

GENDER IN THE MEDIA TRAINING OF TRAINERS

20-24 JANUARY 2003

SOUTH AFRICA

DAY ONE – Basics of Training

Pat Made

Introduction

Training is a process which like media seeks to educate and inform those who are participating in the training process. To do this effectively, communications is the key, and in this regard, a fair amount of creative entertainment has to take place to keep the participants alert, enthused and help them understand what is being taught and/or discussed.

Training is an interactive process of teaching, discussing and doing. All three aspects are central to effective training and in the context of training those who work in the media, the 'doing' is critical to help journalists, editors, photographers, media managers, translate new information and new worldviews into the day to day deadline and active pace of journalism. It is important for everyone and organizations to be involved in any form of training for the media and one must make sure that the training includes practical exercises, not only exercises to gauge attitudes and measure understanding of key concepts, etc. Exercises, which can stimulate in some fashion the actual work that journalists do – writing, reporting, editing, interviewing, design, working with images and so forth. Therefore those who will engage in media training must have knowledge and skills on how the media works and a basic understanding of the principles of journalism.

Exercise one: Each participant was asked to think about something they learnt as adults and what made the training work for them. Participants were asked to put a word that came to their minds, which described why the training worked. If it didn't, what was the reason for it not working?

Pat then listed all the answers on the flip chart and then discussed the emerging lists against the tips she had prepared.

Training tips

1. Read widely and have a clear understanding of the area being taught. This is extremely important in areas like Gender and the Media where unwittingly one could further distort journalists/editors understanding of gender and its centrality not only to the advancement of a society, but also society, but also to the media's own principles of democracy and balance in its content.
2. In addition to the secondary literature, the lived experience of people provides wonderful material for illustrating points and concepts during a training programmes. Do not discount what you know, live, see and hear all around you each and every day. This grounds the training in a reality, which cannot be dismissed as 'lofty ideals' or 'talk only'.
3. Know your audience. It is important to have some understanding of the background of the people who will be trained. The techniques and material

used for college students will not be the same as the one used for adult learners with no media experience or for journalists/editors who work in the media.

Pat asked the participants whether they have ever been trainers and if so what did they know about the people they were training. She made reference to the training toolkit, which provides a list of questions on page 18 to help trainers consider their primary audience.

4. Be prepared, before setting foot into the training room, the trainer/facilitator should be prepare some basic outline of the course and the material and exercises to be covered in the duration of the training. This prior preparation helps one to approach the training with competency and not give the impression of one talking off the top of his or her head.
5. Be flexible, while it is good to be prepared and have a map of where the training will go during the time allotted, it is also important to be ready to switch gears and to concentrate on the material according to the trainees' needs. Listen attentively throughout the training to the various issues, concerns, knowledge gaps they share. In this way the trainer/facilitator can constantly add new information to meet these concerns as the training progresses. (akin to burning questions mentioned in the toolkit on page 19)
6. Have clear objectives and outcomes, in the preparatory process, you must set out clear objectives, that is outcomes of the training. These objectives should be shared during the planning process with the audience (primary and secondary) and discussed again during the first day of the training when discussing the participants' expectations. It is important to set achievable objectives, especially within the time span allowed for the training. One has to be realistic about not changing the world or making the participants experts right off the bat. Training is a process and within a set time period, there are some measurable goals that one can achieve. (See page 25 for good tips on setting clear objectives)
7. Building blocks think of toys or puzzles and keep this image in mind when designing your training programme. You cannot send someone out of to the field unless you have taught them the basics of reporting. You cannot ask someone to solve a square root problem in maths until you've taught them basic arithmetic, maths and algebra. The same applies to gender and media training, one must think of a course design whereby the areas link and fit together and build on each other until you reach the end.

TRAINER vs. FACILITATOR

This depends on the context in which the training takes place. Within formal training institutions in the region, there is a defined structure which uses the label trainer, lecturer but in the informal sector the term facilitator is used more than trainer. But in neither setting, the trainer nor facilitator should remember the three points above and understand that he or she is paving a path for a person to learn something. The more

practicable and enjoyable you can make the learning process, the better. This process involves more than just giving information but also the environment in which the training takes place. Planning activities according to time and periods of the day when you know people may be losing concentration because it is after lunch or the room is too hot or too cold, etc.

8. Assessment and evaluation, this always should be built into training, even within formal institutions other than exams to measure the effectiveness of what one set out to do with the participants. Training is a learning experience not just for the participants but for the facilitator too and the evaluation helps you to identify areas of strength, weakness and to prompt ideas for future training.

In IPS we also began to always have someone designated to sit and capture training in a report (Gender Links does this too), as a way to diaries the process. BUT, the report should not just be used as a record, it helps you to reflect back and to identify what can be done differently and how. It is important to consider cultural differences and stereotypes when doing training. It is useful for discussion. Training is fun and as trainers we should strive to put the information across in an entertaining and enthusiastic manner.

GENDER AND MEDIA

Alice Kwaramba and Colleen Lowe Morna

Alice asked all participants to say why they are male or female and the participants responded in the following manner.

Woman	Man
I sit down when I go to the toilet	Grow beard
I give birth	I stand when I go to the toilet
I breastfeed	I don't have breasts
I have a menstrual cycle every month	My voice breaks when I reach puberty

Process:

Ask each participant to indicate whether they are men or women and why they say so. List all the reasons down as they are shared. At the end analyse each and every reason and categorize them as either biologically determined or socially determined. Emphasize the difference between the two categories and how these begin to draw and define roles and responsibilities for women and men in society at various levels.

