



**Report on the GIME Consultative Meeting held at the World Journalism Educators Congress (WJEC)**

**5-6 July 2010**

**Rhodes University, Grahamstown**



*Gender in Media Education syndicate led by Jaco du Toit, Communication and Information Advisor: UNESCO Office Windhoek. Photo by Jennifer Lewis*

## **Synopsis**

From 5 to 6 July 2010, Gender Links (GL) participated at the World Journalism Educators Congress (WJEC) in Grahamstown, South Africa. In partnership with UNESCO, GL hosted a syndicate session on Media Training, Journalism Education and Gender Equality. The working session explored the key findings of the Audit of Gender in Media Education (GIME) in Southern Africa conducted by GL with support from the UK Department for International Development (DFID) and UNESCO.

The countries surveyed are Botswana, the Democratic Republic of Congo (DRC), Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. The *Audit of Gender in Media Education in Southern Africa (GIME)* is the most comprehensive study undertaken of the gender dimensions of journalism and media education and training in tertiary institutions in Southern Africa.

The survey revealed significant gaps in curriculum development, institutional policies, capacity building needs of media trainers, resource materials development, and networking. The Polytechnic of Namibia and University of Namibia highlighted practical steps being taken to address these gaps in response to the Namibia audit.

## **Objectives**

The following were the objectives of the syndicate:

- To discuss the regional findings of the audit on how far media and journalism training institutions have mainstreamed gender in the curriculum
- To assess the extent to which Gender Links is consulted or relied on, as well the extent to which gender and other media tools including texts, materials and electronic resources are being used in media education and training in SADC institutions
- To develop a plan of action as to how findings can be cascaded in the region and inform future work
- To develop strategic interventions to ensure sustained gender mainstreaming in media education and training

## **Key issues**

Jaco du Toit from UNESCO Namibia chaired the syndicate which was attended by 20 people (12 women and 8 men). Participants were from such countries as Finland, Ghana, India, Kenya, Madagascar, Namibia, Nigeria and South Africa. To kick off, the chair welcomed participants and praised GL for undertaking the groundbreaking research. He highlighted that the reflected the practical experiences that GL has been involved in not only around training but also research and policy. Du Toit also noted that UNESCO had taken some of the conclusions coming out of the Namibia audit forward and in that case, the syndicate would also provide an opportunity to profile two case studies from Namibia.

A quick introduction of participants around the room demonstrated that they had an interest in the topic and pointed out the following observations from their institutions:

- How more women are getting into the journalism profession in Nigeria
- The topic has been of research interest in Nigeria and findings show that regarding enrolment, there are more female students but that is not reflected in practice.
- Gender is not mainstreamed in the curriculum (Ethiopia)

Kubi Rama, the Deputy Director of GL pointed out that the organisation started as a media organisation thus gender and media are so important. She explained that media with absence of

gender is empty. The organisation has undertaken gender and media research such as the audience study, advertising, regulators and media training. One of the most recent research is the Gender and Media Progress Study (GMPS) which was initially undertaken in 2003. In 2003, the research found out that women constituted 17% of the news sources in the media. Findings from the 2009/ 2010 research show that after seven years, the number has slightly increased to 19% which is quite alarming.

Rama went on to present the research findings (See annex 1). She said that the research was undertaken with 25 institutions in 13 countries and various tools were administered. For instance GL has worked with the Polytechnic of Namibia (PON) for seven years and with University of Namibia (UNAM) only recently. Thus in Namibia, UNAM was used as a control experiment in this research and interviews were done with PON past students and their employees.

Some of the limitations of the research included that Angola did not deliver, Seychelles does not have a media institutions and there were major struggles in South Africa to secure appointments. All the polytechnics did not respond and the timing of the research impacted as the country was busy preparing for the world cup. In addition, the Polytechnic of Malawi which is a public institutions is bureaucratic and thus it was difficult to undertake research at this institution. Again, some institutions said that they had certain things in their curriculum but they could not provide evidence in the form of policies and course outlines.

### **Findings**

- There are very few institutions with policies or other special measures to achieve gender equality. Only 28 % of the institution researched had a gender policy and 44% had sexual harassment policies
- Males comprise the majority of staff and 64% of staff are male
- 61% of students are women

### **Curriculum development**

- 28% of the sample did consider gender in development processes but that was not evident in the curriculum
- Very few institutions have gender as a foundation course.
- University of Botswana (UB) has 12 courses where gender has been mainstreamed, Madagascar has nine courses.
- A lot is dependent on lecturer commitment not institutionalised. Once those who are committed to teaching gender leave, courses will die.

