



GENDER SENSITIZATION MANUAL ON MEDIA REPORTING ON GENDER-BASED VIOLENCE



*Gender Sensitive Training
for the Media*

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Gender Sensitive
Training for the Media



INTRODUCTION

One of the most enduring prejudices in most societies is the gender disparity reflected in the socio-economic and political spheres of life, which limit the types of roles and responsibilities that women can take. This disparity is perpetuated and aggravated by the portrayal of women in the print and electronic media, which is a powerful tool with far-reaching impact and influence on the human psyche.

Media practitioners' gender prejudices and biases are one of the major obstacles to the diverse portrayal of women and their voices in the media. Journalists and editors are socialized as men and women, long before they choose journalism as a career. This socialization influences how the media reports on, portrays and provides access to women.

Research conducted by media watch groups throughout the world shows that news is told largely through the eyes, voices and perspectives of men. The media often makes the mistake of assuming that gender equals women. This leads to a news approach which focuses on women as isolated members of societies with specific needs and interests. While this is true due to women's subordinate status in societies across the globe, this approach marginalizes wom-

en's voices and places women in stereotypical roles. The media reports on so-called women's issues as not being connected to the issues of society in general, and it fails to make visible the inter-relationships between gender roles, resource access and power. The media coverage of incidents of gender-based violence is usually characterized by prejudices and inappropriate language, along with the problem of under-reporting.

Gender training for the media is important. It helps journalists and editors to understand the attitudes, prejudices, biases and socialization that often come through in media messages and allows them to recognize and analyze the imbalance of women's voices, as compared to men's voices, in the media. Gender training provides skills and techniques for journalists and editors to analyze facts, issues and data from a gender perspective.

HOW TO USE THIS MANUAL

The training program can be designed using sections of the Manual in conjunction with other training materials relevant to the topics covered. It is strongly advised that the training is hands-on, using exercises and examples from the media to help the participants analyze and obtain a practical feel for the content provided in the sessions.

The material contained in this Manual serves only as a guide, and trainers should add additional information, exercises and appropriate examples for the target audience trained. The trainer should adapt the exercises to ensure that discussions and exercises are included, in addition to the key points of the training.

1.

2.

3.

TRAINING TIPS AND TECHNIQUES

At the start of each day, the trainer should summarize (or ask one of the participants to do so) the points from the previous session and the links to the next session. In other words, the trainer should explain the “building block” concept of the sessions, i.e. each session links to the next one in order to help the participants gain more knowledge and understanding on an issue through a combination of content and exercises.

It is important to assign a co-trainer as a recorder during the training program who can keep a daily record of the discussion, issues and questions raised, observations on the topics which sparked the most discussion, observations on the trainees, and areas in the sessions which were easier to grasp and those which seemed more difficult.

TARGET AUDIENCE

The audience for this training is journalists working for both online and print media. Aspects of the training that deal with interviewing, use of data and cross-checking facts and information are applicable to all forms of media.

PREPARATORY WORK

1. The trainer should ask the participants to bring four to five articles and reports about gender-based violence. These articles can be used in exercises during the training.
2. The trainer should ensure that copies of one of the major daily newspapers are delivered daily for everyone. The daily newspapers can provide current news for analysis and exercises.

3. The trainer should become familiar with all the Flyers provided in the Manual. Photocopying of the Flyers should be done prior to the program. At the appropriate places in the sessions when the Flyer is given to the participants, the trainer should read it and highlight the key points. The trainer should not give out the Flyers and move on. It is important to use them as part of the teaching process.

WHERE TO START

On the first day of the training, some introductory actions should be accomplished before the trainer moves into the sessions:

- Introduce yourself, the organization you represent, and provide the participants with some background on “Why are we having this training?”
- Ask the participants to introduce themselves by giving their names and the name of the media organization they work for. Introductions can also

be done as “interviews”, with one participant moving around with a microphone as a presenter, or participants interviewing each other. Trainers are encouraged to be creative in structuring the introduction section.

- Give each participant a card and a marker. Ask each person to write one expectation he or she has of the training. Gather the expectations and place them on a wall or a flipchart. Read each expectation aloud.

At the end of the introduction, the trainer should post points from the training agenda and match these points to the expectations given by the trainees. Note the expectations which may not be met during the training and suggest ways that the participants may meet these.

Matching the Manual’s content to expectations is one way of sharing the training agenda and the knowledge and understanding that the trainees can expect to receive.

SESSION



INTRODUCTION & OVERVIEW

SESSION ONE

INTRODUCTION AND OVERVIEW



OBJECTIVES:

By the end of this session, participants will be able to:

1. Explain the objectives of the workshop.
2. Share their expectations for the workshop.



STEPS:

- A. Opening
- B. Introductions
- C. Participant Expectations and Workshop Objectives
- D. Overview of Workshop Timetable



MATERIALS:

- Flipchart and Paper
- Markers
- Note Cards



FLYERS:

- Workshop Objectives

SPECIAL PREPARATION:

Invite a guest speaker or another appropriate person to deliver the opening speech.

Possible guest speakers include a prominent person from the media sector, civil society, or an NGO. The guest speaker should share the training organization's values related to gender equality and representation of gender-based violence in the media.

A. OPENING

Step A1

Brief introduction. Welcome participants to the workshop and introduce the trainers. Allow participants to introduce themselves. Explain to the participants that this will be a participatory workshop and that their active participation will greatly contribute to its success.

Step A2

The workshop opens with an opening speech by a guest, the project director, or another appropriate person.

B. INTRODUCTIONS

Step B1

Explain to the participants that because this is a participatory workshop and they will be learning from and sharing with each other, they should get to know each other. Provide each participant with a sheet of flipchart paper and ask them to write down the following headings and fill in the information:

Name:

Organization:

Job Title:

Interests / Hobbies:

Favorite aspect of your job:

Least favorite aspect of your job:

Step B2

Allow each participant to share his or her flipchart with the group.

C. PARTICIPANT EXPECTATIONS AND WORKSHOP OBJECTIVES

Step C1

Ask participants to share their expectations of the workshop. Give each participant two note cards and a pen. Ask them to write one expectation per card and hang the cards on the wall for everyone to see. Invite one participant to read several cards and, if possible, group similar expectations together under one main heading. Repeat this until all the note cards have been read and grouped together.

Step C2

Distribute Flyer – Workshop Objectives. Compare the participants' expectations with these objectives. If the expectations do not seem to be addressed in the workshop agenda, explore how they can be incorporated. It may be necessary to add, delete, or slightly alter the workshop agenda to meet these expectations.

Step C3

If a participant has an expectation that cannot feasibly be met during the workshop, discuss how it might be fulfilled, perhaps during a future training. If the expectation is not within the scope of planned activities, discuss this openly.

D. OVERVIEW OF WORKSHOP TIMETABLE

Step D1

Distribute the workshop timetable that you developed. Read the timetable together with the participants, allowing for questions and clarifications. Ask the participants to elect a "class representative" who will serve as a link between participants and trainers and help ensure that participants' needs are met.

SESSION 1 – FLYER – WORKSHOP OBJECTIVES

The objectives of the workshop are as follows:

- To increase sensitivity to gender issues by creating a better understanding of sex and gender concepts.
- To develop an understanding about the definition of gender-based violence and the ways and the methods of gender-based violence.
- To discuss the general flaws in reporting on women's issues, especially the issues of violence against women.
- To improve the skills and quality of reporting on gender-based violence in the media.



SESSION

A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

SESSION TWO

A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA



OBJECTIVES:

By the end of this session, participants will be able to:

1. Understand the media's depiction of women.
2. Discuss the journalists' perception of their role.
3. Identify the elements influencing the media's independence.



