

# *watching the watchdogs*



***a gender and media literacy  
tool kit for Southern Africa***

# ACKNOWLEDGEMENTS

This tool kit draws on research conducted by Gender Links and partner organisations, as well as training materials developed over a number of years on gender in the Southern African media. These publications include: *Whose news, whose views, a Southern African Gender and Media Handbook*; *Picture our Lives, Gender and Media Images*; *Getting Smart, Strategic communications for gender activists*; *Getting it Right*; *Gender in the Southern African Media* and *IT for Advocacy: A Southern African Manual*. It also makes use of the Gender Links Virtual Resource Centre, a dynamic collection of case material from around Southern Africa, and the Gender Links Opinion and Commentary Service, that participants are encouraged to contribute to.

A reference group comprising representatives of the Gender and Media Southern Africa Network (GEMSA) helped to conceptualise the tool kit. Their advocacy work with schools and the general public (especially in Mauritius and Zambia) provided much of the inspiration for the tool kit. The GEMSA members of the reference group are: Anacleta Pereira (Angola); Keabonye Ntsabane (Botswana), Tom Mapesela (Lesotho); Stella Mhura (Malawi); Loga Virahsawmy (Mauritius); Marciano Mubai (Mozambique); Sarry Xoagus-Eises (Namibia); Sharon Telemaque (Seychelles); Rose Haji (Tanzania); Charles Chisala (Zambia) and Loveness Jambaya (Zimbabwe).

Marion Drew, an independent education expert, provided valuable feedback on the initial outline and subsequent drafts of the manual. Colleen Lowe Morna, executive director of Gender Links, wrote the text. Judy Seidman, an independent artist, designer, and gender and media activist did the illustrations, design and layout of the manual. The photos in this manual are by Colleen Lowe Morna and Trevor Davies unless otherwise stated.

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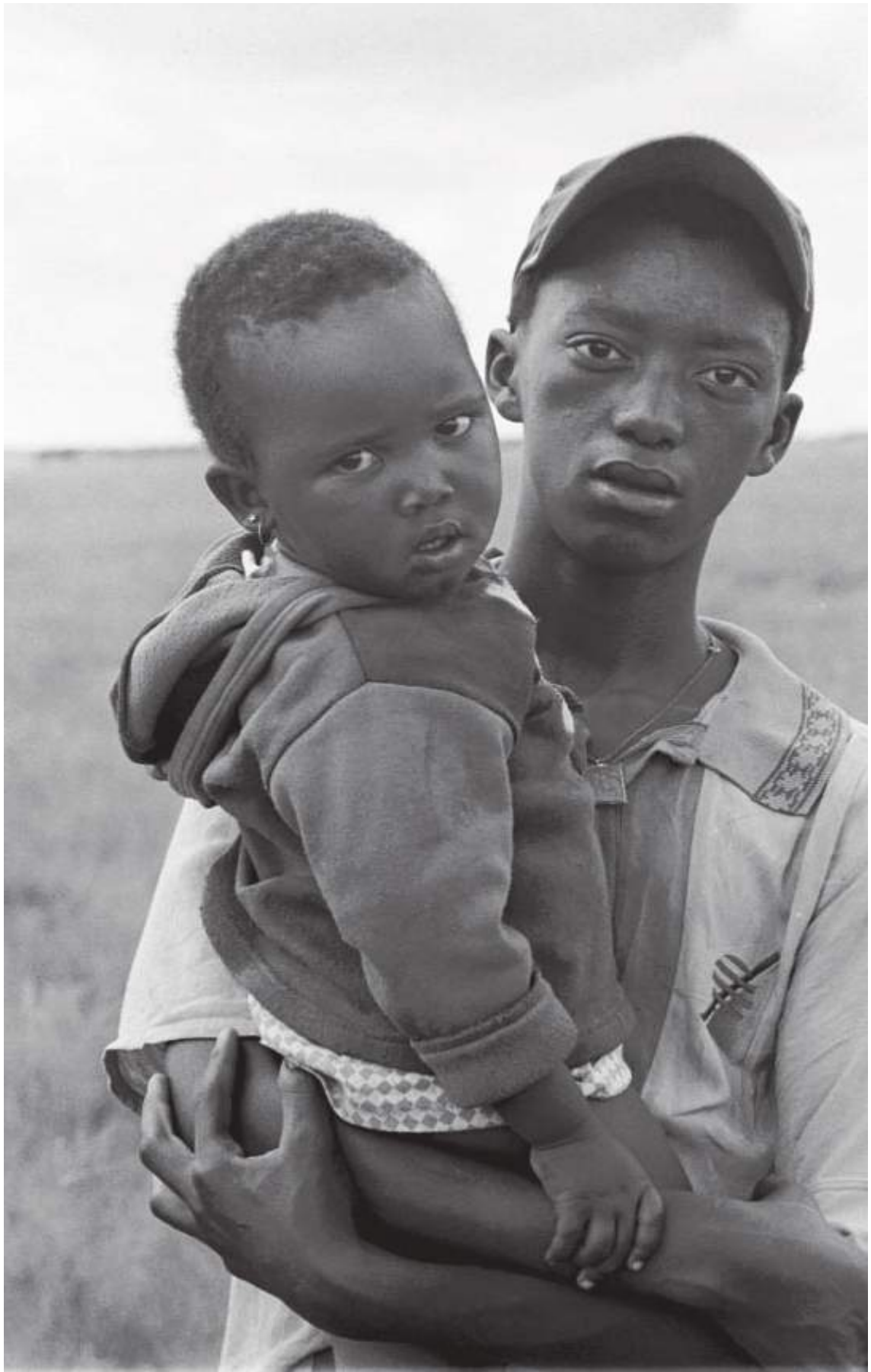
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*This kind of image provides a counter to the belief that men should not care for children. Photo: Peter McKenzie*

# watching the watchdogs

## INTRODUCTION



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# INTRODUCTION

*Media Literacy is the ability to read and analyse images and implicit messages in all types of media content. Being media literate is the first step to understanding media and to becoming an active media consumer (Media Watch, [www.mediawatch.ca/media](http://www.mediawatch.ca/media)).*

The former Minister of Women's Rights and Family Affairs in Mauritius confessed that she had never really thought about how women are portrayed in the media until she attended a workshop organised by Media Watch Organisation (MWO) in which she counted the number of women and men in newspaper images in the day's news.

A few days later, she happened to be opening an important conference on women's rights. The Prime Minister also spoke. The following day the news led with the Prime Minister's speech and with a photo of him. None of the stories mentioned the minister, despite her opening speech and strong views on the subject.

She called the head of MWO. "Now I know what you mean by being excluded!" she said. "In the past I would probably not have even noticed the difference!"

Just like we have to learn to read and write, we need to learn to be critical consumers of the media.

Each day, some 10 000 images come flashing across our screens on television, in the print media, and on billboards. Each of these send out messages about who we are, how we live, and whom and what we should aspire to be.

These messages, in images, sound and text, often have strong biases with regard to the role of women and men in our society. Several research projects in Southern Africa and across the globe have shown that women often either don't exist at all in the news, or feature in a limited number of roles: as victims of violence, home makers, or fashion models. Men, on the other hand, feature in the news in a wide variety of activities, like politics, sports, business and entertainment. Often women are portrayed in ways that emphasise their physical features and under-play their mental abilities.

When these messages are repeated over and over again, and when we consume them without being critical of them, they are likely to influence the way we see the world. They may even influence the way we behave, our aspirations, the career choices we make, our goals and self-confidence. For example, a young woman might feel that she should not aspire to be an investment banker, because she has hardly ever seen a woman in that role. Or a man might feel that he should not take care of children, because that is a "woman's thing."



## Watching the watchdogs

We have probably all heard at some time that the role of the media in a democracy- other than to inform and entertain- is to play a “watchdog” role. But who watches the watchdogs? Of course, there are professional bodies that are set up to do so. These include **regulatory authorities**, like the organisations that licence broadcasters. These allocate airwaves to radio and television operators in much the same way as a traffic controller at the airport makes sure that there is no crossing of lines and that space is fairly allocated. In doing so, they can also set out licensing conditions. For example, they can say what proportion of the content must be generated locally, as compared to programmes that come from overseas (like *Sex and the City*). They can also insist on certain **ethical** standards like making sure that programmes are not harmful to children, or do not degrade any ethnic or religious group, or do not discriminate based on gender.

Some media enterprises regulate, or make rules for themselves. For example, in many Southern African countries advertising is not regulated, since this is regarded as a matter of free expression. But many advertising industries have joined together to establish advertising standards authorities. By doing so, they recognise that all rights come with responsibilities. They realise that if they are offensive to the public, this will be bad for business. Freedom of expression is not a free licence to demean or degrade anyone, or any group of people. There are “bottom lines” or standards that have to be agreed and established. For example, most advertising standards authorities will have rules against “hate speech”; things or words that are said to hurt a particular group or individual, like “kaffir” or “nigger” or “bitch”.



Why do we have to listen to this on a public broadcasting system?

But who makes sure that these are observed? There is no better “watchdog of the watchdogs” than us, the people who shape and or consume the media themselves! Our “gut” responses to what we see, hear and watch are the best way of sending messages to the powers that be about what these bottom lines should be.

There are many ways of doing so. One is through “news that asks for feedback” like letters and talk shows. Complaints can also be lodged with regulatory authorities.

When we take issues up in this way, we become active (rather than passive) consumers. We exercise our media literacy (that is the ability to be critical about what we see, hear and read) and even to refuse to be subjected to it. We give the media valuable feedback that helps the media to be more responsive to us, the media consumers. By making our voices count, we become active **citizens**. We contribute to **participatory democracy**.



## Why this tool kit

When you talk to many of the media regulatory authorities in our region, they tell you that they have never received a gender-related complaint. Yet when you talk to women and men on the street (and especially to women) they have plenty of complaints about the way they see (or don't see) themselves in the media.

This tool kit aims to provide everyone who uses it with a pair of **gender spectacles** that will help you read between the lines and see behind the scenes of every media article or programme you encounter. It will help you:

- See what gender biases may have led to the news being told in a certain way.
- Understand what effect that has on you and on the people around you.
- Know what the “bottom lines” are when it comes to fairness in the media.
- Take action if you feel the media has acted unfairly, thus becoming an active consumer and citizen.
- Learn how to interact with the media and even create your own alternative media so that you no longer feel a sense of powerlessness.
- Leave you media literate!



## Who is it for?

The tool kit is written for anyone who wants to become gender and media literate. With lots of exercises that involve monitoring of the media and collecting case material, the kit can be used individually, or in learning groups. Some of the learning situations in which the kit can be used are:

- With gender and media networks around the region, to increase gender and media literacy levels among members, as well as strengthen advocacy efforts.
- In schools. Many schools in Southern Africa have press clubs. Schools are also introducing Life Orientation learning as part of curricula. A gender lens on the media will help to enrich such programmes, and get young people to start thinking critically about the news from an early age.
- In media literacy outreach efforts conducted by media NGOs, regulatory authorities and other watch dog bodies. These organisations have a duty to educate the public on how the media works, and how the public can make its views known to the media. This is critical to deepening democracy.
- In empowering women decision-makers, who (like the Mauritian Minister of Women's Rights and Family Affairs) are well placed to influence the way news works, but can only do so through greater awareness on their part.

## What does it draw on?

The media literacy project is an important part of GL's focus on media consumers. It flows from a wide variety of research projects that include:

- The *Gender and Media Baseline Study* (GMBS) conducted with the Media Institute of Southern Africa (MISA) in 2003 on how women and men are represented and portrayed in the news.
- An analysis of the Southern African findings of the *Global Media Monitoring Project* (GMMP) in 2005 that bench marks the region against the GMBS as well as the global findings.
- The *Gender and Media Audience Study* (GMAS) conducted by GL and partner organisations in 13 Southern African countries from 2004 to 2005, focusing on how women and men respond to the news.
- The *Mirror on the Media Project*, that involves spot monitoring of special events and genres, including a study on radio talk shows (Who talks on Talk Shows).

The study also draws on a number of GL training tools that include:

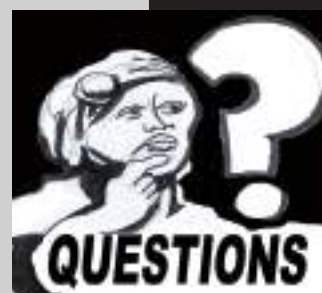
- *Whose News, Whose Views, a Gender and Media Southern African Handbook*
- *Picture our lives: Gender and images in Southern Africa.*
- *Gender, HIV/AIDS and the Media: A Southern African Tool Kit.*
- *Getting Smart: Strategic Communications for Gender Activists in Southern Africa.*
- *Getting it Right: Gender and the Media in Southern Africa.*



## What will you find in each module?

Each module consists of different kinds of resources to help you learn through doing. These are:

- An introduction that sets out what each module is about.
- Exercises that get you doing things yourself and in groups.
- Questions for discussion that guide you in “buzz” sessions with your colleagues and help you to discover what is going on.
- Case studies or examples based on real newspaper articles or events, from which you can learn more.
- Fact sheets that give you information and add to what you have learned yourself.
- Definitions (and at the end of the manual) a glossary or list of new words that you will learn as you go along. New words are always part of being more literate!



## Additional resources

At the back of the kit is a DVD that contains:

- The case studies that are listed in this manual.
- *Making Every Voice Count*, a documentary of the GMBS (Gender Links)
- *Making IT work for Gender justice: the cyber dialogues* (Gender Links)
- *Whose news, whose views* (Women's Media Watch)

## The VRC

These are referred to at different points in the text. In addition, the exercises may ask you to make use of GL's Virtual Resource Centre (VRC). This is a dynamic collection of gender and media case studies from around Southern Africa that you will not only refer to but have the chance to add to through your monitoring assignments!



## ***How to use the manual***

This manual is written in a way that many different people, in different settings and situations, can use it. But there are a few common threads that hold it together.

The tool kit is in ten modules. One builds on the other. Each one can be covered in two to four hours, depending how much work is done outside the learning room. Ideally learning should be in groups, and the modules should be spread out (say one each week) to allow for home work to be done in between.

The tool kit is in a binder. This is deliberate, to allow participants wherever they may be or whatever their starting point (they could even be in primary school!) to gather case material of their own and add it to the folder. In the end, every participant should have a different looking folder that makes it very personal!!

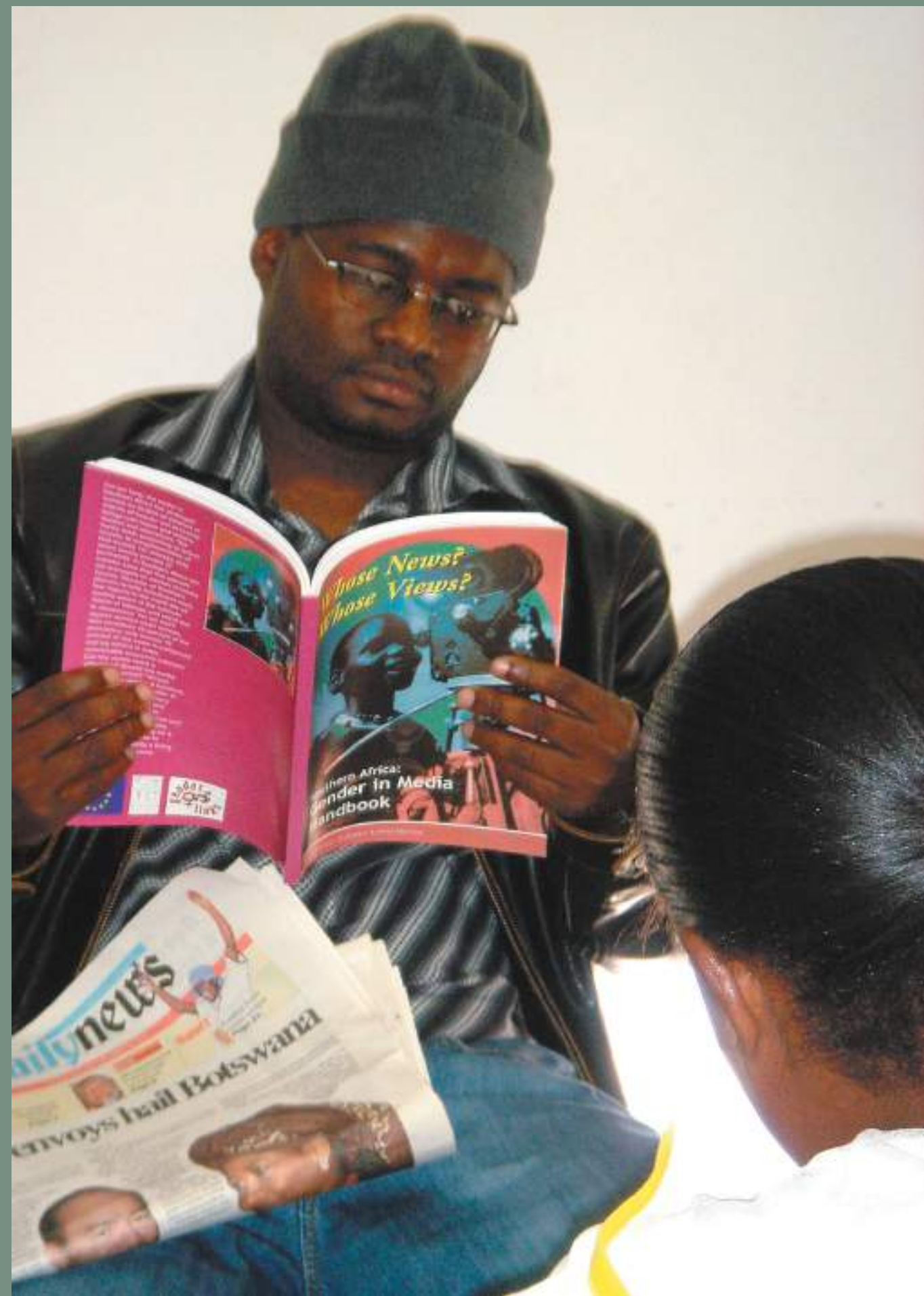
For those who may be trainers, or individuals working through this course on their own, there are notes to go with each exercise at the end of the tool kit.

As with all GL tools this one is about learning by doing. The more you do, the more you learn. The more you learn, the more empowered you become.



# MODULE 1

## WHAT IS MEDIA LITERACY?





So you finished school and started a job and you thought you were all done. Or maybe you are at school and you reckon that what you are learning in class is all you will ever need to know. Wrong! Every day, you are being bombarded with information that comes to you in the form of pictures, sound and text. How do you know if this information is true or false? What effect

does it have on you? Of course you can see, read and hear it. But how do you interpret it? Supposing the information is false, or insulting to you or someone else. How do you respond? To do so, **you need to be media literate!**

In this first segment of the course, we will be asking:

- What is media literacy? and
- Why is media literacy important?

## We see things differently

Have you ever wondered why, even though every human being has the same basic features, we all look different and we all see things just a little bit differently, even when they are the same? Have you ever wondered just what effect that might have on the making of the news? Here is an exercise that will help you see how that happens!



*Gender and media training in Botswana.*





## One event, many views

If you are in a group, three members of the group will be asked to role play a car accident based on the picture below.

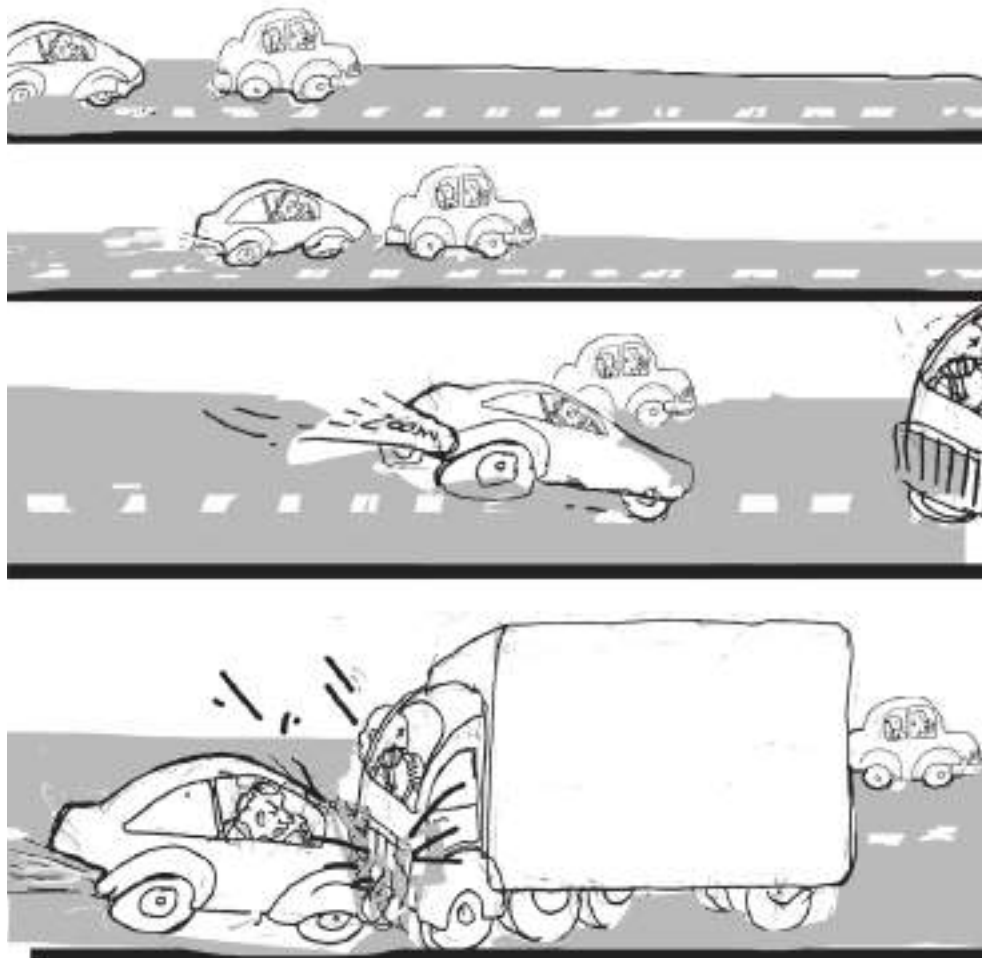
What happens:

The woman is driving slowly and the man is in a hurry.

He curses the woman and tries to pass her.

A lorry is coming from the opposite direction.

The car trying to pass and the lorry crash.



Each member of the audience should write in a paragraph what they saw happening, and why they think it happened. If you are alone, write a paragraph based on the picture.

1. Each one should read their paragraph.
2. What does everyone have to say about what happened? Is it the same or different?
3. Why are there differences between the way we see things?
4. Are there differences between the way women and men in the group see things?
5. Supposing two journalists had witnessed the same event. Would they report on it in the same way?
6. What could influence the way that different journalists report on the same event?
7. If we take this thought further, how neutral do we think news is, or can be?

# How news is made

There is so much going on out there. How do reporters get to find out what is going on? Find out by looking at the days news!



## Where does the news come from?

Pick up any newspaper of the day or pre record radio or TV news. If you pick stories from a newspaper, paste three stories on a sheet and stick them in the folder after this page. Then answer the questions that follow.

QUESTIONS	STORY ONE	STORY TWO	STORY THREE
Name of story			
Who was consulted?			
Who was not consulted?			
Who should have been consulted?			
How would the story have been different if other people had been consulted?			



1. What does this exercise tell you about where news comes from?
  2. What does the exercise tell you about gaps in information?
  3. What is the effect of these gaps?
- 



### **What hides behind the fishing project?**

A story is introduced by the Seychelles Broadcasting Corporation TV reporter as: “the government plans to develop fishing facilities in the Bel Ombre district.” This district is one of the chief fishing areas of Seychelles, which is made up of about 80 islands. The content of the story is about what the government plans to do, as seen through the eyes of the male minister responsible for fishing. No one else is interviewed.

1. Who else could the reporter have interviewed?
  2. How would this have affected the story?
- 



### **More questions than answers?**

With reference to the story from the Herald newspaper in Zimbabwe entitled “Divorce cases soar- High Court Judge” (CS1 on the CD ROM), answer the following questions:

1. What is this story about?
  2. Who is the main source in the story?
  3. What else would you have liked to know?
  4. Whose views are not consulted?
  5. How might this have changed the story?
- 

## **How the media sometimes gets it wrong**

Often, because of the power of the media, we think they must always get it right or at least that they ought to try and get it right. But they do not. There are frequently factual errors in the media. At times, as illustrated in the next case study, two different newspapers come up with opposite stories on the same incident!



### **Zuma rape charge contradictions**

Read the two stories (CS 2 and CS 3) on the CD ROM. These are the two stories by two different Sunday newspapers on



allegations that the former Deputy President of South Africa, Jacob Zuma, had been charged with rape. One story (*Sunday Times*) quotes a number of sources saying that charges had been laid. Another paper (*the Sunday Independent*) quotes the alleged victim as saying no charges had been laid. Now read article CS 4, an opinion piece on the case by a gender activist who says that the journalist in the *Sunday Independent* should have known better.



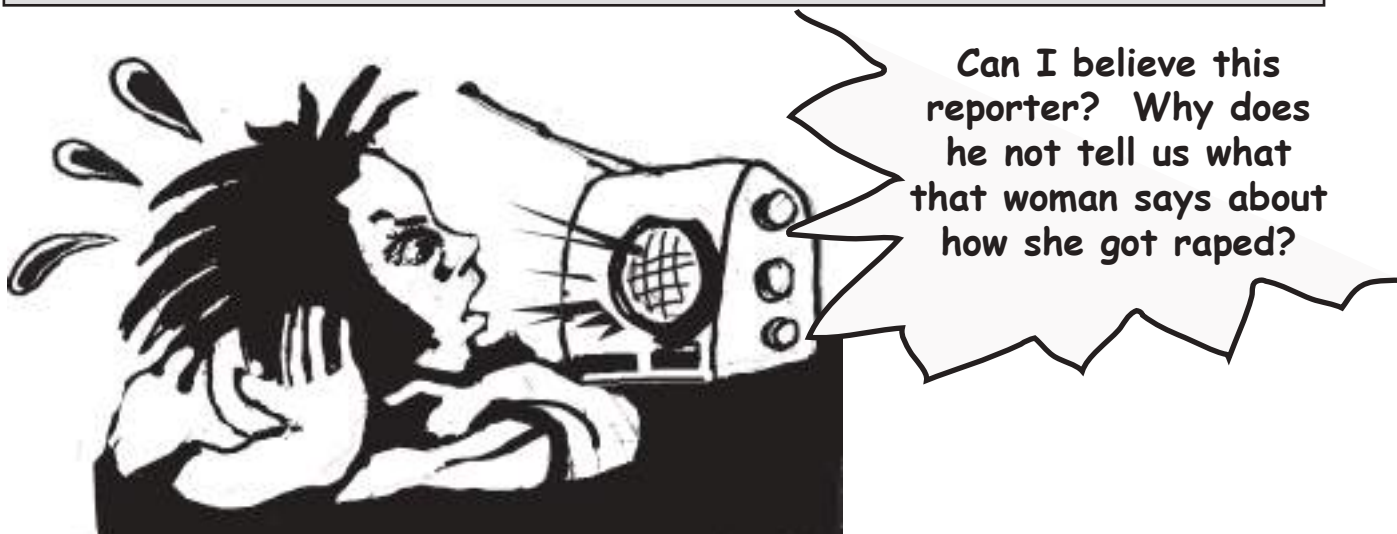
1. Which of the stories do you instinctively believe?
2. Why?
3. If you followed this story, which of them turned out to be the more credible? Why?
4. Is it fair to say that the *Sunday Independent* journalist should have known better? Give reasons for your answer.



### **Is the media to be trusted?**

Think of a case in which you really did not believe or agree with a story that you saw or heard in the media.

1. Why did you not agree with or believe the story?
2. How trustworthy is the media?
3. What technological changes have taken place in the media and what is the effect of this on media consumers?
4. What do you understand by media literacy?
5. Is media literacy important? If so, why is it important?





*Super-connected. Photo: GCIS*



# Media literacy

*“Most educators today understand that with the revolutionary changes in communication that have occurred in the last half century, media literacy has become as essential a skill as the ability to read the printed word” -- Marjorie Heins and Christina Cho, in Media Literacy: An Alternative to Censorship*

Two important developments have taken place in the media in Southern Africa since the early 1990's. One is that with the ending of apartheid in South Africa and the advent of democracy in many countries in the region, there is a far more open environment for the media to operate in.

The other is that developments in media technology have drastically altered our lives. TV brings the world into our living rooms. Mobile phones and the Internet make it possible for us to “get connected”, no matter where we are. Media is all around us.

From the perspective of free speech, these are welcome developments. But they can also be damaging. For example, it has become almost impossible to prevent children from being exposed to material that might be harmful to them. While the Internet is a powerful tool for lobbying for the rights of women, it has also been used to degrade, objectify and humiliate women as well as promote sex trafficking.

From the earliest days there has been an uneasy relationship between parents and mass media that seems to have a particular attraction for the youth. Many young people spend hours watching violent shows on television and it is difficult to control what they consume. Much has also been written on the media's role in fuelling gender based violence.

But most democratic societies (South Africa is a case in point) have opted against censorship (the banning of certain kinds of media) and in favour of media literacy (understanding what makes up the media and how to be a critical consumer of what we see, hear and read).

Censorship raises many concerns as to who decides what to publish and what not to publish. In Southern Africa, censorship has a strong political connotation, because of the repressive history of many countries in the region. There are also often tendencies – never too far from the surface - for the heavy hand of the government to interfere in the right of citizens to information.

This history has resulted in a critical media public in the region. In her book *None But Ourselves* written soon after Zimbabwe's independence in 1980 Julie Fredrickse documented how Zimbabweans instinctively distrusted the propaganda machinery of the white minority government of Ian Smith. This distrust often led to them reading exact opposite meanings into the daily news menu.





Black South Africans also often instinctively distrust the predominantly white-owned media in South Africa. These “instincts” are a result of repeated exposure to stories that audiences feel fail to relate to them; perhaps even demean them; and therefore they treat that with suspicion. Now that a number of black-owned media outlets have sprung up in South Africa, many whites distinctively distrust these.

Many women have had the experience of reading, viewing or listening to a media story and feeling alienated from it because they do not believe it is true or fair. This happens often in the coverage of gender violence stories in which women feel that the facts have been loaded against the victim and in favour of the perpetrator. Many women politicians also have a ‘love hate’ relationship with the media because while they know that they need the media, a lot of research shows that the media often ignores basic ethical principles in its rush to discredit women in powerful positions.

By deconstructing the making of the news, media literacy shows how media messages are made and how they differ from reality. It also shows how to analyse the messages, whether they involve commercial advertising, ethnic and gender stereotypes, violence, sexual decision-making, or other complex issues. To quote media literacy educator Ernest Boyer: “It is no longer enough to simply read or write. Students must also become literate in the understanding of visual images. They must learn how to spot a stereotype; isolate a social cliché; and distinguish facts from propaganda.” This is why media literacy is so critical to our lives.

But media literacy is not only about spotting what is “bad” in the media. It is also about fostering critical consumers and active citizens. To quote Heins and Cho, media literacy is more than just a “vaccine against sexual risk taking, gender stereotypes or violence on TV.” It becomes a way of challenging the world as it is presented and putting forward ideas for a new and better world.

**In sum media literacy consists of four key skills:**

- ★ **Critical skills**, so that we do not passively believe everything we see, read, or hear and that we evaluate.
- ★ **Contextual knowledge**, to be able to make judgements about whether what we see, read, or hear is correct.
- ★ **Wider viewing experiences** and
- ★ **Opportunities for creative activities** as we start to engage with, rather than just “receive” the news.

# Notes for module 1



## **EXERCISE: One event, many views**

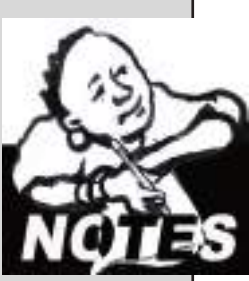
What is uncanny in this exercise is that no matter how many people there are out there, each one will see the picture or the role play differently. There may also be differences between the way that women and men interpret the event. Women, for instance, are likely to see the impatient man as the cause of the accident. Men may blame the slow woman driver for being the cause. And there will be some men who blame the man and women who blame the woman. Reporters telling the story would be expected to get the basic facts right: a car trying to overtake crashed into a lorry. But they may have different interpretations as to the cause. And they may or may not mention the sex of those involved in the accident. The main point of this exercise is that all of us, including media reporters, see things slightly differently. This may be because of our sex, class, race, background, a particular experience we had, or even the nature of the media house that we are reporting for. Media must aim to be fair, but there is no such thing as being totally objective. Perhaps because each one of us live in our own skin and cannot altogether get out of it, we need to acknowledge that and at least seek out other opinions.

## **EXERCISE: Where does the news come from?**

A typical story on the front page of a newspaper or top item in a radio or TV bulletin may involve an important political or policy pronouncement, a case of corruption, etc. The story may either have come about because the main subject wanted the story known and therefore contacted the media (eg a press conference) or else because the media got wind of something happening from another source (for example a rival) and carried out its own investigation. But the question that arises is: what about the many instances of news that do not get covered because no one lets the media know, or because the media has not done its own homework? Is it possible or likely that there is as much if not more going on that we don't know about as that we do know about? How often do you read the news and say: am I living on the same planet as these people? How often does your neighbourhood news get reported and by who? When you look at whose views are reflected in stories, it is likely to be men, whether or not they are the most affected. For example stories on housing often only refer to policy makers or builders; not the people (and very seldom the women) who live in them.

## **CASE STUDY: What hides behind the fishing project?**

The story is told from the perspective of a male official. The use of the term "fishermen" presupposes that the beneficiaries will be men. The term also fails to distinguish between the categories of those involved in the trade, for example the boat owners; those who go out to sea; and those who clean the fish and prepare it for sale (a category in which women are likely to be found.) Raising questions about how



women will benefit could well raise an important policy debate about what the government is doing to challenge gender stereotypes in society.

### **CASE STUDY: More questions than answers?**

The story concerns a soaring number of divorce cases attributed to the increasing number of Zimbabweans leaving the country in search of greener pastures. The article mentions problems that arise when one spouse leaves the country and the couple is separated for a long time. No statistics are given on whether it is primarily women or men who leave the country. The article mentions the effect on young children (assumed to be in the care of mothers) with no mention of the effect on either spouse. The only person interviewed in the article is the male judge who handles divorce cases. Potentially an interesting story on the effect of the brain drain on family structures in Zimbabwe, the story begs more questions than answers by failing to probe the effect of the brain drain on women and men, and by relying on a single (male) source; also an expert or official rather than a person affected. Imagine for a moment that the women and men affected had been interviewed for this story. How would it be different?

