

REPORT ON THE TRAINING OF TRAINERS WORKSHOP IN MAINSTREAMING GENDER IN THE MEDIA

TANZANIA - JULY 2002

DAY ONE

Aim

NSJ/Gender Links initiated the "Training of Trainers" workshop with the support from NIZA to help trainers from the SADC region to mainstream gender into their respective curriculum. The aim of the workshop was for the trainers themselves to do the training using examples from their countries through use of various methodologies. The whole process was at peer learning. Participants were asked to choose one chapter from the Gender in Media Training Manual that they were going to teach. The intention of the Manual was to provide a tool for adaptation to the various situations or contexts.

Colleen Lowe Morna and Denise Namburete welcomed the participants. Introductions were made and the participants had the following expectations:

- To be informed about gender issues and to change society's values and behaviour;
- To ensure the implementation of policy on gender;
- Trainers are the ones who should facilitate change at entry point;
- Advice on delivery of content on gender as part of journalism;
- Get ideas from all trainers which will help in engendering projects in respective institutions;
- Mainstreaming gender into the curriculum; and
- Acquiring skills in terms of gender aspects.

BASICS OF TRAINING

Denise Namburret

Denise asked the participants to share the different methodologies that they used during training and to say what has worked and what has not. For her, critical analysis of newspapers has helped to focus the group on a particular aspect of a story. This leads to learning and in-depth discussion of principles of journalism. This exercise can be hampered by the presence of the journalist who wrote that particular story.

Discussion

Participants agreed that analysis of stories is good for looking at differences in writing. In most cases gender issues can lead to people not opening up or giving their views on the matter. Students at entry level who have no working experience are easier to teach than those who have working experience due to the baggage that they carry. Media monitoring opens up a new experience because gender bias becomes apparent. Participants agreed that the lecture approach does not work for it is not participatory and does not encourage involvement. It was agreed that trainers should use media to teach about media. Trainers should give lectures but give journalists tasks to do or send them out to the field.

In Swaziland gender has not been incorporated into the curriculum. Electronic media plays a crucial role in stereotyping the students. Christianity and culture also play an influential role in stereotyping society. Gender is associated with those who are elite and successful. Participants concluded that participation was the best method though there are no perfect formulae. Training has to be continuous for it normally ends after the workshops. There should be follow-ups and sustainability.

How do we ensure training?

Online training is one way of ensuring training but it can be hampered by access to resources. Follow up assignments are another way of ensuring training though there is no 100 % response.

Question: As a trainer, you are interested with the impact to the community. How then do you deal with the reality of cultural impediments?

Karen Williams: Authoritarianism governs the old institutions. As trainers we need to change the institutional culture. This can be done by identifying two key persons who sit in middle management to negotiate with editors about the value of training. Take problematic editors for lunch and discuss about the training thereby indirectly training them.

Lecturers should sensitize their students to gender though this is going to be a process. In Swaziland there is contradiction between media and the authority on culture and custom, which further creates problems in the changing of stereotypes. As a result media has not promoted gender issues and it continues to have a negative attitude towards gender issues. The media has not taken a leading role in exposing how government continues to downplay the role of women in business, politics, etc. In Namibia, some women editors maintain the stereotypes about women and don't initiate the process of change.

Mukoka: Another way of ensuring training is for women themselves to be involved in the transformation process. In Botswana, women's NGO's tried to strike a balance by employing men though it is conservative

Differences between men and women
Colleen Lowe Morna

BIOLOGICAL	WOMAN	MAN
Sex and reproductive roles	Gives birth	Fathers the child
Gender construct Productive Home	Care Cook Clean	Provider
Community	Services are voluntary	Organising and Leadership
Work	Nurses Social Work Domestic Work Nursery School teacher	Religion Construction Army Medical
Personality	Submissive Subordinate Constantly deferring	Assertive Strong Logical Expect to be obeyed

Women's work is categorized as unpaid, invisible and care work. It is not recognised whereas men's work is paid, visible and controlling. Women should be given a chance to play the same roles as men do. All roles assigned to women are classified as stereotypes. This is defined as making generalizations about someone based on one or two characteristics. All people (sexes) are a combination of both roles. Yet in reality, women are always put in inferior economic positions. For example in the nursing profession, women are called nurses while male nurses are called medical assistants. They are paid more even though they have the same number of years of study. A large proportion of women in developing countries are within the informal sector, even then they are within the survivalist sector. Women face structural discrimination from society or in the home sector.

