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## **Introduction**

This Gender Sensitive training package is divided into two component parts: The Manual and Reading Materials

The two are parts of the whole and are mutually supportive. Although the manual can stand alone, the trainer needs the 'reading materials' to enable her/him to implement a knowledge-based in-depth course. The reading materials are organised in such a way as to fit into the intended 8-day training programme.

The package is for trainers who are intent on furthering the interest of more gender sensitive reporting in the southern African media.

## **Background**

The package was produced as part of the training component of UNESCO's Media Development Project in Mozambique. The overall objective of the UNESCO project is to strengthen the human and technical capacity of the media - especially the independent and private media - in Mozambique. This is part of the process of enhancing democracy, good governance and human rights in the country while promoting professionalism and editorial independence.

This training package therefore addresses only one aspect of this process. Its overall objective is to ensure the furtherance of more gender sensitive media reporting at a time of great social change in Mozambique and other parts of southern Africa.

The Package is designed to

- detail a training programme that aspires to meet the real needs of both women and men journalists in terms of gender
- outline an effective gender training process
- propose specific training methodologies that could be used on this and similar gender training courses
- identify relevant topics to be taught and discussed in working groups
- identify relevant political and practical issues that could lead to the development and adoption of strategies that could enable the participants to advocate for change in their professional lives and work situations.

## **Methodology**

This manual and training package proposes several pedagogical facets in the implementation process:

### **Lectures**

These provide an opportunity to explore the basic definitions of key concepts and the broad analytical framework by using the notion of Patriarchy as the frame of analysis. Key lectures are presented by the trainer, using transparencies which set out the main elements of the concepts and refer to examples from the empirical reality – at a general and specific level

### **Guest Lectures Presentations**

These presentations are on specialized topics and made by guest lecturers. This is to give the participants an opportunity to hear a different voice from that of the trainer; to engage with professionals in the media network and from the academy; and it gives the trainer a chance to take a short break from the course.

### **Brainstorming**

This method aims at collecting ideas from workshop participants. Participants should feel free to list as many ideas as they find relevant in a specific session. Both participants and the facilitator shall make comments during the brainstorm sessions. The ideas can then be written on the board or flipchart and serve as a base for further explanations from facilitator. This exercise is a good method for starting a session or to finalize one as a way of assessing the participants' comprehension of specific subjects.

### **Daily Review of Local Newspapers**

This allows for several things to happen. The participants are able to use the concepts they are learning in understanding the actual, day-to-day reality of their situation through the stories carried in the newspapers. As the course progresses, the participants can assess their own abilities to use the new analytical tools they have been taught, and to deepen their conceptual understanding of gender issues in relation to the media and society. The expectation is that the this daily application of concepts and notions will enable the participants to become familiar with the new constructs and also expand their application in terms of how they think and write/interpret gender issues as journalists. The trainer can also use this daily exercise to assess how well the participants understand the constructs and the issues presented in the course; identify the gaps in the understanding of the participants in general and the specific status of each participant.

## **Evaluation of the Previous Day**

This serves as a mechanism to establish continuity throughout the implementation of the course. It provides an opportunity to identify gaps in the training and to discuss issues which participants may feel were not adequately covered.

## **Rounds Session**

This is when participants have the opportunity to say something quickly in a word. This exercise can be done in answer to a question. This can be a very helpful exercise for the facilitator to assess participants interaction in the class and to reinforce the individual and the group at the same time.

## **Making the Personal Political**

This is central to the character of the course. Participants are encouraged to share their personal and professional experiences in violation and sexist or exclusionary cultural and traditional practices. This makes the training a personal experience and enables participants to understand that gender analysis is linked to political issues (human rights, personhood, femicide, altruism, etc) and social transformation. Their personal and professional knowledge is also validated and affirmed, and this is crucial in attitudinal and identity change, which is what gender training, should aim for.

## **Group Work**

This is a particularly useful part of the training because it provides participants with the opportunity of exchanging ideas in a less formal setting. Those participants who are shy can feel more comfortable speaking out in the group in a more personal and specific manner. The group provides an opportunity for the participants to own an idea, to make inputs into its formulations, and or to be part of a policy, which they can use in their organizations/companies after the training.

## **Reflexivity Exercises**

This is a mechanism for the participants to evaluate themselves and establish how well they are doing in terms of their sensitivity to gender as journalists. It is important because it also allows the trainer to assess which participants are 'growing' and which ones are experiencing 'resistance'. In all training situations, participants experience some form of resistance to new ideas and to embracing the unknown.

With gender training in particular, resistance is often linked to the need for the participant to understand that being gender-sensitive means changing not only the language and the attitudes they may have used/adopted towards women/men, but also that because gender-sensitivity is fundamentally about changing the relationships of power between women and men, this means that each participant has to change at the personal and professional levels.

This change affects the manner in which they relate to women/men as colleagues; to their intimate partners; to their offspring and to the person on the street. Most participants over-come their resistance to this process of power and identity change, although some maintain certain elements of resistance throughout the training. The reflexivity exercises enable the participants and the trainer to track resistance' and deal with the areas where resistance is most difficult to overcome.

### **Games**

This kind of activity helps to energize the group while learning. Instead of traditional teaching methods, games can help to break the monotony and let people enjoy themselves and learn at the same time.

### **Final Course Evaluation**

This takes place at the end of the workshop. It allows the participants to conduct an over-all assessment of the content and the manner in which the course was conducted.

## **How to use the package**

The rationale that guided the development of this package was the need to address the knowledge base of the journalists. This focus was decided upon after a basic over-the-phone training needs assessment exercise conducted in Maputo over a two-day period. This was subsequently built upon with in-depth discussions held with Mozambican journalists attending an NSJ Gender and Journalism course in Swaziland in December 2000. Through this short research effort, it was discovered that what was needed was a programme that would proffer 'gender awareness' and the consequent 'gender sensitivity' in the practice of journalism.

As a result, this manual and package does not specifically address the technical skills of journalism such as writing, packaging, scripting, interviewing or editing.

These skills are only touched upon, mostly during exercises such as Media or Newspaper analysis. These daily analyses form an important part of the course and should be given enough time to enable participants to develop the critical skills that would ensure that they connected and concretized their professional work with the new concepts learnt in other sessions.

Ideally, such a programme should strive to come to terms with both areas of journalism expertise, but that would require more time, a longer course and more resources.

This should be kept in mind by the trainer using the manual. However, the manual itself is simple to use and follow as it has a simple structure.

The 'timetable' proposes an eight-day course that could be adapted and/or implemented anywhere.

A major feature of the manual is that each day focuses on a specific subject area. Additionally, each day is divided into four sessions.

In many cases, each subject is covered in one session and each session is described in detail, giving the objectives (or goals) of the session and the type of teaching activities to be conducted.

The teaching activities vary. However, in all cases, it is recommended that the trainer reads the recommended materials to prepare for the sessions. S/he can then decide whether to use whole, or part of the recommended reading matter as handouts to the participants. On the other hand, s/he can develop some handouts based on the recommended reading materials. All the recommended readings are included in the second part of the training package.

In addition the manual includes some notes which could be used in a lecture or other discussion sessions or through the overhead projector.

The manual also offers some proposals on logistical requirements that may be needed in a particular session and the type of exercises that could be used. There are also proposals on the daily evaluation procedures and the timing of some sessions.

The proposed course can be used as one or sections of it can be a part of other media courses

In summary, in developing the manual we adopted the modular approach to the extent that each topic stands alone and can be 'taught' independently of the rest. However, each topic is related to the others that went before and coming after it.

The process of developing the manual greatly benefited from the expertise of Dr Patricia McFadden who must be credited for much of the content of the package, including some notes, reading materials and the design of most of the training sessions.

Dr McFadden worked very closely in the early stages with NSJ's project co-ordinator Ms Denise Namburett who later finalized the project. Ms Marina Canotinho ably assisted Ms Namburett while Sam Phiri acted as the overall editor.

UNESCO commissioned the project to the NSJ and the process of developing the package benefited immensely from the advice and guidance of the UNESCO Media Project Technical Adviser Ms Brigitte Jallof.

## **DAY ONE**

### **Description of Activities**

#### **Session 1**

- **Ground Rules and Course Objectives**

**Activities:** 1. Intro to course objectives  
2. Icebreakers  
3. Personal introductions and work experience  
4. Expectations  
5. Training methodology

#### **Session 2**

- **Gender and Development**

**Activities:** 1. Journalism and development  
2. Situating gender in the context of journalism and development

#### **Session 3**

- **Patriarchy**

**Activities:** 1. Brainstorming session on patriarchal practices in civic institutions  
2. Conceptualising and defining patriarchy

#### **Session 4**

- **Exclusionary and Sexist Practices**

**Activities:** 1. Lecture  
2. Question and Answer session

#### **Evaluation**

## Session 1

### **Ground Rules and Course Objectives**

#### **Introduction to Course Objectives: 30mins**

**Objective:** to present course objectives, the programme, and additional materials. In this session participants will understand:

1. the main purpose of the workshop;
2. the goal of the workshop;
3. and mainly how sensitive they will become as journalists as a result of this training course.

#### **Teaching Activity**

Facilitator should go through the objectives, the course programme and the additional materials of the workshop, which have previously been written up on a flipchart.

**Logistical Requirements:** Flipcharts and pens



**ICEBREAKERS: 10mns**

**Objective:** this is a very short activity designed for the beginning of the workshop. The main objective is to:

1. help participants know each other, to relax and mainly gain confidence to speak in front of the group;
2. This manual is designed for a participative course process, that is why icebreaker games should be strongly used to encourage participants participation and mutual support among women and men at the workshop.

**Teaching Activity**

The facilitator should select a game more appropriate according to the kind of group.

**Logistical Requirements:** Provided according to the game selected

**Icebreakers Samples<sup>1</sup>**

The icebreakers suggested here are related to the subject of the course. As it is a gender workshop, expressions of self and identity will be further discussed during the course. In this regard, icebreakers about self and identity or representations can successfully break the ice of the participants about each other's and about the workshop subject.

**Sample 1. *Your Own Space***

Ask Participants to find a space where they do not touch anyone else. Then ask them to close their eyes and do anything they wish to do within their own space (e.g. jump, dance, exercise etc.) Then ask to hug themselves and generally feel and touch themselves. Ask them to move again within their own space, and then ask them to describe quickly how they feel about themselves (e.g. relaxed, tense, good, bad etc.)

**Sample 2. *Wallpaper***

Ask participants to draw a picture of themselves doing something they enjoy doing. After 5 or 10 minutes ask each one to show and explain their picture. Afterwards each person sign the drawing and paste it on the wall. Each participant will access the picture and evaluate the way they describe themselves in regard to gender roles throughout the course.

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<sup>1</sup> The samples of icebreakers of this session were adapted from the Oxfam Gender Training Manual, 1994

## **WORK EXPERIENCE: 50mins**

### **Objective**

this session will help participants to briefly discuss their concrete work experience in relation to gender, and start making them think and talk about what gender means and how they approach it in their workplace. The main objectives are to:

1. explore gender relations in participant lives and workplaces;
2. establish trust and respect;
3. bring out participants cultural and professional experiences in regard to gender;
4. make the group a safe place for people to be who they are;

### **Teaching Activity**

Each participant shall have 3 minutes to talk to the group about their work experience. The facilitator should write on the board relevant issues from the participants work experience in relation to gender issues. Facilitator can also use different colour pens to bring up good and bad examples from the participants work experience in relation to gender bias.

