

SAMSO and Gender Links Gender Imaging Workshop

The Cottages, Observatory, Johannesburg

12 to 16 May, 2003

CONTENTS

DAY 1

Session 1 - Welcome

Facilitator – Trevor Davies, Director, SAMSO

Trevor Davies welcomed participants to the SAMSO/Gender Links workshop on Gender Imaging. He provided a background to the workshop, outlining the processes that SAMSO and Gender Links had already been through toward increasing the capacity of southern African photojournalists to produce quality, relevant and positive imagery of the region and its people and the work of Gender Links in relation to gender and the media. Trevor Davies also briefly explained the workshop objectives and process as well as some of the expected outputs.

Colleen Lowe Morna, Director of Gender Links, then introduced some administrative issues related to accommodation, reimbursement of travel and visa costs etc.

Session 2 - Introductions in pairs

Facilitator – Trevor Davies, SAMSO

Workshop participants were asked to pair-up and spend a few minutes finding out about each other, specifically name, country, a favourite image of themselves, and how they would like to be photographed. Each participant then introduced his or her partner to the rest of the group.

Session 3 - Drawing Gender – What Do You See In This Picture?

Facilitator - Judy Seidman, Training Designer

Judy Seidman took participants through an exercise that demonstrated gender stereotypes. Some of the issues raised by participants in discussion included that society considers a woman more successful if she is small and pretty and that while stereotypes of men tend to be based more around character, those of women tend to be based on physical attributes. Often, people also contrast the woman against the man or vice-versa, instead of looking at each on his or her own.

Judy Seidman concluded the session by explaining that society has constructed stereotypes of what a man should be, what a woman should be and when on to point out that these are further broken down according to culture, class and location.

Session 4 - Image Exchange

Facilitator - Colleen Lowe Morna, Gender Links

Each participant shared a selection of images s/he had taken or worked with and how they felt these images represented women.

Session 5 - Gender Media Monitoring – Counting Exercise

Facilitator – Alice Kwaramba, Gender Links

Participants were grouped, provided with several newspapers from around the region and asked to answer the following questions:

1. How many images are there of women and of men?
2. In what roles are the men, women portrayed?
3. What is the prominence of the picture (size, placement, page, etc)? and
4. What do the pictures say to us about men, women?

Responses from the participants were that the general trend was that there were many more pictures of men than women. The women tended to be portrayed in domestic roles or as objects to sell a product (in advertising). Men were for the most part politicians and sportspersons. One participant noted that even in South Africa, where there are at least 30 percent women politicians, the press reports on them very little. Further, the photographs of men tended to be more prominent than those of women, unless the woman is being portrayed in a negative light.

Alice Kwaramba concluded the session by pointing out that a counting exercise was one of the ways in which the media's gender sensitivity could be assessed. She also pointed out to participants that this should make them more aware of the need to constantly think about this when they are out taking photographs.

Many of the participants said the exercise was real eye-opener for them in terms of recognizing why gender imaging is an issue.

DAY 2

Session 1 Understanding Gender

Facilitator - Colleen Lowe Morna

Colleen Lowe Morna guided participants through a gender awareness session on the differences between sex and gender. Using a listing exercise, participants contributed to what they thought were sex differences and what they thought were gender [role] differences in the home, community and workplace between men and women.

Colleen explained to participants that sex is biologically determined, while gender is socially determined or constructed and that gender can therefore be deconstructed. She went on to illustrate way in which the socially constructed roles also place women in more economically inferior positions, for example care work that women do in the home and which is unpaid for. Discussions focused around the fact that although it is perfectly clear that women are as capable of decision-making, finance, management, etc, the failure of policy makers to take this into consideration is constantly resulting in poor economic policies.

Session 2 - The Media - Results Of The GMMP Regional Study

Facilitator – Colleen Lowe Morna

Colleen Lowe Morna presented the results of the southern African regional Gender Media Monitoring Project that was undertaken by MISA, Gender Links and various partner organizations throughout the Southern African Development Community, with the exception of Mauritius, Seychelles and the DR Congo in September 2002.

Colleen pointed out that in general, the study results showed that throughout the region, women were grossly under sourced in all media. Women were also under represented as media practitioners and those who were there tended to be concentrated in the stereotypical role of television presenter or in the lower ranks in print media.

