



## MAKING EVERY VOICE COUNT FOR GENDER EQUALITY THROUGH MEDIA EDUCATION

### Result statement



Across Southern African Development Community (SADC) countries, gender has been mainstreamed in the curriculum of seven training institutions as a result of the Gender in Media Education Audit conducted by Gender Links (GL) with GTF funding. Internships and practical training opportunities, such as producing supplements at the SADC Gender Protocol@Work summit have empowered over 100 young media practitioners to report from a gender perspective. These young journalists attest to

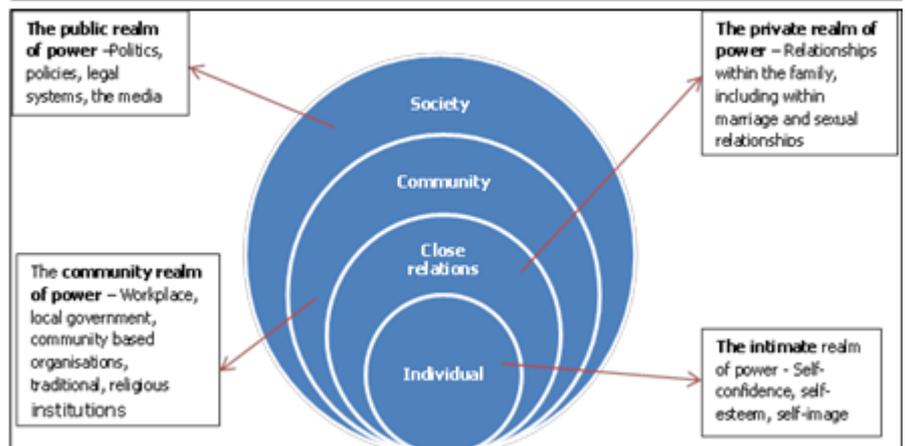
how gender awareness has changed their world view.

### Context and Theory of change (ToC)

The media is one of the most important yet challenging areas of work for advancing gender equality. As “formal” or legislated discrimination against women falls away, the key challenge confronting us is how to change mind-sets hardened by centuries of socialization and cemented by custom, culture and religion.

Potentially having a huge role to play in this “liberation of the mind”, the media has more often than not been part of the problem rather than of the solution. And, while the media has set itself up as the watchdog of the rest of society, it does not always take kindly to being “watched”. The result has been an unfortunate antagonistic relationship between gender activists and the mainstream media.

**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.](#)



The 2010 Gender and Media Progress Study (GMPS) found that women constitute 19 percent of news sources in the SADC region. This is a powerful indicator of exclusion – women’s effective lack of voice. With its roots in gender and communication work, GL adopted the slogan, “making every voice count, and counting that it does” early in its work.

GL sees the media as a site and tool to for gender transformation. GL works with media houses, media regulators, institutions of higher learning offering journalism and media education and media consumers to hold the media accountable.

Additional impetus came from the 2008 SADC Protocol on Gender and development that calls on all media and media related bodies to ensure gender is mainstreamed in all information, communication and media policies, programmes, laws and training in accordance with the Protocol on Culture, Information and Sport. GL’s nested ToC with regard to gender in media education is summarised in the graphic below:



### Approaches, methods and tools

**Gathering evidence:** Gender Links (GL), with the support of the GTF, audited 25 institutions of higher learning in Southern Africa to determine if and how gender has been integrated in journalism and media education and training. Amongst others, the key findings of the 2010 Gender in Media Education (GIME) research included:

- There are very few institutions with policies or other special measures to achieve gender equality.
- Males comprise the majority of the academic staff but females are the majority of the students.
- Media and journalism students receive very little theoretical grounding in gender.
- Few institutions have gender integrated into course content, less have stand-alone gender modules and there is a lack of gender related course materials.
- There is a fair degree of gender awareness among staff, and students are eager to learn about gender.
- Gender considerations are not incorporated into assessments of student and staff performance.
- While there are examples of students’ theses and special projects on gender and media issues there is scope for a greater depth and variety of research on gender, media and diversity issues at knowledge institutions in the region.

