

Definitions and pointers in gender and media advocacy

1. Glossary of Terms

Accountability – Media are accountable to their viewers, readers and listeners, and to the media industry, not to produce misleading stories.

Corporate governance – Systems and processes for ensuring proper accountability, probity and openness in the conduct of an organization's business.

Evaluation – A time-bound exercise that aims to assess systematically and objectively the relevance, performance and success of ongoing and completed programs and projects. Evaluations can also address outcomes or other developments.

Gender-aware policies – Recognize that women, as well as men, have an important role to play in society; that the nature of women's involvement is determined by gender relations that make their involvement different and often unequal; and that consequently women have different needs, interests and priorities, which may sometimes conflict with those of men.

Gender-blind policies – Do not recognize gender inequalities. They mistakenly assume that men and male norms represent the norm for all human beings. As a result, they incorporate biases in favor of existing gender relations and therefore exclude women.

Indicator - A direct or indirect measure of change. Indicators must be realistic and easy to measure and often the indicators used by large organizations are different from those used by medium and small organizations.

Inputs – Resources required for achieving the stated results.

Internet – A network of computers and servers connected by telephone lines, undersea cables, microwave towers and satellite links. It is the infrastructure that allows data – in sound, picture, video or text form – to travel from one computer to another (or from one computer to many)

Listserv – A mailing list, similar in some ways to a conference, but where messages are sent to the list's address. A copy of the message is then sent to each member or subscriber to the list.

Mainstreaming – Bringing issues such as gender equality, for example, into the mainstream of society. Policy processes are reorganized in order to move the attention of gender equality to everyday policies.

Monitoring – An ongoing process to verify systematically that planned activities or processes take place as expected or that progress is being made in achieving planned outputs.

Non-Sexist Language – language that does not exclude one sex or give inequitable treatment on the basis of gender.

Policy – A course or principle of action adopted or proposed by an organization or individual.

Press release – Information about a newsworthy event or activity your organization wants to share with the mass media. Gets the press interested in your issues and allows your organization some degree of control in the way the material is presented.

Press kit – Packaged written material (including speeches, press clippings, press releases, etc) with facts about your issue and information about your organization.

Press conference – Arranged meeting with press members to give a speech and answer questions. Use most often for a major announcement or breaking news.

Process documentation – The capturing of information about the progress and process of achieving objectives in print, on film or through other means so that it can become a historical record and a resource for others to use.

Results – Changes that can be described and measured.

Transparent ownership and practice – Disclosure of an organization's ownership structure and the development of processes/systems which demonstrate editorial independence and integrity.

Transparent and responsible editorial policy – The conformity to clear editorial policies, standards or codes covering issues of accuracy, impartiality and politics.

Sources: The Media CSR Forum, KMPG, 2005; Whose News? Whose Views?, Gender Links, 2001; Gender in Media Training, A Southern African Toolkit, Gender Links and the Institute for the Advancement of Journalism, 2002; Making A Difference Strategic Communications to End Violence Against Women, Jenny Drezin and Megan Lloyd Laney, UNIFEM, 2003; Getting Smart- strategic communications for gender activists in Southern Africa, Colleen Lowe Morna and Lene Overland, Gender Links and Women's Media Watch, 2002.

2. Key points to remember!

- Become conversant with the language and priorities of the media.
- Target media policy makers, media professionals and external policymakers for the development of gender policies, codes and guidelines and regulatory frameworks.
- Cultivate allies, both women and men, within the media.
 - Approach the media with more than opinions. Do your homework and research to present the media with facts and figures to illustrate the issues of concern.
 - Develop strong media literacy programs to build the capacity of consumers of media – the general public – to put pressure on the media. When audiences speak, the media listen, fearing loss of potential markets and revenue.
- Media monitoring is an effective tool for regularly analyzing media content in order to present the media with data and specific examples of areas of concern. Content analysis, audience research and gender and media audits also are important research techniques.
- Learn how to use the media itself to put gender and media issues onto the news agenda. The writing of opinion and commentary pieces is one media genre that is open to writers outside of the media to get their views across to a wider audience. Gender and media activists should look for and create opportunities to claim this space within the media.

3. Advocacy Planning Tool

The following guide can be used to plan a gender and media advocacy campaign. Remember, planning is the first and an important step in campaign building.