Use the chart/scheme below to slot in the differences at the various levels, asking participants to share from the experiences in their various communities

what roles and responsibilities women and men are allocated in the home, community, work place, national level etc.

Level	Women (roles and responsibilities)	Men (roles and responsibilities)
	Give birth	Cannot give birth
1. in the home		
2. in the community		
3. in the workplace		
4. at national level		

Introduce the issue of stereotypes arising from the scheme and framework used above and sensitize participants to how it becomes important to challenge these and not blindly perpetuate them. Emphasize that people do not exist in little boxes and women can do equally well in those responsibilities assigned to men and vice versa.

Get participants to share how best they think such stereotypes can be challenged and some of the major hurdles/constraints to achieving this.

Conclusion

Summarize for participants the differences between , sex, gender, sex roles, gender roles, and the importance to distinguish between these so as to understand how gender is portrayed in the media.

DAY TWO - MEDIA, LAW AND ETHICS

Keabonye Ntsabane and Mothibi Mohomane

Mothibi began the session by asking participants what media was. Participants said media was:

- a form of communication
- a watchdog
- a form of education
- a mirror of society

The types of media we have range from print, electronic, new media and oral media. Each country in the SADC region has different. Mothibi asked participants to tell us about laws that exist in their respective countries.

Zambia has a Defamation Act, Communication Authority Act and a Public Order Act. Zimbabwe has the Constitution, Secrecies Act, Media Regulation Act, Broadcasting Act and the Civil Law.

Lesotho has the civil Law and the Constitution.

Seychelles has the Defamation Act, Constitution and Media Regulation Act.

Botswana has the Defamation Act within the Constitution. Ethics are very important in the country.

South Africa has Constitution, Media Regulatory Bodies, Civil Law, Broadcasting Act and the Telecommunications Act.

Swaziland has the Communications Act of 1968 and a Code of Conduct for journalists.

Mauritius has the Constitution.

Defamation

K.B. Ntsabane

Defamation is the publication to a third party of matter which in all the circumstances would be likely to affect a person adversely in the estimation of reasonable people generally. (Peter Carey in Media Law) Lawyers define defamation as any statement that injures a person's reputation by exposing him/her to hatred, contempt or ridicule; lowering his/her estimation in the eyes of right-minded observers; or making other shun or avoid him/her. Anything that is published can be defamatory e.g. headlines, articles, cartoons and letters to the editor. Anyone who is alive can sue you for defamation including a company. When courts find that you have defamed someone, you can be liable for monetary damage. You can defame someone even when you do not publish that person's name. If the person can be identified because of information reported, you could be liable for defamation.

K.B asked participants why we have laws or Codes of Ethics?

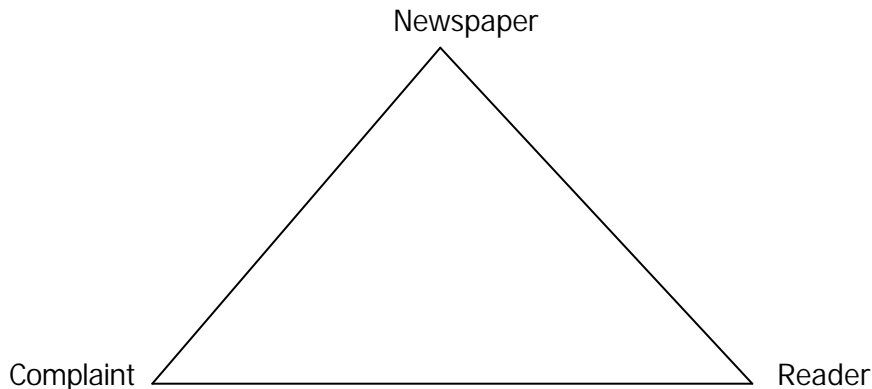
- To protect individuals from unfair coverage
- To tell the truth about interviewees

Exercise 1: K.B. read this the following headline. "KB is a crook, she never pays her staff salaries as agreed with donors"

She then asked the participants why the story was defaming? What problems can the organization face and how are the staff and donors likely to react as a result of the headline?

Participants agreed that the story was defamatory to KB but questioned whether the journalist was telling the truth. The organization may be discredited by the report and donors will be skeptical of funding it. The staff will lose confidence in KB and they will lose respect in her. If KB can prove beyond doubt that she is not a crook, she may sue the reporter, the sub-editor, publisher and printer distributor as they have published the defamatory words against her.

KB then drew a Defamation Triangle



What can we do as Journalists and activists

- Check and double check each piece of information you are about to publish
- Carefully consider each and every statement with your publisher or broadcast
- Ask yourself, is this the truth? Will publishing this serve the public good?
- If you are writing something about someone that you would not like said about you, be wary.
- Do not use sensational headlines or prose unless it is clear the material warrants it and there is a strong defense available.
- If you have any legal concerns at all about what you are about to publish, seek the advice and guidance of a lawyer. Reporters must advise editors when they have legal concerns
- When in doubt, leave it out.
- If you publish something erroneous, swiftly and voluntarily publish a well placed correction and apology if warranted.

