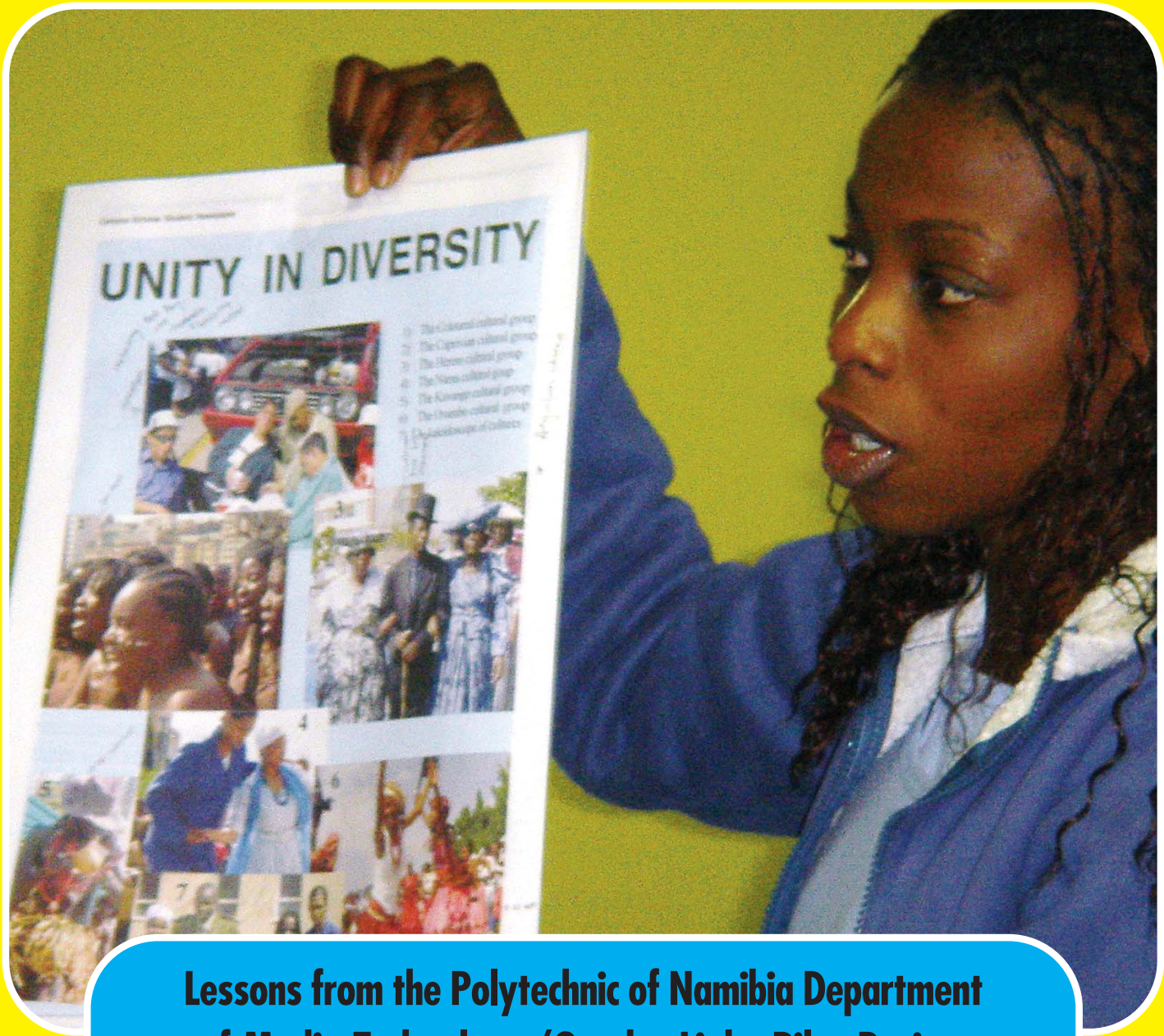
Gender in entry level journalism



Lessons from the Polytechnic of Namibia Department of Media Technology/Gender Links Pilot Project

Edited by Colleen Lowe Morna and Pauliina Shilongo

Gender in entry level journalism:
Lessons from the Polytechnic of Namibia Department of Media Technology/Gender Links Pilot Project
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The pilot project to mainstream gender into entry-level journalism education is a joint initiative of the Department Media Technology (DMT) at the Polytechnic of Namibia (PON) and Gender Links (GL), a Southern Africa NGO that promotes gender equality in and through the media. Head of Department Emily Brown and GL Director Colleen Lowe Morna served as team leaders of the project. Pauliina Shilongo, a lecturer and the champion of the project within the department wrote much of the text for the manual, and co-edited it with Colleen Lowe Morna. PON lecturer Joseph Madimba, part-time lecturer Sarah Taylor, guest trainer Pat Made and GL Deputy Director Kubi Rama contributed to different sections of the primer. The primer is brought to life with anecdotes and examples told by students, based on their first-hand experience. They are acknowledged at appropriate points in the text. A number of Southern African media trainers reviewed the first draft and offered their comments at a peer review session during the Gender and Media Summit in 2004. These included Tara Turkington of the Durban Institute of Technology (DIT); Tobie Wiesse of Stellenbosch University; Jude Mathurine of the Konrad Adenauer Foundation (KAS) and Henry Malunda of the Malawi Institute of Journalism (MIJ). The photos in the primer were all taken during the three year project by Trevor Davies. The Friedrich Ebert Foundation sponsored the mainstreaming project, preparation and printing of this primer.

FOREWORD

The first group of Polytechnic of Namibia (PON) Journalism students graduated at the end of 2004. As far as we are aware, they are the first group of students in Southern Africa, possibly even in the world, to have undergone a media training course in which gender has been systematically integrated into most aspects of their learning over a three year period. Will they be the better for it? Will the training influence what they write and what they produce? Will it help to redress the gender imbalances and insensitivities in the mainstream media?

In 2004, the *National Diploma: Journalism and Communication Technology* – offered in the Department Media Technology at the PON – was evaluated externally for the first time. Comments about the extent to which gender and diversity have featured in the work and thinking of this new department, and how it helped to advance professional standards generally, featured prominently in the report.

Student representatives attested to the numerous opportunities for applied learning that have been opened as a result of the Gender Links/PON pilot project on mainstreaming gender into entry level training. According to the Chairperson of the Higher Education Qualifications Council (HEQC) Evaluation Committee for the Media Programme Advocate Robin Sewlal, "it is laudable to discover that the department is gender-sensitive in the selection of students. Gender-sensitivity is further taken into account in other aspects of the Programme."

This primer documents one of the most far reaching efforts to mainstream gender in media education in Southern Africa, possibly even further afield. Targeting media training institutions, it describes strategies adopted, steps taken and lessons learned, with the aim of inspiring other training institutions to adapt and apply similar processes.

The long term impact of a programme such as this can only be measured with time. But what we do know is that there are no shortcuts to challenging the gender stereotypes that are drummed into all of us from the time we are born, as media trainers and practitioners, through deliberate efforts such as this.

The primer carries honest accounts of moments when students felt that the sensitisation had been carried too far. But it is also full of examples of story values, choices and presentation that are a resounding testimony to the fact that when we stop to think about it, we can change our worldview. Most important, when we do so, we become more thought-provoking, more balanced, and more professional journalists.

Intended as a reflection of lessons learned internally and as a practical tool for other trainers, this primer is a collaborative contribution by staff and students, and by the two partners in the project, to the growing body of literature and practice on gender and the media in Southern Africa. Ultimately, it is part of the unstoppable march towards a Southern Africa in which women and men are free to realise their full potential.

Colleen Lowe Morna
Executive Director, Gender Links

Emily Brown
HOD Department Media Technology, PON

PART 1 BACKGROUND AND CONTEXT

CHAPTER ONE: INTRODUCTION

Key issues

- Recent studies have highlighted the considerable gender disparities in the Southern African media; weaknesses in media professionalism and training and the bias towards technical rather attitude-related training.
- There have been a number of initiatives to integrate gender into media training.
- The PON project is one of the most comprehensive of such initiatives.
- This primer documents the process, experiences and lessons learned with examples and anecdotes. It is not intended as a blueprint but rather as the documentation of a process that others can adapt as appropriate.

Through a gender lens
Nomvula Kondombolo
3rd year student
Media Liaison Officer, Office of the President

The purpose of the media in a democracy is to serve as a watchdog, point out wrongdoings and to instigate corrective action. It follows that the media's performance should also be measured in terms of its role in advancing gender equality.

This can be achieved in many ways: decisions on what constitutes news and which stories to cover; which sources to target for stories; and transformation of the newsroom itself through the appointment and promotion of women in their leadership structures. In most instances, women reach the proverbial glass-ceiling at middle-management level, very early in their careers, and remain there.

Up until my first lesson on gender issues and stereotyping, I regarded the promotion of gender equality as a woman's issue. After three workshops on this issue as part of my media training from 2002 to 2004, monitoring of the local media during 2002, as well as continuous reference to gender issues in class, I am more conscious about the skewed roles that are assigned to men and women.

Whenever I read the newspapers or watch the news I compare the number of male versus female sources. I am also conscious of the types of stories in which women tend to be approached as sources compared to those in which male voices predominate. Also, I assess whether female sources receive a fair placing in the story, or if they are relegated to the last paragraphs of an article or even the back pages of a paper. I also try to assess if the language used implies anything negative about the female source- for example, inferences that she was merely appointed to ensure that the organisation met the affirmative action requirements.

The latest census figures on Namibia indicate that women outnumber their male counterparts by a small percentage. Yet there are few female voices in the news, almost to the point where women are silent. While society blames the subservient role of women on tradition and culture, it is surprising to see that the media also prejudge men and women and their capabilities according to society's expectations. If false, why do men still outnumber women as newsmakers?

I do not lose sight of the fact that media practitioners hail from communities with distinct characteristics and ideologies; are followers of particular political parties or supporters of certain sports clubs. But media practitioners have the task of telling a story in the most truthful way possible, without favour of a particular sex, race or age group, among others. If this is the case, why do media practitioners prejudge the competence of women in important issues, like the finances of a country, or politics, for example?

Despite repeated transformation pledges by local media owners and managers, change is taking place at a snail's pace. However, it is encouraging to note that the local

advertising industry have, for the most part, stopped the use of scantily clad women in their motoring adverts.

As a result of the training I have received on gender issues, I am aware of the inferior roles assigned to women, and I advocate change whenever the opportunity arises. I also create opportunities for dialogue, even during gatherings with people outside the media field.

A very important factor, almost always overlooked, is the role of gatekeepers. An important target in Namibia are sub-editors who play a major role in the end product. Whereas news houses may recruit graduates fresh from journalism school, the reality is that they have to report to their experienced colleagues, who in most cases resist change with everything in their power. So, to ensure change takes place, the role of all levels of players in the media field should be reviewed.

It will take a long time before women get due recognition, not only in the media but in the communities from which they hail. This should, however, not deter activists, legislators, women and supportive men from keeping the wheel turning. One more female voice or the appointment of one more woman in management takes us one step closer to gender equality.

Why this primer

When Gender Links (GL) approached the Department of Media Technology (DMT) at the Polytechnic of Namibia (PON) nearly three years ago to participate in a pilot project to mainstream gender into our new curriculum, the timing was both fortunate and unfortunate.

In October 2001, the Polytechnic Senate approved the curriculum for a new three-year Diploma Programme in Journalism and Communication Technology. No students had yet been admitted, no courses taught. But most staff members at the Department accepted the invitation eagerly as they saw it as an excellent opportunity to implement the important journalistic principles of diversity and inclusiveness to a rather technically-oriented curriculum.

At the time of starting the project, the department conducted informal research into how other journalism and media departments have tackled the issue of mainstreaming gender into their programmes around the world. Our search yielded no precedents, or at least none that had been documented. Many universities and polytechnics offer courses such as Media and Race, or Media and Diversity, even Media and Gender. But we did not find any information on programmes that had systematically mainstreamed gender throughout the curriculum.

This primer attempts to consolidate and share the experiences of the PON pilot project to mainstream gender into a journalism qualification programme. We highlight the successes and challenges. The process has been documented in the hope that our experiences might inspire other departments to look at where gender and diversity stand in their curriculum and practices.

Gender and Media in Southern Africa

In September 2002, GL, the Media Institute of Southern Africa (MISA) and thirty two institutional partners around Southern Africa undertook the most extensive gender and media monitoring project in the region and in the world. Covering twelve countries and spanning one month, the GMBS included over 25 000 news items, compared to the GMMP that covered seventy countries, but just for one day and included approximately 16 000 news items. Outputs of the project included a regional overview report and twelve country studies.

The regional study found that on average, women constitute only 17 percent of news sources in Southern Africa (compared to the global average in the GMMP study of 18 percent). These ranged from women constituting 26 percent of news sources in Angola (the highest) to 11 percent in Malawi (the lowest).

While economic and political coverage took up about a quarter of news time and space, and sports another twenty percent, coverage of gender equality accounted for a mere two percent of the total.

The qualitative research highlights instances of blatant sexist reporting, such as the sexual exploits of the editor of the Windhoek Observer, featured regularly on the back page, or the reed dance in Swaziland reported under the headline: "The great boob show" (GMBS Regional Report: 38-41).

It also highlights the more common but insidious subtle forms of gender stereotypes. Examples include the "Kids Corner" article about different professions in the Bulawayo Chronicle of Zimbabwe where the woman is carrying a pot, while the teacher, police and army officers are men (GMBS Regional Report: 46).

The report highlights the "gender blindness" or failure to source women even where they exist as obvious sources, in many mainstream stories. One example cited is a story from Mauritius on teachers striking, for example, is based entirely on male sources, even though women predominate in the teaching service.

The study found that the highest proportion of media women practitioners (45 percent) is in the TV presenter category, and lowest in the print category (22 percent). Women are more likely to be found in the "soft beats" like social issues and human rights. Yet male reporters are in the majority in all the beats - even gender equality. The study sees the latter as an opportunity, to improve the quality of coverage on this important issue through training male and female journalists.

Gender in the Namibian media

The Namibian media reflects regional trends. The Media Monitoring Project Namibia (MMPN), a project of the MISA Namibia Chapter, has been monitoring the Namibian news media since 2001. The MMPN 2002/2003 annual report, which covers ten months of monitoring from March 2002 to February 2003, reveals even starker findings than the GMBS.

The MMPN study, which monitored only domestic news items compared to the GMBS that included international and sports news, found that only 14 percent of the sources are women, compared to the GMBS finding for Namibia of 19 percent. Most of the media monitored quote documents more often than women (MMPN Annual Report 2002/2003: 2).

The MMPN study found that the vast majority of the media monitored have either no named source or rely on a single source. This applies both to hard news stories, where is might be argued that reporters are under time pressure, and pre-planned event reporting, where reporters have access to a variety of sources. For example, in a story about the launch of a women's employment creation project reported by the Namibian Broadcasting Corporation (NBC) in September 2002, only the male minister was interviewed, while male and female workers featured only as visuals (MMPN Annual Report 2002/2003: 57-66).

The MMPN study also found that overwhelming majority of news emanate from the capital city leaving other regions poorly reported. A closer look at coverage of Karas region in October 2002 found that a large number of the news items from the region were triggered off by a visit of the president, a minister, or other high level government official to that region.

Gender and media training

Of all the strategies to bring about greater gender balance and sensitivity in the media, training remains one of the most important ways of opening the eyes of the media to the more professional reporting and fresh story ideas that gender awareness brings. The challenge is how best to deliver such training.

Media training, like any other, consists of three main components – skills, knowledge and attitudes.

Gender is often viewed as a beat on its own. In that respect it can be classified as a form on knowledge-based training. However, as gender cuts across all areas of reporting, the more challenging form of this training is in changing the mindsets of reporters so that they can recognise the gender dimensions of all stories.

In this respect, gender is an important component of attitude training. This encompasses ethics and the challenging of deeply ingrained prejudices. These may be around race, gender, ethnicity, disability, sexual orientation, HIV/AIDS, or any form of "otherness" that one can think of.

The *Media Training Needs Assessment* commissioned by the NSJ Trust found that with the advent of more commercially-driven media in the region, there is a high demand for basic media training and the acquiring of technical skills to the detriment of issue or knowledge and attitude training. To the extent that there is demand for issue-based training it is invariably in the "hard" areas such as financial reporting.

The marginalising of gender concerns is not unique to the media, or to media training. Across the globe, policy makers and development practitioners have grappled with how to integrate gender considerations into the every day business of governance.

When gender inequalities first began to receive any serious consideration with the First World Conference on Women in Mexico in 1975, most governments responded with what is now referred to as the Women in Development or (WID) response. This involved the token addition of projects specifically to benefit women in their traditional areas of work, like sewing, knitting and small stock, without questioning the roots of their economic, social and political inequalities.

Most media houses and training institutions are indeed still in a "WID" stage. The classic response of the media to pressure from gender activists, especially after the Fourth World Conference on Women in Beijing, has been to devote specific space or air-time to "women's issues". These are seldom about how to get into politics, gain access to credit and land, or set up a thriving business. They are more often in the cookery and lifestyle genres.

Media training institutions in the region typically offer isolated gender and media training courses in the case of in-service training institutions, or as a passing reference in an existing module of entry-level training (for example, under diversity, society, community reporting or some broader umbrella). Where courses are optional, such as in the case of in-service training, the general finding is that gender-specific courses are under-subscribed, and attract a majority of women participants. They fail to reach those who most need to be reached: the cynical male media practitioners and gatekeepers.

The recent trend in development discourse is away from WID towards the Gender and Development (GAD) approach that encompasses two key concepts: the empowerment of women, and changes in the attitudes of men that are essential for equal partnerships to emerge.

Central to the GAD approach is the concept of gender mainstreaming, defined by the UNDP as "*taking account of gender equity concerns in all policy, programme, administrative and financial activities, and in organisational procedures, thereby contributing to a profound organisational transformation*." (Governance for Sustainable Growth and Equity. Report on International Conference, United Nations, New York, 28-30 July, 1997).

Gender Links' approach to gender mainstreaming in media education

Formed in 2001 by Southern Africans with backgrounds in gender and the media, GL has followed a two-prong approach in the training dimensions of its work: at macro-level, developing tools and undertaking training in partnership with media training institutions; and at micro-level working with specific institutions to mainstream gender into their work and to document these processes for possible replication by others.

At a macro-level, GL has offered training courses in partnership with entry-level and in-service training institutions across the region in various beat (or knowledge-based) courses, including gender violence, gender and HIV/AIDS and (with six elections in the

region in 2004) gender and democracy.

