throw the background slightly out of focus emphasising the person in the foreground.



With children the problem can be twofold, they are fast and so you need to use the flash to catch their action and often we photograph them without getting down to their height. Bend those knees and get down to the action at their level. Remember children's attention spans are very short and if you try to keep them still and attentive for two long you are asking for the impossible! Let them play and follow the action, they will soon ignore you and you'll have far nicer, informal pictures of them.

Good shooting!



Fact sheet: Visual literacy

We should be aware by now that messages do not only come to us in the form of text or written words. They also come to us through pictures. We saw some interesting ones in the previous module! In fact judging from the saying *"I read, I forget, I see I remember"* images that we see in the news can often have much more of an effect on us than what we read. So in addition to being **media literate** we also need to be **visually literate.** This means that we to be able to read meanings into the things we see, and bring the same critical eye to things that we see as to things that we read. A visual text makes its meanings with images, or with meaningful patterns and sequences.

This is especially so in the age of **globalisation** that we will spend some time talking about in this module. Fast communications means that certain types of images come pouring into our homes and on to our screens each day shaping our views on what it means to be a woman or a man. Of course, this may not all be bad. But as media literate citizens, we need to be able to put on our gender lenses and at least be critical consumers.

Newspaper research in the USA shows that "readers look at photographs first, scan the caption, read the headline and if they are still interested, read the story." (Paul Martin Lester 1996). This first exercise will get us thinking about some of the ways that images affect us.

Globalisation has brought an influx of images from the "global village" - the truly overwhelming number of images produced through high-technology media, and spread all over the world.

Increasingly, visual imagery in the media adopts and promotes "globalised" norms and standards generated by international and “first world” based news, picture, entertainment and advertising agencies. Many of these messages come through entertainment agencies like MTV. Others are promoted as advertising imagery, through international corporations. Increasingly, we find photojournalism - visual images produced to record the news - filtered through conglomerates such as CNN and Reuters. These carry images of gender and gender roles generated chosen, or moderated by staff based in the "first world."

The result of this "globalisation" of imagery is that we are bombarded with pictures from the first-world of what is “masculine” and “feminine”, and all the areas that make up the relations between them (from the nuclear family, love and marriage, to concepts of war, of HIV/AIDS, and so on).

Although we see vast numbers of these images, covering a range of subjects and promoting a wide list of products, this imagery reflects quite a narrow perspective on gender.

Making your voice count

Now that we have a better sense of how the news is made, what we like and don’t like, and what the reality is as far as gender is concerned it’s time to talk about what we can *do.* We should never be passive recipients of anything! If we feel strongly about something, we should speak out. When we do so, we are not only getting things off our chest. We are being responsible **citizens.** We are *watching the watchdogs*! That is at the heart of a **responsive, participatory democracy**.

In this module we will do several exercises that help us understand where, how and to whom we can give feedback that is likely to be heard and used by newsmakers. Remember: the media is obliged to listen to you and air or publish your views, if these are well presented and argued. The media also needs and values such feedback, because you are a valued customer! If you stop buying the news, the media will be out of business! This puts you and I in a strong position!

Giving interviews

We have talked about sources as the basis of news. Now you yourself need to prepare to be a source! You can prepare lots of documentation for the media. This is important in providing facts, figures, names, correct spellings etc. But in the end what will bring it all to life is you! So when you go out courting the media, you need to be prepared to talk to the media. Think how boring it would be if television and radio only read, and newspapers only quoted, press releases! Your words are what bring it all to life, giving context and depth, human insight, anecdotes and that favourite of all journalists: quotes!

Pick up the day’s newspapers and pick out a few good quotes. Why would you describe these as good quotes?



Tips: *The most common pitfall is long sentences and fuzzy answers. This is especially a problem for television, where time is at a premium. Repeat the process after the comments from the floor, and see if the playback and critique helps to improve the quality of the interview.*

More tips

- Be personal.
- Know your subject.
- Be convincing.
- Avoid ums and ahs.
- If this is for video, dress smartly and sensibly (you don't want to look uncomfortable in tight fitting clothes for example!)



Mock interview on the SADC Protocol on Gender and Development

Using the questions below as a guide, conduct a mock interview on the SADC Protocol on gender and development. At the end ask participants to comment.

- Has your country signed the Protocol?
- Have the commitments in the Protocol been taken seriously? If so please give examples. If not, please elaborate.
- What do you feel needs to be improved on?
- How have women in politics benefited from this document?
- How do you think this has helped or will help in the quest for gender equality in your country?

The role of the media

As one of the most powerful tools for politicians and for social awareness, the media is a critical factor in the efficacy of women in politics. All politicians have a love-hate relationship with the media. For women in politics, this relationship is that much more troubled.

An IPU study found that only a bare majority of women (53 percent) said they had good relations with the media; ten percent had bad relationships and 22 percent expressed ambivalence.[1] The following are some observations from a roundtable convened by the Inter Parliamentary Union on the image of women politicians in the media chaired by Birgitta Dahl, the Speaker in Sweden:

- The media carries less coverage of women than of male politicians.
- The media are less open to the achievements of women politicians than to those of their male counterparts.
- Stories that purport to "sell" often perpetuate gender stereotypes. As much as women politicians need to learn to put their message across better, media need to understand that the integration of women into politics strengthens democracy.

1. Inter Parliamentary Union (2003) "Politics, Women's Insight." IPU: page 166.

Strategies for using the media effectively

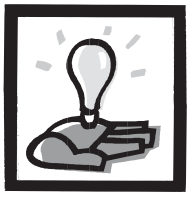


Building relationships

1. Draw out some of the ways in which politicians can seek to build relationships with the media.

2. Who would you target?

3. Are there media women's associations in your country? In what ways are you working with them?



Tips: Media practitioners are human beings! Communicating with journalists makes a difference. The first step in establishing and maintaining good relationships with media professionals is to identify the proper person to make contact with, depending on what you which to accomplish. In many SADC countries there are media women's associations, such as the Tanzania Media Women's Association, Zambia Media Women's Association, in Lesotho there is the Gender and Media Southern Africa (GEMSA) Network. These are likely to give you a sympathetic ear and are a good entry point.

For effectively building and maintaining professional relations with media personnel:

- Professionalism - be factual not rhetoric
- Respect - do not attack a journalist
- Honesty
- Commitment
- Confidence

Tips on pitching a story to the media

- Be creative, but keep your list of ideas short
- Know your organisation's priorities - what part of an event or issue do you want in the public eye?
- Use statistics wisely - data can be powerful ammunition to back up your arguments, but keep it simple and too the point
- Reporters and editors are always short on time - if you don't grab them in the first few moments of your pitch, you won't secure their interest.

How to get journalists to cover your event

- Identify what journalists to invite
- Make an innovative invitation
- Argue why your event is newsworthy
- Send out a short innovative press release
- Follow up invitation and press release with calls

Building relationships with the media

We can criticise the media, take them to task, and even make our own media, but in the end one of the most effective ways of bringing about change in the media is to work with the media in producing stories that address our issues and concerns. But we can only work with the media if we have built relationships with the media. There has to be an entry point.

The media is a tool that you can use to get your message out to the audiences that are important to you- the general public, business, government officials, (local and national) and policy makers among others.

If you develop a relationship with the media during non-crisis times, you will have contacts in place when an emergency occurs. Use the following ideas to assist you in building this relationship:

1. Identify what media outlets are available in your city and the reporters.
2. Use local social and community events to build on your cause
3. Submit regular brief articles or news releases to your local papers
4. Be sensitive to media deadlines especially when contacted for comment
5. Where possible provide media with fact sheets with background information
6. Be prepared for suggestions of photographs to be used by media

As we approach the media with our issues we should always make sure that all our assertions are based on fact to avoid embarrassment. We now have many facts and figures that we can take with us when we engage with media houses, (including the results of our various monitoring projects such as the Gender and Media Baseline study, Who talks on radio talk shows?, Gender and Advertising in Southern Africa, Gender and Tabloids in Southern Africa. We should have written a letter and an opinion piece (and hopefully seen them published!) We know how to make glossy pamphlets and how to rally support using the Internet. We may even have taken up a case against the media, or at least against an advert or story through a regulatory authority.

But in this module we will talk about how to make friends; how to make ourselves and our

issues newsworthy; and how to turn situations of conflict to our advantage, media-wise. In essence, after all the hard work and toil, its time now to make the media work for us!

Yes we can use what the media offers to our advantage. Who doesn't like media publicity?

Making peace

Making peace is the starting point in any fragile relationship. This does not mean to say that we are ignoring all the negative things that the media is doing. We are just trying to build sustainable relations that we can take advantage of in the future.

Often, a situation of potential conflict can be turned to our advantage if we manage it well. The case study below is an example of how what began as a complaint turned into a debate and a chance to engage with the media.

At the end of the day, media practitioners are human beings. Many of them work hard and are committed to professional standards. The good news is that the level of gender and media awareness within the media is growing, thanks to organisations like the Federation of African Media Women Southern Africa (FAMWSA) and the Gender and Media Southern African Network (GEMSA). Many media practitioners are members of these organisations and are strong allies. Working with and through them is a powerful strategy for change.

Case study one: Media and activists find common ground

By Dorcas Chileshe

Lusaka: Following training workshop by GL and the Zambia Institute of Mass Communications (ZAMCOM) that stressed the need for NGOs to work closely with the media in 2001, a number of organisations in Zambia have responded positively by reaching out to journalists around the country.

Project coordinator for the Justice for Widows and Orphans project Florence Shakafuswa, who presented a paper at the workshop and has since attended a Gender Links workshop on strategic communications, says her organisation has decided to work closely with media people because of their expertise in packaging and disseminating information to the public in an effective way.

Shakafuswa says many NGOs are doing commendable work but that their efforts are not known or appreciated by society because the media are not involved.

She says her organisation has embarked on a two- year project aimed at promoting the rights of widows and orphans. In this project, the media will be involved in all the activities so that they can inform the nation objectively and accurately. The Zambia Media Women Association (ZAMWA) has been identified as a close partner.

ZAMWA has welcomed the idea saying other NGOs should stop the habit of working in isolation. ZAMWA chairperson Sharon Mwalongo, who is also head of radio at ZAMCOM and co-facilitated the gender violence workshop, says NGOs should not only invite journalists to cover them during special functions but should involve them in their

activities. This way the media will better understand their issues and be able to disseminate them more accurately.

Many NGOs complain of being misquoted because they do not interact with the media closely enough to enable media practitioners to understand the issues at hand. Such a situation can lead to misquoting, says Mwalongo.

National Legal Aid Clinic for Women (NLACW), an organisation that promotes the legal rights of women and children in Zambia, has also opted to develop close working relationships with media practitioners.

According to NLACW director Colonel Clement Mudenda: "We may have the knowledge as NGOs but no skills to publicise our activities. It is only media people who have specialised knowledge of writing articles that can make an impact in society."

Pamela Chama, a participant in the GL/ZAMCOM workshop and a journalist working for Zambia National Broadcasting Services (ZNBC) says the best way of bringing an end to gender violence is for NGOs to hold hands with them media. "From the time I took interest in covering issues affecting women and children, NGOs working in this area have been coming to ask for me when ever they have breaking news," she reflects.

Grace Kasungami, another journalist, agrees that NGOs are scared of working with media people because they find it difficult to trust them. She suggests that journalists should stop the habit of only going to NGOs when there is a scandal or any other negative news.

"As journalists we need to go to these NGOs even when there is nothing really happening. We need to learn to approach NGOs just to chat and ask them to tell us what they do so that we can create rapport, that way they will not be scared of us," she says.

Questions

1. Why do NGOs doing going work often not get good media coverage? _____

_____

_____

2. What interest does the media have in working with NGOs? _____

_____

_____

3. How can this be built on? _____

_____

_____

4. What, from the case study, are the advantages of forging strong relationships with the media?

Opinion pieces

One of the ways of making your views known is through writing an opinion piece. Pick up any newspaper of the day and point to which is the opinion page. You will note that even though this is inside the newspaper, it is a distinguished looking page (usually not done in colour, to enhance the sense of a solemn and important page). Usually the editorial (or what the newspaper itself thinks of the important issues of the day) is also sitting on this page. This page is not as easily accessible as the letters page for people who want to write themselves. Often it is reserved for contributors or associate editors. High profile people stand a better chance of getting published than us ordinary folks! But most newspapers also allow some space for the general public to offer its views in this respected space that helps to "shape opinion" and allows us more room to argue a case than the letters column. If you do a quick count, you will also see that the opinion pages are especially lacking in contributions by women. Remember that our mission is to make our voices count, no matter what. So don't be deterred. We are going to do what we can to make sure that some of the articles from this course get published, no matter what!



What is an opinion and commentary piece?

Read three pieces on the CD Rom given and answer the questions below:

1. What do you think an opinion and commentary piece is?

2. Is there a difference between an opinion and commentary piece and a news article? If so what is the difference?

3. Comment on the structure of the articles

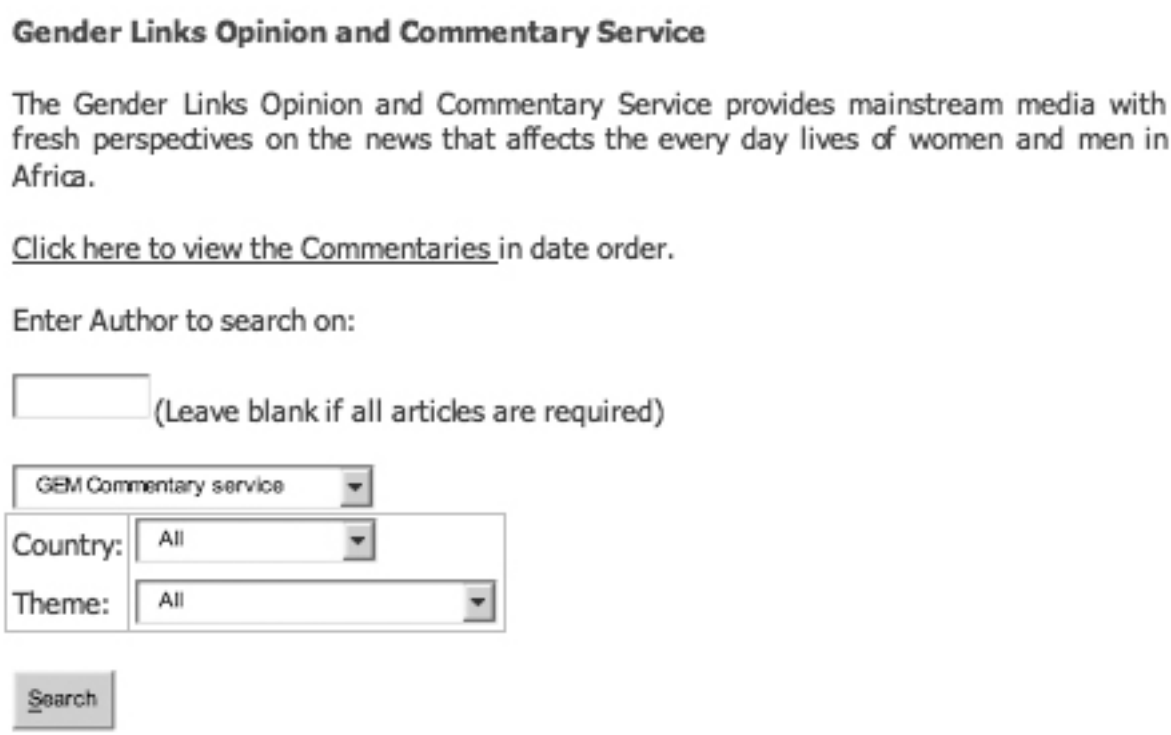
4. Comment on the headlines of the three pieces you have looked and say if you find them interesting at all.

Get comfortable with the GL opinion and commentary service

The Gender Links Opinion and Commentary Service is a **bridge** between new writers and the mainstream media. The editor of this service welcomes new voices and will do everything possible to help and assist you in writing your article. You will find the service on the following URL: http://www.genderlinks.org.za/page.php?p_id=186&PHPSESSID=daf73270476caf17ece5ad67b52e9823



If you go to the search the commentaries section, you will find a screen like this:



Using these tools you can view the commentaries according to date, country and theme. Spend some time doing so in the group, and on your own, to get an idea of the kinds of issues you can write on, who else has written, and what they have had to say. Remember that many of these are first time opinion and commentary writers, so this should encourage you to go on. Now let's take an in-depth look at one commentary, so we get an idea of what it is all about.

Barrack Obama brings the colour brown to world politics
By Colleen Lowe Morna

How black is Barrack Obama? This is a question that Africans and people of African descent have asked throughout his campaign, and will ask even more now that he is headed for the White House. The answer is that he is neither black nor white. He is brown - the colour of the future.

As one CNN analyst pointed out, only 30% of Americans are purely white, and an even smaller percentage of black Americans purely black. Always on the mark, South African cartoonist Zapiro depicts an ebullient Obama embracing a world in which his mother was white American; his father black Kenyan and his childhood spent in Asia and Polynesia.

Yes, he will be the first African-American to occupy the White house. But, after a George Bush who had only once traveled out of the US (to Mexico) before he became president and a vice presidential hopeful Sarah Palin who genuinely believes that Africa is a country, what Obama offers is a view of the world a wee bit wider than what we have become used to in American foreign policy.

As the Southern African mother of two daughters of mixed race and origins, the colour brown has long fascinated me. A few years ago, Waterford/ Kamhlaba, my alma matter and the school on the hill in Swaziland that pioneered mixed race education while apartheid swirled around us, asked me to write an article on what had changed in the 25 odd years since I had attended the school and then decided to send my daughters there after the advent of democracy in South Africa. I chose to write the article in the form of a letter to my two daughters on their great fortune in being born brown; the colour of the future.

I was born of white South African parents who grew up in fairly typical homes; my father of a well to do family and my mother more working class (and rabidly racist) roots. As young idealists who met at the University of Natal in the fifties, they came to the conclusion that the only way to free themselves from the racism in their blood was to immerse themselves in the simple community life of rural Africa.

An opportunity arose to take up positions on a Christian mission in a remote part of the then Southern Rhodesia, which they believed would soon join Northern Rhodesia (Zambia) and Nyasaland (Malawi) in gaining independence. As their children grew up speaking the local dialect and going through the black education system geared to ensure that only one-eighth of students could ever reach secondary school, they became involved in the Zimbabwean liberation struggle, only to be deported to Botswana in 1976; the peak of many political upheavals in the region.

That is how my brother and I found ourselves (on scholarship) at Kamhlaba, which in isiSwati means “small world”. At the time, I felt a great ambivalence towards what I felt was both a small and artificial world. Yes, the kids of the rich and mighty, the Oppenheimers and the Mandelas could find common cause in this haven so close and yet so far from the madness around us. But the minute we crossed the border into South Africa we went our separate ways.

A few years later, I met my future husband, a Ghanaian, at Princeton University in the USA in the most antagonistic of circumstances. Then president of the African Students Association (ASA) that had been active in the divest-from-South Africa campaign, he had taken up a case against the university authorities for granting a scholarship to a white Rhodesian.

African American colleagues had even greater difficulties figuring out how to deal with a white African. This was aggravated by the fact that, as time progressed and I gained acceptance in the ASA, African students made it a point that, save for skin colour, I had more in common with them than did their African American cousins.

During my four years of study in the US, I found my greatest comfort zone to be in the Princeton Inn kitchen where I worked to supplement my meager student grant. Hungry for a link to the continent, working class African Americans like Jim Saunders the chef and Minnie Somers my supervisor took me into their hearts and homes, creating lasting bonds that rose above the narrow confines of race.

When I went to register the birth of my first daughter in Zimbabwe in 1984, the form asked for race of mother, father and child. I put African under each. The young black bureaucrat behind the desk politely changed these to read: "white", "black" and "coloured". I asked that he change these to read "human, human, human". He explained that there was no such category as the human race.

Ten years later, when I had rediscovered my South African roots (albeit with little or no connection to my white relatives who are dotted around the country) my younger daughter had the experience of being dropped off at a school event by her dad and hearing two white colleagues say: "she is not a real coloured: her father is black!"