**Logistical Requirements:** Flipchart and coloured pens.

## **PARTICIPANT'S EXPECTATIONS: 30mins**

### **Objectives**

1. to enable participants to start thinking about gender issues;
2. to talk in groups about their expectations and fears.
3. to enable the facilitator be clear about which expectations can or can not be met, and how the programme should be designed in order to meet the participants expectations and needs;
4. to adapt the programme in order to respond to the participant's needs;

### **Teaching Activity**

After a brief session about their expectations, participants should be asked to write on a small piece of paper their most relevant expectations. The pieces of paper are placed on a board, so that, in each training day, participants will be able to access the board and check whether their needs were being met. If not, they will be in a position to make representations to the facilitator and to the group.

**Logistical Requirements:** Paper, pens stick and board.

## **Training Methodology: 15mins**

### **Objective**

to present pedagogical issues to the participants. Training techniques to be used on the course shall be described to the participants as well as ground rules for the course of the workshop.

### **Teaching Activity**

write on a black board the overall methodology to be used during the workshop. Ask them for comments as a way of getting an agreement about the methodology and rules. The most important rules should be placed in a prominent position like a lateral board on the wall for the duration of the workshop so that anyone can see and keep them in mind. The facilitator should:

1. explain to the participants the workshop methodology;
2. explain the need for having a set of rules of behaviour;
3. ask the group for suggestions and make it clear that everyone has the right to agree or disagree with the rules but they should make counter proposals.

### **Examples of some common Ground Rules:**

- everyone should keep time;
- everyone should return to class on time after lunch or teabreak;
- no one is allowed to interrupt while others are speaking;
- everyone should have a chance to speak as well as listen;
- nobody is allowed to disrespect or attack others;
- participants should respect each others experiences;
- no smoking in class;

**Logistical Requirements:** board pens, flipchart, and paper for the ground rules.

## Session 2

### **Gender and Development**

**Objectives:** In this session participants will examine the concepts of patriarchy and gender why they are critical to journalism and development through:

1. reaching a common understanding of what is meant by development and the way it is promoted in their workplaces;
2. creating a common understanding of development for women, men and the country from a critical journalistic perspective.
3. analysing the process of development and identifying its impact on women;
4. understanding what the development process has given to women both positively and negatively;
5. examining how the development process has continued to perpetuate the traditional role of women;
6. investigating why gender is a development issue;
7. interrogating the concept of gender in development.

## **Topic: Journalism and Development (30mins)**

### **Objective**

1. to give an opportunity to each participant to quickly respond to the questions posed by the facilitator.

### **Teaching Activity**

1. participants are asked to briefly explain to the group:
  - what they understood development to be;
  - the relationship between journalism and development;
  - why gender is a developmental issue.
2. the facilitator should make notes on a flipchart of the main points raised by the participants to help the group reach a consensus on development.

## **Topic: Situating gender in the context of journalism and Development**

### **Objective**

1. to summarise the notes and explain the relationship and need to analyse gender relations and biases from a critical journalistic perspective.

### **Teaching Activities**

#### **Lecture (1h)**

1. The facilitator should focus on the definitions of development as a process of women and men improving their lives.
1. using an overhead projector, the facilitator should explain how the development process impacts on women, and how it helps to perpetuate the traditional role of women and men.
2. the facilitator should focus on the theories of Women in Development (WID) and Gender and Development (GAD).

The facilitator should:

- provide concrete examples of programmes and projects from various countries to illustrate how WID is translated into practice.
- give examples of WID in terms of media: articles, broadcasts, programmes, documentaries and analyses how the issues are covered, where positioned within the medium, voices and perspectives presented to illustrate the women in development model in the media.
- explain the shift from WID to GAD and give the definition of GAD.

- Provide examples of how these are being translated into practical projects, programmes and within national policies.
- Discuss how the media can move from WID to GAD, providing examples of what can be done and how.
- Provide examples of what is taking place in various media institutions to make this shift, if there are some.

**Logistical Requirements:** Flipcharts, pens and overhead projector

### **Additional Reading Materials**

- Keays, Patricia. **What is Gender and Development?** Paper prepared and presented in Gender and Development Conference in the Match International Centre, September 21,1991.





## Notes for Overhead Projector

### Why gender training for journalists?

1. why gender is a new critical and analytical framework to the development.
2. acquiring new skills concepts and intellectual challenges in order to develop a critical sensitivity from a gender perspective;
3. to change perception and comprehension of power in human relations;
4. translate analytical comprehension of gender into social practical transformations;
5. re-prioritise development issues and address women experiences and knowledge in order to ensure sustainable development.

### Emergence of gender in development

- failure of development models;
- criticism of the integrationist approach to women and development.
- marginalization of women.
- development process does not empower women or consider them as agents of change
- anti-poverty approach did not solve oppression and exploitation of women
- absence of gender X class

### Gender approach and the emphasis on development

- Need to challenge patriarchy and male privileges system;
- Need to re-define development through a gender perspective;
- Need to recognise that development is about material and social re-distribution of resources and power.

## **Definitions<sup>2</sup>**

### **WID**

The WID approach usually seeks to integrate women into development by making more resources available to women, in an effort to increase women's efficiency in their existing roles. Very often, this approach has increased women's workloads, reinforced inequalities, and widened the gap between men and women.

### **GAD**

The GAD approach seeks to base interventions on the analysis of men and women's roles and needs in an effort to empower women to improve their position relative to men in ways, which will benefit and transform society as a whole. GAD is thus driven by a powerful motivation - to work for equity and respect for human rights for all people.

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<sup>2</sup> These definitions are based on the Oxfam Gender Training Manual, 1994

## **Session 3**

### **Patriarchy**

**Objectives:** At the end of the session participants will be able to:

1. define patriarchy;
2. state the relationship between patriarchy and gender;
3. explain why patriarchy is an institutionalised system of privileges;
4. define patriarchy as an ideological system that perpetuates exclusionary practices against women.

## **Brainstorming Session on Patriarchal Practices in Civic Institutions (30mins)**

### **Objective**

1. to collect from the workshop participants as many ideas as possible on concepts and definitions of patriarchy and ideological systems. Institutional and ideological systems are concepts to be used frequently in the training course that is why it is important to evaluate the participants' level of understanding before the facilitator can explain them.

### **Teaching Activities**

1. the facilitator should ask participants to list a number of privileges, as many as they can, that can be gained towards patriarchal practice and system in the civic institutions.
2. the facilitator will write all the comments on the flipchart, without comment or questions.
3. the participants should not comment on each other's suggestions until they are finished.
4. the list of ideas shall then be used as a basis for further explanation on conceptualising and defining patriarchy. Through this activity the facilitator will better evaluate participant's comprehension of the session and adjust misunderstandings.

## Lecture Session (1h.15mins)

### Topic: Conceptualising and Defining Patriarchy

#### Objectives

1. to clearly explain to the participants concepts and definition of patriarchy and patriarchal institutions;
2. to define patriarchy as an ideology and ideological system;
3. to define patriarchy as an institutionalised system of privileges.

#### Teaching Activity

1. the facilitator explains the concepts of patriarchy; patriarchal ideology and institutions;
2. the facilitator explains how these concepts are related to gender and their implications to society, especially to women.
3. This activity shall be done based on the notes of the overhead projector.

**Logistical Requirements:** Flipchart, pens, overhead projector

#### Additional Reading Materials

MCFADDEN, Patricia. **Gender, Power and Patriarchy.**

GOETZ, Anne Marie. **Macro-Meso-Micro Linkages: Understanding Gendered Institutional Structures and Practices.** Contribution to the SAGA workshop on Gender and Economic Reform in Africa, Ottawa, 1-3 October 1995



## Notes for the Overhead Projector<sup>3</sup>

### Patriarchy

- Means the manifestation and institutionalisation of male dominance against women and children in families and the extension of male dominance against women in society.
- Means that men have the power in all relevant institutions of society and that women have little access to that power.
- It does not mean that women have no power at all or that women are totally deprived of their rights, influence and resources.
- Women are permanently committed or involved in the fight against the patriarchal system.
- Patriarchy is based on the control of women's productive and reproductive abilities.
- Heterosexual family is the oldest model of an institution and the place that expresses worst forms of resistance and resilience of power and patriarchal privileges.
- The control of women is assured through rituals, customs and practices such as:
  1. lobola/ price/ richness
  2. marriage
  3. heritage
  4. Polygamy
  5. Sexual mutilations
  6. morning
  7. traditional families (lineage)

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<sup>3</sup> Notes prepared by Patricia McFadden PhD

## **Patriarchal Ideology**

- Institutionalises male privileges in the major institutions of the society: heterosexual families, legal system, economic structures, religion, socio-cultural systems, etc.
- Defines women as providers of food and care.
- Privatises women productivity, skills and reproductive capacities through rituals like marriage.
- Defines male as decision-makers.

## **Institutionalised Power**

- Men control every major institutions in our society
- Politics;
- Education;
- Professions;
- Finances

## **Hierarchy and Gender**

- Form the pillars of social relations and of the system
- Have become naturalised privilege systems;
- Facilitates and ensure the male role and power.
- Constructed towards power and resource control
- Intersected through age, race, class, ethnicity, sex and gender;
- Build up the model of the organisations and institutions.

## Session 4

### **Exclusionary and Sexist Practices**

**Objective:** At the end of this session participants should be able to:

1. bring out their assumptions about what constitutes a female and a male;
2. examine how true and deep-rooted these assumptions are;
3. understand and explain what is and what is not an exclusionary and sexist practice;
4. start building gender awareness by recognising exclusionary practices in their everyday lives;
5. start building gender awareness by recognising sexist practices;
6. recognising the impact exclusionary and sexist practices have had on the lives of women in the society;



## Lecture Session: 1h15mins

### Topic: Exclusionary and Sexist Practices. The Impact in Women's Lives

#### Teaching Activity

1. facilitator should start the session by defining what are exclusionary or sexist practices;
2. what these exclusionary and sexist practices mean to society;
3. the impact they have on women lives and society in general;
4. focus on the strong power of language, stereotypes and proverbs.

**Logistical Requirements:** Flipcharts, pens and overhead projector

#### Additional Reading Materials

THOMPSON, Cooper. **A New Vision of Masculinity**. 1985

CHASSLER, Sey. **Listening**. 1987.

LIPS, Hilary M. **Women and Power in the Work Place**.

KIDD, Bruce. **Sports and Masculinity**. 1987



## Notes for Overhead Projector<sup>4</sup>

### What is Sexism

- Sexism defines the ideology of male supremacy and male superiority. It is the ideology of beliefs which sustains it;
- Sexism and patriarchy re-inforce each other mutually,
- Sexism is an ideology that allows men to believe that they are needed for the existence of women. Some thoughts are:
  1. Women can not live without a man;
  2. Women need men's protection;
  3. Women have no identity without men.
- Sexism re-inforces sexual and domestic division of labour
- Sexism is culturally and constantly in contestation

### Sexist Language (to be named by participants, examples)

#### Women.

- Girl
- Little girl
- Honey

#### Men

- Casanova
- Brother,
- Chef etc.

