

REPORT
CENTRES OF EXCELLENCE STAGE SEVEN & EIGHT WORKSHOP
ZIMBABWE

COUNCIL: CHIPINGE TOWN COUNCIL



DATES: 13-15 OCTOBER 2015
VENUE: GOLDEN PEACOCK HOTEL, HARARE



Chipinge Town Council participants at the COE workshop

Photo: Tapiwa Zvaraya



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Executive Summary

This is a report on the proceedings of the Centres of Excellence for Gender Mainstreaming in Local Government joint stage seven and eight workshop held from 13-15 October 2015 at Golden Peacock Hotel. The workshop was attended by 65 participants (25 women and 40 men) who included councillors, officials, as well as District Administrators. The councils were as follows; Chipinge Town Council, Chipinge Rural District Council, Mutare Rural District Council, and Nyanga District Council.

The purpose of the programme was to:

- Introduce the Strategic Communications module on how to use IT for advocacy and media literacy.

See the full workshop programme attached at **Annex A**. **Annex B** contains the full workshop participants list. The Evaluation is attached as **Annex C**.

Welcome & Opening

The welcome and opening remarks were given by the GL Country Manager, Priscilla Maposa who thanked the councils for committing their time to attend yet another workshop by GL. She expressed that she was happy to see that among the participants were the aged and challenged them to take the internet age by storm as it was the in thing in the global village.

Gender & Media literacy

The module on gender and media literacy is meant to equip participants with relevant analytical skills that can help them to interrogate with gender lens, the issues that come out in the media. Using the SADC protocol articles 29-31 on Media, information and Communication, as a guide, participants went through media literacy exercises by making use of the local newspapers that were published for that day.



Participants engaging in group work on media literacy
Photo: Tapiwa Zvaraya

They analysed how the media reports about men and women, taking note of the number of women and men sources and also what they are doing.

After ably defining subtle stereotypes as terms or sayings that demean people in a manner that looks as if they are being praised, and blatant stereotypes as direct statements that belittle people without making any effort to hide the fact, participants positively identified subtle and blatant stereotypes in the media literacy exercise.

Finding Women and Men in the news

To assess participants' understanding of media literacy, participants were asked to analyse media articles from the daily newspapers that included The Daily News, The Herald, and The Newsday. Participants observed that more men than women were interviewed in articles to do with politics, sports, and businesses. This further reinforces the assumption that women are inferior to men and occupy an inferior social status. Further, participants noted blatant

images of women shown as advertising and marketing agencies, thus reflecting evaluations of women as objects of sexual affection.

Apart from finding women and men in the news, participants also analysed the media excerpts on how women sources were placed in the media. Observations by participants show that placing of women's stories in the media lacked consistency.

