Audit of Gender in Media Education and Journalism Training

**POLYTECHNIC OF NAMIBIA
AND UNIVERSITY OF NAMIBIA**

Namibia Country Report

RESEARCHER: PATRICIA A. MADE

MDG:F
MDG ACHIEVEMENT FUND

Gender and Media Diversity Centre

gender links for equality and justice

AUDIT OF GENDER IN MEDIA EDUCATION AND JOURNALISM TRAINING AT THE POLYTECHNIC OF NAMIBIA AND THE UNIVERSITY OF NAMIBIA

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ACKNOWLEDGEMENTS

Colleen Lowe Morna
Executive Director of Gender Links

LIST OF ACRONYMS

AGI   African Gender Institute
CEDAW   Convention on the Elimination of All Forms of Discrimination against Women
GEMSA   Gender and Media in Southern Africa Network
GL   Gender Links
GMAS   Gender and Media Audience Study
GMBS   Gender and Media Baseline Study
GMDC   Gender and Media Diversity Centre
GMPS   Gender and Media Progress Study
HOD   Head of Department
IAJ   Institute for the Advancement of Journalism
MDGs   Millennium Development Goals
MISA   Media Institute of Southern Africa
MMPN   Media Monitoring Project Namibia
NETSH   Southern African Network of Higher Education Institutions
                    Challenging Sexual Harassment and Sexual Violence
NQF   National Qualifications Framework
PON   Polytechnic of Namibia
SADC   Southern African Development Community
UNAM   University of Namibia
UNESCO   United Nations Education, Scientific and Cultural Organization

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EXECUTIVE SUMMARY

This report presents the findings of an audit on gender in media education and journalism training in the entry level and postgraduate media and journalism training programmes offered at the Polytechnic of Namibia (PON) and the University of Namibia (UNAM). The Namibian findings will feed into a larger audit of Gender in Media Education and Journalism Training institutions in 14 Southern African countries conducted in 2009 by Gender Links (GL), through the Gender and Media Diversity Centre (GMDC), a partnership between media development NGOs and knowledge institutions managed by Gender Links.

The audit on Namibian institutions was commissioned by UNESCO-Namibia and the research is situated within the framework of UNESCO's contribution towards increased awareness and capacity development for protecting the rights of women and girls, and in line with the UN Joint Programme on Gender, "Setting things right towards gender equality and equity".

This report provides an analysis of documents, interviews, lecture observations and student focus groups conducted at PON and UNAM during the period of October 23-November 5, 2009. Interviews also were conducted with former students and PON's Head of Institution. The Annexes to this report provide lists of those interviewed; participants in the focus group discussions and documents analysed. Also included in the Annex are the Working Group Reports from the November 23, 2009 workshop convened by UNESCO-Namibia where the findings and recommendation of this audit were presented. Lecturers, media practitioners, participants from various UN agencies and NGOs in Namibia mapped out several action steps based on the findings and recommendations of this report.

The research of this audit focuses only on "formal" accredited institutions offering entry level and post graduate media and journalism education and training. Entry level training includes academic training offered by universities, and the more hands on training offered by polytechnics. This research focused on public-funded institutions.

In their 2001 assessment of training needs in Southern Africa, Colleen Lowe Morna and Zohra Khan documented the media's increasing awareness of the need to incorporate gender into training. Editors interviewed recognised the gender biases in reporting and editing, and that the media needed training on gender issues in order to cover the changes in society.[1]

And, while the study found that some regional training institutions such as the Institute for the Advancement of Journalism (IAJ) in South Africa and the former Nordic-SADC Journalism (NSJ) in Mozambique, did offer courses on covering gender issues, most journalism and media training approaches to integrating gender into training were ad hoc and attracted more women journalists than men.[2]

More recently, training and development programmes to build the media's capacity to mainstream gender into workplace policies and editorial content has emerged as a key recommendation in both the 2003 Women and Men Make the News, Southern Africa Gender and Media Baseline Study (GMBS), the most comprehensive study on gender in editorial content in the Southern Africa media and in the 2008 study, Glass Ceilings, Women and Men in Southern Africa Media, which has gathered the most extensive baseline data on the institutional make up and practices of the media from a gender perspective.

The objectives of this study are:

Δ   To establish whether or not gender is integrated in media education and training;

Δ   To identify gaps in current media/journalism education and training in Namibia with regard to mainstreaming gender in the curriculum;

Δ   To determine whether or not Gender Links materials and electronic resources, or other gender and media materials and texts are used in media education and training in Namibia;

Δ   To use the findings to develop strategic interventions to ensure sustained gender mainstreaming in media education and training in Namibia.

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1   Southern Africa Media Training Needs Assessment, commissioned by NSJ Trust with the support of NIZA, Colleen Lowe Morna and Zohra Khan, Gender Links Associates, September 2001
2   Southern Africa Media Training Needs Assessment, commissioned by NSJ Trust with the support of NIZA, Colleen Lowe Morna and Zohra Khan, Gender Links Associates, September 2001

The key findings of this audit are:

INSTITUTIONAL POLICY FRAMEWORK

Affirmative action, but no gender policies: Neither institution has a gender policy. Affirmative Action policies and procedures provide the institutional guidelines for achieving gender and other forms of diversity in the two institutions' staffing component at all levels. Presently there are slightly more female than male students and no affirmative action measures are used by the media education and journalism training departments of both institutions to ensure 50/50 enrollment of female and male students. Points earned in matric exams, qualifications, industry experience, performance in interviews are among the criteria used to assess students for entry into the media education and journalism departments' programmes.

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 of the institutions' media education and journalism training programmes. The Department of Media Technology at PON has worked with a Gender Checklist developed during an earlier Pilot Project with Gender Links to mainstream gender into curricular, but this was not developed into an institutional or departmental policy.

There are no stand-alone policies on sexual harassment at PON or UNAM: Sexual harassment is one of the transgressions within the institutions' Code of Conduct and Disciplinary Code and Procedures. Evidence of application of the code in sexual harassment cases was not obtained during this research.

GENDER WITHIN THE MEDIA STUDIES DEPARTMENTS

Slightly more female than male students: The media education and journalism training departments at PON and UNAM have 50/50 enrollment of female and male students, with the numbers slightly tilting in favour of more females during some enrollment periods.

The HOD at both PON and UNAM are female, and while there are more female full-time lecturers than males at PON, the two full-time lecturers for media education and journalism training at UNAM are both males.

CURRICULUM DEVELOPMENT AND COURSE CONTENT

No gender specific courses: There are no specific gender and media modules in the media education and journalism training diploma and degree programmes offered by PON and UNAM.

But theoretical underpinnings are provided at UNAM: The media studies and journalism students at UNAM are introduced to more theoretical courses on gender because of a core requirement for all first year university students, and because of the dual degree programme. Students at UNAM major in media studies and in another discipline such as Politics, Sociology, Psychology, among others. They are introduced to gender issues in these courses, as well as in the content of their media education and journalism programme.

There is some gender incorporated into course content: Gender is incorporated into the course content of courses, such as, Specialised/Advanced Reporting, Language for the Media, Media Ethics, Contemporary Social Issues, and Advertising; but the attention given to the topic is dependent upon the lecturer's own knowledge and commitment to mainstreaming gender in-depth in the courses' lectures, readings and assessments at both PON and UNAM.

There was no marked difference between PON and UNAM in the incorporation of gender into the entry-level media education and journalism departmental programmes, even though PON's Department of Media Technology participated in a pilot project (2001-2004) with Gender Links to mainstream gender into entry-level journalism education. Turnover in staff; resistance from one lecturer who had been part of the pilot process and the lack of mechanisms to manage this; the absence of any orientation or other programmes to take new staff through the original process and to build their understanding of how to mainstream gender into their courses and work were cited as reasons for the department's inability to sustain the actions started in the pilot process.

Models for mainstreaming: However, the UNAM HIV/AIDS Policy and PON's Pilot Project with Gender Links on mainstreaming gender into entry-level journalism education both serve as models for mainstreaming gender in teaching, research and other activities of the media education and journalism training departments.

Strategic entry points: There are strategic opportunities to work with the two institutions between 2010-2011 to mainstream gender into their media education and journalism training programmes. UNAM begins its curriculum review in 2010, while PON will conduct its next review starting in 2011.

TEACHING/LEARNING

There is a fair degree of gender awareness among staff: Departmental staffs highlighted knowledge of "how to do it"; "how to counter gender fatigue"; no institutional gender policy; unseen attitudes, prejudices and biases that exist within lecturers; and no Monitoring and Evaluation or other mechanisms to systematise how gender is mainstreamed as key challenges to incorporating gender into their media education and journalism programmes and work.

This cascades into reasonable gender and media literacy among students: Students in the media education and journalism departments at PON and UNAM are aware of the importance of incorporating gender into their degree programmes, and can apply their basic gender and media understanding to identify gender biases and stereotypes as consumers of Namibia's media. Students are able to illustrate through examples from the Namibian media stories and broadcasts that perpetuate both blatant and subtle gender stereotypes; the lack of diversity of sources, especially the voices and perspectives of women in the media; to identify the missing gender dimension of the media's coverage on issues such as women in politics; and to discuss the use of gender-sensitive language in the media. This gender and media literacy has resulted from lectures in some courses within the media education and journalism training departments at PON and UNAM which incorporate gender into course content.

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' curriculums.

ASSESSMENTS

Gender is not a standard in the assessment criteria used by the Namibian Qualifications Authority, the body which certifies and sets the standards for higher education.

Gender is not incorporated as a standard in any systematic way in the media education and journalism training departments' assessments of curriculum. Relevance to the Namibian media industry's needs, and a good balance between theory and practical application are the main criteria used by the journalism and media studies departments to evaluate their programmes. Gender is not incorporated into this assessment by the departments, nor is it a criterion used by the Namibian media sector when providing guidance and input to the departments on the course content and orientation of their media education and journalism programmes. Gender as a criteria for assessment is left up to staff and students: There is some evidence of gender being incorporated into exam assessments and special projects for final assessments in some courses by both lecturers and students at PON and UNAM; but this is dependent on the lecturers' and students' interest in gender and media issues.

RESEARCH/PUBLICATION

Academic research could be improved: While there are examples of students' theses and special projects on gender and media issues, as well as projects on women's representation and gender stereotypes in the media, for example, gender and the media has not become an area of academic research and scholarship among the lecturers within the institutions' media education and journalism training departments.

CONCLUSIONS AND RECOMMENDATIONS

This audit found commitment among lecturers and students to the mainstreaming of gender in media education and journalism training, as well as evidence of ways in which gender is now incorporated into content, teaching and assessments. But there is no comprehensive policy framework at either institution to embed gender as a key criterion in curriculum development policies, processes and procedures. Capacity building, gender policies and implementation measures and guidelines are the key areas for systematically mainstreaming gender into media education and journalism training.

The recommendations on policy, curriculum/course content, teaching materials/texts, research and networking with the Media Industry and Media Development NGOs in Chapter Five of this study have been formulated based on the findings of this audit, interviews with lecturers and students, and valuable insights and inputs from the participants to the one-day seminar convened by UNESCO Office Windhoek where the audit findings were presented.

INTRODUCTION

Namibia's independence in 1990 ushered in a new era in the country with the adoption of a progressive Constitution that outlaws discrimination based on sex and makes provision for affirmative action to redress past racial, gender and other forms of imbalance. The country's population is estimated at 2.1 million.

The country is a signatory to major international gender equality and women's rights instruments such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and it is one of the three countries that have quickly ratified the 2008 Southern African Development Community (SADC) Protocol on Gender and Development.

Freedom of expression is also enshrined in the Constitution and the country is viewed as one of the countries in Southern Africa with a relatively diverse media including state-owned, private/independent and community media. There also are several independent media bodies in Namibia promoting media freedom and professionalism. These include: The Media Institute of Southern Africa (MISA) Namibia and the Namibian chapter of the Gender and Media Southern Africa (GEMSA) Network.

Gender and the media in Namibia

The Namibian media reflects many of the regional trends of an events-driven news agenda that focuses largely on the voices and perspectives of men in positions of power, prominence and formal authority. Women as newsmakers and the voices and perspectives of women are largely missing in the media, and when women do make news, they are portrayed negatively or in gender stereotyped roles.

The country's media has been the focus of both national and regional research on gender and the media. One of the most comprehensive studies, the 2003 Gender and Media Baseline Study(GMBS), coordinated by Gender Links and MISA, covered 12 countries and included an analysis of some 25,000 news items monitored over a one-month period.