My husband promptly made sure that our daughters had the choice of both South African and Ghanaian citizenship. We decided to send them to Kamhlaba, where we hoped that they would gain more of a world view than might be possible in the immediate post apartheid South Africa.

I remember writing in my article for the Kamhlaban (reflecting on what had changed in a quarter of a century) that if you get on the subway in New York or London, you would be hard pressed to find a face that is purely of any race.

I recalled that in the heated arguments that my father often had with my maternal grandfather about his greatest phobia - his granddaughters marrying black men- my dad used to point out that if the Almighty had not wanted it so He would not have created from this mix the beautiful colour brown.

If all that Barrack Obama succeeds in doing is to show us that between the black and white of race and politics there is a colour brown in which you can celebrate your African roots as well as pay tribute to the white grandmother and mother who raised you without being called an oreo (black cookies with a white filling) he will have done our world a great service. This I know is why my family will remain glued to the television through his presidency.

Colleen Lowe Morna is Executive Director of Gender Links. This article is part of the GL Opinion and Commentary Service which offers fresh news on every day news.

Questions

1. Comment on the headline of this article
2. What issues is the writer tackling in this article?
3. Is this a topical issue at this point in time?
4. Do you find the arguments presented powerful and convincing?
5. What are some of the qualities of this article that give it a good chance of being published?

Basic structure of an opinion and commentary piece

- Headline - grabs the readers' attention.
- First paragraph summarizes the story
- Begin with the most interesting bits of information
- Organise information into six to eight short paragraphs
- End your report in a powerful way

Writing the piece

- Use case study, anecdote to lead the reader into the issue.
- Put your point of view high in the piece
- Use statistics when appropriate
- Give context/ history/ background.
- Opinion should be informed - research, data, anecdotes, national laws, etc.
- Remember the reader

What to write

- Most effective to hook onto a current event, issue or trend
- What is the audience interested in?
- Include some background information on the subject



Write your own opinion and commentary piece

In the group and as an assignment over an agreed period of time (not more than one month) brainstorm ideas for opinion pieces based on the above exercises. Remember that the opinion pieces that are most likely to get published are those that are timely, so leave some room to respond to current events. We strongly suggest working through the GL Opinion and Commentary Service, so that you can get the support and back up that you need, as well as help in getting your article published. As in the case of letters, keep a copy of the article you write in your file and note the following:

- The date you send the Opinion piece.
- If and when the article gets published.
- If the article results in any response from others.
- Who responded, and what they said.
- How you feel about the whole process.

Press releases

What is a press release?
A press release is pseudo-news story, written in third person, that seeks to demonstrate to an editor or reporter the newsworthiness of a particular person, event, service or product. What defines a good press release is its timeliness, newsworthiness. The purpose of a press release is to give journalists information that is useful, accurate and interesting. Get it? Useful, accurate and interesting, it is that easy.

It is also important to always remember that not every piece of information is newsworthy. Before you even begin to write consider your audience. Will someone else find your story interesting? Answer the question, "Why should anyone care?" and make sure your announcement has some news values such as timeliness, uniqueness or something truly unusual or phenomenal.

Writing the press release
Press releases conform to an established format. There are set standards and expectations that you must conform to just to have your release read, let alone published. If your press release is printed 'as is', without changing even one word, then you know you have conformed to the journalistic standards of that particular medium.
PRESS RELEASE should be spelled out in all CAPS and centered in bold. The press release contact persons name should be underneath the wording and all contact numbers printed clearly underneath. If the press release is for IMMEDIATE RELEASE, say so, on the left margin directly above the title in all caps.

The next essential component of the press release is the Headline or Title. It should be centered, and in bold. The heading of the press release should capture the journalist's interest. Remember journalists receive a lot of press releases and yours will have to compete for space with other press releases. The title of the press release should be short and snappy, and hopefully grabbing the attention of the journalist and impressing them enough to read on.

You are now ready for the useful, accurate and interesting BODY of the press release. The body of the press release begins with the date and city for which the press release is originated. The body of the press release is very basic; who, what, where, when and why. The first paragraph of the press release should contain in brief detail what the press release is about.

Avoid using unnecessary adjectives, flowery language, or redundant expressions such as "added bonus" or "first time ever". If you can tell your story with fewer words, do it. Wordiness distracts from your story. Keep it concise. Make each word count.
Avoid using jargon. While a limited amount of jargon will be required if your goal is to optimize your news release for online search engines, the best way to communicate your news is to speak plainly, using ordinary language.

How is a press release used?
Press releases are often sent alone, by e-mail, fax or snail mail. They can also be part of a full press kit, or may be accompanied by a pitch letter.

Why might it be good to write a press release? What is its function? Why is it important? Use the press release in the case study, or find and use one more relevant to your immediate situation, to draw out what the key features of a good press release are.

Write your own press release

In pairs;
1. Discuss what you would like to write about
2. Why this particular issue?
3. Who is your target audience?
4. Do some background research on the topic.

Now write your press release and share with your colleagues.

Discussion
1. What are the qualities of a good press release?

2. Of all the press releases written up in your class, which one do you think is the best? Why?

Read the case study below and answer the questions that follow:

Case study: South Africa - Activists celebrate SADC adoption of Gender and Development Protocol

17 August 2008, Johannesburg; Gender activists across the Southern African Development Community (SADC) commend Heads of State for their adoption of the SADC Protocol on Gender and Development at the SADC Summit which closed today. Celebrating the climax of a campaign launched in 2005, the Southern Africa Protocol Alliance applauds leaders' for finally adopting this instrument after three years of negotiations. 17 August 2008, Johannesburg; Gender activists across the Southern African Development Community (SADC) commend Heads of State for their adoption of the SADC Protocol on Gender and Development at the SADC Summit which closed today. Celebrating the climax of a campaign launched in 2005, the Southern Africa Protocol Alliance applauds leaders' for finally adopting this instrument after three years of negotiations.

Although a range of items featured on the agenda, it is the Protocol on Gender and Development that if implemented stands to make immediate differences in the lives of the region's women.

The Protocol contains 23 targets, which together outline a clear roadmap for the region's leaders to move towards gender equality.

Key targets in the Protocol include ensuring that provisions for gender equality are contained in all constitutions and include affirmative action clauses; halving gender violence, abolishing the legal minority status of women, and achieving at least 50% representation of women in decision-making positions by 2015. The Protocol calls for stepping up prevention, treatment and support of the affected and infected with HIV and AIDS, and to have access to Post Exposure Prophylaxis in the event of sexual assault. A series of provisions relate to ensuring women participate equally in land ownership; trade and entrepreneurship, including equal access to state procurement opportunities.

Over 60 representatives of gender justice organisations met parallel to the Summit under the banner "the time is now," to conduct final lobbying efforts encouraging leaders to adopt the Gender Protocol, as well as develop strategies and action plans on how to take the Protocol forward. Opened by Minister in the South African Presidency Dr Essop Pahad, the 14-16 August meeting brought together over 42 organisations from 14 countries, which are all committed to supporting governments commitment to the 23 targets outlined in the Protocol. "Our work begins just as soon as our leaders sign the dotted line," the activists said.

Women represent the majority of the poor, the unemployed and the dispossessed in Southern Africa. On average, women constitute less than one in five of those in political decision-making and even less in the private sector. There are no women heads of state. The passing of the Protocol is a timely and much-needed move by leaders to equalise opportunities.

Activists are disappointed that key provisions, which some countries already recognise within national legal frameworks, such as marital rape, cohabitation and the rights of vulnerable groups, have been excluded; that some commitments have been changed from "ensuring" to "endeavouring" and that the contradictions between customary law and constitutional provisions for gender equality are not explicitly addressed.

Nevertheless, in his opening statement, Minister Pahad pointed out that the Protocol represents a *minimum* set of standards that takes the region well beyond the 1997 SADC Declaration on Gender and Development, which had only one specific target. It incorporates and enhances all the existing commitments in regional and international gender instruments by giving them specific time frames. As Pahad pointed out, even if the region achieves these minimum standards in the region, it will have come a long way in ensuring an environment in which both gender can achieve their maximum potential.

Noting with concern the crisis in Zimbabwe the Alliance said that none of the provisions in the Gender Protocol could be realised unless peace, democracy and good governance are restored in this SADC member state. The Alliance called on SADC to ensure a speedy and democratic resolution to the crisis there that has led to the suffering of millions, especially women and children.

The launch of the Free Trade Area will bring many prospects. Yet for women to benefit from increased opportunities through the production and marketing of goods and provision of services, they need access to capital, advanced technical skills, and legal protection

creating environments that encourage women's participation in entrepreneurship and business. For the impact of privatisation and decreasing government revenues to be minimised, there must be recognition of the dual role that women play in the home and in the workplace.

For gender activists and government, the passing of the Protocol is not at end, but the beginning of a process that must include the quick ratification and domestication of the Protocol. The Protocol requires that governments report bi-annually at the Summit on progress, and launch public awareness campaigns demonstrating the vital link between equal representation and participation of women and men in decision-making positions, democracy, good governance and citizen participation.

During their two-day meeting, the Alliance drafted a detailed action plan, including organising issue-based cluster groups and devising mechanisms to shadow and monitor governments' progress. This will include issuing a bi-annual report on progress towards achieving the commitments outlined within the Protocol.

The challenge now is putting in place the structures and strategies within each of signing nations over the next seven years. The Gender Protocol could make a real difference to gender equality in SADC. Yet for this to happen, political will and leadership, backed up by the needed financial resources allocated through national budgets, are key.

For more information
Deborah Walter
editor@genderlinks.org.za

Discussion:

- What are the main features of a good press release, both in terms of the content, and in terms of the way they are written?)
- In your view what are the strengths of this press release
- List key types of information that should be given in a press release.
- Using these features write a press release for the issue you are working on.
- Have your facilitator and/or members of your group read it and give feedback.

Organising media briefings/events

Now suppose that you decided to organise a media/press briefing or event, rather than just circulate a press release. Answer the following questions:

- Why might you decide to have a media briefing in addition to writing a press release?
- What other documentation would you need (at the event and in preparation for it?)
- Where would you choose to have such an event?
- When would you choose to have such an event?
- Now organise a press briefing around your issue and campaign and answer these questions:
- How many of those whom you invited came?
- How many did not come? Why do you think this happened?
- What worked well?

- What did not work so well?
- What did you learn from organising this press briefing?

Profiles

Read the following profile and answer the questions that follow.

As one of only seven women councillors in the 35 member Gaborone City Council, Andretta Makaka has had her share of challenges. She is a BNF member and represents the Mosekangwetsi ward. She became a councillor in 2004, and recounts how, during the time she was campaigning she had to reckon with family and community resistance to her standing for political office. Her campaign efforts took her out of the home most of the time and she used to come home at night and was still expected to cook. She had to negotiate with her family to do household chores so that she could be free to campaign.

During her campaign, part of her support structure was a group of young men who campaigned with her. There were allegations of adulterous relationships with the young men, aimed at weakening her campaign efforts. However, in spite of this she persevered and won the elections. After proving that she could do it, her family support has been unwavering, and her husband is now proud of her achievements.

Recently appointed Deputy Mayor of Lobatse town, Malebogo Kruger challenges the Setswana proverb which says *ga di etelelwe ke namagadi pele* (women cannot lead).

A member of BDP, Kruger represents the Peleng East ward, and is serving her first term in office, having been specially nominated in 2004. She is one of the five women in the 13 member council, and has had to develop the skill of making her voice heard in council where men have dominated discussions and sought to marginalise the women. She says in cases where there has been intimidation and attempts to block her advancement of an agenda within council, "I faced it head on". She refuses to believe that she belongs to the "weaker sex", and she points to the need to have a mix of skills and tact to have influence and a strong presence in council.



Councillor Malebogo Kruger
Photo: Susan Tolmay

1. Does this profile give the reader adequate information about Councillor Malebogo Kruger's political career? _____

_____

_____

2. Comment on the narrative style i.e. is it first person or third person narrative? _____

_____

_____

3. Would you add anything to this profile? _____

_____

_____

Writing a profile

- First, start with your past experience.
- Next, pinpoint some key skills and abilities.
- With your background established, you can now state what you're looking for and where you'd like to go in the future.



Leaks and scoops

Ask participants to come up with scenarios in which they want to get information out through the mainstream media but do not want to be identified as the source of the information. How would they go about doing this?

Tips

We now enter the high- risk zone! Success of these kinds of strategies depends largely on whether relationships of trust have been built up with



Damage control

Ask participants to think of examples of when they have felt unfairly covered by the media. How did they respond? In the example overleaf, a group of South African NGOs launched a campaign for the president to pardon women serving life sentences because they had murdered their abusive partners. Notice the different ways in which the story was covered by two newspapers! If you had been the NGOs concerned how would you have responded?

Tips

There is always a judgment call to be made between responding, and attracting more attention to the distorted coverage, or having a quiet word with the editor, and correcting the error through more proactive approaches, like an opinion piece, or more coverage of the issue. Ask participants to think through which is the more appropriate course of action in their case.

Holding the media accountable

Clear knowledge and understanding of media regulation is an important tool in watching the "watchdogs". In previous modules we learned how to make our voices heard through the channels that exist in the media itself for making our voices heard. But what if that does not work? Who else do we turn to? The answer to this is that every country has *laws and regulatory authorities* that place some obligations on the way the media works.

Media law encompasses the rules in any society that govern the way the media operates. Most constitutions in the Southern African region safeguard freedom of expression. But no right is absolute. Along with rights come responsibilities. Reporting must be factual and verifiable otherwise it may be defamatory.

Ethics relate to professional standards of what is wrong and what is right adopted by the media to guide its work. It is important to note that what is illegal is not necessarily unethical. For example, there are press restrictions in some Southern African countries such as Zimbabwe to restrict the access of the media to information and its ability to report on certain issues. These are "legal", because they are laws passed by parliament, but they are unethical because they violate generally accepted practices of media freedom.

Media law and regulatory authorities

The regulatory framework in any country is based on:

- A country's constitution.
- Laws.
- Precedents (the interpretations and rulings of regulatory bodies.
- The International Framework: Media Laws should be guided by such instruments as the Windhoek Declaration on Press Freedom and in the case of gender and the media, the Beijing Platform for Action (see relevant excerpts in the box below)

In addition, as noted earlier, many media houses individually or collectively (eg a group media organisation, or through an editor's forum or other professional media association) have their own ethical codes. An example is the Southern African Editor's Forum (SANEF) ethical principles on HIV and AIDS and Gender.



What laws and codes of practise exist in your country?

Take stock of the existing media legislation and editorial codes in whichever country you are taking this course. You can get these from the government or parliament website; from government printers; from a Media Institute of Southern Africa (MISA) Office, from a representative of the Southern African Editors Forum (SAEF).

What are the key principles

Media laws and codes should be guided by a standard set of ethical principles. These are summarised below:

- **Accuracy:** Information that the media is communicating to the public must not be misleading or false. The media must correct misrepresentations of facts and correct the mistakes and apologies to the person/organisations.
- **Truth:** is the guiding principle for fairness, accuracy and independence. The media should guard against bias, distortion through emphasis, omission or technological manipulation. Journalists should for example caution against manipulating images to perpetuate stereotypes.

- **Objectivity and Fairness:** The media is obliged to give both sides of the story.
- **Independence:** Advertising should be differentiated from news. The media should be free of obligations to news sources/newsmakers. Gifts of money, free drinks, daily allowance, sexual favours or anything of value compromising a journalists integrity should not be accepted as they are often intended to influence the story written to favour a particular news source.
- **Integrity:** The media should strive for impartial treatment of issues and controversial issues/subjects.
- **Sources:** The media has obligation to protect confidential sources on an issue of public concern.
- **Accountability:** Media are accountable to their viewers, readers, and listeners, and to the media industry, not to produce misleading stories.
- **Sensitivity:** Due care, responsibility and sensitivity should be exercised in reporting issues like gender- based violence.



SADC Protocol provisions for the media

1. What are some of the key targets in the SADC Protocol that pertain to the media? _____

2. Have the media in your country played their part in popularising the Protocol and implementing its tenets? _____

3. Do you think the media provisions in the Protocol adequately address the gender imbalances that abound in media? Cite a few examples. _____

4. How can media be held accountable? _____

Taking a case up

Try to find local examples of how media laws or regulations have been used to advance more gender sensitive reporting. Here is an example from the region that you may wish to use if you cannot find a local example, as this is a fairly new area for most regulatory authorities.

This is an advert that appeared in the Mauritian press. The Media Watch Organisation (MWO-GEMSA) took this up with regulatory authorities. The Media Watch Organisation sent the letter below to Mauritius Attorney General copying the media. Phone discussions were also held with the Attorney General. MWO-GEMSA won the case and this advert was removed from the media. This advert stirred a lot of media discussions. What was interesting is that some women did not even understand what was wrong with the advert.

Case study: ***Mauritius dollar lady***



22nd April 2008



Dear.. .

Media Watch Organisation-GEMSA would like to draw your attention to the billboard adverts of Change Express which is currently found at strategic locations in the Island on the Clear Channel spaces. It features a woman covering her breasts and sex with bank notes with suggestive facial expressions.

We feel aggravated with such an advertisement as there is no reason for Change Express to use a naked woman to illustrate its business. This is a shameful, uninspired, and cheap way to attract attention. The level of creativity is so low that even the Chairperson of the Association of Advertising Agencies, Ms Pria Thakoor has contacted us to express her concern regarding this advert.

The Media Watch Organisation - GEMSA has on the other hand been flooded with complaints from its members and the public altogether despite the fact that we are not a complaints organization. The messages included:

- "What is this? Do we get this body when we change money there? Or did she sell her body to get that money?
- "Women is again portrayed as a mere object"
- "humiliating, shocking, and disgraceful. Women are again stereotyped"
- "Does this mean we can change women just like money?"
- "Is she ON SALE? - I didn't know prostitution was legal in Mauritius"
- Prostitute? Nude suggesting sex and money suggest she is being bought...

We are therefore urging you to do the necessary to ban advert immediately as it is obscene, indecent, and portrays a demeaning image of women. The advert has been calculated to attract attention with minimal use of creativity and imagination - by making use of the body of a woman.

We thank you for helping us in our fight against gender discrimination and violence against women.

Yours faithfully,

Darish Ramtohul and Julie Telot
Member of Media Watch Organisation-GEMSA, on behalf of the Executive Committee

cc to the media

Questions

1. What were the key issues?

2. How were these resolved?

3. What are the strengths of resorting to the law and regulatory authorities for bringing about change?

4. What are the weaknesses of this approach?



MAKING IT AND THE MEDIA WORK FOR YOU

MAKING IT AND THE MEDIA WORK FOR YOU

Objectives

- Based on the needs assessment conducted at the beginning of the course, introduce participants to basic IT skills
- Introduce participants to the world wide web as the internet is popularly referred to
- Explore how the internet can be used as an information dissemination tool
- Explore how IT can be used for campaigning
- Explore the various ways in which participants can take advantage of the possibilities that the internet offers
- Introduce participants to the Gender Links online chats and cyber dialogues

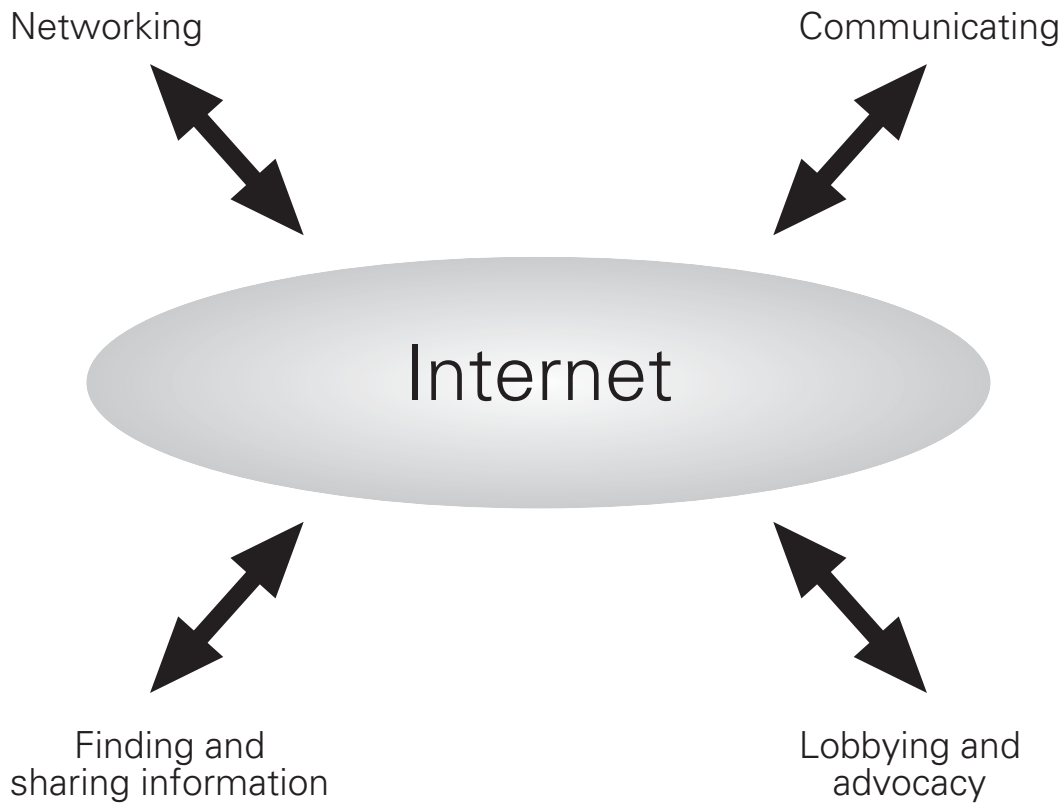
Introduction

Information technology (IT) offers many exciting possibilities to make your voice heard! For women in decision-making, IT is a key tool to ensuring that you stay in the communication loop, find and disseminate information to different audiences.