Figure 1: Factors affecting the reporting of women's stories in the media

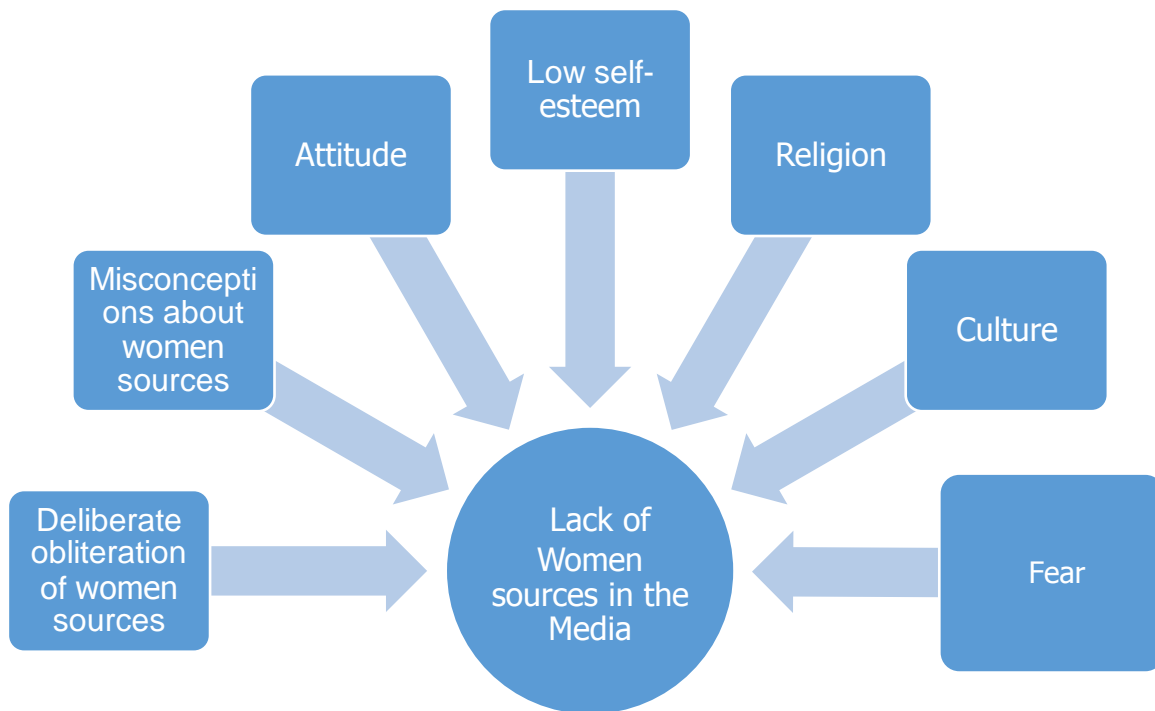


Figure 1 shows the factors that were cited by participants as reasons for the marginal citing and reporting of women sources and issues respectively in the media. As a result of these and other factors, participants noted that women working in the media field often shun the profession and instead go into other fields perceived to harbour less sexism. The very few women that are left as journalists have to painstakingly adapt to the largely male dominated environment.

Portrayal of Women In Politics and the Media

The portrayal of women in politics and the media is also another indicator of how the media evaluates women. Participants mentioned that female politicians were seldom listened to or even interviewed on issues that concern development of their constituencies. Participants felt that women were deprived of running for political office because the media rubber stamps and promotes the view that women politicians are prostitutes. Because the media is a powerful tool, these beliefs are extremely caustic to gender equity and restrict women's personal, professional, political, and social opportunities. In addition, participants observed that the media also attributes the success of female politicians to their spouses or partners. Thus propagating the blatant views of women as incompetent, and unintelligent.

Gender and Communication

Definition of Terms

Communication

Participants defined communication as the sending of messages through a medium from one person to the other. Participants also noted that for effective and efficient communication to take place the message sent between the sender and the receiver must be clear. Participants also reiterated that communication is important as it enhances understanding of issues, production, and also that it promotes the sharing of ideas between people.

To aid participants' understanding of encoding and decoding messages, participants were taken through the broken communications exercise. The original message was given to one participant as, "*The most difficult thing in life is to love someone and not to be loved in return. It is more difficult to see the one you love, love someone else.*" When the message was exchanged from one participant to the other through whispering, several distortions were encountered. At the end of this small but insightful exercise, participants noted that because the message was transmitted by word of mouth, the majority of the participants did not understand the message. Of importance was the realisation that the longer the message, the more difficult it was to transmit and the more likely it was to be contaminated by such factors as language barriers, and the environment, thereby making it extremely difficult for people to decode the message properly.

Approaches to communication

Participants listed the different methods that they use to communicate with people in their respective communities. It emerged that most participants relied on the print, electronic, audio and visual media to convey messages on, water bills, ward development committee meetings. Some even place advertisements in newspapers, pamphlets and fliers. In addition, participants were taken through the approaches to communication that is, advocacy, campaigning, lobbying and networking.

They also went through the different mediums used for communication like, face-to-face newspapers and the trending, social networking and internet based communication.