In each instance GL has used these training experiences to gather material for, and develop training tools such as *Gender, Media and HIV/AIDS: A training manual for Southern African Communicators*. GL has also developed gender and media training tools in more skills-related fields, such as the training manual developed in partnership with the Southern African Media Services Organisation (SAMSO) called *Picture our Lives: Gender and images in Southern Africa*.

The second major track that GL has followed has been to engage each year with one or two media training institutions over an agreed, extended period of time in providing support for mainstreaming gender into the curriculum and institutional practices.

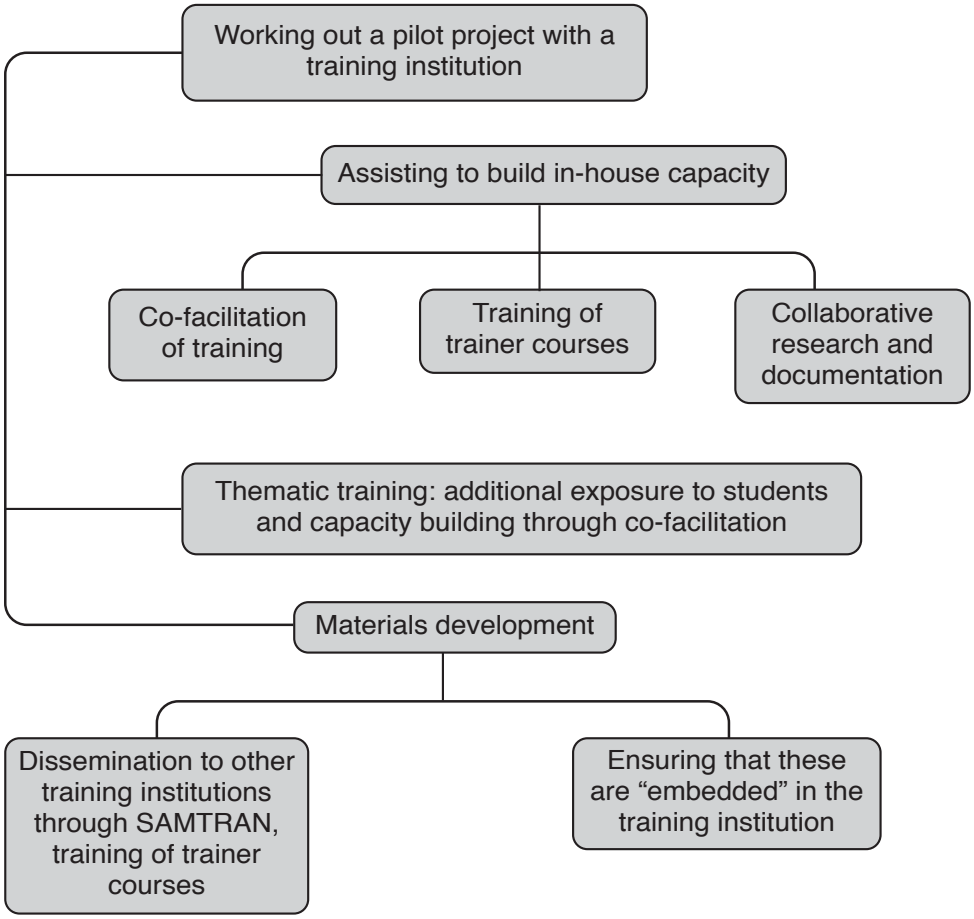
So far, GL has engaged in two such partnerships. The first was a one- year project with an in-service training institution, the Institute for the Advancement of Journalism (IAJ) catering to working media practitioners. The second is the three-year project with a career-oriented, entry-level institution, the Polytechnic of Namibia.

Each project has its own specifics. But broadly the projects have included:

- Agreeing on objectives and work plan with the institution.
- Building in-house capacity through co-facilitation of agreed courses/ modules for gender mainstreaming; and participation as appropriate of trainers in Training of Trainer courses and joint research initiatives, especially the GMBS.
- Deepening of skills and broadening the scope of the programme through special course offerings.
- Development of relevant training materials.
- Dissemination of these materials to other trainers and embedding them within the host institution.

To the extent that the gender mainstreaming pilot projects have relied heavily on identifying champions within institutions and relationship building, they have benefited from the Southern African Media Trainers Network (SAMTRAN). This grew out of the first meeting of regional media trainers organised by the PON alongside the tenth anniversary of the Windhoek Declaration on Press freedom in May 2001.

Figure one: GL approaches to gender mainstreaming in media training



Approach of the primer

Gender in Media Training: A Southern African Tool Kit, produced as a result of the GL and IAJ pilot project to mainstream gender into media training in 2001 targeted media trainers, with a heavy emphasis on methodology. This primer does not offer model curricula or detailed lesson plans.

Rather, it is an account of the steps taken and experiences gained through the three-year pilot project. The hope is that through sharing this experience, other media educators – particularly in Southern Africa – might be encouraged to embark on a similar process.

Structure

The primer is divided into five sections:

- *Part one* explores the background and context, and provides an overview of the PON project.
- *Part two* outlines the institutional context and processes followed in implementing the gender mainstreaming project, including integrating gender into the curriculum.
- *Part three*, on content delivery, gives examples of how gender was integrated into the various components of the three-year training programme.
- *Part four* explores how students applied the principles learned in experiential learning, and how, overall, such training is assessed.
- *Part five* reflects on lessons learned, as well as the possibilities for replicating the project.

Format

Each chapter of the primer consists of:
- A summary of key issues.
- A description of the process followed by the PON, written by those directly involved.
- Examples by students and reflections on their experiences.
- A summary of lessons learned.

CHAPTER TWO: KEY FEATURES OF THE PON PROJECT

Key issues

- The PON media studies diploma sought to raise professional media standards and qualifications in Namibia through catering for new entrants and those already in the field.
- PON sought advice and experience from existing media training institutions in the SADC region.
- Although at the time that GL and PON came up with the gender mainstreaming project the curriculum had already been developed, it has influenced teaching methods and objectives of the course.
- The project spans a number of key areas from devising policy, to curriculum, to content delivery, to assessment and the development of study materials. It is probably one of the most comprehensive gender mainstreaming projects to be undertaken in media education.

The PON media studies programme

Based on research findings showing that 65 percent of media practitioners in Namibia do not have formal qualifications, and that the niche market of the PON is offering a flexible course catering both to new entrants and those already in the field, the media studies programme has three distinctive features:

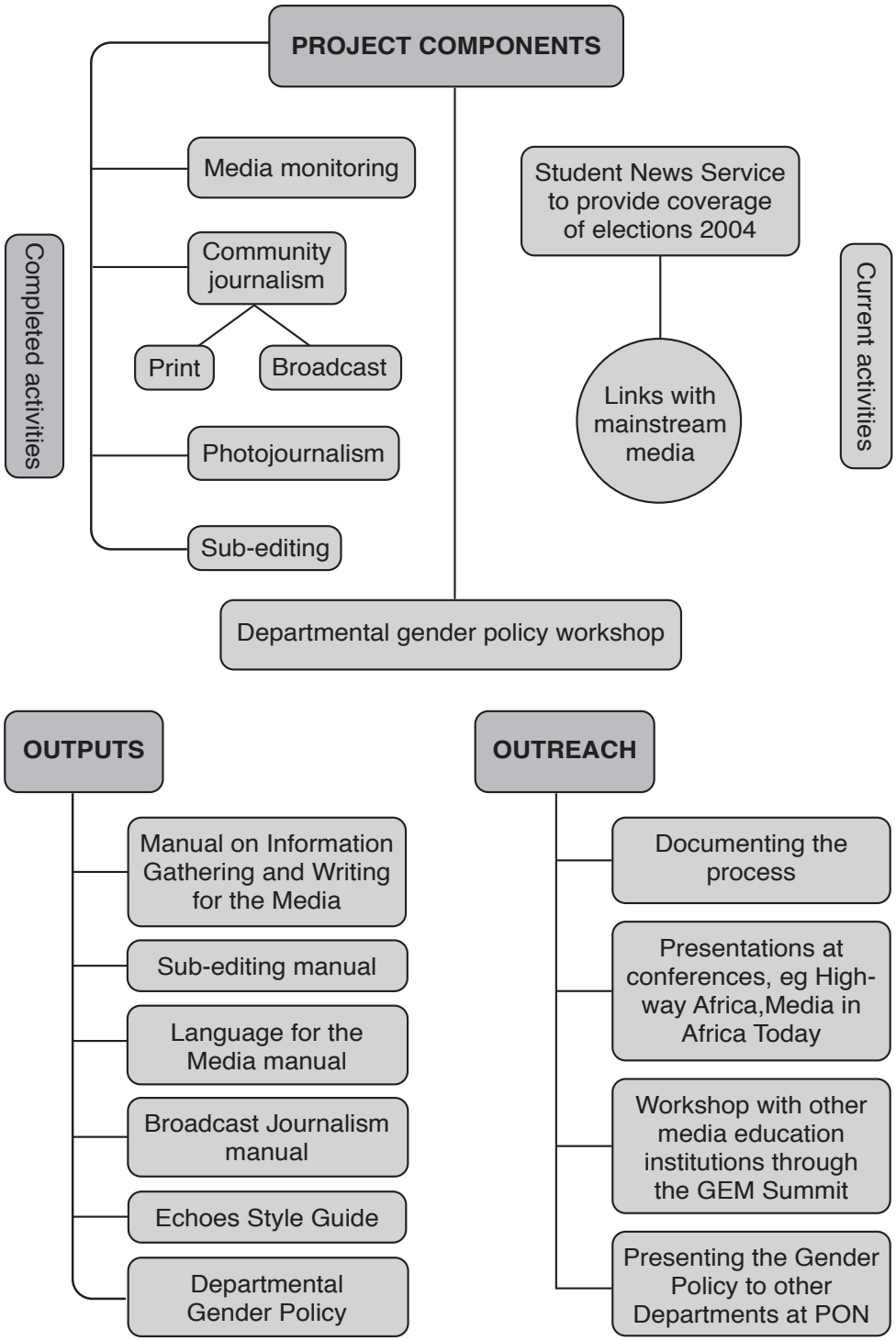
- The programme is offered in the evening to accommodate working media practitioners.
- In the third year the students choose one of three specialisations: Public Relations and Corporate Communication; Journalism and Broadcast Production; and Multimedia Design and Production.
- The Department of Media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

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

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

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

Figure two: Conceptual framework for the PON gender mainstreaming project



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

Table one: Overview of pilot project

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

Methods used

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

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

Frame of reference: Gender aware reporting is good, professional reporting

In all the training, GL and PON proceeded from the premise that gender-aware reporting is good, professional reporting. Accuracy, fairness and balance are the most basic and most important principles of journalism. They are meant to ensure that journalistic texts are factually correct and present all relevant views.

Sex is the most basic of demographic factors. A little over half of the world's population are women and little under half of the world's population are men. Socially constructed gender roles have led to half of the population being made largely invisible in the public sphere.

The fact that women are under-represented and portrayed in limited roles in the media everywhere in the world is not in question. The two Global Media Monitoring Projects, and in Southern Africa the 2002 Gender and Media Baseline Study have put figures to what is apparent from a quick scan through the media. These discrepancies do not constitute good journalism in a technical and ethical sense, nor are they necessarily good for business.

Freedom of expression is about giving voice to everyone. There is a form of self-censorship at work in newsrooms when women, who constitute 52 percent of the world's population, only comprise 18 percent of news sources globally (GMMP 2000) and 17 percent in Southern Africa (GMBS 2002). In the workshops organised by MISA and GL to discuss the GMBS findings, editors repeatedly said that they cover whoever "makes" the news. These "newsmakers" are invariably people in power, and men predominate in these ranks.

However, good journalism is not only about those who make decisions, but also about those who are affected by decisions. Underpinning the findings on gender in the media in Southern Africa is the overwhelming tendency towards single source stories (often emanating from "the minister"), the tendency to report on events rather than issues and the weakness of contextual, analytical reporting.

Why gender aware reporting makes good economic and business sense

Gender aware reporting is often viewed as boring and not newsworthy. Nothing could be more misleading! The following are some of the arguments for gender sensitive reporting:

- ✓ *Freedom of speech:* Giving equal voice and air-time to women, and representing women in their multiple roles in society, is intrinsic to freedom of speech and of expression.
- ✓ *Good governance:* As much as the media has a duty to serve as a watchdog on society, the media itself has a duty to exercise good governance. Gender equality is integral to every dimension of governance – legitimacy, accountability, competence, human rights and the rule of law.
- ✓ *Hidden stories:* Gender-aware reporting will reveal hidden stories. Women's views on the economy and service provision could have a major impact on how we view macroeconomic policy; how services are designed and delivered. Women's views and involvement in politics could redefine the way power is viewed and exercised.
- ✓ *Issue-driven stories:* Such reporting will challenge journalists and editors to go beyond the all too common event-driven reporting to the issue based reporting that media audiences flooded with information but starved of understanding are crying out for.
- ✓ *Fascinating stories:* Nothing touches our lives – men and women – more intimately than gender issues. Far from being soft or dull news, debates and discussions on matters such as choice of termination of pregnancy, sex work and trafficking, paternity rights, drugs for HIV positive and pregnant women are some of the most critical political issues of our time.
- ✓ *Women are a large growth market for the print media:* In most countries, women constitute the highest potential growth market for the print media and have also been shown to be among the most loyal readers.
- ✓ *Women's needs as listeners and viewers:* Few analyses of programming for radio and TV take account of women's time constraints as a result of their multiple roles; or their preferences with regard to content. Gender sensitivity in programming could yield significant business gains.
- ✓ *Women as consumers:* Women make many of the decisions on household spending. In most of our countries in Southern Africa this is yet to be factored into the way advertising is designed.
- ✓ *The new man:* Gender sensitivity in the media is not only about women: it is also about men. The burden of masculinity is one that men are increasingly confronting – with little help from the media. Put simply, who out there is catering for today's new man?

PART 2

FRAMEWORK FOR CHANGE

CHAPTER THREE: POLICY AND PROCESS

Key issues

- Any gender mainstreaming exercise should include the development of a gender policy so that gender considerations are embedded into the institution and do not hinge on a few individuals.
- Although in the case of the PON pilot project the policy making came at the end rather than at the beginning of the process, this stage is recounted at the beginning of the primer because it provides the institutional context, and would ideally be one of the early stages in the process.

Why a gender policy is key
By Dr. Ulrich Schmitt
Vice-Rector Academic Affairs and Research
Polytechnic of Namibia

As the United Nations Children Fund (UNICEF) has pointed out, "socially constructed roles too often thwart the potential of girls and women." The commitment by authorities to levelling the playing field by ensuring equal opportunities to develop all talents plays a significant role.

In line with these obligations, Namibia's Vision 2030 places a strong emphasis on creating a conducive environment for gender equality. To ensure that Namibia is a fair, gender-responsive, caring and committed nation constitutes the first of eight major objectives and is deeply imbedded in the nine principles cherished by the nation.

Some of the objectives set out in Vision 2030 are:

- Women occupy important roles and perform essentials functions in society.
- Opportunities for equitable social and economic development and employment creation available for men and women throughout Namibia.
- Minimum standards ensure equitable access of men and women to services.
- Women and men are well represented in the work place at all levels, and in decision-making positions, including the political arena.

At PON, we know that the educational learning and working environment can open up pathways for all independent of race, gender, age, ethnicity, or religious affiliation. Recognising and addressing discrimination against girls and women is integral to this endeavour and can light the way in fighting against all forms of intolerance and prejudices.

We can create a positive environment by a clear and strong consensus that gender-biased behaviour is inappropriate and unethical. By setting an example, we can strongly contribute to where the nation and society wants to be.

I wish to express my thanks and appreciation to all colleagues of the Department of Media Technology and Journalism not only for developing and implementing a successful programme and for their fruitful co-operation with Namibian and international stakeholders, but also for their resourceful and path-breaking initiatives addressing gender and discrimination issues.

As is common in any new initiative of this nature, the PON project rested heavily at the start on the enthusiasm of one lecturer who has served as the main champion of the project. She, in turn, enjoyed the support of a woman head of department who gave the initiative her full support. By the second year of the project it became apparent, however, that there needed to be much greater buy-in and mobilisation of all the staff in the department. This led to a one day staff retreat at which the GL director made a presentation on gender and the media, followed by a discussion on how this might be integrated into all areas of training. GL's deputy director, a media trainer, followed up this workshop

with mini-individual workshops on incorporating gender into course designs for 2004 (see Chapter four on curriculum).

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

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

Key gender terms

The workshop began with an exercise that involved analysing the *Windhoek Declaration on Press Freedom*. The facilitator posed the question: "Would you consider this a gender-aware document?" Staff participating in the workshop said they would not because nowhere is gender mentioned in all the references to free speech, even though these could be read into such clauses as "ensuring that the voices of communities are heard." This led to a discussion about gender-aware versus gender-blind policies and the need to be explicit about gender, otherwise it is easily lost. Other definitions discussed included gender mainstreaming, gender disaggregated data and gender management systems.

Objectives

The team defined the objectives of the policy as:

- To institutionalise the various processes that have been embarked upon in the PON/GL gender mainstreaming project so that this initiative is not dependent on personalities and becomes integral to the work of the department.
- To develop a template that can be replicated by other training institutions; will form part of the primer being developed as part of the project and will be shared with other training institutions in the region e.g. at the Gender and Media Summit.
- To raise discussion within PON itself on the need for an institution-wide gender policy.

Key gender issues at PON

Group work to analyse the key gender issues at PON divided these issues into:

- ***Internal:*** Although there are roughly equal numbers of male/female staff and students, there are few women in the topmost management structures. Gender biases are also apparent across departments. For example, the secretarial department is almost all women while the vocational training/engineering departments are mostly men. The DMT, through conscious effort, achieved a gender balance in its staff/student intake. However, such a target needs to be spelled out in policy so that it is not left to chance in the future. In addition, it is important to follow through on the gendered dimensions of what happens to students after their graduation and through their careers.

• ***External:*** Course curricula, delivery, and assessment are largely gender-blind.

Gender policy framework

The team listed the following cornerstone documents that require departments within the Polytechnic, as well as all institutions in Namibia, to strive for gender equality:
- PON mission and vision, DMT values (diversity; ethics, professional standards and practice).
- The Constitution.
- National Gender Policy.
- Affirmative Action Act.
- SADC Declaration on Gender and Development.
- Beijing Platform for Action (tenth area of concern)
- The Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW).

