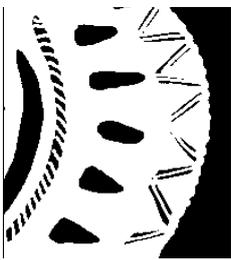


GENDER, HIV/AIDS AND RIGHTS

TRAINING MANUAL FOR THE MEDIA



GENDER, HIV/AIDS AND RIGHTS

A TRAINING MANUAL FOR THE MEDIA

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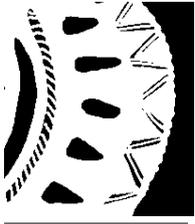
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GENDER, HIV/AIDS AND RIGHTS



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IPS offers a number of other information materials and training tools on gender, including:

Gender and Development Glossary: IPS, September 2000

Glossário sobre Gênero e Desenvolvimento: IPS, September 2000

Glossaire sure les les Matieres de Genre et le Developpement: IPS, September 2000

Fighting Violence Against Women: A Training Manual for Journalists, IPS and Gender Links, December 2001

How to Report Culture, Religion and Gender: A Training Manual for Journalists, IPS Africa, 2001

'Risks and Rewards: Stories from the Philippine Migration', IPS Asia-Pacific and Ford Foundation, 2002

For further information about any of these materials please contact:

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GENDER TRAINING FOR THE MEDIA

The media is one of the “Critical Areas of Concern” in the 1995 Beijing Platform for Action, which gives a set of actions for governments, civil society, international organizations and the media, to advance women’s equality.

The two strategic objectives of the Beijing Platform’s Section J on the media are:

- To increase women’s participation and access to expression and decision-making in and through the media and new technologies of communication.
- To promote a balanced and non-stereotyped portrayal of women and girls in the media; encourage gender-sensitive training for media professionals; and to take effective measures against pornography.

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

Research by Media Watch groups throughout the world show that news is told largely through the eyes, voices and perspectives of men.

The media often makes the mistake 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 women’s voices and boxes women portrayed in the media into 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.

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



HOW TO USE THE MANUAL

There are **three (3)** modules in the manual which can be used in a variety of ways. A three-day training programme can be designed, or, a one-week course can be developed using sections of the manual in conjunction with other training materials relevant to the topics covered. The modules also can be used as stand-alone training materials for other courses designed on HIV/AIDS or gender.

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 modules.

The material contained within serves only as a guide, and facilitators and trainers should add additional information, exercises and appropriate examples for the target audience trained. Due to time constraints, the trainer/facilitator will not be able to use all of the exercises provided in the modules. He or she should choose or adapt the exercises to ensure a good mix of covering the key points, discussion and exercises.



TRAINING TIPS AND TECHNIQUES:

THREE(3) DAYS:

If the training is for **three** days, the trainer/facilitator can prepare a timetable to cover one module each day. Using this method, the trainer/facilitator can spread out the sections in each module to cover an eight-hour day.

At the start of each day, the trainer/facilitator should re-cap (or ask one of the participants to recap) the pointers from the first module taught and the links to the next module. In other words, the trainer/facilitator should explain the 'building block' concept of the modules – i.e. each module links to the next one in order to help the participants gain more knowledge and understanding on an issue through a combination of content provision and exercises. The last module reviews good reporting and interviewing techniques for reporting on the complexities of Gender, HIV/AIDS and Rights.

If more than one trainer/facilitator is involved, the modules can be divided according to the expertise of each person. For example, if a trainer/facilitator is an editor, he or she can facilitate Module Three.

FIVE DAYS OR MORE:

For a five-day workshop, the trainer/facilitator can incorporate other techniques and ideas. These can include, among others:

1. **Inviting speakers:** People living with HIV/AIDS, health experts, gender specialists and journalists/editors from the local media where the training takes place.

The speakers can facilitate specific topic areas within the modules. Inviting editors and journalists who have shown a commitment and competency in covering HIV/AIDS and gender issues is an excellent way to ensure that the training is relevant to the work of journalists and editors once they leave the seminar or workshop setting. Involving media people in the training also helps to provide solutions from those in the field to issues of media practice raised by the participants during the training.

People living with HIV/AIDS can provide critical input on areas of stigma, discrimination and interviewing techniques and ethics (issues touched on in modules two and three).