STEPS:

- A. Media's Depiction of Women
- B. Media's Role in Society
- C. Media's Independence



MATERIALS:

- Flipchart and Paper
- Markers
- Note Cards



FLYERS:

- 1: Independent Media
- 2: Editorial Independence

A. MEDIA'S DEPICTION OF WOMEN

Step A1

Divide participants into two groups. Write the following quote on a flipchart or board:

"In the world seen through the lens of the media, social and occupational roles are almost completely divided along gender lines. When women appear at all – and numerous studies around the world document their dramatic under-representation in almost all kind of media content – they tend to be depicted within the home, and are rarely portrayed as rational, active or decisive."

Ask one group to cite examples from the media in their countries (print, online or broadcast) which support the statement. The second group should highlight examples from the media in their countries which show the opposite – women in diverse social and occupational roles.

Give each group 10 minutes to report back. The trainer should write on the flipchart the examples cited. Discuss the picture of the media's depiction of women that emerges from the examples given.

Use the points that emerge from the discussion to move into the following section on the media's role in a society.

B. JOURNALISTS' PERCEPTION OF THEIR ROLE

Step B1

1. Give each journalist a card and a marker.
2. Ask them to write two (2) examples of what they see as their role as journalists in society.
3. Put the cards up on the wall or a board and read the various answers with the group. When similarities occur, mark them to see if the group shares a common perception of their role.

Step B2

Write the points below on a flipchart or board, and explain that the following are commonly held beliefs on the role of journalists in the context of the media's role in society:

- The best service that the media can provide to the public, whether in a mature or emerging democracy, is that of a community watchdog. The watchdog function should be applied to all sectors of society.
- Being a journalist is not only a job. Nor is it only a profession. Journalists should see and perform their role as a service in the public interest.
- When performing a watchdog role and digging out the truth, journalists should be wary of presenting any revelation to the public as an absolute truth.

SESSION 2 – FLYER 1 – INDEPENDENT MEDIA

"An independent newspaper (media) is an honest broker of information for its readers without deliberate bias or favoritism. An independent newspaper (media) considers its independence its most valuable commercial, editorial and moral asset. It guards its independence so that it can speak at all times to all members of its audience. It maintains its independence through thoroughly professional behavior, whose principles it makes known to all its employees (policy) and to any readers or commercial customers who wish to know them. An independent newspaper (media) does not base its professional decisions on the narrow economic or political interests of any single entity, including itself."

After discussing the above points with the participants, compare them to the journalists' perception of their roles. Highlight instances where the participants' answers match the points noted above.

Step B3

Mark the word "public" – in Step B2 – and ask the journalists: "Who is the public? What are the different groups in society who comprise 'the public'?" – Write their definitions of the media's public and indicate that, later in the training, the group will return to these questions to analyze how well the media reflects, or does not reflect, "the public" in its coverage

Give each participant a copy of Flyer 1 – Independent Media. Ask someone in the group to read the Flyer, and ask the

group for their opinion on the description of independent media given. (10 minutes max.)

After the discussion, make note of the underlined words in the text – "readers", "bias or favoritism", "to all members of its audience". Again, ask the participants to reflect on words like "readers", "all members of its audience", and to consider whether the media content is inclusive or exclusive of some groups – men, women, children, the elderly, etc. in society.

Step B4

Write the five points below on the board or flipchart, and then use the following discussion points to center the discussion on the fifth one, which is central to gender in the media.

SESSION 2 – FLYER 2 – EDITORIAL INDEPENDENCE

At the core of press freedom is editorial independence, which means independence from forces both outside and inside the media, specifically from:

1. Government.
2. Political parties and interest.
3. Business and commercial interests, including those of advertisers.
4. Friends of journalists.
5. Journalists' own prejudices, superstitions and biases.

KEY POINTS FOR DISCUSSION

In looking at these five (5) points, there are still constraints the media everywhere has to overcome to fully reach the stage of editorial independence. There are many who argue that there can never be a media that is completely independent of any forces.

1.



However, the last point brings in a new dimension to the concept of editorial independence, as it lies within the power of the journalist and editor to change. This point is critical to any discussion on gender in the media, because it highlights the “hidden” force of socialization on the journalists’ and editors’ perception of where men and women “should” be in society. Unconsciously, these biases slip into media practices. They lead to negative or stereotypical portrayals of women and men and journalistic practices of gathering information which often exclude women as “sources”, thereby limiting their “voice” in and through the media.

2.



Research clearly shows that the mass media’s relationship to women transcends class, cultural, national and regional boundaries. The way women are portrayed in the media in Africa has more similarities than differences to the way women are portrayed in the media in Asia, Europe, Latin America and North America. In regards to gender relations, the media around the world acts as a cultural force which subtly and indirectly helps to shape, rather than merely reflect, men’s and women’s social reality.

3.



The biases and prejudices internalized by journalists and editors through their socialization within the societies they now write about has a greater influence on the media product than they realize. Through gender training, journalists and editors can become more aware of how their own internal biases and prejudices influence their coverage as much as external factors like government censorship.

4.



There is an assumption, which has been the preoccupation of mass communications research, that media messages and images constitute a powerful social, cultural and political force and that there is a link between media output and social consciousness.

5.



The mass media are the main forms of communication used to reach a large number of people at any time. The media is well-placed to influence society’s opinions, beliefs, attitudes and standards, as well as our notion of self, so that our idea of who we are as male and female is influenced by value-laden messages.

6.

SESSIONS

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UNDERSTANDING GENDER

SESSION THREE

UNDERSTANDING GENDER



OBJECTIVES:

By the end of this session, participants will be able to:

1. Identify early memories of when and how they learned about being male or female.
2. Identify gender role expectations and gender stereotypes.
3. Define gender.
4. Describe how institutions and systems in their culture create and maintain gender stereotypes.



STEPS:

- A. Early Memories of Being Male or Female
- B. Gender Role Expectations and Stereotypes
- C. Defining Gender
- D. Institutional / System Influences on Gender Stereotypes



MATERIALS:

- Flipchart and Paper
- Markers



FLYERS:

- Sex and Gender

SPECIAL

PREPARATION:

Draw chart on “Sex and Gender” on newsprint.

CHART: – Sex and Gender –

- Biological / Socially constructed
- Born with / Not born with
- Cannot be changed / Can be changed

A. EARLY MEMORIES OF BEING MALE OR FEMALE

Step A1

As an introduction to the session, ask participants to demonstrate a stance or a posture which depicts how men and women are perceived in their society. For a mixed group, ask men to adopt postures depicting men, and women to adopt postures depicting women; in a single sex group, ask all participants to depict male postures, and then ask all participants to depict female postures.

Step A2

Ask each participant to describe what his or her stance or posture shows. Ask them to consider what the stance or posture reflects about society's perceptions of men and women.

Step A3

Introduce the main part of the session by explaining that throughout the gender workshop, but particularly in this session, participants will be asked to share personal memories and experiences related to gender, and that these memories and experiences may at times be painful or difficult to discuss.

Emphasize that the success of the session and the workshop depends on the willingness of participants to share, but that nobody will be required to share if they do not feel comfortable doing so.

Step A4

Ask participants to divide themselves into approximately four (4) small, single-sex groups. Explain that they should form groups of their own choosing to ensure that they are with participants with whom they feel comfortable sharing personal experiences.

(Note: If it occurs that there is only one man or one woman in the group, the participants can form only two (2) groups – one single-sex and one mixed.)

Step A5

Introduce Task #A5:

TASK #A5

1. Individually, recall your earliest, most significant and meaningful memory of an experience related to discovering you were male or female and therefore different from the other sex.
2. After a few minutes of individual reflection, share this experience with other members of your group.
3. As a group, develop a drama, picture, poem, song, story, or dance that reflects the memories shared within the group.

Step A6

Ask each group to present its drama, picture, poem, song, story, or dance. Ask questions about the individual memories shared within the group that will encourage discussion:

- How did you feel during the experience?
- What did the experience tell you about being female? About being male? About life?
- What were your family's expectations of you? Society's expectations?
- What were your expectations and aspirations for yourself?
- What conclusions and lessons did you draw from the experience?

