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Through the Gender Lens

Motivating Youth to Analyse and Develop Gender-Sensitive Media Content on Gender Based Violence

Uks - A Research, Resource & Publication Centre on Women and Media

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Tasneem Ahmar
Director, Uks

List of Abbreviations

GBV	Gender-based Violence
GMMP	Global Media Monitoring Project
PPC	Pakistan Penal Code
UNFPA	United Nations Population Fund
VAW	Violence Against Women
WHO	World Health Organisation

The Domino Effect

The concept of gender-based violence is new to the youth of Pakistan, that much is clear from the peer trainings held by thirty participants of Uks' youth training programme in GBV through October and November 2010. These peer trainings were held throughout Pakistan in the provinces of Punjab, Sindh, Azad Jammu and Kashmir, Balochistan and Khyber Pakhtunkhwa. Participants used the handbook and its exercises as a basis for their trainings.

Indeed, according to AJK-based Muhammad Awais Awan, "It was very difficult to start talking directly on GBV, but when the youth started thinking and understanding this issue through group work and brain-storming, then everything was under control and it became easy to convey the messages."

In his training in Muzaffarabad, he found it especially difficult to conduct a session on sexual violence and puberty, given the cultural sensibilities. Over all, however, Awan found that: "GBV exists in the routine lives of our community and we should conduct these types of activities at the community level to make our community aware and empowered especially for women."

These are excerpts from the Peer Training reports submitted by our trained youth.
For details and complete reports, please refer to all the peer training reports included in the DVD that Uks has prepared to go with this handbook.

Section One: Preface

This is by no means a textbook; indeed, each of the topics covered merit books on their own. Instead, Through the Gender Lens aims to introduce students to these topics, hoping that they may stimulate further interest and research.

The handbook uses a multi-disciplinary approach, combining gender studies, media literacy and mass communication. It has been structured so that students gain a step-by-step and broad understanding of gender issues and gender-based violence in the Pakistani media landscape. This handbook was used for the training of 30+ youth from across Pakistan by Uks under its project on 'Youth, Media and Gender-Based Violence'. Through participatory-learning activities linked to each topic, participants were encouraged to think critically and explore alternative personal perspectives. By the end of the sessions, and the book, participants were able to analyse media content for themselves and produce more gender-sensitive media content themselves; they have also been able to pass on what they have learnt to their peers and their respective communities.

It is hoped that this handbook will prove to be equally useful for anyone who is interested in carrying this message forward. Above all, Through the Gender Lens aims to continue to inspire and motivate youth through a transformative learning process, so that they use the skills and information given in this book to become engaged and gender aware citizens.

Peer Training Held in Karachi

A one day Peer Training session was held in Karachi on 'Changing Mindsets on Gender-Based Violence' at T2F on November 29, 2010, with 108 participants. When asked for their feedback on the GBV Handbook, the participants were very receptive and keen on the concepts discussed from the handbook. Most of them had never thought of the role the media played in spreading GBV and said that they were looking at it differently now. Many other queries were put before them and they gave candid replies. When asked which concepts were difficult to understand, they responded that it was difficult to explain the objectification of women in many advertisements even though everyone agrees that modeling is a proper profession and field. They also said that the linkage of GBV with religion is a sensitive issue for many. The participants were very receptive and keen on learning and understanding the concepts of GBV. The response of the youth, particularly, was very encouraging and gave hope that this is the generation that will be the change agent. All of them agreed with the concepts being discussed and understood the role media plays in spreading GBV. And, all of them agreed, that change was imperative.

These are excerpts from the Peer Training reports submitted by our trained youth. The complete reports have been included in the DVD that Uks has prepared to go with this handbook

Section Two: Introduction to the Project

Half the world's population is under the age of 25 and most of the world's youth - more than 85 per cent - live in developing countries. Pakistan currently has the largest cohort of young people in its history (25 million aged 15-24). It is a fact that young people face a number of critical life decisions and challenges between the ages of 15-24 that relate to a series of transitions to adulthood. Add to these, the contents of today's media-packed world, it could be a mind boggling exercise to look for gender-sensitive contents that may lead the youth to play an effective role

towards the making of a gender-just society. The present media scenario reflects and represents the kind of gender bias that is present in our society. Politics takes the major chunk of print and electronic media time and space. Entertainment portrays women in roles that are neither positive nor realistic. Advertisements focus heavily on physical and sexual beauty and roles where a woman is reduced to only a face and a body. This leads to many negative perceptions about women and their status in the society. When women are absent from news, current affairs programmes/writings, or are present only to be mocked at (as happens in many talk shows), when women in our television plays are shown as victims, bearing all kind of abuses (slaps, insults and much more) and when women in our advertisements are shown as objects of sexual pleasure, then the impact upon the people, specially the youth of Pakistan, is certainly an issue to be discussed. As those who could be the real harbingers of change - the youth - are bombarded with images of women as objects of pleasure or pity, powerless and dependent. These are persuasive images and can lead the youth into negative behaviours but there are no solutions being offered on how to improve the images of women from powerless to assertive beings nor is there any impact analysis on how these stereotypical images turn our youth into violent males.

It was in this scenario that Uks, in collaboration with UNFPA, took up a project that involved the youth in media monitoring, review and analysis of current contents guiding them in the production of their own - gender sensitive and just - messages to counter the negative impact of existing media contents.

With youth as the focal point, one of the actors in this process is a socially responsible media that can take the challenge of bringing about the desired reforms in the society by changing mind-sets. It is also a fact that behaviour and attitudinal changes are a long-term process and require repeated, continued and intensive initiatives and interventions. This project aimed to be one of these initiatives and interventions that are much required.

Objectives:
The project aimed to empower the youth to transform their passive relationship with the media into an active, critical engagement — capable of challenging the existing stereotypical images of women and bringing forward positive content on GBV.

Media content analysis on gender-based violence begins with the argument that many forms of violence against women are deeply imbedded in our socio-cultural-tribal structure and taken for granted. The youth were made aware that though recently there have been some media initiatives on awareness-raising on gender-based violence, this has not generated public response. The whole process will help initiate open dialogue and critique of media trends that are damaging to women as the contents can (and do) actually encourage men to turn violent in order to prove their masculinity.

Among its many objectives, the following are worth a mention:

- To discuss gender equality and justice within the media and society and promote zero tolerance on GBV among the youth and, through them, society at large
- To give equal opportunity to young girls to share their views
- To create openness and encourage frank debates on issues that may have been considered taboo like HIV/AIDS, drugs, and teen pregnancies, as well as several of forms of violence.
- To help initiate change the way the media portrays women and sensitise the public to the notion that women's rights

are human rights

Project Outputs:
Trainings on:
Media Monitoring techniques
Quantitative and qualitative content analysis
Deconstructing media messages
Peer Trainings
Production trainings
Media involvement and interaction

Project Strategies:
The project involved selected Pakistani youth in the process of media content analysis and using gender lens for deconstructing negative, stereotypical or derogatory contents. The youth were also involved in developing material on issues of Gender-Based Violence (GBV) and working through themes such as 'Women's Rights are Human Rights', 'Equality for All', etc., inculcating in them a sense of responsibility, understanding and empathy.

The project involved three phases:

Phase 1: More than forty young boys and girls from various schools and colleges, as well as different regions in Pakistan, were identified. An orientation workshop was then held to familiarize the youth with media issues and GBV. Moreover, the youth were divided into three groups according to medium (print, radio and television) and their commitment to and expectations of the project were assessed.

Phase 2: Two sets of trainings, a five-day in Karachi and a three-day in Islamabad, were conducted on how to review, analyse and deconstruct the media content on GBV through gender lens. This training also provided them technical and editorial know-how on how to develop gender-sensitive content on GBV, especially for their peers.

Phase 3: The final phase led to the implementation of the project concept and development of gender-sensitive media content by the youth. This content is being shared at a jointly held press conference on December 10, 2010, the World Human Rights Day. Moreover, the project tried to get commitments from the trained youth and the peers into generating resources (through partnerships, sponsorships, etc.) to continue with the activities - some if not all - to review media contents, interact with the media and also produce their own contents. They were also asked to take this training forward to other schools and youth groups, especially for the 'out-of-school' youth.

Eliminating GBV Starts from Homes in Chakwal

A 3-day Peer Training session for 30 participants was held in Chakwal on November 25, 2010 by Saira Rehman. The participants were very enthusiastic to learn about the concept of Gender-Based Violence, since it was new for them, having been aware of violence but never associating it with gender. Therefore, of the concepts discussed, they had difficulty understanding those of gender and media classification and domestic legislation. The participants also discussed issues of reproductive health and youth, as well as behaviour change communication. According to Saira Rehman, "It was a challenge to arrange a combined discussion group on GBV of males and females owing to social constraints". However, at the end of the training, most participants looked at GBV in a new light and vowed to do whatever they could to eliminate it from society, starting from their homes.

These are excerpts from the Peer Training reports submitted by our trained youth. The complete reports have been included in the DVD that Uks has prepared to go with this handbook

Section Three: The Basics of Gender and Gender-Based Violence

Learning Objectives: To develop an understanding of the difference between the terms gender and sex;

To understand how gender discrimination is a root cause of GBV

To become familiar with definitions of GBV
To understand its impact, perpetrators (individuals and institutions) and causes of under-reporting;

To become aware of how traditional beliefs and practices perpetuate GBV

What is Gender?
Gender does not merely refer to the sex of a person – male or female. It refers to the roles they are expected to play in society according to their sex. The WHO differentiates the two thus:

'Sex' refers to the biological or physiological characteristics that define men and women[1].

'Gender' refers to the socially constructed roles, behaviours, activities, and attributes that society considers appropriate for men and women.

An example of a sexual characteristic is that women are able to have babies while men are not. On the other hand, an example of a gender characteristic is, that in most parts of the world women do more housework. Another example of a gender characteristic is that while men are allowed to drive in Saudi Arabia, whereas women are not.

ACTIVITY 1: WISH-LIST

Type: Role-play

Objective: To help students think about gender characteristics and why they are socially constructed

Method: Pair boys with boys and girls with girls. Ask participants to complete the following sentences:

1. I am happy that I am a girl because ---.
2. I am happy that I am a boy because---.
3. I wish I were a girl because ---.
4. I wish I were a boy because ---.

