Gender in media education

An audit of Gender in Journalism & Media Education and Training



SOUTHERN AFRICA

Final report written by Patricia A. Made

Gender links (GL) is a Southern African NGO that is committed to a region in which women and men are able to participate equally in all aspects of public and private life in accordance with the provisions of the Southern African Development Community (SADC) Protocol on Gender and Development.

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Participants at the Media Training, Journalism Education and Gender Equality syndicate session of the World Journalism Education Congress (WJEC) hosted in 2010 by the School of Journalism and Media Studies of Rhodes University, South Africa offered valuable insights and comments on the first draft of the report. The final regional report and country studies are being launched at the Fourth Gender and Media (GEM) Summit, being held under the banner: *Taking Stock: Gender, Media, Diversity and Change* in October 2010.

List of Acronyms

ACEJMC	Accrediting Council on Education for Journalism and Mass Communication
AEJ	Association for Education in Journalism
DRC	Democratic Republic of Congo
EHC	Evelyn Hone College
EMU	Eduardo Mondlane University
GBV	Gender-based Violence
GC	Gender Centre, Eduardo Mondlane University
GEMSA	Gender and Media Southern Africa Network
GEMMA	Gender and Media Malawi
GIME	Gender in Media Education
GL	Gender Links
GMAS	Gender and Media Audience Study
GMBS	Gender and Media Baseline Study
GMDC	Gender and Media Diversity Centre
GMMP	Global Media Monitoring Project
GMPS	Gender and Media Progress Study
HOD	Head of Department
HSJ	Higher School of Journalism
IAJ	Institute for the Advancement of Journalism
MAP	Media Action Plan
MISA	Media Institute of Southern Africa
MSU	Midlands State University
NBC	Namibian Broadcasting Association
NETSH	Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence
NSJ	Nordic-SADC Journalism Institute
NUJ	National Union of Journalists
NUST	National University of Science and Technology
PGEI	National Gender Policy and Strategy
PON	Polytechnic of Namibia
SADC	Southern Africa Development Community
SAEF	Southern African Editors Forum
SAQA	South African Qualifications Authority
SJ	School of Journalism
SJMC	School of Journalism and Mass Communication
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
TEVETA	Technical Education, Vocational and Entrepreneurship Authority
UNAM	University of Namibia
UNZA	University of Zambia
WJEC	World Journalism Educators Conference
ZAMWatch	Zambia Media Watch Organisation
ZAMCOM	Zambia Institute of Mass Communications

Foreword


Emily Brown

During the current academic year, a Polytechnic of Namibia student, Emsie Erastus, had the opportunity to undertake a semester-long internship at Gender Links (GL) as part of her experiential learning. When I saw her portfolio submitted for assessment I thought: what an experience for this young woman - she will remember this for the rest of her life! This was evidence, if ever we needed it, that if we are going to transform gender relations in the media, we need to start with the journalists of tomorrow. That is where media education comes in.

We stand here in the 21st Century wondering how and why it is that women and men remain unequal and, specifically, how women continue to be represented through various, often demeaning, stereotypes. What has been considered the "male" agenda has permeated the thoughts and beliefs of society at large, and is so deeply rooted that it is difficult to assess its origins, or claim it is still perpetuated solely by a dominant masculine outlook.

So how does one dismantle such a paradigm? Ruminating on Audre Lorde, is it really true that the master's tools cannot dismantle the master's house, and what about the media house? Believing that the media might well play a key role in enforcing age old perceptions, GL has dedicated a large proportion of its work to promoting equality in and through the media. Empowering women with tools to engage with the media that surround them could set into motion a long-awaited paradigm shift.

GL started by assessing exactly where women stand as creators and sources of media, as well as how women are represented through the media. Several studies have been undertaken and guides created to help students, trainers and media professionals dissect media outputs and determine how women are stigmatised and disregarded. The Gender in Media Education Audit (GIME) brings us closer to the root of the problem. With few answers as to why women remain a marginal group in the media, it became necessary to go back to the beginning: media education and training.

Over the last three years, GL has sought to deepen its relations with media education institutions in the region through the Gender



The GL/PON project helped students to see the news through a gender lens. *Photo: Trevor Davies*

and Media Diversity Centre (GMDC), a partnership between media development and knowledge institutions to collect, connect and collaborate on issues of gender, media and diversity. The partnership has made it possible to gather information from a representative sample of institutions around the region, as well as begin practical collaboration, such as the internship programme referred to earlier.

Throughout the GIME audit it became clear that the students are the greatest advocates for incorporating gender into their training. They were clear that not only did they want to learn more about gender: they wanted to know how this knowledge would change the media landscape into which they chose to venture.

The Polytechnic of Namibia (PON) has long sought ways of integrating gender into our curriculum, starting with the partnership with GL and the Friedrich-Ebert Foundation to build gender into our three-year media programme, from 2003 to 2006. Clearly, we need to do even more to embed these practices. We therefore welcome the GIME study - and the collaboration with UNESCO which is being piloted in Namibia - for the action-oriented follow-up. As one of the UNESCO Journalism Centres of Excellence, we believe strongly that a criteria for excellence should be the extent to which gender and diversity are meaningfully reflected in course content.

What is exciting about launching this study at the Fourth Gender and Media Summit in October 2010 is the possibility of sharing our experiences through a peer network that subscribes our beliefs. As Mary Wollstonecraft put it: *the beginning is always today.*

Emily Brown
Head: Department Media Technology
Polytechnic of Namibia

Executive summary



Getting the balance right. Women and men students at the University of Zimbabwe. *Photo: Trevor Davies*

At a glance:

- The Gender in Media Education (GIME) research which covered 25 institutions in 13 countries took place from October 2009 to April 2010.
- There are very few institutions with policies or other special measures to achieve gender equality.
- Males comprise the majority of the academic staff but females are the majority of the students.
- Media and journalism students receive limited theoretical grounding in gender.
- Few institutions have gender integrated into course content; fewer have stand-alone gender modules and there is a lack of gender-related course materials.
- There is a fair degree of gender awareness among staff, and students are eager to learn about gender.
- Gender considerations are not incorporated into assessments of student and staff performance.
- While there are examples of students' theses and special projects on gender and media issues there is scope for a greater depth and variety of research on gender, media and diversity issues at knowledge institutions in the region.

Table 1: Summary of key gender indicators for institutions of higher learning in the GIME research

Institution	Staff		Students		Policies		Curriculum	
	% Female	% Male	% Female	% Male	Gender	Sexual harassment	Gender considered in curriculum review	Committee/ individual responsible for gender mainstreaming
Region	36	64	61	39	28%	44%	28%	16%
Botswana								
University of Botswana	44	56	54	46	Yes	Yes	Yes	Yes
DRC								
Institut Facultaire des Sciences de L'information et de la Communication	18	82	77	23	No	No	No	No
Lesotho								
National University of Lesotho	67	33	73	27	No	No	Yes	No
Madagascar								
Antananarivo University	44	56	71	29	No	No	Yes	Yes
Malawi								
Malawi Institution of Journalism	29	71	50	50	No	No	No	No
Mauritius								
University of Mauritius	79	21	82	18	No	No	Yes	No
Mozambique								
Eduardo Mondlane	20	80	26	74	No	No	No	No
Higher School of Journalism	21	79	19	81	No	No	No	No
School of Journalism	38	62	28	72	No	No	No	No
Namibia								
Polytechnic of Namibia	50	50	58	42	No	No	Yes	No
University of Namibia	43	57	62	39	No	No	Yes	No
South Africa								
University of Fort Hare	43	57	57	43	Yes	Yes	No	No
University of Johannesburg	89	11	78	22	Yes	Yes	No	No
University of Limpopo	33	67	51	49	Yes	Yes	No	No
Stellenbosch University	33	67	62	38	No	Yes	Yes	No
University of Venda	60	40	47	53	No	Yes	No	No
University of Witswatersrand	75	25	69	31	Yes	Yes	Yes	No
Swaziland								
University of Swaziland	33	67	37	63	No	Yes	No	No
Tanzania								
School of Journalism and Mass Communication	30	70	60	40	Yes	Yes	Yes	Yes
Zambia								
Evelyn Hone	36	64	65	35	No	No	No	No
University of Zambia	31	69	56	44	Yes	Yes	No	No
Zambia Institute of Mass Communication Education Trust	25	75	67	33	No	No	Yes	Yes
Zimbabwe								
Midlands State University	36	64	64	36	No	Yes	No	No
National University of Science and Technology	25	75	49	51	No	No	Yes	No
Harare Polytechnic	27	73	49	51	No	No	No	No

This is my first time fully absorbing the gospel of gender... now I will go forward and preach that gospel.
-Dr. Adidi Uyo, University of Swaziland

The *Gender in Media Education in Southern Africa (GIME)* is the most comprehensive audit yet undertaken of the gender dimensions of journalism and media education and training in tertiary institutions in Southern Africa. Covering 25 institutions in 13 countries including Botswana, DRC, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe, the study took place from October 2009 to April 2010. Gender Links (GL) undertook the study in collaboration with the Gender and Media Diversity (GMDC) - a partnership between media development NGOs and knowledge institutions.

Background and context of the study



The GIME audit took place within the context of the Southern African Development Community (SADC) Protocol on Gender and Development which includes 28 targets to be achieved by 2015. These include urging the media and all institutions in the public and private sectors to achieve gender parity in decision-making by 2015.

The Gender Protocol also calls for the mainstreaming of gender in all media laws, policies and training. It urges the media to give equal voice to women and men; challenge gender stereotypes; and ensure balance and sensitivity in all coverage, especially that relating to gender violence.

Two other key pieces of gender and media research that point to the need to engage with institutions of higher learning are the *Glass Ceilings: Women and men in Southern African media* (2009) and the 2010 *Gender and Media Progress Study* (GMPS).

The *Glass Ceilings: Women and Men in Southern African Media* study is the most comprehensive audit ever undertaken of women and men in Southern African media houses. The study found that men constitute 59% of the employees in media houses compared to 41% women. If South Africa, which constitutes 40% of the population in the region and over half the employees in this sample is excluded, the figure for women is 32%. The study also found that women constitute less than a quarter of media managers in the region.

The 2010 GMPS, a follow-up to the 2003 *Women and Men Make the News, Southern Africa Gender and Media Baseline Study* (GMBS) show that the proportion of women sources in the Southern African region has increased from 17% in the 2003 GMBS to 19% in the 2010 GMPS. The GMBS and GMPS are the most comprehensive studies on gender in editorial content in the Southern Africa media. The miniscule increase in women sources is cause for concern.

The low representation of women in the media industry and as sources in media content requires strategic interventions. One important intervention is to ensure that gender is integrated into all aspects of journalism and media education and training. The GIME research provides a comprehensive view of how, and indeed if, gender is integrated into journalism and media education and training in Southern Africa.

GIME builds on two previous gender and media training studies undertaken by GL. The 2001 *Southern Africa Media Training Needs Assessment* by Colleen Lowe Morna and Zohra Khan provided an analysis of the institutions that provide media training, the type of training that they provide, ways to improve and strengthen that training, identify new media training needs and also assess the sustainability of media and training institutions. The study documented the media's increasing awareness of the need to incorporate gender into

training. Editors interviewed recognised the gender biases in reporting and editing, and that the media needed training on gender issues in order to cover the changes in society.[1]

While the 2001 study found that some regional training institutions such as the Institute for the Advancement of Journalism (IAJ) in South Africa and the former Nordic-SADC Journalism (NSJ) in Mozambique offered courses on covering gender issues, most journalism and media training approaches to integrating gender into training were ad hoc and attracted more women journalists than men.[2]

In 2004, GL commissioned Professor Lizette Rabe, Head of the Department of Journalism at the University of Stellenbosch to undertake an audit on gender in journalism and media education and training in seven Southern African countries including Botswana, Lesotho, Malawi, Mauritius, Namibia, South Africa and Swaziland. The 2004 *Gender in Media Education and Training Audit* assessed gender mainstreaming in journalism and media education and training at entry land postgraduate level. The research called on media knowledge institutions to:

- Acquire more materials on gender and media that originate in the South.
- Integrate gender into the entire course, otherwise it will be looked upon as a topic dealt with for a specific time and then forgotten.
- Review existing curricula and identify how gender can be incorporated.
- Appoint journalism curriculum developers who understand the importance of gender sensitivity and who can then restructure some of the course content to include more gender related issues.
- Provide lecturers with resources.
- Provide gender training for lecturers.
- Develop synergies between institutions that provide journalism and media education and training.
- Include gender as part of assessment criteria.
- Highlight the issue of gender in the education and training of a new generation.

The 2010 audit focused on government or publicly-funded institutions of higher learning. The study does however include the Malawi Institute of Journalism (MIJ), which is not a government-funded institution, because of its long-standing affiliation and work with GL and the Gender and Media Malawi (GEMMA) chapter of the Gender and Media Southern Africa (GEMSA) Network.

The GIME study aimed to:

- Establish whether or not gender is integrated in media education and training.
- Identify gaps in current media/journalism education and training in Southern Africa with regard to mainstreaming gender in the curriculum.
- Determine whether or not GL[3], as well as other gender and media texts, materials and electronic resources are used in media education and training in the departments of media education and journalism training at institutions in Southern Africa.
- Use the findings to develop strategic interventions to ensure sustained gender mainstreaming in media education and training.

Researchers conducted interviews with 321 individuals (67 staff and 254 students) with 53% female and 47% male respondents. Women comprised 34 of the 67 staff interviewed and 136 of the 254 students interviewed.

[1] Southern Africa Media Training Needs Assessment, commissioned by NSJ Trust with the support of NIZA, Colleen Lowe Morna and Zohra Khan, Gender Links Associates, September 2001.

[2] Southern Africa Media Training Needs Assessment, commissioned by NSJ Trust with the support of NIZA, Colleen Lowe Morna and Zohra Khan, Gender Links Associates, September 2001.

[3] Gender Links in collaboration with a number of media and gender NGOs in Southern Africa has coordinated and published a large body of material on gender in Southern African media houses. The research ranges from gender in editorial content, and employment patterns to studies on advertising, audiences' views and even a look at gender in the tabloids that are present in several countries. These publications provide data and anecdotes on gender in the media within the countries own national contexts and give a broad regional perspective. These materials provide the basis for teaching on gender and the media from various angles.

This report draws on a methodology developed by GL and the GMDC, which is housed at the GL head office in South Africa. The GMDC partnership between media development NGOs, knowledge and training institutions aims to "collect, connect and collaborate" on knowledge to advance gender equality and diversity in the media in Southern Africa and across the globe.

This Southern African study on Gender in Media Education is one of the first to look at the gender in journalism and media education and training. The study covered six key areas:

- Institutional policy framework
- Curriculum development and course content
- Teaching and learning
- Prescribed texts, readings and learning materials
- Assessments
- Research and publications

Will this research make any changes? Please use this to make changes.
-Student, Malawi

Key findings

The key findings of this audit are:

Institutional policy framework

- ***There are very few institutions with policies or other special measures to achieve gender equality:*** Seven (28%) of the 25 institutions in the sample have stand alone gender policies. The majority (72%) of the institutions audited did not have stand-alone gender policies. The University of Dar es Salaam in Tanzania had a stand-alone gender policy to provide a blueprint for the attainment of gender equity in staffing at all levels, student enrolment in all faculties and departments and for mainstreaming gender in teaching, curriculum development and research. A few institutions - for example, Midlands State University (MSU) and the National University of Science and Technology (NUST) in Zimbabwe - have draft gender policies that have not been formally adopted by the institutions. At several other institutions, affirmative action policies and procedures provide the institutional guidelines for achieving gender and other forms of diversity, while some respondents pointed to a country's National Gender Policy as the guiding framework for institutional gender practice.

- ***Almost half of the institutions have sexual harassment policies:*** Some 44% of the institutions surveyed have sexual harassment policies. The University of Botswana, National University of Lesotho, Stellenbosch University and University of Zambia are members of the Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence (NETSH). Institutions that did not have stand-alone policies included sexual harassment as a transgression within their Disciplinary Codes of Conduct. But, overall staff and students at the institutions do not know about such policies and their provisions.

Gender within media studies departments

- ***Males comprise the majority of the academic staff:*** Some 62% of the academic staff in the departments of journalism and media education and journalism training at the universities are males, compared to 38% in the case of females.

- ***But females are the majority of the students:*** Female students comprise 61% of the students in the departments of journalism and media education and training are females and 39% are males. However, in most institutions audited, the numbers of female students enrolled begins to decline at the Masters' and Doctorate degree levels.

Curriculum development and course content

- ***Gender is considered in some curriculum policies and processes:*** According to the data gathered, 46% of the institutions in the sample consider gender in curriculum review processes. Only the University of Dar es Salaam in Tanzania has a policy that stipulates gender as one of the criteria for curriculum development in all faculties

and departments. In the other institutions it is voluntary. This finding is not, however, well reflected in the actual content of the courses on offer. Despite good intentions, gender remains largely absent from curricula.

- ***There are very few institutional structures to ensure that gender is included in curriculum:*** While 46% of institutions state that they consider gender in curriculum only three (16%) of the institutions has a committee or individual responsible for gender in the curriculum. The institutions with institutional mechanisms for gender mainstreaming into curriculum include University of Botswana, School of Journalism and Mass Communication (SJMC) at the University of Dar es Salaam and the Zambia Institute of Mass Communication (ZAMCOM).

- ***Media and journalism students receive limited theoretical grounding in gender:*** Very few institutions in the region offer core courses on gender, or gender and the media. Exceptions are the University of Namibia (UNAM) and at Midlands State University in Zimbabwe where gender is a core course requirement.

- ***Gender-specific modules have been developed at some institutions:*** The SJMC at the University of Dar es Salaam has a module on Gender and Media within its programme. At the University of Zambia, the department of Mass Communication developed and co-taught a gender and media course with the Department of Gender. The course is offered in the post-graduate programme. The Zambian Institute of Mass Communication (ZAMCOM) has gender specific modules in its certificate in journalism programme.

- ***Gender is incorporated into some course content:*** Gender, as well as other issues of diversity, is included in some courses such as Media Ethics, Media and/or Communication Law, Media and Society, Language, Advanced Reporting or Specialist Reporting, Advertising, Photojournalism, Introduction to Radio and Radio Production, Introduction to Television and Television Production, among others.

- ***But the attention given to the topic is dependent upon lecturers' own knowledge and commitment to mainstreaming gender in-depth in the course content:*** There are no departmental guidelines for lecturers on how to incorporate gender and other diversity issues into course content, nor is it mandatory for them to do so. This creates an ad hoc approach to the incorporation of gender into course content and this study could not determine from course outlines and syllabuses, the depth given to the issue.

- ***Models for mainstreaming:*** There are models at institutions within the region that illustrate how gender can be systematically incorporated into journalism and media education training, through institutional policy frameworks and departmental programmes. The University of Dar es Salaam's Gender Policy, the University of Namibia (UNAM's) HIV/AIDS Policy and the Polytechnic of Namibia (PON's) Pilot Project with Gender Links on mainstreaming gender into entry-level journalism education serve as models for mainstreaming gender in teaching, research and other activities of the media education and journalism training departments.

Teaching/learning

- ***There is a strong desire to integrate gender into teaching and learning:*** Of the staff interviewed 48% believed that gender is as important as other diversity issues. Some 15% cited gender as the most important diversity issue. Only 5% said gender is not a priority in journalism and media education and training.

- ***Gender training is key:*** Departments highlighted lack of knowledge of "how to do it" as a key challenge to incorporating gender into their programmes and work.

- ***Both male and female students acknowledged the importance of gender in media education and journalism training:*** Students of journalism and media education and training highlighted that gender in entry-level journalism training is one way to begin to eliminate gender biases in the media such as subtle and blatant gender stereotypes; the lack of women's voices and perspectives in the news; the use of gender-insensitive language; and gender-blind coverage. Male students indicated that their misconceptions of gender had been changed in courses where gender had been incorporated, while female students noted that gender in media training tended to build their confidence to enter the male-dominated media houses.

Prescribed texts/Readings/Learning Materials

- ***Gender is missing from course material:*** The wealth of gender and media literature as well as research and training materials which has been published internationally and within the Southern African region is missing from the prescribed texts, readings and course materials used in the media education and journalism training departments' curriculums. Lecturers cited the absence of teaching and reading materials on gender and the media as one of their challenges, specifically gender and media texts and materials that are written and developed in Africa.

Assessments

- ***Gender missing in student and staff assessments:*** Gender is not incorporated as a standard in any systematic way in the journalism and media education and journalism training departments' assessments of courses. Gender is also not a standard in the assessment of staff performance.

Research/Publications

- ***Academic research on gender, media and diversity issues could be broadened and deepened:*** While there are examples of students' theses and special projects on gender and media issues, as well as projects on women's representation and gender stereotypes in the media, gender and the media has not become an area of serious academic research and scholarship among the lecturers within the institutions' media education and journalism training departments.

Structure of the report

The report comprises eight chapters as follows:

- *Chapter one: Sexism in the Media: from the classroom to the newsroom* provides a background to gender in media education and journalism globally and in the region, highlighting some of the key concerns.

- *Chapter two: Framing the research: concepts, methodology and limitations* covers the guiding framework, concepts, methodology and limitations that informed this study.

- *Chapter three: Setting standards: gender policy gaps* looks at whether the tertiary institutions have gender policies to create gender-responsive environments in institutions of higher learning.

- *Chapter four: Men are lecturers and women are students* provides the regional data on staffing and student enrolment in the 25 departments of media education and journalism audited and details lecturers' and students' perceptions and views on the importance of gender.

- *Chapter five: Gender in the vision* looks at whether gender is a consideration in the policies and processes that shape the curricula used in media education and journalism training in tertiary institutions.

- *Chapter six: Good intentions, mixed results* provides the study's findings on how gender is being incorporated into teaching and course content,

as well as the findings on texts used, research and assessments.

- *Chapter seven: A Model for mainstreaming* gives the example of the Polytechnic of Namibia's collaboration with Gender Links as an approach to gender mainstreaming in media education and journalism training at tertiary institutions.

- *Chapter eight: Conclusions and recommendations:* This chapter draws on a pilot project already underway in Namibia with the support of UNESCO to mainstream gender into media education and ideas for cascading this across the region, including through the use of New Media to establish Communities of Practice.

Relevant country comparisons are made throughout the report which should be read in tandem with national reports on the GIME findings in each country which have been produced and can be accessed on www.genderlinks.org.za.



Saeanna Chingamuka presents at Swaziland GMPS workshop. *Photo: Jennifer Elle Lewis*

Chapter 1

Sexism in the media

From the classroom to the newsroom



Debating gender and the media at Stellenbosch University. *Photo: Trevor Davies*

Chapter at a glance:

- There is a growing trend towards the professionalisation of the media globally and in Southern Africa.
- New standard setting procedures in education and training offer an entry point for mainstreaming gender in media education.
- Increasingly, globally and in Southern Africa, women constitute the majority of media students, but not of media practitioners or decision-makers. This begs the question of what happens to women media graduates after they leave school?
- The Gender and Media Progress Study (GMPS) has shown that women journalists are more likely to consult women sources than male journalists.
- The glaring gender gaps in media content, globally and in Southern Africa, point to the need to increase the proportion of women reporters in the media.
- Training, like policy, has a key role to play in shaping how journalists see, and report on the world.

The clock is ticking, the clock is ticking for anyone who may have at this stage not made a full commitment to gender…There is a force that is moving in a straight direction, and Gender Links has a strategic vision…there is nothing you can do about it… it is something that is going to happen.

-Peter Banga, The Polytechnic of Harare

Do journalists learn their craft in the classroom or in the newsroom? How does this impact on gender gaps in the media as well as in media content? This chapter traces the evolution of media education and its gendered dimensions from the classroom through to newsrooms globally and in Southern Africa. The chapter concludes that like policy, training is a key starting point for changing attitudes and practice in the media.

Trends in media education and training

Throughout the twentieth century, in both the United States and in Britain, journalism has become increasingly professionalised in response to pressure within the industry and from outside.[4] This has led to the development of departments of journalism and media education and training at institutions of higher learning. By the 1970s, 60% of all US journalists had college degrees and by the early 1990s, 75% to 80% of newly hired, entry-level daily newspaper journalists had degrees or diplomas.[5]

The British, who believed more in journalists learning their craft in the newsrooms as cadet or apprentice reporters than in institutions of higher learning, only began to offer a post-graduate diploma courses in journalism in the 1970s and undergraduate degree programmes in the 1990s.[6] Up to the 1980s, the majority of journalists in Britain had no university education in any area. By 1995, 69% of British journalists had been educated at university level.[7]

The gendered implications of these trends have been more researched in the United States than in Britain.[8] In 1972, three women journalism and media education academics[9] presented the findings of their pioneering study on the status of women in the departments of media education and journalism in American colleges and universities. The study entitled *(More Than You Ever Wanted to Know) About Women and Journalism Education* was presented to the Minorities and Communication Division of the Association for Education in Journalism (AEJ). It set out to identify qualified women in journalism education; to find out what these women were doing; and to look at sex discrimination in journalism education.[10]

In the introductory paragraphs to this seminal study, the three authors stated:

The various studies which follow in this paper came about for at least two reasons - curiosity and concern. Curiosity, because no one seems to know how many 'qualified' women there are in the potential pool for journalism education. Concern, because if the women exist they are seldom visible at AEJ conventions, on the pages of Journalism Quarterly, in the university classrooms, or in administrative positions in schools and departments.[11]

The authors of the study recommended further research to assess the extent of sex discrimination in journalism education in institutions of higher education. These recommendations included:

[4] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 63.
[5] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 63.
[6] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 63.
[7] A. Delano and J. Henningham, The News Breed: British Journalists in the 1990s, London: London Institute (1995), cited in Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 63.
[8] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 70.
[9] The three were Ramona R. Rush, Carol E. Oukrop and Sandra W. Ernst.
[10] Ramona Rush, Carol Oukrop, Pamela Creedon, Seeking Equity for Women in Journalism and Mass Communication Education, A 30-Year Update, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 2004, 415.
[11] Ramona Rush, Carol Oukrop, Pamela Creedon, Seeking Equity for Women in Journalism and Mass Communication Education, A 30-Year Update, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 2004, 415.

strengthening recruitment to bring women into doctoral programmes and to keep graduates in the industry; considering women's double-roles - marriage, children and associated obligations; and, the appointment of a Committee on the Status of Women in Journalism, to be taken up AEJ which in its early work would investigate sex inequities and later focus on recruitment and placement functions.[12]

Only women interview the king's wives, even if they just hold the microphone.
-Student, UNISWA, Swaziland

Thirty years later, studies on women in media education and journalism faculties still pointed to gender gaps. A 2000 survey conducted by Oukrop and Rush found that 62% of female journalism faculty members put salary inequity at the top of their list of discrimination concerns. The age differences between women and men in journalism faculties and in the profession, with women being younger, reflected the difficulties women had in sustaining a career both as lecturers and practitioners due to sexism, barriers to promotion, inflexible work practices and lack of childcare support.[13]

Values on "what is news" and "who reports on what" often begin with training. As Chambers, Steiner and Fleming state in their study on *Women and Journalism* (2004): "The privileging of a masculine set of occupational values begins at the level of training and is echoed in newsrooms."[14]

Gender and media: the global context

The *Global Media Monitoring Project* (GMMP) has been conducted four times over the last 15 years. The table alongside shows briefly how many countries, news items and the proportion of women subjects found in global media:

Table 2: Progression of the GMMP

Year	No. of countries	Items	Proportion of women subjects
1995	71	15000	17%
2000	70	16000	18%
2005	76	13000	21%
2010	42	6902	24%[15]

In the fifteen years between the first GMMP in 1995, and latest GMMP in 2010, there has been a 7% increase in women sources in the global media.

A key global priority remains increasing the representation of women sources in the news specifically and the media generally. As illustrated in Table 2 the increase between studies has been almost insignificant. This suggests that countries need to look at different ways of engaging with the media around the GMMP findings and that a more aggressive global advocacy and lobbying strategy be developed.

The global economic crisis is both a challenge and an opportunity for gender and media activists. According to Ferial Haffajee, editor of the *City Press*, in times of economic hardship "gender becomes a nice to do, not a have to do." In these times the media are losing skilled journalists and traditional audiences. But this presents an opportunity to work with media houses to rethink who their target audiences are, to assist in deconstructing the female segment and identifying what content will appeal to this particular market. Another important avenue is to

In our media, there is no gender integration. And if there are shows that talk about women, these are shows that reinforce stereotypes on women: cooking shows, beauty shows, shows about love...These shows show how women should act towards men, which does not help in making the woman independent. We always put the women next to the men, below the man. We must sensitise women and those developing such shows on how to put the competences of women forward.
- Student, DRC

[12] Ramona Rush, Carol Oukrop, Pamela Creedon, Seeking Equity for Women in Journalism and Mass Communication Education, A 30-Year Update, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 2004,451.
[13] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 75.
[14] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 81.

[15] These figures are based on a preliminary analysis that was launched at the Beijing Plus Fifteen Review in March 2010. The final results will be available in September 2010.

make available high quality content with gender mainstreamed for media houses.

The GMMP becomes an important rallying point and provides data to engage with the global, continental, sub-regional and national media. There is also a need to link gender in the media with the provisions included in national, sub-regional, continental and global instruments to advance gender equality.

To date, the only international analysis of women's employment in the news media is the 1995 United Nations Education Scientific and Cultural Organisation (UNESCO) study by Margaret Gallagher *An Unfinished Story: Gender Patterns in Media Employment*. The study found that in all regions of the world, women are not a significant part of the media workforce (21% in Asia; 25% in Latin America and 35% in Western Europe and the United States; 8% in Japan; 12% in India; and 16% in Argentina).

There are even fewer women in high level positions in the media. The Radio-Television News Directors Association in the United States reports that women constitute 24% of news directors in television and 20% of those in radio. Similarly, the American Society of Newspaper Editors reports that women are only 34% of newsroom supervisors in the United States.

The International Women's Media Foundation (IWMF) is currently finalising the *Global report on the Status of Women in the News Media*, which will be published in October 2010. The study measures where women stand in the global media. The Southern African data used for this upcoming report has been taken from the *GL Glass Ceilings: Women and men in Southern Africa media* (2009).