B. GENDER ROLE EXPECTATIONS AND STEREOTYPES

Step B1

Divide participants into small, single-sex groups. Give each group two sheets of newsprint with headings as follows:

For the women:

1. "(In my culture) because I am a woman, I must..."
2. "If I were a man, I could..."

For the men:

1. "(In my culture) because I am a man, I must..."
2. "If I were a woman, I could..."

STEP B2

Assign the following Task:

TASK #B2

4. Brainstorm responses to the statements.
5. Write them under the headings.
6. Prepare to report out to the larger group.

Step B3

Ask each group to share its list. Lead a discussion about the implications for individuals of the roles and responsibilities assigned to men and women. Here are some questions to stimulate the discussion:

- Do women and men have to be, or do, the things that you wrote down?
- Can women and men do things expected of the opposite sex?
- How do these roles and responsibilities affect life choices?

Be sure to point out that both men and women are limited in their behaviors, responsibilities, and life choices because of culturally assigned roles and responsibilities.

Step B4

Write the phrase, “The human in me wants to...” on a flip-chart, and ask participants to brainstorm responses to complete the phrase.

Step B5

Ask participants to summarize what they learned from the activity.

C. DEFINING GENDER

Step C1

Ask participants, “Based on all that you have learned so far, how you would define gender?”

Step C2

Write these definitions on a flipchart. Combine and refine the definitions to create one operational definition.

Step C3

Post the “Sex and Gender” Chart you have drawn.

Step C4

Ask participants to give examples that would fall under each of these two headings.

Step C5

Distribute Flyer – Sex and Gender. Ask participants to read the Flyer aloud. Make sure that everybody understands the definition of gender.

D. INSTITUTIONAL / SYSTEM INFLUENCES ON GENDER STEREOTYPES

Step D1

Ask participants to brainstorm a list of institutions and systems that create and maintain gender stereotypes.

Possible responses include: family, universities, media, religion, government, law, educational system.

Step D2

Divide participants into four small groups. Assign each group one of the institutions listed in Step D1. Ask each group to discuss:

- How does the institution and / or system create and maintain gender stereotypes? Give examples of stereotypical behaviors, practices, and policies in the institution.
- Have you observed any changes in the institution or system that reflect progress towards a gender-equitable society?

Step D3

Allow each group to present its findings.

Step D4

Ask participants to summarize what they learned in the session.

SESSION 3 – FLYER – SEX AND GENDER

The concepts “sex” and “gender” may be defined as follows:

SEX: Refers to the biological differences between women and men. They are generally permanent and universal.

GENDER: Refers to the socially constructed roles and responsibilities of women and men in a given culture or location. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviors are learned and can be changed.

What are some of the situations in which we see gender differences?

SOCIAL: Different perceptions of women's and men's social roles: the man seen as head of the household and chief bread-winner; the woman seen as nurturer and care-giver.

POLITICAL: Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics; women more involved at the local level in activities linked to their domestic roles.

EDUCATIONAL: Differences in educational opportunities and expectations of girls and boys: family resources directed to boy's rather than girl's education; girls directed to less- challenging academic tracks.

ECONOMIC: Differences in women's and men's access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership.

SESSION

4

GENDER PERCEPTIONS AND EXPECTATIONS

SESSION FOUR

GENDER PERCEPTIONS AND EXPECTATIONS



OBJECTIVES:

By the end of this session, participants will be able to:

1. Identify their beliefs and perceptions about men and women.
2. Examine how myths, stories, proverbs, sayings, and other social institutions create, maintain, and reinforce gender stereotypes.
3. Identify ways in which perceptions and assumptions of masculine and feminine attributes can restrict experiences and options for both men and women.
4. Identify strategies for challenging and changing gender role stereotypes.



STEPS:

- A. Perceptions of Women and Men
- B. Cultural Basis of Gender Stereotyping
- C. Strategies for Challenging and Eliminating Gender Stereotypes and Barriers
- D. Exercise to Ensure Comprehension of the Definition of Sex and Gender Stereotypes



MATERIALS:

- Large Ball



FLYERS:

- Common Gender Stereotypes

A. PERCEPTIONS OF WOMEN AND MEN

Step A1

Ask participants to stand in a circle with one person in the center holding a ball. The player in the center begins the game by calling out “Women are...”, and at the same time throwing the ball to someone in the ring.

Step A2

The person who catches the ball immediately calls out a word which defines women.

She / he should answer spontaneously, without stopping to think, throw the ball back to the center, then step out of the ring.

Step A3

The caller in the center then calls out “Men are...”, and the player who catches the ball answers spontaneously.

The leader continues to call out “Women are...”, “Men are...”, at random as the ball is thrown.

Step A4

As the responses are called out, a volunteer writes them on a flipchart in two columns with the headings “Women are...” and “Men are...”.

Step A5

Post the completed flipchart page. Distribute Flyer – Common Gender Stereotypes. Have participants spend a few minutes comparing this list with the responses they gave during the game.

Point out that the words in the Flyer and on the flipchart are such a strong part of the way we perceive ourselves that we tend not to think about them or about their power to mold and shape our attitudes and opinions about what is female and what is male.

STEP A6

Ask participants questions such as:

- Do these words and expressions describe roles and characteristics that everyone considers “normal” or “natural”?
- Do they describe what society has decided female and male persons should or should not be?
- Do women and men behave as if these stereotypes were true?
- What are some of the consequences of these stereotypes for women and men?

Possible answers: They diminish women as a group. They create unrealistic and artificial expectations of both sexes. They limit options and life choices.

B. CULTURAL BASIS OF GENDER STEREOTYPING

Step B1

Divide participants into four groups and assign the following Task:

TASK #B1

1. Identify myths, proverbs, stories, sayings, songs, etc. which attribute certain behaviors, characteristics, and roles to women or men.
2. Discuss the stereotypes that are perpetuated by these cultural expressions.
3. Discuss how these stereotypes act as barriers to both men and women in limiting life choices and options.

Step B2

Allow each group to report on its discussion. Facilitate a large group discussion using the following questions: Besides myths, stories, proverbs, cultural and religious beliefs, and popular sayings, what other forces or agents in society create ideas and affect attitudes about women and men?

Possible answers: the media, advertising, films, television, newspapers and magazines, jokes, cartoons, popular songs, books.

- What are some of the messages these myths, stories, etc., send about women and men?
- How do they influence your feelings about yourself?
- How do they influence your feelings toward women and men?
- What are some results of the social and cultural barriers caused by stereotypes?
- Do women and men experience these barriers equally or differently? How do these barriers affect their relationships?

C. STRATEGIES FOR CHALLENGING AND ELIMINATING GENDER STEREOTYPES AND BARRIERS

Step C1

Divide participants into groups of three (3) to discuss the following questions:

- What assumptions and values related to being female or male in your society are you most proud of and make you feel valued? Why?
- What assumptions and values related to being female or male in your society do you most dislike and make you feel under-valued? Why?
- Which of these would you most like to change? Why?
- Discuss one way in which you have already challenged or changed one assumption or value related to being male or female.

Step C2

Ask participants to brainstorm other stereotypes they might want to challenge and change. List them on the flipchart.

Step C3

Ask participants to identify strategies to break away from cultural norms and values related to masculinity and femininity, and how this might affect their personal, home, and work lives.

Step C4

Have participants discuss what they have learned and summarize.

Point out that challenging stereotypes that are consistently reinforced will take extra effort. It will be even more difficult to change personal beliefs which have been internalized throughout one's life.