Curriculum

The team proposed the following guidelines for ensuring that gender is integrated into all areas of the curriculum. For example:
- ***Information gathering and writing:*** It should be stated that seeking out the views and voices of women and men is an essential element of news gathering, fairness and balance.
- ***Ethics:*** Giving equal voice to women and men, and fair portrayal of both should be spelled out.
- ***Community and society:*** Gender should be one of the important factors of diversity to be considered, along with race and culture.
- ***PR:*** Inter-cultural communication should include consideration of gender power relations and their implications.
- ***Broadcast:*** Gender should form one of the criteria in news analysis.
- ***Language:*** Sexist language and the need to develop alternatives should be considered.
- ***Communication and the law:*** Should include gender-specific case studies, for example the recent sexual harassment case involving Media 24 in South Africa.
- ***Advertising:*** Should include debates on what constitutes a sexist advertisement and how gender stereotypes can be challenged through advertising.
- ***Media entrepreneurship:*** Should include examples of local, media women entrepreneurs such as Gwen Lister of *The Namibian*, rather than just foreign, white males.
- ***Technical areas:*** Women have traditionally been excluded from the technical side of media operations, especially in the electronic media. The curriculum should state the importance of ensuring that women and men participate equally in all areas of media production, especially with the advances in technology (reduction in size and weight) that nullify arguments in the past for excluding women.
- ***Curriculum review:*** The current curriculum, devised before the start of the project, in which there are only a few sporadic references to gender, should be reviewed, and gender made explicit in each area.
- ***The degree programme:*** Gender should be explicitly integrated into the curriculum being devised for the degree programme.

Course delivery and assessment

The team proposed that:
- Course outlines submitted to the Head of Department (HOD) specify how gender is to be integrated into the course.
- Reading assignments and reference material should include texts on gender and the media from materials developed in Namibia and in the region. Several of these are available to PON or are online.
- Gender should form one of the criteria in performance agreements and evaluation, including peer evaluation and evaluation of staff by students.
- Gender should be built into assignments and the HOD will check to ensure that this is the case. At least one assignment in each area of learning should be gender specific.
- Gender should be integrated into the assessment system.
- Gender should be integrated into research (an area of growing importance for DMT) materials development and acquisition.

Human resource issues

Workshop participants recognised that the DMT is limited in the extent to which it can come up with a departmental policy in this area, since these are matters of overall PON policy. However, they noted that there are important targets to be set, and issues to be raised at this higher level including:
- Targets for achieving gender balance in all areas and at all levels of the PON; and for ensuring that the gender balance achieved in the DMT is sustained.
- Mechanisms for achieving these targets, including through the way advertisements are phrased, interview panels constituted and questions posed.
- Revising of the human resource code to make this more gender balanced and family friendly. Issues to be considered include breastfeeding policies; hours of work; paternity leave; the need for a sexual harassment code, education and awareness.

Gender management system

Department staff proposed that the HOD take ultimate responsibility for gender mainstreaming and that this should form part of his/her job description. They stressed, however, that at an institution-level Council and senior management need to take responsibility for gender mainstreaming. Other measures suggested included:
- Champions be appointed in each department.
- Student gender structures be established.
- All these come together in a gender committee that has direct access to the deans/vice rectors.
- Informal structures/processes be encouraged, such as a monthly lunch discussion.

Now that DMT has the support of the Vice-Rector (Academic Affairs and Research), the next step is to take the draft policy to the School of Communication, Legal and Secretarial Studies (in which the DMT resides) Board of Studies meeting, for their comments. Thereafter, it will be submitted and discussed at the Senate Meeting, for approval and adoption.

Lessons learned

- **The "buy-in" process**
  Projects like this are often championed by one or two individuals. While having a champion to lead the process is important to ensure completion of the project, this may cause problems. In the case of PON, one staff member drove the process. Although the project was introduced to the entire staff, many staff members felt it was one individual's "playground" and had little to do with them. As a result, most "mainstreaming gender" activities were introduced to students by this lecturer and many students in turn identified gender with a specific person. This can be counterproductive, especially when trying to engage with students who enter the programme to change attitudes and mindsets.

- **Leadership and communication**
  Leadership plays an important role in the buy-in process. Our experience shows that when the Head of the Department started to push the issue, the attitudes of the rest of the staff changed and the project, as well as gender as an issue, became an accepted part of the Department's practice and values.

- **Resource and staff capacity**
  Lack of resources, especially staff time, is often a real problem in implementing new issues or projects that require planning and preparation. The DMT has been understaffed throughout the project. This problem is common in many academic departments and media organisations.

  The DMT has been in the fortunate position to receive support for the project from the Friedrich Ebert Stiftung. This enabled the department to organise activities like field trips to rural areas and production of newspaper supplements. The partnership with GL provided us with expert support in terms of the content and implementation of the different components of the project. During the last year of the project, the department has realised that it has to find new ways and avenues to keep the process going. With limited budgets, academic departments often struggle to implement activities and initiatives that are seen by the management of the institution as "extra-curricular".

- **Institutionalisation of the process**
  With limited resources, it becomes imperative that "buy-in" extends to the management of the institution which is responsible for the allocation of resources. If the whole institution agrees on the merits of having a gender policy and mainstreaming gender into all programmes of study, this aspect will also be considered in allocating financial resources and approving work loads. At PON, the DMT has introduced its gender policy to the Vice Rector of Academic Affairs, who has shown interest in proposing a similar policy for the whole institution.

- **Blockages from the industry**
  One problem that our working students often express is the lack of appreciation of their newly-learned skills and ideas in actual newsrooms. As DMT will only produce its first graduates at the end of 2004, we do not have experience on what happens to our "gender-sensitised" students once they enter the industry. But it is clear that much more work on gender-sensitisation needs to be done in newsrooms.

CHAPTER FOUR: CURRICULUM

Key issues

- The curriculum of any course is the road map for learners and educators.
- Often gender is implied but not spelt out in media education programmes.
- In the PON experience, there was a direct correlation between gender being mentioned in the curriculum and activities being implemented.
- Yet most DMT staff felt that if gender is to be mentioned in the curriculum, then so should other forms of diversity and this is not practical.
- Staff agreed, however, that having an over-arching gender policy would help to ensure that gender is explicitly integrated into the curriculum.

For educational institutions the curriculum is a central instrument. It sets the objectives and expected outcomes for the programme and outlines how they are to be achieved. The curriculum does not only set out course content. It also describes and specifies the methods, structure, organisation, balance and presentation of the content and its assessment.

Logically, the curriculum should then be the first place to start a mainstreaming process. In practice – like in the case of the PON pilot project – it may very well be the last.

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

Some definitions of curriculum:

The subject matter that teachers and students cover in their studies. It describes and specifies the methods, structure, organization, balance and presentation of the content.
(www.ieawww.org/TAA/Glossary.htm)

A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.
(www.ncrel.org/sdrs/areas/misc/glossary.htm)

A structured plan of intended learning outcomes, underpinning knowledge, skills, behaviour and associated learning experiences. The learning plan is generally organised as a sequenced combination of modules so that a student can achieve specified educational and training outcomes. The curriculum includes the syllabus, teaching guides, an assessment guide and required learning resources.
(www.tafensw.edu.au/students/glossary/welcome.htm)

The curriculum development and approval process at PON

- Identification of the need for a programme/course.
- Approval by Senate to do curriculum development.
- Development of the curriculum and syllabi.
- Wide and deep consultation.
- Endorsement by the programme Advisory Committee.
- Recommendation by the Board of Studies.
- Approval by Senate and Council.

(Polytechnic of Namibia Policy and Procedure for Curriculum Development and Approval)

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

As can be seen from table two below, four out of 26 courses offered for the PON diploma programme students mention gender explicitly and two course syllabi make reference to diversity, which includes gender. The same table shows that courses used as a testing ground in the pilot project were those that specifically made reference to gender or diversity in the syllabus.

Table two: Gender and the DMT curriculum

LEVEL AND TYPE	COURSE NAME	IS GENDER INCLUDED IN THE SYLLABUS	GENDER MAINSTREAMING PROJECT		
			TOPICS	ACTIVITIES	OUTPUTS
Year 1, Semester 1 core course	Language for the Media 1	NO	• Sexist and gender – sensitive language	Guest lectures/ workshop	Language for the media manual
Year 1, Semester 1 core course	Keyboard and Basic Computer Skills	NO			
Year 1, Semester 1 core course	Introduction to Communication Technologies	NO	• Women and men in the media industry	Guest lectures	Textbook being written
Year 1, Semester 1 core course	Information Gathering and Writing for the Media	YES Mentioned in list of course contents	• Media monitoring, • Sources • Story ideas • Angle and focus • News selection	Community Journalism projects, class exercises and assignments, guest lectures and workshops	Two student newspapers Information Gathering and Writing for the Media Manual (being written)
Year 1, Semester 2 core course	Communication Theory	NO	• Effects theories • Interpersonal communication • Non-verbal communication	Class exercises and assignments	
Year 1, Semester 2 core course	Communication and Society	YES Mentioned implicitly in course objectives and explicitly in the list of course contents	• Media monitoring • Consent analysis	Class exercises and assignments	

LEVEL AND TYPE	COURSE NAME	IS GENDER INCLUDED IN THE SYLLABUS	GENDER MAINSTREAMING PROJECT		
			TOPICS	ACTIVITIES	OUTPUTS
Year 1, Semester 2 core course	Introduction to Broadcast Journalism	YES Mentioned in the list of course	• Identification of story ideas • Accessing rural women as sources	Field trips	Manual being written
Year 1, Semester 2 core course	Introduction to Photography	NO	• Images and stereotypes • Roles and portrayal of men and women	Field trips, workshops	
Year 2, Semester 1 core course	Introduction to Multimedia Design and Production	NO		Class exercises and assignments	
Year 2, Semester 1 core course	Print Design, Editing and Production	Mentioned implicitly in the list of course content	• Sources • Stereo-typing • Packaging • Headlines and captions • Pictures	Class exercises and assignments, workshops	Sub-editing manual In-house style guide
Year 2, Semester 1 core course	Language for the Media 2	NO	• Stereo-typing	Workshop, guest lectures assignments	
Year 2, Semester 1 core course	Communi-cation and the LAW	NO			
Year 2, Semester 2 core course	Experiential Learning (six months)	NO	• Diversity in media and communi-cations organisa-tions	Assignments	
Year 3, Semester 1 core course	Communi-cation Ethics	Mentioned implicitly in the list of course contents	• Stereo-typing • Diversity	Guest lecture Case study assignment	
Year 3, Semester 1 core course	Language for the Media 3	YES Mentioned in the list of course contents	• Language, ideology and stereotypes	Class exercises and assignments	

LEVEL AND TYPE	COURSE NAME	IS GENDER INCLUDED IN THE SYLLABUS	GENDER MAINSTREAMING PROJECT		
			TOPICS	ACTIVITIES	OUTPUTS
Year 3, Semester 1 Specialisation elective	Public relations Theory and Practice	NO	• Guest lecture		
Year 3, Semester 1 Specialisation elective	Advanced News Reporting and Writing	NO	• HIV/AIDS and gender	Guest lecture	
Year 3, Semester 1 Specialisation elective	Digital Art and Design	NO			
Year 3, Semester 2 Specialisation elective	Public Relations Campaigns and Special Events	NO			
Year 3, Semester 2 Specialisation elective	Media Advertising Strategies	NO			
Year 3, Semester 2 Specialisation elective	Audio Production	NO			
Year 3, Semester 2 Specialisation elective	Television Production	NO			
Year 3, Semester 2 Specialisation elective	Writing for Multi-media	NO			
Year 3, Semester 2 Specialisation elective	Advanced Web Design	NO			
Year 3, Semester 2 core course	Entrepeneur-ship	NO			

Explicit or implicit?

The question that arises is: does mainstreaming gender mean that gender ought to be explicitly mentioned in every course syllabus? Our experience shows that it helps. Lecturers delivering the courses are not necessarily the ones who developed them in the first place. Broad and implicit syllabi can be interpreted in many different ways. Having a departmental gender and/or diversity policy helps to overcome this problem and can be a practical way to ensure implementation rather than often lengthy and complicated processes of curriculum revision.

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

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

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

The table at ***Annex B*** illustrates some examples of ways in which gender can be integrated into course syllabi. These examples have been developed using courses at the Durban Institute of Technology Journalism Programme curriculum. The examples illustrate ways to mainstream gender into specific learning areas as well into course syllabi.

Integrating gender into the curriculum and writing it into work plans

Part four of this primer describes methods that DMT has employed during the three year project to integrate gender into the delivery and assessment of the JCT curriculum. As part of its support to PON, GL held individual meetings with staff at PON to advise on how they could explicitly integrate gender into their work, even when these might only be implicit. Table three summarises the various ways in which staff did so, and the challenges that they encountered.

Table three: Bringing out gender dimensions in course curricula

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

Engendered curriculum development

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

The starting point for any curriculum is the mission and vision statement and academic values that guide the department and the programme of study.

Table four shows how the DMT values have evolved in three years. Although gender does not feature explicitly in the new list of values, there is a subtle shift towards attitude-based values.

During this process the Department went through a lengthy discussion about the merits and need to explicitly mention gender. In the end, the view that if gender was mentioned then every other aspect of diversity would need to be mentioned, which would not be feasible, won the day.

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

Table four: Comparative table of DMT values

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

Evaluation

Most accredited qualification programmes must undergo an external evaluation at regular intervals. The National Diploma in Journalism and Communication Technology was evaluated in May 2004 by the South African Higher Education Qualification Council (HEQC).

In its report, the evaluation committee commended the department for the strong inclusion of gender in delivery and assessment of the programme. But gender was not one of the criteria used to evaluate the programme. If the evaluation committee had not considered this important, it might have gone unnoticed. Likewise, a programme that makes no effort to integrate gender, or any kind of diversity, can be recommended for full accreditation.

Standards

The Accrediting Council on Education in Journalism and Mass Communications, a body that accredits journalism programmes in the USA has a standard on diversity. It is important that similar standards be set in media education in Southern Africa.

The US Accrediting Council on Education in Journalism and Mass Communications has noted that diversity, one of the 12 currently used standards to accredit journalism and mass communication programmes in the United States, is the standard schools seeking to gain and keep accreditation of their journalism programmes have most often failed to meet.

The ACEJMC's diversity standard has evolved during years from a single question on affirmative action to include complex aspects of academic staff, student body, and content.

"The goal of the diversity standard of the Accrediting Council on Education in Journalism and Mass Communications is to improve daily journalism – to train future journalists how to see a story from more than their own perspective and experience, to recognize the great variety of groups within a community, including the under-reported, and to anticipate questions and reactions from a diverse readership."

Saudra Keys, editor of The Honolulu News and member of the Accrediting Council, puts diversity into the context of accuracy.

"It is true that the diversity standard is based on a sense of what is right. But it is also rooted in a basic operating assumption: that journalism's central obligation is to report the news accurately.

The link between diversity and accuracy was best articulated by leaders of the American Society for Newspapers Editors and Associated Press Managing Editors in 1999, when they launched an industry-wide initiative on the topic.

"We want to accurately reflect the life in our communities", wrote organisers of the National Time-Out for Diversity and Accuracy. "If our newspapers are not inclusive enough to regularly portray the diversity of those communities, then we are presenting a fundamentally inaccurate report. The lack of accuracy undermines our journalistic credibility."

(Source: Diversity: Best Practices, A Handbook for Journalism and Mass Communications Educators. The Accrediting Council on Education in Journalism and Mass Communications, 2003.)

Lessons learned

- **Curriculum planning:** Polytechnics tend to give strong emphasis to industry consultation during planning of new programmes and revising existing programmes. Given that the news industry at large does not yet see gender, diversity and inclusiveness as basic professional practices, the educators should take a lead in this regard.

- **Gender mainstreaming in curriculum:** While there might be a few gender-specific learning areas, gender should be integrated into all learning areas. This requires awareness raising and training for educators so that they see gender as integrated as opposed to an add-on.

- **Skills, values and attitudes and knowledge:** It is critical to identify what the most important skills, values, attitudes and knowledge that any trainee journalist must acquire before leaving the training institution. These should from the basis of a "learning contract" with students when entering the programme in their first year of study.

- **Implementation:** Much depends on the implementation of a curriculum. An "engendered" curriculum does not automatically guarantee that delivery of the courses will take gender into account in all learning components. Likewise, a "gender-blind" curriculum can be turned into a "gender-sensitive" one by ensuring that gender is included in lesson plans, activities and assessments of the courses.

- **Evaluation:** If evaluations include gender and diversity as one of the criteria for granting accreditation, this is a powerful impetus for change.

PART 3 CONTENT DELIVERY

CHAPTER FIVE: GENDER AND DIVERSITY

Key issues

- Understanding the concept of gender and how it is played out in the media and in editorial content is central to all other efforts to integrate gender into media education.

At the outset of the gender mainstreaming project, GL ran a two day workshop for students on what is meant by gender and how gender disparities are reflected in the media. These were reinforced through various guest lectures. The main champion of the gender mainstreaming project in PON participated in a GL Training of Trainer workshop; served as part of the peer review group team for the GL and IAJ manual, *Gender in Media Education: A Southern African Tool Kit* and served as team leader of the GMBS in Namibia. These experiences helped us to develop a basic approach to introducing students to gender and diversity that was reinforced by the lecturer throughout the course. The basic elements of this approach and some of the exercises used are described here because they form a foundation to much of the training offered.

Sex and gender

Understanding the difference between sex, the biological difference between women and men, and gender, the socially constructed roles assigned to men and women, is a critical starting point in any gender training. These terms are frequently confused. For example, arrival and departure forms in South Africa ask travellers what their gender is. This of course is wrong. The question should be what is your sex? Quick quizzes such as the one below can be used to clarify the difference between sex and gender.

FUNCTION	SEX	GENDER
Breastfeeding		
Cooking		
Menstruation		
Managing		
Growing a beard		
Boxing		
Voice breaking		
Knitting		

Breastfeeding, menstruation, growing a beard and the breaking of the voice are biological processes associated with sex. Cooking, managing, boxing and knitting are activities traditionally associated with men or women that have no biological basis. They are therefore a function of gender, or a social construct. The list is not exhaustive - participants can be invited to add more examples. Another approach is to distribute cards and ask participants to list functions of men and women, and then pin these up on separate walls under the headings “sex” or “gender”.

Definitions:

Sex – describes the biological difference between men and women. Men produce sperm; women become pregnant, bear and breastfeed children.

Gender – describes the socially constructed differences between men and women, which can change over time and which vary within a given society from one society

to the next. Our gender identity determines how we are perceived and how we are expected to behave as men and women.

Gender relations – describes the social relationships between women and men. These are socially constituted and do not derive from biology. Biological differences are permanent – with the rare exception of those who undergo sex changes. Gender relations are dynamic. They are shaped through the history of social relations and interactions. They vary over time and place and between different groups of people. They may also be impacted by other factors, such as race, class, ethnicity and disability.

