



**REPORT
REGIONAL MEDIA LITERACY TRAINING
WORKSHOP**

**10-12 March 2008
Birchwood Hotel, Johannesburg**

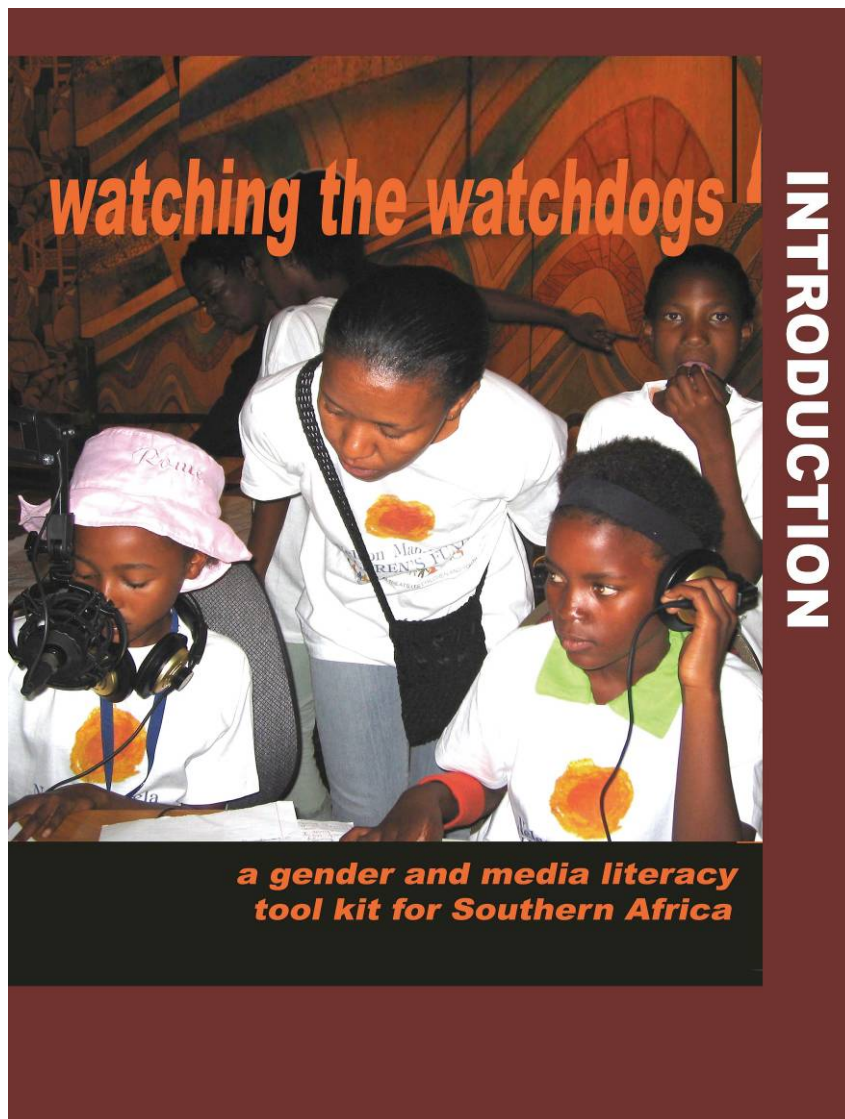


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EXECUTIVE SUMMARY

Over the last two years Gender Links has successfully piloted media literacy courses with the general public and trainers based in Johannesburg and with learners from four provinces of South Africa. Between 2006 and 2007 twenty nine members of the general public were trained, nineteen learners from secondary school and twenty two trainers from the Southern African region.

The ten week course is conducted using the GL media literacy manual, *Watching the Watchdogs*. The course content is adapted for different target groups. The learners were trained over a period of one week. The course covers the following modules:

- What is media literacy?
- Where are women and men in the news?
- What the news says about women and men?
- Visual literacy
- Counting the voices that count
- What do you and I want?
- Making your voice count
- Taking the media to task
- Making your own media
- Making the media work for you

Following the success of the pilot projects, GL seeks to cascade this project to other parts of SA and within the SADC region. The concept is to identify at least four Southern African countries in which there are strong GEMSA chapters and knowledge/training institutions that would be willing to partner in media literacy initiatives as part of their community outreach.

Gender Links ran a training of trainers' workshop with participants from eight countries in the region. Participants were drawn from media research and training institutions as well as GEMSA country chapters. The programme is attached at **Annex A**. The workshop objectives were to:

- Understand what is meant by media literacy within the broader global context.
- Share experiences of different models of media literacy that have been piloted or are emerging in the region.
- Go through the GL manual, *Watching the Watchdogs*; identify gaps and suggest additions.
- Identify partners in at least four countries for the roll out; plan training of trainers' sessions in each country; agree on management and logistic arrangements.

