



## CITIZENS DEMAND GENDER AWARE MEDIA

### Results statement

Over 1500 citizens in ten countries have engaged critically with gender and the media through media literacy training targeted at the general public, local government, women in politics, institutions of higher learning and schools. This has resulted in women running successful election campaigns; complaints being taken up with the media; and a variety of self-productions using new media.

### Context and theory of change

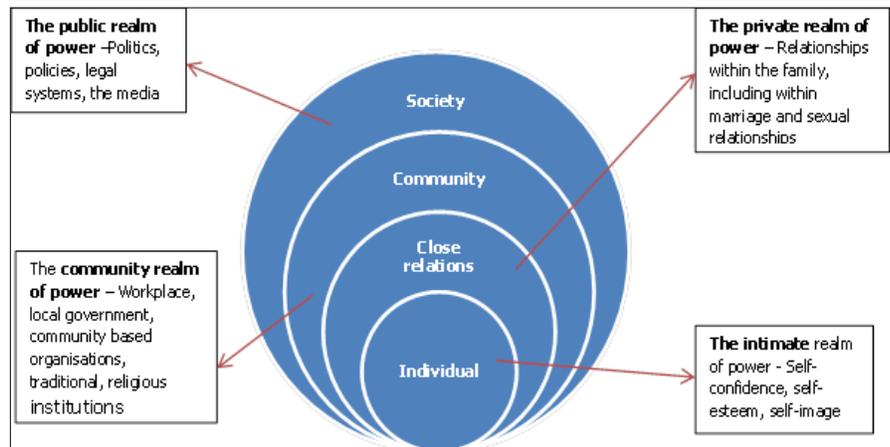
The media is an example in GL's ToC of a critical area of the "public realm of power" that can either be part of the problem – reinforcing gender stereotypes – or part of the solution – helping to challenge them.

The 2010 Gender and Media Progress Study (GMPS) showed that women constituted 19% of news sources in the Southern African media. Women are also often portrayed in a limited range of roles, and treated as objects for the pleasure of men in advertising and popular culture.

GL has adopted several strategies in its gender and media work to change this "vicious negative cycle" of gender blindness and blatant stereotypes into a "virtuous positive cycle" of gender aware reporting that gives

equal time and space to the views and voices of all categories of women and men; challenges gender stereotypes, and promotes agenda setting gender debates. These range from working with media policy bodies and training institutions to working directly with media houses that

**GL's Theory of Change** Reinforced in formal and informal ways, gender inequality begins in the home; is perpetuated by the family; schools; work place; community, custom, culture, religion and tradition as well structures within society more broadly—the media, new media, popular culture, advertising, laws, law enforcement agencies, the judiciary and others. While society generally identifies other forms of inequality, gender inequality is so *normalised* that it often goes unnoticed, including by women who have been socialised to accept their inferior status. Gender inequality follows the *life cycle* of most women from cradle to grave. Despite changes in laws and Constitutions, many women remain minors all their lives – under their fathers, husbands, even sons, and as widows subject to male relatives. GL led the campaign for a Southern African Development Community (SADC) Protocol on Gender and Development with 28 targets to be achieved by 2015. GL works to achieve these targets in its media, governance and justice programmes. [Click here to read more on GL's ToC.](#)



have elected to become Centres of Excellence for Gender in the Media. Another key strategy, and one of the most effective forms of pressure, is to work with media consumers to discover their innate strength in relation to the often assumed all-powerful media.

