

Audit of

Gender In Media Education

and training in Southern Africa



LESOTHO

National University of Lesotho
Department of Research, Evaluation and Media



Gender Links (GL) is a Southern African NGO that is committed to a region in which women and men are able to participate equally in all aspects of public and private life in accordance with the provisions of the Southern African Development Community (SADC) Protocol on Gender and Development.

Gender in Media Education - Lesotho
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Gender Links
9 Derrick Avenue
Cyrildene, 2198
Johannesburg, South Africa
Phone: 27 (11) 622 2877
Fax: 27 (11) 622 4732
Email: mediatraining@genderlinks.org.za
Website: www.genderlinks.org.za

Authors: Saeanna Chingamuka and Sikhonzile Ndlovu
Editors: Danny Glenwright and Colleen Lowe Morna
Cover photo: First year (2011) National University of Lesotho students listen attentively to a facilitator during the gender and media literacy.

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The views expressed herein are those of Gender Links and can therefore in no way be taken to reflect the official opinion of UKaid.



Acknowledgements

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Participants at the Media Training, Journalism Education and Gender Equality syndicate session of the World Journalism Education Congress hosted in 2010 by the Journalism and Media Studies Department of Rhodes University, South Africa offered valuable insights and comments on the first draft of the regional report.

The National University of Lesotho's (NUL) Research, Evaluation and Media Department, a member of the GMDC, contributed generously of their time and insights on the country and regional report. GL canvassed the findings of the draft country report together with the first draft of the Gender and Media Progress Study (GMPS) in August 2010.

GL launched the regional report at the Fourth Gender and Media (GEM) Summit, held under the banner: *"Taking Stock: Gender, Media, Diversity and Change"* in October 2010.

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Saeanna Chingamuka, Gender and Media Diversity Centre Manager and Sikhonzile Ndlovu, GL Media Programme Manager researched and wrote the report. Debi Lucas of Top Art designed the report. GL Executive Director Colleen Lowe Morna and Communications Manager Danny Glenwright edited the final report.

List of Acronyms

DSA	Dean of Student Affairs
GEMSA	Gender and Media Southern Africa Network
GIME	Gender In Media Education
GL	Gender Links
GMBS	Gender and Media Baseline Study
GMDC	Gender and Media Diversity Centre
HOD	Head of Department
IEMS	Institute of Extra Mural Studies
MAP	Media Action Plan
MISA	Media Institute of Southern Africa
NETSH	Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence
NUL	National University of Lesotho
SADC	Southern African Development Community
SAEF	Southern African Editors Forum
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund

Table of Contents

Acknowledgements	1
List of acronyms	2
List of figures and tables	4
Executive summary	5
Section I: Sexism in the media: From the classroom to the newsroom	7
Section II: Setting standards: Gender policy gaps	9
Section III: Men are lecturers and women are students: Gender within media education	11
Section IV: Gender in the vision: Curriculum development	12
Section V: Good intentions, mixed results: Teaching, texts, research and assessments	13
Section VI: Conclusion and recommendations	15
Bibliography	17
Annex 1: List of interviewees	18

List of figures and tables

FIGURES

Figure 1.1: Topics covered by media - Lesotho	7
Figure 2.1: Gender policies in SADC	9
Figure 2.2: Sexual harassment policy	10
Figure 3.1: Percentage of female and male staff in Lesotho compared to region	11
Figure 3.2: Percentage of female and male students in Lesotho compared to region	12
Figure 4.1: Gender in curriculum review	12
Figure 4.2: Institutional mechanisms to ensure gender mainstreaming	13

TABLES

Table 1: Percentage of employees in Lesotho by sex	8
Table 2: Department of Research, Evaluation and Media staff	11

Executive summary

"There are certain aspects of gender that need to be improved or rather included in our training. The institution needs to get lecturers who are knowledgeable on gender issues. These are the people who can help us understand issues that affect women and men in Lesotho and the region."

- Student, NUL



Lesotho's print media.

Photo: Sikhonzile Ndlovu

This report provides an analysis of documents, interviews, lecture observations and student focus groups conducted at the National University of Lesotho's Department of Research, Evaluation and Media in September 2009 and February 2010. It forms part of the *Gender In Media Education in Southern Africa (GIME)*: the most comprehensive study yet undertaken of the gender dimensions of journalism and media education and training in tertiary institutions in Southern Africa.

The GIME study took place in 25 institutions in 13 countries between October 2009 and April 2010, including Botswana, Democratic Republic of the Congo (DRC), Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. Gender Links (GL) undertook the study through the Gender and Media Diversity Centre (GMDC), a partnership between media development organisations and knowledge institutions.

For this research, a total of 13 individuals were interviewed, comprising two female staff (including the female Head of Department) and 11 students. This report should be read together with the regional report which makes comparisons between institutions and also highlights best practices. GIME findings for each country can be accessed on www.genderlinks.org.za

The key findings of this audit are:

Institutional policy framework

- **There is no institutional gender policy at NUL.** The University instead uses an Equal Opportunity Policy to address issues of gender equality.