**Institutional engagement:** Based on the GIME findings GL worked with seven Southern African journalism and media education and training institutions on a sustained training programme to mainstream gender into the curriculum and support their teaching and learning through providing materials and doing guest lectures.



From Left to right: Dalitso Nkunika; Maxwell Mthembu and Francis Chikhunkhuzeni participate in the GIME workshop in July 2012.

Working with experienced journalists always presents challenges and often the first interventions meet with resistance. It is clear that reaching and transforming journalism students while they are still in training is a more effective strategy.

***Learning and sharing among trainers:*** One of the key strategies employed by GL during this project has been knowledge sharing and capacity building through training trainers. Members of staff from the institutions participated in training workshops that ranged from three to five days on gender mainstreaming. This has empowered the lecturers to appreciate gender issues as well as including them in teaching. They subsequently established entry points for the integration of gender into existing curricula through course outlines. Training trainers is contributing immensely to creating a new generation of gender aware media practitioners.

***Gender and media literacy in media training:*** During the Training of Trainers GL planned gender and media literacy courses in institutions of higher learning. Gender Links piloted the media literacy project in South Africa in 2006 and 2007 before rolling out the course in the region in 2008. The regional pilots were a success hence the extension to other countries in 2009. Target groups between 2006 and 2009 were mainly the general public especially those who work regularly in communications.

In 2010 the course took a different route, engaging with media and journalism training institutions. GL viewed this route as one that strengthened partnerships between GL and academic institutions. More specifically, it is one way of taking the findings of the 2010 Gender in Media Education (GIME) audit forward; getting students to engage with gender and media issues and also the trainers to think about how to mainstream gender in the courses that they teach.

The main purpose of the training was to equip journalism students with some commonly ignored but important insights on gender in the media. At the end of the five day workshop participants were able to look at the same messages and images of media in a more critical way. This enabled the participants to go away with an important message which would shift the paradigm of perceiving the media as a male domain. It highlighted aspects that the media has been ignoring for a long time; the lack of initiatives to engage women, the portrayal of women in the media among other things.

***On the job training:*** GL provided journalism and media students practical training opportunities, through the internship programme as well as producing supplements at the 2013 country and regional SADC Gender Protocol summits. This has empowered over 100 young media practitioners to report from a gender perspective. These young journalists share how gender awareness has helped them write through a gender lens.

***Internships:*** Through the GMDC, GL runs an internship programmes targeted at nurturing a new generation of gender and media activists through a partnership with regional media training institutions. GL can boast of having positively impacted the lives of these young women and men through providing mentorship and important life and learning skills.

## **The experience of implementation**

During the 2013 SADC Gender Protocol Summit institutions of higher learning presented good practices on mainstreaming gender in journalism and media education and training curriculum. Lecturers provided examples of curricula with gender mainstreamed, gender specific courses, examples of assessments and student theses on gender related topics.

Students have become more attentive to language use and stereotypes in the media following GL training on how to write virtual resource centre case studies and attending media literacy training workshops. They are contributing to the body of knowledge on gender and media and share their views and the change they would like to see.

By opening its doors to allow students to delve into these issues, institutions like Zimbabwe's National University of Science and Technology (NUST) have seen an increase in research on gender and the media. Currently students have written on topics such as cyber feminism and Tabloidisation of Gender Based Violence. The media department has also offered elective courses such as film and television broadcasting project where gender was one of the core areas which they could produce a documentary. This saw the production of documentaries such as *Silent Cries* that focused on GBV and *Angels of Gomorrah* that looked into the disempowering of women through popular culture. A NUST student Thandeka Moyo was also able to showcase her gender aware writing skills and scooped the Best Media Print story at the April 2013 Regional Gender Protocol Summit.



