Training Manual on Gender and the Media

Media Council of Tanzania (MCT)

Revised Edition 2021

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Preface

This is the second edition of the *Training Manual of Gender and the Media* that was first published in 2013. Whereas, the intention of having this manual remains the same, the Media Council of Tanzania (MCT) has seen the need to update it to take into consideration new realities in the media, especially the growing importance of the online media.

Recent studies conducted in Tanzania and elsewhere show that the women's image in the media is still stereotyped. Women are still underrepresented in news coverage and their voices as sources of information are seldom heard.

The Council strongly believes that the media can play a transformative role in achieving gender equality in societies by creating gender-sensitive and gender-transformative content and breaking gender stereotypes.
This can be done by challenging traditional social and cultural norms as well as attitudes regarding gender perceptions, both in content and within the media houses and by showing women in leadership roles and as experts on a diversity of topics on a daily basis, and not as an exception.

This edition of the manual has taken in new knowledge based on studies and research to enrich the *Training Manual on Gender and Media.* While trainers will be able to make use of new and innovative training materials, best practices and references, the basic objectives of the manual remains the same: that the manual be used in the training of the media and other communication professionals.
The aim is to equip them with knowledge, skills and attitudes so that they can play their transformative role as an important social power.

The media industry needs to be encouraged to produce gender-transformative content and to develop self-regulatory equality policies, including policies that provide women with access to decision-making positions in the media. Monitoring and evaluation mechanisms also need to be set up to assess the progress within the sector hence creating gender equality in content, workplace and management. This revised version has also tried to address this.

Kajubi Mukajanga
Executive Secretary

Chapter 1: About the Manual

All things remaining equal, it will take at least a further 67 years to close the average gender equality gap in traditional news media – Global Media Monitoring Project (GMMP) 2020

Introduction

One of the most enduring prejudices in our society is the gender disparity which is reflected in the social, economic and political spheres of life, limiting the participation of women, the roles and the responsibilities which they can undertake. This disparity is perpetuated by the media, which is admittedly one of the most powerful and pervasive tools that influence how society views men and women. All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical and limiting perceptions.

Furthermore, journalists and editors are socialised as men and as women, long before they choose journalism as a career. This socialisation influences how the media portrays and provides access to women's voices in the media. This conscious or unconscious bias that many media professionals, both men and women, sometimes have towards one-sided patriarchal perspectives, is also partially due to the lack of capacity to report on women and gender more broadly.

According to the 'Yearbook on Media Quality 2018', in general, the average of female sources in the media is very low...only 36% of all stories identified as having female sources. According to the study, Radio news comprise the lowest in using female sources (only 21% with at least one female source), followed by print (35%), radio programmes and TV news has both 40% and TV programmes are leading with 55% of units with at least one female source. Most print media perform around average (36%)."

The '2019 Yearbook on Media Quality' placed the average of female sources at 37%. On average, 66% of the units analysed, did not feature any female sources. A total of 22% of units had one female source, and 12% two or more. Newspapers performed dismally in this category. Local radio was the best, with 18% of units having

2 or more female sources. In 2018, the overall performance was similar, and only a small reduction was observed in 2019, with minus 1 or 2% points.

These results indicate a positive, albeit a slow progression, compared to the regional status that according to the Gender and Media Progress Report (GMPS) 2020 reveals that across the Southern Africa Development Community (SADC) region women make up 21% of the voices heard, read about or seen in print, television and radio news. This has gone up by merely one percentage point from 20% in 2015 Gender and Media Progress Report (GMPP) to 21% in 2020.

According to the GMPS 2020, Sexual and Reproductive Health Rights (SRHR) topics are among the least covered. Gender-Based Violence (GBV) accounts for half of SRHR coverage while sexual diversity, harmful practices as well as menstrual health are the least covered at 2% each. Across all topics, women's voices dominate only in news about gender equality (52%). Men's voices dominate in all the SRHR topics, although this is not as disproportionate as in other mainstream topics such as politics and sports.

At the global level, between 2015 and 2020, the needle edged one point forward to 25% in the proportion of subjects and sources who are women. The single point improvement is the first since 2010 and is most visible in broadcast news media. Women's overall presence in the news in North America and the Pacific has surpassed the critical 30% threshold in both digital and legacy media. Africa falls below the global averages across all media types monitored, as do Asia and the Middle East in print and broadcast news. The only region and topic in which gender parity in subjects and sources has been attained is in North American digital social & legal news.

The GMMP 2020 Report points out that generally, news stories are as (un)likely to clearly challenge gender stereotypes today as they were 15 years ago. Between seven to nine out of 10 stories on sexual harassment, rape, other forms of gender violence and specific gender inequality issues reinforce or do nothing to challenge gender stereotypes, with implications for the normalisation and continuance of the very injustices that are the focus of the stories.

Gender training for the media is thus very crucial as it helps journalists and editors to understand the attitudes, prejudices and biases which often come through in media messages and to recognise and analyse the dearth of women's voices in the media.

Gender training also provides the skills and techniques that journalists and editors need to analyse facts, issues and data from a gender perspective.

The increase in the number of women as sources of information, for example, could be rightly attributed to the substantial training initiatives on gender and the media that has been going in the past few years with MCT taking a major lead.

This manual aims to:

- Widen the understanding of media practitioners of the role they can play in opening up thinking on gender equality and gender-based stereotypes in and through media and thus help to change societal norms and thinking on these issues and
- Equip media practitioners with the skills, knowledge and attitude that will assist them in their work so that they can report the diversity of voices in our society, men and women, in a fair, balanced and accurate manner, so that ultimately they can engender media content.

How to Use the Manual

There are a number of sessions in the manual which can be utilised in a variety of ways. The training programme can be designed using sections of the manual in conjunction with other training materials relevant to the topics covered. It is strongly advised that the training is hands-on, using exercises and examples from the media to help the participants analyse and obtain a practical feel for the content provided in the sessions.

The material contained within serves only as a guide, and facilitators should add extra information, exercises and appropriate examples for the target audience trained. Due to time constraints, the facilitator may not be able to use all of the exercises. The facilitator should choose or adapt the exercises to ensure a good mix of covering the key points, discussion and exercises.

Training Tips and Techniques

The facilitator should prepare a timetable to cover sessions for each day. Using this method, the facilitator can spread out the sections in each session to cover an eight-hour day.

At the start of each day, the facilitator should recap (or ask one of the participants to

recap) the pointers from the previous day and the links to the next session. In other words, the facilitator should explain the "building block" concept of the sessions, i.e. each session links to the next one in order to help the participants gain more knowledge and understanding on an issue through a combination of content provision and exercises.

If more than one facilitator is involved, the sessions can be divided according to the expertise of each person. For example, if a facilitator is an editor, he or she can facilitate the session on good reporting.

It is important to identify a recorder during the training programme who can keep a daily record of the discussions, issues and questions raised on the topics which sparked most of discussions, which were easier to grasp and those which seemed most difficult.

A pre-evaluation form of what the participants know should be administered before the training and after completion a post-evaluation form should also be filled by all participants. These evaluations will also assist facilitators to gauge their level of understanding after their training.

Pre-evaluation Forms should gauge the participant's expectations, prior knowledge of the subject in case they received any prior training on the subject.

Post-valuations Forms should be able to gauge if the following have been achieved:

1. Training expectations of participants have been met;

2. Participants feel that they will be able to apply the knowledge learned;

3. The training objectives for each topic were identified and followed;

4. The content was organised and easy to follow;

5. The materials distributed were pertinent and useful;

6. The facilitator was knowledgeable;

7. The quality of instructions was good;

8. The facilitator met the training objectives and

9. Class participation and interaction were encouraged.

Also issues of quality of venue, food, travel and duration of the training can be asked in the evaluation.

Target Audience

The target for this training is journalists working for electronic, print and online media. Those working in online media will find the learning content valuable for building their understanding of the issues. Aspects of the training which deal with interviews, use of data and cross-checking facts and information applicable to all media.

Where to Start

On the first day of the training, the facilitator should do the following before moving into the training sessions:

- Introduce yourself, the organisation you represent and provide the participants with some background on "why this training?" and
- Ask the participants to introduce themselves by giving their names and those of the name of media they work for. Or, introductions can be done as radio interviews with one participant moving around with a microphone as a presenter, or participants can interview each other. Facilitators are encouraged to be creative in structuring the introduction section.
- Together with participants set up rules of engagement of what to do and what not to during training sessions. The participants can mention while the facilitator notes down and later reach an agreement. These rules of engagement can include agreement on respect of each other's views and opinions, punctuality, use of mobile phones during the sessions, etc, and
- Give each participant a card and a marker. Ask each person to write one expectation he or she has of the training. Gather the expectations and place them on a wall or a flip chart. Read aloud each expectation.

At the end of this, the facilitator should put up pointers from the detailed outline of material covered in the manual's sessions and match these pointers with the expectations given by the trainees. Note the expectations which may not be met during the training, and suggest ways that the participants may meet these.

Matching the manual's content to expectations is one way of sharing together what will be covered during the training programme and to share what knowledge and understanding the facilitator would like the trainees to take away.

The methodology to be used in the training is participatory and based on principles of adult learning. These may include but not limited to case studies, group work, simulation, brainstorming, interviews, formal presentations, debates, buzz groups, practical work sessions, role-play, multimedia sessions, simulations, study visits and guest visits. However, make sure to modify the techniques to best suit your situation.

Chapter 2: Gender Concepts and Definitions

The media has a role to play in the struggle for gender transformation and in saluting the achievements of women in society in order to inspire others
- Tanzania Gender Networking Programme

Activity 1

Learning Objectives By the end of the session participants will be able to:

i. Understand the concept of gender and other relevant definitions and
ii. Utilise the knowledge in analysing issues and engendering story telling.

Materials
Flip chart, marker pens and cards

Instructions
1. Put participants in buzz groups of two to three people;

2. Ask them to discuss among themselves what they understand about gender;

3. Ask each group to make a presentation of their findings and

4. Write the main points which each group presents and guide the discussions concerning the presentations so that participants may share their understanding of the concepts of gender. Using the glossary at the end of the manual, link their thoughts and perceptions with the concept of gender and women's development issues.

This exercise will also be useful to gauge the general understanding of the participants on concept of gender and women's development issues.

What is Gender?

The concept of gender applies to both women and men, as well as to their relations with one another and to their environment. The way women and men share resources, make decisions about their livelihoods, and plan for the future of their children, family, community and society at large—these are all issues that pertain to gender.

The term "gender" was first used as a phrase, "the social relations of gender," which later evolved simply into gender. The social relations of gender seeks to explain the unevenness in male/female relations—noted worldwide—in terms of sex roles in power sharing, decision making, the division of labour and returns to labour both within the household and in the society.