- **Gender is not covered in curriculum policies at institutional or departmental level.** There are no institutional or departmental policies, guidelines or procedures for incorporating gender into the curriculum and/or course content. However, the study found a willingness within the Department of Research, Evaluation and Media to mainstream gender into its media education and journalism training.
- **Sexual harassment is addressed in NUL's policy framework.** The issue of sexual harassment and how to deal with it is found within the institution's Disciplinary Code and Procedures. Evidence of how the code is applied in sexual harassment cases was found in the 2009 Senate Report. The University is a member of the Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence (NETSH).

Gender within the media studies departments

- **The majority of students are female.** Of the 158 students enrolled in the Department of Research, Evaluation and Media, 115 are females.
- **Forty-two percent of staff members within the Institute of Extra Mural Studies' (IEMS) Department of Research, Evaluation and Media**

are women.¹ The two most senior staff members in the department (Head of Department and the Coordinator) are both women.

Curriculum development and course content

- **Some of the department's course content incorporates gender issues.** Gender is incorporated into the content of the Mass Media, Gender and Society module and issues such as gender roles and stereotypes are also highlighted in the Fundamentals of Communication module.

Teaching/learning

- **There is a fair degree of gender awareness among staff.** Departmental staff highlighted the need to integrate gender into all aspects of the media studies programme curriculum and acknowledged institutional commitment to this. During lecturers' orientation, staff members are specifically told to incorporate gender into teaching and course outlines, and in examples from the media used in teaching.
- **There is reasonable gender and media literacy among students.** Students in the IEMS' media education and journalism programme are aware of the importance of incorporating gender into journalism. Male students in particular stated that the Mass Media, Gender and Society module had helped their understanding of gender and media issues and had "opened their minds" to new issues.

Prescribed texts/readings/learning materials

- **Gender is missing from course material.** The wealth of gender and media literature, research and training materials that has been published internationally and within the Southern African region is missing from the prescribed texts, readings and course materials used in the media education and journalism training departments' curriculum. Gender-specific learning materials are only used in the Mass Media, Gender and Society module.

Assessments

- **Gender is not incorporated as a standard in any systematic way in the media education and journalism training departments' assessments of curriculum.** While the department's 2001 curriculum review saw the module Mass Media and Society changed to Mass Media, Gender and Society, gender is not a key standard in assessing the department's curriculum.

Research/publication

- Academic research could be improved. While there are examples of students' projects linked to gender issues, gender and the media has not become an area of academic research and scholarship among the lecturers within department.

Structure of the report

The report comprises six sections which address various aspects of the educational audit, from curriculum to hiring practices. The sections are as follows:

I: Sexism in the media - From the classroom to the newsroom provides a background to gender in media education and journalism in the region and Lesotho, highlighting some of the key concerns.

II: Setting standards - Policy gaps looks at whether the National University of Lesotho has, and implements, gender policies to create a gender-responsive environment.

III: Men are lecturers and women are students - Gender within media education provides the regional data on staffing and student enrolment in the 25 departments of media education and journalism audited, and details lecturer and students' perceptions and views on the importance of gender.

IV: Gender in the vision - Curriculum development looks at whether gender is a consideration in the policies and processes that shape media education and journalism training curriculum at the National University of Lesotho.

V: Good intentions, mixed results - Teaching, texts, research and assessments provides the Study's findings on how gender is being incorporated into teaching and course content, as well as the findings on texts used, research and assessments.

VI: Conclusion and recommendations: This section brings together key conclusions from the Lesotho study, highlighting ideas for mainstreaming gender, including through the use of new media, to establish communities of practice (COP). The COP is a community of journalism and media educators across Southern Africa who appreciate the opportunity for sustained training, provision of information and an ongoing engagement with other educators.

Next steps

This audit found that lecturers and students are committed to mainstreaming gender in media education and training. It also found some evidence of ways gender is now incorporated into course content. However, there is no comprehensive policy framework at institutional and departmental levels that ensures gender is a key criterion in curriculum development policies, processes and procedures.

There are also no systems in place to gauge if students' knowledge, attitudes and skills have changed as a result of participating in the Mass Media, Gender and Society module. Both female and male students said they are keen to learn more about gender.

¹ The IEMS is the equivalent of a faculty. It has four departments: Department of Research, Evaluation and Media; Department of Adult Education; Department of Business Management; and the Department of Non-formal and Continuing Education. Of these four departments, two are headed by women and two are headed by men.

I. Sexism in the media: From the classroom to the newsroom

"Mainstreaming gender in the curriculum is very important. Several interventions have been made with regard to HIV and AIDS including learning about it in tertiary institutions. This has gone a long way in changing attitudes. The same should be done about gender."
- Male student, NUL



Mothiba Magara Mpota (left), independent media consultant at the GMPS consultative workshop.

Photo: Sikhonzile Ndlovu

Like many journalism and media training institutions in the region, there are more female than male students in the Department of Research, Evaluation and Media. Yet *Glass Ceilings: Women and Men in Southern African Media* (2009) research found that there are more male journalists than female journalists in Lesotho's newsrooms. What happens to women media graduates after they leave school? This section attempts to bring the gender and media landscape in Lesotho into perspective, creating links that can assist in understanding gender in media education.