- 2. Production of a newsletter, newspaper supplement or some form of media product during the training:** This technique is used widely by Gender Links Associates, a South African-based ngo which works extensively on gender and the media training, research and activism throughout Southern Africa.

The trainer/facilitator can cover the three modules within three days and then use the last two days of a one-week training programme for field reporting, the writing of stories and for design and printing. Prior to the training, the facilitator or organizers can make arrangements for printing and distribution of the product as a supplement to one of the major dailies in the country.

This approach gives rise to a tangible product at the end of the training, and in an agreed methodology with the newspaper worked with, a feedback mechanism can be devised for readers to send in letters on the supplement produced.

- 3. Keeping a record of the training:** It is important to identify a recorder during the training programme 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' participation and of areas in the modules which were easier to grasp and those which seemed most difficult.



TARGET AUDIENCE

The audience for this training is primarily journalists working in the print media. Those working in the broadcast or new media (Internet) will find the learning content valuable for building their understanding of the issues. Aspects of the training which deal with the interview, use of data and cross-checking facts and information are applicable to all media.

As a guide, journalists identified for the training should:

-  Have at least two to three years experience;
-  Hold a diploma or first degree;
-  Be currently employed within a media institution.



PREPARATORY WORK

1. The trainer/facilitator should ask those attending the training to bring four to five articles on HIV/AIDS from the media within their respective countries. These articles can be used in exercises during the training.
2. The trainer/facilitator should ensure that copies of one of the major daily newspapers is delivered daily for everyone. The daily can provide current news for analysis and exercises.
3. The trainer/facilitator should first read through the manual prior to the training to become familiar with the style. On the second reading, the trainer/facilitator should **MAKE NOTES** from the content sections in each module. These notes can take the form of pointers or information the facilitator/trainer needs to highlight. There are notes within the text to the facilitator at various points. But the facilitator should make notes in a format comfortable to him or her and use various techniques to give information to the trainees during the time allotted.
4. The trainer/facilitator should become familiar with all the hand-outs provided in the manual. Photocopying of the hand-outs should be done prior to the programme. At the appropriate places in the modules when the hand-out is given to the participants, the trainer/facilitator should read through, and/or highlight, the key points. **The trainer/facilitator should not give out the hand-outs 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, the trainer/facilitator may use a number of ice-breakers he or she is familiar with to start the day. Some **MUSTS** that should be accomplished before the trainer/facilitator moves into the modules are the following:

1. Introduce yourself, the organization you represent and provide the participants with some background on 'why this training?'
2. Ask the participants to introduce themselves by giving their names, name of media they work for and their country of origin, if the group is comprised of people from several countries. Or introductions can be done as radio interviews with one participant moving around with a microphone as a presenter, or participants can interview each other. Trainers/facilitators are encouraged to be creative in structuring the introduction section.
3. 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 flip chart. Read aloud each expectation.

At the end of this, the trainer/facilitator should put up pointers from the detailed outline of material covered in the manual's modules(provided below), and match these pointers 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 together what will be covered during the training programme, and to share what knowledge and understanding the trainer/facilitator would like the trainees to take away.



OUTLINE OF THE MODULES

MODULE ONE: A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

Areas covered in this module:

- media in the Beijing Platform for Action (1995)
- why gender training for the media is important
- definitions: gender, sex, gender relations, stereotypes, gender equality, gender-specific
- story, mainstreaming gender in all news coverage
- the role of the media
- editorial independence
- communicating gender in the media
- journalists as communicators- why a gender analysis framework for the media is important
- key questions for the media
- hard news and soft news – a false distinction
- a gender analysis checklist for the media

MODULE TWO: GENDER AND HIV/AIDS: THE MISSING STORY

Areas covered in this module:

- HIV/AIDS – the complexities
- the difference between 'risks' and 'harms' reporting on health issues
- mainstreaming HIV/AIDS in media coverage
- the gender dimension of HIV/AIDS
- factors that make women and girls more vulnerable to HIV
- how do gender roles make men vulnerable to HIV
- discrimination and stigma
- challenging 'acceptable' male and female behaviour