Discussion

Ransford

The term "we" constitutes society, women in Lesotho are knowledgeable and in the majority but still they are not in the majority. They occupy senior positions but they have never elected a woman into parliament.

Denise

Patriarchy in most cases plays a great role in the debate. When women cross over to do men's work, they are labeled and there is backlash but if men cross over to do women's work they are elevated.

James

In Malawi, society is quiet liberal for they allow women to be chiefs. Curriculum should be changed even if it means teaching women to be aggressive by forcing them to acquire their rights.

Karen

Men should be taught to be peaceful and not abusive. This links to the issue of human rights.

Ransford

Education is not going to solve the problem. A change in culture needs to be reviewed because a change in mindsets is a necessity.

Summary

Violence is built into structures that we have built for ourselves. Violence in the home is not recognised as a Human Rights issue. It has been built into our human relations therefore there is a need for deconstruction

GROUP WORK

Participants were given newspapers from different SADC countries to monitor and were asked to monitor their own respective institutions.

Feedback on group activity

- Participants found that newspapers from the SADC region were 75 % concentrated on the men and the role they play. Media exploits human-interest stories and does not follow-up on stories written. Journalists often distort facts and the region is involved in armchair reporting. Gender sensitive media is good journalism.
- Women were found to be appearing as appendages and not as newsmakers.
- The Tanzanian Daily News had the highest percentage of women in their paper. This may be due to the strong emphasis on community and women. This could be attributed to the socialist rule.

Participants were given four articles to analyse, these were their findings:

Article on Jesse Kaunde: Woman Farmer of the Year

Group one found that although the story looks gender sensitive, in reality it is not. It is not gender sensitive nor is it balanced. It makes Jesse Kaunde seem apologetic about the work she has done. She is put in a subservient position. The article shows a stereotype of a woman doing a man's job. Furthermore she is not given any credit. The journalists imply that she has not been to Beijing and is not involved in gender debates and she is successful.

Article on Women Prosecutors

The article is supposed to applaud the women prosecutors yet none of them were interviewed. Instead a male state prosecutor was the one speaking on their behalf. The article was patronizing. The journalist who wrote the article could have taken the angle of these prosecutors low income.

There was reference to the exercise 18 on Gender sensitive Reporting in the Toolkit. The purpose of that article is to teach diversity and gender sensitive reporting.

Article on Sex Work in Echoes

The article is good. Students should be taught the meaning of mainstreaming gender into articles that they write. Gender should not be taken in isolation for its integral to our daily lives. A lot of sex work has a history of violence. Journalist researched the story.

Women's Day Supplement

This showed how electricity cuts led to high incidents of gender violence. As a result women were illegally reconnecting electricity in townships. Article showed that this was a complex issue and there are new areas of gender that need to be explored. It was a well-written piece.

Feedback on Day One

What has worked?

- Good introduction of gender concepts and what gender training is.
- Exercises are important for ensuring alertness.
- Use of examples from the region was very useful.
- Group work allowed in-depth discussion and participation.

DAY TWO

MEDIA, LAW, ETHICS AND VALUES

Maxwell Mthembu

The basis of any law of any country is the Constitution. The Bill of Rights is enshrined within the Constitution and the freedom of press is attached to this. A country without a Constitution has problems in its confinement of press freedom, for example Swaziland. Press freedom is a Constitutional right and it is not absolute. There are limitations to press freedom for example, any constitution argues that the press should not promote violence or any form of discrimination. In Namibia, government prohibited certain reportage on its involvement in the DRC war.

Question: How do we ensure freedom of expression that encompasses men and women? Is there any media legislation that debars women from political activity?

Discussion

There should be an editorial code that is binding to all journalists when it comes to gender issues. Women need to be represented appropriately in the media and should not accept subservient roles. The media itself needs to transform.

Question: How do we apply the laws?

Discussion

Journalists need to be proactive and ask themselves why women are excluded from the media. Ethics of privacy should be applied too because journalists more often report on the private lives of high profile women.

Question: Are these ethics applied to both sexes?

Discussion

Reporting differently is crucial to changing the stereotypes of women in the media. Society as well must be made aware that women have as much right in occupying jobs that were formerly designated for men.