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<sup>4</sup> Notes prepared by Patricia McFadden, PhD

## **Proverbs and Saying about women<sup>5</sup>**

Proverbs are perceived to embody truth in several communities. They may confirm societal norms and values but may also serve to perpetuate societal stereotypes.

Examples from African societies:

- Women, the source of all evil;
- A good wife, an injured leg and a pair of torn trousers stay at home;
- Virtuous is the girl who suffers and dies without a sound;
- Never marry a woman with bigger feet than your own;
- A woman can not become a man;
- Virility gone, one might as well be a woman;
- Two men can not live in the same house;
- The hen knows when it is morning, but she looks at the mouth of the cock;
- A woman and an invalid man are the same;
- A woman's intelligence is that of a child;
- If a man is not obeyed by his wife, he must beat her, thwack!

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<sup>5</sup> Adapted from the Oxfam Gender training Manual

## **Topic: Exclusionary and Sexist Practices. The Case of Mozambique**

### **Plenary Session: 1h15mins**

**Objectives:** In this session participants should be able to:

1. name the stereotypes of women presented in the Mozambican society;
  2. say how these stereotypes are reflected in the language used daily;
  3. state how the stereotypes are reflected in the attitudes of Mozambican men and women;
  4. share with colleagues personal experiences on sexist and exclusionary practices;
  5. transform personal exclusionary experience into a political attitude.
- 
1. **"Making the personal political"**. In this part of the session the facilitator will ask participants to share with the group personal experiences which they find exclusionary or sexist. Other participants should comment about the experience and bring up more personal examples.
  
  2. this is very central to the character of the course. Participants are encouraged to share their personal and professional experiences in sexist/exclusionary cultural and traditional practices. This makes the training a personal experience and enables participants to understand that gender analysis is linked to their personal everyday lives.

## **Questions for the Session**

1. What are the stereotypes of women presented in the Mozambican society?
2. Have you ever experienced exclusionary or sexist practices? What and how did it happen?
3. How are the stereotypes reflected in the language used daily in Mozambique?

## **Teaching Activities**

1. participants shall freely reply to the above questions;
2. to avoid confusions, the questions must be responded to one-by-one.
3. the facilitator should write on a flipchart all the examples given;
4. the facilitator shall comment on the answers given.
5. using the overhead projector, the facilitator shall emphasise practices not mentioned during the plenary session;
6. the facilitator shall then explain how these stereotypes are reflected in every day language; and
7. their impact on women's lives.



## **Notes for Overhead Projector<sup>6</sup>**

### **Practices of cultural sexism in Mozambique**

- Need for male identity to register a child, for the acquisition of passports, etc.
- Need for male identity to request land or property.
- Inheritance only after the man is dead, and most of the time man's family takes away the inheritance from the wives;
- Segregationist practice of pregnancy;
- Women must dress in black clothes during morning, not men;
- Women not allowed in some public spaces;
- Women condemned and accused as witches;
- Priority given to boys in regard to education;
- Girls forced to abandon school to take care of young brothers, the home and then to marriage.
- Women belong to the kitchen, in the division of labour between women and men.
- Women excluded from being in prestigious and powerful positions in courts, banks, public institutions, etc.
- Women do not have freedom of choice, or decision-making roles.
- Adultery treated in different manner between women and men;
- Crimes of passion, like homicide, treated differently if committed by men or women.

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<sup>6</sup> Overhead projector notes prepared by Patricia McFadden, PhD

## **Evaluation: 15mins**

### **Objective**

1. this is the time when participants will evaluate what they have learnt in that specific day. Several methods for this kind of evaluation can be mentioned. Our suggestion here turns the evaluation into a more dynamic activity that does not take long.

### **Teaching Activity**

1. two participants should be responsible for the day's evaluation. It means each day will have two participants evaluating and writing the report after the class. The report should, in one or two pages, include the topics learnt during the day, the relevant comments, discussions and findings, and at the end comments from the participants responsible for the report. The report is then presented in the next day's class.

## **Day Two**

### **Description of Activities**

#### **Session 1**

- **Evaluation and Newspaper Analysis**

**Activities:** 1. Review of the previous day  
2. Newspaper analysis

#### **Session 2**

- **Concepts and Definitions of Gender**

**Activities:** 1. Game one  
2. Game two

#### **Session 2 (continued)**

**Activities:** 1. Lecture  
Conceptualising gender as a heuristic and constructed tool

#### **Session 3**

- **Gender Sensitive Journalism**

**Activities:** 1. Analysis of media  
2. Lecture on critical elements in gender sensitive journalism

#### **Evaluation**



## **Session 1**

### **Review of Previous Day Evaluation (15mins)**

#### **Objective**

This session serves to evaluate the previous day. It is a mechanism for establishing continuity throughout the course. It also provides an opportunity for identifying gaps in the training and discussing issues which participants feel were not adequately covered.

#### **Teaching Activity**

1. the two participants responsible for the previous day's evaluation of the previous day read the report;
2. the rest of the group listens carefully and make comments if they find gaps in the report.
3. The evaluation report is placed on the course file.

## Newspaper Analysis from a Gender Perspective (1h)

### Objective

This is an important structured tool to ensure that participants start using concepts they are learning in understanding the day to day reality of their situation through critical analysis of the stories carried in the newspapers. Participants should:

1. analyse the image of women in the media;
2. identify the relationship between development and women projected in the media

### Teaching Activity

1. participants read the newspaper at the beginning of the class and identify issues they find relevant in regard to the previous day topics and the subject in general. **(30mins)**
2. each participant presents, in a plenary session, her/his findings and discuss with the rest of the group. **(45mins)**

## **Session 2**

### **Concepts and Definition of Gender**

#### **Objective of the Session**

1. to understand the concept of gender as a heuristic tool;
2. to understand gender as a social and culturally constructed tool;
3. to start making links between gender as a social and cultural tool, and journalism.

#### **Teaching Activity**

1. two gender games are designed for this session.
2. After the games facilitator should, using the overhead projector and the findings from the games, explain what gender is. Why is gender a constructed and heuristic tool, and how is it distinguished from sex?

## Game 1<sup>7</sup>: 30mins

### Objective of the game 1

1. to state the difference between gender and sex. It is a way of maintaining the continuity with the previous day's lesson and re-visiting gender definition;
2. to introduce the term gender to a group unfamiliar with the concept;
3. to encourage participants to find for themselves the definition of gender;

### Methodology

1. ask the group if they understand the difference between gender and sex;
2. hand out sheets of paper to the participants and ask them to write the numbers 1 to 10 on a list on the paper;
3. read out numbered list of statements about men and women and ask participants to write G against those they think refer to gender, and S to those they think refer to sex. (list of statements below)
4. distribute the list with the statements and discuss the answers with the group. Focus on the following ideas and questions:
  - did any statements surprise you?
  - did the statements indicate that gender is inborn or learned?
  - Gender roles vary greatly in different societies, cultures and historical periods;
  - Age, race and class are also major factors which determine our gender roles;
  - Women in every country experience both power and oppression differently

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<sup>7</sup> Game adapted from the Oxfam Gender Training Manual, 1994

## **Statements About Men and Women**

1. Women give birth to babies, men don't. (S)
2. Little girls are gentle, boys are tough. (G)
3. In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved dramatically. (G)
4. Amongst Indian agriculture workers, women are paid 40-60 per cent of the male wage. (G)
5. Women can breastfeed babies, men can bottle-feed babies. (S)
6. Most building-site workers in Britain are men (G)
7. In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not (G)
8. Men's voices break at puberty, women's do not (S)
9. In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the housebuilding (G)
10. According to UN statistics, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income. (G)

## **Game 2<sup>8</sup>: (30mins)**

### **Objective of the game 2**

1. to allow each person to air their preliminary views on gender;
2. to arrive at a common understanding of the term gender;
3. to make participants think about possible gender definitions.

### **Methodology:**

1. using cards the facilitator should ask participants first for their definitions of gender. The cards can then be grouped on flip chart or an available wall and used to begin the discussion on what gender is. This method helps the trainer to ascertain where the journalists already are in their understanding of the term and provides the opportunity to correct wrong definitions often communicated through the media.

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<sup>8</sup> Game adapted from the Oxfam Gender Training Manual, 1994

## Topic: Conceptualizing and Defining Gender as:

- Heuristic and
- Constructed tool

## Objective of the Lecture Session

1. to summarize what participants have stated in activities 1 and 2 above;
2. to conceptualize and define gender based on participants findings and overhead projection notes.

## Teaching Activity

### Lecture (1h30mins)

1. using key discussion points on the term gender raised from the games one and two, and what is implied the facilitator should define the concept of gender;
2. the overhead projector notes should be used as a guide to explain the concept of gender. This also would include a discussion of how the term gender is perceived by different audiences.

**Logistical requirements:** flipchart, paper, pens, overhead projector

## Additional Reading Materials

DEVOR, Holly. Becoming Members of Society. Learning the social meanings of gender. 1989

Definitions. Appendix



## Notes for the Overhead Projector<sup>9</sup>

### Definitions

#### **GENDER - What is it?**

Gender is the social construction of men's and women's roles in a given culture or location. Gender roles are distinguished from sex roles, which are biologically determined.

#### **THE GENDER APPROACH - What is it?**

It consists of a set of tools and processes for understanding how relationships between men and women influence development. The gender approach involves analysis and planning procedures that take gender issues into account, and that aim to create more equitable gender relations.

### **Socialisation through language**

- construction of male and women images
- body – language and female sexuality
- language, being male, being female

### **Gender**

- cultural definition of behaviour stated as appropriate to the sexes in a determined society and moment.
- analytical tool or concept heuristically constructed.
- is also a power relation between men and women.
- as a relational construction gender is dynamic and changeable.
- Identity, socially and culturally constructed.
- Need to recognize that gender relationships must change.
- It is not enough to change policies and legislations.

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<sup>9</sup> Notes prepared by Patricia McFadden PhD



- those changes must address special attention to:
  1. challenging the institutions such as religion, media, family, education, state, etc.
  2. challenging practices towards men, control of women's work, sexuality, fertility and property.
  3. challenging the public and private division and the social status laws that exclude women from their rights and protection.
- The empowerment of women is central for the use of gender as a developmental tool.

## **Sex**

Biological difference between women and men.

1. women are biologically distinctive sex.
2. the term sex define women as a group, not as a sub-group or minor group.
3. men is the only other sex
4. the term sex is a biological attribute that can be changed.
5. women and men can have sexual activities with different sexual preferences.

## **Analysing gender as a place of struggle.**

1. women fighting their exclusion from the public sphere.
2. women fighting their violation in the public and private spheres.
3. reinforcing children and women rights.
4. women fighting against male control of social and material resources.
5. contextualising women productive and reproductive sexuality and capacity .

## **Session 3**

### **Gender Sensitive Journalism**

#### **Objective**

After the long morning session on defining and conceptualizing gender this session aims to start the discussion on how journalists and the media can become more aware and sensitive towards gender issues. But first it is important to analyse how media have been representing women in society. The way women are represented in the media reflects the way the Mozambican society represents them. Analyzing women media representation means analyzing the way society represents women. These analyses shall include:

1. analysis of the image of women in the media;
2. analysis of the language the media use to represent women in the media;
3. analysis of gender bias in the Mozambican media.