- the link between gender, HIV/AIDS and rights
- the link between reproductive health rights and HIV/AIDS
- international rights instruments and conventions
- reproductive decision-making
- definitions: reproductive health, reproductive health care, reproductive rights, the principle of 'universality'
- the legal foundations of reproductive human rights
- revisiting the media's coverage of reproductive health
- identifying the rights linked to the HIV/AIDS pandemic



MODULE THREE: IMPROVED KNOWLEDGE AND SKILLS

Areas covered in this module:

- principles of good reporting: accuracy, balance, clear and concise writing, well-focused writing, diversity of sources, context
- language and terminology
- definitions (a set of key terms frequently used in reporting on HIV/AIDS)
- language to avoid
- questioning the 'conventional wisdom'
- understanding and using data
- interviewing skills
- how gender roles influence who speaks in the media
- pointers for a more effective interview: time, observation, listening, trust/confidentiality, empathy
- cross-checking facts and information

This manual was tested with the correspondents and freelance journalists of Inter Press Service (IPS) in Africa (venue: Johannesburg, South Africa) and in the Caribbean (venue: Kingston, Jamaica). In the Annex, the Caribbean Trainer's Guide illustrates how a trainer/facilitator can develop his or her own 'map' to cover the issues discussed in the modules each day.



MODULE ONE

A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

“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”.

*Source: Women and the Media, by Margaret Gallagher
UN International Author Series, UN Department of Public Information, March 1995*

Icebreaker:

Break participants into two groups. Write the quote above on a flip chart or board. Ask one group to cite examples from the media in their countries (print 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 facilitator should write on the flip chart the examples cited. Discuss in plenary the picture of the media's depiction of women that emerges from the examples given.

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



SECTION ONE



THE ROLE OF THE MEDIA

The dedication in a training manual called : *New Times: Making A Professional Newspaper in an Emerging Democracy (2001)*, by Tatiana Repkova, who is with the World Association of Newspapers in Paris reads:

Facilitator: write this up on the board or flip chart

“ This books is dedicated to all journalists who don’t get complacent with their professional achievements”.

Before starting the discussion on why bring a gender perspective into the media, it is important to first review the role of the media to situate the ‘gender perspective’ in media reporting in a context.

Constantly being students, i.e. learning how to do the job better, is one way for journalists and editors not to become ‘complacent with one’s professional achievements’.

Facilitator: refer participants back to the quote above which has been written up on flipchart or on a board.

EXERCISE 1

JOURNALISTS’ PERCEPTION OF THEIR ROLE

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 walk through the various answers with the group. When similarities occur, mark these to see if the group shares a common perception of their role.

Facilitator: Write the pointers 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.

- A. 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.
- B. 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.
- C. Performing a watchdog role and digging out the truth, journalists should be careful in presenting any revelation as an absolute truth.

After discussing the above points with the participants, then note together from the answers given by them on the cards, the words and perceptions that are the same as the pointers given on ‘The Role of the Media’.

INDEPENDENT MEDIA

“An independent newspaper(media) is an honest broker of information for its readers without deliberate bias or favouritism. 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 behaviour, 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.

Source: Chapter One, 'The Role of Journalism' – *New Times, Making A Professional Newspaper in an Emerging Democracy*, Tatiana Repkova, World Association of Newspapers, Paris 2001.

Note for the facilitator: Mark the word 'public' exercise 1 and ask the journalists: 'Who is the public? What are the different groups in society who comprise 'the public'? Write up their definitions of the media's public and indicate that later in the training, these questions will be looked at to analyse how well the media reflects, or does not reflect, in its coverage, 'the public'

Facilitator: Give each participant a copy of the Handout on 'Independent Media'. Ask someone in the group to read the Handout, 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 – **bias or favouritism, readers, 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.



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 interests
3. Business and commercial interests, including those of advertisers
4. Friends of journalists
5. Journalists' own prejudices, superstitions and biases

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

KEY POINTS FOR DISCUSSION

1. In looking at these five (5)pointers, 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.
2. But the last point, brings in a new dimension to the concept of editorial independence which 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 often leading to negative or stereotypical portrayals of women and men, and into journalistic practices of gathering information which often exclude women as 'sources', thereby limiting their access to 'voice' in and through the media.
3. 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, North America and the Caribbean. Throughout

the world then, in terms of gender relations, the media acts as a cultural force, which subtly and indirectly, helps **to shape**, rather than merely **reflect** men's and women's social reality.