The gender and media literacy course aims to create a critical citizenry that is able to interpret and make informed judgements as media consumers. Citizens are empowered to hold the media accountable, use the media effectively create information and their own media messages. Through GTF funding, GL has since conducted media literacy training courses in Botswana, DRC, Lesotho, Mozambique, Malawi, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe with a variety of target groups and partners:

<b>Country</b>	<b>Target group</b>	<b>Partners</b>
Botswana	Members of the public	University of Botswana
	Women in politics	Botswana Association of Local Authorities (BALA)
DRC	Members of the public	UCOFEM
Lesotho	University students	Institute for extra Mural studies (IEMS) national University of Lesotho)
Madagascar	Women in politics	FPPE
Malawi	University lecturers	Polytechnic of Malawi
	University students	Polytechnic of Malawi
	University students	Malawi Institute of journalism
Mauritius	Members of the public	Media Watch Organisation
	Women in politics	Media Watch Organisation
Mozambique	Members of the public	Gender and media Southern Africa (Mozambique) Forum Muhler
Namibia	High school learners	Gender and Media Southern Africa (GEMSA Namibia)
	Women politicians	N/A
Seychelles	Members of the public	Gem Plus
South Africa	Members of the public	N/A
South Africa	Media practitioners	Love Life
Swaziland	Members of the public	University of Swaziland
Tanzania	University Students	University of Dar es Salaam Gender and Media Southern Africa Tanzania (GEMSAT)
Zambia	Members of the Public	Zambia Institute of Mass Communication Gender and Media Southern Africa (GEMSA) Zambia
Zimbabwe	University students	National University of Science and Technology (NUST)

### **Approaches, methods and tools**

***Flexible training materials:*** The gender and media literacy course entitled *Watching the Watchdogs, a Gender and Media Literacy Toolkit for Southern Africa* consists of binder, “core”

exercises and notes. Each module allows for maximum participation and creativity on the part of learners, as well as adaptation to local circumstances. The binder format allows participants, at whatever level or in whichever location, to add material based on the numerous exercises and assignments. The materials take account of the Outcomes Based approach to Education (OBE).

**Course accreditation:** The South African Qualifications Authority (SAQA) through the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA) accredited the gender and media literacy course. This means any person who undertakes the gender and media literacy training will accrue credits towards a formal qualification.

### **The experience of implementation**

Over the last five years, GL rolled out the gender and media literacy in 14 Southern African countries to different target groups. The course has been undertaken with citizens, learners, NGOs, women in politics, NGOs, educators and journalists. Participants produced projects as part of the course.

Working with members of the public is a very important strategy to grow a critical citizenry. The challenge is that these participants do not have an institutional base. Keeping track of participants during and after the course is difficult. GL changed strategy to work with people who are linked with partners such as the institutions of higher learning, local councils and women politicians. The examples below illustrates the versatility of the media literacy course:

### **When one plus one equals three - GL and Love Life**

LoveLife, South Africa's largest national HIV prevention initiative for young people, expressed an interest in working with GL to mainstream gender in the work of this coalition of NGOs. loveLife programmes are implemented by a national youth volunteer service corps known as ground breakers in partnership with more than 200 community-based non-government organisations, 5 600 schools and 500 clinics across South Africa. These programmes reach 500 000 youth every month through direct face-to-face interaction - and are complemented by an integrated media campaign on TV, radio, print, mobile, outdoor and the web. GL adapted its ten module gender and media literacy course for Love Life. Media Director of loveLife Dianne Regisford-Gueye wrote: "Heartfelt thanks and gratitude to Gender Links in providing loveLife with the opportunity to undertake the Gender & Media Literacy Course as a funded intervention designed to work with the Media Content Hub as a lead department to propel and advance mainstreaming gender literacy in institutional practice at loveLife. I am glad we were able to complete the course today. Of course, the practice element and the graduation remains but suffice to say it has been a memorable journey and as testified during feedback from the team, a definite shift in thinking has occurred. As the team leader, mine will be to oversee and manage application of the knowledge and fabulous ideas that have been conjured up over the past three days. I will submit a report for knowledge management purposes and will share with you for your records as well."

**Gender, media and elections:** In Mauritius GL facilitated two sets of training courses for women in politics in September and November 2009. The four day training course for each group of participants took place at the Media Trust in Port Louis with the financial support of

Women in Networking (WIN). The Media Trust provided all the logistical support including venue, computers and internet. Many women politicians have a love/hate relationship with the media because while they know that they need the media, a lot of research shows that the media often ignore basic ethical principles in its rush to discredit women in powerful positions. The training courses focused on how the media works, how to analyse its messages and how to access the media. Ten participants wrote their profiles after the workshop. The profiles were edited by the GL Mauritius Satellite Office and are on the website of Gender Links.