## Topic: How to Become a Gender Sensitive Journalist

### Media Products Analysis (1h45mins)

#### Objectives

1. to analyze media products that illustrates gender roles and representation by the media;
2. to review the participants' representations of women that help to reinforce and perpetuate women's representation in society;
3. to examine some examples that reinforce the definitions learnt in the morning session and how they translate into people's daily lives.

#### Teaching Activity

1. the group should be divided into 3 sub-groups. Each group analyses one type of media product. This can be a feature in a newspaper, a videotape and magazine or radio broadcasting. **(5mins)**
2. the facilitator should ask participants to: **(45mins)**
  - identify in the products examples of women representation,
  - identify and analyse the language used, from a gender perspective and
  - find alternative language and way of saying the same thing identified.
3. the facilitator shall ask the groups to point a spokesperson to present the findings to the rest of the group. Participants should make comments about the other participants' findings. **(55mins)**

## Topic: Critical Elements in Becoming a Gender Sensitive Journalist

### Objectives

1. to explain the representation of women in the media.
2. the language media uses to represent women;
3. the women stereotypes present in the media;
4. the focus that the strong power language has in influencing people and catalyzing changes in society.

### Teaching Activity

#### Lecture (1h15mins)

1. based on the result of the group work, the facilitator should use the overhead projector notes to deeply explain the constraints in becoming a gender sensitive journalist.

**Logistical Requirements:** Flipchart, pens, overhead projector, videotapes, newspaper, magazines, etc

### Additional Reading Materials

MCFADDEN, Patricia PhD. Language and the Portrayal of Women in the Media. 1994

CHILIMAMPUNGA, Charles. The Denigration of Women in Malawian Radio Commercials. Gender and Development, Vol. 7, No.2, 1999

LEE, Martin A. and Norman Solomon. Press and Prejudice.

KRAMARAE, Chervis. Folk Linguistics: Wishy-Washy. Mommy Talk. 1974



## Notes for the Overhead Projector<sup>10</sup>

### Image of women in the media

towards:

1. advertisement and publicity
2. drama and movies
3. division of labour
4. cartoons
5. News and features
6. Music videotapes etc.

- The media uses language and images to perpetuate stereotypes about women such as the following:

1. women as mother / wife/ food provider / care provider, etc
2. women as sexual / dangerous / to be tamed / to be conquered, etc.
3. women as irrational and male dependant

### Language and the representation of women in the media.

- language and national identity;
- language as communication;
- language as inherent to culture
- language as a form of resistance
- language as power

### Representation of women in the media

- Dicotomy public/private
- Definition of women as  
Good/bad  
sexual
- Representations in the private sphere (domestic)
  1. wife
  2. daughter
  3. Mother

<sup>10</sup> Notes prepared by Patricia McFadden PhD

4. grandmother
5. housekeeper
6. care giver
7. food provider

- Representation of women in the public sphere is mediated by domestic constructions:
  1. receptionist
  2. teacher
  3. servant
  4. cooker
  5. social assistant

## Gender and bias in Mozambican media

### *Types of media:*

*(Focklore, stories, press, brochures, folders, posters, electronic media, radio, TV, videos, music, internet, movies, interactive games, arts, theatre and advertisement, etc).*

- extremely sexist;
- shows male supremacy;
- women are domesticated;
- media support traditional practices and visions;
- masogenist;
- classists;
- women associated with HIV/AIDS;
- women are sexualized;
- power not taken into account;
- do not promote human rights and women rights;
- high level of sensationalization of women lives from a negative point of view;
- women not perceived as catalysts of change and development;
- women associated with the informal sector of society and small business;
- women as private property;
- women as victims;
- women as receivers of male benevolence;
- dicotomized representation of women;
- good/bad women;
- women as sexual objects,
- women as domestic workers;
- women as natural providers of basic care and food;
- women can only be assistants, secretaries, etc.
- women need male assistance and help,
- women have no power;

## **Day Evaluation (15mins)**

### **Objective**

1. this evaluation shall focus on what participants learnt in that specific day.
2. Co-relation with the day before can also be done as a way of building continuity with the subjects learnt the previous day.

### **Teaching Activity**

1. Like the previous day's evaluation, two participants shall be identified at the beginning of the day \* shall write the report and comment on the proceedings.

## **Day Three**

### **Description of Activities**

#### **Session 1**

- **Evaluation and Newspaper Analysis**

**Activities:** 1. Review of the previous day  
2. Newspaper analysis

#### **Session 2**

- **The public and private divide**

**Activities:** 1. Lecture on social status in the public and private spaces

#### **Session 3**

- **Cultural and traditional practices**

**Activities:** 1. Brainstorming  
2. Summary of traditional practices

#### **Session 4**

- **Customs and traditions**

**Activities:** 1. Group work

### **Evaluations**



## **Session 1**

### **Review of the Previous Day Report: 15mins**

#### **Objective**

1. to establish continuity with the previous day subjects;
2. to identify gaps in the previous day's training with regard to concepts and definition of gender;
3. to discuss issues participants may feel were not adequately covered.

#### **Teaching Methodology**

1. participants responsible for the evaluation of the previous day read the report including their analysis of the training day. The rest comment on the report.

### **Newspaper Analysis: 60mins**

#### **Objective**

1. to assess participant's abilities to use the new analytical tools learnt.

#### **Teaching Activity**

1. participants shall read the newspaper focussing on gender stories;
2. in this specific session participants' shall apply the concepts and notions of gender learnt the previous day in order to enable them become familiar with the new constructs;
3. participants shall describe alternatives for researching, writing and publishing the same stories.

## Session 2

### **The Public and The Private Divide**

#### Objectives

1. to examine the status of women in the public and private spaces;
2. to analyze comparatively the status of women and men in the private and public spaces;
3. to enable participants to understand gender imbalance;
4. to show how certain assumptions and position of women reinforce women discrimination.
5. to analyze the implications customs and traditions have in women's lives

## **Topic: The Social Status in the Public and Private**

### **Lecture Session: 1h**

#### **Objective**

1. at the end of this session participants shall be able to understand and define the status of women and men in the private and public spheres.

#### **Teaching Activity**

##### **Lecture**

The facilitator should:

1. explain clearly the difference between the public and private spaces;
  1. mention where women are placed in the public and private spaces;
  3. explain gender imbalance;
  4. explain the implications the division of spaces in the private and public have on women's lives;
- this activity can be done with the help of the notes for the overhead projector;
  - at the end of this session the facilitator should ask participants to mention a number of public and private spaces where women are commonly not allowed, or commonly not supposed to be.

**Logistical Requirements:** flipchart, overhead projector, pens

### **Additional Reading Materials**

MAINARDI, Pat. **The Politics of Housework.**

ROACH, Joel. **Confessions of a Househusband.** 1972

KIDD, Bruce. **Sports and Masculinity.** 1987

THOMPSON, Cooper. **A New Vision of Masculinity.** 1985

BARTHEL, Diana. **A Gentleman and a Consumer.** 1988

CHAPKIS, Wendy. **Skin Deep.** 1986

CHASSLER, Sey. **Listening.**



## Notes for the Overhead Projector<sup>11</sup>

### The public as a dangerous place for women

- robbery
- rape
- sexual harassment
- diminution of women image in public
- in the informal sector, economic marginalization
- legal exclusion
- sexualization
- Use of hierarchy as a way of excluding women from:
  1. power
  2. decision-making processes
  3. rights
  4. benefits
  5. social recognition

### The public as a male space

- men control all institutions and public structures
- men take all decision in the public space
- men are more socially rewarded in public (leaders in politics, economic status, visibility, etc)
- men control and distribute the social and material resources (power, land, commodities) in the public.
- The public is an exclusionary space.

### Characteristics of sexism in the public sphere

1. Violence of the women bodies integrity
2. verbal violence,
3. sexual abuse,
4. depreciative language,
5. sexual harassment,
6. women dealing with food, cleaning in public sphere
- 7 women shopping food,
- 8 girls selling food in the streets,

<sup>11</sup> Notes prepared by Patricia McFadden, PhD

- 9 women have no concept of free time,
10. men talking to women.
11. men searching for women
12. men partially dressed in streets
13. men opening doors for women
14. women allow or give privileges to men in public transports,
15. public humiliation
16. silencing women,
17. aggressive behavioural and sexual language

### **Characteristics of sexism in private life**

- men responsible for funerals,
- men head of families,
- women belong to the kitchen
- widow has no value as human being,
- women do not marry, only men do (men choose their wives)
- women can not demand sex,
- women are last to eat, sleep etc,
- women are first to wake up in the morning

## Session 3

### **Cultural and Traditional Practices**

#### **Brainstorming Session (1h30mins)**

#### **Objectives**

1. to collect from participants as many ideas as possible on Mozambican cultural and traditional practices that prejudice women's lives;
2. to identify common traditional myths or wrong assumptions about women;
3. to look at the consequences of believing these wrong assumptions;
4. to contrast myths and assumptions with facts;
5. to analyze the impact of these myths and wrong assumptions in women's lives

#### **Teaching Activity**

1. brainstorm on as many traditional myths and wrong assumptions about women as possible;
2. facilitator will write the answers on a flipchart;
3. pick up 4 or 5 key myths. Write each on a separate flipchart. Emphasis should be placed on myths such as **witch burning, female genital mutilation, dowry deaths and seduction.**

4. sub-divide the participants into 4 or 5 groups in line with the number of key myths selected;
5. **groups brainstorm** on the effects and the basis of these myths.
6. participants, in groups brainstorm on the impact these myths have on women's lives. **(30mins)**
7. with the help of the overhead projector notes the facilitator should in a plenary session discuss the issues related to the myths;
8. the facilitator should also summarize the impact these myths and wrong assumptions have on women's lives and society in general. Samples of myths and cultural traditional practices can be found in the notes for the overhead projector;
  
10. the facilitator shall use them to summarize the custom and traditional brainstorming session

**Logistical Requirements:** Flipchart and pens





## Notes for the Overhead Projector<sup>12</sup>

### Some of the Traditional Practices

**Witch** - in some places women are accused of witchcraft. They are burnt to death. In some cases the killing of innocent women is based on simple allegations.

In the case of witch burning, it is mostly elderly women who are accused of being witches. The result of this is that they are ostracized by their communities, physically and mentally abused and may end up burnt to death. In many cases these women are called witches by virtue of the fact that they live alone and are not dependent on a male partner, something that is looked down upon in traditional African households where the role of men are held in high esteem.

**Female Genital Mutilation or Pulling - FGM** has been described as a serious health risk by the WHO, because it causes urine retention, chronic infections of the uterus and obstructed childbirth. However, it continues to be a common practice and is justified for the following reasons:

1. maintains tradition and promotes social and political cohesion;
2. fulfills religious requirements;
3. enhances fertility;
4. prevents promiscuity and preserves virginity;
5. maintains feminine hygiene.

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<sup>12</sup> This session has been drawn on the following sources on information:

- Fighting Violence Against Women. A Training manual for Journalists. Inter Press Services. Gender Links

**Lobola** - is the practice of exchanging women with goods, such as cows, cloths or money. The men's family has to give the goods to the woman's family, so she can marry the man. When she is no longer satisfying the husband, or she is not behaving as he expects, he has the "right" to take her back to her family and ask to be refunded his payment.