4. 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 produced daily than they realize. Through gender training, journalists and editors become more aware of how their own internal biases and prejudices influence their coverage just as much as external factors such as government censorship.
5. 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.
6. 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.

Facilitator: Write on flipchart or board the following point to introduce the next topic:

Journalists should always remember that when they put facts, data, quotes and information together into a news story or programme, they are always communicating a message



JOURNALISTS AS COMMUNICATORS

Communications is defined as the conveying of a message from one party to another through a medium. The media is one medium through which communications takes place.

Facts and figures are the main components of a journalist's diet for producing and writing news, news analyses and feature stories. Editors and journalists often believe that the putting together of facts and figures, with a few voices, is an exercise in objective reporting.

What media people fail to grasp is their roles as communicators. Media monitoring and content analyses by activists and media watchers reveals that the media communicates a variety of messages to the various audiences who make up the reading or listening public.

"The complexity and subtlety of most media messages tend to be lost when analysis is restricted to attributes that can be readily quantified. It is usually necessary to dig more deeply to reveal the nuances that contribute to particular patterns in gender representation."

(Gender Setting: New Agendas for Media Monitoring and Advocacy, 2001, p. 123):

The media has largely viewed its role as providers of information, education and entertainment. But a gender analysis of the media shows that a great deal more takes place as the media seeks to meet these three overarching objectives. As Margaret Gallagher points out in Exploring the Structure of Media Messages

'Media people have to grasp the complex problems and limitations in typical media representations of gender, to understand that these are deeply embedded social practices and interpretations, and the part they themselves play in constructing representations.'

(Gender Setting, New Agendas for Media Monitoring and Advocacy, 2001, p. 20)



SECTION TWO



COMMUNICATING GENDER IN THE MEDIA

THE MYTH OF OBJECTIVITY

In training, most journalists are told that one of the profession's principles is to be objective. Journalists are to report on events as they are, and to not let their opinions or biases become part of the reportage. The genre that allows the media practitioner to vent his or her own personal views on an issue is the Editorial or Opinion Piece.

But it has become increasingly clear that the gender biases of journalists and editors creeps into the way they gather information, interview sources and report on news and issues.

Journalists are now re-trained to be aware of the gender biases inherent in their work and in the final media product, and to work towards the objective of being 'balanced' in their coverage of news and issues.

This balance is obtained by:

- Including more than one perspective or one voice in a story.
- Including more than just the views of men, and the views of only men and women who are in positions of power or formal authority.
- Seeking the 'missing' voices.
- Being conscious of language that reinforces stereotypes.
- Tagging women and men according to traditional gender roles.
- Thorough research to understand the myriad of aspects of the issued reported on.
- Including the gender perspective in coverage of all issues.

COMMUNICATING GENDER

Communicating gender requires journalists and other media practitioners to observe the ways people may be marginalized because of their gender(their defined social role in society) as well as race/ethnicity, class/caste, age and other such factors. Who gets coverage? From what perspective? Through which lens? Reflecting which stereotypes about people from different gender, race/ethnic, class/caste and other groups? Are stories helping to advance gender equality and equity in society or are they angled in a way that upholds traditional attitudes and values? Are women's or men's concerns being separated from the concerns of society in general?

Source: Gender Mainstreaming in Information and Communications, Joan Ross Frankson, Commonwealth Secretariat, May 2000



SECTION THREE



WHAT IS GENDER?

Mainstreaming, or reporting on all issues in the media from a gender perspective, requires that journalists and editors have a good understanding of the following terms.

EXERCISE 2

DEFINITION OF SEX AND GENDER

Facilitator: Use this exercise before sharing the definitions on the Handout with the participants.

Objective: To ascertain the working definitions of sex and gender used by journalists and editors.

Time: 15 minutes

Material: chart paper and markers

1. Ask each participant to take two cards and a marker.
2. On one card, each participant should write the definition of 'sex'.
On the other, each participant should write the definition of gender.
3. Place the cards on the classroom wall or board and read aloud the various definitions and discuss.
4. Give the following Handout to the participants and discuss together the correct definitions of sex and gender.

SEX AND GENDER

Sex = the biological differences between men and women. These differences are natural because they are given from birth.