### **CASE STUDY: Zuma rape charge contradictions**

The case study is one of a relatively rare case in which two newspapers gives opposite stories on the same incident. It is all the more intriguing because the more credible story in terms of its multiple sources, checks and cross checks is the one that does not quote the alleged victim. The story that quotes her and names her is somewhat less credible, even though it is her denying that she laid the charges. The clue to what happened here is contained in the opinion piece that points out that women are often under pressure to withdraw rape charges. If the male reporter in this case had been sensitive to this fact, he may have regarded the denial with a great deal of suspicion. He also might have resisted naming her, even though she gave her name, because of the damage that publicizing her name could do. This indeed proved to be the case, as the claimant had to go into witness protection once this story had been publicized.

### **DISCUSSION: Is the media to be trusted?**

Many participants will cite examples of how the media got a particular story wrong (in their perspective) or chose to focus on just one particular issue. This may be a case that the participants are aware of, but view the issue from a different light. For example a state owned media outlet may give an upbeat report about the visit by a politician to a locality without reporting on the lack of popularity of the politician or the underlying tension. The story is written to fit a particular perspective. Someone from the area who is aware of the underlying tension will find it difficult to believe the story. This discussion should lead into what is meant by media literacy, its relationship to democracy and citizenship, as expanded on in the fact sheet.



MODULE

2

WHERE ARE WOMEN & MEN

IN THE MEDIA?



women and men  
make the news



[www.genderlinks.org.za](http://www.genderlinks.org.za)







Hands up anyone who has ever thought about, let alone counted, how often the voices of women and men feature in the news? Chances are that very few of those reading this has ever done so. It is not the way we are taught to consume the news. After all, we just want to know what happened, don't we? Why should we be bothered who the source of the news is? In this module we will discover:

- The roles that are assigned to women and men in society.
- How these reflect in the making of the news.
- Why this makes a difference.

## Sex and gender

Understanding the difference between sex and gender is a critical starting point. These terms are frequently confused. For example, arrival and departure forms in South Africa ask travellers what their gender is. The question, as we will see from the exercise below, should be what is your sex?



### Sex or gender?

In pairs or buzz groups, tick whether the following functions are associated with sex or gender.

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



How did you decide which is which?

What is the difference between gender and sex?



**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. For example, your grand mothers views about the role of women in society may be very different to your own, and those of your daughter may be different to yours! Our gender identity determines how we are perceived; often how we perceive ourselves; 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. 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 on by other factors, such as race, class, ethnicity and disability. For example, a poor, rural, disabled, black woman in South Africa is likely to be far more disadvantaged than a rich, white, urban woman who has no disability.

## Sex and gender roles

Think for a moment about the table you just completed. Did you find yourself confusing sex and gender roles? Are you clear about the difference? If so, let us see how these play themselves out in our every day lives.



*Sisterly support at the Beijing Plus Ten Conference*



## Role mapping

On your own or in small groups, fill out the following table of the biologically and socially determined roles of men and women.

SEX AND GENDER ROLES		
ROLES AND ASSUMED ROLES	WOMAN	MAN
SEX = BIOLOGICALLY DETERMINED		
GENDER = SOCIALLY DETERMINED		
HOME		
COMMUNITY		
WORKPLACE		
PERSONALITY TRAITS = SOCIALLY DETERMINED		



1. Does this “division of labour” make sense? Why or why not?
2. What are the economic differences between the roles assigned to men and those assigned to women?
3. What is the political difference in the roles assigned to men and women?
4. What is the social difference in the roles assigned to women and men?

## Missing in action

How do gender roles and assumptions in society reflect in the media? This is a really important question. To get us thinking, here is a quick exercise that you can do anywhere in the world you might happen to be. It’s a slightly less sophisticated form of some of the monitoring that you will do later on in this course. But it makes the point just as well and really gets you thinking.



### Finding women and men in the news

Making use of the day’s newspapers count the number of images of women and the number of images of men that you see, and take note what women and men are doing. If you are working through this in a group each individual or pairs of individuals should look at a different publication. Fill in the information in the attached table and discuss.

Publication	No. of images women	No. of images men	Total	% Images women	Roles	% Images men	Roles
<b>Total</b>							





1. What proportion of women and what proportion of men are represented in the images?
2. What is the difference, if any, between the roles that women and men play as seen in the media?

## Women and men in the news in Southern Africa

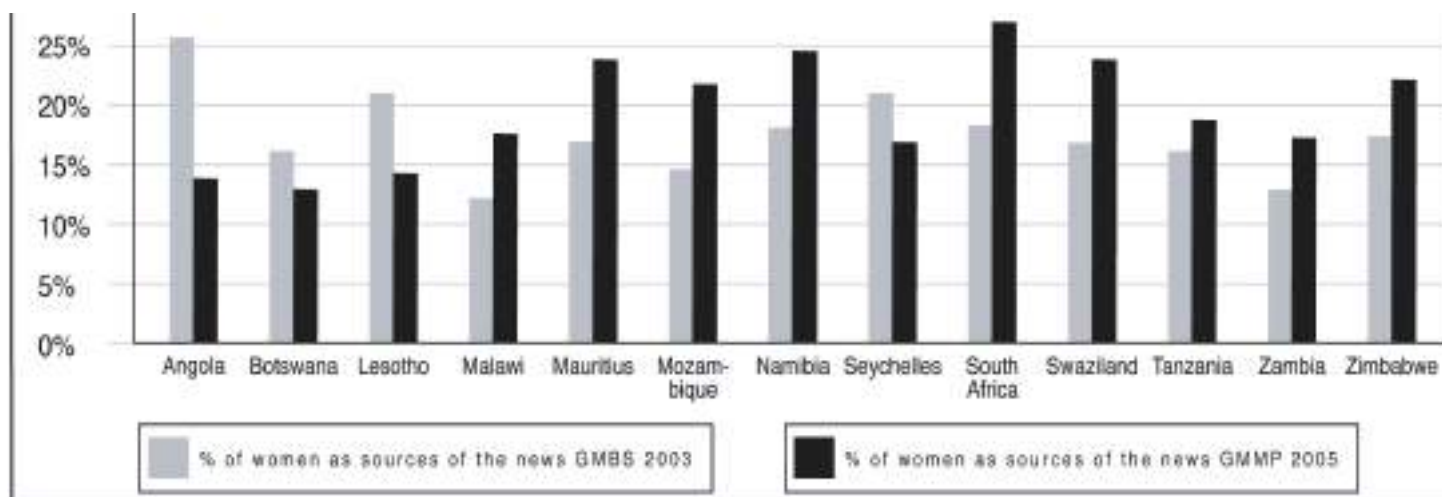
In 2003 Gender Links and the Media Institute of Southern Africa (MISA) conducted the first ever Gender and Media Baseline Study (GMBS) that covered over 25 000 news items found in the news during one month of monitoring. Monitors counted how many times the media sought out the views and voices of women and men in the news. Two years later in 2005 the same 13 Southern African countries participated in the Global Media Monitoring Project (GMMP) that monitored how women and men feature in the news on one day (16 February). The exercises that follow will help us to understand the findings of these monitoring projects.



### Forwards and backwards in Southern Africa

Study the graph below and answer the questions that follow.

**Women as news sources in all countries, GMBS(2003) versus the GMMP(2005)**



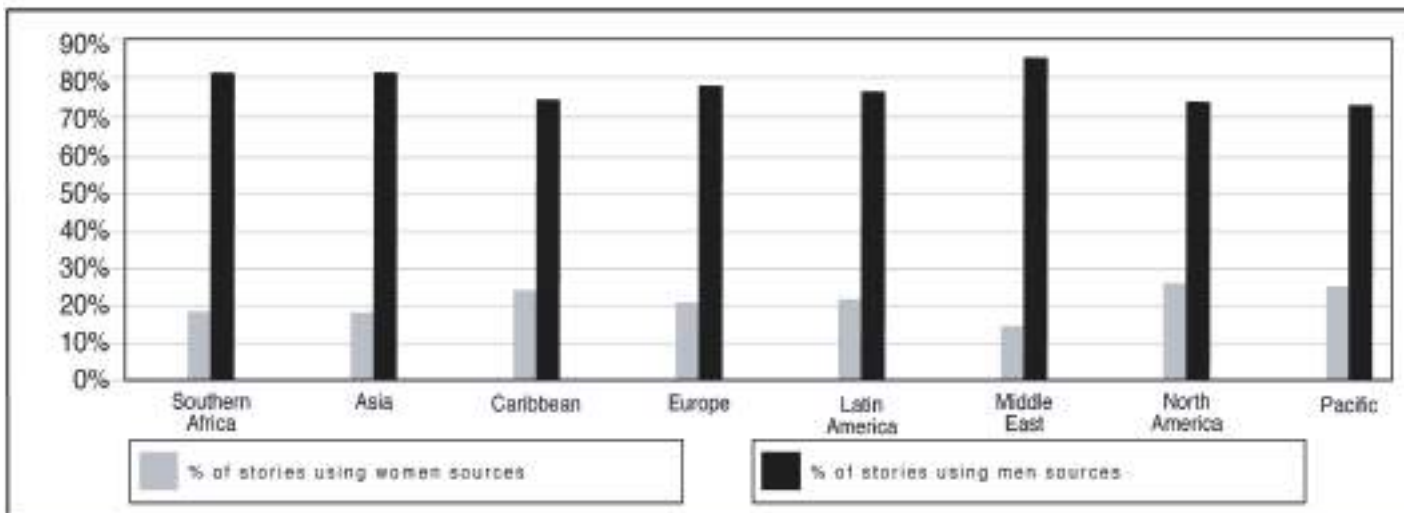
1. How many countries have improved with regard to the proportion of women as sources and how many have slipped backwards?
2. Which countries have improved in this respect and why do you think this is so?
3. Which countries have not improved?
4. Why do you think this is so?



## How is Southern Africa doing compared to the rest of the world?

Study the graph below and answer the questions that follow:

**Sex and news sources by region**



1. How does Southern Africa compare to the rest of the world with regard to the proportion of women's and men's voices that are heard in the news?
2. Which region of the world scores highest with regard to the proportion of women's sources?
3. Which scores lowest?
4. Why do you think the above is so?
5. Why is there no region in the world in which women's and men's voices are heard equally?

# How the media “hides” women

How does it come about that even when women are present at events their views about the event get ignored? The following example offers some clues:



## Women invisible in the African football awards

The annual awards of the Confederation on African Football (CAF) are an important event in the African sports calendar. One award is for Woman Footballer of the Year. In 2005 this went to Perpetua Nkwocha of Nigeria. At least eight television channels that were monitored during the GMMP - in Botswana,

Ghana, Nigeria and South Africa - covered the awards. Only three of them even referred to the Woman Footballer Award. Just one - AIT in Nigeria - showed footage of Nkwocha in action on the field. In South Africa where the award ceremony took place, coverage ignored Nkwocha. One channel, eTV showed her in a single brief shot (without a name caption) while a voice over noted that she was “the only player present to receive the award.” The story then cut to a reporter who concluded: “the glittering gala will unfortunately be remembered for those recipients who won awards, but never showed up.” (Source: GMMP 2005: 37)



1. Which station mentioned Nkwocha and why do you think this happened?
2. How did the other stations cover her award?
3. Why do you think this is so?
4. What effect did you think this had on Nkwocha, on other women players, and on women and men in the audience?

## Women are not heard even when they are there

One of the arguments frequently made by journalists is that they do not interview women because there are no women or a shortage of women in some occupations (like economics or sports). What do you think about this argument? The exercise that follows shows that even when women are present in professions, this does not necessarily mean that their voices get heard.



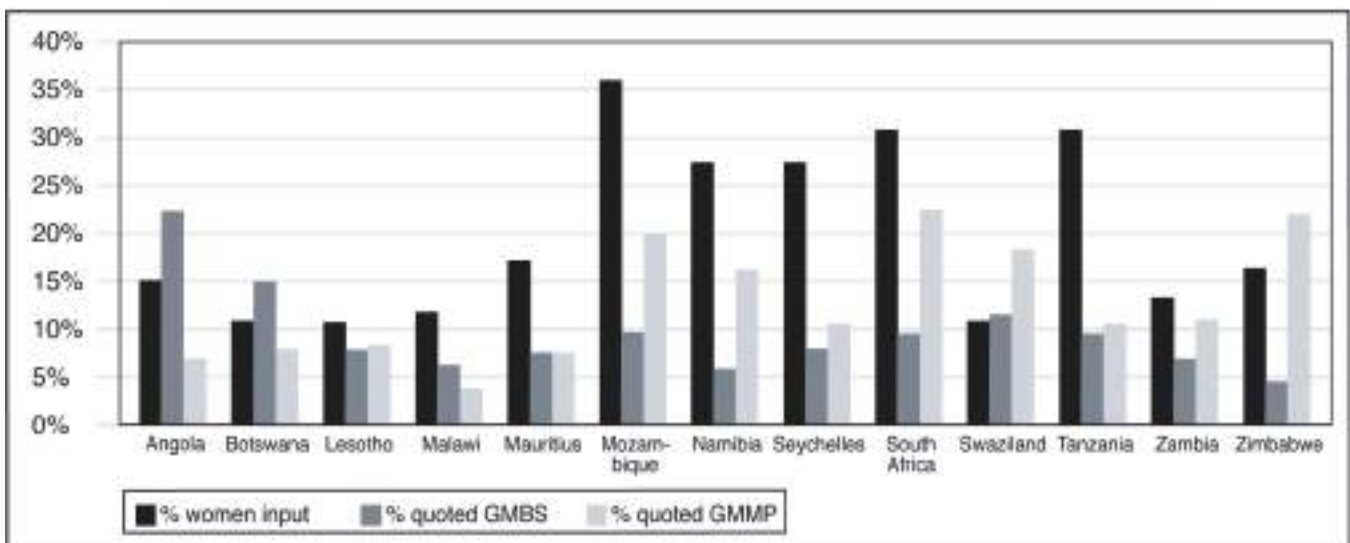
*Women not there?*



## Where are all the women politicians?

The graph below compares the percentage of women in parliament in each country, with the proportion of women politicians quoted in the two studies on gender and the media, the GMBS in 2003 and the GMMP in 2005. Study the graph. View the first twenty minutes of the DVD, *Making Every Voice Count*, up to where Thenjiwe Mtintso talks about her experience as a woman in politics and the phenomenon of the “roving microphone”. Answer the questions that follow:

### Are women politicians heard?



1. Is there any country in the region in which the proportion of women quoted is the same or higher than the percentage of women in parliament? If so which country, and why?
2. Has there been any change between the GMBS in 2003 and the GMMP in 2005?
3. Why do women politicians get ignored, even when they are in positions of authority?

## Men are the authoritative sources, even on HIV and AIDS

HIV and AIDS, the pandemic that has affected all Southern African countries so profoundly, has many gender dimensions. Women are biologically more susceptible to the virus. Often they do not have the power within relationships to insist on safe sex. Women are also disproportionately affected by gender violence that carries high risks of infection. Studies have shown that women living with HIV suffer more from discrimination than men. In general, women also shoulder a greater burden of care as a result of the pandemic. In 2005, Gender Links and the Media Monitoring Project (MMP) undertook an HIV and AIDS and Gender baseline study as part of the Media Action Plan on HIV and AIDS and Gender.

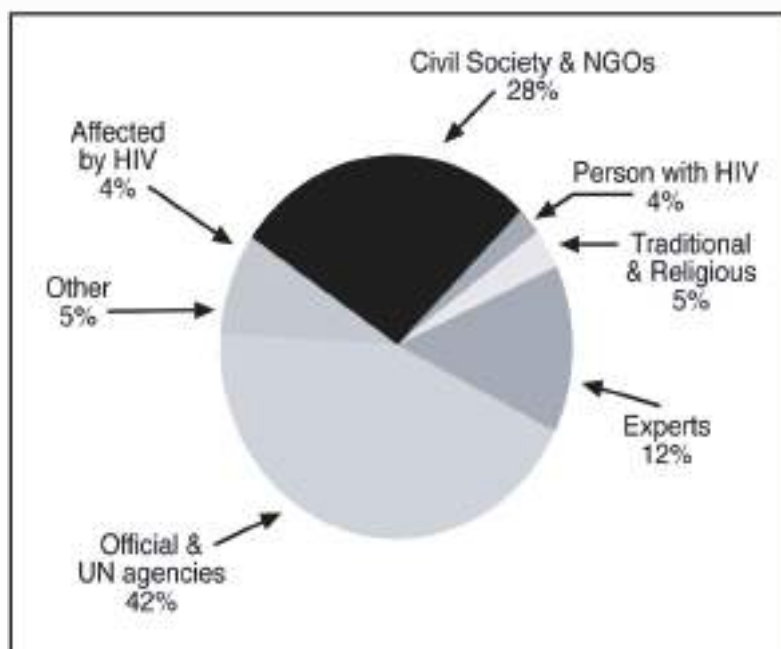




## Who speaks on HIV and AIDS?

Study the graph below that comes from the regional findings of the study and answer the questions that follow:

**HIV/AIDS: Functions of news sources**



1. What is the highest percentage of sources on HIV and AIDS according to the function of the source in this graph?
2. What is the lowest?
3. What does this tell us about who, by and large, is telling the story of HIV and AIDS.
4. What is the effect of this and why is it important?



## Function of women and men who speak about HIV and AIDS

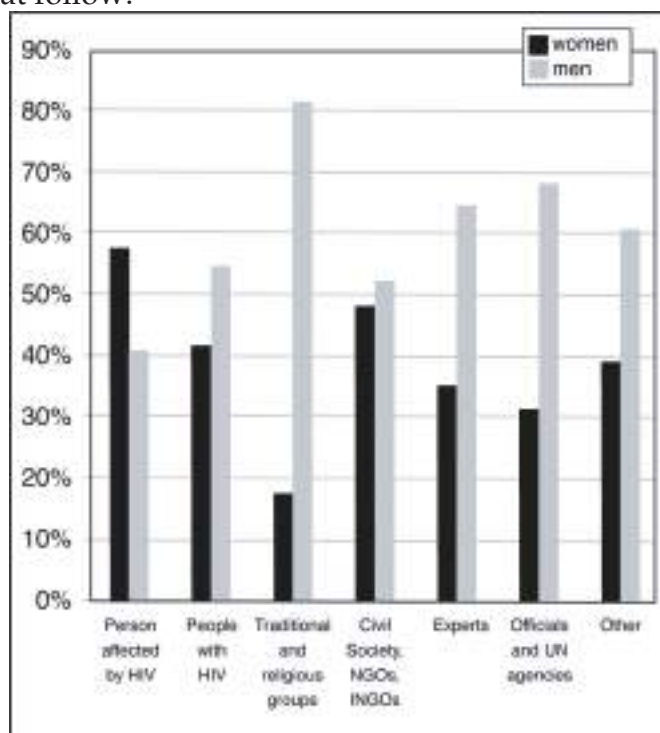
The study found that although women constitute a higher proportion of sources (38%) in the HIV and AIDS topic category than in overall topic categories (19% in the GMMP) women are still sidelined even in this important issue that touches so closely on their every day lives.



## Women, men and HIV and AIDS

The next graph breaks down sources by sex. Study it and answer the questions that follow:

**Function of news sources on HIV and AIDS by sex**



1. Is there any category in which women are more numerous than men? Which is this?
2. Why are there so few women in the other categories?
3. Would you expect to see and hear more women sources in the other categories?



## Men are authorities, women are unacknowledged

A story on Zimbabwe Television (ZTV) news on 16 February 2005 concerned new machines that can be used to test the viral load for people living with HIV and AIDS. Three women and two men are interviewed. Each man is interviewed in his own office, in a hospital setting. Each is identified by name and occupation – both in the reporter's commentary, and by name captions on the screen. The three women are all interviewed in the same external location, which appears to be a garden. One of them is living with AIDS. The other two are in AIDS-related work. None of the women is identified, either by name or by occupation. (Source: GMMP 2005:p36)



1. In what way are women subtly excluded in this excerpt?
2. What messages are sent out about women?
3. What messages are sent out about men?
4. What message is sent out about the pandemic.



# Southern Africa has a long way to go to get the balance right

Southern Africa has made significant progress towards achieving greater gender balance in the news and in newsrooms, but is still far achieving equality by any one of the measures used in the third Global Media Monitoring Project (GMMP).

While women as sources (views and voices in the news) have increased from 17% in the regional Gender and Media Baseline Study (GMBS) conducted by Gender Links (GL) and the Media Institute of Southern Africa (MISA) in 2003 to 19% in the GMMP conducted across 76 countries in 2005, this is below the global average of 21%.

However, nine out of the 13 SADC countries showed an improvement, with South Africa (26%) now leading the way, followed by Swaziland, Mauritius, Namibia, Mozambique, and Zimbabwe. Angola, with 13% women sources tails the list.

The GMMP study, released in London on 16 February 2006, is a snapshot of the representation and portrayal of women and men in the news on one day of the year that has been conducted every five years since the Fourth World Conference on Women in Beijing in 1995. It covered 13,000 news items.

The GMBS is a far more in-depth regional study that covered a month of monitoring and 25,000 news items and will be repeated again in 2007. While the GMMP is less accurate than the GMBS because it is based on monitoring for just one day, the fact that all 13 Southern African countries participated in the global study and provided 8% of the news items monitored makes the regional findings of the GMMP a useful benchmark for the region.

Among other key findings of the study are:

**There has been some improvement in women's voices being heard in "hard" news:** While women's views are still least heard in mainstream issues like politics and economic there has been some improvement. For example, women sources in the political topic category increased from 8% in the GMBS to 14% in the GMMP.

**But this is still out of sync with women's strengths in these professions:** Women are still, however, not heard in proportion to their strengths in any one of the professions. For example, women in Southern Africa comprise 20% of parliamentarians, but constitute only 14% of the politicians quoted.

**Women are most likely to be approached as news sources in their personal rather than in their professional capacity:** Women in Southern Africa are least likely to be the subjects or focus of the event or story (23%); official spokespersons (16%); or experts and commentators (20%). They are more likely to be consulted as human interest subjects such as the mother of the first baby in the new year (25%); as eye witnesses (37%) or as part of popular opinion surveys (43%). These categories are also the ones in which overall the least number of sources are consulted.

**More stories than not challenge stereotypes:** Southern Africa is the only sub region



in the study in which the proportion of stories categorised as challenging gender stereotypes (4%) is higher than those classified as reinforcing gender stereotypes (3%).

**But blatant and more subtle stereotypes abound:** The research yielded many examples of blatant and more subtle gender stereotyping. As in the global findings, 17% women in Southern Africa are likely to be identified as victims compared to 7% men. The global figures are 19% for women and 8% for men. The proportion of women likely to be identified according to their family status in Southern Africa has doubled from 11% in the GMBS to 22% while that for men has increased from 2% to 6%.

**Gender still hardly features as a topic:** In both the regional and global findings of the GMMP, stories focusing on gender equality (and lack of it) constituted a mere 4% of the total; up just 2% compared to the GMBS.

**Women are still more likely to be presenters than reporters of news, but this is improving:** In Southern Africa, women constitute 49.7 percent of news presenters, but only 31% of reporters; lower than the global average of 37% but higher than previous studies in the region showing that women only comprised 25% of reporters.

**Women journalists are more likely to consult female views:** In an important link not made in the GMBS, the GMMP 2005 shows that women sources constituted 28% of the total sources consulted by women journalists compared to 19% of the sources referred to by male journalists (compared to 25% for women and 20% for men in the global findings). With the exception of Angola, women consulted women sources more so than men in every country of the region, with women journalists in some instances consulting up to 40% women sources. This suggests that it is important to achieve gender balance in newsrooms.

**The monitoring yielded examples of gender aware reporting:** The GMMP 2005 also highlighted examples of how, through consulting a wider range of viewpoints balance, fairness as well as fresh perspectives and insight can be brought to such reporting. For example stories on rape that interview women's rights organisations in addition to court reporting provide context and depth to the issue of gender violence beyond the individual incidents that are being reported on.

**But the major challenge is still to find gender angles in all beats and all stories:** There is still a tendency to see gender-aware reporting as stories about successful women, rather than seeking out gender angles, perspectives and sources in all beats and stories.

**And to deepen awareness that gender balance is good for journalism, as well as good for business:** In moving towards a definition of gender aware reporting and suggesting strategies for achieving this the regional analysis of the GMMP 2005 argues that gender awareness will enrich the reporter's perspective and resource base; improve the quality of reporting; appeal to wider audiences as well as contribute to social change.



# Notes for Module 2



## Exercise: Sex or gender

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- many more examples can be added. 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.

## Exercise: Role Mapping

The reproductive role of the sexes 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, therefore 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.

These “socially constructed roles”:

1. 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. Lead to women being assigned secondary roles:
  - 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.

### **Exercise: Finding women and men in the news**

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. Little in these snapshots would convey the role of women in the region as farmers, traders, peace builders, community activists, aspiring politicians etc.

### **Exercise: Forwards and Backwards in Southern Africa**

Nine countries have made progress, with South Africa now leading the way at 26% women sources (this puts South Africa among the global top ten). Four countries slid back (Angola, Botswana, Lesotho and Seychelles). In whichever country this resource is being used it is worth spending some time looking at where your country stands and why. There may also be a case to be made that the one day monitoring of the GMMP was not entirely fair. Later on in the course you will do your own monitoring. You will be able to compare this with the findings of the GMMP.

### **Exercise: How is Southern Africa doing compared to the rest of the world?**

With an average of 19% women sources, Southern Africa is neither the best (North America, the Pacific and Caribbean have between 25% and 26% women sources) nor the worst (the Middle East has only 15% women sources.) What should be emphasised, however, is that there is no region in the world in which women sources have reached one third, let alone half of the total.

### **Case study: Women invisible in the African football awards**

Sports coverage is a good example of how women are often marginalised in the news. In this example, even when there is a special award for women in a traditionally macho game (soccer) the award itself (and the recipient are downplayed).

### **Exercise: Where are all the women politicians?**

The graph shows that there has been an increase in women politicians quoted in most countries since the GMBS. However, with the exception of Zimbabwe, there is no country in which the proportion of women politicians quoted is equal to or higher



than the proportion of women in parliament. Overall, women comprise 20% of parliamentarians in the region, but only 14% of the politicians quoted. This is true even in countries with high levels of women politicians. Thus for example the three top four countries with regard to women in politics (Mozambique, South Africa, Tanzania and Namibia) have all shown an improvement with regard to this topic category since the GMBS (with percentages of women quoted now sitting at 20%; 22%; 11% and 16% respectively). But these figures are still well below the proportions of women parliamentarians in those countries (36%; 32%; 32% and 27% respectively).

### **Exercise : Who speaks on HIV and AIDS**

The graph shows that the majority of HIV and AIDS sources are official and UN sources; people infected and affected account for 6% or less of sources in each case. This means that the HIV and AIDS story is largely being told by experts and officials rather than those who are most directly affected, in particular women.

### **Exercise: Women, men and HIV and AIDS**

The only category in which women are more numerous than men is as people affected (mostly care givers) which is to be expected. The voices of women with HIV, officials and experts, are less likely to be heard. This is yet another indicator of the way that women's voices are sidelined in the news.

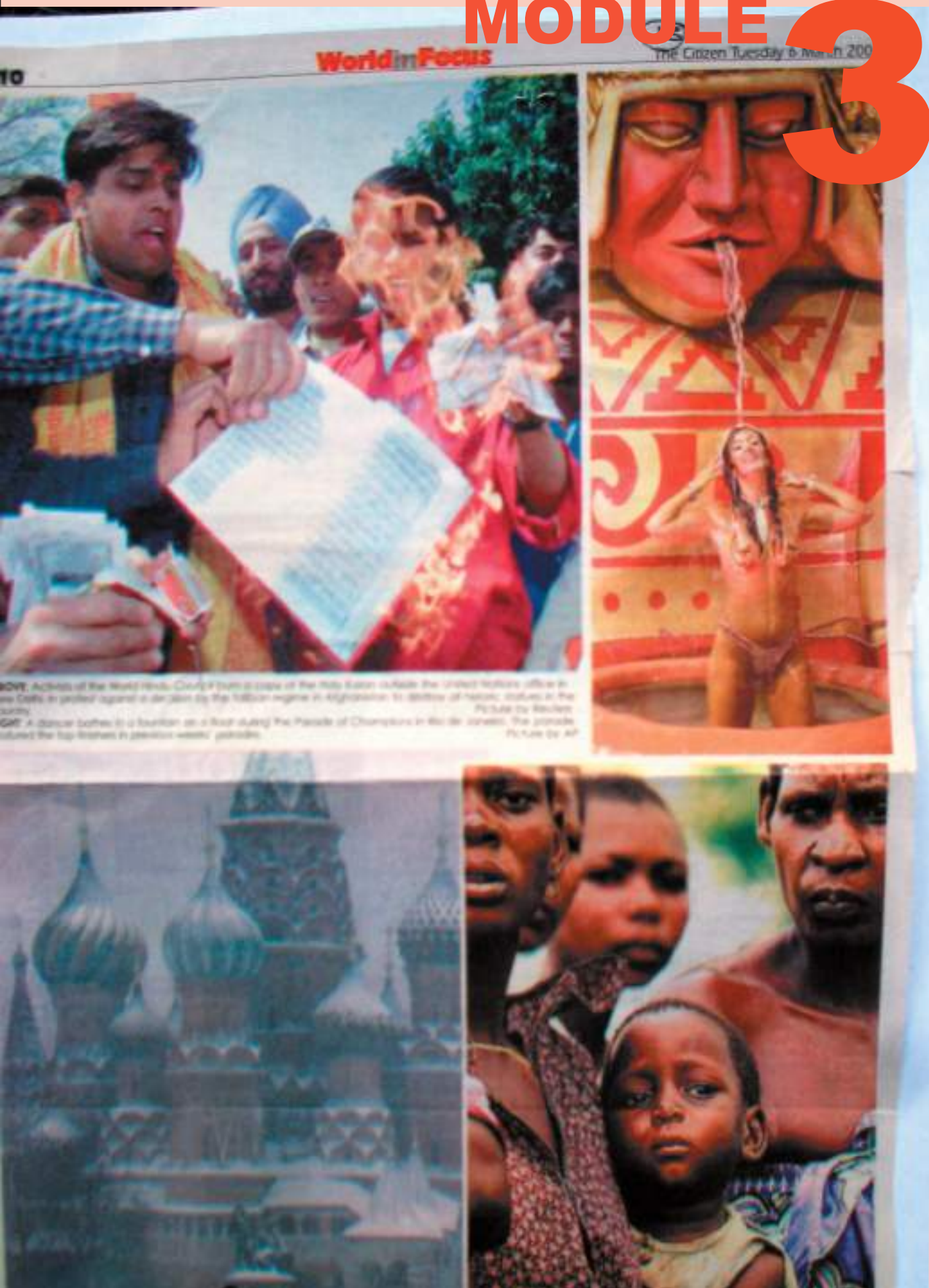
### **Case study: Men are authorities, women are unacknowledged**

Even though there is an even balance of women and men in the story, the impression is that these women are less important than the men, who are the 'real' experts, through the fact that they are identified and interviewed in their office. In fact, two of the women are well-known activists in Zimbabwe – but this is never mentioned.



# MODULE 3

## WHAT THE MEDIA SAYS ABOUT



## WOMEN & MEN





So far we have learned that women are often absent from the news, even when they are very much present in the particular events or issues being covered. Like many other public institutions, the media often suffers from the **gender-blindness** that comes from the fact that women's contribution is taken for granted, or not valued, or ignored. Women become like wall

paper; they are there as some kind of background decoration that has no views, no voice. In some ways, they are simply not there! But there is another problem as well, which is when messages are conveyed, what messages are conveyed about women (and also about men) through what we see, hear and read every day about them. This is called **portrayal**. In this module, we will talk about what messages are conveyed by the way that women and men are presented in the media.



### The messages that swirl around us

In pairs or in small groups take about half an hour to brainstorm and come up with examples of messages about women and men that are flung at us every day through:

1. Proverbs, idioms and sayings, for example "the great woman behind the great man."
1. Songs (sing a few lyrics from well known songs), such as "Stand by your man."
2. Soap operas, drama and popular culture (act out a scene from *Generations*, for example).
3. Custom, culture, religion, like the rituals for marriage, lobola, the father "giving away" the bride etc.
4. Education, for example school text books, the characters they use, and what they do.
5. Advertising, like washing powder and food stuffs.

Back in your big groups, as examples are being given, categorise them using the framework below:

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



Now look at the two last columns.

1. What are the main messages that you have noticed about men and women that are transmitted to us every day through language, popular culture, the mainstream media etc? Compare these with the messages that others have found. Do you all agree?
2. What impact do these have on the way you and others see the world?
3. How can stereotypes be changed?

# Gender stereotypes

A Southern African woman went to a conference on Africa's political future in London. She was to be met by a British driver who had been given her name but could not tell her sex from the name as it was in a language that he did not understand. 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 were a conference participant, I assumed you must be a man!"



Stereotypes may be rooted in certain objective realities. In this example, it is likely that the majority of conference participants at a conference on Africa's political future were actually men! 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 of any kind, including those concerning the roles of women and men.



**Stereotypes:** "Unduly fixed mental impression"  
- (Oxford English Dictionary)

**Gender stereotypes:** socially constructed beliefs about men and women. As we saw in the exercise, they are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.



## Test your antennae

The following are some true stories and research findings for group discussion. How do you respond to these? What do they tell us about assumptions that are made about women and men, girls and boys in our society? Discuss each one as you go along.



**CASE ONE:** The infuriated mother of a South African schoolboy lodged a complaint with the President when her son was forced to wear a dress for the day as a punishment for his shirt hanging out. (Citizen, 26 March 2001).

**CASE TWO:** Doctors are reported to be developing artificial wombs in which embryos can grow outside a women's body. The work has been hailed as a breakthrough in treating the childless. The headline of the story reads: "Why we won't need women" (Mail and Guardian, 15-21 February 2002).

**CASE THREE:** In an article entitled "Why women shoppers can't help acting on impulse", a newspaper describes how scientists have discovered a hormonal response triggered by advertising that causes shoppers to go out and buy. The article refers interchangeably to women and shoppers, with no comparative information on the hormonal response of men to advertising. (Sunday Times, 15 August, 1999).

**CASE FOUR:** Nonnie "Pretty Girl" Tenge reportedly packs such a powerful punch that she can't find any more women to box with, and none of the male boxers are willing to fight with her, according to an article entitled, "Pretty Girl with a Nasty Punch". (Sunday Times, 10 March, 2002).

**CASE FIVE:** In a debate following the Beijing conference, a Zimbabwean male member of parliament declared: "man is the head of the family, and there will never be a time when a woman is the head." Another declared: "women must be wary of bringing too many women to parliament. There will not be balanced thinking in parliament because of the irrational thinking of women." (The Herald, 1995).