SESSION 4 – FLYER – COMMON GENDER STEREOTYPES

Lists of Common Female and Male Stereotypes

Women are:

Dependent
Weak
Incompetent
Less important
Emotional
Implementers
Housekeepers
Supporters
Fragile
Fickle
Fearful
Peace-makers
Cautious
Flexible
Warm
Passive
Followers
Spectators
Modest
Subjective
Soft-spoken
Secretaries
Nurturing
Gentle
Excitable
Patient
Cheerful
Caretakers
Cooperative

Men are:

Independent
Powerful
Competent
More important
Logical
Decision-makers
Breadwinners
Leaders
Protectors
Consistent
Brave
Aggressive
Adventurous
Focused
Self-reliant
Active
Leaders
Doers
Ambitious
Objective
Out-spoken
Bosses
Assertive
Strong
Stoic
Impetuous
Forceful
Achievers
Competitive

D. EXERCISE TO ASCERTAIN COMPREHENSION OF THE DEFINITION OF SEX AND GENDER AND GENDER STEREOTYPES

Step D1

Read the following statements to the group. Have participants stand if a statement is about gender, and sit if it is about sex. When disagreements occur, ask them to justify their opinions.

Sex or Gender?

- Women give birth to babies, men don't.
- Little girls are gentle and timid; boys are tough and adventuresome.
- In many countries, women earn 70 percent of what men earn.
- Women can breast-feed babies; men use a bottle for feeding babies.
- Women are in charge of raising children.
- Men are decision makers.
- In ancient Egypt, men stayed at home and did weaving. Women handled the family business. Women inherited property and men did not.
- Boys' voices break at puberty; girls do not.
- Women are forbidden from working in dangerous jobs such as underground mining; men work at their own risk.

Step D2

It is important to understand how gender stereotypes are formed. These stereotypes often find their way into the media, because journalists (men and women) and editors (men and women) are products of the society they were brought up in.

Write the following definition on the flipchart or board. After explaining the definition, spend 10 minutes discussing the common stereotypes of men and women.

*Stereotypes = Reducing a person to a mere instance of a characteristic.
(Oxford English Dictionary)*

Gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, culture, custom, education, drama, etc.

Step D3

Divide the participants into 3-4 groups. Give each group 20 minutes.

First, groups will have 10 minutes to think and write down examples of how gender stereotypes are conveyed in their societies through:

- A. Proverbs and sayings
- B. Songs
- C. Dramas
- D. Custom, culture
- E. Education

Then, allow each group 10 minutes for their report. The trainer should write the information on the flipchart or board provided in the training room.

The trainer should then look at the last 2 columns and facilitate a discussion with the participants on the following:

1. What are the predominant images of men and women that are transmitted to us every day through language, popular culture, the mainstream media, etc?
2. What impact do these have?
3. How can stereotypes be changed?

SESSION

5

DEFINING GENDER- BASED VIOLENCE AND VIOLENCE AGAINST WOMEN ETHICS

SESSION FIVE

DEFINING GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN



OBJECTIVES:

By the end of this session, participants will be able to:

1. Understand the basic universal definition of gender-based violence and violence against women
2. Understand the forms and intensity of gender-based violence and violence against women



STEPS:

- A. Definition of Gender-based Violence and Violence against Women
- B. Forms and Intensity of Gender-based Violence and Violence against Women



MATERIALS:

- Flipcharts and Paper
- Markers
- Note Cards



FLYERS:

1. Definition of Gender-based Violence and Violence against Women
2. Forms and Intensity of Gender-based Violence and Violence against Women

A. DEFINITION OF GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

Step A1

Ask the participants for their understanding of gender-based violence and violence against women.

Step A2

Write the perceptions of the participants on the flipchart.

Step A3

Distribute Flyer 1 among the participants and discuss the key points on the Flyer.

SESSION 5 – FLYER 1 – DEFINITION OF GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

Gender-based violence (GBV) encompasses all physical, sexual and psychological violence that is rooted in individuals' gender roles or identities. Violence against women and girls is the most common form of gender-based violence and one of the most pervasive violations of human rights worldwide: it is estimated that 1 in 3 women will experience physical or sexual violence in their lifetimes.

The UN Declaration on the Elimination of Violence against Women (1993) defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.

This includes, but is not limited to: physical, sexual and psychological violence occurring in the family and in the general community, including – battering; sexual abuse of female children in the household; dowry-related violence; rape within marriage; female genital mutilation and other traditional practices harmful to women; non-spousal violence; violence related to exploitation; rape; sexual abuse; sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women and forced prostitution; and violence perpetrated or condoned by the state.

Gender-based violence can also be perpetrated against boys and men due to their sexual or gender identity, and is often experienced by LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) persons.

(Source: UNHCR 2003)

B. FORMS AND INTENSITY OF GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

Step B1

Ask the participants to elaborate on the kinds of violence they have witnessed being perpetuated on women in their society

Step B2

Write the participants' responses on the flip chart. Divide the participants into three (3) to four (4) groups and ask each group to work on the following table:

TABLE:

Women's age	Form of violence	Perpetuators	Causes
Pre-birth			
Infancy			
Childhood			
Adolescence			
Reproductive age			
Elderly			

Step B3

Ask the groups to present their work

Step B4

Distribute Flyer 2 among the participants and discuss the key forms of violence included on the Flyer.

SESIJA 5 – FLAJER 2 – OBLICI I INTENZITET RODNO ZASNOVANOG NASILJA I NASILJA NAD ŽENAMA

VRSTE RODNO ZASNOVANOG NASILJA:

- Seksualno nasilje - Silovanje i silovanje u braku; seksualno zlostavljane dece, skrnavljenje i incest; prisilna sodomija / analno silovanje; pokušaj silovanja ili pokušaj prisilne sodomije / analnog silovanja; seksualno zlostavljanje; seksualna eksploatacija; prisilna prostitucija (seksualna eksploatacija); seksualno uznemiravanje; seksualno nasilje kao oružje rata i mučenja.
- Fizičko nasilje - Fizički napad; trgovina ljudima, ropstvo.
- Emocionalno i psihološko nasilje - Zlostavljanje / ponižavanje; zatvaranje.
- Štetne tradicionalne prakse - Sakaćenje ženskih genitalija (FGM); rano stupanje u brak; prisilni brak; ubijanje u ime časti i sakaćenje; čedomorstvo i / ili zanemarivanje; uskraćivanje obrazovanja za devojčice ili žene.
- Socio-ekonomsko nasilje - Diskriminacija i / ili uskraćivanje mogućnosti, usluga; socijalna isključenost / društveno odbacivanje (ostrakizam) na osnovu seksualne orijentacije; opstruktivna zakonodavna praksa.

(Izvor: UNHCR 2003)

SCALE OF VIOLENCE AGAINST WOMEN:

- World-wide, up to 70 percent of murders of women are committed by their male intimate partners, often in the context of an abusive relationship.
- Around the world, at least one in every three women has been beaten, coerced into sex, or otherwise abused in her lifetime. Usually, the abuser is a member of her own family or someone known to her.
- Trafficking of humans world-wide grew almost 50 percent from 1995 to 2000 and it is estimated that as many as 2 million women are trafficked across borders annually.
- More than 60 million girls who would otherwise be expected to be alive are “missing” from various populations in the world today, as a result of sex-selective abortions, female infanticide or neglect.
- More than 90 million African women and girls are victims of female genital mutilation.
- The Council of Europe has stated that domestic violence is the major cause of death and disability for women aged 16 to 44 and accounts for more death and ill-health than cancer or traffic accidents.
- In the USA, women accounted for 85 percent of the victims of domestic violence in 1999.
- The Russian government estimates that 14,000 women were killed by their partners or relatives in 1999, yet the country still has no law specifically addressing domestic violence.

(Sources: UNHCR 2003, Amnesty International 2004)

SESSION

6

MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN

SESSION SIX

MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN



OBJECTIVES:

By the end of this session, participants will be able to:

1. Identify key flaws in the media's reporting on women.
2. Examine key flaws in the reporting on violence against women in the media.