Defences to claims of defamation

Truth – not always a complete defence. Was the publication in the public's interest and was it relevant?

Privilege – were statements made in a government or court proceeding?

Fair comment – Was it a clearly stated opinion on an artistic matter of public interest? Was it 'fair'?

Political discussion/public interest – were statements made in the public interest and in furtherance of citizens' right to know about government matters? Was there malice? Was publication reasonable?

Newsroom Leadership and Management

Barbara Lopi and Tania Labiche

Participants were asked to pick out a piece of paper that described someone within the newsroom setting and to act that role out. Participants were then asked to identify what role each participant was acting out.

The aim of the role-play was to show the different kinds of characters that exist in the newsroom and the level of power they have. It is important to target sub-editors and editors because they are gatekeepers in the newsrooms. The editors will never come to training workshops because they think these are for junior staff. The editors do not have much

Objectives of the presentation

- To bring to the attention of the participants the gender issues in newsroom leadership and management.
- To make participants aware of how newsroom leadership structures and management styles can contribute to gender stereotype or gender justice in the media content and operation.

Step 1

The facilitation began by seeking definition of leadership and Management from the participants

Step 2

This was followed by role-play on the various structures of leadership and management positions in the newsroom.

Characteristics of the newsroom environment

The facilitators began by asking participants to role-play the characteristics of the newsroom environment and management.

This was meant to enable them understand:

- Who is in charge in most newsrooms
- Who assigns reporters for assignments
- Who reviews their stories
- How are assignments given to reporters, which reporters gets what assignments

- Who decides that stories go onto the main headlines or front page
- And in all these, gender creeps through.

Role-play

Each participant was asked to pick a piece of paper from the plate. On each piece of paper, a title of personnel in the newsroom or newsroom management was written on it and the participant was to act/behave the way such a titleholder behaved in "real newsroom settings", while the other participants were to guess the position of that person from his/her conduct.

After the role-play, the facilitators summarized the characteristics of the newsroom environment and emphasized that it was important for trainers to target the various players in newsroom leadership and management in their programmes to mainstream gender in the media because their actions, or leadership and management styles may need engendering.

The facilitators also shared information on the newsroom hierarchy (for the same of non mainstream media) participants. This was however biased to the print media, an area the facilitators had more competencies than in the electronic (broadcast) media.

Group Exercise

The Facilitators had identified Exercise 42 in the *Gender in Media Training: A Southern African Tool Kit* as the suitable assignment to wrap up their presentation. Thus, participants were divided in four groups to undertake the following exercise:

The following reporters work in your newsroom:

- A regional karate champion;
- A married woman with two children;
- A young female graduate;
- A divorced man of 35;
- A 45 year-old crime reporter, very stressed and 'burned out'; and
- A photographer, who has recently won an international award

Who would you send out on the following assignments? Give reasons for your preference

Group 1

- There have been a series of vicious late-night attacks on sex workers by what the police think is a serial killer. So far, two sex workers have died and one is in intensive care. You want to do a feature on the dangers that sex workers face and the impact of these attacks on their community, and on life on the streets after midnight

Group 2

- The Finance Minister has returned from a series of high-level talks in Washington on American aid for your country's minerals industry. You want to do an in-depth analysis of the agreement that was signed and its implications for development during the next five-year economic plan

Group 3

- Charges of child abuse have been brought against the director of a local orphanage. Though the law restrains you from talking to the children, you'd like a reporter to try - and, if that fails, to track down and talk to older teenagers who previously stayed at the home

Group 4

- A farming co-operative has secured a big contract to supply flowers and herbs to your country's major supermarket chain. You want to talk to the farmers and to the MD of the chain about the history of the deal and the issue of 'buying local.' You'll need to send out at least two reporters: one to the rural areas (an overnight trip), the other to the supermarket's city centre offices.

Aim of the exercise

The aim of this exercise was to alert the participants to:

- Stereotyped approach to assignments i.e. singles being given all the late assignments or women being given all the social-related assignments and men taking on sport and economic assignments
- Be cautious that sending certain kinds of reporters consistently to certain assignments i.e. to higher or lower news values might have an effect on the career prospects of different reporters

BASIC REPORTING

Loga Virahsawmy and Sharon Makoe

What is basic reporting? Sharon defined it as telling a story, providing information, creating awareness and providing feedback.

Loga then read the following piece to participants: "An editor from L'Express Newspaper, one of the most important, prestigious and widely read Mauritian daily, hears that a sexually harassed woman is suing her boss. This is a scoop in Mauritius. It is not everyday that we hear that a Secretary is suing her boss. This lady is indeed making history and by so doing the work environment of hundreds of women may become better. If you were to meet the lady, after having taken an appointment of course, what are the questions that would come to your mind? Remember that this is not only a scoop but an important story that may improve the lives of hundreds of women."

Participants came up with the following questions:

- Where did it happen?
- Was the case reported to the police?
- Was this the first time?
- How long has this been going on?
- Does anybody else know about it?
- Why is she going to court?

- The circumstances behind the decision?
- Were there any witnesses?
- Has remedy action been taken?
- Can her real name be used in the story?
- Has she got financial support to go to court?
- What are her feelings about the whole situation
- Has it been reported to higher authorities?
- Is this her first experience?
- What motivated her to take the matter up?
- Would she know if one of her colleagues had been through the same trauma?
- What does she think the outcome will be? Does she think she is helping other women by doing so?