Thandeka Moyo presenting at the Zimbabwe Gender Protocol Summit

Not all of the trainers see or think of gender in the same way. Much of the success of the programme rests with individual trainers being inspired to take the initiative. The strength of this project lies in its ability to facilitate knowledge sharing and exchange. This has helped strengthen the project and facilitate peer learning. Seven media institutions responded to the call to make presentations at the 2013 SADC Gender Summit. The 2013 summit was significant in that it brought together media houses who are part of the Centres of Excellence (COE) for gender in the media project and the training institutions to share ideas on gender mainstreaming. The recommendations from this engagement will form part of GL activities for 2013-2014.

### **Long – term impact**

***Institutions of higher learning mainstream gender in teaching curricula:*** At the Malawi Polytechnic, gender is being effectively mainstreamed into journalism education. They use the strategic plan as a tool to help them mainstream gender in their training. It emphasises that gender will be mainstreamed in all activities of the Polytechnic. Conditions of service spell out that no one is supposed to be discriminated with regard to their sex. On the part of the students there are rules and regulations and they are guided by a statement on sexual harassment.

They incorporate gender into the curricula using the lecturer as an empowerment tool. Lecturers were trained and course outlines were changed to reflect gender sensitivity. It now specifically shows an outline of women and gender issues. The way students are examined has also changed. Questions on gender are integrated into compulsory exam sections. Students also have a resource centre at the institutions library that specifically has material on gender and the media.

The impact that the process of mainstreaming gender into the curriculum is successful and can also be seen in the Programme of Media Studies at the University of Limpopo. At this

institution, enrolled in the Honours and Master's Degree students have been choosing research topics, which reflect an increasing interest in issues of gender, for example:

- Matjila, MDK (MA Degree): Gender in the Media: An exploratory study of gender in community radio programming (Supervisor: Prof SO Mmusi).
- Maphiri, FO (MA Degree): An investigation into the usage patterns of information and communication technologies among females in the Vhembe district of Limpopo Province (Supervisor: Prof SO Mmusi).
- Senong M.M (MA Degree): Representation of women in South Africa soap operas: A case study of Polokwane Municipality, Limpopo Province (Supervisor: DR MA Kupa).
- Muswede T (PhD thesis): The impact of Community Media on sexual and reproductive health: A study of the influence of Community radio programming on the sexual behaviour of adolescents in Limpopo (Supervisor: Prof SO Mmusi).

### ***Gender and media drivers of change***

The experience has helped to develop a cadre of Drivers of Change within media training institutions, as reflected in the example of Prof. Sheila Mmusi, Media Studies lecturer at the University of Limpopo's Communication and Information Studies Department:



**Prof. Sheila Mmusi University of Limpopo**

### ***Gender on the agenda of a trainer***

My journey with Gender Links began in 2010 at the Highway Africa conference media educator's session. We debated various issues on media training, specifically, teaching theory and how to teach and incorporate practical work into media studies. The conference did not address gender in media training.

I have a passion for community radio and am the current chairperson of Radio TURF (campus radio station of the University of Limpopo) Board of Directors. I have served as the commissioner of the Board of National Community Radio Forum in the past. Through GL, I understand gender issues more deeply. In 2010, I facilitated media literacy training for community radio stations in the province as well the staff of the Department of Communication and Media Studies.

When we were doing our curriculum review at the university, we tried to ensure that our training programme had clear and well-defined gender components. We ensured that we also integrate gender in assessments. University of Limpopo held a training workshop on how to mainstream gender in media studies courses. All our Honours courses now have a gender module. I ensure that in my sphere of influence I am committed to making people aware of gender. I am vocal on the importance of observing gender equality. At my university, everyone knows me for pushing gender equality. I am constantly reminding the council and other staff members to look at gender dynamics in policymaking, planning and implementation.