The Southern African context

Francis Nyamnjoh and Nkosi Ndlela argue that journalism and media education and training in Africa has been shaped, and continues to be shaped, by developments in trend-setting countries in North America and Western Europe.[16]

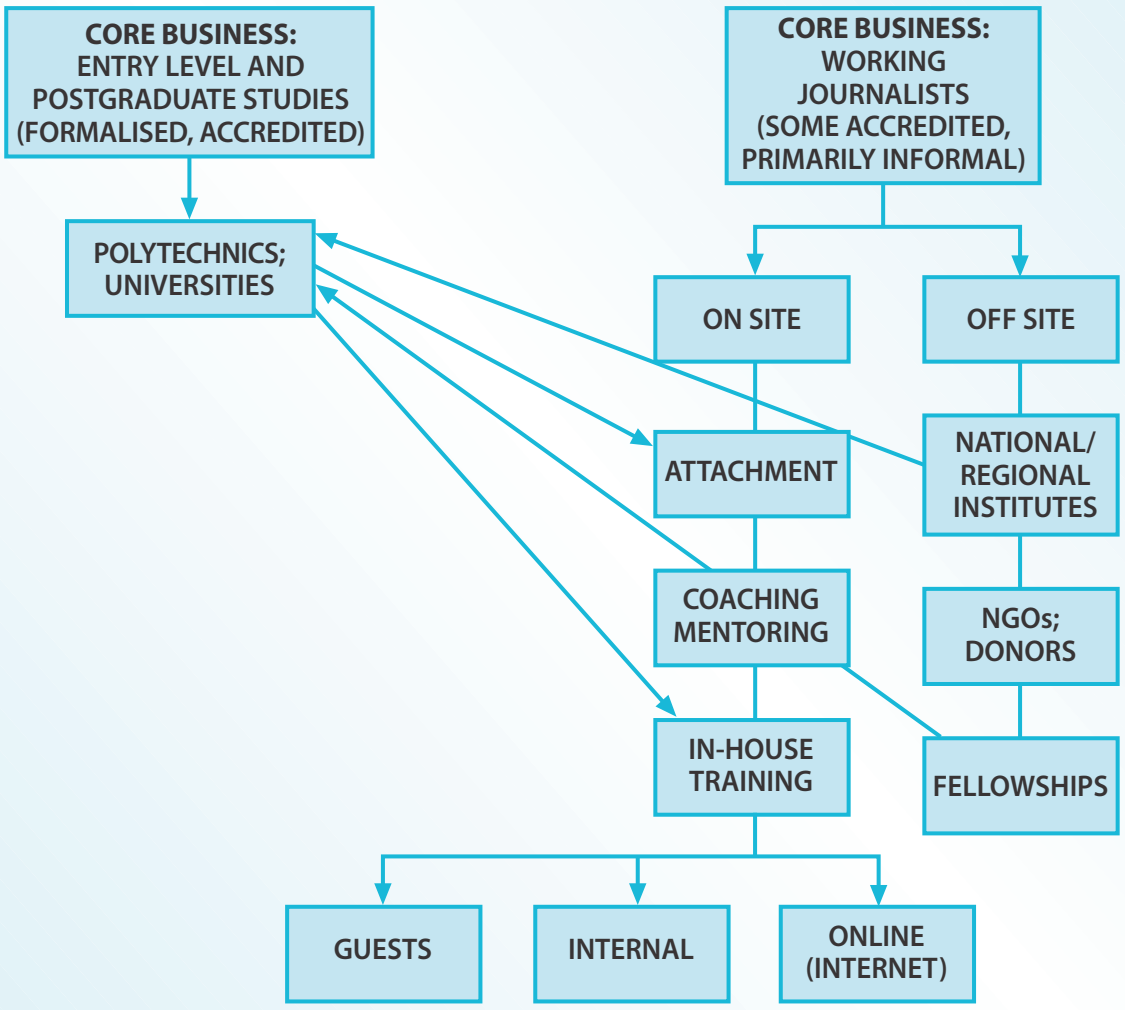
Most Southern African countries (which are former British colonies) followed the British approach to training journalists, with an initial focus on on-the-job learning, followed by the gradual introduction of formal training. Anglophone African countries introduced journalism training schools in the late 1950s and Francophone Africa followed suit in the late 1960s.[17]

Ndlela notes that the introduction of the term *mass communication* in the 1940s has changed the training landscape to encompass broader approaches, as well as professional training for media-related fields other than journalism. *Journalism and mass communication* colleges sprung up in a number of African countries.[18]

The Southern Africa Media Training Needs Assessment by Colleen Lowe Morna and Zohra Khan (Netherlands Institute of Southern Africa and the NSJ, 2001) provided a comprehensive overview of the types of media training taking place in the Southern Africa region today. This assessment explained how media training falls into two broad categories: those whose core business entry-level media practitioners, and those who cater for continuous learning, or in-service training. The two different types of training are often referred to as "formal" for entry- level training, and "informal", for in-service training. These distinctions are rather archaic, but hold true in so far as the one yields a qualification, while the other generally only leads to a certificate of participation.[19]

[16] Nkosi Ndlela, African media research in the era of globalization, Journal of African Media Studies, Volume 1 Number 1, Intellect, Ltd, 2009, 58.
[17] F.B. Nyamnjoh, Africa's Media: Democracy and the Politics of Belonging, London: ZED Books, 2005 cited in Nkosi Ndlela, African media research in the era of globalization, Journal of African Media Studies, Volume 1 Number 1, Intellect, Ltd, 2009, 58.
[18] Nkosi Ndlela, African media research in the era of globalization, Journal of African Media Studies, Volume 1 Number 1, Intellect, Ltd, 2009, 57.
[19] Zohra Khan and Colleen Lowe Morna, Southern Africa Training Needs Assessment, 2001

Figure 1: Types of media training in Southern Africa



Source: The Southern Africa Media Training Needs Assessment by Colleen Lowe Morna and Zohra Khan (Netherlands Institute of Southern Africa and the NSJ, 2001)

As illustrated in Figure one taken from the study, entry-level training can be divided into the more academic training offered by universities, and the more hands-on training offered by vocational training schools, which may either be state-supported polytechnics, or private colleges that are either commercial or non-profit.[20]

Across the region there are moves to set up independent accreditation structures. These are standard setting structures against which qualifications offered at institutions of higher learning are rated.

In South Africa this has resulted in polytechnics becoming Universities of Technology. Similar shifts are in the pipeline in Namibia. Both South Africa and Namibia have national qualification frameworks and authorities. This starts to blur the

[20] This graphic depiction of media training in the region is taken from Zohra Khan and Colleen Lowe Morna, Southern Africa Training Needs Assessment, 2001.

traditional lines between training offered at polytechnics which was in the past mainly practical and training offered at university which used to be mainly theoretical.

The creation of a framework that provides a common set of standards for journalism and media education and training allows trainees to move between different training sites. The other important change in the education context is the recognition of prior learning. The existence of standards against which a qualification is granted means that people who have worked in the industry for a long time can apply to get their experience formally accredited. They can then join formal training courses and be given credit for what they already know. The institution of new standard setting structures opens the opportunity for gender to be integrated into journalism and media education and training.

Gender and media in Southern Africa



Women speak out in Malawi. *Photo: Trevor Davies*

Women's activism for the elimination of sex discrimination within media houses and for a more fair and balanced representation of women in the media's editorial content has been a part of the larger struggle for gender equality and women's human rights in Southern Africa.

Women's access to freedom of expression and their right to communicate in and through the media; their right to access to information; their right to equal employment opportunities in the media, especially in media management positions; among other issues, have become the focus of a growing gender and media advocacy movement across the region.

Gender equality in SADC

On August 17, 2008, Heads of State and Government of the Southern African Development Community (SADC) adopted the SADC Protocol on Gender and Development, a legally-binding document that encompasses commitments made in all regional, global and continental instruments for achieving gender equality.

The Protocol has 28 substantive targets for achieving gender equality by 2015 and it is unique, because it addresses new and emerging issues that have not been dealt with in other regional declarations and policies on gender equality and women's human rights. One of these areas is *Media, Information and Communication* (Articles 29-31).

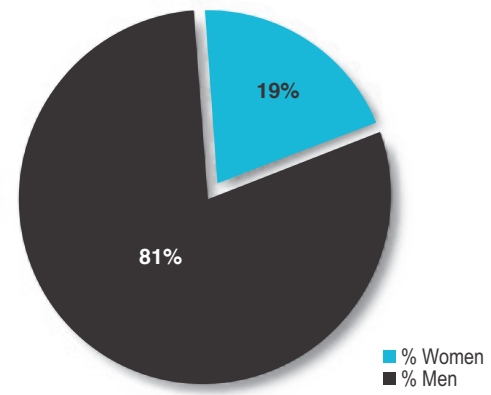
The SADC Protocol on Gender calls for gender parity in media houses by 2015, especially in the areas of media management and decision-making positions; for measures to eliminate subtle and blatant gender stereotypes in all forms of media content; for women's greater access to freedom of expression in and through the media; and for gender to be mainstreamed into all media, information and communication policies and laws.

Gender in media content

The 2003 *Gender and Media Baseline Study* (GMBS), *Women and Men Make the News*, published by GL and the Media Institute of Southern Africa (MISA), for example, provided the first comprehensive set of baseline data on gender in the editorial content. Some 25,100 news items were analysed in this study. The GMBS found that women comprised only 17% of the sources in the news, and male voices dominated in all news coverage, including stories on gender-based violence. The news, according to the GMBS, is mainly told through the voices and perspectives of those in positions of

prominence and formal authority, and in Southern Africa, the majority of those persons are males. [21]

Figure 2: Proportion of female versus male sources in the news in Southern Africa



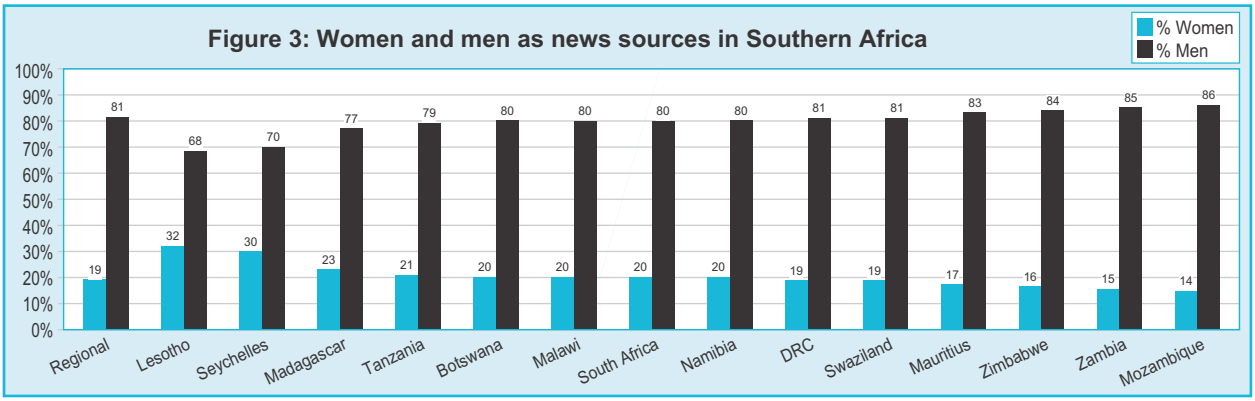
Source: GMPS 2010

As illustrated in Figure two, in the *Gender and Media Progress Study* (GMPS) conducted in 2010, the proportion of women news sources in Southern Africa had increased from 17% in the 2003 GMBS to 19% in the study undertaken seven years later.

Figure three, which disaggregates sources by country, shows that the country with the highest proportion of female sources (31%) is Lesotho. Mozambique has the lowest of proportion (14%) of female sources in the news in the region. Interestingly, Mozambique also has the lowest number of female students (26%) in journalism and media education and training and third lowest number of female staff (28%) in journalism and media education.



Figure 3: Women and men as news sources in Southern Africa



Source: GMPS 2010

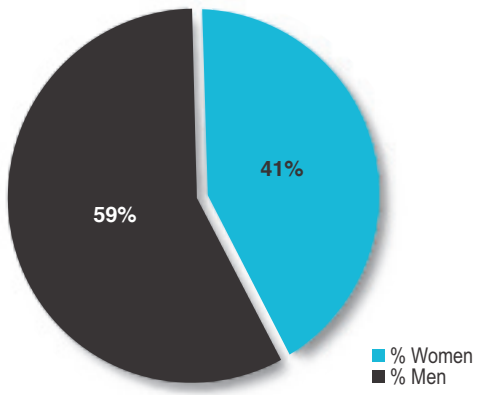
[21] Women and men make the news, Gender and Media Baseline Study, Gender Links and Media Institute of Southern Africa, 2003.

Gender within the media

In 2008/2009, GL and partner organisations conducted the first comprehensive study on where women and men are located within the institutional structures of the media, including at the different levels and in different occupations.

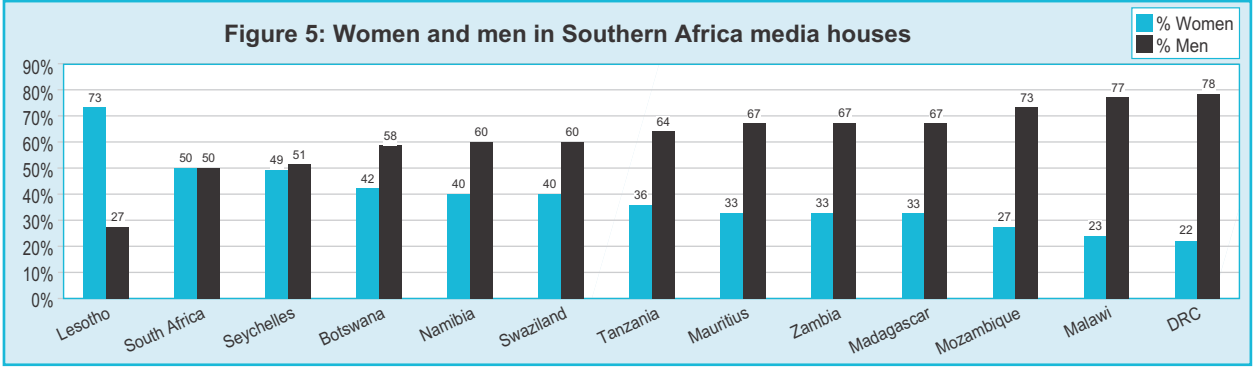
The *Glass Ceilings in Southern African Media* (2009) found that women constitute 41% of all those employed be media houses (see Figure four). However if South Africa, which constitutes 40% of the region's population is excluded, this figure drops to 32%.

Figure 4: Proportion of employees by sex in Southern Africa media houses



Source: Glass Ceilings in Southern African newsrooms

Figure 5: Women and men in Southern Africa media houses



Source: Glass Ceilings in Southern African newsrooms

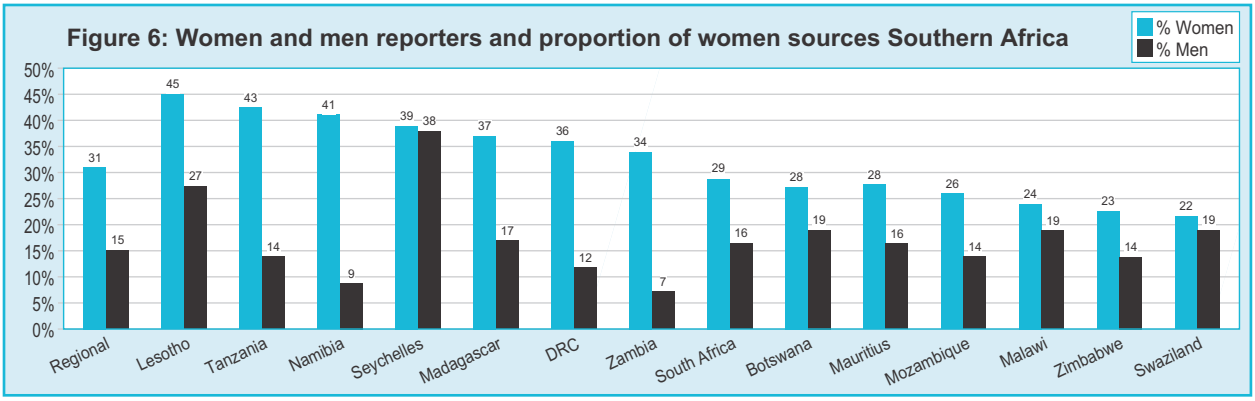
Figure five shows that there are vast regional disparities between the proportion of women and men in the media. This ranges from 73% women in the media in Lesotho to 22% in the DRC.[22] Media houses in South Africa have achieved gender parity (50/50).

The student demographics in journalism and media education and training in Southern Africa (see Chapter four) shows that in every country except Mozambique (26%), Swaziland (37%), and Malawi (50%) there more female than male students. Mauritius (82%), the DRC (77%) and Madagascar (71%) have the highest proportion of female students in the region. Yet as reflected in Figure five, these three countries have amongst lowest proportion of women in the media. This begs the question: where do the female journalists go after their training?

Only 16% of the media houses surveyed in the *Glass Ceilings* report said that they have gender policies. Employment and editorial policies, with clear targets and guidelines for achieving gender diversity in media houses and in editorial content are not just elements of good practice, but are key elements of good governance within the media and of the media's accountability to the public.[23]

[22] Glass Ceilings Women and Men in Southern African Media, edited by Pat Made and Colleen Lowe Morna, Gender Links, 2009, 10.

[23] Glass Ceilings Women and Men in Southern African Media, edited by Pat Made and Colleen Lowe Morna, Gender Links, 2009, 12.



Source: GMPS 2010

In one of the most important revelations of the GMPS, Figure six shows that women reporters are more likely to access women sources more than men. The research found that across the region women sources account for 31% of the total in stories reported by women, as opposed to 15% in the case of men. The comparative figures globally from the 2010 Global Media Monitoring Project (GMMP) are 26% for women and 19% for men. These findings suggest that while increasing the proportion of women in the media overall and the proportion of women managers specifically makes little difference to the gender responsiveness of news content, increasing the presence of women *journalists* in the media does make a difference.

Conclusions

As a major source of information for a large segment of the public, the media must play a critical role in not only monitoring power and providing a forum for public criticism, dialogue and debate, but helping audiences to make sense of the complex issues around them. This requires journalists who have "the ability to look at things from multiple points of view and the ability to get to the core" of matters.[24]

> *Mainstreaming gender in the curriculum is very important. Several interventions have been made with regard to HIV and AIDS including learning about it in tertiary institutions. This has gone a long way in changing attitudes. The same should be done about gender.*
> - Male student, National University of Lesotho

Training, like policy, is one of the most effective ways to begin to change attitudes and practice. As Jonathan Beukes, who went through the PON/GL course that mainstreamed gender into the three year entry level course offered by this institution noted in an interview, his eyes opened to more than just how to construct a journalistic story: he began to see society through a new lens.

In Southern Africa, opportunities for greater synergy between media and journalism training institutions and the media industry have been created by the plethora of research on gender and the media during the last seven years, and by the presentation of these findings to the media throughout the region. Media managers and journalists are asking for courses, guidelines, policies and training on 'how to' incorporate gender into the practical skills of reporting, as well as for the conceptual knowledge to understand the gender-dimensions of the issues the media report on a daily basis.

Editors interviewed throughout the region and during national forums on the findings of these studies indicated a need for journalists and editors to be trained on how to report on issues from a gender perspective and to

[24] Bill Kovach & Tom Rosenstiel, The Elements of Journalism, What News people Should Know and the Public Should Expect, 2001, 2007, Three Rivers Press, New York.

cover gender equality and women's rights issues as a specialised area of reporting.

I theoretically know about gender imbalances but practically, I don't know how to change that.
- Male student, NUST, Zimbabwe

This research can be used to develop targeted training and further research initiatives by departments of journalism and media education and training in tertiary institutions, thereby generating knowledge for the theoretical and practical aspects of the departments' training programmes.

The 2001 Needs Assessment identified new areas of training. One of which was the mainstreaming of issues such as human rights, HIV and AIDS and gender into media education and journalism training. All of these areas required a framework, methodologies and teaching materials to achieve this.



Beverlyn Dube from the University of Venda participating in the GIME consultative workshop March 2010. *Photo: Jennifer Elle Lewis*

Chapter 2
Framing the research
Context, concepts and methodology



Debating the first draft of the GIME report at the World Journalism Education Congress hosted in 2010 by the School of Journalism and Media Studies of Rhodes University. *Photo: Jennifer Elle Lewis*

Chapter at a glance:

- The 2004 Gender in Media Education and Training Audit in Southern Africa laid the foundations for this research.
- The GL/PON pilot project on mainstreaming gender in media education gave practical insights into how this might work.
- In 2008 GL launched the Gender and Media Diversity Centre (GMDC) in partnership with media knowledge institutions.
- Many of these have been working closely with the UNESCO Model Curricula for Journalism Education on how gender fits into this model.
- The GMDC advisory group proposed the GIME audit at a reference group meeting in 2009.
- The audit covered 25 of the 47 media education and training institutions in the region.
- The chapter outlines the concepts and methodology of the audit of Gender in Media Education as well as its limitations.

I must say that I have really benefitted a lot. Sometimes you exist in your own world, and own sphere... I am delighted to say it has been a really good experience... the impetus is now on us to walk the talk...
-Blessing Jona, National University of Science and Technology (NUST) ~ In reference to the GIME Regional Conference

This chapter covers the framework, concepts, methodology and limitations of the research. The discourse on gender mainstreaming is linked to the United Nations global conferences on women and builds on the United Nations Education, Scientific and Cultural Organisation (UNESCO) Model Curricula for Journalism Education. The GIME research is a sequel to the 2004 *Gender in Media Education and Training Audit*, as well as several other studies that point to the need to address gender gaps in the media at the entry point, which is media education.

Context

The 2004 **Gender in Media Education and Training Audit** of higher education institutions in seven Southern African countries aimed to gain a greater understanding of tertiary curricula in journalism, mass communication and media studies (JMC) education and training (E&T) in the region. The Audit was primarily an information gathering exercise to assist in identifying the needs of institutions of higher learning in relation to gender mainstreaming particularly in reference to curriculum, teaching and materials. Another key information priority in the research was to establish which institutions in the region were offering journalism and media education and training.

Covering seven Southern African countries (Botswana, Lesotho, Malawi, Mauritius, Namibia, South Africa and Swaziland) the researchers contacted 24 institutions of higher education (universities, universities of technology and technikons) and 21 responded. In the other six countries one person served as a coordinator. Two countries did not respond.

The audit aimed to provide:

- Quantitative data about specific tertiary institutions in the seven Southern African countries that offer JMC programmes.
- Quantitative data about the specific courses that the institutions offer.
- Qualitative data from JMC departments of how gender is incorporated in curricula.
- Suggestions and recommendations from each JMC department of their approach/problems/strategies concerning gender and media education.
- A list of current research projects focusing on gender and media.

The Graduate Department of Journalism at the University of Stellenbosch conducted the study in South Africa, and coordinated inputs from the other countries, between May and August 2004. This process consisted of drawing up a pilot questionnaire containing both quantitative and qualitative questions, finalising this questionnaire and sending it to 24 tertiary institutions in South Africa as well as the coordinators in the other six Southern African countries. The department processed information collected and made follow-up inquiries with those institutions that did not respond.

The study showed that most training institutions in the region are committed to mainstreaming gender into their curricula but face constraints including internal work pressures and limited time; lack of material; lack of expertise; the need to raise awareness amongst educators; lack of coordination amongst institutions to share practices and resources, and limited communication between regional training institutions.

Key questions raised in the research included:

- How systematic are efforts of gender mainstreaming in journalism and media education and training in Southern Africa?

- Is this adequately enforced in assessments and evaluations?
- Are media educators sufficiently trained themselves to be able to carry out this task?
- What are some of the ways in which indigenous study materials could be increased?
- How can the exchange of information on gender in media education between institutions in the region be managed effectively?

The audit yielded:

- Institutional data according to country, institution, department/school, qualifications offered, current head of department and contact details.
- The curricula on offer at the institutions according to country, institution, whether or not gender is included, gender specific components, how it is incorporated and the person responsible for this aspect of the curriculum.
- The material used according to country, institution, what materials/textbooks are used both as course or reference material, and what materials are recommended by the institution.
- Strategies the various institutions follow to introduce gender into the curriculum according to country and institution, as well as recommendations.
- The approach to gender and problems experienced according to country and institution.
- Research currently undertaken, as well as seminar/workshops offered according to country and institution.
- Contact list, including web addresses of institutions contacted.

From 2003 to 2006, GL worked with the **Polytechnic of Namibia (PON)** on a project to mainstream gender in its new media studies programme, documented in a primer called Gender in entry level journalism. This pilot project established that gender and media training brings together the three main components of journalism education and training - skills, knowledge and attitudes - in the following ways:[25]

- Gender is often viewed as a beat on its own and can be classified as a form of knowledge-based training;
- However, as gender cuts across all areas of reporting, the more challenging form of this training is in giving reporters the gender analysis skills and knowledge so that they can recognise the gender dimension of all stories; and
- Gender is an important component of attitude training. This encompasses ethics and the challenging of deeply ingrained prejudices around race, gender, ethnicity, disability, sexual orientation, HIV and AIDS, or other forms of "otherness" that are engrained in media practices.

The importance of gender in media education is echoed in the excerpt from a speech by the PON rector at one of the framing meetings for this research.

[25] Gender in entry level journalism, edited by Colleen Lowe Morna and Pauliina Shilongo, Gender Links, 2004.



Dr. Tjama Tjivikua, Rector: PON with Ms Ilke Platt, PRO: NBC, on World AIDS Day, 2008. *Photo: Colleen Lowe Morna*

Box 1: Start with the cause

You see, there's a map behind every development, although at times a badly structured one. And there's a cause for every effect. Unfortunately, when we start to address the problem, normally the effect is where the focus lies. For good or ill, this is Plan B, and Plan B is not a good option, or is not an option. This trend tell us that humans tend to think linearly as the most logical way, even in detrimental situations. The lesson is that we do need 'new thinkers' in the 21st century, and Gender Links is on that track.

Surely, the solution to this gigantic problem lies beyond mainstreaming gender in journalism education. But that doesn't mean that we should give up or become complacent. If it weren't for the concerted, specific efforts targeted at mainstreaming gender in society in general, and in journalism curriculum in particular, human progress will be retarded and incomplete. Quoting one of my graduates from the ***Country Report: Audit of Gender in Media Education and Journalism Training at the Polytechnic of Namibia and the University of Namibia****, he states: 'women's issues are development issues and development issues are women's issues, because women suffer most when it comes to health, education, housing and other services.'*

Excerpt from the speech by Dr. Tjama Tjivikua, Rector: Polytechnic of Namibia, March 2010. Concepts



GL launched the **Gender and Media Diversity Centre (GMDC)** in March 2008: a physical and virtual resource centre based in Johannesburg, South Africa, with linkages throughout Southern Africa and across the globe. The Centre envisions media that is diverse, ethical and responsive to the current needs of women and men.

Traditionally the media has reinforced gender and racial stereotypes, which has proved disempowering. The Centre advocates, represents and creates media that is fair, unbiased and professional, and encourages women and men to empower themselves by critically engaging with the various forms of media around them. The GMDC achieves this by facilitating the *collection, connection and collaboration* on information and resources relating to gender, media and diversity. The Centre also calls on strategic partnerships to enhance research, education and training tools through links with various members and a core advisory group.

The primary members of the GMDC are knowledge institutions in Southern Africa. These institutions are acutely aware that classrooms are connected to the patterns in the university, which in turn are linked to larger social and workplace issues.[26] Many of them have been engaging with the UNESCO Model Curricula for Journalism Education. This existing tool can be applied and adapted to factor in gender as an essential component of media and journalism training.

[26] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, Oxon, 2004, 8.

Box 2: The UNESCO model Curricula for Journalism Education

United Nations Educational, Scientific and Cultural Organisation

introduction of this Model, the authors break down the primary lines of development for journalism education in universities[1]. These take the shape of:

- An axis comprising the norms, values, tools, standards, and practices of journalism;
- An axis emphasising the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders; and
- An axis comprising knowledge of the world and journalism's intellectual challenges.

The incorporation of gender into media and journalism education strengthens the foundations of journalism[1] with:

- An ability to think critically, incorporating skill in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods.(An understanding of how to analyse issues from a gender perspective or a gender analysis, is a critical skill for deciphering many of the hidden aspects of a variety of issues and enhances journalists' ability to think critically about how information is presented and what is missing).

- An ability to write clearly and coherently using narrative, descriptive and analytical methods.(Narratives and descriptive writing that perpetuates biases, prejudices and stereotypes violates many of the ethical principles of good journalism).

- A knowledge of national and international political, economic, cultural, religious and social institutions. (The embedded gender norms and power relations within all institutions have brought new knowledge to the table on how representative and participatory these institutions are, not only for women, but for many other groupings).

- A knowledge of current affairs and issues, and a general knowledge of history and geography. (Many of the current debates of the 21st century and especially in the developing world have centred on the inter-linkages between gender inequalities and poverty, the spread of HIV and AIDS, food security, democracy and human rights, reaching key developmental goals such as the Millennium Development Goals (MDGs), among others).

Since the launch of the GMDC, GL has worked with the departments offering journalism and media education and training in several different initiatives. These include but are not limited to:

- Offering the gender and media literacy course through the University of Botswana, Institut Facultaire des Sciences de L'information et de la Communication (DRC), National University of Lesotho, University of Antananarivo (Madagascar), University of Mauritius, Eduardo Mondlane University (Mozambique), Polytechnic of Namibia, Stellenbosch University, University of Swaziland, Zambia Institute of Mass Communication.

Gender is an integral part of social, economic, cultural and political life. The media and journalists deal a lot with social issues and they must therefore know how to deal with gender issues.
- Christina Chan-Meetoo, Lecturer, University of Mauritius

- Launching the *Glass ceilings: Women and Men in Southern African media* research with the Polytechnic of Namibia and the National University of Science and Technology in Bulawayo.
- Follow up GIME workshops with the University of Namibia and Polytechnic of Namibia as well as the Eduardo Mondlane University, Higher School of Journalism and School of Journalism in Mozambique.
- Working with National University of Science and Technology (NUST) in Zimbabwe, PON and the University of Botswana during the Sixteen Days of Activism 2009 cyber dialogues and the Soccer 2010 *"score a goal for gender equality"* campaign.

During the GMDC Advisory Group meeting held in February 2009, the members expressed the need to work in a more structured and formal way with media knowledge institutions on issues of curriculum, teaching, learning, assessments, policy development and materials. The meeting suggested that a follow up audit be undertaken of gender in journalism and media education and training across the Southern African region. The audit would update the information gathered in the 2004 research and be extended to all the countries in the region.

Concepts

The research is based on the following understanding of key terms:[27]

Gender: Refers to the socially constructed ways in which women and men are expected to behave. Masculinity is constructed as powerful, physical and rational and femininity as passive, dependent and emotional. Masculinity is seen to belong to the public sphere and femininity to the private sphere.

Gender and the media: The media tends to reinforce unequal power relations. Significantly, news, which is aimed at being "neutral" and "balanced", is proposed to be a masculine genre.