A total of twenty one participants attended the two day workshop which was held in Johannesburg from the 10th -12th March 2008. A list of participants is attached at **Annex B** and the workshop evaluation is included at **Annex C**.

The workshop was officially opened by the Executive Director of Gender Links, Colleen Lowe Morna, who introduced the key concepts of the course. This included an exercise on how we see things differently which made use of role play to highlight key issues around reading and interpreting the media.

A short overview of past pilot projects was given so as to bring participants up to speed with what Gender Links has been able to do in the previous projects undertaken as well as the key challenges faced. Outputs from the previous projects were also showcased. The second part of the workshop saw participants review the modules and giving their input. They outlined what they felt needed to be revised or what they felt would work in their different contexts.

As a way of moving forward participants drew draft country action plans and a budget. Draft country action plans are attached at **Annexes D to J**.

The media literacy course is one of the key activities of the Gender and Media Diversity Centre, (GMDC), whose key objective is to empower citizens to engage critically with the media. Media training institutions have expressed an interest in working with gender and media activists to extend the gender and media literacy pilot project to different countries in the region, as well as new target groups.

PROCESS AND ACTIVITIES

Reviewing the *Watching the watchdogs manual*

The course is run based on the Gender Links manual, *Watching the watchdogs* that draws from research and training material developed over a number of years on gender and the Southern African media.

The manual, *Watching the watchdogs*, that was tested in the pilot phase was reviewed during this workshop. The kit has with notes for trainers on each module, "core" exercises which can be used in different ways depending on the target audience as well as assignments which is done by the participants in their own time. The modules allow for maximum participation of trainees and may be easily adapted to local circumstances. The binder format allows participants at to add their notes and articles based on the exercises and assignments.

General feedback on the manual

- There is a need to define our publics before we embark on the roll out programme in light of the different literacy levels among audiences
 - How easy is it to comprehend the manual?
- There should be a module which addresses the issue of law and media ethics. Should include generic ideals of what media regulatory bodies should be and how effective the present bodies are
- There is need to pre-test the manual with the participants so as to get a sense of where the participants and whether the manual would work with your participants
- Daily evaluations of the modules would help identify gaps as you go along
- Assignments need to be clearly thought out to avoid overloading the participants with work.

- The module on media monitoring needs more time so that the participants get a clear grasp of research methodologies. Objectives of the monitoring should also be clearly defined.
- There should be an impact assessment before the end of the course to see whether participants are reading media differently. This could be done by
 - Ask the participants to rewrite the stories
 - Cut up a newspaper and ask them to put it together again
 - Ask them if they have been able to read newspapers
- Module three is the core of the course and as such it should be well understood. May possibly need two sessions because it deals with the issue of representation and portrayal in media and it is important that it is understood.
 - Ask participants to identify stereotypical stories in a paper or gender aware stories and rewrite these stories.
 - Give examples of stereotypes
 - More emphasis on subtle stereotypes because they are difficult to identify

Feedback on specific modules

Module One: What is media Literacy?

Definitions given by participants:

- The ability to critically look at media news and offer views to challenge stereotypes and misconceptions
- Understanding the basis of journalism; how media operate; using the media to the advantage of consumers
- Empowerment and engagement of consumers-at whatever levels to make sense of media
- Ability to analyse media reports and images; fairness and balance; write and understand how media operates

Module two: Where are women and men in the news?

- Participants felt that this module is important as it addresses issues of gender roles and how this affects women's presence in the media
- Exercises in the manual are very relevant but the ones that will work best in any context are; Missing in action that uses images: Forward and backward in Southern Africa: Who speaks on HIV and AIDS
- Participants can be asked to rewrite stories of their choice so as to show women and men in diverse roles.

Module three: What the news says about women and men

- Module three was described as the core of gender and media literacy as it looks at representation and portrayal. It addresses the issue of how and when women appear in the media
- Emphasis should be on subtle stereotypes because they are more difficult to identify compared to the more blatant ones
- All the exercises in the manual are relevant and can be adapted for any context
- Local examples, such as papers and pictures should be used in different contexts
- Ask participants to identify stereotypical or gender aware stories or pictures.

Module four: Visual Literacy

- This is a good module as most people often concentrate on stories when analyzing media. Images are around us everyday and it will be good to give consumers skills to understand the hidden meanings in images
- There is need to take media literacy to young people to help them redefine their perception of beauty
- Interrogate the module-stereotyping and definitions of beauty.
- Also look at how images are used to promote certain ideals and sell products- Objectification of men's bodies just like women's bodies.
- Give participants a set of stereotypical images and discuss
- Ask how the images and messages reinforce stereotypes
- Exercises given in this module are relevant especially the definition of beauty by different cultural groups
- A new exercise that can be added is to go to Archives and get old photos and compare them with modern day photos and see if there are differences in the way that women and men are portrayed
- Ask participants what they think of campaigns by international companies that use naked celebrities to advertise products

Module five: Counting that voices count

- There should be a clear definition of objectives before any monitoring can take place
- Key issue raised was time- if this module is to be useful, it has to be given more time especially the quantitative aspect eg maybe an introductory session then another session on using an excel spreadsheet
- Participants should be asked to choose mediums which are most convenient to them- question of access
- The exercise should be kept very simple eg ask participants to monitor one paper/radio show/ tv news bulletin

Module six: What do you and I want?