GL has gathered testimonial evidence from media students that who received on-the-job training during the SADC Gender Protocol@Work summit on how this changed the way they view gender in the media, and how they will apply their learning. Some examples are given below:

- One of the benefits of attending this regional summit is the diversity and experiences on gender issues from other countries. It gives a broader understanding of gender

issues. Now when I write stories I will be able to make comparisons of countries.  
*Melkizedeck Karol, BA Journalism student at the University of Dar es-Salaam, School of Journalism and Mass Communication*

- My university life gave me the opportunity to attend many workshops and conferences, yet this it is my first time attending the Gender Summit which features in my list of once-in-a-lifetime-opportunities. I got to learn so many things that I wouldn't have learnt in the university classrooms. It was an amazing experience for me. The presentations, the content material, the capable women of my island, I could have never imagined nor read in newspapers. This inspires me to further pursue my dreams to become a journalist. While attending those presentations, I have in some way been trained and not to forget the remarks of the judges. I shall apply those advices and tips any time I have to present something or in some part of my life. *-Sakinah Caunhye, University of Mauritius*
- The regional summit in South Africa that I attended gave me the opportunity to share knowledge with fellow youths from other countries. During the summit; I attended training on Opinion and Commentary, facilitated by GL Editor Katherine Robinson. The training enlightened me in as far as (this genre) of writing is concerned. As a student, I am very sure that the experience I have got from the Regional summit and the training will greatly help me in my work as journalist. *Dyson Mthawanji Polytechnic of Malawi*

The example that follows of a student who interned with GL and went on to become an award-winning journalist shows the life-changing and long lasting impact of gender training on media practitioners. This example also shows the benefits of longitudinal studies in monitoring and evaluation, made possible by GTF learning and support on M and E, as well as the five year horizon of the programme.

### **From intern to award winning journalist: Emsie Erastus**



**Emsie Erastus practices her news gathering skills**

I remember arriving at the GL office on 15 January 2010. I was told that there will be other interns from two other countries, but it appeared like I was far ahead of them on arrival. I was taken around the office and Jennifer Lewis, the then GMDC Manager, introduced me to everyone at GL. At first I thought all these people were South Africa nationals. I later came to discover that GL is an international organisation and almost every culture was represented.

Back at home I was a student at the Polytechnic of Namibia and a journalist for a weekly newspaper. My stories involved working with the community, mainly women, who are either abused or whose voices are underrepresented in the media. I first heard of the SADC Protocol on Gender and Development during the Namibian presidential election in 2009. It was there that I learnt that women were not moving to higher politics and decision-making positions because of the way media practitioners, including myself, report on them. The fact that society was ghettoising them based on gender did not seem right.

So my newspaper manager Willie Olivier and I took the initiative of questioning why the government signed the Protocol on Gender but was not adhering to it. We interviewed a couple of gender activists and that was the beginning of Emsie and gender! For the first time the *Namibian Sun* had a front page story all dedicated to empowering women, and mind you this paper only has two front page stories a week, so for a gender story to hit tops was thumbs up. Little did I know that that story would usher my way to GL.

Our Head of Department at the Polytechnic of Namibia's media department, Emily Brown, saw the article and when she approached me to go for a six month internship at GL, she mentioned that article and I thought to myself "wow is this fate?"

And now on that fateful 15 January 2010, I was standing in front of the people who assisted in the drafting of the Protocol on Gender that helped me to see gender and politics in a different light. I was assigned to be a GMDC Intern.

I also managed to take advantage of GL's library and grab all gender books I could find. I spent most of my evenings reading GL "I" stories and journals at the interns' apartment.

But one thing I will always remember was helping to organise the Gender In Media Education (GIME) regional conference that GL hosted. Hearing different media educators making decisions on how gender could be mainstreamed in media education made me feel like I was part of a new evolution that was evolving in this modern age. The evolution of gender and the media!

Other highlights include covering the informal traders protest at Soccer City Stadium (Johannesburg) just before the 2010 FIFA World Cup. I have learnt a lot through GL and in 2010 I was awarded the best gender reporter award by the Media Institute for Southern Africa (MISA) in Namibia. It was the first time that the MISA Namibia journalist awards had a gender category and it so happened to go to a young journalist who was an intern at Gender Links in the same year. So is GL helping people through their work you might ask, look at my story and you will get the answer.

