

Engendering Change

A Toolkit for a More Gender Responsive Media



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Editor's Note

We are all aware that gender awareness trainings are much needed for the media - not only in Pakistan but all across the globe. The kind of coverage that we see, read and hear on women and their issues, the portrayal of women in television plays, their commodification in advertisements, the sensationalist approach when women are victims of sexual abuse, all tell us one thing: the media still lacks an understanding of reporting on women's issues. This toolkit is aimed at providing the basic concepts of gender and stereotypes, it tries to provide gender-sensitive indicators that are useful tools for measuring the change in reporting through gender sensitive language and images.

We are also aware that when policies and programmes are not informed by gender-differentiated data, they often exclude women or sub-groups of women. In some cases, they even create new and greater obstacles for women. Hence, the toolkit, based on the outcomes of media trainings conducted by Uks, also indicates the gaps that are found when we analyse women's representation in the media, the numbers, positions, benefits and affirmative actions all have been discussed to benefit those who may use this document for future trainings and research for creating or rather helping to create a gender-responsive media.

Like any endeavor, this Media Toolkit is also the result of group efforts and commitments and would not have been possible without the support of many people. I am highly indebted to my research and programme team for their hard work, meeting tough deadlines, as well as for providing necessary information regarding the research and also willingly helping me out with their abilities. Each person was abundantly helpful and offered invaluable assistance, support and guidance - from transcribing workshop proceedings to analysing the media content and also providing us with graphs and charts. Deepest gratitude is also due to the faculty members of all the partner universities, specially the coordinators, who at some locations, went out of their ways to support Uks. Without their assistance, this research would not have been successful. Special thanks also to all the graduate students of these partner universities for sharing their ideas and invaluable feedback. I cannot forget some of my colleagues who have always been there and here I would like to extend my very special thanks to Mahvash Ali - my most dependable ally - who has put together all my and my team's hard work into this toolkit, literally in a 'jiffy'. I would also like to convey thanks to DANIDA for understanding the importance of this issue and giving Uks an opportunity to help the media understand gender sensitivity.

I am hopeful that this toolkit will prove to be a useful document for those who want to see as well as bring in change in the way the media reports on women.

Tasneem Ahmar
Director

An Introduction to the Toolkit

This toolkit is part of a series of training packages being produced for the two-year (September 2011 – August 2013) Uks-DANIDA project, 'More Women in Media.' The project is based on media monitoring, advocacy for gender-sensitivity and lobbying for affirmative actions.

This toolkit is based on the sessions and activities of the two-day workshops held for the national and local media in Pakistan.

Session 1: Why is Gender Training for the Media Important?

- Key Concepts
- Understanding Gender; Distinction between Sex and Gender
- Gender Sensitive Training
- Proverbs about Women from Different Societies
- Conceptual Approaches to Gender and Media
- Women are Needed in Newsrooms for Proper Coverage of the Hidden Half of Humanity
- Women and the Media in Pakistan
- List of Issues Regarding Gender and Media

Session Two: Gender Equality and Equity - Looking at the Pakistani Scenario

- Constitutional Safeguards (Details provided as handouts in the Resource Pack)
- Political Will and Media Influence
- The Social Responsibility of the Media
- Understanding the Institutions of Patriarchy

Session Three: Mainstreaming Gender in Media

- Reporting through the Gender Lens
- Key Findings of On-Desk Consultative Meetings with Journalists
- Quotes from Participants

Session Four: 'More Women in Media'

- The Roots of Gender Discrimination in Media
- Gender Balance in News and Newsrooms
- Glass Ceiling Effect

- Gender Assessment of the Media
- Consolidated Results of Gender Assessment Form

Session 5: Formulating a Gender Sensitive Media Code of Ethics

- Reviewing Existing Media Codes of Ethics
- Could a Gender-Sensitive Code-of-Ethics Intervene and Alter Media Images?
- Formulating Clauses for a Media Code of Ethics
- Respect for Human Rights of Women in the Media
- Creating the Right Message for the Right Audience

Session Six: Through a Gender Lens - Media Monitoring and Content Analysis

- Understanding of Key Concepts and Principles of Media Monitoring and Content Analysis
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- Key Concepts of Media Literacy
- Five Core Concepts

Session Seven: Putting the Wheels in Motion

- Building Linkages and Forging Partnerships
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Using this Toolkit

Overview

This toolkit has been divided into seven sections. Each section represents a session and is based on a theme and explores aspects related to it. Each of the sessions has a set of activities, which can be used in different permutations and combinations to suit the needs of the group you are working with, based on the cultural context, composition of the group (mixed or single sex) and the time available.

Some activities have handouts that will be required to be distributed to the participants. These have been included at the end of the particular activity for which they are intended. In a few cases, additional notes, meant to serve as reference material for the facilitator, have also been included. It is important to read the tips for facilitators given at the end of each activity in advance as some of them may require preparation by way of acquiring materials, reading background materials and making photocopies of handouts. If the group has some basic understanding on the theme being introduced, you may equip yourself with additional information. Films are an effective medium of communication. In a training/workshop session, there is an added advantage of using them to consolidate the learning. If a film needs to be shown as an add-on to a theme, it would need to be reviewed before the session and the key points for initiating a discussion should be noted down.

Some of the sessions will help the participants to address specific issues such as violence against women, issues of single women and women at the workplace. These issues are important for any organisation working with women or desirous of integrating gender in its programmes. Helping the participants to build an understanding of these will enable them to address the needs and rights of the most marginalised groups. Activities given in these sessions may be selected based on the nature of the group and the workshop objectives.

Most of the activities included here can be used with different kinds of groups equally well. Some of them may need to be adapted based on the specific context.

If there is no access to materials such as charts, cards, etc., locally available materials such as blackboard and ordinary paper may be used.

Why this Toolkit

This toolkit has been designed to:

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

Methodology

This toolkit and training package proposes several pedagogical facets in the implementation process.

Brainstorming

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

Review of Media Content

This allows for several things to happen. The participants are able to use the concepts they are learning in understanding the actual, day-to-day reality of their situation through the stories carried in the media.

Evaluation of the Previous Day

This serves as a mechanism to establish continuity throughout the implementation of the course. It provides an opportunity to identify gaps in the training and to discuss the issues, which participants

If there is no access to materials such as charts, cards, etc., locally available materials such as blackboard and ordinary paper may be used.

may feel, were not adequately covered.

Rounds Session

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

Making the Personal Political

This is central to the character of the course. Participants are encouraged to share their personal and professional experiences of having come across instances which were sexist or in violation of rights or involved exclusionary cultural and traditional practices. This makes the training a personal experience and enables participants to understand that gender analysis is linked to political issues (human rights, women's rights, socio-cultural values) and social transformation. Their personal and professional knowledge is also validated and affirmed, and this is crucial in attitudinal and identity change, which is what gender training should aim for.

Group Work

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

Games

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

Pre and Post Workshop Evaluation

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

Ground Rules

Some ground rules need to be established for the smooth flow of the workshop. These need to be communicated to the participants at the beginning of the session, so that they develop common norms of behaviour for the workshop and understand their roles and responsibilities. The ground rules can also be displayed in the room on a chart. The ground rules can be established by mutual consensus by asking participants for their suggestions or they can be predetermined.

These can include:

1. Punctuality for the sessions
2. Active participation from all participants
3. Speaking one at a time
4. Mobile phones set to vibration mode or preferably switched off
5. Simplified use of legal and technical terms and terminology
6. Special attention to new participants or those who don't have a lot of experience or prior knowledge of the subject matter
7. Introducing ice-breakers in between sessions with volunteer participants
8. Use of first names as the form of address amongst participants
9. Patience exercised by resource persons if participants are not clear about certain points
10. PowerPoint presentations on a black and white contrast sheet for legibility
11. Respecting each other's views and opinions
12. Refraining from making any personal remarks
13. Listening to others and also contributing to the discussions
14. Collective clapping or other such gesture to alert the group if any of these ground rules are broken

Day One

Welcome Address

The workshop begins with a welcome address from the organiser. A guest speaker, a gender expert, can also be an excellent resource person to deliver the welcome address and begin the workshop on the right note.

Workshop Objectives

The objectives of the workshop can be explained to all the participants, which are:

1. To create an understanding of gender roles and relations.
2. To develop an ability to think about stereotyping, oppression, and using a gender lens.
3. To encourage participants to reflect upon their own lives and organisations, and to recognise relationships of inequality that affect them.

Breaking the Ice: Getting to Know Each Other

Ice Breakers in trainings/workshops are used for the introduction of participants, for clarifications on their expectations and the workshop objectives. These are usually conducted after the initial welcome address and an overall sharing of the purpose of the workshop. They are useful in helping the participants to share information about themselves and getting to know one another. They are intended to create a basic trust and familiarity that can lead them to open up, feel safe and comfortable to participate during the rest of the workshop. This is especially important in workshops which are based in the use of participatory methodology.

The facilitator may select an activity from among the choices provided here based on several factors such as the familiarity of the participants with one another, professionally or personally, the purpose of the workshop and how important it is, therefore, for them to know one another or their organisations.

Pre-workshop Evaluation

This is an important exercise in being able to evaluate the participants' expectations, as well as get an indication of each individual's abilities and experience level. It also gives the facilitator

A guest speaker, a gender expert, can also be an excellent resource person to deliver the welcome address and begin the workshop on the right note.

a chance to address any missing facets of the training agenda. Once the post-workshop evaluation has been done, this also helps in comparing the learning gained from the workshop.

Aim:

To allow participants the opportunity to get to know each other and to break down initial interpersonal communication barriers.

Objectives:

Participants will be able to:

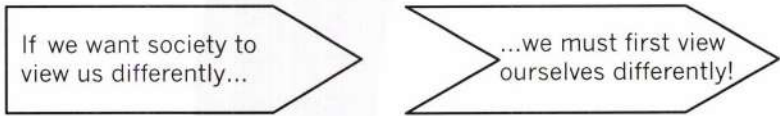
- Address each other by their preferred names
- Describe the basic characteristics of at least one person (their partner) in the group; and,
- Express positive feelings about the commencement of the workshop.

Duration: Ten minutes

Material: Paper strips with statements cut in half

Sequence:

The first activity comprises the distribution of paper slips that contain statements on women's issues. The strips have been cut in half in various ways so that each piece can only be matched with its original mate. For example:



If we want society to
view us differently...

...we must first view
ourselves differently!

The statements to be matched are as follows:

- Men can take care of children as well as women.
- Technical skills can place men and women on an equal footing.
- If we want society to view us differently, we must first view ourselves differently.
- Women do two-thirds of the work but receive only one-tenth of the total income.
- If you have not heard her story, you have heard only half of history.
- Women can work as hard as men can.
- Educate a woman, educate a nation.
- When one thinks of an engineer, one hardly thinks of a woman.

- Women need skills that will allow them to earn more money, to better address survival needs, and to become autonomous.
- The role of women is viewed as limited to that of housewives, mothers and unpaid family labour in our society.

In the second activity, tell participants that they must find the matching half to the piece of paper they are holding. When they find the right match, they form pairs with the person who has the matching piece. Each person in the pair then interviews the other to establish answers to the following questions:

- What is your name?
- What is its meaning?
- Who gave it to you?
- What name do you prefer to be called?
- What work do you do?
- Do you have a hobby?
- Why are you at this workshop?

Duration: Twenty minutes

In the third activity, each person in each pair introduces his or her partner to the group.

Duration: Thirty minutes

In the fourth activity, the facilitator summarises each pair's report and emphasises the importance of participants remembering each other's names.

Point out that names are generally chosen by people of dignity, such as an elder, parents or close relatives. Although most of those who name people are male, some names are given by women.

Duration: Thirty minutes

The fifth activity involves asking each participant his or her view of the first exercise.

Hold out three cardboard cut-outs with:

- a smiling face
- a frowning face
- a neutral face

Ask participants to match their feelings about the workshop to one of the faces.

Duration: Five minutes

Materials: Cut-out cardboard faces

Alternative Activities

Ask participants to form two circles, one inside the other. The circles move in opposite direction to the rhythm of either music or songs. When the facilitator says “Stop,” the participants form pairs with the people opposite them.

Duration: Five minutes

Materials: Music

The facilitator then asks the following question:

“If you knew you had only three days to live, what are the most important things you would do?”

Duration: Five minutes

Participants give their answers to their partners.

Duration: Five minutes

Taking turns, partners report each other’s answers to the entire group. This ensures that no individual gives his or her answer directly. The exercise is completed when everybody’s answers have been announced.

Duration: Five minutes

Sample Answers:

I would throw a party for my friends.

I would spend time with my family.

I would meditate.

I would finish things up at work.

Conclude by saying that all the answers are interesting, but that no particular answer is better than any other. This exercise allows us to say what we want without being judged. There are no RIGHT or WRONG answers.

Thank all present for their participation. As homework for the next day, ask them to try to remember the other participants' names.

Evaluation:

Were all participants equally involved?

Did they match their feelings about the workshop with the smiling face, the frowning face or the neutral face?

Note: The activities recommended in this lesson, and throughout the toolkit, are ones that have been found useful in the workshops conducted to date. Many other kinds of activities could be used to achieve the same purposes. The best activities are those which have particular relevance for the participants and which keep them actively involved. Feel free to substitute as appropriate for the group(s) you are working with.

Workshop Evaluation Questionnaire

A 'Workshop Evaluation Questionnaire' has been attached as Annexure – I which is a tool that has been used in gender workshops to help participants assess their responses to gender-linked concepts before receiving any inputs. The same questionnaire should be administered at the end of the workshop to assess changes in their understanding and review the new information/analysis that has led to the change in their response. The appropriate answers and explanations are given as Annexure – II.

Expectations

As an individual exercise, participants are asked to share their expectations from the workshop. This way, participants also get the space to voice any apprehensions or concerns they might have which could affect their learning process. Each participant is given four or five cards to write down their expectations. The responses are then sorted into categories and the facilitator then discusses them, explaining which ones will be covered in the workshop and which ones can not be included. The objectives of the workshop, prepared in advance, should be shared with all the participants and even displayed in the room till the end of the workshop. Explain that the workshop is designed to be participatory wherein they will do some group exercises, share and discuss. It will seek to engage

in reflection and mutual learning. Emphasise the importance of participation to share and clarify what they do not understand. Then ask them, as a group, if they have any apprehensions about the workshop. Reassure them by explaining how some of these can be overcome.

Tips for Facilitators

Some hopes that have been shared by participants at earlier workshops include things such as understanding what gender is, where it originated, why we are talking about it, ways of reducing inequalities between men and women, how it can be used in the field, etc.

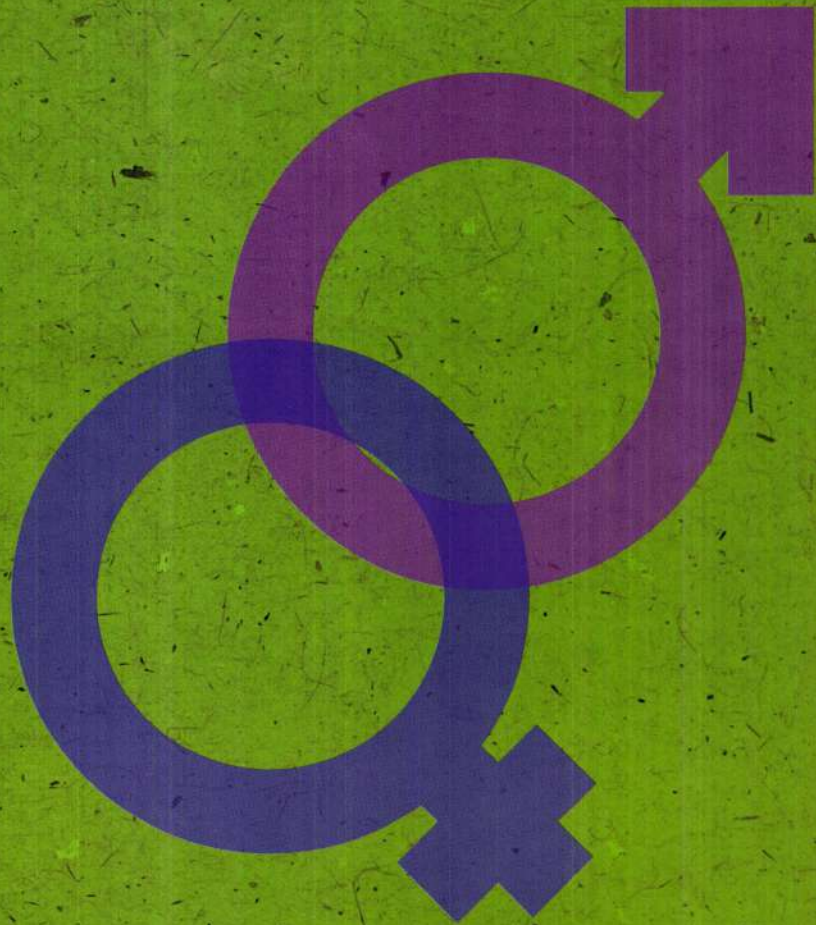
The participants' apprehensions may relate to:

- The language being used in the workshop: There will always be some participants whose fluency of the language used in the workshop can be utilised to help translate certain terms/phrases used.
- Inability of some participants to write/see: Cooperative learning and mutual help can be solicited to compensate for inadequacies.
- Limited experience and therefore inability to contribute: Regardless of professional experience, all the participants bring in their personal experience which is a useful resource for developing understanding on gender.
- Arrangements in case of sickness: Arrangements regarding absence due to emergency, location of medical kits and any other relevant information must be shared at the onset.

There may be other apprehensions as well which need to be addressed so that the participants are not unduly preoccupied with them during the workshop. Some apprehensions may not be expressed up-front and these need to be gauged and addressed.

Session 1

- **Why is Gender Training for the Media Important?**
- **Understanding Gender**
- **What is the Role of Gender in Media?**
- **Stereotypes and Perceptions**
- **Words and Visuals**
- **Participatory Activities**



Session 1

Why is Gender Training for the Media Important?

Gender portrayal is not a women's issue. Portraying gender in a fair and ethical manner will only occur when it becomes a concern for everyone in the newsroom and beyond. Journalists, photographers, news editors, camerawomen and cameramen, cartoonists, media employers, self-regulatory bodies, journalists' schools, associations and unions, all have a role to play in ensuring that media become an effective mirror of society. Civil society actors can support this process through monitoring, dialogue and positive partnerships with media.

The media content production environment is fraught with structural, ideological and practical complexities that work together to generate the resultant visible gender disparities. Creating a gender culture in the media should become a priority to fight the effects that gender-biased content has on the public's perception of women and men, and the relations between them. Adopting guidelines and increasing the robustness of codes from a gender perspective are only initial steps. Attention should also be given to fair and transparent recruitment policies, lifelong training (paid for by management), for all professionals and regular progress monitoring.

It is important to recognise that "women" do not constitute a homogenous group. While seeking to use a gender lens journalists must be conscious of the need to include the experiences and perspectives of women from a variety of social, cultural and economic backgrounds, mirroring as far as possible the invariably complex composition of the society they belong to (taking into account, for example, class, race/caste/ethnicity, religion, age group, location, educational level and health status). By seeking out women and talking to them about their encounters with and opinions on news making events, journalists would not only be fulfilling their professional duty but also ensuring that their stories are out of the ordinary and therefore more likely to stand out in the customary media blitz.

Journalism sets the context for national debates on important current events and thereby affects public perception of issues

Creating a gender culture in the media should become a priority to fight the effects that gender-biased content has on the public's perception of women and men, and the relations between them.

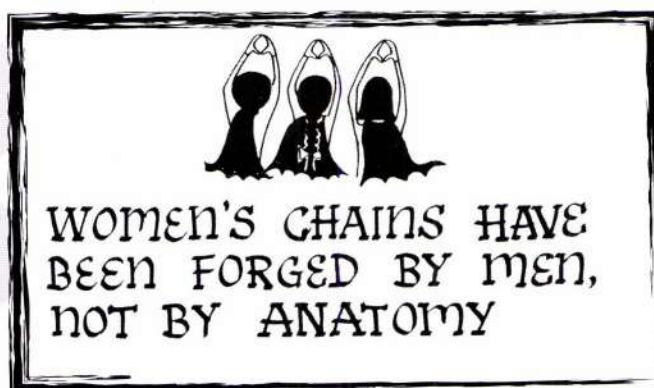
across the socio-economic and political continuum – not just what are commonly seen as “women’s issues.” By determining who has a voice in these debates and who is silenced, which issues are discussed and how they are framed, the media has the power to maintain the status quo or challenge the dominant order. The news media – in its time-honoured, fundamental role as the Fourth Estate, the watchdog of society, defender of the public interest – has a duty to try and reflect the experiences, concerns and opinions of diverse sections of the population, including the female half of the human race. Unless gender is acknowledged as one of several factors that affect people’s experience of almost everything, and accepted as one of the angles to be explored while covering anything, the media will continue to tell only part of the story – whatever that story may be.

Introduction

An increase in gender awareness means gender sensitisation, and the recognition of a need to incorporate women and marginalised people into the development process as active participants.

Gender awareness contributes to changes in the attitudes and behaviours of individual people, and of groups.

‘Gender’ as a concept denoting socially constructed notions of femininity and masculinity leading to power inequalities between women and men continues to be misunderstood in media practice. The challenges in interpretation are more acute in some contexts than others, with the more problematic interpretations being simplistic renditions that reduce ‘gender’ to mean ‘women’ as well as media content on ‘women’s issues’, the latter being understood as concerns related to women’s social reproductive roles. It is therefore, imperative, to instill gender awareness in our media and a true understanding of what gender sensitivity entails.



Key Concepts

Understanding Gender; Distinction between Sex and Gender

Sex refers to the universal, biological differences between men and women. People are born either male or female with certain organs that determine their sex. Other than these biological differences, men and women are not different. This biological or physical construction or difference is called sex. These differences are created by nature and are the same in every family, community or country. Thus, biologically, a boy is the same anywhere in the world and a girl is the same anywhere in the world. In rare cases, there may be variations due to some physical abnormalities.

The other differences between men and women like their clothes, behaviour, education, attitude of society towards them are all social or cultural, not natural. That is why these social or cultural differences are not the same in every family and every society. These social and cultural definitions of men and women are called gender.

Gender refers to the characteristics and qualities that societies associate with masculinity and femininity. The concept of gender encompasses the social roles and relationships between men and women. These roles and relationships are context-specific and can change according to circumstances, and from generation to generation. Gender is influenced by other characteristics of society such as wealth, caste, class, age, education, race, religion, sexuality and ideology.

Therefore, it is society that teaches that men should be strong and carry heavy weights while women are fragile. Society also emphasises that women should have long hair and that men keep their hair short. These gender differences have not been created by nature. Nature produces males and females whereas society turns them into men and women.

Gender Equality

Gender is about relationships between men and women. Gender relations in many societies are unequal and hierarchical. This is shown by factors such as access to and control over resources. Institutions, ideologies, values, ideas and practices all play a role in shaping attitudes about gender.

Gender equality is about valuing women and men equally. Equality

Equality means recognising how women and men have traditionally been treated differently and making changes so that things like the work that women and men do is recognised as valuable and worthy.

means recognising how women and men have traditionally been treated differently and making changes so that things like the work that women and men do is recognised as valuable and worthy. For example, unpaid work in the home can be as valued as work done in an office.

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.

Stereotypes influence how men and women should behave and why. These are learnt at an early age and thus have a lasting impression. We do not usually analyse the meanings that such stereotypes have and would be surprised to discover the implications and the impact that these have on men and women.

Stereotypes may have the following impact:

- They not only put pressure on women but also on men to behave normatively and create unrealistic and artificial expectations of both sexes.
- As a group women are undermined.
- They limit options and choices in life for both women and men.

GENDER STEREOTYPES

Duration: 1 hour

Method: Voting with Cards

Materials: Cards of two different colours, flipcharts, pens, list of words

Objective: Participants understand gender stereotypes and their impact

PROCESS:

1. Distribute a pair of blank cards of two different colours to all the participants. Ask them to choose one colour for 'men' and one for 'women'.
2. Explain that you will be calling out a word or a phrase. A list of words is suggested below.

3. Tell the participants that they should raise their respective cards for men or women based on whose image comes to their mind on hearing the particular word. Tell them to respond without spending time to think or without any discussion with the co-participants. If they think the word characterises both men and women equally, they should raise both the cards.

LIST OF WORDS

tailor	beautiful	strong	gynaecologist
chef	caring	stitching	receptionist
head of family	nurse	farmer	teacher
brave	talkative	pilot	gossiping
crying	rational	submissive	dominating

4. Call out the first word. Count the number of participants who raise the cards for ‘men’, for ‘women’ and for ‘both’ separately and write the score on a flipchart/board alongside each word. An example is indicated in the table given below.