Loga mentioned that as in most cases of sexual harassment, the editor decided to send a female reporter to cover the story. Very rarely are men sent to cover this kind of story. The female reporter was proud to get such a scoop and goes to meet the lady in question and wrote along the following lines. (This is a true story published in L'Express dated 17 December 2002. Loga made the press cutting available to those who could read French; but gave an abridged version in English which read like this)

Headline – A top official of Rogers is being sued for sexual harassment

Subtitle – The Secretary of one of the Executive Directors of Rogers & Co. Ltd accuses her boss to have made undesirable advances to her. She blames the company for penalizing her because she denounced her boss.

Loga mentions that the sub-editor has given this article importance because it was printed on the important page of the newspaper and given big headline. Furthermore the picture of the company where this lady used to work was blown up and put on the very same page.

"A court case for sexual harassment is unprecedented in Mauritius. Patricia Le Court de Billot one of the rare victims who decides to seek justice is going to court. She blames her boss John Strojek, an Executive Director of Rogers & Co. Ltd. She has lodged a case through her lawyers at the Supreme Court. In her complaint, she highlights that she has been harassed on several occasions. She also wants to make a complaint to the police and to alert the Human Rights Commission, the Commission For Good Governance, which ironically is presided over by the No. 1 of the company and the Stock Exchange Commission where the company is listed.

The article goes on to talk about the traumatic experience that the lady (allegedly) went through by her who even once during a telephone conversation in front of her said "great tits and nice arse". On more than one occasion he showed himself to be very possessive of the anatomy of his secretary and once he (allegedly) said, "those are my tits". Her boss even suggested that they go in a dark remote place to make love. Several times he (allegedly) invited her to have oral sex with him. The worse was that when she realized that John Strojek did not hide his manners to the top administration. She started to fear for her reputation. On the advice of her partner, she decided to

confront her aggressor. She talked to her boss who told her she could leave her job and he would look for another secretary.

She spoke to one of the Directors of the company, Matthew Taylor, who approved of her decision to confront the boss. But all John Strojek said was "that my way of working". He then advised her to leave the job and he would look for another secretary. She then went to the office of Matthew Taylor but John Strojek got there before her. The boss said that he did not ask her to leave her job but she had to ask for a transfer. He then apologized. The secretary contacted her lawyer and wrote a letter to the Chief Executive, Tim Taylor. The latter called her to his office and told her if it was not a question of language then there was nothing he could do but was appalled that she had to go through this trauma.

Tim Taylor then gave her one week's holiday and said he would transfer her to another department in the company. After one week she telephoned the office and was called for an interview in the Engineering department. A few days later she was informed that no post has been found for her. Meanwhile, one of the directors, Colin Taylor advised her husband to ask her to forget the incident while Jane Valls, another director asked her to come to better terms with John Strojek and to go back to her post. The incident dates from three months now. She still has not been called by Rogers. She is claiming Rs10m for moral damage. She blames Rogers to have tolerated sexual harassment and also to have punished her because she has made a case against Strojek.

There was a side box to this article which said: Invited to explain the situation, the person responsible for the Communications Department said, "the Council of Rogers has been told verbally of the court case of sexual harassment. The Chief Executive met the two parties separately. On legal advice necessary measures were taken against the Director while alternative employment was being sought for the employee. The employee having refused to take back her post and she did not want to go through administrative procedures to other posts in the Rogers Group, the matter is in the hands of the company legal advisors.

The top management of Rogers confirm that no form of harassment be it moral, physical or sexual will be tolerated. This is against the culture of Rogers. This policy of Rogers makes it practically impossible to have such cases. Each case will henceforth be treated on its own merit. On the other hand others at top management believe that the matter went out of proportion for financial.

Loga then asked the participants to discuss about the missing voices and the missing angles of the article.

The participants found out the article missed a lot of angles that the journalist could have taken and there were other voices missing. The only voice we hear is that of the survivor. Participants said that this seemed like a telephone interview and said it was armchair journalism.

Loga then posed the following questions:

1. What would you have done differently if you had been the reporter in this case?
2. Would this have changed the angle/the content of the story?
3. Would this have given us greater insight of what is going on?
4. Does the story tell us something of the sources of information about men and women?
5. What are the challenges of this story?

Loga explained that the journalist who wrote the article could not have known that the Sexual Discrimination Bill had been passed before this case. There is an office where complaints of this nature can be lodged. The side box could have talked about the Bill for it would have informed the population at large. Before this Bill was passed, all complaints had to go to the Labour office and women were reluctant to go there. They were afraid that their complaints would become public.

Loga went on to mention that a few days later on 22 December 2002, the most read weekly newspaper, 'Week-End' published two stories on the same topic. One by a female journalist, who followed the Gender Violence workshop that had been held in Mauritius and an interview by a male journalist. There was a big coloured picture of the survivor, Patricia Le Court De Billiot, on the front page and the following are printed on top of the picture:

She has denounced a top administrator of Rogers for sexual harassment. Patricia Le Court De Billiot: "I was conditioning myself mentally and physically to go to work every morning." Her husband: "Man, whatever be his professional position, he has no right not to respect a woman." Tim Taylor: "The sexual harassment of today was qualified as incident in November."