IT for Advocacy including the use of Cell phones

Information Communication Technology

Participants were introduced to the module on Information Technology (IT). Participants defined Information Communication Technology as tools or ways that are used to move media and information through the use of technology like email. In regards to IT, participants highlighted that they were using IT in the form of emails to conduct their day to day business.

Participants identified the following IT and internet tools that can be used for advocacy.

- Internet.
- Email.
- Skype
- Facebook.
- Whatsapp.
- Cellphone.

For the most part of the session, discussions centred on how to capacitate councils to embrace the developing technologies to aid effective communication within their communities.

Participants were urged to use simple text messaging and also to create whatstapp groups that enables them share information instantly to large numbers of people in different geographical locations.

The GL country manager went further to challenge and urge participants to use the concept of e-filing as a way of archiving relevant council records as well as reducing the amount of paper used through printing.

Participants were taken through the GL website, including the council pages. Participants highlighted that having a webpage was imperative for councils as it would market their activities locally, regionally, and internationally.

Application of Media, Communication and New Media Skills-Example of The Sixteen Days of Activism Campaign

The Sixteen Days of Activism against Gender Violence

It is through participation in campaigns such as the Sixteen Days of Activism Campaign that participants get a chance to use appropriate information and technology tools. Participants were introduced to the 16 Days of Activism campaign module where they read the fact sheet on the 16 Days of Activism campaign before defining it as an international campaign against gender violence that runs every year from 25 November to 16 December. The overall objective is to advocate for the reduction in all forms of violence. Participants responded to the exercise on the Sixteen Days of Activism Campaign, with most being able to identify the special days that are commemorated during the period.

Closing Remarks

Concluding the workshop on strategic communication, The GL country manager Priscilla Maposa thanked all the participants particularly all the councillors for their political buy-in of the COE programme, and for the work they put in to ensure that the workshop was a success. She stated that the workshop had given GL platforms to not only share their experiences but also to learn from the councils present. She urged councils to participate in the 2015 editions of the District and National Summits, which she promised will be very informative as indicated by some of the unique best practices that were highlighted during the workshop. Participants also highlighted that their expectations had been met. It was their hope that they would use the knowledge gained from this workshop to sharpen their IT skills as well as improve their organisational culture on communication.



ANNEXES

Annex A: PROGRAMME

STAGE SEVEN AND EIGHT: STRATEGIC COMMUNICATIONS AND IT FOR ADVOCACY



DAY/TIME	ACTIVITY	TIME	WHO
DAY ONE:			
8:00-8:30	Registration	30 min	GL
8:45 – 9:00	Introductions and objectives <ul style="list-style-type: none"> - To provide background and agree on objectives for the workshop - Expectations from participants - To develop guidelines of participation - Eyes and Ears 	15 min	GL
Gender and media literacy			
9:00 – 10:00	Media monitoring, findings of the GMBS, taking up cases	1 hour	GL
10:00 – 10.15	<i>TEA</i>		
10.15 – 11:00	Profiles and mock interviews	45 min	GL
Gender and communications			
11:00 – 12:00	Broken telephones; what is meant by communications; different forms of communication Campaigns and different elements of campaigns	1 hour	GL
12:00 – 12:30	<ul style="list-style-type: none"> - Understanding the internet - Creating an email account - Online petitions - Cyber dialogues and online chats - Social media – Facebook 	30 mins	GL
12:30-13:00	<ul style="list-style-type: none"> - Using cell phones advocacy, Designing mobile campaigns 	30 mins	GL
13:00 – 14:00	LUNCH	1 hour	
IT for advocacy, including the use of cell phones			
14:00 – 14:30	<ul style="list-style-type: none"> - What is the Sixteen Days of Activism (or other campaign to be taken up) 	30 min	GL
14:30 – 15:00	<ul style="list-style-type: none"> - Group work on various aspects of the campaign 	30 mins	GL

