



**REPORT: ZIMBABWE GENDER AND MEDIA LITERACY WORKSHOP**  
**NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**22-25 NOVEMBER 2010**



NUST first year students participate in the media literacy course *Photo: Blessing Jona*

## EXECUTIVE SUMMARY

This brief report details the activities of the National University of Science and Technology (NUST) Gender and Media Literacy training conducted at NUST from 22 – 26 November 2010. Gender Links (GL) in partnership with NUST hosted the five day training. The training was the first of its kind at NUST and specifically in the department.

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 Zimbabwe 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.

The participants were first year students from the Department of Journalism and Media Studies. In total, the training attracted 30 participants and five tutors assisted in course facilitation. Blessing Jona, a lecturer in the department coordinated the course.

The NUST 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. Targets 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 students 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 among other things.

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

## Objectives

- Empower participants to understand the concept of media literacy
- Discuss how to engage critically with the media through writing and creating your own media
- Empower tutors with knowledge on gender in media and how they can mainstream gender in the courses that they teach
- Measure participants knowledge and skills on gender and the media

- Understand gender and media in a broader context and be able to apply it in their daily lives

### Outputs

- Media monitoring projects
- Photo stories
- Opinion and commentary pieces
- Created blogs
- Radio programmes
- Video clips

### Outcomes

- 30 students and five tutors empowered to engage critically with the media
- Participants understanding gender representations in the media and this has gone beyond the Gender, race, Class and the Media course. Students are critiquing the gender aspect of other courses as well
- Participants who are able to critically analyse media content
- Participants able to create their own media
- Better understanding of changes in participants knowledge, attitudes and skills during the course of the workshop.

### PROCESS AND ACTIVITIES

During the course of the week students attended three sessions (morning, mid-morning and afternoon sessions) per day. Generally the sessions comprised of PowerPoint presentations prepared by the facilitators, group discussions, as well as question and answer sessions with invited guests. The students would contribute outputs from groups by pasting manila sheets on the walls around the class and this created a lot of energy and excitement. There was a 100 percent turnout throughout the whole week and participants were actively contributing during the sessions.

There was stimulating debate on various issues that were covered in the course. These debates were mainly motivated by conflicting opinions during the group discussions. Of particular interest were the guests who were invited to speak, these include Delta Milayo Ndou (a journalist, columnist, and gender activist who is based at *The Sunday News*), Paul Mambo (President of Zimbabwe Editors Association and *The Sunday News*' Editor) and Nqobile Nyathi (Chairperson of Nust's Journalism and Media Studies Department, and Deputy



Commissioner at the Zimbabwe Media Commission). This was important as the students got a chance to talk practicing journalists who highlighted real life challenges to practicing gender sensitive reporting in relation to their work. The students got to challenge some of their views, particularly Paul Mambo's views that gender does not sell. Particularly because the guests came in towards the end of the course, the participants' questions showed that they had indeed become gender aware.

In addition, the students were able to participate in a 16 Days of Activism cyber dialogue event at a community radio station, radio Dialogue. The students were happy to go on this trip and meet some role models from the media fraternity.

## CHALLENGES

The only challenge we faced refers to the module "Making your own Media" which required for students to be mostly online. However, the network was on and off throughout the day hence the students were disadvantaged in this regard as they could not get the maximum possible output due to network interruptions. Nevertheless they managed to be involved in some cyber dialogue where they were chatting about gender issues using the GL cyber facility. They also learnt how to design newsletters during the session.