While as stated earlier freedom of expression is guaranteed in the Constitution, the Namibian GMBS showed that women constituted only 19% of the news sources in a country where they are slightly more than 50% of the population. The Gender and Media Progress Study (GMPS), to be released in 2010, shows a slight increase in women's voices from 19% in 2003 to 20% in 2010. This marginal increase shows continued cause for concern for gender equity in the Namibian media. *Women's voices in the Namibian media are almost completely absent in the media's coverage of politics, sports, economics and other areas. See Figure 1.*

Figure 1: Proportion of female vs male sources in the news in Namibia
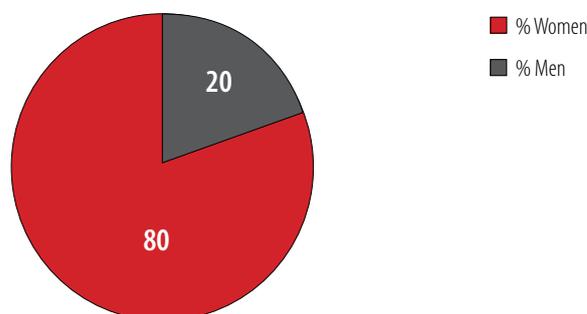
This slight increase mirrors the Southern African Regional average, where female sources increased from 17% in 2003 to 19% in 2010. See Figure 2.

Figure 2: Proportion of female vs male sources in the news in Southern Africa
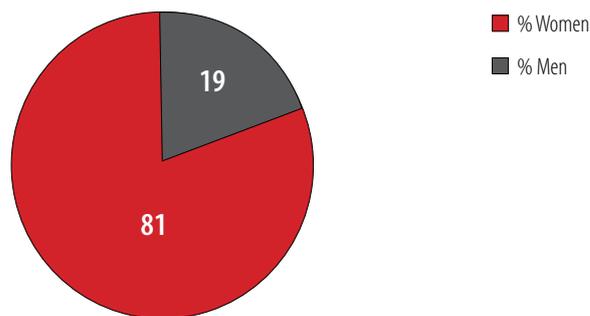
As illustrated in Figure 3, the country with highest of female sources is Lesotho. Mozambique has the lowest of proportion (14%) of female sources in the news in the region. InterestinGender Linksy, Mozambique also has the lowest number of female students (26%) in journalism and media education and training and third lowest number of female staff (28%) in journalism and media education.

Figure 3: Women and men as news sources in Southern Africa
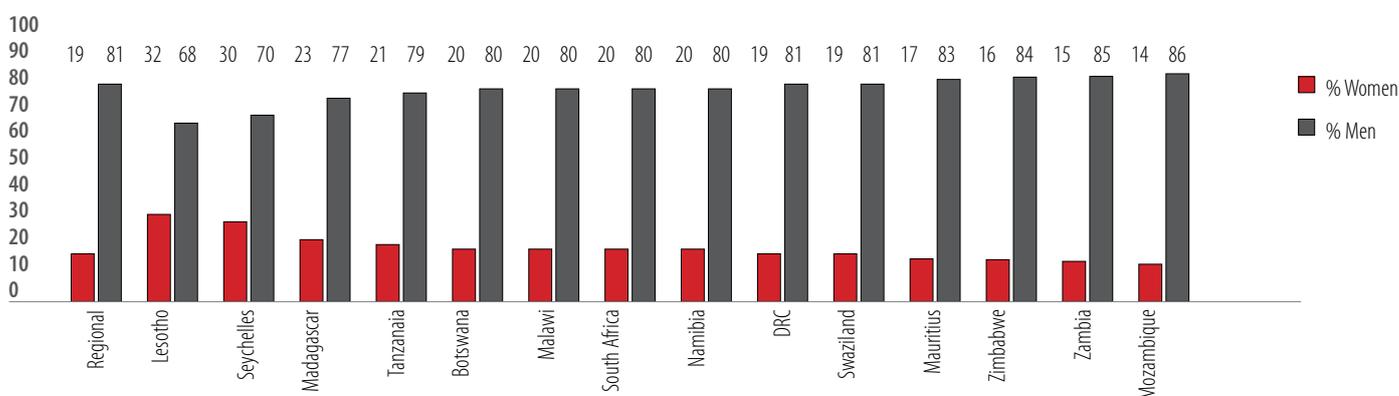
The country's own monitoring initiative at the time, the Media Monitoring Project of Namibia (MMPN), a project of the MISA Namibia chapter, found during the period of March 2002 to February 2003, that women were only 14% of the sources in all domestic news items. Most of the media monitored quoted documents more often than women, the MMPN study found.[iii] Namibian media houses are currently being monitored during a one-month period spread over October-November 2009 as part of the Gender and Media Progress Study (GMPS) to evaluate the media's progress on gender in editorial content since the 2002/2003 findings.

Eleven media houses in Namibia, with a total of 815 employees, also participated in the most recent research on media employment patterns, *Gender Linksass Ceilings: Women and Men in Southern Africa Media*. This study found that men constitute 60% of the employees in Namibia's media houses (see Figure 4), but unlike the regional pattern, women constitute more than a third of the boards of directors of media houses and they occupy 42% of the top management posts in media houses in Namibia, significantly more than the regional average of 23% (see Table One)[iv].

Figure 4: Total number of employees in Namibia vs the Region
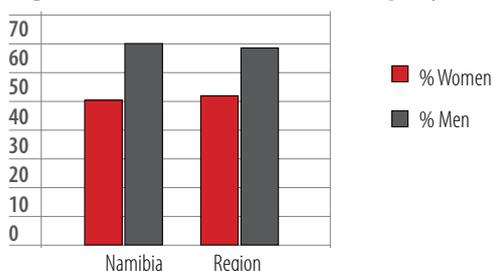
iii. MMPN Annual Report 2002/2003:2, MISA-Namibia
iv. Gender Linksass Ceilings: Women and Men in Southern Africa Media – Namibia, Gender Links, 2009

Table One: Occupational Levels in Namibian Media Houses

Category	% Namibia		% Region	
	Female	**Male**	**Female**	**Male**
Percentage of employees by sex	40	60	41	59
Occupational Levels				
Non permanent	24	76	36	64
Semi-skilled	57	43	55	45
Unskilled	47	53	29	71
Skilled technical	42	58	45	55
Professionally qualified	33	67	31	69
Senior management	35	65	28	72
Top management	42	58	23	77
Board of directors	39	61	28	72

While more women in the Namibian media have moved into management roles, the *Gender Linksass Ceilings* study found that the gender division of beats is still pronounced with men dominating in the coverage of agriculture, crime, science and technology, human rights and media, while women journalists predominate in education, gender equality, gender violence, lifestyle and religion. [v]

Three of the 11 media houses in the Gender Linksass Ceilings study in Namibia, Namibian Economist (55%), The Namibian (54%) and Allgemeine Zeitung with 52% women have achieved parity in line with the SADC Protocol 2015 parity target (see Figure 5). But specific targets, measures and policies for sustaining this are absent in the media houses.

Figure 5: Women and men in Namibian media houses
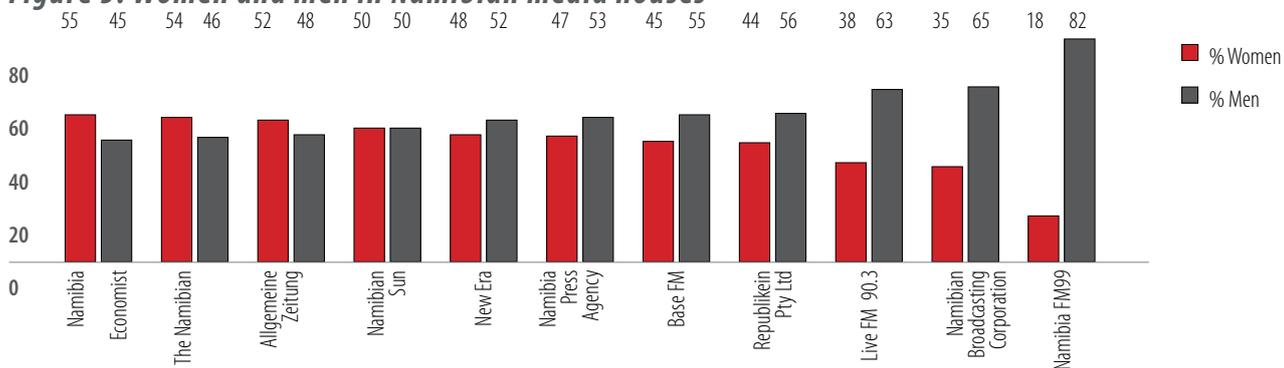
One of the most interesting studies Namibia participated in on gender and the media was the *2005 Gender and Media Audience Study (GMAS)* which focused on how the public interacts with the news from a gender perspective. Based on the responses of 90 women and 90 men from Windhoek, Ongwediwa and Rehoboth, some of the findings of this audience research included, among others :

Δ   Women and men want to see positive stories; and women want more stories about their concerns;

Δ   Women and men, but especially women, would find the news more interesting if the ideas and views of women were reported more often;

Δ   Women and men agreed that the news would be more interesting if there were stories about women doing a wider range of things.

All of these research studies provide valuable insights for media education and journalism training in the country.

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v. Gender Linksass Ceilings: Women and Men in Southern Africa Media – Namibia, Gender Links, 2009

Gender and media training

The first graduating class from the Department of Media Technology at PON in 2004 was the first class of media students to have gone through a course in which gender had been systematically integrated into all areas of their study. The pilot project between Gender Links and PON brought the beginnings of awareness among journalism students and staff to the importance of issues of gender and diversity in media education and journalism training, as well as in media practice. *(See Chapter Five for more on the PON Pilot Project)*

Reflecting on the impact that the incorporation of gender into his media training had on him, Jonathan Beukes, now the Supplements Editor at *the Namibian* newspaper, says that women's issues were de-mystified for me. We were not aware of these things and we were introduced to them in our media training. I feel younger students need to learn that women's issues are development issues and development issues are women's issues, because women suffer most when it comes to lack of health, education, housing and other services.

"I also was reminded by discussing gender issues in my media training that women can do everything, even better than men. My father passed away when I was seven and my mother worked 3-4 jobs to put us through school and we are all doing well. My training at PON helped me to see my mother's capabilities and to remind me of what she had done."[vi]

Barely three years out of school and already an editor at a major newspaper in Namibia, Beukes realises that the seeds of change on how the media portray, represent and report on the gender-dimensions of many issues begin in the classroom. "The gender and media training helped us to understand the entire reporting process to make it more balance and fair; to help us produce credible publications. This is how I approach gender in my work," he said. *"There are some people in the newsroom who have been there for decades and they don't know these things."*[vii]

Training, like policy, is one of the most effective ways to begin to change attitudes and practice. As Beukes noted in an interview, his eyes were opened to more than just how to construct a journalistic story during his media and journalism training at PON; his eyes were opened to a new way of seeing the society he would report on as a journalist.

The UNESCO Model

In the introduction to the United Nations Education, Scientific and Cultural Organisation (UNESCO) Model Curricula for Journalism Education, the authors state that journalism education in universities is normally organised around three lines of development:[viii]

- Δ   An axis comprising the norms, values, tools, standards, and practices of journalism;

- Δ   An axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalism practice both within and outside the national borders; and

- Δ   An axis comprising knowledge of the world and journalism's intellectual challenges.

Gender and media training brings together the three main components of journalism education and training – skills, knowledge and attitudes – in the following ways[ix]:

- Δ   Gender is often viewed as a beat on its own and can be classified as a form of knowledge-based training;

- Δ   However, as gender cuts across all areas of reporting, the more challenging form of this training is in giving reporters the gender analysis skills and knowledge so that they can recognise the gender dimension of all stories; and

- Δ   Gender is an important component of attitude training. This encompasses ethics and the challenging of deeply ingrained prejudices around race, gender, ethnicity, disability, sexual orientation, HIV and AIDS, or other forms of "otherness" that are engrained in media practices.

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vi.   *Interview with Jonathan Beukes, October 30, 2009, Windhoek, Namibia*
vii. *Interview with Jonathan Beukes, October 30, 2009, Windhoek, Namibia*
viii. *Model Curricula for Journalism Education, UNESCO Series on Journalism Education, 2007*
ix.   *Gender in entry level journalism, edited by Colleen Lowe Morna and Pauliina Shilongo, Gender Links, 2004*

Furthermore, the incorporation of gender into media and journalism education strengthens the foundations of journalism[x]:

Δ An ability to think critically, incorporating skill in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods. *(An understanding of how to analyze issues from a gender perspective or a gender analysis, is a critical skill for deciphering many of the hidden aspects of a variety of issues and enhances journalists' ability to think critically about how information is presented and what is missing);*

Δ An ability to write clearly and coherently using narrative, descriptive and analytical methods.*(Narratives and descriptive writing that perpetuates biases, prejudices and stereotypes violates many of the ethical principles of good journalism);*

Δ A knowledge of national and international political, economic, cultural, religious and social institutions. *(The embedded gender norms and power relations within all institutions have brought new knowledge to the table on how representative and participatory these institutions are, not only for women, but for many other groupings);*

Δ A knowledge of current affairs and issues, and a general knowledge of history and geography.*(Many of the current debates of the 21st century and especially in the developing world have centered on the inter-linkages between gender inequalities and poverty, the spread of HIV and AIDS, food security, democracy and human rights, reaching key developmental goals such as the Millennium Development Goals (MDGs), among others).*

Internationally, there is a long tradition of research and scholarship on media and gender in American and European academic institutions across disciplines, as well as within media education, journalism and communications studies. In the United States for example, systematic research into media images of women flourished during the 'second wave' of the women's movement in the 1960s. In the 1970s when the distinction was made between sex and gender, there was an explosion of feminist research across academic disciplines, which has been a central feature of media studies research for more than 30 years[xi]. And, the growth of research on gender issues has been linked to the entry of substantial numbers of women into media and communication departments in the USA and UK over the course of the past 30 years[xii].