SAMPLE CHART OF RESPONSE SCORING

WORDS	SCORE		
	Men	Women	Both
beautiful	3	21	1
head of family	24	1	–
brave	22	3	–

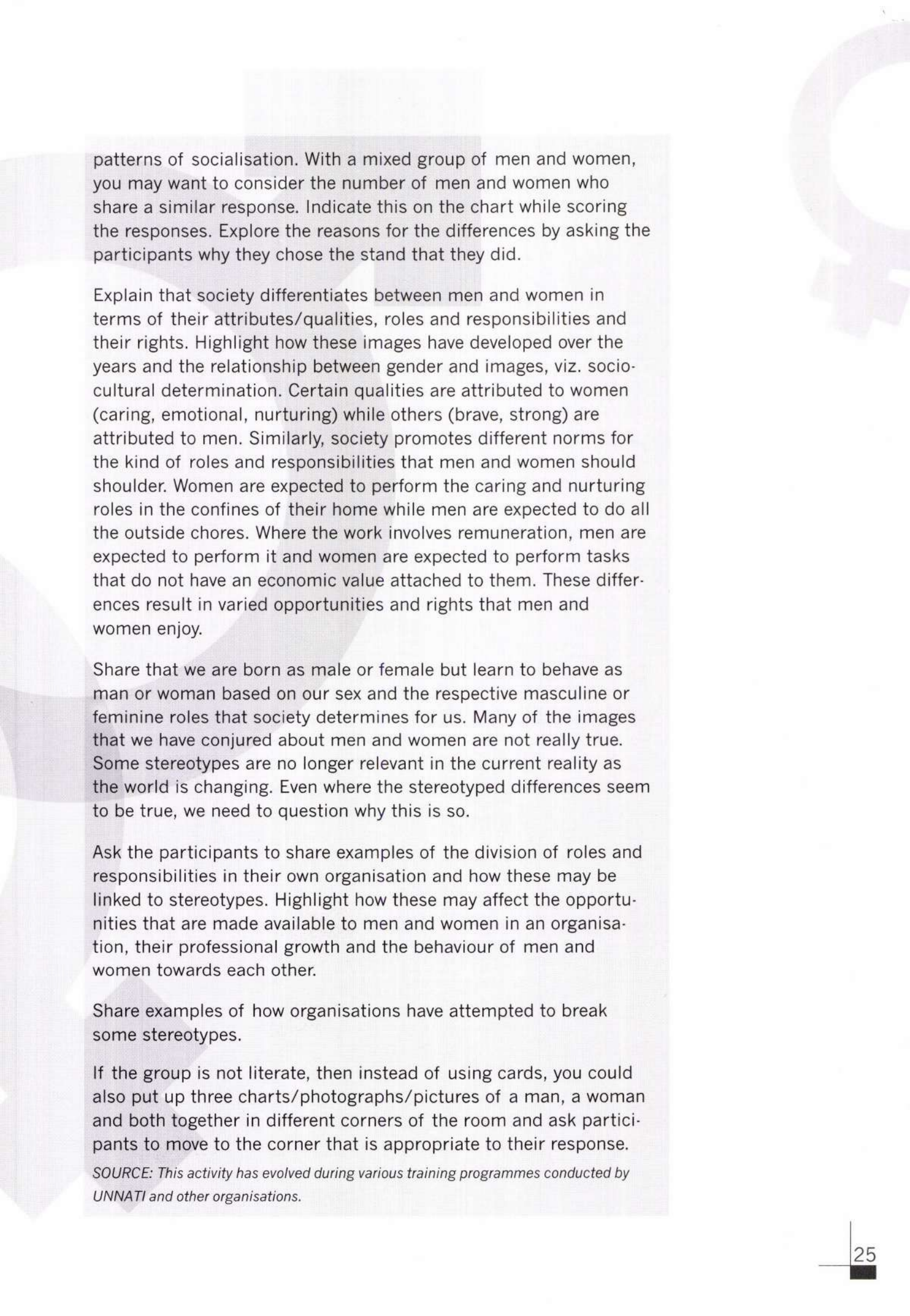
5. Continue with all the other words on the list in the above manner, maintaining a fast pace in eliciting the responses to the words.
6. Debrief and discuss the responses and their implications.

DEBRIEFING

1. What do the patterns on the chart indicate?
2. Why have certain words been associated more with men or with women?
3. Is there a difference between our responses and reality? What are some of the contrary instances that you know of?
4. What impact can such images of men and women have on our work?
5. Do you think such images can be changed and, if yes, how?

Tips for Facilitators:

In an all-women group, explore the reasons for the difference in the responses of women to the same word. Link to the differing



patterns of socialisation. With a mixed group of men and women, you may want to consider the number of men and women who share a similar response. Indicate this on the chart while scoring the responses. Explore the reasons for the differences by asking the participants why they chose the stand that they did.

Explain that society differentiates between men and women in terms of their attributes/qualities, roles and responsibilities and their rights. Highlight how these images have developed over the years and the relationship between gender and images, viz. socio-cultural determination. Certain qualities are attributed to women (caring, emotional, nurturing) while others (brave, strong) are attributed to men. Similarly, society promotes different norms for the kind of roles and responsibilities that men and women should shoulder. Women are expected to perform the caring and nurturing roles in the confines of their home while men are expected to do all the outside chores. Where the work involves remuneration, men are expected to perform it and women are expected to perform tasks that do not have an economic value attached to them. These differences result in varied opportunities and rights that men and women enjoy.

Share that we are born as male or female but learn to behave as man or woman based on our sex and the respective masculine or feminine roles that society determines for us. Many of the images that we have conjured about men and women are not really true. Some stereotypes are no longer relevant in the current reality as the world is changing. Even where the stereotyped differences seem to be true, we need to question why this is so.

Ask the participants to share examples of the division of roles and responsibilities in their own organisation and how these may be linked to stereotypes. Highlight how these may affect the opportunities that are made available to men and women in an organisation, their professional growth and the behaviour of men and women towards each other.

Share examples of how organisations have attempted to break some stereotypes.

If the group is not literate, then instead of using cards, you could also put up three charts/photographs/pictures of a man, a woman and both together in different corners of the room and ask participants to move to the corner that is appropriate to their response.

SOURCE: This activity has evolved during various training programmes conducted by UNNATI and other organisations.

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 better.

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. For example, NGOs and governments can apply a gender lens to the management of their staff, to the development of training and community programmes, to the planning of annual meetings or workshops, to the creation of a linkage component for their annual work plans, and so on. A gender lens can be a useful tool for promoting equal partnerships between men and women.

Gender Sensitive Training

Gender is increasingly being recognised as a development issue rather than a women's issue, simply because real and meaningful development is not possible unless both men and women are equally and fairly represented. Gender sensitive training, therefore, is a process which recognises and addresses the issues of both genders. It takes into account the fact that by virtue of the inherent differences between the two, the needs, priorities, issues and expectations of men and women may be different and ensures that both are equally addressed in the training and benefit equally in the learning process.

Guidelines for Gender Sensitive Training

Gender sensitive training is not training on the gender approach and does not have to even directly mention gender issues or talk about gender equality. Gender sensitive training aims to ensure the equitable participation of women and men during the training process by:

- developing training programmes that cater for both women and men's interests
- ensuring that there is a sufficient number of women among the participants
- using methods that increase the active participation of both women and men, and that address different learning

NGOs and governments can apply a gender lens to the management of their staff, to the development of training and community programmes, to the planning of annual meetings or workshops, to the creation of a linkage component for their annual work plans, and so on.

- capacities
- ensuring a learning environment suitable for both women and men
- adopting attitudes and behaviours that value differential experiences and perspectives
- ensuring listening and respect for each other's experiences and views
- facilitating good communication practices in which misunderstandings, insults, blaming, and demands are recognised and resolved, and participants are brought back to facts, views, values, and requests

Girls in shorts is no big deal



Daily Insaaf quoted President Pervez Musharraf as saying that it was no offence in the Pakistani girls wore nacker (shorts). He said Qazi Hussain Ahmad and his family went to the United States where the gori (white) girls wore shorts. They obviously did not mind that otherwise they would not have gone to the US. Why then was it objectionable to see Pakistani girls in shorts? Nawa-e-Waqt quoted Musharraf as saying that those who didn't like seen girls clad in shorts should their eyes closed.

The Friday Times: April 15-21, 2005

Participatory Activities

Activity 1: Understanding Gender

Divide the participants into two groups – one male and one female. The participants should be asked to form a circle and answer the question one-by-one so that everyone in the circle has a chance to individually respond.

- The question for the female group is "When do you feel proud to be a woman?"
- The question for the male group is "When do you feel proud to be a man?"

Then ask the participants to say whether their responses to this question were based on sex or gender. Report back to the large group and share examples.

Closure: Repeat the key question and ask the participants if the activity enabled them to respond to the question. If necessary, clarify uncertainties.

Tips for Facilitators: If the group feels uncomfortable doing this exercise, follow the exercise with a group building exercise or warm-up activity.

Activity 2: Common Perceptions about Gender

Objective: Participants will be able to identify how proverbs and common idioms influence perceptions of gender.

Key Question: How do proverbs and common idioms influence perceptions of gender?

Time: Varies

Methodology: Paired discussions, presentation and explanation.

Materials: Newsprint, markers, meta cards, and masking tape

Steps:

Have each participant write one or two proverb/s (popular saying about men or women commonly used in Pakistani society) on a meta card.

Post the meta cards on the wall.

Discuss how these proverbs reinforce beliefs and influence behaviours of men and women.

Proverbs and common idioms create values and expectations that affect men and women. Ask participants to identify other things that affect our perceptions about gender, for example, the influence of newspapers, textbooks, television, magazines, advertising, etc.

Tips for Facilitators

- Facilitators should use local sayings and proverbs.
- During discussion probing questions for the facilitator might include:
- How did you feel about the proverbs and statements?
- Are the statements or proverbs positive or negative?
- Who is supported and who is humiliated by these proverbs?
- Are there proverbs that reflect positively on men and women?
- Are the roles for men and women in these sayings accurate? Realistic?

Activity 3: Stereotypes

Objective: Participants will be able to identify stereotypes of masculinity and femininity that result in unequal treatment of men and women.

Key Question: What are stereotypes and how do they influence gender roles and relations?

Time: Varies

Preparation: Find examples of stereotypes suitable to the local context. Assemble materials.

Methodology: Picture interpretation, discussion, role play
Materials: Newsprint, markers, meta cards, masking tape

Steps

Part A

Define stereotypes for participants.

Divide the participants into three or four groups. Explain that we are going to look at how people are affected by sex stereotypes. Each group is to brainstorm common characteristics of the opposite sex which they have heard and which they may or may not believe. The following two questions may guide this process:

What characteristics and behaviours does society expect from women?

What characteristics and behaviours does society expect from men?

Ask the groups to write down responses, using different colors of meta cards for female and male characteristics

Present the cards in the plenary.

Present a picture with strong stereotypes to the group. Ask the group if this picture illustrates any stereotypes.

Present the question: "How have stereotypes resulted in men and women being treated differently in society?"

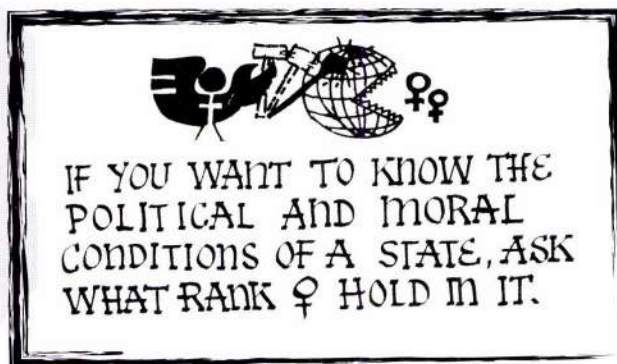
Review how we develop stereotypes (from Activity #2: Common Perceptions about Gender)

Part B

Divide the participants into groups and have them develop a role-play about stereotypes for a three to five minute radio or TV programme. The group can select different forms of programmes, for example, advertisements, talk shows, sitcoms, drama, news-casts, etc.

Present the role-play to the whole group.

Closure: Repeat the key question and ask the participants if the activity enabled them to respond to the question. If necessary, clarify uncertainties.



Tips for Facilitators

The facilitator should be able to provide examples.

The left side picture shows the stereotype role for a girl, collecting firewood and looking after her little sister, while her brother goes to school. The right side changes that stereotype to show all three children going to school.

- Facilitator may want to divide the participants into same-sex groups if he or she feels it will increase participant comfort and safety.
- Case studies, optional – Playing of Uks's radio programmes, some print media coverage and TV clips.

STEPS

Part C: Game

Participants sit in one large circle on the ground. Give each participant one meta card. On the meta card participants should each write down one thing that has changed over time -- it could be an idea, an invention, an experience, a policy, etc. Each participant then reads their idea and places it inside the circle.

After all of the ideas are read out, the group clusters the ideas into changes that are common or flow from similar ideas. Discuss changes that are common and different and how they came about. Divide the participants into groups of two or three. Give each group two or three pictures. Ask the group to discuss what is happening in the picture and how a change in the community or a change in the relationship between the people in the picture might make the picture look different. Ask participants to focus on changes in gender relations but not to exclude other forms of change. Discuss. Each group gives one example in plenary.

Facilitator may ask these questions during de-briefing:

What is common about the changes you have suggested?

Why might these changes be difficult to achieve?

When is change perceived as positive? Or negative?

How do people respond to change and why?

Proverbs about Women from Different Societies

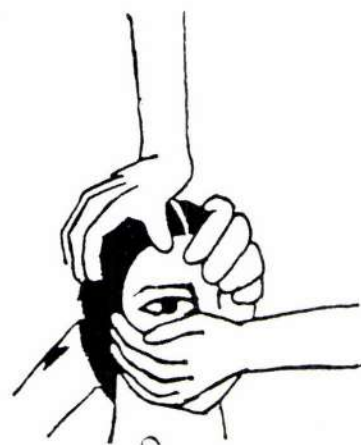
Proverbs are perceived to embody truth in several communities.

They may confirm societal norms and values but may also serve to perpetuate societal stereotypes.

Nepalese Proverbs and Statements about Women and Men

- "When a girl is born, the earth sinks by a foot, but when a boy is born, it rises on foot to greet him."

- “If you look after her well – good. If you kill her, you are cursed.” (Reference to bidding the bride farewell after the wedding ceremony. The bride’s mother ties a knot in cloth containing money, nuts, holy thread, etc and gives it to the groom with this message).
- “Even a beggar does not take alms from a barren woman.”
- “If there is a son, you are safe. If it is a daughter, you have dismay.”
- “A daughter from a family of good background will be good...like pure water.” (Equates ‘good’ to being disciplined, respectful, obedient)
- “A husband with two wives goes to the corner and cries.”
- “The in-law who is very weak has eaten soybean so is weaker now. What do we do with her?” (Refers to the devaluation of the daughter-in-law and sister-in-law; their malnourishment in some homes; and the traditional rejection of soybean as a good food)
- “Women don’t have Adam’s apples because they can’t keep secrets.” (Suggests women are chattering gossips and do not have the discretion of men)
- “Women are excluded from the maternal house once married and suffer the battering of their husbands, so what is their status?”
- “If a daughter dies, she goes to a big house.” (No worry, no loss when a girl or woman dies)
- “Daughters of widows are like bulls.” (Without a man around, they must be wild and uncontrollable)
- “Who has sons has property, who owns a cow has the forest.”
- “We should listen to our male elders and go near their fire for heat.” (Men are the source of strength, protection, warmth, etc.)
- “If the hen starts crowing, it should be slaughtered and thrown over the hill.” (Women must be submissive. If they speak up, they should be discarded.)
- “A son’s relation is a bone relation. A daughter’s relation is like leaves.” (A son’s relation is lasting and valuable, while a daughter’s is transient like leaves which fall and become worthless.)
- “An uncle’s property is invested in auntie’s ritual.” (Translates similar to ‘easy come-easy go’ and has underpinnings that relate to the low value put on in-laws and their property)
- “If late, let it be a son.”
- “If a boy is born, cut a goat. If a girl is born, cut a pumpkin.”
- “Where women are respected, God enjoys.” (From Holy Hindu



scripture)

- “Drum, savage, sudra, animal and women - these are to be beaten.” – Poet Tulsi Das (India)
- “In childhood a female must be subject to her father...in youth to her husband...and when her lord is dead, to her sons - women must never be independent.” - Manu
- “It is not good if women give opinions.”
- “The daughter is a thing to give away, for someone else she is kept.”
- “What a relief to send her away today, I am light as a feather and free from debt.” – Poet Kali Das

Proverbs and Sayings about Women from Mozambique

- Women, the source of all evil
- A good wife, an injured leg and a pair of torn trousers stay at home
- Virtuous is the girl who suffers and dies without a sound
- Never marry a woman with bigger feet than your own
- A woman cannot become a man
- Two women cannot live in the same house
- A woman and an invalid man are the same
- A woman's intelligence is that of a child

Proverbs and Sayings about Women from Pakistan

- “Aurat paoon ki jooti hai.” (A woman’s status is that of a shoe)
- “Baiti paraya dhun hain.” (Daughters’ are someone else’s property)
- “Aurat naqaauul aqal hoti hai.” (Women are weak in the head)
- “Aurat ghar ki londi.” (A woman is a slave of the house)
- “Chotay chotay kaam auraton ko tabah kar daitey hain.” (Small things ruin a woman)
- “Aurat fitna hai.” (A woman creates chaos)
- “Aurat ki aqal gutt mein hai.” (A woman’s wit is in her braid)
- “Aurat ki aqal ghutnay main hai.” (A woman’s wit is in her knees)
- “Aurat makri hai.” (Women exaggerate and play act to get their way)
- “Aurat ghar tabah karti hai.” (Homes are destroyed by women)
- Woman is another woman’s enemy.
- “Boorhi Ghorri – Laal Lagam.” (Old mare – Red harness – used in reference to an older woman who is deemed to be dressed up too loudly for her age)
- There stands a woman behind every successful man
- Women are fine when confined within four walls

Conceptual Approaches to Gender and Media

"The media do not merely represent; they also recreate themselves and their vision of the world as desirable, salable. What they reproduce is chosen, not random, not neutral, not without consequence."

Patricia J. Williams, The Rooster's Egg, On the Persistence of Prejudice, Harvard University Press, 1995.

The media cannot be used as an effective and credible tool to advance messages on gender equality if the messages it sends daily through reports on events and issues are gender-blind or negative about women's roles and contribution in a society. Likewise, the media cannot challenge the lack of women in decision-making in governance structures, if there is a paucity of women in leadership positions within the media.

Negative portrayals of women in media and their discrimination on basis of gender discrimination in employment and advancement in the work place have today become serious issues requiring attention of human right activists and media professionals. Critiquing and challenging the media to change the way it portrays and represents women in its editorial content and programming; the way it also confines women to the lowest positions in newsrooms; the way it uses women, sex and violence against women to attract audiences; and the way it ignores discrimination against women in all sectors of society in the main news pages and broadcasts have been core concerns of gender activists.



IF YOU WANT TO KNOW THE
POLITICAL AND MORAL
CONDITIONS OF A STATE, ASK
WHAT RANK ♀ HOLD IN IT.

“The media’s focus on the current issues and events of the day and the collection and editing of this information for presentation through the news media – newspapers, television and radio – is the practice of journalism. Likewise, the events and issues that become news each and every day, also go through a process of selection which is not without its own imperfections. News is a choice, an extraction process, saying that one event is more meaningful than another event. The very act of saying that means making judgments that are based on values and based on frames (mental structures that shape the way we see the world).”

David Murray, Joel Schwartz, S. Robert Lichter, It Ain't Necessarily So, How the Media Remake Our Picture of Reality, Penguin Books, 2002

Women are Needed in Newsrooms for Proper Coverage of the Hidden Half of Humanity

Equality for men and women still represents a challenge for media plurality. Aside from the basic principle of gender equality, women are needed in newsrooms for proper coverage of the hidden half of humanity, because they have the ability to deal with aspects to which men do not have access. Several studies show that the media provide little coverage of women, or that the coverage offers a very conventional if not degrading image of women – coverage that is defended on the basis of polls indicating a lack of interest on the part of the public. Women remain largely invisible. A survey carried out by the Paris-based Association of Women Journalists (AFJ) in 70 countries in 2006 found that less than a fifth of the people quoted in articles were women. The situation does not seem to have evolved since then, the AFJ said.

News Media: A Men's Preserve that is Dangerous for Women, Women and Press Freedom, Reporters without Borders for Press Freedom, March 2011

SONG



*We are gentle, angry women
and we are singing, singing for our lives.*

*We are missile-stopping women
and we are singing, singing for our lives.*

*We are anti-nuclear women
and we are singing, singing for our lives.*

*We are brave and frightened women
and we are singing, singing for our lives.*

Women and the Media in Pakistan

- Women are excluded from top positions in Pakistani media houses. The fact that the top management in most media houses is male and does not recognise the rights of women, contributes greatly to the fact that women are excluded from top jobs in media.
- Women are greatly out-numbered by men in the media workforce. Despite the fact that it is difficult to find adequate data on male and female ratios working in Pakistan media, we can safely say that there are fewer women in this field compared to men.
- Gender division of news beats is biased, favouring male reporters. Women reporters, who are equally competent to take up 'hard' issues like politics, economy, and sports, are kept away on the pretext of their gender.
- Sexual harassment is a very serious concern. This is a topic not well understood in media houses in Pakistan, mainly due to a lack of awareness and sensitivity towards gender issues.
- The portrayal of women in media is biased and prejudiced. When women do get reported on, they are often portrayed as sex objects, beauty objects, as docile homemakers, and as victims. Some categories of women, the working class and minorities receive even less attention.
- Absence of training and capacity building for women. There is a need to provide women with equal opportunities for intensive training, empowering them with professional skills to fight for their place in mainstream media.
- Traditions and culture hinder women's learning process. In media a lot of training takes place on the job. Women feel their male colleagues are able to learn at a faster pace because they can sit with senior male colleagues and learn things over a cup of tea, etc. - there are no cultural barriers getting in their way.
- Unfriendly environments and a lack of facilities for women discourage them from working in media. Unfavourable conditions at the workplace like improper seating arrangements, lack of ladies' toilets, lack of transportation, etc. expose women to discomfort at the workplace and discourage them from working at media houses.
- Long and unpredictable hours carry a social stigma for women. This makes it very difficult for women to cover 'hard' news beats, which require them to work at all odd hours and include a lot of travelling at times.

- Gender-sensitive reporting is missing in print and electronic media. Women are not given the opportunity to be involved at all levels of media houses, especially in decision-making positions. The nature of information being disseminated should be sensitive towards both men and women, and women should be used as sources of stories, alongside men.
- Media advertisements portray women in stereotypical roles. Creative and destructive roles of advertisements include discrimination against women, which play a huge role in shaping the gender roles in society.
- Gender specific coverage of news in print and electronic media favours men. Women are under-represented and a proportion of news about them, though small, is biased and unfair.

“The radio, television and newspapers give us information through news, current affairs programmes, and talk shows. They also entertain through TV soaps, films, game shows, music and sitcoms. It is through advertisements on radio, television and in the newspapers, that we know about goods and services for sale.” Whose Perspective? A Guide to Gender-Sensitive Analysis of the Media, Women’s Media Watch Jamaica, 1998

“TV’s impact has been more than cinema, because there is a ritual element in cinema - you have to go out, out of yourself to be a part of it...TV enters your space...there is no specialness to it, and before you know it, it has fundamentally altered you. TV is much more subversive; it has entered into areas still considered taboo by cinema. The fact that cinema is a ritualistic activity that you usually do with family, while TV may be watched alone may have something to do with it. It is the same logic as pornography, - it’s something that may be widely shared by a lot of people but your relation with it is unique and private.”



**BEING A ♀ IS A TERRIBLY
DIFFICULT TASK SINCE
IT CONSISTS PRINCIPALLY
IN DEALING WITH MEN.**

Does the News Have Gender?

Many women journalists assert that the news is not defined by gender. "The news is the news," they say, whether it is reported by a woman or a man. They argue that standards of accuracy, fairness and ethics apply equally to all journalists, regardless of gender.

But could women journalists simply be taking their lead from male journalists who have set the atmosphere and standards of behavior in newsrooms? One editor from the United States thinks so. "Often women are conditioned to respond to news in a 'male' pattern. It's how many of us avoid being labeled 'too soft' and get the positions we have," she said. Women who want to cover politics and economics say they must follow the avenues set by their male colleagues or risk being assigned to soft news.

Still, the majority of women journalists say that their presence in newsrooms makes a difference in how news is selected and how it is presented.

Journalists completing a 2000 IWMF (International Women's Media Foundation) survey felt strongly that women bring a more human dimension to the news. A senior editor from the Philippines commented, "Men tend to concentrate on quotes from government officials and focus on conflicts, while women tend to look at impact on the greatest number of people or sectors."

*Source: Leading in a Different Language: Will Women Change the News Media?
Amy Johnson and Kimberly Campbell, IWMF, December 2000*

Just as gender needs to be mainstreamed in government, it needs to be mainstreamed in the media.

Gender and media advocacy includes lobbying, campaigning, research, training, media monitoring, communication and alliance-building activities which seek to advance women's rights and gender equality in and through the media.

There are two angles to gender and media advocacy

1. Media as target audience: Planned and consistent advocacy for gender equality in the media's workplace policies and conditions of service, as well as in editorial and advertising content.
2. Media as partner and tool for getting across messages on gender equality: The strategic use of the media as a tool for

advancing gender equality in all sectors, especially public policy, and to bring gender justice to the public's attention.

In targeting the media to bring about more gender sensitivity and awareness to the editorial content and to ensure equal opportunity and equal access for women in media work spaces, gender and media activists are at the same time opening the space to engage more effectively with the media in getting across messages on gender equality.

“Gender in media is an uncharted path – exciting but also frightening. Frightening because when you dare to challenge the lion in its den, you are likely to encounter extreme difficulties. The world over, the media has defined itself, successfully so, as a ‘law unto itself’. If it is challenged all hell breaks loose – from claims of media freedom, objectivity and neutrality being infringed, to the need to search for hard news.”

Thenjiwe Mtintso, Chairperson, Gender Links Board, foreword in Whose News? Whose Views? Edited by Colleen Lowe Morna, Gender Links, 2001

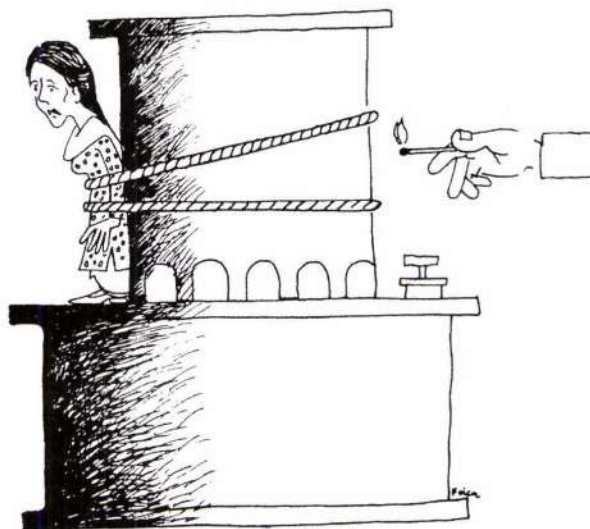
List of Issues Regarding Gender and Media

Below is a list of pertinent issues in the thematic area of gender and media:

- Distinction between English and Language Press: One peculiar feature of today's multi-lingual media is the marked distinction between vernacular and regional language and English language press reflecting, respectively, the conflicting ideologies of conservatism and liberalism. The English language press is generally supportive and sympathetic to women and ‘women's issues’. Since the English language newspapers/radio/television are already targeting the ‘converts’ in a way, it is the more widely read vernacular and regional language media which shall be the main focus of our analysis, which certainly doesn't exonerate the English press from stereotyping and showing a non-supportive attitude towards women issues.
- Covering Crime: The women in the cases of rape are the worst victims, a lot of media reports with a bias against these women and reinforces the existing non-supportive attitude of the society towards women. No wonder then that the official

reaction to rape continues to be that of accusation towards women.