It focuses on the attributes acquired in the process of socialisation: our self and group definitions, our sense of appropriate roles, values and behaviours and, above all, expected and acceptable interactions in relationships between women and men.

Gender: Differences between males and females that are socially constructed, changeable over time and have wide variations within and between cultures. As opposed to biologically determined characteristics (sex), gender refers to learned behaviour and expectations to fulfill a specific image of masculinity and femininity.

Gender is also a socio-economic and political variable with which to analyse people's roles, responsibilities, constraints and opportunities. The term is not synonymous with women; rather, it is used to refer to human or social attributes concerning both women and men collectively.

Sex refers to the natural distinguishing variable based on biological characteristics of being a woman or a man. It refers to physical attributes pertaining to a person's body contours, features, genitals, hormones, genes, chromosomes and reproductive organs.

Activity 2

Activity 3
Section 2: Common Gender Terminologies
What is gender equality and equity?

Gender equality has been defined in a variety of ways in the context of development. The World Bank Policy Research Report, "Engendering Development," defines gender equality:

"…in terms of equality under the law, equality of opportunity (including equality of rewards for work and equality in access to human capital and other productive resources that enable opportunity) and equality of voice (the ability to influence and contribute to the development process)."

The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) sets the principles of gender equality through ensuring women's equal access to, and equal opportunities in political and public life as well as education health and employment.

Gender equality is experienced when women and men enjoy the same status and have equal opportunity to realise their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they may choose to play**.**
Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment. The United Nations regards gender equality as a human right. It points out that empowering women is also an indispensable tool for advancing development and reducing poverty.

Equal pay for equal work is one of the areas where gender equality is rarely seen. All too often women are paid less than men for doing the same work. This is one of the reasons that explain why the majority of the world's poor are women. Around 70% of the people who live in extreme poverty, on less than US$1 a day, are girls and women.

Suffrage (the right to vote) is another area of gender equality that still does not extend to all the women in the world. Saudi Arabia does not give women the right to vote; in the USA right wing commentators say that women should never have been given the right to vote.

The importance of gender equality is highlighted by its inclusion as one of the 8 Millennium Development Goals (MDG) that serve as a framework for halving poverty and improving lives. Despite this, discrimination against women and girls (such as gender-based violence, economic discrimination, reproductive health inequities and harmful traditional practices) remains the most pervasive and persistent form of inequality.

Gender inequality is often manifested in the feminisation of poverty, low level of education of girls and women, small number of women in decision making positions, poor health care for girls and women and unequal opportunities in all spheres of life.

Equality between men and women is an essential condition for development. The equality concept emphasises that both men and women enjoy equal opportunities. Equality is not possible unless there is an initial recognition that men and women

have a different starting place. For example, if a girl is not educated as well as a boy, she cannot compete equally in the workplace.

Gender Equity

The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.

Though often used interchangeably, equality and equity are two very distinct concepts. While international human rights treaties refer to 'equality', in other sectors the term 'equity' is often used. The term 'gender equity' has sometimes been used in a way that perpetuates stereotypes about women's role in society, suggesting that women should be treated 'fairly' in accordance with the roles that they carry out.

This understanding risks perpetuating unequal gender relations and solidifying gender stereotypes that are detrimental to women. Therefore, the term should be used with caution to ensure it is not masking a reluctance to speak more openly about discrimination and inequality.

Gender equity is thus a process or strategy for achieving gender equality. While the long-term goal is equality, gender equity recognises the existing gender gap and seeks to compensate for this. Women are often disadvantaged and are not able to benefit from the same opportunities as men.

A gender equity approach allows for extra support to women to compensate them for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field.

One example of a strategy of gender equity is in the realm of politics whereby women are provided with special seats in decision making bodies such as Parliament or Councils.

Gender Gap

A **gender gap** is a relative disparity between people of different genders and is reflected in a variety of sectors in many societies. There exist differences between men and women as reflected in social, political, intellectual, cultural, scientific or economic attainments or attitudes.

An example of the gender gap is well illustrated in the gender pay gap or gender wage gap. This is the average difference between the <u>remuneration</u> for men and women who are working. Women are generally paid less than men.

GENDER STEREOTYPES

Gender stereotypes are the beliefs that people have about the characteristics of males and females. The content of stereotypes varies over cultures and over time. These expectations are often related to the roles that the sexes fulfill in the culture. A gender stereotype is therefore harmful when it limits the capacity of women and men to develop their personal attributes or professional skills and to take decisions on their lives and plans.

Common Female and Male Stereotypes

Women are	Men are:
Weak/Powerful	
Incompetent/Competent	
Less important/More important	
Emotional/Logical	
Implementers/Decision-makers	
Housekeepers/Providers	
Supporters /Leaders	
Fragile/Protectors	
Fickle/Consistent	
Fearful/Brave	
Peacemakers/Aggressive	
Cautious/Adventurous	
Flexible/Focused	
Warm/Self-reliant	
Passive/Active	
Followers/Leaders	
Spectators/Doers	
Modest/ambitious	
Soft-spoken/Outspoken	
Secretaries/Bosses	
Nurturing/Assertive	
Gentle/Strong	
Excitable/Stoic	
Patient/Impetuous	
Cheerful/Forceful	
Caretakers/Forceful	

Activity 3

Divide participants into groups and give each group a piece of paper with the following facts about HIV/AIDS. Ask them to discuss among themselves why they think HIV/AIDS is accelerated by gender inequality. Let each group present their points which will form the basis for discussion on how gender inequality impact on women.

Today, 37.8 million people are infected worldwide. A total of 17 million, or 48% of all adults living with HIV are women, up from 35% in 1985. Globally, young women are 1.6 times more likely to be living with HIV/AIDS than young men.

In sub-Saharan Africa, women make up 57% of those living with HIV. Young African women aged 15-24 are three times more likely to be infected than their male counterparts.

In East Asia 22 per cent of adults living with HIV/AIDS are women, as are 28 per cent of young people aged 15 to 24.

In South and South-East Asia more than a quarter of adults and 40 percent of young people living with HIV/AIDS are women.

*Scientific evidence has shown that women are more susceptible to infection than men.*

Girls are increasingly being withdrawn from school to provide care for their sick parents, because of the economic impact of AIDS on the family or when orphaned.

Adapted from *Women and HIV/AIDS: Confronting the Crisis. A joint report by UNAIDS/UNFPA/ UNIFEM, July 2004.*

How HIV/AIDS is a Gender Issue
- Factors affecting the spread of HIV/AIDS among women and girls are poverty, early marriage, trafficking, sex work, migration, lack of education, and gender discrimination and violence;

- Women and young girls are affected in a very specific way due to their physical, emotional and material differences and due to the important social, economic, and political inequalities existing between women and men;

- In countries where women cannot own or inherit land, the wife and children of a man who has died of AIDS may lose access to their source of livelihood;

- Economic inequality and social disempowerment prevent poor women from controlling the timing and safety of sexual intercourse;

- Poverty increases women and girls' susceptibility to commercial sex work;

- Labour migration puts young women at risk of sexual exploitation and creates unequal ratios of men to women, increasing the possibility of HIV transmission through shared partners or sex work. Women and girls are susceptible to the growing trade of human trafficking;

- Violence and the threat of it also limit women's ability to protect themselves from HIV/AIDS. They risk violence if they insist on protection during sex;

- The vulnerability of women is greatly exacerbated by conflict. There are several factors that contribute to the spread of HIV/AIDS in emergency situations and which subsequently effect gender relations;

- Sexual violence is often used as a weapon of war or breakdown in social structure and legal protections. When families are displaced or separated, family units and sexual relations become transitory;

- Women know less than men about how to prevent infection and what they do know is often rendered useless by the discrimination and violence they face and

- Women provide care for people who are ill and this deprives them of the time they would need to work and earn an income, and in some instances, the burden of care shifts to elderly women placing a strain on their pensions.
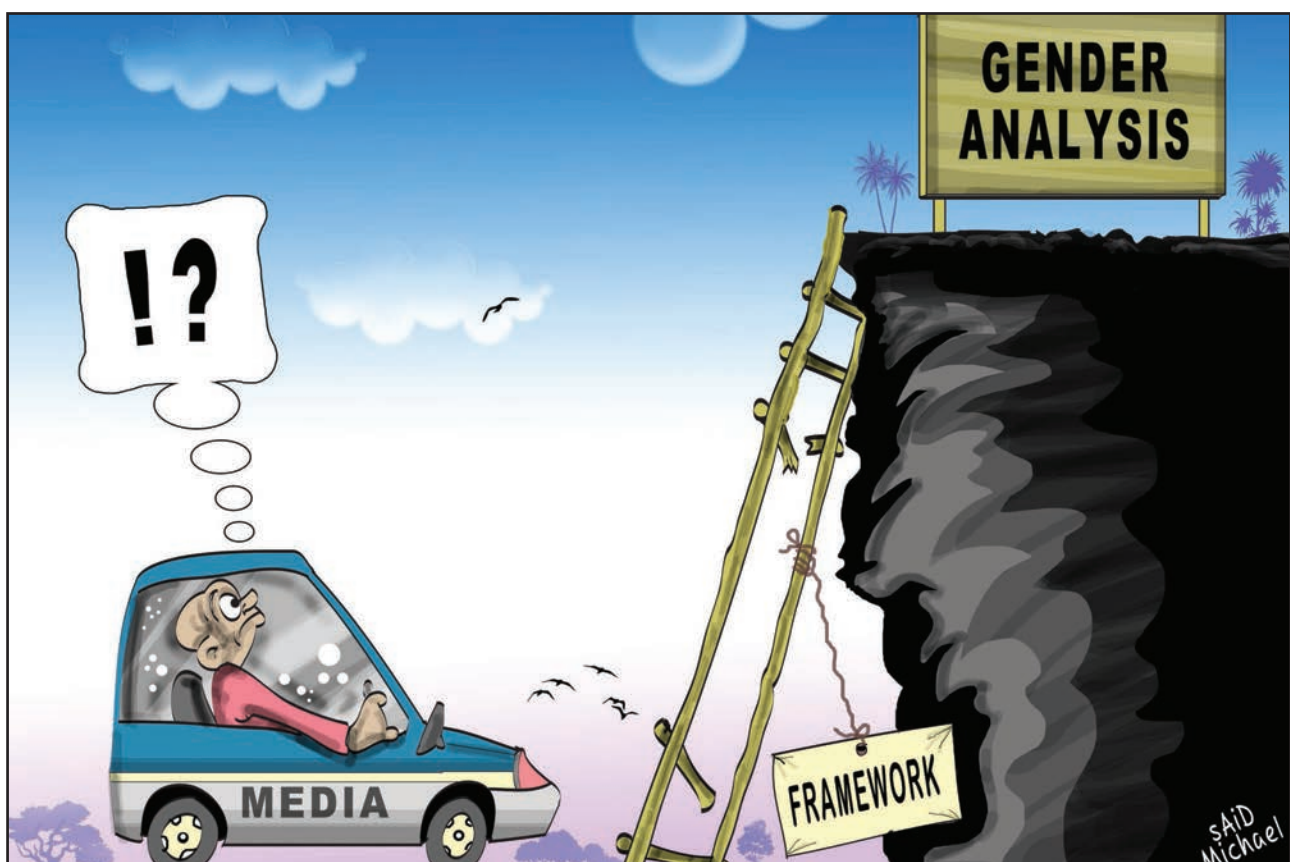
Chapter 3: GENDER, MEDIA POWER AND SOCIAL CHANGE

