



**SOUTH AFRICA MEDIA LITERACY TRAINING FOR MEDIA STUDIES
LECTURERS AND MANAGERS FROM COMMUNITY**

RADIO STATIONS IN LIMPOPO

22 to 26 November, 2010

EXECUTIVE SUMMARY

This brief report details the activities of the University of Limpopo and Limpopo Community radio stations Gender and Media Literacy training conducted at Jacaranda Lodge from 22nd to 26th November 2010. The training was conducted over five days with two groups namely the lecturers from the University of Limpopo, Department of Media Studies and delegates from the community radio stations in Limpopo.

The course was based on the training manual *Watching the Watchdogs* which was developed by Gender Links in 2006. The training manual was adapted and enhanced with local South Africa examples from the media as well as those used in the Gender and Media Progress Study 2010 (GMPS) research so as to make it relevant to the participants' context.

The SADC Protocol on Gender and Development which was signed by SADC heads of State in August 2008 was used as the overarching framework for the course. The SADC protocol quiz was administered to the participants so as to gauge their knowledge levels.

There were two facilitators for the course, namely, Prof Sheila Mmusi and Mr Jacob Ntshangase. The two divided the facilitation evenly, and sometimes did the same session together, according to the nature of the modules provided in the gender and media literacy toolkit entitled "Watching the Watchdogs" provided by Gender Links.

The following delegates participated in this workshop as follows:

1.1 University of Limpopo Lecturers (6): Mr VD Mabuza; Mr T Muswede; Mr C Mbajjorgu; Ms G Mapulane; Ms F Molopa; and Mr Senong

1.2 Community Radio Stations: Two (2) delegates each from the following stations: Moletji FM; Mohodi; Phalabora; Radio Turf; Sekgosese; Botlokwa; Greater Tzaneen; UNIVEN Radio; Zebediela FM; Greater Lebowa-gomo FM; Sekhukhuni; and Makhado FM

The Limpopo workshop was part of a series of in-country workshops organised by GL across the Southern African Development Community. Gender Links piloted the media literacy project in South Africa in 2006 and 2007 before rolling out the course in the region in 2008. The regional pilots were a success hence the extension to other countries in 2009. Target groups between 2006 and 2009 were mainly the general public especially those who work regularly in communications.

However, the 2010 course took a different route, engaging with media and journalism training institutions. GL views this route as one that will strengthen partnerships between the Gender and Media Diversity Centre (GMDC) and academic institutions. More specifically, it is one way of taking the findings of the 2010 Gender in Media Education (GIME) audit forward; getting students to engage with gender and media issues and also the trainers to think about how to mainstream gender in the courses that they teach.

The main purpose of the training was to equip journalism tutors and media practitioners with some commonly ignored but important insights on gender in the media. At the end of

the five day workshop participants were able to look at the same messages and images of media in a more critical way. This enabled the participants to go away with an important message which would shift the paradigm of perceiving the media as a male domain. It highlighted aspects that the media has been ignoring for a long time; the lack of initiatives to engage women, the portrayal of women in the media, gender blind curriculum among other things.

A copy of the programme is attached at **Annex A**.

Objectives

- Empower lecturers and media practitioners to understand the concept of media literacy
- Empower tutors with knowledge on gender in media and how they can mainstream gender in the courses that they teach
- Empower community media practitioners with skills to develop and appreciate the importance of newsroom gender policies
- Understand gender and media in a broader context and be able to apply it in their daily lives

Outputs

- Radio programmes
- Gender entry points into the curriculum
- Gender policies for newsrooms

Outcomes

- Six tutors and 24 tutors empowered to engage critically with the media
- Tutors able to mainstream gender in the curriculum
- Participants able to design gender policies for their newsrooms
- Better understanding of changes in participants' knowledge, attitudes and skills during the course of the workshop

PROCESS AND ACTIVITIES

This meant that the lecturers attended for three full days, and community radio delegates attended for five days. The content of the workshop was broken down into sessions reflecting the modules in the Gender and Media Literacy Toolkit.

The core media literacy concepts and key concepts were treated by Sheila Mmusi, while Mr Ntshangase did the group activity on (a) We see things differently and (b) How news is made.

Sheila Mmusi then explained the SADC Protocol on Gender and Development. The participants had not been aware of the existence of this document.

Participants were broken into groups with different newspapers from Sunday 21st and Monday 22nd to do the exercise on "Where does the news come from". Each

group reported on the assigned articles. The discussions were vibrant and led to discussions on other previous stories in the media, especially, the Zuma story.

Mr Ntshangase then introduced the participants to key concepts of gender such as sex and gender. From an exercise where they were supposed to provide the definitions, all the participants including the lecturers, did not seem to understand these concepts clearly. Exercise on sex and gender roles assisted the participants to have a clear idea on the meaning of these concepts. In doing role mapping we used Gender and the elections as an area where women are missing. The community radio group indicated that there are a variety of reasons why this is happening, citing one of them as reluctance on the part of women politicians to participate in their talk shows

Prof Mmusi then led the discussion on gender stereotyping using the pictures in the toolkit. This led to interesting discussions. Using the same newspapers, the participants analysed newspaper articles, adverts, and stories to uncover gender stereotyping. This led to them discussing adverts on public radio and television, which portrayed women in a stereotypical manner. They went on to break it down into race and language. The story of Casta Semanya dominated these discussions. In conclusion, the participants could distinguish blatant stereotypes from subtle stereotypes by providing examples of such.