**Gender in Media Education:** In Tanzania GL worked with the School of Journalism and Mass Communication. One of the immediate impacts of this engagement is a realisation by the staff that their curriculum had serious gender gaps. There was one unit taught on gender to first years. Only one lecturer was in that unit and when she was not there then the module was not taught. Two male lecturers now teach the course. Gender is no longer a standalone course but mainstreamed into all courses across all levels.

#### **Long –term impact**

#### ***Students' comments on the course:***

- It is interesting how easily one writes articles without thinking critically about it or even read other articles without a critical eye.
- As a journalist I will actively work towards breaking down stereotypes through gender aware reporting.
- I will now be able to design fliers and newsletters for my organisation.
- The monitoring exercise in class was very enlightening because we were able to realize and understand the lack of female voices in the news
- As a media consumer I will now read/watch news with a critical eye and be on the lookout for gender stereotyping.

***Developing an engaged and gender aware citizenry:*** At least 700 women gained access to the Internet, and participated in cyber dialogues for the first time through the media literacy course. Many of these have gone on to use their IT and communications skills in accessing economic opportunities and a variety of other opportunities. The accompanying box includes other examples of projects undertaken by the media literacy participants.

#### ***Selaphi Sibanda, Media literacy participant, Zimbabwe***

I did women's rights as my project. I looked at forced migration amongst females. According to some scholars women are the greatest numbers of migrants who leave their countries but many of them do not reach their host destination. The media does not report why women migrants do not reach their destination. Even when they reach their destination they are disadvantaged in getting the right documentation and employment. I did a powerpoint presentation and later used the material for my own academic research.

#### ***Mots'elisi Motseko, Media literacy participant – National University of Lesotho***

My project was on media law of Lesotho. The reason I chose it was because I always wondered if there are any laws controlling the media in Lesotho. Most of the private media are accused of sedition. There was a reporter who was accused of trying to destroy the government because he was reporting on what was happening in the country. I wanted to know what laws protect reporters. There is no law in Lesotho that protects reporters in Lesotho. In the constitution of Lesotho it states that everyone has the freedom to express his or her views and opinions but this is not working. The first draft of the media policy was not approved. The subsequent drafts

were rejected in the parliament. The minister told the Media Institute of Southern Africa (MISA) Lesotho that the policy needed to be looked at again. There is no way journalists can work under such conditions.

***Iyam Gueye<sup>1</sup>, Media literacy participant, South Africa***

Gueye wrote an opinion and commentary piece about his dad who spent several years in prison. While he was in prison, he engaged in same sex relations. Gueye is a homosexual and suffered a great of abuse and discrimination at his father's hands. In his piece he asks what the difference between having sex with a man in prison and being gay outside of prison. The article elicited 4930 reads on the GL website. He challenges his dad and others who discriminate against homosexual people on the basis of ignorance and prejudice.

***Satyam Chummun, Media literacy participant, Mauritius:*** A Hindu Priest and former Village Councillor, Chummun noted after participating in the media literacy course for women in local government: "We cannot dissociate culture, tradition, religion and the media with GBV. I read the newspapers and the watched the news with new eyes. I listened to the radio with new ears. I am so proud that now I am helping survivors of GBV to come out of their traumatic experience through prayers. Among my many experiences there are two that I will always remember. After learning from the media that a 72 year old woman was raped, the first thing that came to my mind is that it is humanly impossible to come out of such an atrocious crime. As a woman, a Village Councillor and a Hindu Priestess I wanted to help the lady. I got the blessings of my religious organisation to go ahead. Together with a few colleagues we went to see her. After the prayer she started crying but did not talk. I have since been to pray and talk to her a couple of times. She is now much better and has started to talk. She is staying with her neighbour and her case is in the hands of the police."