Rama pointed out that University of Dar-es-Salaam has an institutional gender policy which stipulates that gender be mainstreamed in the curriculum but this is not reflected in the journalism curriculum. Therefore policy on paper may not be translated into actual work. In-depth interviews will be conducted with UB and University of Antananarivo to get a better understanding of the lessons learnt and how they have effected curriculum changes.

### **Teaching**

- No texts from the South that can be used as course material
- Gender is not included in many assessments

### **Recommendations**

- Gender in the curriculum should be a commitment at institutional level
- Training of trainers
- Entry points for gender violence in the main curriculum.
- More collaborative research
- Community of practice around gender and media

In the discussion that followed, Robin Tyson from UNAM stated that his department has a core course for all students at first year on gender. He said this was as a result of the need for journalism students

to make links with gender and the media. He said that in the first year, they have an introductory course and in June 2010, 150 students sat for the Media Theory and Practice exam. Tyson, who teaches this module, noted that the students are taught about who gets covered in the news, who does coverage and gender blind stories. He also pointed out that the department hosts guest lectures and the past semester, they had someone from Gender Links and then from Sister Namibia coming in to teach students about gender and sexuality. In addition, Tyson said that he uses the GL virtual resource centre extensively for instance he retrieved a clipping about soccer players published in the *Sowetan* in June 2009 and asked the students, "is this a gender balanced story and why?"

Emily Brown spoke at length about the PON case study. She noted that for some time, there was confusion around what gender really means. In 2001 PON started working with GL after the Windhoek Declaration. They drafted a curriculum and had a consultative meeting and the executive director of GL attended. "We saw straight away the need to collaborate", Brown said. They held a TOT that resulted in the Gender in Entry Level Journalism publication. 2004 was an election year in Namibia and PON started a media outlet and partnered with a media house. There is need for further training for trainers.

Very few institutions have adopted the gender module outlined in the UNESCO model curriculum. Participants noted that gender should actually be a pre determinant for any school or department to be considered a UNESCO Centre of Excellence. Qualifications Authorities should also be lobbied to consider gender as they are responsible for determining national qualifications. Sensitisation of trainers was also emphasised. A young female journalist said that the media industry had not been accommodating and she was leaving the sphere and joining public relations. Participants agreed that this is an important area of study that needs to be undertaken.

## **Day two**

The syndicate started with recapturing events of day one highlighting the following:

- Importance of mainstreaming gender in the curriculum
- What is the reason why women are not in the teaching field? There is the need to acknowledge the multiple responsibilities of women.
- In a career like journalism, which is a better teacher, academic or experience?
- The need to sustain the process of engendering the curriculum.
- Using the highest people in the institution is vital in that they will buy in and will ensure that processes are effected.

Jennifer Lewis, the Gender and Media Diversity Centre Manager (GMDC) at GL went on to present on the Community of Practice (COP). The syndicate session discussed the concept of a COP in relation to gender in media education and how peer learning and experience as well as new technologies can leverage impact. The aim of such a dedicated community of practice is to help in developing curriculum and course content, undertaking research and creating institutional gender frameworks that mainstream gender. GL through its Gender and Media Diversity Centre (GMDC), will also work with participants in establishing an action plan to collect, connect and collaborate on knowledge creation in the field of gender in journalism and media education and training. The COP will be hosted by GL and it will be linked to the UNESCO website (See annex 2).

Below are some of the issues agreed to be taken forward under the COP:

<b>CURRICULUM DEVELOPMENT</b>
Arguing the case for mainstreaming gender
Discussion with industry, identify one industry in each country.
Sensitising trainers in course content. Foundation course for trainers which is sustained. Link it to specific modules
Consultation on curriculum
Gender indicators for curriculum which can also be used by qualifications authorities including the assessment of students after teaching a course
Review the UNESCO model curriculum
<b>COURSE CONTENT</b>
Model curriculum of the courses being taught, what should be the content, assessment etc also important to do TOT
Suggested texts, make GL publications available as full texts to trainers, link to WACC, GL to develop a bibliography
Structure per curriculum module, list of readings
<b>RESEARCH</b>
Repository getting students thesis on the subject for post grad students: research database
List of potential supervisors
List of external examiners