## COMMENTS FROM PARTICIPANTS

1. **"If women are not in the media for sex, then why should they be in the media after all?" – Male interview Respondent (23/11/10)** – This interview was carried out by Cosmas Marayini, a first year student, as part of the activities assigned to students in Module 4. Male and Female students were riled by this response. This showed that they had internalised knowledge from Module 1 to 3 well.
2. **"Even in video games women are violated. I know of an Amstel or is it Pilsener video game in which at every score that one makes, a woman strips off a piece of clothing. So when men play, their intention is to totalise the scores so that they can see a naked woman" – Vitalis Jean – Michael Moyo (23/11/10) in Module 4 discussion.** Students' analytical skills and comprehension levels went beyond visuals literacy in magazines, newspapers, the internet, and television. They even discussed how gender insensitivity was prevalent in video games.
3. **"Every story has a gender angle but because it has been written by a man that angle is left out. If it is a story on deforestation, it is a woman who has to go further for firewood and water, but that angle is left out by a male reporter. As a female reporter I hear that discord!" – Delta Milayo Ndou (25/11/2010) in Module 7 discussion.**
4. **"To me gender activism is about fairness."** – Delta Milayo Ndou (25/11/2010) in Module 7 discussion.
5. **"The media is male dominated. At every meeting, you are surrounded by men. In order to make your voice count you should scream!" – Delta Milayo Ndou (25/11/10) in Module 7 discussion.** After the session on module 7 all female students indicated that they felt highly challenged by Ndou's remarks and they indicated interest in gender activism.

6. The workshop is very important. What is being preached here should be put into practice in the media industry.
7. Through this training, I found that media are powerful forces in the lives of youth. They are powerful in dissemination of information and that media messages help to shape their perceptions. I found it most useful because it helps us as youth to critically analyse the media.
8. The group work was empowering and helped me have a deeper understanding of the different issues.
9. The discussions were highly interactive and gave everyone the opportunity to air their views.
10. Overall, this was an educating programme that left me a different person in terms of gender related issues.
11. I believe that this training was great and it has empowered or equipped us as journalism students.

## **CONCLUSIONS AND RECOMMENDATIONS**

As mentioned earlier the students have indicated a level of gender sensitivity as shown by the examples they give in class and in assignments. We hope to train the other group that has not been trained as this is an invaluable experience which impacts on the students not only professionally, but also socially and in particular personally in the private sphere of their homes which greatly impacts on social change. However, if we are to carry out another training session I would advise that the timing be quite right. It should be done preferably at the beginning of the semester so that the students can be supervised adequately on their projects during the course of the semester.

**ANNEX A: Programme****22-26 November 2010****National University of Science and Technology**

DAY TIME	MODULE	ACTIVITY	WHO
<b>Monday 22 November 2010</b>			
08:30 – 08:45		Registration	
08:45 – 08:55		Welcome	
08:55 – 09:05	Objectives and outputs	Power point presentation	
09:05 – 09:20	Knowledge, Attitudes and Surveys (KAS)	Administer KAS (1) forms	
09:20 – 10:30	What is media literacy?	What is media literacy	
		Core media literacy concepts and key questions	
10:30 – 11:00	<b><i>Tea break</i></b>		
11:00 – 12:00	Media literacy	Group activity/discussion: <ul style="list-style-type: none"><li>- We see things differently</li><li>- How news is made</li></ul>	
12:00 - 12:30	Report back		
12:30 – 13:00	Wrap up Module One	Question and Answer	
13:00 – 14:00	<b><i>Lunch</i></b>		
14:00 – 14:30	Sex and gender	Introduction to key gender concepts	
14:30 – 15:00	Finding women and men in the news	Exercise: Missing in action	

DAY TIME	MODULE	ACTIVITY	WHO
15:00 – 15:30	Report back		
15:30 – 15:45	<b><i>Tea break</i></b>		
15:45 – 16:15	Where are women and men in the news and what the news say about women and men	Introduction to key gender concepts such sex and gender  - Men are authoritative voices in the media	
16:15 – 16:30	Wrap up Module Two	Question and answer	
<b>Tuesday 23 November 2010</b>			
08:30 – 08:45		Registration	
08:45 - 09:15	What the media says about women and men	Test your antennae: Group exercise	
09:15 – 09:45		Report back	
09:45 – 10:30		Gender stereotyping in the media – subtle and blatant stereotypes	
10:30 – 11:00	<b><i>Tea break</i></b>		
11:00 – 12:00	Finding women and men in the news (cont)	How to challenge and change gender stereotypes	
12:00 – 13:00	Visual literacy	What is visual literacy?	
		Discussion:  - What we see and what it means - Globalisation and the impact on beauty	
13:00 – 14:00	<b><i>Lunch</i></b>		