> *"It is important to understand how gender and freedom of expression are linked. Journalists find it hard to make the connection. Journalism is everybody having a right to speak, men and women. That is not showing in the media right now."*
> *Sphiwe Selodi (Freedom of Expression Institute)*

Section 1. Gender and the Media

Activity 1

At the beginning of the session, start by seeking the participants' understanding on how media covers gender and women issues. **Learning Objectives**

By the end of the session, participants will be able to:

i. To enable participants to understand the way media perpetuates gender stereotypes and

ii. Write Gender transformative stories

Materials

Flip chart, marker pens, newspapers, a voice recorder, TV set/projector.

Instructions

1. Divide the participants into three groups. Ask each group to choose a chairperson and secretary to record their discussions;

2. Give Group One a task to go through some newspapers and note the sources of the stories by gender, topic of the story and placement of the story:

   - Group Two will listen to a newscast and also note the sources of the stories by gender, topic of the story and placement of the story and

   - Group Three will watch a TV newscast and also note sources of the stories by gender, topic of the story and placement of the story.

3. Ask each group to make a presentation of their findings and

4. Guide the discussions concerning the presentations so that participants may appreciate how gender is presented in media content.

Portrayal of Women in the Media

The media are one of the most pervasive and most powerful socialisation tools influencing how society views men and women. All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical and limiting perceptions.

Three themes describe how media represent gender. First, women are underrepresented, something which falsely give the impression that men are the cultural standard and women are unimportant or invisible. Second, men and women are portrayed in stereotypical ways that reflect and sustain socially endorsed views of gender. Third, depictions of relationships between men and women emphasise traditional roles and normalise violence against women. We will consider each of these themes in this section.

Various mass communication researches conducted throughout the world show that news is told largely through the eyes, voices and perspectives of men. These researches show that media messages and images constitute a powerful social, cultural and political force and that there is a link between media output and social consciousness. The media because of its ability to reach a large number of people is well placed to influence the opinions, beliefs, attitudes and standards of a society. According to the 2015 'Glass Ceiling Study: Women and Men in the Media':

- Women are more likely to be 'seen' than 'heard' in the media. They constitute 29% of all images in newspapers in Tanzania compared with 22% of news sources in the print media. Being 'seen' may not be as effective as 'heard' especially when you take into account the images of women in the media which are predominantly sexist and show women in beauty pageants, as homemakers or victims;

- Women's voices are most likely to be heard in areas such as gender-based violence (71%) and gender equality (67%). Women's voices are least heard in topics such as mining (0%), labour (10%) and housing (10%);

- Voices of older women are very few. Women virtually disappear from the news at the age of 65 years and older;

- Gender biases in occupational categories are pronounced. Women predominate as sex workers, beauty contestants and homemakers, with no men appearing in the sex worker category and

- Women are more likely to be identified by a personal tag such as mother, wife or daughter than men.

Gender in Newsrooms

The 2019 Study, 'Challenging the Glass Ceiling: Women in Newsrooms in Tanzania' conducted by MCT found that:

- Women occupy low to middle level positions in newsrooms and it is very difficult to attain decision making positions even if they are better educated and experienced than their male counterparts;

- Women are still confined to report "soft news" assignments either by design or by accident such as entertainment, family issues, health rather than men who would be assigned cushy assignments covering high level politics, economics, investigative journalism and volatile situations;

- Women in newsrooms are discriminated in getting promotions and are more likely to be paid less than their male counterparts with the same qualifications (or even less) and experience;

- Women in newsrooms are susceptible to sexual harassment and gender-based violence (GBV) that also affects their career paths;

- Women's traditional roles and domestic responsibilities reduce their opportunities to participate in more challenging assignments and this impacts negatively in their career paths;

- Lack of self-confidence adversely affect women journalists career success;

- There are fewer women journalists in newsrooms than men even though more of the former graduate from journalism tertiary colleges and universities;

- The perception of danger inhibits skill building opportunities for female journalists and

- Most of the media houses do not have gender policies and even those who have don't put them to use.

Previous studies have shown that having women journalists does make a difference. The difference between the extent to which women and men reporters gain access to women sources is marked in Tanzania. Women constitute 43% of sources in stories written by women journalists in Tanzania, compared with 14% in stories written by men. This is an interesting finding as it brings up more questions. Do women journalists like to quote women sources? Or do women sources trust women journalists more? Do men have no easy access to women sources or don't they regard women sources as credible?

The media was identified as one of the "Critical Areas of Concern" in the 1995 Beijing Platform for Action (BPA), which gives a set of actions for governments, civil society, international organisations and the media to advance women's equality.

The two strategic objectives of the Beijing Platform's Section J on the media are:

- To increase women's participation and access to expression and decision-making in and through the media and new technologies of communication and

- To promote a balanced and non-stereotyped portrayal of women and girls in the media; encourage gender-sensitive training for media professionals and to take effective measures against pornography.

Activity 2

Key questions for spotting gender relations in media's content:

1. Are women seen in positions of power or are they seen in low status activities?

2. Are women and men seen actively asserting themselves in activities associated with power?

3. Who is seen more frequently providing information? Giving speeches? What is the media's role in perpetuating the low status given to women's activities?

4. Are the roles of women and men active or passive?

5. Are their activities traditional or non-traditional?

6. What is the sex of the spokesperson or voice of authority?

    Use newspaper articles or listen to radio news broadcasts or watch television news broadcasts and answer the questions above to see how gender power relations are represented in the media.

    Adapted from 'Mission Possible: A Gender and Media Advocacy Kit' by the World Association of Christian Communication (WACC), 2008

Section 2. The Media's Role in the Social Construction of Gender

'Yonder in the press gallery sits the Fourth Estate, and they are more important than them all.'

Lord Edmund Burke, Irish statesman, author and philosopher

Learning Objectives

By the end of the session the participants will be able to:

i. Discuss the journalists' perception of their role in society;
ii. Identify the elements of the power of the media and
iii. Discuss how the media can be a change agent for gender equality and justice.

Materials

• Flipchart and paper;
• Markers and
• Note cards.

Handouts

Instructions

Break participants into two groups. Write the following quote on a flip chart or board.

"In the world seen through the lens of the media, social and occupational roles are almost completely divided along gender lines. When women appear at all—and numerous studies around the world document their dramatic under-representation in almost all kind of media content—they tend to be depicted within the home and are rarely portrayed as rational, active or decisive."
Source: *Women and the Media,* by Margaret Gallagher. UN International Author Series, UN Department of Public Information, March 1995.

Ask one group to cite examples from their media (print or broadcast) which support the statement. The second group should highlight examples from their media outlets which show the opposite—women in diverse social and occupational roles.

Give each group 10 minutes to report back. The facilitator should write on the flip chart the examples cited. Discuss in plenary the picture of the media's depiction of women that emerges from the examples given. Use the pointers that emerge from the discussion to deliberate on the media's role in the society.

Since the 17th Century in Europe, the role of the press as the Fourth Estate and as a forum for public discussion and debate has been recognised. Today, despite the mass media's propensity for sleaze, sensationalism and superficiality, the notion of the media as watchdog, as guardian of the public interest, and as a conduit between governors and the governed remains deeply ingrained.

The media's ability to reach millions of people's homes make it is a powerful force in shaping attitudes. This force can be used either to maintain the inequalities in society, or can be used to challenge them. The media can thus be a powerful tool in shaping public opinion and influencing change in the society's value and beliefs by changing the way they report men and women, by confronting gender stereotyping and positive portray of women.

Through gender stereotyping and negative portrayal of women, the media tends to reinforce the negative perceptions held in society about women, their roles, their abilities and their potentials.

HANDOUT 3

Change Makers – Ros Atkins 50/50 Project

Ros Atkins, the presenter of the BBC's nightly primetime news programme *Outside Source*, has had a distinguished and successful career at the BBC. Despite his successes as a journalist and presenter, he knew he was not living up to his own and the BBC's values and mission when it came to gender equality on his show. The case offers an example of how transformative organisational change promoting gender diversity can come from an unexpected source and explores the personal, leadership and organisational challenges that emerge along the way.

> *'How It Happened' By Ros Atkins, presenter of BBC programme 'Outside Source'*
> What felt like something extra in the early days has become a normal part of our working day. In late 2016, I came up with a system to increase female contributors on BBC programmes. It costs nothing, takes two minutes a day and is voluntary. I asked one programme to try it for one month. 16 months later, over 80 BBC programmes are doing it, it's the biggest initiative of its type there's ever been in the BBC—and it's responsible for significant shifts in the make-up of our programmes. It's called 50:50 and this is how it works.
>
> I needed proof. It felt like many programmes, my own included, were stuck in a constant state of trying. We valued having as many women as men was important—but perhaps we'd also accepted that practicalities meant it wasn't possible. For instance, there are fewer female politicians, business leaders, senior scientists and so on, and that creates genuine challenges.

I should add that these are challenges the BBC was already addressing. Our 'Expert Women' scheme has provided media training and routes into broadcasting since 2012. For five years, Fiona Crack's brilliant 100 Women initiative has been showcasing women and their stories in BBC broadcasting around the world. And individually, many programmes were making their own efforts.

It wasn't that we weren't trying, but I was convinced we could shift from 'trying' to 'doing'. I was equally convinced I'd only be credible if I could prove it. My programme is *Outside Source* (9pm simulcast on BBC News Channel in the UK and to BBC World News' millions of viewers too) and it was the place to start.

I needed a system and decided its engine would be data collection. I was certain that if teams measured who was in each of their programmes, and then shared the results among themselves immediately after broadcast the effect would be potent; making us think about the issue every day and replacing our perceptions with a reality check.