Sex and gender roles

As a next stage, students were asked to look at ways in which gender roles are constructed: socially, politically and economically in every country of the world by filling out the table below:

SEX AND GENDER ROLES

ROLES AND ASSUMED ROLES	WOMAN	MAN
REPRODUCTIVE WORK = BIOLOGICALLY DETERMINED		
PRODUCTIVE WORK = SOCIALLY DETERMINED		
HOME		
COMMUNITY		
WORK PLACE		
PERSONALITY TRAITS = SOCIALLY DETERMINED		

The reproductive role is the only one that is biologically determined. The roles in the home, community and work place are "grafted" onto these biological roles. Thus it is assumed that because women give birth to children, they must care for them and for the home and offer voluntary "care" services in the community. Gender stereotypes are carried into the work place, where women predominate in the "care" professions like being secretaries, nurses, domestic workers etc. Men, on the other hand, are assumed to "provide" and "protect" and they take on "control" work in the community and work place. They are the politicians, managers and decision-makers working in industry, business etc.

Through interactive questions and answers, one can draw out what is amiss with these "socially constructed roles". For example:

1. They lead to **stereotyping**. No individual exists in a little box like this. It's possible for men to raise children, and for women to lead nations. It's also possible to be caring and to be ambitious; to be emotional and to be strong.
2. The effect of the roles that women are assigned is to make them inferior to men in almost every way, in almost every country:
   - **Economically,** the work that women do in the home is unpaid, and most women's work in the community is voluntary. When women do enter the "formal economy" they earn, on average, almost half what men earn because "care work" is not as valued in our society as work that involves "control".
   - **Politically,** whether in the home, community or in the nation, women are glaringly absent from decision-making. This makes a mockery of concepts of equal participation, citizenship, democracy, responsive governance etc.
   - **Socially,** women are often minors their whole lives, answerable first to their fathers, then to their husbands, and later in life even to their sons, and their brother-in-laws.
   - **Gender violence:** The ultimate expression of any difference in power relations is violence. This kind of violence is even more frightening than others because it is often socially condoned. The man is "expected" to be strong and assertive and in control – to the point of being violent. The woman is expected to suffer in silence. She is frequently blamed and blames herself for any breakdown in relationships.

Definitions

Reproductive work comprises the child bearing/rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the maintenance of the work force (husband and working children) and the future workforce (infants and school going children).

Productive work comprises work done by both women and men for payment in cash or kind. It includes both market place production with an exchange value, and subsistence/home production with an actual use value, but also a potential exchange value. For women in agricultural production this includes work as independent farmers, peasant's wives and wageworkers.

Community managing comprises activities undertaken by women primarily at the community level, as an extension of their reproductive role. This is to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. It is voluntary unpaid work, undertaken in free time.

Community politics: In contrast to community managing, community politics comprises activities undertaken by men at the community level organizing at the formal political level. It is usually paid work, either directly or indirectly, through wages or increases in status and power.

Source: Gender Planning and Development: Theory Practice and Training, Caroline O.N. Moser.

Gender stereotypes

What is a stereotype? It is often useful to use an example to explain stereotypes. For instance, a South African woman went to a conference in London. She was to be met by a British driver who had been given her name. They missed each other at the arrival hall. He went on his way. The stranded woman phoned the conference organisers who in turn phoned the driver on his cell phone. He returned to look for participant. They still missed each other. Eventually the woman took a taxi. When the two finally met, the driver said: "When I heard you came from Africa, I assumed you must be black!" The conference participant was white, but had a Zulu surname through marriage.

Stereotypes may be rooted in certain objective realities. In the above instance, for example, it is understandable to assume that a woman from Africa would be black, since the majority of African women are black. The problem with stereotyping is that it then takes generalities as norms, and often these are given a negative connotation. Life is complex. People are complex. Cultures are complex. No one exists in a little box. Remember: any time there is an exception to a rule, the rule no longer holds. So best to be careful about making rules!

Definitions

Stereotypes: Reducing a person to a mere instance of a characteristic (Oxford English Dictionary).

Gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.

A good way to get students to think about the gender stereotypes all around them is to divide them into groups, and ask each group to take about half an hour to brainstorm and come up with:

a) Examples of how gender stereotypes are conveyed in our society and
b) How they can be challenged, under the following themes:

1. Proverbs, idioms and sayings.
2. Songs (sing a few lyrics from well known songs).
3. Soap operas, drama and popular culture (act out a scene).
4. Custom, culture, religion.
5. Education.

In plenary: As examples are being given, categorise them on a flip chart according to the framework below:

EXAMPLE	SOURCE	WHAT IS SAID ABOUT MEN	WHAT IS SAID ABOUT WOMEN

Now examine the two last columns.
1. What are the predominant perceptions of men and women that are transmitted to us every day through language, popular culture, the mainstream media etc?
2. What impact do these have?
3. How can stereotypes be changed?

Gender stereotypes within the media

After exploring gender stereotypes in society, the issue should be brought closer home by examining how gender stereotypes are reflected in newsrooms and work environments familiar to participants. A simple tool to use is the table below:

POSITIONS	MEN		WOMEN	
	NUMBERS	%	NUMBERS	%
RANK				
MANAGEMENT				
PROFESSIONAL				
ADMINISTRATIVE				
BEATS				
"SOFT" BEATS				
"HARD" BEATS				

This exercise invariably reveals a high proportion of men in the management and "hard news" categories, with women predominating in the administrative and "soft beat" categories.

Gender biases in editorial content

Mini monitoring exercises were often used with students to make the basic point about gender in editorial content. Students then had the chance to explore this much further in the monitoring assignment (see next chapter). The basic exercise involves bringing in a range of the day's or week's newspapers. Participants are divided into groups and given a publication to analyse. They are asked to count the number of women and men in the pictures they see, and to calculate the percentage of women, and the percentage of men. The exercise should include adverts, and include all pages. Group photos should also be included. Girls should be counted at women and boys as men. Make a note of the roles that are portrayed. During the report back, the information should be compiled on a flipchart in a simple table as follows:

PUBLICATION	% MEN	ROLES	% WOMEN	ROLES

This exercise can also be done with the electronic media by taping the morning or previous night's news on TV or on radio.

It can be extended to news sources by a) taking at least one story from each newspaper and identifying the sources, and then counting how many of these are women and how many are men; or b) recording a radio news programme with actuality and counting how many of these are women and how many are men, and in what roles.

The exercises are a telling way of demonstrating gender biases in the media, since they are not in any way contrived. In almost every instance, no matter which part of the world you are in, women comprise on quarter or less of the images and sources of news. While men are portrayed in diverse roles – in politics, business, the economy, sport etc – women are overwhelmingly entertainers, sex objects, or victims of violence. Women in the region are seldon portrayed as farmers, traders, peace builders, community activists, aspiring politicians etc.

Gender blind vs. gender aware reporting

The discussion invariably moved on to the effect of gender-blind reporting and what we miss out in this process. An example that sparked much discussion is an article from a Zambian newspaper just before the elections, entitled *"Peoples View of a New President"* that has photographs of only men; interviews only men, and includes the sub-title *"The*

best man for the job" (although two out of seven presidential candidates were women).

The example shows that because women, and various categories of women, are virtually invisible, simply assuming that policies designed for people will benefit women and men equally is a naive assumption. A conscious effort has to be made, in conceptualising, implementing, monitoring and evaluating projects, to ensure that the concerns of women have been taken into account and that they benefit equally. Similarly, women's voices, and especially specific categories of women's voices, will remain invisible under the guise of "people" unless reporters are trained to seek out the voices and views of men *and* women. This is the difference between gender-blind, and gender-aware reporting, and is also the essence of good journalism.

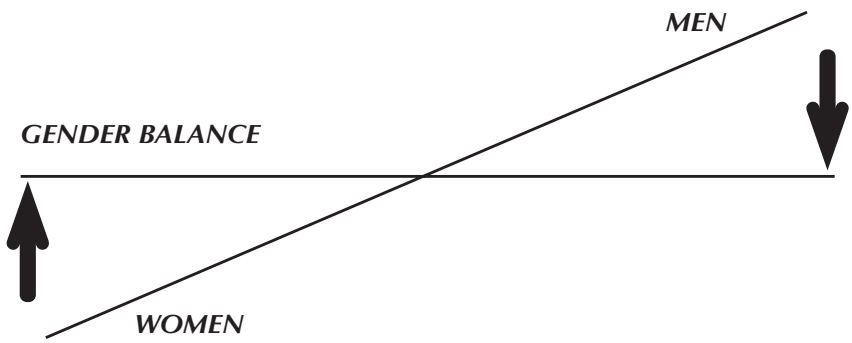
Definitions

Gender-blind policies recognise no differences between the sexes. They mistakenly assume that men and male norms represent the norm for all human beings. As a result, they incorporate biases in favour of existing gender relations and therefore exclude women.

Gender-aware policies recognise that women, as well as men, have an important role to play in society; that the nature of women's involvement is determined by gender relations, who make their involvement different and often unequal; and that consequently women have different needs, interests and priorities, which may sometimes conflict with those of men.

Women vs. gender – the role of men

The media, like other sectors of society, frequently falls into the trap of using the terms "women" and "gender" interchangeably. The key to achieving gender balance and to avoiding a backlash is recognising that a) gender equality is not just about women; it also about men and that b) the baggage that goes with masculinity is not necessarily pleasant. The example of the see-saw was used to ask what changes need to take place for both men and women if gender equality is to become a reality and how would both sexes benefit?



This simple example, if used in discussion, can help to clear many cobwebs. Clearly, if gender equality is to be achieved, women must be empowered, to overcome the deeply ingrained structural barriers to gender equality that include cultural, religious, social, economic, political and media dimensions; and are often exacerbated by the intersection of race, class, disability, urban/ rural divide, xenophobia, and other forms of oppression. Men have to give up something. Power is never given up easily, and so this will be resisted, including with a possible backlash. But the best way to convince men is through the **enlightened self-interest approach**. A major reason for the demise of apartheid was that it simply was not good economics to keep 87 percent of the population, and of the market, poor. Similarly, it's bad economics to prevent over half the world's population from achieving its full economic potential. Men who take a keen interest in their children often feel a greater sense of fulfillment than those who simply "provide for", and "protect" their families. Yet repeatedly the media reinforces the stereotype that only women care about children and the family.

So what is gender mainstreaming in the media?

At this stage of the discussion, students were asked to reflect on the situation in their media and in the country generally. They were asked to look again at the day's newspapers and see how stories could be rewritten from a gender-aware perspective, and what difference this would make. Examples that came up included a story about textile factories, in which the majority of employees were women, closing, yet only the male manager got interviewed. Participants agreed that if the women themselves had been interviewed the story would both be more professional, more balanced and more interesting.

Definition

Gender mainstreaming: "Taking account of gender equity concerns in all policy, programme, administrative and financial activities, and in organisational procedures, thereby contributing to a profound organizational transformation." (UNDP)

CHAPTER SIX: MONITORING AND PITCHING

Key issues

- Monitoring the media provided students with a deeper understanding of the gender gaps and biases in the media, as well as an essential tool for generating story ideas.
- The pitching exercise that followed demonstrated some of the practical problems that journalists face when they try to pitch gender-aware story ideas to editors.

News reporting and writing courses, whatever they might be called, consist of the same basic issues and skills. It is also an area that most naturally lends itself to gender mainstreaming, be it in studying news values, learning, interviewing skills or the language of news.

GL facilitated two workshops on gender tailored to address issues the students were facing while preparing and writing their stories for *Echoes*, a community media supplement produced by the students and carried by *The Namibian*.

These workshops also prepared the students to undertake a media monitoring assignment, during which the students identified stories with gender perspectives and stories which lacked gender perspectives, but which could have been enhanced by a gender-aware approach. Students also developed story ideas based on this monitoring and presented them to two editors (Eberhardt Hoffman from *Allgemeine Zeitung* and Farayi Munyuki from the *Namibia Press Association* or NAMPA) in a "diary meeting". This assignment generated examples and case studies for the basic reporting manual and for further use in subjects like sub-editing.

The following is the briefing note given to students for the monitoring exercise:

Finding the gender issues in your monitoring

The world over, women are under-represented in the media. They are also portrayed in stereotypical ways that reinforce the notion that women are just bodies without minds; they are only concerned about the home and domestic issues; they are objects to be pitied rather than human beings with hopes, dreams and aspirations. Men are also sometimes portrayed in ways that emphasise strength, dominance and a lack of caring. Stereotypes are not only simplistic and often wrong; they don't help to move us towards a society that is just and fair, where every human being, male or female has the chance to recongnise their full human potential. The media has an important role to play not only in avoiding but in *challenging* stereotypes. In your monitoring look out for the following:

1. **Blatant sexism:** Although most newspapers now avoid blatantly sexist stories and comments, occasionally these do creep in.
2. **Who speaks, and who speaks on what?**
   As a journalist you should always ask who the sources are any time you read a story. But add another question: how many male and how many female sources are there? This is often revealing:

   - In many instances there are no women sources at all (gender-blind story).
   - Often women are not consulted on issues that affect them directly (for example a story about textile factories closing down in which the views of employees, the majority of whom are women, are not consulted).
   - Many stories in the media in Southern Africa suffer from being single-source stories with the single source often an official spokesperson or voice of authority (invariably these are men).
   - In cases in which women are interviewed, this is often done in a patronising way, for example referring to women by their first names and in familial relationships that detract from their professional perspectives on the issue at hand.

3. **Gender bias:** Be on the look out for assumptions made as a result of gender biases that may result in misleading conclusions, for example:
   - A story entitled *"Sex crazed gang rapes women"* giving the impression that men rape because they are "sex crazed" and justifying the act of rape on this basis.
   - A story entitled *"Sex pest judgment is a victory for women"* giving the impression that sexual assault is only a concern of women and not of society as a whole.
   - The coverage of the Baartman case, which in castigating colonial authorities for dehumanising her, perpetuated the same stereotypes about her physique as those of colonial masters.
   - Language (for example a story entitled, *"The Evolution of Man"*)
   - Backlash (for example a letter to the editor entitled: *"Women's rights, its all hypocrisy"*. Are views such as this challenged?)
   - Missing stories, for example, the role of men in parenting.

What is meant by mainstreaming gender in the media?

- Views of women and men are consulted.
- On an issue concerning women, women themselves state their case.
- Gender is a societal issue, not a woman's issue.
- Women are treated neither as objects nor as flawless – they are human beings with strengths and weaknesses.
- Men are not stereotyped.
- New angles emerge of a society in transition.

Linkages: The Gender and Media Baseline Study

The analysis by the students revealed that there are very few gender-aware stories in the Namibian media. Some students went on to become part of the monitoring team for the Gender and Media Baseline Study (GMBS) conducted in Namibia and in the rest of Southern Africa in September 2002. As the account in the box below shows, this helped to develop the student's awareness of gender blindness in the media, as well as strategies for change.

What I learned from my participation in the GMBS
Chris Ndivanga
3rd year student

The exercise was both a learning process and an eye-opener for me. The basic lesson from the exercise is the awareness and critical analytical approach that has been created in me when looking at news stories.

"Who speaks, who speaks on what, who creates the news, and who reports on what" have become important elements to me when reading news stories. By identifying these factors I can determine the seriousness and credibility of news stories. This is a very important lesson.

The GMBS was an eye-opener to me because I became aware when treading on "dangerous ground". I can now easily detect "gender-blindness" in news stories.

The exercise awakened other kinds of awareness in me. For example, I became conscious that most news stories about Africans are written from a Western perspective. African cultural values and beliefs are seen to be inferior or taboo according to Western cultures.

Gender Links online Virtual Centre Resource

GL used the material from the GMBS to create an online resource centre for trainers using artefacts produced by writers and photographers from the region. The artefacts have been transformed into case studies. These can be searched according to country, theme and functional aspect of media training that they demonstrate.

An important part of the package for trainers is the inclusion of trainer's notes in each case study. The notes provide a lesson plan and a method for running a particular session. The actual article is available and may be printed for use in lectures. A related section is a general section on trainer's tools. In this section you will find a range of handouts, check lists and useful training aids. The website address for the VRC is www.genderlinks.org.za/vec/.

The champion of the gender mainstreaming project at PON took part in the training of trainers on the VRC and has used this resource extensively in her training, adding local examples as appropriate.

Story ideas and presenting them

The ability to generate fresh and interesting story ideas is a coveted skill in a journalist and an excellent way to introduce new ways of looking at much-covered issues. However, coming up with brilliant story ideas is not enough. Knowing how to present them to editors so that they will "buy" them is another important skill. Practising the skill of pitching story ideas to real editors is an invaluable learning experience for students.

As our students learned in the pitching exercises organised with editors of the Namibian media, editors may not see the value of a gender-aware approach to stories. Due to last-minute cancellations by female editors, the panel consisted of two male editors. A female student who had found out during her monitoring that out of 43 business stories she monitored not one story featured a woman as a source presented a story idea about women entrepreneurs in the country. One of the editors summarily dismissed the idea as having been presented with "an attitude." He then went on to say that he would consider placing the story in the women's pages. The student recounts her experience:

Gender balance and "old school" editors
By Nomvula Kondombolo

New entrants to the journalism field almost always face opposition from their seasoned colleagues and immediate superiors.

The rookie reporter is blamed for poor stories or uninteresting articles that go out to the public. The influence of sub-editors and editors in the final stories that appear in the local newspapers and on radio and television is overlooked and in some instances even downplayed.

When young journalists try to institute change, they face barriers that seem impossible to overcome. Journalists and editors with decades of experience, who fear change more than anything else, stand in the way.

During my first year as a Journalism and Communications student, we had two guest editors from local media houses. When I presented my ideas, the guest editor to whom I was pitching shot down every idea I gave. He even told me that I was a journalist and not an activist for a women's group.

The one idea I pitched was about an unemployed, HIV positive mother who wanted to make sure her children would be well-taken care of once she has passed on. The other story idea concerned women in business, after I discovered through my monitoring that in the 43 economic stories I monitored, not single one of them featured women.

The editor seemed determined to steer us towards the more traditional way of reporting and discouraged us from coming up with new kinds of story ideas. As far as I'm concerned he just used his seniority to decide a story wasn't good enough and did not give clear reasons why these stories could not be explored.

In instances like this, the journalist should not abandon his/her ideas just because they face resistance. They should push their way through that invisible wall of dogmatism and justify why they think the story deserves to be covered.

Examples of story ideas generated by JCT students:

Despite some of the hiccups, the list of stories below demonstrates the kinds of story ideas that have been generated as a result of gender-awareness training:

- **Underage sex workers in Namibia:** The number of children being forced by their parents to sell their bodies for money is rising. Why do parents sell their kids for their own benefit? Who are they, what is the main cause, and what are the consequences?