The Internet

The Internet is a world-wide system of computer networks that enables people all over the world to communicate electronically, at high speed and low cost. There are many tools which enable people to use the Internet for finding and exchanging information.

The diagram below illustrates the different ways that the internet can be used by citizens.



Internet tools
There are a number of ways to use the Internet to access and exchange information.

Electronic mail (e-mail)
- Sending information from one person to another, which could be a few lines of text, a document, a spreadsheet file or a sound file.

The World Wide Web (WWW)
- A linked network of pages of information which anyone can access. Each page consists of text, often graphics and may contain sound and video files.

Mailing lists
- Sending specific information on a topic to a large group of people. The information can be one-way or can allow the group to participate in electronic discussions.

Interactive spaces
- Gives the user the ability to interact with information on a website, either by commenting on an issue or completing a feedback form.

Discussion groups
- Public electronic discussions on the World Wide Web on specific topics.

File Transfer Protocol (FTP)
- The ability to download information from the Internet onto your own computer or upload files onto the Internet, mostly onto websites.

You can use the Internet to:
- Publish information cheaply and quickly, that will be accessible all over the world.
- Find information fast from all over the world that will help you research your campaign.
- Share information and promote your organisation and its work.
- Find the people or projects that may be able to support or assist your organisation.
- Find options for funding and support from all over the world.
- Save time and money for your organisation by doing your banking and account payments on-line (read the case study!).
- Co-ordinate international campaigns cheaply and efficiently.
- Exchange news, views and experiences with others in a world wide public forum.

Finding information on the internet

Women in political decision-making often have to research particular topics that have relevance to debates, developing legislation or issues. This section aims to assist participants in:
- Becoming familiar with the different methods of retrieving information from the Web; including information on gender and the media.
- Evaluating information obtained from the Web.
- Learning how to save images and text from the Web.
- Understanding the advantages and disadvantages of different search programs.
- Understanding how software can be downloaded from the Internet free of charge.

Keeping in touch using email

Email is short for electronic mail and it allows you to stay in contact with people across the globe quickly and cheaply. If you do have an email address please follow the steps below to set up an address. By using email one can freely easily communicate cheaply across the world without any geographical limitations.

You can set up an email account which you can use with an Internet browser. You can setup your own email address for free at www.yahoo.com or www.hotmail.com and read your mail from anywhere in the world. You will still need an Internet connection (e.g. at an Internet café or on a friend's computer) to send and receive messages. To set up your E Mail account take the following steps:



Exercise: Setting up an email account

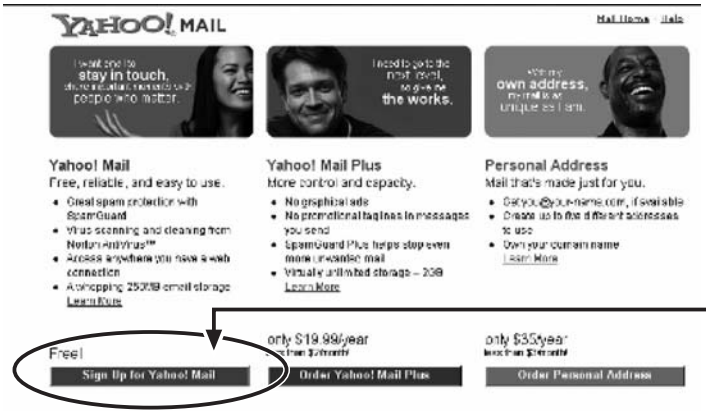
This practical class exercise guides you through the steps of setting up an email account.

Step One: Go to www.yahoo.com



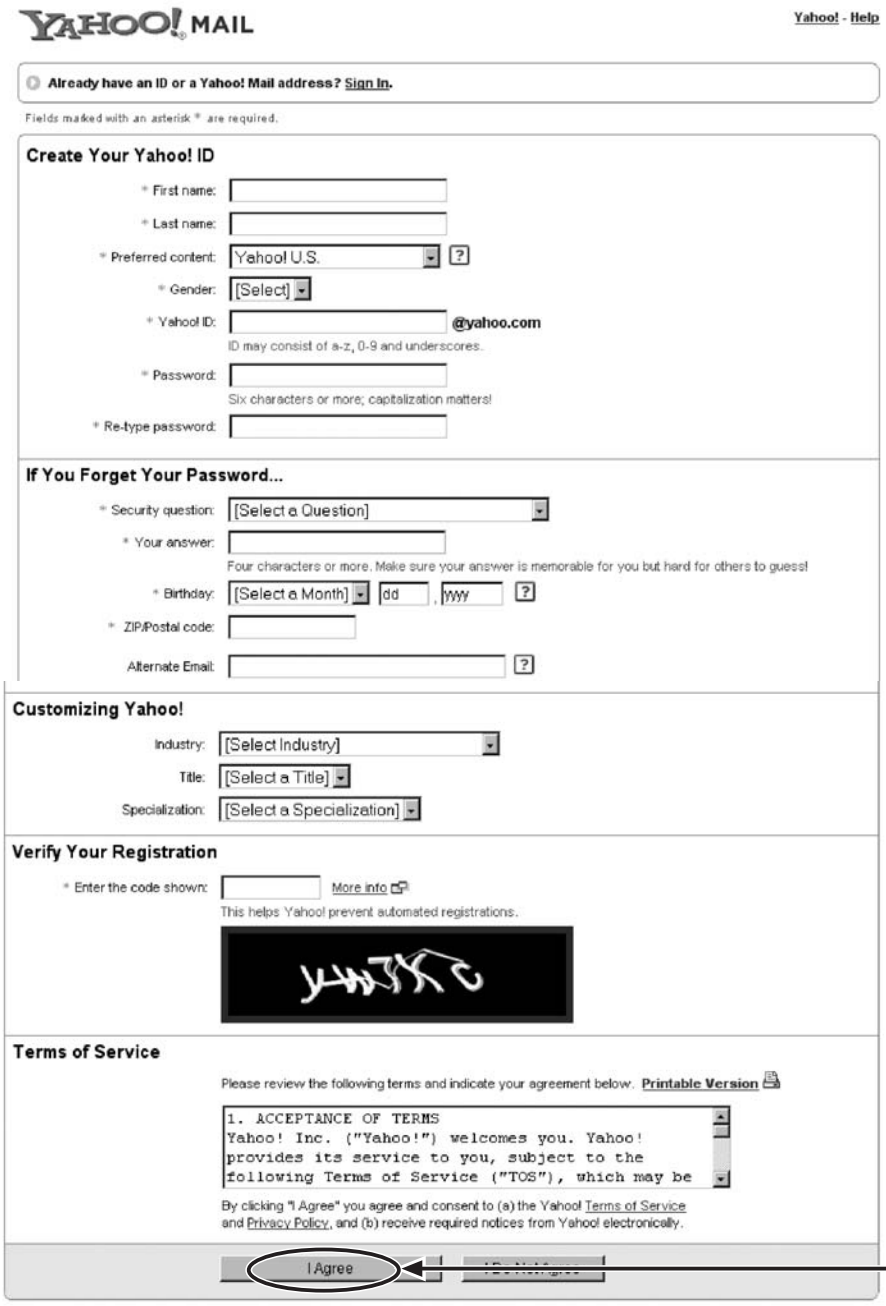
Click on Free mail: Sign up

Step Two: Click on "Sign up for Yahoo Mail". Free mail is bottom left.



Click on Free mail: Sign up for Yahoo Mail

Step Three: Fill in form and click on "I Agree"



Step Four: Verify your registration.

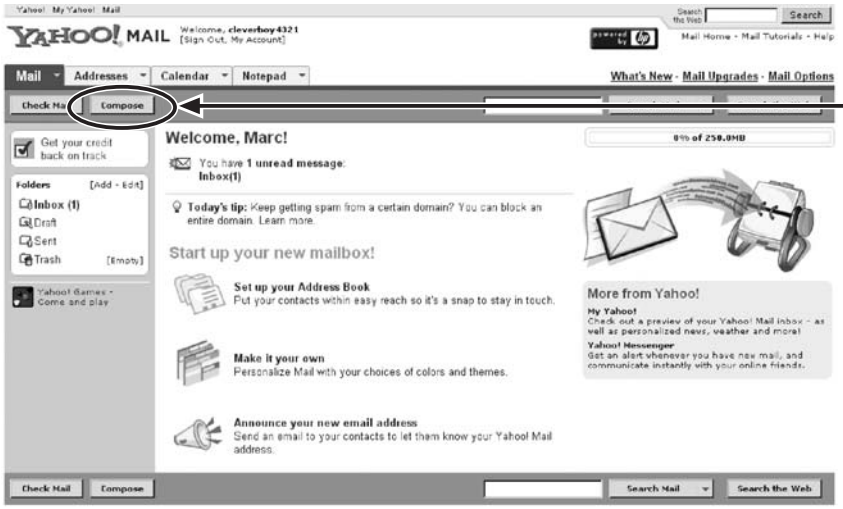


Code verification technology developed in collaboration with the Captcha Project at Carnegie Mellon University.
Copyright © 2005 Yahoo! Inc. All rights reserved. Copyright Policy Terms of Service
NOTICE: We collect personal information on this site.
To learn more about how we use your information, see our Privacy Policy

Step five: You will see that your registration is completed.

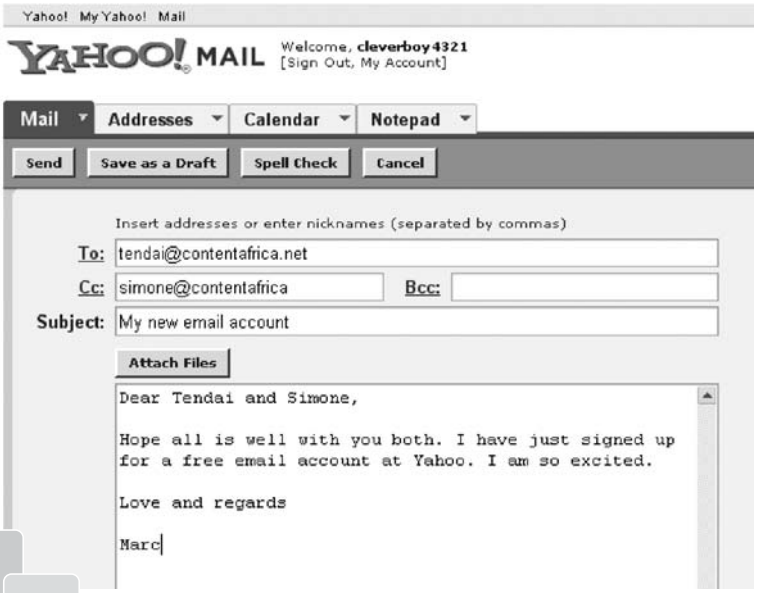


Step Six: You get a welcome message and are ready to send your first email. Click on "compose" message to create your first message.

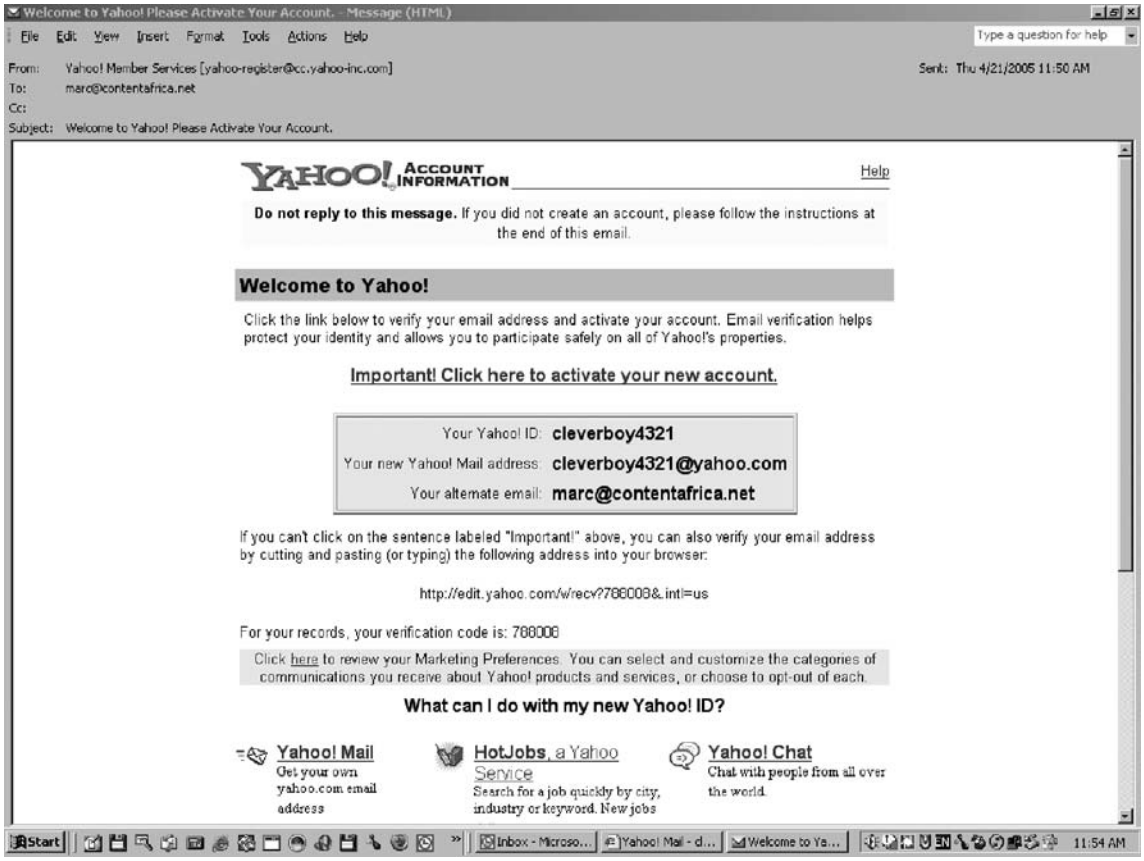


Compose

Step seven: Write your first email from your Yahoo address:

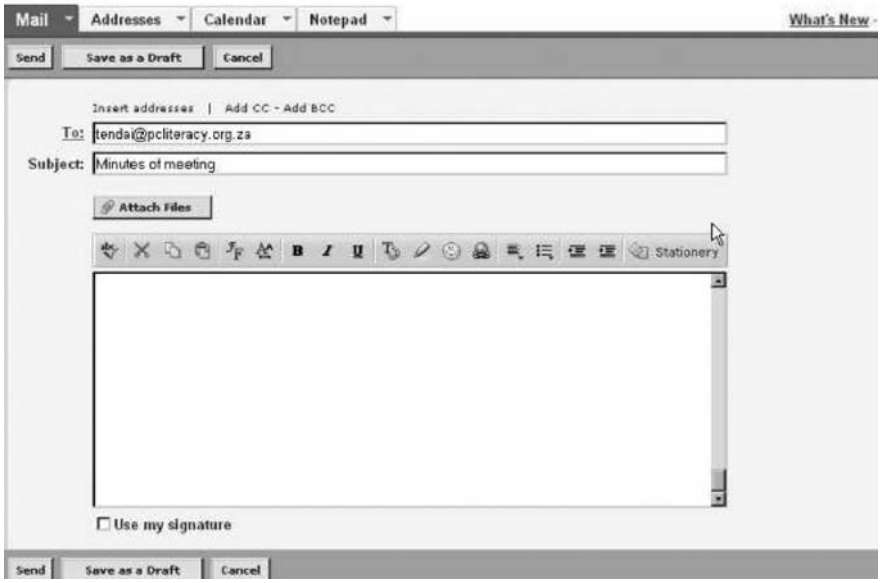


Step eight: You will also get an email containing account verification with all details which you should keep for your records.

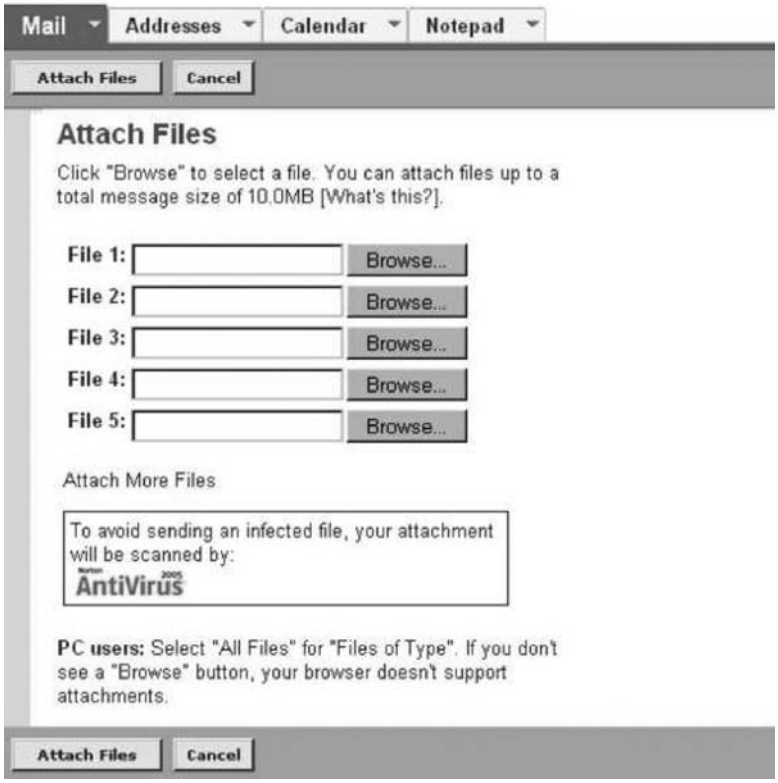


Adding an attachment to a web mail message (Yahoo mail)

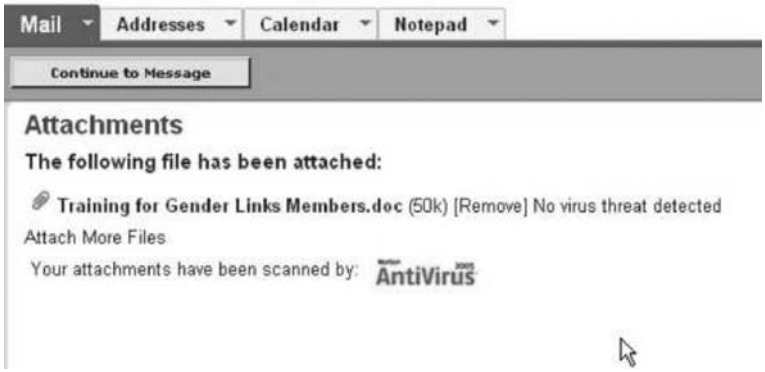
1. Login to your Yahoo mail account
2. Click on **Compose** to prepare a message
3. Fill in the To: box and the Subject: box



4. Click on **Attach Files** to attach a document to the message



5. Click on **Browse** to search your hard disk for the document you want to attach.
6. Double click on the name of the file to attach.
7. Click on **Attach Files** at the bottom of the screen.
8. You will see a screen with the attached file name.