She explained that having taken place over an entire month, this was the most comprehensive study ever undertaken of this nature. An international monitoring project was conducted over a period of one day in 2001.

Each participant was presented with a printed copy of the regional report and encouraged to also collect their country report.

Session 3 - What Is Training

Facilitator – Colleen Lowe Morna

The facilitator guided participants through a discussion on the difference between a facilitator, a lecturer and a trainer.

Participants agreed that the role of a facilitator is to guide discussion and help to bring out what is already within the participants. They also noted that a facilitator also validates or affirms people's positive experiences. The role of a lecturer, on the other hand, was said to be to 'dish out' information to recipients of that information. A trainer was considered to be someone with expert knowledge on a particular subject.

During this session there was also discussion on the difference between training children and training adults. It was generally felt that adults already have a lot of knowledge and information. This means that in addition to bringing experience and knowledge to training, adults also bring stereotypes and resistance. Participants also agreed that training adults and children also requires a difference in how you present yourself in terms of vocabulary, tone, and dress, for example.

An effective way of engaging with adults for facilitators and trainers was to bring out real world experiences, by beginning with what people already know, and recognizing that people learn by doing.

Session 4 - Group Work – Critique Of The Manual

Facilitator – Colleen Lowe Morna

Participants were divided into groups to review the different chapters of the draft training manual and present their comments and suggestions on how they could be improved.

Group feedback

Section 2: History of Images

There needs to be more background on how the history of photography has defined us as southern Africans through our various struggles and in terms of gender. Towards this end, there could be the following additions:

- An exercise to begin the section asking people about images that have really made an impact on them. The manual should include a note for the facilitator to guide in probing trainees further whether these are family photographs, advertising, etc as well as who took them and how these photographs have helped in developing our conceptualization of gender;
- A section on studio photography drawing on studies by Mofokeni as this was one of the early forms of photography that many people throughout southern Africa can relate to;
- A section on gender imagery in the different struggles for liberation and uses of images in liberation and resistance media;
- A section on gender imaging during the developmental phase, especially the women in development (WID) to gender and development (GAD) transitional phase in the region. This should look into issues like cooperatives and income generating projects as one of the focuses of gender imaging at the time. This should also include photography used by governments and donor agencies for explicit developmental messaging and how it portrays women;
- A section on gender imagery during the phase of transition to multi-party democracy;
- A section on how images are distributed and the impact of this on the representation, presence/absence of women.

Exercises throughout the manual should include guidelines on how long each exercise should take and there should be some notes providing guidance for the facilitator on ways to close each session.

Additional Comments:

- More photographs should be sourced from women photographers around the region.
- This chapter has the heaviest South African bias – more historical photographs should be accessed from around the region and participants could assist in gathering these?
- In terms of studio photography, the history section should investigate the impact of early Drum in the region?
- A section should be added looking at the transition from one party to multiparty democracy, especially as it relates to South Africa.
- The challenge with this chapter will be to balance the huge amount of information with the space available.

Section 3: Gender imaging

This section could be improved by:

- Using a mapping exercise instead of the current exercise for what is sex/gender, as mapping more clearly shows how roles are constructed and how they can be deconstructed;
- Cultural, age and ageism issues should be taken into consideration in the exercise on understanding sex and gender.
- More exercises should be included that demonstrate stereotyping, for example “what images come to mind when you hear the word feminist?”
- When talking about sex and gender, the trainer should be aware that people find it very hard to talk about sexual organs and this may make it a bit difficult to define sex differences.

Section 4: Who is who in the newsroom

Issues that could be taken into consideration in this section could draw from the personal experiences of photojournalists, and especially women photojournalists, of working in the newsroom. These could include issues such as:

- The failure of news departments to properly brief photojournalists and how this can have an impact on the photo failing to appropriately relate to the story that is written by the journalist.

SAMSO Gender Imaging Workshop with Gender Links – Final Report

This also has an impact on whether or not the photojournalist carries the right equipment for the assignment, with implications on quality;

- The level of importance given to photographs and photojournalists by news departments. This can have implications on areas such as the budget allocated to camera equipment and quality of photographs.
- The fact that in most cases a photojournalist is tied to a journalist writing the story makes it difficult for him or her to set their own time and pace within which to come up with a quality and relevant photograph;
- The importance for newsrooms to have an archive of photographs, especially for repeat assignments like fuel queues.
- The need for training of photojournalists on areas such as labeling/captioning their photographs.