### ***Development of sexual harassment policies in institutions of higher learning***

Through the work on mainstreaming gender in teaching curricula at the Institute of Extra Mural Studies (IEMS), the National University of Lesotho has developed a sexual harassment policy. This case study illustrates the inter connectedness of GL programmes:

On 27 November 2012, Sebolelo Lerata a student from the National University of Lesotho had her story published by the Gender Links Opinion and Commentary Service. Her story bravely and openly exposes the rampant sexual harassment common at many institutions of higher learning. These cases are often unreported and fall into a spiral of silence where no one is brought to justice. However, in this story she herself was a victim where her own lecturer threatened to and did in fact fail her because she refused to sleep with him. Throughout her experience this strong young women, stood her ground and did not give in. Instead, without fear she pressed on with her studies and eventually spoke out.

Coincidentally just two days later, on 29 November 2012 as part of the Sixteen Days of Activism, GL in partnership with the Institute of Extra-Mural Studies of the National University of Lesotho hosted a seminar on Sexual Harassment at Institutions of Higher Learning. Over ninety people, mostly students and lecturers attended the seminar. A

representative from the Child and Gender Protection Unit (CGPU) of Lesotho Police Services and the Pro Vice-Chancellor (PVC) of the University also attended the seminar.

The PVC attested the prevalence of sexual harassment by sharing his experiences at the university and even cited pending court cases. The PVC assured all students and attendants that his door was open to anyone who needed to report sexual harassment at his university. The seminar recommended better education, better policies and serious disciplinary measures be taken in relation to sexual harassment.

In the months preceding the seminar rumours of sexual harassment perpetrated by a lecturer abounded. In and around the same time of Sixteen Days of Activism, three students came forward and reported the lecturer to the PVC. It was after the concrete complaints and after the GL seminar that the PVC and the legal arm of the University took the accused lecturer to court. The accused lecturer is now out on bail while the court proceedings are still pending.

Sabie Ntoanyane, the Head of Research, Evaluation and Media explains that since the seminar and the commentary by Lerata, awareness about sexual harassment has increased tremendously among staff and students. The University is now contemplating a gender policy and gender issues are being further mainstreamed.

The Student Affairs Committee has also included a gender dimension into the Student Handbook by condemning any form of gender based violence and sexual harassment. Ntoanyane commended this move saying, "I am happy, especially for students and staff because they are more comfortable. They are quite aware of sexual harassment and gender equality and will speak up and not bow their heads if anything happens".

This is an inspiring story that is testament to the positive influence of GL's media and advocacy. The Opinion and Commentary service not only offers a spreading of knowledge but also a platform for speaking out, aiding in the exposure of injustice and rousing a need for change. This together with campaigns and seminars, GL helped galvanise institutional transformations that will undoubtedly lead to a safer and more just space for female students and University employees.

***Contributing to the global Gender and Media movement:*** UNESCO has identified GL as a key partner in the Global Forum on Media and Gender (GFMG) to be held in Thailand in December 2013. This is an example of the global impact and ripple effects of GL's quest for gender equality in and through the media. According to UNESCO, this forum is a pioneering global event that intends to address gender equality and women's empowerment in and through the media.

According to UNESCO, "Gender Links would commit to leading a regional caucus during the forum to start discussion about a regional chapter of the GAMG and to contribute to appointing regional representatives who will participate in the high level session at the conference."

A key output of the forum will be the establishment of a Global Alliance on Media and Gender which will coordinate systematic follow-up to one of the critical areas of concern of the Beijing Declaration and Platform for Action, "Women and the Media Diagnosis". Gender Links' recognition as a knowledge powerhouse on gender and the media stems largely from the work done in mainstreaming gender and research in the media as well as collaborating with UNESCO in transforming journalism and media training institutions into centres of excellence for gender.