9. Click on **Continue to message**.
10. Click on **Send** to send the message.

Discussion

- Why do you think it is important for one to have an email account? _____

_____

_____

- What advantages come with having an email account? _____

- What challenges did you encounter as you were opening the new account? _____

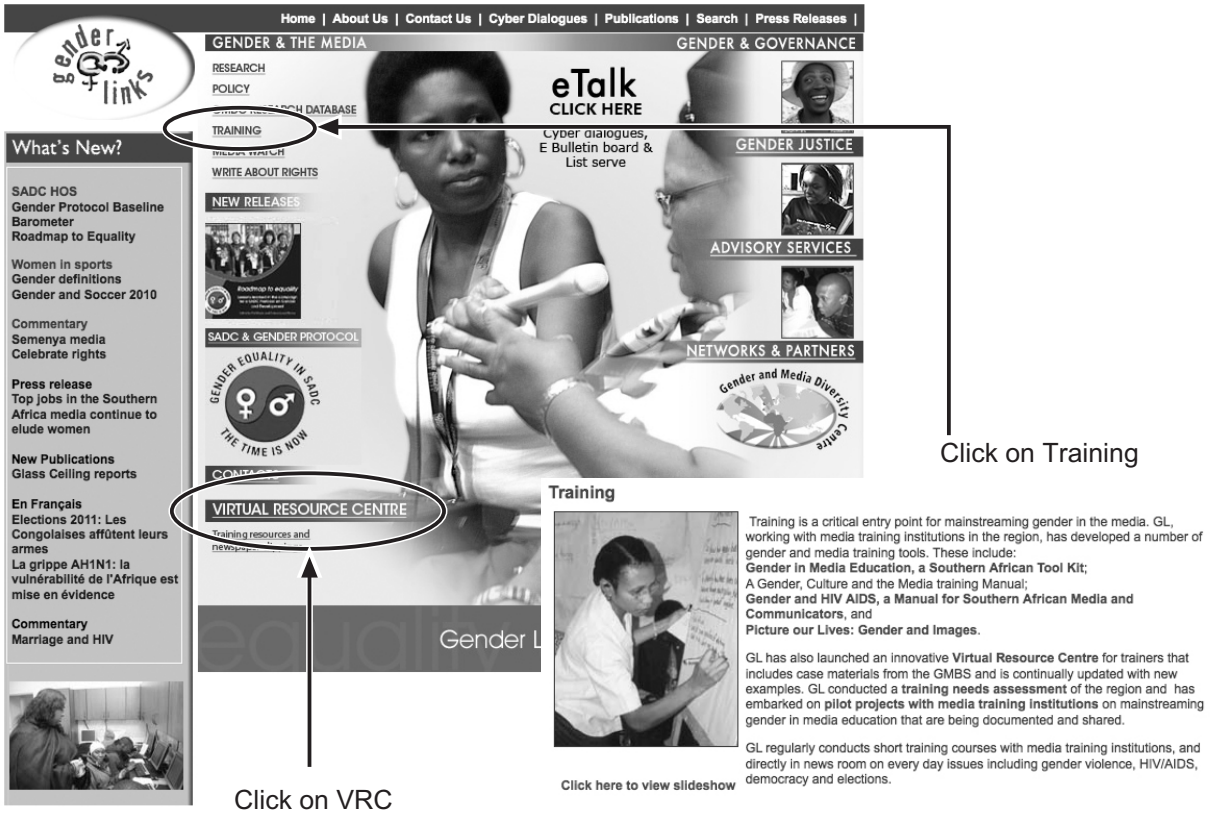
- What are some of the limitations of sing email account as a method of communication? _____

- What are the key strengths? _____

Internet based research

Using the GL Virtual Resource Centre (VRC)

1. Go to http://www.genderlinks.org.za/page.php?p_id=1
2. Click on training and it will give you the following page:





Lobbying and campaigning using online petitions

Petitions can be effective ways of getting many supporters to rally around an issue. Individual letters and phone calls, however, are still very effective and should be encouraged in addition to signing a petition.

Each petition should have a statement of facts structured as a logical argument, and concluded with a statement of position on the part of those signing. People need to know what they are agreeing to! You can make sure they understand the issue by making the background available - a page or two about the issue (its importance and relevance to the public, why the issue is so important to be addressed now, the expected result of action, etc.)

Case study

In 2009 and 2010 there will ten national and one presidential election in Southern Africa. Gender Links and the Gender and Media Diversity Centre had a series debates on what transformative and accountable leadership is between January and May 2009. The debates were accompanied by an online petition, see comments below:

Author	Message
contenta Joined: 10 Jun 2005 Posts: 30	Posted: Fri Feb 06, 2009 3:28 pm Post subject: Gender and Leadership debate quote Make your mark! Join the GREAT GENDER AND LEADERSHIP DEBATE. For more information click here. Tell us what makes a good leader? All you need to do is click on the POST REPLY button at the bottom of this message. Type in your name and in the large box, type in what you think makes a good leader. Thanks Last edited by contenta on Fri Feb 13, 2009 2:48 pm; edited 1 time in total
Back to top	profile pm
SShall Guest	Posted: Mon Feb 09, 2009 8:39 am Post subject: quote Integrity and honesty
Back to top	
saeanna Guest	Posted: Mon Feb 09, 2009 10:52 am Post subject: quote Someone who is not "politically correct" but is critical. Visionary: has got a sense of where the country, province, city, town, district, council should be tomorrow.
Back to top	
MY Mkhize Guest	Posted: Wed Feb 11, 2009 9:04 am Post subject: quote Someone who is morally upright and who has the country's best interest at heart. One who is able to come up with good policies that will alleviate some of the important issues faced by South Africa e.g. Poverty.
Back to top	

Author	Message
Fanuel Hadzizi Guest	Posted: Wed Feb 11, 2009 9:21 am Post subject: Leadership quote A good leader listens to his or her subordinates with humility knowing that leadership comes with responsibilities, lead by example, is open minded, transparent, accountable and a visionery, A good leader earns respect from his/her subject not through coersion but by mutual understanding. he/she is a role model but above all a good leader is judged by the good things he/she did/can build during his or her time.
Back to top	
Dumisani Gandhi Guest	Posted: Wed Feb 11, 2009 4:08 pm Post subject: Leadership quote visionary Practical; pragmatic Respectful; principled, resolute and forthright Good listener Ability to identify ideas that are practical Ability to empathise; to be led; to be humble and willing to learn continuously Willingness to take responsibility Mentally tough; able to take criticism in hers/his stride A combination of these characteristics are some essentials of leadership
Back to top	
Ethel Guest	Posted: Wed Feb 11, 2009 5:04 pm Post subject: quote A good leader is confident, composed ...and dresses well!
Back to top	
Faith7 Guest	Posted: Thu Feb 12, 2009 3:04 pm Post subject: A leader quote A leader is an Inspiration! A Visionary! A Doer!
Back to top	
Colleen Lowe Morna Guest	Posted: Sun Feb 15, 2009 12:50 pm Post subject: Leadership quote Vision; able to see beyond today; not vidictive. That is, for example, what makes Mandela a great leader and an icon; not that he was perfect (quite stubborn in fact) but the fact that he was always guided by the big picture; something that eluded Mbeki. Mandela was ahead of his time, even on gender issues. Despite 27 years in jail and the freezing of time, a leader steeped in tradition went on to marry a woman who kept her own name, has a commuter marriage, is a friend and partner as well as a wife. Great leaders practise what they preach. You can't talk about equality in public life and not reflect that in your private life. That is one of the things that the world admires about Obama; the personal integrity with which he conducts his private life; his care as husband and father surely add to his leadership credentials. Great leaders, whether they are women or men, are accountable, responsive and transparent to women and men in their societies. Ellen Johnson Sirleaf is a great example of that, as was Gro Harlem Bruntland, former Prime Minister of Norway.
Back to top	

Author	Message
Lowani Mtonga Guest	Posted: Wed Feb 18, 2009 11:02 am Post subject: quote I consider the following attributes as sine qua non for good leadership: vision (know where you are and where you want to be in future and how to get there. So a good leader should have focus); innovation (find new ways of doing things, be open to new ideas, approaches and suggestions and not to be trapped in old ways or habits); pragmatism (approach to issues and problems should be practical and be able to adapt to the ever changing environment. This means even taking unpopular decisions for the benefit of society; commitment (should be principled and committed to the goals and ideals for which one stands for; integrity (should be a person of good standing in society so that he or she leads by example), problem-solving skills (should provide solutions to the problems rather than entirely depend on others); ability to influence (should command respect from people so that when he or she speaks, people should listen; stewardship (should look at the position as a steward. Hence, to be accountable and transparent).

The comments from the form and the debates became the basis for a checklist on gender aware leadership.

Questions

1. What was the value of having an online petition in this case? _____

2. Would you describe the campaign as a success or failure? _____

3. Why or why not? _____



Develop your own petition

A traditional petition looks something like this:

Sample Petition Form

Whereas:
1. Statement of Fact
2. Second Statement of Fact, and
3. Third Statement of Fact
4. We request that:
   Statement of position, who is to act on position, and how they might act on position.

Signature	Name	Residential Address	Postal Code	Date

An online petition might be less formal, but it must address the following:
1. Who owns, sponsors, or runs the site either individually or organisationally?†
2. Information on when, where and how the petition will be presented to the intended target or recipient.
3. Be careful to protect the integrity of the information you receive. For example, be specific if you are going to use information on mailing lists, etc.

The following are some examples of websites which allow you to create petitions: www.**petitions**.org/; www.the**petitions**ite.com/ www.petition**online**.com/

Online chats and cyber dialogues

Cyber dialogues or Chat rooms are places on the Internet where people can plan meetings and share ideas. Chat is a form of communication which allows immediate interaction on the Internet. With chat technology, all conversations take place in *real time.* This means that you need to be on the Internet at the same time. Chat has been used extensively for live coverage of world events, news, sports commentary, etc. For activists, it can be a useful tool for convening online meetings, debates and conferences. The group must be connected to the Internet all at the same. There are many free cyber dialogues available today. The most commonly used are Yahoo and MSN messengers. The Gender Links website has a permanent chat facility.

Case study
Making IT work for gender justice

Read the case study below of the Sixteen Days of Activism cyber dialogues piloted by Gender Links in South Africa. You can also the view the 12 minute video, *Making IT work for Gender Justice,* that is contained on the DVD.

Johannesburg, December, 2004: The cyber dialogues - people talking to each other through short messages on the Internet - that had South Africa "chatting" about gender justice for sixteen days ended with a strong call to ensure that "peace begins at home."

The dialogues, according to a statement released by partner organisations on 10 December 2004 (Human Rights Day), "opened an unprecedented space for those most directly affected to speak out." This happened both in the face-to-face discussions that took place at 66 centres in all nine provinces as well as in the daily lunch time chats that allowed these groups to pose questions to the 55 experts and decision-makers who took part in the cyber dialogues on different days.

The cyber dialogues consisted of:

- Different themes for each day, for which the sixteen participating NGOs prepared fact sheets and organised panelists who came to a central hub or centre.
- Face to face debates on the theme at the hub, as well as at 80 access points around the country included government information multipurpose centres; local government libraries and community centres and the local level offices of partner NGOs. These took place from 12.00 to 13.00 each day.
- An Internet link up between the hub and the satellite points via a chat room provided through the partnership with Microsoft and Telkom.
- A daily poll question where participants could register their view and facility to access the results in graphical format.
- A summary of the chat and especially of action points at the close of each day.
- An electronic bulletin board which participants could post comments to at any time.
- Media kits and a media liaison officer who ensured maximum publicity for the cyber dialogues and tracked the increased coverage that resulted from having structured debates, with interesting and knowledgeable speakers at the hub, and views from around the country on the different themes.

This way of communicating can make a real and immediate difference to people's lives. For example, 'Lalu' sent this message on the 8 December*: "I was brutally raped by my employer....Because I earn R900 I could not afford to get a lawyer. I am now unemployed, where and what help can I get help?"* Lalu received several messages back with the contact information for organisations that could help her.

Organisers of the cyber dialogues saluted "the courage of those who have taken the space provided by the Sixteen Days of Activism on Gender Violence to speak out. We must not let them down. It is now up to all of us as a nation to secure that space with concrete action."

NGOs expressed concern that despite the government commitment to the campaign, the Sexual Offences Bill that has been on the cards since 1996, has still not been passed. In

particular, they urged the government to reinstate the treatment clause that had been removed by the justice portfolio committee on grounds that it had not been sufficiently costed.

The Ministry of Health pledged to undertake an audit of treatment available for survivors of sexual assault. Other important commitments made by the government during the cyber dialogues included:

- Peter Durandt of the Department of Justice and Constitutional Development said that the department would be launching a hotline to receive complaints or hear about difficulties that survivors of sexual assault are experiencing with the courts.
- Susan Pienaar of the South African Police Service (SAPS) said that the police will be launching an integrated inter-sectoral training programme on domestic violence in 2005.
- Robbie Raburabu of the Independent Complaints Directorate outlined the role of the IDC in receiving complaints about the police and their handling of domestic violence matters. He urged the public to make greater use of this facility.
- Following criticism that the government is doing little to support places of safety and care for survivors of sexual assault, Deputy Minister of Social Development Jean Benjamin announced that her department will be building nine new shelters per province each year over the next three years as well as 29 one stop centres for survivors of sexual assault.

Questions

1. From the above case study, what do you understand by the word cyber dialogues?

2. How did GL make use of ICTs in the campaign?

3. What were the outcomes?

4. Can these be replicated?



Let's chat!

Some of this might look a little daunting to first time chatters! Lets try and put it into action now. Members of your group should agree on a time and date to hold a cyber dialogue on your issue or campaign using the GL Gender and Media Community chat facility. Sign up and get a password while you are together to make sure that you are comfortable with the technology. To access the chat community click on the link below and follow the instructions on how to join the chat.http://gemcommunity.genderlinks.org.za.

Please note that you only have to register once, when you enter the next time you login using the login and password you registered with.

Cyber Dialogues

Gender Links Chat

How to join the chat:
Click on the Gender and media community Chat link above.
This will take you to a Login page for the chat. If this is the first time you are going to chat, please register. Click on the register button and then fill in your details. If you have registered before, simply log in using the name and password you created previously.

If you forget your login and / or password, either click on "I fogot my password" and you will be emailed your password or, please create new ones when you register again. If the system does not accept your name or password, please register a new name and password so that you can join the chat.



You can invite others to join the chat on the agreed date and time. Make sure that you have a facilitator for the discussion, and that a few questions are prepared before hand, otherwise the discussion can get out of hand (just like any other!). One member of your group should volunteer to summarise the outcomes. At the next session, discuss how the chat went, how the team felt, and what your group thinks is the value and limitations of this technology.

Making your own media

First, we need to think through the circumstances in which we might decide to create our own media. Then we need to look at what tools are out there for doing so.

Discussion: Why do it yourself?

Brainstorm for a few minutes on why you might you decide to make your own media, and the different types of media you can make. For the purposes of this module think of a specific topical issue or campaign that you (as a group) want to take up. We will then look for some easily accessible tools to help us.

Publisher: a great tool!

If you are using a computer, the chances are that you have access to Microsoft Office Publisher 2003 but that you have not even opened it. Welcome to a great tool for producing great things on your own desk top or lap top!

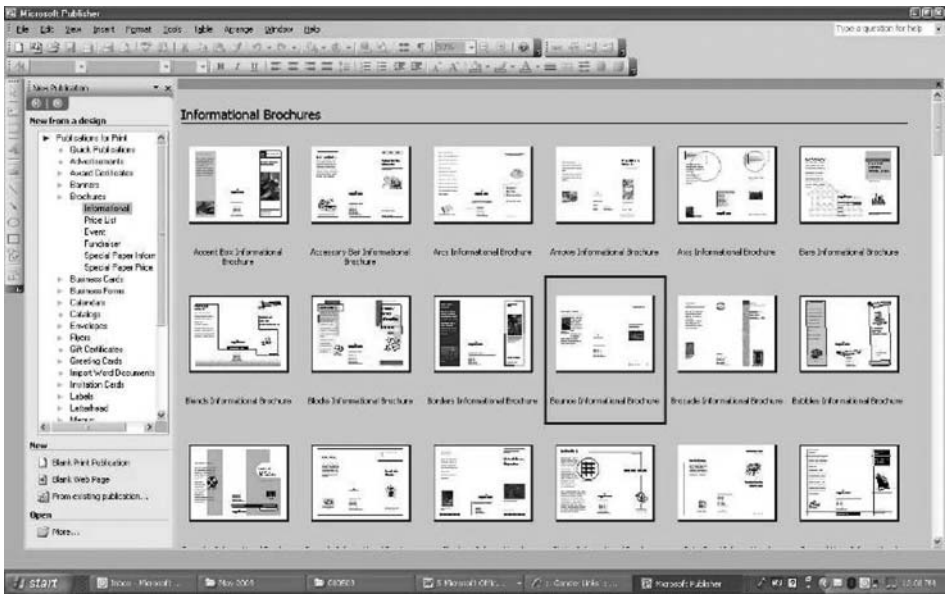


Make your own publicity material

In pairs or small groups, use the tools in Publisher to make the following (all linked to your issue or campaign). Each pair or group can make something different:

- A flyer.
- A brochure
- An invitation
- A banner
- A letter head
- Advertisements
- Newsletters

Whatever you choose to do should be linked to your campaign. Add or subtract from this list according to what you feel you might need!



Campaigning

Campaigns are often the main way that you interact with the public and get your message out to people. You can use campaigns to mobilise and involve people in your work. You can also use campaigns to pressurise decision-makers, to educate the public and to change behaviour. Campaigning is closely related to lobbying. Campaigns are most popular in political settings although they can be used by different interest and pressure groups. Civil society has relied on campaigns to bring certain issues for discussion in public fora. As we go through this module we must always bear in mind that a campaign must be well researched and properly planned to ensure effectiveness.

The internet also offers massive opportunities for campaigning. As seen in the United States of America's 2008 elections, networking platforms such as Face book and blogs can be used effectively.

Examples of campaigns

- Persuading people to support something - for example election campaigns
- Campaigns that build a positive image for an organisation or a brand - for example the campaign to market the Victoria Falls as a good tourist destination
- Informing and educating the public - example the 16 Days of Activism campaign

Key questions to ask before designing a campaign

- Is this a key issue that you are tackling?
- What are the objectives of this campaign, (*what are you hoping to achieve?)*
- Are there clear goals and can you gain concrete benefits for people?
- Who is going to benefit from this campaign? This is particularly relevant in political campaigns. Are you being guided by selfish interests or the people's needs at this point?
- How are you going to get publicity for this campaign?
- Can the campaign be completed or show some good results within a given time frame?
- How are you going to monitor and evaluate the effectiveness of this campaign?
- Can you or your organisation claim some credit for the campaign if it succeeds?



Designing your own campaign

Using the questions below as a guide develop your own campaign.