This group also suggested that photo editors need training, especially in gender if gender imaging is to improve in the media.

Additional Comments

Other participants also made the following inputs:

- Photo editors and editors are a very important group that needs to be targeted for gender training.
- Ageism affects the profession of photojournalists where technology is concerned since it is usually the young photographers who are in touch with current technology.
- Photography and photographers are often marginalized within the pressroom.
- The manual should have a section on the practical experiences of photojournalists in the newsroom.
- Really good quality photographs in the media are usually an indication of a good relationship between the journalist and the photographer.
- Personal stories (case studies) for inclusion in the manual should also highlight positive experiences and best practices.
- Cost is a major restriction to the photojournalist and this should come out in the section. Often a photojournalist is limited to a number of frames for an assignment even if they have a full roll of film.
- Role-play could be included as an exercise in this section to demonstrate good practices in newsrooms.
- The section should also look at the kind of challenges women and men photojournalists face.
- The section should also explore who is allowed to photograph what.

Sections 5 Sex Sells (globalization) and 7 New Tools and Challenges

The group reviewing sections 5 and seven had the following suggestions to make in terms of additions or alternations that could be included:

- An exercise on globalization should be included;
- Some background should be included on how gender was represented in media 5 to 10 years ago and now;
- There is need for more background based on existing studies on whether or not sex really does sell;
- Case studies on HIV and AIDS campaigns should be included in section 5 focusing on the Chishango condom ads in Malawi, South Africa's Love Life campaign and Zimbabwe's community group campaign. The manual could also include practical exercises for participants where they are asked to develop an idea of how they would sell condoms using images.
- The section on new tools and challenges should begin by looking at what the new tools are since some people may not have had exposure to these. The issue of the rural – urban divide in terms of access to the new tools and how this affects power relations needs to be explored. Case studies could be used to illustrate this, for example from the ZWRCN's imaging project on gender and HIV/AIDS.

Additional Comments:

- An HIV/AIDS case study would be good for making the link between sex and globalization.

Section 6: Taking and making images

The group assessing section 6 noted that:

- More training is needed for photographers and editors. In many countries photographers are not specialised;
- An issue for photographers and photo editors is the power and role of politicians who sometimes also say how a photograph should be taken and used.
- There is need for more in this section on captioning correctly;
- The issue of proper briefings to enable photojournalists to carry the correct equipment needs to be mentioned.

Section 8 – Packaging and Positioning and Section 9 - Gender, Photojournalism and Ethics

The group assessing sections 8 and 9 suggested that the following should be taken into consideration in further developing these sections:

- Messages are often inappropriately used, at times just to fill space, and sometimes with no relevance to the text;
- Women whose photographs are published/used often are still not given voice. An example is in the caption which is often passive in relation to the female who is the subject and active in relation to the male who may not have much to do with the picture;
- It is important to determine who in the newsroom will be responsible for captioning.
- Pictures on certain pages, like on right hand side pages are likely to get more attention;
- In terms of gender, photojournalism and ethics, there is a lot of bias. The manual should make a log of ethical considerations that we are aware of.
- Case studies should be done on how we name people and label them right and wrong.
- Legal issues need to be looked at even where what is being done may appear to be ethically correct (for example p54a), where the photographer may argue he wanted to show the brutality of the murder. The same is true for stolen shots;
- Editors, photo editors and subeditors need training on picture selection and the relationship between pictures and design.
- The section could look into the status that photojournalism given in our media;
- Issues of how to get around the problem of advertising and how an editor/subeditor decides whether or not to accept an advert should be explored. A guest writer from an advertising agency should be invited to write something on advertising for this section;
- This section should whether or not we should to define gender and ethics and more examples should be provided from other countries.

Additional Comments:

- Editors and subeditors etc are a lot more precise than we give them credit for and they are actually really interested in training.

Sexual 10: Visual literacy

This group suggested the following additions/alterations to the section:

- The whole section should come much earlier and needs more examples;
- The quotation in the foreword providing a definition of visual literacy should also be included in this section;
- The section should make it clear that the journalist is responsible to the person being photographed to ensure the representation is clear and is not very open to misinterpretation.
- Awareness should be raised among both photographers and the audience that you can also tell a lot by what is missing from the picture.

