Mainstreaming Gender in Media Education: Malawi Polytechnic Department of Journalism and Media Studies

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College-wide Gender Mainstreaming Framework

1. **Strategic Plan 2010-15**
   “...underscores mainstreaming gender and other cross cutting issues.” by among other activities seeking “to rationalize the ratio of male to female students”

2. **Academic and Administrative Staff Conditions of Service**
   "The university shall not discriminate against any person on the basis of race, colour, ethnic origin, political affiliation or sex in respect of
   – appointment (staff) or
   – registration (students)” (2007)

3. **Student Rules and Regulations**
   “Sexual Harassment: this includes but is not limited to: unwelcome or unwanted sexual advances, requests for sexual favours, and other verbal, physical, or visual conduct of a sexual nature when submission to such conduct is made, explicitly or implicitly, a term or condition of the education, academic evaluation, or other participation in the University or College community by a member of that community; or such conduct has the purpose or effect of unreasonable interference with work or academic performance or creates an intimidating, hostile, or offensive work or academic environment.” (2012)
Why Mainstream Gender in Course outlines?

- 1990s studies at UNIMA showed prevalence of sexual harassment.
- 2003 Gender Links study showed bias, negative portrayal and under-visibility of women in media
- 2010 Dept had just finished curriculum review
- 2010 Gender Links study showed lack of knowledge and assertiveness among female students; and a gender-blind curriculum.
- UNIMA had no gender policy
- Take advantage of window of opportunity (GIME training and planning, GL manual, Made’s entry-points, Poly strategic plan, UNIMA establishment of Gender Studies Unit).
Mode of Mainstreaming Gender in Media Education Curriculum

1. Recruitment of students/lecturers
2. Training of Lecturers
3. Incorporation of content into course outlines
4. Population of Gender Data Base
5. Training of students on GL virtual resource centre
6. Sexual Harassment Seminar and cyber-dialogue
7. Student Internship at GL, MHRCC and mainstream media
Recruitment of students/lecturers

- Department maintains 50-50 student enrolment policy (currently 51% females)
- Dean and Deputy Dean of Faculty of Education and Media Studies are female
- Only 2 out of 8 members of academic staff are female.
- Female students opt for broadcasting and public relations jobs
Capacity Building for 12 Lecturers

- **Personal Development:** Helped lecturers to understand and appreciate the importance of mainstreaming gender in a curriculum.

- **Research:** Generated interest in lecturers to study relationship between gender and media including one female lecturer at PhD level and another at MA level. Another is an active member of Polytechnic Gender Working Group that conducted a college-wide gender audit.

- **Community outreach:** A pool of core media literacy trainers has been established for Malawi. Members of team are involved in ATI policy and law development; in development of Student Rules and Conditions.

- **Teaching:** Incorporated gender into 14 course outlines delivered over a four year programme.
Course outlines Entry-points

• Content
  – aim
  – objectives
  – topics in a weekly schedule
  – teaching/learning materials

• Teaching methods

• Assessment
  – Continuous assessment
  – End-of-module exam questions
  – Student end-of-programmed dissertations
List of engendered course outlines

1. Media and Society
2. HIV and AIDS
3. Modern African History
4. Media Criticism
5. Media Production (radio)
6. Online Journalism
7. Media and Global Cultures
8. Intercultural Communication
9. Media research methods
10. Media Law Policy and Regulation
11. Business writing
12. communication ethics
13. Communication Studies
14. Communication Law

UNIVERSITY OF MALAWI - THE POLYTECHNIC
FACULTY OF EDUCATION AND MEDIA STUDIES
DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

STILL ARTS

PROGRAMME: Bachelor of Arts Degree in Journalism (BA, Journalism)

COURSE TITLE: UNIMA HIV, AND AIDS

COURSE CODE: HIV 100

YEAR: One

PRESENTED TO: Faculty of Education and Media Studies

PRESENTED BY: Department of Journalism and Media Studies

NUMBER OF LECTURE HOURS PER WEEK: 2 per week

NUMBER OF TUTORIAL/SEMINAR/PRACTICAL HOURS PER WEEK: 1 per week

METHOD OF ASSESSMENT: 40% by coursework, 60% by examination

COURSE DESCRIPTION:
This course introduces students to aspects of HIV and AIDS infection prevention, the role of gender relations on HIV and AIDS, impact of HIV and AIDS and the National AIDS policy.

AIM:
To serve as an introduction to HIV and AIDS infection the human body and how it can be prevented, with special reference to the relationship between gender relations and HIV and AIDS infection, the impact of HIV and AIDS, and the National HIV and AIDS policy.

OBJECTIVES:
By the end of the course, students should be able to:

(i) HIV and AIDS infection and prevention.
(ii) The relationship between gender relations and HIV and AIDS infection.
(iii) Impact of HIV and AIDS.