Gender = the social relationships between men and women and the way that relationship is made by society. In other words, gender is how we are shaped after we are born into society.

While biological attributes can sometimes be altered, biological sex is essentially fixed. In contrast, gender definitions are in a constant state of flux in response to changing social and economic conditions. For example, in situations of war, migration of men, women may take on traditional male roles e.g. heads of families, soldiers. Because gender is constructed by society and not fixed, stereotypical constructed notions of male and female roles can be challenged. When we say that men and women are not the same, we refer not only to their biological sex differences, but also to the different gender roles that have been created by society.

Women and men have different needs, because of their sex and gender differences. Human rights and development concepts that recognize gender differences seek to address these needs in a way that promotes women's and men's full participation in community and political life.

A gender approach looks not only at the roles and activities that women and men do, but also at the relationship between women and men.

Gender relations = involves the way women and men relate to each other in their individual relationships and in groups. The issue here is: does either one have more power and authority than the other? If the answer is yes, then this creates **Inequality** in the relationships between men and women. The use of gender relations as a tool of analysis shifts the focus from viewing women in isolation from men.

EXERCISE 3

GENDER QUIZ

Objective: To ascertain how well the participants have grasped the definition of sex and gender.

Facilitator: Read the following statements to the group. Have participants stand if a question 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.

Adapted from Local Action, Global Change, Learning About the Human Rights of Women and Girls, 1999



GENDER STEREOTYPES

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 are brought up in.

Facilitator: Write the following definition on the flipchart or board. After explaining the definition, spend 10 minutes, discussing with participants 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.

EXERCISE 4**STEREOTYPES**

1. Divide the participants into 3-4 groups.
2. Give each group 20 minutes (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) soap operas, drama
 - d) custom, culture
 - e) education
3. In plenary, allow each group 10 minutes for their report-back. The facilitator should write the information on the flipchart or board provided in the training room.

Source: 'Gender in Media Training, a Southern African tool kit', edited by Collen Lowe Morna, IAJ and Gender Links, 2002, p.43

Facilitator: *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?

COMMUNICATING GENDER

Communicating gender requires journalists and other media practitioners to observe the ways people may be marginalized because of their gender(their defined social role in society) as well as race/ethnicity, class/caste, age and other such factors. Who gets coverage? From what perspective? Through which lens? Reflecting which stereotypes about people from different gender, race/ethnic, class/caste and other groups? Are stories helping to advance gender equality and equity in society or are they angled in a way that upholds traditional attitudes and values? Are women's or men's concerns being separated from the concerns of society in general?

Source: Gender Mainstreaming in Information and Communications, Joan Ross Frankson, Commonwealth Secretariat, May 2000

The Media Offers A Window to Whose World?

Facilitator: This exercise builds on the discussions of stereotypes, the role of the media, editorial independence and communicating gender. It seeks to help the trainees identify and recognise: (a) how journalists' and editors' biases and prejudices, as a result of socialisation, are reflected in the media product; and (b) to help journalists and editors to reflect and analyse who speaks and has access in and through the media, as well as to detect the various messages transmitted by the media.

Time: 45 minutes

Materials: Flipchart/Board

Facilitator:

A. On a flipchart or board, in plenary, write the six questions below.

1. Who are the main sources of information(who speaks) in the media? (sex, class, position in society(in position of leadership, prominence or formal authority or ordinary citizen), geographical location in society(rural or urban)
2. Who is most often written about in the media? (sex, class, position in society, geographical location)
3. Who originates news(i.e. provides the journalists with the tips and information that become the basis for following-up or writing news or other types of news genre)? (sex, class, position in society, geographical location)
4. Who is often portrayed positively in the media? (sex, class, position in society, geographical location)
5. Who is often portrayed negatively? (sex, class, position in society, geographical location)
6. Who is least heard as a voice or source of information in the media? (sex, class, position in society, geographical location)

B. Break the participants into groups. Ask each group to discuss the six questions and write their answers to each question for a report back.

When the group convenes, ask for the report back and fill in a chart, similar to the suggested one below for the six(6) questions:

	Sex	Class	Position in Society	Geo-location
1.				
2.				
3.				
4.				
5.				