- Major concern raised with the module is that it is based on GMAS which some felt should not be the case as some findings in GMAS were not reliable ie audiences give the researchers what they think the researchers want eg question on sexual images
- Suggestion is that focus group discussions be used instead to answer some of these questions. A representative sample should be used in this instance
- A survey would work well in democracies but in other cases it may not be easy to do
- Focus group discussions could also be used together with the questionnaire
- Start with broad questions and then narrow them down to specifics

Module seven: Making your voice count

- 'I' stories or personal accounts could be another way of making citizens voices count
- In this module ask participants what they think would be good topics for discussion on radio talk shows.

Module eight: Taking the media to task

- This module does not fully address the generic ideals around media regulation.
- There is need to conscientise participants around complex laws so that they are simplified especially where there are low levels of literacy among participants-eg what the constitution guarantees consumers, Bill of rights etc
- There should be clear interpretation of issues
- Each country should adapt the manual to suit their context-this manual was made with SA in mind.

Module nine: Making your own media

- One limitation identified is lack of internet access among some of the would be target communities
- There is need for creativity so that participants can make use of what's available to them to create their own media- technology is just there to help people see the possibilities
- Participants can even create radio programmes

Module ten: Working with the media

- All the exercises in the module would fit any context as they directly relate to issues
- Role play could also be effective in pointing out issues to the media-eg pointing out some of their follies

OUTPUTS

- Workshop report
- Country action plans and timeframes.
- Suggestions for enriching the course content and process.

OUTCOMES

- Trainers empowered to engage critically with the media.
- Increased capacity for replicating the gender and media literacy course in the SADC region.
- Pilot projects across the region that will be documented and reported on at the Gender and Media Summit in August 2008.

NEXT STEPS

- Reviewing country action plans and selecting countries that will participate in the project rollout.
- Reviewing and making changes to the training manual based on recommendations from this training workshop.

ANNEX A: PROGRAMME

DAY /TIME	ACTIVITY	WHO
INTRODUCTION		
Monday 10 March		
14.00	Welcome and warm up activity	CLM
14.30	Exercise: One incident, many people, many stories	CLM
15.00	Buzz groups- what is media literacy	All
15.30	TEA	
16.00	Overview of media literacy pilot projects, examples of outputs	SN
17.00	Sharing of experiences- other types and forms of media literacy	KR
REVIEWING WATCHING THE WATCHDOGS		
Tuesday 11 March		
08.30-10.30	Group work	
	1. What is media literacy	
	2. Where are women and men in the news	
	3. What the news says about women and men	
	4. Visual literacy	
	5. Counting that voices count	
10.30-11.00	TEA	
11.00-13.00	Report back	
14.00- 15.30	Group work	All
	1. What do you and I want	
	2. Making your voice count	
	3. Taking the media to task	
	4. Making your own media	
	5. Making the media work for you	
15.30-14.00	Tea	
14.00-15.00	Report back	
ACTION PLANNING		
Wednesday 12 March		
8.30-9.00	Briefing	KR
9.00-11.00	Drawing up country action plans	All
11.00-11.30	Tea	
11.30-13.00	Presentation of country action plans; wrap up and closure	KR