Gender mainstreaming The UNDP definition of gender mainstreaming is: "Taking account of gender equity concerns in all policy, programme, administrative and financial activities, and in organisational procedures, thereby contributing to a profound organisational transformation. "For journalism and media education and training departments in tertiary institutions, this requires the development of gender-responsive institutional policies and/or departmental guidelines and procedures that address gender equity in academic staffing, student enrolment, conditions of service, staff development, and policies and guidelines that address the mainstreaming of gender into curriculum policies and procedures, teaching, learning and research in the departments of media education and journalism.

Gender-specific module: These are specific courses developed within journalism and media education and training programmes devoted solely to gender and media theories and issues. As noted in the findings of this study, a few departments of media education and journalism have developed gender-specific modules, while some universities offer a core module on gender which is compulsory for all students at these institutions.

Incorporate gender into course content: This refers to a process whereby lecturers develop within an existing course, sections to teach the gender dimensions of the area being taught. For example in Theories of Communication, lectures, readings, case studies and assessments on feminist media and communications theories are integrated in the course. Over time, if a large number of courses within the curriculum incorporate gender, a gender mainstreaming process in the curriculum has occurred.

[27] Several of these concepts have informed the theoretical framework of GL's research on gender and the media in Southern Africa.

News, the public sphere and gender: News is conventionally understood as functioning within the public sphere and as playing a significant role in enabling the public sphere. However, it is argued, the very notion of the "public sphere" privileges masculine interests. In response to the critiques of the masculine nature of the public sphere, there have been calls to re-conceptualise this in order to address the existing dichotomy between private and public and to consider how women's experience is obscured. News production, it is argued, should be more inclusive and encourage greater diversity or argument and representation.

Scope

The GIME research took place in 13 Southern African countries: Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe.

The research focused on "formal" accredited institutions offering entry level and post graduate media education and training. Institutions offering media education and training in the following disciplines were included: Journalism; Media studies; Cultural studies; Communications.

Entry level training includes academic training offered by universities, and the more hands on training offered by polytechnics or universities of technologies. The Malawi Institute of Journalism (MIJ) although not a government-funded institution, was included in this study because of its affiliation with groups in Malawi and the region working on gender and media issues.

Objectives and guiding questions

This study provides a regional overview of gender in journalism and media education and training at tertiary institutions. The research sought to:

- Establish whether or not gender is integrated in media education and training;
- Identify gaps in current media/journalism education and training in Southern Africa with regard to mainstreaming gender in the curriculum;
- Determine whether or not GL's[28], as well as other gender and media texts, materials and electronic resources are used in media education and training in the departments of media education and journalism training at institutions in Southern Africa; and
- Use the findings to develop strategic interventions to ensure sustained gender mainstreaming in media education and training.

GL made use of the Gender and Media Checklist developed for its work at **Annex A**. Key guiding questions for this research included:

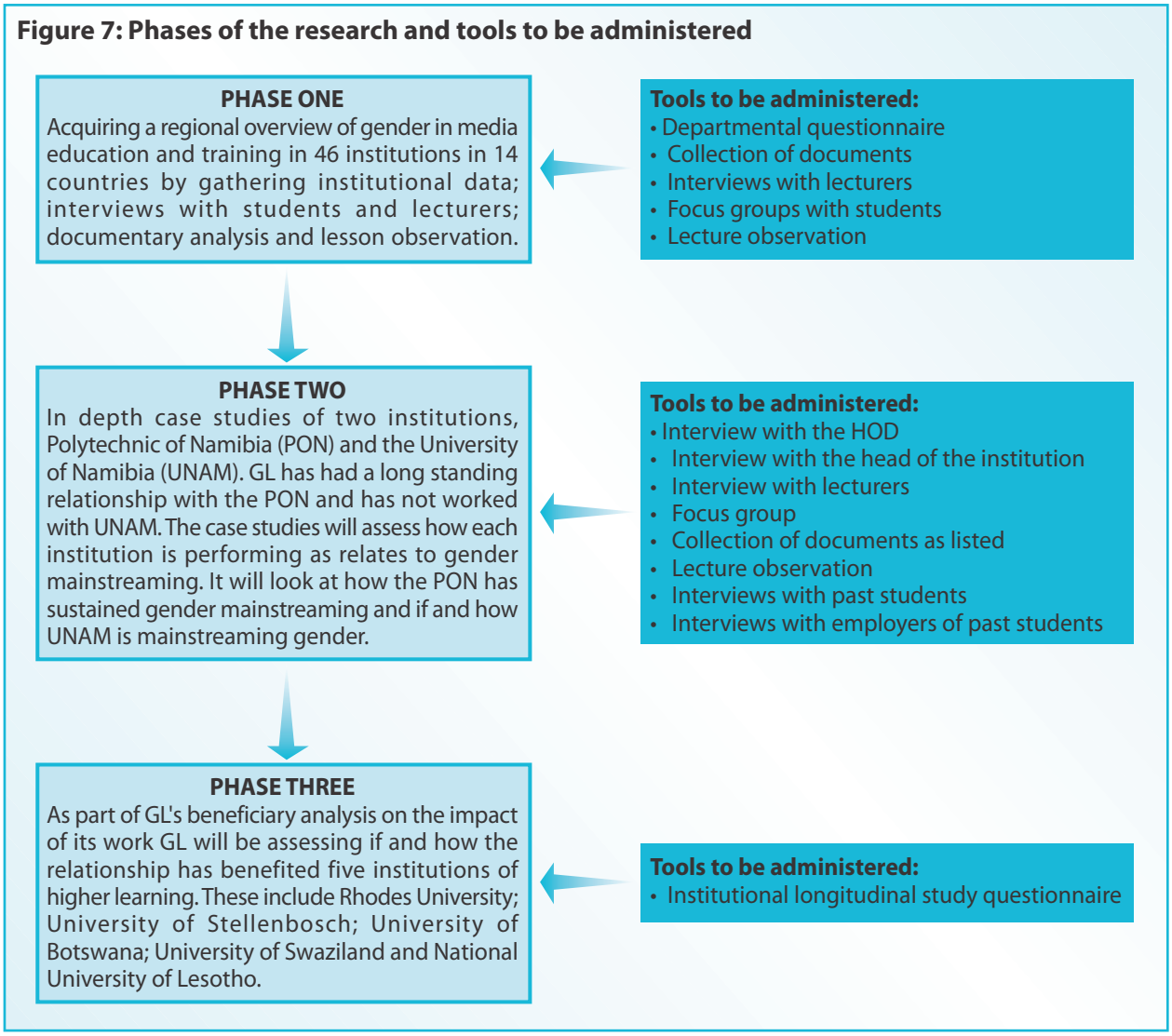
- Do tertiary institutions have policy frameworks to achieve gender parity in staffing, student enrolments?
- Where are women and men in the tertiary institutions departments and schools of media education and journalism training?
- Who are the journalism students? Males or females?
- How is gender being mainstreamed or incorporated into media education and journalism training?
- What factors influence gender mainstreaming in teaching, learning and research at tertiary institutions?
- Is gender a consideration in the accreditation of tertiary institutions?
- Is gender a consideration in media education and journalism departments' curriculum review?
- How and why should gender be incorporated into media education and journalism training departmental practices?

[28] Gender Links in collaboration with a number of media and gender NGOs in Southern Africa has coordinated and published a large body of material on gender in Southern African media houses. The research ranges from gender in editorial content, and employment patterns to studies on advertising, audiences' views and even a look at gender in the tabloids that are present in several countries. These publications provide data and anecdotes on gender in the media within the countries own national contexts and give a broad regional perspective. These materials provide the basis for teaching on gender and the media from various angles.

Research methods

The study design (Figure 7) involved three phases that combine assessment tools to provide both qualitative and quantitative information. The final phase is part of a longer term beneficiary analysis that GL is conducting as part of the monitoring and evaluation of its work over the last ten years.

Figure 7: Phases of the research and tools to be administered



Key tools included:

- Departmental questionnaire, covering all the relevant administrative information; institutional data; qualifications, subjects and prescribed texts used; curriculum development; gender in media education; how institutions have worked with Gender Links.
- Gathering of documents including Gender policy; Affirmative action or special measures; Sexual harassment policy; Promotion policy or

procedure; Curriculum development policy; Curriculum development; Subjects and pre-requisites; Assessment and assessment criteria; documentation relating to lecturers and students.
- Feedback on Gender Links publications/ productions.
- Trainers beneficiary analysis questionnaire.
- Interview with lecturers.
- Focus groups with students: At each institution researchers conducted focus groups with two groups of students made up of five females and males from different levels of study. The discussion focused on students' perceptions on gender and how it has or hasn't been included in the training.
- Lecture observation.

Research sample

There are a total of 47 institutions that offer journalism and media education and training in the Southern African region (Figure 2). All 47 institutions were approached to participate in the study; 25 (53%) responded. The largest number of institution offering journalism and media education and training are in South Africa.

Table 3: Research sample

Country	Number of institutions	Institutions audited	Department
Angola	1	University of Agostinho Neto	Department of Media and Society
Botswana	1	University of Botswana	Department of Media Studies
DRC	4	Institut Facultaire des Sciences de l'information et de la Communication	
Lesotho	1	National University of Lesotho	Department of Research, Evaluation and Media
Madagascar	2	Antananarivo University	Interdisciplinary Department for Professional Training
Malawi	2	Malawi Institute of Journalism	Department of Media Training
Mauritius	2	University of Mauritius	Media and Communications Unit
Mozambique	4	• Eduardo Mondlane University • Higher School of Journalism • School of Journalism	School of Communications and Arts
Namibia	2	• Polytechnic of Namibia • University of Namibia	• Department of Media Technology • Department of Information and Communications Studies
South Africa	26	• University of Fort Hare • University of Limpopo • Stellenbosch University • University of Venda • University of Witwatersrand • University of Johannesburg	• Department of Communication • Department of Media and Communication Studies • Department of Journalism • Department of Communication and Applied Language Studies • Department of Media Studies • Department of Journalism, Film and Television
Swaziland	1	University of Swaziland	Department of Journalism and Mass Communication
Tanzania	4	University of Dar es Salaam	School of Journalism and Mass Communications

Country	Number of institutions	Institutions audited	Department
Zambia	3	• University of Zambia • Evelyn Hone College • Zambia Institute of Mass Communications Educational Trust	• Department of Mass Communication • Media Studies Department
Zimbabwe	3	• National University of Science and Technology • Midlands State University • Harare Polytechnic	• Department of Journalism and Media Studies • Department of Media and Society Studies • School of Journalism and Media Studies
TOTAL	**47**	**25**	

The table shows that the study covered 13 of the 15 SADC countries. The research did not include Angola and Seychelles as Angola failed to provide data and Seychelles does not have media education and journalism training at tertiary level.

This report provides the data and findings mainly from interviews with academic staff and students at the 25 tertiary institutions. A total of 321 individuals were interviewed, comprising of 67 staff and 254 students with 53% female and 47% male respondents. 35 (51%) of the staff and 136 (54%) of the students were females. A list of interviewees is attached at **Annex B**.

Limitations

These include:

- In South Africa only six of the 17 relevant institutions participated in the study despite repeated requests. As a result there are no Universities of Technology that offer journalism and media education and training in the study. The University of South Africa was not included in the research sample because their teaching and learning happens via correspondence.
- In Malawi the researchers were unable conduct the research at the Polytechnic of Malawi. While the findings for MIJ are included, there is not a separate Malawi Country Report.
- Data was not delivered from one of the 15 countries (Angola).
- Time constraints and exam schedules prohibited lecture observations and interviews with more lecturers in the departments of media education and journalism training.
- The lack of sex-disaggregated data on males and females in the various qualifications offered within the departments of media education and journalism training limited the study's findings on the numbers of males and females seeking higher degrees in media education and journalism. Women not pursuing higher qualifications is often one reason cited for their lower numbers among the academic staff at universities.
- Lack of evidence in the form of documentation to substantiate and illustrate the responses provided on the incorporation of gender into course content.
- Time constraints resulted in a limited number of lecture observations at the institutions surveyed in this audit leading to inconclusive findings.
- Focus groups did not take place in all sites.

A general limitation in any kind of qualitative research that seeks to assess attitudes and perceptions on issues of gender and diversity is the ability to gauge whether respondents provide "politically correct" responses or their genuine beliefs. However, as noted in other qualitative research studies similar in nature to this one, attitudes; perceptions and relationships do not lend themselves easily to quantifiable measures. The quotes and examples from interviewees add insight and texture to the quantitative findings.

Chapter 3
Setting standards
Gender policy gaps



From left: Jennifer Elle Lewis (GMDC); Emily Brown (PON) and David Kerr (University of Botswana) during a GMDC Advisory Group meeting.
Photo: Colleen Lowe Morna

Chapter at a glance:

- Policies provide a key framework for mainstreaming gender.
- Only 28% of institutions have stand alone gender policies. These include the universities of Botswana and Tanzania.
- Others universities with media studies departments either have draft policies; affirmative action provisions; or no specific provisions on gender.
- Less than half of the institutions (44%) have some form of sexual harassment policy, and only nine universities have stand alone sexual harassment policies.
- Neither the gender nor sexual harassment policies are well known or implemented.

If it weren't for the concerted, specific efforts targeted at mainstreaming gender in society in general, and in journalism curriculum in particular, human progress will be retarded and incomplete.
-Dr. Tjama Tjivikua, Rector, Polytechnic of Namibia

The principles and standards for incorporating gender into institutional practices and procedures start with the policy framework. Evidence shows that across all sectors and institutions in society, gender is unlikely to be systematically mainstreamed unless there are policies, guidelines and procedures that clearly spell out institutions' commitment to gender equality and equity, a roadmap for achieving equality and the setting of clear targets for measuring how well the institutions are doing to achieve their goals. This chapter summarises the overall findings on the gender and sexual harassment policy frameworks and cites specific examples from the 25 institutions audited.

Gender policies

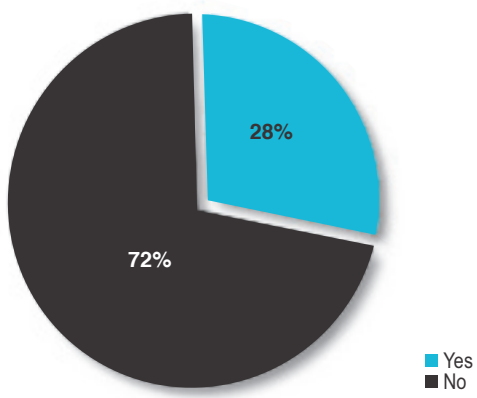
Institutional policies for gender mainstreaming can take several forms:

- A stand-alone gender policy which gives visibility to an institution's commitment to gender equality; or
- Gender is mainstreamed into all institutional policies (Human Resources, Conditions of Service Curriculum Development, Codes of Conduct and Procedures, among others) to ensure that it becomes a living document in all aspects of an institution's operations.

In addition to gender policies, institutions may also have special measures (such as quotas) to address gender, racial and other imbalances in order to guide recruitment, staff development, enrolment, among others.

Of the institutions surveyed for this audit seven (28%) had stand alone gender policies (see Figure nine). The institutions with gender policies include the Universities of Botswana; Fort Hare; Johannesburg; Limpopo; Witwatersrand; Dar es Salaam and Zambia.

Figure 8: Proportions of institutions of higher learning with stand alone gender policies



In the September 1989 University of Botswana Keynote Paper for National Development Plan 7, one of the objectives specifically speaks to gender within the academy: "To increase gender awareness in all programmes at the University and to strengthen the role of the University in enhancing women's contribution to development." (UB 2009). In 1991, the university established a Gender Programme and Policy Committee (GPPC) of the Academic Planning Committee to monitor the implementation of the gender objective as stated in the Keynote Paper.

In the University's Strategic Plan to 2016 and beyond, it is noted that to achieve its vision and mission the University values equity as an important element to ensure equal opportunity and non-discrimination on the basis of personal, ethnical, religious, gender or other social characteristics. In the same plan it is set as an objective, that to enhance human resources for excellence in delivery, gender balance must be insured in management and development programmes should be provided to achieve this. (UB 2008)

The University of Dar es Salaam in Tanzania also has a stand-alone gender policy which demands top-level commitment to gender equity, the retention of affirmative action policies (including

those which would strengthen academic women's presence and research profile), regular monitoring and reporting, ongoing research and linkages with stakeholders beyond the campus, and attention to sexual harassment in the university.[29]

The University of Dar es Salaam policy was developed in 2006 by the Gender Centre, a department of the university that provides guidance and monitors the mainstreaming of gender in curriculums, programs and admissions, among other areas of university operations. The institutional gender policy is to be applied by the university and its constituent colleges.

This policy covers issues such as: measures to increase women's representation in staff and student ratio; university governance; hiring of staff; admission of students in various faculties and courses; academic performance of male and female students; and curriculum development.

Several respondents said that they are in the process of developing a policy or have draft policies. Midlands State University in Zimbabwe has a draft gender policy. The University of Mozambique; Polytechnic of Namibia; University of Namibia, National University of Science and Technology and University of Zambia are interested in developing gender policies.

Affirmative action

The most common form of formal gender equity policies in universities in Southern Africa is the development of affirmative action opportunities for women students[30] to increase the number of female students. The audit found an example of this approach at the University of Zambia in Lusaka. The institution currently does not have a gender policy, but it does stipulate in its enrolment guidelines that 30% of the total available places in all departments should be reserved for female applicants only. The University has plans to develop a gender policy as part of its strategic plan.

Affirmative Action Policies also guide initiatives to redress racial, gender and other imbalances at PON and the University of Namibia (UNAM). These policies are in-line with national guidelines provided for all institutions and employers by national laws and the *Employer's Guide to Affirmative Action in Namibia*, published in 1997 by the Namibia National Chamber of Commerce and Industry. This guide provides Namibian employers with information on how to design and implement an affirmative action policy. Neither institution has a gender policy.

The University of Namibia's Affirmative Action Policy and Procedure sets out the provisions on how the University will reach its ultimate goal of "80% Namibianisation, during our second 5 year development Plan, leaving 20% for international exchange scholars".[31] Specific provisions are outlined in Box 2.



Namibian student, Salome Nzuma, at Business Unusual Training.
Photo: Jennifer Elle Lewis

[29] Jane Bennett, Exploration of a "Gap". Strategising Gender Equity in African Universities, Feminist Africa Intellectual Politics, Issue 1, 2002, African Gender Institute, University of Cape Town, 48.

[30] Jane Bennett, Exploration of a "Gap". Strategising Gender Equity in African Universities, Feminist Africa Intellectual Politics, Issue 1, 2002, African Gender Institute, University of Cape Town, 44.

[31] UNAM's Affirmative Action Policy and Procedure document.

Box 2: University of Namibia's Affirmative action goals

Goal 2.3 *states that there are no discriminatory practices, implicit or explicit, in existence anywhere in UNAM;*
Goal 2.4 *states that all forms of sexual and racial harassment are eliminated;*
Goal 2.5 *states that no barriers to employment shall exist in the workplace that have the effect of unfairly restricting the employment and promotion opportunities of any person, especially people from historically racially disadvantaged groups, women and people with disabilities; and*
Goal 2.6 *states that all efforts are to be taken to ensure the enhancement of currently under represented categories of persons at all levels in the organisation with the emphasis on designated groups. A corollary focus shall be the long-term objective of reflecting the demographics of the Namibian population. While Goal 2.6 does not list those included in the "under represented categories of persons", throughout the policy specific reference is made to women, among others.*

PON's Affirmative Action Policy and Plan also focuses on "Namibianisation" of the institution to address historical balances. Overall, the tertiary institution's Affirmative Action Plan is gender-blind in that it does not include strategies, objectives and action steps that focus specifically on women, nor are women listed as a specific 'target group' within the Plan. Women, along with persons living with disabilities fall within the category of "persons from designated" groups.

"While we do not have a gender policy and gender is not written explicitly in our policy documentation, we give a fair chance to all," the Rector (Head) of PON, Dr. Tjama Tjivikua, said in an interview. "In practice, we are a gender-sensitive institution because 52% of the students are women and out of the 15 members of PON's management team, eight are women."[32]

According to Dr.Tjivikua, although the recruitment, staff development and other institutional policies may be silent on gender, women are considered in the category of "disadvantaged group", which is a criteria considered in recruitment and other areas. "We look at whether the person is a Namibian; at whether they qualify for the post; whether they are from a disadvantaged group; and for academic appointments, we look at the departments' current staff demographics," Dr. Tjivikua said. And, while the Rector says that he believes "management's gender sensitivity" permeates to all departments and is "second nature" in the institution, he agrees that gender mainstreaming needs to become institutionalised, and that PON needs the capacity to develop a "customised" gender policy.[33]

All the South African institutions in the study have to submit an Employment Equity Plan (EEP) to the Department of Labour as required on institutions with 50 or more employees submit the EEP. The EEP must state strategies to ensure diversity with regard to race, sex and people with disabilities. For example the University of Fort Hare policies include the following clauses:

1.19 The University, through its employment equity policy, commits itself to:
1.19.1 be an equitable educational institution that offers a nurturing and challenging workplace and employment climate, respectful of human diversity and the

[32] Interview with Dr. Tjama Tjivikua, Head of PON, October 29, 2009. Women hold the following posts in PON's Management Team: Dean of Students, Bursar, Deputy Bursar, Librarian, Deputy Librarian, head of Centre for Entrepreneurship Development, head of Planning and International Relations, Head of Centre for Open Learning.

[33] Interview with Dr. Tjama Tjivikua, Head of PON, October 29, 2009.

human dignity of all, irrespective of race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV/AIDS status, conscience, belief, political opinion, culture, language and birth.

1.19.2 eliminate all forms of unfair discrimination and to take corrective action, in the form of positive steps to remedy inequitable under-representation of designated groups [means black people, women and people with disabilities] and the lack of diversity in the composition of its staff, to equitably remedy the legacy of past discriminatory practices and policies;

1.19.3 strive to promote and maintain an environment that empowers all its staff and students to achieve their highest potential without fear of prejudice or bias.

In her article, *Exploration of a "Gap": Strategising Gender Equity in African Universities*, Jane Bennett of the African Gender Institute (AGI), University of Cape Town states that there has been less policy focus on affirmative action when it comes to the employment of women academics, particularly at senior levels within university.[34] The finding of this audit of more men as academics in the departments of journalism and media education and training at the 25 tertiary institutions audited attests to this.

South African universities, Bennett notes, are enjoined by the Employment Equity Act to monitor appointments in order to redress "imbalances" of race and gender. Yet even here, relatively little weight is given to headhunting for appropriate women candidates for positions.[35]

[34] Jane Bennett, Exploration of a "Gap". Strategising Gender Equity in African Universities, Feminist Africa Intellectual Politics, Issue 1, 2002, African Gender Institute, University of Cape Town, 46.

[35] Jane Bennett, Exploration of a "Gap". Strategising Gender Equity in African Universities, Feminist Africa Intellectual Politics, Issue 1, 2002, African Gender Institute, University of Cape Town, 46.

Sexual harassment policies

Intimidation of members of staff and students in academic communities has been a growing area of concern in institutions of higher learning across the globe.



There are two types of harassment cited in studies that can occur in higher education against women - intellectual harassment and sexual harassment.

Intellectual harassment which is defined as "anti-feminist intellectual harassment" consists of attacks on women's studies programmes and curricula and devaluing courses or research that address gender issues. This form of harassment puts pressure on female professors and students to prove themselves more capable than their male colleagues.[36]

Sexual harassment, which includes verbal or physical conduct of a sexual nature, sexual advances and requests for sexual favours is based on the use of sexual inequality to maintain or reinforce power structures in the workplace or university.[37]

These forms of harassment may build incrementally to create hostile environments for women in institutions of higher education. In 1994, a paper issued by African-Rights, a London-based NGO,

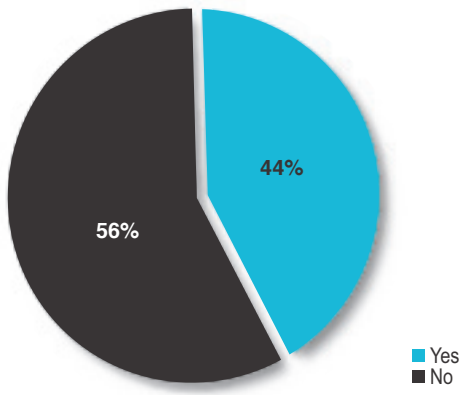
[36] Julie L. Andsager, Sexual Harassment in Communication Graduate Schools, in Seeking Equity for Women in Journalism and Mass Communication Education, A 30-year Update, Ramona Rush, Carol Oukrop and Pamela Creedon , Lawrence Erlbaum Associates, Publishers, London, 2004. 349. Andsager uses definitions of intellectual harassment provided by A. Koldony (1996). Paying the price of antifeminist intellectual harassment in Anti-Feminism in the Academy, New York, Routledge and J.R. Martin (2000) Coming of age in academe: Rekindling women's hopes and reforming the academy. New York, Routledge

[37] Julie L. Andsager, Sexual Harassment in Communication Graduate Schools, in Seeking Equity for Women in Journalism and Mass Communication Education, A 30-year Update, Ramona Rush, Carol Oukrop and Pamela Creedon , Lawrence Erlbaum Associates, Publishers, London, 2004. 349.

collated diverse examples of severe abuse in African universities and schools. Examples were cited from newspapers, occasional papers, interviews, and workshop reports, and included 17 institutions in 12 different countries.[38]

The GIME research focused on sexual harassment. Of the 25 institutions 11 (44%) have sexual harassment policies while 56% do not (Figure 10). The institutions with sexual harassment policies include the Universities of Botswana; Fort Hare; Johannesburg; Limpopo; Stellenbosch; Venda; Witwatersrand; Swaziland; Dar es Salaam; Zambia and Midlands State University in Zimbabwe.

Figure 9: Proportion of institutions of higher learning with sexual harassment policies



Source:

There is a growing body of research on sexual harassment within colleges and universities in Africa. In Southern Africa, several universities have formed the Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence (NETSH). Members include the National University of Lesotho, the University of Zimbabwe, the University of Zambia, the University of Swaziland, the University of Botswana, Stellenbosch University (South Africa), the University of Western Cape (South Africa), among others.[39]

Between 1997 and 2002, the Network developed programmes to address the issue of sexual harassment and sexual violence on campus. The African Gender Institute (AGI) at the University of Cape Town undertook a research project on the impact of policies to combat sexual harassment and sexual abuse at the universities of Botswana, Stellenbosch (South Africa) and Western Cape (South Africa).[40]

The steps for leaders to take to address sexual harassment on campuses include: (1) carefully drafted definitions of what constitutes sexual harassment and clear policies that prohibit such actions; (2) accessible grievance procedures that are communicated to and understood by all members of the academic community; and (3) ongoing efforts to educate the campus community about the nature of sexual harassment and its destructive impact within the community.[41]

Institutions such as the Polytechnic of Namibia and the University of Namibia, for example address sexual harassment in the Disciplinary Codes of Conduct. These policies and codes of conduct apply to both staff and students; define sexual harassment; set out the procedures for dealing with sexual harassment cases; and the punishment to be administered.

[38] Jane Bennett, Exploration of a "Gap". Strategising Gender Equity in African Universities, Feminist Africa Intellectual Politics, Issue 1, 2002, African Gender Institute, University of Cape Town, 49.

[39] International Development Research Centre, Impact of Policy on Gender-based Violence in Institutions of Higher Education (Southern African), http://www.idrc.ca/en/ev-83066-201_102250-1-IDRC_ADM_INFO.html

[40] International Development Research Centre, Impact of Policy on Gender-based Violence in Institutions of Higher Education (Southern African), http://www.idrc.ca/en/ev-83066-201_102250-1-IDRC_ADM_INFO.html

[41] Sexual Harassment in Higher Education from Conflict to Community, ERIC Digest, http://www.ericdigests.org/1994/sexual.htm

Box 3: University of Swaziland's Sexual Harassment Policy

As a member of the Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence (NETSH), UNISWA has a Sexual Harassment policy which applies to both staff and students.

The policy defines sexual harassment as:

> "Any uninvited, unwanted, unsolicited and unacceptable move or behaviour with a sexual orientation. That refers to any offensive verbal and non-verbal objectionable advances, whistles, shouts and comments, physical contact, and gestures, suggestive of a sexual desire or request or demand for sexual favour, or forced sexual intercourse or rape. This includes any such behaviour that causes discomfort and/or humiliation, and creates a threatening and intimidating study or work environment, which is interfering with the academic or work performance of the person to whom it is directed."

The policy also stipulates that: "Where a staff member is involved, the office of the Registrar and the Vice Chancellor shall take the necessary action. Where a member of staff may be the alleged perpetrator against a student, the Dean of Student Affairs may arrange with the Registrar to talk with the cited individual."

Source: University of Swaziland, Sexual Harassment Policy, Student Welfare, p. 2

The majority of the institutions (56%) had no sexual harassment policy. There is need for further research to look into the Disciplinary Codes of Conduct or other policies that address staff and students conduct to analyse how tertiary institutions address sexual harassment.