Loga then pointed that both articles were on the same page (page 14) which covers important news. The titles are the same as on the front page. She went to explain that the article in L'Express was written as "aurait" (allegedly) while the one in the Week-End is in the present tense, which confirms the saying of the lady. The Week-End article by the female journalist says nearly the same thing as the first article in L'Express but gives more details.

The article starts by "I heard about his reputation. After the retirement of my ex-boss, I heard many things. But as I have a professional attitude having worked for Rogers for two years. I kept the same conviction working for my new boss. I was happy to go to this job" says Patricia Le Court de Billiot, a lady of Scottish origin in her thirties.

After a month with the new boss, she realized she should have taken more seriously what others had told her about her boss. After a month long of harassment during October, she ended up seeking justice on the advice of her husband. To which the husband adds, "She changed so much. At the beginning I tried to understand thinking that our relationship was not working but one night I decided to ask her. Then she told me what was happening in her office." The secretary does not leave the eyes of her husband as if to draw courage from him. He who is standing by her side.

Once she told her boss to be more respectful. "He was extremely irritated. At first he apologized and then said this is how he normally talks to women and if I was not happy, I should leave the job and he will look for another secretary." "I thought that he would change his attitude and I kept hoping. I conditioned myself mentally and from short skirts, I started wearing trousers with big shirts. He even told me that I was old fashioned when I changed my clothing habit." This did not change the attitude of the boss who changed from abusive language to indecency. "He even indicated his sex to me once while he was talking on the telephone. My family is at stake." She mentions that she was asked by one of the directors, Jane Valls, to replace her secretary who was on maternity leave but she refused as she did not want a temporary job.

Loga then asked the following questions:

1. What are the angles in this second story?
2. Where are the other voices?
3. The voice of the perpetrator?

Participants agreed that this second article was an improvement from the first one. However there were voices still missing. The journalist like the one from L'Express missed the opportunity to talk to all the people mentioned in the article. The husband's voice comes out but the way in which the article has been written gives one the impression that the lady has to ask for approval from her husband before replying to the journalist. Loga then pointed out that only women of certain position in society can come forward whereas the larger group who are harassed cannot come forward because of financial reasons or social stigma, which is really sad. The journalist might have taken this angle. The third article was not really a story but an interview by a male reporter. He interviewed Tim Taylor who is the number one of the company. Two participants from the group were asked to play the role of reporter and Tim Taylor in the following abridged English version:

The title of the interview is "The Sexual Harassment of today was an incident in November"

Reporter: Give us your version.

Tim Taylor: There was an incident.

Reporter: You are using the word incident?

Tim Taylor: She used the word incident when she told us about the case.

Reporter: There's something I don't understand, the perpetrator remains at his position while the victims is being transferred. You favoured the director?

Tim Taylor: At that time it was not a question of sexual harassment but an incident but the director was severely reprimanded in a letter for unprofessional language in the exercise of his duty.

Reporter: You qualify "unprofessional language" the fact that one of your directors told his secretary "great tits and nice arse"? Would you have said the same thing if a secretary would have said to her boss "you have beautiful balls"?

Tim Taylor: During our conversation the secretary did not go into details.

Reporter: If you were not aware of the terms used, why did you send a letter of severe reprimand?

Tim Taylor: We do not accept personal remarks on the looks of a person. Ten days later she came for an interview but refused a second interview on the advice of her legal adviser.

Reporter: Transferring her was your solution?

Tim Taylor: I am telling you that at the beginning it was only an incident between a boss and his secretary. We did not want a repetition of incidents like that. That is why we wanted to transfer the secretary but then the words used became public.

Reporter: According to Ms. Le Court, the management of Rogers has asked her not to pursue the matter?

Tim Taylor: I am not aware of that.

Reporter: Can you give me your definition of sexual harassment?

Tim Taylor: For me it means abuse of power. Somebody using his power to have sexual intercourse against promotion and other professional favours. Sexual harassment is during a long period of time. In the present it is abusive language but not sexual harassment.

Reporter: Let us wait for the court decision. You are President of the Committee on Good Governance aren't you? After this case are you going to ask that sexual harassment form part in the concept of good governance?

Tim Taylor: We privilege a healthy mutual relationship between all staff of organizations at whatever level they are. Mutual respect is a good way of combating sexual harassment.

Participants unanimously agreed that an experienced journalist who had the guts to ask pertinent questions did the interview. Next to his story there was a side box explaining the different forms of sexual harassment. It included places and telephones that one could go and use to report cases of sexual harassment.

DAY THREE

VISUALS

Charles Chisala and Nonqaba Msimang

Charles gave participants pieces of paper and asks participants to draw the female symbol and a male symbol. The purpose of this was to find out whether participants know the symbols. The papers were collected and Nonqaba counted them to see how many were incorrect. Copies of wife abusers' cartoon are distributed and Charles goes on to highlight the importance of visuals. He explained that gender symbols were important for they were intended to achieve harmony in society. Cartoon should relate to the story and often they depict negative things whereas they should be more positive. It is important for cartoonists to break stereotypes. We use images to put a message across, to grab people's attention, to remove legal barriers and to put a face to a conflict or a problem. We as consumers of news and visuals identify with certain vices that have been perpetrated and the media use vividly gruesome photographs to elicit certain emotions from the public

Charles then gave the participants four different samples of his column to discuss. He wrote the following questions on the flipchart:

- How many people liked the cartoons?
- How many did not like the cartoon?
- Why did you like it?
- Why didn't you like it?
- Why do newspapers like cartoons?
- What other devices can you use if you don't have pictures?