- **Stereotypical Images:** There is a marked increase in women's magazines...focusing heavily on the domestic side of women and trying to prove that every woman needs to be a perfect cook, a tailor, and housekeeper and also be beautiful. The intellectual qualities of women are seldom mentioned. Their abilities as equal partners in developments are lost.
- **Hypocrisy in Media Portrayal:** Many sections of media in Pakistan have no problems while exposing physical and sexual features of women but are reluctant to bring forward issues of HIV/AIDS, sexual harassment, sex and flesh trade, and trafficking on the pretext of obscenity.
- **Role of Advertising:** It is said that 'beautiful women are used to sell everything, be it drinks, jeans, kitchen faucets, cars, medicines, juice,' thus it will be useful to monitor and analyse this trend.
- **Reinforcing of the Images of Virile Men:** There is a need to study the promotion of male-sexuality and advertisements in the newspapers and analyse the linkages between these advertisements and acts of violence.
- **Use of Derogatory Language:** The language often used is not only abusive and sexist, but also extremely judgmental, lacking any investigative or analytical value.
- **Women in Show Business:** There is a lot of interest in show business generated by the media everywhere. But while the coverage focuses on quantity, its contents are mostly sexist, chauvinistic and derogatory towards female actresses. Admittedly private lives and scandals of celebrities are heavily projected in the international media as well, implying that women who are a part of show business deserve the treatment meted out to them.



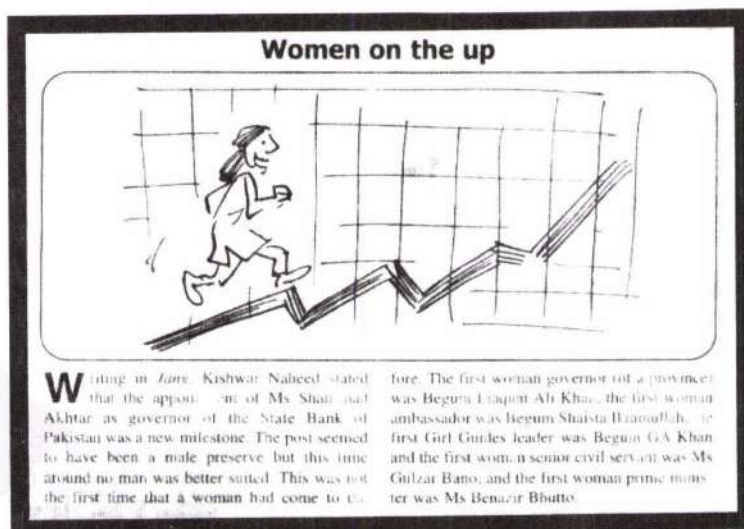
- The Different Faces of Stereotypical Projection: The cementing of a different set of stereotypes while avoiding one kind has been a dilemma endemic to many principles and philosophies. It appears that the media in some cases is suffering from the same dilemma. While carefully avoiding much of the provocative statements rampant in one section of the media, some others, in their own subtle way cement a different kind of stereotypes. This is evidenced by
 - Gratuitous pictures of scantily clad film stars and/or beauty queens in the International pages without a news accompanying them and frequent use of oversized pictures of sports women, specially athletes, swimmers and tennis players.
 - The issue of lack of space for women issues when there are more important issues like terrorism, political intrigues and scandals, etc.
- Legal rights and Violence against Women: Majority of the people in most of the countries around the globe, especially women, are unaware about their legal rights and what protection they have against all forms of violence. One of the reasons for this ignorance is the male domination of media. In the media women are still not given due representation either in the newsrooms or in the news. It is men who decide what news; views and visuals are to be heard, read and seen. This male domination of our newsrooms becomes overwhelmingly prominent during news coverage of women.



Invisible Woman, Undercover Reporter

French war correspondent Anne Nivat, winner of the Albert Londres Prize, has covered Chechnya, Afghanistan and Iraq: "It has been easier for me as a woman to do my work because women count for nothing in Iraq and Afghanistan and no one pays them any attention. You can see without being seen. Unlike our male colleagues, a woman journalist can pass relatively unnoticed. She can get through checkpoints. No one mistrusts her. But it is all to do with my method of working, total immersion in the local population. I dress like a local woman, with a burqa that allows me to go through very hostile environments. In countries at war, the population is always caught in the crossfire, between insurgents and regular army. While the men are at the front, the women try to survive. I have had privileged access to women thanks to men who have brought me into their families. Countries at war tend to turn in on themselves and become very conservative. Women's rights always suffer."

News Media: A Men's Preserve that is Dangerous for Women, Women and Press Freedom, Reporters without Borders for Press Freedom, March 2011



The Friday Times: January 13-19, 2006



Session 2

- Gender Equality and Equity: Looking at the Pakistani Scenario
- Constitutional Safeguards
- National Plan of Action(NPA), MDGs, CEDAW, UDHR, BPFA
 - Activity: What issues would I like to take up for my reporting/coverage?



Session 2

Gender Equality and Equity - Looking at the Pakistani Scenario

Introduction

Public in most developing countries depend for most of their information on their media. If the media is neither capable nor interested in following issues of development, the public will be left without any information. It is required by the media to provide a forum for public debate on MDGs and other international commitments. In 2010, Beijing+15 was a key event as the policies adopted by the individual governments were to be conveyed to the people. But, having followed Pakistani media coverage on Beijing+15, it can be said that the media did not play its role of watch dogs to hold the governments responsible for failures (or give credit for their successes). It can be said that in Pakistan, not much has been either debated or achieved in this regard. The media was far from discussing Beijing+15 except for some occasional features/articles in the English press. The Urdu and vernacular media - print and electronic - are far from making any effort to take up the issue of women's development in the backdrop of Beijing+15.

The relationship between the media and reporting of MDG related issues is influenced by various factors. A variety of channels and the freedom they are allowed enables a lot of issues to be discovered and dissected. However, the political turmoil in this region takes up most of the media's attention. The media very seldom reaches out to the masses and its focus continues to be on politicians and the urban elite. The question that needs to be asked is not only what can be done to implement the MDGs in Pakistan but also how the media can be made a partner in this process? What is the role of the media in tracking and reporting progress on the MDGs? How is Pakistan performing? Is it 'on-track' to achieve the MDGs?

The objective of this session is awareness-raising of the media practitioners on these legal instruments and more and to build their capacity in pursuing socially responsible journalism.

Constitutional Safeguards (Details provided as handouts in the Resource Pack)

- BPFA (1995) in Pakistan
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- The National Plan of Action (Women)
- Millennium Development Goals
- The Universal Declaration of Human Rights

Political Will and Media Influence

Unfortunately, many of the initiatives fell short of both, stated intentions and public expectations. Many measures remain hampered by inadequate budgets and suffer from flaws greatly undercutting their potential for positive results. While some are undermined by poor execution, others are rendered ineffective because of contradictions either within the provision itself or with other pre-existing provisions.

The net result of these shortcomings suggests a continued lack of sufficient political will to bring about basic changes challenging the status quo. While numerous measures have been taken, far too many of the actions have not been implemented. The lack of implementation has created considerable frustration amongst those women and groups who for several years have been stressing that the need of the hour is not to formulate new recommendations in different areas but to operationalise the numerous actions outlined in the government's own policy document and to implement the recommendations received by the government from different women's commissions.

Here, thus, is an important role for the media, which can generate a greater awareness regarding the constitutional safeguards for the women of Pakistan, as well as being a source of influence on the government who will no longer be able to hide behind a veil of ignorance.

Activity 4: The Social Responsibility of the Media

Objective:

Exploring opportunities to highlight the legal instruments and international commitments made by Pakistan, their status and follow-up - within space and agenda constraints of media house owners, editorial policies, etc.

Key Question: What issues would I like to take up for my reporting/coverage?

Time: Varies

Methodology: Discussion, presentations.

Materials: Markers, chart papers

Activity 5: Understanding the Institutions of Patriarchy

Objective:

Participants understand how the different institutions of patriarchy influence and contribute to the subordination of women.

Time: 1 hour 45 minutes

Methodology: Group Activity

Materials: Flipcharts, paper, pens and sketch pens

Process:

In the large group, ask participants to brainstorm the main institutions of society. List them down on the chart. Some of these may include the school, panchayat, marriage, media, judiciary, caste groups and workplace. Divide the participants into groups of four or five. Allocate two institutions to each group and ask them to discuss the following questions for these institutions:

Where are women and men placed in the hierarchy of these institutions? Why is this so? Has society always been ordered in this way in Pakistan? What are the examples of when this was different?

How do these institutions treat/control women?

What is the correlation between the position of women in these institutions, their treatment at the hands of these institutions and their position in society?

What are some examples of your experiences of dealing with these institutions?

How can a change be effected in some of these institutions?

In the plenary, ask them to present their analysis and not focus only on examples. Synthesise the presentation and discuss the importance of changing the patriarchal structure to usher in a more just and equitable society.

Tips for the Facilitator:

Share with the participants that these differences are first learned in the family. The other important institutions which reinforce these messages are the school, peer group, neighbourhood, marriage, the media, the judicial system, caste system, panchayat system,

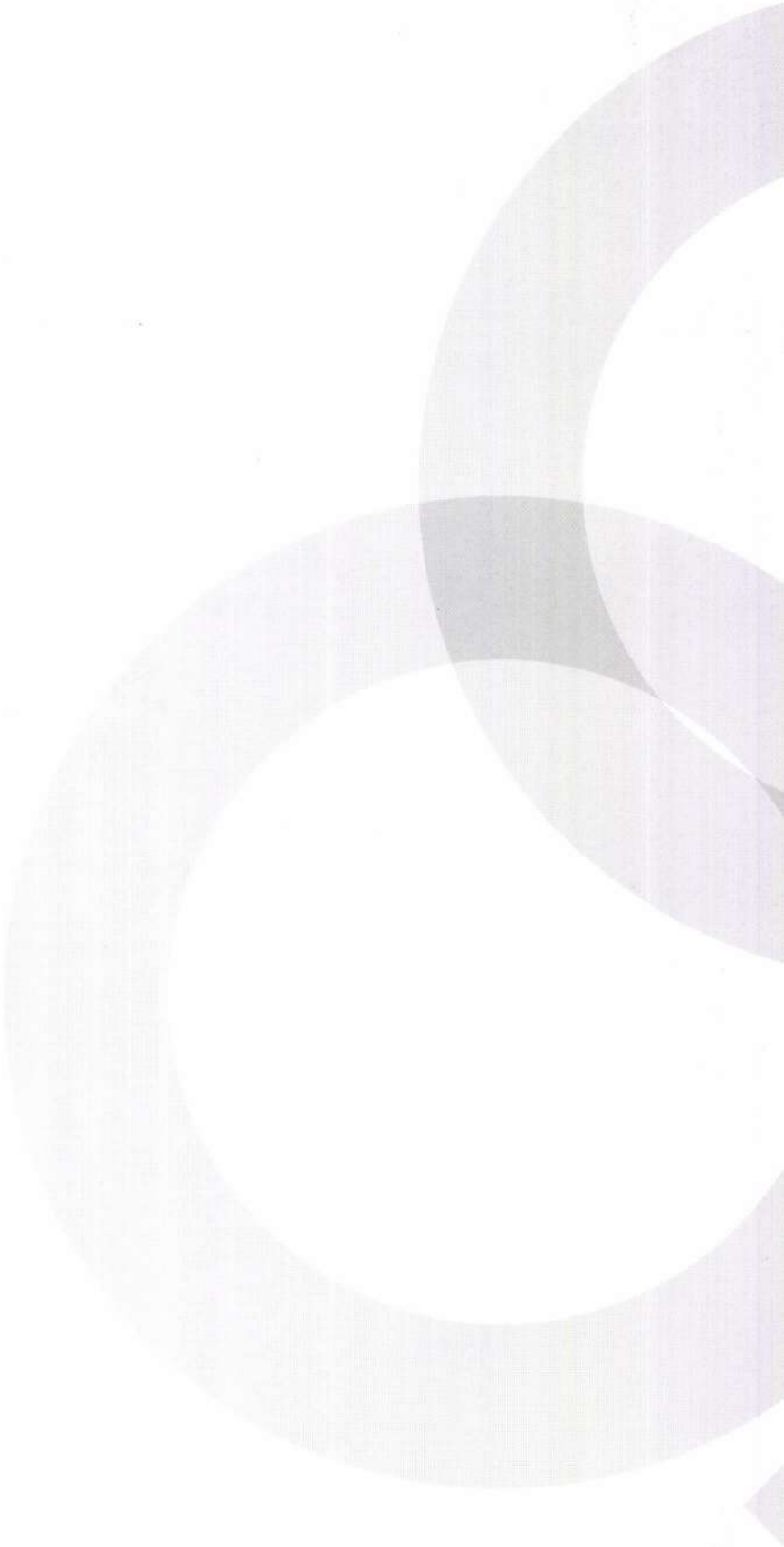
police, bureaucracy, hospitals and workplace.

- Highlight that all these institutions are male dominated. Men are in decision-making positions and women have limited entry to the lower echelons. They mainly carry out the decisions taken by others. By heading these institutions over a period, men have gained control over women's labour, reproduction, sexuality, division of labour, income and other economic resources and mobility.
- Thus, as a group, women's position is subordinate to that of men in most societies and the structure is a patriarchal structure which leads to a patriarchal system.
- It is difficult but imperative to change this patriarchal structure which exploits women's labour, sexuality and dignity. It requires long-term changes which are strategic in nature.
- Use the participants' examples of the changes in the hierarchy of these institutions to highlight that change is possible.

Responses on 'What kind of reporting would you do?'

Participants of a workshop had the following responses to the above question:

- On radio, I would suggest empowerment in media through internship.
- I would project the views of women about joining the media as a profession.
- I would report on gender equality and interview related persons to speak on encouraging women to join the media.
- I would share my personal story with others (female participant).
- I would highlight success stories of women of our region through interviews who are successful despite restrictions and gender unjust customs.
- I would interview women parliamentarians and highlight their struggles and success stories.
- Women in media should highlight women related issues as they have a better perspective and relate better to their stories.
- I would want to write in the newspapers about the performance of women in different sectors, if my Editor accepts my work to be published!
- I would prepare a research report on maternal mortality in Pakistan and have it published.



Session 3

- **Mainstreaming Gender in Media**
- **Sensitising media owners, publishing directors, director generals and managing directors of radio and television, chief editors, programme directors, producers and animators on gender issues and gender-balanced reporting.**
- **Activity: Reporting through the Gender Lens**



Session 3

Mainstreaming Gender in Media

Media creates gender bias

Emily Clare Kloc

I am not sorry to be the one to write this column, because someone needs to step up and stop the madness. Do you want to know why no one cares about women's basketball? It is because there are so many people in our society unwilling to be critical of the gender bias in the media.

According to the Media Awareness Network, the coverage of women's games is abysmal compared to men's games. Female athletics fared horribly on ESPN's SportsCenter, where they occupied just over 2 percent of air time.

In 2002, the "Watch Out, Listen Up!" report by the National Organisation for Women Foundation observed that the six major networks on television, "employed 134 more men than women in regular primetime roles. Programmes told from a male point-of-view outnumbered those with a female point-of-view more than two-to-one."

All it takes is a flip through the channels during the 5 o'clock news to see the extreme difference in gender expectations among reporters. For a female anchor to make it in the business, she must be not only intelligent and well-spoken, but she must also fit into the standards for femininity. Her hair, make-up and general appearance are just as important as her news-casting abilities.

Women in sports are also held to the typical beauty standards and condemned for seeming "unfeminine." The fact they excel athletically puts them outside traditional gender stereotypes so much the media feels the need to compensate. For example, volleyball players must wear bikinis while they compete so people will be interested in watching. Apparently physical prowess in a man is enough to gain a person's respect, but women; unfortunately, cannot be admired in the same way.

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Many people can't bear to take their mind outside the box of our culturally instituted gender roles. A recent letter to the editor expressed happiness The Diamondback doesn't give women's sports much coverage. But changing the media we consume is one of the best ways to stop our society from forming confining ideas about what men or women are supposed to do or be. Newspapers, magazines and television are the media where this resistance must occur.

If people want to claim women's sports are "boring," that is one thing. But for those opinions to be backed up with reasons such as it is "not physical" or "women are slow" is just buying into the bias portrayed in the media. To make these statements about the inferiority of women and claim a lack of sexism is like arguing the Ku Klux Klan is not racist.

Gender stereotypes are harmful for both men and women. These inaccurate depictions create standards in our society neither gender should have to fulfill. All women are not overly emotional, bad at sports and interested in shopping, just like all men are not emotionless, athletic and obsessed with cars.

We should all try to explore why these gender roles exist and find ways to break them down for the betterment of all people in our society. In regards to gender roles, the famous feminist Gloria Steinem put it well when she said, "The first problem for all of us, men and women, is not to learn, but to unlearn."

The media may be powerful and effective in creating inequality between the sexes and as individuals, but we must express our discontent with this discriminatory system.

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WE SHOULD BE CONCERNED,
NOT WITH JUST HALF OF
HUMANITY, BUT WITH ALL OF IT.

Participatory Activity

Activity 6: Reporting through the Gender Lens

Objective: Deconstructing gender biased media constructs

Group Work:

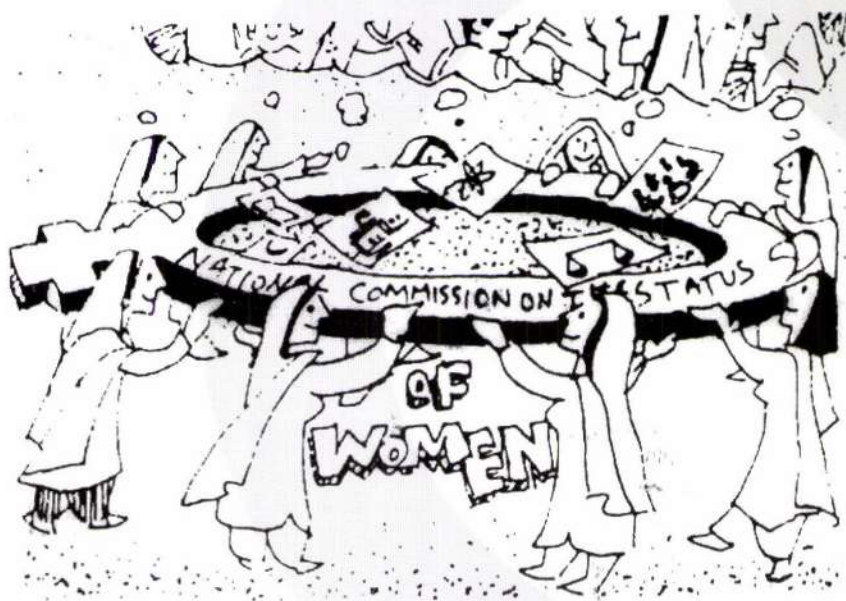
Divide participants into three groups, Print, Radio and Television. Ask them to come up with 2-4 examples that they might consider when covering/reporting an event through a gender lens.

Methodology: Group discussions and presentations

Time: Varies

Material: Charts and markers

Tips for the facilitator: Request each group to mention group name (print, radio, television) and the names of the group members on the first flip chart.



Key Findings of On-Desk Consultative Meetings with Journalists

A series of On-Desk Consultative Meetings were held with journalists in eight media organisations in the Capital - print and electronic with both national and local level outreach in English, Urdu and regional languages - and the key findings have been encapsulated below:

- It was found that media personnel working in the Capital required extensive gender sensitisation (as obvious from insensitive remarks made by many of them).
- The male staff and even the women of the leading private media houses were unaware of the gender perspective to journalism and its impact.
- Participants from seven of eight media houses claimed to have women-friendly environment with no cases of sexual harassment ever reported.
- The media content, policies and main decision-making were handled by senior personnel – all male.
- None of the media houses had any written gender policies, or code-of-ethics.
- The media houses and participants said that employment/hiring was on merit alone with no special sex-based quotas.
- Many women complained that discrimination was observed in salary raises, promotions, etc., while men mentioned that they were based on experience and qualification alone.
- Some media houses had gender sensitive content, staff and policies.
- The staff at the regional language (Pushto) television station had a strong influence of Islamic views and conservative mindsets in their media content.
- Only two woman, out of the total participants (12 women in all from a total of sixty two participants), worked at decision-making positions.
- The media content of four out of five media houses was decided in all-male board meetings.

Quotes from Participants

- “[Sensationalist content and language] is the culture of Urdu language media, in the absence of which sales of the paper would be affected. It is on the demand of the consumers!”
- “The employers do not hire women who wanted to leave early and neither do women opt for jobs with late working hours.”
- “It’s all because of social pressure, which dictates the future of women’s careers. If husbands (or fathers) are supportive of their wives/daughters and allow more freedom when it comes to work, the women could succeed.”
- “...when God has created both men and women differently - physically and mentally - how could we deem them equal?”
- “A woman’s decision power is less than a male’s and this is a

universal phenomenon.”

- “Women are given more relaxations (working hours, night duties, field work etc.) as compared to men!”
- “News content [at the organisation] is finalised in a board meeting with six members – all male!”
- A participant said that “if an entire day is given to women related news people would turn off their televisions sets!”
- “This debate about gender discrimination and sexual harassment had been created by NGOs and has ruined the relationship between colleagues.”
- “Women in ‘The News’ report on both ‘hard’ and ‘soft’ issues.”
- “Professionally untrained people have set up entire media houses with nonexistent ethical guidelines!”
- “The importance and interest in the print media has changed because of the boom in electronic media!”
- “[Due to marital status] women do not work long enough or gain enough experience to reach higher tiers!”
- “I would not allow my wife to work in an NGO if she had late working hours or had to make overnight field visits leading me to presume negative things about her.”
- “If we [Khyber TV] took up gender issues more aggressively, there would be immense resistance from the Pushtun audiences.”
- “Men should be made to realize the rights of women and especially in Pushtun society this should be done within context of the religion.”
- “Women have the leisure to opt if they wanted to work or not [since they are not the bread winners].”



**THERE IS A WOMAN
AT THE BEGINNING
OF ALL GREAT THINGS**

Session 4

- **'More Women in Media'**
- **Gender Balance in News and Newsrooms**
- **Equal Opportunities**
- **Affirmative Actions**
- **Breaking the Glass Ceiling**
- **Gender Assessment: Encourage Adoption and Application of Legislation and Regulations on Gender Parity.**
 - o **Activity: Filling in the Gender Assessment Forms**



Session 4

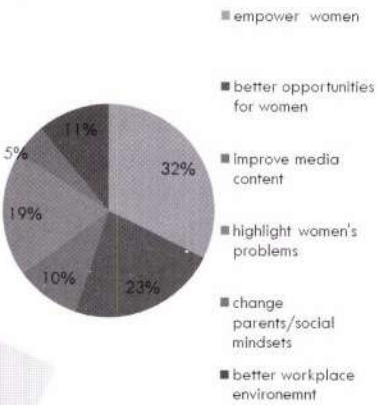
More Women in Media

The Roots of Gender Discrimination in Media

“It is not as if media have a policy to discriminate against women”. This remark by a male media house manager reacting to global research findings on gender discrimination in the news media typifies a frustration by concerned media professionals regarding to how to sustainably rectify the disparities. Feminist theorists argue that patriarchy is embedded within all modern-day mainstream institutions, or, that system that works to ensure continued male dominance and female subordination. Media as one such institution is likewise influenced by patriarchal practices and attitudes manifested in journalistic routines that have tended to remain relatively unchanged even as women’s real world gains in narrowing the gender inequality divide have progressed. As such, journalistic choices made on how to portray women in relation to men, who to interview, and other such decisions, result in a wide gap between the world seen in the media and the reality.

Therefore, while explicit policies to practice gender discrimination or to marginalise women may not exist, the status quo of historical inequalities is maintained by a ‘business as usual’ approach that fails to acknowledge and redress women’s continued subordination, including the marginalisation of less powerful sub-strata within societal groupings. Ethical and practice codes that establish gender concerns solidly within the framework of journalists’ professional responsibility and accountability can potentially steer transformation towards more balanced, less stereotypical, fairer and more representative output.

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Students Respond to ‘More Women in Media’

In an exercise held in five major universities, as part of the Uks-DANIDA ‘More Women in Media’ project, the students of Mass Communication and Journalism gave their input as to how having more women in the media in Pakistan would be beneficial. Their responses are presented here.

- The presence of women would bring an overall positive

change.

- It would encourage other girls and even their parents, creating better opportunities for women.
- They would use media to highlight the challenges and problems of women in the country.
- It would make media employees more organised and follow official decorum that is often lacking in an all-male environment consequently maintaining a healthy and unbiased environment for women.

Gender Balance in News and Newsrooms

On March 25, the International Women's Media Foundation revealed its two-year study, "Global Report on the Status of Women in the News Media" during its Leaders Conference in Washington, revealing that – not surprisingly – there is gender disparity in newsrooms worldwide.

"76% of the people heard or read about in the world's news are male. The world seen in news media remains largely a male one."
Who Makes the News, Global Media Monitoring Project, 2010

According to the final report (2011), "More than 150 researchers interviewed executives at more than 500 companies in 59 nations using a 12-page questionnaire". Although the report offers a regional breakdown of findings, the global results suggest that, overall; women are not in a position to make choices that impact the production of news. The findings of the study show that, "In this long-awaited extensive study, researchers found that 73% of the top management jobs are occupied by men compared to 27% occupied by women. Among the ranks of reporters, men hold nearly two-thirds of the jobs, compared to 35% held by women. However, among senior professionals, women are nearing parity with 41% of the newsgathering, editing and writing jobs."

Source: Gender disparity in global newsrooms: New findings and continued concerns,

By Rachael Liberman, April 6, 2011

Glass Ceiling Effect

While the phrase glass ceiling is metaphorical (symbolic) many women who find themselves bumping their heads on it find it very real indeed. It is most often used to describe the sexist attitude many women run into at the workplace. In a discussion of ascending the corporate ladder, the word "ceiling" implies that there is a

limit to how far someone can climb it. Along with this implied barrier is the idea that it is glass, meaning that, while it is very real, it is transparent and not obvious to the observer. The term glass ceiling is most often applied in business situations in which women feel, either accurately or not, that men are deeply entrenched in the upper echelons of power, and women, try as they might, find it nearly impossible to break through. Men are in the majority among managers, top executives, and higher levels of professional workers whilst women are still concentrated in the lower categories of managerial positions. Both visible and invisible rules have been constructed around the “male” norm, which women sometimes find difficult to accommodate: male and female colleagues and customers do not automatically see women as equal with men, women tend to have to work much harder than men to prove themselves, and sometimes they have to adapt to “male” working styles and attitudes more than necessary. Furthermore, women tend to be excluded from the informal networks dominated by men at the workplace, which are vital for career development. The problem is compounded by employers’ assumption that women, unlike men, are not able to devote their full time and energy to paid work because of their family responsibilities. Consequently, women are not given as many opportunities as men to do the more demanding responsible jobs, which would advance their careers. However, there is evidence to show that once women attain the upper levels of management, attitudes towards them are not much different to those towards men.