ANNEX B: LIST OF PARTICIPANTS

	NAME	SEX	ORGANISATION	PHONE	EMAIL
1	Precious Zhou	F	MMPZ	+263 912353275	Precious@mmpz.org.zw
2	Mwiika Malindima	M	ZAMCOM/GEMSA	+260 211 251811	Mwiikamalindima@yahoo.co.uk
3	Sharon Thelemaque	F	GemPlus/GEMSA	+248 768830	Keraque@hotmail.com
4	Ncane Maziya	F	GEMSWA	002686240486	smegwa2003@yahoo.com
5	Eno Akpabio	M	University of Botswana media studies	00267 3554104	Akpabio@mopipi.ub.bw
6	Keabonye Ntsabanye	F	BOMWA/GEMSA	00267 71749644	Kntsabane@yahoo.co.uk
7	Ajagan Tirvongadum	M	Centosis Limited	00230 467 1001	Aj@centosis.com
8	Georgina Ragaven	F	MWO/GEMSA	00230 732 0121	Georgina@internet.mw
9	Richard Rooney	M	University of Swaziland	00268 628 3436	Rooneyrichard@yahoo.com
10	Fidelia van Linde	F	Stellenbosch University	0829651960	Fidelia918@hotmail.com
11	Judith Smith	F	SAMGI	0826779439	Judith@samgi.org.za
12	Raashied GAllant	M	GAP	0214650197	Media@gender.org.za
13	Kubi Rama	F	GEMSA	0116226597	admin@gemsa.org.za
14	Sikhonzile Ndlovu	F	Gender Links	0116222877	research@genderlinks.org.za
15	Mia DAvids	F	Polytechnic of Namibia	00264812414710	davidsm@airports.com.na
16	Sarry X-Eisa	F	GEMSA	0812209216	Sxoaguseises@yahoo.com
17	Lydia Byarugaba	F	GMDC/Gender Links	0116222877	knowledge@genderlinks.org.za
18	Dorothie Swedi	F	UCOFEM/G	00243 999913746	Dorothie_swedi@yahoo.fr
19	Trevor Davies	M	African Fathers	263912255928	Trevor@africanfathers.org
20	Authur Okwemba	M	AWC		
21	Colleen Lowe Morna	F	Gender Links	0116222877	clmorna@mweb.co.za

ANNEX C: WORKSHOP EVALUATION

11 evaluation forms received.

	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
<u>1. PROGRAMME DESIGN</u>	5	5	1		
<u>2. PROGRAMME CONTENT</u>	5	6			
<u>3. FACILITATION</u>	5	6			
<u>4. GROUP WORK</u>	5	6			
<u>5. OUTPUTS vs EXPECTATIONS</u>	4	7			
<u>6. LEARNING OPPORTUNITY</u>	7	4			
<u>7. NETWORKING OPPORTUNITY</u>	4	7			
<u>8. ADMINISTRATIVE ARRANGEMENTS</u>	3	6	2		

COMMENTS

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

- I liked the introductory session on media literacy which was very empowering.
- All sessions were useful, learned and gained a lot.
- Investigating the manual- very good information and content that can be used even outside this course.
- Familiarisation with the module exercises
- All
- All the sessions were good especially the 'reviewing the Watching the watchdogs manual as well as the group discussions that followed on.
- Visual literacy module discussion
- All group work discussions and understanding different aspects of the media and how consumers can address and work with the media.
- Visual literacy
- The training was good all through, all sessions literally
- All the module were useful

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

- -None
- None
- None
- None all were very eye opening
- None
- None
- None
- None as I already mentioned that all the sessions were eye opening

3 Any other comments

- Keep up the good work.
- The methodology used in this training was user friendly as most of us thought it would be difficult to adapt to the manual.
- A thoroughly enjoyable course, now it is just a matter of being able to go one step further and implement the project
- Keep in the loop; this is a very exciting course
- Gender Links keep up the good work

ANNEX D: BOTSWANA COUNTRY ACTION PLAN

Brief overview of the plan: This prospectus is for a short training course on media literacy (the ability to be critical about what we see, hear and read) that has arisen from a partnership between Department of Media Studies and Gender Links (GL), a Southern African NGO that specialises in gender, governance and communication. The objective of this project is to develop a culture of critical media consumption among different target groups in Botswana. The tool kit draws from research and training material developed over a number of years on gender and the Southern African media. The media literacy training programme is one of the activities of the new Gender and Media Diversity Centre (GMDC) which seeks to promote dialogue and debate on topical issues around gender and the media. Materials generated from the Media literacy training course will serve as resource material for the GMDC.

Proposed partners:

PARTNER	RESPONSIBILITY
Press Council of Botswana	Participation in consultative meeting and briefing on Media Literacy
MISA	Participation in consultative meeting and briefing on Media Literacy
Media Houses	Participation in consultative meeting and briefing on Media Literacy
Botswana Telecommunications Authority	Participation in consultative meeting and briefing on Media Literacy
Department of Non Formal Education	Participation in consultative meeting and briefing on Media Literacy
Educational Broadcasting Unit	Participation in consultative meeting and briefing on Media Literacy
National Broadcasting Board	Participation in consultative meeting and briefing on Media Literacy
Gender Programme and Policy Committee, University of Botswana	Participation in consultative meeting and briefing on Media Literacy
Department of Media Studies, University of Botswana	Provision or sourcing of venue, facilitation
GEMSA/BOMWA	Facilitation, mobilization of stakeholders and participants, progress report and report writing
Department of Adult Education, University of Botswana	Participation in consultative meeting and briefing on Media Literacy

Target group:

Persons enrolled in non formal education programme
 Out of school youths
 Teenage mothers enrolled in YWCA junior secondary school

Time frame:

May 18-August 1

Outputs and Outcomes:

At the end of the course participants should be able to:

Monitoring print and electronic media using: quantitative and qualitative methods

Write press releases, statements and letters to the editor

Engage with the Media Complaint and Review Committee

Documenting the process:

Progress report on challenges faced in conducting the course, achievements, students' projects and final report.