STEPS:

- A. Flaws in the Media's Reporting on Women
- B. Flaws in the Reporting on Violence against Women



MATERIALS:

- Flipcharts and Paper
- Markers
- Note Cards



FLYERS:

1. Flaws in the media's reporting on women.
2. Flaws in reporting on violence against women in the media.

A. FLAWS IN THE MEDIA'S REPORTING ON WOMEN

Step A1

Give note cards to the participants and ask them to identify what kind of news they usually report about women.

Step A2

Their possible responses would be that they usually report about women in reference to violence, women's beauty, and fashion contests. Display all the responses on the wall.

Step A3

Now read some of the responses and discuss the basic causes of such reporting.

Step A4

Write down the causes and probe whether these causes have any universal similarity or if they change in different regions and countries.

Step 5

Distribute Flyer 1 – Flaws in Media Reporting on Women

SESSION 6 – FLYER 1 – FLAWS IN REPORTING ON WOMEN IN MEDIA

Traditionally, the media world has been male-dominated, globally as well as nationally. Men design and define media policies, priorities and agendas, including how women are portrayed and presented. It is most often men who make decisions about hiring staff. The ratio of male to female workers in the media is heavily imbalanced in favor of men. It is no wonder, then, that the media is biased against women in many areas. This bias affects images of women in the media, and in turn has a negative effect on women's development in society.

Gender construction in the media is directly connected with various issues, including sexism and under-representation in the media. Other factors responsible for the invisibility of women in media organizations are low hiring rates and sexual harassment in the workplace.

Although the media is becoming supportive towards women's struggle against discrimination, the existing and at times growing bias and insensitivity in the industry need to be examined. The following are some of the key areas of concern that have been identified as main impediments to gender-friendly media.

Most women's magazines are home-, kitchen- and fashion- based. These magazines are focusing heavily on the domestic side of women and trying to prove that every woman needs to be a perfect cook, tailor, and housekeeper, while also being beautiful. The intellectual qualities of women are never mentioned. Their abilities as equal partners in development are lost between cooking and beauty creams. Women across all classes are being brainwashed to either perform their reproductive duties rather than productive ones, or make their physical beauty their top priority.

The media usually has no problems exposing physical and sexual features of women but is reluctant to bring forward issues related to sexual harassment, the sex trade and human trafficking. This is despite the fact that each one of these issues is directly linked with poverty, women's inferior position in the society and the denial of basic human rights.

It is said that "bare breasts are used to sell everything, be it drinks, jeans, kitchen faucets, cars, medicines, juice". It is argued that many advertisements addressing domestic consumer items portray women in stereotypical roles that limit their capabilities. This is true to a large extent, and the trend has existed for a long time; women are objects of beauty and if they lack it, they need to do everything to achieve what they lack.

The media also portrays the typical societal image of the "real man" as the macho guy. This can be seen through the explicit advertising of all kinds of "sex medicines". We must look at the question of male sexuality and advertisements in the newspapers and analyze the links between these advertisements and acts of violence and unhealthy male / female stereotypes in society.

B. FLAWS IN REPORTING ON VIOLENCE AGAINST WOMEN

Step B1

Divide participants into four (4) groups and assign the following task:

TASK #B1

1. Identify key flaws in reporting on violence against women which show gender disparities.
2. Write down the inappropriate words and sentences which we use while reporting on violence against women.
3. Write down the imbalances in news reporting when we investigate and report about violence against women.

Step B2

Allow each group to present their conclusions. Facilitate a large group discussion using the following questions:

- What are some of the messages these myths, stories, etc., send about women and men?
- How do they influence your feelings about yourself?
- How do they influence your feelings toward women and men?
- What are some results of the social and cultural barriers caused by stereotypes?
- Do women and men experience these barriers equally or differently? How do these barriers affect their relationships?



SESSION 6 – FLYER 2 – REPORTING ON VIOLENCE AGAINST WOMEN IN MEDIA

Reporting on violence against women, including domestic and institutional atrocities, needs significant improvement. Many newspapers report with a bias against these women and reinforce the existing non-supportive attitude of society towards women. It is noted that many times survivors of violent acts are put through double humiliation with extensive and most of the times unnecessary coverage.

SESSION



IMPROVED
KNOWLEDGE AND
SKILLS & GENDER
SENSITIVE MEDIA
ETHICS

SESSION SEVEN

IMPROVED KNOWLEDGE AND SKILLS & GENDER SENSITIVE MEDIA ETHICS



OBJECTIVES:

By the end of this session, participants will be able to:

1. Learn about the local laws regarding gender-based violence.
2. Acquire a sense of gender sensitive media ethics.



STEPS:

- A. Local Laws Regarding Gender-based Violence
- B. Gender Sensitive Media Ethics



MATERIALS:

- Flipcharts and Paper
- Markers



FLYERS:

1. Local Laws Regarding Gender-based Violence
2. Suggestions for Media Reporting Ethic

A. LOCAL LAWS REGARDING GENDER-BASED VIOLENCE

Step A1

Ask the participants how much are they familiar with the local laws in their country regarding issues of various forms of gender-based violence like sexual and domestic violence etc.

Step A2

Share Flyer 1 with the group.

Step A3

After reading Flyer 1, discuss their opinions concerning the scope and provisions of the laws compared with what they learned in previous sessions. Ask them what they think about the enforcement of these local laws in practice.

SESSION 7 – FLYER 1 – LOCAL LAWS REGARDING GENDER-BASED VIOLENCE

NOTE: The contents of the Flyer about local laws regarding gender-based violence should be specifically provided before the training by the local partner organization in each individual country.

B: GENDER SENSITIVE MEDIA ETHICS

Step B1

Ask the participants / journalists whether any of news produced during their journalistic career provided any kind of relief to survivors of gender-based violence.

Step B2

After discussing some case studies of relief provided to the victims as a result of the news items, ask participants to share instances where news stories had unintended negative consequences.

Step B3

After discussing the positive and negative aspects of the

news stories, discuss the importance of a code of conduct for ensuring that reports prepared by journalists would not be harmful to any section of society, including women.

Step B4

Discuss with the participants the aspects that should be covered in a code of ethics for the media. After writing down their suggestions, share Flyer 2 with them.

Step B5

After reading Flyer 2, discuss its contents with the participants. After that, join the participants in group work to revise the previously discussed news stories using the suggestions offered in Flyer 2. Discuss the differences between original and revised versions and lessons learned from that.

SESSION 7 – FLYER 2 – SUGGESTIONS FOR MEDIA REPORTING ETHICS

Violence against women and family and partnership violence are not a single isolated and private problem. They should always be reported within the context of the social responsibility to protect the basic human rights to a safe and free existence and non-violent social and private relations. All societies have a responsibility to institute “zero tolerance” public policies for any kind of violence.

Media reporting should avoid the use of stereotypes about “female” characteristics and roles and comments that indirectly focus on the survivor’s morals, her previous partner or marital history, etc. These can lead the public to an opinion on the “justifiability” of the violence, or diminish the significance of the committed violence.

Reporting should avoid comments or descriptions that could contain discriminatory attitudes towards specific groups, i.e. to imply that family violence and/or violence against women is “usual” or a “more common” behavior characteristic in certain ethnic, cultural or social contexts. The nationality of survivors or perpetrators is mentioned in articles mainly in relation to members of minority groups and never in relation to members of majority group, although this personal feature is in no way related to violence.

Better knowledge about this phenomenon would reduce the need for stereotypical explanations of violent behavior – citing “alcoholism”, “poverty”, “jealousy” etc. as causes of violence. The “romanticized account” of a partner relationship that ends tragically, with the murder or suicide of the female partner, is utterly inappropriate.

Descriptions of violent situations that include provocation on the side of female partner, or words and comments that imply that the survivor “provoked” and “tempted” with her behavior, or “did nothing to protect herself”, form the impression that the violence is being justified or diminished, that the survivor is blamed and that the responsibility is hers. At the same time, reporting should also avoid constructs such as “for no apparent reason”, because they might suggest that there are “legitimate” reasons for violence, as well as constructs such as “the tragedy happened”, that suggest that the violence “happened” (on its own accord), obscuring the responsibility on the part of the perpetrator.