Outside Source is an hour; it takes a minute to measure. My experience of having a programme monitored is that it can feel like an outsider pointing out your shortcomings. So my system would be entirely voluntary—and programmes would monitor themselves if they took part. Before any of that could happen, I needed my proof.

'Shall we try this for a month?' I asked my producers. And so we began.

In January 2017, 39% of *Outside Source*'s contributors were women—lower than we'd thought it would be. The team's motivation levels though were a different story. The daily act of measuring had transformed us and, led by two of my producers Jonathan Yerushalmy and Rebecca Bailey, we resolved to shoot for 50:50.

We established one clear rule: the best guest always go on air. This would not be journalism by quota, it would be an effort to improve our contacts and to identify subjects where we almost always talked to men and find some brilliant women as alternatives.

In February, 44% of *Outside Source*'s contributors were women.

In March, 47% of *Outside Source*'s contributors were women.

In April, 51% of *Outside Source*'s contributors were women.

And we've continued.

Since April of last year, we've averaged 52% each month.

We had the proof. We had also had the ratings. *Outside Source* is up 25% in the UK in the last two years. This lanced any flawed suggestion that changing our approach to contributors in any way jeopardises quality or success. In fact the opposite appears to be true.

I'd hoped we'd create a self-supporting network of programmes that would pool data once a month to create a little amicable competition—and we'd share contacts and best practice too. Slowly, it began to happen. To my intense excitement, the small group of new programmes doing 50:50 started to see their numbers shifting too.

And we started using what I've since learned is called 'devolved data collection'. Programmes were able to adapt the measuring system to match their work. This was vital as we became an increasingly diverse group. If programmes believed the system was fair to them it drastically increased the chance of them buying into 50:50.

We now have more than 80 BBC programmes on board—they come from across News, Sport, Children's, Documentaries, Politics, Science, Arts and a long list of broadcasts from BBC World Service including BBC Persian, BBC Russian and BBC Hindi. Some of them already have equal numbers of male and female contributors but the majority don't. Remarkably though, among all of those programmes, every one which has measured for more than two months has improved its overall number of women contributors, some to a significant degree.

What felt like something extra in the early days has become a normal part of our working day. The whole process has made our programme much better. This is something I hope can grow, not just at the BBC, but more widely.

Fig 1. Qualitative Gender Analysis of Stories

Positive Story	Negative Story
Gender balance of sources (voices)	Lack of gender balance of sources
Gender neutral language	Gender biased language
Awareness of differential impact of a project, decision, plan, activity, event etc. to men and women	Lack of awareness of gender dynamics
Fairness in approach to the issue • No double standards • No moralising • No open prejudice • No placing of blame based on gender	Biased coverage of an issue • Double standards • Moralising e.g. being judgemental • Open prejudice e.g.women are less intelligent than men • Ridicule e.g. women in certain situationsPlacing blame e.g. on rape survivors for their dress etc.
Challenges stereotypes	Perpetuates stereotypes
Simple, accessible gender sensitive language	Stereotypical gender biased language
Gender disaggregated data	Aggregated data
No evidence of hate reportage and promotion	Story degrades, incites gender based violence or hatred
Portrayal of both men and women is positive	Negative portrayal of women or men

Activity 6: Journalists' Perception of their roles in society

1. Give each participant a card and a marker.

2. Ask them to write two (2) examples of what they perceive of their role as journalists in society.

3. Put the cards up on the wall or a board and walk through the various answers with the group. When similarities occur, mark these to see if the group shares a common perception of their role.

Write the pointers below on a flipchart or board, and explain that the following are commonly held beliefs on the role of journalists in the context of the media's role in society.

1. The best service that the media can provide to the public, whether in a mature or emerging democracy, is that of a community watchdog. The watchdog function should be applied to all sectors of society;

2. Being a journalist is not only a job. Nor is it only a profession. Journalists should see and perform their role as a service in the public interest and

3. Performing a watchdog role and digging out the truth, journalists should be careful in presenting any revelation as an absolute truth.

   After discussing the above points with the participants, note together from the answers given by them on the cards, the words and perceptions that are the same as the pointers given.

Note for Facilitators: Mark the word **public** and ask the participants: "Who is the public? What are the different groups in society who comprise 'the public'?" Write up their definitions of the media's public and indicate that these questions will be looked at to analyse how well the media reflects, or does not reflect, in its coverage of the 'public'.

Participants may also consider whether the 'public' in media content is inclusive or exclusive of some groups—men, women, children, the elderly, people with disabilities, the poor etc in society.

Activity

> ## Independent Media
>
> An independent newspaper (media) is an honest broker of information for its readers without deliberate bias or favouritism. An independent newspaper (media) considers its independence it's most valuable commercial, editorial and moral asset. It guards its independence so that it can speak at all times to all members of its audience. It maintains its independence through thoroughly professional behaviour, whose principles it makes known to all its employees (policy) and to any readers or commercial customers who wish to know them. An independent newspaper (media) does not base its professional decisions on the narrow economic or political interests of any single entity, including itself.*Source: Chapter One .The Role of Journalism. New Times, Making A Professional Newspaper in an Emerging Democracy, by Tatiana Repkova, World Association of Newspapers, Paris 2001.*

- Give each participant a copy of the hand out on Independent Media. Ask someone in the group to read the handout, and ask the group for their opinion on the description of independent media given. (10 minutes maximum) and

- After the discussion, make note of the underlined words in the text—bias or favouritism, readers, to all members of its audience. Again, ask the participants to reflect on words like readers, all members of its audience, and to consider whether the media content is inclusive or exclusive of some groups: men, women, children, the elderly, etc, in society.

  Write the five pointers below on the board or flipchart, and then use the following discussion points to centre the discussion on gender in the media.

- **Key Points for Discussion**
  1. In looking at these five (5) pointers, there are still constraints the media everywhere has to overcome to fully reach the stage of .editorial independence. There are many who argue that there can never be a media that is completely independent of any forces;

  2. But the last point brings in a new dimension to the concept of editorial independence which lies within the power of the journalist and editor to change.

     This point is critical to any discussion on gender in the media, because it highlights the 'hidden' force of socialisation on the journalists' and editors' perception of where men and women 'should' be in society. Unconsciously these biases slip into media practices, often leading to negative or stereotypical portrayals of women and men, and into journalistic practices of gathering information which often exclude women as 'sources', thereby limiting their access to 'voice' in and through the media.

3. Research clearly shows that the mass media's relationship with women transcends class, cultural, national and regional boundaries. The way women and men are portrayed in the media in Africa has more similarities than differences, to the way men and women are portrayed in the media in Asia, Europe, Latin America, North America and the Caribbean. Throughout the world then, in terms of gender relations, the media acts as a cultural force, which subtly and indirectly, helps to shape, rather than merely reflect men's and women's social reality;

4. The biases and prejudices internalised by journalists and editors through their socialisation within the societies they now write about, has a greater influence on the media product produced daily than they realize;

   Through gender training, journalists and editors become more aware of how their own internal biases and prejudices influence their coverage just as much as external factors such as government censorship.

5. There is an assumption, which has been the preoccupation of mass communications research, that media messages and images constitute a powerful, social, cultural and political force, and that there is a link between media output and social consciousness and

6. The mass media are the main forms of communication used to reach a large number of people at any time. The media is well-placed to influence society's opinions, beliefs, attitudes and standards, as well as our notion of self, so that our idea of who we are as male and female is influenced by value-laden messages.
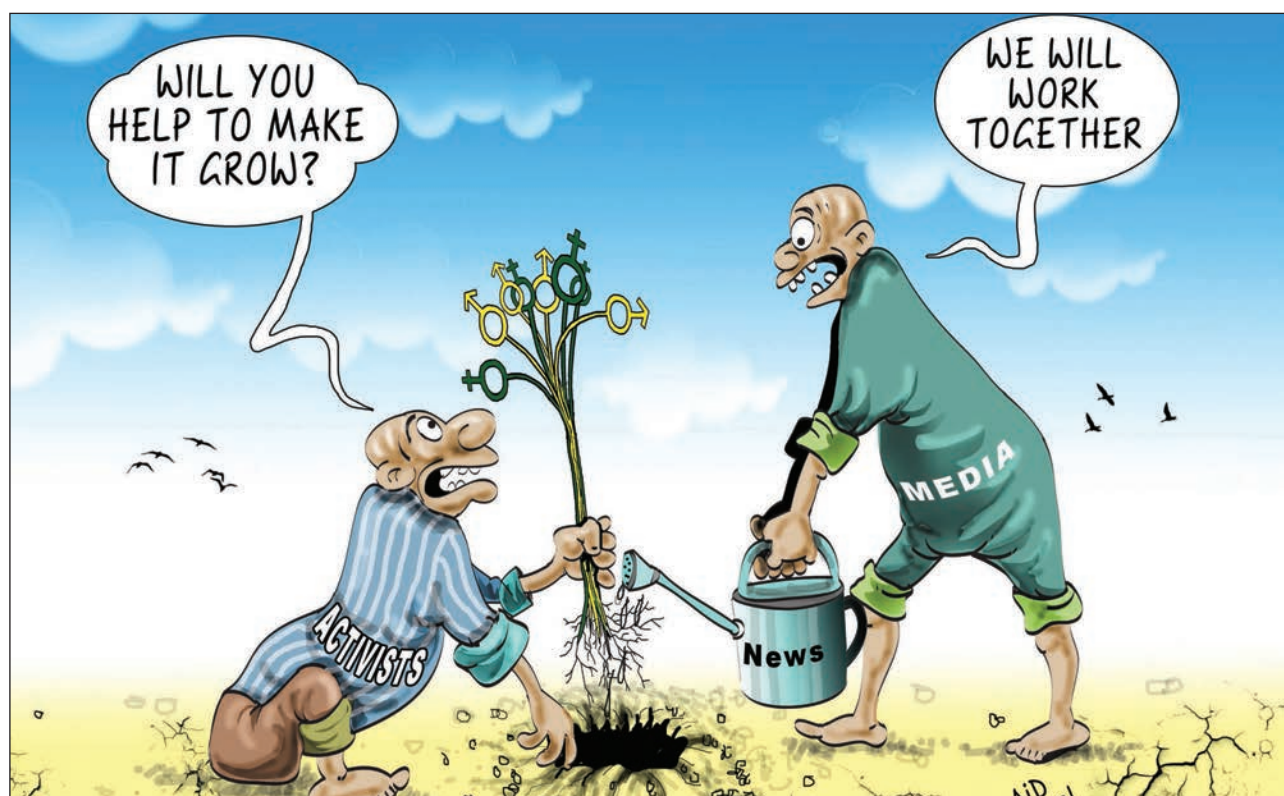
Chapter 4: INTERNATIONAL, REGIONAL AND SUB-REGIONAL GENDER EQUALITY AND WOMEN'S RIGHTS LEGAL INSTRUMENTS

Learner Objectives

By the end of the session the participants will be able to:

- Have knowledge of international, regional, sub-regional legal instruments promoting gender and women's equality;
- Discuss the challenges of implementing gender equality and
- Discuss how media's can assist in the actuation of the agreements, treaties, conventions and other goals promoting gender equality in Tanzania.