Budget

ITEM	Description	Local currency	Rands
Venue	Centre for Continuing Education, University of Botswana/Media Complex Conference Room, Gaborone	P500	-
Refreshments		P7900	
Facilitation P750 X 11 days X 1 facilitators; P500 X 11 days X 1 facilitator		P13750	
Coordination Consultative and Media Literacy		P15000	
Administrative/Communication costs (Phone, toner and photocopy)		P3000	
Stationery		P1500	
Transport Allowance		P7200	
Other/Contingency		P3000	
TOTAL		P51 850	R64 044

ANNEX E: MAURITIUS COUNTRY ACTION PLAN

Brief overview

Over the past five years, Media Watch Organisation-GEMSA in partnership with Gender Links have done research on gender and the media and gender, the media and HIV and AIDS. From 17% in the Gender and Media Baseline Study of 2004 women's voices were raised to a mere 24% in the Global Monitoring Project done in 2006.

Women and men who are behind the news at all levels as well as the public at large should be given proper training on media literacy to improve their understanding of gender skills.

Many organizations are now aware of unbalanced reporting and degrading images of men and men in the media.

AIMS

To train and raise awareness amongst NGOs, students, media practitioners, students, politicians, decision makers, media consumers and the public at large on gender and the media

To encourage the above to read/listen to stories with a analytical and critical mind

To encourage civil society to engage with the media through writing articles, opinion pieces and letters to the editors

OBJECTIVE

A media literate civil society on all issues related to gender justice

PROCESS

Training manual to be put in the Mauritian context by including Mauritian articles and advertisements

Translation of part of the manual in Creole

Lay out, design and printing of the manual

CD –rom to be put in the manual

A pilot project with two groups:

- (1) NGOs
- (2) Gender activists

Proposed partners

PARTNER	RESPONSIBILITY
Centosis	Ajagan Teervengadam
MWO-GEMSA	Coordinator role

Target group

NGOs
 Students
 Media practitioners and Advertising Agencies
 Politician and decision makers
 Media consumers, i.e. the public at large

Time frame

Once a week for a two hour session either on Saturdays or late in the evening depending on the available of the participants. Training over eight weeks.

Outputs

A report after the eight weeks training
 Ad hoc report on problems on the training itself and modification of the programme

Outcome

30 trained participants (15 NGOs and 15 gender activists)
 A more empowered section of the population in media literacy.

As part of the training programme participants will help researchers with materials for research

30 trained monitors to help in media monitoring

Ability to write opinion and commentary pieces, personal stories, letter of complaints, letter to the editors and talking to broadcast media

30 projects at the end of the course

Budget - for the first batch of 15 participants

ITEM	Description	Local currency	Rands (Rs 3.3:R1)
Venue	In kind support	Not applicable	Not applicable
Refreshments	Juice and biscuits	15 participants x Rs.50 x 8 sessions =Rs.4,600	R1394
Facilitation	Facilitator	Rs 3500 for 2 hrs x 8 modules = Rs.28,000	R8485
Coordination	One Coordinator Including the cost of venue	Rs.16,500	R5000
Materials	Re designing and printing of Training manual With CD Roms – 200 copies	200 x Rs.200 = Rs. 40,000	R12,122
Communication	Press Conference Press Release Telephone, faxes and postages	Rs.3000	R910
Other	Head of Project	Rs.16,500	R5000
	Miscellaneous	Rs.3300	R1000
SUB TOTAL		Rs 111,900	R 33,909
Administrative costs (10% of subtotal)		Rs 11,190	R 3,390
TOTAL		R123,090	R 37,300

Rand = Rs.3.30 but rounded

ANNEX F: NAMIBIA COUNTRY ACTION PLAN

Proposed Partners

PARTNER/S	RESPONSIBILITY
Schoolnet	Providing space, computers for research etc
UNAM/College of Arts/ Polytechnic of Namibia	See how this can be included in their curriculum/space/training
GEMSA Facilitator (gender and Media Practitioner)	Coordination/facilitation/report writing etc
Ministry of Education	Help in identifying schools and permission thereof (only schools with Press Clubs)
Namibia Press Club	Platform of Discussion with media houses
MISA/NEF/NiD	Involvement and ownership
Consumer Lobby Groups/Forum for the Future	Identifying groups for training

Phase One- April 2008

Launch of the Project (important-raising awareness)

Phase Two

Target groups (pilot project)
Students/learners

Time frame

May – September 2008
(5 months)