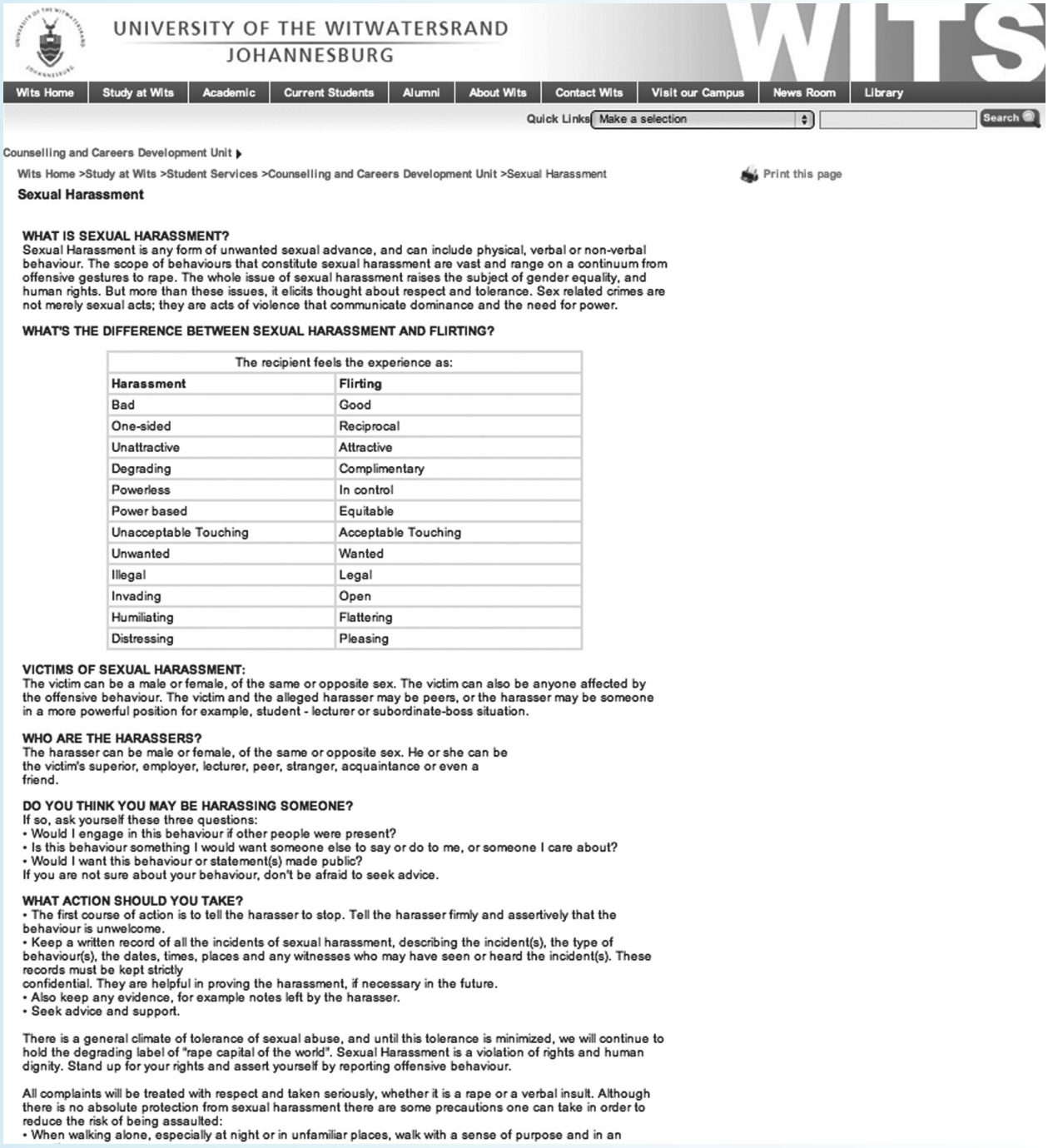
Another area of concern is the treatment of students while they are doing experiential learning. Many young women on such attachments say that they experience high levels of sexual harassment in the field.

In the *Glass Ceilings: Women and men in Southern Africa media* only 28% of the media houses sampled had sexual harassment policies. This implies that journalists and students in the field have little formal protection from sexual harassment. The development, publicising and implementation of sexual harassment policies in the media and institutions of higher learning is a key priority.

Conclusions

Although universities may have affirmative action provisions of one kind or the other, stand alone gender policies are rare. While sexual harassment policies are more numerous, they are not well known or enforced.

Sexual harassment is featured on the University of Witwatersrand's website. The content is comprehensive and accessible. This is a good practice institutions of higher learning could emulate.



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Sexual Harassment

WHAT IS SEXUAL HARASSMENT?
Sexual Harassment is any form of unwanted sexual advance, and can include physical, verbal or non-verbal behaviour. The scope of behaviours that constitute sexual harassment are vast and range on a continuum from offensive gestures to rape. The whole issue of sexual harassment raises the subject of gender equality, and human rights. But more than these issues, it elicits thought about respect and tolerance. Sex related crimes are not merely sexual acts; they are acts of violence that communicate dominance and the need for power.

WHAT'S THE DIFFERENCE BETWEEN SEXUAL HARASSMENT AND FLIRTING?

The recipient feels the experience as:	
Harassment	**Flirting**
Bad	Good
One-sided	Reciprocal
Unattractive	Attractive
Degrading	Complimentary
Powerless	In control
Power based	Equitable
Unacceptable Touching	Acceptable Touching
Unwanted	Wanted
Illegal	Legal
Invading	Open
Humiliating	Flattering
Distressing	Pleasing

VICTIMS OF SEXUAL HARASSMENT:
The victim can be a male or female, of the same or opposite sex. The victim can also be anyone affected by the offensive behaviour. The victim and the alleged harasser may be peers, or the harasser may be someone in a more powerful position for example, student - lecturer or subordinate-boss situation.

WHO ARE THE HARASSERS?
The harasser can be male or female, of the same or opposite sex. He or she can be the victim's superior, employer, lecturer, peer, stranger, acquaintance or even a friend.

DO YOU THINK YOU MAY BE HARASSING SOMEONE?
If so, ask yourself these three questions:
• Would I engage in this behaviour if other people were present?
• Is this behaviour something I would want someone else to say or do to me, or someone I care about?
• Would I want this behaviour or statement(s) made public?
If you are not sure about your behaviour, don't be afraid to seek advice.

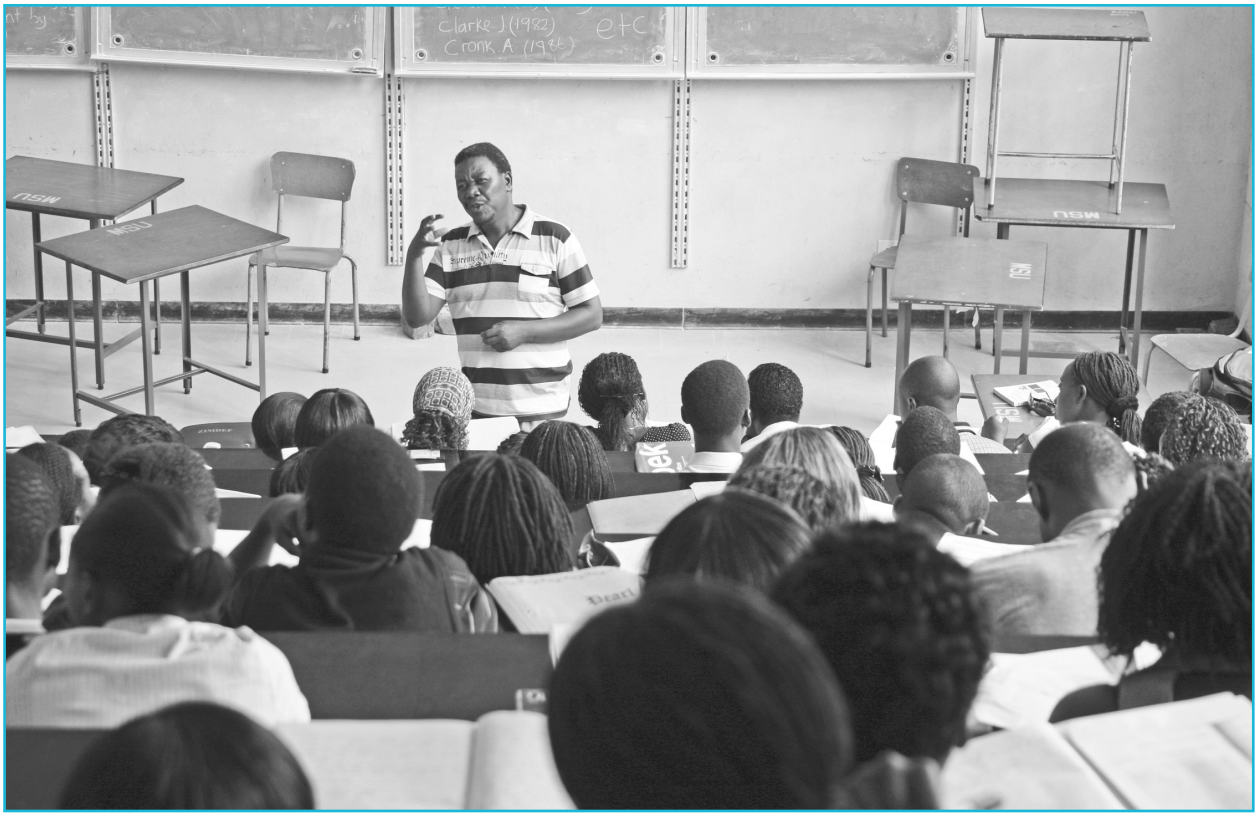
WHAT ACTION SHOULD YOU TAKE?
• The first course of action is to tell the harasser to stop. Tell the harasser firmly and assertively that the behaviour is unwelcome.
• Keep a written record of all the incidents of sexual harassment, describing the incident(s), the type of behaviour(s), the dates, times, places and any witnesses who may have seen or heard the incident(s). These records must be kept strictly confidential. They are helpful in proving the harassment, if necessary in the future.
• Also keep any evidence, for example notes left by the harasser.
• Seek advice and support.

There is a general climate of tolerance of sexual abuse, and until this tolerance is minimized, we will continue to hold the degrading label of "rape capital of the world". Sexual Harassment is a violation of rights and human dignity. Stand up for your rights and assert yourself by reporting offensive behaviour.

All complaints will be treated with respect and taken seriously, whether it is a rape or a verbal insult. Although there is no absolute protection from sexual harassment there are some precautions one can take in order to reduce the risk of being assaulted:
• When walking alone, especially at night or in unfamiliar places, walk with a sense of purpose and in an

Source: http://web.wits.ac.za/Prospective/StudentServices/CCDU/SexualHarassment.htm

Chapter 4
Men are lecturers and women are students
Gender within media education



Zvenyika Mugari discusses student presentations at Midlands State University in Zimbabwe. *Photo: Jennifer Elle Lewis*

Chapter at a glance:

- Men constitute 62% of media education and training staff in the region, compared to 38% women in the countries audited.
- Females are the majority of students at 61% versus 39% males in the departments of journalism and media education and training.
- This ratio of male to female staff and students is inversely proportional, and suggests that there is a need for more female academics.
- Certain subjects and fields of study are considered "male" or "female". For example public relations is often seen as being "more attractive" to females.

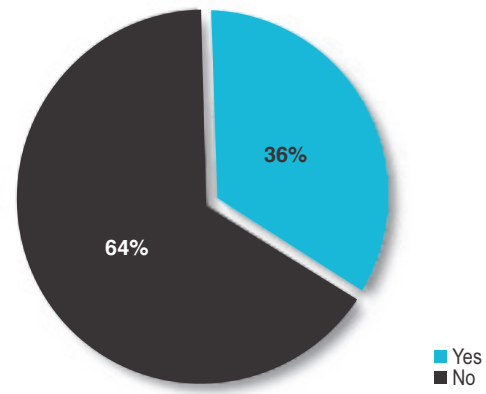
The new generation understands better the behaviour of men in society; change mentality; understand why there are so few women journalists and so few women as politicians and the ask the questions whether conditions of work and mentality should not change so that more women can join the profession and understand why certain types of work are associated with only men or with only women.

- Student, University of Mauritius

Chapter three showed that while some institutions have policy frameworks to get more female students into media education and journalism programmes, the same does not hold true for increasing the numbers of women media educators. This chapter provides the data on the numbers of female and male academic staff and students enrolled in the 25 tertiary institutions audited. The analysis includes lecturer and student views on why the gender dynamics within institutions is important in media education and journalism training.

Staff composition

Figure 10: Women and men staff in media education



The GIME audit found (Figure 10) that women comprise 36% of the staff in the media education institutions surveyed, compared to 64% of men.

Figure 11: Staff demographics by country

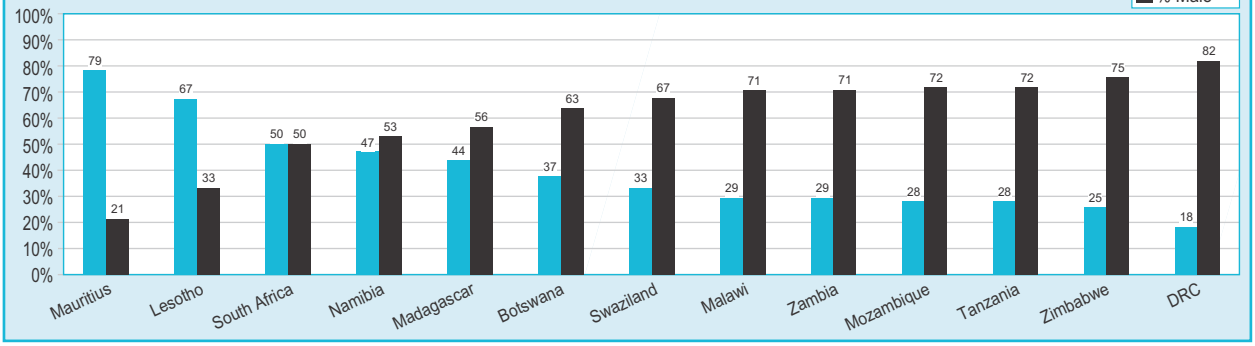


Figure 11 shows that there are considerable differences between countries. At the University of Mauritius, for example, which does not have a gender or Affirmative Action Policy, 79% of the academic staff are women. Lesotho also has a higher percentage of females (67%) than males. As evidenced in the *Glass ceilings: Women and men in Southern Africa media*, Lesotho had the highest proportion of female employees (73%) in the media in Southern Africa.

South Africa has achieved parity in the number of female and male staff in institutions of higher learning in Southern Africa. This country has also reached parity in its proportion of female staff in the media.[42]

[42] Glass ceilings: Women and men in Southern Africa media.

But within South Africa there are variations between institutions. Three of the six institutions sampled have more than 50% female staff. The University of Johannesburg has 89% predominantly white female staff; University of Venda 60% and University of Witwatersrand 75% female staff.

The lowest proportions female staff is in Zimbabwe (25%) and the DRC (18%). These figures mirror the findings of the *Glass ceiling: Women and men in Southern Africa media*. Both Zimbabwe (13%) and the DRC (22%) had the lowest proportion of female staff in the media houses surveyed.

Seven of the institutions included in the sample have stand alone gender policies. These include Universities of Fort Hare, Johannesburg, Limpopo, Witwatersrand, Botswana, Dar es Salaam and Zambia. Of the seven only the Universities of Johannesburg and Witwatersrand have exceeded 50% female staff.

The stand-alone gender policies have not resulted in equal representation of women and men staff in the Departments offering journalism and media education and training in the other five institutions. Women constitute 43% of the staff in Fort Hare, 33% in Limpopo, 37% in Botswana, 30% in Dar es Salaam and 29% in Zambia.



Dr. Bernadette Killian, University of Dar es Salaam at the GIME workshop, Johannesburg, March 2010. *Photo: Jennifer Elle Lewis*

Staff members and the academic management at the School of Journalism and Mass Communication (SJMC) in Tanzania say they are aware of the staff inequalities and that they are now using the University of Dar es Salaam's 2006 Gender Policy to correct these.

"We are acutely aware of this, and even trying our level best to strike a gender balance. In the last recruitment we did for Tutorial Assistants, out of six we hired, four were females," said Dr Nassor Masoud, Associate Dean at the university. He noted that they are also encouraging women lecturers to pursue Masters and PhD's to make them more competitive. The SJMC Dean, Dr Bernadette Killian, who is female, is at the forefront of encouraging female lecturers to seek higher degrees.

The findings reflect the gap between policies, where they exist, and implementation of these policies to achieve gender parity among staff within academic departments. It is crucial that policies move from paper to practice if the 50/50 by 2015 target in the SADC Protocol on Gender and Development is to be met.

Gender studies stigma

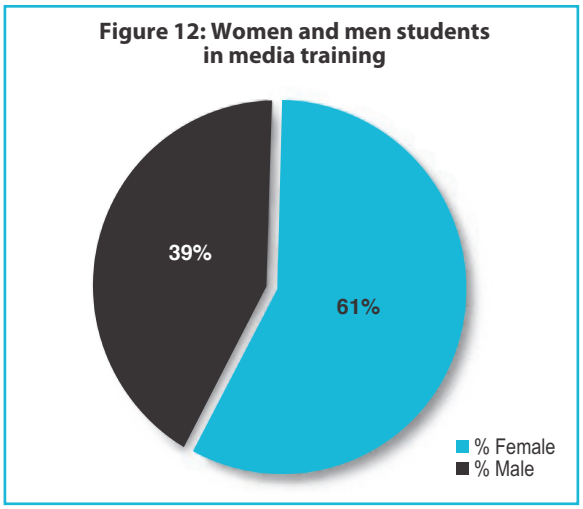
"If you talk about gender as a woman, you are considered a feminist and an outcast. It is looked at negatively. It is assumed that only divorced and unhappy women care about gender."

- Lecturer, Malawi Institution of Journalism

The correlation between the proportions of female staff in the media and in journalism and media education suggests that there is need for a holistic strategy.

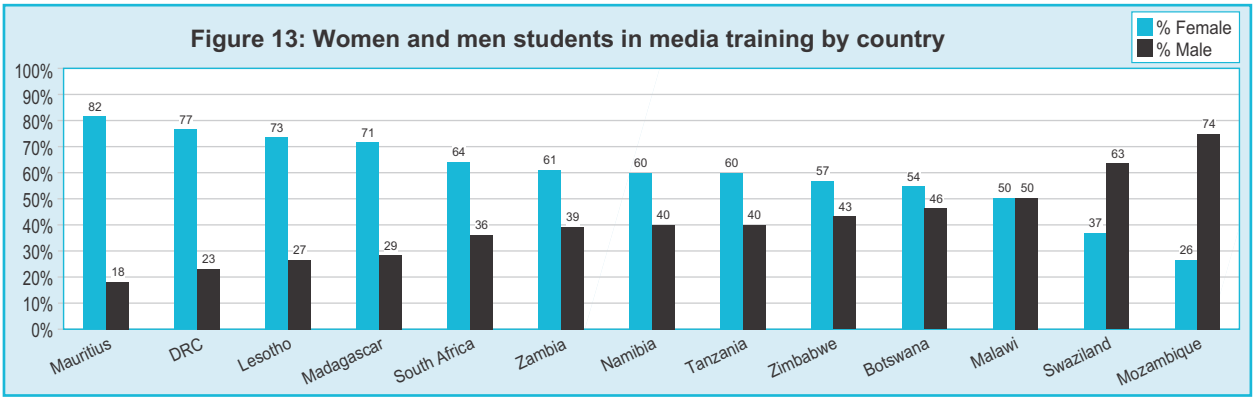
A further area of study, not covered in this audit, would be to look at 'who teaches what' in order to determine whether women are confined to teaching courses which may be viewed as 'soft areas' or 'women's journalism', for example, magazine reporting, as opposed to courses on political and economic reporting, traditionally seen as male domains.

Student demographics



While men are the majority of the academic staff, Figure 12 shows that the majority of the students in the departments of media education and journalism training in the 25 tertiary institutions audited are female (61% compared to 39% male students).

Figure 13 shows the variations in student demographics by country. Ten of the countries in the sample have exceeded parity in the representation of female students. These include Mauritius (82%), DRC (77%), Lesotho (73%), Madagascar (71%), South Africa (64%), Zambia (61%), Namibia and Tanzania (60%), Zimbabwe (57%) and Botswana (54%).





Female students interning at Radio Swazi. *Photo: Arthur Okwemba*

MIJ in Malawi has achieved gender parity (50/50) among students. However, 71% of MIJ's academic staff is male. In two countries, Swaziland and Mozambique, females constitute 37% and 26% of the students in institutions offering journalism and media education and training.

Box 5: Mozambique - More female staff and students urgently needed

In Mozambique, the male academics heading the media education and journalism departments audited know that they need to do more to change the gender demographics of their academic staff and students. This is one of the few countries audited where men are not only the majority of lecturers, but also students enrolled in journalism and media programmes.



Eduardo Namburete, founding dean and senior lecturer of the School of Communication and Arts at the Eduardo Mondlane University.
Photo: Jennifer Elle Lewis

Eduardo Mondlane University - the country's oldest university - graduated its first journalism students in 2008. When the Department of Journalism took in its first students in 2004, women constituted only 15 of the 66 students.

Currently, the Department of Journalism, located in the School of Communication and Arts, has 43 women students out of a total of 163. There are 25 lecturers in the department and only five of these are females. Of the 26 staff members, 10 are women.

There have been discussions at the higher levels of the University's administration on increasing the numbers of female students in certain programmes, such as journalism. No concrete actions or policies have been effected to achieve this. Also, little to almost no action has been taken also to increase the number of female lecturers.

"We are not very happy with the proportion of female students in our department; we would like to have more female students attending our program, because we are conscious that this will have a direct impact in the media sector," said Head of Department (HOD) Pascal Nkula. He added that his biggest worry is the low representation of female staff who could serve as role models and mentors for female students.

The country's other institution for journalism education, the School of Journalism (SJ), was the first journalism training school in the country. It was created in 1980 as the immediate response to the need for qualified professionals in the media sector, after the mass exodus of qualified journalists at independence in 1975. The School only acquired its legal status in 1992, after the new Mozambican Constitution of 1990 was passed.

The majority of the 69 students in the journalism programme - the school also offers a programme in Public Relations and Marketing - are males (50 men and 19 women). HOD Feliciano Micavo attributes the lower number of females in the journalism programme to "most female students prefer to join the Public Relations (PR) programme. We have not yet found the exact reasons as to why this is so." In the PR segment, said Micavo, 13 out of the 19 registered students are females.

"We understand the need to change this scenario, but until now this has not been the main focus of our efforts," said Micavo. "This may be in part, because we are not knowledgeable enough with regards to gender issues."

The SJ does not have a policy framework to address the gender inequities in its staffing and student enrolments.

Elsewhere the predominance of female students enrolled in the departments of media education and journalism training in the universities audited in Southern Africa is similar to global trends. Statistics in the United States, for example, show that in 1977, and for the first time, women were statistically the majority of the undergraduates studying journalism. In 1978 they were about 53%, in 1984 about 59% and in 1992, about 61%.[43] And a similar trend was noted in Britain. By the 1990s the majority of trainee journalists, about 52%, were women.[44]



GL media research and policy manager Sikhonzile Ndlovu presents on *Glass Ceilings*.
Photo: Jennifer Elle Lewis

Larger numbers of women in media education and journalism does not, however, translate into large numbers of women in the newsrooms where sex discrimination and gender unfriendly working environments lead to more women opting out of the mainstream media. In Southern Africa, the 2009 *Glass Ceilings* study found that:[45]

- Women constitute a little over a quarter of the directors on media house boards;
- They are less than a quarter of top management;
- Women hit the 'glass ceiling' in the media at senior management positions;
- Men get better working deals - they are more likely than women to be employed in open-ended full-time contracts;
- Men dominate in the editorial, production and technical departments;
- The gender division of labour in beats is still pronounced with men covering what are considered the "hard news" beats.

Further observations

The impressive figures for female students in institutions of higher learning offering journalism and media education and training need to be contextualised.

A first and very important indicator is how many of the students registered at undergraduate level actually complete the course. The GIME research did not ask the question. This needs to be the subject of further research. There is need to know and understand over a three year period how many women start and progress through to the end of the course. The qualitative aspect of the study must include questions about why female students leave during their studies.

The study attempted to gather data on the proportion of female students at higher levels of study. The most reliable data was gathered was for four institutions in South Africa.

[43] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism,Routledge, New York. 2004.76.
[44] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism,Routledge, New York. 2004.80.
[45] Pat Made and Colleen Lowe Morna, editors, Glass Ceilings: Women and men in Southern African media, Gender Links. 2009. 10-11.

Table 4: Sample breakdown of students by level in South African Institutions								
Institution	BA		Honours		Masters		Ph.D.	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
South Africa								
University of Fort Hare	58	42	56	44	25	75	50	50
University of Limpopo	51	49	58	42	25	75	0	100
Stellenbosch University			62	38	60	40	33	67
University of Witwatersrand	69	31	94	6	40	60	0	100

As illustrated in Table three the four institutions have more than 50% female students at BA and Honours levels at the Universities of Fort Hare (58% and 56% respectively), Limpopo (51% and 58% respectively), Stellenbosch (62% at Honours only) and Witwatersrand (69% and 94% respectively).

These figures drop substantially at the Universities of Fort Hare and Limpopo to 25% female students at Masters level and to 40% at University of Witwatersrand. At doctoral level there are 50% female students at University of Fort Hare, 33% Stellenbosch University and no females at the University of Limpopo.

The low representation of women at the higher levels of study concurs with the findings around the lower proportions of female staff in the departments offering journalism and media education and training.

Many of qualifications offered by journalism and media training institutions include strong programmes in advertising and public relations. These career options are projected as having better salaries for women and more flexible working conditions.

Female students in the School of Journalism at the University of Dar es Salaam, like those in the School of Journalism in Mozambique are highly concentrated in the Public Relations and Advertisement degree programme. Female students are 30% of the students in the degree programme in journalism, and 80% of those enrolled for the B.A. in Public Relations and Advertisement in Dar es Salaam.

Gender studies stigma

Most female students prefer to join the Public Relations(PR) program. We have not yet found the exact explanation as to why this is so.

-Feliciano Micavo, Lecturer, Eduardo Modlane University, Mozambique

Conclusions

While women increasingly constitute the majority of students in media education, this is does not appear to be the case at the highest levels. Women are also still in the minority as media educators and trainers, as well as in media practice. Studies suggest that women might be sidetracked into related



Students at UNISWA: Gender is a key priority in Swaziland. *Photo: Jennifer Elle Lewis*

media fields such as public relations and advertising, leaving "hard core" media pursuits to men. This has profound policy implications for media education institutions that are committed to promoting gender equality in and through the media.



Participants discussing the draft GIME report in Zambia. *Photo: Derrick Sinjela*

Chapter 5
Gender in the vision
Curriculum development



Tanzanian journalist views the news through a gender lens. *Photo: Arthur Okwemba*

Chapter at a glance:

- Only 28% of the 25 institutions surveyed stated that gender is a consideration in curriculum.
- Only 16% of the institutions have institutional mechanisms in place to ensure that gender is mainstreamed in curriculum.
- The main problem cited in including gender into the curriculum is lack of policies and training on gender.
- National accrediting and/or qualifying authorities for higher education are a strategic entry point for incorporation of gender into curriculum.

I would like to say that in my view I think the clock is ticking, the clock is ticking for anyone who may have this stage not made a full commitment to what we are discussing here [gender mainstreaming in media education]... it is a force that is moving... a strategic vision... it is something that is going to happen...

-Peter Banga, The Polytechnic of Harare

The vision of a media education and journalism training programme is expressed in the design and content of the curriculum. Curriculum development in universities is generally guided by (a) the standards specified in the National Qualifications Framework regulations and (b) a curriculum framework policy document which covers the process and procedures for the development, teaching and assessment of all programmes that lead to qualifications.

This chapter examines if and how gender is mainstreamed in curriculum development, the institutional mechanisms in place to manage gender mainstreaming in curriculum and some of the challenges identified by the respondents to using gender as a principle and standard for curriculum development.

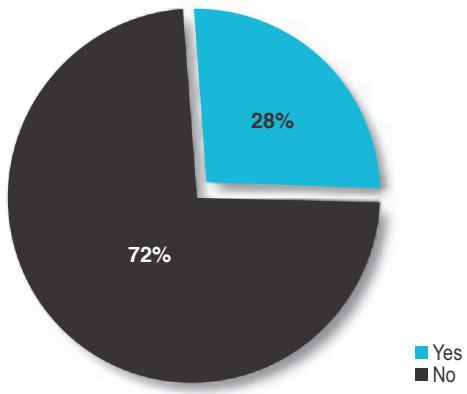


Patricia Made, GL Board Member and independent media consultant speaking at the GIME consultative workshop in Zimbabwe.

Photo: Saeanna Chingamuka

Gender and curriculum development

Figure 14: Gender in curriculum development



Of the 25 institutions surveyed only seven (28%) stated that gender is a consideration in curriculum (see Figure 14). These are the University of Botswana, National University of Lesotho, Stellenbosch University, University of Witswatersrand, School of Journalism and Mass Communication in Tanzania, National University of Science and Technology and Zambia Institute of Mass Communication.

At the University of Botswana the Dean of the Faculty provides guidelines for curriculum review. The Department brainstorms and shares the criteria with stakeholders. At the National University of Lesotho the last curriculum review in 1992 led to the change of the course Mass Media and Society to Mass Media, Gender and Society.

At Stellenbosch University, University of Witwatersrand, Zambia Institute of Mass Communication and the National University of Science and Technology the inclusion of gender in curriculum review is dependent on the staff of the relevant departments. Staff members identify criteria through a brainstorming session. Except for the School of Journalism and Mass Communication in Tanzania none of the institutions have a clear written set of gender guidelines for curriculum review.

Box 6: Gender is integral to curriculum development in Tanzania

Dr Bernadette Killian, Dean of the School of Journalism and Mass Communications (SJMC) at the University of Dar es Salaam is clear about the importance of gender as a consideration in the development of a media education and journalism curriculum. *"If the students leave this School and go into the job market without having appreciated and embraced gender issues, and without a critical mind that questions, challenges and condemns gender injustices, then we would have failed as an institution."*



Gender is a factor at SJMC. *Photo: Arthur Okwemba*

Unlike the majority of the tertiary institutions audited in this study, the SJMC is guided by the Curriculum Development, Research and Consultancy Section of the university's Gender Policy which states that: *"curriculum programme is the heart of any institution of higher learning and once this becomes gender responsive in its content and delivery, then it also produces gender sensitive professionals."*

The use of gender as a standard for designing its journalism curricular at the SJMC informs how the school approaches incorporating gender into its programme. It was one of the few departments audited in this study, for example, with a specific module on Gender and the Media.

Professor Mwajabu Kachenje Possi, SJMC first woman dean, initiated the idea for this course, and the adoption of the Gender Policy in 2006 created a favourable environment. There was no resistance from the teaching staff or students, because of this policy requirement.

During the 2008 curriculum review, the SJMC lecturers, the Dean, Dr Killian, and consultants were called upon to provide direction on how the curriculum could be made more gender sensitive. The gender experts identified gaps and areas that needed improvement.

Eva Solomon, a lecturer at SJMC who participated to a great extent in reviewing the gender course, says she relied on publications by the Tanzania Gender Networking Programme (TGNP), Tanzania Media Women Association (TAMWA) and the University's Gender Centre to enrich it. She also relied on the recommendations gathered during her interviews with TGNP and TAMWA directors when doing her Masters' degree.

The gaps identified and the recommendations on improving the *Gender and Media* course were collated and given to the Dr Killian and the School's Academic board.

Having a female as the Dean of the School helped greatly to have the recommendations accepted at the School Board without many alterations or resistance.

The SJMC example points to the importance of having an overarching institutional framework within which gender is mainstreamed. Institutional buy in and commitment to gender mainstreaming creates an enabling environment within which gender is integrated in all aspects of education and training.

The absence of documented gender guidelines for curriculum review implies that its inclusion is dependent on the commitment of staff members in the Department. If the relevant staff members leave, this will result in gender being lost as a priority for curriculum review. In addition the lack of written guidelines will result in the inconsistent application of gender as criteria for curriculum review.