Mr Ntshangase and Prof Mmusi facilitated the group activity on Monitoring, which was about identifying the roles of men and women in the news. After the group activity and reporting, they were requested to propose how they were going to challenge these stereotypes at their radio stations. Most rural stations indicated the challenges that they face as culture is often an obstacle citing that some topics, such as homosexuality are even taboo in their area of operation.

Mr Ntshangase walked the participants through the GMPS study and findings. Mr Ntshangase opened this session with a group discussion on what we see and what it means. It led to discussion on how our local soap operas like “Generations” portray women, as well as a discussion on “Muvhango”. Magazines were discussed on what messages they send to the public both, rural and urban, young and old, on what beauty entails. Cultural distortion surfaced as a hot topic of debate.

Prof Mmusi facilitated the session on the different types of media monitoring, after defining what monitoring entails, such as (a) monitoring a specific event, (b) monitoring a specific theme, and (c) monitoring a specific genre. Community radio stations were requested to report on whether they do monitoring, internally or externally. Most said they do that, although not on a regular basis. They indicated that they regularly monitor their programming through surveys.

Quantitative and qualitative monitoring was explained. SAARF then surfaced as a topic to be discussed. All community radio stations expressed unhappiness with the way in which it was done, suggesting that there should be a different mechanism used for community radio, as the methods used by SAARF were not trusted.

Prof Mmusi walked the participants through the different templates provided on monitoring, such as, which media to monitor and how often. The quantitative monitoring form was explained with detailed discussion on the GEM classification. They were then given different newspapers to do the exercise. Time was also spent on the guidelines for writing case studies for the VRC. The lecturers were excited about these forms as they felt they could use them for class projects and assignments.

Mr Ntshangase facilitated the session “What do you and I want” using the GMAS questionnaire for individual participants to complete. He then discussed the GMAS study and its results in more detail. Mr Ntshangase concluded this session with story ideas for opinion and commentary pieces. Again, the lecturers were particularly interested in this session. They promised to send their opinion and comment to Gender Links.

This session started with a presentation by Mr Mabuza who offers courses on Media Law and Media Ethics at the University of Limpopo. He discussed Media law and regulatory authorities, after a very simplified introduction on why the media has to be taken to task. He also gave a very clear presentation on Media Ethics. An interesting group discussion followed on examples from the different stations about violations of certain broadcasting laws as well as non-compliance, especially on issues of gender.

Prof Mmusi led the session on 16 Days of Activism. Community radio stations were requested to present their plans for this project. They did well as they already had their plans. Discussions followed on what worked before and how they were planning to improve. Most of them had already partnered with other NGO's and government agencies such as Commission on Gender Equality and the Government Communications and Information Systems (GCIS) to execute this mandate. In Limpopo the GCIS had already contracted the CR stations to flight messages of the 16 Days of Activism Campaign.

Very interesting activities emanated from the theme on story ideas for the activism against gender-based violence, such as radio drama and talk shows in which experts would be invited as guests.

Participants were then divided into three groups in which community radio stations could be pro-active or innovative in the way they were going to mainstream gender issues into their programming. Two of the activities reported are attached as addenda.

Why Gender Policy; Are Community radio stations meeting their mandate; Who is the target audience?; Drafting gender policies and short presentations of the drafts.

This session was reserved for community radio stations only, as the lecturers were released at the end of the third day of the workshop. Mr Ntshangase facilitated the session on why there was a need for gender policies. He highlighted the fact that there was only one community radio station which had a gender policy, and even then by default, because it was a Muslim community radio station. Most of the community radio stations did not have a written gender policy.

The next session focused on the question on whether community radio stations were meeting their mandate and who their target audiences were. The participants were broken into groups in which they had to do a situational analysis on the gender policy issue at their stations. They were then supposed to work according to their stations of origin to draw up a draft gender policy, which they would share with the board and station management to finalise it. The workshop was concluded with presentations from individual radio stations, followed by comments and input from all the participants.

CONCLUSION AND RECOMMENDATIONS

What emanated from this training is that the Gender and Media Literacy course should be offered not only to the public but to academics in the media as well as media houses. The lecturers were impressed with the course and indicated that it had opened their eyes, this goes for even those who are teaching a course in Gender and the Media. It gave them a deeper understanding of the concept on gender. Two of the lecturers who attended the course, namely Ms Molopa and Mr Matjila have chosen research topics for the masters degree on issues related to gender. Mr Matjila's is investigating "Gender in programming at community radio stations" using case studies, while Ms Molopa's is looking at "Social networking Services from a gender perspective". Prof Mmusi is their supervisor. Their proposals are available. They intend to visit Genderlinks sometime in the future for an in-depth literature survey.

The lecturers chose to mainstream gender into their courses. Their old course outlines are attached to the reports as well as suggested changes that will be made. They, however regretted not being included in the gender policy development work, as they indicated that they it would have enriched their course offerings. Community radio stations indicated that they would appreciate the packaging of this course for a radio format, so that they could deliver it to their listeners.

My recommendation is that we run a workshop that includes other media in the province, such as public and commercial broadcasting, as well as media

practitioners from print media houses. They will benefit tremendously from such a workshop.