Write the answers on a board or flipchart paper and ask students which of the roles can or cannot be changed. For example: "I wish I were a boy so I could leave the house whenever I wanted and go around with my friends" (gender). Or, 'I wish I were a girl so I could have a baby" (sex)[2].

Explain that some of these examples refer to gender roles and some refer to sex. Define sex and gender using examples students gave. Look at the sentences shared and discuss which roles and responsibilities can be changed and which cannot.

ACTIVITY 2: GENDER BOX

Type: Visualisation

Objective: To give students an understanding of gender roles through a gender box[3]

Method: Draw a picture of a boy and girl on a board or flipchart paper. Ask students to name the boy and girl. Write the answers to the following questions around the drawing:

1. What messages does your community send to this boy/girl when he/she is told to act like a man/woman?
2. What is he/she expected to do?
3. How is the boy/girl expected to act?

Draw a box around the messages, drawings and answers from the participants; explain that this is a gender box. This is how we expect people to act, depending on society's masculine or feminine behaviour.

On the outside of the box, write the answers to the following question:

1. What is the person (he or she) discouraged from being or doing?

WHAT IS VIOLENCE AND HOW CAN IT BE GENDERED?[4]

Violence is the expression of physical or verbal force against self or other, compelling action

1. World Health Organisation Gender, Women and Health [Online] Available: http://www.who.int/gender/whatisgender/en/index.html
2. Adapted from USAID [March 2009] Introduction to Gender in Doorways 1: *A Student Training Manual on School-related Gender-Based Violence Prevention and Response*, pp 42
3. Adapted from USAID [March 2009] Introduction to Gender in Doorways 1: *A Student Training Manual on School-related Gender-BasedViolence Prevention and Response*, pp 51
4. Adapted from Women's Support Programme [2005] *Getting the message across? Challenging male violence through public education*, pp 4

against one's will on pain of being hurt. Therefore, isn't hitting a person simply a violent act committed against another human being? Violence is a means of controlling another person, as an expression of power over that person. In this context, stories about violence are, at some level, stories about gender and what it means to be a man or a woman.

This does not mean that women cannot be violent, but because more men commit these acts against women, it leads us to question why. Violence and aggression are central to traditional ideas of masculinity. Men are meant to be aggressive in all spheres of life, whether it is at home or in the office. This aggression is not just directed against women but against other men as well. Meanwhile, women are assumed to be emotional, passive, vulnerable and nurturing. But these traits are assigned by society – what sociologists call socially constructed roles – and are not necessarily natural. So, men can choose not to be violent, just as women can choose to be violent.

Moreover, assumptions about gender contribute to a society where violence against women and girls is considered acceptable. Because women and girls are not seen as equal or valuable citizens, violence against them is tolerated.

"Feminist campaigns have been concerned to give a name or a voice to the experiences of women: to call violence, violence – not love, not honour, not fun, and, above all, not acceptable."

Until gender-discrimination is eliminated, violence against women is bound to continue.

ACTIVITY 3: VIOLENCE AND GENDER

Type: Group discussion

Objective: To demonstrate how violence is perceived through a gender lens.

Method: Ask participants the following question with examples:
Is how we define violence - whether we see it as unjust or criminal – a reflection of how we perceive gender and sexuality?

Examples:
1. Is a husband who forces his wife to have sex against her will exercising his 'conjugal rights, or is he a rapist?

1. Is a knife-attack on an elderly woman outside a shopping centre 'more' violent than a knife-attack on a young man outside that same shopping centre?

Ask participants to provide other examples and write them on a board or flipchart. The discussion can be guided with the following questions:

1. What makes a crime more grave?
2. Is it the age or sex of the victim?
3. Is it the age or sex of the perpetrator?

WHAT IS GENDER-BASED VIOLENCE?

In 1993 the United Nations defined gender-based violence (GBV) as:

"Any act of gender violence that results in or is likely to result in physical, sexual or psychological harm to women or men, including threats to such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life"[5].

Therefore, men or women may be targeted with physical, mental or sexual harm or suffering. GBV also includes threats of such acts, use of force or taking away freedoms. These can occur

5. Adapted from Hendrik [2009] Gender-based violence [Online] Available: **http://socyberty.com/sociology/gender-based-violence/**

privately – such as in the case of domestic violence – or publicly – such as using gang rape by village councils to settle disputes.
The World Health Organisation provides perhaps a simpler definition, calling it violence directed against a person on the basis of gender or sex.[6]

This means that GBV is not limited to women, neither does it only occur in developing countries. It is prevalent in countries across the world taking many different forms based on cultural or religious customs.

Some of the more common forms of GBV are as follows:

- Domestic violence, which occurs in every country
- Sexual violence which may include sexual abuse and rape
- Forced prostitution
- Sexual exploitation of women but especially young girls
- Female genital mutilation
- Honor killings
- Human trafficking
- Forced marriage[7]

(*Detailed breakdown of the forms of Gender-based Violence in Annex*)

Although gender-based violence can happen to both men and women, men are more likely to commit such acts.[8] For example, wife abuse and sexual coercion are acts committed irrespective of country, culture, economic status or religion.

The consequences of gender-based violence – whether it is mental, physical or sexual - are long term. The victim can develop mild to severe physical or psychological damage making her unable to lead a normal, functional life. GBV impacts self-esteem, the ability to develop relationships or to work productively.

In some cases, social institutions – such as courts or jirgas (village councils) – blame the victim for an act committed upon her. The victim may be blamed because of how she dresses or that she dares to venture outside her home. In other words, it may be used to inflict punishment for breaking a social taboo.

In fact, blaming the victim also has another dangerous consequence: it is often under-reported because of fear of public shame and humiliation. In some cases, GBV may not be seen as a crime because of religious or cultural norms.

HOW CAN CULTURE AND RELIGION PERPETUATE GBV?[9]

Any given society is bound together by a set of values and norms, that is, what is considered acceptable behaviour. In some societies, these values and norms are derived from religion or religious texts. Many of the rites and rituals common to that society are also derived from cultural practices dating, perhaps, hundreds of years back.

Not all such traditional practices are bad, but in terms of women's rights, many have proved to be a major site of resistance to change. In countries in which great emphasis is placed on custom and tradition, violence against women is either accepted as a way or life or, worse, condoned. Well known examples of such practices are female genital mutilation, early marriages, honour killings and dowry murders. They persist so that men can maintain their authority. They will also often be defended by traditional leaders – most likely men – as a part

6. Adapted from Hendrik [2009] Gender-based violence [Online] Available: **http://socyberty.com/sociology/gender-based-violence**
7. Ibid
8. Ibid
9. Adapted from Inter Press Service [2009] Religious and Harmful Traditional Practices in *Reporting Gender Based Violence: A Handbook for Journalists*, pp 10

of culture. In societies where such harmful practices persist, women will also often defend them without questioning them.

ACTIVITY 4: SITES OF RESISTANCE

Type: Vote With Your Feet

Objective: To encourage students to critically analyse the role of tradition and religious leaders in perpetuating GBV.

Method: Provide students with a sample of the following story. Designate two corners as 'Agree' or 'Disagree'. Ask the following questions and have them stand in either corner.

1. Is domestic violence a private matter or a public concern?
2. In the case of the domestic violence bill, what groups are opposing legislation?
3. Do you think their opposition is justified because their reason is sound?
4. Or because they represent a group whose opinion you trust?
5. Do such attitudes endorse or perpetuate domestic violence?

Note down the number of votes on a board or flipchart. Then ask participants to explain why they agree or disagree.

Sample story: In August 2009, the National Assembly passed a bill outlawing domestic violence. The bill defined domestic violence as intentional acts of gender-based or other physical or psychological abuse committed by an accused against women, children or other vulnerable persons, with whom the accused person was or had been in a domestic relationship.

So not only did the bill seek to protect women and children in abusive domestic relationships, it also named 'vulnerable persons' as recipients. These vulnerable persons could also be men. Opposition to the bill came from the Council of Islamic Ideology which said that it could fuel family feuds and push up divorce rates. Meanwhile, JUI-F lawmaker Maulana Mohammad Khan Sherani – who opposed the bill in the Senate – told the Associated Press in an interview that domestic violence is not a big problem in Pakistan. He said that advocacy groups manufactured the issue of women's rights, leading them to become contenders to men in the public sphere. The senator also said that the new law will also lead to more divorce and a disrupted family life by allowing police and other authorities to interfere.

Talking About GBV Breaks Taboos in Sargodha

Syeda Sana held a Peer Training session for 15 participants on October 29, 2010 in Sargodha. She appreciated the handbook saying that it not only made things interesting and easy to understand for the trainees, but also greatly helped her in her role as a facilitator. She felt that the participants had a problem grasping the reason for male dominance in our society and also figuring out who constructs and assigns these gender roles. Since the training was only for a day, she feels that the time was too short for such a detailed and important discussion and it was difficult to conclude it in the given time. Owing to this, many questions from the participants were left unaddressed. Initially, the participants were not clear about GBV, but after the discussion they agreed that not only does this exist in the society, but that some of them had even faced some form of it in their lives without even realizing what it was. Participants were eager to have more discussions on this topic so as to break the taboo factor it holds. In the beginning, they had been unwilling to admit that the media and advertisements use women in a negative manner, but by the end, they agreed that women are objectified and used to sell products.

These are excerpts from the Peer Training reports submitted by our trained youth. The complete reports have been included in the DVD that Uks has prepared to go with this handbook

Section Four: State and Status of Gender-Based Violence in Pakistan

Learning Objectives: To apply the ideas learnt in the introductory chapter about gender and gender-based violence to the Pakistani context

To identify and recognise the various forms of gender-based violence in Pakistan

To analyse why GBV persists in Pakistan despite national and international commitments as well as domestic legislation

INTRODUCTION TO GBV IN PAKISTAN

Gender-based violence is universal, that is it occurs in all countries of the world. The only difference is in scope. Moreover, this form of violence in deeply embedded in society where women are under-valued; in a patriarchal society like Pakistan's – where men make the personal and economic decisions - women are treated as

property to be traded, as vessels of family honour, or as objects of sexual desire instead of as human beings with free will. Indeed, for this reason, GBV is often misunderstood or trivialized, resulting in under-reporting. Nevertheless, the following facts and figures demonstrate the gravity of the issue:

- Every second women in Pakistan is a victim of violence, according to reports by human rights groups.
- The gender based violence situation in Pakistan is alarming. Recent estimates indicate 70-90 percent of women in Pakistan suffer from some form of (domestic) violence.
- Consequently, violence is responsible for 0.9. per cent of the deaths of women aged between 20-49 years in Pakistan. Of these, most deaths are attributed to rural settings rather than urban.
- A study in Pakistan concluded that nearly one quarter of the women were subjected to some form of violence during pregnancy; it could range from slapping to forced sexual intercourse.[10]

As explained in the last chapter, GBV can take several forms, which are categorized as follows:

- Sexual violence;
- Physical violence;
- Emotional and psychological violence;
- Harmful traditional practices;
- Socio-economic violence. (*For more details, refer to Annex 1: Forms of Sexual and Gender-based Violence*)

ACTIVITY 1: GENDER-BASED VIOLENCE AT HOME

Type: Brainstorming
Objective: To encourage students to identify forms of GBV in their own communities and recognise similarities and differences.