Describing violence as “fight”, “conflict”, “argument”, “quarrel”, “marital disagreement”, “unsettled family relations” or “brutal murder caused by argument over children”, not only affirms the misunderstanding of causes and nature of violence, but also makes relative the responsibility of the one who commits violence, by suggesting that it consists of aggression among sides that have equal powers and positions and thereby equal (similar) responsibilities.

Special importance should be given to words and constructs used for article headlines or report announcement, because they suggest the audience’s relations towards the problem/content of the report. Inappropriate headline can reduce the responsibility and the real consequences of the act (for example, a murder). The editor has a responsibility to ensure responsible headlines for articles describing violence against women.

(Source: “Guide for Journalists – Family Violence”,
Autonomous Women’s Center 2008)

SESSION SEVEN (a)

* – * OPTIONAL *

SESSION SEVEN(a)

* _ *

OPTIONAL *

NOTE: The sessions in the training are designed for a mature audience of professional journalists. However, if the group of participants is consisting of students of journalism, there is an optional section that can be used as an addition suitable for media beginners, covering the techniques of good reporting.



OBJECTIVES:

By the end of this session, participants will be able to:

3. Learn the techniques of good reporting.



STEPS:

- C. Techniques of Good Reporting



MATERIALS:

- Flipcharts and Paper
- Markers



FLYERS:

3. Techniques of Good Reporting

C. TECHNIQUES OF GOOD REPORTING

Step C1

Ask the participants: What are the skills and techniques necessary to be a journalist?

Step C2

Write down the participants' responses and continue the discussion.

Step C3

Write down a summary of a news report on violence against

women on the flipchart. Split the participants into different groups and ask the groups to develop that brief into a full news item by using their skills.

Step C4

Let the groups present their news report and open the forum for debate on the gaps in the news items.

Step C5

Identify and write down the gaps on the flipchart and discuss possible ways to improve these gaps in light of Flyer 3 after distributing that Flyer among participants.

SESSION 7A (*OPTIONAL*) – FLYER 3 – TECHNIQUES OF GOOD REPORTING

BALANCE AND ACCURACY

As journalists gain new techniques and skills for covering ongoing issues in society, this knowledge should be reflected in the media stories that are produced. The media principles of good reporting are:

- Accuracy
- Balance
- Clear and Concise Writing
- Well-focused
- Diversity of Sources
- Context

Accuracy is one of the hallmarks of the profession. A journalist should always strive to present facts, rather than his or her opinions and biases and prejudices, when writing news, news analyses and feature stories. Journalists should never bend, twist or create “truth”.

Balance is created by providing a diversity of sources in a story and by ensuring that the journalists' own biases and interests do not influence which facts are included or excluded and who is interviewed or not interviewed. In a 1996 IPS training program on gender in the media, journalists admitted that women were often not interviewed because of the journalists' own beliefs, including “women are not knowledgeable on issues”, “rural women are illiterate and uneducated”, and “women do not know anything about economics”. These biases kept the

journalists from including women as sources, which created an imbalance in terms of who was speaking in their stories – mainly men. Balance also means giving all sides of an issue, including the dominant view and conflicting or complementary views. Getting the right facts, situating the issue within the local, regional or global situation, and the use of relevant data are just some of the key ways of providing context to a story.

Clear and concise language helps the journalist to communicate the issue being reported. By understanding terminology and explaining the “jargon”, journalists enhance their writing skills by finding more effective ways to explain an issue to the public.

QUESTIONING EVERYTHING

In addition to the skills outlined above, the journalist also needs to sharpen his or her skill of “questioning the conventional wisdom”. A journalist should begin to approach information with a healthy dose of skepticism. “Do I believe the basic premise?” is a question the journalist should ask.

For example, gender, by definition, is a social construct, not an “absolute truth”, and can be changed. To talk about gender, or to consistently bring the gender perspective into stories, is a way of challenging the conventional wisdom on men’s and women’s roles, while a constant scrutiny of gender relations in issues reported is a way to challenge inequality.

UNDERSTANDING DATA

Journalists need to enhance their skills to understand and use data correctly. The following are good points to remember:

- When reporting statistics, be careful to make sure you understand precisely what the numbers mean. It is easy to miss the true significance of a statistic and subsequently report the wrong information.
- Ask about the source of statistics, their reliability, and the timeliness of information.
- Be sure to explain any differences and discrepancies. Statistics can seem contradictory. However, they are usually different for a legitimate reason. For example, different population groups may have been involved in a survey, or data may have come from different time periods.
- Provide dates for the data. Studies produced a year or more before are not necessarily out of date. Some studies take months or years to conduct, after which the findings need to be analyzed. Even if the statistics relate to a study (such as a national survey) started several years before, they may be current if they were just released.



CROSS-CHECKING FACTS AND INFORMATION

Given the complexity of reporting on violence against women, it is critical that journalists cross-check information they come across during an interview, in official publications or in research and other documents. Good reporting on violence against women will only emerge when a journalist has a good understanding of the issues. This understanding develops through constant cross-checking to ensure accuracy. When a journalist comes across information and statistics in national publications, these should be cross-checked with statistics in UN documents, for example, and vice versa. This helps the journalist to verify figures and to also detect discrepancies in information. When discrepancies are detected, the journalist should seek to clarify these before using the figures as “fact” or “general knowledge” in a story.

Journalists also should refrain from reporting on research findings without looking into the factors that may have influenced the results. Journalists should adopt a general skepticism to research which translates into always asking questions about the source of the research and its aims. Journalists should ask questions like: Was the research sponsored? By whom or which organization? What was the research methodology used? Do the findings match the statistics?

SESSION 1 – FLYER – WORKSHOP OBJECTIVES

The objectives of the workshop are as follows:

- To increase sensitivity to gender issues by creating a better understanding of sex and gender concepts.
- To develop an understanding about the definition of gender-based violence and the ways and the methods of gender-based violence.
- To discuss the general flaws in reporting on women's issues, especially the issues of violence against women.
- To improve the skills and quality of reporting on gender-based violence in the media.

SESSION 2 – FLYER 1 – INDEPENDENT MEDIA

“An independent newspaper (media) is an honest broker of information for its readers without deliberate bias or favoritism. An independent newspaper (media) considers its independence its most valuable commercial, editorial and moral asset. It guards its independence so that it can speak at all times to all members of its audience. It maintains its independence through thoroughly professional behavior, whose principles it makes known to all its employees (policy) and to any readers or commercial customers who wish to know them. An independent newspaper (media) does not base its professional decisions on the narrow economic or political interests of any single entity, including itself.”

SESSION 2 – FLYER 2 – EDITORIAL INDEPENDENCE

At the core of press freedom is editorial independence, which means independence from forces both outside and inside the media, specifically from:

1. Government.
2. Political parties and interest.
3. Business and commercial interests, including those of advertisers.
4. Friends of journalists.
5. Journalists' own prejudices, superstitions and biases.

SESSION 3 – FLYER – SEX AND GENDER

The concepts “sex” and “gender” may be defined as follows:

SEX: Refers to the biological differences between women and men. They are generally permanent and universal.

GENDER: Refers to the socially constructed roles and responsibilities of women and men in a given culture or location. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviors are learned and can be changed.

What are some of the situations in which we see gender differences?

SOCIAL: Different perceptions of women’s and men’s social roles: the man seen as head of the household and chief bread-winner; the woman seen as nurturer and care-giver.

POLITICAL: Differences in the ways in which women and men assume and share power and authority: men more involved in national- and higher-level politics; women more involved at the local level in activities linked to their domestic roles.

EDUCATIONAL: Differences in educational opportunities and expectations of girls and boys: family resources directed to boy’s rather than girl’s education; girls directed to less- challenging academic tracks.