- **Are we socialising our children into age-old stereotypical roles?** For example, many boys still don't go into the kitchen, while girls are expected to help with the house work. We will speak to the parents of grown up children as well as those with small children on their styles of raising children. We will also speak to some youths on the way they were raised and to psychologists and social workers on this issue.

- **Women in politics:** The story is pegged to the recent local government elections. Has there been an increase in the representation of women? What are the hindrances or obstacles to women in the political arena? We will speak to women ministers, deputy ministers, councilors of local authorities and the public.

- **Traditional circumcision – good or bad?** Should traditional circumcision of young boys be continued or is it a practice of the past? On May 26 *The Namibian* reported that two young boys died after a traditional circumcision. They are said to have bled to death. We will speak to traditional leaders, healers, citizens and the parents of the two boys who died.

- **Single parents:** Single parents, especially young teenage girls, are struggling to provide everything to their children alone. What are the main reasons for single-parent families? What can be done to assist them, and what steps should be taken to unite them with their families, as well as encourage fathers to be more involved in the raising of their children?

Lessons learned

How to argue the case that gender-aware reporting is good reporting: The pitching exercise provided a useful learning point about how gender-awareness training needs to include strong professional arguments and assertiveness training. In the case of the proposed story on women in business, the main line of argument could have been that since women's voices are not heard at all on the beat, a story about women in business is new and therefore newsworthy. It may also appeal to a new segment of readers.

Targeting media decision-makers: Clearly, another lesson is the importance of gender awareness training not only among media practitioners, but also among media decision-makers.

CHAPTER SEVEN: COMMUNITY JOURNALISM

Key issues

- The second stage of the information gathering and writing module of the curriculum involved a community journalism project. The gender mainstreaming project provided for a supplement to be produced as part of the training. This was carried by a mainstream newspaper.
- The field work and supplement brought to life many of the day-to-day gender issues that confront journalists. It also provided rich material for the basic journalism manual.

Gender and diversity in the field
By Denver Isaacs
2nd year student

Since I started the National Diploma in Journalism course in 2003, gender balance has been one of the most frequently touched subjects in lectures.

Whether we were in an *"Information Gathering and Writing for the Media"* lecture, or on a field trip in Okakarara, we were constantly being reminded to balance male and female sources.

I think that the training has been useful, as it has helped me get more information than I would have otherwise sought. Without it, I might have been content with similar comments from various men in leading positions, while missing out on more diverse opinions from those who are generally more desolate.

Although I still find that some women do not want to talk to journalists, and would rather send you to speak to a man nearby, I have found that generally, women have different ways of looking at an issue than men.

An example of this is the vendor profile that I did on Oscar Locke in the July 2004 issue of *The Big Issue Namibia*.

While Locke was more concerned about making an income, his mother's primary concern was his safety. Through talking about this, she allowed me to see the dangers in the area in which they live.

The training not only had the direct effect of making me more aware of the different views that men and women might have on the same topic, but also forced me to look at other forms of diversity. While planning for a story, I think about interviewing people from all levels of society, something that comes from having a gender consciousness.

I have also been able to move away from stereotyping, which I have realised through the training creeps easily and unnoticeably into writing. For example, in the April 2004 issue of *The Big Issue Namibia,* I had written a news story on the Women's Action for Development (WAD)'s new training centre in Okakarara.

I interviewed a young man there who wanted to start a hair salon, and would have probably missed his story had I walked in there with preconceived ideas about a man's place, and about this being a "women only function." I think I might also have opened the eyes of many other men, who probably also thought that this was only a women's thing, who might still benefit from the training offered at that training centre.

However, as the diploma course progressed, some of the students in my class became a bit irritated. A debate started to arise on whether or not it is necessary to have so much of the same topic discussed.

Some believed that since we now know the basics, it is a matter of attitude, and is no longer something that needs to be hammered home in every class.

They thought that the time would be better spent teaching shorthand courses, or workshops on software we were using for video production and layout design.

At the end of the day, I think that we are the better for the consistent gender-awareness training. Although I agree with those who say that it is now up to us to apply this knowledge, I do think that regular reminders are needed to ensure that we stay on guard.

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

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

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

The process consisted of the following:

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

The topics and sources of the stories in the publication reflect an awareness of the need to include a wide variety of perspectives and to recognise relevant gender dimensions. The topics included an investigate piece about sex work, problems residents face in a new and isolated housing settlement and challenges of daily living in informal settlements in which the views of women and men are equally represented. The examples below illustrate some of the gender-related issues raised in the training.

Sensitive and complex topics

The front-page story on sex work in the supplement is an example of some of the more thought-provoking gender issues that arose during training. Initially, the group wanted to do a piece on crime, but when they pitched the idea with the rest of the class this was felt to be too obvious. A member of the team mentioned that they had noticed a lot of sex work in the area. When asked why they did not pursue this angle, the group said they did not know if they could get sex workers to talk to them. A lengthy discussion followed on what sex work is; its social and economic context.

The group agreed to try this angle. They went back and found the sex workers quite accessible. As they talked to them, the learned a great deal about their backgrounds. This yielded a story with a different perspective to the norm on sex work (see below). It also raised issues around imaging, since in the end the group had to arrange for a posed picture.

echoes

TECHNOLOGY AND DEVELOPMENT

THURSDAY 13 JUNE 2002 POLYTECHNIC OF NAMIBIA COMMUNITY JOURNALISM PROJECT

Sex worker trapped in a vicious circle of violence

• Kalilo M Kambo

Watching Shila (not her real name) going about her business of soliciting clients on the back streets of Windhoek, one would never imagine what burns inside this complex soul.

To most residents of Windhoek, sex work is part of a seedy underworld they would prefer not to acknowledge, let alone (if they are men) admit to patronizing.

Take the unusual step of just talking to a woman like Shila, one of Windhoek's growing number of well turned out and business-like sex workers, and you will realize that her life is but another reflection of the economic and physical violence that plagues Namibian women.

Shila said she turned to this work because she was abused and molested by her step- father who treated her as punch bag and raped her. Her step- brothers and sisters also used to beat her up a lot and humiliated her: "I was the oldest child in the family because I had a different father from others," she explained.

Not wishing to tell her mother what her step- father did to her because her mother had a weak heart, Shila left home at age 15 and has since made her living on the streets.

Shila has no drug problems or addictions, although she drinks alcohol and smokes to "free her from any inhibitions" to approaching clients and speaking to them freely. Shila has one child who lives with her grandmother since the father of her child died some years back.

In the post mortem of *Echoes* conducted at the offices of *The Namibian,* the editor of the Namibian provoked an interesting and important debate on whether or not this had been ethical. The group agreed that to the extent the photo had been posed, the caption should have reflected this.

The cropping of the picture - to focus on the business transaction rather than on the bare legs of the woman - also provoked an interesting debate. The group agreed that in most news rooms the focus would have been on the former.

The main news story gave rise to three analytical stories and vox pops on whether or not sex work should be legalised. This topic had hardly featured in the Namibian media. Contrary to the conventional wisdom that gender is boring, the exercise showed that gender issues are interesting, topical and thought provoking.

Selecting sources

A story about a dispute over fencing-off a dam on the outskirts of Windhoek served as an example of how gender awareness can enrich a story (see below). A man who earns a living from fishing in the dam was upset about his loss of a livelihood. But a woman spoke up in favour of fencing off the dam because of the danger of children drowning. It is a simple yet effective example that shows why it is important to consult the views of women and men on every day issues.

Community Split Over Fencing Of Goreangab Dam

• Caroline Sitongo

A bitter controversy is brewing over the fencing and "upgrading" of Goreangab dam for recreational purposes between those who make a living fishing from the dam and those less dependent on it for their everyday survival.

Part of the dam has already been fenced off. According to Sakaria Amewe, caretaker for the recreation office at Goreangab dam, the part that is not yet fenced off is waiting for approval of the budget for the City Council.

The fencing off of the area will probably be finished between August and September 2002, said Amewe. "People will not be allowed to fish anymore. They can fish on the other side that does not belong to the municipality."

Matthew Aluteni, who supports his family in the north from fishing in Goreangab dam, is one of many fishermen who face a stark future. Unemployed, a husband, and father of 3 children, Aluteni sells some of the fish that he catches and eats the rest. "The little money that I get I send to my wife and children who live in the north. If the Municipality

Matthew Aluteni fears losing the income generated through fishing in the dam.

Study materials

The main tangible outputs of the project are study materials for the different courses taught in the diploma programme. At the curriculum development stage staff at DMT identified the development of locally relevant study material as key to successful delivery of the curriculum and achieving the programme's mission and objectives. The community journalism project provided rich source material for the *Manual on Information Gathering and Writing for the Media*.

Raymond Joseph, a South African journalist and expert in community media wrote the core chapters of the book. GL and PON staff involved in the gender main- streaming project edited and expanded on the text, using examples from the monitoring and community journalism projects, to ensure that gender is mainstreamed throughout the text. The manual also draws on contributions from Namibian media practitioners. The manual was further tested with students of the Information Gathering and Writing for the Media course in 2003 and 2004 and it will be printed in 2005.

Lessons learned

For many students, the community journalism project and the supplement provided the first opportunity to see their stories in print. The gender mainstreaming project contributed in tangible ways to the student's learning and motivation as reflected in the following comments made by students in an evaluation after the exercise:

- "The paper and my story which made it to the second page were useful in the sense that the same people whom I interviewed called me and asked when I will do another story on them."
- "This was very useful. In fact, there should be more writing projects because they are good for those journalists who haven't been practising in the trade."
- "This was wonderful preparation for those who want to go into print media."
- "After my story was published in *Echoes*, I realised where I can improve in reporting."
- "*Echoes* helped to make it easier to know how to report on community issues."
- "This project was presented too early in the term. Students should be involved in more aspects of the production. It was nevertheless a very useful exercise which should be done in all three years of the Diploma."

CHAPTER EIGHT: EDITING AND LANGUAGE

Key issues

- Many gender biases creep in at the sub-editing stage with the creation of headlines, positioning of stories, captions etc.
- In Year Two of the gender mainstreaming project, the students who created *Echoes* got to edit the work of the first year students. They learned first hand that gender awareness does not end with writing the story.

Gender through the eyes of a sub-editor
By Sarah Taylor, editor of *The Big Issue Namibia*

Mainstreaming gender (and other issues of diversity) into any journalism / media technology course is critical, as the 2003 GMBS showed. With more than 80 percent of the voices in the Namibian media coming from men, it is clear that we as trainers need to ensure that the new generation of journalists are aware of this imbalance and can help to adjust it.

As a former sub-editor and journalist at *The Namibian* newspaper, I have experienced male-dominated newsrooms where so-called women's issues are relegated to the few women journalists or reporters. From my eight years working in newsrooms in South Africa, England and Namibia I have found that journalists, particularly in southern Africa, are not very gender- sensitive and I am sure this is largely as a result of not receiving specific training in this area.

As a part-time lecturer in writing and editing for second year students at PON I have mainstreamed gender into my course.

I have found, however, that some of the male students are resistant to the topic, and see it almost as a threat to their manhood (some see gender as meaning "women's issues" and pushing women's voices above those of men just for political correctness) and an insult to their capabilities. Many of them do not want to acknowledge that it is important to be more open-minded and that it is vital to make a concerted effort to rectify the imbalance.

A favourite excuse by media practitioners is that women don't want to speak to them when they conduct interviews. Few seem to try to persuade these sources of the importance of their voices. Culturally, many journalists continue to feel that men's voice are more important than women's and that men just have more to say.

However, some students really do seem to have grasped the concept well and have understood the importance of representing a diversity of voices in the media. Stories written from diverse perspectives are generally better and have more depth. These students have demonstrated their understanding in their own writing and interviews.

My part-time editorial assistant at *The Big Issue Namibia*, Denver Isaacs, is a second-year media technology student at PON. He has been working with me for about six months and demonstrates a great sensitivity to gender in his writing, reporting and use of language. I am sure that this is a direct result of his training. He is definitely more gender-sensitive than many journalists I have worked with in newsrooms around the world.

I feel that the PON/GL pilot project is a positive move in the right direction. A project such as this makes the media more representative of communities, and results in stories that are more balanced.

Sub-editors are the final gatekeepers in the media production process before the copy is aired or placed on the page. It therefore becomes more than a pedantic job of looking for the small errors. It provides a golden opportunity to ensure that each and every story is a balanced representation of the society covered.

The main thrust of the first year is language and grammar. This builds towards teaching students about essay writing. Teaching students how to create arguments and write logically opens the possibility for raising issues of how bias, stereotypes, language and accuracy can be addressed. The third year focuses on style, discourse and ideology.

The approach to gender mainstreaming in sub-editing in the pilot project included: a special workshop facilitated by GL leading to a style manual; discussions with the lecturer on how this approach could continue to be mainstreamed in the learning; and a guest lecture to reinforce what had been taught.

Sub-editing workshop

During a two-day seminar held in May 2003, second-year students learnt that while the painstaking task of spotting errors such as punctuation, spelling and grammar are crucial tasks that make up the work of a sub-editor, the job also calls for much more.

What this translates to in the practice of sub-editing is that those wielding the final stroke of the pen have as much knowledge of the role of the media, its defining principles and of gender and diversity issues. To enable students to understand this broader role, the two-day workshop was developed around the following theme areas:

- The Role of the Sub-Editor.
- Redefining news values.
- Checking for errors.
- Checking facts.
- Use of statistics.
- Diversity of sources.
- Language.
- Judgment.
- Headlines.
- Captions and images.

As part of the workshop, students examined the gender dimensions of all these aspects of sub-editing.

News values

For example, in the session on "Redefining News Values", the students revisited the criteria for news in the majority of Namibia's media. Combing through a variety of print media articles made available during the workshop, and analysing news stories with a simple question like "what makes this story news?" the students noted that often "prominence" and "events" are the dominant criteria used to decide the media digest of the day for the public. The students agreed that there should be other criteria as well, like changing attitudes in society.

When looking further at "who speaks" in the media, students realised that the majority of the sources in stories are men who hold positions of power, prominence or formal authority. Checking on sources in each story yielded the now not so startling revelation that editors and sub-editors repeatedly let through stories through their gates based on only one source and one viewpoint.

The hands-on analysis of the media also revealed that this trend on sources and news criteria did not just hold true for the "traditional" news stories, but also found its way into features. News analysis is still a rare commodity.

Diversity of sources

In the session on "Diversity of Sources" students were asked to review media articles with the following questions, among others, as a guide:

- Who is speaking?
- Who is not speaking?
- Who speaks on behalf of whom?
- Who speaks most in an article? Who speaks least?
- How are the voices of those not in positions of prominence or power presented?
- What groups comprise the public, communities, villagers, trade unionists, etc? Do all who comprise these groups have a voice in the media?
- Who is affected by the event, issues raised in a media article? Are the voices of those most affected captured in the stories?

These were important questions to grapple with because sub-editors in their endeavour to "clean up copy" and/or shorten the text, can decide to cut out certain voices and perspectives in a story. In other words, they too make choices and it is important to understand "how" and "why" those choices are made. If based on the same criteria used to define news, then often the voices of the people may be sacrificed for that of the person in power. Sub-editors who have not undergone gender-sensitivity training may also tend to cut out the views of women.

Language

The session on "Language" looked not only at grammar, spelling and language usage, but also at the ways in which language (words and phrases) can reinforce gender, racial, ethnic and other stereotypes as well as perpetuate stigma and discrimination against groups of people based on sex, race, class, ethnicity, HIV status, etc. The session also explored the ways descriptive language in the media is used to portray women and men, the "poor", people living with HIV and AIDS, people living with disabilities, the unemployed, among others in society.

These sessions, along with the one on "Judgment", enabled the students to grapple with the fact that besides reporting "the facts", the media plays an instrumental role in conveying messages to audiences. These messages often reinforce gender, cultural, racial, ethnic, and other stereotypes, and also can perpetuate conflict among groups within society.

Study materials

An output of the two-day sessions was a style manual the second-year students developed for *Echoes*. This manual seeks to guide the sub-editing and newsgathering process towards placing the "people" (women, men, girls, boys across all ages, classes, ethnicities, races, etc) at the centre of news.

For example, the mission statement of Echoes notes that:
"Echoes is committed to fostering freedom of expression, diversity, non-discrimination, gender equality, accurate and balanced reporting in and through the media..... The publication seeks to bring to national attention the issues and news which greatly affect the majority of the Namibian people, and therefore considers the voices and perspectives of women and men, girls and boys in communities as **the primary sources** for its newsgathering."

Manuals for Language for the Media courses and a textbook on development of communication technologies are also being produced. The fact that these study materials formed part of the gender mainstreaming process is an advantage as they will help to ensure continuity after the formal project comes to an end.

Reinforcement

In January 2004 and again in May 2004, GL held mini-workshops with the lecturer responsible on how gender can continue to be mainstreamed in language and sub editing skills. This included a guest lecture in May.

Lessons learned

Through the workshop to develop a style manual, the second-year students in the sub-editing seminar recognised that it is not only the editors and the reporters who must take responsibility for ensuring that the media is socially responsive, accurate and accountable. The sub-editors also have a vital role to play in ensuring balanced, fair and accurate journalism.

Concerns raised by the lecturer responsible for the longer-term include:
- Loaded timetables mean that there is limited time for curriculum development.
- Gender being mainstreamed incidentally rather than as a matter of routine.
- The need for gender to be approached in a more structured way.

CHAPTER NINE: GENDER AND IMAGES

Key issues

- Some of the most blatant gender stereotypes are found in images.
- The level of visual literacy among media producers and consumers is often low.
- Images present an excellent entry point for developing one of the most neglected areas of journalism in the region as well as strengthening gender-awareness.

Imaging gender
By Hendrina Phillipus
1st year student

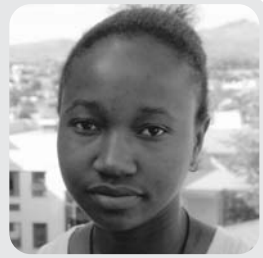


Photo-journalist Trevor Davies from Zimbabwe helped us to see the world in a new way with the training he gave us in preparation for *Campus Echoes,* the student newspaper that we produced during the cultural festival from 11 to 14 August 2004.

The festival included different cultural groups that performed, different games, food-eating competitions, a talent show and a beauty pageant competition for Ms and Mr Poly 2004. Local Namibian musicians entertained fans on the last day night.

At first we did not understand why we had to "balance gender" in our work. We took a lot of photos the way we knew how to. We believed that the more we included men in our stories and photos, the more likely we would be to be able to market our news. As one of my classmates put it: "men are active and do lot more exciting things compared to women."

But in the workshop on gender balance we learned that both women and men contribute to our country's economy and development equally, and that women are as important as men. We learned that women should be represented in the media in their personal lives and as professionals.