Regionally, especially in Southern Africa, there has been a growing body of research and training on gender and the media since 2000. Gender Links working in partnership with the media industry, media training institutions, media freedom organisations, among others, has pioneered and coordinated much of this work.

Incorporating the wealth of knowledge, training approaches, research methods and analytical skills generated by this international and regional gender and media scholarship, and building further upon it, is one of the key challenges before Namibia's two institutions that offer entry-level media education and journalism training – The PON and UNAM – as they continue to train Namibia's future journalists, media managers and owners.

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x.   *Foundations for journalism taken from Model Curricula for Journalism Education, UNESCO Series on Journalism Education, UNESCO 2007*
xi.   *Cynthia Carter and Linda Steiner, editors, Critical Reading: Media and Gender, Open University Press, Maidenhead, EnGender Linksand, 2004*
xii.   *Cynthia Carter and Linda Steiner, editors, Critical Reading: Media and Gender, Open University Press, Maidenhead, EnGender Linksand, 2004*

BOX ONE: THE IMPORTANCE OF GENDER IN MEDIA EDUCATION AND JOURNALISM TRAINING

Lecturers at PON and UNAM all agree that it is important to incorporate gender into media education and journalism training. Reasons given ranged from the classroom as a place for social change to training journalists who are gender aware.

"… The classroom can be used to create consciousness in students and they can also then take this consciousness into their homes. Gender is a social/cultural issue because women's voices are mediated by men in all spheres, especially communities," said Elva Gomez de Sibandze, a lecturer at PON. "I have senior students with families and by incorporating gender into their programme, maybe they will look at the aspect of gender equality differently in their own families.

"This may also empower women to understand that they can contribute and that they can do things," she added.

Incorporating gender in media education and journalism training, said Robin Tyson, a lecturer at UNAM, is "another way to redress the imbalances in the media, because the students are conscientise and they become aware of gender biases and stereotypes in media content. They also learn how to correct this by presenting all sides of stories and not to promote stereotypes in the copy that they write/produce for the media."

Like Gomez de Sibandze, Tyson also believes that gender in media education and journalism training can have an empowering effect on female students. "The media have been dominated by men for a long time and even in terms of media entrepreneurship, it is men who start up radio stations and newspapers. In Namibia, only one woman has started a radio station. By bringing gender into media education and training, hopefully we can empower girls to become media entrepreneurs."

"By incorporating gender in media education and journalism training, new journalists and journalists already in the profession who are studying become gender aware and begin to see the gender disparities in the newsroom and the gender stereotypes in editorial content and advertising copy for themselves," said Emily Brown, a lecturer and HOD of Media Technology at PON.

Male and female journalism students at both institutions highlighted similar reasons as their lecturers for the incorporation of gender into their journalism education programmes. But one female student at UNAM voiced concern that gender should not be used as an excuse to judge women journalists differently than men.

"No, incorporating gender (in media and journalism education) is not important," she said. What is important is to learn how to do the work, not about who we are as women and men. If we (women) learn how to do the work as well as men, the basis for judging should be merit. Otherwise women are always seen as weaker and special allowances made for them."

RESEARCH METHODOLOGY

This report presents the findings of an assessment on how well PON and UNAM have mainstreamed gender into their media education and journalism training programmes and identifies where the gaps lie.

These two institutions provide the bulk of the training for new students wishing to enter the media industry in Namibia, and for media practitioners already in the sector who are returning to school for higher qualifications. This is specifically the case at PON where currently about 70% of the students are employed; with the first intake in 2002, 99% of the students were already employed in Namibia's media houses[xiii].

Audit Methodology

The study design used in this audit of gender in media education and journalism training in Namibia was in-depth case studies of the two institutions.

The case studies analysis assesses how each institution is performing as relates to gender mainstreaming. Gender Links has had a long standing relationship with the PON. Gender Links approached the Department of Media Technology to participate in a pilot project to mainstream gender into the new curriculum for the three-year Diploma Programme in Journalism and Communication Technology, approved by the PON Senate in October 2001. This was one of the first programmes in the region to systematically mainstreamed gender throughout the curriculum *(See more about the Pilot Project in Chapter Five)*. Although Gender Links has not worked with UNAM on a similar pilot project, media lecturers in the Department of Information and Communications Studies have participated in Gender Links seminars, workshops and the bi-annual Gender and Media Summit, organised and hosted by Gender Links .

A variety of research tools were used in in-depth interviews with the HOD, one head of institution, lecturers and past students. Focused group discussions were conducted with students at the two institutions, and the researcher also conducted a documentary analysis of institutional policies, curriculum development documents, course outlines and assessments.

Documents were collected during a short visit to the two institutions in September 2009. During the second visit October 23 to November 6 2009, further documentation was collected, and, the interviews, focused group discussions and lecture observations were conducted. In total the researcher gathered information for this audit through seven (7) in-depth interviews, two(2) focused group discussions of 27 students (a focus group of 9 males and 9 females at UNAM and one at PON attended by four females and five males) and two lecture observations, one at each institution.

The in-depth interviews also included interviews with the Head of the PON, Dr T Tjivikua, and with two former PON students who were among the earlier group of students whose media training in the department coincided with Gender Links' pilot project of mainstreaming gender into the courses of the three-year diploma programme. Both of these students are now in senior positions within the Namibian media. *(See Annex for the List of Interviewees and List of Documents)*

Limitations of this study included:

Δ The availability of past students and interviews with employers were limited due to work schedules and the deployment of many in the newsrooms for ongoing coverage in the run-up to the Namibian general elections;

Δ Departments and students were in the process of preparing for exams and final assessments, and therefore, many classes had ended their lecture sessions.

On November 23, 2009, UNESCO organised a one-day workshop for journalism academics and media practitioners on *"The Mainstreaming of Gender in Journalism Curriculum and Institutional Policies"*, where the findings of the Namibian audit were presented, and participants identified strategies for future action. The action plans of this workshop are presented in the Annexes of this report

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xiii. *Documentation supplied by the PON Head of Department, Report submitted for Potential Centre of Excellence assessment*

THE POLICY FRAMEWORK

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 equity, the roadmap for achieving equality and the setting of clear targets for measuring how well the institutions are doing to achieve their goals.

Institutional policies for gender mainstreaming can take several forms:

Δ A stand-alone gender policy which gives visibility to an institution's commitment to gender equality; or

Δ Gender is mainstreamed into all institutional policies (Human Resources, Conditions of Service Curriculum Development, Codes of Conduct and Procedures, among others) to ensure that it becomes a living document in all aspects of an institution's operations.

In addition to policies, institutions may also have special measures (such as quotas) to address gender, racial and other imbalances in order to guide recruitment, staff development, enrollment, among others.

A gender-friendly work environment also focuses on creating family friendly practices such as work times or conditions within the workplace that are conducive to balancing family life and work, as well as doing away with sexist language and sexual harassment.[xiv]

Affirmative Action Policies and PON and UNAM

At the institutional level, PON and UNAM have Affirmative Action Policies which guide their initiatives to redress racial, gender and other imbalances. These policies are in-line with national guidelines provided for all institutions and employers by national laws and the *Employer's Guide to Affirmative Action in Namibia*, published in 1997 by the Namibia National Chamber of Commerce and Industry. This guide provides Namibian employers with information on how to design and implement an affirmative action policy.

Neither institution has a stand-alone gender policy. In the regional Gender in Media Education audit only 32% of the institutions audited have a stand-alone gender policy, see Figure 6.

Figure 6: Proportion of institutions of higher learning with gender policies in Southern Africa

■ NO
■ YES
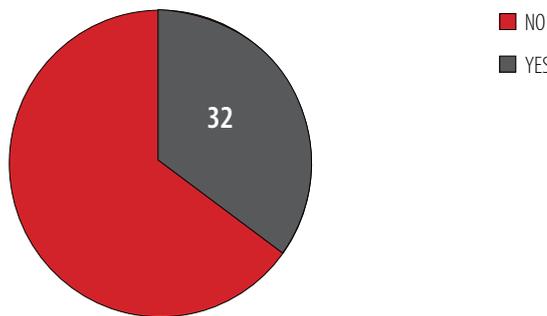
UNAM

The UNAM's Affirmative Action Policy and Procedure sets out the provisions on how the University will reach its ultimate goal of "80% Namibianisation, during our second 5 year development Plan, leaving 20% for international exchange scholars". [xv]

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xiv. Patricia A. Made and Colleen Lowe Morna, *Diveristy in Action, HIV and AIDS and Gender Policies in Newsrooms, Media Action Plan Hand-book, 2006, Gender Links and Media Monitoring Project, South Africa*
xv. *UNAM's Affirmative Action Policy and Procedure document*

While the policy does make reference to affirmative action measures to ensure more representation of women at all levels at the UNAM, its primary focus is on ensuring that the University is staffed by Namibians and that dependence on foreign expertise is minimised; and, it presents in the Preamble a broader vision of affirmative action as "taking quality education to Namibia's formerly disadvantage regions(the establishment of a UNAM campus in Oshakati is specifically mentioned)… and the promotion of education and training opportunities amongst the SAN people…"

The specific provisions of the policy that speak to women and which can be interpreted as the university's commitment to and measures for achieving gender diversity are as follows:

Affirmative Action Goals

Goal 2.3 states that there are no discriminatory practices, implicit or explicit, in existence anywhere in UNAM;

Goal 2.4 states that all forms of sexual and racial harassment are eliminated;

Goal 2.5 states that no barriers to employment shall exist in the workplace that have the effect of unfairly restricting the employment and promotion opportunities of any person, especially people from historically racially disadvantaged groups, women and people with disabilities; and

Goal 2.6 states that all efforts are to be taken to ensure the enhancement of currently under represented categories of persons at all levels in the organisation with the emphasis on designated groups. A corollary focus shall be the long-term objective of reflecting the demographics of the Namibian population.

While Goal 2.6 does not list those included in the "under represented categories of persons", throughout the policy specific reference is made to women, among others.

Assessments, Structures, Monitoring and Evaluation

The Affirmative Action Policy and Procedure document goes further to outline the assessments that need to take place to determine the representation of various groups within the university's structures; calls for the development of an Affirmative Action Plan; makes provision for structures to oversee the plan's implementation; and, it gives guidelines on how the plan's implementation should be monitored and evaluated.

The Affirmative Action Policy and Procedure document specifies that the resulting implementation plan should specify "Affirmative Action" measures to [xvi]:

(a) Eliminate employment barriers against designated groups, women and persons with disabilities;

(b) Make available positions of employment to such persons, wherever reasonably possible;

(c) Ensure that such persons are equitable represented in the various positions of employment,

(d) And, it goes further to call for numerical goals for increasing the representation of designated groups, women and persons with disabilities in each job category and grade in UNAM's employment structure to be stated in the Affirmative Action Plan.

The policy document also includes a section on Preferential Treatment, and a section which creates an Affirmative Action Consultative Committee, whose roles and responsibilities are specified in the policy document. InterestinGender Linksy, the document does not stipulate diversity of any kind as criteria for the composition of the Committee's members.

Section 8 of the Affirmative Action Policy and Procedure document addresses Monitoring and Evaluation of the Plan and stipulates that:

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xvi. UNAM's Affirmative Action Policy and Procedure Document

"The achievement of targets in relation to Affirmative Action Programmes and Numerical Goals in terms of the Affirmative Action Plan will form part of the key Performance Areas against which Deans, Deputy Deans, Directors, HOD, Section Heads and Supervisors will be assessed as part of their Performance Assessment."[xvii]

PON

The institution also has an Affirmative Action Policy and Plan. Similar to UNAM's policy, the focus is on "Namibinisation" of the institution to address historical imbalances. For example, the objectives as stated in the New Affirmative Action Plan (Third Phase) for the period 2008 to 2010 to guide recruitment procedures are :

- To recruit more qualified Namibians who meet the minimum requirements for a post; and

- To recruit and retain qualified Namibians.

The Affirmative Action Plan is gender-blind in that it does not include strategies, objectives and action steps that focus specifically on women, nor are women listed as a specific 'target group' within the Plan. Women, along with persons living with disabilities fall within the category of "persons from designated" groups.