1. Which of the issues listed below is a priority in your community
   - Gender based violence
   - Poor health facilities
   - Violent crime
   - Poverty
   - Unemployment
   - Community leaders ineffective

2. Who is better positioned to deal with the issue you have picked from the list above? e. g. make decisions where they are concerned. _____

3. Who are the other stakeholders working on this issue if any? Are there possibilities for partnering with them on this campaign? How? _____

4. What is the time frame for this campaign? _____

5. What methods are you going to use? _____

6. What resources are available for use on this campaign (Draft a budget) _____

7. How are you going to measure impact? _____

Political campaigns

Campaigning in political circles is one of the most commons ways of winning or soliciting the support of the electorate. Before one undertakes a political campaign, you have to design your campaign based on the needs of the target audience. For example if you are campaigning in Windhoek, Namibia you have to know what issues are close to the hearts of the community there. This means that you have to adjust your strategy based on the target audience to ensure effectiveness of the campaign. If people in Windhoek are complaining about service delivery from the current leadership you can use that as your trump card. However before you set out on the campaign trail you have to:

- Have a clear slogan and manifesto for your campaign.
- Be clear about the issues that you want to talk about
- Analyse the strengths and weaknesses of your campaign
- What platforms or methods are you going to make use of?
- Do you have a mobilizing strategy? If so what is it?
- Seek to understand what opportunities exist that can strengthen your campaign
- What resources are available for this campaign? Any budgetary constraints? How are you going to deal with these?
- Know who your opponents are and be clear about the angling of their campaigns.



Drawing up a campaign budget

Using the table provided in the CD rom to draw up your own campaign budget.

Making use of the media in campaigning

The media offers campaigners vast publicity opportunities. This is because they reach to a wider audience than group meetings. This does not mean to say that political gatherings are ineffective. The media does not face the same geographical limitations that gatherings have. Media publicity also has an opportunity to cut down on travel costs and other logistical costs associated with campaigning. Where the media is involved it is always important to design a media strategy so as to make your dealings with media more coordinated and effective.

Press briefings have been used in the past to articulate party manifestos or civil society issues. When you are designing a campaign it is important to keep the media in mind. Invite as many media outlets to your press briefing as you can so as to ensure that they get first hand accounts of what you are campaigning for. This is also part of building relationships with the media. As citizens we can use the media to publicize our campaigns.

Debating

Objectives

- Increase participants' understanding of different platforms that are available to women politicians to engage the electorate on issues that affect them
- Equip participants with public speaking skills
- Assist women to prepare for debates

Introduction

As we go into this session it is important to understand that there are different ways of getting your views and opinions to the electorate. In politics it is important to win the electorate's confidence. Media often host debates whereby they invite representatives from different interest groups or political parties.

While debating is slightly different from campaigning, it more or less serves the same purpose, which is to win the support of citizens. Hands up those who were part of their school debate club. What did you do? Tell us what format a debate takes. How many people can participate in a debate?

In most cases we have seen debates with a political angle although there are debates on other social issues by ordinary citizens. A political debate is any occasion where political candidates usually share the same stage to express their position on a certain issue. The most recent debates that come to mind are the debates between John McCain and Barrack Obama during the run up to the 2008 United States of America presidential elections. In most African countries that had elections recently there were also a number of debates. In most instances debates are part of political campaigns.

Key issues

No matter what type of debate it is, it is important for the candidate and campaign staff to know well in advance what the particulars of the debate are.

Debates in political situations provide candidates with a rare opportunity to present their message unfiltered to a wide audience. In other cases where ordinary citizens like civil society express their positions on fundamental issues, citizens get an opportunity to gather and make their voices count. In some debates there is usually a studio audience that is able to participate by asking questions or commenting on views expressed.

In the case of political debates the campaigning parties are put under the spotlight in terms of what they are offering the electorate. In Southern Africa there have been a series of debates, with a variety of themes, coordinated by Gender Links and the Gender and Media Diversity Centre.

There are however some debates that have nothing to do with political campaigning. For example civil society can gather together and debate on pertinent issues affecting them. This is healthy for any participatory democracy.

In instances where debates involve topical issues, it is always good to invite the media so as to ensure wider reach.



Men have failed to provide credible leadership in Southern Africa

For this debate we have to be in two groups, one for the topic and the other one against. Each group has to choose two representatives to represent them in the debate.

Group one: Guide

- Why do you say men have failed to lead in Southern Africa?
- If elected into leadership positions, what difference would women make in national politics?
- Cite a few examples of men who have failed dismally as leaders and then give examples of women who have been good leaders.
- Do you think having more women in senior political means that issues affecting women will be taken seriously?

Group two: Guide

- The majority of political leaders in Southern Africa are men and they have led the sub continent quite well. Cite a few examples.
- Give a few examples of cases whereby women have been given the reigns but have not executed their duties very well.
- What qualities do men have that make you think are good leaders?
- In your opinion what makes a good leader?

Preparing for a debate

Things that candidates need to know in advance include the timing of the debate and setup. Setup involves knowledge of who will be moderating and what the audience will be. Generally parties and panelists negotiate these terms based on what they are comfortable with. In political settings, it is important for candidates to insist on a debate format that suits their campaign strategy. The two main things to do before a debate

- Research
- Writing

Usually campaign staff will prepare research on their opponents and issues that affect the electorate and that need attention.

Case study

In the run up to the South African election in April 2009, Gender links, The South African Broadcasting Corporation (SABC) and the Mail and Guardian newspaper hosted a debate on polygamy. This debate sought to analyse whether polygamous men are fit for public office. The panel consisted of civil society, traditional leaders, political leaders and other community leaders.

Discussion

1. Comment on the gender balance of the panel

2. Do you think the topic under discussion is timely and newsworthy

3. Is this an issue that is greatly contested in your country?

4. Do you think the panelists were each given adequate time to express their views?

5. Any obvious bias on the part of the moderator?

6. Do you think that the panelists understood that this is a debate and did not take any issues personally?

Links to other resources

The great debates http://www.gmdc.org.za//images/gmdc/documents/the%20great%20debates.pdf

What is communication?

Communication is conveying a message from one party to the other in the most effective way possible. The way in which the effectiveness of the message is measured is by the feedback that is received.

By the end of this chapter participants should understand:

- What communication is and why it is important;
- Different approaches to communication;
- Different types of medium;
- Different types of media.

Ice breaker: Broken telephones

Participants should sit in a circle. A message is whispered into one per person's ear and this should be whispered on to the rest. The last person should say what message they finally received. This should be compared to the original message. Try to find out where and how the message broke down.

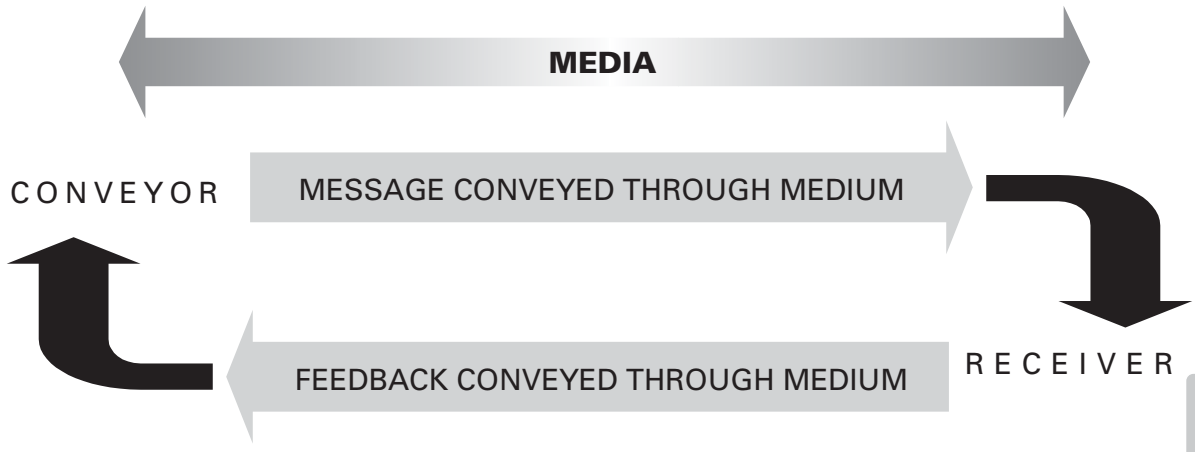
Tips: This exercise is an excellent way of introducing communications. The longer, more complicated and controversial the message is, the more likely there is to be a breakdown. The exercise points up: 1) the need for simple and clear messages 2) the habit for people to add their own interpretation to messages, depending on their bias. 3) Medium deficiencies: the fact that the message is whispered rather than written down adds to the lack of clarity. For best results, make sure the message is long, complicated and controversial!



What is communication?

Take a simple everyday example, such as an NGO running out of funding. The director has to inform certain members of staff that their contracts will not be renewed. Ask participants in small groups to say how they would handle the situation if they happened to be the director. Then analyse the response in terms of:

- The conveyor of the message.
- The message to be framed.
- How the message was sent or conveyed.
- The feedback from those who received the message.



Tips:

- *The conveyor will do everything possible to ensure that the message achieves the desired effect in the way he or she relayed the message, made use of his/her personal charm, authority etc. In the above example, the director has a responsibility to break the bad news. He or she will most likely do so by appearing at their best, using the most conciliatory words possible, showing empathy etc.*
- *The conveyor will choose his or her words carefully, or massage the message to make it as palatable as possible. Walking in and saying you are fired could spark a riot! The director will most likely begin by explaining all the problems experienced in fund- raising. He or she might even investigate alternative job options to soften the blow.*
- *The conveyor has a choice of how to communicate the message. In this case, the director could simply send around a memo (written communication). He or she is far more likely to call a meeting, or individual meeting, because inter-personal communication will yield the more desired effect. This may however, be backed by a memo to record that the message has been delivered.*
- *There are ways in which the receiver of the message can be prepared to receive the message more favourably. In this example, if the director knew that there was a possibility of funding not being renewed, he or she would have been wise to indicate this clearly all along, so that staff can be prepared, and the news does not come as a rude shock.*
- *The feedback from receivers of the message very much depends on all the above. In the worst- case scenario, where the news comes as a shock, the director is callous and uses impersonal communication there could well be a riot. On the other hand, if due care is taken, the feedback will be one of understanding and acceptance. Depending on the level of communication achieved, the feedback will either be through personal interaction, or in an impersonal written form. Again the latter may be necessary as well for purposes of recording the outcome.*



Communication breakdown

Now ask participants to think of an example of a communication breakdown and to analyse why, using the framework below.

SITUATION	FRAMING OF THE ISSUE	MEDIUM OF DELIVERY	ATTITUDE OF THE RECIPIENT	FACILITATING THE FEEDBACK

Here is one example you can share, that came up at the GL/WMW workshop to test the manual:

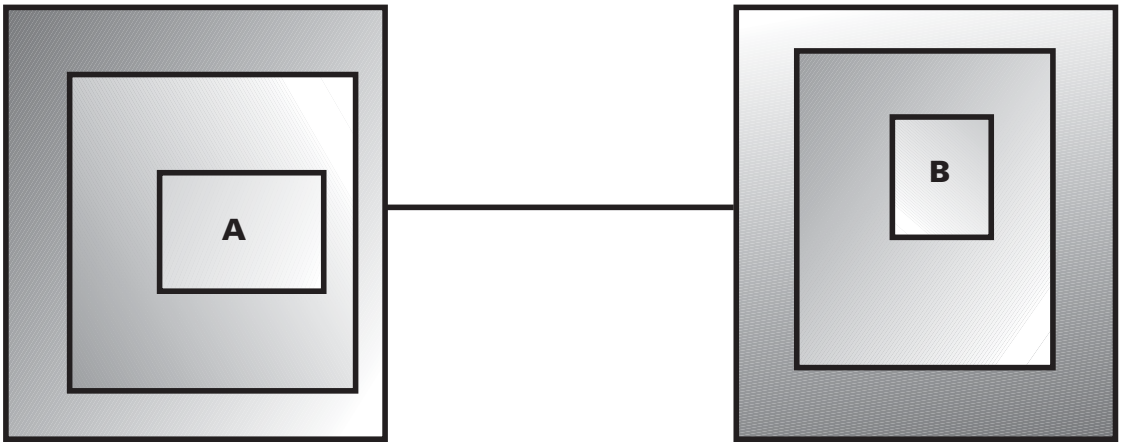
EXAMPLE: Following the outbreak of foot to mouth disease in Botswana, threatening beef exports to the European Union, the government announced through the radio that large numbers of cattle in the country would be slaughtered. In Botswana, cattle are more than just a mark of wealth; as one the participants put it, "they are part of the family". Traditional authorities and local leaders responded angrily, threatening to chase away any officials from the Ministry of Agriculture who came to execute these orders. What went wrong in this case?

Tips: The Conveyor showed callousness and a lack of cultural sensitivity; the message was poorly crafted (it did not, for example, point out that sacrificing some cattle now would help to grow the herd in the future). The government also used an inappropriate medium. While the mass media reaches many people, it is impersonal. There is no way of facilitating feedback (unless it is a call-in programme). When people can't let off steam and be heard immediately, they get even angrier and often violent.

At a conceptual level, the simplest form of communication is telepathy.



In a situation of perfect harmony and understanding, two parties do not even need a medium through which to communicate; not even words! In practice, communication is far more complex because of the complexities that surround A and B.



Each of the outer rings represents the personalities, cultures, class, language, geographic locations etc. of the two parties that make them unique, but that add to the possibility that a simple message will be misunderstood.



Different approaches to communication

Now think of some of the words associated with communication, and analyse them in terms of the conveyor-message-medium-receiver-feedback framework.

Tips: Here are some examples of what this discussion might yield:

WORD	COMMENTS
Instruction	One- way communication, no feedback allowed.
Dialogue	Two- way communication, feedback is either face-to-face or at least in real time, e.g. by phone, or video- conference or E Mail conferencing.
Diplomacy	The message may not be pleasant, but it is so well put that you may not even notice it (according to one definition, diplomacy is the art of going to hell in such a way that you enjoy the trip!)

Now think of some of the techniques that your organisation uses when it wants to relay information to others. If you think of communication as an umbrella, what are some of the different forms of communication that you would find under it? What are the differences between those forms of communication? Give one example of when you would most likely use each one of these approaches:



Tips: Here are some examples:

APPROACH	COMMENT	EXAMPLE
Advocacy	Believing in and vigorously conveying a message, but often on behalf of others	Your NGO takes up protests on behalf of landless rural women;
Campaigning	Also vigorous, but may be for yourself (e.g. in politics)	In order to advance the chances of the women getting land, you run for parliament;
Lobbying	Targeting the receivers of the message, using personal as opposed to mass communications.	In order to advance the chances of the women getting the land, you approach or caucus women members of parliament.
Networking	Linking with many like-minded people, not necessarily trying to convince them of your point of view, but benefiting in direct and indirect ways from associating with them.	To increase the pressure for recognition of women's land rights, you form an alliance of NGOs on Women's Land Rights.

All these are forms of communication that you are likely to use in one way or the other in your communication strategies.



Medium of communication

With reference to the different examples so far, ask participants to identify the different *mediums* of communication used. Cluster these, and discuss their advantages and disadvantages. What is meant by a medium?

Tips: You should be able to construct a table such as this based on the examples given.



Definition

A medium is the channel through which communication is sent. Types of channels include radio, TV, newspapers, magazines, video, film, compact disk or CD, e-mail, websites, newsgroups, posters, pamphlets, stickers, meetings etc.

Mode of communication	Example	Advantage	Disadvantage
Interactive		Instant feedback, chance to explain/ refine message	No record
Static/ written		Recorded	No feed-back, dull, boring



The different kinds of media

What does the word media mean? What are the different types of media? What are their advantages and disadvantages?



Definition

Media: The multiple ways humans use to communicate with each other.

Tips: Your discussion should lead to the construction of a table such as the one below:

MEDIA	EXAMPLES	ADVANTAGES	DISADVANTAGES
Letter box	Posters, pamphlets, stickers	Catchy, recorded, good for branding.	Costly to distribute; might be ignored where there are masses around.
Personal	Face-to-face	Most effective, direct, immediate feedback.	Costly, human resource intensive.
Traditional	Song, drama, poems, dancing	Easy to identify with and therefore a good means of conveying complex or difficult message; have an element of edutainment.	Might be taken lightly, forgetting the message.
Mainstream	Radio, television, newspapers, magazines	Reaches many people, if independent, may be more credible than your "advocacy" voice.	No control over the message. Not interactive, therefore no instant feedback except radio/TV talk shows, letters to editor.
Community	The above, but with a specific community focus	A good way to reach specific targets, often more accessible than mainstream media.	May not reach certain people important for your communication strategy e.g. policy makers.
New media	Internet, e-mail, electronic discussion forum	Cheap, reaches many people, no editorial control, the "freest media"; quick feedback (even real time is possible).	"Free zone" may also invite backlash; access still limited in Africa.

Introduction

Achieving gender equality is a big challenge in every one of our countries. There are so many things we need to change. The problem is not one of ideas about campaigns but rather, how to focus these to ensure that we achieve particular objectives. For example, a campaign on gender violence is very broad. What aspects of gender violence would you want to tackle and why? How do you ensure that these are also the priorities of your constituents? Who are you targeting? What do you want to achieve? Are you the best placed to work on this, and if so who else is working in this area? Are you duplicating efforts or adding value? How can you add value? By the end of this chapter participants should:

- Have decided what their communications strategy will be about;
- Mapped out a plan for conducting the necessary background research;
- Decided what should be done first, and narrowed down the strategy's focus;
- Identified targets;
- Identified partners.

Sheet one: getting started on your communications strategy

Defining the problem

Pre-strategy research

Aim of the strategy

Prioritisation

Networks and partners



Branding

Ask each person to say what their favourite brand of any consumer item (toothpaste, milk, rice, mealie-meal, body lotion etc.) is, and then to explain why it is their favourite brand. Now discuss the different kinds of branding that can be used for a campaign, such as:

- What you call the campaign.
- Acronyms- Avoid an alphabet soup! Keep it simple and snappy.
- Symbols- e.g. ribbons, pink- breast cancer; purple-disability; white violence against women.
- Logos: Take a look at some of the different logos of organisations represented in the room and comment on their relevance. Do they convey the messages? Are they easily understood?
- Colours- Lavender, gay. Green, purple- women. In certain cultures colours have different connotations e.g. red is associated with blood, stopping, attracting lightning- depending where you are. In China, red is associated with happiness, while white is for mourning. Note in the case study the number of different colours associated with death. Think about each country's flag and what it represents. This is a good way of drawing out the symbolism of colour.
- Slogans- must be short and witty, easy to remember.

Tips:

Branding is critical to the "background communication" that helps to establish a campaign and fixes it in people's minds. It also determines what materials you will need to develop the campaign. Groups often underestimate how much time and effort needs to go into branding. In allocating limited resources, it is strongly suggested that some resources be spent on contracting a graphic artist to assist in the above tasks (see also materials development below).



Proverbs and idioms

With reference to the case study in the handout, which of the proverbs in the research might have been relevant to the campaign? Why are proverbs an effective means of communication?

Tips:

- *Proverbs are kernels of traditional wisdom.*
- *Proverbs are used as the watchdogs of norms, morals and ideas, which create a coherent world*
- *Proverbs carry authority.*
- *Proverbs are sharp and to the point, witty and have an element of humour because people recognize the source of the proverb's message.*
- *They link the current problem to past experience.*

Extend this discussion to include:
Idioms: *In message design, idioms are handy when it comes to directing different messages to different groups.*
Riddles: *These brain- teasers are usually catchy, incisive and accurate. Many old and young people like them as they carry innuendo and meanings in subtle ways. Many audiences do not like un-interesting, raw messages.*



Exercise: Finding a catchy message

Ask participants to think of a campaign that they found to be particularly successful. Why was it successful? Think of a campaign that was unsuccessful. Why did it fail? Record the observations on a flip chart as follows:

CAMPAIGN	MESSAGE	WHY SUCESSFUL	WHY UNSUCCESSFUL

Tips: This exercise will result in examples of successful advertising campaigns and sometimes of political campaigns that have left a mark because they are punchy, relevant, speak to the mood of the moment, capture the imagination etc.

Use this opportunity to discuss:
- Over-arching message
- Individual messages
- Cross appeal
- Involving your audience in developing message
- Being able to identify with your message
- How can you use humour?
- Positive messages
- Who owns the message?
- Can it be overturned, or attacked successfully by the opposition?



Segmentation

It may be necessary to develop different messages for different audiences. Take an example like advocating safe sex to prevent the spread of HIV/AIDS where men have almost total control over when, where and how sexual intercourse takes place. How would you go about communicating this message to:

1. Urban youth male
2. Urban youth female
3. Rural youth male
4. Rural youth female

Tips: Draw out how one message can be expressed in several different ways. The key message is safe sex. The emphasis with women is that they have a right to safe sex, and with men that it is their responsibility to practice safe sex. The language and approach for conveying the message may differ in urban and rural contexts.