Materials
- Flipchart and paper and
- Markers

Instructions
Break participants into buzz groups and let them ponder on the statements below:

In spite of international, regional and sub-regional agreements and treaties, the denial of women's basic human rights is persistent and widespread. For example:
1. Over half a million women continue to die each year from pregnancy and childbirth-related causes;

2. Rates of HIV infection among women are rapidly increasing. Among those 15-24 years of age, young women now constitute the majority of those newly infected, in part because of their economic and social vulnerability;
3. Gender-based violence kills and disables as many women between the ages of 15 and 44 as cancer. More often than not, perpetrators go unpunished;
4. Worldwide, women are twice as likely as men to be illiterate;
5. As a consequence of their working conditions and characteristics, a disproportionate number of women are impoverished in both developing and developed countries;
6. Despite some progress in women's wages in the 1990s, women still earn less than men, even for similar kinds of work;
7. Many of the countries that have ratified CEDAW still have discriminatory laws governing marriage, land, property and inheritance and
8. Feminisation of migration and increasing of trafficking of women and girls and sex slaves has become an issue of great concern worldwide.

Ask the Participants to suggest story lines on the above issues. It should include what primary and secondary sources they will they use, reference to the various legal instruments etc.

The seriousness and commitment of nations on gender and gender equality is clearly shown by the signing and ratification of the legal instruments, declarations and policy frameworks which call for more gender consciousness, awareness, sensitivity, responsive and gender mainstreaming at every level to achieve the commitment.

Tanzania has signed and ratified a number of international, regional and sub-regional conventions and protocols on gender equality of which therefore it is required to periodically report to the concerned bodies.

It is important for journalists to know these legal instruments and what they advocate in relation to what is happening on the ground in the country. Knowing about them will enrich media content and provide a gender dimension in reportage especially when writing in-depth analytical pieces, backgrounders and opinion pieces.

Knowledge of these instruments will also enable journalists to play their watchdog role properly and hold accountable the government for unfulfilled commitments but also to keep track of progress made in various areas. Below is a summary explanation of international, regional and sub-regional conventions and protocols:

1.   The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

The Convention on the Elimination of All Forms of Discrimination against Women was adopted in 1979 and is lauded as the Bill of Rights for women's rights. It defines the right of women to be free from discrimination and sets the core principles to protect this right. It establishes an agenda for national action to end discrimination, and provides the basis for achieving equality between men and women through ensuring women's equal access to, and equal opportunities in, political and public life as well as education, health and employment. CEDAW is the only human rights treaty that affirms the reproductive rights of women.

The Convention has been ratified by 180 states, making it one of the most ratified international treaties. State parties to the Convention must submit periodic reports on women's status in their respective countries. CEDAW's Optional Protocol establishes procedures for individual complaints on alleged violations of the Convention by State parties, as well as an inquiry procedure that allows the Committee to conduct inquiries into serious and systematic abuses of women's human rights in countries.

Tanzania has ratified both CEDAW and the optional protocol. The optional protocol to the Convention on the Elimination of All Forms of Discrimination against Women gives individuals and groups of women the right to complain to the Committee on the Elimination of Discrimination against Women about violations of the Convention through an inquiry procedure, as well as a complaints procedure. An inquiry procedure enables the Committee to conduct inquiries into serious and systematic abuses of women's human rights in countries that become States parties to the Optional Protocol.

1   Beijing Platform for Action (BPA)

For women's international struggle to achieve equality, development, and peace the Beijing Declaration and Platform for Action of 1995 was the culmination of decades of a global movement that reflects the issues and concerns of the world's women at the end of the 20th Century.

The BPA is not a binding treaty and it does not provide a mechanism for redress of wrongs, nor is there any enforcement mechanism. Nevertheless, it is a consensus document, and it is the most comprehensive statement about the issues concerning women the world has ever seen. It addresses a range of problems from human rights abuses to poverty.

It recognises the lack of gender perspective from governmental decision-making to educational systems. It asks people and organisations, from trade unions to international bodies, to commit themselves to numerous actions, from researching gender issues in the media to eliminating violence against women.

The BPA establishes twelve Critical Areas of Concern that need to be addressed in order to achieve political, social, economic, cultural, and environmental security among all people. The twelve critical areas of concern identified in the Platform for Action are:

A. Women and poverty;
B. Education and training of women;
C. Women and health;
D. Violence against women;
E. Women and armed conflict
F. Women and the economy;
G. Women in power and decision-making;
H. Institutional mechanisms for the advancement of women;
I. Human rights of women;
J. Women and the media;
K. Women and the environment and
L. The girl-child.

The government of Tanzania committed itself to four of them, all very crucial and calling for gender equality; i.e. education of the girl child, women in power and decision making, health and economic empowerment.

2.   The African Charter on Human and Peoples Rights

The African Charter on Human and People's Rights provides for equality before the law, outlines the principle of non-discrimination on the basis of sex, age, ethnicity, race among others, in any sphere of life in enjoyment of all rights, and further provides for the elimination of discrimination against women and ensuring the protection of women's rights as articulated in international and regional instruments and policies.

Article 18 of the African Charter on Human and Peoples' Rights calls on all States Parties to *"eliminate every form of discrimination against women and to ensure the protection of the rights of women as stipulated in international declarations and conventions…"*

And to *"support the local, national, regional and continental initiatives directed at eradicating all forms of discrimination against women."*

3. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.

The Protocol to the African Charter on Human and Peoples' Rights on the rights of Women in Africa commonly known as the Maputo Protocol is a ground-breaking women's rights legal instrument that expands and reinforces the rights provided in other human rights instruments. The Protocol provides a broad range of economic and social welfare rights for women. Most importantly, it was produced by Africans and pays attention to the concerns of African women. The Maputo Protocol was adopted in Mozambique on July 11, 2003. It went into effect in November 2005 after 15 of the 53 African Union member states ratified it.

The Maputo Protocol came out of the realisation that women in Africa were often marginalised especially in the context of human rights and thus the need for an international binding instrument addressing and protecting their rights. The protocol among others requires African governments to eliminate all forms of discrimination and violence against women in Africa, and to promote equality between men and women.

Member states are obliged to integrate a gender perspective in their policy decisions, legislation, development plans and activities, plus ensuring the overall wellbeing of women.

The main articles of the Maputo Protocol include:

1. Elimination of discrimination against women;
2. Right to dignity;
3. Right to life, integrity and security of the person;
4. Elimination of harmful practices(especially Female Genital Mutilation (FGM) and other traditional practices that are harmful to women);
5. Marriage, separation, divorce and annulment of marriage;
6. Access to justice and equal protection before the law;
7. Right to participation in the political and decision-making process;
8. Right to peace;
9. Protection of women in armed conflicts;
10. Right to education and training;
11. Economic and social welfare rights;
12. Health and reproductive rights;
13. Right to food security;
14. Right to Adequate Housing;
15. Right to positive cultural context;
16. Right to a healthy and sustainable environment;
17. Right to sustainable development;
18. Widows' Rights;

19. Right to inheritance;
20. Special protection of elderly women;
21. Special protection of women with disabilities and
22. Special protection of women in distress and remedies.

It's important to note that there are two contentious issues in the Maputo Protocol which have brought about its opposition; the article on reproductive health, especially on legalization of abortion, which is mainly opposed by religious bodies and the provisions on female genital mutilation, polygamous marriages and other traditional practices.

These are some of the reasons that have led to the slow ratification of the protocol by many African states. Of the 53 African Union member states, 46 have so far signed the Protocol and as of July 2010, 28 countries have ratified it. Four countries have neither signed nor ratified the Maputo Protocol.

The SADC Gender Equality Agreement of 1997

This specifies clearly the move towards gender equality and the timeframe, beginning by 30% of women representation by 2005 to 50% by 2015. Tanzania has signed and ratified the treaty and fulfilled its commitment to the 30% representation of women in decision-making positions in 2005. The Declaration also reaffirms the commitment of the member states towards:

i.   Placing gender firmly on the agenda of the SADC Programme of Action and Community Building Initiative;

ii. Ensuring the equal representation of women and men in the decision-making of member states and SADC structures at all levels, and the achievement of at least thirty percent target of women in political and decision-making structures by year 2005;

iii. Promoting women's full access to, and control over productive resources such as land, livestock, markets, credit, modern technology, formal employment, and a good quality of life in order to reduce the level of poverty among women;

iv. Repealing and reforming all laws, amending constitutions and changing social practices which will still subject women to discrimination, and enacting empowering gender-sensitive laws;

v.   Enhancing access to quality education by women and men, and removing gender stereotyping in the curriculum, career choices and professions;

vi. Making quality reproductive and other health services more accessible to women and men;

vii. Protecting and promoting the human rights of women and children;

viii. Recognising, protecting and promoting the reproductive and sexual rights of women and the girl child;

ix. Taking urgent measures to prevent and deal with the increasing levels of violence against women and children and

x. Encouraging the mass media to disseminate information and materials in respect of the human rights of women and children.

4. The Paris Declaration on Aid Effectiveness.

The Paris Declaration provides an action-oriented roadmap for aid reform built around five main principles. For these reforms to have the desired impact it is critical that gender equality and women's empowerment are adequately analysed and captured in the evolving new approaches to aid delivery and partnership.

These reforms also provide an opportunity to improve on current practice of donor agencies, recipient governments and civil society in pursuit of gender equality, to the betterment of women and men, boys and girls.

Partner countries and donor agencies are currently working on translation of principles to concrete action and this provides a significant opportunity to embed gender equality in the mechanisms and measures being developed.

5. The Sustainable Development Goals (SDGs)

In September 2015, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development Goals that includes 17 sustainable Development Goals (SDGs). The SDGs were developed in the Post-2015 Development Agenda s the future global development framework to succeed the Millennium Development Goals which ended in 2015.

The 17 Sustainable Development Goals (SDGs) are:
Goal 1. End poverty in all its forms everywhere;
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture;
Goal 3. Ensure healthy lives and promote well-being for all at all ages;
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
Goal 5. Achieve gender equality and empower all women and girls;
Goal 6. Ensure availability and sustainable management of water and sanitation for all;
Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all;
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation;
**Goal 10.** Reduce inequality within and among countries;
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns;

Goal 13. Take urgent action to combat climate change and its impacts;

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development;

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels and

Goal 17. Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.