The target groups throughout the plan, which addresses Recruitment, Selection Criteria, Appointments, Job Classification and Grading, Remuneration and Benefits, Job Assignments, Working Environment and Facilities , Training and Development, Performance and Evaluation Systems, Promotions, Transfers and Career Advancement, and other employment practices and procedures, are identified as "Namibians" and "all staff members".

"While we do not have a gender policy and gender is not written explicitly in our policy documentation, we give a fair chance to all," the Rector (Head) of PON, Dr. Tjama Tjivikua, said in an interview. "In practice, we are a gender-sensitive institution because 52% of the students are women and out of the 15 members of PON's management team, eight are women."

According to Dr.Tjivikua, although the recruitment, staff development and other institutional policies may be silent on gender, women are considered in the category of "disadvantaged group", which is a criteria considered in recruitment and other areas. "We look at whether the person is a Namibian; at whether they qualify for the post; whether they are from a disadvantaged group; and for academic appointments, we look at the departments' current staff demographics," Dr. Tjivikua said. And, while the Rector says that he believes "management's gender sensitivity" permeates to all departments and is "second nature" in the institution, he agrees that gender mainstreaming needs to become institutionalised, and that PON needs the capacity to develop a "customised" gender policy.[xviii]

BOX TWO: GENDER MAINSTREAMING COMMITS INSTITUTIONS TO SPEAK WITH 'ONE VOICE'

The HODs for media education and journalism training at PON and UNAM, Emily Brown and Dr. Catherine Nengomasha, both expressed a need for policies at the institutional level to signal a strong commitment to all departments to mainstream gender.

 "The idea should be not to just mainstream gender in the media technology department, but in all departments so that we can speak with one voice," said Brown, PON's HOD. "Implementation and management of how well departments incorporate gender into their curriculum, teaching and assessments requires a strong human resources department," she said, adding that PON's Human Resources Department needs a policy development section, and human resources staff needs to attend workshops on gender policy development and implementation, and on gender mainstreaming.

Dr. Nengomasha echoed the need for gender mainstreaming to be institutionalised through policy. "This is needed if it is to have more impact. And, in addition to the policies, we need guidelines and monitoring and evaluation procedures. Gender should not be incorporated in just one department or area, but in all."

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xvii.   UNAM's Affirmative Action Policy and Procedure Document
xviii. Interview with Dr. Tjama Tjivikua, Head of PON, October 29, 2009.

Sexual Harassment Policies

Intimidation of members of staff and students in academic communities has been a growing area of concern in institutions of higher learning across the Gender Linksobe. There is a growing body of research on sexual harassment within colleges and universities in Africa, and in Southern Africa, several universities have formed the Southern African Network of Higher Educational Institutions Challenging Sexual Harassment and Sexual Violence (NETSH). Members include the National University of Lesotho, the University of Zimbabwe, the University of Zambia, the University of Swaziland, the University of Botswana, Stellenbosch University (South Africa), the University of Western Cape (South Africa), among others. [xix]

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). [xx]

Based on institutional best practices, the steps for institutional leaders to take to eradicate sexual harassment on campuses include: (1) carefully drafted definitions of what constitutes sexual harassment and clear policies that prohibit such actions; (2) accessible grievance procedures that are communicated to and understood by all members of the academic community; and (3) ongoing efforts to educate the campus community about the nature of sexual harassment and its destructive impact within the community. [xxi]

Sexual harassment sits within the Disciplinary Codes of PON and UNAM and is considered an area of misconduct or a transgression. There are no stand-alone sexual harassment policies and the procedures for dealing with sexual harassment are the same Disciplinary Procedures used for other areas of misconduct.

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xix.   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
xx.   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
xxi.   Sexual Harassment in Higher Education from Conflict to Community, ERIC Digest, http://www.ericdigests.org/1994/sexual.htm

Figure 7: Proportion of institutions of higher learning with sexual harrassment policies in Southern Africa
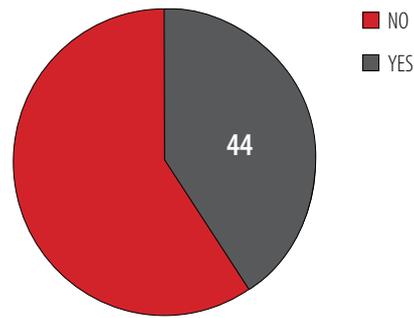
In the region only 44% of institutions audited have stand alone sexual harassment policies, as can be seen in Figure 7.

According to Dr. Nengomasha, HOD of UNAM's department where media education and journalism training is situated, sexual harassment in the Disciplinary Code covers sexual harassment by staff members, as well as staff members who sexually harass students. Sexual harassment between students is not addressed in the code and would fall under the office of the Dean of Students.[xxii]

In September of this year, senior managers at UNAM – Deans, Deputy Deans, Directors, HODs – completed a two-day workshop on the basic principles of industrial relations to become more familiar with the Disciplinary Code policy and procedures and to become more aware of issues such as sexual harassment, insubordination, absenteeism. The seminar was organised by UNAM's Human Resources department.[xxiii]

BOX THREE: SEXUAL HARASSMENT – CODE OF CONDUCT AND DISCIPLINARY CODE AND PROCEDURES

UNAM's Code of Conduct defines sexual harassment as "any unwanted sexual behavior, comment or suggestion, which has an incriminating effect on the recipient." Of the more than 20 transgressions or areas of misconduct listed in the "Guideline of Proposed Action with Regard to Transgression and Misconduct" listed in the Code, sexual harassment is among the few where "Dismissal" is recommended on "First Offence".

Although the guidelines state that "the proposed action should not automatically be imposed" and stipulate that the procedures set out in the Disciplinary Code must be followed, the recommended action signals the institution's commitment to trying to create an academic environment free of gender-violence and inequalities.

Source: Code of Conduct and Disciplinary Code and Procedures, UNAM, Approved by Council on 12 April, 2007: Resolution Number: C/07/202/02

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xxii. *Interview with Dr. C Nengomasha, HOD UNAM, November 5, 2009*
xxiii. *UNAM Forum Online-Edition 24, September 28, 2009, http://www.unam.na/news/Online%20News-PDFs/Edition%202*

GENDER WITHIN THE MEDIA STUDIES DEPARTMENTS

Media and journalism education at PON began in 2001 and is situated within the Department of Media Technology which is in the School of Communication, Legal and Secretarial Studies. The department offers a three-year qualification, the National Diploma: Journalism and Communication Technology. The department introduced in 2009 two new qualifications, a Bachelor's and a Bachelor (Honours) in Journalism and Communication Technology.

UNAM's programme, which started in 1998, is located in the Department of Information and Communication Studies in the Faculty of Humanities and Social Sciences. The department offers a Bachelor of Arts in Media Studies and a Diploma in Public Relations. The programme also offers Master's and Ph.D degrees. Seventy-five percent of the students who graduate with first degrees from the department are employed in Namibia's media sector[xxiv], and in 2009, the department began to implement a professional degree programme where final year students are given the option of doing a thesis or a one-year internship.

The HOD at the two institutions are females, and both departments have small full-time staff. Although the full-time staff complement in the Department of Media Technology at PON is nine, there are only six full-time staff members (four women and two men) currently. UNAM's Department of Information and Communications Studies also has a full-time component of six staff members, two of whom (both males) are the full-time lecturers for media education and journalism training courses.

As can be seen in Figure 8, the average percentage of female staff in media and journalism institutions is 38%. However, Namibia fares better than the average with 47% female staff.

Figure 8: Proportion female and male staff in institutions of higher learning in Namibia and the region
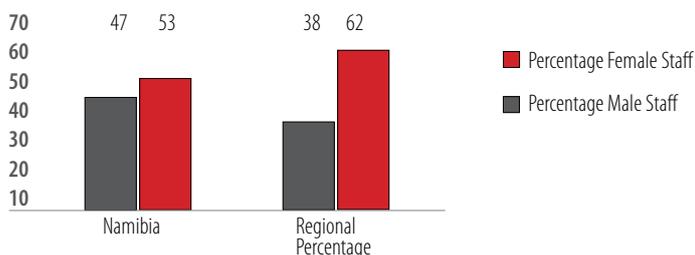
Figure 9: Proportion female and male staff in institutions of higher learning in Southern Africa
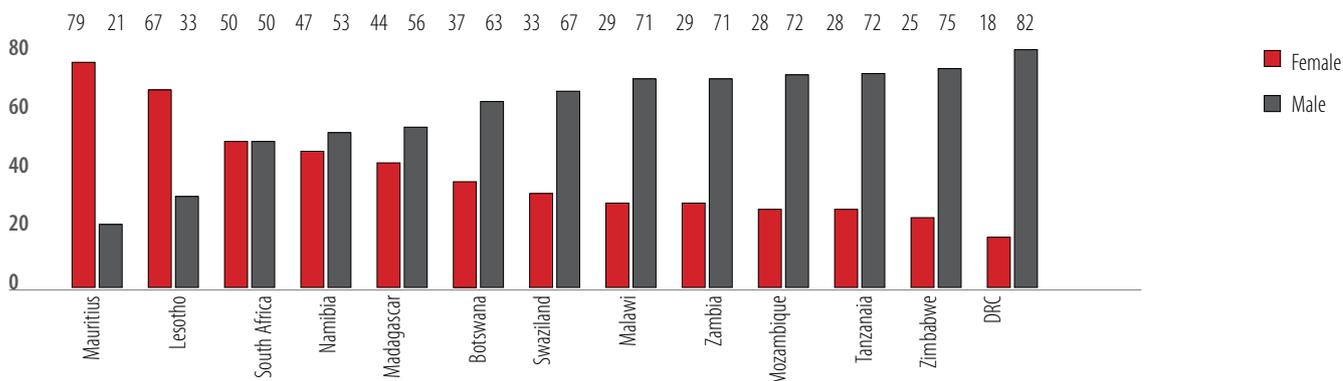
With Namibia's percentage of female staff at 47%, this places the country within the top five of highest staff ratio in the region, with Mauritius (79%), Lesotho (67%) and South Africa (50%) leading the pack. As Namibia has had a history of championing for gender mainstreaming, it is not surprising that their female and male staff stand in about equal proportions.

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xxiv. *Presentation on UNAM by Dr. Fred Mwilima at UNESCO workshop on Mainstreaming Gender in Media Education and Journalism Training, November 23, 2009, Windhoek*

The criteria for selecting lecturers to join staff are the Affirmative Action policy of the university and the needs of the department in terms of areas of specialization. In areas such as Multi-Media, Digital Art and Design, TV Production, Audio Production, Writing for the Web, there are likely to be more men than women in these fields, which could affect the staff's composition in the future, Brown said.[xxv]

While the institutional policy framework at both PON and UNAM does not provide the overarching blueprint for mainstreaming gender into the universities' faculties, the media education and journalism training departments at both institutions show a commitment to putting gender on their training agendas. This is not only because of the role of the media in society, but also because of the role academia can play.

"Women are marginalised in all areas of society and one of the roles of academia is to address societal problems. We as academics should do our part in all departments to incorporate gender into training, and in the media more so, because we train journalists and we must train them how to report on issues; how to be objective, fair and balance," Dr. Nengomasha of UNAM said. [xxvi]

Student representation

The regional average for female students in media and journalism education in 61%, see Figure ten. In the PoN and UNAM media studies and journalism departments, female students comprise 60% of the student population, making the regional and national figures congruous.

Figure 10: Proportion female and institutions of higher learning in region
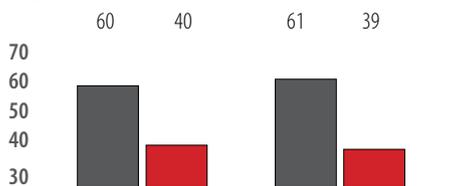
The disparity between the percentage of female staff (47%) and students (60%) in Namibia shows that while more work can be done, Namibia is progressing much better in terms of an equal staff to student ratio than the rest of the region. In countries like DRC, there is a high proportion of female students (77%) with a low proportion of female staff (18%).