To fully understand why gender should be mainstreamed in journalism and media curricula, this study drew on three previous GL research projects in Southern Africa. These are the 2003 *Gender and Media Baseline Study (GMBS)*, *Glass Ceilings: Women and men in Southern Africa media* (2009) and the 2010 *Gender and Media Progress Study (GMPS)*.

The GMBS found that women constituted 21% of news sources in Lesotho. Women's voices were virtually absent as sources in occupational categories such as politics and crime. Yet their voices predominated in stories on gender-based violence, children and gender equality.

Figure 1.1: Topics covered by media - Lesotho

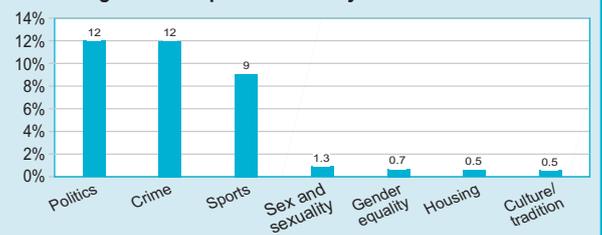


Figure 1.1 shows some of the findings from the 2010 GMPS, a follow-up to the GMBS, which found that the proportion of women sources in Lesotho's media increased from 21% in 2003 to 32% in 2010. Lesotho media still prefers reporting on stories typically not associated with women, such as politics (12%), crime (12%) and sport (9%). Politics and sports also featured prominently in the region during that period, constituting 19% and 20% of coverage respectively. Notably, there were no major political events in Lesotho during the monitoring period.

Table 1: Percentage of employees in Lesotho by sex

Category	% LESOTHO		% REGION	
	Female	Male	Female	Male
Percentage of employees by sex	73	27	41	59
OCCUPATIONAL LEVELS				
Non-permanent	n/a	n/a	36	64
Unskilled	74	26	29	71
Semi-skilled	78	22	55	45
Skilled technical	45	55	45	55
Professionally qualified	57	43	31	69
Top management	56	44	23	77
Senior management	50	50	28	72
Board of directors	47	53	28	72

Table 1 illustrates that in the 2009 Lesotho *Glass Ceilings: Women and men in Southern Africa* media, women constitute 73% of employees in media houses, which is much higher than the regional average. The study found that Lesotho is well above the regional average in most categories, including the number of women on boards of directors in media houses (47%) and in top management (56%).

Although a large number of women have reached top and senior management, they still tend to be more concentrated in low-skilled jobs. It is also significant that while gender parity has been achieved and even exceeded in terms of overall numbers, this is not the case in private media.

Though there are women in top managerial positions, the “glass ceiling” remains because of attitudes that create disparities in the workplace and gender-insensitive work environments. A “critical mass” of women does not necessarily translate into better policies to promote gender equality or a more equal work environment.

The work around institutional transformation in Lesotho's media houses can be partially credited to the fact that a quarter of Lesotho's media houses have gender policies, half have sexual harassment policies, and three quarters have indicated a desire to improve their gender policies.²

However, women continue to face glass ceilings in all departments, and although they are creating cracks when it comes to news beats, the gender division of labour is still alive and well. Lesotho's journalists also continue to have low numbers of women as sources, despite having more women in top media positions. One important intervention to change this is ensuring gender is integrated into all aspects of journalism and

media education and training. The GIME research provides a comprehensive view of how, and indeed if, gender is integrated into journalism and media education and training in Southern Africa.

Gender and media training

The research carried out by GL and referred to earlier provides a wealth of insights into gender in newsrooms, editorial practices and content. Editors from the region were interviewed about the findings. They often indicated a need for journalists and editors to be trained better on how to report on issues from a gender perspective and how to cover gender equality and women's rights issues as a specialised area of reporting.

This research can be used to develop targeted training and further research initiatives in departments of media education and journalism training in tertiary institutions. It will thereby help generate knowledge for the theoretical and practical aspects of departmental training programmes.

The 2001 Needs Assessment identified new areas of training, one of which was the mainstreaming of issues such as human rights, HIV and AIDS and gender into media education and journalism training. All of these areas required a framework, methodologies and teaching materials to achieve this.

Training, like policy, is one of the most effective ways to change attitudes and practice. Head of Department Sabie Ntoanyane said training lecturers on gender, as well as having specific gender modules in subject offerings, is important. With assistance from UNESCO, the Department of Research, Evaluation and Media plans to systematically incorporate gender into its journalism training.

Why is gender important in journalism and media education and training?

As a major source of information for a large segment of the public, the media must play a critical role in monitoring power and providing a forum for public criticism, dialogue and debate. It must also take on the task of helping audiences make sense of the complex issues around them. This requires journalists who have “the ability to look at things from multiple points of view and the ability to get to the core” of matters.³

Whether “making sense” of the developmental challenges Southern African countries face today requires new types of media and journalism training,

or an infusion of new tools and skills into existing training, is a subject of ongoing debate. At the heart of this discussion is also the link between journalism and media training and the industry those who are trained join.