Question: Are there regulatory bodies for the press?

Discussion

Women more often do not utilize the media regulatory bodies to present cases of discrimination or unfair portrayal. More often women have no clout to take up cases of defamation because they have no money and the process is time consuming. Men on the other hand have the money to hire lawyers. There was a case presented to the Advertising Standards Authority in South Africa by men who felt offended by the "Charlize Theron advert on 'Real men don't rape'. The advert was pulled off air based on the complaints.

In Malawi, a condom Billboard raised debate because it was said to be pornographic for it showed a half naked woman. Women argued that this billboard reduced them to sex objects and argued that a man should have been used to advertise the condom since they are the ones who use it. Therefore it is almost a norm for journalists to report badly on women. Furthermore, one's status in society is weighed before there can be an apology. (Refer to page 67)

Ethics are the dos and don'ts of journalists. Some editors have been dismissed when they tell the truth especially in Swaziland whereby press freedom is limited. Ethics call for responsibility which means all journalists need to have accurate facts before publishing stories that may cause some sort of hurt. However, different standards apply for men and women.

Summary

- Are visuals used by editors worthy of publishing?
- Is dignity accorded to women who have been violated?
- Are men depicted in the same way as women?

The answer is no. What interests editors and journalists are things that make news unusual. Issues of ethics are taken lightly and precedent setting results from the sensationalisation of crime stories. In Swaziland for example, prominence is given to the King and his relatives and other issues affecting the country follow. The content of independent media is very different from that of state-owned media.

NEWSROOM LEADERSHIP AND MANAGEMENT

Meera Vayapooree

The session started with role-play. The facilitator, Meera wrote down different descriptions of people who work in a typical newsroom and asked participants to pick the cards. She then asked participants to look at their respective descriptions and walk around the room and try to figure out the role that was being played by people whom they spoke to. This was helpful for it showed the various dynamics of the newsroom.

Political appointees hinder the progressive nature of any newsroom. Mauritius is ethnically complex and news coverage is sensitive to this. Ethnicity, religion and language compete with gender issues. As a result, most editors are sensitive to the

above but not to gender. A conscious editorial decision needs to be made to cover gender issues. Policy packaging is important for journalists need to go out and investigate stories. Top management should implement this so that the middle management mentors other journalists. Gender can be subtly injected into stories and newsrooms and not imposed because it will be rejected. Men take decisions that make them unpopular though their positions are secure. (See exercise 38)

BASIC REPORTING

Karen Williams and Pauliina Shilongo

What forms the cornerstones of reporting?

- Accuracy
- Fairness
- Truth
- Balance

- Interesting/lively (education

Participants were given group work to analyse various newspaper articles and see if the journalists had implemented the above cornerstones.

Feedback

Groups found that there was a lot of distortion of the truth and journalists did not stick to the facts. At times the sources of the stories were not consulted. Those who were in a position of power often were not held accountable for their actions. Journalists did not look out for stereotypes. Journalists need to write interactive stories. Identity of victims of sexual violence should be protected and they should make them aware of the consequences of having their names revealed. Women sources need to be cultivated and they need to be used for commentary. Sources should comprise of different age groups, race, and financial background.

Basic reporting is the key entry for gender mainstreaming and can be initiated through community journalism.

DAY THREE

VISUALS

Ndipo Mukoka

Ndipo showed the video "Whose News? Whose Views".

Discussion

The participants agreed that the video shows women who want to be taken seriously as they are, be it ordinary, poor or rich. Television has been sanitized for certain types of women get on it for example, those who are light skinned, slim with long hair. Women have to meet a certain criteria to be on television. This applies to print media also. Socialisation has played a great part in enforcing certain values that media has imported.

Sex workers – why is it that women are the only component of this? Why are we not told of the clients of these workers who are men? Why doesn't media talk about male sex workers?

Media images are interpreted differently. Audio and visual do not go together in most cases. That is the reason media should endeavor to strike a balance between the two. Media practitioners should be careful about dissemination of photographs for they can be misinterpreted and can cause hurt. Therefore media needs to sensitise the public about the advertising and gender sensitivity. Lobby groups should be encouraged to complain about sexist adverts. Finally courses need to have a visuals and gender mainstreamed into them.