DAY/TIME	ACTIVITY	TIME	WHO
15:00 -15:15	<i>TEA</i>		
15:15 – 17:00	- Consolidation of plan	1 hour 45 mins	All
17:00 – 17:30	- Closure and way forward		All

Annex B: Participant List

Name	Sex	Organization	Designation	Ret/New Participant	Phone	Email
B. Mamvosha	M	Chipinge Rural District Council	CEO	New	+263772101016	bmamvosha@gmail.com
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Name	Sex	Organization	Designation	Ret/New Participant	Phone	Email
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Name	Sex	Organization	Designation	Ret/New Participant	Phone	Email
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Attendance by Sex

	Number	Percent
Female	25	38.5
Male	40	61.5
Total	65	100

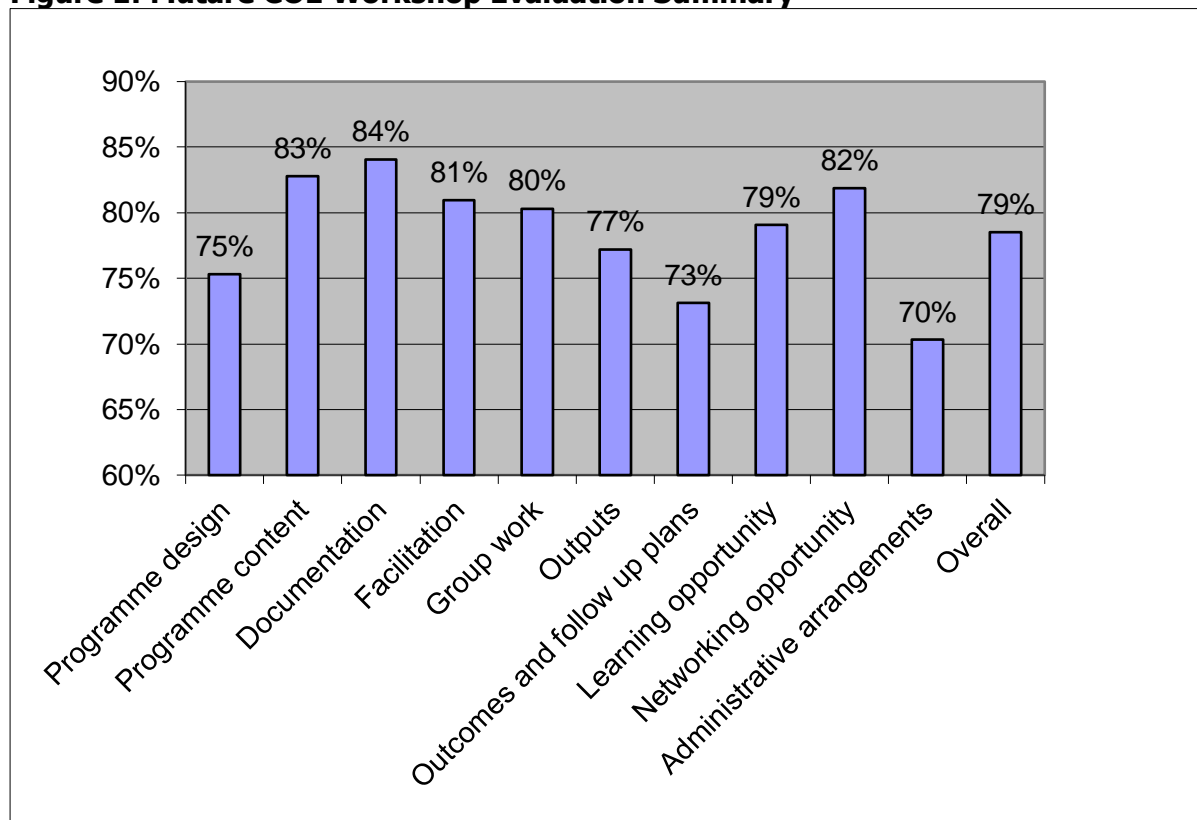
Annex C: Evaluation

Date: 13-15 October 2015

Venue: Golden Peacock Hotel

32 Evaluations received

Figure 1: Mutare COE Workshop Evaluation Summary



At the end of the workshop, participants were asked to evaluate the administration and proceedings of the workshop. The evaluation enables GL to learn from participants with the hope of improving the conduct of the workshops. Results in Figure 2, show that generally, participants' level of satisfaction ranged from 70% on outcomes and follow ups to 88% on programme content and seeing the workshop as a networking opportunity. In comparison with other scores obtained, participants rated administrative arrangements, and outcomes and follow up plans lowly. The overall score of the workshop was 79%.

COMMENTS

The following comments were given by the participants about the workshop;

1. Which session did you find most useful? Why?

- Key Gender Concepts. This topic has done away with the general perceived thought that 'gender' means women thereby causing unnecessary negative attitude from male counterparts.
- Key gender concepts and gender and the economy. It clearly outlined that women are a disadvantaged group.
- Gender mainstreaming because it has shown us the importance of equality between men and women.
- Gender mainstreaming because that is the main objective of the programme.

- Gender mainstreaming because I learnt that when we are talking about gender we will be talking about men and women and not women only.
- Gender mainstreaming affords all in the community and workplaces to be a part of decision making in all areas that affect them.
- Developing the gender action plan. It enables us to make gender sensitive plans.
- Sex and gender - I am now able to differentiate between the two.
- The facilitation was motivating.
- All sessions were useful, however, IT and sex and gender roles were the best.
- Gender based budgeting because it promotes equal distribution of resources between men and women.
- Sustainable development and climate change because I now know that climate change is something councils need to fight from village level.