In Southern Africa, opportunities for greater synergy between media and journalism training institutions and the media industry have been created by the plethora of research on gender and the media during the last seven years, and by the presentation of these findings to the media throughout the region. Media

managers and journalists want courses, guidelines, policies and training on how best to incorporate gender into the practical skills of reporting, as well as the conceptual knowledge to understand the gender-dimensions of the issues the media report on daily.

² Glass Ceilings: Women and Men in Southern African Media-Lesotho, Gender Links, 2009.
³ Bill Kovach & Tom Rosenstiel, The Elements of Journalism, What Newspeople Should Know and the Public Should Expect, 2001, 2007, Three Rivers Press, New York.

II. Setting standards: Gender policy gaps

“Mass Media, Gender and Society is a very interesting module because it has opened my mind, it has made us aware of things that we have never been aware of.”

- Male Student, NUL

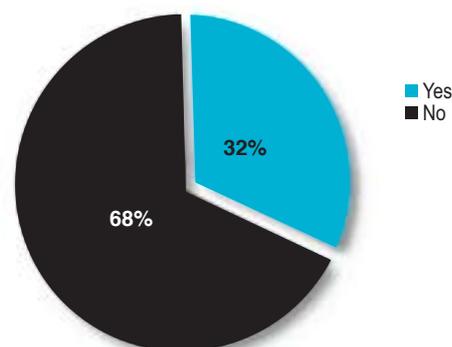


Libakiso Matlho, head of WLSA Lesotho, talks to Lesotho television.

Photo: Colleen Lowe Morna

The principles and standards for incorporating gender into institutional practices and procedures start with the policy framework. Evidence shows that across all sectors and institutions in society, gender is unlikely to be systematically mainstreamed unless there are policies, guidelines and procedures that clearly spell out institutions' commitment to gender equality and the setting of clear targets for measuring how well an institution is doing to achieve its goals. This section summarises the overall findings on NUL's gender and sexual harassment policy frameworks. The existence of these policies demonstrates institutional commitment to attaining gender equality and ensuring that gender is mainstreamed in different processes.

Figure 2.1: Gender policies in SADC - proportions of institutions of higher learning with stand alone gender policies



Of the institutions surveyed for the regional audit, seven institutions (28%) have a stand-alone gender policy, including NUL. It has an Equal Opportunity Policy with a non-discriminatory clause that states: “all degrees, diplomas, certificates and other awards and distinctions and all programmes and courses of study in the University shall be open to men and women alike.”

However, this provision does not speak to equal opportunities around employment, mainstreaming gender in the curriculum or gender equity.

Sexual harassment policy

A sexual harassment policy was put in place in 2000 and it applies to both staff and students. Intimidation of members of staff and students in academic communities has been a growing area of concern in institutions of higher learning across the globe.

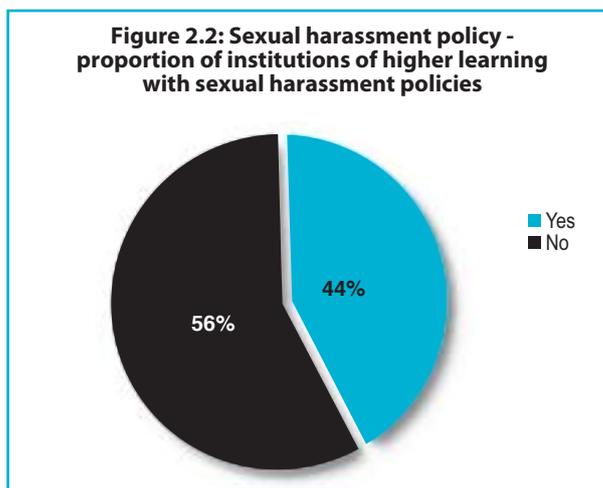
There are two types of harassment cited in studies that can occur in higher education against women - intellectual harassment and sexual harassment. **Intellectual harassment** which is defined as “anti-feminist intellectual harassment” consists of attacks on women's studies programmes and curricula and devaluing courses or research that address gender issues. This form of harassment puts pressure on female professors and students to prove themselves more capable than their male colleagues.⁴ **Sexual harassment**, which includes verbal or physical conduct of a sexual nature, sexual advances and requests for sexual favours is based on the use of sexual inequality to maintain or reinforce power structures in the workplace or university.



NUL librarian Patricia Letsolo engages with a GL pamphlet.

Photo: Caroline Hungwe

These forms of harassment may build incrementally to create hostile environments for women in institutions of higher education. In 1994, a paper issued by African-Rights, a London-based organisation, collated diverse examples of severe abuse in African universities and schools. Examples were cited from newspapers, occasional papers, interviews, and workshop reports, and included 17 institutions in 12 different countries.⁶ The GIME research focused on sexual harassment.