Figure 11: Student demographics by country
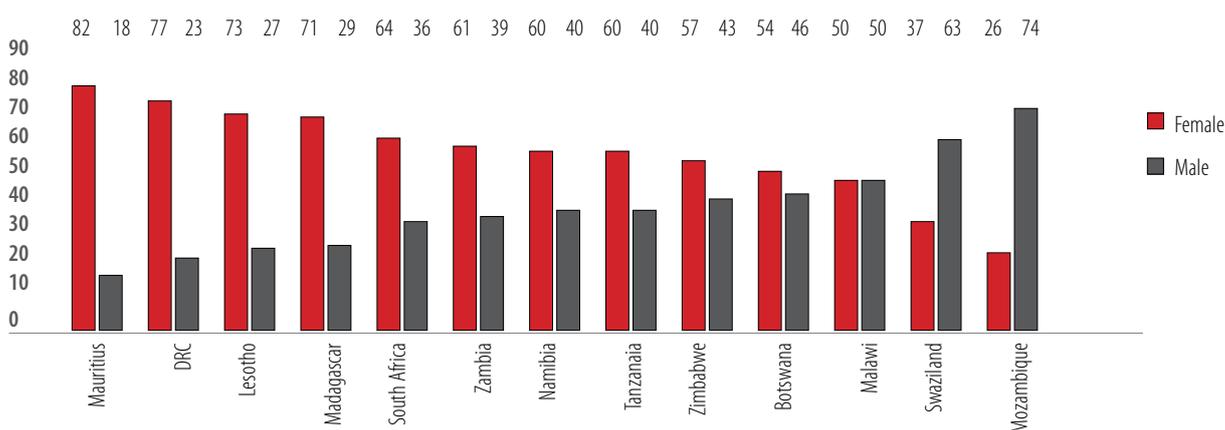
The predominance of female students enrolled in the departments of media education and journalism training in the universities audited in Southern Africa could be seen as a positive sign for gender equity in the media. However, large numbers of women in media education and journalism classrooms, however, does not translate into large numbers of women in the newsrooms where sex discrimination and gender un-friendly working environments lead to more women opting out of the mainstream media. The regional figures would also suggest that while women are students, men are teachers.

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xxv.   Interview with Emily Brown, HOD, PON, October 23, 2009
xxvi. Interview with Dr. C. Nengomasha, HOD, UNAM, November 5, 2009

In the UNAM department, the HOD added, staff is conscious of ensuring that both male and female students have equal opportunities at exchange programmes and other activities. "When selecting students for exchange programmes or as research assistants, if we find that we have had many men, we consciously look for female students."

What's the value of gender?

"We often do not realise the ways in which the marginalization of women can take place, and often it is through discussions and exchanges in the classroom between students and lecturers that we become more aware and students are conscientised to look at all situations," Dr. Nengomasha added.

The value-added to the department by incorporating gender comes in three ways, says Robin Tyson one of the male lecturers at UNAM who is a broadcast journalism specialist. There is value for the lecturer, for the department and for the students.

"As a lecturer I have attended several workshops conducted by Gender Links and workshops at Highway Africa at Rhodes University which opened my eyes as a lecturer to gender and media issues, and these issues now get reflected in my lectures. Five years ago, I would not have done this because I did not have this awareness," Tyson said. "Also working on issues of gender in curriculum can bring funding for the department and also open areas of research." [xxvii]

Tyson gives as an example, the department's ongoing work on HIV and AIDS. The department of Information Science and Communication Studies, in which media studies fall, is currently involved with a pan-African organisation in the development of courses on HIV and AIDS and community health information. Gender, Tyson, adds is incorporated into these areas. [xxviii]

"As part of this process I attended a course in Ethiopia on alcohol abuse and domestic violence which again opened my eyes to issues of violence against women. As a department we work together, edit each other's work and discuss the health and gender issues in developing these courses and this helps all of us to grow."

Emily Brown, HOD at PON, also believes that the incorporation of gender into media education and journalism training has added value to the department. "The department has a curriculum that reflects gender; there is greater gender awareness and gender and media literacy among the students; and gender can be discussed openly in the department and by departmental lecturers; in some other departments, this may not be the case. [xxix]

Both HODs believe that it is important for both male and female lecturers to be gender aware and to have the capacity to mainstream gender into their work. As the PON HOD explained, her department now has four women and two men, but the full staff complement is nine. And, while the department does seek to appoint women as lecturers, women may not always be in the areas of specialization the department needs.

The criteria for selecting lecturers to join staff are the Affirmative Action policy of the university and the needs of the department in terms of areas of specialization. In areas such as Multi-Media, Digital Art and Design, TV Production, Audio Production, Writing for the Web, there are likely to be more men than women in these fields, which could affect the staff's composition in the future, Brown said. [xxx]

PON lecturer Elva Gomez de Sibandze says that a stronger institutional culture around the importance of gender emerges when the value of women's presence as lecturers, department heads, and goes beyond numbers.

"The value-add to the department is not just in the quantity of women. This is not enough to sensitize people about equality; not enough to say that if four women are in the department, then it is gender-balanced… We need equality not just in numbers, but in treatment too. We have to be respected as women and as professionals in terms of conditions of service and respect for our time." [xxxi]

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xxvii.   Interview with Robin Tyson, lecturer, UNAM, October 26, 2009
xxviii.   Interview with Robin Tyson, lecturer, UNAM, October 26, 2009
xxix.   Interview with Emily Brown, HOD, PON, October 23, 2009
xxx.   Interview with Emily Brown, HOD, PON, October 23, 2009
xxxi.   Interview with Elva Gomez de Sibandze, lecturer, PON, October 28, 2009

GENDER IN MEDIA EDUCATION AND JOURNALISM TRAINING

As a major source of information for a large segment of the public, the media must play a critical role in not only monitoring power and providing a forum for public criticism, dialogue and debate, but the media now also have 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. [xxxii]

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 areas 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 are asking themselves for the courses, guidelines, policies and training on "how to" incorporate gender into the practical skills of reporting, as well as for the conceptual knowledge to understand the gender-dimensions of the issues the media report on daily.

This chapter looks at a core focus of this study - an assessment of how the departments for media education and training at PON and UNAM mainstream gender into their curriculum, course content, teaching, assessments and research.

Lecturers and students interviewed for this study at both institutions all stressed the importance of incorporating gender into media education and journalism *(See Box 1: The importance of gender in media education and journalism training in Chapter One)*. But as lecturers in both institutions pointed out, while gender is being incorporated into some courses, the challenges to mainstreaming gender systematically throughout the curricular include:

Δ   Knowledge of "how to do it";

Δ   The lack of institutional gender policies;

Δ   The lack of clear guidelines and mechanisms for mainstreaming gender into media education and journalism training;

Δ   Lecturers having knowledge of various approaches to gender and media training to counter "gender fatigue";

Δ   There are no Monitoring and Evaluation or other mechanisms to systematise how gender is mainstreamed.

Curriculum Policy and Development

The vision of a media education and journalism training programme is often expressed in the design and content of the curriculum. Both departments at PON and UNAM place emphasis on media education and journalism training programmes that combine intellectual development (theory) and learning the skills of the journalistic craft (practice), and therefore design their programmes' curricular accordinGender Linksy.

The course perspective for UNAM's Bachelor of Arts in Media Studies states that the programme seeks to provide students with a broad knowledge of media theories, media laws and ethics, competencies in new media technologies, the ability to think critically and to impart into students the "qualities" needed for managerial roles in media organisations.[xxxiii] PON's Department of Media Technology curriculum also seeks a balance between theory, practical application and reflection.

Curriculum development at both institutions is guided by (a) the standards specified in the National Qualifications Framework

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xxxii.   Bill Kovach & Tom Rosenstiel, *The Elements of Journalism, What Newspeople Should Know and the Public Should Expect, 2001, 2007,*
Three Rivers Press, New York
xxxiii.   *Bachelor of Arts in Media Studies, Course Perspective Document, UNAM*

regulations and (b) a curriculum framework policy document which covers the development, teaching and assessment of all programmes within the two institutions that lead to qualifications.

The process for Curriculum Development and Approval in general goes through the following steps :[xxxiv]

- Δ Identification of the need for a programme;

- Δ Development of the curriculum and syllabi;

- Δ Consultation with interest groups both within and outside the institutions;

- Δ Endorsement by Programme Advisory Committees;

- Δ Quality Assurance Check;

- Δ Recommendation by Board of Studies;

- Δ Approval by the Senate and Council;

- Δ Submission to Namibia Qualifications Authority and other Accreditation Bodies.

The policies also make provision for the introduction of new courses and programmes within departments' existing curriculum, and faculties are encouraged to continually review their programmes and courses to ensure relevancy. To introduce new courses within programmes, the process entails:

- Δ Rationale for the course;

- Δ Consultation with as many interested parties as possible;

- Δ Industry involvement and recognition;

- Δ Clear identification of target groups;

- Δ Alignment to existing programme;

- Δ The syllabi of courses should be aligned with the appropriate level descriptors of the National Qualification Framework.

Entry Points for Mainstreaming Gender into Media Education and Journalism Training at PON and UNAM

Currently, gender is not incorporated as part of the criteria in the two institutions' curriculum development policies, or in the National Qualifications Framework (NQF) that guides curriculum development and certifies the curricular at PON and UNAM.

In the region only 13% of institutions fielded have a person or committee responsible for integrating gender into the curriculum.

However, there are precedents and actions that have taken place at each institution that pave the way for, and which can serve as models for the development of curriculum policies and guidelines for mainstreaming gender into media education and journalism training programmes.

UNAM

UNAM's core module for all first-year students requires them to take a core course on Gender and on HIV and AIDS. Furthermore, the researcher found an interesting model in UNAM's HIV and AIDS Policy on how an issue can be mainstreamed into all aspects of a university's operations, including departmental practices.

In the policy's section on the *University's Response (to the HIV and AIDS pandemic),* three principal reasons are given[xxxv] for why the university should take a leadership role:

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xxxiv. PON, Curriculum Framework Draft 2 – September 2009; a similar process guides curriculum development at UNAM
xxxv. UNAM Policy on HIV/AIDS

∆ The university is the principal agency for the development of high-level human resources to the nation. UNAM has a responsibility to build high-level research capacity relevant to all areas of national development;

∆ The nature of the university community with its diverse membership and strategic national importance;

∆ Leadership: through this policy the university will provide leadership in teaching, research, and community engagement on HIV/AIDS and its impact. The university can also provide leadership in promoting a human-right based approach to HIV/AIDS in Namibia.

These responses follow sections in the policy which present the national HIV and AIDS context; and the HIV and AIDS context on the university's campus. The policy document goes further to provide the policy framework and guidelines for how the HIV and AIDS issue should be mainstreamed in teaching and research, as illustrated in *Box Four: Integration of HIV/AIDS into teaching, research and service activities of all Faculties, below.*

This provides a model of how a stand-alone gender policy or curriculum development policies at PON and UNAM can be developed and/or adapted to mainstream gender into curricular. It provides leadership and guidelines on what should be done, how it should be done, and provides incentives to encourage research among faculties. A strategic opportunity exists to begin to mainstream gender into media education and journalism training at UNAM with the start of a curriculum review process in 2010. [xxxvi]

BOX FOUR: INTEGRATION OF HIV/AIDS INTO TEACHING, RESEARCH AND SERVICE ACTIVITIES OF ALL FACULTIES [A MODEL FOR MAINSTREAMING GENDER]

Section three of UNAM's HIV/AIDS Policy mainstreams the issue in teaching, research and community service activities of all departments.

Teaching

∆ UNAM will encourage and support efforts by faculties to incorporate aspects of HIV/AIDS and human rights into curricula, where possible.

∆ The university will provide a compulsory core curriculum on HIV/AIDS, for all undergraduate students. The curriculum will include historical, epidemiological, health and legal and prevention/home based care aspects of HIV/AIDS.

∆ Finally, the university will offer several short courses on HIV/AIDS for senior and mid-level academic and administrative management, as well as for student leaders. One such course will focus on HIV/AIDS in the workplace, including protection, performance management and legal issues. Short courses in a variety of subjects will be offered, and may, whenever the need arises, be offered to the community, through appropriate centers, departments and faculties.

Research

∆ UNAM will provide leadership on HIV/AIDS through research. The university will use research to inform its policy, teaching, community service, and endeavor to influence developments related to the cure of HIV/AIDS.

∆ Faculties and the Multidisciplinary Research and Consultancy Center (MRCC) will develop research projects related to HIV/AIDS. The Research and Publications Committee will consider such proposals for funding.

∆ The university commits itself to provide human and financial resources in support of HIV/AIDS research.

Community Service

∆ The university commits itself to collaborate with the community in training and research on HIV/AIDS. It is essential that there is full community participation in the HIV/AIDS program and that there is a good flow of support between the University and various communities and community structures. The university will share its experience of best practice and, where practicable, its skills and resources with NGO's and CBOs.

Source: UNAM HIV/AIDS Policy

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xxxvi.   *Presentation on UNAM's Media Education and Journalism Training Programme at UNESCO seminar to review audit, November 23, 2009*

PON: Joint Initiative between PON's Department of Media Technology and Gender Links to Mainstream Gender into Entry-Level Journalism Education

When PON's Department of Media Technology first opened its doors to students in 2002, it was already participating in one of the first projects of its kind in the region to mainstream gender into the new curriculum of an entry-level media education and journalism programme.

The three-year (2001-2004) project between PON and Gender Links also provides valuable insights and steps on how gender can be mainstreamed into media education and journalism training at entry-level institutions [xxxvii]. And, this model provides PON with a foundation for reviving the initiative to mainstream gender in all aspects of its media education and journalism programmes when the department begins its next curriculum review in 2011.