While many women insist that the glass ceiling is a real barrier to accessing male-dominated positions in business, many challengers say that it exists mostly because women choose to focus more of their time on family and, in the end, cannot dedicate as much time to their career. Others claim that women think they want to focus on their career, but in reality choose family over career.

In Pakistan, the phenomenon of the glass ceiling is as prevalent as in other countries, even somewhat higher. Here the number of women reaching the top positions is very low. One area of concern in this regard is, of course, the element of discrimination, but more sinister is the fact that when the number of women joining professions is so small than how can we blame the system for all the injustices. It is also true that the glass ceiling does actually exist. Of course, not all men are sexist, so it would be unfair to portray them as such. Despite a trend towards more gender equality, many men (and women) still hold the traditional belief that

women should stay at home to care for their children.

Gender-specific provisions address the following concerns:

- Equitable portrayal of all genders
- Respect for human rights
- Negative portrayal
- Gender stereotyping
- Stigmatisation of persons on account of gender
- Victimisation
- Exploitation
- Degradation
- Language and terminology choice
- Equal treatment
- Inappropriate or irrelevant emphasis on gender, physical characteristics, family status or marital status
- Gender balance of commentators and expert

Gender Assessment of the Media

Using a checklist of key questions that look at work place practices and environment, content, language, visuals, packaging, advertising, the roles of government, regulators, training institutions, and even of gender activists, a wealth of information can be obtained to identify the gender opportunities and gaps. For example, a gender assessment of media policies may show that a newsroom has instituted gender-sensitive language guidelines for editors and reporters to follow (opportunity), but there is no overall gender editorial policy in place (gap). The language guidelines therefore can be used as the entry point in a gender and media strategy for a gender editorial policy to be developed and implemented. This type of research is dependent upon a group taking the time to establish a trusted relationship with a media institution, whereby the media managers request or work with the gender and media advocacy group to gather information to change how they do their work.

Assessments, methodical examinations and reviews using key questions and guidelines, can yield a wealth of information about the internal workings of a media institution and shed light on perhaps why gender biases, prejudices and stereotypes appear in editorial and advertising content. This form of research can best be translated into strategies for more one-on-one engagement with individual media houses that activists may want to target for change. Information obtained from an assessment should not be translated into an open campaign to shame a media institution. But assessments of several media houses, which would require

time and human resources, could provide some general insight into how similar gaps exist within all media institutions despite size, ownership and media landscape which contribute to gender biases and stereotypes in the media.

Participatory Activity

Activity 7: Filling in the Gender Assessment Forms

Objective: Encourage adoption and application of legislation and regulations on gender parity.

Materials: Pens, copies of the questionnaire (Gender Assessment Form)

Time: Varies

Gender Assessment Form

Name:

Organisation:

Designation:

This form will take only five minutes of your time, but it may result in an extensive awareness programme for a better, aware and prosperous Pakistan.

Policy Assessment

Are you aware of existing national, regional, and international commitments to gender, e.g. Constitution, Equality Act, CEDAW, and how they relate to your work?

What national legislation and or regulatory authority governs the industry you represent? To what extent is gender mainstreamed in this legislation?

Do you have a gender policy?

Does the policy cover ethical considerations, internal human resource issues and the editorial product?

Is it a stand-alone policy; integrated in all existing policy documents; or both?

What are the outputs of this policy so far?

Is there a high level commitment to the policy? How and where is this commitment articulated?

Editorial Content

Is gender awareness and sensitivity built into all reporting and

editing requirements?

In addition to this, is gender recognised as a specialised beat? If yes, is it accorded the same status as other beats, such as the political, financial, etc?

Is the gender beat understood to include both women's and men's concerns?

Representation

Does coverage give fair and equal space and time to women's and men's voices?

Are reporters and editors trained to probe the gender issues that may underline stories?

Are women consulted across the racial and class spectrum?

To the extent some women are difficult to reach; is sufficient effort and enough resources set aside for accessing these marginal groups?

Context

Is the content analytical and investigative? Does it go beyond the event/happening and raise the underlying issues?

Portrayal

Does the coverage show a realistic and holistic view of women and do they appear in full spectrum of activities in which they engage?

To the extent that women are missing from certain categories because of their status in society, does the coverage raise critical questions as to why this is so?

Do contents blame the subject and exonerate the perpetrator?

Are all news subjects treated with dignity?

Does the content challenge or reinforce a stereotype?

Language

Is sexist language defined and forbidden?

Is language used inclusive of men and women?

To the extent that gender-neutral terms are used, is relevant gender disaggregated information provided?

Are adjectives used objective and relevant, and do they convey any biases or stereotypes?

Visuals

Are women and men equally represented?

Over time, does the range of images portray women in all their diversity with regard to age, sexual orientation, class, disability, race, occupation, and urban/rural?

Is there a gender bias in how the event is portrayed? Can changing the report reverse or change that bias?

Do the media have a responsibility to ask why an area shows gender bias or begin to correct it through affirmative reporting and images? (For example, if men's football is regularly featured, is there a responsibility to report on why this is predominantly a male game; and of the fact that women's soccer is an up and coming new sport?) Would this help to balance gender images on the sports pages?

Do pictures reflect women happy with exploitation - for example happy to be scrubbing the floors?

Do images emphasise/exaggerate physical aspects (especially sexual)? Would using a different image convey a better sense of the gender dynamics? For example, would a photo of women farmers in a remote rural area be more appropriate than a photo of the male minister of agriculture in a story on farming?

For professional women, does the image show a professional role, as opposed to emphasising the physicality of women? Is the image one of which the person would approve?

Are women portrayed as survivors or victims, as active or passive?

Does the image degrade the dignity of women? If you substitute men for women, does it make sense?

Considering that women are anchors/presenters/news casters on television, to what extent are they represented in all their diversity - gender, race, and physical attributes?

Capacity Building

Do all your employees have access to staff development programmes, and are these offered at suitable hours?

Do you target women for training?

Do you have mentorship programmes in place?

Are these specifically targeted at women?

Does the organisation offer assertiveness training and are men and women equally encouraged to undergo this training?

Promotion

Do you have a clearly defined and transparent promotion policy?

Do you have a minimum quota for women at all levels of the organisation?

Do you have any measures in place to assist women to achieve these positions on merit?

Do you have a roster of potential women candidates for top posts?

When you head hunt, do you specify gender as one of the criteria to be considered in sourcing suitable candidates?

Gender Training

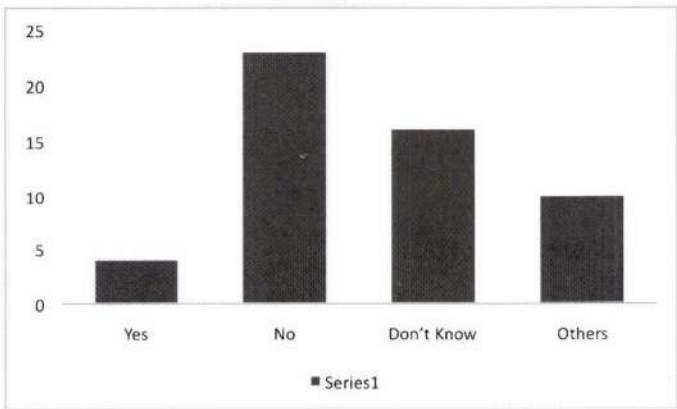
Has the whole organisation undergone gender training?
What form did this take?
Has there been further gender training linked to various areas of responsibility within the organisation?
Did the training have the support of management?
How has gender training been perceived in the organisation?
What has been the tangible impact of gender training?

Consolidated Results of Gender Assessment Form

In a workshop held with media persons representing different media organisations, participants filled out the Gender Assessment Forms. The consolidated results are presented here.

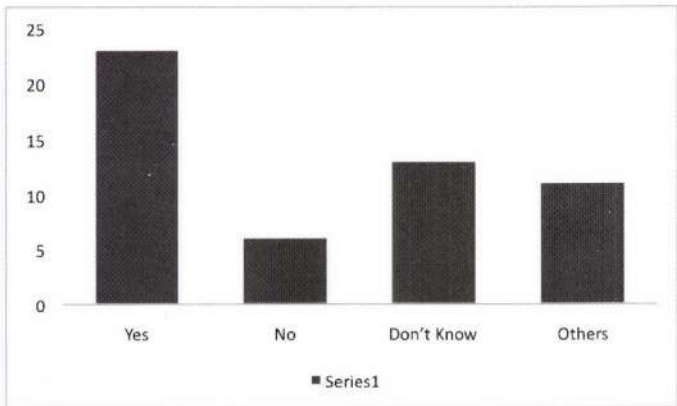
Q1) Are you aware of existing national, regional, international commitments to gender e.g. Constitution, Equality Act, CEDAW, and how they relate to your work?

Yes	No	Don't Know	Others
4	23	16	10



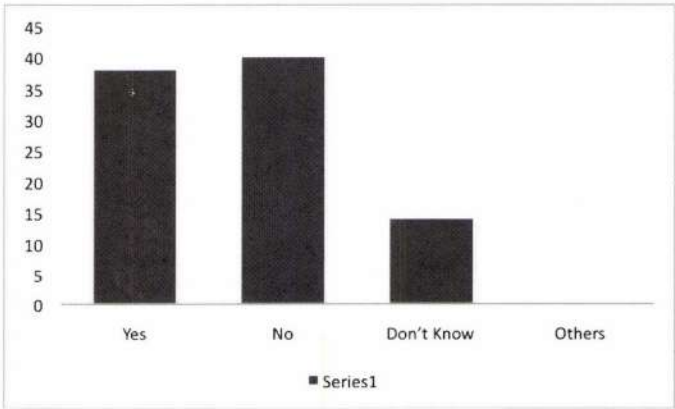
Q2) What national legislation and or regulatory authority govern the industry you represent? To what extent is gender mainstreamed in this legislation?

Yes	No	Don't Know	Others
23	6	13	11



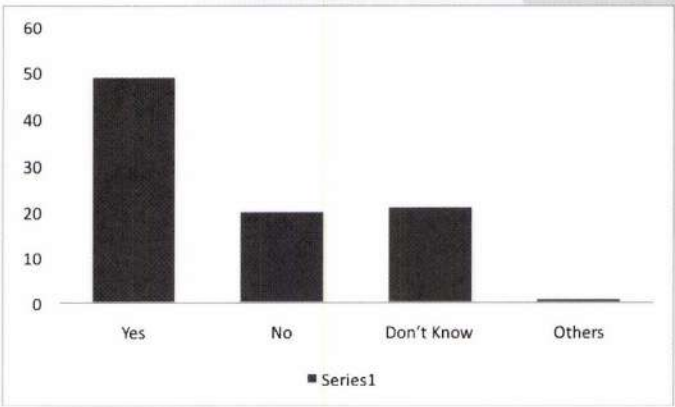
Q3) Do you have a gender policy?

Yes	No	Don't Know	Others
38	40	14	0



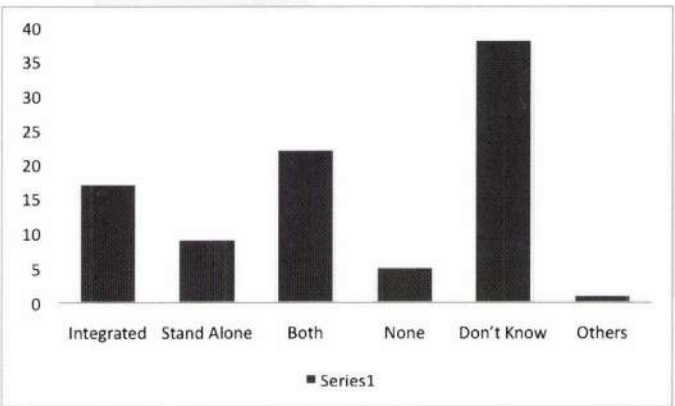
Q4) Does the policy cover ethical considerations, internal human resource issues and the editorial product?

Yes	No	Don't Know	Others
49	20	21	1



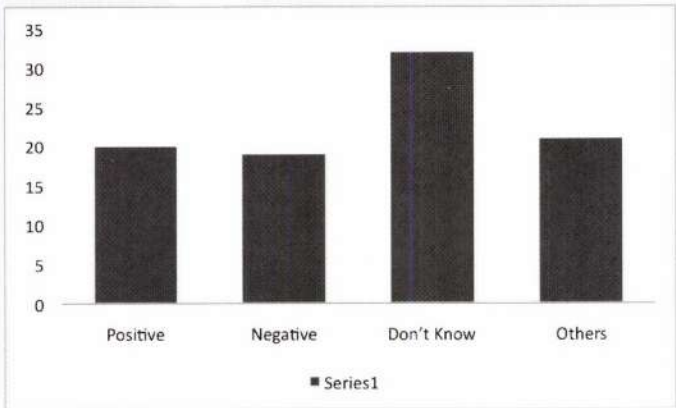
Q5) Is it a stand-alone policy; integrated in all existing policy documents; or both?

Integrated	Stand Alone	Both	None	Don't Know	Others
17	9	22	5	38	1



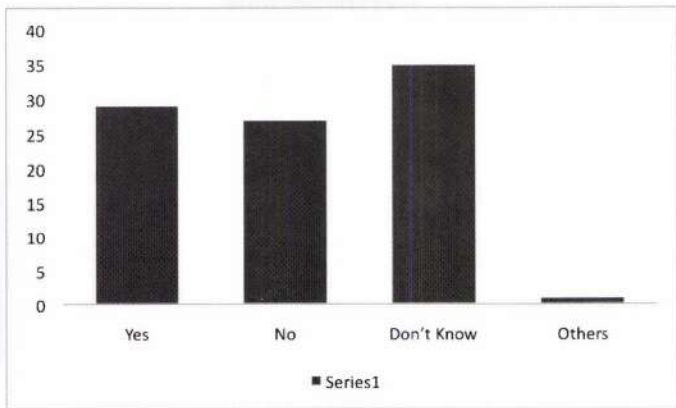
Q6) What are the outputs of this policy so far?

Positive	Negative	Don't Know	Others
20	19	32	21



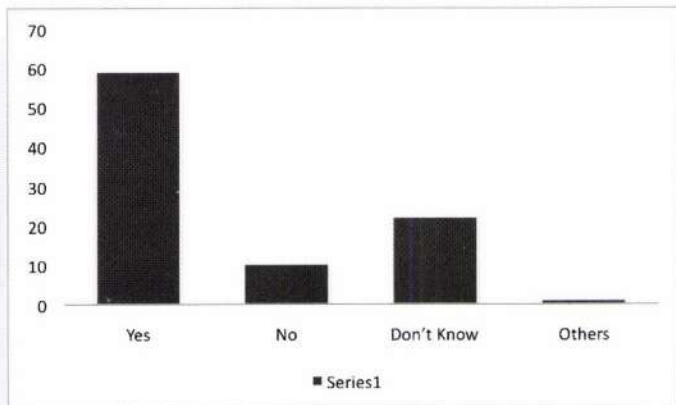
Q7) Is there a high level commitment to the policy? How and where is this commitment articulated?

Yes	No	Don't Know	Others
29	27	35	1



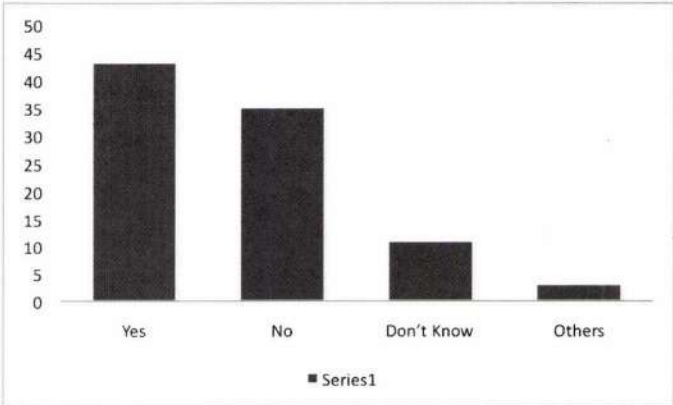
Q8) Is gender awareness and sensitivity built into all reporting and editing requirements?

Yes	No	Don't Know	Others
59	10	22	1



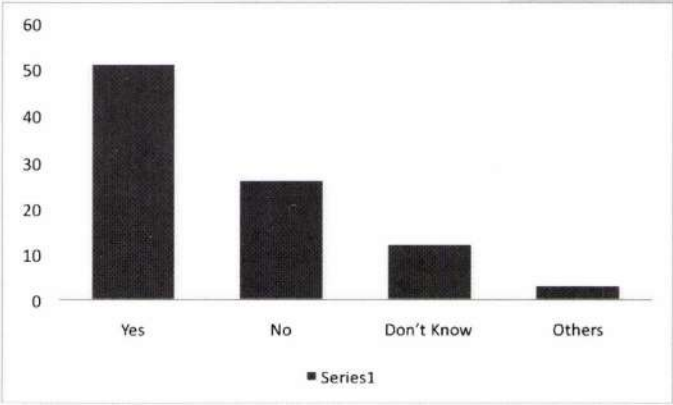
Q9) In addition to this, is gender recognised as a specialised beat? If yes, is it accorded the same status as other beats, such as the political, financial, etc?

Yes	No	Don't Know	Others
43	35	11	3



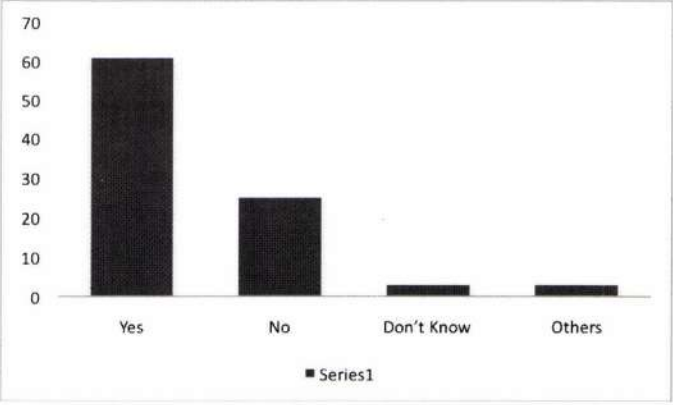
Q10) Is the gender beat understood to include both women's and men's concerns?

Yes	No	Don't Know	Others
51	26	12	3



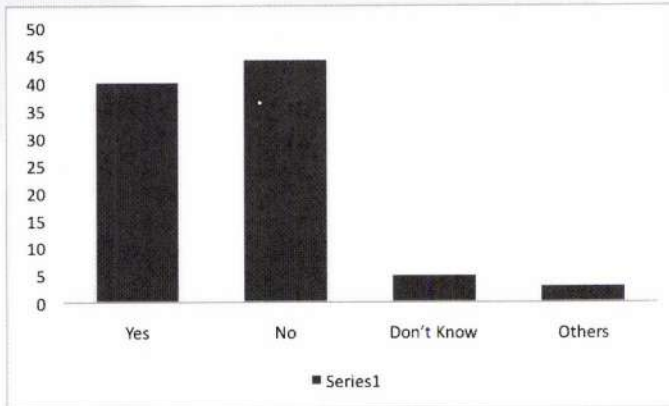
Q11) Does coverage give fair and equal space and time to women and men's voices?

Yes	No	Don't Know	Others
61	25	3	3



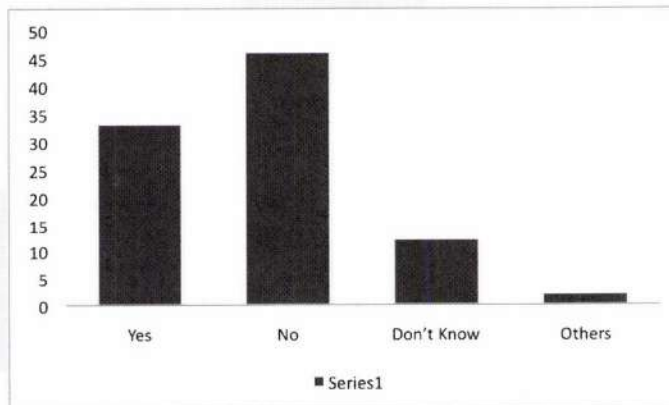
Q12) Are reporters and editors trained to probe the gender issues that may underlie stories?

Yes	No	Don't Know	Others
40	44	5	3



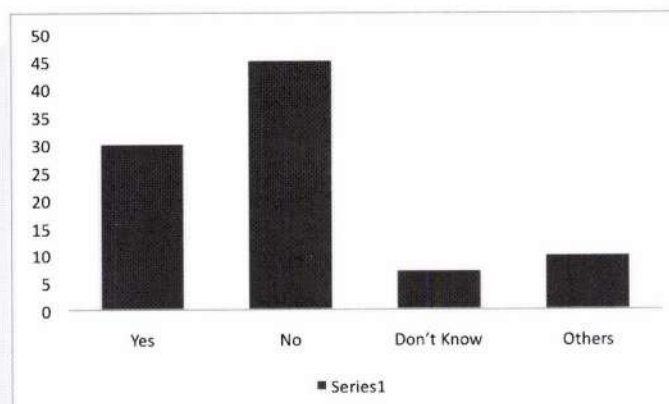
Q13) Are women consulted across the racial and class spectrum?

Yes	No	Don't Know	Others
33	46	12	2



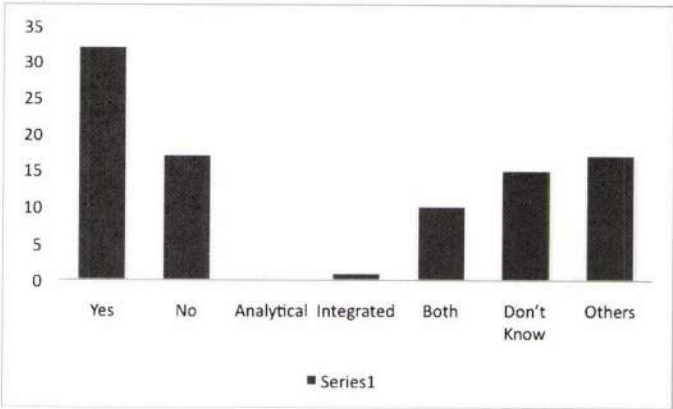
Q14) To the extent some women are difficult to reach, is sufficient effort and enough resources set aside for accessing these marginal groups?

Yes	No	Don't Know	Others
30	45	7	10



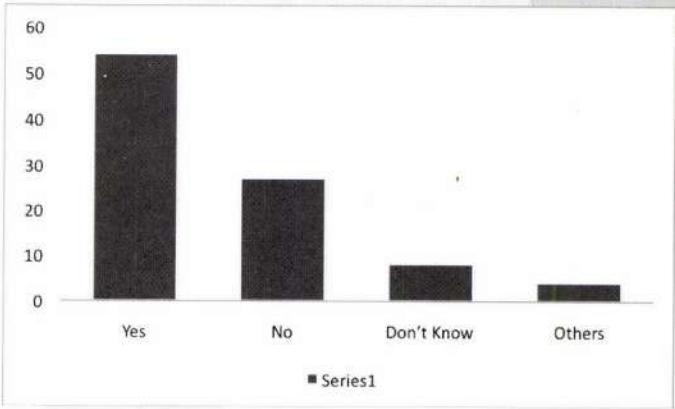
Q15) Is the content analytical and investigative? Does it go beyond the event/happening and raise the underlying issues?

Yes	No	Analytical	Integrated	Both	Don't Know	Others
32	17	0	1	10	15	17



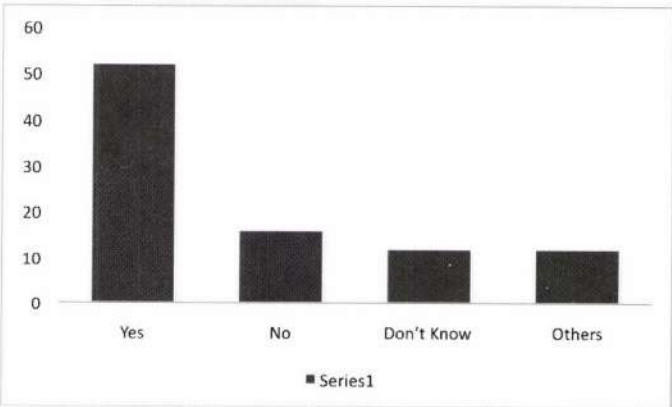
Q16) Does the coverage show a realistic and holistic view of women and do they appear in full spectrum of activities in which they engage?

Yes	No	Don't Know	Others
54	27	8	4



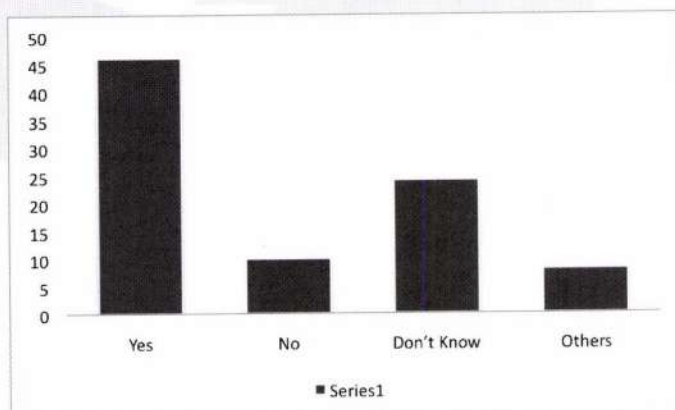
Q17) To the extent that women are missing from certain categories because of their status in society, does the coverage raise critical questions as to why this is so?