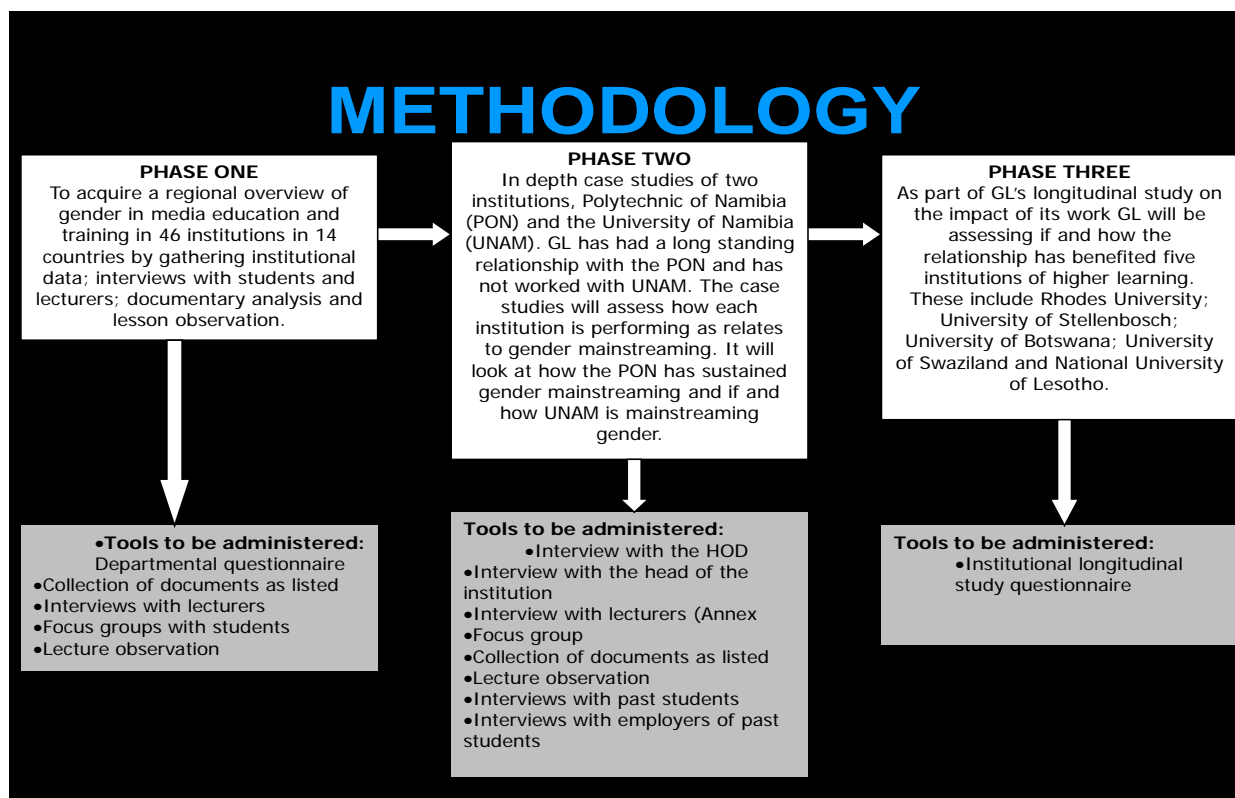
The chair thanked all participants for joining in the discussion and GL would be in touch in due course. Deliberations from the syndicate sessions were presented in the larger group of WJEC congress (See annex 3).

## Annex 1

### GENDER IN MEDIA EDUCATION RESEARCH AND FINDINGS

#### Introduction

- The *Audit of Gender in Media Education in Southern Africa (GIME)* is the most comprehensive study undertaken of the gender dimensions of journalism and media education and training in tertiary institutions in Southern Africa.
- The study was administered in 25 institutions in 13 countries including Botswana, DRC, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe between October 2009 and April 2010.



#### Key limitations

- Data was not delivered from one of the 15 countries (Angola);
- SA none of the Polytechnics responded
- Malawi, Polytechnic did not respond
- The lack of sex-disaggregated data on males and females in the various qualifications
- Lack of evidence in the form of documentation to substantiate and illustrate the responses
- Focus groups were not conducted in all sites.

## **KEY FINDINGS**

### **Institutional policy framework**

- There are very few institutions with policies or other special measures to achieve gender equality
- Almost half of the institutions have sexual harassment policies

### **Gender within the media studies departments**

- Males comprise the majority of the academic staff
- But females are the majority of the students

### **Curriculum development and course content**

- Gender is considered in curriculum policies and processes at institutional or departmental level
- There are very few institutional structures to ensure that gender is included in curriculum
- Media and journalism students receive limited theoretical grounding in gender
- Gender-specific modules have been developed at some institutions
- Gender is incorporated into some course content
- But the attention given to the topic is dependent upon lecturers' own knowledge and commitment to mainstreaming gender in-depth in the course content
- There are models at institutions within the region that illustrate how gender can be systematically incorporated into journalism and media education training

### **Teaching/learning**

- There is a strong will to integrate gender into teaching and learning
- Training is a key gender issue
- Both male and female students acknowledged the importance of gender in media education and journalism training

### **Prescribed texts/readings/learning materials**

- Gender is missing from course material

### **Assessments**

- Gender missing in student and staff assessments

### **Research/publications**

- Academic research on gender, media and diversity issues could be broadened and deepened

## **RECOMMENDATIONS**

### **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 for maintaining gender parity in student enrolments in the media education and journalism training departments at Southern Africa universities.
- At departmental level, guidelines on how to incorporate gender into journalism and media education and training, as well as mechanisms and tools for monitoring the implementation of these guidelines are essential.
- In cases where the institutional structures are bureaucratic, departments can have an informal policy which can assist staff to teach gender in media and journalism training
- There is need to create greater awareness among staff and students about gender and sexual harassment policies in the different institutions.