Gender Links, a Southern African NGO that has built a number of partnerships with training institutions in the region over the past eight years through its research and training on gender and media issues, uses the following approach to gender mainstreaming in media education and journalism training at both entry-level and in-service training institutions:

Figure 12: Gender Links approaches to gender mainstreaming in media training
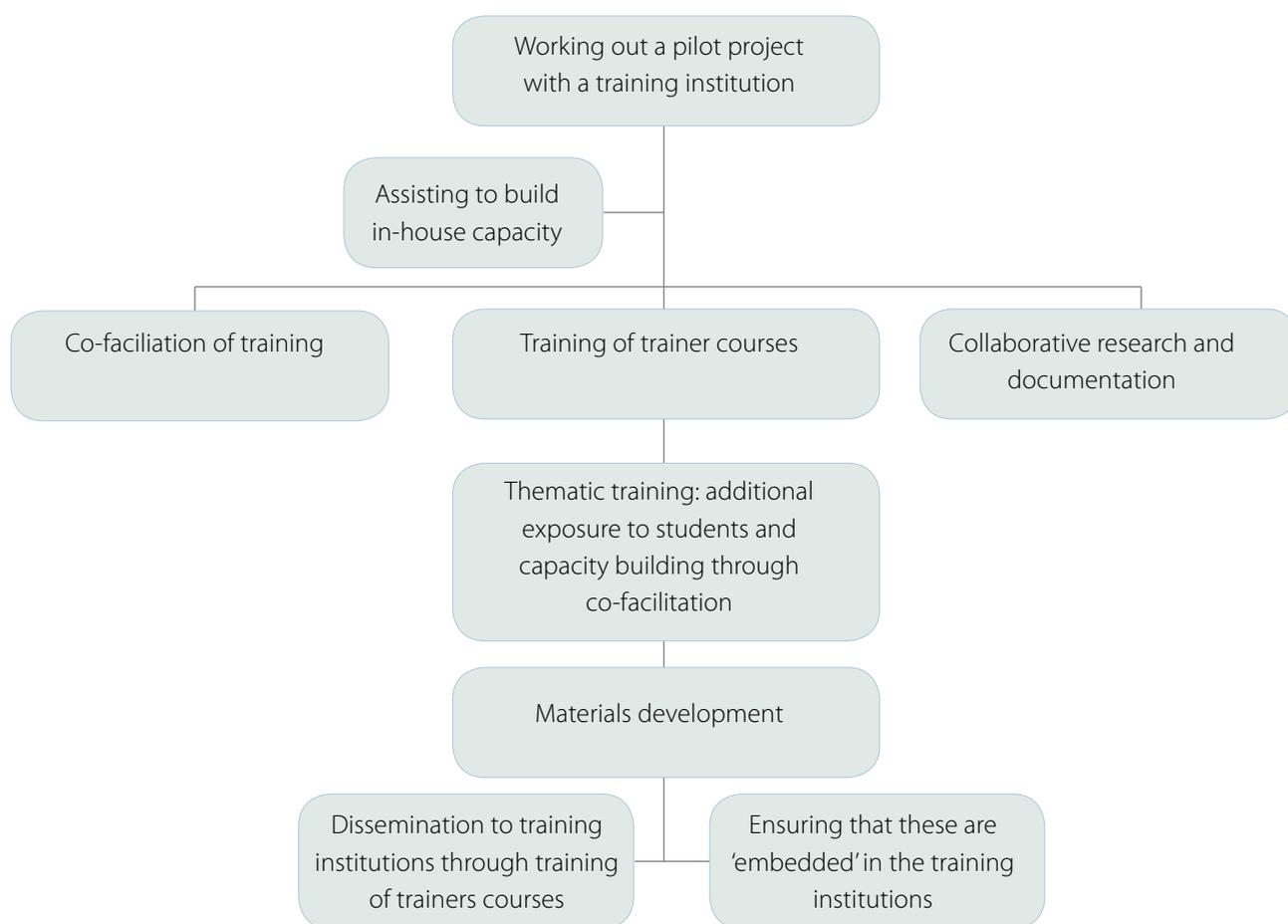
xxxvii.   See Gender in entry level Journalism, Lessons from the PON Department of Media Technology/Gender Links Pilot Project, edited by Colleen Lowe Morna and Pauliina Shilongo, Gender Links, 2004

In a consultative process with all staff, Gender Links' pilot project with the Department of Media Technology focused on policy development at departmental and institutional level; guidelines and initiatives to mainstream gender into the programme's curriculum, course delivery (teaching) and assessments; and suggested guidelines for creating mechanisms to ensure implementation, as well as to monitor and evaluate the gender mainstreaming process to ensure sustainability.

While the department has faced several challenges in sustaining the systematic mainstreaming of gender into its three-year curriculum and in explicitly integrating gender into the two new degree programmes, PON's HOD, Brown, continues to be a champion within her department for gender in media education and journalism training.

"When new lecturers enter the department, I talk to them about mainstreaming gender into their courses and work. But I believe the concept of gender mainstreaming is not readily understood, and there is need for a departmental workshop to take lecturers through a process again to understand what to do and how to do it like we did before," said Brown who has headed the department since its inception.[xxxviii]

During the second-year of the pilot project, Gender Link's executive director led a one day staff retreat on gender and the media and led discussions on how PON's staff might integrate gender into all areas of training. This was followed by mini-individual workshops on incorporating gender into course designs for 2004 led by the organisation's deputy director.[xxxix] This training of trainers' process at departmental level for the current staff would once again create more "drivers" of gender mainstreaming in the department.

"When lecturers who had been part of this process left, sustaining gender mainstreaming in the department's work lacked the same momentum; and, one lecturer who had been a part of this process also later showed resistance and there are no mechanisms in place to manage this," PON's HOD said.[xl]

Although, none of the new students who participated in the focus group discussion for this research, or the lecturer interviewed who has primarily taught the majority of the courses in the new degree programmes, had knowledge of the gender mainstreaming pilot project between PON and Gender Links, gender is still incorporated into some course content and assessments, and there is a level of gender awareness among the staff. Gender and media literacy is also strong among the new students.

Former PON students who received their journalistic training during the period of the gender mainstreaming pilot project say they are able to use their gender and media knowledge and skills in the workplace. Nashilongo Gervasius, for example, who is now a Producer for TV Current Affairs at the Namibian Broadcasting Corporation (NBC), says the incorporation of gender into her media education and journalism training at PON "opened my eyes to balance the voices of women and men; and, to know that women are clever too".

xxxviii.   Interview with Emily Brown, HOD, PON Department of Media Technology, October 23, 2009
xxxix.   Gender in entry level journalism, Lessons from the PON Department of Media Technology/Gender Links Pilot Project, edited by Colleen Lowe Morna and Pauliina Shilongo, Gender Links, 2004
xl.   Interview with Emily Brown, HOD, PON Department of Media Technology, October 23, 2009

BOX FIVE: PON STUDENTS VIEWS ON GENDER IN MEDIA EDUCATION AND TRAINING

The following are some of the views and perspectives of first-year students at PON on gender in their media education and journalism training.

Importance of incorporating gender

"It is important because we learn to balance the voices and perspectives in our media coverage on all issues. This becomes a culture in us which is not in society." (Female student)

"It is about time we look at this (gender) in our training, because the President and others talk about equal rights in society." (Female student)

"Women not reported on by the media. Gender subjects into training can help us change this; the training educates the males to bring in females' voices and issues of equal rights." (Male student)

"Important in our training, because it gives us guidelines as journalists on how to portray women in society." (Male student)

What part of your training impacted the most as relates to gender?

"The photography course; before, I would look at pictures and not notice anything. A picture was just okay. But after the course I looked differently at photos and learnt there is more to a picture. Most of those taking photos are men and most of the people photographed are women." (Female student)

"We tend to think that gender is about women and we forget about males, male stereotypes and even violence against men. On the recent ECHOES field trips (2009) to gather stories from the communities, I learnt about a man often left alone by his wife to take care of the children. When I tried to pursue this, I was told to look for the 'norm'. Seems we are more gender-sensitive when talking about women and when they are the "victims".

Source: Focus Group Discussion with PON Students

"When I have a storyboard, I incorporate men, women and children. My training opened my eyes to disadvantaged groups," she continued. "At work in editorial meetings I raise the issues of gender balance; I seek out the voices of women; I raise questions about women also doing the same stories as men. I work on four programmes and I use what I learnt about gender in the media from my PON classes and the Gender Links workshops with students." [xli]

Course Content, Teaching, Research and Assessments

While this study found that gender is not systematically mainstreamed in the curriculum and teaching of all courses in the departments of media education and journalism training at UNAM and PON, there is evidence of gender within the content of individual classes and lectures. But the depth of how well gender is incorporated into the content and teaching depends on the lecturer's knowledge of gender and media as it relates to the specific course taught, as well as access to readings and other teaching materials.

Students at UNAM have greater access to courses that provide them with knowledge of gender, because of the core curriculum requirement for all first year students to do a module in gender, and because of the dual degree programme. Students in media studies pursue degrees in other disciplines such as Politics, Sociology, Psychology, among others, and cited courses in these faculties areas where they are introduced also to gender theories and issues. [xlii]

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xli.   Interview with Nashilongo Gervasius, former PON student and Producer at the Namibian Broadcasting Corporation, November 2, 2009
xlii. Focus group discussion with UNAM students

In UNESCO's assessment of African journalism institutions' level of eligibility as potential Centres of Excellence, one of the key questions put to institutions under Criterion A: Curriculum and Institutional Capacity is: *How and where do you teach how to report on key issues (eg. Health, HIV, gender issues, Pan Africanism, development concerns, rural-urban issues and community media)?* [xliii]

Neither PON nor UNAM offer a course in their media education and journalism curriculum on gender and media to theoretically link gender and media theories and media practice. The two departments also do not offer an in-depth course on gender as a specialised area of reporting, although, as one lecturer at UNAM said, with the links between gender and many of the new issues and developmental challenges facing countries like Namibia, specialised reporting courses on gender issues need to be incorporated into media training.

"There are new issues emerging in society which the media needs to know how to cover and we need to learn how to incorporate these issues into our curriculum. For example, domestic violence and the abuse of women and children; this is a difficult area to teach in the area of journalism. The ethics of covering these issues and how; developing sensitivity as journalists when covering such issues; as well as the time it takes to cover such stories in the news business which is focused on immediacy, are all issues that need to be looked at when developing a course or when learning how to teach students about coverage of this issue.

"Other areas that we need to know how to train students to report on include the issue of sexual minorities (especially the abuse of lesbians) and the issue of femicide (men killing their girlfriends when they leave, because women are seen as possessions.

"Election reporting is another area. I teach this now, but I don't touch on gender issues. This could be improved. Media lecturers need training on how to report on gender in elections."

Source: Interview with Robin Tyson, Lecturer, Department of Information and Communication Studies, UNAM

xliii. *Criteria and Indicators for Quality Journalism Training Institutions & Identifying Potential Centres of Excellence in Journalism Training in Africa, by Prof Guy Berger and Corinne Matras, UNESCO's Series on Journalism Education, 2007*

Table Two below provides examples of where this audit found gender in the course content.