**CASE SIX:** Research in the UK has just revealed that four out of ten schoolgirls are so ignorant about cooking that they can't boil an egg. The research, which apparently only focused on girls, concludes that there is an "alarming lack of domestic and social expertise in girls aged between eight and fifteen." (The Star, Friday 8 February 2002)

**CASE SEVEN:** The DJ of Punt Radio, an Afrikaans radio station in the Western Cape asked people to phone in with jokes. One joke ran: how do you know when your wife is dead? Answer: "the dishes start piling up." The DJ burst out laughing and responded with this "joke": "What do you say to a woman with two black eyes?" Answer: "Nothing, you have already spoken".

**CASE EIGHT:** A pesticide advert on Zambian TV shows two men buying the pesticide and bringing it home to women in the rural areas who are busy storing grain. They gratefully receive and apply the pesticide. The advert ends with the two men discussing what a good pesticide it is, without having once used it, or consulted the women who did use it.





This news item is about a woman who has developed a new theory about mathematical sequencing -- so why do they mostly tell me about her husband and two children?

## Subtle and more blatant stereotypes

The Gender and Media Baseline Study (GMBS) and the Gender and Media Monitoring Project (GMMP) made a distinction between subtle and blatant stereotypes. Both studies make the point that subtle stereotypes, for example stories that always show women at home and in traditional professions and men in powerful positions and public life are more dangerous than blatant stereotypes like the blonde blue eyed model in a bikini strapped over a new car. That is because we often accept subtle stereotypes as being so common and normal that we do not even think twice about what is being said. The exercises that follow will sharpen our antennae in picking up subtle as well as more blatant stereotypes.



### Blatant stereotypes

Take a look at the article CS 5 "Shock Tactics" and answer the questions that follow:

1. What does the article say about HIV and AIDS?
2. What does the article say about women?
3. What does the article say about men?
4. What does the article say about race?
5. Do these shock tactics work for you?
6. Why or why not?

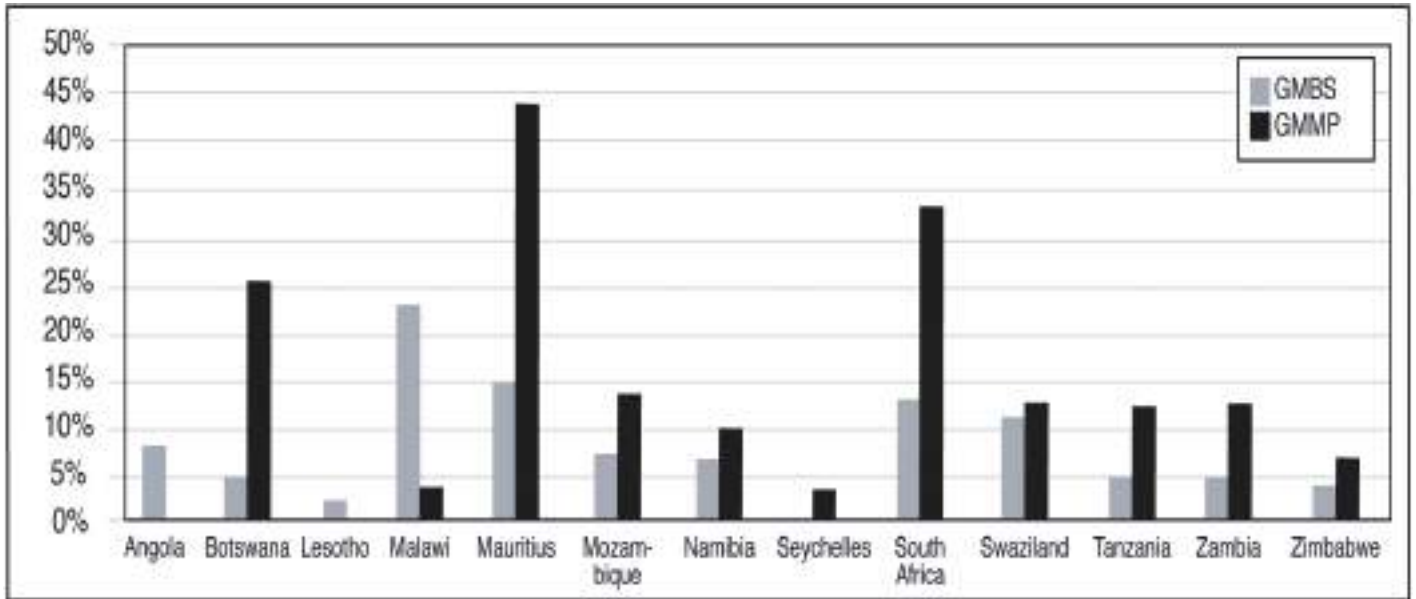


### Subtle stereotypes

One of the subtle forms of stereotyping mentioned in the GMBS and GMMP is the tendency by the media to refer to women according to their family status (wife, other, sister, daughter, aunt). This happens much more so in the case of women than in the case of men. The effect of this is to send home the message

that the identity of women is linked to the home while that of men is not. Take a look at the day's news. Do you find any examples like this? You can also look at the example on the CD ROM as CS 6 (an evaluation of the Deputy President of South Africa, Phumzile Mlambo Ngcuka, then Minister of Energy and Minerals) How are women referred to? How are men referred to? What is the effect of this? Now study the graph below and answer the questions that follow:

### Women identified by family status in each country



1. Judging from the differences between the GMBS in 2003 and GMMP in 2005, what are the trends with regard to women being mentioned according to their family status?
2. What does this say about the way that the media sees women and men?
3. Does it make a difference? Why or why not?

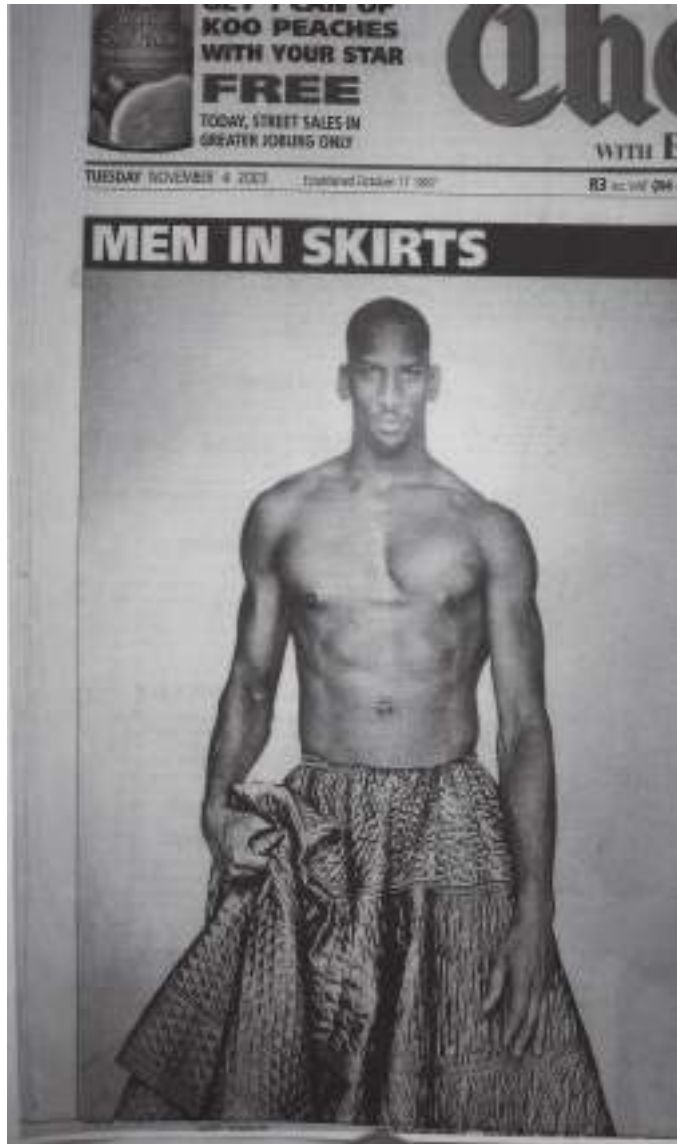


*Men in non-traditional roles: washing clothes (left); sewing (right)*



## Challenging stereotypes

Take a look at the two pictures below:



1. Look back to the definition of stereotype in the last module. Which one would you describe as a stereotype?
2. Which one would you describe as challenging stereotypes?
3. Which picture do you prefer?
4. Why do you prefer this picture?
5. Would you like to see more examples of challenging stereotypes in the media?
6. If so why, and if not, why not?



## Finding examples of blatant and subtle stereotypes, gender blind and gender aware reporting

Now go to GL's Virtual Resource Centre using this url, or by going to the Gender Links home page and clicking on Virtual Resource Centre in the bottom left hand corner.

[http://www.genderlinks.org.za/page.php?p\\_id=223&PHPSESSID=25b76abff9c7c2a7ac86b4371893e92c](http://www.genderlinks.org.za/page.php?p_id=223&PHPSESSID=25b76abff9c7c2a7ac86b4371893e92c)

### Virtual Resource Centre

The Virtual Resource Centre (VRC) is an online trainers' resource centre consisting of case studies from around the Southern African region including those gathered during the Gender and Media Baseline Study (GMBS). Information in the VRC may be retrieved by using a combination of the following categories:

- Country
- Theme (e.g. environment, economics, abuse, etc.)
- Skills (e.g. newsgathering, sub-editing., etc.)
- Genre (e.g. feature, editorial, etc.)
- GEM classification (This category refers to what aspect of gender does the article illustrate. Is it gender blind; gender aware or is it an example of a blatant or subtle stereotype?). **Click here** for more information on each category.



When you have made your selection of criteria, a list of case studies is generated. When you select a case study, you will be provided with a description of the article concerned, training exercises and a link to the actual article. If you would like to contribute to the Virtual Resource Centre or comment on a case study please email [info@genderlinks.org.za](mailto:info@genderlinks.org.za).

[Click here](#) to search the Virtual Resource Centre.

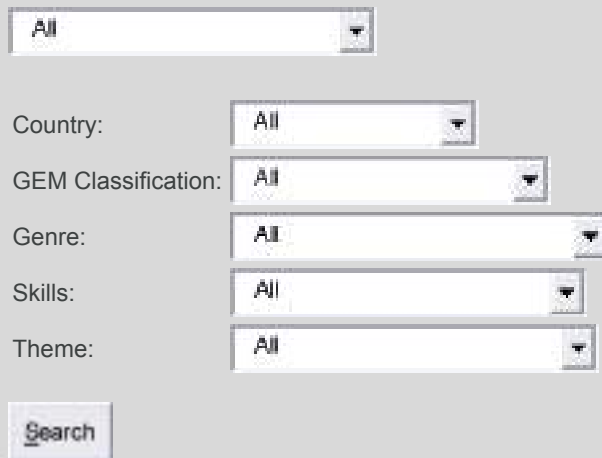


Click where it says "Click here to search the Virtual Resource Centre".  
You will get a screen like this:



## Virtual Resource Centre

The Virtual Resource Centre (VRC) is an online trainers' resource centre consisting of case studies from around the Southern African region including those gathered during the Gender and Media Baseline Study (GMBS).



All

Country: All

GEM Classification: All

Genre: All

Skills: All

Theme: All

Search

Now click the GEM classification button. It will give you four choices:

- Gender blind
- Gender aware
- Subtle stereotype
- Blatant stereotype

Pick one of these, click search, and see what examples come up (These results were obtained after clicking on blatant stereotypes)

### 16 search result(s) for

GEM Classification: Blatant Stereotypes;

["No sex please, we're Swazi"](#) | > » 18 September 2001

The story is about the Swazi Government's five-year sex ban on young women as a way of combating the spread of HIV/AIDS

[You've Come A Long Way Baby, The Voice](#) | > » 27 September 2002

Women in Botswana are applauded for seeking economic independence from men and succeeding in leadership positions, but cautioned to avoid becoming feminists.

Women fired because they are too ugly | > » 6 May 1998

This article is about three women receptionists who lost their job at an African Telecom Expo because they were said to be “too ugly”.

| The dilemma of the Zambian career woman, Times of Zambia | > » 17 November 2005

The article purports to be about the “dilemma” of the Zambian career woman, but in fact is about the “poor men” who are married to such women and how they cope (not how they help to juggle time).

| Shock tactics | > » 18 June 2005

The article (and images) is about the different approaches taken – shock versus awareness raising – to instill fear of HIV infection in people.

| Shock tactics | > » 18 June 2005

The article (and images) is about the different approaches taken – shock versus awareness raising – to instill fear of HIV infection in people.

If you want to narrow the examples down to just your country, pick the GEM classification and your country. After looking at these examples, how would you define subtle and blatant stereotypes; gender blind and gender aware reporting?



*Women in Msunduzi, South Africa, take a trip in cyberspace.*

# Notes for Module 3



## Exercise: The messages that swirl around us

This exercise is always revealing. No matter which country or place you are in, there is a multitude of gender messages that swirls around you all the time, through the media, advertising, songs, languages, proverbs and idioms. Write down the many examples that come from the discussion and keep them in your file. When you analyse them in the table you will find very similar patterns. The messages about women emphasise the “fair sex”, beauty and fashion, weakness, being a victim, and lacking in mental abilities. The messages about men emphasise strong physical features; decisiveness; power; the ability to think and reason. These are encapsulated in a West African proverb: “You know it is morning when the cock crows.” There are many Southern African proverbs and idioms that send out similar messages.

## Exercise: Test your antennae

- One-** A boy wearing a dress is considered the ultimate humiliation because he is “degraded” to being a girl. On the other hand, if a girl were forced to wear trousers this would probably be regarded as a promotion!
- Two-** Note the exaggerated headline and the quick tendency to write off the role of women. Would there ever be a day when all babies could be given birth to outside of a mother’s womb!
- Three-** The automatic association of women with shopping leads to incomplete reporting.
- Four-** Even as a boxer, a rare challenging of gender stereotypes, Nonnie is given the stereotypical nickname “pretty”.
- Five-** The statements are self explanatory!
- Six-** the research is based on the assumption that cooking is the role of girls; it does not even query whether boys can boil an egg!
- Seven-** Reverse the roles of women and men. What would the response be to the joke is it were a woman issuing the punches?
- Eight-** The men make the financial decisions yet it is the women who are working with the pesticide. This is a good example of why gender discrimination makes no policy sense!

## Exercise: Blatant stereotypes

The image used to illustrate this story is sensational and it perpetuates the following gender and HIV and AIDS stereotypes and myths:

- (a) Women are the carriers of the infection;
- (b) Women are ‘deadly’, like the scorpion;
- (c) Women are not humans;
- (d) HIV is a death sentence;
- (e) HIV is only transmitted by sex.



The story focuses on the various approaches used in HIV and AIDS campaigns to prevent people from engaging in behaviour that may result in infection. It however, is told through the voice of only one source – a male, chief medical officer.

Since campaigns are often targeted at different publics, the journalist should interview also women and men, across different ages, sectors to get their views and perspectives on what makes them pay attention to HIV and AIDS messages – what works and what does not work. And, the voices of views of women and men involved in HIV and AIDS and gender communications and campaigns also would add more understanding on communicating on gender and HIV and AIDS. (In this particularly instance, the journalist could have interviewed women and men involved in designing communications campaigns on HIV and AIDS and gender at Soul City, Lovelife, Treatment Action Campaign, among others).

Also, research and studies which have provided data on what approaches have made people aware of HIV infection could be cited to add more depth and analysis to this piece.

### **Exercise: Subtle stereotypes**

If the statistics in the graph are anything to go by, any time you open a newspaper or listen to the news, you are likely to find instances of women being referred to by their family status. The example of the South African Deputy President (then Minister of Minerals and Energy) is telling. She is identified as Bulelani Ngcuka's wife. The effect of this is to create the impression that the only reason she performed so well is because of this association. In fact, at the time her husband (then Director of Public Prosecutions) was junior to her. The graph shows that in virtually every country in Southern Africa, there is an *increasing* tendency to refer to women according to their family relationships. This is unfortunate, as one would have imagined that by now the media in our region would be able to size up women in their own right rather than as an appendage to a man.

### **Exercise: Challenging stereotypes**

The two pictures are likely to spark different responses. The picture of the model in front of an aeroplane appeared on the front page of a newspaper in a story about pilots attending a conference in Johannesburg. The woman has no relationship to the story. Her being there at all is probably a result of **digital manipulation** (imposing an image over another) that we will learn more about in the next module. The picture of the man **challenges the stereotype** that only women wear skirts. Also appearing on the front page of a newspaper, it caught the eye of many readers because we are not used to seeing men in non-traditional roles. Many men felt the picture insulted their man hood. Many women thought the man looked handsome. No matter what you think, these images will spark a lively debate!

### **Exercise: Finding examples of blatant and subtle stereotypes, gender blind and gender aware reporting**

The website gives some definitions of these different kinds of reporting and we will encounter these again when you do your own monitoring in Module Five. What is important in this exercise is to be able to understand why stories have been classified in these different categories, so that you can start to pick these out yourself in your own viewing and reading of the media.

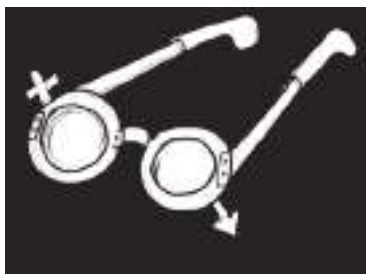


# MODULE

# 4

# VISUAL LITERACY





We should be aware by now that messages do not only come to us in the form of text or written words. They also come to us through pictures. We saw some interesting ones in the previous module! In fact judging from the saying “I read, I forget, I see I remember” images that we see in the news can often have much more of an effect on us than what we read. So in addition to

being **media literate** we also need to be **visually literate**. This means that we to be able to read meanings into the things we see, and bring the same critical eye to things that we see as to things that we read.

This is especially so in the age of **globalisation** that we will spend some time talking about in this module. Fast communications means that certain types of images come pouring into our homes and on to our screens each day shaping our views on what it means to be a woman or a man. Of course, this may not all be bad. But as media literate citizens, we need to be able to put on our gender spectacles and at least be critical consumers.

## What we see

Newspaper research in the USA shows that “readers look at photographs first, scan the caption, read the headline and if they are still interested, read the story.” (Paul Martin Lester 1996). This first exercise will get us thinking about some of the ways that images affect us.



### 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 your country; or of your children or your wedding.

1. Who took the picture (if you know)?
2. Where did you see it first?
3. What do you like about this particular picture?



After five or 10 minutes “buzzing”, resume as the full group. Discuss what kinds of pictures you considered your “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?



**Visual literacy** is the meaning that an image conveys. Visual images in the media form one of the ways we communicate: they act like a language. Like all languages, we can look at how the different parts of the language work together to create particular meanings. In a verbal language, we look at how the “words” and the “grammar” and sometimes the “tone” affect the message that goes out to audience. In visual language, we look at images and symbols instead of words; we look at design and structure rather than grammar; we look at lightness, darkness, and texture instead of tone. These features all carry meaning in one way or another. For example a picture of a boxer flexing his muscles against bright light sends out messages about strength, power and masculinity. A picture of a woman sitting demurely against pale light sends out messages about weakness.

## What we see, what it means

In what ways do the things that we see affect the way we see things? The next two exercises test our perceptions, and then match these against the reality of the kinds of images that we see every day. The simple point is that the images we see every day definitely do have an effect on the way we see things!



### Be a lady, be a man!

Draw basic shapes of a woman and man. What kinds of things do you think of when you hear the phrase “be a man!” or “be a lady!” Draw these onto the shapes. For example, in the case of a woman you might think of breasts and curved thighs; high heel shoes and a handbag. In the case of a man you might think of a suit and tie, a cell phone and a brief case. Discuss the outcome. An example is given in the notes.



### Let's go shopping

On your own or in a group, go to the nearest magazine stall that you can find. Collect as many different kinds of magazines as you can. Paste up the images of women, and mages of men. Put these pin ups in your folders.



Now compare the pictures that you drew in exercise two on what you understand by being a “lady”, and what you understand by being a “man”, and compare these to the collages of images of women and men from popular magazines. What is said about women? What is said about men? What is the effect of this?

You may also want to watch the 25-minute long documentary *Whose News?* produced by Women's Media Watch, South Africa.

Take particular note of the comment by the young woman who says: “when I see them, I want to look like them!” Talk about what the effect of these images is. Read and reflect on the quote by Thenjiwe Mtintso below on the power of the media.



*Blonde and blue-eyed? Not me.*

### Food for thought

“The majority of consumers in Southern Africa are under educated rural women. They rely mostly on TV or the radio. In isiXhosa the TV is called the *umaonakude* (that which sees afar) and in radio *unomathotholo* (supernatural voices speaking to you) with *osiyazi* (does not lie). This descriptive language reflects a belief that these tools are beyond reproach.

So when women are reported as poor, helpless victims, as physical objects, as useless leaders, the recipients of this information take this as true because:

- *Mabonakude* (*nomathotholo*) does not lie.
- Their own experiences of poverty and hunger tell them that this is the lot for women.
- Their own world, a microcosm of the patriarchal world, has never shown them as women playing an effective leadership or decision-making role.”

— *Thenjiwe Mtintso, Chairperson of Gender Links, in the Foreword to Whose News, Whose Views*



# Globalisation

Globalisation has brought an influx of images from the “global village” – the truly overwhelming number of images produced through high-technology media, and spread all over the world.

Increasingly, visual imagery in the media adopts and promotes “globalised” norms and standards generated by international and “first world” based news, picture, entertainment and advertising agencies. Many of these messages come through entertainment agencies like MTV. Others are promoted as advertising imagery, through international corporations. Increasingly, we find photojournalism – visual images produced to record the news – filtered through conglomerates such as CNN and Reuters. These carry images of gender and gender roles generated, chosen, or moderated by staff based in the “first world.”

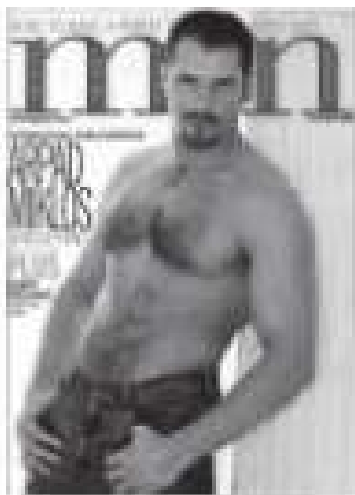
The result of this “globalisation” of imagery is that we are bombarded with pictures from the first-world of what is “masculine” and “feminine”, and all the areas that make up the relations between them (from the nuclear family, love and marriage, to concepts of war, of HIV and AIDS, and so on).

Although we see vast numbers of these images, covering a range of subjects and promoting a wide list of products, this imagery reflects quite a narrow perspective on gender, as we shall see in the exercises that follow.



## Let's go surfing on the Internet

One of the main tools of globalisation is the Internet. Lets spend a bit of time “surfing” the information super highway using the google search engine. Go to google, and select “images”. Then under “search” punch in the word “women”, “men”, “gender” , “sex” and see what kind of images emerge. Here are some examples:



Copy and paste images of men on one page and images of women on another page in small thumbnails like those above. Then print these out in colour, and answer the questions that follow:

1. When you searched the image data bank, did you find more images of women than of men?
2. When you searched the image data bank, did you find more images of gender than of sex? Go back to Module Two for definitions, if you need to!
3. What are the dominant images of women on the Internet?
4. What are the dominant images of men on the Internet?
5. What is the effect of these messages?

## What is beauty?

One of the effects of the images about women and men that swirl around us is to create certain standards and norms about what is beautiful and what is not. The images encourage us to think in certain ways. These norms have cultural, racial and gender biases.



### Beautiful by whose definition?

In pairs or small groups, list how you would judge whether or not a woman is beautiful. In the bigger group make a combined list of these “criteria”. Now take a look at the article about the model Alex Wek on the CD Rom as **CS 7**. Half the world believes she is strikingly beautiful. The other thinks she is ugly.

Answer the following questions:

1. What are some of the standards used to judge if women are beautiful or not?
2. Why are there such divided views on Alex Wek?
3. What is your own view about whether this model is beautiful or not?
4. How do you define beauty?
5. Do you think that your own views and definitions have been shaped by what you have personally seen in the media? Can you give examples?



### Who is the sexiest woman in the world?

Now take a look at the article **CS 8** entitled “Hunt is on for the sexiest woman in the world?” Discuss the following questions:

1. What attitudes towards gender are presented?
2. Is there a single African woman in the picture? Why?
3. Where were the images taken, and by whom?
4. How were they distributed to the Southern African print media?
5. Do the answers to these questions matter? If so, why not?

## How does our society define "beauty?"

Here are some of the current hopefuls ... rounded off by the reigning champ



Shaun Fox



Lee-Ann Lötterberg



Gina Albano



Kerry and Tracy McInnes



Anna Kuznetsov ... and last woman, for now

# Hunt is on for sexiest woman in the world

STAFF REPORTER

NOTE: For this year's 2003 Miss World competition, the reigning champion is...

The search for the sexiest woman in the world is on...

One of the top 10 women in the world is...

Christie Tarrant (18) is one of the top 10...

There are four finalists in the competition...

The winner will be crowned Miss World 2003...



**GORGEOUS VIEW:** Five of the 20 finalists in the Miss Teen SA Gauteng 2003 take in the Joburg skyline. They are: From left to right: Sile Magubane (19), Natasha van der Merwe (17), Thalia Mawane (19), Keakeboga Mookodi (18) and Clarice Franken (16). The pageant takes place at the Carlton Centre on May 31 from 3pm to 5pm. Entrance is free. PHOTOGRAPH: AUBURN HAMMER



## A different kind of beauty

*The story below is an account by one journalist of how his notions of beauty got turned upside down while on a field trip in a remote part of Namibia. Read the case study below and answer the questions that follow:*

### The day I met Ms Bondelswarts

*by Shoombe Shanyengana, Media student, Polytechnic of Namibia*

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's Media Department organised a field trip for students studying Journalism and Communication Technology.

The trip involved the production of short community radio programs and hands on practice in photography. During the field trip my group was assigned to do stories from Warmbad, a small settlement in the south of Namibia about 40 km from Karasburg.

History has it that early Nama settlers arrived at a hot spring after days of travelling in search for water. This hot spring was later called Warmbad by the German settlers. Because of the demand for people to seek for better opportunities, this settlement is not an exception when it comes to the problems common with some rural towns in the south of the Namibia.

Upon our arrival at Warmbad, we set to search for possible story ideas by taking a tour of the settlement. After interviewing a number of community members about life in Warmbad, we came to learn that because of a lack of opportunities such as employment and education, the young people migrate to the bigger towns, a common characteristic of a small rural town.



*Ms. Bondelswarts*



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 and we were lucky that it 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 will also be held during the festivity. At first, we were not very keen to follow up the story of Ms Bondelswarts because of the perception that it will be the same pageant we see on television everyday and for me, that would be boring because it will not be news to our audiences.

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

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

My expectation was to see a beautiful traditionally dressed teenage queen. A beautiful traditionally dressed queen is what she turned out to be. However, she was unique in the sense that she is not the average young pageant I had in mind or the miss universe figure we see everyday but rather a mother figure in her late 40s.

One can easily see her developing wrinkles as they fade into her beautifully decorated face matching with her traditional Bondelswarts dress. Indeed the day turned out to be one of the 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 big roles stereotypes play in our perceptions and how challenging them can produce fresh and interesting stories on topic that at first glance does not seem very news worthy.



1. What was so unique about this beauty queen?
2. Why did this come as a shock?
3. What are some of the lessons learned from this encounter?



# Costs and benefits of globalisation

*By Cedric Nunn*

Globalisation has brought us the networking of the world. Imaging benefits from this networking. Mostly, economic powerhouses have entrenched themselves in these networks. Big capital takes the major gains. But other groupings of people can use the same technology effectively. The digital revolution empowers us to “talk back”.

Other people have imaged Africa, most often in blood, revolution and coups. Photojournalism’s face of Africa has been of poverty, famine, rebels and exploitation. The problem is that the media focuses only on those – and this creates an unhealthy situation. In Scandinavia people talk about “good things that happen” – but that does not happen here in Africa. In Johannesburg we only see urban decay. When we do have really good news, it will get a paragraph one inch long in the local newspaper and no space at all in publications overseas.

I get despondent; it is a mission impossible, with very powerful forces at play. Our media houses in South Africa have come into black hands, and you can’t even tell it from reading the papers.

The narrative of race links to gender. When we look at gender, these prejudices become even more extreme. Publications demonstrate their bias: men predominate, they are in control of publications, they decide on what is culture.

We live in male-dominated newsrooms and culture. Men go to a bar with other men, where they drink and talk. They say women managers won’t make it: they will get irrational and can’t cope.

As media we are often producing for the outside audience – not for ourselves. Modern media tools are not accessible to our masses, to our communities. We have to think about the money issues. Often, a photographer needs to feed into Reuters to ensure he or she is paid. It is hard for local journalists to get into rural areas, even in their own countries. But overseas correspondents get sent there and send out their stories.

We absorb from the international media the paradigms of what we are producing, and who we are producing for. When we do produce for MTV for Channel O, we are not producing about ourselves. The outside world doesn’t want to hear us. Africans in Africa create less than one per cent of international news. Intra-Africa exchange is still very poor.

African women have the least access to defining their own identities and telling us who they are and who they want to be.

But there is ground for optimism. In the Biennale in Bamako, images produced by

African photographers about Africa showed a very different photography. That shows we can produce to a high standard, and we can reflect a true reality.

Is the new technology helping us to advance? The Internet is a powerful tool. As impoverished as we are, we need to be able to use these technologies to our benefit.

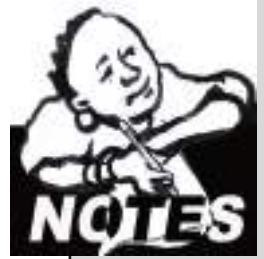
Many rural areas do have Internet access. Women in particular do not have access. But, in 1998, there was one Internet café in Bamako. There are 200 now. An Internet café can bring information to a group.

We need to deconstruct the international images and, in turn, we need to create Africa-based images of gender. It is possible in most newsrooms to find digital cameras. Women do have access to these. There is a possibility of impact there, which we need to exploit.



*Gender and media activists at a photojournalism workshop*

# Notes for Module 4



## Exercise: My favourite picture

This exercise aims to get us 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.

## Exercise: Be a lady, be a man

This exercise turns up the most common images and symbols that we associate with male and female, “masculine” and “feminine”. The results provide us with a pool of images and symbols that capture the “common knowledge” that pervades our society around gender divisions and characteristics.



Some points that come up through the exercise:

- In the female figure, symbols include: makeup (big red lips and outlined eyes), handbags, high heels, short skirts; elaborate hairdos (in one exercise, women were drawn as having fancy hair-dos, with the comment “spend hours getting their hair done” on the side); occasionally pictures of children and housework (pots) are also added “accessories”. Sexual characteristics are usually much more prominent and explicit in images of women than those of men.
- In the male figures, “respectable” and expensive business clothing – ties, watches, “good solid shoes”; accessories like briefcases and cell phones. Sometimes bigger shoulders and biceps come up; but very often the man’s attraction is often instead indicated through references to power or wealth, and women followers and admirers.





### **Exercise : Let's go shopping**

The images that we pick up from around us will reflect many of the observations in the first exercise. They might also reflect the following:

- Men are often pictured as “strong” by including symbols of authority, money or power (this can be very conscious: US President Bush during the Iraq war made a point of always being photographed against US seal or flag; with a big office desk before him.)
- Men are more commonly portrayed as “doing things” while women are shown as passive; pictures of women frequently have hidden small or ineffective hands (often cropped out of the picture to show more of the torso, breasts and hips); women’s faces are defined as beautiful when less “laugh-lines” or wrinkles (i.e. less evidence of character, experience, reaction); links to women portrayed as object (passive, not active, not character) rather than subject
- Women are rarely pictured as using guns, weapons, or physical force – where these aspects appear, women are almost always shown as receiving, as victims. (One way to bring this up during the exercise is to ask if there should be a gun or other weapon in either of the gender picture – and where or how it should appear).
- Older, poor, and badly dressed – otherwise considered “not beautiful” – women are rarely mentioned, and when they are they are shown as negatives – as figures of fun, dislike, ugly etc.

### **Discussion:**

The discussion should make the link between the hundreds of images around us, and how they affect our perceptions. The video enriches this discussion. In the video young women, community workers, lesbian activists, academics, politicians, sex workers and women with disabilities speak out about their concerns and share their personal experiences with the media. The video touches on violence against women. A young survivor of rape talks about the impact on her life of sensational reporting of her case. A particularly telling moment is when a young woman in the video talks about the images around her and how they affect her self confidence, as well as who she aspires to be.

Exercise four: Let's go surfing on the Internet: There are approximately as many images in the google image search on women and men, but many more images on sex than on gender! The stereotypes of women and men in the images on the media are very similar to those discussed in the magazines earlier. What is frightening is that there are so many more, and the ease with which these images are multiplied and disseminated.



### **Exercise four: Let's go surfing on the Internet:**

There are approximately as many images in the google image search on women and men, but many more images on sex than on gender! The stereotypes of women and men in the images on the media are very similar to those discussed in the magazines earlier. What is frightening is that there are so many more, and the ease with which these images are multiplied and disseminated.

### **Exercise Beautiful by whose definition?**

Many communities define "a beautiful woman" as very different from the Western European concept of light skin, long smooth hair, and ultra-thin body. For instance, a West African mask uses light skin to indicate death, while slit eyes (rather than large round ones) and showing teeth in a smile denote beauty. Traditionally, in Africa, being large is a sign of beauty and wholesomeness while being thin is frowned upon. Globalisation is changing many of these notions of beauty and promoting homogenous norms that have a strong western bias towards the blonde, blue eyed, paper – thin woman. The article in the handout makes the point that beauty has many faces. Is this now to be swallowed up in one notion of what is beautiful? How can Africa maintain its own identity and define its own realities within the multi-billion dollar, technology and multinational driven image industry?

### **Exercise: Who is the sexiest woman in the world?**

There is not a single African woman in the line up. Even on issues of beauty, Africa is marginalized. Everything about these pictures accentuates only the physical attributes of women – or as one participant put it: "it is like a flesh market".

### **Case study: A different kind of beauty:**

This is a touching first hand story of a reporter in rural Namibia who got excited about covering a beauty pageant only to find that the beauty queen was an older woman. The experience teaches him to challenge his own "norms" and assumptions; to take a fresh look at beauty within and beauty on the outside, and to reassess how women are commonly judged in the media.







Now you know a bit about how gender biases creep into the making of what we read, see and hear in the media. But let us suppose you want to change some of this. How do you go about doing so? There are several different strategies that we will be exploring in the remainder of the course. But one of the most powerful is to do your own monitoring. This is your best way of watching the watchdogs! The idea of starting

with some monitoring half way through the course is so that at the end of it - when we talk about building relationships with the media – you have some facts and figures at your finger tips to share with the media. Arguments based on facts are the best way of putting across your case. As you do your monitoring in this part of the course, you will also have the opportunity to contribute to Gender Links' Virtual Resource Centre (VRC) helping to grow this important data base that as we have seen earlier is a useful tool in promoting gender and media literacy.