### **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.
- Institutional exchanges between institutions departments of media education and journalism training to share expertise, and exchange information.
- Departments reviewing their course content to identify ways to strengthen how gender is incorporated into the content and teaching.
- Developing a stand-alone module on gender and the media that can provide a strong conceptual and analytical foundation.
- Training and development programmes to build the capacity of full-time and part-time lecturers in both departments.
- Mechanisms to ensure that all new staff, guest lecturers, are oriented to the departments' course content and teaching.
- 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.

### **Teaching materials/Texts**

- Developing a bibliography or reference guide of the plethora of international and regional teaching materials, texts and research.
- Incorporating the regional and national research materials on gender in the media as part of the teaching and reading materials for relevant courses in the media education and journalism training departments.
- Identifying virtual and physical resource centers that media education and journalism training departments can access for information, research and training materials on gender and the media.
- Developing media lecturers' capacity to develop gender and media readers and other materials for use in their media education and journalism programmes.



## **Research**

- Identifying opportunities and exchange programmes to build media education and journalism training departments' capacity to develop departmental gender and media research projects.
- Creating opportunities for lecturers and students to publish articles and research on gender and the media.
- Build the research capacity of lecturers to undertake research on gender and media issues.
- It is necessary to conduct further research on the number of women who choose journalism and media studies as their main course of study.
- Educators need to engage with the possibility of doing pure journalism and media studies.
- Assist doctoral students in the research on Gender and Media.

## **Networking with media industry and media development NGOs**

- Developing regular forums within departments for dialogues and exchanges with the media industry.
- Create linkages between lecturers and students and the GMDC to foster dialogue, exchange materials and network with other media education and training institutions.
- Identify international and regional lecturers with knowledge and expertise in gender and media issues for guest lectureships.
- Create practical exchanges for lecturers with the media industry to build their capacity.
- In order to effect curriculum changes that also suit industrial needs, there is need to conduct a wider consultative process that include industry and other experts.
- Cooperate with GMDC in the creation of a Community of Practice have sustained training, provision of information and an ongoing engagement with other educators.

## Annex 2

### COMMUNITY OF PRACTICE PRESENTATION

#### Objectives

- To provide a space for journalism and media educators to connect regularly on issues of mainstreaming gender in journalism and media education and training.
- To use virtual space to sustain a community of practice.
- To gather good practices on integrating gender in journalism and media education and training curricula from institutions across Southern Africa

#### Target

- Journalism and media educators and trainers from institutions of higher learning.
- Other trainers from commercial training institutions, media and gender organisations.
- Journalists who are interested in training.

#### Process

- **Collect:** Information, good practices, course outlines, curricula, assessments, research. The information will be circulated to all the members of the COP with guiding questions for a discussion that will follow.
- **Connection:** After the information has been circulated there will be an online discussion using the GL online chat facility. The discussion will be facilitated by a moderator from GL or a partner institution. A summary will be published on a wiki.
- **Collaboration:** Once the wiki is published a notice will be sent out to educators across the region to comment on and contribute. The wiki will be moderated. The final document will be uploaded on the GIME databases.

#### Themes to be explored

- **Curriculum development:** discussions around whole qualifications, content to be included, opportunities to mainstream gender, curriculum review
- **Course content:** discussions on specific courses, assessment, teaching and learning
- **Research:** discussions on existing and potential research projects on gender and media, how the research may be used in teaching and learning, how research may be taken forward
- **Institutional gender framework:** review and development of gender and/or sexual harassment policies, assisting with strategies, reviewing policy content

# Annex 3

## GENDER IN MEDIA EDUCATION SYNDICATE

### Report back

6 July 2010



### Context

- Gender in Media Education Audit
- 25 institutions of higher learning in Southern Africa
- Recommendations around curriculum development; course content; research; institutional policy framework
- A Community of Practice (CoP) to facilitate forward processes

### **Key recommendations**

- Develop a set of standards on gender against which curriculum is assessed
- Have strategic regional engagements with institutions of higher education and industry on mainstreaming gender
- Foundation course for educators to build the capacity of trainers on gender
- Developing a gender and media bibliography on gender and media
- Develop a list of moderators and external examiners for theses
- Submit student theses to be uploaded on a database of research on gender and media
- Develop a schedule of discussions for the CoP
- Take a common course and discuss it on the CoP from inception to assessment