Institutional mechanisms

As Colleen Lowe Morna, Executive Director, Gender Links commented at the GIME meeting in March 2010: 'We need champions in institutional settings. We need to balance having champions and embedding gender in institutional practice. This cannot be left to individuals and to chance."

Figure 15: Gender institutional mechanisms

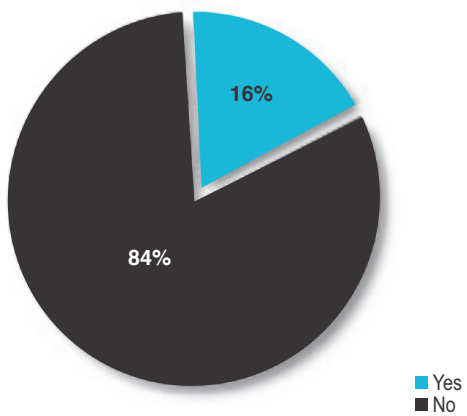


Figure 15 shows that of the 25 institutions audited in this study only four (16%) - including the University of Botswana, Eduardo Mondlane University in Mozambique, School of Journalism and Mass Communication in Tanzania and Zambia Institute of Mass Communication (ZAMCOM) - have institutional mechanisms for ensuring that gender is mainstreamed in curriculum.

The University of Botswana established the Gender Programme and Policy Committee (GPPC) as a standing sub-committee of the Academic Planning Committee to monitor the implementation of the gender objective as stated in the Keynote Paper. The GPPC will develop the university policy on gender issues and promote and support gender awareness and sensitivity in teaching and research. Seven components for the development of a gender policy and programme of implementation are: gender research; gender education; gender in the university curriculum; public education; institutional evaluation; library development and staff development.

There is gender and HIV and AIDS specialist at ZAMCOM who leads process of gender mainstreaming in curriculum development.

At the time of the research Eduardo Mondlane University in Mozambique had just established a Centre for the Coordination of Gender Affairs, which will be responsible for coordinating all gender-related activities within the university. The Gender Centre (GC), one of the key departments at the University of Dar es Salaam, monitors the implementation of the university's Gender Policy which addresses admissions, curriculums, programmes, staffing, among other issues.

The lack of dedicated structures in the majority of institutions suggests that gender mainstreaming happens in a reactive rather than proactive way.

To have sustained gender mainstreaming there is a need for a structure within the department that leads and initiates the process of gender mainstreaming.

Challenges to mainstreaming gender in media curriculum

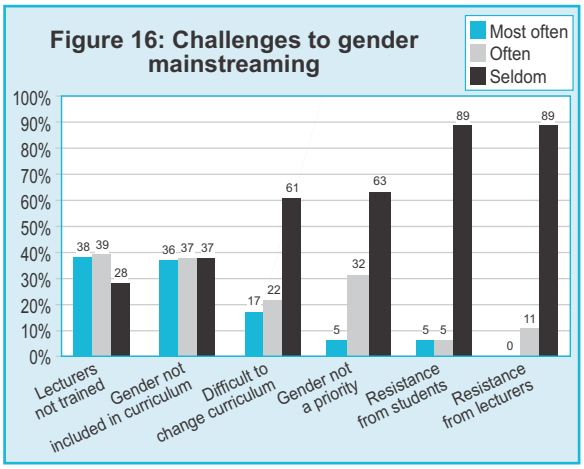


Figure 16: Challenges to gender mainstreaming

Figure 16 shows that the main challenge is that 'lecturers are not trained' to integrate gender into journalism and media education and training curricula. Of the total number of respondents 33% and 39% said that the lack of training is a challenge they face 'most often' and 'often'.

The other key challenge that academics face is the absence of gender in existing curriculum. Gender is not included in any concerted way into the journalism and media education and training curriculum. Subject offerings are often well established. The absence of institutional mechanisms to manage the integration of gender into curriculum review and development does mean that subject offerings will not be regularly reviewed from a gender perspective.

We understand the need to change this scenario, but until now this has not been the main focus of our efforts. This may be in part, because we are not knowledgeable enough with regards to gender issues.

- Feliciano Micavo, lecturer, Eduardo Modlane University, Mozambique

However, 61% of respondents stated that it is not difficult to change curriculum. 63% believe that gender is seldom "not a priority". Academic staff said there is little resistance from lecturers and students to gender as a consideration in the curriculum. The main challenge is the training of lecturers on "how to do it" and the need for a policy framework that institutionalises gender as a principle and standard of journalism and media education and training.

Box 7: Coming to grips with Gender in Media Education in Mozambique

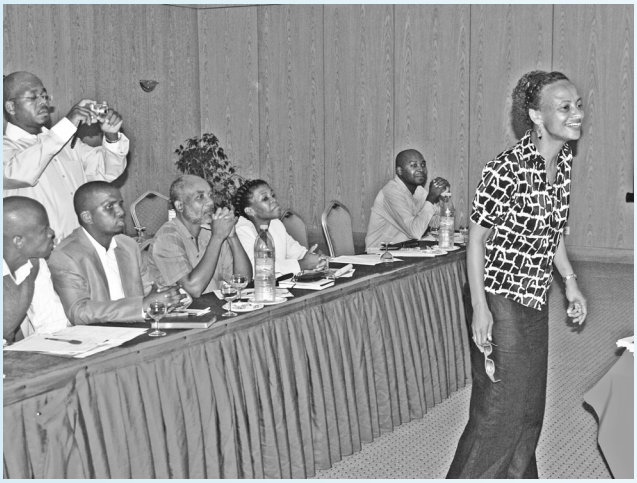


A group of mostly male media lecturers were momentarily stunned into silence following a presentation on why gender should be mainstreamed in their courses. When they did start to talk, the debate was heated. *"Gender doesn't equal women or feminism so why whenever we talk about gender, it is never gender, only about women? We men have our issues too; we are victims of gender based violence as well. Why is it men are always portrayed as bad?"* were some of the comments. The media training institutions in Mozambique this year began reviewing their curricula so it was an opportune time for Gender Links to host a one-day workshop, April 6th 2010 in Maputo to discuss mainstreaming gender into their curricula. Some 29 participants attended, including lecturers from Eduardo Mondlane University, the Higher School of Journalism and School of Journalism in Mozambique, as well as representatives of the Media Institute of Southern Africa (MISA), the syndicate of journalists (SNJ), the Editors Forum (Forum de Editores), UNESCO, and UNICEF. The participants at the workshop were informed about the "Gender in Media Education" (GIME) report conducted last year by Gender Links in southern African countries. The Mozambique GIME report revealed

that gender is not mainstreamed into the curricula of media and journalism courses run in any of accredited institutions and none of the media institutions have gender policies. Men dominate heads of departments and lecturers in the departments of media education and journalism training at all three institutions. The majority of the students are also male.

Presenters pointed out that it was no longer optional to mainstream media in their curricula but legally binding since August 2008 when the SADC Protocol on Gender and Development was signed and adopted by SADC Heads of States. The protocol states that gender should be "mainstreamed in all information, communication, and media policies, programmes, laws and training."

One of the presenters, Tomas Viera Mario of MISA, argued that the new curricula should focus on elaborating modules on important issues, such as HIV/AIDS, gender, human rights because, he said, journalists often lack depth in their coverage. "A journalist should be a partner for development." Fernando Goncalves, representing the Editors Forum also agreed that journalist training should not only focus on the technical aspects of journalism but also on basic issues, particularly on human rights. He argued, the curriculum needs to be revised to help journalists "communicate ideas" and develop "critical thinking". And he said that they should be knowledgeable of key conventions and protocols, such as the SADC Gender Protocol.



GL Board member Ruth Ayisi facilitated the Mozambique workshop.
Photo: Gender Links

A vibrant debate followed which resulted in even the more skeptical lecturers reconsidering their stance on gender mainstreaming. The political climate in Mozambique is also conducive to progressive changes in the media institutions. Although still one of the poorest countries in the world, Mozambique has made notable progress since the end the 16-year civil war in 1992. A year before, the government ushered in a progressive constitution and multi party democracy, including guarantees for freedom of the media. However although the media has flourished since the lifting of state control in the 1991, the quality of the media remains a challenge.

Gender coverage is no exception. Gender Links found that women comprised only 15 per cent of the news sources in the Mozambican media, which was lower than the regional average of 17 per cent and the global 18 per cent. The 2009 "*Glass Ceilings*" report, found that women constitute only 27 per cent of the employees in media houses in the country.

Of 29 participants at the GIME seminar only four felt that gender should be taught as a stand alone subject, two were not sure about how to include gender in their curriculum and the remaining 23 thought gender should be mainstreamed.

By Ruth Ayisi

Accrediting structures present opportunities for gender mainstreaming

Another entry point for gender mainstreaming in media education is the national accrediting and/or qualifying authority for higher education institutions.

In the United States, for example, The Accrediting Council on Education for Journalism and Mass Communication (ACEJMC) recently added a requirement that journalism programmes articulate their goals regarding diversity and inclusivity and demonstrate their success in achieving these goals. In explaining the new Standard 12, the Council explicitly linked journalism's special role in supporting free expression and access to information to journalists' responsibility to disseminate diverse opinions and serve diverse audiences, with race and gender being of crucial import.[46]

For the ACEJMC, the major evidence that journalism programmes are serving such responsibilities is the diversity of the student body and faculty. Chambers, Steiner and Fleming (2004) also note that promoting diversity is also a curricular matter and argue that a curriculum that promotes diversity requires, or is highly linked to, a diverse faculty.[47]

In Southern African, most institutions of higher learning are accredited through the government via the relevant ministry. In most instances this is the Ministry of Education. In South Africa and Namibia institutions have to align their qualifications with the criteria set by the national qualification authorities and register their qualifications through the national qualifications authorities.[48]

The table below contains a description of the skills, values and attitudes that a student who has been through the Rhodes University, Bachelor of Journalism degree will leave the course with. This course is registered with the South African Qualifications Authority (SAQA).

[46] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, London. 2004. 77.

[47] Deborah Chambers, Linda Steiner and Carole Fleming, Women and Journalism, Routledge, London. 2004. 77

[48] http://regqs.saqa.org.za/viewQualification.php?id=15802

Table 5: EXIT LEVEL OUTCOMES FOR RHODES UNIVERSITY BA DEGREE MEDIA GRADUATE

Specific outcomes:

1. Manage full origination, production and distribution cycle for a complex media production. In order to meet this outcome, the learner will be able to:
   - Demonstrate in all management tasks, an understanding of current environment and production trends.
   - Demonstrate an understanding of the necessity for, and an ability to draw up and adhere to time lines.
   - Demonstrate an ability to negotiate group dynamics.
   - Draw up and manage a budget.
   - Demonstrate an ability to devise, write up, present and negotiate project proposals.
   - Demonstrate an ability to manage complex production processes.
   - Demonstrate knowledge of evaluation process and an ability to manage feedback/debriefing processes.

2. Conceptualise, generate and publish media products, resources for media and analyses of media. In order to meet this outcome, the learner will be able to:
   - Generate ideas for content, informed by knowledge of a well-defined audience and sensitive to social contexts.

- Demonstrate an ability to decide on appropriate, angles or treatment (choice of genre and formats) for the story/content.
- Appropriately select and apply a wide variety of formats, tools and methods for researching and editing content.
- Select and utilise appropriate channels of distribution to ensure that the media product reaches its audience and, where appropriate, creates a platform for audience interaction.
- Demonstrate an ability to effectively publicise a media product.

3. Demonstrate and articulate a critical understanding of the relationship between media and society. In order to meet this outcome, the learner will be able to:
   - Identify media institutions and explain how they work at micro (internal) and macro (policy, legal, etc) levels.
   - Identify the contemporary history, political, social, economic and cultural contexts within which the media operate and how these are shaped and shape society.
   - Identify and critically reflect on the role of journalists and journalism in society.
   - Analyse the different mediums.
   - Analyse how media texts represent society.
   - Identify and interpret media audiences.
   - Analyse media consumption.

4. Demonstrate an ability to communicate effectively about and through a variety of media at all levels of communication i.e. Intrapersonal, interpersonal, intragroup, intergroup, institutional and society-wide. In order to meet this outcome, the learner will be able to:
   - Follow complex, logical arguments, readings, and presentations.
   - Produce complex, logical, persuasive and analytical arguments, presentations and essays, for a variety of audiences and in a variety of contexts.
   - Communicate at a society-wide level through a variety of media for a variety of audiences.
   - Communicate effectively under pressure, in exams or exam-like situations.
   - Communicate effectively within a group.
   - Communicate verbally to a variety of audiences/individuals.
   - Demonstrate effective negotiation skills.
   - Use appropriate technologies to facilitate effective communication.

5. Identify and use appropriate sources and research methods to study a given research problem. In order to meet this outcome, the learner will be able to:
   - Identify research problems and access relevant resources needed to study them.
   - Critically analyse problematic situations in the relations of media and society.
   - Critically engage sources of information.
   - Reflect on/question society-held assumptions about the practice of social/media research.
   - Reflect on the uses and morality/ethics of the various research practices.
   - Conduct a disciplined study by assessing research requirements; formulating research questions, selecting appropriate research methods and tools, gathering, evaluating, contextualising data and writing, evaluating and presenting research results.
   - Work effectively in a team.

Gender is absent from the exit level outcomes of the Rhodes journalism degree. The South African Qualifications. In contrast, the Technical Education, Vocational and Entrepreneurship Authority (TEVETA) - the regulatory authority for all forms of technical education and vocational training in Zambia - stipulates that gender, as a cross-cutting issue, should be mainstreamed in the basic skills and TEVET systems[49]. Of the three institutions studied in Zambia, Evelyn Hone College and ZAMCOM subscribe to TEVETA.

[49] Zambia's Fifth National Development Plan, 2006-2010. Other cross-cutting issues identified in the plan include HIV and AIDS, disability and the environment.

Conclusions

Curriculum is a key entry point for gender mainstreaming in media education. Further research is required on accrediting and qualifying bodies within the countries and the influence they can play in setting principles and standards for journalism and media education and training in Southern African countries.



Training students to monitor the media at PON. *Photo: Gender Links*

GENDER IN MEDIA EDUCATION SYNDICATE REPORT BACK AT THE WORLD JOURNALISM EDUCATORS CONFERENCE (WJEC) ON THE 6 JULY 2010

The media content below is stark reminder of why it is important to mainstream gender in all aspects of the media.

This image was taken during the America election campaign in 2008. The placard is a reference to Hilary Clinton. It plays out a several blatant stereotypes about women. It also ignores the fact that Bill Clinton was unfaithful and places the blame on Hilary Clinton. This image was used by the media across the globe.





The cartoon is about Kathleen Letshabo who stood as a candidate to lead the Botswana National Front, official opposition party at their national congress in May 2007. The Mmegi Monitor newspaper ran a cartoon that depicts Letshabo as a beaten, castrated bull.

Lynda Odendaal was elected Second Deputy President of the new South African political party, COPE, in December 2008. This article appeared in the Sunday Independent newspaper on the 21 December 2008. The headline refers to Odendaal as a 'girl'. Male politicians would not be referred to as boys.


Cope's eager new girl on the block

The Congress of the People's second deputy president is politically untried

KEY RECOMMENDATIONS

The educators who attended the Gender in Media Education syndicate at the WJEC agreed that training was critical starting point to address the gender in media content. They made the following recommendations:

- Develop a set of standards on gender against which curriculum is assessed.
- Have strategic regional engagements with institutions of higher education and industry on mainstreaming gender.
- Foundation course for educators to build the capacity of trainers on gender.
- Developing a gender and media bibliography on gender and media.
- Develop a list of moderators and external examiners for theses.
- Submit student theses to be uploaded on a database of research on gender and media.
- Develop a schedule of discussions for the CoP.
- Take a common course and discuss it on the CoP from inception to assessment.

Chapter 6

Good intentions, mixed results

Teaching, texts, research and assessments



Media educators review the GIME findings at the World Journalism Education Congress. *Photo: Jennifer Elle Lewis*

Chapter at a glance:

- Nine of the 25 institutions audited offered gender specific courses. The University of Dar es Salaam has an impressive gender and media course, but gender is not systematically mainstreamed in all its courses.
- Most media studies departments have mainstreamed gender into at least one course but few have done so across the board. The University of Botswana reported the highest number of courses in which gender has been mainstreamed.
- There is need for further work and exposure of gender and media research being conducted by media education institutions.
- There is need to further interrogate how gender is integrated into assessments, and how this can be strengthened.

What affects me is how to be responsive...we are also responsible for sourcing or managing resources for the curriculum... we need the requirements for journalism…
- Martin Thawani, Librarian, Polytechnic of Malawi

This chapter presents the various ways gender is incorporated into teaching, learning, texts, research and assessments in journalism and media education and training at tertiary institutions across Southern Africa.

Gender in course content

Table four shows which institutions have mainstreamed gender and which have gender specific modules in different courses.

Table 6: Gender in course content

Subjects	Gender mainstreamed	Gender specific module
Advanced writing	**Seven:** Botswana; Antananarivo; Mauritius; PON; Johannesburg; Lesotho; ZAMCOM; Midlands State	**One:** Evelyn Hone College
Communication technology	**Five:** Antananarivo; Mauritius; Fort Hare; Zambia; Harare Polytechnic	**Two:** Botswana; Johannesburg
Communication theory	**Nine:** Botswana; Lesotho; Johannesburg; Stellenbosch; Venda; Swaziland; Midlands State; NUST	
Cultural studies	**Seven:** Botswana; Antanarivo; Mauritius; Fort Hare; Limpopo; Stellenbosch; Witwatersrand; Zambia	
History	**Five:** Botswana; Johannesburg; Evelyn Hone; Zambia; Harare Polytechnic	
Information gathering and writing for the media	**Ten:** Botswana; DRC; Antananarivo; Mauritius; Eduardo Mondlane; Limpopo; Stellenbosch; Venda; ZAMCOM; Harare Polytechnic	
Language	**Eight:** Botswana; Mauritius; Eduardo Mondlane; Polytechnic of Namibia; Limpopo; Stellenbosch; Evelyn Hone College	
Media ethics	**Seven:** Botswana; Mauritius; Namibia; Stellenbosch; Evelyn Hone College; Zambia; Harare Polytechnic	
Media law	**Three:** Botswana; Evelyn Hone College; Zambia	
Media studies	**One:** Mauritius	
Multi media design and production	**Two:** Antananarivo; Evelyn Hone College	
Photojournalism	**Four:** Botswana; Johannesburg; Evelyn Hone; ZAMCOM	
Political economy	**One:** Swaziland	**One:** Midlands State
Political Science	**Three:** Antananarivo; Mauritius; Harare Polytechnic	
Radio production	Six: Botswana; Antananarivo; Mauritius; Eduardo Mondlane; Swaziland; Zambia; Harare Polytechnic	**One:** ZAMCOM

Subjects	Gender mainstreamed	Gender specific module
Research methods	**Seven:** Botswana; Antananarivo; Mauritius; Fort Hare; Stellenbosch; Swaziland; Harare Polytechnic	
Sociology	**Four:** Namibia; Witwatersrand; Swaziland; Midlands State	**Two:** Mauritius; Midlands
Television production	**Nine:** Botswana; Antananarivo; Eduardo Mondlane; Fort Hare; Limpopo; Swaziland; Evelyn Hone; Zambia; ZAMCOM; Midlands State	
Other: Mass Media, Gender and Society	**One:** Lesotho	
Other: Magazine journalism	**Two:** Johannesburg; Evelyn Hone	**One:** Harare Polytechnic
Other: Advertising	**Two:** Namibia; Limpopo	**One:** Limpopo
Other: Community media management	**One:** Limpopo	
Other: Global journalism	**One:** Stellenbosch	
Other: Development Journalism	**One:** Swaziland	
Other: Public relations	**Two:** Swaziland; ZAMCOM	
Other: Gender and the Media		**Two:** Dar es Salaam; Midlands State
Other: Media Literacy	**Two:** Dar es Salaam; Harare Polytechnic	
Other: Storytelling	**Three:** Zambia; Midlands State; NUST	

Gender specific modules

As illustrated in Table Four only nine of the 25 institutions sampled offer gender specific courses. These are: the Universities of Botswana; Johannesburg; Mauritius; Limpopo and Dar es Salaam; Evelyn Hone College; ZAMCOM and Midlands State College.

Journalism students at the University of Namibia and MSU in Zimbabwe acquire some theoretical grounding in gender through these universities' requirement for all first year students to take a compulsory module on gender, the link between feminist and gender theories learnt in these modules is not followed through on in the courses offered in the media education and journalism courses.

The University of Dar es Salaam and Midlands State University are the only two that offer a specific course called Gender and the Media.



Photo: Mercedes Sayagues

Box 8: University of Dar es Salaam offers a gender and media course



Julius Saule training at SJMC. *Photo: Arthur Okwemba*

In its curriculum, the SJMC describes the Gender and Media course as follows:
"This interdisciplinary course aims at inculcating and strengthening gender analytical skills to enable media personnel and journalists effectively deal with gender issues in their work places as well as carry out gender related research."

Students, according to the course's objectives, obtain the following knowledge:
- Basic concepts in gender and mass media.
- Basic gender theories.
- Knowledge on gender differences.
- Knowledge on gender issues in the mass media.

The course is not, however, offered to students in the certificate course in journalism and those studying for a Postgraduate Diploma in Mass Communication. The six modules taught in this course are:
- **Module I:** Introduction to Gender Issues.
- **Module II:** Theoretical Perspective (Gender Theories and Mass Media Theories).
- **Module III:** Role of the Mass Media in Gender and Culture in Tanzania.
- **Module IV:** Coverage and Portrayal of male and female in mass media (Gender Issues in Mass Media).
- **Module V:** Depiction of changing roles of men and women in the media.
- **Module VI:** Gender and ICT.
- **Module VII:** Gender sensitive reporting.

The University of Zambia department of Mass Communication developed and co-teaches a gender and media course with the Department of Gender. The course is offered in the post-graduate programme. The Zambia Institute of Mass Communication (ZAMCOM) has a gender specific module on **Radio and Gender Reporting** in its certificate in journalism programme.

Box 9: ZAMCOM's Radio and Gender reporting module

Radio and Gender Reporting is a 24 week certificate course. The course emphasises issue-based reporting with special focus on gender issues using radio as the medium of communication. The general aim of the course is to elevate participants' awareness of the influence of gender categorisation within society, as well as create appreciation of radio as means of communication while applying gender concepts.

Specific course objectives include:
- To help each student to review early developmental experiences in the light of a genderised agenda.
- To realise how these experiences have had an implicit and significant influence on the evolution of students' own gender identity.

- To enable students to understand basic concepts of radio production, while applying gender reporting skills to radio programme production.

Learning Outcomes

1. Participants will have an elevated sense of personal awareness of the developmental experiences which have influenced their gender awareness.
2. Participants will understand more clearly the significant influences of the normal socialisation process on our gender identity.
3. Students will understand how radio can be used to objectively cover gender issues.

Course outline (extracts)

1. Gender
   - Introduction to gender concepts.
   - Gender mainstreaming.
   - Applying gender analytical tools.
   - Elements of a good gender-aware programme.
   - Gender and its role in development.

2. Writing techniques
   - Writing gender sensitive scripts.

3. Production
   - Applying gender rules to programme production.

Source: ZAMCOM

A Gender and Media course is offered as an elective in the Honours in Media Studies programme at the University of Witwatersrand, and is taught by a lecturer in the university's Department of Gender.

The *Journalism Ethics* module in the Journalism Honours Programme[50] at the University of Johannesburg covers women's voices and representation in the media. Special reference is made to reporting on issues such as HIV and AIDS and how the pandemic impacts differently on women and men; and, the course includes a module on children which deals with child sexual abuse.[51] There is also a stand-alone module on gender in photojournalism at the University of Johannesburg.

Gender mainstreaming in all modules

Although having a gender specific module within a media education and journalism training programme can provide a good theoretical grounding on gender and media issues for students, a module alone is not enough.

For example, despite having a gender policy framework and a specific-module on *Gender and the Media* at departmental level, the University of Dar es Salaam has not incorporated gender into other subjects offered in the School of Journalism and Mass Communication. Only one (female) lecturer teaches the gender and media module. The one course, one female lecturer approach to the incorporation of gender into media education and journalism training leads to the isolation of the issue within the department.

[50] University of Johannesburg, Faculties of Humanities Regulations for Postgraduate degrees and diplomas, 2010.
[51] This assessment was made from the reading list.

"The expectation of the School is that once a student has been taught the *Gender and Media* course, he or she, can make linkages with other courses, explaining issues tackled in those subjects from a gender perspective," says Eva Solomon, SJMC's senior instructor on gender issues. "The other problem is if you mainstream gender in other courses, teaching will be difficult, because many of the lecturers, apart from one or two, lack competence in gender issues," said another lecturer.



Ernest Mrutu, University of Dar es Salaam.
Photo: Arthur Okwemba

Ernest Mrutu, an assistant lecturer, added that the incorporation of gender into other areas of learning varies from one lecturer to another. "It is all about an individual since the lecturers know gender issues are being tackled under the gender and the media course."

Although this audit found little evidence of the systematic mainstreaming of gender into the courses and programmes offered at the 25 tertiary institutions studied, lecturers and HODs interviewed did indicate that gender is incorporated into the content of courses. But the extent to which this is done is dependent upon the lecturers' knowledge of the gender dimensions of the areas they teach and their access to materials and texts to help inform their teaching.

As noted above several of the universities have taken a progressive step by developing modules on gender and media issues as an area of journalism academic scholarship. But these modules become tenuous when only one lecturer has the interest and knowledge to teach them. The most sustainable approach to gender mainstreaming in the curricular of media and journalism education programmes is the development of gender-specific modules coupled with the ongoing systematic incorporation of gender into course content.

Table four shows that although gender is mainstreamed into one or more subjects by most institutions, there are few institutions that have a high proportion of subjects in which gender has been mainstreamed.

One of the most important subject offerings in journalism and media education and training is media ethics - accuracy, balance and fairness: the basic tenets of journalism. Gender is central to these. Yet only seven of the institutions sampled mainstream gender into this course (the Universities of Botswana; Mauritius; Namibia; Stellenbosch; Zambia; Evelyn Hone College and Harare Polytechnic).

The University of Botswana has mainstreamed gender into 12 subject offerings. For example, the university offers a gender specific module called Gender, sex and ethnicity. The course examines choice of sources, framing of images, construction and deconstruction of stereotypes. The course utilises newspapers and other forms of popular culture as course materials.

Gender is mainstreamed into a course called "Imaging Africa" that examines ways in which the world images Africa and Africa images itself. Gender and sexual imaging is an important part of the course. A unit on Saartjie Baartman and colonial sexual images is included in the course.

Both the Universities of Antananarivio and Mauritius have mainstreamed gender into nine and eight subject offerings respectively. At the University of Antananarivo the courses on *Ethnography of Communication* and *Languages and Communications* focus on skills for gender analysis. "Ethnography is to measure what is measurable. At the village meeting, for example, we note who talked. Male or female? How many men and how many women? How long did they talk?" For example University of Mauritius has mainstreamed gender into the Research Methods in Communication Module. The main purpose of the

course is to familiarise students with the feminist research.

All the South African institutions in the sample have mainstreamed gender into courses The lecturers at the six tertiary institutions[52] researched in South Africa use a variety of methods to incorporate gender into the journalism courses that they teach.

Cathy Oshe'a, a lecturer at the University of Fort Hare who teaches the honours module *Journalism and Media Studies* says that in this module she incorporates gender in her lectures on representation, because it is blatantly obvious that media representations are skewed. Women are still valued for their looks and not their ability to participate in development. Power relations still work in favour of men despite the calls for gender equality, she said.

The course, which is not compulsory, has a learning outcome on a gender analysis of the media. Gender is incorporated into course assessments. But the module covers a large number of issues and the lecturer is not able to cover all of these issues in depth.

In order to assess whether the 2009 class had understood the issues, Oshe'a gave students an assignment to apply feminist theories to articles in the South African You magazine.

University of Johannesburg lecturer Nadia van der Merwe said that the academic lecturers in the Department of Journalism, Film and Television use a few strategies to incorporate gender in the course content such as readings and case studies. But she added that this is ad hoc and not systematically done.

Van der Merwe said that her institution ranks gender as the most important diversity challenge, because gender cuts across all other forms of diversity. But there are a number of challenges. Often lecturers are not trained and they have to assess where gender fits with other diversity issues. Thabiso Muswede, a lecturer in the media department at the University of Limpopo, said that in his teaching, he often cites gender examples. He believes it is essential to include gender in the curriculum as this will add value to the students and the department as a whole. Integrating gender will raise male and female students' awareness on critical gender issues so that they will not be narrow minded when they become future journalists. Integrating gender in the curriculum can instill confidence in female students and ultimately they can be managers. That way, they can influence media policy that enhances gender issues, Muswede said.

At the Stellenbosch University, lecturer Anastasia Devries said that she always asks students to give her a list of sources used in their stories and she marks their practical assignments against this. She also questions "why" there are no female sources in their stories. "Journalism comes with practicals. If students are taught that there is no way out, they will take it up later in their profession," Devries said.

Table five gives examples of how gender is incorporated into course content by lecturers in the departments of Media Technology and information and Communication at PON and the University of Namibia (UNAM), respectively.

[52] The GIME audit in South Africa was conducted at the University of Fort Hare, University of Johannesburg, University of Limpopo, University of Stellenbosch, University of Venda and at the University of Witwatersrand.