The other thing about monitoring is that once you have done an exercise like this once, you will never read a newspaper, listen to or watch the news in the same way again. You will sub-consciously be counting who said what where and why. I remember being in Malaysia on New Year at the turn of the millennium. The widest circulation daily had a front page story on all the new babies born on that day. As I read, it struck me that while the article gave the number of girls as a mere statistic it named the boys, interviewed the parents, and already started to speculate on what greatness they might achieve. My gender spectacles had helped me to read a meaning into the article that many others might have missed! So put on your gender spectacles, and as William Bird of the Media Monitoring Project would say: Happy monitoring!

## Different types of monitoring

There are many different types of monitoring that you can choose to do. These include:

- General monitoring, such as the monitoring done for the Gender and Media Baseline Study (GMBS). This covers all topics and genres, using a sampling of media houses, over a specific period. This can cover several countries, or just one country, or even just one media house.
- Monitoring a particular day: You might also choose to monitor the media on a specific day, such as International Women's Day (8 March); or World Press Freedom Day (3 May); or World Aids Day (1 December) , often to compare how coverage on that day compares to other days.

## Whose press freedom?

Following the GMBS, Media Watch Organisation (MWO) of Mauritius has undertaken a number of monitoring projects with the aim of keeping the media on its toes. Before it became involved in the "Mirror on the Media" project MWO monitored gender and media performance on World Press Freedom Day to be



able to make a statement on that day about what is meant by press freedom. On that particular day, the average proportion of women sources actually declined from 17 % in the GMBS to 15 % in the one day monitoring. However, in the Mirror on the Media Project, the proportion of women sources went up to 20 %. As in the case of South Africa, there does appear to be some progress in Mauritius since the GMBS. Audrey d'Hotman de Villiers Media Watch Organisation of Mauritius suggests:

- **Monitoring a particular event:** You may choose to monitor coverage of a particular event, like elections, or the Sixteen Days of Activism (25 November to 10 December) on Gender Violence Campaign.
- **Monitoring a specific theme:** You may choose to monitor how a particular theme is covered, such as business and the economy, or HIV and AIDS.
- **Monitoring of a specific genre:** You may choose to monitor a specific genre, like advertising, or features, or news, or letters to the newspaper, or radio talk shows.

## Quantitative and qualitative monitoring

Monitoring can be both **quantitative** and **qualitative**. Quantitative monitoring refers to counting (for example) how many male and female voices; or how many male and female images. Qualitative monitoring refers to understanding how this comes about; looking at the whole news item, its headline, images, tones, use of language etc to determine what messages are conveyed. For example, in an article on a factory closing down and women losing their jobs, the quantitative monitoring might simply tell us that the story had one male source and all the images in the story were men. The qualitative monitoring might reveal that the man was the Minister of Trade and Industry; that most of those who lost their jobs were women (even though none were interviewed); that the headline and language is insensitive to the women workers. In this way, the qualitative monitoring helps us to understand the numbers.

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## Finding examples of different kinds of monitoring



Visit the Gender Links website at [www.genderlinks.org.za](http://www.genderlinks.org.za). Look both under the Research and the Mirror on the Media sections. Find examples of the different kinds of monitoring listed above. How are the quantitative and qualitative monitoring brought together to give the reader a good idea of what is going on in these reports?

**Note:** The monitoring described here is for one month of general monitoring. But it can be adapted to any one of the four kinds of monitoring listed above. For example, instead of monitoring several different kinds of media houses, each participant may choose a beat that they want to monitor (like sports, or economics). You can do spot monitoring on one day etc. Your facilitator will help you decide which kind of monitoring is best in your circumstances.

## Which media to monitor

- Each team member should choose at least one media house to monitor.
- There should be a spread between print/electronic; public/private media as per the table below.

Newspapers		Radio		TV	
Daily	Weekly	Public	Private	Public	Private

## How often to monitor the media

- The monitoring will cover a one month period.
- For weekly newspapers you will monitor every issue (four newspapers).
- For daily newspapers and daily news (the half hour news programme on radio and TV, not just the news headlines) a staggered working week over the monitoring period. For example if you are doing this monitoring in July 2006, the “staggered week” might look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
July	2 July	10 July	18 July	26 July	27 July

Use the space below to fill in which month and on what dates you are going to do the monitoring so that you do not forget.

Month	Monday	Tuesday	Wednesday	Thursday	Friday

## How to do the monitoring

In the case of newspapers you will need to buy and keep the newspapers you are monitoring. In the case of radio and TV you will need to record and keep the news bulletins that you are monitoring.

## What to monitor

In each media you will monitor the first 12 items of the news. In a newspaper you will go from left to right and over the page. In a radio or TV news cast you will stop monitoring after the first twelve items.

## What to look for

### *Quantitative*

In the quantitative monitoring we will be looking for just four things:

- **Sources:** Whether the voices that are heard or views that are quoted are men; women or “unknown”. For example if an article refers to a “spokesperson” without saying “he” or “she”, we may not know if this person is male or female.
- **Gender and Media (GEM) Classification:** Whether each item is gender blind, gender aware, promotes blatant or subtle gender stereotypes, using the training that you got in Module Three. Some items might have elements of all of these. You will need to choose what you think comes out strongest. Your facilitator will help you to practise this further. If you still have doubts, keep the item aside and ask your facilitator to help you.
- **Reporter:** Whether the reporter male or female, or is it impossible to tell (eg “health reporter”). In the latter case mark “unknown”.
- **Images:** Whether the images are of men or women. This applies to still photographs in newspapers and moving images in TV. Those monitoring radio will not be monitoring for images.

### *Filling in the forms*

The first two forms that follow will help you capture your data for each set of news that you monitor. You will need to photocopy enough of these to cover each set of news that you monitor (If you use the staggered month described above, this will be a total of five). The third form enables you to consolidate the information. On the DVD, you will also find these forms in Excel that you will find on the CD Rom as **CS9**. This is a programme that will automatically do calculations for you if you fill it in on a computer. Your facilitator will encourage you to use Excel because a) This is more empowering, and b) it will avoid mistakes!

“MIRROR ON THE MEDIA”:

QUANTITATIVE MONITORING FORM

Media \_\_\_\_\_ Day \_\_\_\_\_ Time \_\_\_\_\_

Story headline	Sources			GEM Classification				Reporter		
	M	F	U	Gender Blind	Blatent Stereo-types	Subtle Stereo-types	Gender aware	M	F	U
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
Total										
%										



**FOR NEWSPAPERS AND TV: IMAGES**

<b>PAGE/ NEWS ITEM</b>	<b>No of women</b>	<b>No of men</b>	<b>Total</b>	<b>% women</b>	<b>% men</b>
<b>TOTAL</b>					

SUMMARY SHEETS: Sources/topics/producers

MEDIA: \_\_\_\_\_

MONTH: \_\_\_\_\_

MONITOR: \_\_\_\_\_

DATE	SOURCES				TOPICS				JOURNALIST					
	Male	Female	Total	% F	% M	GS	G	T	% GS	M	F	T	% F	% M
TOTAL														

## Qualitative

From your monitoring you will each be asked to choose one good example each of:

- Gender blind reporting
- Gender aware reporting
- Reporting that perpetuates blatant stereotypes.
- Reporting that perpetuates subtle stereotypes.

You will then be asked to write four case studies up using the format of the VRC that you have used before. If your case studies are well written, they will be added to the VRC.

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## Guidelines for writing up case studies for the VRC

### General information

#### *What is the VRC?*

The Virtual Resource Centre (VRC) is an online trainers' resource centre. Case studies have been developed using articles that are being produced by writers and photographers from the region. Information in the VRC may be retrieved by using a combination of the following categories:

- Country
- Theme (e.g. environment, economics, abuse, etc.)
- Skills (e.g. newsgathering, sub-editing, etc.) genre (e.g. feature, editorial, etc.)
- GEM classification (whether the article is gender-aware; blind, etc.)

#### *What is a VRC case study?*

- It is a case study based on a print artefact, an article or photograph from a newspaper, magazine, book, etc.
- The article chosen must be an example of gender aware or gender blind reporting or illustrate a blatant or subtle gender stereotype.
- The article should also illustrate aspects of journalism such as sources, sub editing, headlines, etc.

#### *What are the main components of a case study?*

- a. Description of the case study.
- b. The article.



*Media monitoring in Mauritius*

- c. Trainer's notes.
- d. Exercises that may be used in training.
- e. Links to other resources.

## **Detailed explanation of the VRC case study format**

### *a) Description*

**Name of article:**

**Name of publication:**

**Date:**

**Country:**

**Theme:** What is the main focus of the story? Stories may sometimes have more than one key focus area, in that case identify both. Guard against identifying more than two focus areas because this complicates the search process once the case study has been loaded into the VRC. GL has developed a list of themes that may be used to search the VRC. See list of themes to choose from in annex one.

**Skills:** This description refers to the main journalistic skill that is highlighted in the story, this could be either good or bad. See annex one for the list of skills you may choose from.

**Genre:** What type of story is it? See annex one for the list of genres you may choose from.

**GEM classification:** This category refers to what aspect of gender does the article illustrate. Is it gender blind; gender aware or does it an example of a blatant or subtle stereotype? Below is a table that identifies the key elements of the four classifications.



<b>Gender-aware</b>	<b>Gender-blind</b>
Gender balance of sources (voices)	Lack of gender balance in sources (voices)
Gender neutral language	Gender biased language
Awareness of differential impact	Lack of awareness of gender dynamics
Fairness in approach to issue <ul style="list-style-type: none"> <li>• No double standards</li> <li>• No moralising</li> <li>• No open prejudice</li> <li>• No ridicule</li> <li>• No placing of blame</li> </ul>	Biased coverage of issue <ul style="list-style-type: none"> <li>• Double standards</li> <li>• Moralising e.g. being judgmental</li> <li>• Open prejudice e.g. women are less intelligent than men etc</li> <li>• Ridicule e.g. women in certain situations</li> <li>• Placing blame e.g. on rape survivors for their dress etc</li> </ul>
Challenges stereotypes	Perpetuates stereotypes
Simple accessible gender sensitive language	Use of jargon and stereotypical gender biased language
Gender disaggregated data	Aggregated data
<b>Blatant stereotype</b>	<b>Subtle stereotype</b>
Women are presented in stereotypical roles such as victims or sex objects.	Stories that reinforce notions of women's domestic and men's more public roles.
Men are presented in stereotypical roles such as strong businessmen or leaders.	Stories about 'special women' on specific days such as Women's Day, they receive no coverage at any other time.

**Description:** A short description of the article in one sentence.

This article may be used in training to: Identify how this article may be used to create awareness, highlight a particular theme, point out strengths or deficiencies in skill or genre (type of story). What areas can you highlight using this article?

### *b) The article*

The actual article should be scanned at high resolution in JPEG format.

### *c) Trainer's notes*

These notes would relate to the areas that have been highlighted in the previous section and be divided accordingly. Example: notes on the theme, skills and genre.

### *d) Training exercises*

The training exercises relate to the areas that have been identified as the main areas that are illustrated in the article. However, the exercises on skill and genre may relate directly to the article but exercises on the theme could be more general. For example if the article was on religion the exercise could be general discussions on the role of women in religion first followed by a discussion of how the article illustrates these points.

### *e) Links to other training resources*

In this section identify any GL material that could assist in training around the areas highlighted.

*NB: An example of how a VRC case study is written up; this is given in the notes at the end of this module, in case you need to refer to it.*

# Annex one: LIST OF CHOICES FOR VRC CATEGORIES

Country	Theme	Skills	Genre	GEM classification
Africa	Agriculture	Accuracy	Cartoons	Blatant stereotypes
Angola	Arts	Captions	Editorials	Subtle stereotypes
Botswana	Business	Events vs issues	Features	Gender blind
International	Child abuse	Fairness	Images	Gender aware
Lesotho	Children	Hard news vs soft news	News	
Malawi	Corruption	Headlines	News analysis	
Mauritius	Crime	Language	Opinion	
Mozambique	Culture and tradition	Perspective		
Namibia	Disaster	Sources		
Regional	Economics	Use of data		
Seychelles	Education			
South Africa	Entertainment			
Swaziland	Environment			
Tanzania	Gender equality			
Zambia	Gender violence			
Zimbabwe	Health			
	Hiv/aids			
	Housing			
	Human rights			
	ICTS			
	Justice system			
	Labour			
	Land			
	Local government			
	Media			
	Mining			
	Politics			
	Poverty			
	Racism			
	Refugees			
	Religion			
	Reproductive health			
	Sex work			
	Sexuality			
	Sports			
	Sustainable development			
	Tourism			
	Trafficking			
	Unemployment			
	War			

# Annex two: VRC CASE STUDY FORM

(NB: This form is available on the CD Rom as CS 10)

Name of article: \_\_\_\_\_

Name of publication: \_\_\_\_\_

Date: \_\_\_\_\_

Country: \_\_\_\_\_

Theme: \_\_\_\_\_

Skills: \_\_\_\_\_

Genre: \_\_\_\_\_

GEM classification: \_\_\_\_\_

Description: \_\_\_\_\_

This article may be used to: \_\_\_\_\_

Trainer's notes

Training exercises

Other training resources



## Case studies based on running stories

Pick on at least one issue during the monitoring period that is of interest from a gender perspective and follow through the coverage, responses to the issue etc answering the following questions:

- Why is the issue of interest?
- Which voices/ views predominate?
- What is the public response?
- In what way does the report/ debate contribute to or detract from the promotion of gender equality.

### Structure of the individual media report

Your final report, to be submitted on a date to be agreed with the facilitator, should use the following format:

- Name of monitor
- Name of media and some key characteristics.
- Monitoring period
- Important events occurring during the monitoring period.
- Tables and comments on quantitative findings: Sources, Extent of gender specific coverage; who produces the news; is there any difference in the focus of male/ female journalists; images.
- Overall comments on the qualitative findings.
- Examples: Blatant stereotypes; subtle stereotypes; gender blind, gender aware.
- Issue case study: what was the issue, whose views predominated, who responded, how has the issue advanced or detracted from gender equality.
- Conclusions: How would you rate the performance of your media? What were the strong points? What were the weak points?

### Attachments

- Summary of monitoring form.
- Quantitative monitoring forms.
- Qualitative monitoring forms.
- Tapes/ clippings of case material attached to qualitative monitoring forms, with appropriate cross references for tapes.

### Final report

A drafting committee from the team should put together a final report of all the findings. The committee can be guided by the examples that you looked at earlier on the Gender Links website. In the notes there is an example of the kind of findings that you can get from an exercise like this and how you can use them.

# Notes for Module 5



## **Exercise: Finding examples of different kinds of monitoring**

The *Mirror on the Media* URL below will take you to the GMMP findings for Southern Africa, the Mirror on the Media Project with many examples of monitoring.

[http://www.genderlinks.org.za/page.php?p\\_id=47](http://www.genderlinks.org.za/page.php?p_id=47)

*The Gender and Media Baseline Study* can be found on this URL

[http://www.genderlinks.org.za/page.php?p\\_id=43](http://www.genderlinks.org.za/page.php?p_id=43)

*The HIV and AIDS and Gender Baseline Study* (a good example of thematic monitoring) can be found on this URL

[http://www.genderlinks.org.za/page.php?p\\_id=230](http://www.genderlinks.org.za/page.php?p_id=230)

**An example of a VRC case study** is included on the following sheet. (You will find this article on the DVD as CS 11).

**Name of article:** "African leaders make critics eat their words"



*Monitoring in Zambia*

## Sample VRC Case Study

Name of publication: *The Daily News*

Date: 27 September 2002

Country: Zimbabwe

Theme: Gender equality

Skills: Language

Genre: Opinion

GEM classification: Gender aware

**Description:** African leaders call for the equal representation of women and men in the top echelons of the African Union.

*This article may be used to:*

- Illustrate how gender has been mainstreamed in news.
- Provide an example of gender sensitive language in a news article.

### *Mainstreaming gender in news/language*

This article looks at how gender equality can be incorporated into the formation of the African Union. It explores, through the voices and perspectives of a man and a woman, how the 10 commissioners for the Union should be selected.

The issue of gender representation on the Commission is raised by both the interim chair of the Commission (a man), and the head of the AU's Gender and Development Division (a female), although the issue is dealt with more in-depth through the voice of the female source.

The writer also highlights how the systemic discrimination against women in all spheres may pose a challenge to the African leaders' call for 50/50 representation, but also points out the opportunity gender equality in the continental body presents.

This is an example of a gender-aware report, because it:

- Balances the voice and perspective of a woman and a man in key positions within the AU.
- The language is gender neutral and consistently refers to the women and men as potential candidates for the Commissioners' posts.
- It highlights the underlying gender issues that may affect women's candidacy.

*continues...*

Gender can be mainstreamed into all issues covered by the media in the following ways:



*VRC Case Study, continues...*

- Choosing a gender angle to tell the story.
- Including the voices and perspectives of women and men and not just the views of those in positions of power and formal authority;
- Exploring the gender power relations and issues which underlie a situation or issue. This is done not only through the voices and perspectives of those interviewed, but also through thorough research and investigation to provide context and depth to a story;
- Examining how issues, policies, events impact on or affect the lives of women and men.
- The language used to tell the story also should be neutral and gender-sensitive to reflect a fair and balance portrayal of individuals and issues.

## *Training exercises*

**Exercise one:** You hear on the news that African leaders at their Inaugural Session for the formation of the African Union have mandated 50/50 representation for the commission of the African Union. How could this be developed into a political story with a strong gender perspective?

- What angle would you take?
- Is there a new way of telling the story?
- What gender issues must be raised in the story?
- What research would you need to do?
- What background information would be important for your story?
- What data is important for your story?
- What sources would you interview?

**Exercise two:** Study the article and consider the following questions.

1. Is the story gender-blind or gender aware? Explain answer.
2. How does the writer cast a gender lens onto the affairs of the African Union?
3. What gender issues are highlighted in the article?

## *Other training resources*

- Definitions in Trainer's tools section.
- Chapter on language in the Gender and media handbook.
- Gender and media checklist in the Gender and media handbook.

## **An example of the kinds of findings that can emerge from monitoring**

# Mirror on the Media

By Susan Tolmay, *Project coordinator, Gender Links*

This case study is about the first phase in South Africa of a pilot project called “Mirror on the Media” being carried out by the South African Gender and Media (SAGEM) Network. It covers monitoring conducted in July 2004 as well as “snapshot” monitoring of Women’s Day on 9 August. The study shows that while there has been some improvement in the gender balance and sensitivity of the South African media since the Gender and Media Baseline Study (GMBS) in 2002, there are still significant gender gaps, even in Women’s Day coverage.

But the significant increase in women sources, in the priority accorded to gender issues and diversity of coverage on Women’s Day suggests that if every day could be treated like Women’s day, the South African media would soon achieve the balance that it has pledged to work towards.

## *Objective*

The project aimed to develop, on a pilot basis, a Gender and Media quarterly survey that will serve as a monitoring tool, in between major research studies, for measuring progress in achieving gender balance in the media.

## *Background*

While GL and MISA plan to repeat the baseline study every five years, on a daily basis, the GEM networks are monitoring the media and issuing alerts, in collaboration with MISA. There is need for a regular forum to comment on trends - positive in negative. There is also need to constantly gather training material for updating the Virtual Resource Centre, a database of case studies that media trainers around the region are working together to build.

In South Africa, the South African National Editors Forum (SANEF) pledged at its AGM in June 2004 to work towards greater gender balance and sensitivity in the media. SANEF, in collaboration with a number of SAGEM partners, has held gender sensitivity training workshops in a number of provinces. In April / May, two SAGEM partners, the Gender Advocacy Project (GAP) and the Media Monitoring Project (MMP) monitored gender dimensions of South Africa election coverage. Ongoing monitoring and dialogue of this nature is critical in transforming gender relations in and through the media.

## *Linkages*

This project has a number of key linkages, nationally and regionally. These include:

- The GMBS;
- The Audience Research that is being conducted by GL as a follow up to the GMBS;
- The Global Gender and Media Monitoring Project (GMMP) that will be conducted as part of Beijing Plus Ten activities in 2005;
- The GMBS National Action Plans;
- The GEM Networks- alerts and routine feedback to the media;

- Newsroom training and feedback;
- The Virtual Resource Centre for trainers;
- The Gender and Media Summit;
- Media literacy projects planned for the future.

## *Process*

Media monitored included a combination of print and electronic, public and private media from different parts of the country as follows: the Cape Times; the Daily News, the Mail and Guardian, the Sowetan, the Star, This Day, the Sunday Independent, the Sunday Times, Kaya FM, Metro FM, SABC 3 and ETV.

The study used simplified versions of the quantitative methods developed by Gender Links and the Media Institute of Southern Africa (MISA) for the GMBS, with a stronger emphasis on qualitative monitoring than the GMBS.

The quantitative monitoring consisted of counting male and female sources in the top ten news items; counting the number of gender specific news stories within the top ten news items as well as counting the number of male and female images (in the print media) on five days over the month of July to give a “staggered” week and in alternate weeks for weekly papers.

The same methods were used in assessing Women’s Day coverage that involved monitoring news on the actual day for the electronic media; the day before for the weeklies; and the day after for the dailies for eight out of the twelve media in the study.

The qualitative monitoring consisted of picking out examples from all the media covered during the month of July, and also from the Women’s Day coverage.

## *Findings*

The findings fall into three categories: representation, portrayal and examples of gender awareness:

### *Representation*

The study found that on the whole, women’s voices are still under represented in the media; gender issues hardly feature in the news and they tend to be marginalized in the way they are treated and placed. However, there are some important signs of progress. Specifically the study found:

- **Silent voices:** Women constituted 37 percent of news sources on women’s day, compared to 25 percent in July 2004, but up from 19 percent in the GMBS that took place in September 2002.
- **But not in all media:** With 44 percent women sources, the Star led the way in the July monitoring followed by Kaya FM at 30 percent and the Mail and Guardian at 29 percent. All three media houses have made a conscious effort to diversify their news sources and give greater voice to women in their coverage. With 11 percent, 15 percent and 17 percent women sources respectively, the Cape Times, This Day and the Sowetan scored lowest in the July monitoring.

- **And not on Women's Day:** Most media houses showed a dramatic increase in women sources in their women's day coverage, with Kaya FM leading the way at 75 percent; the Mail and Guardian as well as SABC 3 next at 64 percent, and the Star in third place at 50 percent. The Sunday Independent (14 percent) and this Day (17 percent) had the lowest proportion of women sources of the media monitored on Women's Day.
- **Forwards and backwards:** Of the eight media houses in the study that were also monitored during the GMBS, three (the Cape Times, Sunday Independent and Sunday Times) registered a decline in women's sources in the July monitoring while the other five registered increases. This increase has been particularly marked in the case of the Star that went up from 26 percent in the GMBS to 44 percent women sources in the July monitoring.
- **Seen, but not heard:** Women are still more likely to be represented as pictures than as voices (overall, women accounted for 30 percent of the images in the July monitoring, and 38 percent of the images in the Women's Day monitoring).
- **Missing perspectives:** Many stories in the media continue to be "gender blind", in other words they fail to see and take up interesting gender dimensions. For example, in the other story that dominated the headlines during this period- the controversy over whether or not nevirapine can be taken in single doses- women whose lives are at stake and who have been thrown into confusion were treated as mere recipients of the programme, with their voices, views and feelings hardly featuring.
- **Gender as a topic:** Gender specific stories constituted 8 percent of the total in the monitoring for July, compared to 20 percent in the Women's Day coverage.
- **Gender in the ghetto:** Gender issues still tend to be treated as marginal in the way they are placed and presented. The Women's Day coverage offered interesting contrasts in news judgment and values, with some media assigning this to the soft "inside" or later items, and others integrating this coverage into their top billings for the day. The Sowetan and SABC 3 scored highly among media providing daily news coverage for their placement of Women's Day stories while the Mail and Guardian scored tops among the weeklies for its consistent mainstreaming of gender issues, well illustrated in its approach to Women's Day coverage.

### *Portrayal*

Having women feature as sources and images is only part of the story. The more important question is what messages these convey. The study revealed examples of blatant and more subtle forms of stereotypes.

- **"Naked" stereotypes:** Headlines and stories such as "Bring beer, come naked," "Madonna, the sex predator" and "Wham, Pam, thank you mam" continue to adorn mainstream news pages, while the Burkina Faso soccer team that "struggled" its way into the red light district are referred to as "stallions". On the sports front, the rise and rise of Maria Sharapova received considerable attention during this period. Yet coverage and images focused extensively on the tennis "babe's" looks rather than on her ability, with one news media captioning a story about her and Serena Williams as the "Beauty and the Beast."
- **Subtle stereotypes:** The study found, however, that it is not so much the blatant

stereotypes, as the more subtle forms of gender stereotypes that are of concern. During the period under review, the kidnapping of Leigh Matthews dominated the news pages. She was referred to in several headlines as an MD's daughter, with no mention of her mother's occupation. Almost all the family commentary in this case came from Rob rather than Sharon Matthews. Headlines concerning the naked state in which she was found were in poor taste and insensitive.

### *Gender awareness*

Despite the shortfalls, there are many examples of gender awareness emerging in South African news reportage. This is reflected in stories that portray women in new and different roles; reflect the views and voices of women and men on all mainstream issues; challenge stereotypes and raise topical debates such as what is meant by feminism as well as the role of men in transforming gender relations. All of these contribute to more robust and thought provoking journalism. Specifically:

- **New approaches, more interesting stories:** The report highlights many examples of progressive reporting such as a front page story on the class action by women on Wall Street against sexual harassment; coverage of the gender dimensions of the conflict in Sudan, and the woman who is set to lead a 150-strong Olympic team.
- **Professionalism:** Many of the observations made by monitors on ways in which reporting can be improved concern not just the need to improve gender awareness by the media, but also professional standards generally. Multiple sources, context and depth, as well as applying consistent ethical standards to women and men will all contribute to better journalism as well as more "gender sassed" coverage.

### *Outcomes*

The study was distributed at a meeting of the Southern African National Editor's Forum (SANEF) and has been used in newsroom training with media houses such as Kaya FM. The comparison between Women's Day and the general trend in July proved to be a useful strategy for helping the media to understand that every day should be women's day: hence the title of the report: "Can every day be women's day?"

### *Lessons learned*

From this first exercise, monitors from the three countries decided that future monitoring should focus on different, but targeted issues, to avoid the pitfall of saying the same thing each time. The next monitoring exercise concerns the Sixteen Days of Activism on Gender Violence. There is a suggestion that future monitoring should focus on entertainment, advertisements, and radio talk shows, as genres or media forms that are especially problematic when it comes to gender stereotypes, and have so far escaped the "monitoring net."



# MODULE 6

## WHAT DO YOU AND I WANT?





By now, you have a pretty good idea of what the media produces. But what about the people who **consume** what the media **produces**? What about you and I who buy the newspaper, tune into the radio and switch on the television? What do we want more and less of? Does anyone ever ask us what we want more or less of? Before we can talk about how to make our wishes known, we have to be clear about **what we**

**want**. This module will give you a taste of what is meant by **audience research**: finding out what the public wants. This, along with your monitoring, is another powerful research tool for engaging with the media later on.

## How audiences respond to what they see, hear and read

Do audiences understand, respond to or care about whether it is women or men who speak and what they speak about? Do they have a view on what they would like to see more and less of? To find out more about audiences, you will do a little of your own audience research. This involves going out and talking to people on the street about how they feel.



### Your views on the news please!

Administer this short version of the Gender and Media Audience Study (GMAS) questionnaire devised by Gender Links and Rhodes University to five men and five women at random. A good place to do this is at a bus stop or shopping mall where you get a random sample.

If you are working in a group, the results can be combined, as this will give a bigger sample size. Then compile the results and make some simple graphs using the Excel spread sheets on the CD Rom (**CS 12**). Your facilitator will help you to do this.

Discuss your findings in the larger groups. Have we answered our question; do audiences perceive differences between the way women and men are represented and portrayed?





## GMAS QUESTIONNAIRE:

### REPRESENTATION AND PORTRAYAL OF WOMEN AND MEN

#### 1. Administrative information

Name	Occupation	Age	Residential area	Sex

Please tell me whether you agree or disagree with the following statement about the news in all media.

	Agree <b>a</b>	Unsure <b>b</b>	Disagree <b>c</b>
News stories reflect the concerns and interests of both men and women equally.			

#### 2. Please explain your reason in a few words.

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3. When journalists write their stories, they go to different people to get their views and stories. How often do you think that the news reports use women as the sources of their stories?

Very often <b>a</b>	Often <b>b</b>	Seldom <b>c</b>	Never <b>d</b>

4. Do you think that if the ideas and views of women were reported more often, you would find the news ...

More interesting <b>a</b>	No different <b>b</b>	Less interesting <b>c</b>

5. In your opinion, how often are women presented in the news as:

Allow the respondent to look at the list when responding to this question.



# GMAS QUESTIONNAIRE

		Often <b>a</b>	Sometimes <b>b</b>	Seldom or never <b>c</b>
18.1	Politician			
18.2	Civil servant/government official			
18.3	Business person			
18.4	Academic/scientist			
18.5	Victim			
18.6	Criminal			
18.7	Members of the police and military			
18.8	Health worker			
18.9	Model/beauty contestant			
18.10	Home-maker			
18.11	Sports person			
18.12	Entertainer			
18.13	High achiever			
18.14	Professional			
18.15	Semi-/unskilled worker			
18.16	Sex-worker			
18.17	Citizen/member of public or community			

6. In your opinion, how often are men presented in the news as:

Allow the respondent to look at the list when responding to this question.

		Often <b>a</b>	Sometimes <b>b</b>	Seldom or never <b>c</b>
19.1	Politician			
19.2	Civil servant/government official			
19.3	Business person			
19.4	Academic/scientist			
19.5	Victim			
19.6	Criminal			
19.7	Members of the police & military			
19.8	Health worker			
19.9	Model/beauty contestant			
19.10	Home-maker			
19.11	Sports person			
19.12	Entertainer			
19.13	High achiever			
19.14	Professional			
19.15	Semi-/unskilled worker			
19.16	Sex-worker			
19.17	Citizen/member of public or community			

7. The news sometimes shows very sexual images of women. When you see something like this in the news how do you respond? **Only two choices.**





A	I find these stories and images entertaining and/or interesting	
B	I don't really notice them	
C	I feel uncomfortable when I see them	
D	I feel they are insulting to women	
E	They encourage me to buy the newspaper or watch the news	

8. Explain your answer in a few words.

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9. Indicate to what extent you agree or disagree with the following statements.

	Agree <b>a</b>	Unsure <b>b</b>	Disagree <b>c</b>
I would find the news more interesting if there were stories about women doing a wider range of things			

10. Can you think of ways you would like to see women presented in the news more than you do now? **Only two choices. Do not show the list to the respondent. However, if the respondent's answers are listed in the table below, tick those options. If you cannot correlate the answer to any on the list, write them under other.**

10.1	No other way	
10.2	Professional roles (includes judges, doctors,	
10.3	Public life (Politicians, people in government)	
10.4	Business	
10.5	Scientists	
10.6	Sports	
10.7	Experts opinion makers	
10.8	Farming	
10.9	Arts and culture (Entertainers, musicians, artists)	
10.10	Leadership (people with power, in control, making decisions)	
10.11	Non traditional roles	

11. Other

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12. Can you think of ways you would like to see men presented in the news more than you do now? Only two choices. **Do not show the list to the respondent. However, if the respondent's answers are listed in the table below, tick those options. If you cannot correlate the answer to any on the list, write them under other.**



12.1	No other way	
12.2	Parents	
12.3	Care givers	
12.4	Home makers (domestic roles)	
12.5	Models	
12.6	Sex symbols	
12.7	Non traditional roles	
12.8	Other	

13. Are there any issues and stories you would like to see more of in the news?  
**Only two choices. Do not show the list to the respondent. However, if the respondent's answers are listed in the table below, tick those options. If you cannot correlate the answer to any on the list, write them under other.**

13.1	Positive stories	
13.2	Human interest (stories about ordinary people)	
13.3	Information about reproductive health	
13.4	Women's rights/concerns/issues	
13.5	Accessing services and resources	
13.6	In depth news and analysis	
13.7	Local/community news	
13.8	Other	

14. Are there any issues and stories would you like to see less of in the news?  
**Only two choices. Do not show the list to the respondent. However, if the respondent's answers are listed in the table below, tick those options. If you cannot correlate the answer to any on the list, write them under other.**

14.1	War	
14.2	Violence	
14.3	Pornography	
14.4	Sport	
14.5	Less bad news (depressing)	
14.6	HIV and AIDS	
14.7	Women as victims	
14.8	Crime	
14.9	Stories that stereotype women	
14.10	Stories that stereotype men	
14.11	International news (Iraq)	

Other
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# How audiences view representation and portrayal of men and women in the media

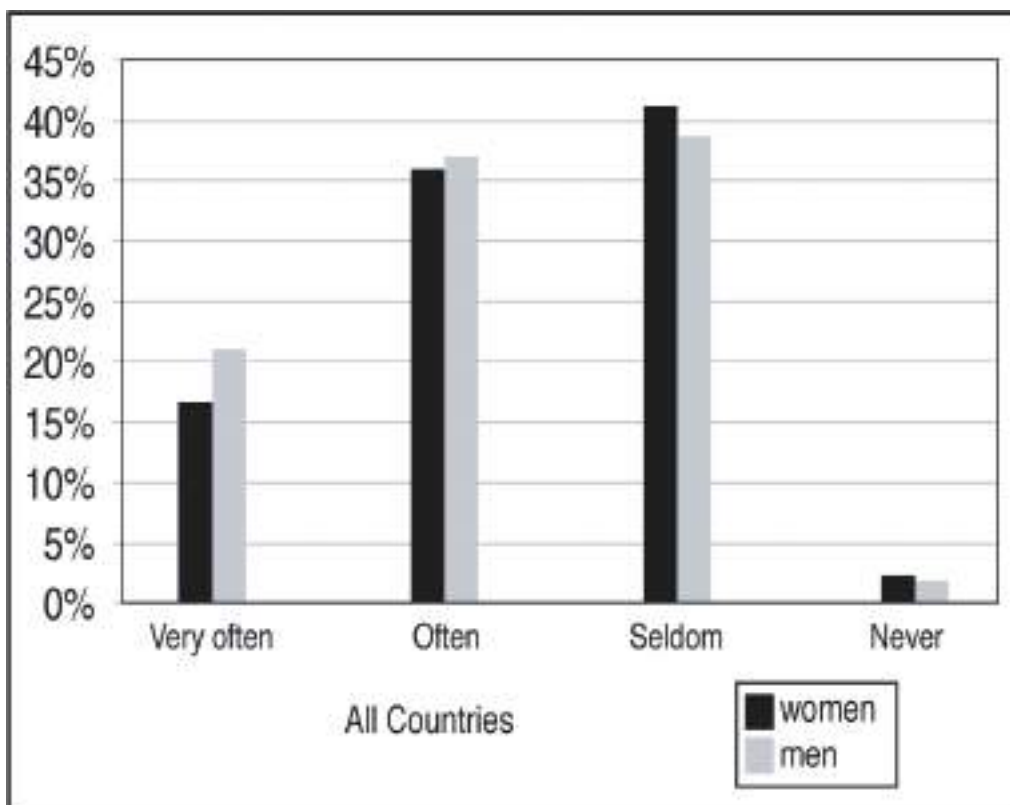
We will now discuss the findings of your own quick audience research by comparing the findings with those of the Gender and Media Audience Study. You can find summaries of the results for each of your countries on [www.genderlinks.org.za](http://www.genderlinks.org.za) under the research section of the website.