Of the 25 institutions audited, 11 (44%) have sexual harassment policies including NUL, while 56% do not. NUL, along with several universities in the region, is a member of the Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence (NETSH).

Between 1997 to 2002, the Network worked collaboratively to develop programmes to address the issue of sexual harassment and sexual violence on campus, and the African Gender Institute (AGI), based at the University of Cape Town, implemented a research project on the impact of policies to combat sexual harassment and sexual abuse at the universities of Botswana, Stellenbosch (South Africa) and Western Cape (South Africa).⁷

Sexual harassment cases are handled by the Dean of Student Affairs (DSA), who is guided by NUL's Disciplinary Code and Procedures. Punishment ranges from a written warning to dismissal, depending on the gravity of the offense. The Code also applies to teaching staff. A 2009 report notes that the DSA has dealt with two sexual harassment cases.

In *Glass Ceilings: Women and men in Southern Africa* media, only 28% of media houses in the study had sexual harassment policies. This implies that once in

the field journalists have little formal protection from sexual harassment. The development, publicising and implementation of sexual harassment policies in the media and institutions of higher learning is thus a key priority.

As far as media education and training institutions, the study found that in institutions where sexual harassment policies are in place, there was little knowledge of the existence, or content, of these policies among staff and students interviewed.

⁴ Julie L. Andsager, Sexual Harassment in Communication Graduate Schools, in Seeking Equity for Women in Journalism and Mass Communication Education, A 30-year Update, Ramona Rush, Carol Oukrop and Pamela Creedon , Lawrence Erlbaum Associates, Publishers, London, 2004. 349. Andsager uses definitions of intellectual harassment provided by A. Koldony (1996). Paying the price of antifeminist intellectual harassment in Anti-Feminism in the Academy, New York, Routledge and J.R. Martin (2000) Coming of age in academe: Rekindling women's hopes and reforming the academy. New York, Routledge

⁵ Julie L. Andsager, Sexual Harassment in Communication Graduate Schools, in Seeking Equity for Women in Journalism and Mass Communication Education, A 30-year Update, Ramona Rush, Carol Oukrop and Pamela Creedon , Lawrence Erlbaum Associates, Publishers, London, 2004. 349.

⁶ Jane Bennett, Exploration of a "Gap". Strategising Gender Equity in African Universities, Feminist Africa Intellectual Politics, Issue 1, 2002, African Gender Institute, University of Cape Town, 49.

⁷ International Development Research Centre, Impact of Policy on Gender-based Violence in Institutions of Higher Education (Southern African), http://www.idrc.ca/en/ev-83066-201_102250-1-IDRC_ADM_INFO.html

III. Men are lecturers and women are students: Gender within media education

"We need more reading materials on gender to have an in-depth understanding of gender. It is very difficult for us to find resources on gender in the library."
 - Female student, NUL

The previous section showed that NUL does not have a specific gender policy although it does have a provision within its Equal Opportunity Policy which encourages non-discrimination. NUL also has a sexual harassment policy.

This chapter provides data on the numbers of female and male academic staff and students at NUL. This is illustrated against regional data and explores the views of lecturers and students and their perspectives on why gender is important in media education and journalism training.



Sabbie Ntoanyane (right) from NUL follows proceedings at the 2010 Gender and Media Advisory Group meeting in Johannesburg. Photo: Gender Links

Staff composition

Position/designation	No. of female	No. of male	Total	% female
Full-time lecturer	4	2	6	67%
Part-time lecturer	6	12	18	33%
Media technician	1	0	1	100%
Laboratory assistant	0	1	1	0%
Total	11	15	26	42%

Table 2 shows there are twice as many part-time male lecturers than female, which ensures that overall there are more men on staff, despite higher numbers of full-time female staff. The department has not attained gender parity in terms of staff recruitment.

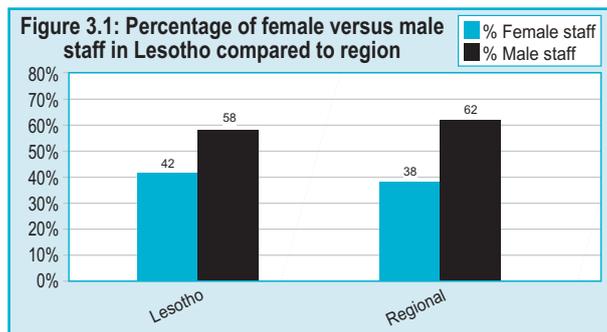


Figure 3.1 illustrates that 42% of the full-time and part-time staff members are female, which is above the regional average of 38%. If a deliberate policy is enacted to recruit more female staff, the department could achieve the Southern African Development

Community (SADC) Protocol on Gender and Development target of 50% women in decision-making positions by 2015.