Method: Write the area/region where participants are from on a board or flipchart paper. Ask participants from each area/region to provide examples of GBV. Underline common answers and ask participants to narrate and explain the particular traditional forms of GBV. Highlight similarities and discuss the reasons for the differences.

ACTIVITY 2: 20 MINUTES

Type: Visualisation

Objective: To help student's develop an understanding of how gender-discrimination leads to GBV in the Pakistani context and its cost Method: Put the statistic that "A woman dies every 20 minutes due to child-birth related complications" on a board or a flipchart paper. Draw a box around it. Ask students what contributes to this statistic. The following questions will guide the discussion:

1. Can gender discrimination be a factor, for example, early marriages or poor nutrition?
2. How does poverty contribute to higher maternal mortality?
3. How does poverty and therefore limited access to resources and healthcare impact women?
4. Are women able to make decisions related to healthcare and childbirth? Why not?

Write the answers around the boxes with arrows pointing to the box to demonstrate how patriarchy and poverty impacts women and society as a whole.

10. Adapted from World Population Foundation Gender-Based Violence and Reproductive Health Facts [online] Available: **http://www.wpfpak.org/html/gbv_facts.html**

Teaching Men About GBV in Lahore

Maria Jamshed held a one day Peer Training for 31 participants at Superior University, Lahore on November 10, 2010. She said that the participants really appreciated the handbook and found it easy to understand the concepts explained in it. However, they had a problem distinguishing between gender and sex as well as understanding ethical guidelines and why the media doesn't follow set rules. She also regretted the lack of time to discuss such involving topics and said that the youth showed eagerness to learn more about these concepts. However, the male participants in the group were unwilling to believe that some of the acts mentioned were actually violent. They also felt that such topics were not for them and should be discussed only by women.

These are excerpts from the Peer Training reports submitted by our trained youth. The complete reports have been included in the DVD that Uks has prepared to go with this handbook

National And International Commitments

The cost of allowing GBV to persist in Pakistan is huge, and sometimes unquantifiable. Whether as mothers or farm labourers, repeated violence causes women to become more likely to suffer from physical, mental and reproductive health problems. Abused women also show poorer mental health and social functioning. They are less likely to complete their education and fully participate economically, socially and politically. Their children are at greater risk for mental and health problems as well, and the cycle of life-long abuse can become hard to break.[11]

Who is responsible for preventing and prosecuting GBV? It is the family, community and the state. Just as an individual is bound to respect the values and laws of society and the country, in exchange the state provides citizens with security and protection. Moreover, just as the citizen can be held accountable by the state if he or she breaks laws, the state itself is responsible to its citizens as well as the international community through international organiSations like the UN and international treaties and conventions that it has signed or ratified. This is called 'state responsibility'.

In terms of the rights of women in Pakistan, the Constitution of Pakistan makes it clear that the state should guarantee equality between men and women. It has the following provisions for affirmative action for women:

Article 25 states: "All citizens are equal before the law and are entitled to equal protection before the law; there shall be no discrimination on the basis of sex alone; nothing in this Article shall prevent the State from making any special provision for the protection of women and children."

Article 34 states: "Steps shall be taken to ensure the full participation of women in all spheres of national life."

Below is a table of gender-specific national and international commitments protecting basic human rights and gender equality.

GENDER-SPECIFIC NATIONAL AND INTERNATIONAL COMMITMENTS

INTERNATIONAL COMMITMENTS	NATIONAL COMMITMENTS
The Universal Declaration of Human Rights (UDHR), 1948	Constitution of Pakistan, 1973
Convention on the Rights of the Child (CRC), ratified by Pakistan in 1990	National Plan of Action for Women (NPA), 1998
Beijing Declaration and Platform for Action, 1995	National Policy for Development and Empowerment of Women (NPDEW), 2002
Millennium Development Goals, 2000	National Strategic Framework for Family Protection (NSFFP), 2001
Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), Pakistan acceded in 1996	Vision 2030, 2007
SAARC Convention on Preventing and Combating Trafficking in Women and Children for Prostitution, 2002	Gender Reform Action Plan (GRAP), 2005

DOMESTIC LEGISLATION

The Pakistan Penal Code (PPC) is the main criminal legislation of Pakistan and it provides definitions and punishment for various offences which may or may not be gender-specific.[12]

LAWS PARTICULARLY AFFECTING WOMEN

DOMESTIC LEGISLATION	DESCRIPTION
Muslim Family Laws Ordinance, 1961	Muslim Family Laws Ordinance, 1961
Hudood Ordinance, 1979	Implements Islamic Shariah law by enforcing punishments mentioned in the *Quran* and *sunnah* for *Zina* (extramarital sex), *Qazf* (false accusation of zina), Offence Against Property (theft), and Prohibition (the drinking of alcohol).
Protection of Women (Criminal Law Amendment) Act, 2006	This act was passed to remove anomalies in the Hudood Ordinance and the Pakistan Penal Code

12. Adapted from Inter-Agency Development Group (March 2010) Press release on 'Our lives, Our laws' [online] Available at: **http://www.unic.org.pk/pdf/INGAD%20Press%20Release-%20IWD-2010.pdf**

LAWS PARTICULARLY AFFECTING WOMEN (contd...)

DOMESTIC LEGISLATION	DESCRIPTION
Sexual Harassment Act,2010	This act amended Section 509 of PPC and in the Code of Criminal Procedure. It elaborates and specifies what constitutes harassment of women in public, private and the workplace.
Acid Control and Acid Crime Prevention Bill, in the process of being introduced in parliament.	The act seeks to establish control mechanisms over the production, sale and distribution of acids, besides seeking increase in criminal sentences for the perpetrators of such crimes. Two new sections 336 A and B will be added in the Pakistan Penal Code under this law prescribing a sentence up to a life term in addition to a maximum fine of Rs500,000.
Honour-killing Bill, 2006	The bill raises the maximum penalty for honour killing
Domestic Violence (Prevention and Protection) Act, 2009	This bill was allowed to lapse before it could become an act

(Main Sources: Ministry of Women Development, UNIC, UN)

Moreover, a permanent National Commission on the Status of Women has also been established in 2000 to examine the relevance and efficacy of all policies, programmes and measures in line with needs of women development and gender equality.

ACTIVITY 3: LOSS AND GAIN

Type: Group discussion

Objective: To introduce students to national and international commitments on gender equality and equity; to encourage students to critically analyse why GBV has not been eliminated or contained despite the relevant legislation.
Method: After explaining the various national and international commitments to eliminating GBV, ask participants to discuss the lack of implementation through these questions:

1. Who has the most to gain from the implementation of these laws and commitments?
2. Who or what prevents the implementation? The police, courts, state, political/religious leaders?
3. What is at stake if these are not implemented?
4. How can attitudes be changed?

Training Enlightens Minds in Jacobabad

Saima Gul Mirani held a Peer Training session on Gender-Based Violence in Greenland, Jacobabad on November 3-4, 2010 for 31 youth participants. She said that the participants were very appreciative of the handbook, finding it very informative on issues related to media anaylsis, GBV and human rights. The participants deliberated on how to maintain ethics while working in the media. Initially, the participants thought that GBV was a court related legal issue, having never heard of it before, but by the end, most were of the opinion that such trainings should continue in the future.

These are excerpts from the Peer Training reports submitted by our trained youth. The complete reports have been included in the DVD that Uks has prepared to go with this handbook

Section Five: Gender and Media

Learning Objectives: To provide a theoretical grounding on media literacy

To understand how the media controls notions of femininity
To provide an overview of how the media covers gender-based violence

Conceptual Approaches

At its simplest, communication is the process by which a message is transferred from the sender to the receiver - person A to person B – and back. But what happens when the message reaches not one or two people, but fifty? It would be called mass communication. This kind of communication occurs through the mass media, which is an "organised means of communicating openly, at a distance, and to many in a short space of time."[13]

13. McQuail, D. [2005] Mass communication theory. New Delhi: Vistaar Publications. Pp 4

Since the early twentieth century, the mass media has played an ever greater role in our view of the world and even of ourselves. It is through the mass media that we receive information, entertainment, ideas, opinion and other things that help us make sense of who we are and what we are.

Indeed, while family, friends, school and city shape our individual identities – called **situated culture** – we now also live in a mediated culture. Small-scale communications and interactions with the place we live in and the people around are largely oral, that is passed on and formed largely by intimate word-of-mouth communication. That changed with the development of the press, film and cinema, television, radio and the internet which supplied larger scale means of public communication. So now our situated culture exists in a larger mediated world.

We cannot live in this **mediated culture** with blinkers. All media messages are 'constructed', that is they were put together like construction workers build a house. The building materials involved vary from one kind of text to another. For example, TV and movies have hundreds of building blocks - from camera angles and lighting to music and sound effects. What this means is that whether we are watching the nightly news or passing a billboard on the street, the media message we experience was written by someone (or probably several people), pictures were taken and a creative designer put it all together. But this is more than a physical process. What happens is that whatever is "constructed" by just a few people then becomes "normalized" for the rest of us; like the air we breathe, it gets taken for granted and usually goes unquestioned. But as the audience, we don't get to see or hear the words, pictures or arrangements that were rejected. We only see, hear or read what was accepted.[14]

Therefore media content has, what is called in mass communication theory, embedded values and points of view. In other words, because all media messages are constructed, they provide filtered and partial meanings. The selection depends on who is doing the construction and their particular viewpoint, and what is produced then carries a subtext of who and what is important.

In understanding the media, its influence and its functions, it is also important to remember who has control over the media (private or public; male or female) and why (commercial or non-commercial; news or entertainment).