Key Issues for Planning	
What is the problem and what are its causes and solution(s)?	Use the gender and media monitoring, content analysis, situation analysis and/or research tools to identify the problem and get concrete data and specific media examples
What are your goals and objectives?	A goal is a long-term ambition which will be realized through a combination of advocacy and practical activities. An objective is a more immediate ambition and should be Specific, Measurable, Attainable, Realistic and Time-bound (SMART)
What are the changes you are trying to bring about through your advocacy campaign (e.g. Awareness, knowledge, attitude or behavioral changes which can influence how journalists do their work, for example, believing that women are experts on issues and should be accessed as sources , the introduction of missing gender editorial policies, etc)	Another way of thinking about this is: "What will be different as a result of the advocacy?"
What indicators will you use to track progress towards results?	Think about the different sorts of progress you want to keep track of throughout the life of the strategy, e.g. of the process, of the impact and outcomes of your strategy, and of the change in context (which might influence whether you achieve your objective). Identify what systems you will use to collect and analyze your indicators.
Who are your key stakeholders?	What do they know? How are they influenced? How do they make decisions? What information do they need?

<p>Who are your primary stakeholders? How have they been involved in designing the goals, objectives, results and indicators of your strategy? Who are your secondary stakeholders and significant others?</p>	<p>Key stakeholders include those who have the power to effect change, but who may need to be persuaded to act; secondary stakeholders include groups whose support can be rallied, primary stakeholders are those who will benefit from the changes being made, and significant others include target groups within the media industry who might oppose the strategy. Taking the time to think through how you will work with and influence each stakeholder increases the</p>
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<p>What research do you need to carry out to test assumptions about knowledge, attitudes, etc.</p>	<p>How will you reach a representative sample of your target audience, and what techniques will you use to find out their views about the issues? How do they access information on the topic now?</p>
<p>What are the key messages that you need to communicate to each group of stakeholders to bring about the desired change (e.g. Increase their knowledge, change media practices, etc)?</p>	<p>Use focus groups with media practitioners and other kinds of media research to find out what is happening and why and target your messages accordingly.</p>
<p>What communications products (e.g. Popular versions of research findings, fact sheets), channels (face-to-face communications, seminars, the media) and activities (media literacy with targeted consumers) are most appropriate for your key stakeholders?</p>	<p>You will probably need to influence many people to do different things at the same time. Be explicit about whom you're targeting to do what; find out about each group and target them with appropriate messages, and products conveyed through appropriate channels. Think also about who is communicating, involve those who have credibility/influence with key stakeholders.</p>

<p>What will be the timing/work plan for your advocacy strategy/campaign? What are the key dates/occasions for release of messages and materials?</p>	<p>It's useful to do a timeline when planning your strategy so that deadlines are met and tasks distributed in a fair and effective manner. National, regional or international commemorations may serve as useful occasions to release and distribute materials.</p>
<p>What process documentation systems will you use or create to capture the process and results? How will you package and disseminate this information and knowledge to anticipated audiences?</p>	<p>Think about what systems already exist for capturing and sharing this information, e.g. stakeholders meetings, media alert systems, etc. Can they be used to convey information about process and results? Who needs to know the information you have and what information do you have that is useful? This should be linked to the indicators.</p>
<p>How much will you need to budget for your advocacy strategy and what skills and expertise are necessary?</p>	<p>It is important to be realistic and to choose method consistent with the resource that you have.</p>
<p>How will you assess and disseminate the impact of your strategy and the lessons learned from your experiences?</p>	<p>Think about how other organizations can benefit from your experiences.</p>
<p>How will you ensure sustainability of your advocacy strategy?</p>	<p>If you have successfully brought about changes you need to think about how to ensure that these continue once the original enthusiasm/conviction has died down. Who needs to sustain the intervention, and what communications approaches will be most effective? Media</p>

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

4. Gender and Media Policy Checklist

The following checklists provide a set of key questions that can be used to conduct a gender audit of a media institution. Depending on the focus of the campaign – editorial content, changes in the work place to increase the employment and retention of women media professionals, the removal of sexist advertising, etc. – a set of questions are provided to help guide you through a situation analysis, which provides facts and figures for lobbying the media.

GENDER POLICY FRAMEWORK

International commitments

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

National legislation

What national legislation and or regulatory authority govern you? To what extent is gender mainstreamed in this legislation?

Gender policy

- 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; is it integrated in all existing policy documents; or both?
 - Is the policy informed by consultation?
 - Does the policy allow public access and involvement?
 - How is the policy implemented? What are the outputs?
 - Are resources allocated for the implementation of the policy? • Is there a high level commitment to the policy?
 - How and where is this commitment articulated?

EDITORIAL CONTENT

Gender beat checklist

- Is gender awareness and sensitivity built into all reporting requirements? • In addition to this, is gender recognized as a specialized beat? • Is the gender beat accorded the same status as other beats, such as the courts, political, financial etc?
- Is the gender beat understood to include both women's and men's concerns? • Are there both women and men specializing in the gender beat? • Are they afforded the same opportunities as other beats for expanding their horizons and deepening their skills on this beat?