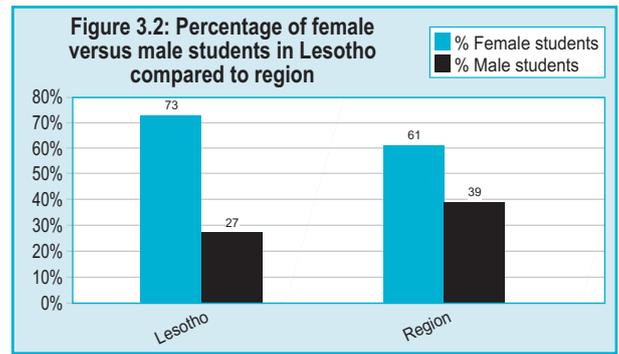
In terms of staff composition, the findings of this audit illustrate there is a gap between policies, where they exist, and implementation of these policies to achieve gender parity among staff within academic departments.

Student demographics

While males form the majority of NUL's academic staff, the majority of students in the department are female.

As shown in Figure 3.2, female students comprise 73% of the students in the media department. The percentage is higher than the regional average of 61% for female students.

The high numbers of female students in institutions of higher learning offering journalism and media



education and training is common throughout the region but also needs to be contextualised. One important indicator is how many of the students registered at undergraduate level actually complete the course. GIME research did not ask this question, which needs to be the subject of further research. There is also a need to know and understand, over a three year period, how many women start and progress through to the end of their programme. The qualitative aspect of the study must include questions about why female students leave during their studies.

IV. Gender in the vision: Curriculum development



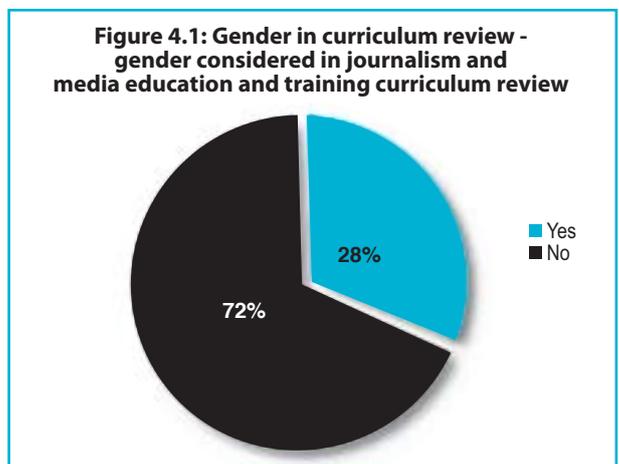
Nthabiseng Mothibi from PC FM - Media education should ensure that female graduates join the mainstream media. Photo: Sikhonzile Ndlovu

This section looks at how (and if) gender is mainstreamed in curriculum development, the institutional mechanisms in place to manage gender mainstreaming in curriculum, and some of the challenges identified by the respondents to using gender as a principle and standard for curriculum development.

"We need more reading materials on gender to have an in-depth understanding of gender. It is very difficult for us to find resources on gender in the library."
- Female student, NUL

Is gender a consideration in curriculum development?

Gender was considered in the Department of Research, Evaluation and Media's 2009 curriculum review.



Of the 25 institutions surveyed in the regional audit, only seven (28%), including NUL, stated that gender is a consideration in curriculum reviews. A high proportion of institutions (72%) do not consider gender, as seen in Figure 4.1. This can be attributed to the lack of a mechanism which clearly defines how gender should be mainstreamed in the curriculum.

Figure 4.2: Institutional mechanisms to ensure gender mainstreaming in curriculum in institutions of higher learning in Southern Africa

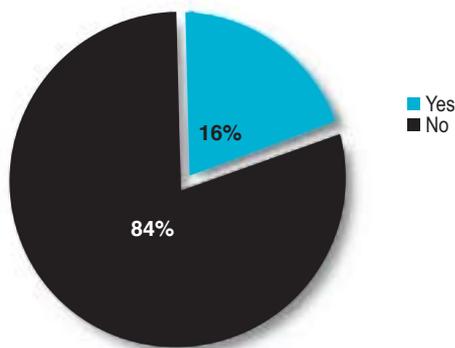


Figure 4.2 shows that just 16% of the institutions of higher learning audited in Southern Africa have put systems in place to ensure mainstreaming of gender in academic curriculum. NUL does not have an institutional mechanism for this, which is critical to mainstreaming gender within university structures and institutional practices.

Challenges to including gender in journalism and media education

One of the key challenges academics face is the lack of gender in existing curriculum. The absence of institutional mechanisms to manage the integration of gender into curriculum review and development means subject offerings will not regularly be reviewed from a gender perspective.

Ntoanyane noted the importance of developing a policy to ensure gender balance in staff, students and curriculum. She said it should also include gender training for lecturers, and encourage the creation and accumulation of materials and research on gender and media issues.

Curriculum development and course content

Curriculum reviews take place every five years. IEMS' first curriculum review was held in 2001 and its most recent was in 2009. During a review the Department of Research, Evaluation and Media analyses its entire programme and produces a report assessing staffing, facilities and programme content. If it is necessary to change a course, experts are brought in to assist. Recommendations are then sent to the Academic Development Office, Senate and finally to Council for approval. One recommendation from the 2009 curriculum review was to upgrade diploma courses to degree programmes.

V. Good intentions, mixed results: Teaching, texts, research and assessments

"The course should be implemented over three years. It is exciting but the time is very short".