## Representation and portrayal

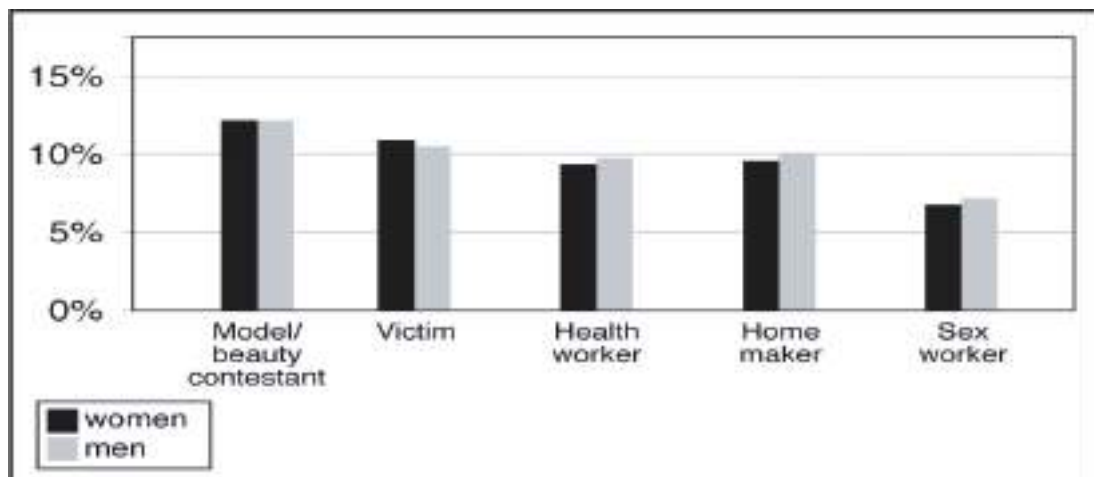
Study the graphs below from the regional findings, and answer the questions that follow:

**How often are women accessed as sources of news in all thirteen countries?**



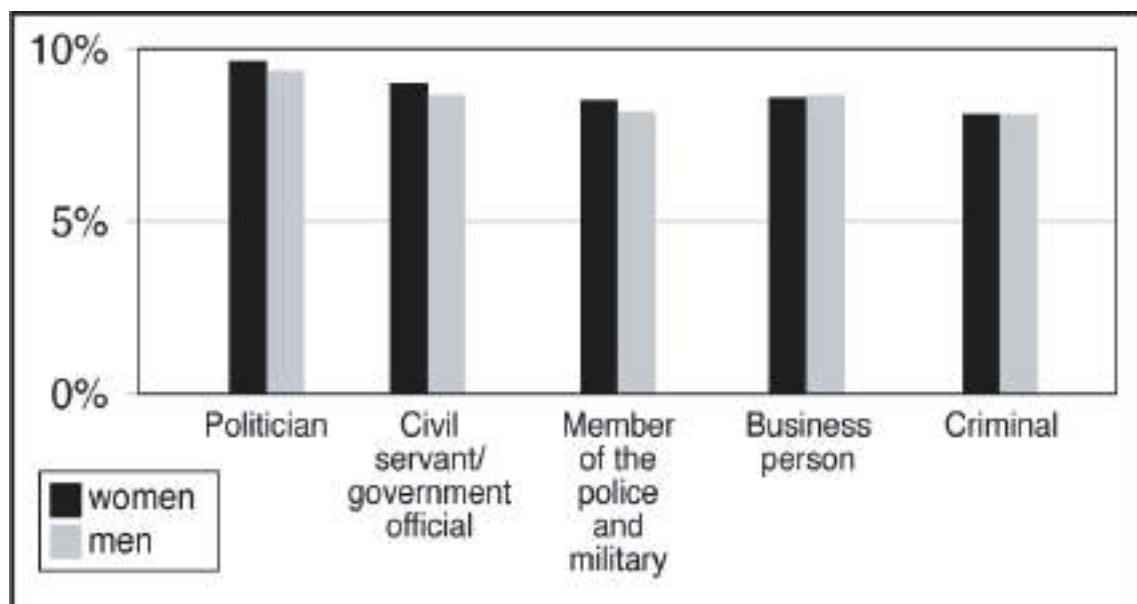
1. Judging from the responses to the question above, are audiences aware of whether women and men are approached as news sources?
2. Why do you think this is so?

### Perceptions of roles of women in the news in all thirteen countries



1. Judging from the responses to the question above, and comparing these findings to your own monitoring during this course, are audiences aware of the way that women are portrayed in the media?
2. Why do you think this is so?

### Perceptions of roles of men in the news in the region



1. Judging from the responses to the question above, and comparing these findings to your own monitoring during this course, are audiences aware of the way that women are portrayed in the media?
2. Why do you think this is so?

# Sexual images in the news

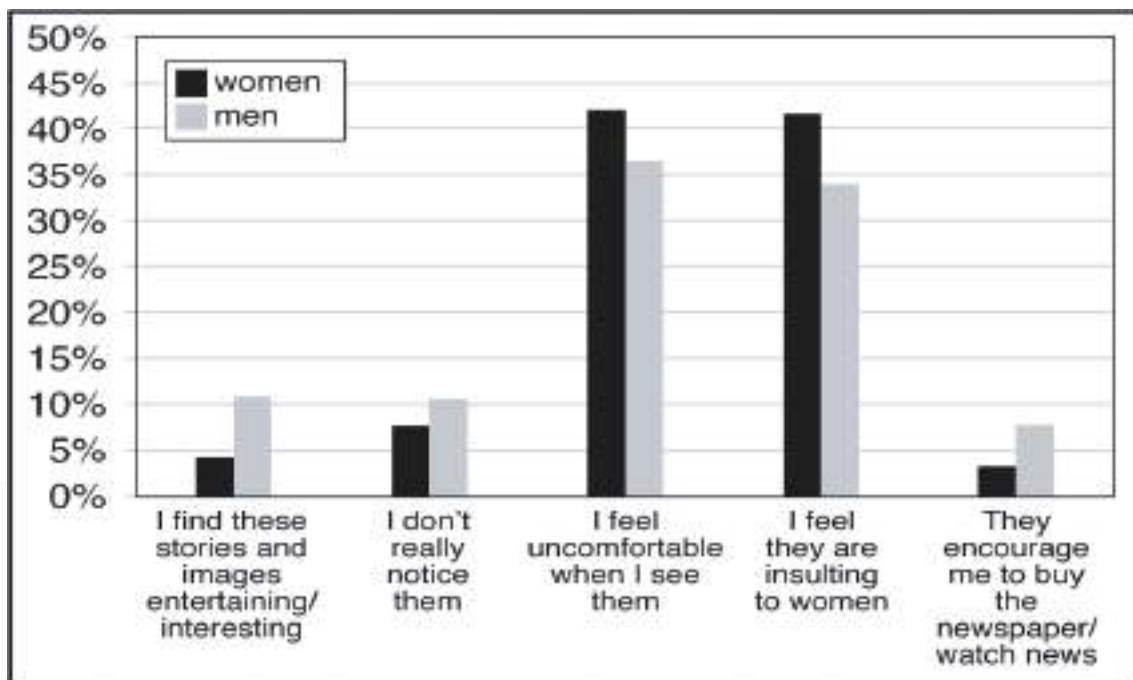
We saw in module four on images how there are often sexual images of women in the media, including in the news. We also saw how this has been influenced by globalisation. The most common argument for the inclusion of images such as these is that it causes consumers to rush out and buy the news.



## Sex sells, or does it?

Look at the findings of the audience research just conducted. If time permits, during your day-to-day activities, talk to newspaper vendors and find out from them if audiences respond differently or more enthusiastically when there is a sexual image of a woman on the front page of the newspaper. Ask if they think that there is any difference in the way women and men respond when they are trying to sell their newspapers. Then study the graph below from the regional findings of GMAS and answer the questions that follow:

**Responses to sexual images for the region**



1. How did most women and men respond to the question about sexual images of women in the news?
2. Are you surprised by this finding?
3. Do these findings suggest that such images are the main reason for buying the news?
4. To the extent that woman and men are encouraged to by such images to go out and buy the news, are there differences in the way that women and men react?
5. What are the differences? Why do you think that this is the case?





## Back page disappears from the Windhoek Observer

In Namibia, the Windhoek Observer is the equivalent of the tabloids in the UK, serving up a daily diet of death, divorce, sex, disaster and hysteria. The newspaper, a self confessed one person show, used to run a regular "back page" with images like

that to the left. But a few years ago, the enigmatic reporter, editor and publisher "Smithy" announced that the back page would be withdrawn because it was turning away advertisers. The Namibian newspaper carried out interviews with people on the streets of Windhoek to find out the responses of the public. Many of these resonated with the findings of the audience research in Namibia on how audiences respond to sexual images of women in the news. A few of these views included:



### *Women:*

- “Women are the most important people in the society, but the way they are portrayed in the media is always negative. Women should be given equal respect as men instead of making them lose their dignity.”
- “As a woman I didn’t grow up in an environment where women’s body is exposed, in our culture it is an insult.”
- “We are losing our dignity as women because our whole body can be exposed to the public without fears.
- “It encourages men to think of women as sex objects.”
- “This has a negative impact on our children, they will grow up with this type of image in their mind and it will affect them in different ways.”

### *Men:*

- “In my culture, women should be given enough respect because they are mothers of the nation; but not to be presented like children’s toys to be played with. This is because the media didn’t consider women’s value at all; it is disappointing to see that type of pictures. I know women are not happy with it.”
- “It diminishes women’s value.”
- “Those images are very offensive and against women.”
- “They do it to get attention, and to sell copy. They don’t take women’s feelings into consideration.”
- “Exposing women’s body to the public will lead the young generation to grow up with a bad image in their minds.”



1. To what extent do you think that sexual images in the news are an incentive to consumers?
2. Is there a danger that media marketers think of consumers as primarily men? What makes you think this?
3. Why do tabloid newspapers sell so well, especially among the working class, and increasingly among women, who generally constitute a lower proportion of newspaper readers?
4. Are there media markets that the media might be missing, or need to think more about? What are they?

## Food for thought: Sexuality and advertising

In 1992, the National Working Party on the Portrayal of Women in the Media in Australia conducted research that found that: "Consumers object to the use of overt sexuality that has no relevance to the product being advertised. Advertisements that presents the body, and therefore the person, as a simple sexual decoration and the object of sexual gratification or sexual ridicule is dehumanising. Because of the sensitivity of this issue, particular care should be taken in the portrayal of girls under 16 years old." The committee went on to recommend that: "It is important that sexuality in advertising is relevant, respects the dignity of individuals, and is non-exploitive."

## What audiences want more and less of

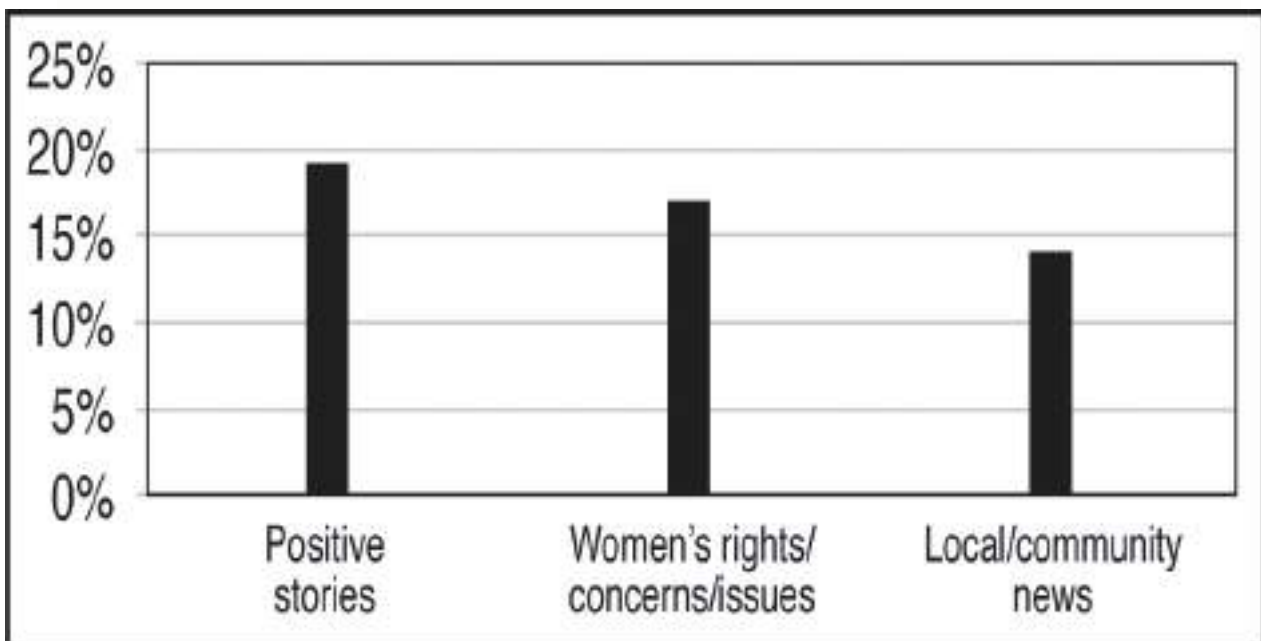
Sometimes it is as though there is one set menu of death, despondency, despair, sex and violence on the news. Many of these subjects are depressing.



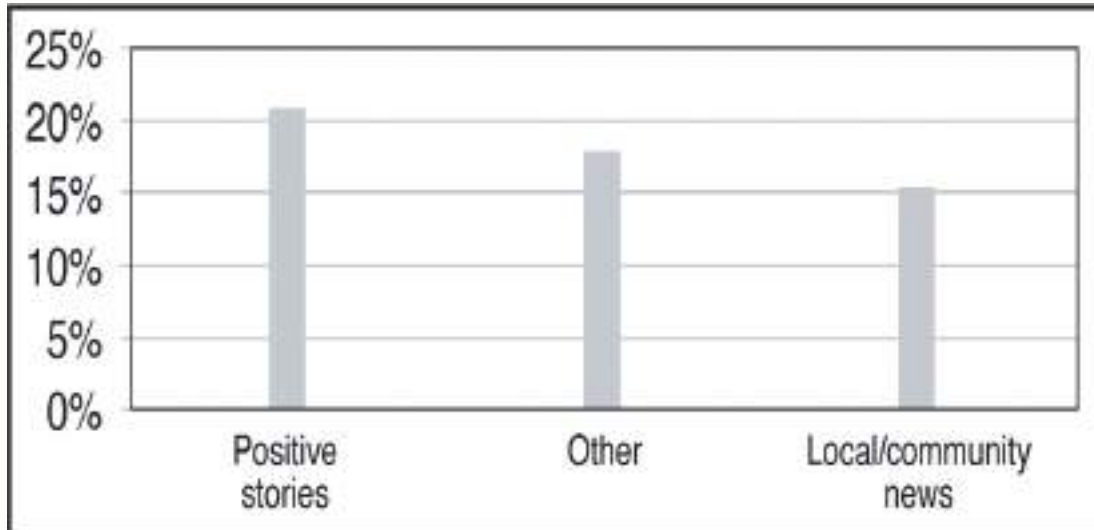
### Sounding audience views

Take a look back at your own findings on what audiences- women and men - want more and less of. Now take a look at the regional findings of GMAS in the graphs and answer the questions that follow:

**Top three types of news preferred by women in all thirteen countries**

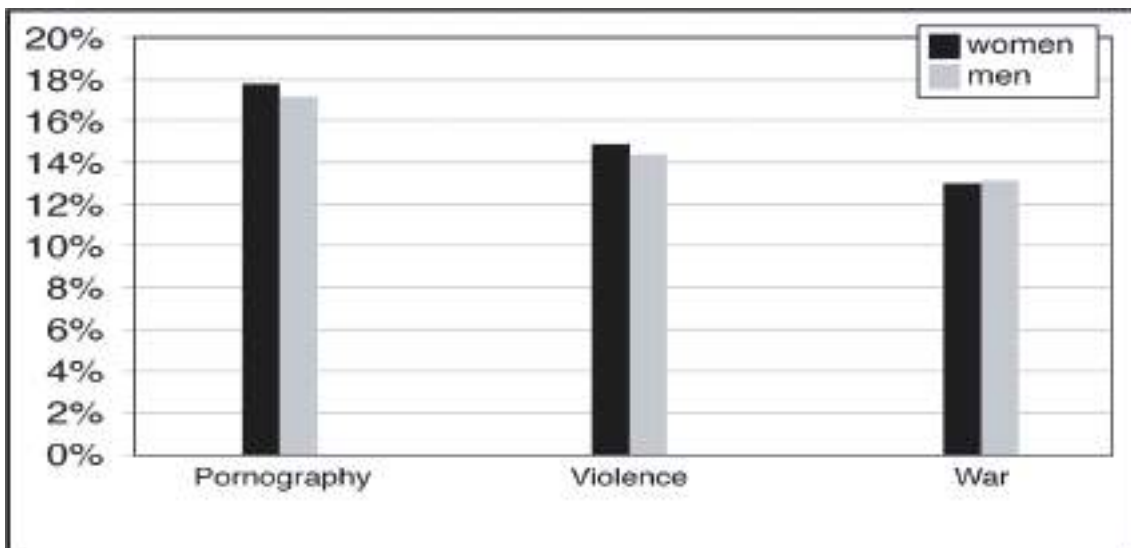


### Top three types of news preferred by men in all thirteen countries



1. What do women want to see, hear and read more of?
2. What do men want to see, hear and read more of?
3. Are there any difference between the responses of women and men?
4. Are these significant?

### Top three types of news that women and men want to see less of in all thirteen countries



1. What do women and men want to see less of?
2. Are there differences in the responses of women and men?
3. If so, why do you think this is so?
4. Compare the graph with your own findings, and noting similarities and differences

## Diversity

The issue of what women want to see more and less of is often framed narrowly. Gender activists say they want less images that turn women into objects in the news, while editors say that they are entitled to free speech and justify the practise in terms of the bottom line (does this refer to profit?). The issue is not just what women do not want to see. It is also about what women want to see more of.

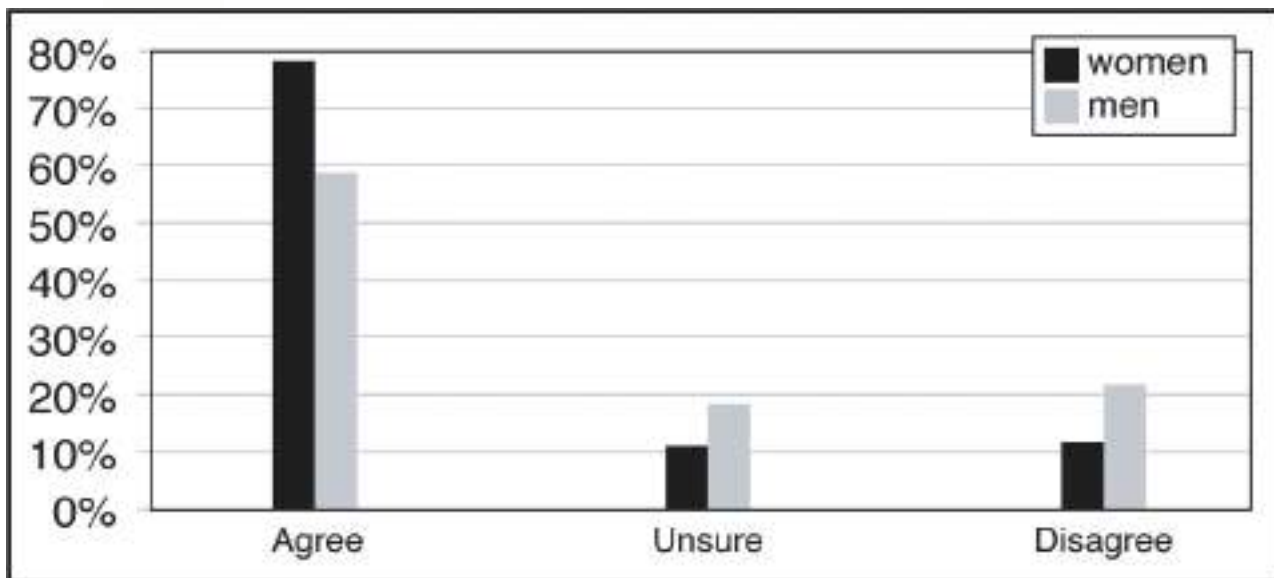


### New roles for women?

Again look back at your findings and study the graph below. Then answer the questions that follow:

Would the news be more interesting if there were stories of women doing a wider range of activities in all thirteen countries?

**Would the news be more interesting if there were stories of women doing a wider range of activities in all thirteen countries?**



1. What is the response of audiences to the question of whether the news would be more or less interesting if it showed women engaging in a wider range of activities?
2. Is there a difference in the response of women and men?
3. Can you think of other ways in which you would like to see women portrayed in the media other than what is on the daily menu?
4. Compare the graph with your own findings, and noting similarities and differences





## Case study: Picturing the lives of women in Mauritius

*Portrait D'Elle* is a ten minute documentary that is aired weekly, at prime time, by the Mauritius Broadcasting Corporation (MBC), with the aim of portraying women in different walks of life in Mauritius. The programme is produced by Anand Boolaky who started this series after he attended a gender and media course organised by Gender Links and Media Watch Organisation (MWO). This case study is about how the programme came about and how my colleagues have supported me in helping, in our own small way, to make every voice count.

### Objectives

The objective of this series is to:

- Affirm all women who are contributing in one way or another to the development of the country.
- Challenge stereotypes of women as being merely housewives.
- Redress the gender imbalances in the news as reflected in the GMBS that showed, in Mauritius, that women constitute 17 % of news sources.

**Virginie Orange** is a woman skipper. She explains how she became a skipper and she has to struggle hard to survive in a man's world. She likes what she is doing and would not like to do anything else. She is an example for others who would like to take such challenging jobs.

After a BSc in Physics, **Surekha Parmessur** chose to try her hand at weather forecasting. So she went for training in Australia where again she found very few women studying meteorology. On her return, she has joined the meteorological department and will soon become quite popular as she might have to give weather forecast on TV and radio in cyclonic conditions. She is a role model for girls who hesitate to take science subjects because they fear that scientific jobs are reserved for men.

**Sulmah Daharry** is a fruit seller in the newly built complex of the central market in Port-Louis. Maybe in your countries, this is a normal job, but in Mauritius, men are fruit sellers. So Sulmah is an example of who dares wins. She works with her husband who helps her. Yet she is the one in the forefront. Sulmah says she has no problem with all the men working around her and finds her male colleagues very supportive.

As a social activist, **Maroussia Bouvery** has helped to create awareness about the blind. Although there is a Trust Fund for the Blind, they were invisible. Despite the fact that a law has been passed to ensure companies and institutions employ a percentage of handicapped people, they were not getting jobs. Maroussia has fought tooth and nails to make them become part of the labour market and restored their confidence. Because of Maroussia's struggle, they now feel they part of society in their own rights.

**Deviranee Ramsingh** is only 22 years old. Yet she is the main breadwinner in her family. Her mother is a factory worker and her father's earning is not adequate. After five years of Secondary schooling, Deviranee opted out of the school system and decided to launch herself in a small scale enterprise. She chose an area she was familiar with – animal farming. She now breeds cattle, hens, goats and is happy. She is an example of how women can succeed in the informal sector of the economy.

**Danielle Wong** comes from a family of lawyers and writers and yet she has chosen to work in the Mauritius Export Processing Zone. She is a shrewd business woman. As Director of the whole sector and has trained many men and women to adapt to new technology. Danielle fell ill some years ago and had to use a wheel chair to go to work. An example of courage and hard work, Danielle has earned the admiration of men and women alike.



1. Why did this series start?
2. What kind of women have been featured in the programme?
3. Why is the programme popular?
4. Do you think such a programme would be popular in your country? Why or why not?



## Audiences demand diversity

Women and men perceive gender biases in the news and are uncomfortable with images that portray women as sex objects.

In general, they would like to hear, see and read more positive, human interest stories as well as stories in which women, from diverse backgrounds, feature as sources. Both women and men would also welcome more stories on men in non-traditional roles.

These are some of the findings of the ground-breaking Gender and Media Audience Study (GMAS) conducted by Gender Links (GL) in partnership with universities and media advocacy organisations in 13 Southern African countries in 2004 and 2005 as a follow up to the GMBS. The following are some other key findings of the study:

- **There are mixed perceptions about women's representation in the news:** Some 40% of women said they felt that the news "does reflect the interests of women and men equally" compared to 42% who believe the news "does not reflect the interests of women and men equally". Similarly, 43% of men said they felt that the news "does reflect the interests of women and men equally" compared to 41% who held the opposite view. The question about the extent to which women feature as news sources elicited similar split responses, with just about even proportions of women and men saying women are "seldom" used as news sources to those who said they are "often" used as news sources. These mixed perceptions contrast with the most stark finding of the GMBS: that on average women constitute a mere 17 % of news sources. They are also at odds with the finding, especially among women, that the news would be more interesting if it carried more women's views and voices (see below).
- **But strong perceptions about gender biases in portrayal:** On the other hand, there was a strong correlation between the findings of the GMBS and audience perceptions of the roles and way in which women and men are portrayed in the news. According to both the GMBS and the GMAS respondents women are most likely to be portrayed as models/beauty contestants; victims, health workers; home-makers; sex-workers and citizens. Both studies also show that in reality and in the perception of consumers men are most frequently portrayed as politicians; government officials; police; business person; criminal and sports person. The combined findings suggest that – possibly as a result of socialisation and the expectation that "men make the news" – neither women nor men have given much thought to gender balance in the news, but they are instinctively aware of gender bias. This poses a challenge to activists to step up gender and media awareness and literacy campaigns among consumers, as well as to editors, to diversify their news sources and agendas (see also the section on news preferences below).
- **And especially strong views on the use of sexual images of women:** Amongst the women sampled, 43% found sexual images of women in the news "uncomfortable" and 42% found them "insulting". The comparative figures for men are 36% and 34% respectively. Mauritian men felt least uncomfortable about sexual images of women in the news while women in Malawi, Mozambique and Swaziland felt most uncomfortable

about these. Women in Lesotho, Malawi and Zimbabwe felt most “insulted” by such images. These findings, which cut across all countries, is echoed in the response to the question of what women and men would like to see less of in the news, in which sexual images featured highly, along with topics such as violence and war. The two findings together challenge the widely prevailing view that sexual images of women sell the news, and especially newspapers. The extent to which audiences, and especially women, viewed such images as demeaning should be pause for thought for media decision-makers who defend the use of sexual images on grounds that this is vital to their bottom line.

- **Women and men want more positive, human interest news:** Women and men across the thirteen countries said they would like to receive more positive, local and human interest news. In addition women want more stories on women’s rights.
- **Audiences, especially women, would find the news more interesting if the ideas and views of women were reported more often:** Both women and men, but especially women (68% women, compared to 47% men) felt that the news would be more interesting if the ideas and views of women are reported more often.
- **Audiences strongly endorse the challenging of stereotypes:** Both women and men, but especially women (78% women, compared to 59% men) agreed that the news would be more interesting if it carried stories about women in a wider range of roles. This finding is consistent across all thirteen countries. Women and men also want to see more men portrayed in non-traditional roles such as parents, care-givers and home-makers.

# Notes for Module 6



## **Exercise : Your views on the news please!**

This first exercise involves going out and doing interviews. A good place to do these interviews is at a shopping mall or bus station or somewhere where you will get a diverse group of people. Avoid going to an institution, like a university, where you might get people with very different views. Try to compile the research findings of all participants as this will make it possible for you to do a comparison with GMAS. Discuss the overall findings, but note that these will be broken down for more in-depth discussion in the sections that follow.

## **Exercise: Representation and portrayal**

The key issue here is that while there are mixed views on whether or not women are accessed seldom or often as news sources, there is a clear perception of the roles in which women and men are cast. In other words, most audiences (who do not have the same gender spectacles as you!) do not have much notion of what a “source” is and how that affects the making of the news. But they are clear that men mostly appear in the news as power figures, sportspersons etc, while women are portrayed as weak, as victims, as home makers or as sex objects. There is a close correlation between the GMBS on roles actually played as reflected in the monitoring of editorial content, and perceptions of these roles.

## **Exercise : Sex sells, or does it?**

If the graph is anything to go by, both women and men, but especially women feel insulted and degraded by sexual images of women in the news. Very few say that this inspires them to buy newspapers (and men are more likely than women to have this view). If you can test this out with newspaper vendors (who are mostly men), that could provide some valuable insight!

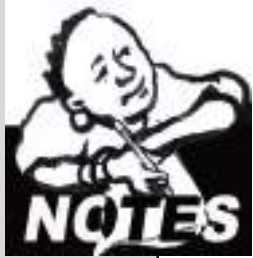
## **Case study: Back page disappears from the Windhoek Observer**

The tabloid phenomenon is one that is gaining ground in Southern Africa to be looked into. At one level, it would appear that audiences, especially those with lower literacy levels, are attracted to the “gutter press”. But a question that also needs to be asked is what other options are out there that speak to these audiences. Do they have much choice? Smithy pulling out the back page in Namibia because of objections by advertisers is instructive. It shows that the simple formula of projecting women as sex objects may have limitations.

## **Exercise: Sounding audience views**

The resounding response by audiences, women and men is that they want less violence, sex and war, and more stories about themselves, their locations, their lives and every day issues. Remember the Women’s Media watch video in which so many women felt alienated from the media, because it did not affirm or speak to them? This is a very strong point to make in future engagements with the





media. The media claims to be the voice of the voiceless. Yet the voiceless do not see themselves in this enterprise!

### **Exercise New roles for women?**

Both women and men, but especially women, say that they would like to see themselves in a wider diversity of roles.

### **Case study: Picturing the lives of women in Mauritius**

The case study provides a practical example of how this can be achieved. The many different walks of life of women portrayed in this video show that women in Mauritius are pursuing a wide variety of new career options but that these are not always reflected in the media. The series is popular because it attracts women audiences (52% of the total, and therefore not to be ignored); is full of local and human interest content; and most of all is different, new and interesting (the very essence of news!).

**MODULE**

**7**

**MAKING YOUR VOICE COUNT**





Now that we have a better sense of how the news is made, what we like and don't like, and what the reality is as far as gender is concerned it's time to talk about what we can do. We should never be passive recipients of anything! If we feel strongly about something, we should speak out. When we do so, we are not only getting things off our chest. We are being responsible **citizens**. We are watching the watchdogs! That is at the heart of a **responsive, participatory democracy**.

One of the questions in the Gender and Media Audience Study (GMAS) in the last module concerned what type of news (or *genre*) women and men like the most. A higher proportion of women (12%) than men (10%) chose "news that asks for feedback" as their favourite genre. This includes radio talk shows, letters to the editor and opinion pieces. Yet although women *like* this type of news, their voices are *also* not as likely to be heard as those of men in this type of news (as the Mirror on the Media monitoring of radio talk shows, that we will refer to in this module, shows.)

Part of the reason for this may be that some people don't know how to use "news that asks for feedback" effectively. This suggests is what we need is a few skills and knowledge on how to use these channels. In this module we will do several exercises that help us understand where, how and to whom we can give feedback that is likely to be heard and used by newsmakers. In general, working to give constructive feedback should always be a first line of response, before taking up a legal case or starting a campaign against the media (see Module Eight).

Remember: the media is obliged to listen to you and air or publish your views, if these are well presented and argued. The media also needs and values such feedback, because you are a valued customer! If you stop buying the news, the media will be out of business! This puts you and I in a strong position!

By the end of this module you will have done, or be on the road to doing three things:

- Talking on a radio talk show;
- Writing a letter to the newspaper; and
- Writing an opinion piece.

To borrow the motto of the Gender and Media Southern Africa (GEMSA) Network you will be on your way to making your voice count, and counting that it does!



*Africa delegate to New York Conference*

## Radio talk shows

Radio talk shows are one of the fastest growing and most far reaching ways that we can make our views known to a wide audience. Increasingly, even TV programmes allow us to phone in. The electronic media, and especially radio, has by far the widest reach of all the media in the region. Of course you need to have access to a phone, or be able to go to a studio in order to do that. Language could also be a barrier, although you should be able to find at least one talk show in your own language. But by and large, radio talk shows are one of the most accessible and effective ways of making ourselves heard. To what extent, however, do we make use of this medium?



### Who talks on talk shows?

Each participant should indicate by a show of hands if they have ever called into a radio talk show. You should say when you did so, why, and what response you got. You should also reflect on how you felt after calling in. Then, using a live or pre recorded show, do a short monitoring exercise, using the skills you learned in Module Five. This time, instead of gender spectacles you will need a gender hearing aid! Record the following information:

- The media, programme, time and topic of the talk show;
- If the host is male or female;
- The number of women and men who call in;
- The kinds of comments they make.
- The response of the host; does he or she encourage or discourage those who call in? Is there any difference between the way that he or she responds to women and men who call in?
- The kind of language that is used. Does this affect potential callers, women and men in any way? For example, does the host refer to women as “dolls” or “chicks” or to men as “guys”?

Use the radio talk show monitoring form, also available on your CD Rom as CS 13, to do this.