- Local Economic Development. It opens up on gender sensitive programming for development.
- All sessions were very useful. Some sessions were very new and well explained.

2. Which session did you find least useful? Why?

- None. All were equally useful.
- Gender Blind and Aware Policies.
- Gender & Media - It was not relevant to councils.
- Gender Budgeting - I did not get much information.
- Care-work because the major problem is funds and communities lack the capacity to fund such.
- Gender & Economy.
- Action plan because I cannot operate a laptop so I could assist others on the document.
- Gender Action Plan - It involved mainly management and councillors excluding junior staff.

3. How will you apply what you have gained from this engagement?

- By teaching and reporting all that has been taught to others who were not present at the workshop.
- Community projects engagements from planning to implementation.
- By giving each other equal opportunities.
- Through supporting gender related activities at council level and allow inclusion of gender mainstreaming the council's budget.
- Through all committee meetings and ward development committee meetings.
- Report at staff meetings. Encourage staff to be aware of the need to balance male/female opportunities.
- By encouraging women to participate equally with men in decision making and encouraging men to be tolerant of women's participation.
- As a council I am going to ward and start to spread gender mainstreaming starting from village level.
- I will apply this in my family and church.
- I will stop some of the things I do out of ignorance.
- Implementation and sharing to all groups of people.
- The implementation of the programme of gender mainstreaming. All councils should mainstream.
- Give feedback to other council employees.
- Whenever I conduct or attend meetings at the workplace I will talk about gender.
- There is need for a vigorous campaign to educate stakeholders in our wards about the importance of gender mainstreaming.

- Wherever possible I will have to remember to be gender sensitive in all my work.
- Share or interact with others during meetings and at times through WhatsApp not only in my ward.
- Conduct some in house training for other council staff.

4. Any other comments?

- The major part of the program is giving more emphasis on women which results in men not developing more interest in the program.
- Please keep up the good work.
- The workshop has equipped us to go and mainstream gender in council.
- The programme shall help male and female live sustainably.
- I would like to thank GL for the workshop and encourage them to make follow ups and even more workshops.
- I was happy because the programme upgraded me.
- Nearly every part was excellent because from all workshops I participated this one was excellent. I totally gained good knowledge that has capacitated me.
- More training is needed.