Before we took photographs, we analysed the values we bring to our photography. Davies taught us how to understand framing. What goes into the photograph and what is left out can be equally important. If we only choose to photograph men, then that is a reflection of our values. We made it a point to ensure that both men and women are photographed.

For example, when the Okavango Group won the competition, the men grasped for the certificate award and immediately asked to be photographed. We photographed them, but also asked one of the women to join them to be photographed with the certificate. This ensured that people could see that both men and women had been involved in the performance.

When we were doing vox pop stories, we made sure that both men and women were interviewed and photographed.

After we had finished the four issues of *Echoes,* we all did an analysis of the newspaper. This covered such aspects as: did students in all their diversity feature – including from a gender perspective?

I am looking forward to being a good photojournalist and hope to make great changes in the future. Here's to making sure that all men and women's images and voices are heard equally!

Photo-journalism accounts for a relatively small number of the wealth of encountered images. But the images produced as photo-journalism play a disproportionate role in our awareness of visual imagery, for it is these images that we are most likely to stop and interrogate, to compare to new and changing environments and social experiences and to place within the news. Photojournalism plays a critical role in our "reading" and "understanding" of visual images in general and in our understanding of the world around us.

How gender is constructed and portrayed in visual imagery, and particularly photo-journalism, shapes how we understand gender in our lives.

As with any language, visual literacy is learned – from our society, experiences, knowledge, and understanding and (especially in this century and in Southern Africa) from a multitude of cultural and social forces. We learn to read images from our childhood. We read into images our experiences and our understanding, as well as absorb these images to create new understanding, and new experiences.

GL and the Southern African Media Services Organisation (SAMSO) have produced a training manual on gender and images in Southern Africa called *Picture our Lives*. GL used this manual in running a two day workshop for students before they went of a field trip in which the SAMSO director served as the photography trainer. The SAMSO director also assisted PON in the *Campus Echoes* and news agency project. This chapter describes key concepts and exercises used in training on gender and images; how these were applied in the field; and with what effect.

Key concepts

All communication – including visual communication in the news media – consists of interaction between four areas:

- ❑ The event or subject that will be reported on;
- ❑ The person making the story (whether visual or written);
- ❑ The editors (people who decide on what is reproduced and how); and
- ❑ The audience.

Each of these stages has gender dimensions:

- ❑ **Event being reported:** Are men and women differently involved or affected? Are gender stereotypes (and discrimination) implicitly or explicitly reflected within the event?
- ❑ **Perspective of image-maker:** How does the maker of the image reflect/reinforce/interrogate/explore gender issues in the image?
- ❑ **Perspective of audience:** How does the audience pre-conceive and interpret gender messages in the image?
- ❑ **Perspective of intervening actors:** What is the perspective of others in the production process, such as editors and sub-editors? How is this reflected in the final image?

Some useful exercises

My favourite picture: Buzz (talk to your neighbours) about their favourite photograph. Suggest that this could be a picture of their father or mother on the wall in their parents' house, of a pop star in a poster; or the President of their country; or of their own children or their own wedding. Ask who took the picture (if they know)? Where did they (the participant) see it first? Ask them to talk about why they like that particular picture.

After five or 10 minutes "buzzing", resume as the full group. Ask the group what kinds of pictures people considered their "favourites". Were most of the pictures described of men or women – or both? Were they of "an important person" – in your personal life, in your country, in your ideas? Did you know who took the picture? How many of these "favourite pictures" showed men? How many showed women?

This exercise aims at getting participants talking about what kind of photographic images we see, and the role they play in our awareness. It should highlight the importance of images that speak to our own experience, often taken by people we know and about people we know. Very often, these pictures become a defining "model" for what we like or care for. Often, they help define what we would want to be ourselves.

Drawing gender: Ask participants to draw what comes to mind when they hear the word "woman", and what comes to mind when they hear the word "man". Invariably the pictures emphasise the woman's physical features, while those of men emphasise their occupation. Ask participants to look through pictures in the days newspapers to see how this is played out in the news.

Field work: Trip to Karasburg

The field trip in October 2002 took place in Karasburg, a small town in the south of Namibia. Students worked in groups of four or five and produced individual photography assignments and two radio programmes per group.

All the students had already undergone gender training, the challenge was for them to be able to produce gender sensitive photographs and to identify gender angles for their radio stories. Although all the students indicated that they had had gender training, some seemed quite defensive in their approach especially to photography.

Students produced radio programmes and photo essays on such subjects as substance abuse among the youth, employment creation projects in isolated villages, a home-based care project for people living with AIDS and stories about Warmbad, a small town where the residents are fighting to renew their ownership of a historical spring.

During the week some students fell into the trap that culture and traditions in rural areas may impose on gender-aware reporting. The group reporting on the home-based care project observed that the majority of the volunteers in the project are women, yet they only interviewed the male leader of the group because he was the one speaking.

A student from the group reporting on Warmbad, home of the Nama tribe known as *Die Bondelswarts*, found out that the matron of the school hostel, a middle-aged mother of three children, was the reigning Miss Bondelswarts. The student decided to do a photo essay on her concentrating on the colourful traditional outfits of the Bondelwarts. But he overlooked the angle of how the Miss Bondelswarts competition potentially challenges western stereotypes of beauty. Examples such as these served as useful learning points in the debriefing after the field trip.

The day I met Ms Bondelswarts
Shoombe Shanyengana
3rd year student

Many people have the perception that a beauty pageant crown is only won by a beautiful, slim (equals sexy) young lady with sparkling make-up. So did I. Until I met Ms Bondelswarts.

During our first year of study in 2002, the Polytechnic' organised a field trip that included the production of short community radio programmes and hands-on practice in photography.

During the field trip my group was assigned to do stories from Warmbad, located about 40 km from Karasburg: a small settlement in the south of Namibia.

History has it that early Nama settlers arrived at the hot spring after days of travelling in search of water. German settlers named the hot spring "Warmbad".

After interviewing a number of community members about life in Warmbad, we learned that because of a lack of opportunities such as employment and education, the young people migrate to the bigger towns.

Our group decided to produce a radio programme and photo stories on the cultural festival, which is held by the Bondelswarts community every year to commemorate their history and cultural heritage that was going to take place in three days time.

In the process of arranging to visit the celebration site, one of the interviewees informed us about the Ms Bondelswarts pageant which would also be held during the festivity.

At first, we were not keen to follow up the story of Ms Bondelswarts because of the perception that it would be the same as the staple beauty contest.

However, during a lunch hour, when everybody seemed to disappear, we ended up in a school hostel where we were told that the reigning Ms Bondelswarts was present. All of us expected to see a young learner. But it turned out she was the hostel matron at this local primary school!

The cameras started flashing. All members of the groups started taking shot after shot.

My expectation had been to see a beautiful, traditionally dressed teenage queen. A beautiful traditionally dressed queen she turned out to be. But she was a mother figure in her late 40s with wrinkles that fade into her beautifully decorated face matching with her traditional Bondelswarts dress.

The day turned out to be one of the most mind-blowing experiences of my life as we continued to take pictures and interview her.

At the end of the trip, it became very clear how stereotypes play a big role in our perceptions, and how challenging these can produce fresh and interesting stories on topics that at first-glance do not seem very newsworthy.

Study materials

As in the community journalism course, students identified images to be used for the basic journalism manual:

- Stereotypical images included those that focused on women as passive compared to those that captured men as active.
- Positive pictures included those that captured hope and life as opposed to the usually gloomy and desperate scenes often highlighted in poor communities.
- Images relating to home-based care, unemployment, alcohol abuse, rape and teenage pregnancy also featured.
- The vegetable project in the middle of the desert (capturing hope amid despair) shed an interesting light on the community's resilience.
- Pictures that captured men and women as active participants in community projects, compared to pictures that put women in the background and featured men, even where a project was primarily being run by women like the Helping Hand AIDS projects, featured prominently.

Lessons learned

The following quotations are taken from student evaluations:

The value of visual literacy:

- "I think it is a good strategy to resource such training programmes with gender analysis as visual communication sticks in readers' minds more than what they read or hear."
- "It was an eye opener. I developed a love for the camera, which I really did not have before. What was exciting was the stories we had to initiate and cover."

Field work:

- "As future journalists it taught us to be ready for any circumstances whether good or bad."
- "I believe that if we get exposed to more assignments like the field trip it will help us a lot, especially on how to interact with the community."
- "I specifically learned a lot by observing and experiencing things with people on the ground."
- "Students need more of this hands-on practice that went with the project."

Grappling with gender:

- "The things we did were very useful, although it is sometimes difficult to bring gender into every story. But we learned a lot."

CHAPTER TEN: AUDIO VISUAL MEDIA

Key issues

- Audio visual productions combine the image and audio skills described earlier.
- Audio visual media has its own unique gender considerations. It is technically more intensive and men predominate on the technical side. But to the extent that women's physical attributes are more highly prized than those of men, there are more women TV presenters than in any other media category.
- Striving for gender balance in audio visual media presents a unique set of challenges that needs to be specifically addressed in this area of media education.

From the classroom to the newsroom
By Gladwin Groenewaldt
3rd year student

As a final year student working in television, I have found what I learned as part of the gender mainstreaming project at PON directly applicable to my work.

Currently, I am employed at the Namibian Broadcasting Corporation (NBC), producing and directing television programmes. *Government Scorecard,* a locally produced documentary, focuses on economic and development projects around Namibia. This programme gives me the opportunity to produce quality programming that takes account of what I have learned on fair reporting, diversity, gender mainstreaming and ethical issues.

With deadlines to meet, broadcasters tend to get hold of the first available sources of information. The likelihood is that the majority will be male sources. I strive as far as possible to maintain a fair balance of sources.

An example is a series of 13 *Government Scorecard* pieces focusing on Mari culture. The first available source to appear on the programme was a male source. With a bit of research, I found a female source, and decided to make her the main character in the programme.

Media practitioners at the NBC do not practice much community journalism. I make it a point to get the voices of the people on the ground. I have applied the principles I learned on community journalism in the many opportunities that I get to travel around Namibia.

I let people speak in their native languages, giving them freedom of expression. I prefer not to have a voice over, because that breaks the essence of the message the person is trying to communicate. Subtitles in English work the best, allowing people who can't read to hear their language and basically understand what has been said.

I have also applied what I learned as part of the media ethics training at PON when directing the camera operator and crew members. I strive to report on issues of concern in ways that do not bring harm to anyone.

The audio visual curriculum at PON has built on the gender foundations that students learned in their imaging and audio work (see previous chapter) to try to ensure that gender is mainstreamed in TV training and production.

Other than gender, there are other diversity issues such as race, xenophobia, HIV/AIDS and other forms of diversity that are taken into consideration. The lecturer decided to start by weaving gender into the syllabus for the simple reason that students relate much more easily to gender, than say, racism or tribalism. Since the TV production class is almost half male and half female, gender becomes much more relevant and meaningful to students than the other issues of diversity.

News analysis

News analysis is one area where gender could be easily incorporated. In one assignment, students taped TV news bulletins and analysed them on the basis of a host of criteria, including women as news sources, the portrayal of women and the use of visuals.

In NBC TV bulletins, it was noted that although women did not feature so much as news sources, their faces were used extensively as cut-ways or listening shots.

In their analysis of news bulletins students noted that some TV stations, including the big networks (BBC, and CNN) were guilty of perpetuating gender stereotypes.

Stories cited included the situation in Iraq and Afghanistan. One such story which came under the spotlight was a CNN piece about more Afghan women now having access to education. The students felt that the story lost the plot by insinuating that in the past the women were content to be illiterate and to play second fiddle in society.

The students felt that the story should have been tackled from the perspective of the denial of human rights to all the people of Afghanistan by the Taliban regime. Instead, the women were portrayed as recipients of small mercies doled out by the new government in Afghanistan when, in fact, it is the duty of a government to provide education for its people. Students also observed that big network assignments to trouble spots (such as Iraq, Afghanistan and the occupied territories) mostly go to men.

Issues that came up in discussion included:
- NBC talks almost exclusively to officials. Who are those most affected?
- TV production is beginning to break down the gendered division of labour.
- TV presentation is based on "looks" not journalistic ability.

These discussions led to the educator realising that "to teach without integrating gender is like someone teaching with a deficient syllabus."

News production

The technical side of TV production presented an opportunity to bring in a gender dimension. Examples include the discussion of traditional roles and titles in TV such as cameraman; soundman; technical director and lighting technicians.

Field work

The second field visit in 2003 (to Otjiwarongo) had a video component. Students were instructed to target more women as interviewees or news sources. They were also instructed to ensure that women speak for themselves on issues such as domestic violence, rather than resorting to public officials to comment on the seriousness of the issue. As field trip assignments are a significant component of the continuous evaluation of students, these instructions were taken to heart.

Lessons learned

There was a certain amount of resistance from students to including gender issues in some areas of the syllabus. Where change is introduced, one always has to reckon with the resistance factor. However, once the process was in full swing, the students began to respond positively and to take the initiative in identifying gender-blind stories, programmes etc and suggesting possible solutions.

Specific observations and comments by the lecturer responsible include:
- When you talk about social issues the learners are difficult to control.
- Department needs more structured way to take gender mainstreaming forward.
- Students are not always co-operative.
- There is need more involvement from all staff.

CHAPTER ELEVEN: PUBLIC RELATIONS

Key issues

- PR is seen as the soft side of journalism.
- Many women who train as journalists end up in PR.
- Gender stereotypes abound in this area of communications: starting with the study materials used in most entry level courses.
- PON students, with their gender training, quickly picked out these biases in their texts.

To ensure that gender was mainstreamed into the various subjects taught in DMT the media team agreed that – through our teaching and assignments – we would bring about a greater awareness of gender-related issues.

Public relations at PON is taught by the Head of the Department, who has also been a chief proponent of the gender mainstreaming project. In defining ways in which she would mainstream gender in this area of work, she set out to:
- Redefine PR as a discipline not just a women's profession.
- Discuss the image of PR practitioners and the ways to redefine that image.
- Recast the main functions of PR people.

Background

By way of background, a common occurrence in Namibia is that journalists move from journalism to Public Relations positions in the private sector or in Namibia's parastatals. It is widely believed that this happens because of the more lucrative remuneration that accompanies it. Even in the Journalism Programme at the Polytechnic of Namibia, the Public Relations specialisation is quite sought after.

The specific case study given here refers to an assignment given to students (all 38 are female) to critique a study guide and suggest ways of integrating gender into it. The student feedback proved to be an eye-opener.

Text-book truth?

Students were required to peruse two Public Relations textbooks – one South African and another American. The South African textbook had two male authors, while the American one had one male and two female authors. It was hypothesised that the American textbook would be more gender-aware because of the two female authors and the assumption that, coming from the first world, the authors would be more informed on gender-based coverage or reportage.

What the students found

While both publications made use of nomenclature that is inclusive, the illustrations used largely featuring males (even in cases where caricatured sketches or cartoons were used), and men made up the majority of subjects in examples cited. A contradiction is evident between the terminology/nomenclature used and the supporting graphics, illustrations or examples.

In the case of the **South African** textbook, while the graphics used were relevant, they more often than not featured males. In the two examples where females were featured in animated sketches or cartoons, they were depicted as either a secretary or a mother, whereas the male was depicted as a powerful figure, probably the "boss". Both pictorial examples depicted men only.

The South African textbook devoted a chapter to the topic "Our Multi-Cultural Market". Included amongst the variables focused on in this chapter are race, age, languages used by households, educational level, top ten needs and number of adults per province. "Gender" did not feature as a variable, in the index or glossary.

Sources of examples cited in the American textbook were also largely male. Of the eight cartoons featured in this textbook, two feature female and male characters, while six featured only male characters. In the two cartoons which featured both male and female characters, the female roles illustrated were that of secretary and a woman trying to locate a "Sugar Daddy". Four of the five cartoons with all-male characters reinforced certain stereotypes, such as cigar-puffing editors, PR executives and uniformed (defence) staff.

Of the advertisements referred to in the American textbook, ten featured human characters. The roles depicted by the women in these advertisements were that of someone grieving at the scene of a tragedy, a partner (as in a couple), an instructor, and a female musician/artist and as someone concerned about animal rights. These advertisements also reflected how the front page of newspapers more often than not depicts male rather than female figures.

Gender distorted rumours!

An example used in the American textbook seeks to explain how rumour grows, showing how interpretation takes into account the world view of the teller, which often emphasises stereotypes. In this case the actual event involved two female swimmers who saved the lives of two boys who could not swim. As the rumour continued, the distorted message ended as follows: "The other night some teenagers were drunk on a boat, and it capsised. Two of the boys were on the swim team and two other boys were lifeguards. They saved the girls." (Newsom, van Slyke-Turk and Kruckeberg, 1996:542).

Lessons learned

The informal study/exercise undertaken by the PR students revealed that PR textbooks – while theoretically gender-aware – project contradictory messages in terms of visuals, illustrations, examples selected and photographs used to support the text.

Much education still needs to happen, up to the level of those who create study materials. The student's concluded that gender-related issues are often not uppermost in the minds of writers of textbooks, including female authors.

PART 4 PUTTING LEARNING TO THE TEST

CHAPTER TWELVE: EXPERIENTIAL LEARNING

Key issues:

- Learning by doing is critical in the media.
- In the case of PON, the gender mainstreaming pilot project created opportunities for a campus supplement, newspaper and news service that operated during the 2004 Namibia elections.
- These productions became an important testing ground for the principles that had been instilled into the students in the earlier part of their training.
- They also provided an opportunity for students to reflect on the usefulness of this training in real life.

Putting gender principles into practise
2nd year student
Editor, Campus Echoes

Campus Echoes came about as an internship opportunity for second year students. During the previous two years, the first year students went to a rural area and reported on stories from the perspective of the community as a community journalism project. This publication was called *Echoes*.

In 2004, the department decided to run a daily newspaper for the duration of the annual cultural festival from 11 to 14 August 2004. Because the last day of the cultural festival was on a Saturday, the last publication was on the Monday to give us an opportunity to cover all the events scheduled for the festival.

Thirteen female and 11 male students contributed to the paper in various ways. All our reporters doubled as photographers. We had one male and one female student doing layout and design.

We did not just cover events at the festival but also contentious issues that student's felt needed addressing.

During the planning stage of the newspaper, we went out to full-time and part-time students to ask them about their concerns and what they would like to see in the paper. Those students who went out had a specific task to talk to an equal number of male and female students.

They pointed to similar issues: increasing student fees, security issues, examination and registration issues, lack of facilities and a boring social life, the ban of alcohol from campus and the absence of a campus media outlet.

Namibians are still largely untouched by gender "correctness." The Afrikaans daily *Die Republikein* of 18 August 2004 ran a story about the increase in number of sex workers in the coastal town of Swakopmund. The article refers to the sex workers as street women, prostitutes, women of the night etc. People read this, and these terms become part of their vocabulary. *Campus Echoes* brought stories to a relatively gender-blind student audience.