Representation

- Does coverage give fair and equal space/time to women and men's voices? • Are reporters and editors trained to probe the gender issues that may underlie 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

- Are a variety of sources, representing a broad spectrum of views, consulted? • Is there a specialist civil society organization on the issue? Has this source been consulted?
- Is there adequate context and balance?
- Is the story analytical? Does it go beyond the event and raise the underlying issues?

Portrayal

- Does your coverage reflect a holistic and realistic view of women and do they appear in the 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? • Are male and female subjects treated equally?
- Does your story apportion blame on the subject?
- Does your story exonerate the perpetrator?
- Are all subjects treated with dignity?
- Does the story challenge or reinforce stereotypes?
- Does it examine the underlying issues?
- Are these approached from a human rights perspective?
- Are the experiences and concerns of women trivialized in any way? • Is your story fair, accurate and balanced?

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?
- Is physical description relevant to the story? Does it apply equally to men and women.

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 soccer 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 emphasize/ 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 emphasizing the physicality of women?

- Is the image one of which the person would approve?
- Are women portrayed as survivors or victims?
- Are women portrayed as active or passive?
- Does the image degrade the dignity of women?
- If you substitute man for women does it make sense?
 - To the extent that women are announcers on television, to what extent are they represented in all their diversity- gender, race, and physical attributes?

Programming

- Do you have special spaces/ slots for women?
- Should these be for gender rather than for women?
- Is the difference understood?
- Who are you addressing in these spaces?
- Where are they placed?
- For audio- visual media, do they take account of the dual roles and time constraints of women?
- Are they available during prime time when the largest number of men and women are likely to be watching and or listening?

SALES AND MARKETING

Advertising

- Is there a discussion in your organization about the need for consistency in standards applied to advertising and editorial?
 - What happens when there is a conflict between the two with regard to gender? • Has there been any research to determine what really attracts consumers?

Readership/Listener and viewer surveys

- Does gender feature in readership/ listener/ viewer ship surveys? • Do you conduct focus group surveys to solicit the views of audiences to products? Are men and women equally represented? Are the results disaggregated by gender? Are they acted upon?

INSTITUTIONAL TRANSFORMATION

Affirmative Action Policy

- Do you have an affirmative action policy?
 - Does law prescribe the affirmative action policy or is it your own? • Does it spell out precise quotas or targets for male and female representation? • Are these broken down by rank?
 - Are there timeframes for achieving this?
- Is there a plan and resources allocated for achieving this (for example, additional empowerment strategies for women, if required?)
 - Do you keep regular staff records, disaggregated by gender? • Does management regularly monitor and evaluate these?

Recruitment

- Do you advertise using a variety of communication channels, including direct interaction, that ensure men and women are equally reached?
- Do you actively encourage women to apply?
- Is there anything in the way your advertisements are phrased that could discourage women from applying?
- Do you have initiatives to encourage young women to take up careers in the media?

Selection

- Are your selection panels gender balanced?
- Do you ensure a minimum quota for women in the short-listing process? • Do the same standards apply to women and men in the interview process? For example, would you ask a man whether he was married and had children or intended to have any in the future?
- How are family considerations raised and addressed in the interview process?

Work environment

- Do you have any initiatives in place that promote a gender friendly work environment?
- If someone told a sexist joke at your workplace how would others respond? Would there be any sanction?
 - Do you have a sexual harassment policy?
 - Do you offer flexi-hours?
- Have you taken advantage of IT to allow work from home under certain conditions?
- Do you ensure the safety of all your employees, for example with regard to their transportation to and from work, especially from certain locations and at certain hours?

Family friendly practices

- Do you have a maternity policy in place? What are its provisions? • Are there stereotypes in your newsroom concerning the ability of women to perform their journalistic tasks, for example presenting programs on television while they are pregnant? What have you done to correct these?
- Do you ensure that the careers of women journalists are not adversely affected by maternity breaks?
 - Do you offer paternity leave?
 - Do you have a policy on breast-feeding?
 - Do you have childcare facilities?

On the job experience

- Is there a gender balance on all your beats?
- Are women encouraged to go into non-traditional areas of reporting? • Are women encouraged and supported to take up technical sides of the job, for example as camerawomen in television or photojournalists in the print media? • To the extent that there are physical constraints, for example, the weight of a camera, how have you used advances in technology to overcome this constraint to women's entry into this sphere of work?

- To the extent that women may be more exposed to danger than men because of their sex (for example to the danger of rape or sexual harassment) while on the job, what measures have

you taken to ensure their security? Have you consciously avoided the easy way out- to simply exclude them from that beat?