ECONOMIC: Differences in women’s and men’s access to lucrative careers and control of financial and other productive resources: credit and loans; land ownership.

SESSION 4 – FLYER – COMMON GENDER STEREOTYPES

Lists of Common Female and Male Stereotypes

Women are:

Dependent
Weak
Incompetent
Less important
Emotional
Implementers
Housekeepers
Supporters
Fragile
Fickle
Fearful
Peace-makers
Cautious
Flexible
Warm
Passive
Followers
Spectators
Modest
Subjective
Soft-spoken
Secretaries
Nurturing
Gentle
Excitable
Patient
Cheerful
Caretakers
Cooperative

Men are:

Independent
Powerful
Competent
More important
Logical
Decision-makers
Breadwinners
Leaders
Protectors
Consistent
Brave
Aggressive
Adventurous
Focused
Self-reliant
Active
Leaders
Doers
Ambitious
Objective
Out-spoken
Bosses
Assertive
Strong
Stoic
Impetuous
Forceful
Achievers
Competitive

SESSION 5 – FLYER 1 – DEFINITION OF GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

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Gender-based violence can also be perpetrated against boys and men due to their sexual or gender identity, and is often experienced by LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) persons.

(Source: UNHCR 2003)

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SCALE OF VIOLENCE AGAINST WOMEN:

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- Around the world, at least one in every three women has been beaten, coerced into sex, or otherwise abused in her lifetime. Usually, the abuser is a member of her own family or someone known to her.
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(Sources: UNHCR 2003, Amnesty International 2004)

SESSION 6 – FLYER 1 – FLAWS IN REPORTING ON WOMEN IN MEDIA

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SESSION 6 – FLYER 2 – REPORTING ON VIOLENCE AGAINST WOMEN IN MEDIA

Reporting on violence against women, including domestic and institutional atrocities, needs significant improvement. Many newspapers report with a bias against these women and reinforce the existing non-supportive attitude of society towards women. It is noted that many times survivors of violent acts are put through double humiliation with extensive and most of the times unnecessary coverage.

SESSION 7 – FLYER 1 – LOCAL LAWS REGARDING GENDER-BASED VIOLENCE

NOTE: The contents of the Flyer about local laws regarding gender-based violence should be specifically provided before the training by the local partner organization in each individual country.

SESSION 7 – FLYER 2 – SUGGESTIONS FOR MEDIA REPORTING ETHICS

Violence against women and family and partnership violence are not a single isolated and private problem. They should always be reported within the context of the social responsibility to protect the basic human rights to a safe and free existence and non-violent social and private relations. All societies have a responsibility to institute “zero tolerance” public policies for any kind of violence.

Media reporting should avoid the use of stereotypes about “female” characteristics and roles and comments that indirectly focus on the survivor’s morals, her previous partner or marital history, etc. These can lead the public to an opinion on the “justifiability” of the violence, or diminish the significance of the committed violence.

Reporting should avoid comments or descriptions that could contain discriminatory attitudes towards specific groups, i.e. to imply that family violence and/or violence against women is “usual” or a “more common” behavior characteristic in certain ethnic, cultural or social contexts. The nationality of survivors or perpetrators is mentioned in articles mainly in relation to members of minority groups and never in relation to members of majority group, although this personal feature is in no way related to violence.

Better knowledge about this phenomenon would reduce the need for stereotypical explanations of violent behavior – citing “alcoholism”, “poverty”, “jealousy” etc. as causes of violence. The “romanticized account” of a partner relationship that ends tragically, with the murder or suicide of the female partner, is utterly inappropriate.

Descriptions of violent situations that include provocation on the side of female partner, or words and comments that imply that the survivor “provoked” and “tempted” with her behavior, or “did nothing to protect herself”, form the impression that the violence is being justified or diminished, that the survivor is blamed and that the responsibility is hers. At the same time, reporting should also avoid constructs such as “for no apparent reason”, because they might suggest that there are “legitimate” reasons for violence, as well as constructs such as “the tragedy happened”, that suggest that the violence “happened” (on its own accord), obscuring the responsibility on the part of the perpetrator.

Describing violence as “fight”, “conflict”, “argument”, “quarrel”, “marital disagreement”, “unsettled family relations” or “brutal murder caused by argument over children”, not only affirms the misunderstanding of causes and nature of violence, but also makes relative the responsibility of the one who commits violence, by suggesting that it consists of aggression among sides that have equal powers and positions and thereby equal (similar) responsibilities.

Special importance should be given to words and constructs used for article headlines or report announcement, because they suggest the audience’s relations towards the problem/content of the report. Inappropriate headline can reduce the responsibility and the real consequences of the act (for example, a murder). The editor has a responsibility to ensure responsible headlines for articles describing violence against women.

*(Source: “Guide for Journalists – Family Violence”,
Autonomous Women’s Center 2008)*

SESSION 7A (*OPTIONAL*) – FLYER 3 – TECHNIQUES OF GOOD REPORTING

BALANCE AND ACCURACY

As journalists gain new techniques and skills for covering ongoing issues in society, this knowledge should be reflected in the media stories that are produced. The media principles of good reporting are:

- Accuracy
- Balance
- Clear and Concise Writing
- Well-focused
- Diversity of Sources
- Context

Accuracy is one of the hallmarks of the profession. A journalist should always strive to present facts, rather than his or her opinions and biases and prejudices, when writing news, news analyses and feature stories. Journalists should never bend, twist or create “truth”.

Balance is created by providing a diversity of sources in a story and by ensuring that the journalists’ own biases and interests do not influence which facts are included or excluded and who is interviewed or not interviewed. In a 1996 IPS training program on gender in the media, journalists admitted that women were often not interviewed because of the journalists’ own beliefs, including “women are not knowledgeable on issues”, “rural women are illiterate and uneducated”, and “women do not know anything about economics”. These biases kept the journalists from including women as sources, which created an imbalance in terms of who was speaking in their stories – mainly men. Balance also means giving all sides of an issue, including the dominant view and conflicting or complementary views. Getting the right facts, situating the issue within the local, regional or global situation, and the use of relevant data are just some of the key ways of providing context to a story.

Clear and concise language helps the journalist to communicate the issue being reported. By understanding terminology and explaining the “jargon”, journalists enhance their writing skills by finding more effective ways to explain an issue to the public.

QUESTIONING EVERYTHING

In addition to the skills outlined above, the journalist also needs to sharpen his or her skill of “questioning the conventional wisdom”. A journalist should begin to approach information with a healthy dose of skepticism. “Do I believe the basic premise?” is a question the journalist should ask.

For example, gender, by definition, is a social construct, not an “absolute truth”, and can be changed. To talk about gender, or to consistently bring the gender perspective into stories, is a way of challenging the conventional wisdom on men’s and women’s roles, while a constant scrutiny of gender relations in issues reported is a way to challenge inequality.

UNDERSTANDING DATA

Journalists need to enhance their skills to understand and use data correctly. The following are good points to remember:

- When reporting statistics, be careful to make sure you understand precisely what the numbers mean. It is easy to miss the true significance of a statistic and subsequently report the wrong information.
- Ask about the source of statistics, their reliability, and the timeliness of information.
- Be sure to explain any differences and discrepancies. Statistics can seem contradictory. However, they are usually different for a legitimate reason. For example, different population groups may have been involved in a survey, or data may have come from different time periods.
- Provide dates for the data. Studies produced a year or more before are not necessarily out of date. Some studies take months or years to conduct, after which the findings need to be analyzed. Even if the statistics relate to a study (such as a national survey) started several years before, they may be current if they were just released.

CROSS-CHECKING FACTS AND INFORMATION

Given the complexity of reporting on violence against women, it is critical that journalists cross-check information they come across during an interview, in official publications or in research and other documents. Good reporting on violence against women will only emerge when a journalist has a good understanding of the issues. This understanding develops through constant cross-checking to ensure accuracy. When a journalist comes across information and statistics in national publications, these should be cross-checked with statistics in UN documents, for example, and vice versa. This helps the journalist to verify figures and to also detect discrepancies in information. When discrepancies are detected, the journalist should seek to clarify these before using the figures as “fact” or “general knowledge” in a story.