To avoid this situation, most of the time the woman's family forces her to do whatever her husband requests,, even physical violations, so the husband will not complain about the wife, neither ask for his money or goods back.

**Children Violation** - may be defined as sexual relations with a woman, though which she loses her virginity. While legally this is rape in countries like Mozambique, It is a customarily called domestic rape, where the rapist acts as an initiator sleeping with the girl, but there is no criminal penalty.

As a cultural practice, sexual initiation is seen as the fulfillment of a community law, but with very little recognition that it results in the invasion of the privacy and dignity of the women. Most of the time this occurs from a father to a daughter or closest child in the family or neighbor.

## Session 4

### **Customs and Traditions**

#### Objective

1. to enable participants to discuss and define for themselves strategies to advocate through the media, against traditional and customary practices that discriminate against women ;

#### Teaching Activity

##### **Group Work (1h45mins)**

1. facilitator should divide participants into 3 sub-groups;
2. the sub-groups shall discuss strategies to fight against traditional and custom practices through media; **(45mins)**

#### Question for the Group Work

How can the media play a role in changing these deeply held societal attitudes?

#### Presentation of the Findings (1h)

1. each group shall pick a spokesperson to list the strategies discussed on a flipchart;
2. with the strategies listed, participants shall together analyze the strategies and their relevance.
3. participants should discuss mechanisms for the implementation of the strategies
4. the flipchart pages with the strategies shall be placed on the wall so that each participant can access them everyday.

## **Day's Evaluation (15mins)**

### **Objective**

1. to evaluate the lessons learnt on this specific day;
2. to identify gaps in the learning process;

### **Teaching Activity**

1. two participants shall write the report focussing on:
  - the lessons learnt,
  - the group work exercises;
  - the presentation of the findings of the groupwork

## **Day Four**

### **Description of Activities**

#### **Session 1**

- **Evaluation and Newspaper analysis**

**Activities:** 1. Review of the previous day  
2. Newspaper analysis

#### **Session 2**

- **Power, hierarchy and gender discrimination**

**Activities:** 1. Lecture on overview of power and cultural systems

#### **Session 3**

- **Sexual Harassment**

**Activities:** 1. Discussion: Question and answer session  
2. Making the personal political

#### **Session 4**

- **Combating Sexual Harassment**

**Activities:** 1. Groupwork  
2. Reflexive exercise: How gender sensitive have you become as Journalist

#### **Session 1**

## **Previous Day Evaluation Report (15mins)**

### **Objective**

1. to briefly review the lessons learnt the previous day
2. to establish continuity with the lessons learnt the previous day
3. to identify and revise the topics learnt the previous day and keeping them in mind for use during the newspaper analysis.

### **Teaching Activity**

1. the two participants who wrote the report of the previous day should present it to the class;
2. other participants shall comment and add if necessary;
3. the report should be placed on the course file

## **Newspaper Analysis (1h)**

### **Objective**

1. to apply the concepts learnt in the previous day;
3. to find alternative ways of writing the same stories;
4. to identify stories with gender discrimination and bias

### **Teaching Activity**

1. participants identify stories with customary or traditional practice accents;
2. stories are discussed in groups;
3. participants re-write the stories;
4. presentation to the class;
5. feedback (comments by the facilitator)

## Session 2

### **Power, Hierarchies and System of Gendered Discrimination**

#### Objectives

1. to understand systems of control and power in the workplace;
2. to introduce sexual harassment as a system of power and control;
3. to enable participants to discuss sexual harassment situations;
4. to enable participants to discuss strategies and policies to combat sexual harassment in workplace;



## **Topic: Power and Control Systems: Sexual Harassment**

### **Objective**

1. to enable the participants understand how hierarchy and power can work as systems of control;
2. to enable participants understand hierarchy and power as systems for gendered discrimination;
3. to enable participants appreciate the concept of sexual harassment as an attitude of power;
4. to enable participants appreciate sexual harassment practices as systems of control in workplaces.
4. to define characteristics of sexual harassment,
5. to enable participants understand the consequences of sexual harassment.

### **Teaching Activity**

#### **Lecture (1h)**

1. using the overhead projector, facilitator shall explain notions of power, hierarchy and control;
2. what is sexual harassment, characteristics and consequences
3. how these notions are used to perpetuate sexual harassment practice;
4. the facilitator should explain how sexual harassment could be considered as a discriminatory attitude in the work place .



## Notes for the Overhead Projector<sup>13</sup>

### Hierarchy and Control of Power

- form the pillars of social relations and of the system
- have become naturalized systems of privileges
- facilitate and ensure the men's role and power
- are constructed through the control of power and resource
- are intercepted by age, race, class, ethnicity, sexual identity and gender.
- Structure the character of organizations and institutions.

### Sexual Harassment

#### Definition

Undesirable behaviour, not solicited or reciprocal (sometimes of a sexual nature or connotations), against people in position of minor control and power or circumstances.

#### Basic characteristics

- Commonly confounded and assumed as common and natural behaviour. Perceived as notable and extraordinary.
- Can include an implicit or explicit discriminatory action.
- Low level and embarrassing attitude.
- Can be perceived as inoffensive but this kind of behaviour is confirmed by a more serious and insidious attitude.
- The contempt is not isolated. Destroys the image of women and girls and turns them into a sexual objects denying their right to personality.

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<sup>13</sup> Notes prepared by Patricia McFadden PhD

- Sexual harassment is an expression of power and generally is not motivated by a sexual desire, but by:
  1. Excuses sustained in the women way of dressing;
  2. Women look for it.
- Sexual harassment occur with frequency in a workplace, but can also occur in any other place.
- It is a combination of two kinds of power:
  1. Individual power
  2. Institutional power
- Sexual harassment is allowed and sustained by the patriarchal power
- Boys inherit more individual power when born than girls.

### **Examples:**

1. Laws that give authority to men.
  2. Rituals where power is given to the men.
  3. Systems of taxes that allow men to know what their wives have or do not have.
  4. Marital rape.
  5. Preferences with regard to boys.
- As adults, men have more individual power and resources than women
  - Men have more personal esteem in the workplace because of their status in the hierarchy.
  - women expect that they will marry old men, more qualified and financially secure than women.
  - Men marry women from a lower category in order to have them serving men.

### **Consequently**

- The men privileges give them the necessary power to use sexual harassment as a method of control.

### **Can a man be sexually harassed? No.**

## What is not sexual harassment?

- Consensual sexual behaviour
- Sexual games
- Demonstration of affection, etc.
- Harassers do not marry or develop loving relations with the women they harass.
- Women do not feel attracted by that kind of people.
- When a woman complains of sexual harassment, her accusations must be taken into account.

## Consequences of sexual harassment

- Intimidating
- Embarrassing
- Humiliating
- Frightening
- Women feel like they do not really have power
- Women can predict the next sexual harassment situation
- Nobody believes her accusations
- Women accused of having no sense of humor
- Women are guilty for having been sexually harassed

## Secondary Consequences

- Lack of self-esteem and confidence
- Reduction of professional career prospects
- Changing work and difficulties of finding another work
- Stress, tiredness, dependency, etc.

## Primary consequences

- In the case of girls they keep away from school
- Skip specific lessons
- Do not talk about the episode
- Keep worried about the next episode
- Avoid determined spaces and people
- Headaches, depression, lack of concentration in lessons, stress and tension

## Session 3

### **Expressions of Sexual Harassment in the Newsroom and Media Institutions**

#### **Plenary Session: (1h45mins)**

#### **Objective**

1. to recognize sexual harassment practices;
2. to recognize the difference between sexual harassment and “sexual relation”;
3. to name sexual harassment situations;
4. to understand how men’s powered positions perpetuate sexual harassment attitudes;

#### **Teaching Activity**

#### **Discussions**

##### **a) Questions for the Plenary Session (1h):**

What do you understand sexual harassment to mean?

Why is this a serious issue?

1. These questions shall be presented to the participants;
2. they shall freely respond to the questions;
4. the facilitator shall try as much as possible to write on the flipchart the expressions of sexual harassment mentioned by participants so that in the next session participants will be able to access the expressions of sexual harassment and identify strategies to fight back.
5. the facilitator shall participate in the plenary session emphasizing the objectives of this topic.

## **b) Making the Personal Political (45mins) -**

1. in this part of the session participants shall be encouraged to share their personal and professional experiences
2. each participant is invited to make comments about their personal situations and suggest a fight back attitude
3. to close this session the facilitator shall summarize the expressions of sexual harassment emphasizing the power and control attitude inherent in it.

**Logistical Requirements:** Flipchart, pens, overhead projector

### **Additional Reading Materials**

Author Unknown. **Discrimination, Harassment and Stress**

\_\_\_\_\_. **Personality, Politics, Power and the Art of Persuasion**



## Notes for the Overhead Projector<sup>14</sup>

### Forms of sexual harassment

- Direct
  1. touch
  2. indecent proposals
  3. references to women or men body parts
  4. references to menstruation
  
- Indirect
  1. Men call women prostitutes
  2. Enjoying other women being touched by men
  3. Diagrams, graphics referring to sexuality

### Heterosexual sexual harassment

- Heterosexuals think that they are better than others
- Attitudes and values
- Degrading and intimidating others

### What sustain sexual harassment

1. Sexism
2. Sexist language
3. Domestic violence

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<sup>14</sup> Notes prepared by Patricia McFadden PhD

## Session 4

### **Combating Sexual Harassment**

#### **Group Work: (1h45mins)**

#### **Objective**

1. to discuss strategies and policies to fight sexual harassment in the work place;
2. to understand how the media can contribute to trivializing sexual harassment;
3. to discuss how coverage of this issue can be improved in the media;
4. to discuss how to implement, in the newsrooms, the strategies discussed in the workshop;

#### **Questions for Group Work**

1. How does the media contribute to trivializing sexual harassment?
2. How can coverage of this issue be improved?
3. How do you implement the strategies in workplace?

#### **Teaching Activity**

1. sub-divide the participants in three sub-groups;
2. propose the questions to the groups and ask them to discuss **(1h)**
3. Ask participants to name a spokesperson to write on a flipchart their response to the questions;
4. participants shall discuss their findings in a plenary session **(45mins)**
5. facilitator shall use overhead projector transparencies as a support to explain strategies not mentioned by participants.