WORKSHEET THREE

MESSAGES

TARGET	MESSAGE	SLOGAN

TYPE OF PRINTED MATERIAL	ADVANTAGES	DISADVANTAGES
Poster	Catchy, long life	Expensive to do high quality posters
Pamphlets	Relatively cheap, easy to distribute	Language, literacy issues
Stickers	Catchy	Expensive, reach?
T shirts	Personal touch!	Expensive
Flyers	Cheap, can produce in your own office	Look like mass material, easy to ignore.
Bill boards	Catch the eye, permanent	Expensive



Drama and skits

With reference to the case study ask participants to think about why it was an effective way of conveying a complex message.

Tips: *Folk media have the following advantages:*

- *They are an effective way to reach people who cannot read and who do not have access to mass media like television*
- *They can raise public awareness about important topics*
- *They can encourage people to think about and discuss the topics.*
- *They cost relatively little to produce*
- *Since they usually involve people from the community (as actors, singers or writers), they have more credibility.*
- *They can encourage community members to pay attention to messages that come through other channels.*

Traps: *The main disadvantage of folk media is that they often fail to give people specific instructions about what to do.*

Tips: *When using folk media, it is important to:*

- *Make a clear outline of the story and ideas that you want to present.*
- *Involve people form the target group in developing the story, and then adapt the song, play, or dance to their styles and situations.*
- *Remember that the performance should entertain as well as teach – otherwise no one will pay attention. For example, a play should plenty of action. A song should use a popular music style.*
- *Present a mixture of emotions, not just happiness or sadness.*
- *Make sure the plot and the message are clear and easy to follow.*
- *Invite the audience to join in. If it is culturally appropriate, have the actors, dancers, or singers mingle with the audience, ask them questions, or even ask them to play a role.*



Dances

Ask participants to give examples of how dance can be used in campaigns.

Tips: *Use this exercise to draw out a discussion on* ***non-verbal*** *communication. There are seven classes of non- verbal communication:*

- *Visual bodily movements, including gestures, facial expressions, trunk and limb movements, posture, gaze, among others;*
- *Para-language – these are cues other than words, including such features as pitch, loudness, tempo, pauses and inflection;*
- *Physical appearance – for example clothing, hairstyle, cosmetics, fragrances, and adornments.*
- *The use of touch to send messages;*
- *The use of interpersonal distance and spacing relationships;*
- *The use of time as a message system, including such code elements as punctuality, waiting time, lead time, and amount of time spent with someone;*
- *Artifacts – objects and environmental features that may convey messages from their designers or users.*



Songs

Ask participants to think of a song or songs that could have been used in the campaign on the role of men, or in the campaigns that they are developing.

Tips: *Songs have various purposes – indoctrination, celebration, belonging, and unity in advocacy. Since time immemorial songs have been used for socialization and education.*



Poems

Gather examples of poems that have been written as part of communications strategies and use these to draw out discussion on poetry as a tool for communicating complex messages. An example is given in the attached handout.

Tips: The poems in the handout illustrate how poems can convey things from the heart, in an idiom that strikes a chord with local audiences. Participants in inter-active workshops could write poems as part of the workshops. A poetry competition could also be held as part of the campaign,



Launches and ceremonies

Now that participants have thought about how letter- box and traditional media can be used in their campaigns, it is time to start thinking about launching the campaign. ADAPT chose to stage its campaign during the Sixteen Days of Activism on Gender Violence. Break into "buzz groups" and discuss appropriate dates, format and content for the launches of the various campaigns.

Tips: This is a good example of traditional and personal media coming together. For greatest effect, the launch should be a public, inter-active event that hopefully attracts mainstream media0 attention (see next chapter). In order to attract as many people as possible, and to be a memorable occasion, the launch will in all likelihood employ at least one if not more forms of traditional media. Practical questions to consider are accessibility of the venue to the target audience (can they get there by taxi, bus, or walk?), who to invite and how to make sure they come. Linking the launch to a significant date, e.g. International Women's Day, the Sixteen Days of Activism on Gender Violence etc. may enhance the attention given to the launch, though it may also mean that the launch gets lost in other events. Participants should be encouraged to pick their launch date as strategically as possible.



Special dates

In addition to the launch date, the campaign should capitalize on any other significant dates in the year as part of the on-going campaign. Do a brainstorm of all the significant gender dates in the calendar including some that are region or country specific (for example, 9 August is Women's Day in South Africa.

Tips:

Here are some dates to get the discussion going:
8 March: International Women's Day.
25 May: Africa Day.
16 June: Youth Day.
25 November: International Day of No Violence Against Women.
1 December: World Aids Day.
10 December: International Human Rights Day.
25 November-10 December: Sixteen Days of Activism on Gender Violence.

It is important to include dates that are of local significance, such as the country's national day. These are strategic dates on which to make the point that gender equality is a national concern, not just a women's concern.



Public meetings and workshops

Individually or in small groups, participants should think carefully about what other inter-active activities they would undertake as part of their campaign.

Traps:
All too often, NGOs rush into planning hundreds of workshops without thinking through the content, the target or the outcome. As mentioned earlier, workshops are an effective way of engaging with those whom we want to reach. But they have a limited reach.

Tips:
Such workshops should target those whom we really know will either a) become ambassadors for the cause, or possibly even be trainers themselves who can train other people OR b) are likely to resist the message. Most workshops on gender issues have a majority of female participants, when in fact it is often men whom we wish to reach.

Managing your communications strategy

Up to now we have gone through the "fun" part of communications. We have looked at what communications is; how to define the scope of your campaign; how to decide on messages; brand the campaign and decide on which media to work through, as well as how to do so. As we have gone along, we have filled out worksheets and log frames. Now is the time to bring these altogether into a management plan. By the end of this chapter participants will know:

- How to draw up an action plan and budget for it.
- How to document and record your campaign.
- How to measure your success.
- How to build on your campaign in future work.



Recording and documenting

Refer back to the JPV case study on page ???? How did the organisation document this campaign? Make a list of all the different ways in which a campaign needs to be documented for successful monitoring and evaluation of the objectives.

Tips:
Make it a habit to collect always and continuously. Provide communities with technology so they can record important information about the progress of the campaign. Make use of technologies such as digital recorders that allow you to collect information as you work. Process and archive all information. Here are some examples of how this can be done:

- *Video*
- *Case study*
- *Journals*
- *Photo albums*
- *Workshop reports*
- *Press cuttings*
- *Quotes*
- *Letters*
- *Anecdotes*
- *In-house newsletter*
- *Websites*
- *Book*
- *Diary*

Now extend this discussion to the following:

- What line items do you need to look at in a communications strategy?
- What choices do you make when you have a limited budget?
- What ethical choices do you make, for example hiring local women's groups to do the catering.
- Do you pay for airtime, or do you try to get free coverage?
- Do you make a video, or try to get TV to cover you, or both?
- Do you make audio- cassettes, or audio video- cassettes?
- What kind of print materials do you produce, and how do you ensure that they are effectively disseminated.
- If you have to pay to get your information out on the mainstream media, how do you get information on distribution, listeners, and viewers?
- What kind of lead-time do you need for your productions? How are these affected by holidays and public holidays, e.g. Christmas?

Tips:

- *Start small*
- *Grow*
- *Be a critical consumer*

Steps	**Checklist**
1. Problem identification	Have you identified the causes? Have you identified the effects? Did you discuss the issue with the community?
2. Prioritize	Have you ranked the causes and effects in order of priority Using criteria such as: Resources Micro/macro- is it a local issue or global issue? Technical capacity Socio-cultural urgency Serve provision (e.g.. Health clinic or availability of medicines) Did you involve the community? Is it your priority or the community's?

Steps	Checklist
3. Contextualization	What are the gaps between the desired and undesired **A**wareness, **K**nowledge, **A**ttitudes and **P**ractices (AKAP)? Are there particular skills required to achieve AKAP? What is the opportunity that exists for community support i.e. key change agents?
4. Target Audience	Have you done research on your target audience, e.g. class, race, language, age, culture, literacy, demography, religion?
5. Message	Did you talk to the community about developing a rough core message? Have you identified the symbols, images, and sounds, idioms the community associates with the issue? Do you have a core central message and a segment-specific message? Does your core message and segment-specific messages work well together? Can people identify with your message?
6. Medium	Which medium are you going to use? I.e. TV, radio etc. or will you use your own communication materials? Have you designed your own communication materials?
	Through which medium will you be engaging with? Have you done research on your chosen medium: Is it cost effective? Is it appropriate? Is it accessible? Did you verify the advantages and disadvantages of your choice of medium?
7. Branding	Is your branding consistent? Have you decided who is the primary owner of the campaign? How did you use branding to give your campaign clear identity and presence?
8. Networks and partners	Have you identified appropriate networks and partners? Is there a clear demarcation of responsibilities?
9. Capacity building	Have you conducted a skills audit of the organisation to determine what communication skills need to be developed? Have you identified service providers? Have you budgeted for service providers?
10. Monitoring and evaluation	Have you developed immediately verifiable and long- term indicators? Have you allocated sufficient time and resources for ensuring that routine monitoring takes place?
11. Budget	Have you identified what resources are available to you, or are potentially available to you (human and financial)? Have you made choices based on financial viability? Have you ensured that money will be available?



TRANSFORMATIVE LEADERSHIP

TRANSFORMATIVE LEADERSHIP

Citizen participation means that citizens have a say when it comes to leadership issues and other issues that affect them. This is one of the basic tenets of a democracy. Recently in Africa there has been a lot of discussion around what a good leader is.

Objectives

- Exploring what qualities a good leader must have
- Discuss the concept of transformative leadership
- Discuss how citizens can hold their leaders accountable



Power and powerlessness

Participants should be seated in groups of three to four persons each. In your groups, take a few minutes to share:

- An incident in which you felt powerful.
- An incident in which you felt powerless.

1. What do these incidents have in common?
2. What is it that makes us feel powerful?
3. What is it that makes us feel powerless?
4. What are the different types of power?
5. What are the main ingredients of empowerment?

Report back in plenary session.

Notes: This session is designed to move from an experiential understanding of power, to an analysis of the key ingredients of power and empowerment. The examples illustrate different kinds of power. It is important to make the distinction between power that derives from external factors such as status/ position/economic/political/social clout and power that derives from internal factors such as personality/ knowledge/ inner self and indeed the combination of the two. Conversely, the discussion should examine what is required for a person to be empowered. How do lack of status/position/knowledge/ confidence lead to disempowerment and how can these be overcome? Why are these problems especially acute for women in our society?

Definitions



Power: Ability to do or act.
Power over: A relationship of domination/subordination, ultimately based on socially sanctioned threats of violence and intimidation; invites active and passive resistance and requires constant vigilance to maintain.
Power with: A sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together.
Power within: The spiritual strength and uniqueness that resides within each of us and makes us truly human.

Adapted from the Oxford Gender Training Manual, 1994



Management and leadership

Fill out the following table of what qualities you associate with a good leader, and what qualities you associate with a good manager. Alongside each column say which of these qualities you associate with "masculine" traits and which of these you associate with "feminine traits".

LEADERSHP QUALITY	M/F	MANAGEMENT QUALITY	M/F

QUESTIONS

1. Can a manager be a leader and vice versa? _____

2. Is there anything in the way that men and women are socialized that is either an advantage or disadvantage with regard to taking up management or leadership roles?

3. Is our understanding of what constitutes management/leadership changing? _____



Transformative leadership

In groups discuss the following and then complete the table below:

- ✓ What makes a good leader?
- ✓ Do women have unique qualities that make them good leaders?
- ✓ Do communities support women in leadership? How can they do this?
- ✓ What can be done to change the negative attitudes - both women's and men's towards women in leadership?

What do communities expect from their leaders	How can communities contribute to good leadership, what role can they play?	What are the problems associated with leadership

2) Complete the gender aware leadership scorecard below.

Gender aware score card

Please rank your leader on each of the following qualities where 1= very poor and 5= excellent.

	1	2	3	4	5
1. Vision					
Good leaders take you to a place where you have never been. They are able to close their eyes and see way beyond time and place and then work towards achieving that dream. They are not bound by culture, tradition, religion, or "the way things are." They are interested in the way things could be. Only visionary leaders can, for example, see in their minds eye a society in which women and men are equal in every respect. How do you rate your leader against this quality?					
2. Empathy					
Empathy goes beyond sympathy in that an empathetic person identifies with the problems or situations of people and tries to understand their thoughts and condition even if they are different to him or her. For example, a male leader will never have had an unwanted pregnancy, but can still be empathetic to those who argue for choice of termination of pregnancy by putting himself in the shoes of a woman who finds that she is carrying a baby she does not want or will not be able to care for. How do you rate your leader against this quality?					
3. The ability to inspire					
To inspire is to call on the higher being and motivate people to act in a certain way. The best leaders are inspirational. They have high levels of emotional intelligence. They know how to win people; get people on board; earn trust; respect and loyalty. To this end, good leaders always consult women and men, boys and girls, to ensure that their ideas have a high level of buy in. How do you rate your leader against this quality?					
4. Personal integrity					
Personal integrity is living in accord with the highest state of consciousness. It is about doing the right thing even when nobody is watching. The way a leader conducts his or her private life is an important indicator of personal integrity. For example, a male leader who beats his wife cannot claim to believe in gender equality, just as a corrupt woman leader cannot stand for the rights of the poor. How do you rate your leader against this quality?					
5. Humility					
Good leaders readily acknowledge that they did not climb the ladder on their own but owe their success to others, especially the often invisible forces in their lives, like their mothers, sisters, wives and daughters. They celebrate their roots, however modest. In so doing, they connect easily with "ordinary" people, especially those who are most often marginalised in the corridors of power, like poor, black, rural, disabled women. How do you rate your leader against this quality?					
6. Principles					
While there may be different interpretations of morality, every society has accepted standards of what is right and what is wrong. Good leaders have principles and values that they expound and live by. For example, leaders who believe in gender equality appoint equal numbers of women and men to work with them and treat them equally. How do you rate your leader against this quality?					
7. Respecting and promoting human rights for all					
Good leaders strive to ensure a society in which both women and men enjoy their human rights. They are consistent in their understanding that rights are indivisible. They react equally strongly and decisively to any form of discrimination, whether is be based on race, sex, ethnicity, disability, foreignness or any other form of otherness. How do you rate your leader against this quality?					

	1	2	3	4	5
8. Ensuring the empowerment of women					
Good leaders understand that empowering women is an imperative that cuts across all forms of discrimination. As such, a good leader will allocate appropriate funds to programmes that are aimed at uplifting the status of women in society. How do you rate your leader against this quality?					
9. Leading by example					
A good leader is worthy of imitation; respects the rights of women and men of all hues and classes; is not afraid of manual labour; conducts his or her life in an exemplary way; and would never propose a policy or a rule that he or she would not be willing to live by. For instance if a leader who has multiple concurrent relationships is not likely to be able to lead a campaign against HIV and AIDS. How do you rate your leader against this quality					
10. Confidence					
Being confident in oneself is having high self esteem- accepting your body, and your personality, and loving them. It is not thinking you are better than other people but being comfortable in your own skin. People who have high self esteem see the best in the women and men around them. How do you rate your leader against this quality?					
11. Diplomacy					
Diplomacy has been defined as the "art of telling someone to go to hell in such a way that they enjoy the ride." A good leader must be able to take a position and argue his or her case with the courage of conviction, but win other people over to his or her side in the process. Issues of gender are often met with resistance. A good leader must be able to argue these issues convincingly, without alienating those around them. This should not be mistaken for being all things to all people. Arguments must be consistent and rooted in principle. Good leaders are able to "agree to disagree." How do you rate your leader against this quality?					
12. Critical thinking					
To be critical means purposeful and reflective judgment about what to believe or what to do in response to observations, experience and arguments. Good leaders approach issues with an open mind. For example, a woman leader should not believe that all men are bad just as male leaders should not believe that all women are good. They should approach every individual and situation with an open and objective mind. How do you rate your leader against this quality?					
13. Patriotism					
While patriotism should never be blinding, it is a powerful anchor for good leadership. Being patriotic does not mean supporting all that is happening in a country. Indeed being patriotic may mean fighting the forces of patriarchy and or of undemocratic practices. How do you rate your leader against this quality?					
14. Honesty					
Honesty means giving the actual and real facts; being truthful. Honesty comes with high levels of openness. By speaking the truth, one creates trust in minds of others. Good leaders should speak truth to power, even if this costs them their political careers. For example, a good leader should be willing to face up to the causes and consequences of HIV and AIDS, however poorly the government is addressing this pandemic. How do you rate your leader against this quality?					

	1	2	3	4	5
15. Transparency					
To be transparent means to be honest and to be easily understood. It also means the duty to account to those with a legitimate interest, for instance the electorate who are affected by your leadership. Being transparent implies that a leader is open about his or her take on women's empowerment in society. How do you rate your leader against this quality?					
16. Accountability					
Accountability is the obligation to demonstrate and take responsibility for performance in light of agreed expectations. While responsibility is the obligation to act; accountability is the obligation to answer for an action. Good leaders for instance should be answerable when by 2015 we do not have 50 percent representation of women in cabinet, parliament and local government. How do you rate your leader against this quality?					
17. Responsiveness					
Responsive leadership means taking responsibility for quality outcomes and being responsive to the needs of women and men. Such a leader shows profound awareness of existing problems and anticipates problems that are still emerging. To this end, a good leader should be responsive to the needs of women who are still oppressed and can barely access economic resources to bail them out of poverty. A good leader gives women the hope that their situation is not permanent. How do you rate your leader against this quality?					
18. Innovativeness					
Innovative leadership is about finding new ways of doing things and being open to new ideas. When there is fatigue around issues of gender equality, a good leader should find and promote new ways of attaining this ideal. How do you rate your leader against this quality?					
19. Pragmatism					
A pragmatic person is one who is sensible and is guided by experience and observation rather than theory; who believes that "experience is the best teacher." A pragmatic leader would not, for example, pass a law decreeing that there should be an equal number of women chiefs, knowing that this would cause a rebellion, but rather look at where and how female chieftaincies have succeeded, and how this can be replicated. How do you rate your leader against this quality?					
20. Responsibility					
Being responsible means being answerable for an act performed or for its consequences whether good or bad; intended or unintended. A good leader owns up to making mistakes and is willing to bear the consequences, even if this means losing his or her job. One of the most critical tests of leadership is knowing when to step down or step aside because even though you have tried your best, your presence (for whatever reason) is causing more harm than good. Good leaders are those who are able to go forward by every now and again stepping back; reflecting and even stepping down when the situation requires. How do you rate your leader against this quality?					
TOTAL					

Please add up your total score out of 100:

TOTAL = %



Making a difference

Read the case study below of the former mayor of Walvis Bay in Namibia, taken from "Ringing up the Changes: Gender in Southern African Politics." Discuss the following:

1) What were Samaria's aspirations as a young woman and how did these change?
2) How did she "use her space" as a mayor?
3) What does this case study tell us about leadership, women's leadership and transformative leadership?
4) How are these lessons applicable to our own situation?

Case study:
Opening the gateway to the west - Namibia's Theresa Samaria

When Theresa Samaria was growing up in apartheid Namibia, she dreamed of becoming a housewife, having children and a beautiful home. "Even if I had wanted to be the women I read about in books, I knew I couldn't, because I grew up in a system of segregated schools, no universities for Blacks and my family had limited financial resources. Being a housewife and having a family was the most achievable dream for me," Samaria said.

Samaria achieved her first dream and much more. She says she was "forced to become an activist", because of the apartheid system. In 1994, she was among the first black councilors to take up their posts in her hometown Walvis Bay. In 1999, she became the first Black and woman mayor.

In the focus group with civil society groups in Namibia, many spoke disparagingly about women councilors who take up posts and fail to implement feminist agendas. They gave examples of women mayors who nominate men to important posts. But almost all of them cited Samaria as a model of a woman who got into a senior post and did not forget the gender struggle: "She was dynamic. She fought the fight that has made changes. She is an example of a strong woman, a woman with vision, strong enough to pull the pillars down."