Phase Three

Target Group
Consumers

Time frame

January – July 2009

Outputs

- Participants to know what Media Literature is.
- Raise awareness on the role consumers has to play in critically analyzing the media
- Bring afore the issue of gender dimension, gender blindness, gender aware shuttle stereotype, sourced and accessibility, accountability etc
- Case Studies for Gender and Media Summit in August 2008
- Replica: Pilot in other regions-to be identified
- How many have gone through this exercise (number)

- Show case the knowledge gained in consumer education on the Media Monitoring and evaluation

Outcomes

- To create awareness and knowledge building surrounding Media Literature amongst students and other consumers
- Consumer learn to take to task Media, by interrogating content etc
- Learn about types of Medium including Internet
- Educate, especially rural consumers, on Media Literacy
- What is in for every one in the media
- Learn how to Watch the Watchdog
- Learn about media regulatory bodies

Documenting of the process

- Each group trained will be monitored and evaluated separately
- Report on project:
 - Progress of students
 - Progress of civic groups
 - Progress report of facilitators/trainers

Budget

ITEM	Description	Local currency	Rands
Launch	Raise awareness about the Project	N\$ 4 000	R 4 000
Venue	Polytechnic of Namibia / School venues		In kind
Refreshments			
Facilitation	6 x facilitators @ R400 p/2hr lecture x 5 days = R 2 000 p/week	N\$ 2 000 x 21 weeks Total: N\$ 42 000	R42 000
Coordination	-organise stake holders -plan for workshops -report writing -monitoring and evaluation of the project -recruitment of facilitators/advice trainers -sending out invitations- -visit to schools/press clubs/consumer lobby groups -prepare advertising materials -Radio/TV talks/Newspapers	N\$ 2500 /month X 5 months N\$12 500	R 2500 /month X 5 months R12 500
Materials	-brochures and flyers - printing entry/registration forms - stationery @ 30 x participants -Printing of Training Manual 30 @R150	N\$ 600 N\$ 300 N\$ 500 N\$ 4 500	R 600 R 300 R 500 R 4 500

ITEM	Description	Local currency	Rands
		Total: N\$ 5 900	Total: R 5 900
Administrative costs	-transport @ 400 p/m x5 -admin staff (x1) @ 1000 x 5	N\$ 2 000 N\$ 5 000	R 2 000 R 5 000
Communication	- Telephone 300@5 - Faxes 200@5 -	N\$1 500 N\$1 000	R 1 500 R 1 000
Other	Transport cost for 30 students @ R15 p/day @ R 75 p/week	N\$ 75 x 21 weeks Total: N\$ 1 575	 R 1 575
TOTAL		N\$ 75 475	R 75 475

ANNEX G: SOUTH AFRICA COUNTRY ACTION PLAN

Brief overview of the plan

The plan is to conduct a tailor-made media literacy programs/courses in the following areas

1. Western Cape
 - Southern Cape
 - Groot Karoo
 - Overberg
 - Drakenstein/Winelands
 - West Coast
2. Eastern Cape
 - Port Elizabeth/Uitenhage
 - Butterworth
3. Northwest
 - Mafiking
4. Mpumalanga
 - Nelspruit
5. Kwa Zulu Natal
 - Durban/Pietermaritzburg

Proposed partners

NO	PARTNER	RESPONSIBILITY
1.	SAMGI GAP University of Stellenbosch CPUT Hawston Primary School Unobuntu Multi Purpose Centre Mancom Beaufort West MPC George MPC/Moss Gas Women on Farms Project Western Cape Network on Violence against women Masifundise GCIS Police Community Forums Advice Forums	
2.	Univeristy of Port Elizabeth	

NO	PARTNER	RESPONSIBILITY
	Masimanyane Planned Parenthood Association of SA (PPA) Fort Hare UNITRA Masonwabisane Women's Support Centre Police Community Forum	
3.	Keletsong Community Training and Resource Centre Mathuela Dingaka Baporofeteng HIV/AIDS Association Orkney Community Legal Development And Education Centre (OCLDEC) Oukasie Health and Welfare Committee (OHWC)	
4.	African Eye Sam Nzima Moutse Community Radio Station (MCRS) Moutse Rural Women's Movement (MRWM) AIDS Sexuality Health Youth Organisation (ASHYO) Foundation For The Support and Development of HIV/AIDS Orphans and Destitute Women (FOSDAODW)	
5.	Durban University of Technology Agenda Centre for Public Participation	

Target group

Grassroots community activists and workers

Time frame

1. Western Cape: May - July
2. Eastern Cape:

Outputs

X participants trained in 5 areas in South Africa
Case studies from the various areas trained

Outcomes

X media literate participants who are able to

- Make their voices heard across several platforms
- Use the media more efficiently
- Use the media to highlight the profile of the organisation they represent through press releases, opinion pieces
- Use Information Technology to their advantage
- Have the skills to increase employment opportunities

Documenting of the process

Periodic progress reports.