Session 5 - Group Work – Thematic Areas

Facilitator – Colleen Lowe Morna

Working in groups, participants reviewed the examples of images used in Part 3 of the manual in terms of the thematic areas below and provided their comments on how women and men were being presented.

Politics and decision-making

- Women are mostly portrayed negatively. A woman is almost always seen in reference to what she wears;
- Women are inappropriately placed in the press;
- The media downplays positive images;
- The media places a lot of importance on individuals who are celebrities;
- Men are presented as important and powerful;
- Men are usually appropriately captioned;
- The angle from which people are photographed makes a difference in terms of how they appear (powerful, weak, victim, etc)
- Men usually have more visual cues to power – uniform, microphone, etc.

Social, Economic development issues

- Photos of demonstrators seem to stereotype women as being more concerned about poverty and men more about trade issues;
- Photos and captions of women and water implies that drawing water is purely a responsibility of women;
- Social economic development issues stereotype women as being responsible for the welfare of family and nation.

Sports and entertainment

- Often the sports personalities are presented to young people as role models and this can be dangerous;
- Sportsmen are usually represented as the macho men although sometimes they are not the best role models (Mike Tyson).

Conflict and violence

- Women are usually portrayed as victims of war;
- Men are only shown looking desperate in instances where there is immediate danger, i.e. a gun to his ear;
- Women combatants are often shown as cheerleaders while men are shown as ready to fight. It would be good to look at liberation war photos that could challenge some of these stereotypes;
- War is potentially one of the areas where imagery is manipulated more than any other;
- Rape as a weapon of war is one of the least reported.

HIV/AIDS

- The media reinforces stereotypes, especially of women as being the source of HIV/AIDS;
- The language used in the media is not compassionate;
- Media houses should have policies on how HIV/AIDS is reported;
- Images should portray people living with HIV/AIDS as ordinary people doing ordinary things;
- The media needs to work on its relationship with HIV sources – the lack of positive portrayal of HIV/AIDS in Africa by western photographers is due to this lack of relationship building and the ‘hit and run’ nature of the images.

Sex Work

- Sex workers are generally portrayed half naked;
- They are also often photographed being propositioned by men though the men are not shown;
- Sex work is portrayed as a dirty profession to be ashamed of;
- Women are often shown as being in the aggressive role, propositioning men;

- The manual could benefit from more articles about what leads women into prostitution and the hardships they face.

Gender violence

- Images and articles on gender violence tend to imply that man is in the right;
- Sometimes there is no picture or voice of the woman;
- Women are often portrayed as if they are ‘asked for it’.

DAY 3: FIELD VISITS

Participants spend the day on practical gender imaging around the issues of Gender Violence; Women at Work; and HIV and AIDS at sites organized by the workshop hosts.

DAY 4:

Session 6: Ethics

Facilitator – Trevor Davies

Trevor Davies guided participants through a discussion on ethics and photojournalism, highlighting from the beginning that the real point about ethics in photojournalism as much as in any other type of journalism is to stop and ask yourself how you are representing people and whether that is fairly. He explained that each photojournalist should have a questioning approach to what s/he is doing and not just accept the given values.

The agreed definition of ethics in photojournalism was that these are social guidelines pertaining to a group or a career but not punishable by law.

Examples of some of the ethics issues discussed in photojournalism training came from Evelyn Hone training centre in Zambia, where the curriculum includes social responsibility, invasion of privacy, and privacy vs. people’s right to know.

Issues that were raised during discussion included the ethics of the use of long lens (stealing shots) language, for example during the recent war on Iraq where emotive language like ‘liberation’ of Iraq was used rather than ‘invasion’ of Iraq. It was also agreed that, taking the example of Iraq, ethics are governed by your standpoint. An example is the whole issue of the prisoners of war where the Americans complained bitterly when the Iraqis displayed the U.S. prisoners of war but went on to display Iraqi prisoners of war being appallingly treated themselves.

The issue of balance was raised, where it was felt that while its difficult to say something is absolutely right or absolutely wrong, you do need to get some **balance**. However, one participant noted that this is sometimes difficult when the angle of your story is determined by who owns the media you are publishing with.