HUMAN RIGHTS

Ransford Antwi

Role-play: A short skit on how a man was abusive to his partner, which led to the death of the woman.

Participants were then asked to write a headline and a lead for what they had seen being acted out. It was evident from the various headlines and leads given that women's writing is different from the way men write.

Rights of a Person

- Right to life
- Right to shelter
- Right to education
- Right to respect and dignity
- Right to safety and security

Participants then discussed how women's rights can be classified a human rights and how their countries were violating basic human rights where women are concerned.

Swaziland: Women cannot inherit land without consent of the local chief. If they do not have sons, they cannot own the land nor inherit it. The cultural law does look at how the woman will suffer if she does not own land.

Botswana: A married woman cannot buy a house nor get a loan without the consent of her husband.

Lesotho: A woman is seen as a minor to both her husband and her son. She has no rights of ownership.

Mauritius: Women do not have a form of security therefore cannot buy land.

Malawi: Land is allocated according to need. The system of owning land has been traditionally matrilineal and it is the uncle of a woman who gives land.

Women as well can violate other women. A good example of this is the mother-in-law who is always been in an inferior position of power. Once she has a daughter-in-law she automatically acquires power over her.

HIV AND AIDS

Ayanda Bekwa

How has international media portrayed Aids in Africa?

- Africans are promiscuous;
- Pictures of emaciated bodies, helpless;
- Linked to poverty; and
- The West is always coming in to assist.

The facilitator asked participants why HIV/AIDS was a gender issue?

Participants gave the following answers:

- Women are in an inferior position economically,
- They can't negotiate for safer sex with partners,
- Mother to child transmission

Role-play: A migrant labour husband coming home and demanding unprotected sex from his wife.

Discussion

This skit shows a reality of how most husbands behave towards their wives. They refuse to listen to any reason on the dangers of unprotected sex. The women always seem to be at a disadvantage for they economically rely on their husbands thus making it difficult for them to leave their abusive marriages. The

issue of HIV/AIDS is closely linked to Human rights. Journalists need to be gender sensitive in their approach to reporting on HIV/AIDS. With mother to child transmission, women are depicted as transmitters of the virus while the father is not blamed for also transmitting the virus to the unborn child through conception.

Participants went on a field visit of TAMWA for a briefing on how the women's media association has had impact on Tanzanian media. Ananilea Nkya of TAMWA and Margaret Sentamu of the Uganda Media Women's Association shared the session.

WAY FORWARD

Participants were invited to become part of SAMTRAN. They expressed a need for a list serve, which would facilitate open discussion on problems or on success methods to be used in training. They wanted examples from different countries for training material. Importantly they wanted to continue the networks they had built during the course of this workshop.

Participants made the following commitments:

Ransford Antwi

A lecture in the Applied Communications Department in Technikon S.A. will build a data bank on gender issues. He will try to incorporate activities learnt during the workshop into his lectures and will use the toolkit extensively. Will give a presentation to his departmental staff on being gender sensitive. He will try to incorporate gender into courses that are being developed by the technikon. As he sits on the editorial committee of the Mail, a technikon publication, he will have inputs from a gender perspective. Finally he will write a paper on gender in media.

Meera Vayapooree

Works for MBC television and sees a need for training in the four areas in their organisation. She will try to encourage gender sensitivity in the newsroom, coverage, programme making and in the workplace. She will meet with the Chairperson of MBC to debrief on the workshop and see support for training plans. She will also initiate policy changes within the newsrooms. She will also debrief with the Mauritian Media Watch and journalists in her department. She will also facilitate training for both these organisations. At the university where she is a part time lecturer, she will use training acquired to design new courses. She will also endeavor sensitise her students to issues of gender. She will be involved in the Gender Baseline study, which will be important for the collection of data for advocacy purposes. Will try to involve key players in politics of Mauritius by organizing a meeting with the Minister of Women's Rights, US embassy and the British Council.

Maxwell Mthembu

A university lecturer will definitely use the icebreakers. In two weeks time, he will be involved in the designing of a degree programme with the University of Swaziland. He will include components of gender into some of the courses that are offered. Will try to form a gender unit in the university for students and staff members. Will design a course called "Reading the Media" and will try to gather material from other trainers present at the workshop.