As editor I constantly had to remind our reporters and myself to get an equal number of men and women sources, to the layout person to be aware of the sex of the people in the pictures when cropping and preparing pictures for layout, sometimes leading to great frustration. Sometimes we had to drop a quality picture for one of inferior quality to ensure gender balance.

We tried to avoid terms such as man-made and spokesman. We did not describe women (and men) by their physical appearance, marital or parental status. We tried to avoid terms used in everyday speech to refer to blacks, whites, ethnic groups and

foreigners. We avoided language depicting people as ignorant, powerless, victims and helpless. We did not use sources that wanted to use a first name or nicknames only. We did not use information "off the record." We used first and second names for all sources.

We constantly had to guard against headlines and captions promoting stereotypes. We decided to remove the words "stunning" and "handsome" from captions describing the Mr and Miss Polytechnic to avoid a sensationalist look to our paper.

We often struggled to get women to speak, especially, female students. We had an experience with two female students about a story we did concerning campus media. They first agreed to speak to us and then said "no" when we explained to them what the minidisk recorder was. At the time we had already recorded ten male and only two female students.

We found a group of about seven female students and one male student. When we approached them they pointed to the male student. The reporter asked them why they did not want to speak. They did not give satisfactory answers but agreed to speak to us after we spoke to the man. While interviewing the men the women disappeared one by one. We also found that female students are worried about saying the wrong thing. While looking for more women to speak to, we missed a deadline. Women in higher positions are less difficult to speak to.

Continuous learning experiences at campus are as important for journalism courses as internships in the industry. Many well established programmes have campus radio and/or print publication. The campus media serve an important role in embedding the basic principles of balance and diversity. It is thus important that the editorial policies and practices of these student media outlets are in accordance with the principles hammered into the students in academic courses.

The DMT has struggled to establish regular campus media outlets. However, through the gender mainstreaming project, we were able to produce the two issues of Echoes as well as four issues of *Campus Echoes* focusing on a cultural event (described in the piece by Jonathan Beukes).

This covered the annual Polytechnic Cultural Festival which took place in August 2004. The four editions of the daily newspaper, *Campus Echoes*, provided numerous learning opportunities for student editors and reporters.

Another important source of continuous learning was *Echoes Student News Service* (ENS) which operated from the campus but fed into national and international media outlets during the Namibian election in 2004. This aimed to increase the motivation of all students, because of the promise of being published. The project also aimed to inculcate into the students the professional ethos of adhering to deadline, consulting a wide variety of sources, checking facts for accuracy, etc.

In addition, the pilot project aimed to measure the effects of the three-year gender mainstreaming project in student's attitude and skills. The ENS also played an important role in encouraging female students to pursue non-traditional skills such as photography.

Process

The project components can be divided into three segments:

Training: This included:

- Production of *Campus Echoes* skills training, during a week-long cultural festival at the PON.
- Elections reporting training, included a two-day workshop on Gender, Media and Elections by GL. This covered the under-representation of women in decision-making; electoral systems; and how the media covers women in politics. The training highlighted the inconsistencies in Namibia, where at the time women constituted 40 percent of local councillors (and there is a legislated quota); 26 percent of members of parliament (in a PR system where the ruling party has a voluntary quota but there is no legislative requirement) and only three percent of regional councillors (in a system where these seats are fought on a constituency basis, without a quota). One day consisted of a workshop in parliament, hosted by the Chair of the Women's Caucus, in which women parliamentarians and a panel of editors held a dialogue and the students did profiles of the women parliamentarians.

Newsroom: This consisted of six full-time and three part-time students producing a ten week series of packaged stories for *The Namibian*; weekly feeds via the *Namibian Press Agency* (NAMPA) and *Inter Press Service*; a weekly current affairs radio programme and a website.

Reporting techniques: The main starting point of the coverage consisted of nine focus group discussions conducted in communities around the country at the end of August. These focus group discussions were used to determine what issues citizens think should be tackled as election issues to assist in editorial planning. The focus groups consisted of: six to eight community members; men and women; employed and unemployed; young and old. In addition to discussions, all participants were asked to fill in questionnaires about issues concerning citizens as well as understanding governance levels and electoral systems. The table below summarises the findings:

Table five: Election issues

Education • Lack of opportunities for school leavers. • Effectiveness of education system. • Affordability and availability of tertiary education. • Unemployment.	"Young people have no opportunities for jobs or further studies in this town" "If a child fails Grade 10 they have nothing to do. The only thing to do is drink until the next morning" "I suggest the government put the 17 year olds back in school and give them a free second chance. What happened to free education and education for all?"
HIV & AIDS • Economically active die. • No more land to bury the dead. • Ignorance. • Stigma and discrimination. • Link to alcohol abuse.	"HIV/AIDS spreads in informal settlements through commercial sex fuelled by unemployment and poor pass rates" "There is no lack of information about the disease, the problem is the people." "One thing contributing to the high infection rate in Keetmanshoop, is the fact that young girls have sexual relationships with older, married men who are working." "Us, the HIV infected people, are being discriminated against by the authorities."
Housing and municipal services • Accessibility and affordability. • Rural water supply.	"They're doing exactly the same thing (repossessing houses) as the apartheid government did, but instead of taking people's houses in the name of apartheid, they are doing it in the name of debt recovery."
Alcohol and drug abuse • Increase in the number of shebeens. • Link to HIV and AIDS.	"Every second shack is a shebeen. It is time for the youth and the older generation to stand together, in order to combat the spread of HIV and AIDS."
Public service • Performance of the police. • Civil servants do not speak the language. of the community they serve.	"We have lost interest in the authorities, why should we tell them our problems if we don't get feedback on the issues the community are raising."
Health issues • Crime • Care for the elderly & disabled. • Sport and recreational facilities. • Access to information and services in rural areas. • Community activism.	"An ambulance, nursing staff, doctors and medicine are hardly available at the health centre. Most of the time people have to buy medicine from Gobabis [80km away] or your card has to be sent to Gobabis hospital to get medicine, while you have paid to be treated there and then."

Monitoring and research

Research formed an important component of the pilot project, both to assess the impact of the gender mainstreaming project, and in the longer term the viability of the service as a permanent student media outlet.

A comparative analysis of the ENS coverage and other election coverage published and broadcast in the Namibian media will be done once the MISA Namibia Media Monitoring findings are available.

Outputs

THE NAMIBIAN — ELECTIONS 2004: THE ISSUES — Tuesday October 12 2004

Women still a long way from playing an equal role in politics

• NASHILONGO GERVASIUS and FREDERICO LINUS

ALTHOUGH women constitute 51 per cent of the Namibian population, according to the 2001 Population and Housing Census, they are under-represented at all levels of politics.

Elected female representatives occupy 26.7 per cent of National Assembly seats, while only 7.7 per cent of the National Council's members are women.

At local authority level women occupy 45 per cent of seats, mainly because of legislation requiring parties to include a quota of females on their candidates' lists. The bodies with the lowest level of women's participation are regional councils, where women make up just five per cent.

Acknowledging that women often play a peripheral role, Victor Tonchi, Chairperson of the Electoral Commission of Namibia, says: "Women participate in politics as members [of parties]. They sing and dance at political rallies." Tonchi adds that women's participation in politics is limited because of the electoral systems used in Namibia.

"The electoral systems are not conducive to women politicians, especially the 'first-past-the-post' system used in regional government elections," he says.

"The political parties should make an effort to put more women on their party lists," suggests Tonchi.

At a public meeting in Windhoek in early September, organised by Sister Namibia and the Namibian Women's Manifesto Network, activists from across the country met to discuss women's involvement in politics. The meeting coincided with the preparations of political parties for the national, regional and presidential elections scheduled for November this year.

The message of the meeting was "vote for women, vote for change", says Geraldine Kanyinga of Namibian Women's Manifesto Network.

Since then, 30 women have been trained by Sister Namibia and went across the country to train other women about women's awareness and participation in politics.

"We want to see issues based elections with more women's issues," says Ed Frank of Sister Namibia. "Because women are more than 50 per cent of the population at national level we want to see gender balance through zebra-style party lists. We want political parties to alternate women and men so that women don't only occupy the bottom of lists."

Gisela Hauses of Namibian Women's Manifesto Network says two women from each of Namibia's thirteen regions are being trained. These will then return to their regions to train and mobilise their communities around women's issues and participation in politics.

Both these women believe that political parties should shoulder the responsibility for ensuring that women are included in all party political and governance structures.

"Political parties must educate their voters to vote for women," says Frank. "There is a massive job to be done to educate people on women's issues and participation in politics."

In an article published in *The Namibian* on Friday, September 24, Secretary of the Swapo Party Women's Council, Hunsta Iipinge, said the party was putting forward 12 women candidates at regional level and that they expected at least 11 of these women to make it into regional councils. While this could mean an increase from the current five per cent level of women in regional councils, even if all the party's women candidates were to be elected, women's representation would only rise to 11 per cent as there are 107 constituencies in Namibia.

South West Africa's National Union's (Swanu) President, Dr Hidipo Hamutenya, says his party tries to include women in its day-to-day operations, but women were still politically uninvolved.

"We try to put women on our list, but women are not that politically active. How do we expect them to be included?" he asks.

"We have no problem with 50 per cent women and 50 per cent men, but how do we do it? Because women is a small party, we cannot guarantee it," he adds.

Nora Schimming-Chase, a Congress of Democrats (CoD) parliamentarian, believes much still has to be done before women play a full role in politics.

"Women are not politically educated. Rural women are not informed about elections, issues and vote or don't have transport to get to polling stations. Then there is the traditional belief that politics is a man's business," she says. "If women first don't vote for each other, how can we expect men to vote for women?"

Chase is also a member of the Southern African Development Community Parliamentary Forum (SADC) where women are under-represented in decision-making bodies.

"All SADC member states, with the exception of South Africa, fall short of the target set by the 1997 SADC Heads of State Declaration on Gender and Development. The declaration states that women should occupy 30 percent of decision-making positions by 2005. In South Africa women occupy 32 per cent of parliamentary seats.

At the SADC Heads of State Summit held in August in Mozambique, calls were made for Heads of State to commit themselves to ensuring 50 per cent representation of women in elected structures.

Means, while, a study on women's participation in politics in southern African countries, 'Ringing up the Changes', published by GenderLinks, a Johannesburg-based non-governmental organisation dealing with gender and media, found that "where women are represented in politics in significant numbers and work in enabling environments, they make a marked difference in governance."

At the public meeting in Windhoek in early September, Iyaloo Shilongo, speaking through an interpreter because of her hearing disability, said of the situation in Namibia and the region: "I believe in a world where a woman, that it is not a home, it's a house, but a home and women and if there are no women in Parliament, then there is no development."

GENDER REPRESENTATION IN GOVERNMENT

ELECTIONS 2004

Would you vote for a woman?

At the time of writing, ENS had produced a series of ten packaged stories for *The Namibian* based on the focus group discussions in nine different communities. These included a page on women in politics and another packaged page on youth in politics. These pages were designed and laid out by the service and offered exclusively to *The Namibian*.

As of 19 September ENS has produced and sent three stories weekly for the use of the media via NAMPA. Of the 23 stories sent, 18 stories had been published either in *The Namibian* or in *New Era*. Four stories were published by both newspapers.

The Service also produced radio programmes. At the time of writing, ENS had produced a 20-minute radio programme "Vote for Women", commissioned by the Parliamentary Women's Caucus in six Namibian languages. The service also produced 15-minute current affairs programmes that were to be aired by Katutura Community Radio.

What the people said

Political parties have come under fire for failing to address important issues in their campaigns and only publishing manifestos shortly before the recent national and regional election.

Also criticised was the vote counting process and the lack of voter education in the run-up to the regional elections, as well as the fact that the Electoral Commission only revealed the names of candidates shortly before voting began.

These complaints came from communities throughout Namibia, who also criticised the political parties and candidates for making grand promises, without explaining how these would be achieved.

Their comments came during post election focus groups conducted by *Echoes News Service* reporters. They were a follow up to focus groups conducted before the elections in communities scattered throughout Namibia, held to assess the issues Namibians believed were important and which they hoped candidates and political parties would address in the campaigns.

Willem Ndilinawa from Oshitudha in the Omusati region said: "The political parties talked about free education and free this and that, while I know there is nothing for free, not even in a rich country like America."

"Manifestos only came out about two weeks before elections so how could we make informed decisions," said Rainhold Lombard from Katutura. "Up to now I have not seen any manifestos," he complained.

Willem Shinaena from Oshitudha, said he had not had a chance to meet and talk to the candidates: "How could they focus on our issues if they never visited us to talk about our issues." Political parties had tendency "to tell you what your problems are," he complained..

The counting of ballots for the presidential and national assembly elections was a contentious issue among most of the focus groups. "The voting was comfortable, but the counting process was chaotic. It shows a lack of control and the process was weak," said Dennis van Rooyen from Rehoboth.

The low representation of women in Namibia's two houses of parliament evoked vigorous discussion amongst the members of the various focus groups.

"Women's representation in politics is still too low," said Rachel Cloete of Hardap, who is chairperson of Women's Action for Development.

But Elizabeth Rooi from Katutura disagreed: "I don't want to see women, I have had experiences with women where I just wanted to slap them. The man is the head of the house so I would listen to him," she said. And, said Jesaja Mangeri, also from Katutura: "It is difficult to put a woman in a position because a women has more chance of not being listened to."

Outcomes

The following is an analysis of the ENS coverage based on 9 stories that were distributed via NAMPA in the three feeds (September 19, October 3, October 17).

- The total number of sources in the nine stories is 56 sources; of these, 24 were female and 30 were males.
- Women, just as men, are given access to expression on all topics in the stories, and while the numbers do not show parity, the figures in the nine stories analysed do show that 43 percent of the sources are women. This is an encouraging sign of what the final analysis of all the ENS stories will show.
- Many of the "experts" sourced in the nine Echoes stories are women, while the men are accessed as ordinary citizens. In the mainstream media, this is often the reverse – men are the "experts" and/or in positions of formal authority, while women, when sourced, are ordinary citizens. These women "experts" were Information Secretaries and/or leaders within political parties; civil society activists often in positions of authority within their organisations; a magistrate; senior officials within public service

institutions such as the Deputy Director of the Efficiency and Charter Unit within the Office of the Prime Minister, for example, or the private sector such as the Operations Manager at the Namibian Chamber of Commerce and Industry; as well as ordinary citizens commenting on a range of issues.
- Men too are sourced as experts, but of the sources classified as 'experts' in the nine stories, eight were males and ten were females.
- An important trend to highlight too is that the stories are told mainly through the voices and perspectives of the citizens – women and men – and the "experts" are used only to answer "why" there is a problem, 'what is being done to address the problem', or to give a "right of reply". This is a marked departure from news told through the voices of those in positions of prominence or authority. The dominant voices in the ENS stories are the people directly affected.
- The wide diversity of sources in each story leads to various perspectives being explored.
- None of the nine stories contained language that perpetuates gender stereotypes or stigma or discrimination against any group.

Lessons learned

At the time of writing PON has not yet conducted its overall evaluation of the ENS experience. The following is the student assessment of the *Campus Echoes* experience:

Achievements

- By creating a publication for students by students we made students, staff and management talk about various issues – to each other. The publication, in its short lifespan, raised some issues that need to be addressed.
- Management saw how the student population perceived them. The students saw why some decisions are made.
- The paper made clear that there is a need for a student media outlet.
- Towards the end of the week it was much easier to get women (students and management) to talk to us about a variety of issues. We would like to think this was because of the successes of the publication and the underlying message it carried that young men and women can contribute to a project of such immense impact if they work together towards a common goal.

Challenges

- Some gender insensitivities might have slipped the net.
- Our daily cartoon came under heavy criticism from our own staff during our "post mortem" session for only portraying men. This slipped through the gender sift during the editing process.
- Late submission of some stories and the multiple tasks the students had to juggle hampered production. Proof reading sometimes took place at the end of a twenty hour day, when everyone was tired and frustrated and not well focused.
- By organising roles better and adhering to deadlines we could have produced a much more gender-sensitive, higher quality publication.

CHAPTER THIRTEEN: ASSESSMENT

Key issues

- Gender-specific assignments in the GL/PON pilot project formed part of the student's ongoing assessment.
- A bigger challenge related to mainstreaming gender into other areas of assessment, especially formal assessments such as tests and exams.
- Experience shows that this is possible, if gender mainstreaming is accepted at policy level. Such assessment is critical to embedding gender mainstreaming in media education.

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

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

An example of an integrated assessment is given below:

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

Gender assessment

Many assignments described in the preceding chapters formed part of course assessment. These were primarily gender-specific projects and activities. It is also important to mainstream gender and diversity into the evaluation criteria in all types of assignments.

Evaluation criteria

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

- Is the story's newsworthiness established?
- Does the lead tell the readers what the story is about?
- Are the readers' questions about the story answered?
- Are multiple and diverse sources used?

- Are the sources relevant to the story?
- Is there clear effort to achieve gender balance in sources?
- Is the story accurate?
- Are all facts, names and numbers double-checked?

Integrating diversity into assignments and assessment

The evaluation criteria for the final project for the *Introduction to Multimedia Design and Production* also includes the basic principles of balance and diversity:

Your task is to produce an original story (news backgrounder, analysis, or feature story). The length is open but you must ensure that your story will include the following:
- Interesting, well researched and well written story.
- Clear lead and nut paragraph.
- Accurate information which is clearly attributed to the sources. (Whether human or document, online or offline, all facts double-checked).
- Multiple, diverse and relevant sources. (At least one must be outside of Namibia and at least one in Namibia, but remember that you are writing a feature story; two sources will not be enough. A sign of a well researched online feature is also the use of as many female sources as possible, especially in expert roles that challenge gender stereotypes.)
- Interesting and relevant quotes.
- Correct grammar and spelling.
- Bulleted lists and sidebars for statistics and other applicable data.
- Pictures and graphics (Some of your visual materials can be borrowed, but at least one graphic and one picture should be original, created by yourself. All borrowed images must have the source attributed).
- At least one clickable image map (relevant to the topic).
- Information well arranged into logical and properly sized chunks.
- Links to relevant external news and web sites of the topic.(at least 10 links to relevant news stories and credible web resources)
- Any other relevant material to accompany the story. (E.g. meeting transcripts, audio or video files, etc.)
- Opportunity for feedback.