Ethical issues related to gender included the tendency of the press to portray women according to how they look or dress, rather than what they think or have to say.

Another grey area that commonly works against women is the mixing of fact and opinion. Often a woman will be quoted on an opinion and then the press will try and contradict that. There will also be attempts to degrade the woman, especially using photographs, as she gets older and less attractive. An example was given of how the South African press is treating Winnie Mandela today compared to how they portrayed her ten to 15 years ago. The opposite seems to work for men. An example is Kenneth Kaunda who was vilified ten years ago and is now seen as a hero. Generally the ethos is to devalue what comes out of a woman’s mouth and to focus on her looks. The value of what she has to say tends to be devalued by how she looks.

The question of whether it is acceptable to pose people for a picture was raised, with an example being given of instances where this had taken place during the previous day's field trips. This, as well as a discussion on ethics in terms of when it is okay and when it is not okay to manipulate photographs raised heated debate among participants.

The session concluded with a look at the ethics of photographing people living with HIV and AIDS with participants agreeing that when doing so you must respect the subject and take into consideration perceptions on HIV/AIDS of the community that will ultimately see the photograph.

Session 7: The Missing Link – Critique Of The Manual

Facilitator – Trevor Davies

This session looked into any outstanding issues in relation to the finalisation of the manual, included a discussion around the expected final output, the target group and how it should be used.

Trevor presented the view that experience was highlighting that a single product approach was producing little impact in media training in the region. Workshops on their own did not produce change, manuals without firm contextualization and work on exposing them to trainers did not produce change but rather synergizing approaches and above all showcasing actual working examples of where the initiatives had provoked a change and replicating these across the region had the best chance of success.

It was agreed that a handbook with an accompanying CDROM for supporting materials (images, exercises, brief video clips for use in exercises) would be the ideal format to produce the final manual. The manual would be useful not only for training institutions, but also for those responsible for human resource development in media organizations. The manual is primarily for use by the trainer. The style of the manual would also be such that it is adaptable to local situations. The manual would provide guidelines and ideas for trainers. The manual would also be piloted in a limited number of countries, likely to be selected on the basis of an existing training centre, as well as the enthusiasm to train.

Participants were encouraged to submit more examples for use in the manual to make it a truly regional product. In addition to sending hardcopies for the manual to be published, a website would also be provided where participants could continue to send in jpegs to share with other trainers and which would also serve as a tool for information sharing.

Finally participants were asked to think about concrete ways we as a group could stimulate work around using the manual after the workshop in each country for the 'way forward' session on Friday morning.

Session 8 - Field Visits Report Back

Facilitators: Trevor Davies and Judy Siedman

Participants reported back on field visits undertaken the previous day by sharing with others 12 of the best photographs (selected by the groups) taken at each field trip. A CD ROM containing all of the photographs taken was produced and presented to each of the participants. There were also some discussions on the constraints and challenges faced, including the problem of obtaining permission and ethical issues around photographing victims and perpetrators of domestic violence.

DAY 5**Session 9: Way Forward And Lessons Learned****Facilitator - Colleen Lowe Morna**

The facilitator presented participants with a 'to do list' (see below) based on discussions and commitments made by participants over the course of the workshop and which need to be actioned in order for the gender imaging manual to proceed to the next stage. Deadlines for completion of the tasks were set together with the participants.

TO DO: GENDER AND IMAGES

ACTION	WHO	WHEN
Malawi condom case study	Marcey	31 May
Photos to those at COSATU	Judy	ASAP
Colonial photos of women	All	31 May
Women in liberation	SAMSO/ ZWCRN	31 May
Leya Sanja case study	Fatima	31 May
Transition to multiparty democracy	Mathiba, Fletcher	31 May
WID/GAD	ZWCRN, Marcey, GL	31 May
Case study- women photojournalist in SADC region	Gally, Fatima, Mildred	31 May
Loveliflife campaign	GL	31 May
ZWCRN internet café and camera project	ZWCRN	
Research on whether sex sells	AK, Marcey	31 May
Guest piece from advertising dept?	SA- JS, Beata, Archie	31 May
Inappropriate captions	All	31 May
Photos with no relevance to text	All	31 May
Principles of design	JS	31 May
Examples how advertising works with stories or against them	All	31 May
Headline and caption writing	CLM	31 May
Use of same photo in different contexts. Zambia health minister and short skirt case study	Mildred	31 May
Are women photojournalists afraid ? River case study Zambia	Mildred	31 May
Positive lives exhibition case study for visual literacy	Trevor	31 May
Portraits and profiles- some principles	JS/TD	31 May
Photos of women and men working together	Gally	31 May
HIV AIDS case study- ethics	CLM	31 May
Sexual harassment	Anand, ZAMCOM	31 May
Ethics	Rhodes- Trevor	31 May
New media	Rhodes- TRevor	31 May
Glossary	TD and TC	31 May