Yes	No	Don't Know	Others
52	16	12	12



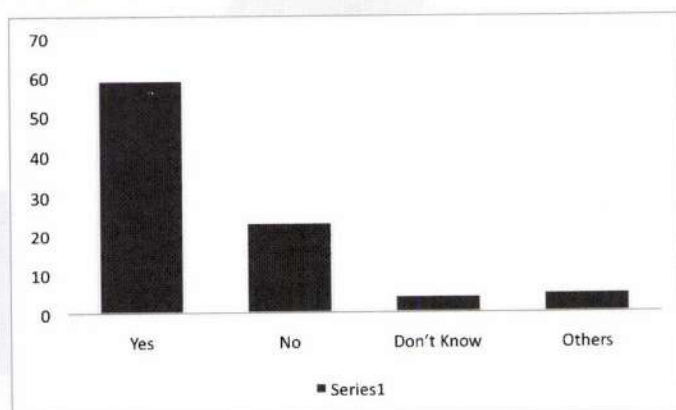
Q18) Do contents blame the subject and exonerate the perpetrator?

Yes	No	Don't Know	Others
46	10	24	8



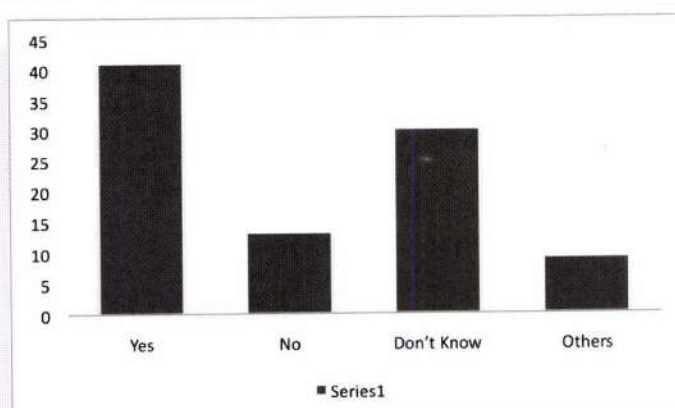
Q19) Are all news subjects treated with dignity?

Yes	No	Don't Know	Others
59	23	4	5



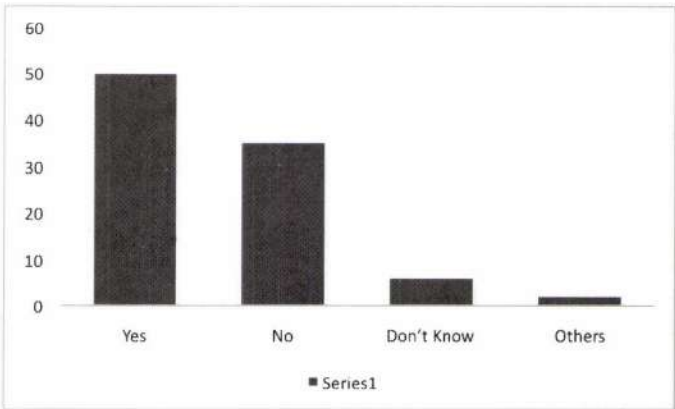
Q20) Does the content challenge or reinforce a stereotype?

Yes	No	Don't Know	Others
41	13	30	9



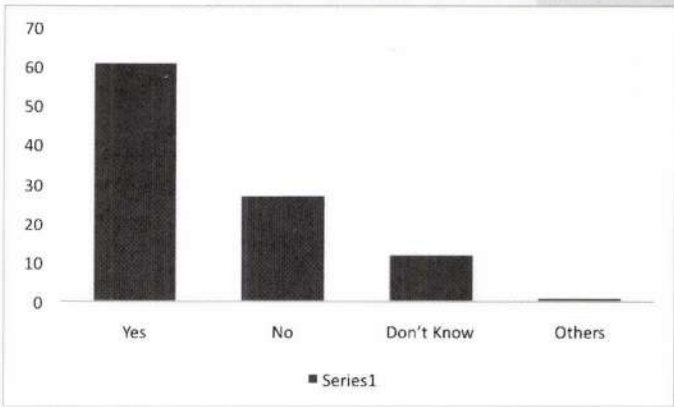
Q21) Is sexist language defined and forbidden?

Yes	No	Don't Know	Others
50	35	6	2



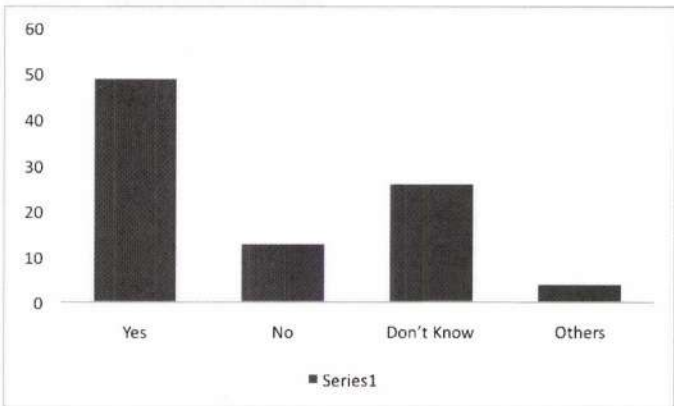
Q22) Is language used inclusive of men and women?

Yes	No	Don't Know	Others
61	27	12	1



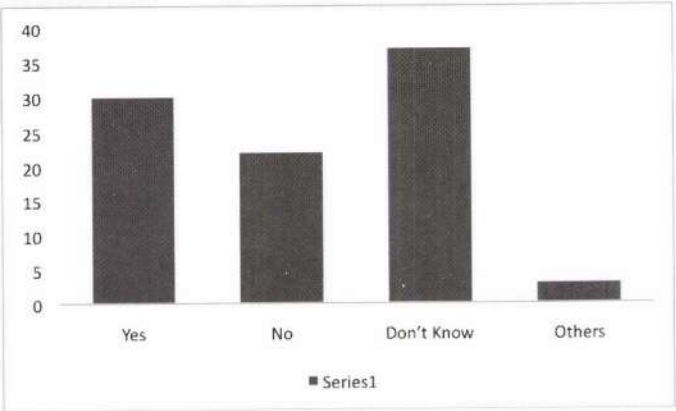
Q23) To the extent that gender-neutral terms are used, is relevant gender disaggregated information provided?

Yes	No	Don't Know	Others
49	13	26	4



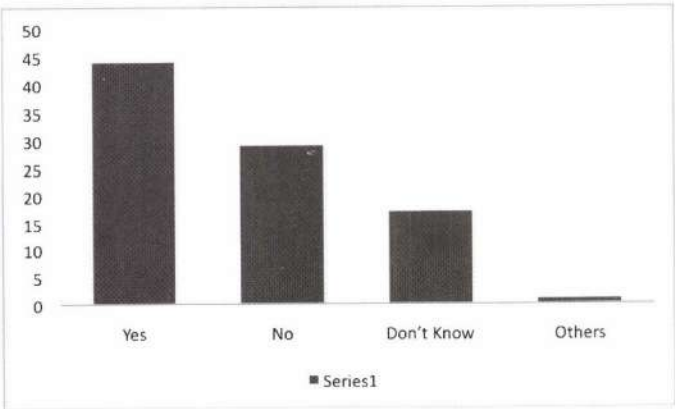
Q24) Are adjectives used objective and relevant, and do they convey any biases or stereotypes?

Yes	No	Don't Know	Others
30	22	37	3



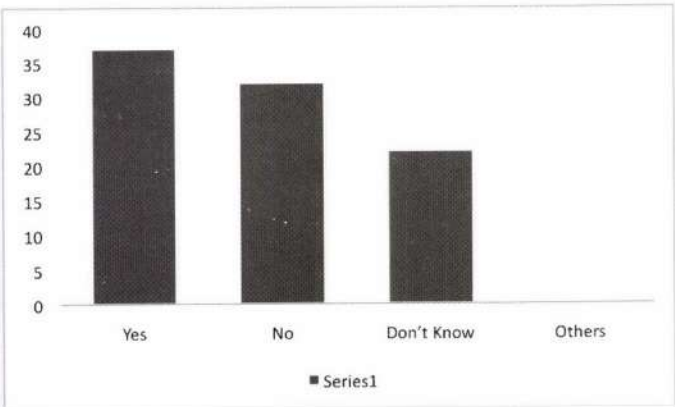
Q25) Are women and men equally represented?

Yes	No	Don't Know	Others
44	29	17	1



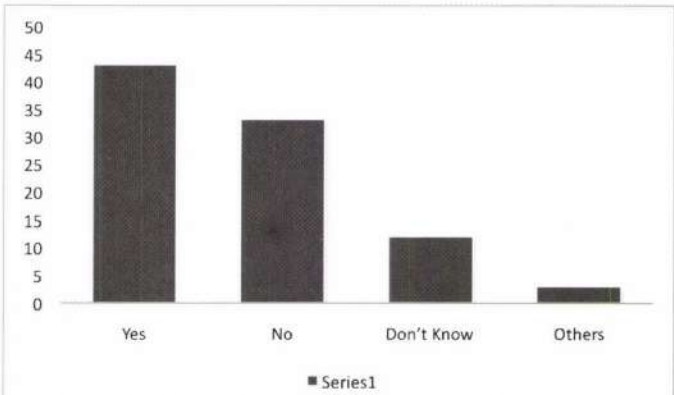
Q26) Over time, does the range of images portray women in all their diversity with regard to age, sexual orientation, class, disability, race, occupation, and urban/rural?

Yes	No	Don't Know	Others
37	32	22	0



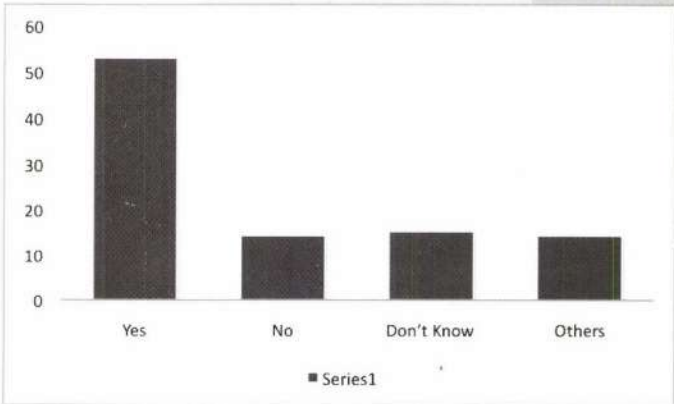
Q27) Is there a gender bias in how the event is portrayed? Can changing the report reverse or change that bias?

Yes	No	Don't Know	Others
43	33	12	3



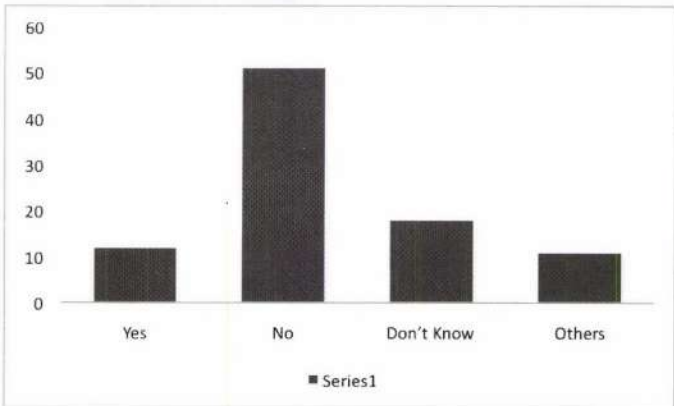
Q28) Do the media have a responsibility to ask why an area shows gender bias or begin to correct it through affirmative reporting and images? (For example, if men's football is regularly featured, is there a responsibility to report on why this is predominantly a male game; and of the fact that women's soccer is an up and coming new sport?) Would this help to balance gender images on the sports pages?

Yes	No	Don't Know	Others
53	14	15	14



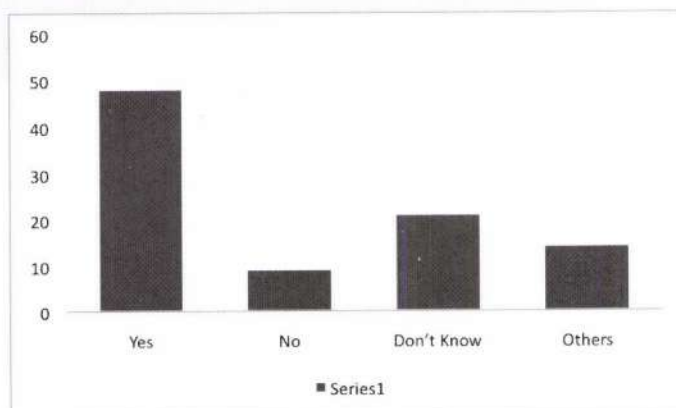
Q29) Do pictures reflect women happy with exploitation - for example happy to be scrubbing the floors?

Yes	No	Don't Know	Others
12	51	18	11



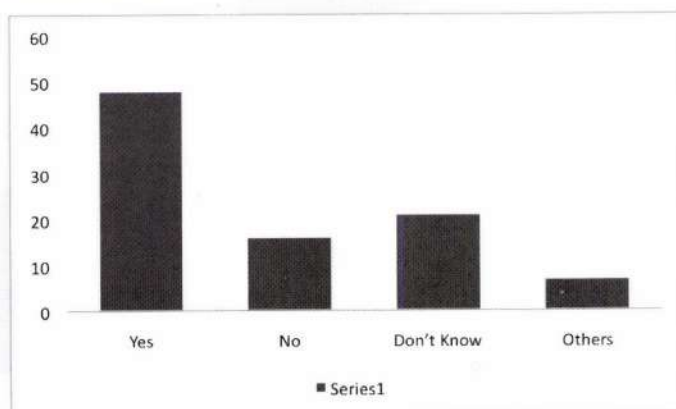
Q30) Do images emphasise/exaggerate physical aspects (especially sexual)? Would using a different image convey a better sense of the gender dynamics? For example, would a photo of women farmers in a remote rural area be more appropriate than a photo of the male minister of agriculture in a story on farming?

Yes	No	Don't Know	Others
48	9	21	14



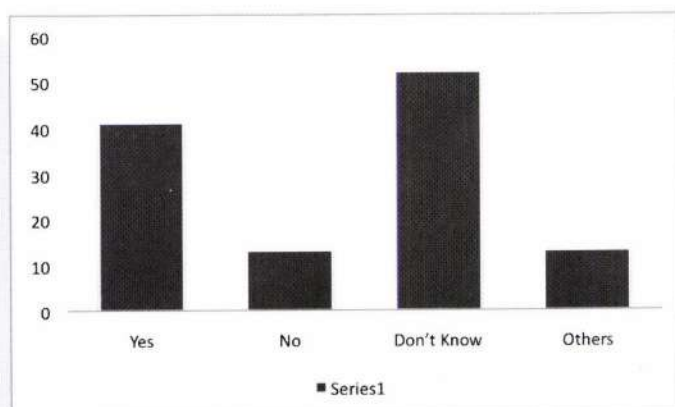
Q31) For professional women, does the image show a professional role, as opposed to emphasising the physicality of women? Is the image one of which the person would approve?

Yes	No	Don't Know	Others
48	16	21	7



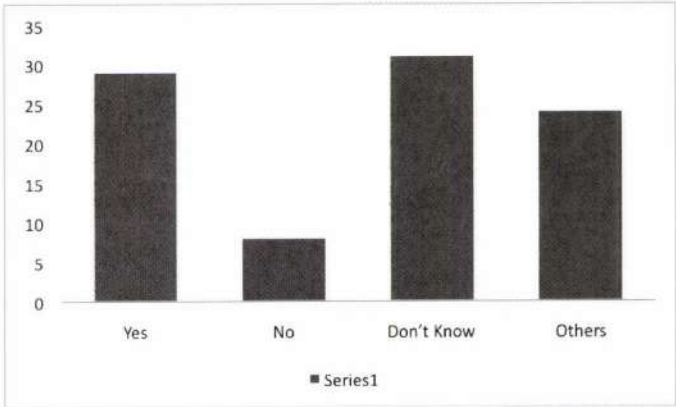
Q32) Are women portrayed as survivors or victims, as active or passive? Does the image degrade the dignity of women? If you substitute man for women does it make sense?

Yes	No	Don't Know	Others
41	13	52	13



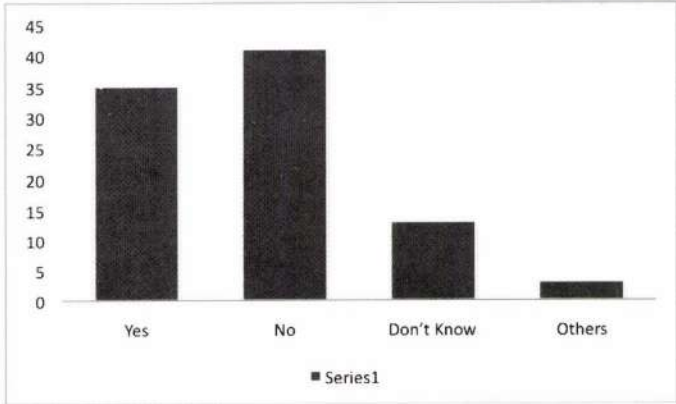
Q33) To the extent that women are anchors/presenters/newscasters on television, to what extent are they represented in all their diversity-gender, race, and physical attributes?

Yes	No	Don't Know	Others
29	8	31	24



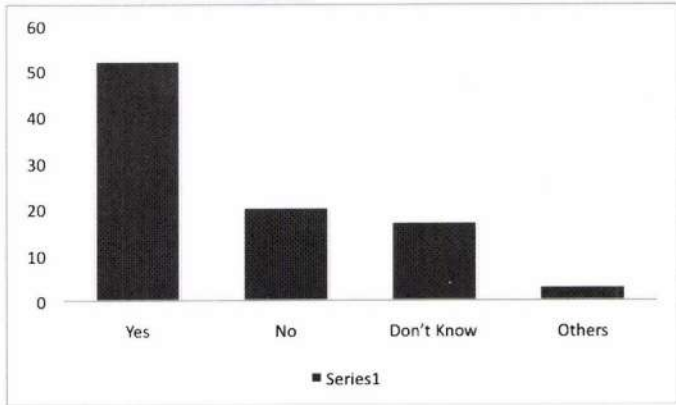
Q34) Do all your employees have access to staff development programs, and are these offered at suitable hours?

Yes	No	Don't Know	Others
35	41	13	3



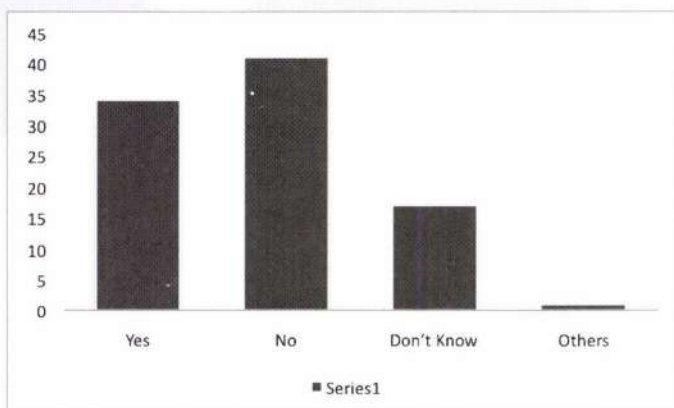
Q35) Do you target women for training?

Yes	No	Don't Know	Others
52	20	17	3



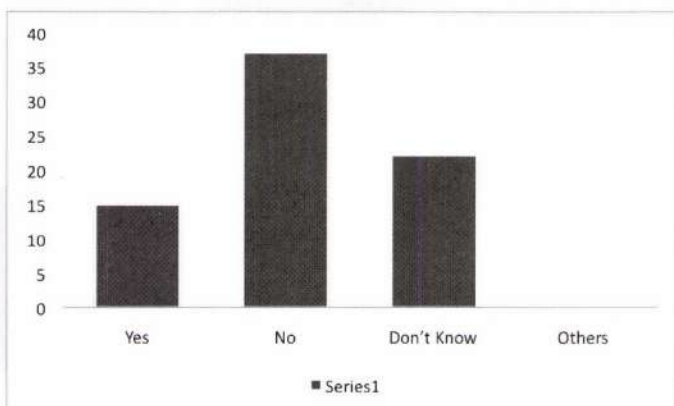
Q36) Do you have mentorship programs in place?

Yes	No	Don't Know	Others
34	41	17	1



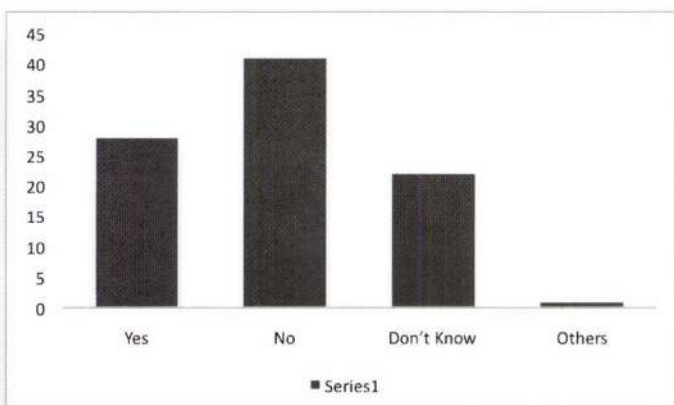
Q37) Are these specifically targeted at women?

Yes	No	Don't Know	Others
15	37	22	0



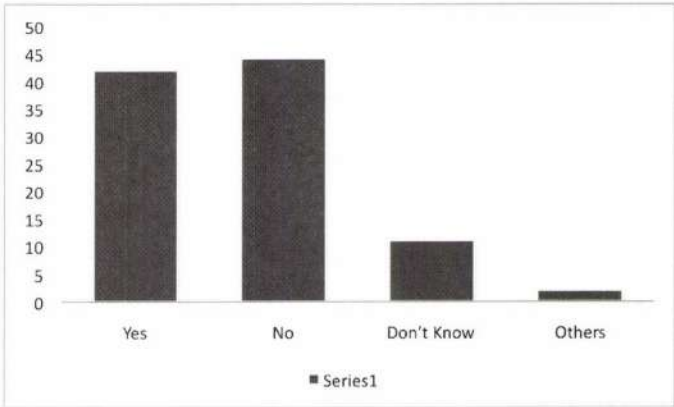
Q38) Does the organisation offer assertiveness training and are men and women equally encouraged to undergo this training?

Yes	No	Don't Know	Others
28	41	22	1



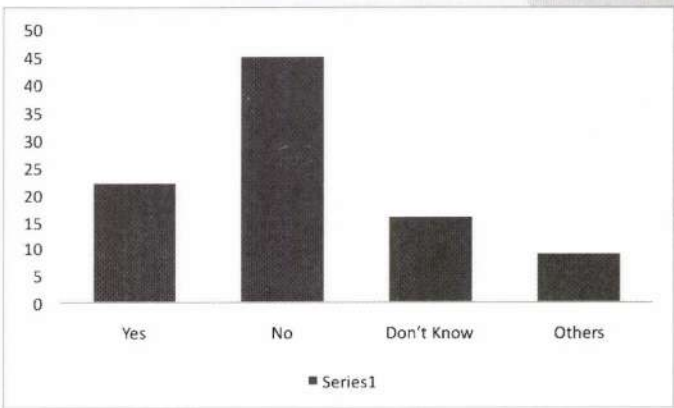
Q39) Do you have a clearly defined and transparent promotion policy?

Yes	No	Don't Know	Others
42	44	11	2



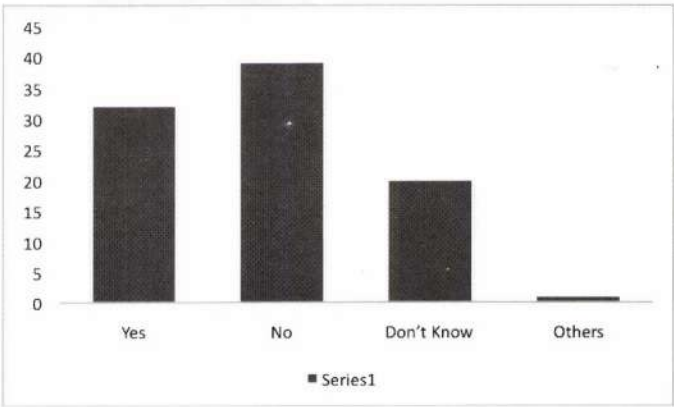
Q40) Do you have a minimum quota for women at all levels of the organisation?

Yes	No	Don't Know	Others
22	45	16	9



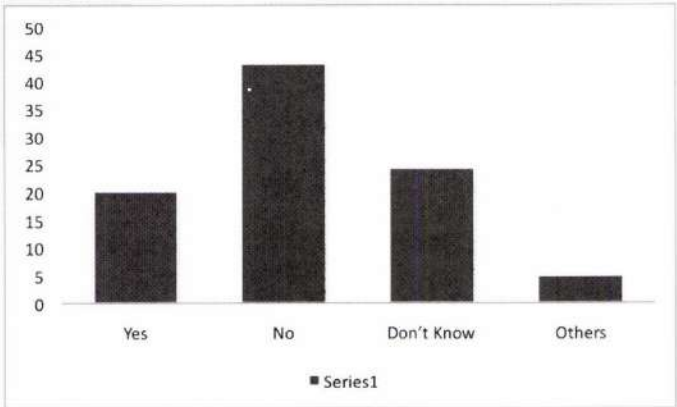
Q41) Do you have any measures in place to assist women to achieve these positions on merit?

Yes	No	Don't Know	Others
32	39	20	1



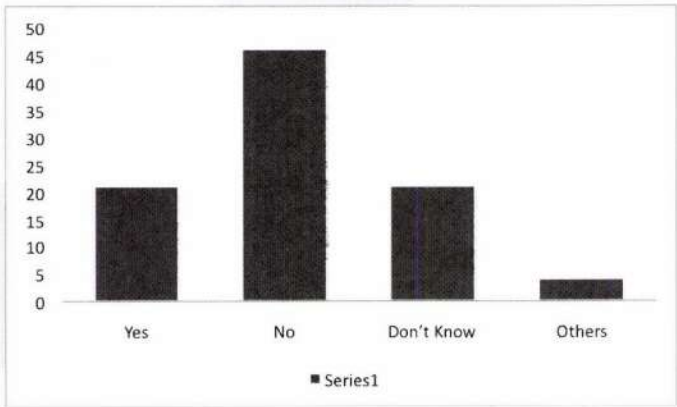
Q42) Do you have a roster of potential women candidates for top posts?