#### **Logistical Requirements:** flipchart and pens





## Notes for the Overhead Projector<sup>15</sup>

### How to deal with sexual harassment

- At institutional level:
  1. Policies
  2. Curriculas
- At personal level
  1. Action
  2. Individual and collective response

### At individual level:

- Know women's rights and be vigilant;
- Proactive and resistent,
- Believe in your instincts and know the diference between sexual harassment and "affair"
- Support colleagues in the fight agains sexual harassment
- Sensitize men to not take sexual harassment atitudes

### Strategies to combat sexual harassment

- Develop curriculas for sensibilization with regard to sexual harassment and human rights,
- Dissemination of information about sexul harassment, brochures, etc. paste posters about sexual harassment in walls for permanent remind,
- Develop preventive policies against undesirable sexual harassment in workplace,
- Expose the harasser in the organization meetings,
- Develop penalties for the agressor,
- Create adhoc committes to listen to the parts and take decisions,

<sup>15</sup> Notes prepared by Patricia McFadden, PhD

- Mobilize support from other colleagues that have faced similar situations.
- Confront the agressor and make him know women's rights.
- Reject offers to forget the case,
- Be aware in regard to others,
- Take the harassment case to higher levels in the media
- Create behavioural policies and codes in institutions,
- Harmonize organizational policies with the country's policy in order to have a legal framework for support.
- Use the organization to initiate advocacy and lobby in the country in order to change the country's policies and laws.
- Use radio and tv programmes to inform and educate the public

## **Reflexive Exercise: (1h15mins)**

### **Question: How Gender Sensitive Have You Become as Journalist?**

#### **Objective**

1. to enable the participants to evaluate their understanding of gender concepts and definitions;
2. to establish how well participants are doing in terms of their sensitivity to gender as journalists;
3. to allow the facilitator to assess which participants are growing and which ones are experiencing resistance in the training situation;

#### **Teaching Activity**

1. the objectives of the exercise shall be clearly explained to the participants so that they will know exactly what to expect;
2. participants shall individually write on an A4 page some considerations on how sensitive they have become as journalists;
3. the facilitator shall, out of class, examine their responses and evaluate or adjust the program accordingly;
4. the responses must be kept in the training file.

## **Day Evaluation**

### **Objective**

1. evaluate the lessons learnt on this day in regard to control and power issues, hierarchy and sexual harassment;
2. evaluate the results of the work group session;
3. assess the need of the reflexive exercise.

### **Teaching Activities**

1. two participants shall together assess and write the report;
2. participants shall consider the objectives above while writing the report

## **Day Five**

### **Description of Activities**

#### **Session 1**

- **Evaluation and newspaper analysis**

**Activities:** 1. Review of the previous day  
2: Newspaper analysis

#### **Session 2**

- **Gender and division of labour in the media**

**Activity:** 1. Plenary session

#### **Session 3**

- **The notion of glass ceiling**

**Activities:** 1. Lecture  
2. Discussion on the glass ceiling

#### **Session 4**

- **Gender Mainstreaming**

**Activity:** 1. Lecture  
2. Groupwork

### **Evaluations**

## **Session 1**

### **Previous Day Report: 15mins**

#### **Objective**

1. to assess the previous day's report;
2. to maintain continuity with the lessons learnt the previous day;
3. find gaps in lessons learnt the previous day;
4. to re-visit strategies on fighting sexual harassment in mind;
5. to remind participants of the need for implementing change strategies in the newsrooms, media and society

#### **Teaching Activity**

1. presentation of the previous day report;
2. comments on the report

### **Newspaper Analysis (1h)**

#### **Objective**

1. to apply gender concepts learnt since the beginning of the course;
2. to identify stories with gender imbalance
4. to find alternative ways of saying the same thing in consideration of gender sensitiveness;

#### **Teaching Activities**

1. participants identify stories with gender discrimination accent;
2. discuss and re-write the stories;
3. presentation to the class;
4. feedback

## Session 2

### **Gender and Division of Labour in the Media**

#### Objective

1. to allow participants to discover some of the contradictions and complexities in the structure of their media organisations;
2. to allow participants to identify and analyse the role women play in their media organisations;
3. to allow participants to discuss their points of view on women's position in the media institutions;
4. to enable participants to hear different points of view from women;
5. to discuss unequal access to resources, training, promotion, visibility and decision making in media organisations;
6. to enable participants to understand the notion of the glass ceiling;

## **Topic: Division of Labour in the Media Organisations**

### **Plenary Discussion: 1h**

#### **Objective**

1. to enable participants to present their points of view on the division of labour in the media organisations;
2. to allow participants to present specific situations of their newsroom with regard to women's positions;
3. to share experiences of women and men's roles in various kinds of work and decision-making,
4. to identify obstacles faced by women in the quest for full participation in decision-making in media houses,
5. to enable participants to discuss the impact imbalance has with regard to the division of labour in the women's lives;
6. to understand the impact unequal access to resources, training, promotion, visibility and decision making has on women journalists and society;
7. to enable participants to discuss what can be done to improve the position women in media organisations;

#### **Questions for the Plenary Session:**

1. How many women do you have in your organisation?
2. Why do you have few women in your organisation?
3. what are their roles? Why?
4. what kind of subjects women commonly cover? Why?
5. do the women cover the same subjects as men?
8. do they have the same opportunities as male journalists to workshops, training courses, promotion etc? why?



9. Is women part of the decision making process in their media organisations? Why?
10. If they do, how?

## Teaching Activity

### Discussion

1. in this session every one should be encouraged to speak or answer the questions raised by facilitator;
2. every participant shall have the opportunity to answer the questions using their personal experiences in their newsroom;
3. a questions and answer box can be drawn on the blackboard to allow that all the questions are replied by participants;
4. each question shall have its own space where the answers will be written.
5. facilitator shall fill the box spaces with participants answers so that they can visualise the picture of women in media organisations;
6. facilitator end this session with an explanation of how the division of labour affects women journalists and consequently women in society

**Logistical Requirements:** flipchart and pens

### Additional Reading Materials

LIPS, Hilary M. Women and Power in the Workplace.

Author Unknown. Women in Organizations

## Session 3

### **The Notion of Glass Ceiling**

#### **Objective**

1. to discuss the notion of a glass ceiling;
2. to identify and present glass ceiling situations in media houses so that participants can understand what it means in practice;

#### **Teaching Activity**

##### **Lecture (45mins)**

1. the facilitator should explain to the participants the notion of a glass ceiling;
2. how it occurs in the workplace;
3. how it prejudices women journalists and women in society;
4. facilitator shall give examples of the glass ceiling experiences
5. facilitator should ask participants to name examples of glass ceiling in their workplace.

**Logistical Requirements:** flipchart and pens

#### **Additional Reading Materials**

Author Unknown. **Recognising the Glass Ceiling**

## **Topic: Strategies to Combat the Glass Ceiling**

### **Debate Session: (45mins)**

#### **Objective**

3. to identify strategies to combat the glass ceiling;
4. to discuss how to implement the strategies in the workplace

#### **Teaching Activity**

1. the facilitator should ask participants to list some strategies that could be implemented to combat the glass ceiling attitudes;
2. the strategies shall be presented in a plenary session to be followed by comments from other participants. Suggestions shall be added to each strategy;
3. each participant shall be encouraged to comment and discuss with others the strategies proposed;
4. the facilitator shall write the strategies suggested on a flipchart;
5. the flipchart shall be placed on the wall to remind participants of the need to adopt the strategies to combat the glass ceiling in their daily work

#### **Logistical Requirements:** Flipchart and pens

## Session 4

### **Gender Mainstreaming and Adding Women to the media and Development**

#### Objective

1. to define gender mainstreaming;
2. to discuss why mainstreaming gender;
3. to identify constraints in gender mainstreaming;
4. to find inputs for gender mainstreaming
5. to identify what gender mainstreaming requires
5. to formulate recommendations for integrating gender in media organisations.
6. to provide space for participants to share their experiences of empowerment and disempowerment, and to link their personal experience with their developmental role;

## **Topic: Gender Mainstreaming**

### **Objective**

1. to enable participants to understand what gender mainstreaming is;
2. to highlight the importance of women's empowerment and participation;
3. to analyse what is meant by the concept of mainstreaming gender;

### **Teaching Activity**

#### **Lecture (1h45mins)**

1. using the overhead projector the facilitator shall explain the meaning of mainstreaming gender,
2. the facilitator shall evaluate, through questions and assess the participant's comprehension of the concept of mainstreaming;
3. the facilitator shall explain the impact of women disempowerment in media organisations and society;

**Logistical Requirements:** flipchart, pens and overhead projector



## Notes for the Overhead Projector<sup>16</sup>

### Gender Mainstreaming - What is it?

It is a process of identifying and taking full account of the relationships between women and men in all our policies, strategies, programmes, administrative and financial activities at every level. (A UNDP/UNIFEM Definition)

### Why Mainstreaming Gender?

The purpose of mainstreaming gender is to advance sustainable Human Development and enhance our capacities to respond to the diverse needs of our constituencies.

### Gender Mainstreaming - Constraints

1. gender mainstreaming is not seen as a shared responsibility by all staff;
2. gender mainstreaming is not perceived as a process. Often immediate results are expected;
3. in some cases, senior management has not provided the necessary support;
4. gender issues are sometimes not treated with the seriousness they deserve;
5. gender Focal Points have responsibilities for other programmatic themes;
6. the gender Focal Points have not been provided with adequate resources to undertake gender mainstreaming activities.

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<sup>16</sup> Notes adapted from an NSJ Gender Training Course

## **Some Inputs for Gender Mainstreaming**

1. Data collection, analysis and documentation;
2. Capacity Building;
3. Advocacy/IEC;
4. Networking/Co-ordination
5. Resource Requirements/ Mobilisation

## **Gender Mainstreaming - What it requires:**

1. Incorporation of gender equality and equity objectives into the country's strategy and policy;
2. seeking the equal participation of men and women in setting priorities and in programme design, development, implementation, direction and monitoring,
3. Ensuring that programme outcomes benefit both men and women. Where there are major inequities, equal benefits should be considered inadequate and affirmative action programmes will be put in place to redress such glaring inequities;
4. ensuring that gender equality and equity at all levels and in all respects be an explicit objective of Human Agencies, resource management Policies and Staffing Actions.

## **Topic: Adding Women to Media and Development**

### **Objective**

1. to enable participants to identify for themselves strategies that would add women to media and development;
2. to identify policies to implement the strategies discussed in workgroups

### **Questions to the Group Work**

1. identify strategies to add women to media and development;
2. find policies to implement the strategies

### **Teaching Activity**

#### **Group Work (1h15mins)**

1. divide the group into 3 sub-groups;
2. ask them to discuss and reply to the questions above;
3. each group shall name a spokes person to write on the flipchart their findings;
4. participants shall together discuss the strategies and refine them;
5. the facilitator shall then place the flipchart on the wall to remind participants of the strategies and policies discussed in the workgroup.



## **Day Evaluation: 15mins**

### **Objective**

- 1.** the day's evaluation shall concentrate on the themes delivered on this specific day. The report should focus on division of labour in the media; the notion of glass ceiling and gender mainstreaming as well as strategies to add women to women and development.
- 2.** the report shall also focus on work developed by the groups and state the relevance of the findings.

## **DAY SIX**

### **Description of Activities**

#### **Session 1**

- **Evaluations and newspaper analysis**

**Activities:** 1. Review of the previous day  
2. Newspaper analysis

#### **Session 2 & 3**

- **Gendered violations and media advocacy**

**Activities:** 1. Group analysis of violence against women  
2. In depth presentation of findings

#### **Session 4**

- **Response to gendered violations**

**Activities:** 1. Lecture: guest lectures speeches on the activities of her/his organization  
2. Discussion: question and answer session

### **Evaluation**

## **Session 1**

### **Previous Day's Report (15mins)**

#### **Objective**

1. to discuss the previous day's report:
2. to identify gaps in the description of the previous day's subjects;
3. to review the lessons learnt the previous day:
4. to maintain continuity with the previous day's subjects

#### **Teaching Activity**

1. two participants write the report on the previous day's activities and report to class. Other participants comment.