# Radio Talk Show Monitoring Form



## Radio Talk Show Monitoring Form

Name of Media House

---

Name of Programme

---

Topic

---

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	M	F	Comments
Host			
Guests			
Callers			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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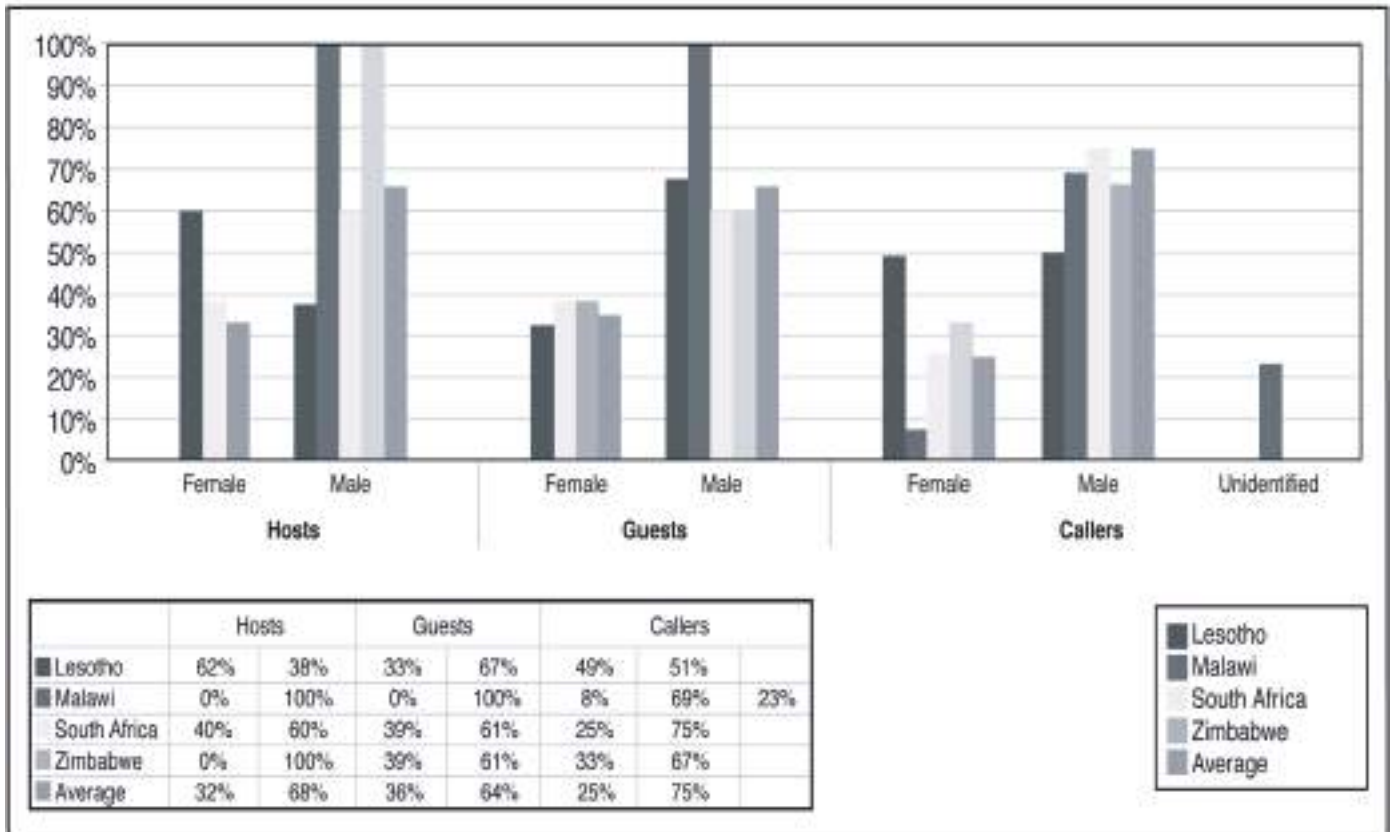
# Comments on language



## What the research found

Now take a look at the graph below, from the Mirror on the Media Project on radio talk shows in four countries. You can get the full research report on the Gender Links website ([www.genderlinks.org.za](http://www.genderlinks.org.za)). Answer the questions that follow:

### Hosts, guests and callers of radio talk shows disaggregated by sex per country



1. What do these figures tell us about the gender gaps in radio talk shows in terms of hosts, guests and callers?
2. In which of the above is this gap biggest?
3. Which country has the highest and which has the lowest proportion of female a) hosts b) guests and c) callers?
4. What do you think is the reason for the gender gaps?
5. Why do you think that some countries/programmes are doing better than others?
6. What can be done to get more women to participate in radio talk shows?



## Call in!

Now it is your turn to make radio talk shows more exciting by calling in. You might decide to do this in the group, or else for each individual to be assigned to do this before the next module. The latter has the advantage that each member of the group can choose a radio talk show that they are comfortable with and that there will be a diversity of experiences to report back on. Whatever you and or your group decide to do, make sure you record the following:

- Name of the programme.
- Time and topic.
- At what stage of the programme you called in.
- How long you had to wait
- What you said.
- What response you got.
- How you felt afterwards.



*Tuning in: rural Zimbabwe*



# Who talks on radio talk shows?

Women are the missing voices in radio talk shows – as hosts, guests and callers. Although women would like to discuss more social topics, including gender equality, these are generally missing in the programme line ups. Chat shows often reinforce stereotypes about the role of women and men in society and these go unchallenged by the predominantly male hosts of the shows.

These are among the key findings of a survey of eleven radio talk shows in four Southern African countries (Lesotho, Malawi, South Africa and Zimbabwe) conducted by Gender Links in partnership with country chapters of the Gender and Media Southern Africa (GEMSA) Network from June-July 2005.

The study titled “Mirror on the Media: Who talks on talk shows?” found that women make up only 25 % of callers to radio talk shows. On average they constitute only 36 % of talk show guests and 32 % of hosts. Only a small proportion, 9%, of the 55 shows monitored focused specifically on gender-related issues.

Stereotypes about women are often reinforced in chat shows without being challenged and although presenters tried to be fair, women guests and callers were sometimes addressed in patronising and demeaning ways. For example when one woman called in about a political topic, the talk show host asked what women know about politics.

The reasons for the generally low participation by women in radio talk shows are complex. In South Africa, the two shows hosted by women had the highest proportion of women callers, and many complained about the approach of male hosts in the other programmes which women listeners seemed to find intimidating.

However, having more women guests did not seem to change the extent to which women called in: in South Africa the show with the greatest gender balance with regard to guests also had the lowest proportion of women callers.

Topics discussed could have a bearing on women’s participation. In South Africa, for example, participation by women increased visibly in a show normally dominated by male callers when the topic switched from current affairs to health and education.

The study proposes a range of measures to achieve greater gender balance and sensitivity in radio talk shows. These include: more in-depth, gender disaggregated audience research; a greater diversity of topics and in particular more attention to topics that are of direct concern to women; a conscious effort to achieve gender balance in the selection of hosts and guests (where stations have the most control); gender awareness training for hosts; as well as gender and media literacy training for the public, especially women.

# Letter to the Editor

For the print media, the best way to “talk back” is through a letter to the editor. Bring your local newspaper and use the letters printed there as examples of ways of writing to the editor. These letters and the topics covered can also be used as ideas for letters to write as responses. Another good place to start looking for ideas is to pick an article over a controversial or relevant issue as a starting point. Here is an example of a letter to give you some idea of what kinds of issues you might want to raise and how to frame them in such a way that they get published.



## Headlines in the “Citizen” during the Zuma rape trial

Dear Editor

A number of your headlines on the Zuma trial last week conveyed an unfortunate insensitivity towards sexual abuse often not consistent with the articles themselves or with other editorial content such as Steven Motale’s piece on International Women’s Day (8 March) on the bigger issues raised by the case. The week began with you describing “the carnival atmosphere” outside court; hardly consistent with either the gravity of the case or the shameful acts of intimidation that ensued. The victimisation outside the court was in many ways repeated inside the court with the judge allowing the complainants past sexual history and a private diary to be admitted as part of the evidence. Echoing the bravado of the defense team in stooping so low to make its case you ran an article under the headline “Drop it”: precisely what one in nine women in this country are forced to do. Let it be for the defense to make that move: the media needs to show some semblance of impartiality. To crown it all, the week closed with your headline: “She needs help.” All the article said is that the complainant, whose history of exile, the death of her father and sexual abuse we are all now familiar with, has sought psychological help in the past (are we surprised?) It says nothing of her needing help now. But the strong implication of your headline is that a woman who has had the courage to take up her case, place herself in protective custody for five months, sit through four days of humiliating grilling, and endure the shameful insults of the crowds outside is incapable of making rational judgments. Perhaps it is us, the South African public, the media, and the criminal justice system who need help; not to mention the man who would be president who (regardless of what the court finds) had no hesitation in betraying the trust of a young woman who regarded him as a father; is not concerned at all about committing adultery and brazenly disregards every HIV and AIDS message on safe sex.



1. What is the feedback to the editor in this letter about?
2. What has prompted it?
3. What are some of the characteristics of the letter that make it publishable?
4. What do you feel is the value of a letter like this?
5. How do you think the writer of the letter felt after it had been published?





## Write your own letter

In the group, but as homework, agree that each participant will write at least one letter to the press over the next fortnight on a matter that concerns him or her. You can brainstorm about what some of those issues might be. You can also practise writing the letters in the group. But remember that the best bet for getting your letter to be published is that it must be topical, so you might not be able to anticipate every letter. Your facilitator and or other members of the group can also comment on a first draft of the letter by E Mail before you send it off to increase the chances of getting it published. Make sure you have the correct contact information for the letters editor, and that you make a copy of the letter to put in your file. Note the following:

- The date you send the letter.
- If and when the letter gets published.
- If the letter results in any response from others.
- How you felt about the process.

## Opinion pieces

There is yet another way that you can make your views known, and that is through writing an opinion piece. Pick up any newspaper of the day and point to which is the opinion page. You will note that even though this is inside the newspaper, it is a distinguished looking page (usually not done in colour, to enhance the sense of a solemn and important page). Usually the editorial (or what the newspaper itself thinks of the important issues of the day) is also sitting on this page. This page is not as easily accessible as the letters page for people who want to write themselves. Often it is reserved for contributors or associate editors.

High profile people stand a better chance of getting published than us ordinary folks! But most newspapers also allow some space for the general public to offer its views in this respected space that helps to “shape opinion” and allows us more room to argue a case than the letters column. If you do a quick count, you will also see that the opinion pages are especially lacking in contributions by women. Remember that our mission is to make our voices count, no matter what. So don't be deterred. We are going to do what we can to make sure that some of the articles from this course get published, no matter what!





## Get comfortable with the GL Opinion and Commentary Service

The Gender Links Opinion and Commentary Service is a **bridge** between new writers and the mainstream media. The editor of this service welcomes new voices and will do everything possible to help and assist you in writing your article. You will find the service on the following URL: [http://www.genderlinks.org.za/page.php?p\\_id=186&PHPSESSID=daf73270476caf17ece5ad67b52e982](http://www.genderlinks.org.za/page.php?p_id=186&PHPSESSID=daf73270476caf17ece5ad67b52e982)



### Gender Links Opinion and Commentary Service



The Gender Links Opinion and Commentary Service (GLService) provides mainstream media with fresh views and voices on current affairs.

The GL Service targets the opinion and commentary pages of mainstream newspapers, radio stations and wire services in Southern Africa, East Africa and globally through Gender Links' partnership with the African Women and Child Feature Service in Nairobi, and Inter Press Service, a global development news agency.

It provides on average 10 articles each month from writers across Africa. The articles are placed in the mainstream media and uploaded to the Gender Links' website. If you are interested in contributing to the service or publishing any of the articles, contact [editor@genderlinks.org.za](mailto:editor@genderlinks.org.za). When publishing articles the Gender Links Opinion and Commentary Service must be cited as the source and include the information provided at the end of each article.

[Search the GL Commentaries](#)

GL Commentary Service

Amalungelo Magazine

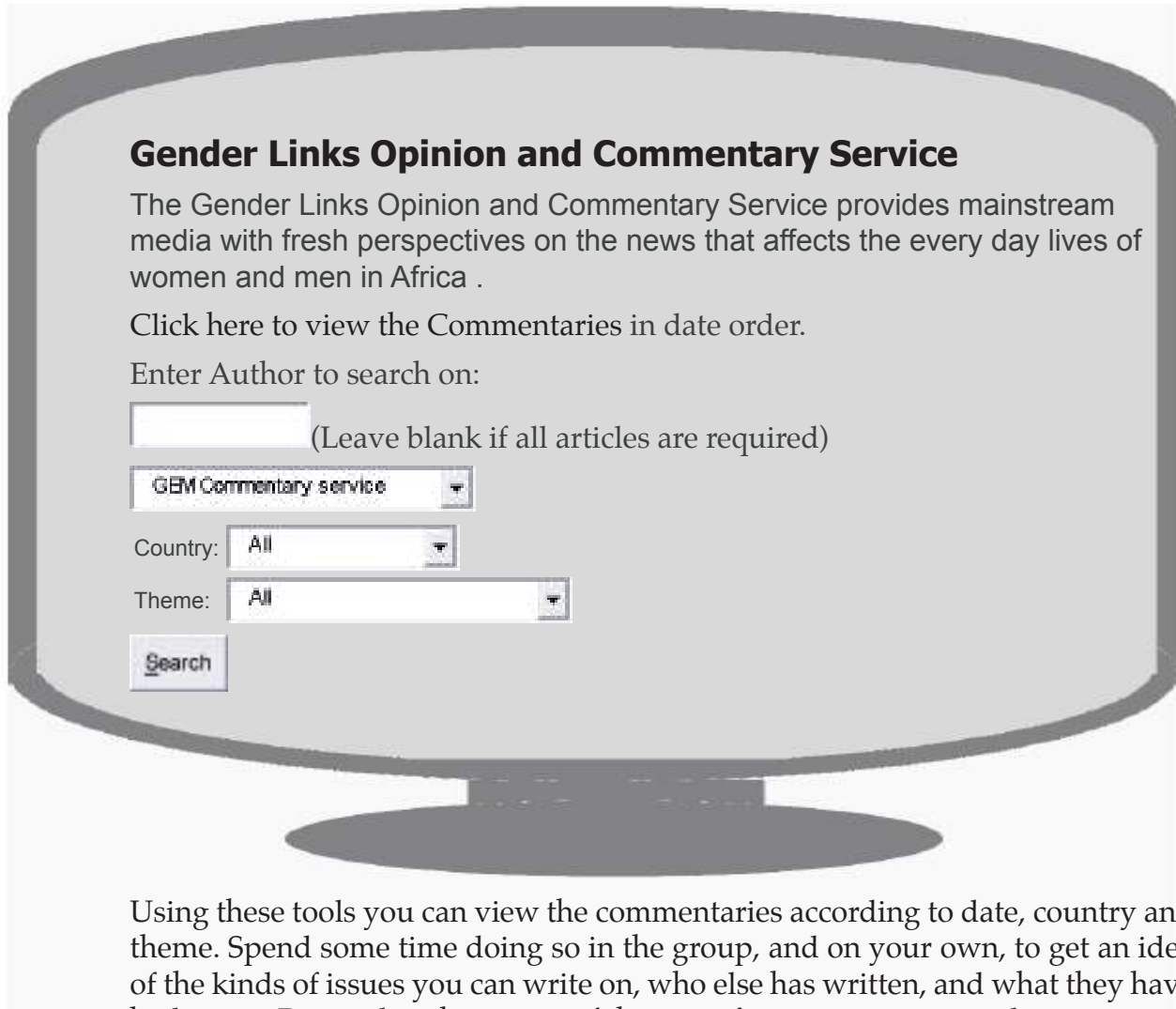
Conference Newspapers

Beijing + 10

Press Release



If you go to the search the commentaries section, you will find a screen like this:



**Gender Links Opinion and Commentary Service**

The Gender Links Opinion and Commentary Service provides mainstream media with fresh perspectives on the news that affects the every day lives of women and men in Africa .

Click here to view the Commentaries in date order.

Enter Author to search on:

(Leave blank if all articles are required)

GEM Commentary service

Country: All

Theme: All

Search

Using these tools you can view the commentaries according to date, country and theme. Spend some time doing so in the group, and on your own, to get an idea of the kinds of issues you can write on, who else has written, and what they have had to say. Remember that many of these are first time opinion and commentary writers, so this should encourage you to go on. Now look lets take an in-depth look at one commentary, so we get an idea of what it is all about.



*Cyber dialogue  
training*



## Is this trial fair?

- by Liesl Gerntholtz

Certain images of the trial against former South African Deputy President Jacob Zuma stand out – an elderly man, clad in a black T shirt with Zuma’s face on the front, burning a photocopied image of the complainant, a group of teenaged girls, waiting outside the court at the end of the second day of evidence, saying, “we are waiting for Zuma to rape us too, we want to be Zuma’s women”. Despite the rather dramatic decrease of supporters for the accused, the levels of hostility and antipathy towards the complainant and those deemed to be her supporters, did not wane during the first week of the trial.

This atmosphere, so obvious outside the court, was mirrored inside the court during a lengthy and abusive cross examination of the complainant. It was however disguised as due process of the law and while women and men wearing purple T shirts were permitted to show their support for the complainant outside the court, she was not so lucky inside.

At the beginning of his cross examination, Kemp J Kemp, senior counsel and leader of the defence legal team, requested permission from the court to lead evidence on the complainant’s previous sexual history. The grounds for this application, and the reasons why the presiding judge, a man that Eugene De Kock has described as “scrupulously fair”, decided to permit this cross examination, were decided behind closed doors. Only the lawyers and the accused were present. The complainant, whose most intimate thoughts and actions were soon to be exposed to the harshest public scrutiny, was also requested to leave.

As part of his cross examination on her past sexual history, Kemp produced 16 pages of writing by the complainant. It remains unclear how the defence came into possession of this material, but it is abundantly clear that the complainant regarded these writings as private and not for publication. These pages reveal that while living in exile, the complainant was raped twice at the age of about 13 years. It is not disputed that these events occurred – in fact, the defence agrees that they were reported to the ANC in exile and a special committee was established to investigate and adjudicate on the allegations. This committee found both men, both significantly older than the complainant at the time, guilty of having sex with, in the words of Kemp himself, “a young child”. It does not appear that the committee enquired into the issue of whether the complainant had consented to sex – quite rightly it obviously did not believe that a 13 year-old is capable of consenting to sex.

The defence does not appear to understand the law in this regard – Kemp put it to the complainant that she did in fact consent to having sex with both men, that she regarded them as her “boyfriends” and that these events did not constitute rape. In support of this, he emphasized on several occasions that the ANC committee had not found the men guilty of rape but rather of having sex with a child. Perhaps it is necessary to remind Kemp that sex with a minor is statutory rape. It appears to have escaped his attention that sex with a minor is unlawful and the courts do not require a youthful complainant to prove that she did not consent to sex.

The complainant herself tried in vain to raise this issue, that she had not given her consent and could not have done so even if she had wanted to. Her pleas fell on deaf ears and this “scrupulously fair” judge allowed the defence to lead evidence about the sexual abuse of a young girl as the basis for suggesting that she is in the habit of engaging in consensual sex and then making unfounded allegations of rape.

The complainant was also subjected to a wholesale examination of her past sexual history – she was asked how many sexual partners she has had, how many times she has engaged in penetrative sex and what other sexual acts she has engaged in. The prosecution failed to object to any of these questions, essentially leaving the complainant at the mercy of the court. Unfortunately, the court failed to extend any at all.

The Criminal Procedure Act specifically prohibits the leading of evidence on past sexual history and experience, unless it is relevant to the offence. This provision, traditionally more honoured in the breach, is intended to protect survivors of rape and sexual assault from being subject to embarrassing and humiliating cross examination, a tactic that defence lawyers have often resorted to, to intimidate and silence complainants. Similar provisions have been enacted in many jurisdictions internationally to protect the rights of women who have been raped and to encourage them to report assaults without fear that they themselves will be put on trial. In South Africa, where the rights to dignity and to freedom from all forms of violence are protected by the Constitution, one would have hoped that these provisions would be more strictly enforced.

It is unclear what the relevance of either her childhood rapes or her general sexual history is to this offence. The version of the accused, which was finally put to the complainant at the end of cross examination, indicates that the case will revolve around the question of consent, whether the complainant actually consented or whether the accused reasonably believed that she had.

What is clear however is that many rape survivors who have been watching this case unfold in the media will think twice about reporting rape and subjecting themselves to a process that fails to protect them and uphold their dignity.

*(Liesl Gerntholtz is the Executive Director of Tshwaranang Legal Advocacy Centre. This article is part of the GL Opinion and Commentary Service that offers fresh views on every day news! )*



1. What has caused the writer to put pen to paper?
2. What are some of the qualities of this article that give it a good chance of being published?



## Write your own opinion piece!

In the group and as an assignment over an agreed period of time (not more than one month) brainstorm ideas for opinion pieces based on the above exercises. Remember that, just like we discussed with letters, the opinion pieces that are most likely to get published are those that are timely, so leave some room to respond to current events.

We strongly suggest working through the GL Opinion and Commentary Service, so that you can get the support and back up that you need, as well as help in getting your article published. As in the case of letters, keep a copy of the article you write in your file and note the following:

- The date you send the Opinion piece.
  - If and when the article gets published.
  - If the article results in any response from others.
  - Who responded, and what they said.
  - How you feel about the whole process.
- 



*Juliana Omale, African Women and Child Feature Service*





# What is the Gender Links Opinion and Commentary Service?

The Gender and Media Opinion and Commentary Service (GEM Service) is an innovative project of Gender Links, a Southern African NGO that promotes gender equality in and through the media, to provide the media with fresh views and voices on current affairs. The service has its roots in the Gender and Media Baseline Study (GMBS) which showed that women's voices are grossly under-represented in the media, especially in opinion and commentary, and that coverage of gender issues constitutes a mere two percent of overall coverage.

## *Why you should contribute:*

- The media is one of the most powerful forces for influencing societal attitudes and perceptions.
- As a writer of the GEM Service you have the opportunity to share your opinions with thousands of people across the region and beyond.
- Your work will be distributed throughout the SADC region.
- The electronic media often call upon GEM Service writers for comment.

## *What kind of articles is the GEM Service looking for?*

- The most important criteria for articles produced by the Service is that they offer an OPINION
- Articles must provide a gender analysis of news, issues etc
- Articles must be written in a clear, engaging and accessible style
- Articles that have a bearing on the SADC region are encouraged.

## *Contributing to the GEM Service:*

- Pitch an idea for a story to the GEM Service Editor by sending an email to: [editor@genderlinks.org.za](mailto:editor@genderlinks.org.za)
- The GEM Service Editor will contact you to discuss your idea and give the go ahead / refine the brief and set the deadline for submission.
- Once the story is received, it will be edited by the GEM Service Editor. The Editor may request that the article be further developed / revised.
- Once the editing process is complete, the article will be distributed and marketed to media in the region via GEM marketers in individual countries.
- The GEM Service Editor will provide the writer with feedback on publication and any comments received from editors/ users of the service.
- A payment of R500.00 per article will be made upon publication of the article. The GEM Service Editor will commission specific articles from writers who have indicated their interest in working with the Service. If you would like to be included in the GEM Service database of writers, send an expression of interest, indicating your area of expertise to [editor@genderlinks.org.za](mailto:editor@genderlinks.org.za).



# Notes for Module 7

## Exercise: Who talks on talk shows?

This exercise, though not a formal monitoring exercise, is a good way of putting on a gender “hearing aid”. If the regional research is anything to go by, the likelihood is that the host is male; the majority of guests and callers are male; and that the subject will not specifically be on a gender issue. But keep your ears open for tone and jokes; how these make women callers feel and if they may be one of the reasons that so few women call in. To what extent is the topic itself likely to encourage or discourage women callers?

## Exercise: What the research found

The research finds that there is no area of radio talk shows (hosts, guests, callers or topics in which women predominate) except as hosts in Lesotho (62%). Lesotho also had a record high female callers (49%) compared to Malawi with the lowest (8%). It is worth discussing what accounts for these discrepancies. For example, Malawi is both a poor and very patriarchal country. The radio talk show statistics concur with others, like women as sources over all, women in politics etc. Lesotho is also quite a traditional country. However, as a result of many men spending long periods of time in the mines in South Africa, Lesotho has quite a matriarchal culture in every day reality. The country also has relatively good telecommunications, and many local language radio stations. The level of literacy among girls and women is higher than for men.

## Exercise: Call in!

This is likely to be the most empowering segment of the module. Make sure than enough time is left for debriefing in the next session. If its possible for participants to inform each other when they are calling in and for others to listen this will add to the debriefing session, as listeners will then also be able to comment on how they felt.

## Case study:

### Headlines in the “Citizen” during the Zuma rape trial

A letter can:

- Air a grievance against the newspaper, an organisation, an individual, an institution or a story that has made headlines in the news. NB! Make your letter timely. If you are not addressing a specific article, editorial or letter that recently appeared in the paper you are writing to, then try to tie the issue you are writing about to a recent event.
- Stress a particular point of view.
- Draw the public’s attention to certain facts or occurrences.
- Comment on general issues frequently covered in the media.

It is important to:

- Support your facts. If the topic you address is controversial, consider sending documentation along with your letter.



- Find others to write when possible. This will show that other individuals in the community are also concerned about the issue.

### **Exercise: Write your own letter**

Again, the richest learning will be in the actual writing of the letter. It is important to ensure that these are short, hit the nail on the head, and are of publishable quality to enhance the chances of the letters being published. Please note, however, that even if letters are not published, this can be a way of engaging with the media later on (see Module Ten).

### **Exercise: Get comfortable with the Gender Links Opinion and Commentary Service**

This will introduce you to a valuable resource and boost your confidence in seeing that many others without much experience have turned their hand to writing. You may also want to familiarize yourself with GL's *I Stories* series. These first hand accounts have proved especially popular with the mainstream media and are a good way of getting you comfortable with writing. Ask the editor for more information.

### **Case study: Is this trial fair?**

The issue here is that the author does not believe this is a fair trial, because the past sexual history of the rape complainant has been brought into court and her privacy invaded. A case of statutory rape has not been recognised as such. Interestingly when this article was first written several newspapers refused to publish it because the trial was in session and they argued it might undermine the court process (the sub-judice rule). But then the Sunday Times, the widest circulation newspaper in South Africa, used the article. What made it publishable is that it is factual, well argued, has a definite view point, is well written and of course it was timely.

### **Exercise: Write your own opinion piece!**

As in all the earlier exercises, the learning is in the doing. Expect to write several drafts before you are happy with the outcome, but be encouraged by the fact that this is one of the most empowering things you will ever do! A few tips:

- Have a clear point of view.
- State it upfront.
- Maintain a clear line of argument throughout.
- Write in an authoritative way.
- Quote facts and figures where these are relevant, but do not overburden the article with them.
- Give lots of relevant anecdotes.
- Write short, simple sentences.
- Spell check! Nothing is more annoying to an editor than to have to clean up after you.



MODULE

8

HOLDING THE MEDIA



ACCOUNTABLE



In the last module we learned how to make our voices heard through the channels that exist in the media itself for making our voices heard. But what if that does not work? Who else do we turn to? The answer to this is that every country has laws and regulatory authorities that place some obligations on the way the media works.

**Media law** encompasses the rules in any society that govern the way the media operates. Most constitutions in the Southern African region safeguard freedom of expression. But no right is absolute. Along with rights come responsibilities. Reporting must be factual and verifiable otherwise it may be defamatory.

**Ethics** relate to professional standards of what is wrong and what is right adopted by the media to guide its work. It is important to note that what is illegal is not necessarily unethical. For example, there are press restrictions in some Southern African countries such as Zimbabwe to restrict the access of the media to information and its ability to report on certain issues. These are “legal”, because they are laws passed by parliament, but they are unethical because they violate generally accepted practices of media freedom.

In its efforts to ensure the right of the public to know, the media generally tries to create and live by its own code of ethics, rather than wait to be regulated by the state. Codes of Ethics may be regional, national, or specific to the institution. By and large, gender has hardly featured as a consideration in these codes of ethics. Yet, given that gender biases are embedded in most of us because of the way we are brought up, ethical codes are perhaps the best way for beginning to address these assumptions.

This module will help us to understand what laws, codes, standards and norms exist with regard to media practise in our countries and who is responsible for these whether through outside regulation (like a media council that is established through an act of parliament) or internal regulation (like an ombudsperson within the media house) or industry self-regulation (like an advertising standards authority set up by advertisers in the country to establish their own guidelines).

The module will also help us to understand where we can turn to if we feel that any laws or ethical principles are being violated. In this module, we will also either take up a case, if there is a burning matter for us to take up with one of the regulatory or self-regulatory authorities, or devise a strategy for doing so.

## Media law and regulatory authorities

The framework for laws in any country is:

- A country's Constitution.
- Laws.
- Precedents (the interpretations and rulings of regulatory bodies).
- The International Framework: Media Laws should be guided by such instruments as the Windhoek Declaration on Press Freedom (see **CS 14** on the CD Rom) and in the case of gender and the media, the Beijing Platform for Action (see relevant excerpts in the box below):



## The Beijing Platform for Action and the Media

While the Beijing Platform for Action steers clear of being prescriptive to the media, the document:

Notes that the media has the potential to make a far greater contribution to the advancement of women, by impacting on public policy, private attitudes and behaviour;

Calls for the elimination of negative and degrading images of women in media communications in order to provide a balanced picture of women's diverse lives and contributions to society in a changing world;

Notes that pornographic, degrading and other violent media products negatively affect women's participation in society, and that programming reinforcing women's traditional roles should not be tolerated;

Calls for empowerment of women through the enhancement of their "skills, knowledge and access to information technology" in order to strengthen their ability to combat negative portrayals of women internationally and to challenge instances of abuse of power by an increasingly important industry;

Calls for the "creation and development of self-regulatory mechanisms for the media and the development of approaches to eliminate gender-biased programming."

In addition, as noted earlier, many media houses individually or collectively (eg a group media organisation, or through an editor's forum or other professional media association) have their own ethical codes. An example is the Southern African Editor's Forum (SANEF) ethical principles on HIV and AIDS and Gender that is found on the CD Rom as CS 15.



### What laws and codes of practise exist in your country?

Take stock of the existing media legislation and editorial codes in whichever country you are taking this course. You can get these from the government or parliament website; from government printers; from a Media Institute of Southern Africa (MISA) Office, from a representative of the Southern African Editors Forum (SAEF).

The Konrad Adenauer Stiftung has also done a useful summary of media laws in every Southern African country that you should try to access in whichever country you are in. The Gender and Media Southern Africa (GEMSA) Network was in the process of conducting a gender audit of media laws in Southern Africa. Check GEMSA's website ([www.gemsa.org.za](http://www.gemsa.org.za)) for the findings. In looking through these laws and codes ask the question: is whether the word gender mentioned at all and do any of the provisions refer to the effects on women and men. Compile your findings in the following table:

## GENDER IN MEDIA LAWS AND CODES

MEDIA LAWS	MAIN PROVISIONS	REFERENCES TO GENDER
<b>CODES</b>		



After compiling these findings, and in the bigger group, discuss what you have found using the following questions as a guide:

1. What are the main provisions?
2. Does gender feature in any way in these provisions, either implicitly or explicitly?

## What are the key principles

Media laws and codes should be guided by a standard set of ethical principles. These are summarised below:

- **Accuracy:** Information that the media is communicating to the public must not be misleading or false. The media must correct misrepresentations of facts and correct the mistakes and apologies to the person/organisations.
- **Truth:** is the guiding principle for fairness, accuracy and independence. The media should guard against bias, distortion through emphasis, omission or technological manipulation. Journalists should for example caution against manipulating images to perpetuate stereotypes.
- **Objectivity and Fairness:** The media is obliged to give both sides of the story.
- **Independence:** Advertising should be differentiated from news. The media should be free of obligations to news sources/newsmakers. Gifts of money, free drinks, daily allowance, sexual favours or anything of value compromising a journalists integrity should not be accepted as they are often intended to influence the story written to favour a particular news source.
- **Integrity:** The media should strive for impartial treatment of issues and controversial issues/subjects.
- **Sources:** The media has obligation to protect confidential sources on an issue of public concern.
- **Accountability:** Media are accountable to their viewers, readers, and listeners, and to the media industry, not to produce misleading stories.
- **Sensitivity:** Due care, responsibility and sensitivity should be exercised in reporting issues like gender- based violence.



## How does gender come into media ethics?

A useful framework for understanding what is meant by ethics is that developed by Bob Steele of the Poynter Institute for Media Studies in Florida, which has been abridged and put in tabular form here. Have a look at these provisions, and think about how or where gender comes into them. In pairs or small groups fill out the right hand column in the table.

# GENDER AND ETHICS

ETHICAL CONSIDERATIONS	GENDER CONSIDERATIONS
<b>SEEK TRUTH AND REPORT IT AS FULLY AS POSSIBLE</b>	
Inform yourself continuously	
Be honest, fair and courageous	
Give voice to the voiceless	
Hold the powerful accountable	
<b>ACT INDEPENDENTLY</b>	
Guard the role of a free press in an open society	
Seek out and disseminate competing perspectives	
Refrain from associations and activities that may compromise your integrity/damage your credibility	
Individual responsibility/collaborative effort	
<b>MINIMIZE HARM</b>	
Compassion for those affected by your actions	
Treat sources, subjects and colleagues as human beings deserving of respect	
Balance harm and discomfort with alternatives that maximize the goal of truth telling.	



## Does this article live up to ethical principles?



Now look at an example from the media. The article that you will find on your CD Rom as **CS16** is a famous case in Southern Africa media ethics circles on how ethical principles are often flagrantly violated. The case also has many gender underpinnings. Some context is important. The article appeared on the front page of a Botswana weekly at the start of the AIDS pandemic in the country. The editor of the newspaper later argued that the article, headline, photo and caption had been run in this way because the woman (who had died) had approached the newspaper and asked that her life be used as an example to deter other youth from getting infected (hence the shock tactics). Read the article against this background; compare it to the general ethical principles cited above; and to the SAEF principles on HIV and AIDS and Gender at **CS15** and then answer the following questions:

1. Does the article violate or support generally accepted media ethics principles and those of HIV and AIDS or not? Try and specify which principles in particular are supported or violated.
2. Are there any gender dimensions to this issue?
3. How would you have written this article differently, given that Sally had wanted her life used as an example? Try a paragraph for yourself now.



## Who are the responsible authorities?

We said earlier that there are regulatory authorities in each country overseeing and guiding the media. Who, in each country, are the authorities responsible for ensuring that media laws and ethical codes are observed? This exercise will help us to answer this question.



## Media regulation

Different members of the group may be assigned to look up who the different authorities are responsible for media laws and ethical codes (using directories, the Internet, phone etc). In doing so, they should try to find out how gender features in the work of these organisations. Do they receive or take up gender-related complaints? Does gender feature in their public education and outreach work? Compile the findings of the group exercise using the table below:

### MEDIA LAWS AND ETHICAL CODES: RESPONSIBLE AUTHORITIES

REGULATOR/ AUTHORITY	FUNCTION	HOW GENDER FEATURES
<b>GOVERNMENT- MINISTRY OF INFORMATION</b>		
<b>LEGISLATURE- COMMUNICATIONS PORTFOLIO COMMITTEE</b>		
<b>BROADCASTING</b>		
<b>PRESS</b>		
<b>ADVERTISING</b>		
<b>OTHER</b>		

## Taking a case up

Try to find local examples of how media laws or regulations have been used to advance more gender sensitive reporting. Here are two examples from the region that you may wish to use if you cannot find a local example, as this is a fairly new area for most regulatory authorities.