Table Two: Gender in Media Education and Journalism Course Content at PON and UNAM

Course	Institution	How gender is incorporated
Media Laws, Ethics and Policy	UNAM	Lectures on the ethics of using women as sex objects to sell newspapers; comparative analysis of gender equality in na tional constitutions in the region; case studies- ethical pitfalls of an ad campaign[xliv]
Specialised/Advance Reporting	UNAM	Session on Gender and HIV/AIDS; The Southern African Editor's Forum Code on ethical reporting on HIV/AIDS is attached to the lesson plan given to students; In a lecture on sports reporting – how to report on basketball- the difference between men's and women's basketball was highlighted, and female students who are basketball players enhanced the discussion [xlv]
Media Theories and Practice	UNAM	History of Namibian media is covered in lecture and Gwen Lister as a female media owner and editor is profiled; the issue of race in terms of Namibia's media history is also covered [xlvi]
Intercultural Communications	PON	Female students are placed in field assignments that incorporate race, gender and religion to understand the clash of identities. For example, female students will be set field assignments in a synagogue or mosque [xlvii]
Media & Gender Linksobalization	PON	Readings and voices of women like President Ellen Johnson Sirleaf of Liberia who has spoken about the African Renaissance in the context of Gender Linksobalization [xlviii]
Communication for Social Change	PON	Readings by female authors and theorists on Communications for Social Change like Denise Grey-Felder, among others; incorporate gender in lectures on issues like the MDGs [xlix]
Language for the Media	PON	Gender-sensitive language is part of course content; students in focus group discussions also pointed to this course as one where they learnt how to write and speak using gender-sensitive language[l]
Introduction to Photography	PON	Lecture focuses on the different portrayals of women and men in im ages; women imaged as sex objects and objects of beauty [li]
Communication and Society	PON	Lecture focused on stereotypes, issues that affect women, the media's representation of women and issues affecting them and how the media focuses more on men. [lii]
Public Relations(Media Advertising Strategies)	PON	Lecture includes content on gender and advertising and uses examples from the Namibian media; incorporates content from Gender Links research on gender and advertising [liii]
Communication Ethics	PON	Checklist provided to students on how to be gender-sensitive in the balance, portrayal and representation of women and men in the media[liv]

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xliv.   Interview with Robin Tyson, lecturer; analysis of course documents provided
xlv.   Interview with Robin Tyson, lecturer; analysis of course content provided; lecture observation at UNAM by researcher
xlvi.   Interview with Robin Tyson, lecturer
xlvii.   Interview with Elva Gomez de Sibandze, lecturer; the course is offered as part of PON's Bachelor's curriculum.
xlviii.   Interview with Elva Gomez de Sibandze, lecturer, PON. This course also is in the new degree curriculum. The lecturer indicated that finding readings by women theorists on media and Gender Linksobalization has been a challenged.
xlix.   Interview with Elva Gomez de Sibandze, lecturer, PON. This course also is in the new degree curriculum
l.   Interview with Emily Brown, HOD; an example of course content document; focus group discussion with PON students
li.   Focus group discussion with PON Students
lii.   Focus group discussion with PON Students
liii.   Interview with Emily Brown, HOD and lecturer, PON, October 23, 2009
liv.   Focus group discussion with PON students

PON's HOD of Media Technology noted that while the course content may reflect gender, there are no mechanisms or measures to ensure consistency. "Sometimes the resistance resides within the attitudes, prejudices and biases towards gender in some lecturers. So, while the course outline may state that diversity and gender issues are linked to certain topics in the subject being taught, there is no way to manage or ensure that the lecturer complies," Brown said. [lv]

Training, said another lecturer at PON, also is needed because "lecturers in the department have different backgrounds. Some are academics while others are from the media industry. The media industry approaches this differently and the academics have not studied gender and media in their academic training," said Gomez de Sibandze. [lvi]

"We need a training of media trainers on how to mainstream gender in media education and journalism training…We, as lecturers, need clear examples of how to do this gender mainstreaming, because, for example, we may have a lesson plan that says in Week 3, we will do a lecture on gender in the media, and then the students may skip this lesson," the PON lecturer continued. And, she added, the new area of Citizen Journalism (Eyewitness reports on events and issues using new media) needs to be looked at in terms of gender. "Who trains these people on ethics, gender and other issues?"

Research

This audit found virtually no evidence of gender and the media as an area of academic research among the lecturers in the media education and journalism training departments at PON and UNAM. Research is an important way to continuously generate knowledge and content, and to develop gender and media materials for teaching in Namibia and the region. Gender and media research by media academics and trainers in Namibia also can help to inform policies, news values and practices in the media industry.

Also, this study found that the body of gender and media research that exists internationally and regionally is not a significant part of the reading assignments and reference materials used in media education and journalism training education at the two institutions.

Both the HOD at UNAM and PON said in interviews that besides policy, another important way to begin to mainstream gender into media education and journalism training is to incorporate gender as one of the criteria in the assessment system of staff and students.

Assessments

Course assessments

A combination of continuous and exam-based assessment techniques are used to assess students at both PON and UNAM. Continuous assessment is used more for the practice-oriented subjects and the theoretical subjects are assessed based on 40% continuous assessment and 60% for the exam.

In experiential learning which is a part of PON's curriculum, continuous assessment is used and a portfolio of work is submitted. UNAM's media degree programme will now provide students with the option in their fourth year of doing an internship.

The audit found no systematic evidence of gender being incorporated into course assessments, but some examples were found in exam papers, special assignments and theses at both institutions as Table Three shows.

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lv.   Interview with Emily Brown, HOD, PON, October 23, 2009
lvi.   Interview with Elva Gomez de Sibandze, PON lecturer, October 28, 2009

Table Three: How gender is incorporated into media education and journalism training course assessments at PON and UNAM

Type of Assessment	Institution	How gender is incorporated
Exam-Media Advertising Strategies [November 2009]	PON	Question 4: Considerable gender disparities still exist not only in advertisements carried in the Namibian media, but also the Southern African region. Identify and discuss the concerns raised in the publication "Gender and Advertising in Southern Africa: Mirror on the Media" (2007). Please refer to relevant examples from the Namibian media to support your answer. [lvii]
Exam-Communication and Society [November 2009]	PON	Section A-Question 2.14 Gender can be defined as…(multiple choice); Section B: Question 3(A) Describe and discuss the four factors that influence the power relations in the Namibia society; Section B: Question 4(A) With reference to the attached statistical summary of the Namibia Gender and Media Baseline Study discuss stereo typing in the media along gender lines, and its implications.[lviii]
Research Papers (Thesis)	UNAM	Topics: An assessment of Whether Namibian Women in Politics and Development are given adequate Media Coverage, November 2006; Media Influence on Teen Violence and Aggression in Namibia; Reporting on crime and violence: A comparison of the Namibian and New Era (2006) [lix]; Gender Stereotypes in the Media(2009)[lx]
Final Assignment-Specialised Reporting	UNAM	Students compile a newsletter on any topic as part of their portfolio preparation. A male student submitted for this assignment: "The Impact of the Gender Linksobal Crisis on Women in Africa" [lxi]
Essay Assignment – Media Law, Ethics and Policies	UNAM	One of the eight case studies students had to choose from to submit a 1500 typed essay was as follows: "The former girlfriend of a Namibian minister approaches you with a book that she has written on details of her relationship, including their sex life. Do you publish excerpts from the book in your newspaper?" [lxii]

Staff evaluation and assessments

The audit found that gender is not incorporated or mainstreamed into any of the assessments used to evaluate the performance of staff in the departments at PON and UNAM. But the heads of the media education and journalism training departments at both UNAM and PON indicated that gender as an indicator in staff assessments would be a key strategy to ensure that lecturers do mainstream gender into their course content, teaching, texts and research.

"Gender also has to be one of the indicators included in the assessment of lecturers by the department and by students as a way to manage resistance (by some lecturers to gender in media education and journalism training)," said Brown HOD of PON.

lvii.   Media Advertising Strategies, MAS310S, First Opportunity Examination, November 2009, PON
lviii.   Communications and Society, CMS110S, First Opportunity Examination Question Paper, PON, November 2009
lix.   Documentation provided by UNAM's Department with a selection of Fourth Year Research Projects
lx.   Focus group discussion with UNAM students, October 24, 2009; a female student indicated that her final research project is on gender stereotypes in the media
lxi.   Interview with lecturer, Robin Tyson at UNAM and review of assignments submitted
lxii.   Interview and review of assignment paper, Robin Tyson, UNAM lecturer

CONCLUSION AND RECOMMENDATIONS

One of the key findings of this audit of media education and journalism training at PON and UNAM is that there is commitment among lecturers and students to the mainstreaming of gender in media education and journalism training. As Tables One and Two in Chapter Four illustrate, both departments are incorporating gender into content, teaching and assessments in some ways, but this is still fairly ad hoc and a more systematic approach is needed.

And while the study found no comprehensive policy frameworks at either institution to embed gender as a key criterion in curriculum development policies, processes and procedures, both PON and UNAM have institutional models and precedents that can guide the mainstreaming of gender into media education and journalism training *(See Chapter Four)*.

The various gender and media research studies on the Namibian media document the media's willingness and readiness to continue to transform through the mainstreaming of gender into media employment and editorial policies, media operational and news values and into media practices.

Entry-level media education and journalism training can help to speed up this transformation in the media industry by turning out more gender-aware media owners, managers and journalists of the future. "I am always trying to uphold what we were taught," said former PON student Beukes who is now in a senior editorial position with *The Namibian*, where he supervises three males and three females. "I'm the editor and I work with females who are both younger and older than I am. I encourage the females to speak in meetings and to give their ideas. In my eight months here, I've tried to raise the confidence of the females and now they tell me nonsense."

Key recommendations and strategies for follow-up include:

Policy Framework

Δ At institutional level, developing gender-responsive human resources, staff development and student enrollment policies or measures are essential for ensuring a gender balance in the staff component, and for maintaining gender parity in student enrollments in the media education and journalism training departments at PON and UNAM.

Δ 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-time and part-time staff.

"More lecturers in the department should be gender aware. It doesn't help to sit in one lecture and get knowledge about gender sensitivity and then go to another lecture where the male lecturer denigrates women. It is important that PON appoints someone conversant with the 'gender speak' of the department." Interview with Jonathan Beukes, former PON student, Supplements Editor, *The Namibian*

Gender Links and the GMDC should develop a sensitization process for institutions based on the outcomes of this audit to help create more awareness on the incorporation of gender into institutional policy frameworks.

Curriculum/Course Content

Δ 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;

Δ Institutional exchanges between PON and UNAM to share expertise, and exchange information on how each department is incorporating gender into their media education and journalism training can provide the basis for the two departments

to begin to develop a media education and journalism curriculum for the two institutions that systematically mainstreams gender into all courses;

Δ Departments reviewing their course content to identify ways to strengthen how gender is incorporated into the content and teaching, as well as identify new areas for mainstreaming gender into courses for 2010;

Δ Identifying new areas of specialised reporting that incorporate gender, e.g. Reporting on Gender Violence;

Δ Lecturers at PON and UNAM to formulate and conduct an interdisciplinary research project on the Reporting of Gender Violence and Human Trafficking;

Δ Developing a stand-alone module on gender and the media that can provide a strong conceptual and analytical foundation to support the mainstreaming of gender into the teaching of journalistic skills;

Δ Mechanisms to ensure that all new staff, guest lecturers, are oriented to the departments' course content and teaching approaches for mainstreaming gender into media education and journalism training;

Δ Explore campus Radio/TV as mediums where lecturers at PON and UNAM can exchange content in one of the courses where gender is mainstreamed.

Teaching materials/texts

Δ Developing a bibliography or reference guide of the plethora of international and regional teaching materials, texts and research in all areas of media specialization to guide lecturers when choosing reading materials;

Δ Incorporating the regional and national research materials on gender in the Namibian media as part of the teaching and reading materials for relevant courses in the PON and UNAM media education and journalism training departments;

Δ Identifying virtual and physical resource centres that media education and journalism training departments can access for information, research and training materials on gender and the media.

Research

Δ Identifying opportunities and exchange programmes to build media education and journalism training departments' capacity to develop departmental gender and media research projects;

Δ Creating opportunities for lecturers and students to publish articles and research on gender and the media in Namibia, as well as developing gender and media course readers that can be used in the media education and journalism departments at PON and UNAM;

Δ Build the research capacity of lecturers at both PON and UNAM to undertake research on gender and media issues.

Networking with Media Industry and Media Development NGOs

Δ Developing regular forums within departments for dialogues and exchanges with the media industry on gender and media topics, and to identify areas of interest to the sector for further research;

Δ Create linkages between lecturers and students at PON and UNAM and the GMDC to foster dialogue, exchange materials and network with other media education and training institutions in Southern Africa on gender and media issues;

Δ Develop training programmes for lecturers at PON and UNAM on how to use the GMDC to enhance their teaching, research and course content on gender and media issues;

Δ Identify international and regional lecturers with knowledge and expertise in gender and media issues for guest lectureships at PON and UNAM;

Δ Create practical exchanges for lecturers at PON and UNAM with the media industry to build their capacity to bring gender and other issues into the practical training of their media education and journalism programmes.

During the one-day seminar where the findings and recommendations of this audit were presented to staff from the media education and journalism training departments at PON and UNAM, representatives from UN agencies, NGOs and the media industry, participants worked in three groups – Policies, Capacity Building and Curriculum Development and Course Content – to identify strategies for the way forward. These strategies are included in the above recommendations, and the group reports are provided in Annex Four to this report.