- Male Student, NUL

This section presents the various ways gender is incorporated into teaching, learning, texts, research and assessments in journalism and media education and training at tertiary institutions across Southern Africa.



Colleen Lowe Morna, Gender Links Executive Director is interviewed by Lesotho Television.

Photo: Gender Links

Teaching and learning

HOD Ntoanyane has a keen interest in gender issues, and has supported gender initiatives in the institute and at NUL. She said “all lecturers are encouraged to be gender sensitive”, noting that she asks lecturers to be aware of gender issues at all times, especially when using examples.

Course content

Out of 25 courses offered in its three-year diploma programme, the Department of Research, Evaluation and Media has incorporated gender into one course: Mass Media, Gender and Society.

This module is offered during first year in the first semester and explores the nature of the relationship between the media, gender and Lesotho society. It also examines how gender and sexuality is shaped by media production, content and consumption. The course aims to make students more conscious of the ways they are influenced by media.

The objectives of the course are:

- To examine the ways media images perpetuate sexism and patriarchal power relations.
- To examine how gender impacts media use and interpretation of media texts.

The expected of the course are that students:

- Have a thorough understanding of mass media and its functions in the society;
- Understand the difference between gender and sex;
- Understand the way that media portray men and women thereby perpetuating the stereotypical “feminine” and “masculine” images in the media;
- To understand the varying consumption of media products between men and women and how the content of media is shaped to attract both men and women.

Students also learn about the portrayal of women and men in advertising, news, film and soap operas, among other issues.

Ntoanyane said although new staff members are encouraged to mainstream gender in their course work, there is no mechanism in place to ensure this happens.

However, she said the Fundamentals of Communication module incorporates gender by

covering communication at community level, often the place where gender stereotypes are perpetuated through local languages and customs.

In the focus group discussion, male students stated that the Mass Media, Gender and Society module helped them better understand issues related to gender and the media. One male student said: “it has opened our minds, made us aware of things that we never knew about.”

The module also has students thinking about how the media landscape can change. The male students said when they start working in media, they will respect females and take their contributions into account. One male student underscored the notion that, “women need to be heard and not just to be seen. It is important to take men’s views and women’s views into any news report in order for it to be balanced”.

Other courses such as News Writing and Reporting and Feature Writing hold potential for integrating gender into the course content and teaching.

Prescribed materials and textbooks

The majority of the prescribed texts and reading materials for the modules offered in IEMS' media programme are gender-blind. The only course that uses gender and media materials is the module on Mass Media, Gender and Society. The plethora of gender and media readers, texts and research materials available internationally and in the region are not used in the Department of Research, Evaluation and Media.

Research

This audit did find evidence of gender as a topic of research among the student body. IEMS' students work on group research topics. Some of the 2009-2010 topics related to gender were:

- Representation of women in advertising
- Gender stereotypes on TV: LTRV top 10
- Gender equality in the radio broadcast service
- Gender and media coverage
- Human trafficking in the FIFA World Cup
- Representation of women in magazine adverts

The research project carries four credits and the project can be presented in any media form, e.g. feature article, radio, video production.

While there are examples of students researching gender and media topics, this audit found that this

theme has not become an area of academic research and scholarship among lecturers in the department.

Such research should be encouraged in order to strengthen the foundation of knowledge production on gender in the Southern African media, as well as knowledge on trends and histories of African women in journalism and in the media sector. This audit provides insight into other areas of research needed on the gender structure of media education and journalism departments in tertiary institutions and the gender structure of journalism courses.

Gender-related workshops and seminars

The department is regularly invited to media houses to conduct gender workshops. In October 2009, as part of the Millennium Challenge Account, lecturers were invited to provide training on gender reporting to journalists from various media houses. The training was facilitated by lecturer Violet Maraisane, who has previously worked on gender issues with the UN. She is the focal person for gender at the Institute and her expertise could be tapped to mainstream gender in the curriculum.

Assessments

As noted in the limitations of this study, there were weaknesses in the conceptual understanding of what to look for in terms of assessments. The majority of the evidence pointed to no incorporation of gender into assessments, but this needs to be examined further. However, some examples of how gender can be incorporated into student assessments - exams and continuous assessments - were identified through interviews with lecturers. The strongest evidence and examples of how gender is incorporated into assessments could be found for gender-specific media courses offered in the media education and journalism departments.

In the case of NUL, course assessments in the form of exams or assignments are written at the end of each semester. In the course outline provided for Mass Media, Gender and Society, students are required to submit two assignments. However, the department does not have detailed assessment criteria to evaluate whether students' knowledge, attitudes and skills have changed after completion of the module.

VI. Conclusion and recommendations



GL Deputy Director Kubi Rama presents ways forward at the World Journalism Educators Conference in Grahamstown.
Photo: Jennifer Elle Lewis

This section brings together key conclusions and recommendations from the Lesotho study. It starts with findings from the study on how educators view the way forward. The key recommendations are then summarised thematically, following the structure of the report.