Budget

The budget is in the process of being finalised because it is anticipated that the course will run in several centres.

ANNEX H: SWAZILAND COUNTRY ACTION PLAN

Brief overview of the plan

Short training course following broadly the model used so far in South Africa.

Needs in Swaziland are similar to South Africa, with the addition that Swaziland is a very small country with a small media industry. Most media are state controlled to some extent. Even the private media are subject to restrictive laws (including laws of ownership and what can and cannot be published).

The Swaziland course would need to include material about state control of the media and how this impacts on ordinary media consumers.

There are particular gender issues in Swaziland. In customary law women are considered minors and are in effect 'owned' by men (e.g. husbands and fathers). The new Swazi Constitution (2006) enshrines gender equity, but in practice this is not followed in Swaziland.

Would like to emphasize media monitoring as GEMSA already does some of this work with MISA. Is a need for training for GEMSA and MISA and others in how to do media monitoring.

There may be some issues around module 7 (Making Your Voice Heard) because of the state control of media. Certain voices are effectively 'banned' from the airwaves. Sometimes state controlled media are give preference by government agencies when it comes to access.

Module 8 (Taking the Media To Task). At present in Swaziland there is a journalists code of conduct, but this is largely ignored. There are five media bills which were drafted in 2007 – some of which include regulation of broadcasting and print media – which are presently out for consultation. The training could be a good opportunity for people to engage with these bills.

Module 9 (Making Your Own Media). There are big technical problems with the Internet, including access to computers. Internet connections are very poor (No broadband) – it isn't possible to engage in cyber dialogues. There doesn't seem to be any urgency to improve the technical situation.

Proposed partners

PARTNER	RESPONSIBILITY
MISA – Swaziland Chapter	Use present knowledge and experience in areas such as media monitoring and media freedom advocacy.
University of Swaziland, Journalism and Mass Communication Department	Provide some teaching expertise. Possible provision of computers and classrooms.
Possible media houses (at present we are not sure which would be willing to help)	Sensitize participants to issues around how media actually operate in Swaziland and possibly the issues media face.
Swaziland National Association of Journalists (SNAJ)	Provide expertise in how journalism is in Swaziland. Also, SNAJ has a Code of Conduct that journalists are supposed to follow.

Target group

20 people from:

General public

Schools

People in advocacy groups

NGOs

Swazi drama groups (three in number)

University students (e.g. law, journalism, politics)

Time frame

Evenings would not be appropriate in the Swazi context.

Need to have a block of time (four Saturdays over one month – 8am to 5pm with 1hr lunch).

Outputs

Outcomes will be similar to those of the South African modules plus participants will

Understand restrictive media laws in Swaziland.

Understand the role of the state in controlling media in Swaziland.

Understand the gender issues in Swaziland, especially the contradiction between the Swazi Constitution and the traditional law and custom.

Undertake monitoring of media in Swaziland.

Engage in consultation on the new draft media bills.

Create their own media using computer technology and also role play (drama), creating posters, newsletters / brochures, material to be offered to the SBIS radio.

Engage with media practitioners to try to get material broadcast or published in print media.

Outcomes

A more media literate public who are better able to understand how media works and how they might manipulate information that people receive. This is a particular issue in a state-controlled media environment.

Documenting of the process

Written reports of progress of the modules

Evaluation of the outcomes

Material (e.g. media artifacts) produced by participants.

Budget

ITEM	Description	Local currency	Rands
Venue	A room for participants to use for four Saturdays	E600 per day	E2 400
Refreshments	Tea, coffee and lunch for four days	E10 000	E10 000
Facilitation	Three people per session. Costs to include preparation and marking time.	E2 000 per person per day	E24 000
Coordination	One person for whole period of project		E6 000
Materials	Hire of computers Manuals Stationery	E150 each	E3 000 E800
Administrative costs	To include visiting speakers and drama groups		E6 000
Communication	Phone / Postage / Internet		E1.500
Other	Transport for participants		E8 000
TOTAL			61 700

ANNEX I: ZAMBIA COUNTRY ACTION PLAN

Brief overview of the plan

This prospectus is for a short training course on media literacy (the ability to be critical about what we see, hear and read) that has arisen from a partnership between ZAMCOM and Gender Links (GL), a Southern African NGO that specialises in gender, governance and communication. The objective of this project is to develop a culture of critical media consumption among different target groups in Zambia. The tool kit draws from research and training material developed over a number of years on gender and the Southern African media.

Objectives:

- Understand what is meant by media literacy within the broader global context.
- Share experiences of different models of media literacy that have been piloted or are emerging in the region.
- Go through the GL manual, *Watching the Watchdogs*; identify gaps and suggest additions.
- Identify partners in at least four countries for the roll out; plan training of trainers sessions in each country; agree on management and logistic arrangements.