Session 10 – Lessons Learned

Facilitator: Colleen Lowe Morna

Each participant was asked to think about what s/he had learnt, how they intend to apply the knowledge and share this with the others. The responses were as follows:

“We’ve been using a lot of pictures without being aware of gender. I hope to apply what I’ve learnt especially during lecturing and when doing my own photography”.

“A lot of small detailed things I would not have gathered without the course. The programme will make my training simpler”.

“We tend to over look gender balance when selecting photos. Gender stereotypes can completely distort the message we are trying to convey. I intend to pass on this knowledge to my colleagues in my capacity as a production editor”.

“The workshop has been useful for understanding how women are portrayed in the media and learning to read photographs. I will use skills to transfer to colleagues in my organization and in other organizations. Also in the HIV project”.

“I’ve learnt that photographs do not just support text but actually tell a story on their own. I will use the knowledge in my communications work with a variety of development organizations”.

“I learnt about positioning and sizing of photographs, something I hadn’t thought much about before. I will share the knowledge with colleagues”.

“The counting exercise was very useful. I had no idea that there were so many more photographs used of men. I plan to come up with a gender column that will inform the public about gender issues. The institution and my workmates will also benefit”.

“I learnt that photographs convey a lot of meaning depending on how you use them. The training will assist when the Seychelles gets around to doing the GMMP. I will also try and convince my Muslim boss to see things differently”.

“Gender issues are rarely covered in the Congolese media. I will pay more attention to how image are used, how they perpetuate stereotypes, etc. I will convey my new knowledge to students at the media training institution”.

“The input into the training guide has been useful as well as learning how people use photos and the portrayal of women. The new knowledge will be useful in developing materials for primary schools where photos will be a major component. The public education constituency a big one [in Malawi]”.

“The counting exercise and issues of positioning, placement, headlines, etc, were a real eye opener. I will use the knowledge mainly in balancing my own photography. I see a need for editors and subeditors to be also trained on how to use photographs”.

“New media and new technologies were an interesting area to explore. More research can be done around this, especially in terms of how they may be reinforcing stereotypes more.”

“ I was gender blind before the workshop. My job also involves taking photos of page 3 girls. I will look at them differently from now”.

“Hearing individual contributions about what has been happening in other countries has been an eye opener. Also the section on the new media. I would want Gender Links to assist with more training on gender, including at grassroots level”.

“I am finding out that we are all contributing to perpetuating gender stereotypes, partly due to culture but also because of how our media houses work. I intend to develop teaching materials for journalists to develop consciousness on women in photography to raise standard of image production”.

SAMSO Gender Imaging Workshop with Gender Links – Final Report

“I am more sensible to the issue of gender and feel more responsible for producing gender sensitive images. Through my connection with the Mozambican Association of Photographers I will try to include new knowledge in training of new photographers”.

“The workshop will have a direct impact on the guidelines of a forthcoming poster competition for schools. In terms of the electronic media the workshop has been very useful as far as I am already producing a programme on gender issues”.

“To ignore or devalue 50+ percent of your news sources is bad journalism. If running training like this helps us to improve this then that is good. The experience from this workshop will be useful in increasing collaboration with others, like participant institutions, to improve our collective synergies”.

“The workshop has made me think about issues of gender and imagery and given a different sense of how people bring their own experiences to the issues of gender and images. If we can get this manual together then we will really have done something new and different and exciting”.

“At gender links have learned that if we are going to be more effective in terms of gender and the media we need to break it down further into its different components so we are pleased that SAMSO approached us. We feel that we can go further and use our new institutional linkages to further strengthen each other”.