Capacity building

- Do all your employees have access to staff development programs, and are these offered at suitable hours?
 - Do you target women for training?
 - Do you have mentorship programs in place?
 - Are these specifically targeted at women?
- Does the organization 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 organization? • 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 MANAGEMENT SYSTEM

Champions

- Is there a champion for the gender policy in your organization? • Is this person at management level?

Governance level

- To what extent does the board/management regard gender mainstreaming as a priority?

Administrative level

- To what extent does the management of the organization take gender mainstreaming seriously?
 - To what extent does all staff take gender mainstreaming as their responsibility? • Are gender considerations built into the overall performance management system?
 - To what extent is performance in this area measured and rewarded? • To what extent do turnover and lack of continuity and "institutional memory" hinder gender mainstreaming in the organization?
 - Are gender resource materials available and accessible?

Structures

Formal

- What specific structures have been created for gender mainstreaming? • Do these include human resources, the editorial and advertising departments? • Is there a committee that includes all three?
- Is there a gender structure/unit/focal point (GFP)?

- At what level is the gender focal point employed?

- What access to/ influence on decision makers, does the gender focal point have? • What other responsibilities does the gender focal point have?
- Has the GFP received gender training?
- Does the GFP have clear terms of reference?
- Is gender part of the GFP job description or is it an add-on?

Informal

- What informal structures have been created to encourage understanding and buy in? (For example a gender forum, brown bag lunches)?
 - Do they include men and women?
 - Are women encouraged to form support networks and structures? • Are these structures accorded respect and status and given time to meet? • Do these structures network with civil society?

Analytical Capacity

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

Monitoring, evaluation and resource allocation

- Do you have an internal system to undertake content analysis?
 - Is gender one of the criteria?
 - What gender indicators have been developed?
 - Are statistics disaggregated by gender?
- Does content analysis examine: a) events and issues through the voices of both men and women b) stories highlighting the impact of events on men and women? c) Thematic analysis to ensure that issues covered reflect gender challenges?
- Do you engage with research findings by civil society, private sector and other bodies on the way in which gender is covered by the media, and on sexist attitudes in society?
- Are there internal mechanisms for monitoring the overall gender policy including conditions of service and how they impact on men and women?
 - How is the budget divided up within each program?
 - What is the effect of this with regard to advancing gender equality? • How do women benefit from the budget compared to men?
 - Would the budget need to shift to address gender objectives more effectively? • Is there an annual review of the implementation of the gender policy?

Source: Whose news? Whose views? Southern Africa: Gender and Media Handbook, Colleen Lowe Morna, editor, published by Gender Links, 2001

5. 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?

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

6. Make news: Put the Spotlight on Gender and Media Issues Days for Gender and Media Activism

For the most part around the world, news revolves around events. Create an event on a specific day when the media is marking some milestone or hallmark, and you may find your issue on the news pages or broadcasts of the day.

One way to create a news event is to take advantage of the days several significant dates already on the world's calendars. These dates can be used to launch a gender and media campaign, engage with the media on a specific gender and media issue, or even be the culmination of either media monitoring, a letter writing or petition campaign, where the results are made public for the media to see.

By using some of the dates and ideas suggested in the following chart, your campaign or event can gain visibility and if planned well, can also make news. The ideas given are only suggestions. Be creative! Be bold! Use the techniques outlined in **Section Two** in the chapter on *How to Use the Media*.

International dates for gender and media advocacy

International Day(s) or Event	What you can do
First two weeks of March each year- the UN Commission on the Status of Women meets in NY to review progress towards gender equality(Beijing+5 and +10 were held during these sessions)	Prior to when the CSW starts you can review how well your local media progressed using Section J of the Beijing Platform for Action. Plan a media dialogue, write opinion pieces, develop and launch a special report on how well the media has done and invite it to cover the launch, or even plan a two-weeks action campaign with activities focused on the media, etc.
March 8, International Women's Day	Create your own special publication for the day illustrating to the media how to do it differently; launch a campaign on some specific gender and media issue; hold a forum with editors on how to move women from the women's pages only, etc.
May 3, World Press Freedom Day	Launch a gender and media campaign on women's access to expression in and through the media; launch a report based on monitoring (a month) prior to the day on women's voices in the media ; congratulate the media on positive gender and media reporting and initiatives by holding awards ceremonies to highlight the best gender and media reporting, etc.

Sixteen Days of Activism Against Gender Violence (November 25-Dec 10)	Monitor the media throughout the 16 days to access the quantity and quality of coverage on gender violence (or even one specific aspect of gender violence) and
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present the findings in a report. Organize events on the last day of the campaign or a

few days shortly thereafter for the most media impact; organize workshops and talks on how the media perpetuates violence against women, etc.