Each of the goals has specific stated targets and dates for achieving those targets.
Gender and the SDGs

SDG 5 is focused on pursuing the main goal of real and sustained gender equality in all aspects of women and girls' lives which includes: (1) ending gender disparities; (2) eliminating violence against women and girls' lives; (3) eliminating early and forced marriage and (4) undertake reforms securing equal participation and opportunities for women and girls to political and decision making positions, economic resources and access to ownership of property.
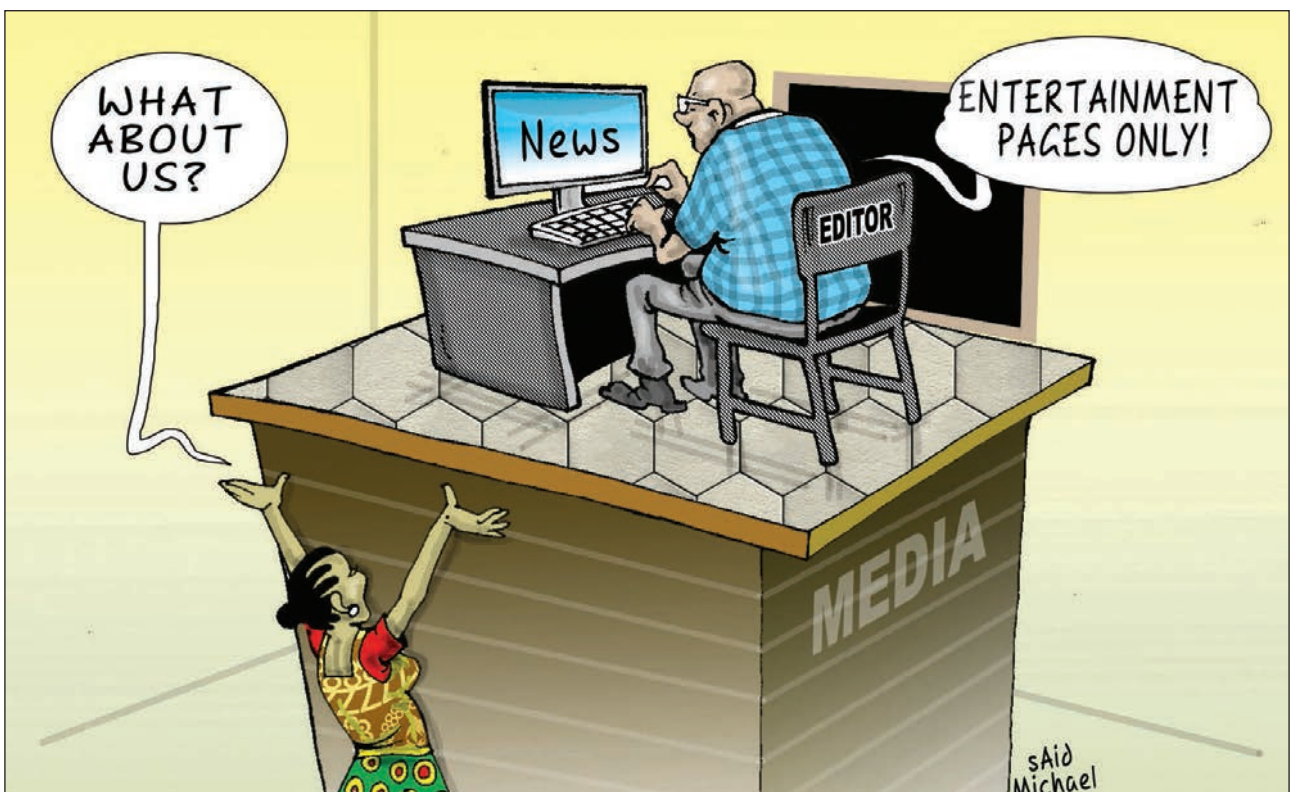
Chapter 5: Techniques for Promoting Gender Sensitive Coverage

Learning Objectives

By the end of the session the participants will be able:

1 To identify and recognise how journalists' and editors' biases and prejudices, as a result of socialisation, are reflected in the media product;
2 To help journalists and editors to reflect and analyse who has media access as well as to detect the various messages transmitted by the media and
3 How to write gender sensitive stories

Activity 8

Materials

- Flipchart and paper;
- Markers;
- Note cards and
- Handouts.

Handout: Communicating Gender

Communicating gender requires journalists and other media practitioners to observe the ways people may be marginalised because of their gender (their defined social role in society) as well as race/ethnicity, class/caste, age and other such factors. Who gets coverage? From what perspective? Through which lens? Reflecting which stereotypes about people from different gender, race/ethnic, class/caste and other groups? Are stories helping to advance gender equality and equity in society or are they angled in a way that upholds traditional attitudes and values? Are women's or men's concerns being separated from the concerns of society in general?

Source: Gender Mainstreaming in Information and Communications, Joan Ross Frankson, Commonwealth Secretariat, May 2000

In training, journalists are taught about the principles of journalism which are truthfulness, accuracy, objectivity, impartiality, fairness, and public accountability, in the acquisition of newsworthy information and its subsequent dissemination to the public.

Journalists are required to report on events as they are, and not let their opinions or biases become part of the reportage. The only genre that allows the media practitioner to vent his or her own personal views on an issue is the editorial or opinion piece.

But it has become increasingly clear that the gender biases of journalists and editors get into the way in the process of gathering information, interviewing sources and reporting events and issues.

Journalists are now re-trained to be aware of the gender biases inherent in their work and in the final media product, and to work towards the objective of being balanced in their coverage of events and issues.

This balance is obtained by:

- Including more than one perspective or one voice in a story;
- Including more than just the views of men or the views of only men and women who are in positions of power or formal authority;
- Seeking the 'missing' voices;
- Being conscious of language that reinforces stereotypes;
- Tagging women and men according to traditional gender roles;
- Thorough research to understand the myriad of aspects of the issued being reported and
- Including the gender perspective in coverage of all issues.

GENDER RELATIONS IN THE MEDIA

1. What are some of the ways these power relations are represented in the media? Are women seen in positions of power, or, are they seen in low status activities?

2. Are women and men seen actively asserting themselves in activities associated with power?

3. Who is seen more frequently providing information? Giving speeches?

4. What is the media's role in perpetuating the low status given to women's activities? For example, how does the media portray market women? Women involved in cross-border trading? Women who are subsistence farmers?

GOOD REPORTING

As journalists gain new knowledge on how to cover ongoing issues in society, this knowledge has to be translated into stories for the media. The media principles of good reporting are:

- Accuracy and balance;
- Clear and concise writing;
- Well-focused diversity of sources and
- Context.

Accuracy is one of the hallmark principles of the media profession. A journalist should always strive to present facts, and not his or her opinions and biases and prejudices when writing news, news analysis and feature stories. Journalists should never bend, twist or create truth.

Balance is created through providing a diversity of sources in a story and by ensuring that the journalists' own biases and interests do not influence what facts are included or excluded; or who is interviewed and who is not. In a training programme conducted by the Inter Press Service (IPS) on gender in the media, journalists admitted that women are often not interviewed because of the journalists' own beliefs such as these: women are not knowledgeable on issues; rural women are illiterate and uneducated or, women do not know anything about economics.

These biases kept the journalists from interviewing women, and this created an imbalance in terms of who was speaking in their stories. Balance also means giving all sides of an issue, the dominant view, as well as conflicting or complementary views.

Getting the right facts, situating the issue being reported within the local, regional or global situation and the use of relevant data, are just some of the key ways of providing context to a story.

Clear and concise language help the journalist to communicate the issue that is being reported. By understanding terminology and explaining the 'jargon', journalists enhance their writing skills by finding more effective ways to explain an issue to the public.

 It cannot be over emphasised that gender- sensitive reporting is more than a moral imperative. It is just plain good reporting. Here are a few pointers:

- Fairness and accuracy is one of the greatest guarantees for a better, more gender sensitive copy. While every reporter comes to a story with their own baggage and assumptions, that shouldn't detract them from aiming for clear writing and overall excellence in journalism;
- When covering gender-specific crimes (like rape, sexual harassment and child abuse) the principles of basic crime reporting apply. Imputations of blame should be removed from all copy – as should questioning the veracity of the victim's story. Ask yourself: would you put the same questions to somebody who has been hijacked, or whose house has been burgled?
- News journalism is about writing the story straight, without unnecessary adjectives or descriptions. News reporting on women that is riddled with adjectives and descriptions pertaining to the body and appearance, and notions of "good behaviour" is a violation of this norm;
- Often, journalists will bypass senior women and access their male subordinates for comment and analysis. This is, simply, not professional. Also, to the extent that there is a dearth of women sources, reporters should be encouraged to cultivate such sources and
- Gender should form part of the ethical code, editorial guidelines, and style guide of organisations. It should not be left to the goodwill of individuals.

The Gender Dimensions of Ethical Reporting

Ethics relate to professional standards of what is wrong and what is right adopted by the media to guide its work. 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. The Media Council of Tanzania Codes of Ethics for Media Professionals are boosted by the Gender Codes of Ethics developed in 2010 and reviewed in 2019.

Given that gender perceptions and stereotypes are deeply ingrained in the socialisation of every media practitioner, ethical codes are perhaps the best way for beginning to address these assumptions. Such codes need to raise issues such as: do reporters make an effort to access both male and female sources in any given story? Are male and female sources treated in the same way? For example, are women described according to their husbands, their dress, their beauty or some other factor that has no bearing of the story? What is the policy on the use of sexist language etc?

Values: If it bleeds, it leads

Ultimately, the content, arrangement and placement of stories are greatly influenced by the values of a particular society and of the particular media house. A news value, in simple terms, is the worth accorded to a story. Generally, reporters have had

drummed into them the slogan that "if it bleeds, it leads." Often stories in which women feature are assumed to be "soft stories" and assigned less prominence than stories in which men are the dominant players, with the odd exception of stories that portray women as victims, objects or commodities placed in prominent places because such stories are assumed to sell.

ETHICAL CONSIDERATIONS	GENDER DIMENSIONS
SEEK TRUTH AND REPORT IT AS FULLY AS POSSIBLE	
Inform yourself continuously	Are you up to date on 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?
ACT INDEPENDENTLY	
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?
MINIMISE HARM	
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?