Pauliina Shilongo

Her work has started so she will continue with it. She is presently involved in writing a handbook for Basic Reporting. She will mainstream gender into photography and broadcasting and will involve other lecturers. Will create documentation for photography and broadcasting. She will write a paper on mainstreaming gender at an entry level.

Denise Namburret

Will be organizing a Gender and HIV/AIDS course in collaboration with GL for Mozambique. Will use media systematically and try to use role-plays as a way of communicating points. Will translate the Gender in Media Handbook into Portuguese. She will promote a gender sensitive approach to NSJ courses. Will also work extensively with community radio.

Ndipo Mukoka

Works for Worldview and they have been involved in gender training for smaller organisations. He will sit with editors and sub-editors and sensitize to gender. Maybe if this comes from a man, they might listen. Has training in August and will invite more men and use the exercises in the handbook. Will offer gender-training courses and use participatory methods and energizers.

Prince Mtelera

Short-term goal is to make a presentation on the workshop to the managers of his organisation. Will use the Monday sessions in broadcasting for playback and for critique purposes. Will mainstream gender into radio programmes. Will propose in-service training, redesign in the organisation's modules to see how gender can be incorporated.

Long term goal, is to organize workshops through MISA (Malawi) for different media houses in Malawi. Will work with community radio and with MAMWA. Finally he will write an article for the local newspapers, e.g. Nation. Will also write an academic paper for the Polytechnic and maybe co-write a paper with James Ngombe of MIJ.

Sharon Mwalongo

She is in the process of writing a gender-training manual for ZAMCOM. She has two workshops coming up and will mainstream gender into all their courses for an isolated gender course will not work at all. She thanked organizers of the workshop for the opportunity to meet with TAMWA and UMWA for they are important links for ZAMWA. Sharon is one of the spear headers of the women's media organisation.

Beata Kasale

She will involve more editors and sub editors. The biggest challenge is to convince her business partner who believes that sex sells. Will convince all journalists on her paper to mainstream gender into their stories. Will facilitate in-house training for entry-level journalists and incorporate some aspects of the handbook into their house stylebook.

Karen Williams

Will incorporate tools and skills of gender into courses. During the WSSD, she will train everyone in the newsroom from layout, design, journalists and sub-editors. Is involved in the re-establishment of the resource centre of the local newspaper. She will encourage the women of this newspaper to rewrite their job descriptions and will write manual on gender.

Participants were asked to write one thing that they were taking back home and one they were leaving behind.

TAKING HOME	LEAVING BEHIND
Networking	That is not impossible to do big things
Participatory training techniques and The use of media to train media	Celine Dion on the Diner speaker system
New training methods and use of exercises	Repetition
To treat things gender neutral and to look at women as human beings	I overate
The good rapport between participants and wealth of knowledge	Lecturing method
The process to create discovers, write and share. Taking responsibility as opposed to being given it.	Gender insensitivity
Documentation and friendships	Intolerance
Games	Mentality that it is too late for change
Not to think of gender as a term that excludes men	Hotel bedding
Inspiration to keep working towards gender equality	

EVALUATION

11 evaluation forms were received. Participants made the following comments.

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

COMMENTS

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

7= All sessions were useful for they generated discussions and were complementary to each other.

2= The session on visuals was most useful because it was in line with my profession. It will enable me to explore the meaning behind visuals and pictures since I work with voices.

2= Basic reporting was useful for it is always important to mainstream gender from the basic principles of journalism.

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

9= None

2= The session on Gender concepts because they had already been exposed to these concepts in other workshops.

3. Suggestions for follow up action.

- Invite other professionals like development practitioners to such workshops.
- Form an online forum.
- Gauge accomplishments post the workshop.
- Arrange a meeting for participants to report back on their accomplishments for purposes of accountability.
- Give more time to prepare in a structured way e.g. to collect examples before attending the workshop.

4. Suggestions for making workshops of this nature more effective in future.

- Involve editors and sub-editors.
- Promote the use of the toolkit as much as possible.

- Organise them in different countries so that we learn about the media in the SADC region.
- More participatory approaches.
- Bring in more media product of both print and electronic.

5. Any other comments

- Thank you very much for the excellent course that completely recharged my batteries.
- Please arrange for a follow up workshop, I personally would like to see the way forward implemented.
- Bring on board television and print participants so that they can learn to implement the training at their workplaces.