Some of the key concepts are:

1. All media is a construction
The media does not present simple reflections of external reality. Rather, presents carefully crafted constructions that reflect many decisions and result from many determining factors.

2. The media constructs reality
The media is responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations and conclusions already built in. The media, to a great extent, gives us our sense of reality.

3. Audiences negotiate meaning in the media
The media provides us with much of the material upon which we build our picture of reality, and we all "negotiate" meaning according to individual factors: personal needs and anxieties, the pleasures or troubles of the day, racial and

What do Wwe mean Mean by 'Mmass Mmedia' and 'Mmodern' Cculture [Oonline] Available at: http://www.litnotes.co.uk/mass_media.htm

sexual attitudes, family and cultural background, and so forth.

4. Media has commercial implications
The media is influenced by commercial considerations, and these affect content, technique and distribution. Most media production is a business, and must therefore make a profit. Questions of ownership and control are central: a relatively small number of individuals control what we watch, read and hear in the media.

5. Media contains ideological and value messages
All media products are advertising, in some sense, in that they proclaim values and ways of life. Explicitly or implicitly, the mainstream media conveys ideological messages about such issues as the nature of the good life, the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism.

6. Media has social and political implications
The media has great influence on politics and on forming social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in concerns such as civil rights issues, famines in Africa, and the AIDS epidemic. It gives us an intimate sense of national issues and global concerns, so that we become citizens of Marshall McLuhan's "Global Village."

7. Form and content are closely related in the media
As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages.[15]

THE FEMINIST PERSPECTIVE ON MEDIA

Feminist media theory takes off from where theories about media and society leave. For example, mass communication theorists argue that people who control a society's dominant institutions have disproportionate influence on the construction and dissemination of media messages and the values they contain. Feminists would further argue that because men control society's dominant institutions, it is their values – and not women's – that are given space and time in the mass media. For example, because there are not enough women as media producers, by that logic, media content does not represent women's lives and issues in their full complexity.

Broadly, feminist media theorists, argue that:

- Media has marginalised women in the public sphere; in other words, women's concerns are trivialized and separated from 'national' issues in public discourse and the mainstream media.

- Media purveys stereotypes of gender roles; for example bank advertisements for savings show parents putting away money for their son's education and their daughter's marriage, rather than the other way around.

- Production and content of media are gendered; in other words, media content or messages cater specifically to either men or women; for example, sports news for men and soap operas for women.

- Reception of media is gendered; how media content is interpreted and what is

15. John Pungente [1989] Media Literacy Resource Guide [online] Media Awareness Network 2010
Available at: **http://www.media-awareness.ca/english/teachers/media_literacy/key_concept.cfm**

watched depends on gender differences in the audience.

- Female alternative offers alternative criteria of quality; for example, feature stories on maternal health will be seen differently in terms of quality from hard political stories in the news.

- The personal is political; domestic violence, for example, takes place privately, but is an issue with broader social implications.

In analysing the media and its impact some feminist media theorists, however, make a distinction between the news and entertainment functions of the media. In *Feminist Media Studies*, L Van Zoonen emphasises the need to distinguish between the two, since it is "completely justified to expect a decent, ethical and more or less accurate representation of feminist politics and politicians in news media". But popular culture need not adhere to the same standards, which belongs to the realm of "collective dreams, fantasies, fears".[16]

Nonetheless, one of the biggest feminist concerns about the media – whether it is news or entertainment – is how it perpetuates gender stereotypes. Negative and stereotypical images of women in the media, and the ways in which the media reports gender-based violence (as a lesser crime or violation), contributes to the acceptance of gender-based violence.

Stereotypes

Stereotypes are fixed ideas or assumptions about a group of people. Individuals belonging to that group are assumed to have the characteristics of that stereotype. Stereotypes can lead to false or unrealistic expectations about individuals who belong to a particular group of people. For example, a stereotype that men are more rational and logical can result in people finding it easier to vote for men in local elections.

Given that the media is one of the most important socialising influences in people's lives, it informs our understanding of issues, and therefore has a critical role to play. So in the context of gender and gender-based violence, the media is both the problem and the solution.

ACTIVITY 1: CONTROLLING FEMININITY

Type: Brain-storming

Objective: To demonstrate how media controls femininity, particularly in its presentation of stereotypes

Method: Show slides of images of women from film posters, fashion television stills, household product advertisements, press picture of female victim, and still from a soap opera. After each slide, ask participants to use one word to describe the image and write it down on a flipchart or board.

Once the list is complete, tell participants that these are stereotypes and it is through these stereotypes that the media controls ideas about femininity. Lead a discussion about stereotypes

16. McQuail, D. [2005] Mass communication theory. New Delhi: Vistaar Publications. Pp 121-124

with the following questions:

1. What is wrong with these stereotypes?
2. Do you know any women in real life who adhere to these stereotypes?
3. How do these perpetuate discrimination and gender-based violence?

MEDIA COVERAGE OF GENDER-BASED VIOLENCE

Many forms of violence against women are so deeply imbedded in our socio-cultural-tribal structure that they are taken for granted. Starting from the low social status of women in Pakistan to the problems that arise due to general poverty in the country, to gender-biased distribution of powers and resources in the family and society, there are countless acts of violence where women are treated as commodities and not human beings. Since Pakistani society is still heavily male-dominated, these patriarchal norms and values encourage discrimination against women throughout their life cycles.

There has been some media initiative in recent years on raising awareness about gender-based violence in the press, radio and television as well as through street and interactive theatre, but generally speaking there has not been enough public debate or discussion on these issues. Indeed, many women are not aware of their legal rights and what protections they have against all forms of violence. One of the reasons for this ignorance is the male domination of the media: in the Pakistani media, women are still not given due representation either in the newsrooms or in the news. Those who make up nearly half the population of Pakistan comprise only a tiny fraction of the newsrooms and news story subjects. It is men who decide what news, views and visuals are to be heard, read and seen. The male domination of Pakistani newsrooms is particularly reflected in news coverage of gender-based violence.

The media continues to project women negatively in the following ways:

Gender Blindness of the Urdu Press
The print media, particularly the Urdu press, is not playing its due role in the healthy projection of gender issues. Depiction of women as temptresses in adultery cases, referring to women's physical beauty in murder or rape cases and glamourising matrimony and weddings as the ultimate goal of a girl's life are some of the many ways in which the press reinforces damaging stereotypes about women. Eveningers are particularly sensationalist, centering on gossip and glamorous pictures of female models and actresses.

Kinds of Discrimination
While carefully avoiding much of the provocative statements rampant in the Urdu press, English newspapers in their own subtle way cement different kinds of stereotypes. This is evidenced by gratuitous pictures of scantily clad Hollywood stars and/or beauty queens in the international pages without news stories accompanying them, frequent use of oversized pictures of women athletes and a tacit criteria spun around wealth, glamour and physical attraction for making it to the society pages.

Judgemental News Reports
Often news reports frame their stories about gender-based violence judgementally rather than focusing on the facts. Foremost is the use of the word honour in highly distorted contexts, thus exonerating criminals from the most heinous of crimes. For example, the manner in which the news of a sister's murder by her brother on suspicion of immorality is framed places the onus of guilt on the victim rather than the perpetrator.

Indeed, even newspapers professing to be gender sensitised, are only so on the surface. For example, by referring to a rape as a loss of honour or '*izzat*'; honour is not a physical thing that can be taken away forcefully because it is a personal characteristic. Certain newspapers also tend to use inverted commas to emphasise particular words, sensationalising or placing value judgments on the crime. It is a reporter's job to report the facts rather than provide an opinion.

Placement of Gender-Specific News
This is another area where the media tends to slip. Urdu-language dailies often relegate news on women to inconspicuous pages and columns. Uks has found that news pertaining to women's development, for example, seldom finds its way to the main pages because the media views these as women rights rather than human rights.

Respecting Privacy of Rape Victims/HIV Patients
The media also needs to be careful about disclosing the identities of rape and HIV victims. Indeed, while changing the vocabulary of news is a longer-term undertaking, prohibiting the disclosure of identities is a first step towards a more gender-sensitive media.

ACTIVITY 2[17]: PERSPECTIVES

Type: Role play

Objective: To understand the stigma of talking about gender-based violence by viewing the crime/s through different perspectives.

Method: Prepare role-play scenarios beforehand and write them down on sheets of coloured paper. Divide participants into smaller groups and distribute role-play scenarios on a specific incident(s) of gender-based violence, so that each group has to role play a different scenario. Assign roles to the participants (for example, reporters, survivors, perpetrators and other sources [i.e. police, NGO staff, prosecutors, judges, lawyers, doctors, and family]) and gives the participants 35 minutes to prepare the role-play. After 35 minutes, small groups act out their respective

Gender Lens

Gender Lens is a name commonly given to the concept of putting on a pair of spectacles and looking out at the community around you. Out of one of the lenses you see the participation, needs and realities of women, and out of the other lens you see the participation, needs and realities of men. Your sight or vision is the combination of what both eyes see together. We need equal, respectful partnerships between men and women in order to have happy, healthy families and communities, in the same way that we need both eyes to see well.

A gender lens can be used in many ways. One way that is gaining popularity is as a tool that NGOs and governments can use in their regular operations. Most importantly, the media should be sensitised to apply a gender lens to its day to day reporting.

A gender lens can be a useful tool for promoting equal partnerships between men and women.