VISUALS

Visual images have a powerful and profound effect on how we view the world, often leaving a much more pronounced effect than the written or spoken word. Gender stereotypes are heavily imbedded in all forms of visual images—photographs, clip art, cartoons, billboards, and television. Although many visual images reinforce gender stereotypes, they can also become a powerful force for challenging gender stereotypes.

The visual images used in communication reflect and recreate perceptions of the world and society around us. As media workers capture and reproduce images, we single out and emphasize what we think is important, underplay or simply ignore other factors, and exaggerate or distort still others. Visual images reflect and transmit of the maker's deepest beliefs and understandings. In this process media workers repeat and sometimes create gender stereotypes.

When media practitioners, make or reproduce visual images of men and women, they are very likely to draw upon and express their own perceptions about male and female persons – about gender roles and behaviour; about how women and men act and think; and also their beliefs about people's physical appearance, even their body shapes.

These beliefs often represent gender differences that exist in our societies; but they often also reflect our deepest stereotypes and prejudices. For the audience as well, peoples' preconceptions will affect how they view an image—which in turn picks up on their beliefs and experiences. As media workers need to be continuously aware of this process of interpretation. It is thus important to analyse how images in the mainstream media reflect and project current beliefs, prejudices, and stereotypes around gender; how these images are interpreted; and how to deal with myths, the misrepresentations, and the real problems that emerge from this process.

Negative gender images on billboards, newspapers, television and magazines can significantly contribute to sexist attitudes and behaviour. In addition to these media images, sexist attitudes and behaviour that men display toward women in everyday situations, even physical abuse in the form of domestic violence, are part of our everyday visual consumption.

This "psychology of seeing" by readers is of particular importance to photographers, to sensitize them into framing images in ways that are not harmful but also challenge the stereotypical images of women. Subeditors and editors also need to be particularly aware of the powerful influence that images in the media can have. In the newsrooms of the region, it is alarming to note how some media practitioners, including the most experienced ones, have inadequate visual literacy skills. That is why the task of discerning gender "images that injure" is becoming much more difficult. Coupled with the male domination of newsrooms, a very bleak and out of focus picture emerges.

Activity

Materials
Flipchart;
Markers and
Newspapers/Magazines

Divide the participants into groups and ask them to scrutinize pictures of men and women from local newspapers and magazines and examine them more closely for what they say about gender. Ask participants to note the frequency, type and placement of images of women and men in the print media. They should also interrogate the following:
* What else is shown about gender through these pictures?
* What are the people doing?
* What aspects of the people are portrayed in the pictures?
*Look at specific photographs to ask what this picture tells about the individuals shown: is it a character, a stereotype of a person, or does it show an individual who has specific characteristics, attitudes or behaviour?
Ask them to present their view of what they have seen in the newspapers they have gone through.
This exercise will help participants to see firsthand how men and women are treated differently in media visuals.

List of Gender Terminologies

Term	Definition
Sex	Sex refers to the biological characteristics that define humans as female or male.
Gender	The economic, political, and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time. Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them.
Gender Roles	Communities and societies create social norms of behaviour, values, and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social criteria rather than biological. For example, childbearing is a female sex role because men cannot bear children. Although both men and women can rear children, these duties are socially assigned.
Gender Relations	A term that emphasises the relationship between men and women as demonstrated by their respective roles in power sharing, decision making, the division of labour, returns to labor, both within the household and in the society at large.
Gender mainstreaming or integrating	The process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes in any area and at all levels. It refers to strategies for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring, and evaluation of policies and programs in all

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	political, economic, and social spheres—such that inequality between men and women is not perpetuated. A continuum exists for gender mainstreaming. Gender-negative refers to development activities in which gender inequalities (norms, roles, and stereotypes) are reinforced in the process of achieving desired development outcomes. Gender-neutral activities are ones in which gender is not considered relevant to the development outcome but the process and the outcome do not worsen or improve gender norms, roles, and relations. Gender- sensitive activities view gender as a means and aim to redress existing gender inequalities and gender norms, roles, and access to resources so that project goals can be reached. In Gender-positive activities, the focus remains on development outcomes, but changing gender norms, roles, and access to resources is seen as central to achieving positive development outcomes. For Gender-transformative activities, addressing gender issues is viewed as central to both positive development outcomes and transforming unequal gender relations to promote shared power, control of resources, decision making and support for women's empowerment.
Gender Analysis	A systematic approach, usually using social science methodologies, for examining problems, situations, projects, programs, and policies to identify the gender issues and impacts. There are a number of tools available for conducting gender analyses. Gender analysis of a development programme involves identifying the gender issues for the larger context (i.e. structural factors); specific sites; and the issues and differential impacts of programme objectives, strategies and methods of implementation. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision or plan will affect men differently from women in areas such as access and value of

	labour, property access and ownership, access to information services and social status
Gender Disaggregated Data	Information differentiated on the basis of what pertains to women and their roles and to men and their roles. More correctly termed sex-disaggregated when collected and analysed for men and women.
Gender Role Stereotyping	The portrayal, in media or books or conversations, of socially assigned gender roles as "normal" and "natural."
Gender Division of Labour	An overall societal pattern where women are allotted one set of gender roles and men are allotted another set. An unequal gender division of labour refers to situations in which there is an unequal division of the rewards of labour by sex, i.e. discrimination. The most obvious pattern in the gender division of labour is that women are mostly confined to unpaid domestic work and unpaid food production, whereas men dominate in cash crop production and wage employment.
Gender Equality	Refers to the absence of discrimination, on the basis of a person's sex, in the allocation of resources or benefits or in the access to services. Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviors, aspirations, and needs of women and men are considered, valued, and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female. Inequality, discrimination, and differential treatment on the basis of sex can be structural (i.e. it is practiced by public or social institutions and maintained by administrative rules and laws and involves the

	distribution of income, access to resources, and participation in decision making).
Gender Equity	Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities (e.g. equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value). In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. Specific measurements and monitoring are employed to ensure that, at a minimum, programmes, policies, and projects implemented do not leave women worse off than men in their peer groups and families and that measures are taken to compensate for historical and social disadvantages.
Gender Sensitivity and Gender Awareness	The ability to recognise gender issues and especially the ability to recognise women's different perceptions and interests arising from their different social location and different gender roles. Gender sensitivity is considered the beginning stage of gender awareness. The latter is more analytical, more critical, and more "questioning" of gender disparities. Gender awareness is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface or are "hidden" (i.e. not part of the general or commonly accepted explanation of what and where the problem lies).
Gender Blind	Person, policy, or institution that does not recognise that gender is an essential determinant of the life choices available to us in society.
Women in Development(WID)	An approach to development that arose from a realisation that women's contributions were

	being ignored. This situation led to many failures in development efforts. Accordingly, WID projects frequently involve only women as participants and beneficiaries.
Gender and Development(GAD)	This approach shifts the focus from women as a group to the socially determined relations between women and men. A GAD approach focuses on the social, economic, political, and cultural forces that determine how men and women might participate in, benefit from, and control project resources and activities differently.
Gender Planning	A planning approach that recognises the different roles that women and men play in society and the fact that they often have different needs.
Practical Gender Needs and Strategic Gender Needs	A two-part typology developed by Caroline Moser (1993) with Practical Gender Needs (PGNs) and Strategic Gender Interests (SGIs). PGNs are those needs that have been identified by women within their socially defined roles as a response to an immediate perceived necessity (e.g. inadequacies in living conditions such as water provision, healthcare, and employment). They do not challenge gender divisions of labour and women's subordinate position in society. In contrast, strategic gender interests (SGIs) vary by context and are identified by women as a result of their subordinate social status. They tend to challenge gender divisions of labour power and control, as well as traditionally defined norms and roles (e.g. legal rights, domestic violence, equal wages, and women's control over their bodies).
Gender-Based Violence	An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual

	exploitation/abuse and forced prostitution, domestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honour killings and widow inheritance.
Gender Norms	Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how men and women should be and act. Internalised early in life, gender norms can establish a life cycle of gender socialisation and stereotyping

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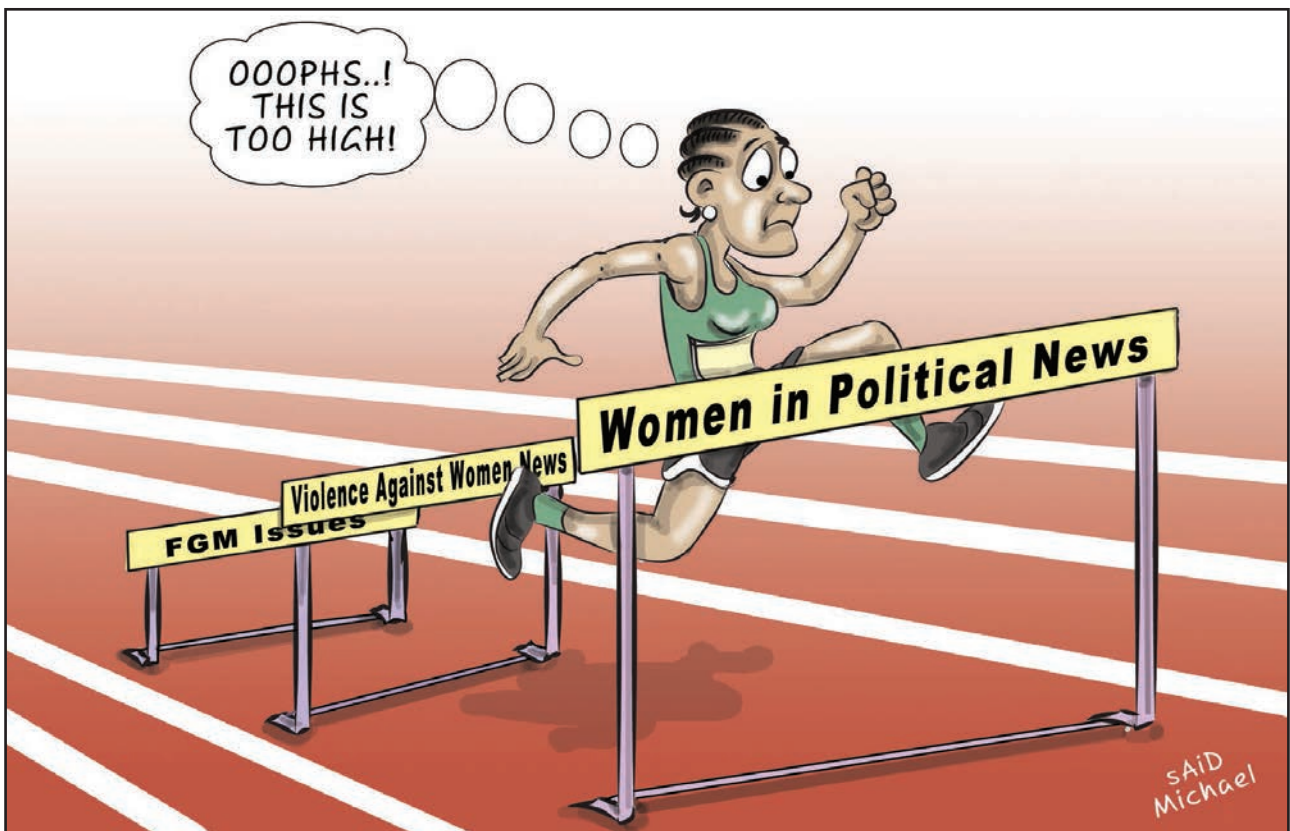
Appendix 2

GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

CHECKLIST OF KEY QUESTIONS

GENDER REPRESENTATION IN THE MEDIA

1. Count the women and the subject areas in which they appear. Are they evenly distributed, or is the balanced skewed?

2. Women speaking: Are they represented in a way that allows them to speak with dignity and authority? What is the sex of the spokesperson or voice of authority?