"The Mayor of Walvis Bay (now a leading regional port and gateway to the west) is an example of the potential impact of women in local government," added the director of the Association of Local Government authorities Lister Chaka.

Samaria is now Namibia's ambassador to Botswana, where the researchers pinned her down for an interview. She is the first person in Namibia to have been appointed as an ambassador from local government.

The high commissioner recalls that she did not set out to be mayor, but from the time she became a councilor and chairperson of the Management Committee, the operational arm of the Council, she applied the principle that has guided her throughout her life: "to apply myself and do the best I can not for myself or for personal attainment, but for the people whose interests I am put there to serve".

Buoyed by a strong faith, a belief that women are equal to men and an ethic that one must work hard to achieve, Samaria says the policy environment in Namibia and the ruling party's commitment to women at the highest levels made it possible for her to make a difference.

"Article 10 on the Constitution which prohibits discrimination on the basis of one's sex, race or creed and the important affirmative action clause in the 1992 Local Authorities Act, opened the doors for women to enter local governmentÖ Swapo (the ruling party) also developed a Zebra List to get more women into governance structures and the commitment to more women in office was pushed from the top by the President and the then Minister of Local Government, who were men," she continued.

"Most positions in the local authorities were occupied by strong, healthy men who were not ready to leave. The legal framework made it possible to get women like me in. To get someone in, someone must go out and in a young democracy, it was difficult just to push someone out for the sake of it," said Samaria who was a sales representative for an insurance company before entering local government.

Under South African occupation, all transport routes in Namibia led to South Africa, effectively cutting the port off from its other neighbours. Walvis Bay was only handed over to the Namibian government four years after independence in 1990 following the first democratic elections in South Africa.

The port- a natural gateway to the west coast for Zambia, Botswana, Zimbabwe and South Africa- has since been making up for lost time. Walvis Bay is keenly aware of its key strategic advantage: most external trade by African countries is conducted with countries across the Atlantic (like Europe and the US) rather than across the Indian Ocean. Namibia's dream is to turn this once parochial port into a hub for Southern Africa.

The Trans Kalahari Highway, completed in 1998, links Namibia with Botswana, and through Botswana to South Africa's industrial heartland province of Gauteng. In the north, the Trans Caprivi Highway provides an all weather road link between the Atlantic coast and Namibia's eastern neighbours, Zambia and Zimbabwe, as well as northern Botswana.

Transport officials say that these countries can save up to five days on cargo destined for western markets as compared to using South African or Mozambican ports on the east coast (even where these are closer). Frequent congestion at these ports means the time saving is probably higher. Walvis Bay has a strict rule, so far adhered to, that no cargo stays at the port for more than three days.

The port works closely with the Walvis Bay Export Processing Zone, an initiative driven by Samaria when she was mayor and 30 local companies to provide a supporting framework for the EPZ.

"I believe that if you can read, write and make a point and people trust you, you can be successful in governance," Samaria said. "When one goes through the school of life you pick up experiences and common sense. Qualifications don't always equal good performance."

However, she adds: "I am aware that women in any public positions are scrutinized more

by the people and their colleagues than men. Men can have a laid-back attitude, while women have to work twice, if not thrice as hard, to prove themselves. It's very unfair. I was under scrutiny as a councilor and when I became mayor, because I am a woman."

As the first Black mayor, she inherited a white, male Chief Executive Officer who had "never seen a Black township" and who did not have the same ideas and working methods as she. "I believe in a consultative government because I've been in a system where I was told for too long what was good for me. I decided on an approach to consult and analyse the needs of the people.

"I didn't get rid of him. I laid out my expectations of the job, what we wanted to achieve as councillors and asked him what he needed in the way of training to do his job. After a year, we couldn't achieve what I wanted and I realized that without a Chief Executive Officer who was in sync with my idea and the council's of serving the interests of the people, I would be taking decisions that would not be implemented and I would not make a difference."

She discussed her dilemma with the Minister and made her problem clear to the Chief Executive officer who resigned. She says her next Chief Executive Officer, a black male who had served as deputy to the previous officer, was "worth gold". "I always say that the achievements I made during my time as mayor in Walvis Bay were due to this Chief Executive Officer and the team. I believe in giving credit where it is due, and I achieved because of the support of my officials and because of my support system at home."

Samaria said that while she believes that respect is earned and does not automatically come with a position, she found differences between the white and black cultures in her region. "In white culture they respect the position while you hold it, but the minute you are out, they no longer respect you. With blacks, I found that if you are senior to your colleagues by age and if you are respectable and give respect to others, then you will receive respect."

"I played it by the rules and made no exceptions. I didn't expect anything as a woman. I worked hard to know my Act (the law governing the work of the local authorities) and what to do. I forgot my sex and remembered the purpose I was put there for as mayor," Samaria said.

At the same time, as a woman in leadership, she felt an acute responsibility to other women.

"I believe that women in leadership must speak on and advocate for gender equality. If I am where I am because of the support of women, then I must be a mouthpiece for those who cannot speak. I must be a role model to young women and I must encourage other women. We must support and acknowledge each other."

She said that women have been at the forefront of pushing for new laws and for changing those which discriminate against women citing as examples the 1996 Marriage Persons Equality Act; the 1992 Local Authorities Act; the Combatting Violence and Rape Act (2000), among others.

> Most of her policies for senior citizens, children living with disabilities, for example, benefited women who were the majority of the senior citizens and the ones taking care of the children, although Samaria said she did not have one sex or the other in mind when she took policy decisions.

It would often be a phone call from a woman whom she did not know, urging her not to give up, that gave her the strength to carry on when she faced many baptisms by fire for some of her decisions, Samaria said. "Yes, there is the 'pull-her-down syndrome' among women, but there are those who give you a call of encouragement and support."

Women in leadership, she said, must quickly learn that being effective is not about pleasing everyone. "A leader cannot only take popular decisions. Sometimes you have to take unpopular decisions for the interests of all. There are 55,000 residents in Walvis Bay and when I would look out of my window and see 1000 people standing outside protesting against me, I would try and not loose sight of the bigger picture by remembering that more than 49,000 people were not among the demonstrators."

Samaria recalled a decision she made to upgrade and improve the informal settlements of the people in Walvis Bay who were renting from landlords. The settlements had no electricity, toilets or other basic services, and the council began to put these services in place by giving tenders for building facilities to Blacks in the area, and in the process began to bring down the cost dwellers were paying to the landlords for renting the space for their dwellings.

"The landlords began to instigate violent protests against the whole exercise. I was accused of taking Council money, of owning one of the businesses a tender was given to, and the Defence Force even had to be called in to protect me. I was almost killed at one meeting that turned violent.

"Because of the bad media coverage of me, the Minister of Local Government and even the President became concerned and travelled to Walvis Bay to find out what was going on. My family wanted me to consider quitting because my life was threatened. I went through three months of hell, but I decided that the violence, the demonstrations against me as mayor (she said the demonstrations were not targeted at the Council only at her), and the slander were instigated to force me out of office. I wasn't going to be forced out and continued with the consultations and work to improve the informal settlements."

Her perseverance paid off. The rehabilitation of the informal settlements in Walvis Bay won an award at the UN Habitat best practices conference in Dubai. The Council received 300,000 Namibian dollars as part of the award. The scheme is acknowledged nationally and internationally as a showcase of how not to resettle people without basic services in place.

Another lesson Samaria said she has learned as a woman in leadership is to "be myself" and not compare herself to others. "My predecessor was a businessman, an eloquent speaker. I built on what he had started, but I did not compare myself to him. I did not try to be him. I had to be myself. I regard myself as equal to anyone. I work equally well with men and with women. I don't want to be someone else," she said.

"I consult, but I am able to take a decision and to stand-up for what I believe in. But when I take a decision, I sometimes want it done yesterday, because I believe why should you postpone until tomorrow when you can do something and complete it today. This makes me impulsive at times, but I am always credible towards others, and when I say I will do something, I don't like backtracking."

When asked why she decided to enter governance at the local level, rather than aim for a higher office, Samaria said: "I don't like to say I want this or that position," adding that she

entered in line with the party structures and politics. “I believe that my life plans are in the hands of God. Whatever happens, I give it over to God for guidance.

“Whatever I do, I believe that I am serving my country and that everyone at all levels has a role to play. You have to be proud and satisfied with what you are doing, and you must do your best. I am content with what I have done and with what I am doing now,” said Samaria who has been the recipient of awards from the Performance Management Review of Southern Africa for her work as mayor.

Her family - husband, four daughters, two adopted sons and two grandsons - have supported her every step of the way, Samaria said. “When I entered politics, I had to discuss it with my husband. My family was used to me working and I always take up a challenge when presented with one.

“My husband attended all the meetings with me during the campaign; my daughters have always been supportive and they were active in politics as students. You need family and friends when you are in office, because when you begin to doubt your abilities, they are the first ones to boost you,” she said.



Gro Harlem Brundtland is a Norwegian politician, diplomat, and physician, and an international leader in sustainable development and public health. She is a former Prime Minister of Norway, and has served as the Director General of the World Health Organization. She now serves as a Special Envoy on Climate Change for the United Nations Secretary-General Ban Ki-moon. In 2008 she became the recipient of the Thomas Jefferson Foundation Medal in Architecture. Born in Oslo, Brundtland was educated as a Medical Doctor (cand. med.) at the University of Oslo in 1963, and Master of Public Health at Harvard University in 1965. From 1966 to 1969, she worked as a physician at the Directorate of Health (*Helsedirektoratet*), and from 1969 she worked as a doctor in Oslo's public school health service. She was Norwegian Minister for Environmental Affairs from 1974 to 1979, and became Norway's first ó and to date only ó female Prime Minister. She served as Prime Minister from February to October in 1981. Brundtland became Norwegian Prime Minister for two subsequent terms from 9 May 1986 until 16 October 1989 (This cabinet was internationally renowned for its large percentage of female ministers. Eight of the eighteen total were female,) and from 3 November 1990 until 25 October 1996, when she resigned and retired from Norwegian politics, and was succeeded by Thorbj¯rn Jagland. She resigned as leader of the Norwegian Labour Party in 1992.

Gro Harlem Brundtland is a member of Human-Etisk Forbund, the Norwegian Humanist Association.

International career

In 1983, Brundtland was invited by then United Nations Secretary-General Javier Pérez de Cuéllar to establish and chair the World Commission on Environment and Development (WCED), widely referred to as the Brundtland Commission, developing the broad political concept of sustainable development in the course of extensive public hearings that were distinguished by their inclusiveness and published its report *Our Common Future* in April 1987. The Brundtland Commission provided the momentum for the 1992 Earth Summit/UNCED, that was headed by Maurice Strong, who had been a prominent member of the Brundtland Commission. The Brundtland Commission also provided momentum for Agenda 21.

Brundtland was elected Director-General of the World Health Organization in May 1998. In this capacity, Brundtland adopted a far-reaching approach to public health, establishing a Commission on Macroeconomics and Health, chaired by Jeffrey Sachs, and addressing violence as a major public health issue. Brundtland spearheaded the movement, now worldwide, to achieve the abolition of cigarette smoking by education and persuasion.

Under her leadership, the World Health Organization was one of the first major employers to require freedom from tobacco addiction as a condition of employment. Brundtland was recognized in 2003 by Scientific American as their *Policy Leader of the Year* for coordinating a rapid worldwide response to stem outbreaks of SARS. Brundtland was succeeded on 21 July 2003 by Jong-Wook Lee. In 1994. Brundtland was awarded the Charlemagne Prize of the city of Aachen. In 2004 the British newspaper *The Financial Times* listed Brundtland the 4th most influential European over the last 25 years, behind Pope John Paul II, Mikhail Gorbachev and Margaret Thatcher.

In 2006 Brundtland was a member of the Panel of Eminent Persons who reviewed the work of UNCTAD (United Nations Conference on Trade and Development.) In May 2007, the UN Secretary-General Ban Ki-moon named Brundtland, as well as Ricardo Lagos (the former president of Chile), and Han Seung-soo (the former foreign minister of South Korea), to serve as UN Special Envoys for Climate Change.

Brundtland's hallmark political activities have been chronicled by her husband, Arne Olav Brundtland, in his two bestsellers, *Married to Gro* (ISBN 82-516-1647-6) and the sequel, *Still married to Gro* (ISBN 82-05-30726-1).

The Council of women leaders

Gro Harlem Brundtland is a member of the Council of Women World Leaders, an International network of current and former women presidents and prime ministers whose mission is to mobilize the highest-level women leaders globally for collective action on issues of critical importance to women and equitable development. The Council of Women World Leaders is a network of current and former women presidents and prime ministers. The Council currently has 37 Members.

The Council and its Ministerial Initiative, a global Network of Women Ministers grouped into their specific portfolios create a collective voice for women at the highest levels of government.

The Elders

On 18 July 2007 in Johannesburg, South Africa, Nelson Mandela, Graça Machel, and Desmond Tutu convened a group of world leaders to contribute their wisdom, independent leadership and integrity to tackle some of the world's toughest problems. Nelson Mandela announced the formation of this new group, The Elders, in a speech he delivered on the occasion of his 89th birthday.

Archbishop Tutu will serve as the Chair of The Elders. The founding members of this group include Brundtland, Graça Machel, Kofi Annan, Ela Bhatt, Jimmy Carter, Li Zhaoxing, Mary Robinson and Muhammad Yunus.

"This group can speak freely and boldly, working both publicly and behind the scenes on whatever actions need to be taken," Mandela commented. "Together we will work to support courage where there is fear, foster agreement where there is conflict, and inspire hope where there is despair." The Elders will be independently funded by a group of Founders, including Richard Branson, Peter Gabriel, Ray Chambers; Michael Chambers; Bridgeway Foundation; Pam Omidyar, Humanity United; Amy Robbins; Shashi Ruia, Dick Tarlow; and The United Nations Foundation. Gro Harlem Brundtland has attended the Bilderberg meetings, and she is a member of the Club of Madrid.

Biography

She married Arne Olav Brundtland on 9 December 1960. A Humanist family, they have four children. They own a house in the south of France. Brundtland has claimed to suffer from electrical sensitivity.

Controversy over cancer treatment payments

Brundtland received an operation for uterine cancer in 2002 at Ullevål University Hospital. In 2008 it became known that during 2007 she had received two treatments at Ullevål, paid for by Norwegian public expenditures. Since she had previously notified the Norwegian authorities that she had changed residence to France, she was no longer entitled to benefits of Norwegian social security. Following intense media attention surrounding the matter, Brundtland decided to change residence once more, back to Norway, and she also announced that she would be paying for the treatments herself.

Questions

1. Would you regard Gro Harlem Bruntland as a transformative leader? Why or why not?_____

2. Think of examples from your region or sub regions of women you would regard as transformative leaders. Why would you put them in this category? _____

_____

_____

3. List the key characteristics of transformative leadership. _____

_____

_____

Case study: Obama brings new hope: Mandela

Business Day :21 January 2009
Former South African president Nelson Mandela has congratulated Barack Obama on his inauguration as president of the United States, saying: "We believe that we are witnessing something truly historic not only in the political annals of your great nation, the United States of America, but of the world."

In a letter handed to Obama before his inauguration in Washington on Tuesday, Mandela said Obama's election as America's first black president had "inspired people as few other events in recent times have done.

"Amidst all of the human progress made over the last century, the world in which we live remains one of great divisions, conflict, inequality, poverty and injustice," Mandela said. "Amongst many around the world a sense of hopelessness had set in as so many problems remain unresolved and seemingly incapable of being resolved.

"You, Mister President, have brought a new voice of hope that these problems can be addressed and that we can in fact change the world and make of it a better place."

Reminded of South Africa's transition

Mandela said the widespread excitement and enthusiasm generated by Obama's inauguration reminded him of South Africa at the time of its transition from apartheid to democracy in 1994. "People, not only in our country but around the world, were inspired to believe that through common human effort injustice can be overcome and that together a better life for all can be achieved," Mandela said.

Business Day correspondent Tim Cohen drew the same comparison, saying that South Africans who witnessed Mandela's inauguration as South Africa's first black president in 1994 "would have instantly recognised the atmosphere" in Washington on Tuesday.

"The powerful sense of history in the making, the intoxicating tingle of anticipation and expectation, all underpinned by a feeling of relief, almost as though one could breathe out at last after having held one's breath for what had seemed like an eternity."

'Special excitement' in Africa

Mandela said Obama's presidency brought hope of "new beginnings in the relations between nations, that the challenges we all face, be they economic, the environment, or in combating poverty or the search for peace, will be addressed with a new spirit of openness and accommodation."

He added that there was "special excitement" in Africa on Tuesday "in the knowledge that you have such strong personal ties with Africa." Obama is the son of a black Kenyan father and a white mother from Kansas.

Mandela said he was aware that expectations of Obama were high, and that the demands on him would be great. "We therefore once more wish you and your family strength and fortitude in the challenging days and years that lie ahead.

"You will always be in our affection as a young man who dared to dream and to pursue that dream. We wish you well."

Discussion

1. How do you rate Barrack Obama as a leader? _____

2. What special qualities does he bring to the global political landscape? _____

3. Do you think Barrack has lived up to global expectations of what a good leader should be? _____

4. Are there any common characteristics between Nelson Mandela and Barrack Obama? _____

5. How do you rate Obama vs Nelson Mandela's gender sensitivity? _____

_____

_____

Do women bring different qualities to leadership?

Case study: Excerpts from "Ringing up the Changes: Gender in Southern African Politics"

Values and leadership style

A pragmatic view of including women in decision-making is that it is makes good economic sense.

A study on women in politics in eleven Commonwealth countries concluded that: "nations that exclude women from decision-making, or rest content with low levels of participation by women, are surely depriving themselves of a rich reservoir of talent, experience and wisdom. They are also missing out on the qualitatively different approach that women seem to bring to the decision-making process".[2]

A number of men in the study reflected this efficiency argument. For example, Frelimo MP Manuel Tome, said: "It's not a favour that we get women to participate, they are a necessary resource." The ANC's Mpetjane Kgaogelo Lekgoro added: "The essence of democracy is to free the potential of all individuals in that society. We realise it is good to release the potential that has been sidelined. This can only make democracy richer."

A more complex set of arguments centres on whether women bring different values and qualities to leadership that enhance democracy and good governance.

Globally, there is a growing body of literature in business, management and leadership studies that shows that women do have a different way of going about things that is an asset in a world where relationships and diversity are becoming more important for success than raw power. The research revealed strong perceptions that women in politics on Southern Africa bring different styles and values to leadership.

Service orientation

Many of the women politicians in the study spoke of their strong sense of commitment to community and society.

In South Africa, the DA's Sheila Camerer notes: "The general approach is that women are there because they want to do good for the community rather than to gain power for its own sake. I think if you look at the history, women have a different approach."

2. Commonwealth Secretariat 1999: "Women in Politics: Voices from the Commonwealth."

South Africa's Minister of Communications Ivy Matsepe Cassaburi says: "I never thought of myself as being in power. I saw it as an opportunity to better lives."[3]

Namibia's High Commissioner to Botswana Theresa Samaria recalls that she did not set out to be mayor, but from the time she became a councillor and Chairperson of the Management Committee, the operational arm of the Council, she applied the principle that has guided her throughout her life: "to apply myself and do the best I can not for myself or for personal attainment, but for the people whose interests I am put there to serve".

Writing on her political career in Zambia, Inonge Mbikusita-Lewanika (now Zambia's ambassador to the Washington) reflected: "My greatest joy is to serve people and put back what society has invested in me. I love politics, and whether I am in parliament or not, I will remain a politician. After all, politics is my heritage."[4]

Intuition

Asked if there are particular feminine qualities that assist her in her work, Seychelles' Noellie Alexander said: "Women have an intuition. In my district I know everyone. I have never felt at a disadvantage because I am a woman. On the contrary, I think it stands me in good stead."

Her compatriot Simone de Commarmond added: "As a woman I am blessed with a sixth sense. I am able to look at things differently. I have a mother trait. I am a good listener. I am more patient, I am more understanding. It does help. It enables me to manoeuvre better than men. I am open to ideas, and ideas are what tourism is all about. In tourism, you have to be a people person. I am that. It helps me to do a better job."