***Taking the media to task***

The programme yielded several cases of challenging gender stereotypes in the media. Fanuel Hadzizi, who participated in media literacy training for the general public in South Africa and later joined GL as programme officer, says: "We were taught to engage with the media and critique it where necessary. I learnt how the media perpetuate stereotypes that discriminate against women and how they portray women as sexist objects. The training was an eye opener. I moved away from passive consumption of the media. For example I was able to lodge a complaint with Standard Bank as a result of the training. The bank had a poster encouraging the boy-child to get a loan to go to school but said nothing about the girl-child. I went to the bank in person to complain that their poster was gender blind. The poster was removed after three days."

The following are examples of complaints taken up by Gender and Media Southern Africa (GEMSA) country chapters that GL worked with:

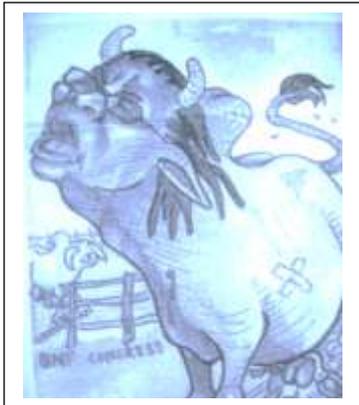
***South Africa: STEERS Television Advertisement:*** The Southern African Gender and Media (SAGEM) network submitted a complaint to the Advertising Standards Authority (ASA) on an Steers advertisements on public televisions on the South African Broadcasting Corporation (SABC). The Steers advert has a woman half naked with dots on her body and a cursor moves from one body part to the next pointing which piece would be preferred on the woman's body.

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<sup>1</sup> Not his real name.

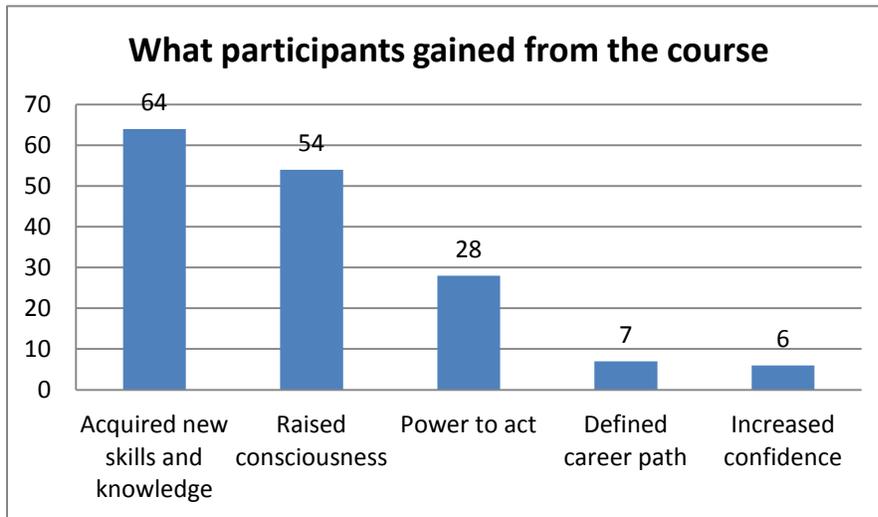
In a submission to the SAGEM argued that it did not “see how selling burgers and ribs have anything to do with a woman portrayed in such a manner. This depicts the woman as a sex symbol that is as good as a piece of meat that is juicy and affordable. This is down right disrespectful and in this particular advert objectifies woman as sex symbols to sell merchandise such as burgers and other food commodities. Please stop screening this advert on our national television and to the public and by all means respect for all genders must be as such across the board.” The ASA ruled in favour of SAGEM and the advertisement is being removed.

**Mauritius: Naked truth:** In another alert, MWO-GEMSA of Mauritius challenged the use of a naked woman to advertise a money changing business titled “Naked truth.” MWO-GEMSA followed up the alert with a complaint to Advertising Standards Authority of Mauritius, which ordered the advert to be removed.