Participants had been divided into groups and came with different answers. To the questions. One group said they did not like the cartoon for it perpetuated the stereotype of a widow losing all her property and doing nothing about it. Charles explained that it is important to brief a photographer before going out into the field. Photographers are not gender sensitive and at times they do not capture the essence of the story. Television is different because the video crew sits down with the journalists to discuss story ideas, angles and shots of the story. The crew will then leave with the journalist to cover the story.

Nonqaba distributes newspaper with pictures covered. She divides participants into groups and asks them to decide what visual will best go with the story. The groups came back and had different visuals for each story. They explained why they had chosen a particular visual. Nonqaba then revealed to them that the paper that she had distributed was the WSSD-GEM and showed them the pictures that went with the story. Participants were tasked with designing a poster after Nonqaba read this following piece:

"A Mauritian woman who shares a life with the President of the country meets a woman who shares her life with the President of the United States of America. They are meeting on the beach."

Participants drew different kinds of posters with the two first ladies lying on the beach and tanning, another one was of the two ladies chatting about the social implication of the war and finally another poster showed the First Lady of the US trying to convince the Mauritian First Lady to push her husband to agree with going to war.

The purpose of this exercise was to show how photojournalists misread situations and use visuals that are different and don't just use faces of people.

SUB-EDITING

Pat Made and Charles Chisala

Pat asked the participants whether they have had any experience in sub-editing.

Objectives of this session

- To show how gender bias can and does creep into various facets of sub-editing;
- To identify how these biases can be overcome through sensitization, stylebooks, visual literacy and constant vigilance.

What will be covered?

- The ROLE of the sub-editor
- Look at some specifics of editing copy, language, clarity and concise writing
- Understanding how to bring a gender lens to sub-editing. What to do and what not to do when editing stories.

Exercise One: Participants were asked to choose a prominent male or female politician in their country. They should imagine that they have just concluded an interview with this person and they were now at their computers about to write a profile of this person for their respective daily newspapers. On a piece of paper write the first paragraph introducing this person to your readers and this should be no more than 5-6 lines.

Pat then collected the papers for later discussion.

Basics of Sub-editing

Who is the sub? Participants agreed that he was the last gatekeeper through whom a story passes before it appears in print or is broadcast.

The primary function of the sub-editor is to:

- Tighten up the language – make the story clear, concise and understandable to the reader,
- Check for accuracy – figures, facts and probable legal potholes,
- Check for context – to ensure that the reporter has helped the reader to understand what all this information means and that the writer has explained the issues and terms discussed and used in the story. In other words, the sub-editor reads the story as a reader to see if the journalist has written the piece from a framework of knowledge.
- The sub-editor also packages the story – that is he or she writes the final headline, sub-header, intros and select the graphic

Charles pointed out that the sub-editor therefore is a powerful gatekeeper who can make a good story better or distort or destroy a good story. Subs definitely should be journalists who have been in the field and know the ropes of good writing and good journalism to do the finer detail work required by their jobs. On smaller newspapers with limited staff, the sub becomes both the re-write person and the final editor of the details. Pat noted that sub-editors can be a valuable check of the way gender is represented in the media, or he or she can be the one that introduces language and images, which foster gender stereotypes, and 'hype' which sensationalises issues.

LANGUAGE

The idea behind it is to ensure that the writer has communicated his or her meaning to others and not kept it to himself or herself. Jargon can be used but it should be avoided because it can take your readers inside a formerly closed world. A sub-editor should use jargon appropriately and sparingly. Pat wrote some terms on the flipchart and asked participants to come up with shorter words to explain the jargon.

Companies use the following jargon

Operation	Firm
Undergoing temporary cash flow difficulties	Broke
Market positioning problems	People are not buying what they make
Rationalisation of the workforce	Fired or retrenched

Civil servants use the following

Correctional facilities	Prisons
An imbalance between the supply and demand for domestic units	Housing shortages

The sub-editor should try to avoid clichés and automatic words because these are old and worn-out and they have ceased to have any impact. There are adjectives, which reporters instinctively link with certain nouns. For example, huge deals, shock reports, or brutal murders or brutal rape. Pat cautioned the participants against using hype. She argued that this is where the sub-editor tends to use words that sensationalise or convey a stronger meaning than the story justifies. There are two aspects of hype, which are misleading:

- The use of certain words like sensational, shock, dramatic and dramatic, etc
- Hying is a sneaky comment posing as a legitimate description.

Let the facts speak for themselves. If the story is shocking, disturbing or whatever, give the readers the facts and information and they will judge for themselves. Pat then asked participants to look at the headlines on page 114 of the toolkit.

Charles said sub-editors should use specific words, names and they must pin things down. For example, reporting on talks of official organizations or officials without naming them is not good journalism. Sub-editors and journalists must watch out for words like 'really', 'considerably' and 'very' to express value or scale. He made an example of journalists who report on gender violence and may write: The police might handle up to 100 cases a month or more. (This could be anything from 0 to 100 or more.

When reporting on gender violence and on HIV/AIDS, the media must begin to write clearly and openly about sex to break through the silence on the subject. Journalists and sub-editors must try not to use phrases like 'intimacy took place', 'improper suggestion' or 'interfered with'. A headline in British newspaper read: 'Girl stabbed but not interfered with'. We must try and use language that explains but that does not

cross into soft pornography. By describing sex in a way that is acceptable to broad spectrum of readers can lead to more original, truthful and evocative writing on issues where the writer clearly has to write about sex.