Session 11 – Evaluation of Programme

Facilitator: Colleen Lowe Morna

Exercise: What I would like to take away and what I can leave behind

Participants were asked to write on two separate pieces of paper what they would like to take away from the workshop and what they would like to leave behind. The paper with things to take away were thrown into a suitcase and those for leaving behind placed in a wastepaper basket as follows:

Take away

Great spirit and sensitivity, friendships and contacts;
Books and manuals on gender, photojournalism and HIV/AIDS
Knowledge, friendship, contacts
Positive energy;
Gender balance in imaging, openness and open-mindedness;
New ideas and focus on gender imaging
Inspiration, motivation
More gender sensitivity in media
Partnerships
Knowledge on how to handle gender issues
Knowledge and equipment
Better understanding of how people see themselves and each other.

Leave Behind

Sexist images in the media
Short-term thinking
Stereotypes
Negative energy
Gender biases
Bad attitudes
Gender insensitivity I had prior to the workshop
Stereotypes/ notion that photos and cartoons do not distort gender and traditional training methods
Gender insensitivity
Prejudices about men and women

Session 12: The Bigger Picture

SAMSO

Trevor Davies presented the ‘bigger picture’ on behalf of SAMSO, saying the workshop was part of a process leading onto a larger process on gender and imaging.

To this end SAMSO was pleased that Gender Links would publish the workshop manual as part of its family of other training and awareness outputs in this area. SAMSO should not and would not ‘go it alone’ on this or any other area of imaging work in the region but would seek collaborative links that added value to its own work and the contribution of donors funding to enrich media training in photojournalism. He highlighted the fact that it had taken three years of effort to get a donor to fund this workshop and found that both disappointing and challenging.

He said that he hoped the difficulties in getting donors to value photojournalism as an important area of training and development in the region were now behind us and an application had been submitted to NiZA for running some pilot training courses, within the next six months in countries yet to be decided. After the piloting, the gender imaging programme would look at more training of trainers and linking gender imaging with other work across SADC

SAMSO is also, through funding from SIDA, focusing on the work of woman photographers, in particular getting more coverage for them through a web-based window to portfolio and present their work to potential editors and commissioners of photography that would help their sustainability.

GENDER LINKS

Colleen Lowe Morna presented the ‘bigger picture’ for Gender Links. She highlighted the gender media baseline study that was conducted in September and again let participants know that the reports were now available for the various countries. Colleen explained that the challenge was now to take further the advocacy work at national level. She said Gender Links was starting networks in various countries and hoped these would push the work of the GMMP forward at that level. She encouraged participants at the workshop to feed into this process. Workshops will also be conducted in all countries that participated in the study between June and August. Gender Links hopes to concretize gender and media networks at those workshops.

Gender Links also had succeeded in raising the general profile of Gender as a valid strand in media development and recognized the challenge to drill down into specific areas of concern such as photojournalism. The SAMSO initiative had come at a very opportune time for Gender Links and they really valued the initiative for their own institutional objectives and progress.

Colleen also informed participants of plans for a big gathering of gender and media networks to see what progress has actually been made on World Press Freedom Day in May 2004. Participants were also informed of attempts by Gender Links to make more use of new media to create a cyber community, a place to archive materials and to take up issues through discussion groups. The cyber presence will also provide online support for trainers.

Feedback

Participants felt that ‘The Bigger Picture’ was useful and that there should be a follow up activity added at regional level – a focus group of TOTrainers to push things forward. The three in-country activities could be timed into existing training institutional programmes most quickly in Tanzania, Zambia and Malawi. The training manual should also be ‘launched’ with a high profile.

SAMSO Gender Imaging Workshop with Gender Links – Final Report

Participants were encouraged to join the Southern African Media Trainers Organisation (SAMTRAN) and directed to the SAMTRAN website for more information. Six new memberships and some renewals of membership for SAMTRAN were done at the end of the workshop!

Finally, Colleen informed participants that attendance certificates would be issued to participants after everyone had submitted their inputs as indicated on the 'to do' list. This is likely to happen sometime in June.

Closing

Trevor Davies closed the workshop by thanking participants and facilitators for engaging in the process. He emphasized that it is a process and there is more to come very soon.

A few moments silence in memory of Monty Cooper, Senior Lecturer, Rhodes University Department of Photojournalism were held. Wilbert Kitima from Tanzania led everyone in a song to close the workshop.