DAY TIME	MODULE	ACTIVITY	WHO
14:00 – 15:00	Visual literacy	Discussion: Selected images	
15:00 – 15:30	Wrap up	Question and Answer	
15:30 – 16:00	<i>Tea break</i>		
<b>Wednesday 24 November 2010</b>			
08:30 – 08:45		Registration	
08:45 – 09:30	Counting if voices count	Making every voice count - DVD	
09:30 – 09:45		Media monitoring	
09:45 – 10:30		Exercise media monitoring	
10:30 – 11:00	<i>Tea break</i>		
11:00 – 11:30		Media alerts and highlights/ VRC	
11:30 – 12:00		Qualitative analysis of morning exercise	
12:00 – 13:00		Report back	
13:00 – 14:00	<i>Lunch</i>		
14:00 – 15:30	What do you and I want?	What do you and I want?: Feedback from homework and discussion	
15:30 – 16:00	<i>Tea break</i>		
16:00 – 16:30	Wrap up	Question and answer	
<b>Thursday 25 November 2010</b>			
08:30 – 08:45		Registration	
08:45 – 09:15	Making your voice count	Who talks on radio talk shows?	
09:15 – 09:45		DPM Khupe dispels pregnancy rumours	
09:45 – 10:30		Opinion pieces (GL Opinion and	



DAY TIME	MODULE	ACTIVITY	WHO
		Commentary Service)	
10:30 – 11:00	<i>Tea Break</i>		
11:00 – 13:00	Holding the media accountable	Taking the media to task	
		<ul style="list-style-type: none"><li>- Media law and regulatory authorities</li><li>- Ethics</li></ul>	
		Media regulation in Zimbabwe	
		Question and answer	
13:00 – 14:00	<i>Lunch</i>		
14:00 – 15:00		Exercise: Review the ethical issues pertaining to specific article or photograph	
15:00 – 16:00		Discussion and Wrap up	
16:00 – 16:30	<i>Tea and departure</i>		
<b>Friday 26 November 2010</b>			
08:30 – 08:45		Registration	
08:45 – 10:30	Make IT work for you	Making your own media	
		<ul style="list-style-type: none"><li>- Introduction to IT (depends on IT skills and levels of literacy) and netiquette</li><li>- Discussions of outputs</li></ul>	
		<ul style="list-style-type: none"><li>- creating your own newsletters</li><li>- creating your own advert</li><li>- creating a facebook page</li></ul>	
10:30 – 11:00	<i>Tea break</i>		

DAY TIME	MODULE	ACTIVITY	WHO
11:00 – 13:00	IT	Continue production with	
13:00 – 14:00	<b>Lunch</b>		
14:00 – 15:00	Working with the media	Introduction: Building relationships	
		Devise a media strategy and write a press release to accompany the cause in Module 9	
15:00 – 15:30	PROJECTS		
15:30 – 16:00		<i>Closure</i>	