### **Newspaper Analysis (1h)**

#### **Objective**

1. to sharpen the critical faculties of the participants

#### **Teaching Activity**

1. Five training days have passed since the beginning of the course. Participants should be able to analyze newspaper stories from a gender perspective;
2. participants should apply the concepts learnt from the beginning of the course;
3. facilitator should always ask for alternative ways of saying, writing, investigating or publishing stories from a gender sensitive perspective.
4. Participants will read the newspaper and then proffer a critique of selected stories from gender sensitive perspective.

## Session 2 & 3

### **Gendered Violations and Media Advocacy**

#### **Objective**

1. to discuss sexual violence and rape;
2. to discuss domestic violence;
3. to discuss femicide;
4. to discuss the concept of sex work;
5. to discuss the role of men in combating violence against women;
6. to discuss the cost of violence to the society;
7. to identify the root causes of violence against women;
8. to create space where women and men can discuss violence against women;
9. to identify strategies on combating violence against women through the media;
10. to acquire gender sensitivity and analytical framework so as to be able to analyze women violence stories and report properly in the newsroom;
11. to develop policies to implement the strategies identified in the classroom.

## **Topic: Analyzing Violence Against Women**

**Special Session: (2h30mins)**

### **Part 1 (1h)**

#### **Objective**

1. discuss the themes described above, in the objectives of this session;
2. to find and discuss strategies to fight back violence against women through the media;
3. to identify policies that allow the implementation of the strategies in the newsroom;

#### **Questions and answers for the Session**

##### **1. Sexual Violence and Rape**

- a) What do you think is the cause of rape?
- b) What is the impact myths about rape have in the fight against rape?
- c) How is this issue explored by the media?
- c) Can you identify strategies to improve the coverage of this issue?
- d) Can you find policies that would enable the implementation of the strategies in media houses?

##### **2. Femicide**

- a) What do you understand femicide to be?
- b) What do you think is the cause of femicide?
- c) How is this issue explored by the media?
- d) Can you identify better strategies to cover this issue?

- e) How do you implement the strategies?

### 3. Sex Work

- a) What are the stereotypes of sex workers presented by the media and society?
  - b) Are men responsible for the increased number of sex workers in Mozambique;
  - b) What strategies can be designed to enable a more in depth understanding of this issue?
4. What can the media do to increase men's confidence and awareness in the fight against women violence, and to support the cause?

### Teaching Activity

1. divide the participants into 3 sub-groups;
2. each group should select one of the 3 areas of discussion;
3. each group shall discuss the theme, identify the strategies and policies for each theme; **(1h)**
4. all the 3 groups must respond to question number 4 above;
5. the groups shall write the findings on a flip chart and post them on the wall;
6. each participant shall be encouraged to discuss their opinions.

## Topic: Analyzing Violence Against Women

### Part 2

### Presenting the Findings of the Group Work: (1h)

#### Objective

1. to present the results of group work;
2. to enable participants discuss their findings;
3. to assess how the media have been covering issues of violence against women.
4. to identify different expressions of violence against women;
5. to find an agreement on how to implement the strategies in the newsroom;

#### Teaching Activity

1. each group shall present their findings to the plenary session;
2. each participant shall be encouraged to make comments about the results of the work groups.
3. the facilitator shall project through an overhead projector participants findings and comment on the points raised. **(30mins)**

**Logistical Requirements:** flipchart, pens and overhead projector

#### Additional Reading Materials

MCFADDEN, Patricia. The Reality of Hating Women. 1991

MCFADDEN, Patricia. Violence Against Women. 1989

SWISS, Shana & MD Joan E. Giller. Rape as a Crime of War. 1993

United Nations Declaration on the Elimination of Violence Against Women

A Media Kit. The Private is Public. Violence Against Women in Southern Africa. 1995



## Notes for the Overhead Projector<sup>17</sup>

### Violence against women

#### Definition:

- Is the physical, personal, sexual and emotional violence of women's spaces, as the appropriation of women's sense of security.
- Can be manifested in several forms such as physical, sexual abuse, rape, manipulation and emotional and psychological control.
- Deny to women the right to personality and body integrity
- Is the imposition of male physical power.
- It is sustained and allowed by the patriarchal privileges and authority.

### Context of the violations

#### At patriarchal level

- Division between the private and the public
- Privatization of women through rituals such as marriage.
- Heterosexual dominance
- Absence of women's rights
- Persistence of the social status laws
- Conventions, beliefs and sexist practices
- Women exclusion from the public space understood as a male space.
- Misogyny

#### At individual level

##### For women

- Socialization/ altruism acceptance (pain/ deny)
- Silence and absence of struggle actions
- Sexist ideology
- Internalization of subordination through culture and religion
- Women want to be desired as care givers.
- Lack of ownership sense of their own sexuality and intimacy
- Normalization of heterosexuality

<sup>17</sup> Notes prepared by Patricia McFadden, PhD



**For men**

- Assumption that violence is part of sexuality
- Assumption that men needs are primary and that women are their to serve them (reason why many times women kill their husbands)
- Perception that women need to be controled and domesticated
- Contextation of social institutions and resources.
- Sexism / socialization / internalization of misogeny
- Use of phycocal power to intimidate
- Ability to manipulate privite spheres

**Constraints in the fight against violence against women**

- Lack of statistics
- Naturalization of violence against women
- Dificulties of institutional reinforcement (justice, laws, policy, courts)
- Women perceived as causing problems in justice
- Protection of the rapers
- Women blame themselves and assume the blame
- Cultural and social estigma
- Sense of lost in women
- Questions of privace and control
- Absence of body integrity and personality for women

**The violence agaisnt women take the following forms:**

- Sexual abuse against women and girls
- Psicologycal abuse
- Sexual harassment
- Physical violence in the families
- Violence conneted to traditions, cultural practices and costomes
- Genital mutilation
- Prematur weddings
- Lobola
- Femicide
- Violations on women's rights in war situations and civil conflits

## Why violence against women

- Misogyny / culture
- Disrespect
- Privatization of the female body
- Femicide is usually the end of a long story

## Definition of femicide

- Culmination of a situation of women protection and violence, perpetuated by men, that results in women death. This kind of homicide is commonly preceded by various factors involving cultural, social, economic, psychological and political abuse, that ends with women and girls being killed.
  - Means the homicide of women that happens especially because the victims are women.
1. Can be the result of public or private violence
  2. Can be related to rape
  3. Or any other kind of violence
  4. Can occur at any time in women's lives

## Private femicide

Refers to killing of women by their partners

- Violence against women is extensive throughout the African continent
- Takes different forms in all the African society
- Persistence of social status, laws and discrimination
- Invisibility of violence and social stigma
- Need to control women sexuality
- Masculinity crisis
- Poor and lack of employment

## **Media advocacy against violence against women**

- **“Taking back the night”**
- challenge our legal and customary laws, practices and traditional visions
- create groups and clubs for youth to sensitize them in regard to violence
- Produce theatrical stories, radio and Tv programmes, etc, against violence on women and their rights.
- Programmes about the survivor and develop mechanisms of fighting back
- Surveillance means resistance
- Permanent campaigns against violence
- Challenge and change the negative practices of journalists using them to develop new ethical codes
- Establish good work relations with law and order officials

## **Session 4**

### **Response to Gendered Violation through Advocacy**

#### **Guest Lectures from Women's Organization (1h45mins)**

##### **Part 1**

#### **Objectives**

1. to give an opportunity to participants to hear a different voice from that of the facilitator;
2. to engage with the professionals in the media and from associations doing advocacy against women violence;
3. to enable participants understand what is being done by women's organizations to fight back violence against women;
4. to enable participants understand women's organizations and the constraints in the fight against violence against women;
5. to enable participants appreciate what is being done to implement the Convention on the Elimination of All Forms of Discrimination against Women;
6. to get an update of what is being done towards the implementation of the Post-Beijing + 5 Report in Mozambique;
7. to get an update on how to implement the Declaration on the Elimination of Violence Against Women using the media;

**Teaching Activity** facilitator shall ask the guest speaker to focus on the following areas:

1. what his/her organization has being doing in fighting violence against women;
2. How do they implement their strategies and policies;
3. what are the main constraints faced by the organization;
4. how the constraints could be overcome;
5. what is being done in order to respond to the Declaration on the Elimination of Violence Against Women;
6. what is being done with regard to the Convention on the Elimination of All Forms of Discrimination Against Women;
7. what can the media do to support their initiatives in the struggle against women violence;
8. how does his/her organization analyze media coverage of gender issues;
9. what specific cases have they dealt with regarding violence and discrimination against women?

## **Topic: Response to Women's Violence**

### **Questions Session: 1h15mins**

1. This should be a question and answer session in which participants shall be encouraged to ask the guest lecture whatever they want regarding to violence against women, and advocacy issues in Mozambique. This should be focussed in-depth discussion whose overall objective is to deepen the participants understanding of the situation in Mozambique.

### **Evaluation: (15mins)**

### **Objective**

1. the daily evaluation shall focus on group exercises, the strategies and policies discussed and their relevance;
2. the evaluation shall pay attention to the guest lecturer session in order to evaluate the relevance of the session and the relevance of the information presented by the guest lecturer;
3. this report will also evaluate the interactivity between participants during group work and between participants and the guest lecture.

## **Day Seven**

### **Description of Activities**

#### **Session 1**

- **Evaluation and newspaper analysis**

**Activities:** 1. Review of the previous day  
2. Newspaper analysis

#### **Session 2**

- **Gender and HIV/AIDS**

**Activities:** 1. Discussion on reproductive and sexual rights  
2. Lecture. The case of Mozambique

#### **Session 3**

- **Media Advocacy**

**Activities:** 1. Discussion on strategies for media advocacy

#### **Session 4**

- **Reflexive Exercise**

## **Session 1**

### **Previous Day's Report (15mins)**

#### **Objective**

1. to discuss the previous day's report;
2. to identify gaps in the description of the previous day's subjects;
3. to evaluate the performance of the guest lecturer:
4. to review the strategies discussed in work groups;
5. to maintain continuity with the previous day's subjects

#### **Teaching Activity**

1. two participants write the report on the previous day's activities, then present the report and their comments in a plenary session. Other participants respond.
2. the report should focus on the guest lecturers session and group work on strategies to fight violence against women.

### **Newspaper Analysis (1h)**

#### **Objective**

1. to analyze the newspapers from a gender perspective;
2. to enable participants to apply the concepts learnt from the beginning of the course;
3. to develop the critical faculties of the participants so that they find alternative ways of saying, writing, investigating or publishing stories from a gender sensitive perspective.

#### **Teaching Activities**

1. participants read the day's newspaper with specific instructions from the facilitator on what stories to focus on;
2. Participants take notes for presentation and comments.