APPENDICES

Workshop Programme

12 MAY – 16 MAY

TIME	AGENDA	FACILITATOR
MONDAY, 12 MAY		
8:30 – 9:00	Introduction, expectations and objectives	Trevor Davies (SAMSO)
9:00 – 10:30	Drawing Gender. What do you see in this picture?	Judy Seidman
10:30 – 11:00	TEA	
11:00 – 12:30	Image exchange	Judy Seidman Trevor Davies
12:30 – 13:00	Gender and Images * key issues	Colleen Lowe – Morna (Gender Links)
13:00 – 14:00	LUNCH	
14:00 – 15:00	Counting exercise Gender and Media Baseline Study	Alice Kwaramba (Gender Links)
15:00 – 15:30	TEA	
15:30 – 17:00	Sharing of examples and experiences	
17:00 – 17:30	Group assignments	
TUESDAY, 13 May		
8:30 – 9:30	What is training?	Colleen Lowe-Morna
9:30 – 11:00	Group work – on different sections of the manual TEA	
11:00 – 13:00	Report back	Participants
13:00 – 14:00	LUNCH	
14:00 – 15:30	Group work on theme areas	Participants
15:30 – 16:00	TEA	
16:00 – 17:00	Report back	Participants
WEDNESDAY, 14 May		
8:30 – 9:30	Ethics	Colleen Lowe-Morna
9:30 -	FIELD VISITS	
THURSDAY, 15 May		
8:30 – 10:30	Critique of field visits	
10:30 – 11:00	TEA	
11:00 – 13:00	Further critique of field visits	
13:00 – 14:00	LUNCH	
14:00 – 17:00	Further review of the draft manual	

SAMSO Gender Imaging Workshop with Gender Links – Final Report

FRIDAY, 16 May		
8:30 – 9:30	New media: the possibilities	Cedric (TBC)
9:30 – 10:30	EGEM and SADC	Lindiwe Nkutha Alice Kwaramba
10:30 – 11:00	TEA	
11:00 – 11:30	Group discussion on the institutional	
11:00 – 13:00	Way forward	Kudzai Makombe Colleen Lowe-Morna

SAMSO Gender Imaging Workshop with Gender Links – Final Report

List of participants

NAME	COUNTRY	DESIGNATION	ORG	E-MAIL
Fatma Abubakar Mwassa	Tanzania	Journalist & trainer	Majorityworld Tanzania	fatumwassa@hotmail.com
Wilbert Kitima	Tanzania	Editor	The Business Times	gidwaa@yahoo.co.uk
Kudzai Makombe	Zimbabwe	Director,	SAMSO	
Thembile Phute	Harare, Zimbabwe	Programme officer	ZWRCN	thembi@zwrn.org.zw
Gally Kambeu	Harare, Zimbabwe	Project Assistant	SAMSO / Majority World Zimbabwe	library@samso.co.zw grk805@hotmail.com
Mildred Chama	Zambia	Trainer	Evelyn Hone College	mwabac@yahoo.co.uk
Matimba Nkonje	Zambia	Journalist	The Monitor	matimbankonje@hotmail.com
Robert Tshimungu	Kinshasa, DRC	Trainer	IFASIC	robertshimungu@yahoo.fr
Rui Assubuji	Mozambique	Photojournalist	AFM	rassubuji@hotmail.com
Marcie Cook	Blantyre, Malawi	Communications Coordinator	PSI Malawi	mcook@psimalawi.org Marcie@africa-online.net
Fletcher Gong'a	Blantyre, Malawi		Photama	f_gonga@yahoo.co.uk
Anand Boolaky	Mauritius	TV Producer		rainbow8470@hotmail.com
Archie Mokoka	Gaborone, Botswana	Photographer Distribution Manager	The Voice	voicegabs@info.bw
Beryl. A Pillay	Seychelles	Senior journalist & TV /RADIO journalist	Seychelles Broadcasting Corporation (SBC) TV/RADIO	beeluv2@hotmail.com
Bheki Mazibuko	Swaziland		TV Swaziland	bhekiemazibuko@yahoo.co.uk
Gcinangaye Tsabedze	Swaziland	Photojournalist		gtsabedze@yahoo.com