17. Adapted from Minnesota Advocates for Human Rights [2003] *Strategies for Media Representatives on Covering Gender-based violence* [online] **Available: http://www.stopvaw.org.**

CHANGING MEDIA COVERAGE OF GENDER-BASED VIOLENCE

Despite the consistent efforts of Uks to monitor, educate, train and raise awareness, there is still a long way to go before women are treated with respect and dignity. Some steps that can be taken are:

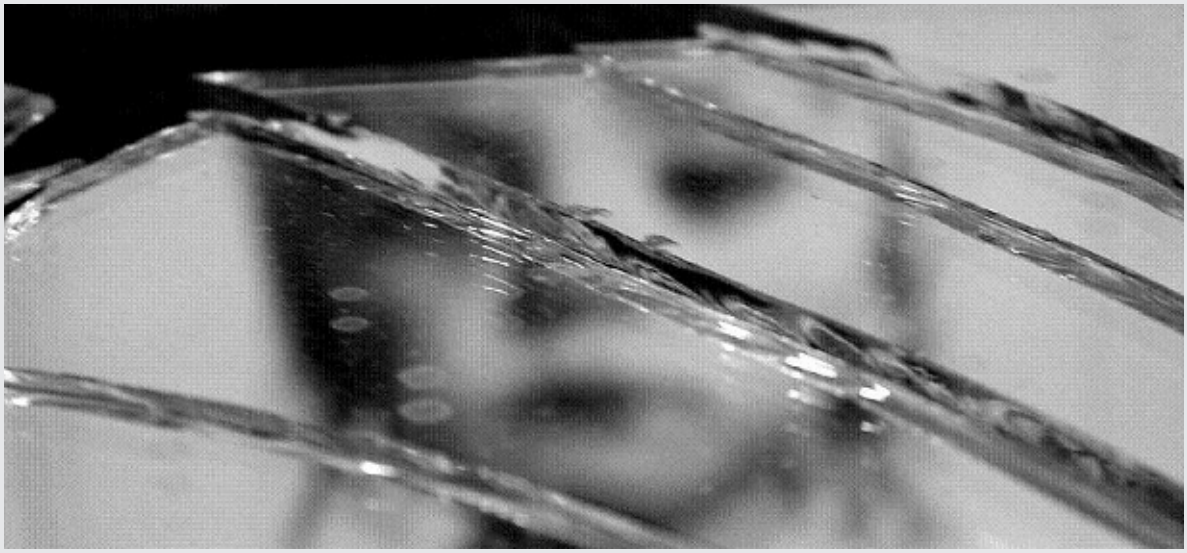
- There is need for a constant watch on the media portrayal of women, and also a channel through which people of the community can voice their views about media content and policy.
- To lobby for effective and sustained implementation of Uks' gender-sensitive code-of-ethics along with other media codes and guidelines and campaigns on specific issues such as the role of the media in relation to violence against women.
- To form alternative women's media with the mainstream media.
- Women's advocacy and monitoring have nothing to do with censorship, but everything to do with freedom.
- The stereotypical images are a result of deeply embedded social practices and interpretation, and media persons themselves play an active part in constructing these images. Development of this awareness requires dialogue and debate with the media critics and activists. The advocates themselves need to understand the language and priorities of the media. Ideally they need to bring to the debate more than just their own opinions. Facts and figures must substantiate the presentation.
- Media monitoring and advocacy is putting together hard data, and concrete examples will have a more profound impact on the media practitioners compared to something vague or theoretical.

ACTIVITY 3: ALTERNATIVE MEDIA

Type: Group discussion

Objective: To stimulate debate about how alternative media can both perpetuate and become a site for change on gender and gender-based violence

Method: Write down the words internet (websites for news and entertainment, blogs, social networking sites) and mobile phones (SMS) on a flipchart or board with the sub-headings: 'perpetuation' and 'change'. Ask participants to come up with ideas about how these can perpetuate gender discrimination and gender-based violence (examples: obscene text messages, pornographic websites). List these on the flipchart/board. Now ask participants to devise ways in which these can be countered (examples: blogs on gender, a texting campaign highlighting issues about GBV)



Section Six: Media Messages: How Content is Analyzed

Learning objectives:
To provide students with an understanding of the scope of content analysis

To provide students with the tools to be able to deconstruct media messages for themselves

To encourage students to create alternative, gender-sensitive media content

HOW TO DECONSTRUCT MEDIA CONTENT

Deconstructing media messages is a useful tool for holding the media accountable, particularly in the context of gender. Some of the basic questions to ask when critically analyzing media are as follows:

- Who gets coverage?

The Youth Commits to End GBV in Mansehra

A one day Peer Training on 'Changing Mindsets on Gender-based Violence' was held by Rizwan Malik on November 26, 2010 at Hazara University, Mansehra. The 40+ participants really enjoyed the session and found it "informative, educative and interesting". Although, at the start of the session, most participants had been unaware of the topic, but they were able to quickly grasp it and were enthusiastic about making a commitment to reduce GBV in the society. The role of the media in GBV and how it can be reduced were also issues that generated great interest and discussion. They all agreed that GBV plays a destructive role and it was an issue that every individual must be aware of in order to limit its harmful effect on society.

These are excerpts from the Peer Training reports submitted by our trained youth. The complete reports have been included in the DVD that Uks has prepared to go with this handbook

- From what perspective?
- Through which lens?
- Reflecting which stereotypes about people?
- Are stories helping to advance gender equality and equity in society or are they angled in a way that upholds traditional attitudes and values?
- Are women's or men's concerns being separated from the concerns of society in general?

Media content is composed of words and pictures and it is here that clues to the orientation of the story can be found. Content analysts look at what kind of story it is, how it is told, from whose perspective it is told and the importance given to it based on the kind of language used, the accompanying visuals and the placement. Analysis differs according to the kind of media content as well: entertainment differs from news while advertisements differ from non-commercial content.

ELEMENTS OF CONTENT

Language
Whatever the language of choice – Urdu or English – the selection of words can reinforce gender stereotypes. Gender-insensitive phrases such as 'khubroo dosheeza' or 'kanwari maan', for example, or the headline "Girl elopes with lover", cast women in a negative light. When analyzing content, here are some indicators to look out for:

- Derogatory language when referring to a woman
- Non-specificity[18]:
  - using 'man' or other masculine markers (such as 'mankind' or 'man on the street') if talking about groups that include men or women;
  - using pronouns such as 'he', 'his' or 'him' for groups that include men or women;
  - using euphemisms (an inoffensive or indirect expression that is substituted for one that is considered offensive or too harsh) about violence. Euphemisms often have the effect of disguising the nature of who did what to whom. A rape should be called a rape not 'izzat lootna' or 'forced sex', an assault is not an 'argument' or a 'disagreement' and a murder is not an incident or a tragedy.

  Active voice over passive voice: For example, "The husband attacked his wife" (here, the act is attributed to the perpetrator and his actions are the focus of the sentence); not "The wife was attacked" (the wife is portrayed as the victim, while the perpetrator is absent from the sentence); and not "The wife was attacked by her husband" (although the perpetrator features in this sentence, the focus is still on the woman as a victim rather than on the action of the perpetrator)

It may also be helpful to go through the following list for alternatives to gender-insensitive language.

IMAGES/VISUALS

It may be a cliché, but a picture does equal a

18. Adapted from Women's Support Programme [2005] *Getting the message across? Challenging male violence through public education*, pp 5-6

ALTERNATIVES TO GENDER-INSENSITIVE LANGUAGE

GENDER-SENSITIVE LANGUAGE USAGE[19]	GENDER-INSENSITIVE LANGUAGE USAGE
People, humanity, human beings, humankind the human species, the human race, we, ourselves, men and women, homo sapiens, one, the public, society, the self, human nature, human energy	Man, mankind
Staff, labour, work force, employees, personnel, workers, human resources, human power,	Manpower

Avoid associating men and women with certain professions .It's common to associate men and women with certain professions. Try to use gender-neutral terms to name these professions.

ALTERNATIVES TO GENDER-INSENSITIVE LANGUAGE

GENDER-SENSITIVE LANGUAGE USAGE	GENDER-INSENSITIVE LANGUAGE USAGE
Anchor	Anchorman
Business manager, executive, head of firm, agent, representative	Businessman
Business community, business people	Businessmen
Photographer, camera operator	Cameraman
Camera crew	Cameramen
Chairperson, chair, president, presiding officer	Chairman
Homemaker, consumer, customer, shopper	Housewife
Domestic worker	Maid
Workforce	Manpower
Fire-fighter; (plural) fire crew, fire brigade	Police officer; (plural) police
Shop assistant, sales assistant, shop worker (plural) sales staff	Salesman / girl

thousand words. Whether it is newspapers carrying a picture of a woman in a hijab playing golf, or an advertisement of a woman reclining on a motorcycle, these images serve to either portray women positively or as sexual objects.

Indeed, even the visual of a housewife dressed to the nines in various soap operas or detergent commercials unnecessarily objectifies women. An example of the way in which content analysis examines visuals and text in tandem is the

19. www.unesco.org/women/index_en.htm

ALTERNATIVES TO GENDER-INSENSITIVE LANGUAGE (contd...)

GENDER-SENSITIVE LANGUAGE USAGE	GENDER-INSENSITIVE LANGUAGE USAGE
Representative, spokesperson	Spokesman
Flight attendant; (plural) cabin crew	Steward / stewardess
Server	Waiter, waitress
Security Guard	Watchman
Doctor; nurse	Women doctor; male nurse
Worker's compensation	Workmen's compensation

publication of photos of foreign sportswomen: while those newspapers do not provide adequate coverage of Pakistani sportswomen, they do publish coloured pictures of female tennis players in objectionable poses.

Thematic
Along with language and visuals, content analysis also looks at the angle of stories that may or may not be gender-specific and how they challenge or reinforce stereotypes. The following table is a breakdown of a gender and media classification:

GMMP's Gender and Media (GEM) Classification has been adopted by Uks

Subtle Stereotypes:
Subtle stereotypes tend to be harder to spot. Below are examples of how they present themselves in the media. These kinds of stereotypes are found more often in advertisements and fictional stories such as drama serial and films.

GMMP'S GENDER AND MEDIA (GEM) CLASSIFICATION

1. BLATANT STEREOTYPE	2. SUBTLE STEREOTYPE
Articles or images in which women are presented in stereotypical roles such as victims or sex objects	Articles or images that reinforce notions of women's domestic and men's more public roles in ways that make this seem normal, e.g. a mother's agony, rather than parents agony over a child.
Articles or images in which men are presented in stereotypical roles such as strong entrepreneurs or leaders.	Articles in which women are referred to according to personal relationships that have no relevance to the story; e.g. a woman minister is referred to as the wife of someone.

GMMP'S GENDER AND MEDIA (GEM) CLASSIFICATION (contd...)

1. BLATANT STEREOTYPE

3. Missed opportunities / Gender-blind (GB)
Articles in which there is a lack of gender balance (and therefore of diversity) in sources, resulting in only one perspective being given on an issue.

Articles in which there is a lack of gender balance (and therefore of diversity) in sources, resulting in only one perspective being given on an issue.

SDX` Articles that lack a gender perspective in every day issues such as elections or the budget, depriving these stories of new and interesting angles, such as how cuts in grants affect poor women.