Yes	No	Don't Know	Others
20	43	24	5



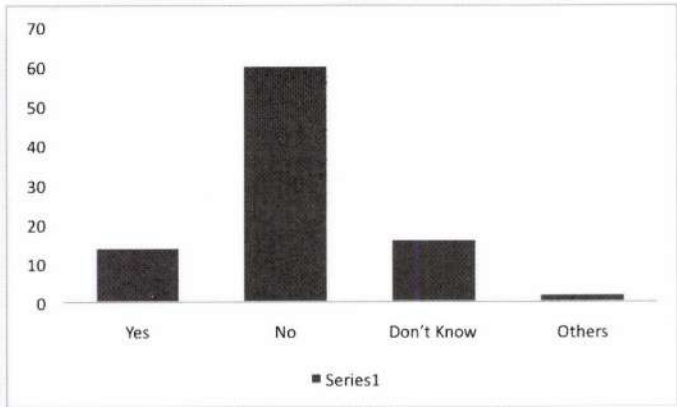
Q43) When you head hunt, do you specify gender as one of the criteria to be considered in sourcing suitable candidates?

Yes	No	Don't Know	Others
21	46	21	4



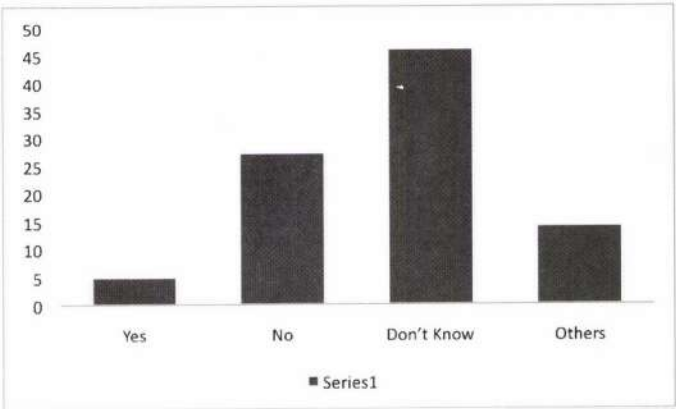
Q44) Has the whole organisation undergone gender training?

Yes	No	Don't Know	Others
14	60	16	2



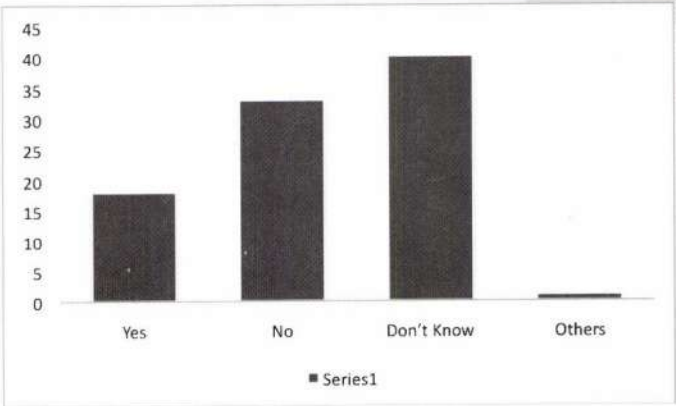
Q45) What form did this take?

Yes	No	Don't Know	Others
5	27	46	14



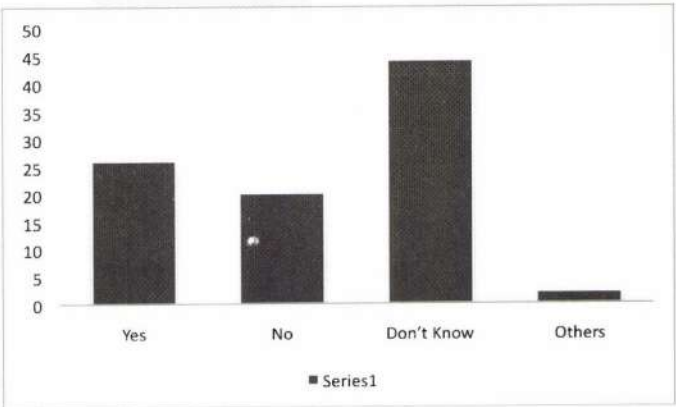
Q46) Has there been further gender training linked to various areas of responsibility within the organisation?

Yes	No	Don't Know	Others
18	33	40	1



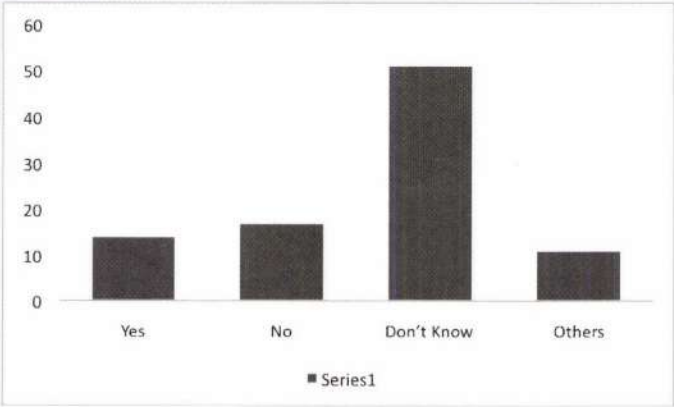
Q47) Did the training have the support of management?

Yes	No	Don't Know	Others
26	20	44	2



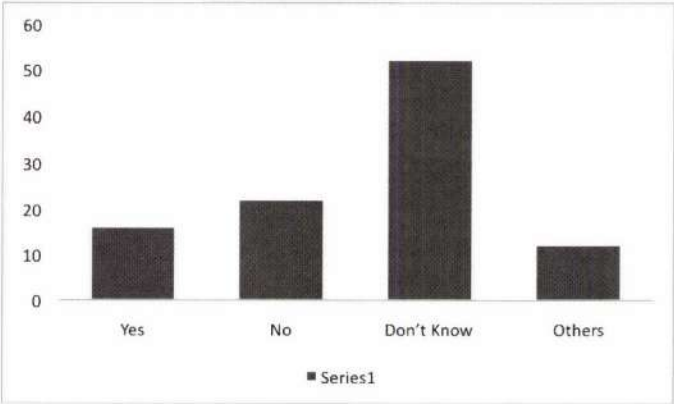
Q48) How has gender training been perceived in the organisation?

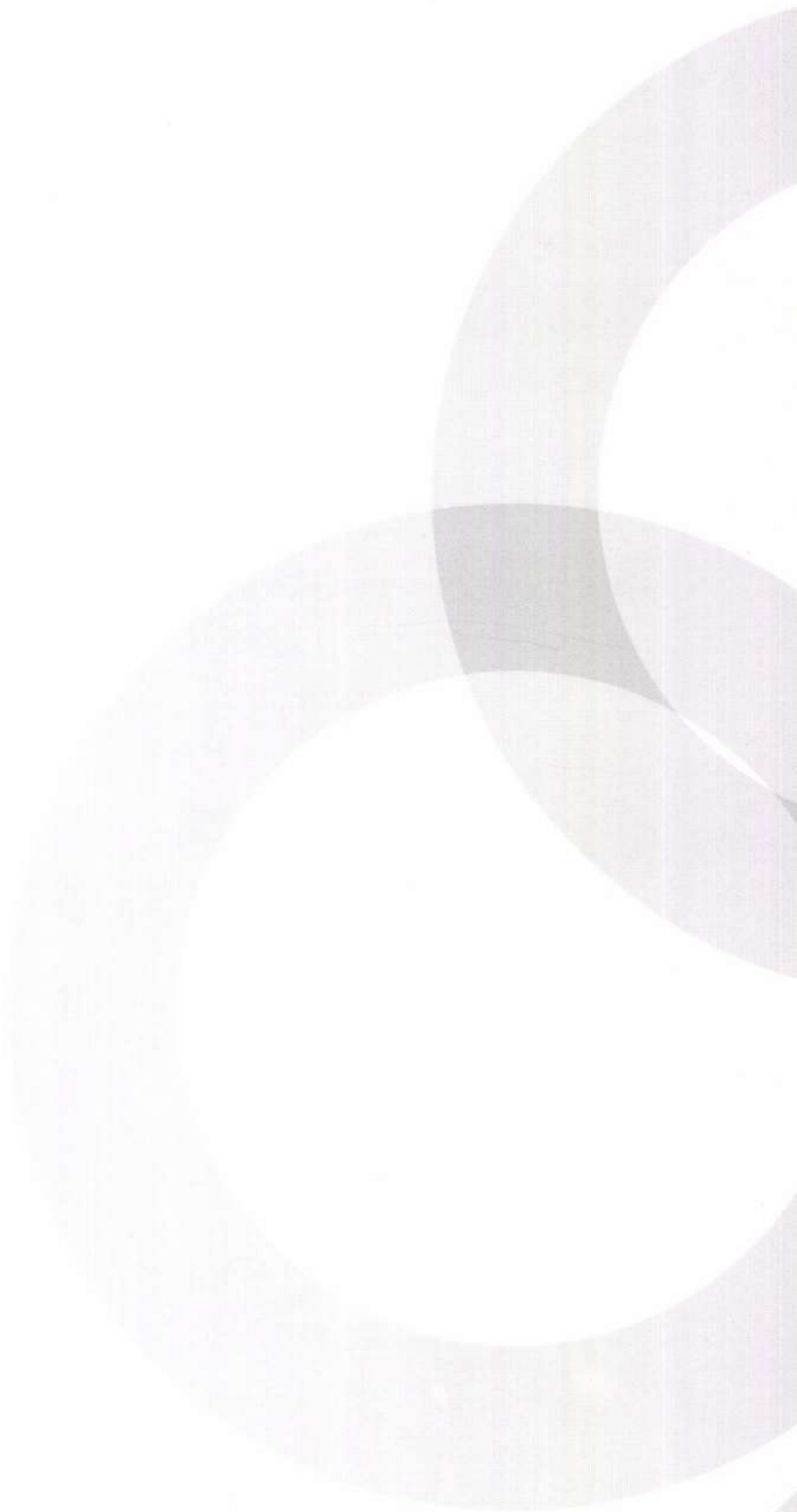
Yes	No	Don't Know	Others
14	17	51	11



Q49) What has been the tangible impact of gender training?

Yes	No	Don't Know	Others
16	22	52	12





Session 5

- **Formulating a Gender Sensitive Media Code of Ethics**
- **Reviewing Existing Media Codes of Ethics and Communication Policies to Establish whether or not they are Gender Sensitive**
- **Proposing Amendments of the Codes to make them more Gender Responsive**
- **Activity: Formulating Clauses for Media Code of Ethics**



Session 5

Formulating a Gender Sensitive Media Code of Ethics

- Reviewing existing media codes of ethics and communication policies to establish whether or not they are gender sensitive
- Proposing amendments of the codes to make them more gender responsive
- Activity: Formulating Clauses for Media Code of Ethics

Reviewing Existing Media Codes of Ethics

The Media Association of Vanuatu General Media Code of Ethics and Practice (Vanuatu is an island nation located in the South Pacific Ocean, East of Northern Australia)

The MAV has a Code of Ethics which all members are bound to uphold.

1) ACCURACY, BALANCE AND FAIRNESS

- a) Report and interpret news stories honestly, striving for accuracy, fairness and disclosure of all essential facts. Do not suppress significant available facts or give distorting emphasis.
- b) If a significant inaccuracy, misleading or distorted statement is published it must be corrected promptly and, where appropriate, an apology be issued.
- c) Media must distinguish clearly between news, comment, conjecture, fact and paid advertising.
- d) Media organisations are free to be partisan. Each has a duty to be balanced and fair in their treatment of news and current affairs and their dealings with members of the public.
- e) Editorial comment in any medium must be clearly identified as such and kept physically separate from news reports.
- f) Journalists should avoid personal interest, belief, commitment or perceived benefit to sway accuracy, fairness or journalistic independence.
- g) Media should report fairly the result of any legal action brought against them and have an obligation to

A variety of channels and the freedom they are allowed enables a lot of issues to be discovered and dissected. However, the political turmoil in this region takes up most of the media's attention.

publish/broadcast, without diluting the finding, any adjudication by the Media Council on a complaint made against them.

2) OPPORTUNITY TO REPLY

- a) Media have an obligation to give a fair opportunity to reply to any individual or organisation on which the media itself comments on editorially.
- b) Journalists should offer a fair opportunity for individuals and organisations to respond to criticism or allegations.

3) PRIVACY

- a) Publication of information about the private lives or concerns of individuals without their consent is acceptable only if the intrusion relates to legitimate public interest outweighing the normal right to privacy.
- b) Prominence in public life does not disqualify individuals from the right to privacy about their personal affairs unless these matters affect their performance or fitness for the public role or office they seek or hold.
- b) Journalists should avoid identifying innocent relations of persons convicted or accused of crime unless the connection is relevant to the story reported.

4) HARASSMENT AND PURSUIT

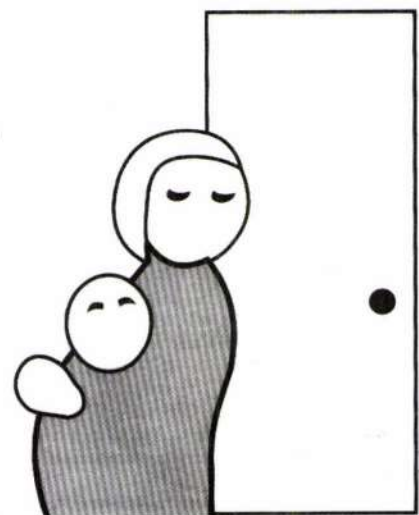
- a) Media must not seek interviews, information or pictures by intimidation or harassment. Nor should the media invade individuals' privacy by deception, eavesdropping or covert technological means (including the taking of pictures in private places by long lens photography).
- b) Information and picture gathering by such methods can be justified where the material sought is published in the public interest and could not be obtained in any other way.

5) SUBTERFUGE

- a) Media organisations should use straightforward means to obtain information and pictures, normally identifying themselves when doing so. Use of subterfuge, false identity or covert recording, can be justified only when the material sought ought to be published in the public interest and could not be obtained in any other way.
- b) Journalists should never exploit a person's vulnerability or ignorance of media practice.

6) DISCRIMINATION

- a) The Media should avoid discriminatory or denigratory references to people's gender, race, colour, religion, sexual orientation or sexual preference, physical or mental disability or illness, or age.



- b) The Media should not refer to a person's gender race, colour, religion, sexual orientation, or physical or mental illness in a prejudicial or pejorative context except where it is strictly relevant to the matter reported or adds significantly to readers', viewers' or listeners' understanding of that matter.
- c) While media is free to report and comment on all matters of public interest, it is their duty not to publish material in a form likely to promote or encourage racial hatred or discord.

7) WOMEN

- a) Media should try wherever possible to use gender sensitive language when writing news stories

8) CHILDREN

- a) Generally, media people should not interview or photograph a child under the age of 18 in the absence of, or without the consent of a parent or other adult responsible for the child.
- b) Discretion should be exercised when interviewing children under the age of 18 about subjects which might have legal or moral consequences, or where such interviews could place them in a detrimental position threatening their safety or well being. Generally, children should not be approached by the media, interviewed or photographed at school without the permission of school authorities.
- c) The names of persons under the age of 18 who are charged with crimes or involved in other offences should not be released.

9) VICTIMS IN SEXUAL CASES

- a) Media people must not identify victims of sexual assaults or publish material likely to contribute to their identification without their informed consent.
- b) Media should not identify children under the age of 18 either as victims or witnesses in cases alleging sexual offences.
- c) Reports of cases alleging sexual offences against a child may identify an adult concerned, providing they are not related, but must not identify the child, and must not include facts which imply a close relationship between an accused adult and a child victim. Where either party is identifiable, the word "incest" should not be used.

10) SEXUAL RELATIONS AND CONDUCT

- a) When reporting, or portraying, sexual activity and conduct, media organisations should be aware of the danger of

publishing material that affronts or offends public decency or the likely audience or readership. Particular regard should be paid to the context of publication and time of transmission.

11) CRIME

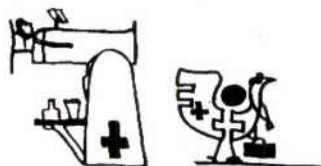
- a) Crime and antisocial behaviour, especially involving violence, should not be glamorised or reported, portrayed or detailed in a manner which on reasonable judgment would be likely to encourage or incite or experiment. Media should pay particular regard to the context, time of transmission and probable effect and the likely audience or readership of such items. Special attention should be paid to the likelihood of such material being read, seen or listened to by children.

12) PAYMENTS FOR ARTICLES etc.

- a) Payments or offers of payment must not be made directly or through agents to people engaged in or convicted of crime for information or articles related to their crimes, or for pictures whose value lies in their association with crime. Nor should such payments or offers be made to associates of persons engaged in or convicted of crime, including their family, friends, neighbours and colleagues.
- b) No payment or offer of payment should be made directly or indirectly, to any person known to be, or reasonably expected to be, a witness in criminal proceedings, for information or articles in connection with the proceedings until after their conclusion.
- c) Payment or an offer of payment may be justified if information which ought to be published in the overriding, public interest cannot be obtained by any other means.

13) RELIGION

- a) While all public institutions are properly subject to scrutiny, inquiry and comment, media organisations should approach and refer to religious bodies in a balanced, fair and sensitive manner, recognising the respect and reverence in which they, their representatives and their beliefs are likely to be held by adherents.



**IF MEN COULD GET
PREGNANT, ABORTION
WOULD BE A SACRAMENT.**

14) VANUATU CHIEFS

- a) While free to report and to comment in the public interest on Vanuatu chiefly institutions, traditions, affairs and other cultural matters, media should take particular care to deal with these subjects with sensitivity and appropriate respect.

15) STRONG LANGUAGE

- a) Media should avoid gratuitous use of strong swear words, obscene or blasphemous language in copy or broadcasts. Publication or broadcasting of these in direct form can be justified only in rare cases when it is essential to readers' or audiences' understanding of the story reported or the dramatic development of a programme. In such cases care must be taken in choosing the context and scheduling of the material concerned to avoid unnecessarily causing offence to its likely readers or audience.

16) GRIEF AND BEREAVEMENT

- a) Media organisations should respect personal grief, taking care to make any necessary approaches and inquiries with sensitivity and discretion.

17) ADVERTISING

- a) Advertisements and advertiser-sponsored material must be clearly distinguishable from general editorial and programme matter, where necessary by being clearly labeled in print or on air as 'advertisement', 'advertising feature' etc.

18) PERSONAL INTEREST AND INFLUENCES

- a) Media people should not allow personal or family interests to influence them in their professional duties. There will be occasions where journalists may be pressured by close associates about a story. At all times the journalist must make their editor, or supervisor, aware of such pressure.
- b) Media people should not allow themselves to be influenced by any consideration, gift or advantage offered to them, or by advertising or other commercial considerations. At all times the journalist must make their editor/supervisor aware of such an offer.
- c) There will be occasions where journalists will be asked to cover assignments where the journalist may have a conflict of interest or a personal interest. At all times the journalist must make their editor/supervisor aware of such a conflict.

19) FINANCIAL JOURNALISM

- a) Media people should not use for their own, or their families' profit, directly or indirectly, financial information received in their professional capacity in advance of its general publication.
- b) They should not write or broadcast about shares or securities in which they or their families have an interest without disclosing the interest to their editor (or financial editor) and, where appropriate, to their readers or audience.
- c) They should not buy or sell shares or securities about which they have written recently or which they intend to write about in the near future.

20) CONFIDENTIAL AND OTHER SOURCES

- a) Journalists of all media have an obligation to protect confidential sources of information, and to respect confidences knowingly and willingly accepted in the course of their occupation.
- b) Plagiarism is not acceptable. Where material originally prepared by another medium is used and quoted, credit should be given to the originator of the item or story.

21) TASTE AND DECENCY

- a) Media should recognise currently accepted general standards of decency and taste in language and behaviour, bearing in mind the context in which the language and behaviour occur (including humour, satire and drama), and, for broadcasters, the timing of transmission and likely audience of the programme.

22) IMPARTIALITY AND BALANCE

- a) Media should endeavor to show fairness at all times, and impartiality and balance in any item or programme, when presenting news which deals with political matters, current affairs, and controversial questions.

23) DECEPTIVE PRACTICES

- a) Media should abstain from use of any deceptive practice or technique (including transmission or publication of 'reconstructions' or library pictures, film and recordings which are not clearly identifiable as such) which may diminish viewers' and listeners' or readers' confidence in the integrity of media.

24) INTERVIEWS

- a) Interviews for print, electronic media, radio and television must be arranged, conducted, and edited fairly and honestly. Potential interviewees are entitled to know in

advance the format, subject and purpose of their interview, whether it will be transmitted live or recorded, when it will be printed, whether it may be edited, and whether only part of it may be used, or it may not be used at all.

- b) They are also entitled to know in advance the identity and roles of other people likely to be interviewed at the same time or on the same subject for the same programme or article.
- c) The presentation and editing of an interview must not distort or misrepresent the views of the interviewee or give a false impression of dialogue or the pretence that a recorded interview is being transmitted live.

25) VIOLENCE

- a) Violence shown graphically or realistically indicated by sound must be justifiable in its context and intensity as being necessary to the programme or article.
- b) Violence combined with sexuality should not be printed or transmitted in a manner designed to titillate its audience. Explicit detail and prolonged focus on sexually violent contact must be avoided.

26) DISTRESSING MATERIAL

- a) Editors, producers and broadcasters of news, current affairs and documentary programmes and articles should take particular care in deciding whether the inclusion of graphic detail and intensity of violent or distressful material is warranted by its relevance and add to public understanding, of the subject.
- b) Special consideration must be given before publication or transmission of particularly disturbing, images including:
 - 1. Torture or ill-treatment of people or animals
 - 2. Close-ups of dead or mutilated bodies
 - 3. Images of people in extreme pain or on the point of death
 - 4. Violence or ill treatment of children.

27) DANGEROUS AND ANTI-SOCIAL DETAIL

- a) Detailed pictures or information about methods of incendiary devices, or illicit use of drugs or solvents should not be transmitted in a way which might encourage or instruct such actions.

28) CRIME AND DISORDER

- a) Programmes or articles likely to promote civil insurrection or encourage crime or public disorder must not be broadcast or published.

29) HIJACKING AND KIDNAPPING

- a) No information should be published or broadcast which is likely to endanger lives in, or prejudice attempts to deal with, a hijack or kidnapping.

30) MISINFORMATION

- a) Anonymous serious threats must be reported immediately to the police. Do not publish or broadcast any such threats unless requested to do so by the police or a civilian authority for reasons of public safety. If such a threat causes widespread inconvenience or other consequences affecting the public (with the exception of airline delays), it may be reported.
- b) Aim to always attribute information to its source and make sure that source has the authority to speak for the organisation or individual they claim to represent. Check press releases from unfamiliar sources, individuals or groups to ensure they truly represent a statement from that individual, group or organisation.
- c) When press releases are unsigned, check to ensure they are authentic and endorsed by the issuing body.

31) PRODUCT PLACEMENT AND REFERENCE

- a) When media choose to place commercial or other products or promotional material on air or in print in a programme or article context, it should be a clear policy that the commercial or other organisation thus identified has no influence on the content of the programme or article unless specifically publicised as such.

32) COMPETITION FAIR DEALING

- a) Media will ensure that in competitions there is no collusion between broadcasters or publishers and contestants which results in the favouring of any contestant or contestants over others.

33) RESPECT & TOLERANCE

- a) Media must ensure that members and their organisations must exercise respect and tolerance towards each other and their dealings.



Could a Gender-Sensitive Code-of-Ethics Intervene and Alter Media Images?

The “First Ever Gender Sensitive Code of Ethics for the Print Media in Pakistan” was launched by Uks in 2005 and shared with representatives from the media as well as concerned civil society and government organisations. This is a comprehensive bi-lingual code of ethics, which specifies guidelines that ensure a positive and fair portrayal of gender issues in the print media. 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. The code was compiled after a country wide networking drive in which print media journalists were engaged in dialogues and on desk training and advocacy sessions by the Uks team. In addition strong linkages were built with mass communication departments of different universities. A South Asian Regional Conference too was held in this regard with deliberations from Bangladesh, Sri Lanka, Nepal, India and Afghanistan reaching consensus on concrete clauses for the code.

Uks is proud of the fact that ours is the pioneering effort in this regard as gender sensitivity has historically been missing in any code of ethics implemented in our national media. With this code of ethics (attached herewith as Annexure-II) we hope to rectify the current stereotypical and derogatory images of women being projected in the media while providing viable gender sensitive alternatives.

The code still aims to facilitate the government and the civil society in generating intensive, productive and action-oriented debate on gender sensitive journalistic ethics, focusing specifically on issues surrounding the improved representation of women and women-related issues in the print media.

Gender protocols and gender ethical codes change nothing if they are not accompanied by intensive coaching.

5 ways to increase the usefulness of codes in enabling media professionalism from a gender-ethics perspective.

1. Ensure clauses are clear and unambiguous
2. State the reasons behind the provision
3. Provide comprehensive guidelines on application

4. Publicise the clauses within and outside the profession
5. Establish accountability mechanisms to encourage compliances

Activity 8: Formulating Clauses for a Media Code of Ethics

Objective:

- To bring journalists on board to work towards a gender-sensitive code of ethics and create awareness of the need for a professional code of ethics.
- To highlight the gender blindness of the present Ethical Code of Practice and seek recommendations for making it gender-sensitive.

Key Question: What clauses do you recommend for a gender-sensitive code-of ethics for the media in Pakistan?

Time: Varies

Methodology: Group Discussion and Presentations.

Materials: Markers, chart papers

Tips for the facilitator: Divide the participants into three groups Print, Radio and TV. Ask each group to come up with as many clauses as they can for gender responsive media for their respective group. Request each group to mention group name (print, radio, television) and the names of the participants on the first flip chart.

Gender in Media Policy: An Assessment Checklist

Overarching Framework

- ☐ Does the policy place gender concerns clearly within the context of journalistic professional ethics and responsibility of media practitioners as participants in the broader societal context?
- ☐ Does the policy require journalists to treat all people irrespective of gender, class, race, ethnicity, sexuality, ability, religion, etc., with respect and dignity, upholding their basic human rights to non-discrimination?