Seychelles MP Regina Alcindor believes that the fact that women express emotions makes them better politicians: "Women have gut feelings. They are the guardian of moral values and their voices must count."

Consensus building

Filipa Costa of FRELIMO, a widow of over 50 years who is studying law at the university at night, argues that women "are calm in resolving problems. They analyse. Before deciding on things, like wars, for example, they will think of their children and their family."

Zambia's Inonge Wina added: "Women are good at reconciliatory moves in Parliament; women come in to quench the fires especially in a multi-party format. Women bring a more humane approach to things. The men wonder how we sit together in the Women's Parliamentary Forum to discuss without punching each other."

3. Commission on Gender Equality (1998) "Redefining Politics." CGE: p84
4. Mbuya,N. and Monde,S. (1998) eds, "Woman power in politics", Zambia Women's Writers Association: p160

Patrick Pillya, Minister of Health in Seychelles believes that: "Men are sometimes ego-driven. This ego is not important for a woman. What is important for her is to get the work done. Women tend to be more sensitive to processes while men are more concerned with result and achievement regardless of the process. Processes are very important. Women are prepared to accept when they are wrong while men will always say *'mo ena raizon'* (I am right)."

Understanding and using power

A question that frequently arises is the extent to which women in decision-making apply what are seen as the traditional feminine values of care and concern to challenge the tough, traditional and hierarchical notions of power.

A growing body of research and literature shows that contrary to the stereotypes that abound about women bosses, they are in fact perceived by their staff as more sympathetic and caring, and are clear winners in the supposedly "male" skills of planning and teamwork.[5]

Above the desk of Seychelles tourism minister de Commarmond's desk is a plaque that reads: "you are a leader, not a boss." She explains that, "there is a difference between being strong and being domineering." This is the philosophy that has guided her in a career that has seen her climb the ladder from being a secretary to heading the ministry responsible for Seychelles leading economic sector- tourism.

Her colleague Noellie Alexander added that her asset as a leader is that: "I bring heart to my job. I pay attention to detail. I take care of the little things and the big things."

Zambian gender analyst Sara Longwe notes that moving into positions of power entails women fighting men for power- a prospect that many women do not want to face:

Patriarchy has managed to put a derogatory impression about women who want power. This (getting more women into political structures and gender equality) is seen as a conflict about removing men's power that is too much for women to take on. Women try to figure out how to diffuse men's power without someone getting hurt and that is not sustainable. Men, on the other hand, pride themselves on struggle with casualties, i.e. people getting hurt without having to do the mopping up.

(For many women) power entails too much work, so when confronted with the notion of power, there are several actions or postures women take: she either gives up and does not attempt to fight; she can adapt and not rock the boat; she fights tooth and nail on one issue, but if she loses, she gives up; or she launches, with the help of others, into a full power struggle for equal rights and accepts no bits and pieces.

A female member of the Keetmanshoop focus group in Namibia added: "women do not know the power they possess. If you have power and you know where to press the button, you can make a big difference."

5. See, for example, Grimwood,C and Popplestone R (1993) "Women, Management and Care." London, MacMillan.

Zambia's presidential hopeful Gwendoline Konie, who describes herself as "a person who is not easily intimidated", believes that women must seek power and support other women who do so.

> There is a schizophrenia among women, because we will not embrace each other. Women say they want power, but when women stand for power, women then begin to say different things. People do not like people who know their mind. We live in a traditional society so men and women are looked at differently. There are different expectations of women than of men, and different values are put on women than on men.

Several women leaders in the study spoke of the fine balancing act that they have had to make between being caring and being firm; as well as taking up the challenges of leadership that are expected of them.

South Africa's Phumzile Mlambo-Ngcuka noted: "People bring their personal problems to me. I used to call my office *indaba ze bantu* (the peoples issues). When staff has problems, they prefer to come to me rather than go to the Director-General (DG); they see my office as a more homely environment. It's quite amazing. You find the older white men coming to me with their problems, and then the DG says 'minister why did you do this?' and I'm the one saying, '*ag*, shame man.'

She concedes: "There was a bit of a contradiction in my own theoretical construct of how do you go into a man's world and mainstream your role. I found that to use my authority optimally, I had to balance my authority with playing that caring role. There is a bit of a gender dynamic but I have not yet felt that I am being short changed."

What is most significant, she says, is not losing sight of her objectives of transforming the mining sector, and of using the power that she has to effect change.

"I was prepared to bring people along, because that is better than to bring people kicking and screaming. But they had to realise that there is no going back. Its good to win people over, but in a position of power you must exercise power."

When she arrived in London to address the financial community there, one newspaper said she had arrived in the lion's den. "I told the journalist: I am a lion myself- I was so convinced that our cause is just."

She gives the example of some companies including gardening in their procurement activities so as to pad up the proportion of black business, a trick quickly picked up by her eagle eye: "I am not the minister of gardening," she tells them. "People should not be excluded from the heart of industry."

South African Minister of Agriculture and Land Affairs Thoko Didiza says she feels she has succeeded in winning the trust and respect of all those in the racially fractured farming community in South Africa, alarmed by land grabbing stories from neighbouring Zimbabwe, through similar careful footwork.

> "I know there has been a lot of fear. I have consistently said that will not happen in South Africa. But the real challenge is: how do we as South Africans, especially white South

Africans, move beyond the rhetoric? What are we doing to have a stable land redistribution programme? My message is that if we do not swim together across the river, we face the prospect of drowning together along the way."

She sums up her experiences in the ministry as follows: "I came into the sector not knowing everything, willing to learn, but also willing to give political leadership. That is my responsibility: mobilising all South Africans. I don't seek to please or to save face. I have had frank discussions with farmers, through their organisations, and I say when I feel they are not pulling their weight. But the heart of it is that at the end of that we always move on."

Sticking to your guns

Namibia's Samaria noted that women in leadership must quickly learn that being effective is not about pleasing everyone: "A leader cannot only take popular decisions. Sometimes you have to take unpopular decisions in the interests of all. There are 55,000 residents in Walvis Bay and when I would look out of my window and see 1000 people standing outside protesting against me, I would try and not lose sight of the bigger picture by remembering that more than 49,000 people were not among the demonstrators."

Samaria recalled a decision she made to upgrade and improve the informal settlements of the people in Walvis Bay who were renting from landlords. The settlements had no electricity, toilets or other basic services, and the council began to put these services in place by giving tenders for building facilities to Blacks in the area, and in the process began to bring down the cost dwellers were paying to the landlords for renting the space for their dwellings.

"The landlords began to instigate violent protests against the whole exercise. I was accused of taking Council money, of owning one of the businesses a tender was given to, and the Defence Force even had to be called in to protect me. I was almost killed at one meeting that turned violent.

"Because of the bad media coverage of me, the Minister of Local Government and even the President became concerned and travelled to Walvis Bay to find out what was going on. My family wanted me to consider quitting because my life was threatened. I went through three months of hell, but I decided that the violence, the demonstrations against me as mayor (she said the demonstrations were not targeted at the Council only at her), and the slander were instigated to force me out of office. I wasn't going to be forced out and continued with the consultations and work to improve the informal settlements."

Her perseverance paid off. The rehabilitation of the informal settlements in Walvis Bay won an award at the UN Habitat best practices conference in Dubai. The Council received about $40 000 as part of the award. The scheme is acknowledged nationally and internationally as a showcase of how not to resettle people without basic services in place.

Another lesson Samaria said she has learned as a woman in leadership is to "be myself". "My predecessor was a businessman, an eloquent speaker. I built on what he had started, but I did not compare myself to him. I did not try to be him. I had to be myself. I regard myself as equal to anyone. I work equally well with men and with women. I don't want to be someone else," she said.

"I consult, but I am able to take a decision and to stand-up for what I believe in. But when I take a decision, I sometimes want it done yesterday, because I believe why should you postpone until tomorrow when you can do something and complete it today. This makes me impulsive at times, but I am always credible towards others, and when I say I will do something, I don't like backtracking."

Holding leaders accountable

Performance
This section explores whether women decision-makers bring to bear different kinds of skills to men; if the pressure they find themselves under makes them more diligent in their tasks, and if their participation contributes to greater openness and transparency in governance.

Multi tasking
UK researcher Julia Ross notes that in the age of globalisation, successful businesses are those that move fast into a networking mode with the centre's role one of co-ordinating the activities of the different satellites; and successful leaders of tomorrow those who are lateral thinkers, used to performing many tasks at the same time and have a supportive, rewarding approach that brings out the best in people. She considers that women have an advantage over men "partly because they have often had to learn those very skills in their child rearing capacity and partly because they do not have to unlearn authoritarian behaviour."[6]

Mozambican Minister of Higher Education Lydia Brito argued that: "Women are usually good at performing many jobs at the same time, and they have a good sense of timing. Men are usually more focused, losing opportunity with their time keeping, but pursuing the time they have to focus on achieving a quality standard. So when you have the interaction you have the best of both of them, because they complement each other."

Diligence
An issue on which there is strong consensus in the literature and in the research, is that on average they tend to work harder.

A number of studies show that women, perhaps because of a sense of privilege and obligation, put extra effort into their work and in preparing for debates.[7]

This seems to confirm Jain's assertion that once women enter spheres of power they act as "exemplars". She argues that because women they have been denied opportunities to enter such spheres they "over-perform". As they know the hope that other women place on their presence in such powerful positions to change their lives they operate with a vision and mission.[8]

6. Ibid.
7. See, for example, Brill,A. Ed (1995) "A Rising Voice: Women in Politics World Wide." New York, the Feminist Press.
8. Jain D. (1997) "Minds,Bodies and Exemplars: Reflections at Beijing and Beyond."

Namibia's Samaria adds:

> I am aware that women in any public positions are scrutinised more by the people and their colleagues than men. Men can have a laid-back attitude, while women have to work twice, if not thrice as hard, to prove themselves. It's very unfair. I was under scrutiny as a councillor and when I became mayor, because I am a woman. I played it by the rules and made no exceptions. I didn't expect anything as a woman. I worked hard to know my Act (the law governing the work of the local authorities) and what to do.

Samaria, a recipient of awards from the Performance Management Review of Southern Africa for her work as mayor said that, "whatever I do, I believe that I am serving my country and that everyone at all levels has a role to play. You have to be proud and satisfied with what you are doing, and you must do your best. I am content with what I have done and with what I am doing now."

Seychelles' Simone de Commarmond noted: "It is not that women are treated unfairly, but that they are scrutinised more carefully."

In South Africa, deputy defence minister Madlala-Routledge says, "women tend to put in a lot more work than men and as a result they tend to be more effective, and more favoured as leaders."

Mtintso quotes the Chief Whip of the ANC as saying that on average, ANC women MPs register an 85 % attendance rate in their committees, public hearings, and constituency work, compared to a 65 % rate for men. He added that when training programmes are set up for women MPs, they attend in greater numbers than men." He attributed this to the fact that women "do not take power for granted, s men sometimes do. I find it very easy to rely on women both for their attendance and participation in parliamentary activities. This is not to say there are no problems or exceptions."[9]

In an assessment of women in the Zambian parliament, journalist Monde Sifunison wrote: "I do not deny that there are women who, after delivering their maiden speech, feel their work is done, and sit back comfortably to doze fitfully through their term in parliamentÖOf course, there are men who fall into that category. But men can afford to have sleeping partners. One hundred of them can go to sleep and those awake will still outnumber the women in the house by one hundred percent!"[10]

"I believe too that women are better leaders because they are committed to their goals. Once a woman commits to something, she gives her all. I, for example, have one single agenda and that is to work for my constituency, to see hospitals and schools in the area," reflected Zambian Minister of Labour and Social Services, Nalumango Mutale who is an MMD MP. "When women believe in something, we perform. We state our agenda and men do not."

9. Mtintso,T. (1999) "The contribution of Women Parliamentarians to Gender Equality." A research report submitted for the degree of Master of Management. University of Witwatersrand. (Unpublished).
10. Nalumango, M. and Sifuniso M., Eds (1998), "Women Power in Politics": National Women Lobby Group and Zambia Women Writer's Association: p218.

Victoria Phiri, a councillor in Chilenje Ward, Lusaka added: "There are some women who have not performed while in decision- making positions who have given the rest of us a bad name. But this happens with men also, although in the case of men, people are more willing to overlook their mistakes and treat it as part of learning, while for women, people expect more and judge them harshly when they err. It makes women wary of being decision-makers."

Transparency

A relatively new area of study concerns whether the participation of women in decision-making contributes to greater transparency in governance.

An example is the debate sparked off by Dollar, Fisman and Gatti of the World Bank. The authors point out that over the past few decades, research has established differences in behavioural characteristics across gender, for example the fact that women are more likely to exhibit "helping" behaviour and greater integrity. The study found a high degree of negative correlation between the representation of women in parliaments (using Inter-Parliamentary Union data) and the International Country Risk Guide's corruption index (CORRUPT).

The authors concluded:

Increasing the presence of women in government may be valued for its own sake, for reasons of gender equality. However, our results suggest that there may be extremely important spin-offs stemming from increasing female representation: if women are less likely than men to behave opportunistically, then bringing more women into government may have significant benefits for society in general. [11]

Although generalisations in this complex area are dangerous, there is logic to the argument that any system of governance that is more responsive to all interest groups in society should also be more transparent.

In the IPU study, 80 percent of respondents said that women change politics and restore public confidence and that their presence increases transparency.[12]

In Uganda, one of the few other African countries outside Southern Africa that has achieved the thirty percent target of women in parliament through a quota, President Yoweri Museveni is quoted as saying: "Women have stabilised politics in a way because they tend not to be opportunistic. They tend to go after the interests of stability. They are not so reckless like men."[13]

11. Dollar,D. Fisman,R. and Gatti,R (1999), "Are Women Really the Fairer Sex? Corruption and Women in Government." Policy Research Report on Gender and Development. Working Paper Series No.4. Washington, World Bank.
12. Inter-Parliamentary Union (2000), "Politics: Women's Insight." IPU: p4 and p45.
13. Los Angeles Times, 23 February 2000.

In South Africa DA MP Sheila Camerer, who has served as an MP both before and after the new democratic dispensation, noted that parliamentary committees, which used to be rubber stamp legislation in the past, now perform a serious oversight role. She attributed this greater openness and seriousness to all the new forms of diversity in the South African parliament including gender.

As demonstrated in the chapter that includes a discussion on gender-responsive budgeting, it is when women legislators begin to ask tough questions about resource allocations that resistance begins to set in. Gender budgeting is thus not just about the allocation of resources for advancing the status of women but also about bringing greater transparency to governance.

The fact that women in high office feel themselves to be under greater scrutiny than men may also be a contributory factor. As South Africa's Mlambo-Ngcuka notes:

I am very self- conscious. I know that I am under the spotlight. I have to guard my integrity with everything. In this kind of job the assumption is that all politicians are corrupt until proven otherwise. My strength in the changes I want to make will depend on how trustworthy I can be. I am vicious about my integrity.

Zambian Forum for Democracy and Development (FDD) MP Charles Banda expressed the conviction that a stronger presence of women in his country would help to change the corrupt nature of Zambian politics. "Our system is rotten and the culprits are men. To move forward we need to actively involve women." But for women to be effective, Banda says they must first overcome the perception by the people that they too are "crooks" since they made it through the dirty game of politics.

GLOSSARY

Advocacy - pleading in support of a cause

Audi-visual - comes from 'audio', which means sound and 'visual', which means something that you can hear and see.

Bandwidth - used to describe the volume of data that can be sent through a circuit - the smaller the bandwidth, the smaller the amount of data that can be sent at one time. Pictures, graphics, audio and video take up more bandwidth than text.

Browser - software program that retrieves web pages and transmits them to your computer, e.g. Netscape Navigator and Windows Explorer.

Campaign - organized course of action, especially with the intention of arousing public interest.

Communication - the science and practice of transmitting information

Communication - is conveying a message from one party to the other in the most effective way possible. The way in which the effectiveness of the message is measured is by the feedback that is received.

'Community' - refers to a collective or a group of people sharing common interests. The term 'community' can either be defined as: a geographically-based group of persons and/or a social group or sector of the public who have common or specific interests.

Community participation - allows communities to foster their own ideas and make decisions through democratic processes. It strengthens local forms of organization, preserves cultural values, but still embraces new developments.

Download - to copy a file from a remote computer to your own computer via a modem, telephone or cable. When you access a web page, it downloads the page to your computer's short-term memory.

Gender - describes the socially constructed differences between men and women. Our gender identity determines how we are perceived and expected to behave as men and women.

Gender equality - it is about women and men being respected and valued as equals.

Gender mainstreaming - it is systematic inclusion of gender concerns at all levels of planning, policy making and program implementation.

Information and communication technologies - any technology that can be used for communication or that can be used to organise and communicate data - fax machine, database etc.

Internet - It is a network of computers and servers connected by telephone lines, undersea cables, microwave towers and satellite links. It is the infrastructure that allows data - in sound, picture video or text form - to travel from one computer to another (or from one computer to many!)

Listserv - a mailing list, similar in some ways to a conference, but where messages are sent to the list's address. A copy of the message is then sent to each member or subscriber to the list.

Lobbying - seeks to influence, solicit support, especially politicians, through interviews, direct contact.

Mainstream Media - refers to commercial newspapers, radio and television.

Media - The multiple ways humans use to communicate with each other.

Medium - is the channel through which communication is sent. Types of channels include radio, TV, newspapers, magazines, video, film, CD, E Mail, websites, newsgroups, posters, pamphlets, stickers, meetings.

New Media - refers to media such as web sites, web portals (a 'gateway' to more information on a specific topic) e-mail, and e-mail news alerts, Listservs and so on. New media also includes the Internet, video and radio.

Networking - linking up around a cause of mutual interest

Public Media - is non- profit media. It does carry advertisement like mainstream media. Its main source of income is public money, often through public licensing fees.

Server - a computer that 'serves' (facilitates transmission of) information and software from individual computers to the Internet

Sex- it refers to the biological difference between women and men. Men produce sperm, women become pregnant, bear and breastfeed children.

Snail mail - mail sent by post, using a stamp

Software - Computer instructions or data. Anything that can be stored electronically is software. The storage devices and display devices are hardware - your computer screen or monitor, and hard disk.

Spam - Electronic junk mail or junk newsgroup postings, usually advertising

Stream - A technique for transferring data so that it can be processed as a steady and continuous stream - so sound can be received like a radio broadcast.

Traditional Media - refers to original communication methods such as drums, telling stories and talking to each other.

Virus - a destructive program that has the ability to reproduce itself and infect other programs or disks.

Website - A site (location) on the World Wide Web (www). The WWW is the collective term for all the websites on the Internet. Each web site contains a home page, which is the first document you see when you enter a site. The site might also contain additional documents and files. Each site is owned and managed by an individual, company or organization. The address of the website is called a URL (Uniform Resource Locator).

Media ethics - Are professional standards of fairness to which the media is required to adhere.

Truth - is the guiding principle for fairness, accuracy and independence. The media should guard against bias, distortion through emphasis, omission or technological manipulation. Journalists should for example caution against manipulating images to perpetuate stereotypes.

Objectivity and Fairness - The media is obliged to give both sides of the story.

Accuracy - Information that the media is communicating to the public must not be misleading or false. The media must correct misrepresentations of facts and correct the mistakes and apologies to the person/organisations.

Independence - Advertising should be differentiated from news. The media should be free of obligations to news sources/newsmakers. Gifts of money, free drinks, daily allowance, sexual favours or anything of value compromising a journalists integrity should not be accepted as they are often intended to influence the story written to favour a particular news source.

Integrity - The media should strive for impartial treatment of issues and controversial issues/subjects.

Sources - A source is an organisation or a person providing information on a particular topic to the media. The media has obligation to protect confidential sources on an issue of public concern.

Accountability - Media are accountable to their viewers, readers, and listeners, and to the media industry, not to produce misleading stories.

Sensitivity - Due care, responsibility and sensitivity should be exercised in reporting issues like gender-based violence.

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DFID Department for International Development
MDG3Fund of the Netherlands Government
Danida