2. SUBTLE STEREOTYPE

4. Gender-aware

4A. Articles and images that challenge stereotypes and prompt debate on topical gender issues from a human rights perspective, such as women pilots or men care givers.

4B. Articles that have a gender balance of sources; demonstrating different perspectives/impact on women and men including through use of gender disaggregated data; for example how many women and men receive certain types of grants; what they use them for and why cuts may have different kinds of impact.

4C. Gender specific: Articles that concern inequality between women and men; structures, processes; campaigns to advance gender equality such as glass ceilings in certain types of occupation.

1. functional ranking — the tendency to depict men in executive roles and as more functional when collaborating with women,

2. relative size — the tendency to depict men as taller and larger than women, except when women are clearly superior in social status,

3. ritualization of subordination — an overabundance of images of women lying on floors and beds or as objects of men's mock assaults,

4. the feminine touch — the tendency to show women cradling and caressing the surface of objects with their fingers, and

5. family — fathers depicted as physically distant from their families or as relating primarily to sons, and mothers depicted as relating primarily to daughters.[20]

20. Uks Research Centre for Women & Media [March 2010] *Media content analysis*, Pp-50-51

CASE STUDIES: POSITIVE VERSUS NEGATIVE

Case Study 1: Glamourizing Sexual Exploitation[21]

Summary: This article appeared in the newspaper Express Tribune as a feature story on the adult porn industry. It emphasizes how technology and voluntary youth participation is changing the production and distribution of adult pornography in Pakistan.

Analysis: The feature story is an example of the sensationalism and the glamorizing of sexual exploitation and pornography. Ironically, even though proper gender-sensitive and neutral terms are used - "commercial sex worker" instead of 'prostitute', "actor" instead of actress – it misses several opportunities to report on the causes and impact of gender-based violence.

- Intimate scenes are sensationalized: "She walks away from him and he follows her to the edge of the bed. The girl looks coyly up at him and says, 'Please don't.'"
- Describes the men, but not the men: "Zunaira, who is 5'6 and has blonde streaks in her hair, followed a similar path to the adult film industry"
- Does not provide a statistical context about the forms, access to and, popularity of pornography
- Does not mention the impact of pornography on society. Instead, focuses on the popularity and difficulties of producing pornography, as if it were any film: "The process of shooting a film, according to Arsalan, is not as easy as it sounds. 'You have to arrange sets, dresses and hire professional cameramen to do the job.'"
- Does not provide a social context or the mental and physical health impact on the actors.
- Does not provide a gender-based violence context by omitting GBV experts or psychologists
- Trivializes exploitation by emphasising the use of volunteers, a passing reference to condoms and the callous attitude of the producers about the dangers of HIV:
  - "For three of the seven films he produced, says Junaid, youngsters volunteered themselves for the main roles. And what of the rest? Tina, a director who was once an actor herself, adds somewhat menacingly, 'We have the ability to convince people.'"
  - "The studio initially hired commercial sex workers for their films. Soon, though, they began to expand by hiring enthusiastic volunteers. They felt it would make the performances look more natural. During the filming none of the actors are allowed to use condoms. 'Condoms take away from the viewer's pleasure,' is Junaid's calculation, proffered with a loud smile. He does not think it necessary to carry out

21. Link to article Inside Pakistan's adult film industry: **http://tribune.com.pk/story/9990/inside-the-porn-industry-pakistan/**

CASE STUDIES: POSITIVE VERSUS NEGATIVE (Contd...)

HIV tests before employing performers. Defying all odds, the producers of both of Pakistan's leading adult film-studios claim to never have encountered a single HIV-positive actor in this field."

- While it mentions the story of Zubaida, who landed up in the industry through the commercial sex worker route, it is treated as an isolated incident. She is described as having gotten "used to it now", glossing over the continuum of sexual abuse that has 'forced' her in this job. "In 2006, Zubaida ran away from her home in Gujarat with a boy she loved. "He used me for 10 days and then sold me to a man from Gulshan-e-Iqbal. The man raped me for a month and then put me up for sale again. In the spring of 2008, Zubaida met Arsalan, a handsome boy from Defence, at a party at Hawke's Bay where she had gone on a 'date' with a customer. Zubaida and Arsalan soon became closer and started an intimate relationship. Arsalan was already in the business and convinced Zubaida that appearing in adult movies would make her famous. She describes the experience of making her debut movie. "I was confused in front of the camera the first time. I had seen never pictures or movies of myself in such a situation."

Case Study 2: Gender-aware feature[22]

Summary: The feature opens with a story about a woman who ran away from home to escape being killed in the name of 'honour' and goes on to summarise the major issues surrounding honour killing.

Analysis: This story is a comprehensive look at honour killing and is as an example of 'best practice' when reporting on GBV.

- Names are changed to protect privacy
- The reporter has talked to a variety of gender experts
- Emphasises how honour killing is part of a spectrum of gender discrimination
- Compares the forms of honour killings between the different provinces of Pakistan
- Includes the response and work of gender experts
- Provides statistics on the scope and breadth of honour killing
- Points out how social stigmas account for low statistics on honour killing
- Explains that its continuance is due to the complicity of community elders and political leadership, as well as the persistence of traditional practices and inadequate legislation
- Highlights the ignorance about women's rights in Pakistan, even amongst female university students
- Pays tribute to media campaigns in highlighting this issue, due to which the level of awareness and reporting has risen

22. Link to article Pakistan: Focus on honour killing: **http://www.irinnews.org/report.aspx?reportid=19247**

ACTIVITY 1[23]: COVERAGE OF GBV IN THE PAKISTANI MEDIA

Type: Group work

Objective: To guide participants on how to critically analyze media coverage of gender-based violence.

Method: Prepare in advance and bring to the session copies of newspaper articles, video tapes of television coverage, audio tapes of radio coverage that address specific forms of gender-based violence (examples: domestic violence/sexual assault/sexual harassment/trafficking)

Lead a guided discussion and analysis of current media coverage of gender-based violence in Pakistan. During the guided discussion participants should cover the following questions:

1. What drives the media coverage of gender-based violence? What makes gender-based violence newsworthy?

   Emphasize the point that media coverage focuses heavily on the perpetrator and sensationalizes gender-based violence. Engage media representatives in a discussion of factors that play a role in selecting topics to be covered- i.e. "what sells papers?"

2. How are perpetrators portrayed?

3. How are victims portrayed?

4. Is gender-based violence mentioned? If so, does coverage include community experts, prevention and community response?

5. How is the violence portrayed? As a complete surprise? As an unpredictable or unavoidable tragedy? As an isolated incident?

6. What sources are used and how do these sources highlight or obscure important gender-based violence issues?

   Emphasize that a change in source changes the content of the coverage; for example, a relative will express shock and remorse and say it was an unpredictable tragedy, and ask that the privacy of the family be respected; a gender-based violence expert will flag patterns of abuse that led to the murder and focus on the violence as part of a broader social phenomenon.

7. What common myths about gender-based violence are present in the coverage?

- Highlight the point that frequently the media reinforces the perception that incidents of gender-based violence are isolated cases (e.g. domestic violence murders are often portrayed as isolated family tragedies) and does not challenge common myths about gender-based violence. In doing so, media representatives miss opportunities to broaden the public's understanding of gender-based violence, its warning signs and possibilities for prevention and community intervention.

23. Adapted from Minnesota Advocates for Human Rights [2003] *Strategies for Media Representatives on Covering Gender-based violence* [online] Available: **http://www.stopvaw.org**

8. Do the reporters ask law enforcement agencies about whether a particular incident of gender-based could be considered a crime under national law?

9. Do the reporters note the sources' loyalties when deciding whom to quote?

ACTIVITY 2: ANALYSING MEDIA MESSAGES

Type: Group work

Objective: To critically analyse media messages in terms of language, visuals, placement and themes.

Method: Divide participants into groups according to the medium – radio, print and television. Provide them with a sample from each medium. Students should be able to make a content analysis of the sample provided based on the criteria explained and previous group work, and present it before the other groups. Close each presentation with a discussion by participants on the merits of the analysis.

ETHICAL GUIDELINE

It is noteworthy that there is no gender component in any of the Codes of Ethics in most of the countries around the world. Although journalists are referred to as he and she, there is no consideration of gender-specific reporting or other aspects of coverage. For example, journalists are sworn to avoid exploiting 'vulnerability', but the term is unspecific, and the particular vulnerabilities faced by women that are attributable to gender are not considered. Many other examples could be cited, but gender as a locus of journalistic ethics is entirely absent.

Without a code of ethics, and in the absence of public debate on the subject of the portrayal of women in the print media, journalists are free – and in some cases encouraged – to represent women in derogatory ways. Some journalistic practices, such as the coverage of women who are victims of violence, further victimize the people involved.

In light of these factors, Uks developed a bi-lingual, gender-sensitive code of ethics which specifies guidelines to ensure a positive and fair portrayal of gender issues in the print media. This comprehensive code has been widely distributed to media organisations as well as concerned civil society and government organisations. The code addresses different aspects of gender sensitivity in the print media including right to privacy, pictorial depiction of women, rectifying under representation of women and projection of gender roles in advertisements amongst others.

This pioneering effort should serve as a blueprint to rectify the current stereotypical and derogatory image of women being projected in the media while providing viable gender sensitive alternatives.

Code of conduct for the media
To be provided by Uks

Activity 3: Creating alternative media content

Type: Group work

Objective: To encourage students to create alternative, gender-sensitive media content.
Method: Divide participants into groups according to the medium – radio, print and television. Like reporters, provide them with a list of facts and interviews for quotes on a story about gender-based violence as well as tools (camera, digital voice recorder, computer etc.) to complete their assignments.

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Annex 1:
Forms of Sexual and Gender-based violence

The following tables were taken from the UNHCR report "Sexual and gender-based violence (GBV) against refugees, returnees and internally displaced persons". This list is neither exhaustive nor exclusive and should be viewed as a practical tool that can help to identify various existing forms of sexual and gender-based violence.

Acts of gender-based violence have been grouped into five categories:

- Sexual violence;
- Physical violence;
- Emotional and psychological violence;
- Harmful traditional practices;
- Socio-economic violence.