Table 7: Gender in course content at PON and UNAM		
Course	**Institution**	**How gender is incorporated**
Media Laws, Ethics and Policy	UNAM	Lectures on the ethics of using women as sex objects to sell newspapers; comparative analysis of gender equality in national constitutions in the region; case studies - ethical pitfalls of an ad campaign.[53]
Specialised/Advance Reporting	UNAM	Session on Gender and HIV/AIDS; The Southern African Editor's Forum Code on ethical reporting on HIV/AIDS is attached to the lesson plan given to students; In a lecture on sports reporting - how to report on basketball- the difference between men's and women's basketball was highlighted, and female students who are basketball players enhanced the discussion.[54]
Media Theories and Practice	UNAM	History of Namibian media is covered in lecture and Gwen Lister as a female media owner and editor is profiled; the issue of race in terms of Namibia's media history is also covered.[55]
Intercultural Communications	PON	Female students are placed in field assignments that incorporate race, gender and religion to understand the clash of identities. For example, female students will be set field assignments in a synagogue or mosque.[56]
Media & Globalisation	PON	Readings and voices of women like President Ellen Johnson Sirleaf of Liberia who has spoken about the African Renaissance in the context of globalisation.[57]
Communication for Social Change	PON	Readings by female authors and theorists on Communications for Social Change like Denise Grey-Felder, among others; incorporate gender in lectures on issues like the MDGs.[58]
Language for the Media	PON	Gender-sensitive language is part of course content; students in focus group discussions also pointed to this course as one where they learnt how to write and speak using gender-sensitive language.[59]
Introduction to Photography	PON	Lecture focuses on the different portrayals of women and men in images; women imaged as sex objects and objects of beauty.[60]
Communication and Society	PON	Lecture focused on stereotypes, issues that affect women, the media's representation of women and issues affecting them and how the media focuses more on men.[61]
Public Relations(Media Advertising Strategies)	PON	Lecture includes content on gender and advertising and uses examples from the Namibian media; incorporates content from GL research on gender and advertising.[62]
Communication Ethics	PON	Checklist provided to students on how to be gender-sensitive in the balance, portrayal and representation of women and men in the media.[63]

[53] Interview with Robin Tyson, lecturer; analysis of course documents provided.
[54] Interview with Robin Tyson, lecturer; analysis of course content provided; lecture observation at UNAM by researcher.
[55] Interview with Robin Tyson, lecturer.
[56] Interview with Elva Gomez de Sibandze, Senior Lecturer; the course is offered as part of PON's Bachelor's curriculum.
[57] Interview with Elva Gomez de Sibandze, Senior Lecturer, PON. This course also is in the new degree curriculum. The lecturer indicated that finding readings by women theorists on media and globalisation has been a challenged.
[58] Interview with Elva Gomez de Sibandze, Senior Lecturer, PON. This course also is in the new degree curriculum.
[59] Interview with Emily Brown, HOD and Senior Lecturer; an example of course content document; focus group discussion with PON students.
[60] Focus group discussion with PON Students.
[61] Focus group discussion with PON students.
[62] Interview with Emily Brown, HOD and Senior Lecturer, PON, October 23, 2009.
[62] Focus group discussion with PON students.

Prescribed texts and materials

The international and regional research and academic scholarship on gender and media issues has produced a wide-range of readers, histories, journal articles and theoretical texts. This study did not look at women's representation in journalism texts, nor at the types of journalism texts written by women that are used in the regional departments of media and journalism education audited in this study. This study mainly identified whether any texts or materials on gender and media issues were listed among the reading materials prescribed by lecturers for courses taught in the tertiary institutions' media education and journalism programmes.

This audit found gender and media readings and texts on the reading lists primarily for the gender-specific modules identified at several of the tertiary institutions. The majority of these texts are written by academics in Europe and North America.

ZAMCOM in Lusaka is unique in that the institution has produced a *Gender and Media Training Manual* and a *Gender and Media Handbook* for use in its own programme and by the Zambian media. This is an example of how departments of media education and journalism training can begin to produce their own gender and media materials, relevant to Africa's and their own national media contexts.

The lack of Africa-specific materials on gender and the media was highlighted by lecturers at the University of Dar es Salaam as a specific gap for teaching gender and media issues courses from a perspective that is grounded in the context of African feminist and gender theories on media and the gender and media activism that is taking place throughout Southern Africa. There also appears to be a lack of knowledge about existing materials. This is an area where the Gender and Media Diversity Centre needs to step in vigorously to ensure that gender and media research being produced in the region is effectively distributed and exchanged.

Research

While there are examples of students' theses and special projects on gender and media as well as projects on women's representation and gender stereotypes in the media this audit found that gender and the media has not become an area of academic research and scholarship among the lecturers within the institutions' media education and journalism training departments. This audit did not explore why there is little research among academic staff in the departments of media and journalism education on gender and media issues, nor did it investigate the areas of research academic lecturers are engaged in. These are specific areas for further research beyond this initial audit.

Gender and media research among academics in the Southern African tertiary institutions' departments of media and journalism education needs to be encouraged in order to strengthen the foundation of knowledge production on gender in the Southern African media, as well as knowledge on trends and histories of African women in journalism and in the media sector. This audit also opens up insights into other areas of research needed on the gender structure of media education and journalism departments in tertiary institutions and the gender structure of journalism courses.

Assessment

As noted in the limitations of this study, there were weaknesses in the conceptual understanding of 'what to look for' in terms of assessments. The majority of the evidence pointed to gender not being incorporated into assessments, but this needs to be examined further. However, some examples of how gender can be incorporated into students' assessments - exams and continuous assessments - were identified through interviews with lecturers. The strongest evidence and examples of how gender is incorporated into assessments could be found for gender-specific media courses offered in the media education and journalism departments.

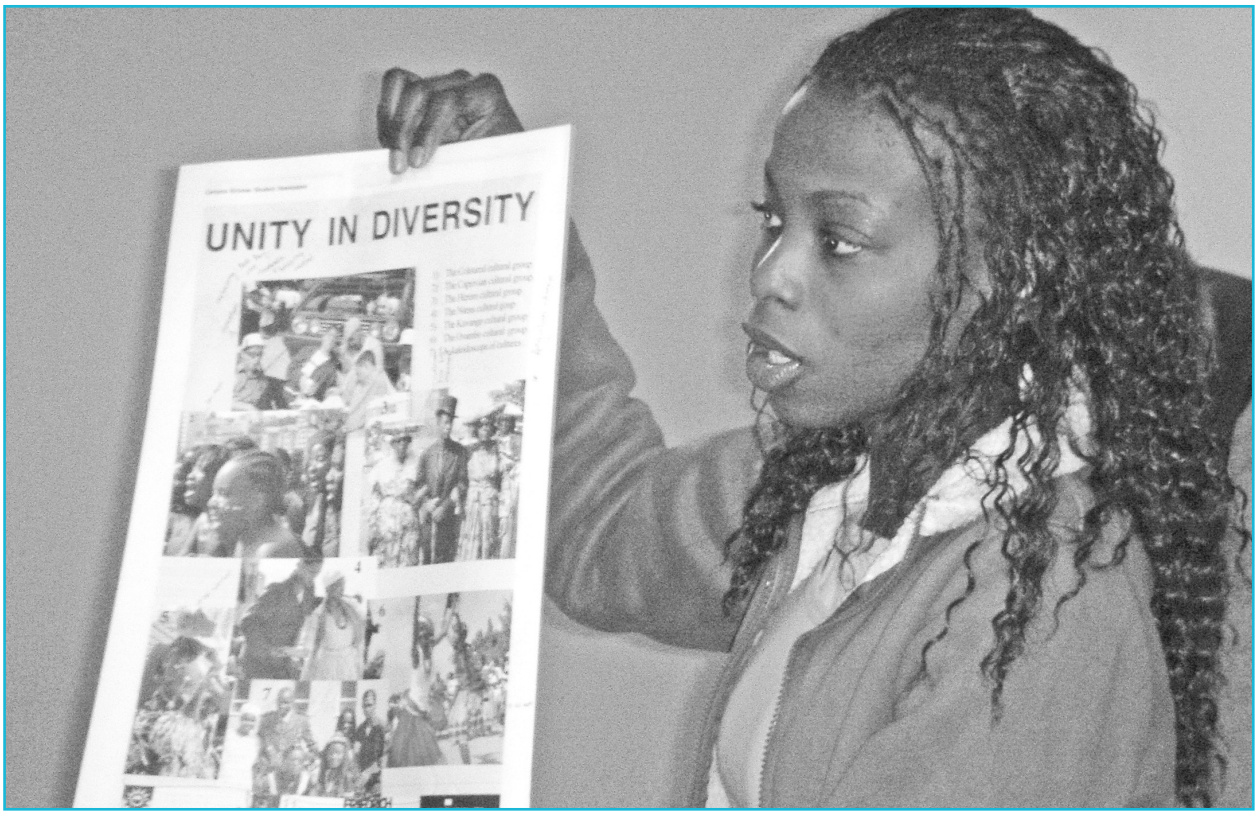
Conclusions

While there is evidence of some gender awareness in course content, teaching methods and assessments, this is sporadic and tends to be driven by individuals rather than systematic. With a few exceptions, gender neither exists as a stand alone module nor is it well mainstreamed in all areas. Lack of knowledge of locally generated materials and use of texts from overseas when there is so much research on gender and the media in the region is a major concern. There is need for the GMDC to play a much more active role in "connecting" and "collaborating" around research and publications, as well as sharing the "gems" of good practice on gender mainstreaming in media education in this chapter.



Zimbabwe MSU student focus group. *Photo: Jennifer Elle Lewis*

Chapter 7
A model for gender mainstreaming



Page in the student newspaper produced during the PON pilot project. *Photo: Colleen Lowe Morna*

Chapter at a glance:

- From 2001 to 2004 GL and PON worked together on a hands-on project to mainstream gender in all aspects of the new Department of Media Technology course offerings.
- This comprehensive model has been documented in a primer called Gender in Entry Level Journalism by Colleen Lowe Morna and Paulina Shilongo.
- Participants in the pilot project who are now working in the Namibian media are testimony to how gender mainstreaming has given them a unique way of viewing the world.
- The model could have been stronger on sustainability. While there is still strong gender awareness and gender champions at PON gender is not systematically mainstreamed in the curriculum.
- Lessons learned are being applied in the new UNESCO-supported drive to mainstream gender in media education as part of its Centres of Excellence initiative (of which PON is one example).

Gender should be incorporated into education on the whole in all areas, all subjects. By incorporating gender into media education and training, new journalists and journalists already in the profession who are studying become gender aware and begin to see the gender disparities in the newsroom and the gender stereotypes in editorial content and advertising copy for themselves. Simply having women in the media does not bring change alone; we need to train women and men in the media so that they begin to point out where gender is missing and what needs to be done by the media.

- Emily Brown, Head of Department, Department of Media Technology, Polytechnic of Namibia

The GIME audit revealed various approaches by the 25 tertiary institutions to incorporating gender into their programmes. At the institutional level, gender policy frameworks exist in a few institutions, but even these institutions still do not systematically mainstream or incorporate gender into departmental practices and curriculum.

This chapter presents a model for gender mainstreaming into entry level journalism training at tertiary level that was developed in by GL and the Department of Media Technology at the Polytechnic of Namibia (PON) in Namibia. Although not all aspects of the programme have been sustained, lessons were learnt and many of these still guide the department's efforts to train a new breed of women and men journalists.



Tapewa Mudjanima, women entrepeneur speaking to students at PON during a Business Unusual workshop. *Photo: Jennifer Elle Lewis*

Background

Journalism and media education and training at PON is situated within the Department of Media Technology which is in the School of Communication. The department offers a three-year qualification, the National Diploma: Journalism and Communication Technology, which will be phased out in 2011. In 2009, the department introduced two new qualifications, a Bachelor's and a Bachelor (Honours) Degree in Journalism and Communication Technology.

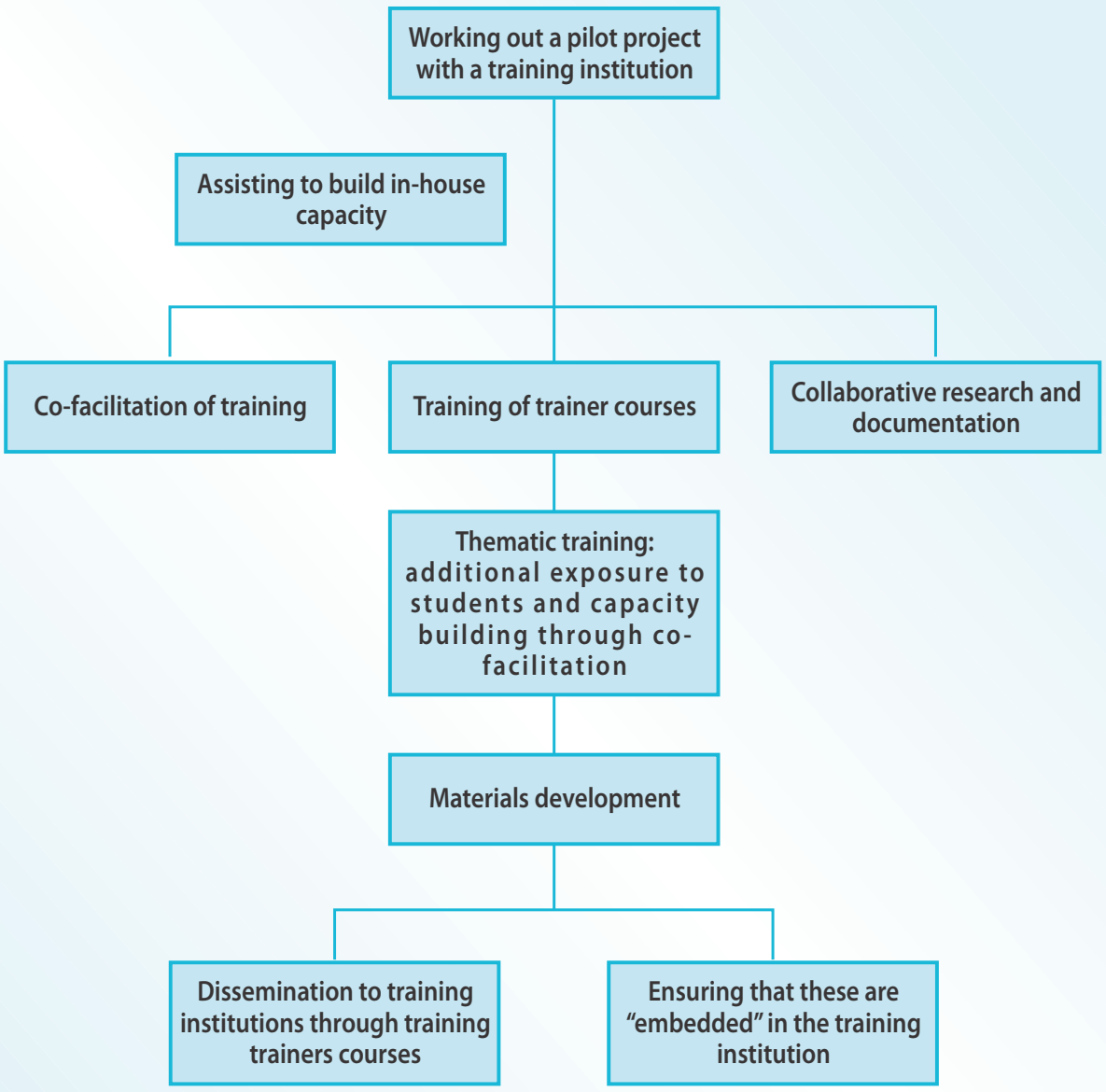
When PON's Department of Media Technology (DMT) first opened to students in 2002, it was already participating in one of the first projects of its kind in the region to mainstream gender into the new curriculum of an entry-level media education and journalism programme.

The three-year (2001-2004) project between PON and GL also provides valuable insights and steps on how gender can be mainstreamed into media education and journalism training at entry-level institutions[64]. And, this model provides PON with a foundation for reviving the initiative to mainstream gender in all aspects of its media education and journalism programmes when the department begins its next curriculum review in 2011.

GL, a Southern African NGO that has built a number of partnerships with training institutions in the region over the past eight years through its research and training on gender and media issues, uses the following approach to gender mainstreaming in media education and journalism training at both entry-level and in-service training institutions:

[50] University of Johannesburg, Faculties of Humanities Regulations for Postgraduate degrees and diplomas, 2010.
[51] This assessment was made from the reading list.

Figure 17: GL approach to gender mainstreaming in media training



Source: Gender in Entry Level Journalism, GL 2004

Gender and media training in Namibia

Research findings showed that 65% of media practitioners in Namibia in 2001 did not have formal qualifications in journalism/mass communication/ media studies. PON offers a flexible course catering both for new entrants and those already in the field. The media studies programme has three distinctive features:

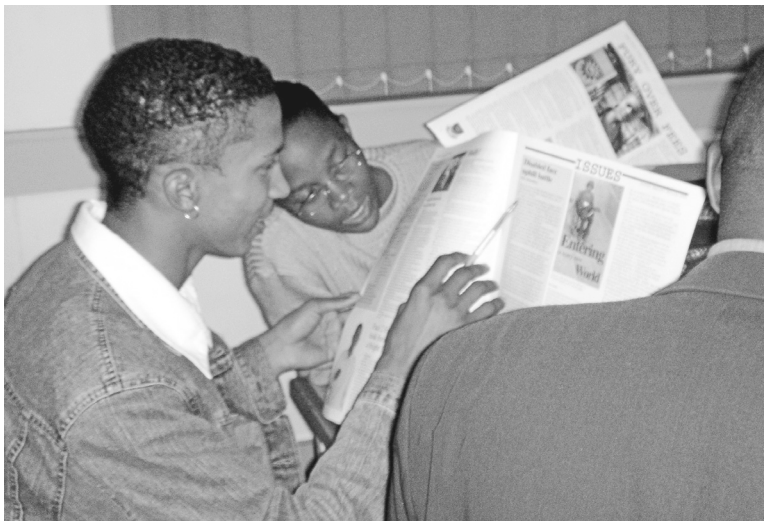
- The programme is offered in the evening to accommodate working media practitioners.
- In the fourth semester the students choose one of three specialisations: Public Relations and Corporate Communication; Journalism and Broadcast Production; and Multimedia Design and Production.
- The Department of Media Technology in 2005 developed a policy and guidelines for Recognition of Prior Learning.

In the 2002 intake, only seven out of 25 students *did* not already work in the media or communications field while from the 2003 intake only seven out of 25 students (in 2004 the figure is 6 out of 24 students) *are already* working in the field and from the 2004 intake only four are already working in the media industry. This mixture of school leavers and mid-career practitioners resulted in a broad range of ages from 17 to over 50 years. The mixture of the young school leavers and more mature, experienced mid-career practitioners created interesting dynamics in the classroom that have influenced the experiences of the mainstreaming project.

Project design

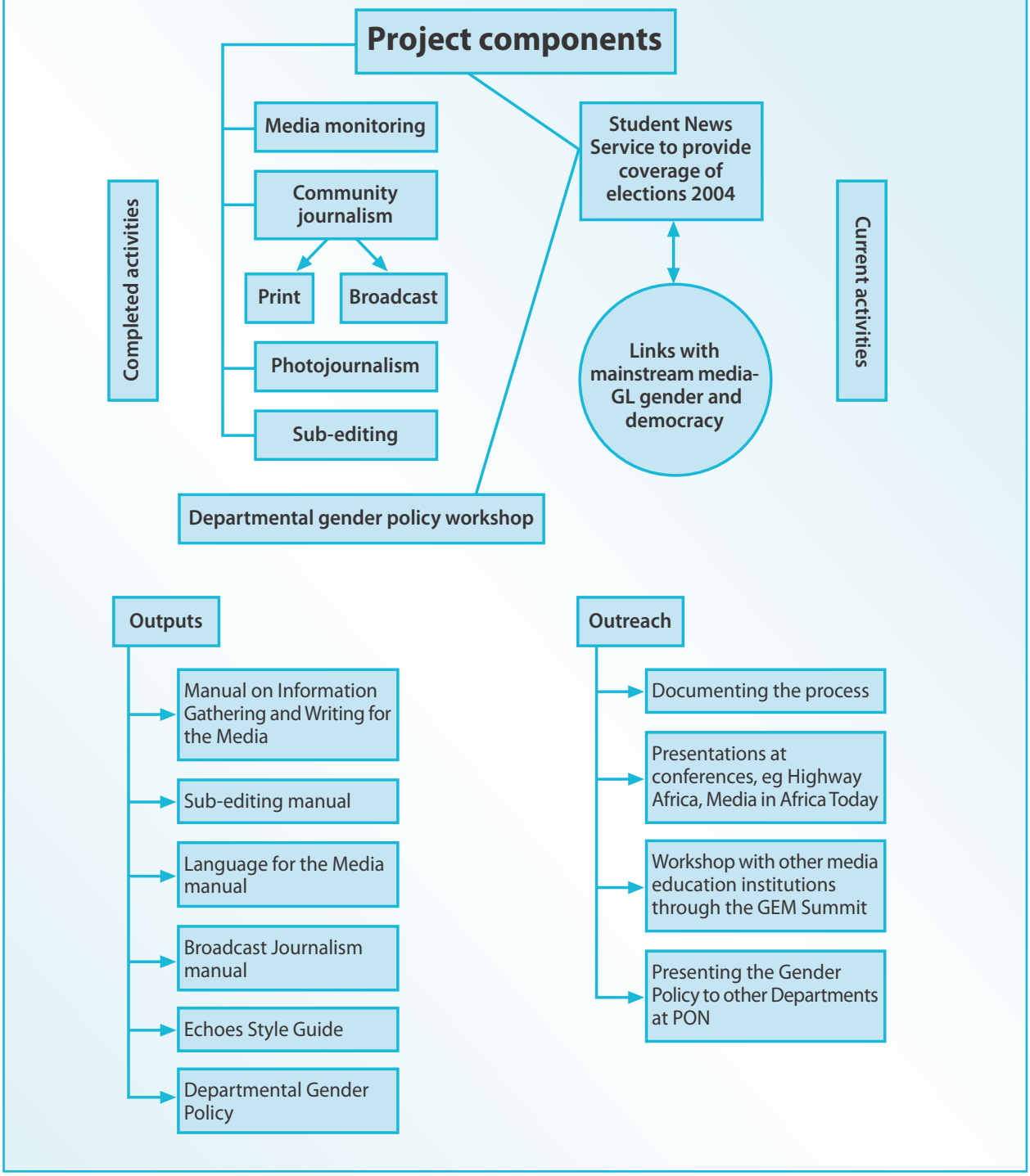
The PON/GL pilot project was designed from the outset to cover the three full years of the programme. It commenced in 2002 when the PON introduced its three-year Diploma Programme in Journalism and Communication Technology. While the curriculum had already been developed and approved prior to the commencement of the project, it has considerably influenced the teaching methods and objectives of the courses.

The PON project evolved organically, based both on the general needs identified by the staff of the department and GL's experience. As shown in Figure 18, the components of the project can be categorised into training activities and study material development: the main outputs of the project. The third and fourth components consist of outreach and impact assessment, which were implemented in 2004.



PON students review Echo, the newspaper started as part of the gender mainstreaming project.
Photo: Trevor Davies

Figure 18: Conceptual framework for the PON gender mainstreaming project



The following is a summary of the different ways that, over the three years, PON and GL sought to integrate gender considerations at the level of policy and practice into the three-year course.

Table 8: Gender in policy and practice at PON

Area	Steps taken	Outputs/Outcomes
INSTITUTIONAL CONTEXT		
Policy and process	• Gaining internal concurrence on the project. • Staff retreat. • Policy workshop including principles for integrating gender into the curriculum. • Capacity building and reinforcement through links to regional gender and media processes.	• Draft gender policy. • Departmental policy has sparked discussion on the need for an overall institutional policy.
Curriculum	• Identifying entry points for gender. • Individual meetings with lecturers.	Gender explicitly and implicitly written into the outline.
CONTENT DELIVERY		
Ethics and diversity	Guest workshops and lectures reinforced by staff.	Forms part of the basic reporting text book.
Information gathering and basic reporting-community journalism project	• Integrating gender into a monitoring project. • Pitching exercise. • Community journalism field work and newspaper. • Evaluation.	• Basic reporting text book.
Sub-editing	Guest lecture reinforcing ongoing training.	Sub-editing manual.
Audio visual productions	• Guest workshop. • Field trips. • Guest lectures reinforcing ongoing training.	Introduction to broadcast journalism.
Public relations	Guest lecture reinforcing ongoing training.	Critique of PR manual from a gender perspective.
APPLICATION AND ASSESSMENT		
Experiential learning	• Campus Echoes. • Gender, elections and the media workshop • Elections news agency.	• Student newspaper. • Wire service distributed nationally during the elections.
Assessment methods	Gender built into assessments.	Indicators of success.

Methods used

As can be seen from Table six, the project employed a number of different methods. These included:

- Special one- to two-day workshops at strategic moments, for example before the community journalism project and the field work, the staff retreat and policy workshop.
- Guest lectures to reinforce commitments and efforts being made by staff to integrate gender into their work.
- Field work.
- Productions of photo essays, radio and video documentaries, and the student newspaper, *Echoes*.
- Integrating these examples and materials into study materials.

In all the training, GL and PON proceeded from the premise that gender-aware reporting is good, professional reporting. Accuracy, fairness and balance are the most basic and most important

principles of journalism. They are meant to ensure that journalistic texts are factually correct and present all relevant views.

In a consultative process with all staff, GL's pilot project with the Department of Media Technology focused on:

- Guidelines and initiatives to mainstream gender into the programme's curriculum;
- Course delivery (teaching) and assessments;
- Policy development at departmental and institutional level;
- Suggested guidelines for creating mechanisms to ensure implementation, as well as to monitor and evaluate the gender mainstreaming process to ensure sustainability.

Gender and curriculum

The development of the curriculum for the National Diploma in Journalism and Communication Technology was a lengthy process that included three years of consultations with the industry and academics nationally, regionally and internationally. As a result, and in line with the PON mission statement, the mission and objectives of the programme placed a heavy emphasis on career-oriented, skills and technology-driven education with visibly less emphasis on attitude learning.

During the extensive consultations with industry representatives in 2001 not one employer mentioned gender, diversity or a wider range of sources as desirable components of the programme. This is not surprising, considering that in 2003, during workshops to discuss the findings of the GMBS, most editors felt that the low number of women sources reflected power relations in society rather than editorial practice.

Process

In 2004 the DMT became involved in the development of a Bachelor of Technology Degree Programme in Journalism and Communication Technology. At this stage, the department had developed a draft gender policy and taken the principal decision that gender must be integrated into the new curriculum.

The starting point for any curriculum is the mission and vision statement and academic values that guide the department and the programme of study. Table eight shows how the DMT values had evolved in three years. Although gender does not feature explicitly in the new list of values, there is a subtle shift towards attitude-based values.

During this process the Department went through a lengthy discussion about the merits and need to explicitly mention gender. In the end, the view was that if gender was mentioned then every other aspect of diversity would need to be mentioned.

It is interesting to note that even after two years of the gender mainstreaming the Department staff found it very difficult to explicitly integrate gender into the planned curriculum. At the same time, the team felt strongly that if a policy was put into place, gender can be mainstreamed into all course content and assessment.

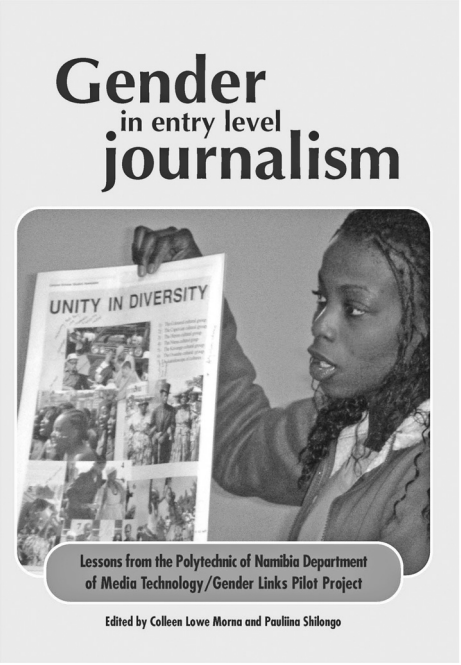


Table 9: Comparative table of DMT values	
Department academic values as stipulated in 2001	**Department academic values as stipulated in 2004**
• Process and evaluate theoretical learning; • Display critical thinking and insight into effective media design and production; • Demonstrate responsible use of a variety and combination of new media technologies to serve the needs of society; • Utilise practical skills for the creative production of meaningful messages; • Successfully engage in a variety of experiential learning opportunities; • Utilise technology responsibly and effectively to assist in the development of the community; • Engage in projects, under supervision, which endeavour to enhance their skills and knowledge; and • Observe the standards, practices, and ethics of the profession.	• Critical thinking. • Effective media design and production. • Professional ethics. • Professional standards and practices. • Creativity and innovation. • Experiential learning. • Community service. • Team work and project management. • Diversity and pluralism. • Growth and progress. • Responsiveness.

Explicit or implicit?

The question that arose was: does mainstreaming gender mean that gender ought to be explicitly mentioned in every course syllabus? Experience in the PON project showed that it helps. Lecturers delivering the courses are not necessarily the ones who developed them in the first place. Broad and implicit syllabi can be interpreted in many different ways.

Having a departmental gender and/or diversity policy helps to overcome this problem and can be a practical way to ensure implementation rather than often lengthy and complicated processes of curriculum revision.

Many institutions of higher learning have rigorous guidelines for the development and revision of new curricula. Courses are not always easily changed or revised. At the Polytechnic, re-approval may be sought under the following circumstances:

- Any changes to the curriculum compilation, for example the addition or deletion of courses, name changes to courses, and so forth.
- Syllabi revised so substantially that there is no longer 80 percent overlap between the old and the new syllabus.
- Amendments to the academic regulations and/or assessment criteria of a programme or course.

Although lecturers have some room to alter syllabi while setting course outlines, there is not a lot of room for substantial changes. Of course the simple inclusion of a word or sentence in the syllabus does not ensure an engendered curriculum. Lecturers who do not see the need to include gender in the course delivery can still cover the subject in short or ignore it altogether. Again, a properly monitored policy seems to be a more effective way to ensure that gender really is mainstreamed to the courses.

Integrating gender into the curriculum and writing it into work plans

As part of its support to PON, GL held individual meetings with staff at PON to advise on how they could explicitly integrate gender into their work, even when these might only be implicit. Table seven summarises the various ways in which staff did so, and the challenges that they encountered.

Table 10: Bringing out gender dimensions in course curricula		
Courses	**Strategies for gender mainstreaming (January 2004)**	**Follow up (May 2004)**
Language for the media 1 Language for the media 3	• The main thrust of the first year is about language and grammar. This builds towards teaching students about essay writing. In teaching students how to create arguments and write logically issues of bias, stereotypes, language and accuracy would be addressed. • The third year focuses on style, discourse and ideology. Gender analysis would be mainstreamed during the course. De-construction of texts to identify ideological and discursive gaps relating to gender.	Achievements • Looked at language and accuracy and the use of stereotypes and biases. • How arguments are flawed because of cultural and other stereotyping. Challenges • Limited time. • Gender is not mainstreamed but happens incidentally. • Needs to be approached in a structured way. • No time for curriculum development. • Loaded timetables.
Video Production • Camera techniques. • Different lenses. • Recording. • Editing.	• The course looks at both technical and substantive issues relating to visual media. • In technical areas, issues such as the difficulties that young women experience breaking into the technical side of broadcasting would be addressed. • Gender would be integrated into framing, composition and lighting. • Address the same issues relating to coverage of particular subjects for example violence against women.	Challenges • When you talk about social issues the learners are difficult to control. • Department needs more structured way to take it forward. • Students are not co-operative. • Need more involvement from all staff.
Introduction to broadcast journalism • News gathering • Sources • Presentation of news	• Discussions on what is news and how gender impacts on news selection. • Emphasis on gender balance of sources. • Gender dimensions in relation to television news presenters.	Achievements • Asked students to record news bulletins and analyse them using gender as one of the criteria. • Used gender as the starting point to ask about other issues such as quality of journalism, story about abused girl, only voices used were father, uncle and two sons, balance of sources. • NBC talk almost exclusively to officials, who are most affected? • TV production breaking down gendered division of labour. • TV presentation is based on "looks" not journalistic ability. • Educator' realisation: "to teach without integrating gender is like someone teaching with a deficient syllabus."
Ethics	• To introduce gender dimensions into the notions of balance, accuracy, fairness and diversity, freedom of Expression, bias and stereotypes. • Debate pornography.	Achievements • Mainstreamed gender into most discussions. Related to sources and balance. • Debated pornography.