## ANNEX B: FINAL REPORT SUMMARY SHEET

Sessions run	Topic	Date	Facilitator	No. of participants	Outputs	Outcomes
One	What is Media Literacy ?	22 November 2010	Sibongile Mpofu	30	<ul style="list-style-type: none"> <li>Registration forms</li> <li>Photographs</li> <li>Slide show presentation</li> <li>Facilitators' report</li> </ul>	<ul style="list-style-type: none"> <li>Students gained an understanding of media literacy and its objectives.</li> <li>Students were able to contextualise Media Literacy and to see its relevance to their studies.</li> </ul>
Two	Where are women and men in the news?	22 November 2010	Sibongile Mpofu	30	<ul style="list-style-type: none"> <li>Registration forms</li> <li>Photographs</li> <li>Slide show presentation</li> <li>Facilitators' report</li> <li>Group work presentations (In - Class Activities)</li> </ul>	<ul style="list-style-type: none"> <li>Students understood differences between gender, sex, and gender relations roles.</li> <li>They understood how gender roles and relations are shaped in society (especially the role of the media).</li> </ul>
Three	What the news says about women and men.	23 November 2010	Sibongile Mpofu	30	<ul style="list-style-type: none"> <li>Registration forms</li> <li>Photographs</li> <li>Slide show presentation</li> <li>Facilitators' report</li> <li>Group work presentation</li> </ul>	<ul style="list-style-type: none"> <li>Students gained an understanding of the gender stereotypes (Subtle and blatant) in circulation in the mainstream media.</li> <li>Knowledge gained from this module empowered students to take the Editor of <i>The Sunday News</i> (Mr Paul Mambo) to</li> </ul>

Sessions run	Topic	Date	Facilitator	No. of participants	Outputs	Outcomes
						task in later sessions during the training workshop.
Four	Visual Literacy	23 November 2010	Nonhlanhla Dewa	30	<ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Photographs</li> <li>• Slide show presentation</li> <li>• Facilitators' report</li> <li>• Group work presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Students investigated and understood the representation of men and women in images in the media.</li> <li>• Visual literacy was achieved through in-class group activities in which students critiqued internet, magazine, and newspaper images of men and women.</li> </ul>
Five	Counting that voices count.	24 November 2010	Bhekinkosi Ncube	30	<ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Photographs</li> <li>• Slide show presentation</li> <li>• Facilitators' report</li> <li>• Group work presentations</li> </ul>	<ul style="list-style-type: none"> <li>• In – depth understanding and appreciation of media</li> </ul>
Six	What do you and I want?	24 November 2010	Nonhlanhla Dewa	30	<ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Photographs</li> <li>• Slide show presentation</li> <li>• Facilitators' report</li> </ul>	<ul style="list-style-type: none"> <li>• Students grasped audience research skills by administering questionnaires on audiences' media content preferences.</li> </ul>

Sessions run	Topic	Date	Facilitator	No. of participants	Outputs	Outcomes
Seven	Making your voice count.	25 November 2010	Thandolwenkosi Nkomo	30	<ul style="list-style-type: none"> <li>• Registration form</li> <li>• Photographs</li> <li>• Slide show presentation</li> <li>• Facilitators' report</li> </ul>	<ul style="list-style-type: none"> <li>• Students understood the art and need to actively engage with the media on gender issues through letters to the editor, opinion pieces, and phone – ins to talk shows,</li> </ul>
Eight	Taking the media to task	25 November 2010	Bhekinkosi Ncube	30	<ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Photographs</li> <li>• Slide show presentation</li> <li>• Facilitators' report</li> </ul>	<ul style="list-style-type: none"> <li>• Students gained an understanding of media laws and policies in the country, and further understood how they could use laws to advocate for gender sensitivity, parity, balance, and so forth in the media.</li> <li>• With the help of a media regulator Students identified media regulatory bodies that they could approach when launching complaints.</li> </ul>
Nine	Making your own media	26 November 2010	Vusumuzi Maphosa	30	<ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Photographs</li> <li>• Slide show presentation</li> <li>• Facilitators' report</li> </ul>	

Sessions run	Topic	Date	Facilitator	No. of participants	Outputs	Outcomes
Ten	Making the media work for you.	25 November 2010	Thandolwenkosi Nkomo	30	<ul style="list-style-type: none"> <li>Registration forms</li> <li>Slide show presentation</li> <li>Facilitators' report</li> </ul>	<ul style="list-style-type: none"> <li>Students understood how they could work with the media in promoting gender advocacy by using tools such as press releases, media briefings, interviews, and tip-offs.</li> </ul>