### Case study: Radio Islam

*Read the following case and the article: “Who must be silenced-the patriarch or the woman” (CS 17 on the CD Rom) and answer the questions that follow:*

Women barred from being heard on radio in the new South Africa? It may sound absurd, but it happened. What’s more, the groundbreaking case of Radio Islam, a community-based radio station established to serve the Muslim community of eastern Johannesburg, showed that policy and legislation could be used to literally give women a voice, even if the struggle for true gender equality on the airwaves is still a long and complex business.

Owned and managed by a voluntary association known as the Jamiatul Ulama Transvaal (JUT), Radio Islam began broadcasting on 11 January 1997, refusing to allow women’s voices on air, on the grounds that the voice is part of women’s *awrah* (private parts of the body) and that it is *Satr* or subject to the laws of concealment. A Lenasia based organisation called YIELD (Youth for Islamic Enlightenment and Development) first lodged a formal complaint with the Independent Broadcasting Authority (IBA) against Radio Islam in 1998.

The case raised two key issues:

- Conflicting rights as enshrined in the Constitution- in particular the right to religious freedom versus the right to gender equality. YIELD and the Commission on Gender Equality, a statutory body established to promote and protect gender rights, argued that like any other right, the right to religious freedom is not absolute, and that equality among men and women is more than just a right- it is listed as a fundamental value of the South African Constitution. And therefore takes precedence over other rights. They further argued that Radio Islam did not represent the views and opinions of all Muslims, but rather of a particular sect of Muslims.
- The role of the IBA as a statutory body set up to regulate the broadcasting industry and the limitations of the IBA Act in ensuring that gender equality is upheld. The IBA Act stated that the IBA sought to “encourage ownership and control of broadcasting services by persons from historically disadvantaged groups”. While gender equality could be read into these broad objectives, the fact that it is not specifically mentioned proved to be a problem.

Following a protracted legal battle, including a petition signed by 28 000 Muslim women supporting Radio Islam’s stance and a short lived victory for Radio Islam

on a technicality, the IBA finally granted Radio Islam a license requiring that the station ensured active participation by women in the broadcasting of programmes and as committee members.

Radio Islam's is now one of the rare broadcasting stations in South Africa that has a gender policy. This has its limitations: it is not specific on targets and indicators; there is no monitoring mechanism in place; and men and women have a curtain separating them at the work place. Much of the programming consists of readings from the Qur'aan by men with English interpretation (also by men). Men lead all the station's programmes involving political commentary. Women's voices tend to be heard on programmes that fall into traditional stereotypes such as health and cooking.

But women's voices are commonly heard in the call in programmes. One third of Radio Islam's Board members are women. Seven out of 29 employees are women, and these are represented across the spectrum of job types. According to Zeenat Nosarka, a woman board member: "The inclusion of women has boosted the listenership figures and that Radio Islam has made a concerted effort to change its public image."

Radio Islam helped to raise broader questions such as: What percentage of the voices heard in other broadcasting are women? What kind of issues do they get to talk about? How seriously are their views taken? These should be ongoing criteria for the monitoring all broadcast media by regulatory authorities in South Africa.



1. What were the key issues?
2. How were these resolved?
3. What are the strengths of resorting to the law and regulatory authorities for bringing about change?
4. What are the weaknesses of this approach?

*Women prepare to march in Botswana*





## Sexist billboards come tumbling down

Media Watch Organisation (MWO) succeeded in protesting against a sexist advertisement of a cement manufacturer for building blocks. The campaign led to the Mauritius Broadcasting Corporation (MBC) taking immediate action to stop the airing of the advertisement on receipt of the alert. This case study shows how a targeted campaign of this nature can not only succeed in bringing about immediate change, but can raise debate and awareness around the issues.



In May 2003 the Mauritius Broadcasting Corporation had an advertisement running at prime time on television showing the silhouette of a woman undressing in front of a building block. At the end of this erotic show a voice says: "blok UBP pena zes li pa pou bouz enn pous" meaning that "the building will not bulge an inch even with the silhouette of a woman strip-teasing in front of it."

The print version in the mainstream media showed the woman dangling her legs in front of the building block with a caption saying "UBP – pour resister aux effets du temps: pena zess" meaning the "building block can resist everything."

The main target of the campaign was to draw the attention of advertising companies specifically and the public in general to the harm that can be done by using sex to sell products.

MWO started a campaign against this sexist advertisement by sending alerts to the MBC, the Independent Broadcasting Authority (IBA) and the print media. In July the IBA called me for a hearing. I had butterflies in my stomach on receipt of this official notice, my first experience of such a summons. But my husband encouraged me and said, "this is a test case and if you do not go advertising agencies will use women's bodies even more."

The Marketing Manager and the Legal Adviser of the MBC attended the hearing together with the person who conceptualised the advert and top officials of the advertising company. The Committee was chaired by the Legal Adviser of IBA, Maitre Ythier and four Board members of the IBA. I did not even know I could take a lawyer with me as the Chair later pointed out.

Although there is no provision in the IBA Act for advertising, the regulatory authority ruled that it could entertain the case because the advert had appeared on national television. Further, Section 29 (5) covering standards and ethics stipulates that: “the Standards Committee shall, with the approval of the Authority, draw up a code of advertising practice.” The same Section mentions “standards of taste and decency for broadcast programmes, particularly having regard to the portrayal of violence or sexual conduct.”

At the onset of the IBA hearing, the officials showed a clip of the advertisement on the screen. The Chair then asked if all those present wanted to see the clip for a second time. They all replied in the negative. I said: “Please take this out as I cannot bear to see how women are being downgraded seeing. How can you treat women as mere sexual object to arouse the desire not of viewers but of building blocks which made matters even worse.”

The advertisement was removed but the public outcry continued. Women in general could not comprehend how advertising companies could downgrade women so much. Students of a five star college telephoned me and wanted to have more information on the action taken to have this advertisement removed. A teacher of the same school telephoned to thank me and to assure me that she was using this as a case study for her social study class.

The Ministry of Women’s Rights advised me that they had been receiving complaints from members of the public on this advertisement, but did not know where to turn to. The Head of the Women’s Unit of the Ministry assured them that MWO had already taken action.

The removal of this advertisement was like a wake up call to the Mauritian population at large. They suddenly realised that their eyes, their minds and their ears were so used to sexist images and sexist language that they were taking sexism for granted. The campaign prompted the first Gender Sensitive Advertisement Award organised by the Ministry of Women in collaboration with Media Watch.



1. What was the major issue in this case?
2. With who was it raised?
3. What legal loophole could have been used to block the complaint?
4. What led to the case being heard and action taken?
5. What is the significance of cases such as this?



## Limitations of media laws and regulatory bodies

The two case studies just examined represent success stories in obliging the media to give voice to women and to stop regarding them as mere objects. Not all such cases are successful. We need to be aware of some of the pitfalls of relying on laws, codes and regulatory authorities for effecting change, as illustrated in the next case study.



### Hustler magazine

Women's Media Watch (WMW), a Cape Town-based organisation, took up a campaign to have the Film and Publications Board withdraw the edition of Hustler on the grounds of "hate speech, racism, classism and what amounted to an incitement to cause harm" in the "joke" about the minister. It emerged that the current legislation did not empower the board to act on hate speech. The only grounds on which it could withdraw the publication were that it contained too much explicit sex, which was not the objection made by WMW. Subsequently, WMW lobbied for changes to the legislation. But the episode was a good example of the struggle faced by media advocates who want to challenge mainstream media definitions of freedom of speech.

### HUSTLER's Celebrity Urinal Mint #1

She looks like the underpaid domestic worker most of us grew up with, but sadly, Health Minister Nkosazana Suma escaped this degradation during the dark years of apartheid. Instead she studies medicine overseas, and returned a very wise medical doctor. Inbred nanny skills are not that easily destroyed, however, and dear Dr. Zuma today believes she has the right to interfere with the habits of peaceful smokers. Fucking cheek! Cut out Zuma's sickening mug, set her over the urinal mint and work at giving her a shot.



1. What were the limitations of the law in this instance?
2. What other limitations might be encountered in challenging sexist reporting using legal channels?



## Taking up a case or planning a strategy for doing so

After going through all these examples, it is time to take some action ourselves. No matter where you are or when you are going through this module, there is likely to be at least one sexist advert or article or show that you feel strongly about. However, taking it up through a regulatory authority might not be the best way to go. If you do not have an actual case to take up, think of a hypothetical one and plan a strategy. Either way, you will need to answer these questions:

1. What is the issue?
2. What media law or ethical principle/s does it violate?
3. What is the best way of taking this case up?
4. Who is the appropriate authority?
5. What arguments do I need to make my case?
6. What format should this complaint be made in? (The relevant authority will be able to guide you on this).
7. Whose support should I get?
8. What other resources might I need?
9. What media strategy should I devise?
10. What if my case is not successful?





*Monitoring for GEMSA*



# Notes for Module 8

## Exercise: What laws and codes of practise exist in your country? Gender in media laws and codes

This “environment scan” is a useful barometer of how gender is viewed at the highest policy level in your country. It is likely that in many countries gender does not feature at all in legislation, or in the work of regulatory authorities. At the time of writing this manual,

The following are some possible issues to raise:

ETHICAL CONSIDERATIONS	GENDER CONSIDERATIONS
<b>SEEK TRUTH AND REPORT IT AS FULLY AS POSSIBLE</b>	
Inform yourself continuously	Are you up to date with gender debates/ issues?
Be honest, fair and courageous	Do you give women and men equal voice?
Give voice to the voiceless	Do you consciously seek out the voices of women?
Hold the powerful accountable	When asking policy related questions do you consider the different impact on women and men?
<b>ACT INDEPENDENTLY</b>	
Guard the role of a free press in an open society	Do you see giving equal voice to women and men as intrinsic to press freedom?
Seek out and disseminate competing perspectives	Do you treat women as a homogenous group?
Refrain from associations and activities that may compromise your integrity/damage your credibility	Do any of the associations you belong to exhibit or condone sexist behaviour
Individual responsibility/collaborative effort	Are you willing, and have you cultivated allies in your organisation for challenging gender biases in reporting?
<b>MINIMISE HARM</b>	
Compassion for those affected by your actions	Do you consider the secondary violence that may be caused to women in powerless positions when deciding how to write the story? Do you discuss this with them, and find ways around it?
Treat sources, subjects and colleagues as human beings deserving of respect	Do you treat women subjects/sources exactly as you would treat men?
Balance harm and discomfort with alternatives that maximize the goal of truth telling.	Do you use a story on gender violence not just to highlight the plight of the individual concerned, but the underlying issues?



### **Exercise: Does this article live up to ethical principles?**

This case is riddled with insensitivity and harmful stereotypes. The message sent out is that anyone who has had sex with Sally is HIV positive (that in itself is not necessarily correct) with a strong under tone that women are to blame. Ask yourself the question: had it been a man, would he have been pasted on the front page in the same way? The image of her in a short skirt reinforces stereotypes about women as seducers. The story, and especially the way it is packaged, is lacking in dignity, portraying Sally as an object of men's sexual pleasure rather than an AIDS activist who has passed away. Imagine, for instance, how Sally's grieving family would have felt. The ethical principles that are violated relate to fairness (would the same have applied to a man?) sensitivity, and "doing no harm." The story could indeed have been true to Sally's wishes, but been done in a different way. It could have had a headline like: "I hope my life serves as an example- dying wish of an AIDS activist" and carried an image of her giving a speech at an AIDS rally. It could have included the last interview with her, in which she talked about how she contracted the virus, what this had meant, and how she had devoted her last years to AIDS education. The story could have included interviews with other young people with whom she had worked her family and others close to her. This would have painted a completely different picture not only of the AIDS activist, but also of the role of women in fighting against HIV infection.

### **Exercise: Media regulation**

Each country will have a ministry of information and communications and a portfolio committee in parliament responsible for this function. These devise and implement media-related laws. There may also be a statutory (provided by the law) Media Council responsible for media regulation. All countries will have some kind of authority for regulating the allocation of airwaves to broadcasters and a related complaints authority. There will also probably be a Press Ombudsperson to whom complaints related to the print media can be taken. Larger newspapers will have their own in house ombudsperson. Most advertisers in the region have established a self regulatory advertising standards authority.

### **Case study: Radio Islam**

This case study is an interesting example of how various structures came together to literally ensure that the voices of women in one community were heard. Ironically, Radio Islam is now one of the few radio stations in South Africa that has a gender policy, although there are still limitations (e.g. women and men not sitting in the same room, the type of programming for women etc). The case raised an important constitutional debate over religious freedom, press freedom,





and gender equality. It underscored the fact that rights must be balanced against each other. In this case gender equality was deemed not just to be a right, but a fundamental value of the South African constitution. It raised the question, of what the situation is in broadcasting stations that have no overt policy of barring the voices of women, but where women are under-represented.

### **Case study: Sexist billboards come tumbling down**

This example demonstrates not only what is possible but also the power of collective action. Until MWO took up the case, the Independent Broadcasting Authority (IBA) had not received any complaints. The IBA could easily have rejected the case because it concerned advertising, but a loophole was found in the law, probably because of all the media publicity that the case had received. Indeed, the debate sparked by the case was as important if not more important than the billboards tumbling down because of the awareness generated.

### **Case study: Hustler magazine**

Legal challenges are expensive, often bogged down by technicalities and perhaps only worth it if they can set useful precedents (in the Hustler case it was clearly worth pursuing the issue of hate speech, since that is something the Films and Publication board needed to be empowered to deal with). But what the case suggests is that transformation needs to come from within the media itself. The fact that a publication, however outlandish, feels free to publish such blatantly sexist and racist views calls into question how the media defines and regulates itself.

### **Exercise: Taking up a case or planning a strategy for doing so**

This exercise is designed to empower you to take action at a higher level if you feel that your concerns are still not being heard. At the very least, it should get you to think about what is involved, where to go and what to do. If you opt to take up a case, be prepared for a long haul, and for possible disappointment. But also plan for how you can take advantage of a case like this, even if it fails on technicalities (as happened in the Hustler case) to raise awareness and make regulatory authorities less complacent.

# MODULE

# 6

# MAKING YOUR OWN MEDIA





So far we have learned to put on gender spectacles (and hearing aids!). We have learned what constitutes acceptable media practice and what does not. We know that gender should form part of these media ethical principles. We know that the media does not always do this. We know how to speak up and how to

speak out. We know what the different options are for making our voices heard and for taking up complaints.

However, there is one more thing we can do that is as empowering as all the others. We can make our own media! In other words, we do not only have to rely on the media to act on our complaints or make our voices heard. Advances in technology open many possibilities for doing it ourselves in ways that are relatively cheap. In this module, we will learn a few practical tips for making our own media.

## When would you choose to make your own media?

First, we need to think through the circumstances in which we might decide to create our own media. Then we need to look at what tools are out there to do so



### Discussion: Why do it yourself?

Brainstorm for a few minutes on why you might decide to make your own media, and the different types of media you can make. For the purposes of this module think of a specific topical issue or campaign that you (as a group) want to take up. We will then look for some easily accessible tools to help us.

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## Publisher: a great tool!

If you are using a computer, the chances are that you have access to Microsoft Office Publisher 2003 but that you have not even opened it. Welcome to a great tool for producing great things on your own desk top or lap top!







## Make your own publicity material

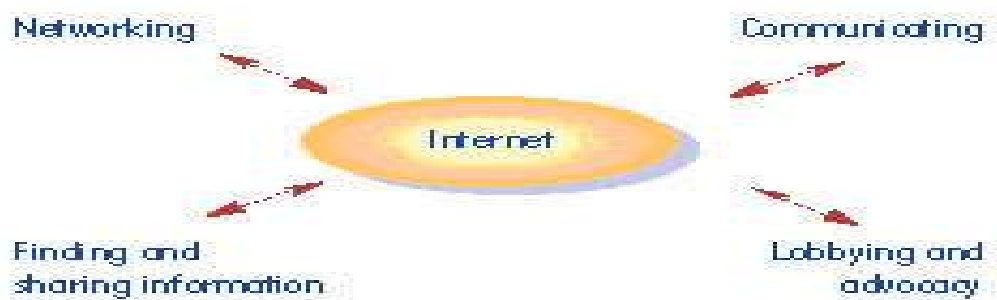
In pairs or small groups, use the tools in Publisher to make the following (all linked to your issue or campaign). Each pair or group can make something different:

Whatever you choose to do should be linked to your campaign. Add or subtract from this list according to what you feel you might need!

- A flyer
- A brochure
- An invitation
- A banner
- A letter head
- Advertisements
- Newsletters

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## The Internet- an even more fantastic tool



The Internet is a world-wide system of computer networks that enables people all over the world to communicate electronically, at high speed and low cost. There are many tools which enable people to use the Internet for finding and exchanging information. The most commonly used tools are email and the World Wide Web.

### Internet tools

There are a number of ways to use the Internet to access and exchange information.

#### *Electronic mail (e-mail)*

- Sending information from one person to another, which could be a few lines of text, a document, a spreadsheet file or a sound file.

#### *The World Wide Web (WWW)*

- A linked network of pages of information which anyone can access. Each page consists of text, often graphics and may contain sound and video files.

#### *Mailing lists*

- Sending specific information on a topic to a large group of people. The information can be one-way or can allow the group to participate in

electronic discussions.

### *Interactive spaces*

- Gives the user the ability to interact with information on a website, either by commenting on an issue or completing a feedback form.

### *Discussion groups*

- Public electronic discussions on the World Wide Web on specific topics.

### *File Transfer protocol (FTP)*

- The ability to download information from the Internet onto your own computer or upload files onto the Internet, mostly onto websites.

You can use the Internet to:

- Publish information cheaply and quickly, that will be accessible all over the world
- Find information fast from all over the world that will help you research your campaign
- Share information and promote your organisation and its work
- Find the people or projects that may be able to support or assist your organisation
- Find options for funding and support from all over the world
- Save time and money for your organisation by doing your banking and account payments on-line (read the case study!)
- Co-ordinate international campaigns cheaply and efficiently
- Exchange news, views and experiences with others in a world wide public forum

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## **Action alert**

One great use of the Internet is to get support for your issue. Let us say that you are taking up a complaint with the Advertising Standards Authority in your country (see Module Eight). You will want to get as many people to support from other individuals and networks as possible. An action alert is a good way of doing this.



### **Create an action alert**

First, find some examples of action alerts on the Internet. Here are some examples from the Gender Links website that you can access using this URL:

[http://www.genderlinks.org.za/page.php?p\\_id=229](http://www.genderlinks.org.za/page.php?p_id=229)





## Alerts



In the course of monitoring, Gender Links and partner organisations frequently come across sexist articles and advertisements. Often, these are drawn to our attention by members of the public. GL uses its list serve and website to publicise instances such as these; to solicit responses and give feedback to the media houses concerned. One of the longest running campaigns was the "[Strip the Back Page campaign](#)" in South Africa.

In Mauritius, [Media Watch Organisation](#) has successfully taken up several cases of sexist advertising, leading to hearings by the Independent Broadcast Authority (IBA) and in some instances to the withdrawal of advertisements deemed to be offensive.

[Mauritian advert objectifies women and men \(September 2005\)](#)

[MWO Protest use of children in adverts \(July 2005\)](#)

[MWO against sexist advert on beer \(July 2005\)](#)

[Sexist advert on bins, Mauritius \(April 2005\)](#)

[Isolezwe advert \(March 2005\)](#)

[ASA judgements to come – pic of Vodacom 'coverage' \(August 2004\)](#)

Now create your own action alert about the issue concerning you and discuss how and where to put this out.

## Petitions

A petition may be defined as: "a request to an authority, most commonly a government official or public entity. A petition is a document addressed to some official and signed by numerous individuals. A petition may be oral rather than written, and in this era may be transmitted via the Internet. The term also has a specific meaning in the legal profession as a request, directed to a court or administrative tribunal, seeking some sort of relief such as a court order." Source: [en.wikipedia.org/wiki/Petition](http://en.wikipedia.org/wiki/Petition).

Petitions can be effective ways of getting many supporters to rally around an issue. Individual letters and phone calls, however, are still very effective and should be encouraged in addition to signing a petition.

Each petition should have a statement of facts structured as a logical argument, and concluded with a statement of position on the part of those signing. People need to know what they are agreeing to! You can make sure they understand the issue by making the background available - a page or two about the issue (its importance and relevance to the public, why the issue is so important to be addressed now, the expected result of action, etc.)



## The strip the back page campaign

*Read the following case study of a petition and answer the questions that follow:*

Much has been said and written about the “Strip the back page” campaign spearheaded by the South African Gender and Media (SAGEM) Network. The campaign went online on the 1 February 2004 when Women’sNet, a SAGEM member began circulating a petition urging editors to drop pages that objectify women and replace it with stories about women in all their diversity in the run-up to International Women’s Day on 8 March 2004.

There is a tradition around the globe of women being handed over the task of “making the news” on International Women’s Day (8 March). The newly formed SAGEM, by challenging the most sexist parts of the news, aimed to test whether editors talking the talk of gender equality were willing to walk the walk.

No sooner had the petition hit the wires than SAGEM began to receive scores of responses and comments, as well as unprecedented media coverage. In all, the SAGEM petition attracted 218 signatures between 1 February 2004 to 1 March 2004. Some of the comments are captured in the box below:



## Comments on the Strip the Back Page Campaign

**VeronicaMohapeloa:**

I support this campaign, hoping to get all those chauvinistic editors and reporters to mend their ways. It is time this important lesson is learnt. Especially now that we have entered the 21st century, such presentation of women in the media is absolutely unacceptable!

**Rossetta Simelane, Republic of South Africa:**

I fully support the campaign. Actually the back page must be stripped forever!!!!

**Ditshego Magoro:**

I think is about time we do something about how the media is portraying us as women.

**Edward Cottle:**

I support Stripping the Back Page and Dressing it with Real News!

**Virginia Molose:**

Congratulations on a worthwhile cause. These sort of campaigns need to live beyond 09/08. We need to now target electronic media and free television and radio from such humiliating stereotypes about women.

**Seabo Gaeganelwe:**

This is one campaign that is long overdue. As an individual it makes me sick that 10 years into our democracy the media in our country still depicts women as sex objects. Let us join civilized society in destroying this sick portrayal of Women by the "Fourth Estate".

*For more comments go to: [www.womensnet.org.za](http://www.womensnet.org.za)*

In a statement "distancing" itself from the campaign on grounds that SANEF could not determine the editorial policy of its members, SANEF simultaneously indicated that individual editors "might well support" the campaign. Head of the Rhodes University media department Guy Berger, also deputy Chair of SANEF, described as "infantile" the Sunday Times' particularly hostile and personalised attacks on Gender Links. Writing in his regular column for the Mail and Guardian Online, he cast the response in the broader context of the South African media's thin skin for criticism of any kind ([http://www.mg.co.za/articledirect.aspx?area=%2finsight%2finsight\\_converse&articleid=45184](http://www.mg.co.za/articledirect.aspx?area=%2finsight%2finsight_converse&articleid=45184))

Responses to the "Strip the Back Page" campaign show that while many editors subscribe to the ideals of gender equality, some have not thought through the implications of this for the content of their news pages. They are happy to say that they believe in gender equality (to talk the talk) but not to do away with the "page three girl" or the "back page girl" (walking the walk!)

Although the offending newspapers have not stripped their back pages, the campaign generated more debate on gender and the media than all the research that gender and the media activists have ever generated!



1. What was the value of having an online petition in this case?
  2. Would you describe the campaign as a success or failure?
  3. Why or why not?
- 



## Develop your own petition

*A traditional petition looks something like this:*

### Sample Petition Form

Whereas:				
1. Statement of Fact				
2. Second Statement of Fact, and				
3. Third Statement of Fact				
4. We request that: Statement of position, who is to act on position, and how they might act on position.				
Signature	Name	Residential Address	Postal Code	Date

An online petition might be less formal, but it must address the following:

1. Who owns, sponsors, or runs the site either individually or organisationally?
2. Information on when, where and how the petition will be presented to the intended target or recipient.
3. Be careful to protect the integrity of the information you receive. For example, be specific if you are going to use information on mailing lists, etc.

The following are some examples of websites which allow you to create petitions:

[www.petitions.org/](http://www.petitions.org/); [www.thepetitionsite.com/](http://www.thepetitionsite.com/); [www.petitiononline.com](http://www.petitiononline.com)

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## Joining a listserv

A *listserv* allows a group of people to work together online and to discuss, share, and produce information. On a more technical level, a listserv consists of email addresses of a group of people who are “members or subscribers” of that list. The list with addresses is based at a host computer connected to the Internet. This means that in order for your listserv to work you must have an ISP to host it. Fortunately enough these days one can setup a free mailing list on yahoo. You will find the steps of setting up a free yahoo mailing list at the end of this session. The list distributes each messages sent to it, to all the members on the list. The mailing list software offers several functions to manage the mailing list.

Mailing lists can be used for the following:

- Giving your opinions
- Share information and documents
- Making decisions
- Giving feedback
- Achieving common goals
- Implementing activities
- Writing documents together e.g. a training manual
- Convening online meetings
- Planning face-to-face meetings
- Starting a campaign
- Bringing together experts on a certain theme
- Disseminating your publications
- In-depth discussions

Electronic discussion lists (also known as mailing lists, listservs, newsgroups or electronic conferences) are forums for discussion or announcements on specific subjects. You initially subscribe to a list by sending an email message. Mailing lists can be a source of information about research, conferences and campaigns. Mailing lists can also be used to lobby support or advocate change.

Subscriptions to most lists are free and unrestricted. A moderator may control some lists. Some lists are more active than others, and the quality of discussion/ messages may vary. If you join several very active lists, then you may find your email inbox being swamped with messages.

### *How a Listserv works*

Let's say you have 200 emails of people sharing a common goal. All these emails will be given one user name, e.g. a mailing list of women against child abuse would call their mailing list WACA, and their group mailing list will be [waca@marjodom.org](mailto:waca@marjodom.org). A member sends a message to the list's email address. All the members or subscribers of the list automatically receive that email message.



When one member on the list replies to the sent message, all the members of the list receive the reply. Let's say you want to send a message to certain members of the list maybe 20 out of 200. There is no way you can do that through the mailing list unless you pick up those 20 people's email addresses and then send the message to them, i.e. outside the mailing list.

### *How to subscribe to a mailing list*

- 1 Send an e-mail to the site of the list.
- 2 Include as part of your message: SUBSCRIBE (LISTNAME) (E-MAIL ADDRESS).
- 3 E.g. SUBSCRIBE WNINFO [tendai@pcliteracy.org.za](mailto:tendai@pcliteracy.org.za) would be the message text if Tendai wanted to subscribe to Women'sNet Info Mailing List.

### **Netiquette (the etiquette of the Internet!)**

- Your first email to a mailing list must be about introducing yourself. Sign on and tell people about yourself, your work, your interests, and experiences. Keep your message short and concise.
- If you are responding to someone else's posting, make sure the Subject Heading is the same as the one you are replying to, to ensure coherency of the discussion
- Messages must be relevant to the whole group not just one individual. It is advisable not to have personal discussions. There are times when 2 people on a list start arguing over an issue and sending their views to everybody on the list. In cases like these the 2 should send each other messages privately and then post the outcome of the discussion to the group if need be. A mailing list facilitator should handle those that do activities like these one.
- Do not keep the body of the original text in your replies, except when you are responding to a message. Use a descriptive Subject header to identify message content
- Do not send a message to the list but to the list facilitator. Each mailing list will provide information on how to unsubscribe from it.



**Join a list serve** that you think is relevant to the issue you are working on.

**Some useful list serves:** Here are some gender-related email lists that focus on activism. If the instructions say "send subscription message," the message to send is SUBSCRIBE (LISTNAME) (E-MAIL ADDRESS)

*The aim here is to give you ideas on mailing lists that you can start in your countries, mobilize people and start them talking.*

**GL-generals:** This is a list serve moderated by Gender Links that provides information on gender and media activism in Southern Africa. To subscribe send an E Mail to [admin@genderlinks.org.za](mailto:admin@genderlinks.org.za)

**BEIJING-CONF** is a moderated list supported by the United Nations Development Programme. It includes subscribers from 55 countries, including 28 developing countries. As a result, the list emphasizes discussion of the Beijing UN Women's Conference issues as they affect developing countries as well as industrialized ones. The list hopes to continue beyond the Conference, focusing on implementation of the Women's Conference and the Social Summit agreements. To subscribe, send the message subscribe beijing-conf to [majordomo@confer.edc.org](mailto:majordomo@confer.edc.org)

**ECOFEM** focuses on women and the environment, from local to international. It offers opportunity for sharing information about grassroots activism, legislative action, treaties/conventions, publications, syllabi, upcoming events, and more. Send subscription message to [listserv@csf.colorado.edu](mailto:listserv@csf.colorado.edu).

**FAVNET** (Feminists Against Violence Network) is a women-run, moderated list dedicated to ending domestic violence and violence against women through networking and direct action in a feminist environment. To subscribe, send a request to [FAVNET-SUBSCRIBE@yahoo.com](mailto:FAVNET-SUBSCRIBE@yahoo.com). More information is available at the FAVNET web page which can be found here <http://groups.yahoo.com/group/favnet>

**FGM-L** is dedicated to discussion and research about Female Genital Mutilation in the United States and internationally. To subscribe, send the message SUBSCRIBE FGM-L <your email address> to [majordomo@hollyfeld.org](mailto:majordomo@hollyfeld.org)

**RURALCONNECT** is open to members of rural sexual assault and domestic violence programs. It is a working list for sharing, networking, and problem solving around sexual and domestic violence. Related information is available at the Ruralconnect web page [http://ruralwomyn.net/mailman/listinfo/ruralconnect\\_ruralwomyn.net](http://ruralwomyn.net/mailman/listinfo/ruralconnect_ruralwomyn.net)

**RURALWOMYN** is an email discussion list focusing on all aspects of what it means to be a rural woman. The list overcomes the distance and other barriers that prevent many rural women from meeting face to face. "It allows us to write about our own experiences as rural women, 'hear' the experiences of others, and explore the concept of 'rural women' as a group." Topics range from aspects of daily living to substantive issues and how they impact women, and, more specifically. Members must currently live in a rural area and bring a rural perspective to discussions. For more information or to subscribe see the RURALWOMYN web page [http://ruralwomyn.net/mailman/listinfo/ruralwomyn\\_ruralwomyn.net](http://ruralwomyn.net/mailman/listinfo/ruralwomyn_ruralwomyn.net)

You can also create your own list serve. For a large list, this would be through your inter net service provider. But there are also some basic list serves that you can create yourself. Use these tools to create a basic list serve for your issue or campaign.



are also likely to be problems with sending large numbers of e mail addresses in this way. And this rudimentary option does not allow recipients to subscribe or unsubscribe.

[illegible]

You can also create a distribution list of up to about twenty recipients in your E Mail programme. In Microsoft outlook follow these instructions:

- On the File menu, point to New, and then click Distribution List.
  - In the Name box, type a name.
  - Click Select Members.
  - In the Show names from the list, click the address book that contains the e-mail addresses you want in your distribution list.
  - In the Type name or select from list box, type a name you want to include. In the list below, select the name, and then click Members. Do this for each person you want to add to the distribution list, and then click OK.
  - If you want to add a longer description of the distribution list, click the Notes tab, and then type the text.
  - The distribution list is saved in your Contacts folder by the name you give it.
- 

## Yahoo! Groups

Yahoo! Groups offers a convenient way to connect with others who share the same interests and ideas.



### Join a Yahoo group

Look for a group to join that is relevant to the issue you are taking up following the procedures below:

#### *Join via the group page:*

1. Locate a group to join. On the front page of Yahoo! Groups, you can browse the Groups directory or search for a group by topic.
2. Click on the Join This Group button on front page of any group.
3. If you are not signed in, you will be asked to enter your Yahoo! ID. If you do not have a Yahoo! ID, you can click on the link New to Yahoo!? Sign up now.
4. Set your membership preferences. When you join, you can choose a profile you'd like to display to the group, select the email address at which you'd like to receive group messages, choose how you receive group messages, and more.

#### *Join the mailing list only:*

We highly recommend you join a group via the group page (above). However, if you are familiar with mailing lists, you may join only the mailing list for the group. If you choose this method, you will not have access to all of the group's

web features (Photos, Files, Links, Polls, Calendar.) In addition you will not have access to the My Groups page, where you can easily manage all of your memberships and email messages.

To subscribe to a group's mailing list via email, send a blank email to:

[groupname-subscribe@yahoogroups.com](mailto:groupname-subscribe@yahoogroups.com)

Make sure to replace "groupname" with the actual name of the group (e.g., [pastry\\_chefs-subscribe@yahoogroups.com](mailto:pastry_chefs-subscribe@yahoogroups.com)).

You will receive a confirmation message. Just reply to this message and your subscription will be complete.

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## Starting a new group?

First, decide if you really need to start a new group. Yahoo! Groups has thousands of groups that you can join. Search through the directory to see if your interests are already discussed in one of the many groups.

If you've decided that you're ready to take on the responsibilities of a group moderator, then starting a group is really quite easy. Just click the Start a Group button on any Yahoo! Groups page. It will walk you through a simple set-up process. At the end of the process, you'll have created your very own group!

All groups must be properly categorized. To categorize your group, simply browse or search your way through the Yahoo! Groups directory looking for the appropriate category in which to place your group. Look for categories that list similar groups or are specifically related to your subject.

Your group will be listed in the Yahoo! Groups directory within a few days. Yahoo has a team of category editors, known as "surfers," that go through the Groups directory constantly. They may come across your group, and if they feel it was improperly categorised, they may move it to a more appropriate location.

There is a lot more help with joining and starting Groups in Yahoo. To find out more information go to <http://help.yahoo.com/help/groups>

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## E-Newsletters

Email newsletters are a very cost-effective way to stay in touch with and grow your audience. Periodic emails - with news, events, or tips - remind your constituents of your existence, of the good things you are doing, and of the ways that you might be able to work together.

The easiest and most basic way to produce an E-Newsletter is simply to write an email message you want to send to your members or colleagues. Then go



through your email address book, select the email addresses you want to send to, and send!

If you want to be a bit more professional, you should produce an E-Newsletter that has graphics, links, ways to subscribe and unsubscribe to the Newsletter. The Newsletter should have a uniformed look, much like a printed newsletter or brochure, to give it a unique identify. At the very least it should have a logo and banner or masthead on top, and the date and volume number. Below is an example of a page from a GEMSA newsletter created in this way.

E-Newsletter of the Gender and Media  
Southern Africa Network

# GEMSA

## Gender and Media Southern Africa

Issue 4, May 2005

### IN THIS ISSUE:

**Letter from Exco  
Alerts!  
Breakthroughs  
Notice board  
Gender justice barometer  
Network news  
Resources**

*Remember to send information you think that the network will find useful to: [admin@genderlinks.org.za](mailto:admin@genderlinks.org.za) and we will include this in the newsletter. The newsletter reaches over 800 individuals and organisations, so share with us your challenges and successes so that collectively we can build a stronger gender and media network in the region.*

Contact your GEMSA country  
representatives:

Angola: Anacleta Pereira

### *Letter from Exco ...*

Dear friends and members ...