Targeting media decision-makers

During the curriculum development process PON staff identified diversity and inclusiveness as important components of training. The gender-mainstreaming project had an immediate resonance with the community journalism component of training.

Jan Schaffer defines civic journalism as both an attitude and a set of tools for journalists. "The attitude is an affirmation that journalists have an obligation to give readers and viewers the news and information they need to make decisions in a self-governing society." This means that the journalists' goal should be to treat readers and viewers "as meaningful participants in important issues, as meaningful as the elites and the experts the journalists so often quote." (Jan Schaffer, *With the People - A Toolbox for Getting Readers and Viewers Involved*, Pew Centre for Civic Journalism, 1997).

In the first semester of the academic year 2002, the *Information Gathering and Writing for the Media* course undertook a Community Journalism Project. This included a workshop by GL on gender-aware reporting that fed directly into story ideas and planning for an eight-page newspaper supplement called *Echoes*, carried by *The Namibian*, the widest circulation daily.

The process consisted of the following:

- The students were divided into five groups based on where they live in Windhoek.
- The groups identified a community in Windhoek and acquainted themselves with it by doing public listening in formal (community meetings, etc.) and informal settings.
- The group reported back to the class and after discussions identified a broad theme. Each student then identified a topic for their story within the group theme.
- The stories were edited by PON and GL staff. A professional designer did they lay out.
- The students named the newspaper Echoes. The Namibian published the supplement on 13 June 2002.

The topics and sources of the stories in the publication reflected an awareness of the need to include a wide variety of perspectives and to recognise relevant gender dimensions. The topics included an investigative piece about sex work, problems residents face in a new and isolated housing settlement and challenges of daily living in informal settlements in which the views of women and men are equally represented.

Assessment

In assessing basic journalism skills there needs to be two levels of integration. To get students to see the journalism programme working as a whole one should set assessments that cut across courses. An example is to get students to produce a two page A3 newspaper. The newspaper must include a news story, a political feature story, news briefs, sports items, etc.

The second level of integration should be about the skills, values and attitudes and knowledge that are assessed. So, for example, in the newspaper, stories must have the voices of women, should not promote negative stereotypes, etc.



Bertha Amakali, lecturer at PON working to mainstream gender.
Photo: Jennifer Elle Lewis

An example of an integrated assessment is given below.

Learning area	Objective	Specific assessment	Skills, knowledge, values and attitudes
Structure of government	• For students to gain knowledge on structure of government. • To understand how parliament works.	• Divide the class into groups based on current party representation in parliament. • Designate some students as journalists from print, radio and television. • Ask them to prepare a debate on the quotas system to increase the representation of women in parliament. • Schedule the actual debate in class. • After the debate occurs ask the journalists to report to the class. • Evaluate the debates, journalist's reports, etc in plenary.	• Presentation skills. • Analysis. • Research. • Knowledge on the structure and working of parliament and women's representation. • Writing about parliamentary debates for different media.

Evaluation criteria for assessments

The policy for all writing and media production courses of the JCT curriculum now is that marking criteria for assignments must include gender and/or diversity. For example, typical evaluation criteria for writing assignments (basic news story) for *Information Gathering and Writing for the Media* course of the JCT would look like this:

- Is the story's newsworthiness established?
- Does the lead tell the readers what the story is about?
- Are the readers' questions about the story answered?
- Are multiple and diverse sources used?
- Are the sources relevant to the story?
- Is there clear effort to achieve gender balance in sources?
- Is the story accurate?
- Are all facts, names and numbers double-checked?

Formal assessments

However, an important concern is that gender and diversity criteria often get lost in formal assessments, tests and exams. This tended to happen in the first two years of the PON pilot project. Ensuring that gender is included in formal assessment increases remarkably the sense of "structural" integration of gender in the curriculum.

It is quite easy to include one or two gender specific questions in an exam or test. It might require a bit more effort to mainstream gender into relevant questions and assignments. Our experience is that once this is done throughout the course in all assignments, tests and exercises, it is much easier to include questions in the exam paper that explicitly require gender analysis from the student.

Policy development at departmental and institutional level

The PON project rested heavily on the enthusiasm of one lecturer, Emily Brown, who is now Head of Department, who served as the main champion of the project. She, in turn, enjoyed the support of a woman deputy head of department who gave the initiative her full support.

By the second year of the project it became apparent, however, that there needed to be much

greater buy-in and mobilisation of all the staff in the department. This led to a one day staff retreat at which Colleen Lowe Morna, GL Executive Director, made a presentation on gender and the media, followed by a discussion on how this might be integrated into all areas of training. GL's deputy director, a media trainer, followed up this workshop with mini-individual workshops on incorporating gender into course designs for 2004.

Another important outcome of the staff retreat was the suggestion that the Media Studies Department devise a gender policy that would be put to the PON Senate. The aim of this policy was to ensure that a) gender is integrated into all areas of the department's work and that b) it is written into institutional practice.

Although the workshop only took place in June 2004, the draft policy that emerged was an important means of cementing the work that has taken place over the three years. The process highlighted many of the challenges that PON still confronts around gender mainstreaming. It is described in some detail here since one of the lessons learned is that this should have happened earlier in the process.

Impact of the project on former students

Former PON students who received their journalistic training during the period of the gender mainstreaming pilot project say they are able to use their gender and media knowledge and skills in the workplace. Nashilongo Gervasius, for example, who is now a Producer for TV Current Affairs at the Namibian Broadcasting Corporation (NBC), says the incorporation of gender into her media education and journalism training at PON "opened my eyes to balance the voices of women and men; and, to know that women are clever too".

"When I have a storyboard, I incorporate men, women and children. My training opened my eyes to disadvantaged groups," she continued. "At work in editorial meetings I raise the issues of gender balance; I seek out the voices of women; I raise questions about women also doing the same stories as men. I work on four programmes and I use what I learnt about gender in the media from my PON classes and the Gender Links workshops with students."[65]

"I am always trying to uphold what we were taught," said former PON student Jonathan Beukes who is now in a senior editorial position with The Namibian, where he supervises three males and three females. "I'm the editor and I work with females who are both younger and older than I am. I encourage the females to speak in meetings and to give their ideas. In my eight months here, I've tried to raise the confidence of the females and now they tell me nonsense."



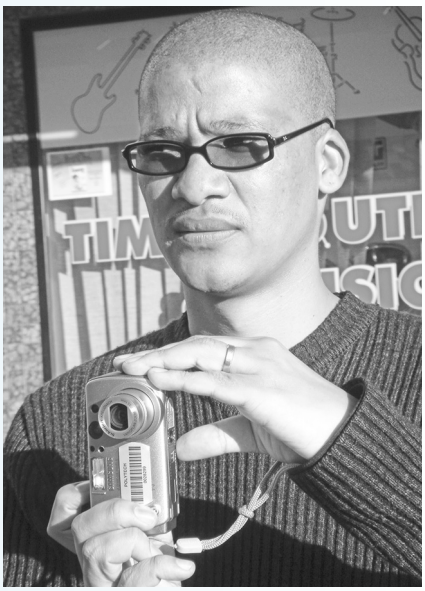
Former PON students use their gender media pilot project training and skills in the workplace. *Photo: Trevor Davies*

[65] Interview with Nashilongo Gervasius, former PON student and Producer at the Namibian Broadcasting Corporation, November 2, 2009.

Box 10: Gender and media: Voice from the ground

Reflecting on the impact that the incorporation of gender into his media training had on him, Jonathan Beukes, now the Supplements Editor at *The Namibian* newspaper, says that "women's issues were de-mystified for me. We were not aware of these things and we were introduced to them in our media training. I feel younger students need to learn that women's issues are development issues and development issues are women's issues, because women suffer most when it comes to lack of health, education, housing and other services.

"I also was reminded by discussing gender issues in my media training that women can do everything, even better than men. My father passed away when I was seven and my mother worked three to four jobs to put us through school and we are all doing well. My training at PON helped me to see my mother's capabilities and to remind me of what she had done."[66]



Jonathan Beukes. *Photo: Trevor Davies*

Barely three years out of school and already an editor at a major newspaper in Namibia, Beukes realises that the seeds of change on how the media portray, represent and report on the gender-dimensions of many issues begin in the classroom.

"The gender and media training helped us to understand the entire reporting process to make it more balance and fair; to help us produce credible publications. This is how I approach gender in my work," he said. "There are some people in the newsroom who have been there for decades and they don't know these things."[67]

PON in 2010

The department has faced several challenges in sustaining the systematic mainstreaming of gender into its three-year curriculum and in explicitly integrating gender into the two new degree programmes. The challenges cited included:

- Turnover in staff.
- Resistance from one lecturer who had been part of the pilot process and the lack of mechanisms to manage this.
- The absence of any orientation or other programmes to take new staff through the original process and to build their understanding of how to mainstream gender into their courses.
- Lack of knowledge of how to mainstream gender and how to counter gender fatigue.
- No overall institutional gender policy (only one for the department).
- Unseen attitudes, prejudices and biases that exist within lecturers.
- No Monitoring and Evaluation or other mechanisms to systematise how gender is mainstreamed.

[66] Interview with Jonathan Beukes, October 30, 2009, Windhoek, Namibia.
[67] Interview with Jonathan Beukes, October 30, 2009, Windhoek, Namibia.



Emily Brown presents at the WJEC in 2010. *Photo: Jennifer Elle Lewis*

PON's Head of Department, Emily Brown, continues to be a champion within her department for gender in media education and journalism training.

"When new lecturers enter the department, I talk to them about mainstreaming gender into their courses and work. But I believe the concept of gender mainstreaming is not readily understood, and there is need for a departmental workshop to take lecturers through a process again to understand what to do and how to do it like we did before," said Brown who has headed the department since its inception.[68] The result (see Box 10) is that while there is gender balance among staff and more female than male students; a fair degree of gender awareness among staff and evidence of gender aware research projects, gender is not systematically integrated into course offerings. This raises important questions about sustainability.

Box 11: GIME findings for PON

Institutional policy framework: The GIME research found that there are no gender or sexual harassment policies at PON nor are there any written guidelines for mainstreaming gender in curriculum. "When lecturers who had been part of this process [the pilot project] left, sustaining gender mainstreaming in the department's work lacked the same momentum; and, one lecturer who had been a part of this process also later showed resistance and there are no mechanisms in place to manage this," PON's HOD said.[69]

Gender in the Department of Media Technology (DMT): There are equal numbers of female and male students and more female than male staff. From the perspective of equal representation of females and males the department is doing very well.

Curriculum development and course content: There are no specific gender and media modules in the media education and journalism training diploma and degree programmes offered by PON. Gender is incorporated into the course content of courses, such as, Advanced News Reporting and Writing, Language for the Media, Media Ethics, Contemporary Social Issues, and Advertising.

The attention given to the topic is dependent upon the lecturer's own knowledge and commitment to mainstreaming gender in-depth in the courses' lectures, readings and assessments. Gender and media literacy is also strong among the new students.

[68] Interview with Emily Brown, HOD, PON Department of Media Technology, October 23, 2009.
[68] Interview with Emily Brown, HOD, PON Department of Media Technology, October 23, 2009.

The PON HOD still believes that the department has a foundation to build on because of the pilot project. "The department has a curriculum that reflects gender; there is greater gender awareness and gender and media literacy among the students; and gender can be discussed openly in the department and by departmental lecturers; in some other departments, this may not be the case.[70]

There are strategic opportunities to work on mainstreaming gender into their media education and journalism training programmes in PON. PON will conduct its next curriculum review starting in 2011. This provides an important to integrate gender into the curriculum.

Teaching and learning: There is a fair degree of gender awareness among staff and students. Students in the media journalism and media education and training department at PON are aware of the importance of incorporating gender into their programmes, and can apply their basic gender and media understanding to identify gender biases and stereotypes as consumers of Namibia's media.

Students are able to illustrate through examples from the Namibian media stories and broadcasts that perpetuate both blatant and subtle gender stereotypes; the lack of diversity of sources, especially the voices and perspectives of women in the media; to identify the missing gender dimension of the media's coverage on issues such as women in politics; and to discuss the use of gender-sensitive language in the media. This gender and media literacy has resulted from the incorporation of gender into course content.

Prescribed texts/Readings/Learning Materials: Gender is missing from course material. The wealth of gender and media literature, research and training materials that has been published internationally and within the Southern African region is missing from the prescribed texts, readings and course materials used in the journalism and media education and training at the PON.

Assessments: Gender is not incorporated as a standard in any systematic way in the journalism and media education and training department's assessments of curriculum. Relevance to the Namibian media industry's needs, and a good balance between theory and practical application are the main criteria used by the journalism and media studies departments to evaluate their programmes.

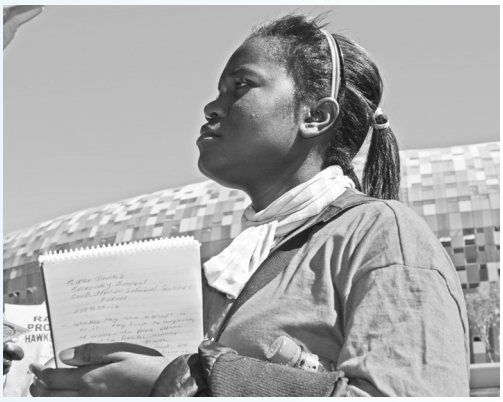
Gender is not incorporated into this assessment by the departments, nor is it a criterion used by the Namibian media sector when providing guidance and input to the departments on the course content and orientation of their media education and journalism programmes. Gender as a criterion for assessment is left up to staff and students.

There is some evidence of gender being incorporated into exam assessments and special projects for final assessments in some courses by both lecturers and students at PON. However, this is dependent on the lecturers' and students' interest in gender and media issues.

[70] Interview with Emily Brown, HOD, PON Department of Media Technology, October 23, 2009.

Research and publications: There are examples of students' theses and special projects on gender and media issues, as well as projects on women's representation and gender stereotypes in the media. But gender and the media has not become an area of academic research and scholarship among the lecturers within the institutions' media education and journalism training departments.

Continued links with GL: PON has continued to collaborate with GL in a number of ways since the pilot project. PON students have entered for the Gender and Media Awards every two years and formed part of teams covering the Gender and Media Summit. GL has worked with PON on short courses for the media on different beats, such as the 2009 elections, and the Business Unusual Gender and the Economy course run alongside the 2010 SADC Heads of State summit. A PON student, Emsie Erastus interned with GL as part of her experiential learning. PON students have assisted in research projects such as the Gender and Media Progress Study. HOD Emily Brown sits on the GMDC Advisory Board. PON has signed an MOU with GL as part of the GMDC arrangements. The rector, Dr. Tjama Tjivikua, gave the keynote address at the March 2010 meeting to review the first draft of GIME. These links have kept gender and media issues on the front burner, and put PON at the forefront of current efforts to resuscitate gender mainstreaming in media education with the support of UNESCO.



Emsie Erastus reporting on a Soccer 2010 event.
Photo: Jennifer Elle Lewis

Lessons learned

- **Project design:** The project tended to focus on the activities for the three years, with insufficient focus on sustainability and replication, the issues being revisited now. At each stage the partners should have had a discussion about sustainability. The project should have ended with an evaluation and next steps workshop. The donor should have been requested to make some resources available for the next steps.

- **Policy:** Many of the challenges that PON has experienced could have been mitigated by the adoption of an institutional gender policy. The draft policy developed in 2004 has not been finalised and implemented within the Polytechnic. The absence of a policy framework to provide a mechanism to sustain the gains made in the pilot project has impacted on sustainability. The rector, Dr. Tjama Tjivikua, is committed to reviewing and adopting a gender policy. A gender policy will assist in ensuring that gender is not dependent on an individual but is an institutional responsibility. It will also assist in managing staff leaving and new staff coming in. A policy must include structures, strategies and activities to mainstream gender.

- **Curriculum:** The integration of gender into the curriculum should have happened much earlier on in the process, and should have been an obligatory part of it. In retrospect, the creation of an enabling environment within which gender mainstreaming can grow, be sustained and monitored and evaluated is the most important first step.

- **Buy-in:** An important lesson from this experience is that any attempt to mainstream attitude or knowledge training into an already packed curriculum must be carefully assessed against

the students' entry-level skills and knowledge. Equally important is co-ordination and proper planning which should involve all people participating in the project and all lecturers teaching the courses in the programme, not just the ones directly involved in the project.

Conclusions

The PON project is a practical and well documented example of how gender can be mainstreamed into media education. The fact that its success can now begin to be measured in the approach of former students who are now editors affirms the most important premise of mainstreaming gender in media education: that this has a profound impact on the way that journalists practice their craft.

In retrospect, the pilot project would have started with a gender policy and curriculum review, and placed greater emphasis on sustainability. However, the goodwill and commitment of the head of department and rector have made it possible to move rapidly on a new phase with the support of UNESCO.

This model is promising in that both PON and the University of Namibia (UNAM) are involved and this is linked to the UNESCO Centres of Excellence initiative that both institutions are part of. They are selecting their own course offerings for gender mainstreaming and driving the process with the support of GL. Policy and curriculum review are being put upfront. Sharing these experiences with others in the region through the proposed Community of Practice will help to ensure accountability and peer learning. The most important lesson is that gender mainstreaming is a process, not an event. This process can and must be strengthened through deliberate interventions, of the kind that should flow from the GIME audit.

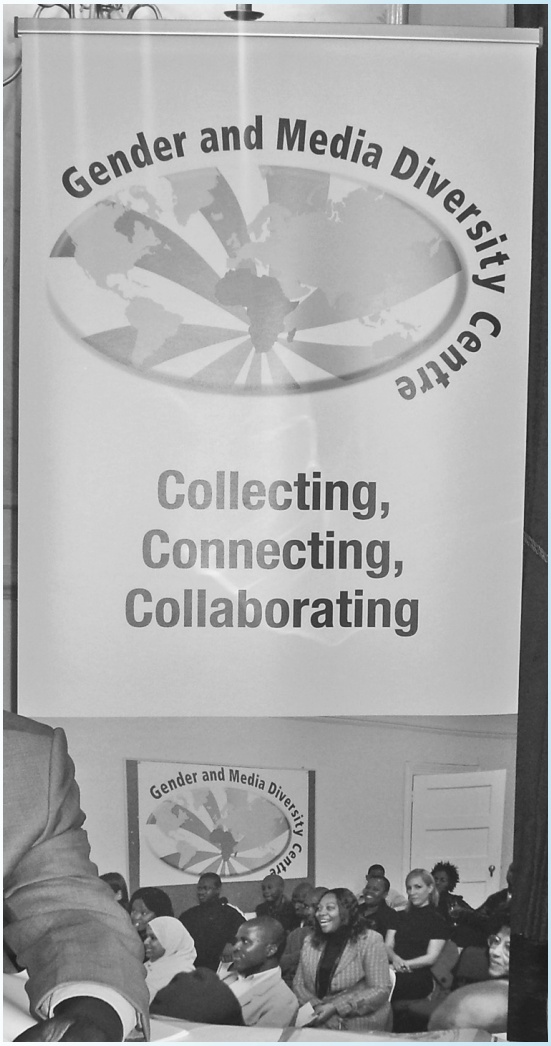


The PON project is a practical and well documented example of how gender can be mainstreamed into media education.

Photo: Trevor Davies

Gender in Media Education (GIME)
Community of Practice: Building a virtual community of journalism and media educators

In reviewing the GIME findings it is clear that there is community of journalism and media educators across Southern African who would appreciate the opportunity to have sustained training, provision of information and an ongoing engagement with other educators. In view of this GL and the GMDC will be setting up a virtual GIME Community of Practice (COP). The COP will be hosted on the GL website and linked to the UNESCO Journalism Centres of Excellence Community of Practice. The GIME COP will be launched at the World Journalism Education Conference (WJEC) which will be held from the 6-7 July in Grahamstown, South Africa.



OBJECTIVES

- To provide a space for journalism and media educators to connect regularly on issues of mainstreaming gender in journalism and media education and training.
- To use virtual space to sustain a community of practice.
- To gather good practices on integrating gender in journalism and media education and training curricula from institutions across Southern Africa.
- To discuss course outlines, gather contributions and create new knowledge out the discussion.

TARGET

- The COP will include journalism and media educators and trainers from institutions of higher learning.
- Other trainers from commercial training institutions, media and gender organisations.
- Journalists who are interested in training.

DESCRIPTION AND PROCESS

Description

The GIME COP will be based on the principles of the GMDC which to collect, connect and collaborate on knowledge creation. The process will be as follows:

- **Collect:** Information (including information gathered in the GIME research), good practices, course outlines, curricula, assessments, research etc

will be collected from institutions across Southern Africa. A call will be put out to all institutions offering journalism and media education and training to submit information according to certain thematic areas. These could include assessment, curriculum development and review, specific subject areas, teaching, learning and others. The information will be circulated to all the members of the COP with guiding questions for a discussion that will follow.

- **Connection:** After the information has been circulated there will be an online discussion using the GL online chat facility. The discussion will be facilitated by a moderator from GL or a partner institution. The moderator will guide the discussion based on the questions that were circulated prior. The discussion will last for an hour and a half. After the online chat the discussion will be summarised. The collection form and summary will be published on a wiki. A wiki is a virtual space that encourages the collective creation of knowledge.
- **Collaboration:** Once the wiki is published a notice will be sent out to educators across the region to comment on and contribute. The wiki will be moderated. The final document will be uploaded onto a searchable GIME database which will be housed on the GL website.

The COP will focus on four broad areas:

- **Curriculum development:** discussions around whole qualifications, content to be included, opportunities to mainstream gender, curriculum review.
- **Course content:** discussions on specific courses, assessment, teaching and learning.
- **Research:** discussions on existing and potential research projects on gender and media, how the research may be used in teaching and learning, how research may be taken forward.
- **Institutional gender framework:** review and development of gender and/or sexual harassment policies, assisting with strategies, reviewing policy content.

These are detailed in Annex A.

The COP is a permanent feature of the monthly GMDC newsletter, Diversity Exchange. The schedules and content requirements for collection, online discussion and wikis will be included in the newsletter. The newsletter goes out to journalism and media educators across Southern Africa and the globe.

The GIME COP and UNESCO Journalism Centres of Excellence portal will have reciprocal links. This will facilitate an increased number of institutions having access to the knowledge being created on the GIME COP.

The GMDC will run a parallel Community of Students (COS) on Facebook. Similar curriculum linked discussions will happen with students. Lecturers will submit names of students and their email addresses. They will then be invited to join the GMDC Facebook page. The student input will be summarised and included in the final product.

Process

- Notice, supporting materials and guiding questions will be sent out to educators and students by the 15th of every month or following weekday if it is on a weekend.
- The online chat will take place on the 25th of every month or following weekday if it is on a weekend.
- The summary of the chat will be included in the GMDC newsletter on the 1 on the next month. Contributions will be invited to the wiki.

- Contributors have until the 10th of the month to add content.
- The product will be finalised by the 15th of the month and sent out to all participants with the notice of the next discussion.
- The product will be uploaded to the website and a link sent out in the newsletter on the first of the month.

OUTPUTS

- Knowledge on integrating gender in journalism and media curriculum will be produced.
- Summaries of the online chats.
- Comments from educators and students.
- Educators and students will build their capacity to utilise their technological skills.
- Information sharing across countries and institutions on gender and media in curriculum.
- A repository of good practices on gender in media education.

OUTCOMES

- Journalism and media educators will receive training and share information using new technologies.
- Knowledge on integrating gender in journalism and media education and training.
- Increased communication between journalism and media educators and students across the Southern African region.
- The GIME COP creates a space for greater interaction and social networking between people with an interest in media education and gender mainstreaming.
- Through the GIME COP participants can brainstorm with one another. In this 'think-tank' problems can be solved and ideas produced in new and unique ways.
- Trainers' capacity to integrate gender in journalism and media education and training will be increased.
- There will increased awareness and implementation around gender mainstreaming initiatives within media training institutions in Southern Africa.
- There will be sharing of resources and teaching materials between institutions.
- Some of the findings of the GIME research will be taken forward.

Chapter 8
Conclusions and recommendations



Mauritian students look to the future. *Photo: Loga Virahsawmy*

Chapter at a glance:

- At institutional level, developing gender-responsive human resources, staff development and student enrolment policies or measures are essential, as well as guidelines at departmental level.
- A review of curriculum development policies and procedures to identify ways to guide the incorporation of gender into the mainstream of curriculum development for all departments needs to be undertaken.
- Institutional exchanges between institutions departments of media education and journalism training to share expertise, and exchange information is key, a Community of Practice will be developed to facilitate this.
- A bibliography or reference guide of the plethora of international and regional teaching materials, texts and research must be made and this should compose the teaching and research materials at institutions.
- Virtual and physical resource centres that media education and journalism training departments can access for information, research and training should be identified.
- Media lecturers' capacity to teach gender and conduct gender and media research must be enhanced and all new lecturers should be briefed on gender.
- Regular forums within departments for dialogues and exchanges with the media industry on gender and media topics, should be facilitated.

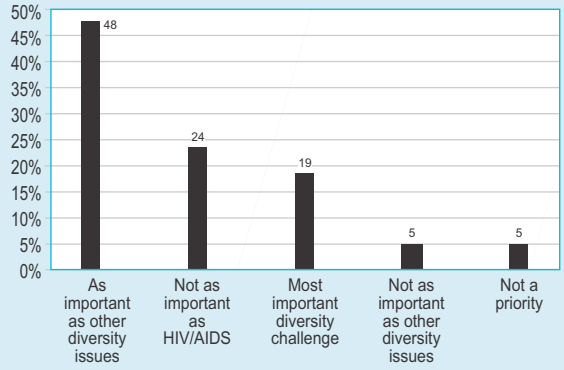
"Everywhere gender is being incorporated. If we don't incorporate, we will be left behind." He also added that "by saying women are not important is saying mothers and daughters are not important."
- Wellington Ganikwa, Lecturer at Harare Polytechnic

This chapter brings together the key conclusions and recommendations from the study. It starts with findings from the study on how educators view the way forward. The key recommendations are then summarised thematically, following the structure of the report.

Educators affirm importance of gender

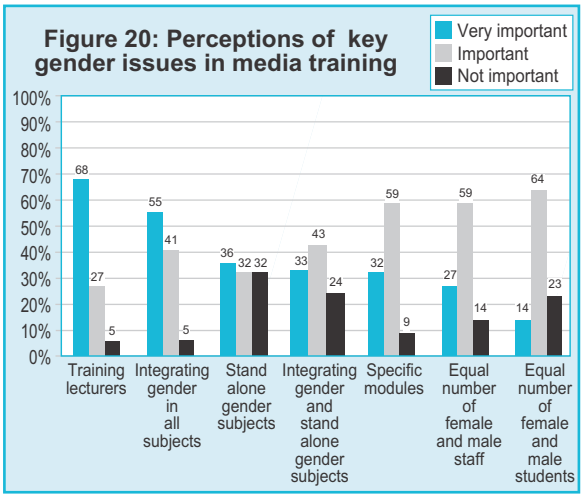
The GIME study found commitment among lecturers and students in the 25 tertiary institutions audited across Southern Africa to mainstream gender in journalism and media education and training. The study found evidence of ways in which gender is now incorporated into content, teaching and assessments. A few institutions have also developed specific modules on gender and media, and reporting on gender.

Figure 19: Perceptions of key institutional areas of focus



As illustrated in Figure 19, in response to a question asking then to rank gender as a factor in promoting diversity, most respondents (48%) believed that gender was as important as other diversity issues; 24% felt that it was not as important HIV and AIDS; 19% believe that gender is the most important priority. Only 5% of respondents said that they believe that gender is not as important as other diversity issues or was not a priority at all.

Figure 20: Perceptions of key gender issues in media training



As reflected in Figure 20, when asked for their views on some of the key gender issues in journalism and media education and training, academic staff suggested that:

- Training of lecturers on issues of gender is the most important priority, 68% of respondents shared this view.
- There is a need to integrate gender in all subjects (55% agreed that this was "very important") and that there should stand alone gender subjects (36% felt this was "very important").
- Integrating gender into all subjects as well as having stand alone gender subjects (43%) is 'important'.
- Having specific modules on gender is "important", 59% of respondents subscribed to this view.
- Having equal proportions of female and male staff (59%) and students (64%) is important.

The respondents' perceptions point to the need for a holistic institution wide strategy to integrate gender in all areas. Building the capacity of lecturers is clearly a key strategy. The training must include teaching, learning and curriculum development.

Equal representation of females and males in the make-up of staff and students is an important priority. This should be addressed at an institutional level through the creation of a policy framework and implementation plan that will ensure that gender is mainstreamed throughout the institution.

The majority of the respondents highlighted the importance of gender in media education, clearly making a link between gender in journalism and media education and training as a critical component for creating a more gender-responsive media industry in Southern Africa.



Kubi Rama presents ways forward at the WJEC. *Photo: Jennifer Elle Lewis*

Institutional gender policy frameworks are still weak, providing limited guidance on how to incorporate gender into curriculum. But the existence of gender and sexual harassment policies at several universities, as well as gender-specific modules and courses at a few, provide models for media education and journalism departments on what can be done.

Challenges include: lecturers lack of knowledge on gender and media issues; existing gender and media texts are not well known or distributed; changing curriculums is not always easy; there is a perception that gender is "women's issue"; and there is a lack of guidelines on how to incorporate gender into media education programmes and departmental practices.