Journalists also should refrain from reporting on research findings without looking into the factors that may have influenced the results. Journalists should adopt a general skepticism to research which translates into always asking questions about the source of the research and its aims. Journalists should ask questions like: Was the research sponsored? By whom or which organization? What was the research methodology used? Do the findings match the statistics?

DAILY WORKSHOP SCHEDULE

WORKSHOPS AGENDA - 1 DAY WORKSHOP

Duration of the workshop: 8 hours

GENDER SENSITIVE TRAINING FOR THE MEDIA	
10.00-11.00	SESSION 1: INTRODUCTION <i>Opening</i> <i>Introductions</i> <i>Participants Expectations and Workshops Objectives</i> <i>Overview of Workshop Timetable</i>
11.00 - 12.00	SESSION 3: UNDERSTANDING GENDER <i>A. Early Memories of Being Male or Female</i>
12.00 – 12.20	REFRESHMENT BREAK
12.20 – 13.40	SESSION 3: UNDERSTANDING GENDER <i>B. Gender Role Expectations and Stereotypes</i> <i>C. Defining Gender</i> <i>D. Institutional / System Influences on Gender Stereotypes</i>
13.40 – 14.20	SESSION 5: DEFINING GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN <i>A. Definition of Gender-based Violence and Violence against Women</i>
14.20 – 15.00	LUNCH BREAK
15.00 - 16.00	SESSION 5: DEFINING GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN <i>B. Forms and Intensity of Gender-based Violence and Violence against Women</i>
16.00 - 16.30	SESSION 6: MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN <i>A. Flaws in the Media's Reporting on Women</i>
16.30 – 16.50	REFRESHMENT BREAK
16.50 – 17.35	SESSION 6: MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN <i>B. Flaws in the Reporting on Violence against Women</i>
17.35 – 18.00	CLOSING <i>Conclusions, Q&A and Evaluation</i>

WORKSHOPS AGENDA – 3 DAY WORKSHOP

Duration of the workshop: 4 hours per day (half day workshop)

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 1

10.00-11.00

SESSION 1: INTRODUCTION

Opening
Introductions
Participants Expectations and Workshops Objectives
Overview of Workshop Timetable

11.00 - 12.00

SESSION 3: UNDERSTANDING GENDER

A. Early Memories of Being Male or Female

12.00 - 12.30

REFRESHMENT BREAK

12.30 – 13.50

SESSION 3: UNDERSTANDING GENDER

B. Gender Role Expectations and Stereotypes
C. Defining Gender
D. Institutional / System Influences on Gender Stereotypes

13.50 – 14.00

CLOSING

Conclusions, Q&A and Evaluation

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 2

10.00-10.15

INTRODUCTION

Short summary of the points from the previous sessions
Short summary of this day agenda sessions

10.10-12.00

SESSION 2: A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

A: Media's Depiction of Women
B: Media's Role in Society
C. Defining Gender

12.00 - 12.30

REFRESHMENT BREAK

12.30 – 13.50

SESSION 5: DEFINING GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

A. Definition of Gender-based Violence and Violence against Women
B. Forms and Intensity of Gender-based Violence and Violence against Women

13.50-14.00

CLOSING

Conclusions, Q&A and Evaluation

WORKSHOPS AGENDA – 3 DAY WORKSHOP

Duration of the workshop: 4 hours per day (half day workshop)

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 3

10.00-11.00

INTRODUCTION

*Short summary of the points from the previous sessions
Short summary of this day agenda sessions*

10.10-11.40

SESSION 6: MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN

*A. Flaws in the Media's Reporting on Women
B. Flaws in the Reporting on Violence against Women*

11.40 – 12.10

REFRESHMENT BREAK

16.50 – 17.35

SESSION 7: IMPROVED KNOWLEDGE AND SKILLS & GENDER SENSITIVE MEDIA ETHICS

*A. Local Laws Regarding Gender-based Violence
B. Gender Sensitive Media Ethics*

13.40 – 14.00

CLOSING

Lessons learned, Q&A and Evaluation

WORKSHOPS AGENDA – 5 DAY WORKSHOP

Duration of the workshop: 4 hours

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 1

10.00-11.00

SESSION 1: INTRODUCTION

Opening
Introductions
Participants Expectations and Workshops Objectives
Overview of Workshop Timetable

11.00 - 12.10

SESSION 2: A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

A: Media's Depiction of Women
B: Media's Role in Society

12.10 – 12.40

REFRESHMENT BREAK

12.40 – 13.40

SESSION 2: A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

C. Defining Gender

13.40 – 14.00

CLOSING

Conclusions, Q&A and Evaluation

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 2

10.00-10.15

INTRODUCTION

Short summary of the points from the previous sessions
Short summary of this day agenda sessions

10.15-12.00

SESSION 3: A UNDERSTANDING GENDER

A. Early Memories of Being Male or Female
B. Gender Role Expectations and Stereotypes

12.00 - 12.30

REFRESHMENT BREAK

12.30 – 13.30

SESSION 3: A UNDERSTANDING GENDER

C. Defining Gender
D. Institutional / System Influences on Gender Stereotypes

13.30-13.45

CLOSING

Conclusions, Q&A and Evaluation

WORKSHOPS AGENDA – 5 DAY WORKSHOP

Duration of the workshop: 4 hours

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 3

10.00-10.15

INTRODUCTION

Short summary of the points from the previous sessions

Short summary of this day agenda sessions

10.15 - 12.30

SESSION 4: GENDER PERCEPTIONS AND EXPECTATIONS

A. Perceptions of Women and Men

B. Cultural Basis of Gender Stereotyping

C. Strategies for Challenging and Eliminating Gender Stereotypes and Barriers

D. Exercise to Ensure Comprehension of the Definition of Sex and Gender Stereotypes

12.30 – 13.00

REFRESHMENT BREAK

13.00 – 13.45

SESSION 5: DEFINING GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

A. Definition of Gender-based Violence and Violence against Women

13.45 – 14.00

CLOSING

Conclusions, Q&A and Evaluation

WORKSHOPS AGENDA – 5 DAY WORKSHOP

Duration of the workshop: 4 hours

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 4

10.00-10.15

INTRODUCTION

*Short summary of the points from the previous sessions
Short summary of this day agenda sessions*

10.15 - 11.15

SESSION 5: DEFINING GENDER-BASED VIOLENCE AND VIOLENCE AGAINST WOMEN

B. Forms and Intensity of Gender-based Violence and Violence against Women

11.15 - 12.00

SESSION 6: MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN

A. Flaws in the Media's Reporting on Women

12.00 - 12.30

REFRESHMENT BREAK

12.30 – 13.30

SESSION 6: MEDIA REPORTING ON GENDER AND VIOLENCE AGAINST WOMEN

B. Flaws in the Reporting on Violence against Women

13.30 – 13.45

CLOSING

Conclusions, Q&A and Evaluation

WORKSHOPS AGENDA – 5 DAY WORKSHOP

Duration of the workshop: 4 hours

GENDER SENSITIVE TRAINING FOR THE MEDIA – DAY 5

10.00-10.15

INTRODUCTION

*Short summary of the points from the previous sessions
Short summary of this day agenda session*

10.15 - 11.45

SESSION 7: IMPROVED KNOWLEDGE AND SKILLS & GENDER SENSITIVE MEDIA ETHICS

*A. Local Laws Regarding Gender-based Violence
B. Gender Sensitive Media Ethics*

11.45 – 12.15

REFRESHMENT BREAK

12.15 – 13.45

CLOSING

*Lessons learned
Q&A
Wrap up
Evaluation*

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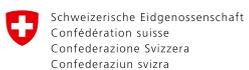
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