**Botswana: Women in politics and castrated bulls:** The Botswana Media Women Association (BOMWA) protested against a cartoon, portraying a woman politician who failed to obtain a seat in parliament as a castrated bull which it found to be “in bad taste.” The letter to the editor sparked a heated exchange in the Botswana media. As a follow up BOMWA-GEMSA held a gender workshop with cartoonists hosted by the University of Botswana and wrote a case study featured at the Gender and Media Summit in September 2008 and documented in the Gender and Media Diversity Journal.

**Changing individuals**



GL conducted focus group discussions and individual interviews with media literacy participants to ascertain what they gained from the course.

As illustrated in the accompanying graph, the course equipped participants with knowledge and skills. These included gender analysis and a range of communications skills

including information technology and the use of new media. Many participants said that they experienced an increase in awareness on the gender imbalances in the media. An important change for some participant was increasing their agency to act. Others pointed to a change in career path and growing confidence.

Some comments from participants include:

**Monde Hamca, Media literacy participant, South Africa:** Personally, I did not know the stereotypes of the media in terms of women and children. The truth of the media was exposed to me. I learnt that the media talked about women's personal lives, their husbands and never the substance or the woman as a person. Now I do not read articles for fun but I read it with keen interest. For example, Colleen Lowe Morna's recent article on Mandela in which she pointed out Mandela's weakness as a person.

**Media literacy participant, Zambia:** It has opened my eyes and changed my way of looking at things in the media. Being brought up by a father who abused us in a family of many girls and a mother who was silenced by my father and left me without option but to believe that was the way things were supposed to be. However, this course has made me to know my rights in society especially being a widow and mother of two.

**Patricia Kole, Media literacy participant, Botswana:** Through Gender Links training I reflect on the story and wish I and many others had stood up and challenged the media for the story. Personally, I did not challenge the media for the story as I not empowered to know that I could take to task the media for an unfair story. GL media literacy training has made me aware of the fact that one can demand fair representation and challenge the media to correct its poor reportage.

### ***Changing institutions:***

The following case study from the National University of Lesotho shows how the gender and media literacy course enhanced practice and training content.

"The gender and media literacy course has empowered young people to be active citizens. The students that we have trained know how to source and use information. They have learnt that information is power and an agent for change in society. Beyond the training, students can also use the skills gained to demand accountability from their leaders."

These reflections by Sabbie Ntoanyane, the Head of Department of Research, Evaluation and Media at the National University of Lesotho (NUL), underscore the long term importance of the work of the GMDC. The Institute of Extra Mural Studies (IEMS), one of the three institutes at NUL, hosts the department. The IEMS, a GMDC member, aims to "to bring the University to the people."

The Department first came into contact with GL in 2009 through the media literacy course ran in partnership with GEMSA Lesotho (<http://www.genderlinks.org.za/article/lesotho-media-literacy-participants-projects-2010-06-24>). One of the lecturers, Violet Maraisane (now GL's Media Policy Facilitator) participated in the training of trainers and assisted in running the course. Held over five days, the course attracted a variety of participants from NGOs, students and members of the general public.

The department also participated in the Gender in Media Education (GIME) research (<http://www.genderlinks.org.za/page/gender-in-media-education-audit-1>) "The one thing about GL is that they are thorough in what they do, bringing different processes and methods to research. No one could have ever thought of doing such research. But GL is always brave enough to tackle gender and most importantly in media education", Ntoanyane said. "At a

professional level, I have been able to participate in the Gender and Media Summit, which is a good platform to network with media activists and educators from Southern Africa. I have even identified some external assessors for our students through the meetings that are convened by GL.”

The department recently launched the Gender and Media Diversity Journal on gender and access to information with GL in Lesotho. “It should be understood that there are ripple effects to the Gender in Media Education process. We have been able to mainstream gender in the curriculum. We are now teaching our students about gender issues.” One of the outcomes of the GIME research in Lesotho is that UNESCO assisted IEMS in undertaking an overall curriculum review, including gender mainstreaming.