Formal assessments

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

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

Examples of test questions

Communication ethics

Here is an example of an exam question on Communication Ethics:

3. Read carefully the news story adjacent: "**A further reshuffle in the cabinet ranks with spectre of yet another on the horizon**," published in *Windhoek Observer* on September 7, 2002, and answer the questions below.
   - 3.1 What is the news story about?
   - 3.2 What data is missing in the article?
   - 3.3 Whose voices are missing in the story?
   - 3.4 Does the story lack depth and context? Motivate your answer.
   - 3.5 Does the headline reflect the news story in the article? Motivate your answer.
   - 3.6 How would you re-write the head and the intro to the article?
   - 3.7 What message is conveyed by the image that accompanies the article? Describe how you would illustrate this article.

A further reshuffling in cabinet ranks with spectre of yet another on the horizon

After the dust over last week's surprise Cabinet reshuffle had hardly settled another announcement followed in its wake. The government attorney, Mrs Vicki Erenstein ya Toivo has been appointed the first permanent secretary of the newly independent office of the Attorney General, Mrs Pendukeni Iivula-Ithana.

The new prime minister, Mr Theo-Ben Gurirab made the announcement through a press statement on Monday. Three days earlier, her husband, Minister Hermann Andimba Toivo ya Toivo, had to change from the Ministry of Labour and Human Resources to that of Prisons and Correctional Services.

Mrs Erenstein ya Toivo, who originally hails from the US, holds various law degrees including that of juris doctor from Rutgers University in the US. Mrs ya Toivo has served on various legal bodies in Namibia such as the Technical Committee on the Promotion of Ethics and the Combating of Corruption, Law Reform and Development Commission, the Labour Advisory Council, the Veterinary Council of Namibia and others.

The office of the attorney general used to fall under the Ministry of Justice until recently, but has now become an independent body.

Further chops and changes are expected in the rank and file of permanent secretaries, according to a reliable source. In the ministerial ranks, since former prime minister Hage Geingob turned down his demotion to become the new minister of Regional, Local Government and Housing last week, this post is still vacant. No announcement in this regard is expected this week because President Sam Nujoma is visiting the northern regions and will only be back in Windhoek on Monday.

According to unconfirmed rumours another Cabinet reshuffle can be expected soon, allegedly having to do with more women to be appointed to senior government posts.

"This is probably in connection with the failure to ensure a greater women's quota at the recent Swapo party congress," the source told this newspaper.

The reshuffling of six ministers last week and the one ministerial vacancy still to be filled in due course has left Cabinet members nervous about "whose turn it will be next", as a senior government official told this reporter.

President Sam Nujoma has taken over the portfolio of Information and Broadcasting. He immediately had a meeting with the NBC board of directors after his surprising Cabinet reshuffle and told the board members to change the television programme forthwith in order to have the televised news in indigenous languages broadcast directly after the 20h00 news and not at 22h00 anymore as was the case before.

Communication and society

Below is an example of an exam question for a Communication and Society course: In some communities of your society, the practice of "inheriting" widows (i.e. a brother of the deceased man is expected to marry the widow) is prevalent. One woman, whose husband had recently died, calls your newsroom and tells you that the relatives of her late husband are pressurising her to marry her brother-in-law. How would you as a reporter cover this story? Consider also what kind of prominence in the story you would give to the relatives' viewpoint; international and national legislation on human rights; and the issue of change in your society.

Communication theory

Below is an example from a Communication Theory test:

5. Study the picture in terms of the following:
   5.1 List five categories of presentational (non-verbal) codes you can find in this picture.
   5.2 Analyse what is happening in this news picture by using the non-verbal cues you listed above.
   5.3 What role does convention play in reading this news picture?

Lessons learned

What these examples show is that gender can be integrated into ongoing assignments as well as formal tests and exams. The latter is important in "giving weight" to gender mainstreaming, for as the old saying goes, what is not counted does not count. Assessment links closely to policy. It is important to have an overall institutional policy that ensures gender is taken into account in all aspects of learning: from the curriculum to content delivery, to assessment.

PART 5

THE WAY FORWARD

CHAPTER FOURTEEN: SUMMARY OF LESSONS LEARNED

Key issues

- The gender mainstreaming pilot project enriched and enhanced media training; a point commended by external evaluators.
- The extent to which students contributed to and benefited from the training is attested to by their own accounts.
- In future, it is important to ensure buy-in by all staff, and strategies for sustainability, from the outset.

What the evaluators said
By Emily Brown
Head of Department

In order to adhere to standards of quality, the academic programmes and academic service departments of the Polytechnic are evaluated by the Higher Education Qualifications Council (HEQC) at least once every three years.

In May 2004 the National Diploma: Journalism and Communication Technology – the DMT's only qualification – was evaluated by the HEQC. This was done despite the fact that the third year of this qualification is being offered for the first time, since the qualification was introduced in January 2002.

The evaluation process is usually thorough, and all the necessary documentation such as a Self-Evaluation Report, policy documents and the curriculum had to be sent to the HEQC at least a month prior to the evaluation.

Since the DMT team realise the importance of incorporating gender into the curriculum, it was felt that the external evaluation would be the right forum at which to raise our views and beliefs with regard to the mainstreaming of gender into the curriculum. Another reason for making special mention of gender during the evaluation was to determine how other departments in the Polytechnic could be sensitised to this important topic.

By having gender addressed during the evaluation, we hoped this would then automatically be included in the final Evaluation Report on the Programme and therefore give it the prominence it deserves. Furthermore, all academic and administrative heads including the Rector and Vice-Rectors, usually attend the final session of the evaluation process. This provided a powerful forum at which to air our views on gender and diversity in the curriculum.

The Chairperson of the HEQC Evaluation Committee for the Media Programme Robin Sewlal commented: "it is laudable to discover that the department is gender-sensitive in the selection of students. Gender-sensitivity is further taken into account in other aspects of the programme." The student representatives who were present also attested to the fact that through special projects in Community Journalism and field trips, a concerted effort is made to remain aware of one's approach to gender.

Our "strategy" to create awareness on gender within the Polytechnic succeeded. It will now be much easier to convince the academics of the high placement gender deserves, because of the positive reception on the part of the HEQC to the efforts of the Department.

Overall assessment

Overall, the project team and the staff at the DMT view this pilot phase as successful. As can be seen from student comments throughout this primer, the process was well received by them and is bearing fruit as most of them have internalised the issue.

Although some planned activities and some objectives changed during the course of the year, most of the objectives outlined were achieved.

The project team finds that the activities which engaged students in practical work were the most fruitful in terms of generating examples and additional study material.

The material produced was largely generated by the students and in close collaboration with them. However, it is necessary to teach the courses to new students with this new material for at least a year to establish its relevance.

Sustaining the process

During the second year of the project, which concentrated largely on replicating the techniques tried during the first year, we faced the biggest challenges. Most of these problems did not stem from the mainstreaming project but rather technical hitches in the process.

In the first semester of 2003 the project expanded to include subjects taught in the second year of the diploma programme. Print design, editing and production courses were identified as the most natural next entry points for gender mainstreaming as they build on the skills and knowledge learned in the first year courses.

The concept was that second year students would learn how gender dimensions come into a story at the production stage by editing, designing and laying out the second *Echoes* newspaper written by first-year students who had received the same sort of gender training as they had the previous year. The training of the second year students included a workshop where the students developed a style guide for *Echoes* to be used as the official style guide for further productions of *Echoes*.

Basic problems like lack of context and inadequate or no attribution plagued many of the stories written by the first year students. In many cases the second year student "editors" failed to point out these problems in time and to guide the reporters adequately. The first year students also resented the advice given by their sub-editors, apparently because it came from a fellow student, and refused to follow them.

Co-ordination also proved problematic. While in 2002 the project participants consisted of one group of students and the lecturers directly edited their stories, this time there were two courses, two separate groups of students and five different instructors involved in different stages of the project. This resulted in communication breakdowns and – at times – conflicting instructions.

As a result, the lecturer directly responsible for the project decided to delay the publishing of the *Echoes* newspaper supplement. The first year students then embarked on a field

trip to Otjiwarongo and Okakarara in central Namibia during the second semester of 2003 and wrote new stories there which the lecturers edited to ensure direct feedback with each student on problems in his or her story. One advantage of delaying the production of the newspaper supplement was that the first year reporters were by then learning photography skills and could apply them in the process.

The monitoring experience also proved problematic in the subsequent years and had to be repeated. In this case, changing student demographics played a critical role. Where the first intake of students in 2002 consisted of large numbers of mid-career media and communications practitioners, the number of school leavers had increased in the subsequent intakes. They did not have the same level of experience as the previous group.

Buy-in

An important lesson from this experience is that any attempt to mainstream attitude or knowledge training into an already packed curriculum must be carefully assessed against the students' entry-level skills and knowledge. Equally important is co-ordination and proper planning which should involve all people participating in the project and all lecturers teaching the courses in the programme, not just the ones directly involved in the project. The need for all trainers to be involved in the process was discussed at a roundtable between GL and all concerned PON staff in November 2003 and resulted in the decision to draft a gender policy for the department.

CHAPTER FIFTEEN: PROSPECTS FOR REPLICATION

Key issues

- The PON/GL project was conceived as a pilot project that others could study, modify and replicate.
- This chapter considers ways in which the project can be replicated.
- It has three key recommendations: Gender should be mainstreamed in the curriculum; media education institutions should form partnerships with NGOs like GL and there should be a Southern African gender and media educators network formed.

The PON/GL pilot project has highlighted many challenges facing journalism educators, not just in relation to mainstreaming gender in the curriculum but also in journalism education and training generally. In attempting to plot a way forward and to find strategies to deal with these challenges three areas will be addressed. These are:
- Curriculum development.
- Strategic partnerships and
- A regional plan.

Curriculum development

At most tertiary institutions trainers are being asked to do more with fewer and fewer resources. This has resulted in lecturers carrying unrealistic lecture loads and not having the time or space to evaluate and develop curriculum. However, ongoing curriculum development is critical to effective training.

With regard to gender this has resulted in isolated attempts to introduce gender in specific learning areas. A clear lesson from the PON experience is that gender must be integrated into all aspects of the curriculum. In the recent Gender Links study *Gender in Media Education and Training Audit* integration of gender into the entire curriculum was identified as a priority for the mainstreaming of gender into journalism and media education.

An important starting point is a curriculum evaluation. This would involve:
- A review and evaluation of existing curriculum.
- Identifying gaps, opportunities and methods for mainstreaming gender.
- Conceptualising a curriculum in which gender is effectively integrated in all learning areas.
- Developing lessons and assessments.
- Implementation.
- Re-evaluation.

The value of such an exercise is not limited to gender mainstreaming but ideally should lead to an integrated curriculum across learning areas. An example of this would be the production of a current affairs piece for radio on the effects of HIV/AIDS on students. From this piece one could assess:
- The technical aspects of radio production.
- Sensitive handling of subject matter.
- Gender balance of sources.
- Issues relating to policy.
- Critical skills analysis.
- Differential impact.

Learners should be able to see journalism as a practice that brings together different sets of skills, values, attitudes and knowledge.

Strategic partnerships

Given the limitations faced by tertiary institutions at this time this task might appear to be difficult. A lesson from the PON experience is that a partnership with another institution or organisation is viable option. The partnership between the PON and GL brought value to both organisations.

The PON provided:
- An accessible learning and teaching environment.
- A department committed to mainstreaming gender into its curriculum.
- Expertise in journalism related learning.
- Time and space for training, policy development and lecturing.

GL provided:
- Training to educators and learners.
- Expertise in gender and media.
- Support to educators.
- Training materials.

Generally the advantages of a partnership include:
- A fresh external view of the curriculum.
- Expertise.
- Making the time to address curriculum issues.
- A collaborative effort that results a sharing of skills between partners.
- Focusing on the issue at hand.
- Sharing resources.
- Sharing labour.

Gender and Media Educators Network

Gender is clearly on the regional agenda. To train gender-aware journalists is a regional priority: first to respond to a clear violation of the principles of fairness, balance and accuracy and second to contribute to the growing commitment to the transformation of gender relations in the Southern African region.

The *Gender in Media Education and Training Audit* illustrates that most training institutions in the region are committed to mainstreaming gender into their curricula. The reasons for not doing so relate to:
- Internal work pressures and limited time.
- Lack of material.
- Lack of expertise.
- Need to raise awareness amongst educators.
- Lack of co-ordination amongst institutions to share practices and resources.
- Limited communication between regional training institutions.

A strategy to address these limitations is the establishment of a virtual network of journalism educators as a sub-committee of the Gender and Media Southern Africa (GEMSA) Network.

The network could, at its inception, be a forum to share best practices and function as an advisory forum. An area that has not been touched on, but is critical, is research. The virtual network could have a bulletin board where any research on gender and the media could be publicised and registered. This could result in collaborative research initiatives between countries and institutions.

However, the most important result would be the strategic partnerships that could emerge between institutions and organisations that are part of the network. We hope that this primer will help to spur such a network, as well as many similar efforts to mainstream gender in media education.

ANNEX A
GENDER AND MEDIA POLICY CHECKLIST

I. GENDER POLICY FRAMEWORK

International commitments

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

National legislation

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

Gender policy

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

II. CURRICULUM

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

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

Representation

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

Context

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

Portrayal

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

Language

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

Programming

- ✓ Do you have special spaces/ slots for women?
- ✓ Should these be for gender rather than for women?
- ✓ Is the difference understood?
- ✓ Who are you addressing in these spaces?
- ✓ Where are they placed?
- ✓ For audio- visual media, do they take account of the dual roles and time constraints of women?
- ✓ Are they available during prime time when the largest number of men and women are likely to be watching and or listening?

Advertising

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

Listener and viewer surveys

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

III. INSTITUTIONAL TRANSFORMATION

Affirmative Action Policy

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

Recruitment

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

Selection

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

Work environment

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

Family friendly practices

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

On the job experience

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

Capacity building

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

Promotion

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

IV. GENDER MANAGEMENT SYSTEM

Champions

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

Governance level

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

Administrative level

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

Structures

Formal

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

Informal

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

Analytical Capacity

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

Monitoring, evaluation and resource allocation

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

ANNEX B
EXAMPLE OF AN "ENGENDERED" CURRICULUM

'Engendered' curriculum: SPECIFIC LEARNING AREA

Course	Learning area	Objectives	How gender can be mainstreamed?
Political Science 1	What is political reporting?	• To define 'political reporting'. • To critically look the relationship of decision-makers and the people who impacted on by decision-makers. • To critically assess the role of journalists within this context.	• Ask students to define term 'political'. • The discussion will start with issues of government, party politics, elections, etc. • Ask questions about ultimately who is impacted on by the decisions made by government and other decision-making structures. • Responses will include society, people, etc. • Get students to disaggregate what that means. • Women, men, children, explain the importance of disaggregating data. • Provide of stories that are about government policies that do not have the voices of people that are directly impacted on. Ensure that some examples relate to issues impacting on women. • Provide some positive examples. • Draw the learning together by addressing the role of journalists in the context of government and people. • Emphasis points relating to the importance of focusing who the policies and practices of decision-making structures impact on, using multiple sources, disaggregated data, differential impact.
News Reporting 1	What is news?	• To identify traditional news values. • To critically evaluate news values. • To understand how news values are integrated into media practice.	• Ask the question: "What is news?" • From the responses draw out news values. • Discuss each value and what types of current issues and debates they lend themselves to. • Ensure that amongst the issues raised are for example violence against women, equal access to opportunities, HIV/AIDS and its impact on different groups in society, etc. • Provide examples of news stories and ask students to identify news values. Include amongst the examples that use the adage 'sex sells'. • Have a discussion about the idea that 'sex sells' and sensationalism. • Relate these to the substance of news values and how they should manifest in media practice.

Engendered curriculum: SYLLABI

Course name	Course description	Course objective	Course content
South African Contemporary History	A semester course that covers South African History from the 1960's to the current time.	• To provide students with a factual knowledge of key events which have shaped the current South African context. • To analyse how these events continue to contribute to positive and negative developments in the country. • To locate South Africa in a regional and global context.	• History of apartheid (issues such as triple oppression of women). • Struggle for liberation: role of the anti-apartheid movements (role of women in the liberation movements). • Role of the labour movement (use case studies such as the role of women labourers in the clothing industry). • The women's struggle in SA: then and now (trace the path of women's oppression generally, how does it manifest in specific context, what changes have occurred, what further developments are needed). • SA in SADC: economic, political, social challenges (SADC Parliamentary protocols on gender, status of women in different regional governments). • SA in global context: AU, NAM, G8, UN (highlight gender policies and key debates around women's representation and participation).
Media Studies 2	Annual course that critically engages with nature of society, its institutions (with specific reference to the media) and its people.	• To understand the social context that will contribute to the shaping of a media text. • To understand the social context within which the media text will be consumed. • To engage with the nature of citizens, audiences and messages. • To acquire some tools to analyse texts.	• 'Structure of society': the institutions that contribute to a functioning society, understanding why these work according to structuralist thinking (include critique, change becomes impossible mission, consider how women's role and status has changed over time, race can also be used). • Critically discuss the role of media as institution that is often seen as conduit between other institutions and citizenry. • Engage with Gramsci's notion of 'hegemony' and how the media contributes to maintaining the status quo. (Use examples of media that continue to locate women in a position of subservience and represent women as 'sex symbol'). • Unpack how 'identities' are created and maintained through hegemony. • Examine media texts in relation to target audiences (assumptions of certain preferences based on gender) and draw out particular characteristics. • Draw out differences between audiences and citizenry (use 'ideal' public service broadcasting and commercial media). • Assumption in both cases is that citizenry and audiences of news are masculine. The problems that arise with that dominant mode of thinking. • Use Stuart Hall's encoding/decoding model and analyse media texts. Draw out stereotypes inherent in texts based on dominant thinking. • Engage with notions of why these need to change and be challenged.

At the end of 2004, the first class of journalism students graduated from the Polytechnic of Namibia (PON). They are also the first class of media students in Southern Africa to have gone through a course in which gender has been systematically integrated into all their areas of study. Will they be better journalists as a result of this? What lessons were learned in the process? What are the prospects of replicating this process elsewhere? An honest account of the three year project undertaken by the PON Department of Media Technology and Gender Links, with support from the Friedrich Ebert Foundation, this primer documents the process, the problems, and the outcomes, both from the point of view of educators and learners. The book is a contribution to the growing literature in the region on gender and the media, and is intended as a guide to other training institutions that may wish to adapt some of the approaches taken to their own work. It is hoped that networks such as the Gender and Media Southern Africa (GEMSA) Network and the Southern Africa Media Trainers Network (SAMTRAN) will help to create this multiplier effect. Ultimately, as the team leaders of the project put it in the foreword, these efforts are part of the bigger ideal of creating a region in which all women and men are free to realise their full potential.

gender links

TECHNOLOGY AND DEVELOPMENT

FRIEDRICH EBERT STIFTUNG