**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		This has been the strongest element of the project with a wide range of stories collected from students and lecturers from across the region. The voices of all beneficiaries both lecturers and students have been rightfully included. Through the knowledge and attitudes (KAS) surveys, GL was able to measure knowledge levels on gender at the beginning and at the end of the media literacy workshops conducted in the training institutions.	4 / 4
	<b>1b.</b> Are findings disaggregated according to sex, disability and other relevant social differences?				x		All GL's work is disaggregated by sex.	4 / 4
	<b>Total score:</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			GL uses both quantitative and qualitative research methods to collect evidence. This is appropriate because some quantitative research methods do not capture qualitative evidence.	3 / 4
	<b>2b.</b> Are the data analysed in a systematic way that leads to convincing conclusions?				x		The different case studies documented illustrate this point. The on-going monitoring and evaluation strategies also ensure systematic measuring and documentation of evidence throughout the process.	4 / 4
	<b>Total score:</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			Gender Links has worked with different sources to measure the impact of this project and collect emerging evidence. For example, the beneficiary analysis interviews have resulted in stories from lecturers, students, heads of departments as well as partners. This has resulted in a comprehensive account of impact.	3 / 4
	<b>3b.</b> Are the perspectives of different stakeholders compared and analysed in establishing if and how change has occurred?				x		GL documented stories from participating institutions as part of the longitudinal beneficiary analysis after ten years of working in the field. Personal stories are a key element of the Most significant Approach.	4 / 4
	<b>Total score:</b>							
<b>4) Contribution</b> We can show how change	<b>4a.</b> Is a point of comparison used to show that change has happened				x		The stories and case studies presented by lecturers and students is evidence of the contribution GL has made in transforming	4 / 4

happened and explain how we contributed to it	(eg. a baseline, a counterfactual, comparison with a similar group)?					gender and media training in the seven institutions. The transformation is measured against the finding of the GIME research.	
	<b>4b.</b> Is the explanation of how the intervention contributes to change explored?				x	This project has contributed to research on gender and media in general and gender in media education in particular. The GIME audit is one of the most comprehensive studies on institutional composition and teaching curricula in SADC. The interest shown by UNESCO and other media related bodies attests to this.	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	All the beneficiaries are easily accessible for verification on the GL website.	4 / 4
	<b>5b.</b> Is there a clear logical link between the conclusions presented and the data collected?				x		4 / 4
	<b>Total score for transparency:</b>						
<b>Total Score for Result</b>							<b>38</b>

## Value for money

### *Breakdown of GIME project beneficiaries*

<b>Year</b>	<b>Total</b>	<b>Total expenditure in GBP</b>	<b>Cost/beneficiary</b>
2010-2011	272	137,230	592
2011-2012	272	140,857	518
2012-2013	233	130,187	559
<b>TOTAL</b>	<b>777</b>	<b>408,274</b>	<b>525</b>

The total costs associated with the GIME project amount to GBP 408,274 (workshop costs, costs to run the internship programme as well as staff costs associated with oversight). A total of 777 people benefitted from this project – GBP 525 per beneficiary.

The participants include lecturers who have been part of the project. As is evident in the examples provided the individuals concerned have experienced a fundamental change in their belief, attitudes, teaching and learning practices. These gains will impact on students who enter the programme in subsequent years of study. The initial investment will continue yielding results beyond the initial outlay.

The programme implementation strategies have ensured skills transfer between beneficiaries. For example, training lecturers has made it possible for students to benefit indirectly from the initiative. This knowledge will ultimately be transferred to media audiences through these future journalists.

The project achieved efficiencies through in kind support from the institutions of higher learning. GL did not pay for venues and computer hire costs where necessary. Institutions have built gender modules into the curriculum and integrated gender into the course content. The institutionalisation of gender in journalism and media curriculum ensures that the impact of the programme will continue.

The impact of the project justifies this cost. The long-term impacts include embedding gender into intuitional practice, and building a cadre of change agents. The secondary effects – changed attitudes and mind sets among media practitioners – offer the best long term hope for change in and through the media: GL's earliest slogan.