The media literacy course has now been extended to first year students (19 female and 3 male) (<http://www.genderlinks.org.za/article/lesotho-gender-and-media-training-workshop-2011-2011-06-24>). Ntoanyane says: “You can see that they are able to make links beyond the course. They try to apply the knowledge and skills in other modules that they learn in class. We will not therefore wait for curriculum review, as this is a long process.”

**Strength of evidence- Overall score:** Evidence meets excellent standard

	Criteria	1	2	3	4	N/A	Comments / evidence	Score
<b>1) Voice and Inclusion</b> We present beneficiaries' views on the effects of the intervention, and identify who has been affected and how	<b>1a.</b> Are the perspectives of the most excluded and marginalised groups included in the evidence?				x		Participants views and perspectives included.	4 / 4
	<b>1b.</b> Are findings disaggregated according to sex, disability and other relevant social differences?				x		All findings disaggregated by sex.	4 / 4
	<b>Total score for voice and inclusion:</b>							
<b>2) Appropriateness</b> We use methods that are justifiable given the nature of the intervention and purpose of the assessment	<b>2a.</b> Are the data collection methods relevant to the purpose of the enquiry and do they generate reliable data?			x			Focus groups conducted.	3 / 4
	<b>2b.</b> Are the data analysed in a systematic way that leads to convincing conclusions?			x			Analysis of data done in Nvivo.	3 / 4
	<b>Total score for appropriateness:</b>							
<b>3) Triangulation</b> We make conclusions about the intervention's effects by using a mix of methods, data sources, and perspectives	<b>3a.</b> Are different data collection methodologies used and different types of data collected?			x			Combination of quantitative and qualitative data.	3 / 4
	<b>3b.</b> Are the perspectives of different stakeholders compared and analysed in establishing if and how change has occurred?				x		Different target groups are analysed.	4 / 4
	<b>Total score for triangulation:</b>							
<b>4) Contribution</b> We can show how change happened and explain how we contributed to it	<b>4a.</b> Is a point of comparison used to show that change has happened (eg. a baseline, a counterfactual, comparison with a similar group)?				x		Evidence shows changes that have occurred after initiative.	4 / 4
	<b>4b.</b> Is the explanation of how the intervention contributes to change explored?				x		Detailed evidence provided.	4 / 4
	<b>Total score for contribution:</b>							
<b>5) Transparency</b> We are open about the data sources and methods used, the results achieved, and the strengths and limitations of the evidence	<b>5a.</b> Is it clear who has who collected and analysed the data, and is any potential bias they may have explained and justified?				x		GL and external evaluator gathered and analysed data.	4 / 4
	<b>5b.</b> Is there a clear logical link between the conclusions presented and the data collected?				x		Evidence is linked from approaches, implementation and impact.	4 / 4
	<b>Total score for transparency:</b>							
<b>Total Score for Result :</b>								<b>37 / 40</b>

## **Value for money**

***Economy and efficiency:*** Through the media literacy course in 14 Southern African countries GL reached 1567 people at a cost of GBP281,089, or GBP 180 per participant, a modest amount considering the results achieved. GL used GTF funds in a catalytic way by extending a course intended for ten countries to 14 countries and several target groups through partnerships with NGOs and institutions of higher learning.

***Effectiveness:*** Besides institutional strengthening, working with institutions of higher learning has meant that the course reaches more people. For example training lecturers on media literacy has contributed to a review of curricula in seven training institutions. This means that students who pass through these institutions are introduced to key gender and media principles.

The course has empowered target groups that have influence and impact on others. Women politicians are able to transfer the changed attitudes, increased knowledge and skills to their constituencies. Educators in institutions of higher learning have acquired gender and media literacy knowledge and skill. These are used to mainstream gender in curriculum. Students who train under this curriculum understand gender imbalances in the media and what they need to do to change the media.