PHYSICAL VIOLENCE

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Physical assault	Beating, punching, kicking, biting, burning, maiming, or killing, with or without weapons; often used in combination with other forms of sexual and gender-based violence	Spouse, intimate partner, family member, friend, acquaintance, stranger, anyone in position of power, members of parties to a conflict
Trafficking, slavery	Selling and/or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs	Any person in a position of power or control

EMOTIONAL AND PSYCHOLOGICAL VIOLENCE

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Abuse/Humiliation	Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival	Anyone in a position of power and control; often perpetrated by spouses, intimate partners, or family members in a position of authority
Confinement	Isolating a person from friends/family, restricting movements, deprivation of liberty, or obstruction/restriction of the right to free movement	Anyone in a position of power and control; often perpetrated by spouses, intimate partners, or family members in a position of authority

SEXUAL VIOLENCE

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Rape and marital rape	The invasion of any part of the body of the victim or of the perpetrator with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body by force, threat of force, coercion, taking advantage of a coercive environment, or against a person incapable of giving genuine consent (International Criminal Court)	Any person in a position of power, authority and control, including husband, intimate partner, or caregiver
Child sexual abuse, defilement, and incest	Any act where a child is used for sexual gratification. Any sexual relations/interaction with a child	Someone the child trusts, including parent, sibling, extended family member, friend or stranger, teacher, elder, leader or any other caregiver, anyone in a position of power, authority and control over a child
Forced sodomy/ anal rape	Forced/coerced anal intercourse, usually male-to-male or male-to-female	Any person in a position of power, authority and control
Attempted rape or attempted forced sodomy/anal rape	Attempted forced/coerced intercourse; no penetration	Any person in a position of power, authority and control
Sexual abuse	Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions	Any person in a position of power, authority and control, family/community members, co-workers, including supervisors, strangers
Sexual exploitation	Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another (IASC); sexual exploitation is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, sexual slavery)	Anyone in a position of power, influence, control, including humanitarian aid workers, soldiers/officials at checkpoints, teachers, smugglers, trafficking networks

SEXUAL VIOLENCE

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Forced prostitution (also referred to as sexual exploitation)	Forced/coerced sex trade in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children	Any person in a privileged position, in possession of money or control of material resources and services, perceived as powerful, humanitarian aid workers
Sexual harassment	Any unwelcome, usually repeated and unreciprocated sexual advance, unsolicited sexual attention, demand for sexual access or favours, sexual innuendo or other verbal or physical conduct of a sexual nature, display of pornographic material, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment	Employers, supervisors or colleagues, any person in a position of power, authority, or control
Sexual violence as a weapon of war and torture	Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilisation or any other forms to prevent birth, forced pregnancy, forced delivery, and forced child-rearing, amongst others. Sexual violence as a form of torture is defined as any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession, or punishment from the victim or third person, intimidate her or a third person or to destroy, in whole or in part, a national, ethnic, racial or religious group	Often committed, sanctioned, and ordered by military, police, armed groups, or other parties in conflict

HARMFUL TRADITIONAL PRACTICES

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Female genital mutilation (FGM)	Cutting of genital organs for non-medical reasons, usually done at a young age; ranges from partial to total cutting, removal of genitals, stitching whether for cultural or other non-therapeutic reasons; often undergone several times during lifetime, i.e., after delivery or if a girl/woman has been victim of sexual assault	Traditional practitioners, supported, condoned, and assisted by families, religious groups, entire communities and some states
Early marriage	Arranged marriage under the age of legal consent (sexual intercourse in such relationships constitutes statutory rape, as the girls are not legally competent to agree to such unions)	Parents, community and state
Forced marriage	Arranged marriage against the victim's/survivor's wishes; often a dowry is paid to the family; when refused, there are violent and/or abusive consequences	Parent, family members
Honour killing and maiming	Maiming or murdering a woman or girl as punishment for acts considered inappropriate for her gender that are believed to bring shame to the family or community (e.g., pouring acid on a young woman's face as punishment for bringing shame to the family for attempting to marry someone not chosen by the family), or to preserve the honour of the family (i.e., as a redemption for an offence committed by a male member of the family)	Parent, husband, other family members or members of the community
Infanticide and/ or neglect	Killing, withholding food, and/or neglecting female children because they are considered to be of less value in a society than male children	Parent, other family members
Denial of education for girls or women	Removing girls from school, prohibiting or obstructing access of girls and women to basic, technical, professional or scientific knowledge	Parents, other family members, community, some states

SOCIO-ECONOMIC VIOLENCE

TYPE OF ACT	DESCRIPTION/EXAMPLES	CAN BE PERPETRATED BY
Discrimination and/ or denial of opportunities, services	Exclusion, denial of access to education, health assistance or remunerated employment; denial of property rights	Family members, society, institutions and organizations, government actors
Social exclusion/ ostracism based on sexual orientation	Denial of access to services, social benefits or exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexuals, transsexuals or transvestites	Family members, society, institutions and organizations, government actors
Obstructive legislative practice	Denial of access to exercise and enjoy civil, social, economic, cultural and political rights, mainly to women	Family, community, institutions and state

Annex 2:
Glossary of gender-related development terms

Access and control: Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to define its use and impose that definition on others) over those resources.

Affirmative action: Measures targeted at a specific group and intended to eliminate and prevent discrimination, or to prevent existing disadvantages.

Femininity: The trait of behaving in ways considered typical for women. (See masculinity)

Gender: Social (as opposed to biological differences) between men and women.
These differences have been acquired; are changeable over time and have wide variations both within and between cultures.

Gender analysis: The study in the differences in conditions, needs, participation rates, access to resources, and development, control of assets, decision-making powers, etc. – between women and men in their assigned gender roles.

Gender audit: The analysis and evaluation of policies, programmes, and institutions in terms of how they apply gender-related criteria.

Gender awareness: An understanding that there are socially determined differences between women and men based on learned behavior, which affects access to and control resources. This awareness needs to be applied through gender analysis into projects, programs and policies.

Gender blind: A failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender-blind approach assumes gender is not an influencing factor in projects, programs or policy.

Gender equality: Gender equality means that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviours, aspirations, and needs of women and men are considered, valued, and favoured equally.

Gender equity: Gender equity means fairness and justice in the distribution of benefits and responsibilities between women and men. It often requires women-specific programmes and policies to end existing inequalities.

Gender mainstreaming: Incorporation of a gender equality perspective in all development policies, strategies, and interventions at all levels and at all stages by the actors normally involved. Considering men's and women's wishes, needs, and experience in design, implementation, monitoring and evaluation of policies and efforts.

Gender needs: Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

Gender neutral: Free of explicit or implicit reference to gender or sex, as is the term *police officer* (instead of *policewoman* or *policeman*) or the term *crewed* (instead of *manned*).

Gender planning: Refers to the process of planning developmental programs and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but also identifies entry points for challenging unequal relations (i.e., strategic needs) and for enhancing the gender-responsiveness of policy dialogue.

Gender relations: The relationship and power distribution between women and men which characterise any specific gender system.

Gender roles: Learned behaviors in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously and balance competing claims on time for each of them.

Gender sensitivity: Encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

Masculinity: The quality or condition of being male in a given societal context. Some cross-cultural elements, such as aggression, strength, and assertiveness have traditionally been considered male characteristics. The socially and historically constructed male characteristics and roles need however to be seen in the specific historical, cultural, and societal context.

Reproductive rights: Reproductive rights rest on the recognition of the basic right of all couples and individuals freely and responsibly to decide on the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health.

Resources: Resources can be economic: such as land or equipment; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time—a critical but often scarce resource.

Sex: Identifies the biological differences between men and women, such as women can give birth, and men provide sperm. Sex roles are universal.

Women's empowerment: The empowerment of women concerns women gaining power and control over their own lives. It involves awareness raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

Women's rights: The rights of women and the girl child as inalienable, integral, and indivisible part of universal human rights.

(Main sources: European Commission, World Health Organisation, UNDP)

Annex 3:
Media Code of Conduct

The following are principles of ethical behaviour for the media, based on the Code of Ethics of the Society of Professional Journalists,[1] the Associated Press Managing Editors' Statement of Ethical Principles[2] and Gannett Newspaper Division's Principles of Ethical Conduct for Newsrooms.[3]

Report the truth

- Be a watchdog of the political and electoral process.
- Ensure accurate, balanced and impartial coverage of the news. Make sure the news content is substantiated, accurate, complete and in context.
- Do not make assumptions. Check facts, and make a good-faith effort before publication to get comments from the persons or organizations involved.
- Seek solutions along with exposing problems and corruption.
- Use neutral words to ensure impartial, dispassionate reporting. Be careful with technical terms, statistics, estimates and election results. Be careful with headlines and make sure they reflect the facts of the story.
- Avoid inflaming emotions over controversial issues.
- Label opinions and personal interpretations as such, and limit opinions and editorials to the editorial pages.
- Label advertising clearly so it is not confused with the news.
- Be honest and fair in the way the news is gathered, reported and presented. Do not lie or fabricate. Do not pretend to be a police officer, public official or anyone other than a journalist in pursuing a story. Do not plagiarize. Do not alter photographs or graphics to mislead the public.

Minimize harm

- Be transparent and honest with the reader.
- Act honourably and ethically in dealing with news sources, the public and colleagues.
- Do not expose the private life of a private citizen without reason.
- Be sensitive when interviewing, and recognize that gathering news can cause harm or discomfort.
- Respect the rights of persons involved in the news. Observe common standards of decency, and treat people with dignity, respect and compassion.
- Balance the right of an accused person to a fair trial with the public's right to know.

Act independently

- Avoid conflict of interest by refusing to accept gifts, favours or other benefits from anyone being covered in an article or from newsmakers, politicians or other journalists.

- Avoid being influenced by advertisers on the content of your reporting.
- Do not give favourable rates to one political advertiser and not others.
- Do not give money for sources or stories.

Be accountable

- Be accountable to the public for the fairness and accuracy of what you write.
- Honour pledges of confidentiality to a news source; otherwise, identify sources.
- Be accountable for how you behave and collect news. Obey the laws and the standards of ethical journalism.