3. Gender roles: Are traditional gender roles reinforced for example in relation to portrayal of family life or occupation outside the home or avoided?

4. Superwoman stereotype: Are active, independent women represented as if they are 'superwomen'? 5. Natural woman stereotype. Does the content reinforce the stereotype of women as innately docile, emotional, non-analytical, technically, inept, etc?

6. Sex-object stereotype: Are women represented primarily as objects of male desire?

7. The beauty myth: What physical attributes apply to male and female participants for example in relation to age, body weight, skin tone, clothes?

8. Violence against women: Does the material normalise violence? Does it suggest that women accept or enjoy violent treatment? How are female survivors of violence portrayed?

9. Multi-dimensionality: Does the representation encourage readers to understand women's many dimensions in terms of personality, capabilities, tastes, preferences, etc?

10. Diversity: Does the material reflect the diversity of age groups, social classes, ethnic groups, physical characteristics of women and men in the community as a whole?
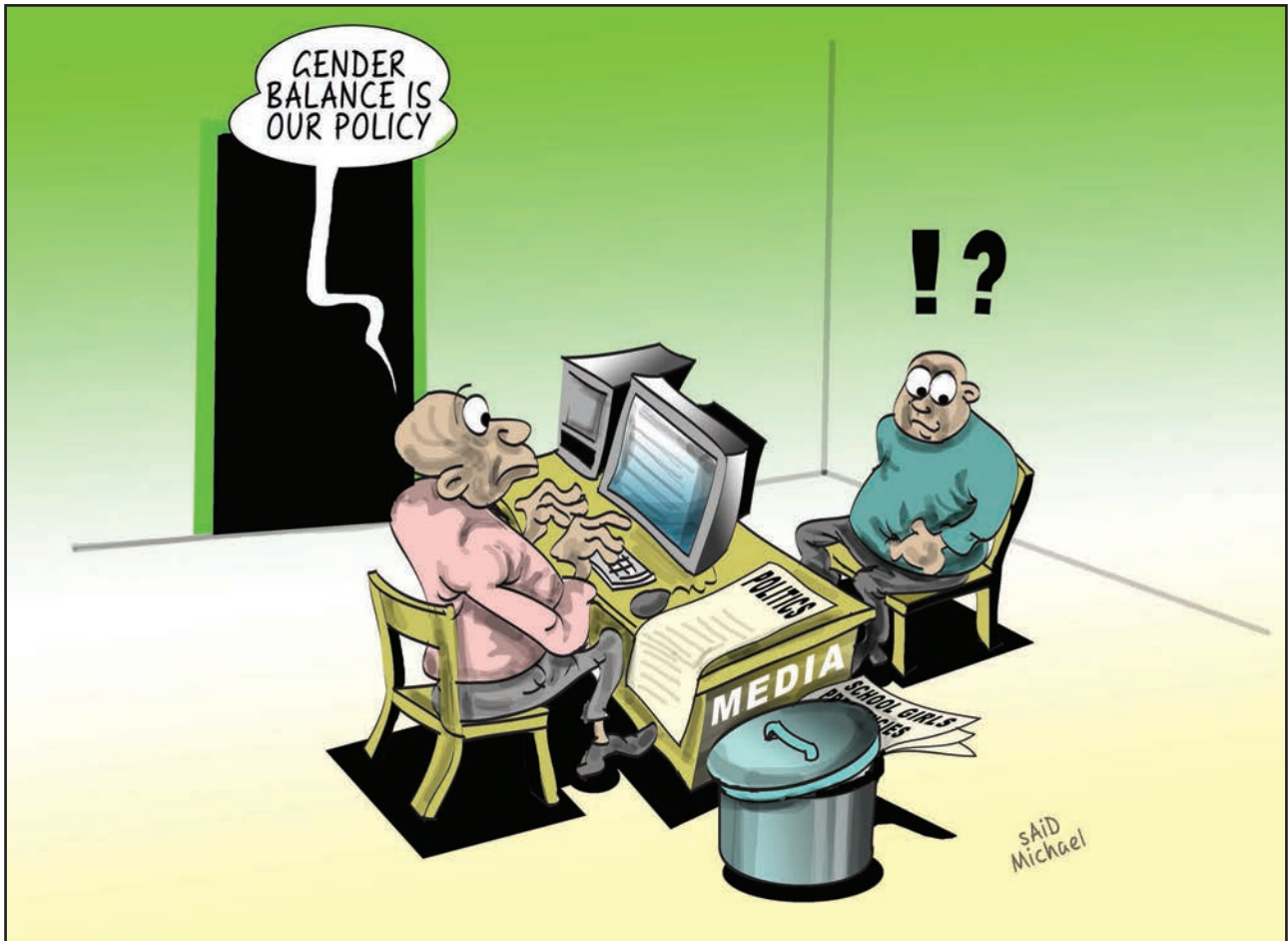
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- *Whose News? Whose Views? Southern Africa, Gender in Media Handbook*, Gender Links, 2001

- *Women in the News: Strengthening the Voice and Visibility of Women in the African Media's Coverage of Elections, Politics and Governance, IPS Africa, 2004*

- *Women, Media and Sport, Challenging Gender Values*, Pamela J. Creedon, Sage, 1994

- *Gender Links Virtual Resource Center (VRC),* an online compilation of media articles from across Southern Africa which can be used to teach the good and bad aspects of reporting and editing of a variety of issues from a gender perspective. The VRC can be found at www.genderlinks.org.za
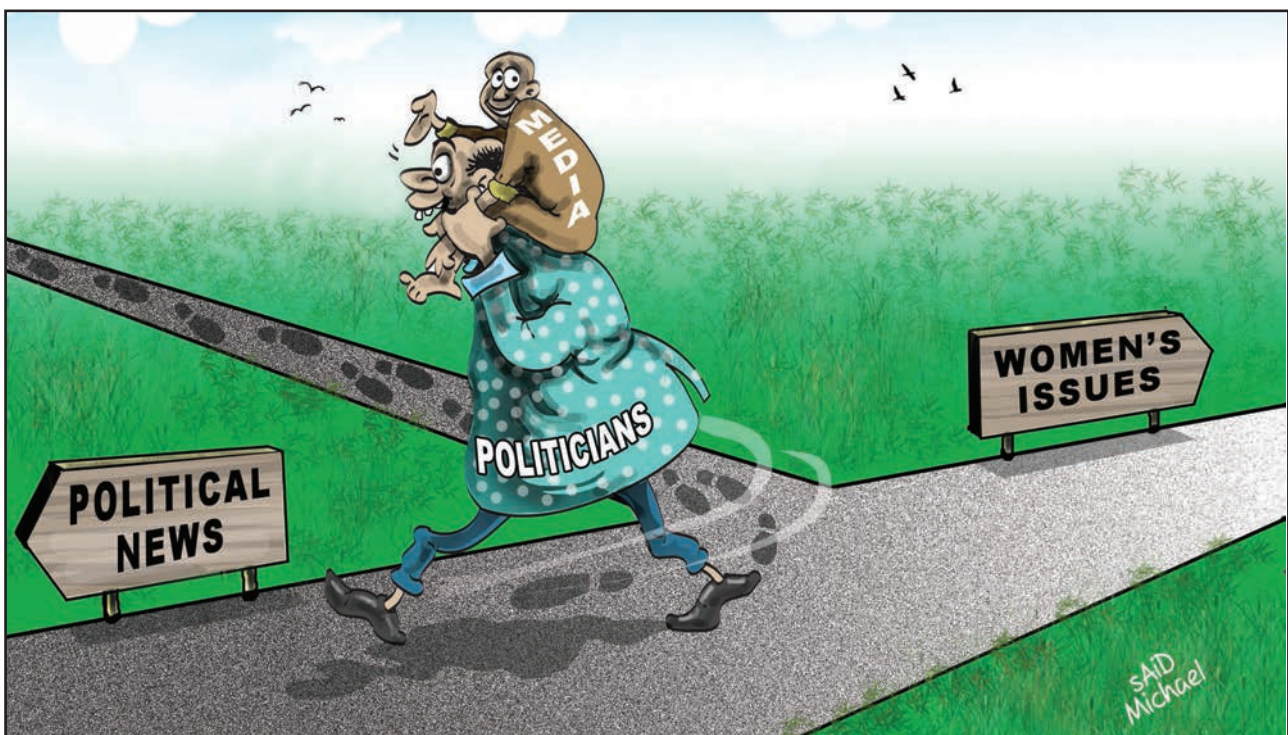
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- *Diversity in Action, HIV and AIDS and Gender Policies in Newsrooms, Media Action Plan Handbook, Second Edition, Gender Links, 2007*

- **Reporting on Gender-Based Violence**

- *Empowering Messages What You Should Know: Strategic Communication and Gender-Based Violence*, **Media Monitoring Africa**

Introduction to Television Production

- *Featuring Females, Feminist Analyses of Media, edited by Ellen Cole and Jessica Henderson Daniel, 2005, American Psychological Association*

Media & Gender Policy Documents

The following is a selection of policy documents related to gender and the media that may be useful for your work and research (listed in alphabetical order):

The Bangkok Declaration (1994) Adopted at the Women Empowering Communication Conference, February 1994, Thailand.

- The New York Declaration (2017)

- International Covenant on Economic, Social and Cultural Rights

  Adopted by the UN Economic and Social Council, May 22nd 2009, Geneva.

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  In the Beijing Declaration and Platform for Action adopted at the UN Fourth World Conference on Women, Beijing, 1995.

- Gender and Media – A Holistic Agenda (2018)