Editorial Department

Does the policy require:

- ☐ Reporting all stories from a gender-aware angle?
- ☐ Establishment of regular feature pages or programmes

- ☐ exploring stories in-depth from a gender-aware perspective?
- ☐ Equitable assignment between female and male reporters, of in-depth stories exploring issues from a gender-aware perspective?
- ☐ Equal and fair coverage of women and men?
- ☐ Integration of gender-equality awareness training within the ongoing, in-house professional development and training programme?
- ☐ Continuous training of reporters and editors on gender and emerging issues?

Story Sources/Interviewees, Commentators and Experts

Does the policy require:

- ☐ The proportion of persons interviewed, by sex, reflect the gender composition of the media audience reached?
- ☐ Consultation with civil society organisations knowledgeable about the issue being reported?
- ☐ Dedication of special effort to allow female and male sources equitably air their views willingly and freely?

Representation and Portrayal of Women and Men

Does the policy require:

- ☐ Portrayal of women in a manner that reflects their diversity, strengths and participation in all aspects of social, political, economic and cultural life?
- ☐ Portrayal of relations between women and men in a manner that promotes gender equality, respect and non-discrimination?
- ☐ Journalists to refrain from stereotyping subjects on the basis of gender, sexualising or objectifying women?
- ☐ Journalists to refrain from stigmatising, exploiting and degrading subjects on the basis of gender?

Language

Does the policy:

- ☐ Require development and implementation of clear language guidelines?
- ☐ Prohibiting use of sexist language and euphemisms?
- ☐ Providing instructions, with examples, on socially inclusive, non-sexist terminology?
- ☐ State a clear position on the use of sexist language within the editorial?

Images

Does the policy require:

- ☐ Obtaining consent before publishing photographs of women and others who have suffered violence or other abuse?
- ☐ Applying the 'minimise harm' principle to images of women particularly who have suffered tragedy or misfortune?
- ☐ Exercising ethical responsibility in obtaining photographs?
- ☐ Training of photojournalists on gender sensitive images?
- ☐ Accepting for publication only those images that do not contain gender-stereotypical content?
- ☐ Seeking, analysing and using audience feedback on the images in order to inform new directions?

Broadcast Content

Does the policy require that:

- ☐ The timing of broadcast programming take into consideration gender differences in time-use patterns of audiences, for instance in the case of development-related programming important for women?
- ☐ Audience feedback be sought, analysed and used to inform new directions?

Advertising

Does the policy require that:

- ☐ Standards for material that may be accepted for publication correspond to editorial standards in regard to gender responsiveness?
- ☐ Advertisements accepted for publication be those that do not contain gender-stereotypical content?
- ☐ Where clarity is needed, gender experts be consulted to determine whether materials meet standards of gender-responsiveness?

Other

- ☐ Are penalties for violation of any of the provisions clearly stated?
- ☐ Are the entities responsible for policy implementation specified?
- ☐ Are the entities to which enquiries should be directed indicated?
- ☐ Are the entities responsible for dealing with enquiries identified?
- ☐ Are procedures for complaints clearly stated?

Respect for Human Rights of Women in the Media

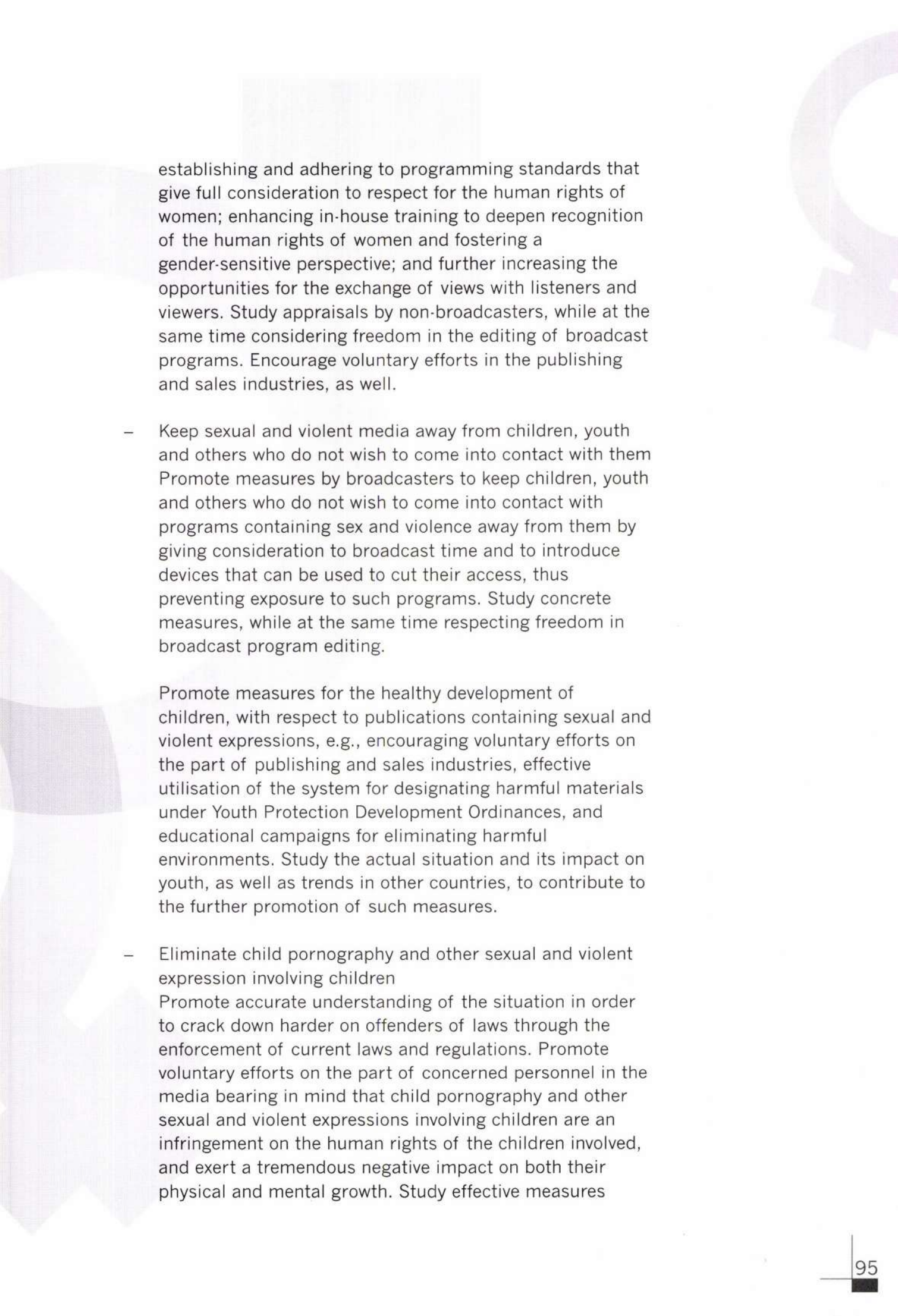
Print, video and other media have influenced people's consciousness in various forms. As we advance into the 21st century, the advancing sophistication of information technology is expected to even further expand the influence of information. On the one hand, freedom of expression must be respected, but on the other hand, the human rights of those on the "receiving" side must similarly be respected. Thus, in addition to preventing a singular emphasis on the sexual aspect of women, the uncritical treatment of violence against women, and the perpetuation of gender-based stereotypes in the media, the perpetually-changing real images of women and men must be communicated and the elimination of gender-based stereotypes must be promoted. To this end, voluntary efforts on the part of the media should be encouraged and effective measures matched to the relevant medium and technological innovations should be promoted.

- (1) Support for media efforts to adopt expressions that respect the human rights of women

In addition to improving the current situation under which the commercialisation of sex and expressions of violence infringe upon the human rights of women, and encouraging voluntary efforts by the media to use expressions that respect the human rights of women, other effective measures, such as keeping sexual and violent media away from young people and others who do not wish to come into contact with it should be studied. In addition, careful consideration must be given to ensure that measures are taken in line with the characteristics of various media, including new media such as the Internet, and to ensure that emphasis is given to protecting the human rights of children and promoting the healthy development of youth.

Concrete Measures

- (a) Promoting respect for human rights in the media and measures to keep expressions of sex and violence away from those who do not wish to come into contact with them
 - Support measures to respect the human rights of women in the media
Appeal to broadcasters, etc., to take measures to ensure that broadcasts respect the human rights of women by



establishing and adhering to programming standards that give full consideration to respect for the human rights of women; enhancing in-house training to deepen recognition of the human rights of women and fostering a gender-sensitive perspective; and further increasing the opportunities for the exchange of views with listeners and viewers. Study appraisals by non-broadcasters, while at the same time considering freedom in the editing of broadcast programs. Encourage voluntary efforts in the publishing and sales industries, as well.

- Keep sexual and violent media away from children, youth and others who do not wish to come into contact with them. Promote measures by broadcasters to keep children, youth and others who do not wish to come into contact with programs containing sex and violence away from them by giving consideration to broadcast time and to introduce devices that can be used to cut their access, thus preventing exposure to such programs. Study concrete measures, while at the same time respecting freedom in broadcast program editing.

Promote measures for the healthy development of children, with respect to publications containing sexual and violent expressions, e.g., encouraging voluntary efforts on the part of publishing and sales industries, effective utilisation of the system for designating harmful materials under Youth Protection Development Ordinances, and educational campaigns for eliminating harmful environments. Study the actual situation and its impact on youth, as well as trends in other countries, to contribute to the further promotion of such measures.

- Eliminate child pornography and other sexual and violent expression involving children. Promote accurate understanding of the situation in order to crack down harder on offenders of laws through the enforcement of current laws and regulations. Promote voluntary efforts on the part of concerned personnel in the media bearing in mind that child pornography and other sexual and violent expressions involving children are an infringement on the human rights of the children involved, and exert a tremendous negative impact on both their physical and mental growth. Study effective measures

based on international trends and a perspective of protecting the rights of children.

- Promote educational campaigns to eliminate harmful environments
Encourage an educational campaign to eliminate harmful environments that affect youth by, for example, promoting cooperation among schools, families and communities to clean-up harmful environments.
 - Promote gender equality in the media
Promote voluntary efforts on the part of the media to actively involve women in policy decision-making at all stages, including planning, production and editing.
- (b) Considering the establishment of rules for the Internet and other new media
- Strengthen control through enforcement of current laws and regulations
Strengthen controls on obscene information and the commercialisation of sex on the Internet and other new media through the enforcement of laws and regulations.
 - Conduct informative and educational campaigns targeting Internet service providers, on line services and information providers.
Conduct campaigns to encourage Internet service providers and on line services to formulate and adhere to independent rules as well as to establish a code of ethics among information providers.
 - Support voluntary formulation of guidelines
Give further support for voluntary efforts on the part of the media to formulate and observe ethical and other standards on the use and content of material on the Internet and other new media.
 - Regulate information on the Internet and other new media, and establishment of an environment for use
Encourage the participation of experts, network services and consumers in a study on regulation of information on the Internet and other new media, especially that which is sexual or violent in nature or otherwise infringes upon the

human rights of women and study this issue, while giving due consideration to freedom of expression and privacy of communication, as well as international trends. Study the establishment of a better user environment, including measures against annoying communications and a system to handle complaints.

- (2) Promoting gender-free expressions in official releases and publications of official organisations

Basic Direction of Measures

In order to project diverse images of women and men throughout society, not limiting those images to gender-based stereotypes, the Government and other official organisations should take the lead in formulating guidelines on methods for portraying gender in publications, etc. Promotional efforts must also be made so that independent efforts even by the private media will be made in line with the efforts of official organisations.

Concrete Measures

- Formulate guidelines on official releases and publications
Formulate guidelines, from the perspective of gender equality, that must be observed in the official releases and publications of official organisations, and positively project diverse images of women and men, not limiting those images to gender-based stereotypes.
- Inform the private sector of the guidelines
Incorporate the guidelines as a model in addition to making the guidelines on official releases and publications by official organisations widely known by encouraging independent efforts on the part of the private media.

Creating the Right Message for the Right Audience

- In gender and media advocacy, one message does not fit all audiences. The message designed for external actors who develop or administer media policy and legislation will not be the same for policy makers within the media who value their independence looking askance at outside influence.
- Determining who the message is for and what you want the audience to do after receiving it are two important

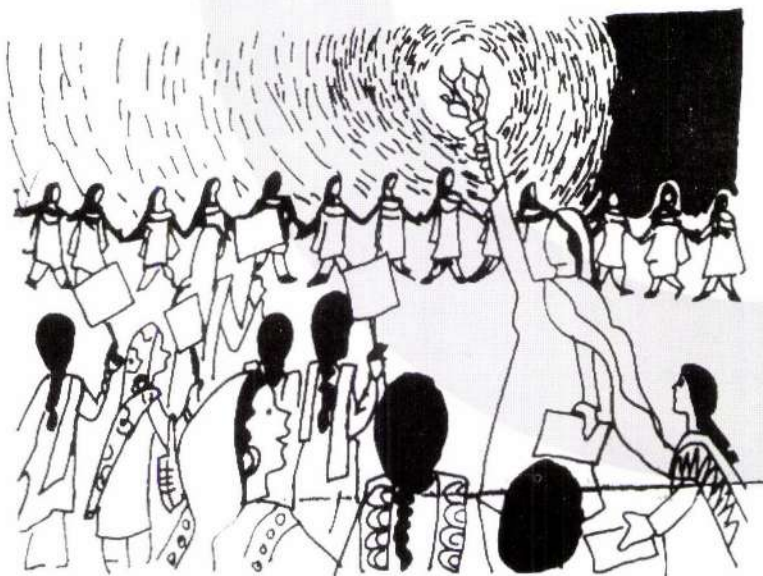
considerations for developing advocacy campaign messages.

- Message development is a direct, simple way of communicating the core objective of the campaign to the respective audiences. Each message should be targeted as specifically as possible, and understanding the audience is crucial to determine the content and language of the message.
- For example, messages calling for the development of gender editorial policies in the media would be lost on reporters who are not the policy makers, whereas messages calling for more women as sources and subjects of the news can be specifically targeted at reporters.

Good Messages are

- Targeted for a specific group
- Focused on a specific problem
- Action-oriented
- Simple, to the point and “attention grabbers”
- Easy to understand – use local languages and common terms
- Attractive and interesting
- Prominently visible
- Repetitive
- Reinforced through the use of a combination of media (multimedia approach)[

SOURCE: Making a Difference Strategic Communications to end Violence Against Women, Jenny Drezin and Megan Lloyd-Laney, editors, UNIFEM 2003



Session 6

- **Creating Awareness and Understanding of Gender Fair, Gender-balanced Media: Using Media Monitoring and Content Analysis as a Tool**
- **Explaining what is Media Monitoring**
- **Sharing 2010 Global Media Monitoring Project Report - Global and National**
- **Sharing the Training Manual for Gender and Media Monitoring**



Session 6

Through a Gender Lens - Media Monitoring and Content Analysis

Understanding of Key Concepts and Principles of Media Monitoring and Content Analysis

Introduction

The media landscape in Pakistan changed dramatically over the last decade. Ever since independence, Pakistan's media had comprised of state-run electronic channels and a few independent, but strictly supervised, newspapers and magazines. In a country with low literacy, the electronic media wields the supreme power, but for years, it was used to push forward the government's agenda and the official point-of-view of news and events.

The print media started to open up in 1985, when the Supreme Court struck down the draconian press and publications ordinance, and the post-Zia civilian governments decided not to introduce new repressive press laws. The era of private, and somewhat independent, television began during 2002 when General Pervez Musharraf's government, for a variety of reasons, decided to loosen its control over the airwaves. As a result, from one or two FM stations, broadcasting music, the country now has over three dozen privately run satellite television channels, with several of them broadcasting round-the-clock news, numerous private FM radio stations, and wide access to internet and broadband, that has truly put Pakistan on the media superhighway.

This sudden boom in the media industry brought with it both positive and negative aspects. While on the one hand, it led to the creation of many new jobs and opportunities for many new people to step into this field, led to open discussions and portrayals of issues which had previously been taboo, and gave the weary audience a sudden mindboggling choice of news, current affairs and entertainment options; on the other hand, this uncharted growth also resulted in many mistakes being made, and the electronic media particularly came under heavy criticism for its race for ratings, breaking news, irresponsible reporting and sensationalist content.

The era of private, and somewhat independent, television began during 2002 when General Pervez Musharraf's government, for a variety of reasons, decided to loosen its control over the airwaves.

And, while the media has played a huge role in highlighting some issues, for instance, the restoration of the judiciary, by and large, the focus had remained on politics and political intrigues; and social issues, particularly those related to women have been mostly sidelined. Even when an issue is taken up, it is usually in light of some sensational case, like some high profile rape cases, or cases related to karo kari and vanni, or under pressure from the civil society. The regular portrayal of women, particularly in the case of entertainment dramas, is usually that of victimised, self-sacrificing, obedient and subservient mothers, daughters and wives or glamorous, ultra-modern vamps with dubious characters.

The time has come to use the powerful force of the media to bring about a change in the way women are treated and viewed in Pakistan. It is only through and with the media that a change in the mindsets of the people can be brought about and old traditions, societal perceptions and cultural viewpoints can be transformed for a better, more balanced outlook.

What is Media Monitoring and Content Analysis?

Media Monitoring

Monitoring the media is an effective tool for gender and media advocacy. It is a systematic surveillance of media performance for the purpose of its description and critical evaluation. Mostly it generates knowledge about the media by focusing on content. The findings of monitoring can be documented in short reports and/or fact sheets. These can be used to raise awareness among journalists, editors and media managers, as well as advertisers, for the development of gender and media advocacy campaigns and for identifying areas where policy, codes and guidelines need to be developed.

While quantitative monitoring helps activists to come up with the numerical evidence to show women's invisibility as sources, newsmakers and in images within the media, for example, qualitative monitoring helps to analyse the gender biases and prejudices that appear in the media also through value judgments, perceptions and attitudes that are communicated through the language, placement of stories, sources chosen, focus of the story, etc. A combined approach of quantitative and qualitative monitoring sheds light on whether the media give fair and equal space and time to women's and men's voices; if women and men are consulted across the

racial and class spectrum; if the reports carry adequate context and balance; and if the reporting is analytical [1] (and more issue-based as opposed to reporting only on an event). Qualitative monitoring also helps to reveal how the media portrays the power relations between women and men, i.e., the position of women and men in the division of resources and responsibilities, benefits and rights, power and privilege. The use of gender relations as an analytical category shifts the focus from viewing women in isolation from men. [2]

[1] Getting SMART, strategic communications for gender activists in Southern Africa, Colleen Lowe Morna and Lene Overland, editors, published by Gender Links and Women's Media Watch South Africa, 2002

[2] Whose Perspective? A guide to gender-sensitive analysis of the media, Women's Media Watch Jamaica, 1998

Qualitative Monitoring – Key Questions

The following set of questions around the gender and media issues of representation, portrayal, roles, images, news and treatment of violence, are guides to critiquing the media qualitatively. Remember, quantitative and qualitative monitoring combined can provide a rich resource of material to support gender and media advocacy work and to build effective campaigns.

Beauty Ideals

- How important is the woman's physical appearance? Is it relevant to the situation, to the activity? To the total media message?
- Who do we not see or hear about in the media? (the disabled, the aged, rural, and persons whom society does not consider to be beautiful?)
- Are women portrayed in the media like the women in your community, workplace and environment? Are they like women you know?
- Do you see any link between how the media shows women and how you see yourself, and how society treats you?

The Commodity/The Decoration

- Is the woman in the media product used to get the attention of the audience?
- Even though the woman is fully clothed, is she still a decoration?
- How often do we see a man resting on cars, mattresses, furniture or draped over tires?

The time has come to use the powerful force of the media to bring about a change in the way women are treated and viewed in Pakistan

Sexuality/The Sex Symbol

- Do the media show women as sex objects for pleasure, consumption?
- How are men portrayed in relation to women?
- Is it implied that to be sexy and to attract attention, a woman or man has to be scantily clad?
- Does the woman in the media product have a sensual look? Is this relevant to the situation?

Gender Roles, Power and Relationships

- What activities are women and men shown doing in the media?
- What activities are suggested as the ones men or women should do? Is the activity traditional or non-traditional?
- Does it build the women's self-esteem?
- Is the situation domestic? Public life? Community life?
- What is the relationship between the people in the image or story? Who controls whom? Who helps whom?
- Are women/men portrayed as active? Passive? Weak? Strong? Dominant? In control?
- Who is the main character or informant in the ad, news, feature, soaps, and sitcom?
- Whose views hold sway?

Treatment of Violence

- Who are the perpetrators of violence? Women? Men? Heroes? Good guys? Bad guys?
- Are the perpetrators of violence punished or rewarded?
- Can you identify a link between how violence is reported and the gender of the reporter?
- How do the media show people resolving conflicts?
- How are rapes and assaults reported in the media? Are these reports sensationalized or trivialized? Sensitive or unbiased? Are the victims ridiculed or blamed?
- How are violent crimes against women treated in entertainment (films videos)? Is the violence excessive?

Source: Adapted from Whose Perspective? A guide to gender-sensitive analysis of the media, published by Women's Media Watch Jamaica, 1998

Content Analysis [1]

This is a type of research that is used to understand and accurately describe the actual content of different messages and images in

the media. This form of analysis is concerned with how often certain messages occur in the media. For example, how many times women or men feature in political news stories, or how many times women of different ages appear in adverts? The same can be done with advertisements, TV/print/radio news, films, videos, magazines, soap operas, music lyrics, music videos, TV series, etc. Content analysis can lend itself to a qualitative analysis through the interpretation of the images portrayed and by the messages transmitted, both hidden and obvious.

How to do a Content Analysis?

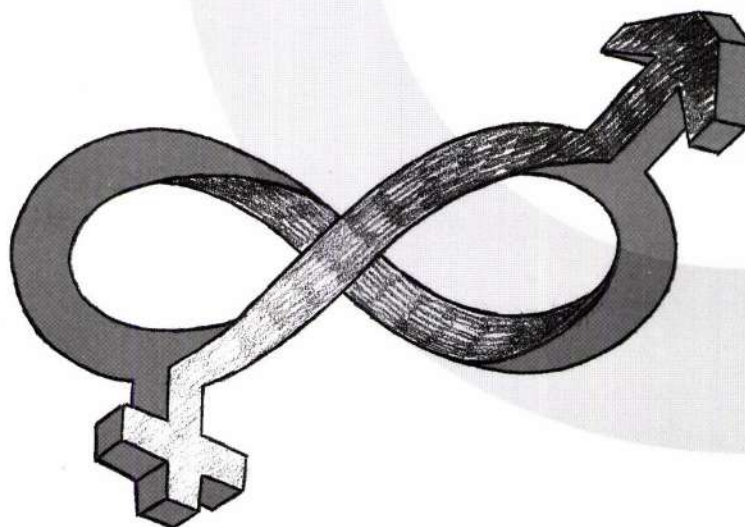
- Select the sample to be examined (e.g. newspaper or TV ads)
- Decide on content and features to be examined
- Decide on units (details of content, i.e. age, sex, etc.) to be examined
- Decide on time frame (i.e. period of time for analysis)
- Develop recording sheets (local media trainers and researchers can assist you with developing sheets and tools that are easy to use)
- Record your observations
- Analyse the data

The following are examined when doing a content analysis on some form of media:

- Roles and actions
- Physical features
- Psychological features (e.g. happy facial expression)

[1] *Whose Perspective? A guide to gender-sensitive analysis of the media*, Women's Media Watch Jamaica, 1998

Another way to gather views from ordinary women and men who consume the media is through Focus Group Discussions.



What does the Audience Think?

Audience research adds credibility to any form of media research as it adds the public's interpretation of media messages and provides insight on how women and men engage with the news. This is important because often one of the main reasons media professionals give when presented with examples of sensational articles that portray women as sex objects or which focus on women as victims of crime, for example, is the retort that 'this is what the public wants'. Therefore, gender and media activists should not just rely on their own views as consumers of media, but should seek out the views and perspectives of others who are not activists to demonstrate to the media that these images and types of stories may not be what the public wants. In many developing regions, media institutions have little capacity or resources to conduct audience surveys. Therefore, editors and journalists often produce editorial content based on the journalistic notions of what is news, which can be subjectively influenced. Again, using local expertise in media training institutions, universities, a questionnaire can be developed and audiences selected to gather information and views across age, sex, education, location, etc.

Another way to gather views from ordinary women and men who consume the media is through Focus Group Discussions. These are carefully planned discussions to get people's views and perceptions on a defined area of interest. For example, if you want to focus a campaign around the media's coverage of gender violence, a focus group can be put together to explore their perceptions and views on how women and men are represented in news stories on gender violence. The group can be comprised of 6-10 people selected from the intended audience and sharing a common characteristic, such as age, sex, educational background, religion or something directly related to the topic (a total of about 200 well-selected people will be effective); moderators and note-takers.

Focus group discussions are used for:

- Probing into people's feelings, opinions, and perceptions of a topic or issue
- Indicating the range of a community's beliefs, ideas and opinions
- Gaining baseline information
- Verifying and obtaining more in-depth details about information collected for an advocacy program
- Designing question guides for individual interviews and

- questions for structured interview schedules
- Solving specific problems
- Evaluating programs
- Testing campaign messages

Focus groups are often rich, produce information quickly, gather non-verbal reactions to specific items, allow for the participation of those who cannot read and write and they are flexible. However, results cannot be extended to a larger community and results might be biased due to group pressure or due to what is considered socially acceptable. Therefore the key to good focus groups is a good moderator and carefully selected participants.

Key Concepts of Media Literacy

Media educators base their teaching on key concepts and principles of media literacy. These concepts provide an effective foundation for examining mass media and popular culture.

All media are construction: The media does not present simple reflections of external reality. Rather, it presents carefully crafted constructions that reflect many decisions and result from many determining factors. Media Literacy works towards deconstructing these constructions, taking them apart to show how they are made.

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.

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

Media has commercial implications: Media Literacy aims to encourage an awareness of how the media is influenced by commercial considerations, and how these affect content, technique and distribution. Most media production is a business, and must therefore make a profit. Questions of ownership and control are

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.

central: a relatively small number of individuals control what we watch, read and hear in the media.

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.

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 involves 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 the "Global Village."

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.

Each medium has a unique aesthetic form: Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so we ought to be able to enjoy the pleasing forms and effects of different media.

Source: John Pungente, S.J. from Barry Duncan et al. Media Literacy Resource Guide, Ontario Ministry of Education, Toronto, ON. Canada, 1989.

Analysis for Media Production

Purpose: People make media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral and/or other purposes.

Values: Media messages communicate explicit and implicit values.

Representation: Media messages are constructed - they are only representations of real or imaginary worlds.