With your support, GEMSA continues to grow from strength to strength.

### **Network manager**

Earlier this month we appointed the GEMSA Network Manager, Janet Karim from Malawi. Janet brings a wealth of experience as a former newspaper owner and editor, activist in media women's organisations, and in posts held with Oxfam and the UNDP. Welcome Janet!

### **Country action plans**

The GEMSA Executive and Committee met on 5 May to review progress and plan for up coming activities. Country representatives presented their action plans and fund raising initiatives. Minutes of the meeting can be read at [www.genderlinks.org.za](http://www.genderlinks.org.za)

### **Membership**

Membership of the network continues to grow. Country chapters are forging ahead with membership drives to encourage organisations and individuals to join the network.

### **Sub committees**

Two sub-committees have been established – a monitoring committee, chaired by William Bird of the MMP, and a trainers' committee chaired by Emily Brown of the Polytechnic of Namibia. We look forward to strengthening these important aspects of our work.

### **GEMSA Plan of Action**

All GEMSA country chapters took part in the Global Media Monitoring Project in February. We will work with the MMP to derive from this a Southern Africa report which will be used as a benchmark against the Gender and Media Baseline Study.



## **Make your own E newsletter:**

The easiest way to produce this kind of E-Newsletter is to use Microsoft publisher. When you are finished you can send it direct to E Mail.

### *To create a newsletter*

- Start Publisher. In the New Publication task pane, click Publications for Print, and then click Newsletters.
- Note: If you are using Publisher 2002, click Newsletters in the New Publication task pane.
- In the Newsletter Options task pane:
- Under One- or two-sided printing, click 1 or 2 depending on how your newsletter will be printed.
- Under Customer address, click None.
- Click Page Content to choose the number of columns and the types of information you want on each page. On the inside pages of a two-sided newsletter, the Select a page to modify box appears. Select Left inside page or Right inside page, and then, for each page, choose one of the following formats: 3 stories, Calendar, Order form, Response form, or Sign-up form.
- Click Publication Designs if you want to choose a different design.
- Click Color Schemes to choose the color scheme you want.
- Click Font Schemes to choose the typeface designs you want.
- Replace placeholder text with your own text:
- Click the placeholder text, and then type your own text.
- To insert text from another file, right-click to select the placeholder text, point to Change Text, click Text File, choose your file, and then click OK.

### *Notes*

The placeholder text provides an estimate of the number of words an article should contain to fit in the newsletter. You can use this information when making assignments.

- In most cases, such as article headlines, the text resizes automatically to fit within the text box.
- If you have already created a personal information set, your contact information and logo will replace some of the placeholder text automatically.
- Replace placeholder pictures with your own pictures:
- Right-click the placeholder picture, and then point to Change Picture. (If

you don't see Change Picture when you right-click, click the placeholder picture once until you see the white circles surrounding the picture's frame. Click the picture again until you see gray circles with x's in them surrounding the picture itself, and then right-click the picture.)

- Choose the source of the new picture, choose the file, and then click Insert.
- When your newsletter looks the way you want it to, click Save on the File menu.

### *Create your own newsletter template*

A template maintains consistency in your newsletter by remembering all of your previous formatting decisions. The template file can be opened and edited, but the new publication must be saved under a different file name to avoid inadvertently changing your original newsletter template.

To create a newsletter template from an existing publication:

- In Publisher, open the newsletter publication you want to use as the basis for a template.
- On the File menu, click Save As.
- In the Save As dialog box, from the Save as type list, select Publisher Template (\*.pub).
- In the File name box, type a recognizable file name (such as 4-page Newsletter Template), and then click OK.
- To create the next issue of your newsletter
- In the New Publication task pane, click Templates, and then click your newsletter template on the right.
- Note If you are using Publisher 2002, click From template in the New Publication task pane, select the previously saved template (for example, 4-page Newsletter Template), and then click Create New.
- Incorporate new content, as in step 3 of the procedure [To create a newsletter](#) earlier in this article.

### *To send your newsletter as an E Mail*

- If you use Microsoft Office Outlook 2003 or Microsoft Outlook Express (version 5.0 or later) as your default e-mail program, you can use Microsoft Publisher to send your publication in e-mail.
- You can send any publication as an e-mail message. You can send just a page of the publication as an e-mail message or the entire publication as an attachment. When sending a page as an e-mail message, some adjustments may need to be made to the width of your publication in order for it to fit in an e-mail message. Most print publications are not sized to fit an e-mail

message, and Publisher does not automatically adjust the width to fit.

- You can also choose pre-designed publications specifically for e-mail messages that are the correct size for an e-mail message. When you send the current page as an e-mail message, it is recommended that you preview the message to verify layout before you send it. The message will be previewed in your default browser. This allows you to make any necessary changes to text or graphics before sending the page to a recipient.
  - Note: Some problems may not appear in the browser preview, so it is also recommended that you send it to yourself first to verify the size of the file and final formatting. Make any corrections, if necessary, and then send it to the recipient.
- 

## Cyber dialogues

Cyber dialogues or Chat rooms are places on the Internet where people can plan meetings and share ideas. Chat is a form of communication which allows immediate interaction on the Internet. With chat technology, all conversations take place in real time. This means that you need to be on the Internet at the same time. Chat has been used extensively for live coverage of world events, news, sports commentary, etc. For activists, it can be a useful tool for convening online meetings, debates and conferences. The group must be connected to the Internet all at the same. There are many free cyber dialogues available today. The most commonly used are Yahoo and MSN messengers. The Gender Links website has a permanent chat facility.

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### **Making IT work for gender justice**

Read the case study below of the Sixteen Days of Activism cyber dialogues piloted by Gender Links in South Africa. You can also view the 12 minute video, Making IT work for Gender Justice, that is contained on the DVD.

Johannesburg, December, 2004: The cyber dialogues - people talking to each other through short messages on the Internet - that had South Africa “chatting” about gender justice for sixteen days ended with a strong call to ensure that “peace begins at home.”

The dialogues, according to a statement released by partner organisations on 10 December 2004 (Human Rights Day), “opened an unprecedented space for those most directly affected to speak out.” This happened both in the face-to-face discussions that took place at 66 centres in all nine provinces as well as in the daily lunch time chats that allowed these groups to pose questions to the 55 experts and decision-makers who took part in the cyber dialogues on different days.

The cyber dialogues consisted of:

- Different themes for each day, for which the sixteen participating NGOs



prepared fact sheets and organised panelists who came to a central hub or centre.

- Face to face debates on the theme at the hub, as well as at 80 access points around the country included government information multipurpose centres; local government libraries and community centres and the local level offices of partner NGOs. These took place from 12.00 to 13.00 each day.
- An Internet link up between the hub and the satellite points via a chat room provided through the partnership with Microsoft and Telkom.
- A daily poll question where participants could register their view and facility to access the results in graphical format.
- A summary of the chat and especially of action points at the close of each day.
- An electronic bulletin board which participants could post comments to at any time.
- Media kits and a media liaison officer who ensured maximum publicity for the cyber dialogues and tracked the increased coverage that resulted from having structured debates, with interesting and knowledgeable speakers at the hub, and views from around the country on the different themes.

This way of communicating can make a real and immediate difference to people's lives. For example, 'Lalu' sent this message on the 8 December: "I was brutally raped by my employer....Because I earn R900 I could not afford to get a lawyer. I am now unemployed, where and what help can I get help?" Lalu received several messages back with the contact information for organisations that could help her.

Organisers of the cyber dialogues saluted "the courage of those who have taken the space provided by the Sixteen Days of Activism on Gender Violence to speak out. We must not let them down. It is now up to all of us as a nation to secure that space with concrete action."

NGOs expressed concern that despite the government commitment to the campaign, the Sexual Offences Bill that has been on the cards since 1996, has still not been passed. In particular, they urged the government to reinstate the treatment clause that had been removed by the justice portfolio committee on grounds that it had not been sufficiently costed.

The Ministry of Health pledged to undertake an audit of treatment available for survivors of sexual assault. Other important commitments made by the government during the cyber dialogues included:

- Peter Durandt of the Department of Justice and Constitutional Development said that the department would be launching a hotline to receive complaints or hear about difficulties that survivors of sexual assault are experiencing with the courts.
- Susan Pienaar of the South African Police Service (SAPS) said that the police will be launching an integrated inter-sectoral training programme on domestic violence in 2005.



- Robbie Raburabu of the Independent Complaints Directorate outlined the role of the IDC in receiving complaints about the police and their handling of domestic violence matters. He urged the public to make greater use of this facility.
- Following criticism that the government is doing little to support places of safety and care for survivors of sexual assault, Deputy Minister of Social Development Jean Benjamin announced that her department will be building nine new shelters per province each year over the next three years as well as 29 one stop centres for survivors of sexual assault.



1. From the above case study, what do you understand by the word cyber dialogues?
2. How did GL make use of ICTs in the campaign?
3. What were the outcomes?
4. Can these be replicated?

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### Let's chat!



Some of this might look a little daunting to first time chatters! Lets try and put it into action now. Members of your group should agree on a time and date to hold a cyber dialogue on your issue or campaign using the GL cyber dialogue facility. Sign up and get a password while you are together to make sure that you are comfortable with the technology.

To access the cyber dialogues click on the link below and follow the instructions on how to join the chat.

[http://www.genderlinks.org.za/page.php?p\\_id=217](http://www.genderlinks.org.za/page.php?p_id=217)

Please note that you only have to register once, when you enter the next time you login using the login and password you registered with. You can also enter from the GL website [www.genderlinks.org.za](http://www.genderlinks.org.za) by clicking on the cyber dialogues in the wheel at the centre of the Gender Links Programme of Action.

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## Cyber Dialogues

### Gender Links Chat

#### How to join the chat:

Click on the Gender Links Chat link above.

This will take you to a Login page for the chat. If this is the first time you are going to chat, please register. Click on the register button and then fill in your details. If you have registered before, simply log in using the name and password you created previously.

Choose your chat room by clicking on the name of it. To start chatting, type in what you want to say in the white box at the bottom of the screen and click on SAY so that everyone can see your words.

If you forget your login and / or password, either click on "I forgot my password" and you will be emailed your password or, please create new ones when you register again. If the system does not accept your name or password, please register a new name and password so that you can join the chat.



### Gender Links Forums

Click on the Gender Links Forums link above to go to the Gender Links Discussions forums. You will see the various forums listed and you can read or post messages and join in the discussion.

You can invite others to join the chat on the agreed date and time. Make sure that you have a facilitator for the discussion, and that a few questions are prepared before hand, otherwise the discussion can get out of hand (just like any other!). One member of your group should volunteer to summarise the outcomes. At the next session, discuss how the chat went, how the team felt, and what your group thinks is the value and limitations of this technology.

# Notes for Module 9



## Exercise: Make your own publicity material

If there is not enough time in the session to do this, team members can each volunteer to develop one product and bring it back to the next session. However, it is important to agree on some common branding, for example a logo, colours and style so that these are consistent throughout.

## Exercise: Create an action alert

The following is a summary of some important do's and don'ts for action alerts.

Do's	Don'ts
<ul style="list-style-type: none"><li>• Keep the text short and focused</li><li>• Make the subject line compelling or provocative</li><li>• Include all your contact information<ul style="list-style-type: none"><li>– Phone, address, fax, e-mail, URL</li></ul></li><li>• Include phone, postal address, fax, e-mail of targeted decision-makers</li><li>• Post to relevant discussion lists and newsgroups</li><li>• Test the alert by sending it to yourself or a trusted colleague before distributing it</li></ul>	<ul style="list-style-type: none"><li>• Ask people to send e-mail to elected officials</li><li>• Spam individuals or lists i.e. send out duplicate messages</li><li>• Use wide margins</li><li>• Post to discussion lists or newsgroups on unrelated issues</li><li>• Leave the subject line blank.</li></ul>

## Case study: The strip the back page campaign

The online petition made it possible to gather a wide variety of views from women all over the country. The danger of a campaign like this is that the media can become closed minded and refuse to engage. However, it sparked a spirited popular debate that brought in media professors and other high profile personalities who probably had never before publicly spoken on gender and media issues. As Professor Guy Berger pointed out, it showed that the watchdogs really do not like to be watched! That was a sure sign to those watching the watchdogs that they had made progress!



## Exercise: Develop your own petition

Traditionally petitions are printed on paper, with activists asking try get people to support the petition by signing it. Often, you will see a group of people sitting at a small table outside a supermarket, who will approach you to sign their petition.

Email petitions are usually forwarded from person to person and have a long list of names or email addresses at the bottom. The recipient of the email is asked to add his or her name and forward it to others. The main problem with many of these email petitions is that a surprising number of them do not seem to have a final destination. In other words, they keep circulating from person to person, but there's no information about who is going to give the names to the government agency, politician, celebrity or whoever is supposed to receive them. The biggest problem with email petitions, however, is that they do not really carry the weight of a personally-signed petition. The reason paper petitions are more effective is that real people have signed them with real signatures and, presumably, real addresses.

Online petitions potentially carry more clout because they ask for names and addresses, although there is still the lack of a signature (unless electronic signatures become popular for petitions). This still leaves the issue of whether the names and addresses being fabricated or borrowed in doubt. The biggest question with regard to online petitions, however, is who is sponsoring them and why? Only sign onto petitions if you are clear about this, to avoid your name being used in vain!

## Exercise: Joining a list serve

In addition to joining a list serve participants should be aware of how to leave or unsubscribe?

1. On the Web:
2. Sign in to Yahoo! Groups and go to the My Groups page.
3. Click on the Edit My Groups link at the top of the page.
4. Look for the group you wish to leave, and check the corresponding box on the right side of the page.
5. Click Save Changes at the bottom or top of the page.
6. The group will no longer be listed on the My Groups page, and you will no longer receive messages.
7. To leave / unsubscribe via email:
8. From your email program, send a blank message to:  
[groupname-unsubscribe@yahoogroups.com](mailto:groupname-unsubscribe@yahoogroups.com)
9. Make sure to replace "groupname" with the actual name of the group (e.g., [pastry\\_chefs-unsubscribe@yahoogroups.com](mailto:pastry_chefs-unsubscribe@yahoogroups.com)).
10. Alternatively, you may wish to remain a member but reduce or eliminate

group email by changing your message delivery option to No Mail/Web only, Daily Digest, or Special Announcement.

*Note: If you own a group, you must first give up your ownership in the Members section of your group before you can leave on the My Groups page.*



## Exercise: Create a basic list serve

Many activists spend hours copying and pasting E Mail addresses when they could just have group addresses. Create a group address for this team and help each other to use this simple but useful technology in your every day work!

## Exercises: Yahoo groups

For practice, join and start a group. This is good experience in the kind of options and applications that you can find on the Internet.

## Exercise: Make your own E newsletter

An easily to read and useful monthly e-newsletter is likely to have better results than a boring and irrelevant newsletter. A few things to keep in mind as you think through your specific e-news strategy:

- **An e-newsletter doesn't stand alone.** Like any external communications, your e-newsletter should be part of an overall strategy, which encompasses print communications, PR, and your website.
- **Content is king.** Consider what to include and how to present it with just as much care as for a printed newsletter. Make sure your information is timely and relevant to your subscribers.
- **Brevity is key.** Few people will read all the way through a long email. Typically, an e-newsletter includes only short “teasers” to stories featured on your website.
- **HTML or plain text.** Think carefully about whether to send your e-newsletter in an HTML format (which allows graphics, complex formatting, and sophisticated reporting, but may be difficult for some your subscribers to view), or in a plain text format (which limits the formatting, but ensures that all will be able to read it).
- **Timing matters.** The day and time that you send your e-newsletter can make a notable difference in the number of people who read it. Be consistent, so that your

## Case study: Making IT work for gender justice

The cyber dialogues showed how a space that is often used to perpetuate gender stereotypes and degrade women (remember your earlier exercises on images, in





Module Five!) can also be used to advocate for gender justice. Because it is an anonymous space, women felt comfortable to speak out. They could also link up over vast distances. The cyber dialogues also demonstrated E governance at work. Ordinary citizens could access top level officials and get them to make commitments.

### **Exercise: Let's chat!**

The chat will demonstrate the cyber dialogues in action. There will be inevitable technical problems, but talk about how to overcome these. Language and literacy barriers will also be raised. Bear in mind that cyber dialogues can be held in many different languages, as they were in 2005. Do some research on Voice Over Internet Protocol. It is already possible to talk to each other over the Internet! The technology is moving fast and we need to figure out how to stay abreast!

**MODULE**

**10**

**WORKING WITH THE MEDIA**





There is an English saying that “if you can’t beat them join them”. We can criticise the media, take them to task, and even make our own media, but in the end one of the most effective ways of bringing about change in the media is to work with the media in producing stories that address our issues and concerns.

We now have many facts and figures that we can take with us when we engage with media houses, (including the results of our monitoring, which should now be complete!). We should have written a letter and an opinion piece (and hopefully seen them published!) We know how to make glossy pamphlets and how to rally support using the Internet. We may even have taken up a case against the media, or at least against an advert or story through a regulatory authority.

But in this final module we will talk about how to make friends; how to make ourselves and our issues newsworthy; and how to turn situations of conflict to our advantage, media-wise. In essence, after all the hard work and toil, its time now to make the media work for us!

## Making peace

Often, a situation of potential conflict can be turned to our advantage if we manage it well. The case study below is an example of how what began as a complaint turned into a debate and a chance to engage with the media.



### From headline war to headline debate

Below is a series of E Mails that began as complaints about headlines during the trial of former Deputy President Jacob Zuma on charges of rape. After the two letters failed to be published, the authors took up a case with the group managing editor, who was also the internal ombudsman for Independent newspapers. He then facilitated a meeting with senior editors. Read the E Mails and answer the questions that follow:

1) From: “Hassen Lorgat” <hlorgat@SANGOCO.org.za>  
To: “Peter Sullivan” <peters@star.co.za>

Your headline “Zuma lawyer takes a bullet” March 23, 2006 - was not only unfortunate, and appears to be aimed more at obtaining commercial returns by getting readers to buy the paper on sensational grounds rather than the merits of the story. I bought the paper believing that indeed Mr Hulley had been injured. The allusion to violence and actual reported allegations of violence and its denials have dogged this rape trial long before the first words of Umshini wam (my machine gun) were sung. I believe the press ombud must investigate the appropriateness of such a headline, and recommend appropriate sanctions. One wonders whether a sporting analogy taken from the beautiful game, not

have conveyed the true meaning of the story? Try this for size: Zuma lawyer scores own goal?

Hassen Lorgat  
Manager - communications and campaigns  
SANGOCO

2) From: Colleen Lowe Morna  
To: Peter Sullivan

Your billboard, "Zuma's fifteen minutes of delicious sex" made sad reading for a newspaper that in so many other ways (your editorial on 10 March for example) has stood up for the rights of women, fairness and dignity. It is true that the headline itself referred to "the court hearing of Zuma's fifteen minutes of delicious sex." But billboards are what catches the eye, and where dangerous stereotypes are reinforced: in this case that rape and sex are synonymous.

Colleen Lowe Morna  
Executive Director, Gender Links  
Chair, Gender and Media Southern Africa (GEMSA) Network

3) From: Peter Sullivan [mailto:peters@star.co.za]  
Sent: 07 April 2006 11:03 AM  
To: elizabeth.barratt@inl.co.za; joanna.rix@inl.co.za

Dear Elizabeth and Joanna

As discussed with both of you, I would greatly appreciate it if you would make a two-hour spot available for NGOs for a seminar on headline writing and gender sensitivities. You need prepare nothing, merely be available to engage with them in debate and explanation of how we work. The seminar will be held here (at 47 Sauer Street) and you will not be required to do any organisation. It would be much appreciated if you could scan your diaries and let me have a date and time as soon as possible, bearing in mind they require about 10 days' notice to invite their interested NGO members. Two relevant e-mails are attached.

Regards  
Peter Sullivan  
Group Editor-in-Chief  
The Star Saturday Star Business Report The Sunday Independent  
Pretoria News Diamond Fields Advertiser Cape Argus The Mercury  
Daily News Cape Times Weekend Argus Isolezwe Sunday Tribune  
Tel: +27 11 633 2334 fax: +27 11 834 6059

4) From: Colleen Lowe Morna [mailto:clmorna@mweb.co.za]  
Sent: 07 April 2006 03:05 PM  
To: 'Peter Sullivan'; 'elizabeth.barratt@inl.co.za'; 'joanna.rix@inl.co.za'  
Subject: RE: A lesson for and from NGOs on headlines

Thanks for this initiative Peter. Dialogue sounds like a good approach, as



many of us do have newsroom experience and understand the workings and pressures of daily news. Within those confines there are always choices to be made, and here is where it would be interesting to debate some issues. It would be particularly useful if we could engage with some of the sub editors themselves, mindful of their busy lives. One hour should suffice?

All best,

Colleen Lowe Morna

Executive Director, Gender Links

Chair, Gender and Media Southern Africa (GEMSA) Network



1. What strategy did the two gender and media activists employ?
  2. What did this result in?
  3. Do you think the outcome was better than if the two letters had been published? Why or why not?
- 

## Building relationships

At the end of the day, media practitioners are human beings. Many of them work hard and are committed to professional standards. The good news is that the level of gender and media awareness within the media is growing, thanks to organisations like the Federation of African Media Women Southern Africa (FAMWSA) and the Gender and Media Southern African Network (GEMSA). Many media practitioners are members of these organisations and are strong allies. Working with and through them is a powerful strategy for change.



### Media and activists find common ground

*By Dorcas Chileshe*

Lusaka: Following training workshop by GL and the Zambia Institute of Mass Communications (ZAMCOM) that stressed the need for NGOs to work closely with the media in 2001, a number of organisations in Zambia have responded positively by reaching out to journalists around the country.

Project coordinator for the Justice for Widows and Orphans project Florence Shakafuswa, who presented a paper at the workshop and has since attended a Gender Links workshop on strategic communications, says her organisation has decided to work closely with media people because of their expertise in packaging and disseminating information to the public in an effective way.

Shakafuswa says many NGOs are doing commendable work but that their efforts are not known or appreciated by society because the media are not involved.

She says her organisation has embarked on a two-year project aimed at promoting the rights of widows and orphans. In this project, the media will be involved in all the activities so that they can inform the nation objectively and accurately.



The Zambia Media Women Association (ZAMWA) has been identified as a close partner.

ZAMWA has welcomed the idea saying other NGOs should stop the habit of working in isolation. ZAMWA chairperson Sharon Mwalongo, who is also head of radio at ZAMCOM and co-facilitated the gender violence workshop, says NGOs should not only invite journalists to cover them during special functions but should involve them in their activities. This way the media will better understand their issues and be able to disseminate them more accurately.

Many NGOs complain of being misquoted because they do not interact with the media closely enough to enable media practitioners to understand the issues at hand. Such a situation can lead to misquoting, says Mwalongo.

National Legal Aid Clinic for Women (NLACW), an organisation that promotes the legal rights of women and children in Zambia, has also opted to develop close working relationships with media practitioners.

According to NLACW director Colonel Clement Mudenda: “We may have the knowledge as NGOs but no skills to publicise our activities. It is only media people who have specialised knowledge of writing articles that can make an impact in society.”

Pamela Chama, a participant in the GL/ZAMCOM workshop and a journalist working for Zambia National Broadcasting Services (ZNBC) says the best way of bringing an end to gender violence is for NGOs to hold hands with them media. “From the time I took interest in covering issues affecting women and children, NGOs working in this area have been coming to ask for me when ever they have breaking news,” she reflects.

Grace Kasungami, another journalist, agrees that NGOs are scared of working with media people because they find it difficult to trust them. She suggests that journalists should stop the habit of only going to NGOs when there is a scandal or any other negative news.

“As journalists we need to go to these NGOs even when there is nothing really happening. We need to learn to approach NGOs just to chat and ask them to tell us what they do so that we can create rapport, that way they will not be scared of us,” she says.



1. Why do NGOs doing going work often not get good media coverage?
2. What interest does the media have in working with NGOs?
3. How can this be built on?
4. What, from the case study, are the advantages of forging strong relationships with the media?

# Media strategy

Pick up on the issue/ campaign that you worked on in Module Nine. This time devise a strategy for working with the media as part of your campaign.



## Devising a media strategy

Use the action planning framework to develop a media strategy. Key questions to ask are

- What is the issue to be put across through the media
- Who in the media is being targeted (which media houses; editors/ journalists/ both? )
- How is the best way to reach them (press release, press briefing, one on one meetings, opinion pieces)
- When is best time to embark on all the above, bearing in mind that with media time is everything!
- With what effect? How will you monitor success? Here is where your monitoring experience should help you! Get your monitors to work assessing how the issue is being covered, with what effect.



# Media Action plan

ACTION	WHO	WHEN

## Writing a press release

Why might it be good to write a press release? What is its function? Why is it important? Use the press release in the case study, or find and use one more relevant to your immediate situation, to draw out what the key features of a good press release are.



### **Time for an emergency plan to end gender violence**

*Read the case study below and answer the questions that follow:*

Johannesburg, 24 November: There is urgent need for a National Action Plan to end gender violence. This is the key finding of the Gender Justice Barometer 2005, an audit by Gender Links (GL) of commitments made during last year's Sixteen Days of Activism campaign being launched today on the first day of the Cyber Dialogues. In this first of a series of accountability forums senior government and NGO officials will take a soul searching look at why gender violence continues to rise.

Latest police statistics show that while there has been a general decrease in contact crimes (such as murder and common assault) rape and indecent assault (the category under which most cases of domestic violence lurk) have increased by 4 percent and 8 percent respectively in 2004 and 2005. With 55,000 reported cases of rape (and it is acknowledged that these are likely to be about a quarter of actual cases) on average a woman is raped at least every ten minutes in South Africa.

Positive developments cited by the audit include the fact that the courts have continued to send out strong messages that gender violence is not acceptable and that the state will be held accountable for upholding the rights of women. More men are taking a vocal stance against gender violence. The reach of public awareness campaigns keeps mounting: this year the cyber dialogues will redraw the map of Southern Africa by running in six languages that cut across artificial colonial boundaries.

Yet, nine years after the South African Law Commission produced a discussion paper on the Sexual Offences Bill, it has still not been passed. While experiments abound in providing one-stop facilities that would cater for the legal, psychological and health needs of women, including immediate access to Post Exposure Prophylaxis (PEP) to counter the possibility of contracting HIV, only five percent of those who need such integrated facilities have access to them.

Ten times more special Sexual Offences Courts than what are currently available are needed to ensure that every case of sexual offence is heard by such courts. These courts have a 63 percent conviction rate, compared to a conviction rate of seven percent in ordinary courts.

Foreign donors are pulling out their support for shelters, arguing that this should be a South African government responsibility. As a result of the slow and inadequate response by the Department of Social Development several of these are threatened with closure. While government and civil society work together well around the Sixteen Day campaign, the Anti Rape Strategy devised by the government cluster responsible for crime has yet to be been canvassed with NGO partners.

The GL audit concludes that what is needed is an emergency action plan to end gender violence, with an across-the-board co-ordinating structure, targets, responsibilities, timeframes and a score card by which to measure progress this time next year.

(The audit will be launched at 11 am on Thursday 24 November. For more information phone Susan Tolmay on 083 519 8959. For more information on the Cyber dialogues, the audit, and the proposed National Action Plan go to [www.genderlinks.org.za](http://www.genderlinks.org.za))



1. What are the main features of a good press release, both in terms of the content, and in terms of the way they are written?)
2. List key types of information that should be given in a press release.
3. Using these features write a press release for the issue you are working on.
4. Have your facilitator and/or members of your group read it and give feedback.

Now write a press release about the issue or campaign that you are working on.

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## **Organising media briefings/events**

Now suppose that you decided to organise a media/press briefing or event, rather than just circulate a press release. Answer the following questions:

1. Why might you decide to have a media briefing in addition to writing a press release?
2. What other documentation would you need (at the event and in preparation for it?)
3. Where would you choose to have such an event?
4. When would you choose to have such an event?

Now organise a press briefing around your issue and campaign and answer these questions:



1. How many of those whom you invited came?
  2. How many did not come? Why do you think this happened?
  3. What worked well?
  4. What did not work so well?
  5. What did you learn from organising this press briefing?
- 



## Giving interviews

We have talked about sources as the basis of news. Now you yourself need to prepare to be a source! You can prepare lots of documentation for the media. This is important in providing facts, figures, names, correct spellings etc. But in the end what will bring it all to life is you! So when you go out courting the media, you need to be prepared to talk to the media. Think how boring it would be if television and radio only read, and newspapers only quoted, press releases! Your words are what bring it all to life, giving context and depth, human insight, anecdotes and that favourite of all journalists: quotes!

Pick up the days newspapers and pick out a few good quotes. Why would you describe these as good quotes?

Now role-play and record an interview between a journalist and an activist on their campaign issue. If possible record this on video or tape.

Some important tips are:

- Be brief! The electronic media will cut you if you ramble!
- Be personal.
- Know your subject.
- Be convincing.
- Avoid ums and ahs.
- If this is for video, dress smartly and sensibly (you don't want to look uncomfortable in tight fitting clothes for example!)

Play these back the recorded interview and ask fellow participants to comment. Which features of a good interview did you manage to make use of, etc? What are some of the lessons learned? You will find some hints in the notes at the end of the modules.

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## Leaks and scoops

Most of the time you will want to put your full name and identity to any information given by you to the media. But there may be times when you want the media to do a story but do not want to be identified.

For example, you may want the media to investigate a case of suspected corruption in government, say in the misallocation of welfare grants. Perhaps you got wind of this from someone inside government who is scared about losing their job. You just want to give a “tip off”. The person in government is willing to “leak” the information. The journalist will get a “scoop” because this is not publicly available information. They will work hard on the investigation because this story promises to be front page, as long as enough verification can be obtained! The journalist must guarantee the anonymity of his or her source.

Come up with scenarios in which you want to get information out through the mainstream media but do not want to be identified as the source of the information. How would you go about doing this? A big part of the answer has to do with the extent to which you have cultivated relations with the media, especially with editors and decision-makers.

## Damage control

Think of examples of when you have felt unfairly covered by the media. How did you respond? Did it have a positive outcome? If not, what could they change in order to have made it have a positive outcome?



### Stripping the backlash

With reference to the two articles on the CD Rom **CS 18 and 19** one criticising and the other defending the Strip the Back page Campaign answer the following questions:

1. How did the newspaper respond to the campaign?
2. How did the organisers of the campaign respond to the attack on them?
3. Do you think it was appropriate for the organisers to respond? Why?
4. How was the damage done addressed?
5. Do you think the organisers succeeded in containing the damage? If so or if not, why?
6. What are some principles that can be learned from this exercise on damage control?



### What does it mean to watch the watchdogs?

Congratulations on completing the first ever Southern Africa Gender and Media Literacy course! You are now just about ready to get your Gender and Media Literacy Certificate! But what have you learned? Pause a moment. Reflect. And then discuss what you have learned using these questions as guidelines:



1. What is meant by watching the watchdogs?
2. Why do the watchdogs need to be watched?
3. As you have watched the watchdogs, what have you learned about them?
4. What have you learned about yourself, as a media consumer?
5. What kind of skills have you gained?
6. How are you going to apply them?
7. How will you make sure that you never forget to wear your gender spectacles?
8. Did you have fun?







# Notes for Module 10



## **Case study: From headline war to headline debate**

This is a good example of turning frustration into engagement. Publishing the letters would have had the effect of putting them out in the open. But it may not have resulted in this in-depth debate that is likely to have more far reaching effects in the long term.

### Case study two: Media and activists find common ground

Media practitioners are human beings! Communicating with journalists makes a difference. The first step in establishing and maintaining good relationships with media professionals is to identify the proper person to make contact with, depending on what you wish to accomplish. In many SADC countries there are media women's associations such as the Tanzania Media Women's Association, Zambia Media Women's Association, Namibian Women's Association etc. These are likely to give you a sympathetic ear and are a good entry point. GEMSA (see [www.gemsa.org.za](http://www.gemsa.org.za)) is also a fast growing network of gender and media activists.

## **Exercise: Devising a media strategy**

The important lesson here is never to leave the media to chance. A well thought through media strategy is essential to your campaign.

## **Case study: Time for an emergency plan to end gender violence**

Key elements of a press release are that it should be:

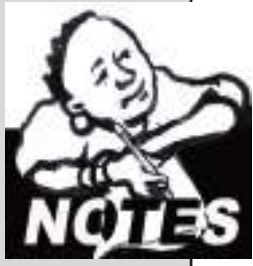
- Brief
- To the point
- Clear
- Complete
- Correct Facts
- Concise
- Considerate
- Include: What, Who, When, Where, Why and How
- List main points in order of importance
- Support data with quotes from spokes persons

## **Exercise: Organising media briefings/events**

### *How to get the media to come*

- Identify what journalists to invite
- Make an innovative invitation.
- Argue why your event is newsworthy.





- Send out a short innovative press release
- Follow up invitation and press release with calls

### ***Documentation***

Bring a few examples of already compiled press kits (is this the facilitator's job, or are the participants asked to do this?). You can create a press kit that media professionals can access and utilise in a variety of ways, include:

- A one-page summary of your organisation
- Fact sheet of upcoming events
- Issues of concern
- Contact information
- List of key staff and board of Directors
- List of story ideas
- Any publications and brochures your organisation distributes

### ***Pitching a story to the media***

- Be creative, but keep your list of ideas short
- Know your organisation's priorities – what part of an event or issue do you want in the public eye?
- Use statistics wisely – data can be powerful ammunition to back up your arguments, but keep it simple and to the point any examples of when it is and isn't useful to present statistics?
- Reporters and editors are always short on time – if you don't grab them in the first few moments of your pitch, you won't secure their interest. Any suggestions?

### **Exercise: Giving interviews**

The most common pitfall is long sentences and fuzzy answers. This is especially a problem for television, where time is at a premium. Repeat the process after the comments from the floor, and see if the playback and critique helps to improve the quality of the interview.

### **Exercise: Leaks and scoops**

We now enter the high- risk zone! Success of these kinds of strategies depends largely on whether relationships of trust have been built up with.

### **Case study: Stripping the backlash**

There is always a judgment call to be made between responding, and attracting more attention to the distorted coverage, or having a quiet word with the editor, and correcting the error through more proactive approaches, like an opinion piece, or more coverage of the issue. Think through which is the more appropriate course of action in their case.



Each day, some 10 000 images bombard us via television, the Internet, in the print media, and on billboards. Each of these send out messages about who we are, and whom and what we should aspire to be. These messages often have strong biases with regard to the role of women and men in our society. When we consume them without being critical of them, they are likely to influence the way we see the world. They may even influence the way we behave, our aspirations, the career choices we make, our goals and self-confidence. For example, a young woman might feel that she should not aspire to be an investment banker, because she has hardly ever seen a woman in that role. Or a man might feel that he should not take care of children, because that is a 'woman's thing.' Just like we have to learn to read and write, we need to learn to be critical consumers of the media.