TOPICS OF STUDY:
Week 1 Human defence against disease: innate immunity, adaptive immunity and vaccines
Week 2 HIV and AIDS infection: HIV-1 and HIV-2, HIV structure and infection, management of HIV and AIDS infection and prevention.
Week 3 Factors contributing to the spread of HIV infection: Cultural norms and practices, Gender differences, partner migration, Substance abuse and Stigma and Discrimination.
Week 5 Impact of HIV and AIDS: impact on the individual, impact on the family, impact on the community and impact on the nation.
Week 6 Care and Support in HIV and AIDS: Voluntary Counseling and Testing, HIV Testing and Counseling (HTC), knowing your status and advantages of knowing your status.
Week 7 HIV and AIDS and the community: HIV and AIDS infection and Family, HIV and AIDS infection and Employment and Society’s right to know.
Week 8 Policy issues on HIV and AIDS infection (Legal issues in responding HIV and AIDS and Gender based Violence, HIV and AIDS and culture)
Week 9 National HIV and AIDS policy; policy on prevention, treatment, care and support of people living with AIDS (PLWAs)
Reading List Example

• Morna, C and Ndlovu (2008 eds, Gender and Tabloids in Southern Africa. Genderlink: Johannesburg
• Gender links (Ed) Watching the Watchdogs. A gender and media literacy toolkit for Southern Africa.
• SAMSCO and Gender links (Nd) Picture out lives, Gender and Images in Southern Africa. A Manual for trainers
• Lind, A. (2004), Race, Gender, Media considering Diversity Across Audiences. Allyn and Bacon: Boston
• Gender links, 2009, Glass ceilings women and men Southern Africa media Johannesburg. (Media Criticism Module)
Teaching methods Feedback from Lecturers

- Analysis of sample news scripts, where issues of gender were reported in a fair or negative manner.
- Males competing with females in issue based debates
- Deliberately make female students lead discussions like male students
- Making sure both men and women participate equally in practical work.
- Giving men and women equal leadership roles in practical exercises.
- Listening to audio samples taken from both local and international media where reports have indicated positive or negative reporting on gender issues.
- Students were asked to identify both positive and negative approached to gender reporting
- Gender balanced groups working on credit awarding assignments e.g. essay writing
INSTRUCTION: Answer Question ONE

Question One

The SADC Protocol on Gender and Development calls on members of SADC to “encourage the media to give equal voice to women and men in the areas of coverage, including increasing the number of programmes for, by and about women on gender specific topics and that challenge gender stereotypes” (SADC 2008). Using research findings on gender in the media evaluate the extent to which the media are promoting gender equality in Malawi.

(40 Marks)

INSTRUCTION: Answer any THREE questions

Question Two

“Most theorists agree that there is practically no globalisation without media and communications” (Rantanen, 2005: 4).

Critically evaluate the validity of this statement in the light of the relationship between globalisation and communications media.

(20 Marks)

Question Three

On 20th July 2011, MACRA ordered radio stations which were covering...
INFLUENCE OF SADC GENDER AND DEVELOPMENT PROTOCOL ON NEWSPAPER CONTENT
By Moyna Mungoni (BAJ/06/NE/003)

Citation of Gender aggregated data
According to the 2004 Malawi Demographic and Health Survey (MDHS), the HIV prevalence rate among those 15 to 49 years old is estimated at 12 percent. According to NAC, about 14 percent (range 12%-17%) of Malawians between the ages of 15 and 49 years are HIV positive (NAC Sentinel Surveillance Survey, 2005). The 2004 MDHS reported that HIV prevalence among young women 15 to 24 years (youth group) is more than four times higher than of men of the same age group (9.1% and 2.1%, respectively) (Government of Malawi, 2007 p. 3). (Source: Daudi Kaisi)
Gender Data Base

- Collection of domestic gender related material
- Collection of GL and MHRCC publications
- Online Link to GL Virtual Resource Centre
Training of students on GL virtual resource centre
Sexual Harassment Seminar and cyber-dialogue
Student Internship at GL and MHRCC
Contributions to SADC Protocol

• Art 29-31: Media information and communication
  – 50% enrolment male and female
  – Dean and Deputy female
  – Gender mainstreamed in course outlines
  – Female student participation in learning and leadership enhanced
  – Male and female students researching gender topics
  – 25% female lecturers

• Art 32-36: Implementation
  – Members of involved in gender audit of Polytechnic
  – Female members involved in gender bridging project..
Contributions to SADC Protocol

- **Art 12-13: Governance and Representation**
  - HIV AIDS compulsory module for all year 1 students
  - Student access HIV and AIDS treatment
  - Curriculum focuses on economic and political governance

- **Art 28: Peace building and conflict resolution**
  - Female dean and deputy in top college management’
    Male HoDs
  - Female and Male BAJ students in PSU

- **Art 4-12: Constitutional and legal rights**
  - Lecturers engendering ATI bill and policy
  - Dean and Deputy in Senate committee, which approved student rules and regulation
Current Sustainability Mechanisms

• Annual review meetings include the gender agenda
• Establishing domestic partnership with Malawi Human Rights Resource Centre to engender remaining course outlines
• Maintain partnership with Gender Links for resource crowding
• Include gender-awareness in module evaluation instrument.
• Extension to other media programmes within and outside UMINA
Planned Sustainability Mechanisms

- Positively exploit changes in legal and national policy frameworks:
  - Gender equality law is in force in Malawi (2013)
  - UNIMA Strategic Plan (2012), like the Polytechnic, mainstreams gender as a cross cutting issues

- Formal integration of gender into curriculum during review due in 2015

- Encourage student research in gender and the media

- Extend formalisation of gender-aware extra-curricula initiatives to BAJ students association

- Extension of media literacy to primary/secondary school curriculum
- Extension of media literacy to NGOs in context of Local Government elections
Challenges

1. Institutionalisation
   - Dependent on lecturer goodwill
   - Female lecturer participation is minimal
2. Media Literacy modules lack depth and have limited coverage of academic gender issues
3. Prolonged closure of college
4. Closure of gender studies unit at University office
5. Duplication/competition with other university projects e.g. CIDA
6. Gender Links shifting of goal posts away from HEIs.
Thank you for your attention!

Zikomo!