Codes, conventions and characteristics: Each medium has its own set of codes, conventions and characteristics that affect the way

messages are transmitted and understood.

Production: People who understand the media are better able to make purposeful media messages.

Audience Interpretation and Influence

Interpretation: Audience members bring their knowledge, experience and values to their interpretation of, and emotional responses to, media messages.

Influence of media on audience: Media messages can influence people's attitudes, behaviour and values.

Influence of audience on media: People can influence media institutions and the messages they produce and transmit.

Media and Society

Control: People who control a society's dominant institutions have disproportionate influence on the construction and dissemination of media messages and the values they contain.

Scope: Media technologies influence and are influenced by the political, economic, social and intellectual dimensions of societies.

Source: British Columbia Association for Media Education (BCAME).

Five Core Concepts

1. All media messages are constructed.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same messages differently.
4. Media have embedded values and points of view.
5. Media messages are constructed to gain profit and/or power.

Five Key Questions

1. Who created this message?
2. What techniques are used to attract my attention?
3. How might different people understand this message differently from me?
4. What lifestyles, values, and points of view are represented in or omitted from this message?
5. Why was this message sent?

Source: Center for Media Literacy (CML).

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

Activity 9: What is Media Monitoring?

Duration: 120 minutes

Exercises: Discussion

Materials: Overhead projector, white board, meta cards

Objective: To introduce the basics of media monitoring giving a global perspective on how and why media monitoring has been a powerful tool for watching and analysing the media.

Contents: The focus of this session will be on why the media should be monitored by the media itself? The facilitator will first ask the participants what they understand by the word 'media monitoring'? Then the facilitator, through a PowerPoint presentation, shares with the group the basics of media monitoring, including tools like qualitative, quantitative media monitoring, audience research and focus group discussions.

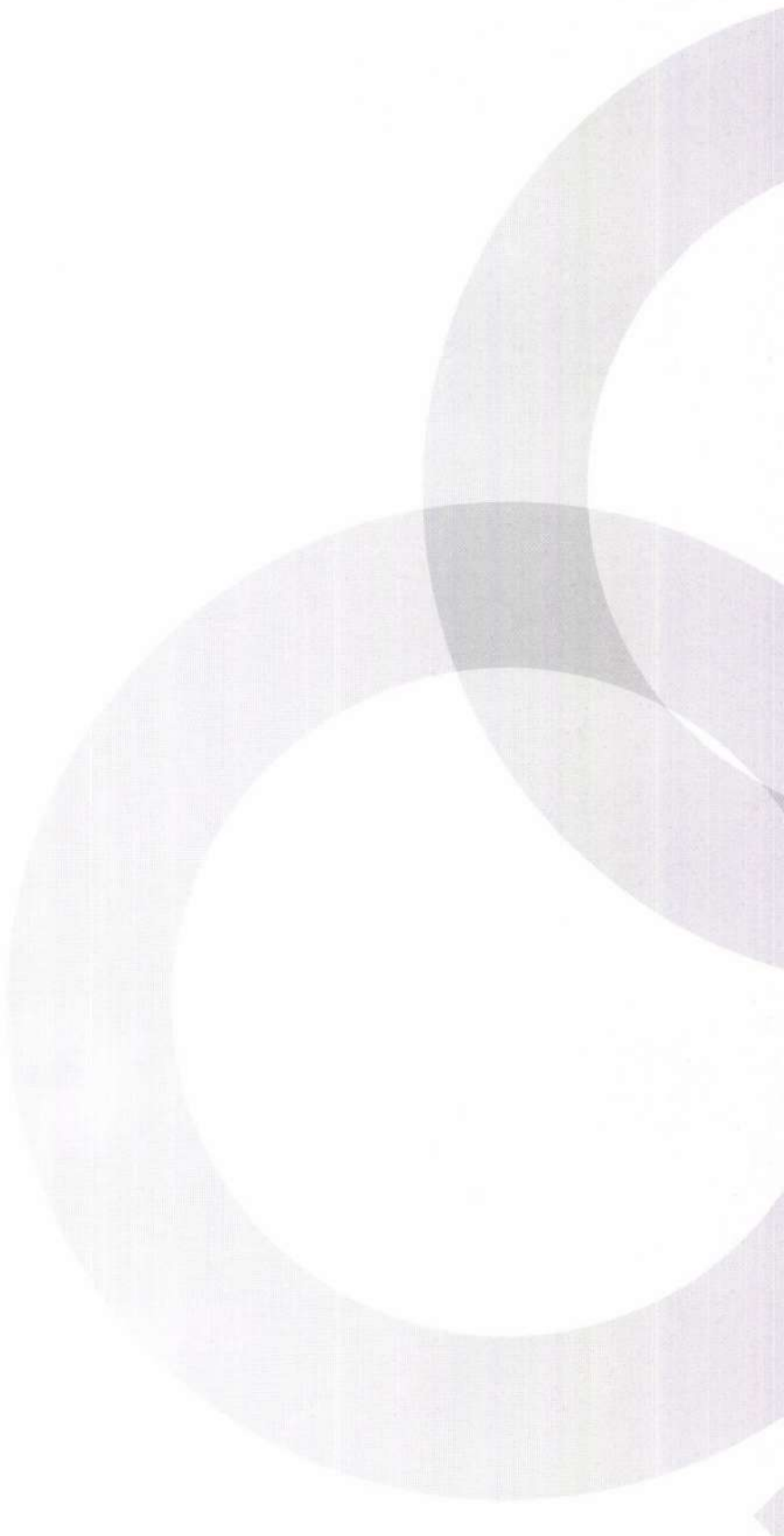
What to Look for When Monitoring Media Images

Images that appear in the media also can be monitored for gender, as well as other characteristics, that help activists to establish patterns on how women and men are portrayed in the media. When monitoring images, look for:

- Age
- Sex
- Ethnicity
- Socio-economic group
- Location/Setting; rural, urban, inner-city
- Physical appearances
- Activity
- Occupation
- Situation/Place/Context
- Family Role/Family Status
- Personality Traits

Source: Whose Perspective? A Guide to Gender-Sensitive Analysis of the Media, Women's Media Watch, Jamaica, 1998





Session 7

- **Building Linkages and Forging Partnerships**
- **Exploring Best Practices**
- **Effective Sensitisation Approaches**



Session 7

Putting the Wheels in Motion

The last section of this toolkit condenses all the above leanings to form effective measures to create a gender responsive media. It highlights the approaches that could be put to use for larger impact and change.

Building Linkages and Forging Partnerships

It is important to note that being female and being a journalist does not automatically make for a gender-sensitive professional and it is often the case that female journalists reproduce gender stereotypes as much as their male colleagues. Female journalists should not be thought of as automatic allies when trying to change the media.

One of the approaches to sustainable behavioural change is networking and partnerships with like-minded groups and stakeholders. Forced implementation through regulatory bodies may be effective but learning to take action for a cause once its needs and impact are understood could not be denied. Hence, networking and partnerships should be established among stakeholders across the country to initially sensitise, and later proactively overcome gender unjust and unethical practices in the media in Pakistan through inclusion and efforts of:

- Media (owners, bureau chiefs, journalists, reporters, editors, women media practitioners, etc.)
- Students (male and female) of media schools (university students in media/mass communication/journalism schools)
- Audiences and consumers of media (essential for research and feedback through FGDs, surveys)
- Civil Society Organisations with a similar agenda

Exploring Best Practices

- Learn from national and international media organisations with ethical and gender sensitive practices
- Encourage positive media content - media awards
- Audience/consumer pressure groups and watchdogs to condemn negative media practices

Female journalists should not be thought of as automatic allies when trying to change the media.

Having a SMART Objective

The objective must specify the changes to be brought about and should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound)

Several questions that can help to create SMART objectives include:

- Do qualitative or quantitative data exist to show that reaching the objective will improve the situation?
- Is the objective achievable, even with opposition?
- Will the objectives gain the support of many people? Do people care about the goal/objective deeply enough to take action?
- Will you be able to raise money or other resources to support your work on the goal/objective?

Making a Difference Strategic Communications to end Violence Against Women, Jenny Drezin and Megan Lloyd-Laney, editors, UNIFEM 2003

Media Content Analysis - Decoding Media

The CSO's, students of media and media organisations themselves should undertake gender and media monitoring initiatives and establish media monitoring working groups to:

- Undertake ongoing and consistent media monitoring at national level
- To impart skills of media monitoring and content analysis
- To sift through and analyse messages that inform, entertain and sell to the masses everyday, enabling them to accept or reject them
- Critical thinking skills to bear on all media - from live reports on terrorism or conflict to representation of women in soaps and popular digests
- To be able to question what's there and what's not there (ratings vs. social development, gender bias, more men than women, etc.)
- To question what lies behind media productions - the motives, the money, the values, the ownership and how these factors influence content
- And essentially ... to highlight gaps and negative practices to rectify them!

Activity 10: The Way Forward

Duration: 120 minutes

Objective: This session will bring the participants together to think

of how they, and their organisations, can initiate or suggest bringing about a change in the stereotypical coverage of women in Pakistani as well as international media.

Exercise: Group work

Materials: Charts, group discussions, markers, presentations

Participants will be divided into three groups; print, radio and television. Groups will identify and list down the biases they see in the current media coverage of women. Then the participants will be asked to list down ways to bring about changes, share case studies and suggest a way forward. The group leaders will be asked to present their group's findings.

Media Literacy - Bridging the Gap between the Media and its Consumers/Audiences

In a society like ours, with little literacy, the media becomes an even more powerful force than it is elsewhere. It is our single largest source of information about what is happening in our country and in the world around us. More than just a tool which informs, educates and entertains us, it has the power to mould opinions, change perceptions, incite passion, and shape the structure of our society. It tells us what issues to think about, and even what to think about these issues.

This power becomes a formidable force when you consider the growing presence of the media in a society too unaware to think for itself and question what it is being told. The fact of cross media ownership means this power is further strengthened since big media houses now own multiple media channels. It is not far-fetched to assume that media is fast turning into a flourishing business in Pakistan and where business rules apply, journalistic ones suffer. In a bid to churn out the biggest profit, media houses are battling amongst themselves and we, as audiences, can see that in the plethora of similar and simultaneous morning shows, breaking news reports, political talk shows – to the extent that many times, you end up seeing the same people as guests on different talk shows, airing on different channels within an hour of each other.

Media literacy is essential for everyone. If you cannot understand the issues, you can't form opinions, or raise a voice for your rights.

Media literacy is essential for everyone. If you cannot understand the issues, you can't form opinions, or raise a voice for your rights.

People are not aware of the media's role and responsibility. By bridging the gaps between the senders, the messages and the receivers - a two-way process – could help, on one hand for the media to define content and on the other hand for the audiences to know when to turn off their television sets or to boycott a publication to protest unethical practices.

- To this end, conduct sensitisation trainings for media practitioners
- Use the media to create a media literate audience

More Women in Media - A Gender-Sensitive Media

- To bring forth ethics, professionalism and responsibility in media
- To encourage participation of women themselves in this field to ensure gender responsiveness (ref. GMMP findings, 'women reporters tend to highlight more women-related issues as compared to men')

In order to encourage more women to step into the media world, we need to:

- Explore hurdles that prevent women from taking up this field
- Find effective ways to overcome those hurdles
- Induce an enabling environment for women in this field
- Explore why women's growth in this field cannot be sustained (vertical growth, glass ceilings)
- Encourage and provide opportunities for female students of journalism and Mass Communication
- Affirmative action for inclusion of women in this field
- Gender sensitisation of media owners, bureau chiefs, resident editors, etc., to encourage gender policies in their organisations

Wooing the Media

Various approaches to woo the media have been adopted by gender and media activists. These include:

- Special incentives for journalists such as exclusive interviews, invitations to training, field visits or international conferences on gender issues.
- Developing press kits and other packets of information to facilitate the journalists' coverage of gender issues.
- Training programs for journalists on the relevant issues. Newsroom senior managers – editors-in-chiefs, sub-editors,

frontline editors (news, features, sports, etc) however, seldom attend training programs and a different approach is needed. Gender Links, a Southern African NGO that advocates for gender equality in and through the media, has developed relationships with some media in South Africa that have now opened their doors for in-house training (which reaches editors and a larger number of staff within a media house). This form of training also is likely to be more hands-on and relevant to the day-to-day realities.

- Creation of gender-sensitive media awards – both Asia and Southern Africa has experience with such awards. And although the award was not specifically for gender reporting, the winning of the Pulitzer Prize in the 1990s by a paper in Dallas Texas for its series on violence against women worldwide was a clear illustration that the missing gender stories, reported accurately, fairly and sensitively, are the essence of good journalism.
- Greater media interaction breaks down many of the myths of the media as an ‘untouchable’ institution and provides gender and media activists with the knowledge they need to engage in gender and media literacy with consumers of media.

ANNEXURE I- Workshop Evaluation Questionnaire

To be filled in at the beginning and at the end of the workshop

Your Name/No.

Instructions:

Circle the answer that is closest to your own understanding, eg. A B C

If you think some statements are equally correct, you may circle more than one answer.

1. Feminists are:

- A Radical women
- B People who struggle for equality of women with men
- C Women who are struggling for women's rights

2. Gender is:

- A An ideology
- B A branch of feminism
- C A way of looking at things

3. Women are oppressed because of:

- A Male dominance
- B Historical reasons
- C Women who are struggling for women's rights

4. Males tend to dominate because of:

- A Biological (hormonal) and physical differences from women
- B Socio-cultural conditioning
- C Societal structures

5. Historically women have played a subservient role to men:

- A Always
- B Sometimes
- C Mostly

6. There are more men than women in senior positions in most organisations because:

- A Women are less qualified
- B Women are non-competitive by nature
- C Women have to spend more time looking after families

7. Circle the letters in brackets for the statements that you think are true.

- A Targeting benefits for the family unit will automatically bring benefits to women
- B Stressing the conflicts between men and women at village level will weaken group organisations
- C Any project intervention will affect women

8. I think the organisation I work for treats women equally and fairly:

- A Fully agree
- B Disagree
- C Mostly agree

9. I feel comfortable discussing and raising gender issues with:

- A Persons of the opposite sex
- B Persons of the same sex
- C Both men and women

10. Gender awareness:

- A Leads to conflict between men and women
- B Brings the current conflicts between men and women to the fore
- C Helps find solutions to the conflicts between men and women

11. Gender is an urban concept and is not relevant to the rural context:

- A Totally agree
- B Somewhat agree
- C Do not agree

Questionnaire Results – Analysing Reponse

Duration: 15 minutes

Method: Reflection and Self-assessment

Materials: Handout 1 – ‘Workshop Evaluation Questionnaire’
(Annexure – I)

Objective

Participants assess their understanding of gender linked concepts before receiving inputs at the workshop.

Process

Give the ‘Workshop Evaluation Questionnaire’ (Handout 1 – Annexure – I) to the participants. Ask them to fill it out in 10 minutes. Tell them that this is not a test and that they can keep their questionnaire with them until further instructions.

Facilitator’s Notes:

This is a tool that has been used in gender workshops to help participants assess their responses to gender-linked concepts before receiving any inputs. The same questionnaire should be administered at the end of the workshop to assess changes in their understanding and review the new information/analysis that has led to the change in their response. The appropriate answers and explanations are given in the box below:

WORKSHOP EVALUATION QUESTIONNAIRE: APPROPRIATE ANSWERS AND EXPLANATIONS

The correct answer to each statement and the accompanying explanations for it are given below. Ask the participants to share and discuss why they chose a specific answer, before sharing these. You may discuss these answers at the end of the workshop.

1 – B. Feminists are people who struggle for equality of women with men. Historically feminism was started by a group of women who dared to defy existing societal barriers to seek equality with men. They were often seen as ‘radical women’ because they challenged the traditional male bastion of power and supremacy. Women who dressed or spoke aggressively also attracted such labels. Feminism is not about how women look or behave but essentially about the questions they pose. These questions address

issues of injustice and discrimination that breed inequality between men and women and oppress women by giving them less respect, privileges and opportunities than men. These issues are not merely supported by women but have found strong defenders in some men as well who have joined these women (often their daughters, wives or sisters) in their struggle for equality. There are several instances where men have played an important role in this struggle. Thus, feminism is not about radical women or women alone struggling for women's rights. It is about people who understand the suffering of women and join in the struggle for equality.

2 – C. Gender is a way of looking at things. It is a socially constructed phenomenon through the process of socialisation, cultural and religious practices and beliefs. Gender identities of men and women are acquired through division of labour and assignment of differential roles and responsibilities. Being gender sensitive implies understanding the factors that contribute to the unequal power relationships between men and women and responding appropriately to this reality.

3 – A. Women face oppression due to male dominance. Women face oppression due to male dominance, which is explained by the concept of patriarchy. Herein all institutions are male dominated/controlled, so are women's labour, sexuality and mobility. Both consensus and coercion are used to make this control possible. At best women agree and follow the norms of this set-up and at worst they are oppressed and follow the norms. Even fear of ostracisation is used to get women to follow and perpetuate male dominance.

4 – B. and C. Males tend to dominate because of socio-cultural conditioning and societal structures. Historically, there has been a tendency to attribute women's subordination to their anatomy. Research indicates that for every 120-150 boys that are born, there are only 100 girls born. However, there is a higher incidence of miscarriage and stillbirths of male children and more deaths among them due to birth trauma and injuries. Despite the higher life expectation of girls at birth, the sex ratio, both among children and adults, is in favour of boys. Girls' biological superiority is overshadowed by social and cultural inferiority. The domination is a socio-cultural phenomenon. The 'Oppressor-oppressed' attitude is a result of social conditioning.

5 – A. Historically, women have always played a subservient role

to men. The power equations between men and women have always been the same. However, because gender is socially constructed, the manifestations of the power equations between them vary across time periods, cultures and societies.

6 – C. There are more men than women in senior positions in most organisations because women have to spend more time looking after their families. If there are more men than women in senior positions, it is not because the latter are less qualified or non-competitive by nature but because they have to spend more time looking after their families. Gender research shows that most of the work women usually do out of personal choice or because of the socially defined expectations is 'reproductive' in nature; whereas the work performed by men is mostly 'productive' in nature. Reproductive services are not directly linked to income generation and, therefore taken for granted. These services do not have a tangible value. Making a bed, cooking or looking after the children or the cattle cannot be quantified in terms of money earned or income generated. These jobs are consequently not valued by society.

7 – None of the statements mentioned below is true.

A. Targeting benefits for the family unit will automatically benefit women. Targeting benefits for the family unit does not automatically benefit women. For instance, when a government scheme was introduced to encourage gherkin plantation to help rural families make some extra money, it was found that the girl child had dropped out of school to help the family in its harvesting. The project had failed to bring benefit to the girl child of the family even when it raised the family income.

B. Stressing the conflicts between men and women at village level will weaken group organisations. Stressing conflicts will bring greater awareness. Next comes the question of how it is managed; depending on this it could make or break the group. Whether this will weaken the organisation depends on which conflict is being stressed and how.

C. Any project intervention will affect women. Most project interventions will affect women. However, any project intervention does not automatically affect women positively. It has to be designed that way to be women specific to affect them positively. To strengthen their situation, positive discrimination may be required. If a project is positively affecting men, the more powerful group, it

will make the relative position of women weaker.

8. Responses will vary based on the participant's understanding.

You may ask some of them to share their responses.

9. Responses will vary based on the participant's understanding.

You may ask some of them to share their responses.

10 – C. Gender awareness helps finds solutions to the conflicts between men and women. Gender awareness brings the current conflicts between men and women to the fore. The socialisation process in mainstream societies is such that everyone follows the norm and status quo is maintained. In such circumstances when the socialisation process is analysed and understood to be subordinating women, the subordinated group will be dissatisfied. It will bring the conflict which has so long been brushed under the carpet to the fore.

11 – C. Gender is an urban concept and is not relevant to the rural context. There can be no doubt that this is not a true statement. Gender may have been conceptualised by urban, educated 'elite' women and men but is very much based on the experiences of all women and men, urban as well as rural. Inequalities in the power relations have always existed transgressing cultural, social and regional boundaries but the manifestations keep changing.

ANNEXURE II - First Ever Gender Sensitive Code of Ethics for the Print Media in Pakistan

The first ever Gender Sensitive code- of ethic for the print media in Pakistan formulated by Uks Research Centre.

Right to Privacy

Article 1: Caution against identification should be employed in cases involving rape, abduction, acid throwing incidents, sexual assault on children or news regarding HIV and AIDS. Names and photographs of the victims, or other particulars indicating their identity, should not be published.

Article 2: Due restraint should be observed while reporting official visits to victims of rape/sexual assault.

Article 3: In events relating to a VIP giving away charity, the event should not be presented in a promotional manner. Pictures of the recipients of charity or 'zakat' should not be published.

Article 4: Maintain the secrecy of the sources of confidential information.

Pictorial depiction of women

Article 5: Wherever possible pictures of glamorous women are to be replaced with pictures of women who have achieved successes in various fields.

Article 6: There is a pressing need to remove disproportionate pictures of foreign women in skimpy sportswear and beauty contests etc. and replace it with positive portrayal of local women in sports.

Article 7: Uncaptioned pictures of women appearing in most newspapers (at events and gatherings) need to be published with the permission of the subjects.

Rectification of under-representation of women

Article 8: Short terms as well as long-term goals need to be outlined for achieving gender equilibrium in the newspaper workplaces. As a short-term goal, newspaper owners/editors should be urged to include 1/3rd women in their offices.

Article 9: Work environment of newspaper offices needs to be

made conducive for women journalists. In this regards, there is a need to strictly implement a sexual harassment code in all newspaper offices.

Article 10: Women journalists should be made to cover a variety of issues and not merely be relegated to covering women-oriented issues.

Article 11: In news items (stories, opinions, columns, and features) calling for opinions/quotations from consumers/public/expert authorities, the views of women need to be reflected along with their male counterparts. The voices of women need to be reflected in news pertaining to a variety of issues and not just women-specific issues.

Projection of gender roles in advertisements

Article 12: Advertisements from sexologists (offering potency drugs etc.) and quacks should not be published by newspaper. Not only do these ads indirectly signal violence and sexual aggression but also portray a false image of masculinity, equating it with physical prowess.

Article 13: Maximum restraint should be exercised regarding the publication of vulgar and provocative ads of movies.

Article 14: There is a growing need for advertising agencies to project healthy gender roles. i.e. show men engaged in domestic activities and involved with children as well as discourage the commoditization of women's images in advertisements of shaving creams, cigarettes, lyres etc.

Quality coverage of women issues

Article 15: There is a strong need to highlight serious issues facing women i.e. drug abuse, disability, trafficking

Article 16: Rather than talk about physical attributes (dress, hair-style, beauty) of a person (man or woman) emphasis should be on the event they have been featured in.

Article 17: Women working in all professions should be treated with honour e.g. acting, nursing, air hosting, activism etc.

Maintaining professional standards

Article 18: Judgmental words and phrases should not be used in

news reports. Only the facts should be given.

Article 19: Newspapers have every right to report on controversial issues but maximum caution should be exercised to ensure that:

- ==> The event is not distorted to tilt public opinion
- ==> The use of judgmental words and opinions is avoided
- ==> If a certain aspect of the story needs highlighting, reporters should reflect the opinions of the public rather than projecting their own. The opposing point of view should also be reflected.

Article 20: There should be a comprehensive criteria determining 'news worthiness' which needs to be debated within the organisational structure of a newspaper. Are elopement cases, which do not fall under any major news category (i.e. politics, business, crime) worth reporting at all?

Article 21: The marital status of a women and the number of her children need not be mentioned in rape or elopement cases.

Article 22: A whole list of gender insensitive vocabulary like "kan-waari maann, "khoobroo dosheeza" etc. should be replaced with an alternative gender sensitive vocabulary.

Article 23: Follow up to a crime story also needs to be highlighted i.e. if the perpetrators of a certain crime were convicted or not.

ANNEXURE III - Agenda of the Two-Day Workshop

Day One

Two-Day Media Training on 'More Women in Media'

10:00 - 10:15	Registration, Welcome & Introductions
10:15 - 10:30	Expectations, Ground Rules
10:30 - 11:30	Session One <ul style="list-style-type: none"> • Why is Gender Training for the Media Important? • Understanding Gender • What is the Role of Gender in Media? • Stereotypes and Perceptions • Words and Visuals • Participatory Activities
11:30 - 12:30	Session Two <ul style="list-style-type: none"> • Gender Equality and Equity – Looking at the Pakistani Scenario • Constitutional Safeguards • National Plan of Action, MDGs, CEDAW, UDHR, BPFA+15
13:00 - 14:00	Lunch Break
14:00 - 15:00	Session Three <ol style="list-style-type: none"> 1. Mainstreaming Gender in Media 2. Sensitising media owners, publishing directors, director generals of radio and television, chief editors, programme directors, producers and animators on gender issues and gender balanced reporting
15:00 - 16:00	Session Four <p>'More Women in Media'</p> <ul style="list-style-type: none"> • Gender Balance in News and Newsrooms • Equal Opportunities • Affirmative Actions • Breaking the Glass Ceiling • Gender Audit: Encourage Adoption and Application of Legislation and Regulations on Gender Parity.
	Wrap-up (Day One)

AGENDA

Day Two Two-Day Media Training on 'More Women in Media'

10:15 - 10:30	Welcome and Recap
10:30 - 11:00	Activity, Warming-up
11:00 - 12:00	Session Five <ul style="list-style-type: none"> • Formulating a Gender Sensitive Media Code of Conduct • Reviewing existing media codes of ethics and communication policies to establish whether or not they are gender sensitive. • Proposing amendments of the codes to make them more gender responsive
11:20 - 13:00	Session Six <ul style="list-style-type: none"> • Creating Awareness and Understanding of Gender-fair, Gender-balanced Media: Using Media Monitoring and Content Analysis as a tool • Explaining what is Media Monitoring • Sharing Global Media Monitoring Project Reports- 2010- Global and National • Sharing the Training Manual for Gender and Media Monitoring. • Sharing Tools and Experiences in Policy and Media Monitoring
13:00- 14:00 LUNCH BREAK	
14:00 - 15:00	Session Seven <ul style="list-style-type: none"> • Building Linkages and Forging Partnerships • Exploring Best Practices • Effective Sensitisation Approaches
15:00 - 16:00	<ol style="list-style-type: none"> 1. Wrap-up 2. Questionnaires/Evaluation Forms 3. Note of Thanks