We must try to use active and not passive language because people and thing do and say things thus it is always best to write this directly. Participants were asked to put the following sentences into active voice.

1. The earthquake left 3000 people dead.
The earthquake killed 3000
2. It has been established that another clinic will open in Soweto by the Women's Health Project
The Women's Health Project will open another clinic...

Journalist must try to avoid meaningless modifiers e.g. 'serious danger' or unconfirmed rumours'. Pat then pointed out to participants that for more detailed information, they should read the sub-editing Chapter in the toolkit, page 108. For further reading on gender sensitive language in sub-editing, participants were pointed to page 117 and 118 of the toolkit

THE ARTS

Lindiwe Nkutha

Lindi asked participants what the purpose of art is. Participants said it was for entertainment and for educational purposes as well. She then divided the participants into three groups and gave them three pieces of artwork and asked them to answer the following questions:

- Is the ornament you have art or craft?
- Which raw materials were used to make it?
- Do you think it was a man or a woman who made it and why?

Participants came back with various answers to the above questions, one of the groups mentioned that by looking at the piece of art they had, they thought about how much local talent is undervalued and in most cases exploited by overseas art dealers.

HUMAN RIGHTS

Ayanda Bekwa and Nonqaba Msimang

Participants were asked to say which of their rights. Answers varied from the right to life, the right to education, freedom of speech, right to movement, etc
Ayanda will then ask participants to suss out the basic human rights from the ones given by the group. Ask participants to think about lifecycles of women and a man and practices that have a bearing on their rights/ behaviour.

PART 2

AB to give participants articles on:

- abortion
- Marais case
- High number of graduates

Thinking about human rights while reading the article, what has the journalist missed or picked up when she/he was writing the story?

What human rights are evident in the articles?

Do you think the journalist is aware about the human rights tools and frameworks that exist? **Give 15 minutes for this exercise**

PART 3

Nonqaba Msimang

Exercise to refresh participants

Will call upon selected participants to act out a skit on property grabbing.

She will then ask participants to write a headline and brief story of what they have just witnessed. **Give about 10 minutes for this**

Nonqaba will ask participants to read their headlines and intro's. Other participants must say whether she/he is writing from a human rights perspective or not.

After this she will point participants to **pgs 128-129** on human rights frameworks for women's human rights.

PART 4

She will then distribute the Lesotho, Niger, Mini-skirts and Safiya articles and ask whether these have been written with the human rights frameworks in mind.

HIV/AIDS

Teboho Motebele and Judy Smith

Judy and Teboho put some words on the flipchart and asked participants what was wrong with them.

AIDS babies

AIDS orphans

Died of AIDS

Died of HIV related disease

AIDS test

HIV test

Participants agreed that some journalists still get the terminology wrong and they contribute to the stereotype of HIV/AIDS. Teboho says she is a lawyer and she phones a newspaper to say to them she has a very important scoop for them and they should send one of their journalists to her office. Judy then divided the participants into groups and handed out a case study to review and what would they do in the first instance. Participants were asked to come up with different story angles for it.

Case study

Mary and Jabu have been married for 5 years. Mary is employed as a domestic worker and is barely literate. Jabu is a mineworker who is at home only four times in a year. Because Jabu does not trust Mary, she and their children have been forced to stay with his parents so that they can "keep an eye on her." Jabu habitually physically and sexually abuses Mary. He also has on a number of occasions thrown her out of the family home.

Mary is six weeks pregnant. During an antenatal examination, she discovered that she has HIV. At the and in the presence of other patients, a nurse informed her that she would have to terminate her pregnancy, as she will transmit the virus to her baby (if she has not done so already). She is also told that she will have to be sterilized to prevent future pregnancies. The doctor also proceeds to telephone Mary's employer to inform her of Mary's HIV status. When Mary returns to work the following day, her employer informs her that her services are no longer needed. She is told that her being in the home places the children at risk of infection and that her employer is not comfortable with her employer's children being looked after by a woman with "loose morals".

When she gets home, she telephones the mine and leaves a message for her husband to call her back urgently. In the evening, her husband calls and she immediately tells him that she has tested positive for HIV and will have to terminate her pregnancy and be sterilized. Her husband immediately hurls abuse at her and accuses her of sleeping around. He also demands that she pack her bags and leave the family home immediately. He demands to speak to his parents and informs them of Mary's news. They in turn react in the same manner. They accuse her of being a prostitute and wanting to kill their son. They also call her "a baby killer" for wanting to terminate her pregnancy on the advice of the doctor at the clinic. They also demand that she leave the home and take her children with her.

Mary realizes that she could have kept her mouth shut but also recognizes that if she had, Jabu would have continued to demand unprotected sex. Not knowing his status, she assumed that he would be negative and that she would infect him. As Mary leaves the house with her bags, she is confronted by a mob consisting mainly of her neighbours. They start calling her names "slut", "whore", "baby killer" and accuse her of bringing shame to the community. She is even assaulted and it is clear that if it was not for the AIDS activists who rescued her, she could have been killed by the mob.