There is a strong commitment to mainstreaming gender into the curriculum, teaching and research by staff and students in IEMS' Department of Research, Evaluation and Media. Ntoanyane noted that different strategies are needed to create an institutional gender policy as the overarching guiding framework.

Considering the department is planning to upgrade the media studies diploma to a degree, it might be an opportune time to mainstream gender. Lecturers have shown an interest in incorporating gender issues and there is some evidence of where this is already being done.

Students also highlighted the importance of gender in media education, clearly making a link between gender in journalism and media education and training as a critical component for creating a more gender-responsive media industry in Lesotho.

Some of the main challenges in the process of mainstreaming gender in all courses is the training of lecturers, the development of policies and guidelines to help the department with the “how to do it”, as well as mechanisms and tools to monitor the gender mainstreaming process in the department.

Key strategies and recommendations for the way forward include:

Policy framework

- At institutional level, developing gender-responsive human resources, staff development and student enrolment policies or measures are essential for ensuring a gender balance in the staff component and student enrolment.
- At departmental level, guidelines on how to incorporate gender into media education and journalism training, as well as mechanisms and tools for monitoring the implementation of these guidelines, are essential for ensuring consistency in the mainstreaming of gender by all full-and part-time staff.

Curriculum/course content

- A review of curriculum development policies and procedures to identify ways to guide the incorporation of gender into the mainstream of curriculum development for all departments needs to be undertaken.
- Strengthen the module on Mass Media, Gender and Society to provide a strong conceptual and analytical foundation to support the mainstreaming of gender into the teaching of journalistic skills.
- Develop strategies to begin to incorporate gender more systematically into other courses offered in

the department's media education and journalism programme.

- Training and development programmes to build the capacity of full- and part-time lecturers in both departments to mainstream gender into the development of course content and teaching.
- Mechanisms to ensure that all new staff and guest lecturers are oriented to the departments' course content and teaching approaches for mainstreaming gender into media education and journalism training.
- Invite more guest lecturers with knowledge and specialisation in gender and media, as well as female role models from the media.

Teaching materials/texts

- Developing a bibliography or reference guide of the plethora of international and regional teaching materials, texts and research in all areas of media specialisation to guide lecturers when choosing reading materials.
- Incorporating the regional and national research materials on gender in the Lesotho media as part of the teaching and reading materials for relevant courses in the department.
- Identifying virtual and physical resource centres where media education and journalism training departments can access information, research and training materials on gender and the media.

Research

- Identifying opportunities and exchange programmes to build the academic staff's capacity to develop departmental gender and media research projects.

Networking with media industry and media development NGOs

- Create linkages between lecturers and students at NUL's Department of Research, Evaluation and the Media and the GMDC to foster dialogue, exchange materials and network with other media education and training institutions in Southern Africa.
- Develop training programmes for lecturers at NUL's Department of Research, Evaluation and the Media on how to use the GMDC to enhance their teaching, research and course content on gender and media issues.

Bibliography

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Annex 1: LIST OF INTERVIEWEES

University	F staff	M staff	F students	M students
Lesotho				
National University of Lesotho				
Staff				
Sabi Ntoanyane	1			
Violet Maraisane	1			
Students				
Lineo, M.			1	
Makali, T.			1	
Likeleli, M.			1	
Puseletso, M.			1	
Reitametse, M.			1	
Tiotliseng, M.			1	
Tlhokomelo Mapuru				1
Mosokoli Seliane				1
Mphuthi Jeke				1
Lepoqo Moshoeshoe				1
Sechaba Lebtisa				1
TOTAL persons interviewed	2	0	6	5
Total students				11
Total Staff	2			
Total F / M			8/5	
Total			13	

Media provisions in the SADC Protocol on Gender and Development



Ensure gender is mainstreamed in all information, communication and media policies, programmes, laws and training in accordance with the Protocol on Culture, Information and Sport.

Encourage the media and media-related bodies to mainstream gender in their codes of conduct, policies and procedures, and adopt and implement gender aware ethical principles, codes of practice and policies in accordance with the Protocol on Culture, Information and Sport.

Take measures to promote the equal representation women in the ownership of, and decision making structures of the media accordance with Article 12.1 that provides for equal representation of women in decision making positions by 2015.

Take measures to discourage the media from:

- Promoting pornography and violence against all persons, especially women and children;
- Depicting women as helpless victims of violence and abuse;
- Degrading or exploiting women, especially in the area of entertainment and advertising, and undermining their role and position in society; and
- Reinforcing gender oppression and stereotypes.

Encourage the media to give equal voice to women and men in all areas of coverage, including increasing the number of programmes for, by and about women on gender specific topics and that challenge gender stereotypes.

Take appropriate measures to encourage the media to play a constructive role in the eradication of gender based violence by adopting guidelines which ensure gender sensitive coverage.



"If it weren't for the concerted, specific efforts targeted at mainstreaming gender in society in general, and in journalism curriculum in particular, human progress will be retarded and incomplete."

Dr. Tjama Tjivikua, Rector, Polytechnic of Namibia



www.genderlinks.org.za