Proposed partners

PARTNER	RESPONSIBILITY
ZAMCOM	Provide training facilities and trainers
MECOZ	Bring to the partnership issues regarding media regulation in the country
PAZA	Will bring on board the role of public media organizations to the partnership
MISA	Will bring on board the role of independent and private media organizations to the partnership
SAEF	Will respond to the question of media policy per media organization involved
ZAMWA	Will involve the women in media as partners to this programme
Press Clubs	Will provide trainees drawn from all their member schools
Post Press Freedom Committee	Will bring on board role of independent media to the partnership[
Local NGO's/Schools	Will provide the larger trainee base

Target group

This programme will target schools and members of the public whom we shall get through press clubs and local NGO's. These will be general citizens who are also daily

consumers of media produce. They will be of all gender aspects, men and women, young and old, different classes in society, working and not working and so on.

Time frame

March - July 2008. The program will have to take place over a period of 1 week intensive training.

Outputs

- Partnerships with media organizations strengthened
- Students trained in media literacy
- Members of the public trained in media literacy

Outcomes

- A general public critical and aware of media content/ be able to provide content
- Students aware critical and aware of media content/ be able to provide content
- A media industry that is aware of the needs of its audience

Documenting of the process

The process will be documented by the training partner organization and GEMSA. This will be ZAMCOM and GEMSA Zambia. They will have to provide a training and activity report at the end of the process and provide any information needed during the process. Students will come up with news letters, pictures, letters, press releases, Radio Documentary, production of "I" stories and videos at the end of the training.

Budget

ITEM	Description	Local currency	Rands
Venue	ZAMCOM Campus	K 2,000,000	R 3400
Refreshments	Teas/Coffee and snacks e.g biscuits and or sangaues	K 500, 000	R 850
Facilitation	5 speakers on different subjects	K 2,000, 000	R 3400
Coordination	Arranging and ensuring process takes place	K 5,040,000	R 8,400
Materials	Note books, pens, flip charts, folders, stick etc	K 9,000,000	R15,000
Administrative costs		K 3,500,000	R5,900
Communication	Telephones, invitations, printing, emails etc	K 1000,000	R 1,700
Other	Transport refunds for trainees	K 5000,000	R 8,400

TOTAL		K28,040,000	R46,740
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ANNEX J: ZIMBABWE COUNTRY ACTION PLAN

Brief overview of the plan

Need to engage civil society in using media to forward progressive agenda's for change about broader democratic issues whilst mainstreaming gender sensitive actions and approaches from the start of the process instead of trying to 'adapt, add-on, correct' gender sensitivity at later stages. Whatever election outcome we need to strategise post election work in a forward looking plan that gives us potential for rapid strategic ground actions for change.

Proposed partners

PARTNER	RESPONSIBILITY
MMPZ	Hosting, co-ordination
SAMSO	Deliver facilitation, session management
MISA, FAMWZ, STANDARD	Industry Stakeholders
PAMBERI TRUST/ BOOK CAFE	Venue, Facilities

Target group

- Communication Officers, Media Outreach officers in NGO's, Civil Society Organisations, Government Service Delivery Departments

Time frame

Commence Mid-May for ten weeks with finish in end of July, 2008

Outputs

- Participants to identify a Gender/Media need in their own work and that of their organizations e.g. Newsletter, Website content development, video, radio interaction, letters to press, article writing, visual resource production etc. To work on these for presentation final week of course.
- Increase in interaction with press, letters to editors, phone-in programmes etc.
- MMPZ and students analysis of women candidates coverage in March elections (with Women's Trust – Women Can Do it Campaign).

Outcomes

- Identify the organizations that would carry the process forward to replicate and expand the programme numerically and geographically.
- To give a model to create gender sensitive curricula and materials for the post election scenario in media training in Zimbabwe. (May need to be community focused depending on election results.)
- Identify specific target groups, children's media, youth media, elderly etc.

Documenting of the process

- MMPZ monitor media interaction results during course. (Letters to editor, articles for Gender Opinion and Commentary Service, Radio Phone ins , etc. (Statistical Analysis)
- MMPZ/Women's Trust candidates coverage report (with students).
- Project work of students at end of course.
- SAMSO Photography, videography of process.

Budget

20 participants + 1 Overall Facilitator, 1 Co-ordinator and visiting facilitators through the ten weeks

ITEM	Description	Local currency	Rands
Venue Book Cafe	Physical Room, WiFi connection		4,000
Refreshments	Cool drink, Tea, Bread roll		4,000
Facilitation	1 F/T + Various P/T		15,000
Coordination	1 F/T MMPZ		6,000
Materials	Pack 150R x 30 Photocopying		6,500
Administrative costs	10%		4,000
Communication	Internet, phone etc. MMPZ		1,000
Other	Contingency (5%)		1,600
TOTAL			42,100