Participants said that the first thing that was needed was for the journalist to get permission from Mary herself because the lawyer cannot speak for her and grant the

interview. They argued that the lawyer has no right to call the media and Mary should not feel compelled to do the interview unless she feels comfortable with this.

The groups came up with story angles for the Mary's story; such as human rights, labour rights, doctor/patient confidentiality and unfair dismissal. The groups said that it was important for the media to be able to pick a variety of angles on HIV/AIDS and they need to consult the experts in these fields to get accurate information.

Judy and Teboho went to say that the role of the media is to enhance understanding of crucial partners about the socio-economic causes and consequences of the epidemic, especially focusing on the critical imperatives that need to be discussed through information that is accurate and objective. Journalists need to shift from anecdotal evidence through reporting to evidence with an empirical validity. Participants further went on to mention that the media should promote alliance building amongst activists, government functionaries, researchers, trainers and society, by playing a pivotal role in broadening the debate on these critical imperatives so that more enabling environments for people living with HIV/AIDS.

THE ECONOMY AND DEVELOPMENT

Jennifer Mufune & Regis Mututu

Jennifer asked participants to map out their daily activity from five in the morning till twelve in the evening. This exercise showed the difference in the kinds of activities that women and men engage in during the course of the day. It also reflected the 'unwaged work' of women and work that is unaccounted for that falls onto women.

Participants were then divided into three groups and given three articles to look at. Group1 were asked to answer the following questions; do you see anything wrong or correct in the headline or content and to comment on how they would have done the story differently:

Group1: Do you see anything wrong or correct with the headline or content of the two articles?

Is there anything that you would have done differently?

Groups 2: What do you think the "Davos Man" story is all about?

What is story 2 all about? Is there something good/wrong about the story?

Any comments on how you would redo the stories to improve them

Group3: Comment on the pictures

Comment on the cartoon and what do they tell us about the role of women and men in the workplace and economy?

Elections, democracy and governance

Ambrose Zwane & Violet Chimela

Ambrose began the session by asking participants about the type of governments they have. Violet then went on to read a story that is in page 182 of the toolkit. She then asked participants on what was missing from the story and how the woman can be empowered? Participants agreed that the woman's voice or her needs were not sought. The woman has not been part of the decision making process. This exercise illustrates what is meant by participatory democracy.

Because of time constraints, the two facilitators did not look at how political violence hinders women's participation in politics. They could have also let the participants discuss how the media can be a cause of the under representation of women politicians and how the media portray them differently as compared to their male counterparts.

DAY FIVE

Nonqaba Msimang gave a report on the Sixteen Days of Activism campaign and the interaction with the media. She highlighted the importance of partnerships that were formed with the media during this time. Participants were then asked to fill out evaluation forms and to say what they are taking with them and what they are leaving behind.

Leaving behind	Taking home
Poor time management	Continuous learning
Not concentrating during session	Facilitation tips
Gender insensitivity	Innovation
Speaking before thinking	Challenging stereotypes

Lecturing as a methodology	Cross cutting nature of gender
Lack of confidence	Networking between trainers
Not using visuals	Preparation
Ignorance when it comes to financial issues	Variety through use of exercises
Stereotypes	Use of humour

Evaluation

12 evaluation forms were received. This is a summary of the participants comments

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>	<u>VERY POOR</u>
1. PROGRAMME DESIGN	10	2			
2. PROGRAMME CONTENT	9	3			
3. FACILITATION	5	7			
4. GROUP WORK	6	6			
5. OUTPUTS vs. EXPECTATIONS	8	3	1		
6. LEARNING OPPORTUNITY	9	3			
7.NETWORKING OPPORTUNITY	7	4	1		
8.ADMINISTRATIVE ARRANGEMENTS	4	5	3		

COMMENTS

1. Which session did you find most useful? Why?

- 6= All sessions were useful because they were informative.
- 3= Basics of training, it helped prepare us for our own sessions which we had to facilitate.
- 1= Economy and Development for it opened my eyes on how gender perspectives of the economy are left out.
- 1= Sub-editing because it showed me how subs work.
- 1= visuals for it showed how one can enhance press releases and the 16 Days of Peace presentation in terms of how to liaise with the media.

2. Which session did you find least useful? Why?

- The gender and media baseline study because it was done in a hurry.
- Election, governance and democracy because the facilitators looked unprepared and seemed shy.
- HIV/AIDS because it was not done properly and facilitators set high expectation at the beginning but failed to meet them.

3. Any other comments

- A week is not enough to cover all topics thoroughly.
- This workshop opened up new possibilities of training for it linked my work with the media.
- Communication on what should be done should be sent well in advance.

Follow up plans

- We need to take the training to our colleagues and continue to educate ourselves about gender in the media
- Involving regional journalist provides a wealth of experiences and networks should be maintained.

Participants then went on to say how they were going to implement the training they had received.

Charles Chisala was going to run workshops in his newsroom and will be mentor students in journalism schools.

Ambrose Zwane will share with his colleagues in the network his experiences of the ToT and will do an in-house training.

Loga Virahsawmy will share with network and will go to journalism schools.

Jennifer Mufune will share with Misa board her experiences.

Judith Smith will share with her staff and will try to mainstream gender into Women's Media Watch

Lindi Nkutha will utilize the training in her work on HIV/AIDS.

Regis Mututu will use the training skills to make journalists aware of gender issues in the media.

Ayanda Bekwa will use it to improve her training skills in her work on gender violence