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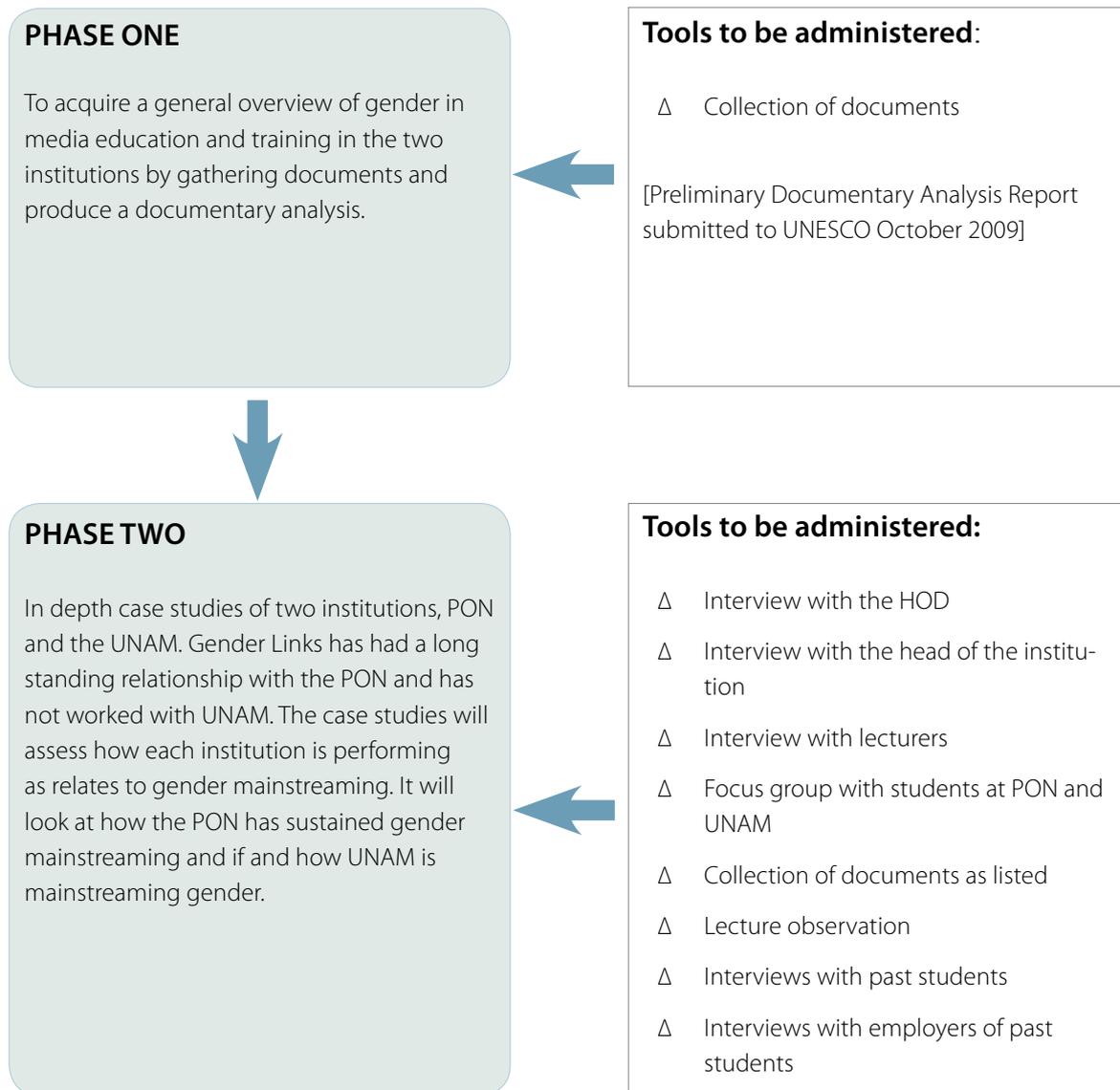
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Annex One: Research Design

The research for this audit focuses only on "formal" accredited institutions offering entry level and post graduate media education and training. Entry level training includes academic training offered by universities, and the more hands on training offered by polytechnics or universities of technologies.

The research design for the Audit of Gender in Media Education and Training in Namibia is graphically represented below. The complete research methodology and tools were submitted to UNESCO by Gender Links in September 2009.

PHASE ONE

To acquire a general overview of gender in media education and training in the two institutions by gathering documents and produce a documentary analysis.

Tools to be administered:

Δ   Collection of documents

[Preliminary Documentary Analysis Report submitted to UNESCO October 2009]

PHASE TWO

In depth case studies of two institutions, PON and the UNAM. Gender Links has had a long standing relationship with the PON and has not worked with UNAM. The case studies will assess how each institution is performing as relates to gender mainstreaming. It will look at how the PON has sustained gender mainstreaming and if and how UNAM is mainstreaming gender.

Tools to be administered:

Δ   Interview with the HOD

Δ   Interview with the head of the institution

Δ   Interview with lecturers

Δ   Focus group with students at PON and UNAM

Δ   Collection of documents as listed

Δ   Lecture observation

Δ   Interviews with past students

Δ   Interviews with employers of past students

Annex Two: List of interviewees

PON
Head of institution: Dr. T. Tjivikua, Rector
Head of Department: Emily Brown
Lecturer: Elva Gomez de Sibandze
Lecture Observation: Introduction to Broadcasting – Unomengi Kauapirura, lecturer

Students in Focus Group Discussion:
Paige Ekandjo	Male
Linekela Halwoodi	Female
Marianne Nghidengwa	Female
Vimbai Karumazondo	Female
Immanuel Shinovene	Male
Pedro Teca	Male
Tofirei Dube	Male
Selma Ikelei	Female
Tjijombo Uerikoha	Male

UNAM
Head of Department: Dr. C. Nengomasha
Lecturer: Robin Tyson
Lecture Observation: Specialised Reporting – Robin Tyson, lecturer

Students in Focus Group Discussion:
Paulus Paulus	Male
Gideon Shuuya	Male
Fillemon Nangaga	Male
Fabian Amukwelele	Male
Valentino Morebodi	Female
Johanna Absalom	Female
Rosetta Nawases	Female
Anthea Rietz	Female
Imedla Nerongo	Female
Jacques Sakaria	Male
Sem Amwaama	Male
Victor Felas	Male
Ndapewa Neshila	Female
Alice Simushi	Female
Joe Nenghwanya	Male
Febby Negumbo	Female
Andy Andjene	Male
Maria Paulus	Female

Former students (PON):
Jonathan Beukes, Supplements Editor, *The Namibian*
Nashilongo Gervasius, Producer, Namibian Broadcasting Corporation

Annex Three: List of Documents Reviewed

Institutional Policy

Affirmative Action Policy and Procedure document – UNAM
New Affirmative Action Plan (Third Phase) for the Period: 2008-2010, Measures to Eliminate Barriers Identified within the Polytechnic
Employer's Guide to Affirmative Action in Namibia (Namibia National Chamber of Commerce, 1997)
Code of Conduct and Disciplinary Code and Procedures, UNAM
UNAM Policy on HIV/AIDS

Curriculum

Report submitted for Potential Centre of Excellence Assessment-PON
PON, Curriculum Framework Draft 2 – September 2009
Bachelor of Arts in Media Studies, Course Perspective Document, UNAM

Course Content

Course Outline – Specialised/Advance Reporting - UNAM
Course Outline – Media Laws, Ethics and Policy - UNAM
Course Outline – Introduction to Broadcast Journalism - PON
Course Outline – Intercultural Communications - PON
Course Outline – Communications for Social Change - PON
Course Outline/Guide – Language for the Media - PON

Assessments

Media Advertising Strategies, First Opportunity Examination, November 2009, PON
Communications and Society, First Opportunity Examination Question Paper, PON
Selection of Fourth Year Research Projects - UNAM
Lecturer Evaluation Assessment Form - UNAM
PON, Department of Media Technology, Self-Evaluation Report, 2004 - PON

Other documentation

Minutes of Meetings with Namibian media stakeholders (UNAM)

Annex Four: Way Forward –Strategies from UNESCO November 23 seminar on audit's findings and recommendations

WORKSHOP FOR JOURNALISM ACADEMICS AND MEDIA PRACTITIONERS:
THE MAINSTREAMING OF GENDER IN JOURNALISM CURRICULUM AND INSTITUTIONAL POLICIES

Group Discussion Guideline
Group#1 Policy and Guidelines
Rapporteur: Jennifer Lewis

Key Findings (as per Audit report)	Recommen-dation(s) (from report or from group)	Action(s)/Steps to be taken to achieve recommendations (as per report or from group)	Lead Agency/ Partner (to ensure that actions are implemented and followed through)	Technical Assistance needed (External assistance, materials, etc)	M&E (proposed time and methodology for reviewing progress)
No institutional gender policies; gender not mainstreamed in all institutional policies; Affirmative Action policies in place at PON and UNAM	At institutional level, developing gender-responsive policies is essential	Sensitization on audit findings within institutions Develop stand-alone gender policy or mainstream gender into institution's HR policies	UNESCO-Gender Links Institution with external expertise	Gender Links audit and other relevant materials UNESCO/ Gender Links to assist with technical expert	April 2010
No departmental guidelines, mechanisms, tools to mainstream gender into media education and journalism training	Develop departmental guidelines, mechanisms and tools to incorporate gender into media education and journalism training to ensure consistency by all full-time and part-time staff	Develop departmental gender policy that is in tandem with institutional policy Develop guidelines for incorporating gender into existing courses/modules taught in the departments; mainstream gender in every level of curriculum	Departments with Advisory Committees	Technical assistance from Gender Links, UNESCO, other agencies	Time-frame: in line with institutional requirements; Framework must be developed first and M & E built into it

Group Discussion Guideline
#2 Curriculum Development
Rapporteur: Elva A. Gomez De Sibandze

Key Findings (as per Audit report)	Recommen-dation (s) (from report or from group)	Action(s)/Steps to be taken to achieve recommendations (as per report or from group)	Lead Agency/ Partner (to ensure that actions are implemented and followed through)	Technical Assistance needed (External assistance, materials, etc)	M&E (proposed time and methodology for reviewing progress)
Training and development programmes to build capacity of full-time and part-time lecturers in both departments to mainstream gender into the development of course content and teaching.	Training of full-time academic staff on mainstreaming gender	**February 2010:** Meeting to design the training workshop and use of the Gender and Media Education Toolkit (produced by Gender Links and IAJ) **May 2010** (last week): Training workshop on Gender Mainstreaming for full-time academic staff of PON and UNAM.	UNESCO NQA PON UNAM GENDER LINKS	Gender and Media Education Toolkit (developed by IAJ and Gender Links) and other materials	December 2010
Identifying new areas of specialised reporting that incorporate gender, e.g. Reporting Gender Violence and Human Trafficking	Interdisciplinary Research project on the Reporting of Gender Violence and Human Trafficking	Identify partners Write the research proposal for UNESCO's approval Write research paper	PON UNAM LAC Other research partners	UNESCO	April 2010: Proposal due December 2010: Paper due
Institutional exchanges between PON and UNAM to share expertise and exchange information on how each department is incorporating gender into their Media education and Journalism training can provide the basis for the two departments to begin to develop a Media education and Journalism curriculum for the two institutions that systematically mainstreams gender in all courses	Explore campus Radio/TV as mediums where lecturers can exchange content in one of the courses where gender is mainstreamed	Explore feasibility and intellectual property implications Selection of course	UNESCO PON UNAM	UNESCO	June 2010 (1st week)

**Group Discussion Guideline
#3 Capacity Building and Training
Rapporteur: Bertha Amakali**

Key Findings (as per Audit report)	Recommendation(s) (from report or from group)	Action(s)/Steps to be taken to achieve Recommendations (as per report or from group)	Lead Agency/ Partner (to ensure that actions are implemented and followed through)	Technical Assistance needed (External assistance, materials, etc)	M&E (proposed time and methodology for reviewing progress)
Gender is incorporated into the course content of some courses, but the attention given to the topic is dependent upon the lecturer's own knowledge and commitment to mainstream gender in-depth in the lecture, readings and assessments	Building lecturers knowledge on gender and media issues; how to develop critical thinking among students; how to teach coverage of issues outside of 'inverted pyramid' style

Build lecturers research capacity to identify appropriate materials and to conduct research on gender and media issues

Exchange between two departments and others to share best practices

- Identify and bring in guest lecturers with gender and media knowledge | Training of trainers course developed | UNESCO

PON

UNAM

Gender Links | Technical expertise to develop course and to run it;

Gender Links materials for mainstreaming gender into various areas of reporting and journalism training | Task completed by December 2010 |
| Gender is not incorporated as a standard systematically into the assessments of the media education and journalism training departments | Lecturers should develop guidelines on how to build gender into assessments and exchange examples of how this can be done;

Lecturers should develop guidelines for how to incorporate gender into media students' internship programmes and experiential learning | Develop departmental seminars, or one seminar for both departments on how to incorporate gender into media education and journalism training assessments

Identify exam moderators with gender and media background and knowledge to assist with assessments | UNESCO

PON

UNAM

Gender Links

PON and UNAM departments | Technical assistance required in form of expert; use as resource guide: Gender in Entry Level Journalism: Lessons from the PON Department of Media Technology/ Gender Links Pilot Project | By December 2010 |

| Exchange programmes and knowledge building | Lecturers can learn from visiting Fullbright Scholars with knowledge in gender and media

Lecturers from PON and UNAM should go on exchange programmes in media houses to see first-hand how journalists are guided to report on gender and new issues (e.g. spend time at SA Mail & Guardian newsroom and training programme, among others) | Collaborate with UNESCO, Gender Links and other partners to identify relevant expertise among regional and international scholars

Collaborate with UNESCO, Gender Links, IAJ and other partners for developing potential lecturer-media industry exchange programme | UNESCO

PON

UNAM

Gender Links

IAJ, SA

other media training institutions in region

Media industry | | By December 2010 |
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