NOTES

[1] Society of Professional Journalists, ***Code of Ethics for Journalists*****, 1996.**
[2] Associated Press Managing Editors, ***Statement of Ethical Principles*****, 1994.**
[3] Gannett Newspaper Division, ***Principles of Ethical Conduct for Newsrooms*****, 1999.**

Annex 4: Guidelines for Establishing and Maintaining a Good and Productive Working Relationship with the Media

To take any idea, initiative or project forward, the youth and youth group must focus on starting a dialogue with the media. Good working relationship with the media leads to:

- Better understanding of how media works
- Support whenever it is needed-specially on issues that you want to promote or highlight
- Effectively communicating your image
- Ensuring that the organizations/insitutions mission, goals and activities are effectively conveyed to all stakeholders (including donors, corporations, NGOs, government agencies, academia, media, institutions, think-tanks and other stakeholders in governance (civil servants, elected representatives, civil society groups, the general public);
- Raising the profile through good coverage
- Helps publicize community or national level development activities
- Helps get the word out to your target audience(s) about the particular area of work-health, education etc
- Reaching many key audiences/players
- Facilitating the democratic process by providing a channel for airing of public's grievances with the system while also providing a platform for elected representatives to offer their viewpoints
- Enhanced Community and local participation
- Feedback and feed forward –ensure rapid information flow between GoP/NGOs/CSOs and the people-both ways.
- Reaching the "hard to reach" info poor
- Promoting an issue in order to influence policy-makers
- Educating the public on issues and building public opinion for or against an issue
- Monitoring/networking with the media
- Getting media coverage
- Using innovative messages and creative outreach tactics
- Developing specialized expertise on selected issues
- Participating extensively in the public policy discussion and debate

Engaging the media in your community and developing messages through:

- **Newsletter:** Information-sharing on an initiative/project.

- **Print Media:** Articles, Advertisements, Features, Interviews, etc. appearing in Newspapers, Magazines, and other media outlets.
- **Radio:** Panel Discussions, Features, Interviews and Public Service Announcements.
- **Television:** Panel Discussions, Features, Interviews and PSAs
- **News Media:** Blogging, Face book, You Tube, Twitter, Mobile phones, Internet etc

Integrating media outreach into Youth activities is possible through:

Media networking

Media Consultations at your office

- **On-Desk consultations**
- **Press Briefings**
- **Press releases**

Remember:

A website can give a lot of information on it, but needs to be visited, so use it where you think it is suited.

The newsletters can be a source of information-sharing for people who can read and understand the content, so try and make it very simple with more pictures that are self-explanatory.

Other material like flyers and small brochures are effective introductory material but they too are dependent upon reading skills, so go for ones that use visuals to explain your message.

SOME IMPORTANT GUIDELINES:

- Seek out journalists who have written about your issue or topic recently. These individuals will be more likely to cover the topic again.
- Double check your contacts. With the latest media boom in Pakistan, one has seen that journalists tend to change beats and outlets frequently. Those who you spoke with for last year's media consultation or press briefing may not be the appropriate contacts this year. The media organization's Web site-if there is one- can be an excellent resource for contact information and beat information for journalists.
- Use the local angle. Modify your mainstream material to include local information or activities. Local media are more likely to cover a local angle to a national cause.

Before you begin to contact the media in your area, you should:

- familiarize yourself with the local media
- watch the various TV channels and listen to FM and AM radio stations
- read national and local newspapers
- find out who are the audience that the station/paper reaches
- find out which reporters cover your issue or area of work
- Analyse how they cover the issues and if this is the type of you would want to cover your story.

This will give you an idea of which channel/s and newspaper/s would be most likely to cover your story.

Once you know what news publications or TV/radio channels you want to reach, you should create a list of media contacts. This list is perhaps the most important tool for conducting media advocacy.

Developing such a list takes time
It should continuously evolve/updated
You need:

- contact information
- names of reporters, editors or producers, their address, phone numbers, fax numbers and e-mail addresses
- Send them your information in the format most appropriate for the type of story. (*Also, some reporters read their e-mail – others do not. It pays to find out which type of format your key reporters prefer.*) Keep all of this information for future reference.
- To get this information, call the station or paper and ask.
- You can find out who covers a certain beat (a reporter's "beat" is the issue area he or she cover on a regular basis).
- If you are not sure with whom you need to talk, you can ask to speak to the news or assignment editor. This is the editor who assigns articles to the reporters and could help send you in the right direction.
- Ideally, phone numbers for newspapers, radio and television stations should be are usually listed in the
- Phonebook, but often they are not. For newspapers, look at the print line on the last page or on the editorial page. For radio and TV, try to call inquiry.
- Once you have the news desk numbers, you can call and get the information you need.

Once you have the news desk numbers, you can call and get the information you need.
You could also ask other organizations in your area if they have a media list and if they could share it. (Normally they don't, but if you have good connections, you may get some information)

CHECK LIST

- Once you have your media contacts list, keep it updated.
- Keep media registration sheets from any news events you hold and keep a log of all contacts you make with the media.

- **Update your list with new contacts**. This will keep you up-to-date on who covers which beat so that you will always have that information at your fingertips.
- **Make Fact sheets available for the media**. They are good items to have on hand to provide to reporters.

- **Send email.** These days, in mainstream media, most city editors or news editors prefer to receive press releases via e-mail. This gives them the opportunity to read all the information and quickly respond if they want more details. Many news outlets list reporter's names with their stories or in the "*Contact Us*" section of their Web site. If you can't find their e-mail address, faxing or mailing can be a second option.
- **Be available for interviews.** When you send out a press release, make sure that your spokesperson is not only available for interviews, but is also fully aware of how to present the information. Keep in mind a back up for an interview in the event that your first choice is not available.
- **Follow up**. Following up with a reporter is a delicate balance between ensuring your success and annoying the reporter. You should only follow up when you have new information to provide or when you have breaking, timely news.
- **Write a press release**. Write a release announcing the event, including the who, what, when, where and why for the public. Disseminate the press release two to three weeks before the event.
- **Remind them**. Send a reminder about the event and make follow up phone calls with the press.
- **Include calendar listings**. Send a press release about the event to the "*calendar*" and "week ahead" section of the local paper.
- Have press kits on hand at your event.
- '**Reaching out**' or '**outreach**' carries with it the notion of extending help to others, often those in need.

Media, the fourth pillar of the state simultaneously serves society as its:

- Watchdog
- Reflection
- Catalyst

The media today, as is expressed over and over again, is much more powerful, independent and competitive than it was before a decade or so, thus can deliver much more.

EXPECTATIONS OF YOUTH

Media must:

- Be sympathetic to their cause
- Understand the need for media advocacy
- Cover an event in a fair and objective manner
- Give good coverage and space
- Not levy unjust allegations
- Follow a self-regulated code of ethics

The grievances or criticism as expressed by the media (in various forums and at many levels), is that many organizations underestimate powers of the media and limit it to issuing of insignificant press

releases and statements by the organisations.

So, while dealing with the media, the YOUTH and Youth GROUPS must:

- Be fully knowledgeable and well-informed about issues of gender-based violence and other related topics that they wish to take up
- Be Honest and transparent
- Be readily available for information or updates
- Be willing to answer queries
- Be prepared to face allegations or charges of corruption if elusive

BRIDGING THE GAPS AND FOSTERING BETTER RELATIONSHIP IS THE ONLY WAY TO GOOD AND LONG-LASTING MEDIA PRESENCE

Annex 5:
New Media

The Internet is transforming the media. Organizations that interact with the media must keep pace with the changes, or risk being left with obsolete media strategies. How will these changes affect how your organization engages the media?

Up to the minute reporting drives the news

Daily newspapers and news shows have a tough time competing with online round-the clock news services. When individuals search for news on line, they often look for the most recent postings, rather than a specific media outlet.

Responses:

- When a news story breaks concerning your organization, announce new developments to the press without delay. This may mean several news releases or public statements a day, if it's an unfolding crisis.
- If it's a negative story, you must get your responses out quickly, especially reacting to false and damaging allegations. Your critics will certainly be updating their reaction quotes.
- Building relationships of trust with journalists is important, so they will call you first to get your response with each new development.

Bloggers and the democratization of journalism

Bloggers, or "*citizen journalists*" unaffiliated with a newspaper or broadcast station can "break" news stories and be opinion leaders. This means governments and corporations are less able to repress news they don't like. It also leaves the door wide open to rumor and partisan propaganda masquerading as objective reporting. Should you let a blogger interview you or accredit them to attend a press conference? Should you respond to errors on a blogger's site?

Responses:

Sometimes a blogger may have wide influence with key audiences – and more credibility than journalists in some countries. If so, they are worth engaging. Visit the blog, and check for:

- Affiliation with universities, think tanks, development organizations, NGOs, government agencies.
- Number of links from their blog to other sites – a strong indicator of their influence. www.technorati.com can help you identify popular bloggers
- Originality of content. Many bloggers merely post rehashes of other news sites, indicating they are less serious about reporting.
- Comments. You can discern quite a lot about a bloggers reputation simply by reading the comments listed after each post. How many comments are they, and what is the quality of discourse revealed in the comments?

Take advantage of Blogging:

- Often you can post your own replies and responses directly on someone's blog, so if you are misrepresented, you can take direct corrective action.
- You can scan the blogs on your issues via Google's blog search.
- Consider starting your own blog, and linking it to other sites. It can function as a regular platform for public outreach (clear with your media department first).

A shift to online-streaming video is underway

In a few years, video will dominate the news on the net, a change in how citizens get their news as radical as the introduction of broadcast TV. Cell phone videos are already making it possible for anyone to be an instant video journalist.

Responses:

- You are potentially "on camera" all the time. Watch what you say and what actions you make in public, and even in closed door meetings.
- Experts will increasingly shift to visual media when it comes to explaining complex topics. In these days of instant information, those who drone on with technical jargon will lose their audience immediately.
- Pay attention to your physical appearance, dress, body language and voice, as these will matter more in communicating your message visually.
- Be proactive: Use web cams to deliver your own video editorials, then post them on news sites, video download sites or podcasts, or your own blog. Record your seminars and presentations, and when you do a good job, post it online. Urge your department to put up podcasts of you and other competent experts speaking on various topics.

Intensified competition, lower revenues.

News search engines allow individuals access to hundreds of reports on any given topic. This means even established print media like the Washington Post, Financial Times, and Herald Tribune must maintain a strong web presence to keep their brand relevant. Top class print media needs to rely on the depth and analysis of their reporting to keep its edge. However the abundance of free content and proliferation of sites pose a serious financial challenge to print media. This has created significant cuts in many news budgets which can undermine the quality of coverage.

Response:

Help international news media by giving them what they need most: in depth analysis made relevant to their audiences, not bland policy statements. If you are a great interview subject and news source, you are more valuable than ever to international print media. Working with them can be of mutual benefit.

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