Key strategies and recommendations for the way forward include:

Policy framework

- At institutional level, developing gender-responsive human resources, staff development and student enrolment policies or measures are essential for ensuring a gender balance in the staff component, and for maintaining gender parity in student enrolments in the media education and journalism training departments at Southern Africa universities.
- At departmental level, guidelines on how to incorporate gender into media education and journalism training, as well as mechanisms and tools for monitoring the implementation of these guidelines, are essential for ensuring consistency in the mainstreaming of gender by all full-time and part-time staff.
- In cases where the institutional structures are bureaucratic, departments can have an informal policy which can assist staff to teach gender in media and journalism training.
- Gender policies are institutional blueprints for gender mainstreaming and ultimately creating a gender-responsive environment. Their provisions can trickle down to gender balanced staff recruitment and retention, staff development and student enrolment numbers in the media education and journalism training departments at Southern Africa universities.
- There is need to create greater awareness among staff and students about sexual harassment policies in the different institutions. This research found out that where these policies exist, both students and staff have little knowledge of the policy and how it should be applied.

Curriculum/course Content

- A review of curriculum development policies and procedures to identify ways to guide the incorporation of gender into the mainstream of

curriculum development for all departments needs to be undertaken.

- Institutional exchanges between institutions departments of media education and journalism training to share expertise, and exchange information on how the departments incorporate gender into their media education and journalism training.
- Departments reviewing their course content to identify ways to strengthen how gender is incorporated into the content and teaching, as well as identify new areas for mainstreaming gender into courses.
- Developing a stand-alone module on gender and the media that can provide a strong conceptual and analytical foundation to support the mainstreaming of gender into the teaching of journalistic skills.
- Training and development programmes to build the capacity of full-time and part-time lecturers in both departments to mainstream gender into the development of course content and teaching.
- Mechanisms to ensure that all new staff, guest lecturers, are oriented to the departments' course content and teaching approaches for mainstreaming gender into media education and journalism training.
- As 62% of the respondents said that gender has not been considered in curriculum policies and processes, it is imperative that institutions begin a process to build evidence to recommend guidelines to mainstream gender into curriculum.
- At departmental level, guidelines on how to incorporate gender into media education and journalism training, as well as mechanisms and tools for monitoring the implementation of these guidelines, are essential for ensuring consistency in the mainstreaming of gender by all full-time and part-time staff.
- Southern African media and journalism training institutions should review their curriculum in view of introducing gender into the mainstream.
- A review of curriculum development policies and procedures to identify ways to guide the incorporation of gender into the mainstream of curriculum development for all departments needs to be undertaken.
- Gender should be offered as a core course to all first year students so that they have theoretical background in gender which they can translate to other subject offerings throughout their learning.
- Institutions should strive to mainstream gender in course content and put in place specific gender modules for journalism and media training. There is a need to integrate gender in all subjects (55% agreed that this was 'very important') and that there should stand alone gender subjects (36% felt this was 'very important').
- Departments should review their course content to identify ways to strengthen how gender is incorporated into the content and teaching, as well as identify new areas for mainstreaming gender into courses for 2011.
- Training institutions should consider developing a stand-alone module on gender and the media that can provide a strong conceptual and analytical foundation to support the mainstreaming of gender into the teaching of journalistic skills.

Teaching materials/texts

- Developing a bibliography or reference guide of the plethora of international and regional teaching materials, texts and research in all areas of media specialisation to guide lecturers when choosing reading materials.
- Incorporating the regional and national research materials on gender in the media as part of the teaching and reading materials for relevant courses in the media education and journalism training departments.
- Identifying virtual and physical resource centres that media education and journalism training departments can access for information, research and training materials on gender and the media.
- Developing media lecturers' capacity to develop gender and media readers and other materials

for use in their media education and journalism programmes.
- Developing a bibliography or reference guide of the plethora of international and regional teaching materials, texts and research in all areas of media specialisation to guide lecturers when choosing reading materials.
- Incorporating the regional and national research materials on gender in the media as part of the teaching and reading materials for relevant courses in the media education and journalism training departments.
- Identifying virtual and physical resource centres that media education and journalism training departments can access for information, research and training materials on gender and the media.
- Developing media lecturers' capacity to develop gender and media readers and other materials for use in their media education and journalism programmes.

Research
- Identifying opportunities and exchange programmes to build media education and journalism training departments' capacity to develop departmental gender and media research projects.
- Creating opportunities for lecturers and students to publish articles and research on gender and the media in Namibia, as well as developing gender and media course readers that can be used in the media education and journalism departments.
- Build the research capacity of lecturers to undertake research on gender and media issues.
- It is necessary to conduct further research on the number of women who choose journalism and media studies as their main course of study. Educators need to engage with the possibility of doing pure journalism and media studies.
- Assist doctorate students in the research on Gender and Media.
- Identify opportunities and exchange programmes to build media education and journalism training departments' capacity to develop departmental gender and media research projects.
- Creating opportunities for lecturers and students to publish articles and research on gender and the media in Southern Africa, as well as developing gender and media course readers that can be used in the media and journalism training departments.
- Building the research capacity of lecturers to undertake research on gender and media issues.



Elva A. Gomez De Sibandze speaking at Business Unusual training in Namibia.
Photo: Gender Links

Staff development
- Training of lecturers on issues of gender is the most important priority, 68% of respondents shared this view. In addition, it is imperative to ensure that all staff contributes to course content and teaching approaches for mainstreaming gender into media education and journalism training.
- Training and development programmes to build the capacity of full-time and part-time lecturers

in both departments to mainstream gender into the development of course content and teaching.
- Mechanisms to ensure that all new staff, guest lecturers, are oriented to the departments' course content and teaching approaches for mainstreaming gender into media education and journalism training.

Networking with the media industry and media development NGOs

- Developing regular forums within departments for dialogues and exchanges with the media industry on gender and media topics, and to identify areas of interest to the sector for further research.
- Creating linkages between lecturers and students and the GMDC to foster dialogue, exchange materials and network with other media education and training institutions in Southern Africa on gender and media issues.
- Developing training programmes for lecturers on how to use the GMDC to enhance their teaching, research and course content on gender and media issues.
- Identifying international and regional lecturers with knowledge and expertise in gender and media issues for guest lectureships.
- Creating practical exchanges for lecturers with the media industry to build their capacity to bring gender and other issues into the practical training of their media education and journalism programmes.
- Conducting wider consultations that include industry and other experts.
- Cooperating with the GMDC in the elaboration of the e-learning platform developed by the Universities.
- Developing regular forums within departments for dialogues and exchanges with the media industry on gender and media topics, and to identify areas of interest to the sector for further research.
- Creating linkages between lecturers and students and the GMDC to foster dialogue, exchange materials and network with other media education and training institutions in Southern Africa on gender and media issues.



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Annex A: GENDER AND MEDIA POLICY CHECKLIST

I. GENDER POLICY FRAMEWORK

International commitments

✓ Are you aware of existing national, regional, international commitments to gender e.g. Constitution, Equality Act, CEDAW, the Southern African Development Community Declaration on Gender and Development and how it relates to their work?

National legislation

✓ What national legislation and or regulatory authority govern you? To what extent is gender mainstreamed in this legislation?

Gender policy

✓ Do you have a gender policy?
✓ Does the policy cover ethical considerations, internal human resource issues and curriculum?
✓ Is it a stand- alone policy; is it integrated in all existing policy documents; or both?

II. CURRICULUM

✓ Is gender awareness and sensitivity built into all aspects of the curriculum?
✓ What are some of the potential entry points?
✓ What are some of the principles that need to guide gender mainstreaming in curriculum development?
✓ What is the best way of ensuring that these are observed?

THE FOLLOWING ARE SOME GENERAL QUESTIONS FOR THE MEDIA ON GENDER THAT MAY ASSIST YOUR DISCUSSION

Representation

✓ Does coverage give fair and equal space/time to women and men's voices?
✓ Are reporters and editors trained to probe the gender issues that may underlie stories?
✓ Are women consulted across the racial and class spectrum?
✓ To the extent some women are difficult to reach, is sufficient effort and are enough resources set aside for accessing these "marginal" groups?

Context

- ✓ Are a variety of sources, representing a broad spectrum of views, consulted?
- ✓ Is there a specialist civil society organisation on the issue? Has this source been consulted?
- ✓ Is there adequate context and balance?
- ✓ Is the story analytical? Does it go beyond the event and raise the underlying issues?

Portrayal

- ✓ Does your coverage reflect a holistic and realistic view of women and do they appear in the full spectrum of activities in which they engage?
- ✓ To the extent that women are missing from certain categories because of their status in society, does the coverage raise critical questions as to why this is so?
- ✓ Are male and female subjects treated equally?
- ✓ Does your story apportion blame on the subject?
- ✓ Does your story exonerate the perpetrator?
- ✓ Are all subjects treated with dignity?
- ✓ Does the story challenge or reinforce stereotypes?
- ✓ Does it examine the underlying issues?
- ✓ Are these approached from a human rights perspective?
- ✓ Are the experiences and concerns of women trivialized in any way?
- ✓ Is your story fair, accurate and balanced?

Language

- ✓ Is sexist language defined and forbidden?
- ✓ Is language used inclusive of men and women?
- ✓ To the extent that gender-neutral terms are used, is relevant gender disaggregated information provided?
- ✓ Are adjectives used objective and relevant, and do they convey any biases or stereotypes?
- ✓ Is physical description relevant to the story? Does is apply equally to men and women.

Programming

- ✓ Do you have special spaces/ slots for women?
- ✓ Should these be for gender rather than for women?
- ✓ Is the difference understood?
- ✓ Who are you addressing in these spaces?
- ✓ Where are they placed?
- ✓ For audio-visual media, do they take account of the dual roles and time constraints of women?

✓ Are they available during prime time when the largest number of men and women are likely to be watching and or listening?

Advertising

✓ Is there a discussion in your organisation about the need for consistency in standards applied to advertising and editorial?
✓ What happens when there is a conflict between the two with regard to gender?
✓ Has there been any research to determine what really attracts consumers?

Listener and viewer surveys

✓ Does gender feature in readership/ listener/ viewer ship surveys?
✓ Do you conduct focus group surveys to solicit the views of audiences to products? Are men and women equally represented? Are the results disaggregated by gender? Are they acted upon?

III. INSTITUTIONAL TRANSFORMATION

Affirmative Action Policy

✓ Do you have an affirmative action policy?
✓ Does law prescribe the affirmative action policy or is it your own?
✓ Does it spell out precise quotas or targets for male and female representation?
✓ Are these broken down by rank?
✓ Are there timeframes for achieving this?
✓ Is there a plan and resources allocated for achieving this (for example, additional empowerment strategies for women, if required?)?
✓ Do you keep regular staff records, disaggregated by gender?
✓ Does management regularly monitor and evaluate these?

Recruitment

✓ Do you advertise using a variety of communication channels, including direct interaction, that ensure men and women are equally reached?
✓ Do you actively encourage women to apply?
✓ Is there anything in the way your advertisements are phrased that could discourage women from applying?
✓ Do you have initiatives to encourage young women to take up careers in the media?

Selection

- ✓ Are your selection panels gender balanced?
- ✓ Do you ensure a minimum quota for women in the short-listing process?
- ✓ Do the same standards apply to women and men in the interview process? For example, would you ask a man whether he was married and had children?
- ✓ How are family considerations raised and addressed in the interview process?

Work environment

- ✓ Do you have any initiatives in place that promote a gender friendly work environment?
- ✓ If someone told a sexist joke at your workplace how would others respond? Would there be any sanction?
- ✓ Do you have a sexual harassment policy?
- ✓ Do you offer flexi- hours?
- ✓ Have you taken advantage of IT to you allow work from home under certain conditions?
- ✓ Do you ensure the safety of all your employees, for example with regard to their transportation to and from work, especially from certain locations and at certain hours?

Family friendly practices

- ✓ Do you have a maternity policy in place? What are its provisions?
- ✓ Are there stereotypes in your newsroom concerning the ability of women to perform their journalistic tasks, for example presenting programmes on television while they are pregnant? What have you done to correct these?
- ✓ Do you ensure that the careers of women journalists are not adversely affected by maternity breaks?
- ✓ Do you offer paternity leave?
- ✓ Do you have a policy on breast- feeding?
- ✓ Do you have child- care facilities?

On the job experience

- ✓ Is there a gender balance in all of your areas of training?
- ✓ Are women encouraged to go into non- traditional areas of reporting?
- ✓ Are women encouraged and supported to take up technical sides of the job, for example as camerawomen in television or photojournalists in the print media?
- ✓ To the extent that there are physical constraints, for example, the weight of a camera, how have you used advances in technology to overcome this constraint to women's entry into this sphere of work?
- ✓ To the extent that women may be more exposed to danger than men because of their sex (for example to the danger of rape or sexual harassment) while on the job, what measures have you taken to ensure

their security? Have you consciously avoided the easy way out- to simply exclude them from that beat?

Capacity building

- ✓ Do all your employees have access to staff development programmes, and are these offered at suitable hours?
- ✓ Do you target women for training?
- ✓ Do you have mentorship programmes in place?
- ✓ Are these specifically targeted at women?
- ✓ Does the organisation offer assertiveness training and are men and women equally encouraged to undergo this training?

Promotion

- ✓ Do you have a clearly defined and transparent promotion policy?
- ✓ Do you have a minimum quota for women at all levels of the organisation?
- ✓ Do you have any measures in place to assist women to achieve these positions on merit?
- ✓ Do you have a roster of potential women candidates for top posts?
- ✓ When you head hunt, do you specify gender as one of the criteria to be considered in sourcing suitable candidates?

IV. GENDER MANAGEMENT SYSTEM

Champions

- ✓ Is there a champion for the gender policy in your organisation?
- ✓ Is this person at management level?

Governance level

- ✓ To what extent does the board/management regard gender mainstreaming as a priority?

Administrative level

- ✓ To what extent does the management of the organisation take gender mainstreaming seriously?
- ✓ To what extent does all staff take gender mainstreaming as their responsibility?
- ✓ Are gender considerations built into the overall performance management system?
- ✓ To what extent is performance in this area measured and rewarded?
- ✓ To what extent do turnover and lack of continuity and "institutional memory" hinder gender mainstreaming in the organisation?

✓ Are gender resource materials available and accessible?

Structures

Formal

✓ What specific structures have been created for gender mainstreaming?
✓ Do these include the human resource, editorial and advertising departments?
✓ Is there a committee that includes all three?
✓ Is there a gender structure/unit/focal point?
✓ At what level is the gender focal point employed?
✓ What access to/ influence on decision makers, does the gender focal point have?
✓ What other responsibilities does the gender focal point have?
✓ Has the GFP received gender training?
✓ Does the GFP have clear terms of reference?
✓ Is gender part of the GFP job description or is it an- add on?

Informal

✓ What informal structures have been created to encourage understanding and buy in (for example a gender forum, brown bag lunches)?
✓ Do they include men and women?
✓ Are women encouraged to form support networks and structures?
✓ Are these structures accorded respect and status and given time to meet?
✓ Do these structures network with civil society?

Analytical Capacity

✓ Has the whole organisation undergone gender training?
✓ What form did this take?
✓ Has there been further gender training linked to various areas of responsibility within the organisation?
✓ Did the training have the support of management?
✓ How has gender training been perceived in the organisation?
✓ What has been the tangible impact of gender training?

Monitoring, evaluation and resource allocation

✓ What gender indicators have been developed?
✓ Are statistics disaggregated by gender?
✓ Do you engage with research findings by civil society, private sector and other bodies on the way in which gender is covered by the media, and on sexist attitudes in society?
✓ Are there internal mechanisms for monitoring the overall gender policy including conditions of service and how they impact on men and women?
✓ Is there an annual review of the implementation of the gender policy?

Annex B: LIST OF INTERVIEWEES

University	F staff	M staff	F students	M students
Botswana				
University of Botswana				
Staff				
Professor Eno Akpabio		1		
Seamogano Mosanako	1			
Students				
Wame Nonofo Kgasudi			1	
Mpho G. Tlale			1	
Goitseone Theo Kgopana				1
Tlamelo Ramodisa			1	
Emmanuel Mosinki				1
Olebogeng D. Modise				1
DRC				
IFASIC				
Staff				
Professor Mukeni Lapess Rigobert		1		
Elite Ipondo Godefroid		1		
Students				
Arielle Masangu			1	
Nadine Kashama			1	
Christelle Luzamba			1	
Nathalie Bolie			1	
Shamamba Bamboula Laurianne			1	
Nkunku				1
Tshiya				1
Biayi Mutombo				1
Mumpakani				1
Okonjo				1
Mbala Doudou				1
Mankenda Doudou				1
Lesotho				
National University of Lesotho				
Staff				
Sabi Ntoanyane	1			
Violet Maraisane	1			
Students				
Lineo, M.			1	
Makali, T.			1	
Likeleli, M.			1	
Puseletso, M.			1	
Reitametse, M.			1	
Tiotliseng, M.			1	
Tlhokomelo Mapuru				1
Mosokoli Seliane				1
Mphuthi Jeke				1
Lepoqo Moshoeshoe				1
Sechaba Lebtisa				1
Madagascar				
Staff				
Andrianierenana Luc		1		

University	F staff	M staff	F students	M students
Pr. Raharinirina Rabaovololona Lucie	1			
Ralalaoherivony Baholisoa Simome	1			
Rakotoanosy Monique	1			
Razanamanana Marie Jeanne	1			
Razafinimpiasa Hary Lala	1			
Students				
Razafinarivo Nofy				1
Randrianivoarison Patrick Andrilala				1
Andriamarohasina Seth				1
As				1
Georges Hervet				1
Razafimandimby Vonjy Maminiaina			1	
Raobelina Anjarasoarimalala Vonimaintra Hendry			1	
Ramanantsalama Ny Ony			1	
Rabearisoa Yannick Sandra			1	
Ratsimanohitra Tsitohaina			1	
Malawi				
Staff				
Mr. Jika Nkolokosa		1		
Mary Kamwaza	1			
Elliott Muchena		1		
Evelyn Valerie Pasanje	1			
Students				
Kurt Desanker				1
Tiyamike Njanyi			1	
Agness M. Kamohokolo			1	
Sylvia Mwawa				1
Madalitso Kaludzu				1
Sinthani Chihana			1	
Ives Gogoda			1	
Mollen Ndagmbwa				1
Edson Khobiri				1
Enock Naphazi				1
Stella Misomali			1	
Machiru Gondwe			1	
Mauritius				
University of Mauritius				
Staff				
Roukaya Kasenally	1			
Chistina Chan-Meetoo	1			
Azhagan Chenganna				
Students				
Kamlini Sunkoorah			1	
Atisha Appadoo			1	
Nausheen Aullybux			1	
Caroline Assy			1	
Ariele Poche			1	
Martine Luchmun			1	
Geetanjalee Lallbeeharry			1	
Nausheen Aullybux			1	
Jayshree Beekharry			1	
Shaila Hookoom			1	
Karishama Roopun			1	
Diya Joganah			1	

University	F staff	M staff	F students	M students
Michaella Charlot			1	
Emilie Carver			1	
Reina Veerabadren			1	
Sabine Lourde			1	
Sonia Pellegrin			1	
Naeema Caunhye			1	
Elisa Rosse			1	
Arokrasami Vania			1	
Mikael Gujadhur		1		
Yavin Bholah		1		
David Chinapah		1		
Saylesh Ramcharun		1		
Issaie Mourade		1		
Naime Luchmun		1		
Sanju Jhugroo		1		
Shamil Sookia		1		
Mozambique				
Eduardo Modlane University				
Staff				
Pascal Nkula		1		
Sofia Ibraimo Ilale	1			
Lucca Bussoti		1		
Students				
Ana Rita Cardoso			1	
Antonia Chagua			1	
Mariamo Alaui			1	
Orquidea Manhique			1	
Janaina Hrilal			1	
Matias Guente				1
Carlos Vitanisso				1
Licilio Matavele				1
Adamo Halde				1
Xavier Alexandre				1
School of Journalism				
Staff				
Feliciano Micavo		1		
Laura Ivana	1			
Joao Miguel		1		
Students				
Helena Ernesto Cuna			1	
Neide Olinda Nhone			1	
Alexandrina Chongo			1	
Felismina Milice			1	
Higher School of Journalism				
Staff				
Feliciano Micavo	1			
Claudio Jone		1		
Carl Banze		1		
Namibia				
PON				
Staff				
Dr. T. Tjivikua, Rector		1		
Emily Brown	1			

University	F staff	M staff	F students	M students
Elva Gomez de Sibandze	1			
Students				
Paige Ekandjo				1
Uerikoha Tjijombo				1
Linekela Halwoodi			1	
Marianne Nghidengwa			1	
Vimbai Karumazondo			1	
Immanuel Shinovene				1
Pedro Teca				1
Tofirei Dube				1
Selma Ikela				
Past students				
Jonathan Beukes				1
Nashilongo Gervasius				1
UNAM				
Staff				
Dr. C. Nengomasha	1			
Robin Tyson		1		
Students				
Paulus Paulus				1
Gideon Shuuya				1
Fillemon Nangaga				1
Fabian Amukwelele				1
Valentino Morebodi			1	
Johanna Absalom			1	
Rosetta Nawases			1	
Anthea Rietz			1	
Imedla Nerongo			1	
Jacques Sakaria				1
Sem Amwaama				1
Victor Felas				1
Ndapewa Neshila			1	
Alice Simushi			1	
Joe Nenghwanya				1
Febby Negumbo			1	
Andy Andjene				1
Maria Paulus			1	
South Africa				
University of Fort Hare				
Staff				
Oluyinka Osunkunle	1			
Cathy O'Shea	1			
University of Limpopo				
Staff				
Professor Sheila Mmusi	1			
Thabiso Muswede		1		
Students				
Martha Moloto			1	
Febby Mukuka			1	
Sebola Modjadji			1	
Ramothwala Puseletso			1	
Tshehla Katlego				
Zondi Khosa				1

University	F staff	M staff	F students	M students
Dennis Ramaphoko				1
Xilaiuke Oupa				1
Mpjana Fochney				1
Gideon Kunutu				1
Stellenbosch University				
Staff				
Simphiwe Sesanti		1		
Anastasia Devries	1			
University of Venda				
Staff				
Beverlyn Dube	1			
Tendai Chari				
Students				
Ravele Hanyani			1	
Caroline Chaparadza			1	
Motshekga Masetshaba			1	
Kekana Mahlatse			1	
Mashimbyi Rhulani			1	
Tshivhabe Mavhungu			1	
Mohluli Ntokozo			1	
Sekgoka Mmabore			1	
Thuli Hlungwani			1	
Maifo Pollet			1	
Mabasa Tinyiko			1	
Sharon Vele			1	
Phalane Elsie			1	
Marcia Hlungwani			1	
Salani R			1	
Shikwambana H				
Nemurunzini Ndivhuwo Ackerman				1
Victor Thuso Nenzhelele				1
Rasikhanya Jeffrey				1
Lucky Mkansi				1
Adolf Ndlovu				1
Lithole Ndamulelo				1
Matome Ramani				1
Danie Masingi				1
Machel Thendo Rambiyana				1
Emmanuel Mudau				1
Kudzani Elvis Muenda				1
Kwena Montsha				1
Sinyonde B				1
Kinnsell Masana Mabuza				1
Marvelous Andani Tshilowa				1
University of Witswatersrand				
Staff				
Dr Dumusani Moyo		1		
Dr Sarah Chiumbu	1			
University of Johannesburg				
Staff				
Nadia van der Merwe	1			
Ylva Rodny-Gumede	1			

University	F staff	M staff	F students	M students
Students				
Charlene Kgwadi			1	
Gugu Bulchali			1	
Mia Snyman			1	
Lesego Motshegwa			1	
Sisudido Suwane				1
Ernest Mulibana				1
Swaziland				
Staff				
Adidi Uyo, Head of Department		1		
Maxwell Mthembu, Lecturer		1		
Students				
Sidumo Dladla				1
Sonto Mubuau			1	
Retiloe Dube			1	
Baphelele Kunene				1
Samkelo Ngwenya				1
Sihle Ngidie			1	
Mndeni Dlamini				1
Ayanda Ntuhi			1	
Tanzania				
University of Dar es Salaam				
Staff				
Dr Bernadette Killian	1			
Eva Solomon	1			
Dr Nassor Masoud		1		
Ernest Mrutu		1		
Julius Saule		1		
Students				
Gloria Mushi			1	
Ricky Mtitu			1	
Mwembe Pauline			1	
Eline Maronga			1	
Gloria Michael			1	
Emmanuel Makundi				1
Peter Mwampeta				1
Charles Robert				1
Christopher Majaliwa				1
Lucas Millassi				1
Zambia				
Evelyn Hone College				
Staff				
Clayson Hamasaka		1		
Mutemwa Makomani		1		
Mildred Chama	1			
Students				
Pamela Chilo			1	
Priscilla Chipulo			1	
Kabwe Mwila			1	
Fridah Nkonde			1	
Angela Hanunka			1	
Charles Mucholo				1
Ndangwa Mwittah				1

University	F staff	M staff	F students	M students
Noah Kangali				1
Freddy Phiri				1
Lubinda Likolo				1
University of Zambia				
Staff				
Sr Rose Nyondo	1			
Carole Chibbonta	1			
Basil Hamusokwe		1		
Students				
Binga Binga			1	
Daphine Ndona			1	
Sibongile Ndaba			1	
Godfridah Chanda			1	
Chisha Mutale			1	
Sylvester Hakayuwa				1
Brian Mooya				1
Charles Chulu				1
Chileshe Tigana				1
ZAMCOM				
Staff				
Daniel Nkalamo		1		
Justina Phiri	1			
Bruce Chooma		1		
Students				
Alice Chileshe			1	
Chitalu Kapambwe			1	
Precious Nalungwe			1	
Petronella Chindumba			1	
Mildred Chisanga			1	
Sonile Ngoma			1	
Mapalo Lupupa				1
Lazarus Sichula				1
Albert Ngosa				1
Richard Phiri				1
Given Kamfya				1
Zimbabwe				
Midlands State University				
Staff				
Peter Mandava		1		
Patience P. Mushuku	1			
Students				
Darlington F. Muyambwa				1
Gutu Phineas				1
Magoronga Michael				1
Mahlahla Nobuhle			1	
Melissa Mpofu			1	
Patience Mabodha			1	
Precious Chibhira				1
Raymond Mupinga				1
Valerie Chido Sibalo			1	
Tinotenda P. Chikohora			1	
Kelvin Ushe				1
Gumise Vainah			1	

University	F staff	M staff	F students	M students
National University of Science and Technology				
Staff				
Nqobile Nyathi	1			
Sibongile Mpofu	1			
Students				
Anele Dube			1	
Bhekinkosi Ncube				1
Nothando Maphosa			1	
Sifindo Gumede			1	
Siknululekile Chirwa			1	
Siudiso Bhebhe				1
Similo Ngwenya			1	
Rorisang Sebata				1
Tapina Gandina				1
Tovera Masuga				1
Harare Polytechnic				
Staff				
Peter Banga		1		
Wellington Gadikwa		1		
Students				
Alois K. Charangwa				1
Gift Nyikadtino				1
Karen C. Ncube			1	
Latwell Nyangu				1
Loverage Nhamoyebonde				1
Lubombo Zvifadzo			1	
Xolisani Ncube				1
Ratidzai Ndlovu			1	
Nicholas Gova				1
Perina Chitubura			1	
Potcia Mudavanhu			1	
Rutendo Bako			1	
Agatha Shumbayawanda			1	
Tafadzwa Kachiko				1
Tariro Mufundisi			1	
TOTAL persons interviewed	**35**	**32**	**136**	**118**
Total students			**254**	
Total staff	**67**			
Total F / M	**170/151**			
Total	**321**			



The GMDC is a physical and virtual resource centre based in Southern Africa, with linkages in Africa and across the globe. The centre envisages media that are diverse, representative, responsive, and professional, and a citizenry, women and men, who are empowered to engage critically with their media. It facilitates the collection, connection and dissemination of information and resources relating to gender, media and diversity. The centre also collaborates on research, education and training.

Objectives
- Promote more analytical, responsive and contextual journalism.
- Develop and share a body of knowledge on gender and media diversity.
- Publicise the work of media scholars, students and practitioners.
- Provide resources that make the links between media theory and practice.
- Create a space for participatory discussion on gender and media diversity.
- Develop global and local partnerships with strategic organisations and media institutions.
- Become a centre of excellence on new approaches and fresh thinking.

Target users
- Trainers and training institutions
- Media practitioners
- Researchers
- Students
- Gender and media activists
- Regional and international organisations

Resources
The GMDC comprises virtual resources, physical resources and training and capacity building.

The GMDC *Electronic infrastructure* includes:
- The GMDC Website.
- Searchable databases of information resources on gender, media and diversity, including a research and theses database and publications database.
- An electronic help desk for queries about gender and diversity in media.
- A monthly E-newsletter, Diversity Exchange.
- A Virtual Resource Centre (VRC) which houses a collection of regional news clippings and case studies based on these media artifacts.
- A link to the Gender in Media E-Community which hosts an electronic bulletin board, contact database and blog forums.
- Cyber dialogues.
- Multimedia resources through our website and YouTube.
- New Media platforms such as Facebook and Twitter.

The GMDC *Physical infrastructure* includes:
- A library and resource centre at the Gender Links offices in Johannesburg with a unique collection of materials on gender, media and diversity.
- Seminars and debates on topical issues.
- A bi-annual journal, The Gender and Media Diversity Journal.
- Systematic exchanges of publications.

Who
The GMDC is a consortium of media NGOs and tertiary institutions committed to the vision and mission of the GMDC. The centre is managed by Gender Links working with a chair (elected annually), advisory group and a group of core members.

Media provisions in the SADC Protocol on Gender and Development



Ensure gender is mainstreamed in all information, communication and media policies, programmes, laws and training in accordance with the Protocol onCulture, Information and Sport.

Encourage the media and media-related bodies to mainstream gender in their codes of conduct, policies and procedures, and adopt and implement gender aware ethical principles, codes of practice and policies in accordance with the Protocol on Culture, Information and Sport.

Take measures to promote the equal representation women in the ownership of, and decision making structures of the media accordance with Article 12.1 that provides for equal representation of women in decision making positions by 2015.

Take measures to discourage the media from:

- Promoting pornography and violence against all persons, especially women and children;
- Depicting women as helpless victims of violence and abuse;
- Degrading or exploiting women, especially in the area of entertainment and advertising, and undermining their role and position in society; and
- Reinforcing gender oppression and stereotypes.

Encourage the media to give equal voice to women and men in all areas of coverage, including increasing the number of programmes for, by and about women on gender specific topics and that challenge gender stereotypes.

Take appropriate measures to encourage the media to play a constructive role in the eradication of gender based violence by adopting guidelines which ensure gender sensitive coverage.



"If it weren't for the concerted, specific efforts targeted at mainstreaming gender in society in general, and in journalism curriculum in particular, human progress will be retarded and incomplete."

Dr. Tjama Tjivikua, Rector,Polytechnic of Namibia

gender links

Gender and Media Diversity Centre

UKaid
from the Department for International Development

www.genderlinks.org.za