## Session 2

### **Gender, Sexuality and HIV/AIDS** **Women's Rights are Human Rights**

#### Objective

1. to discuss the concept of sexuality as a choice;
2. to discuss women's reproductive and sexual rights;
3. to discuss women's rights;
4. to identify strategies for using the media for advocacy against HIV/AIDS
5. to identify strategies to empower women to exercise their rights;
6. to discuss how the media advance women's rights and make it a sustainable issue;
7. to identify alternatives to improving the coverage of issues related to HIV/AIDS;
8. to impact skills that would enable participants to manage and use properly instruments such as the conventions on :
  - the Elimination of All Forms of Violence Against Women;
  - the Elimination of All Forms of Violence Against Women;
  - the Post-Beijing + 5 report

## **Topic: Reproductive and Sexual Rights**

### **Objective**

1. to enable participants to understand the concept of reproductive and sexual rights;
2. to enable participants to understand the concept of sexuality as a choice

### **Teaching Activities**

#### **Lecture (30mins)**

1. using the overhead projector facilitator explains the concepts of reproductive and sexual rights,
2. facilitator explains the concept of sexuality as a choice
3. facilitator assess the participants understanding of the concepts through simple questions

## **Topic: Reproductive and Sexual Rights (1h30mins)**

### **Objective**

1. to explore ways of applying the concept of sexuality as a choice;
2. to evaluate participants' understanding of reproductive and sexual rights;
3. to identify the mechanisms that empower women in the exercise of their rights;
4. to discuss alternatives for better coverage of reproductive and sexual-rights issues through the media;

### **Question for the Plenary Session**

- a) how can the media reinforce the empowerment of women in the fight against the violence of women's reproductive rights;

### **Teaching Activity**

#### **Discussion**

1. the facilitator should ask the above question to participants, letting them come out with various answers.
2. answers should be written on a flipchart later to be fixed to a wall;
3. all the findings of the work group shall be part of the final report

**Logistical Requirements:** flipchart, pens and overhead projector

## **Additional Reading Materials**

MCFADDEN, Patricia. **Motherhood as a Choice**. 1994

KIRSHENBAUM, Gayle. **Women's Rights are Human Rights**. 1998

BUNCH, Charlotte. **Toward a Re-vision of Women's Rights**. 1990

POLATNICK, M. Rivka. **Why Men Don't Rear Children. A Power Analysis**. 1973

United Nations Report on **the Elimination of All Forms of Discrimination Against Women;**

Amnesty International. **The Optional Protocol to the Women's Convention: Enabling women to claim their rights at the international level**. 1997

\_\_\_\_\_ **what's in a Word?** 1998

\_\_\_\_\_ **'Why are we Still Waiting'**. 1998

**Mozambican report on the Post-Beijing + 5 Meeting**



## Notes for the Overhead Projector<sup>18</sup>

### Definitions

According to the United Nations, Reproductive Rights include the rights of women to:

- decide freely and responsibly the number, spacing and timing of their children, and to have the information, education and means to do so;
- Attain the highest standard of sexual and reproductive health, and make decisions about reproduction free from discrimination, coercion and violence;
- the right to be free about their sexual lives and sexual decisions

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<sup>18</sup> Notes prepared by Patricia McFadden PhD

## Session 3

### **Gender and HIV/AIDS: The Case of Mozambique**

#### **Part 1: 1h30mins**

#### **Objectives**

1. to enable participants to discuss and understand the gender dimensions of HIV/AIDS;
2. how women violations reinforce women's vulnerability to HIV/AIDS;
3. to discuss how customary and traditional practices increase women's vulnerability to HIV/AIDS;
4. to discuss how the media can improve the coverage of HIV/AIDS issues in order to facilitate the understanding of these issues;
5. to discuss what is being done by women's associations in fighting against the increase of HIV/AIDS prevalence in women who are victims of gendered violation.
6. to explore women's organizations constraints in the fight against gendered HIV/AIDS issues

#### **Teaching Activity**

##### **Guest Lecture Session with Women's Organizations Representative**

1. the facilitator should ask the guest lecturer to focus the presentation on the objectives of this session;
2. the lecturer should make a presentation in line with the above objectives;
3. a question and answer session in which the guest lecturer responds in depth, to the questions raised by the participants should come at the end.

## **Topic: Strategies on Using Media for Advocacy Against HIV/AIDS**

**N.B This session shall be administrated by the guest lecturer**

**Collective Discussion: 1h45mins**

### **Objective**

1. to enable participants to discuss and develop strategies on using media for advocacy against HIV/AIDS;
2. to orient the participants on the identification of the strategies;
3. to enable participants to clarify their concerns and doubts with regard to HIV/AIDS issues;
4. to discuss how participants can lobby for HIV/AIDS advocacy in their workplace.

### **Questions for the Session**

1. What strategies can be developed to use the media for advocacy against HIV/AIDS?
2. How can these strategies be developed?
3. How can participants lobby for these strategies in their workplace?

### **Teaching Activity**

1. the guest lecturer should introduce the subjects and direct discussions in order to respond to the above questions;
2. each participant shall feel free to comment, disagree or agree with the strategies developed;
3. a participant shall take down notes on the strategies developed on the flipchart;
4. at the end of the session the notes shall be placed on the wall so that anyone can access them;
5. the notes shall also be part of the course file



## Notes for the Overhead projector<sup>19</sup>

### A different approach to HIV/AIDS

- Individual response,
- Abilities for negotiation in all relations and circumstances
- Both par are aware in regard to gender concerns
- Both partners concerned and engaged in the fight against HIV/AIDS
- Partnership against HIV/SIDA
- Interviewing women,
- Provide attention to all affected

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<sup>19</sup> Notes prepared by Patricia McFadden, PhD



## **Session 4**

### **Reflexive Exercise: (1h15mins)**

#### ***Question: How Gender Sensitive Have You Become as Journalist?***

#### **Objective**

2. to enable participants to evaluate themselves on their understanding of gender concepts, definitions and strategies;
3. to establish how well participants did in terms of their sensitivity to gender as journalists and as a development analytical tool;
4. to allow the facilitator to assess which participants had grown and which ones were experiencing resistance in the training situations;

#### **Teaching Activity**

1. the facilitator shall clearly explain what she expects the participants to do during the session;
2. participants shall individually write on A4 pages their self assessment on how sensitive they have become as journalists since the start of the course;
4. the facilitator shall read, out to class, their responses, evaluate them and clarify their doubts;
5. the responses must be put in the training file to constitute part of the final report.

## **Day Eight**

### **Description of Activities**

#### **Session 1 & 2**

- **Course Review**

**Activities:** 1. Review of the previous day's reflexive exercise  
2. In-depth newspaper analysis

#### **Session 3**

- **Gender as a Sustainable Media Issue**

**Activities:** 1. Groupwork. Identifying sustainability strategies  
2. Plenary session. Report back on the groupwork

#### **Session 4**

- **Course Evaluations**

**Activities:** 1. In line with UNESCO  
2. Evaluation precedures

## **Session 1**

### **Evaluation of the Previous Day Reflexive Exercise (1h15mins)**

#### **Objective**

1. to let participants know facilitator impressions on the reflexive exercises;
2. to give participants a chance to ask something in the programme that they may not have been understood clearly.
3. To give participants a chance to let them explain to their colleagues what kind of resistance they were facing in becoming gender sensitive journalists.

#### **Teaching Activity**

1. the facilitator presents comments on the reflexive exercises;
2. the facilitator responds to their concerns on becoming gender sensitive journalists;
3. the facilitator clarifies their doubts with regard to concepts and issues of the content of the programme implemented during the course.

## **Session 2**

### **Newspaper Analysis (1h)**

#### **Objective**

1. to apply the concepts participants have learnt during the training process;
2. to ensure that they have gained and understood analytical tools for further newspaper analysis in their daily lives;
3. to discuss alternatives to research, writing, analysis and comment about gender issues for the media and in society.

#### **Teaching Activity**

1. participants shall read the newspapers focussing on those reports and activities expressing gender imbalance, bias, discrimination, etc;
2. participants identify and discuss in groups the different articles and spell out the weakness of the stories;
3. participants cite alternative ways of writing and reporting the the story.
4. presentations of group reports to the plenary session.

## Session 3

### **Making Gender a Sustainable and Continuous Media Issue**

#### Objective

1. to discuss strategies of transforming gender into a sustainable media issue;
2. to list the strategies that would ensure that gender was a continuous media issue;
3. to transform gender into a serious political issue through media advocacy;
4. to enable participants to understand the implications of gender analysis on issues of power and transformation;
5. to visualise the changes in the character of the media after a gender sensitive approach and mainstreaming.

## **Topic: Making Gender a Sustainable and Continuous Media Issue.**

### **Objective**

1. help participants to identify for themselves ways of making gender a sustainable and continuous issue in the media and in their day lives;

### **Question to Work Groups**

1. How do you transform gender into a sustainable and continuous media issue?
2. What can you do to ensure that you achieve this?

### **Teaching Activity**

#### **Work Group: 1h30mins**

1. participants shall be divided into 3 groups.
2. they should respond to question above;
3. participants shall feel totally free to make their comments and analysis;
4. answers must be written on a flipchart and placed on the wall after presentation in a plenary session;
5. facilitator shall orient the groups during the practical work group session.

## Presentation of the Findings

### Plenary Session: 1h45mins

#### Objective

1. to present the working group findings to the class;
2. to discuss the strategies identified;
3. to clarify any doubt that participants may have with regard to the training course;
4. to discuss how to implement the strategies in newsroom;
5. to understand the implications of producing, sustaining a gender sensitive media.

**Logistical Requirements:** flipchart, overhead projector, pens

#### Additional Reading Materials

Author Unknown. **Strategies for Developing more Gender Sensitive Practice**

Author Unknown. **Organizational development and Gender.**

United Nations **Convention on the Elimination of All Forms of Discrimination Against Women.**



## Notes for Overhead Projector<sup>20</sup>

### Changing the sexist language

- take an active attitude and role at a community level
- Edit stories and programmes from a gender perspective
- Select specific groups to develop the new language
- Training in the use of adequate language in the media
- Change the language that favor men
- Mobilize and sensitize women in the fight for their rights in the media, in the communities throughout language in the mass media.
- Use posters, videos, theatre to sensitize women and men
- Never use stereotypes, replace with gender positive and sensitive terms.
- Circulate literature about the new terminology
- React and respond to negative terms
- Self criticism of the language used, be aware and permanently consistent

### How can the media become more gender sensitive ?

- Though critical evaluation of the concept of representation in use.
- Recognize that media plays an important role in reinforcing the patriarchal ideology in regard to women.
- Challenge and change the division of labour and power in the workplace
- Transform gender awareness into a permanent and sustainable part of the information dissemination process

<sup>20</sup> Notes prepared by Patricia McFadden, PhD



- Challenge stereotypes of women and men in the workplace and communication process
- Recognize that gender equity must be the responsibility of both, women and men
- Press the media training institutions to elaborate curricula in order to incorporate gender concerns
- Develop programmes in order to sensitize editors and senior journalists to new concepts of gender, for example, language
- Reinforce the programmes of the public, private and community media such as talk shows and articles on the need of being aware on how advertisement agencies use the female image.
- Reinforce the media and civil society network
- Lobby with advertising agencies in order to develop advertisements from a gender sensitive perspective.
- Organize workshops to sensitize media professionals
- Develop immediate response mechanisms in order to have a control mechanism for concerns that perpetuate and stereotypes against women.
- Give the voice to women
- Encourage women to cover events of sensitization and sensitize men to cover the women's beat.
- Give women the opportunity to invest in the media industry
- Review the role of the internet with regard to women deprivation