C. Examine the list that emerges and discuss together the society that is being selected, constructed and represented through the media. Use the following questions for further discussion after looking with the group at the picture that has emerged in the chart above:

1. What are the reasons for the 'picture of society" that has emerged from the above exercise?
2. How can the media change this picture?



SECTION FOUR



A GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

Journalists and editors need to increase their gender awareness and use an analytical framework that enables them to implement changes in news and information gathering, and to analyze coverage issues for a gender perspective.

The media, however, works within strict deadlines, which do not allow for a long cycle of gender analysis to be undertaken for each news item or issue covered. But journalists can be trained in how to 'ask the right' questions, which is a critical skill for getting behind the news, and writing stories that go beyond the Who, What, When and Where to Why and How.

Also, learning and using a gender framework, can equip journalists and editors with ways to quickly spot when a story has glaring gaps in terms of who is not speaking, which perspectives have been overlooked, and with the skills to ask more questions which begin to make visible gender inequalities in society. This skill not only enhances a journalist's and editor's ability to focus competently on **gender-specific** stories, but also enables the journalist to **mainstream gender** into any area of coverage.

The critiques developed for analysing gender in the media have been developed primarily by media researchers and activists who have studied media content. Women's Media Watch Jamaica, in its training manual on media analysis, points out that the best way to look at the media critically is to ask questions. This technique does not need to be done by activists and media watch groups alone. It should also be adopted by journalists and editors as a way to double-check the news and coverage of issues being disseminated daily.

A starting point for the 'right questions to ask', is an understanding of the following terms.

Facilitator: *Hand-out the following sheet of definitions and go through each one with the participants. In the definition of gender equality, it is important to stress the three aspects of equality under the law, equality of opportunity and equality of voice, and to point out the inter-linkage between the three(3). In other words, for example, equality under the law alone, is not enough if women do not have equality of voice and access to resources that enable opportunity. Highlight also the second aspect of the definition, which recognizes the various stages of development of different societies, and puts the ultimate focus on achieving the three goals as prescribed in the definition of gender equality.*

DEFINITIONS

Gender Equality - equality under the law, equality of opportunity (including equality of rewards for work and equality in access to human capital and other productive resources that enable opportunity), and equality of voice (the ability to influence and contribute to the development process).

Source: Engendering Development, A World Bank Policy Research Report, 2001

This definition stops short of defining gender equality as equality of outcomes, because:

- (a) different cultures and societies can follow different paths in their pursuit of gender equality; and
- (b) equality implies that women and men are free to choose different (or similar) roles and different (or similar) outcomes in accordance with their preferences and goals.

Feminism – advocates the social, economic and political equality of women and men. It is concerned with eliminating all forms of discrimination and gender-based violation against women.

A **gender-specific story** can be characterized as those stories on the media's agenda which deal with the power relations between men and women, gender equality or inequality between women and men or vice versa, the human rights of women in relation to men or vice versa, and stories which deal with access to resources and/or voice by women and men. Some of the media coverage that falls into this area are: gender violence, HIV/AIDS, civil vs customary laws, cultural norms and traditions, women's entrance into politics, the private sector and fields previously dominated by men or women.

Adding a gender perspective to a story refers to the fact that there is no issue covered by the media which does not in some way affect men and women, boys and girls in a society. In other words, a gender perspective – i.e. the impact of the issue, event or policy being reported on women and men, and the analysis of this impact through the voices of both men and women in the story as sources, gender disaggregated data, which also can tell how issues or policies impact differently on men and women – begins to mainstream gender into all issues and areas covered by the media.



WHY A GENDER ANALYSIS FRAMEWORK OF THE MEDIA IS KEY?

- The media performs a service in the public interest and it is important as consumers of the media that the public keeps 'watch' on which public the media actually serves and reflects in its content.

Facilitator: Refer back to the earlier discussion under *The Role of the Media* which dealt with the question 'who is the public?'.

- It is important to keep check on whether media content is biased or prejudiced, and to ensure that the media does not present information to the public as 'the absolute truth'. The media is to be accurate, fair and balanced in its representation of women and men, boys and girls and in how it presents information.
- It is important to gauge whether the media is speaking at all times to all members of its audiences.
- A gender analysis helps us to see whether the media, which champions democracy, human rights and people's participation in governance is 'inclusive' or 'exclusive' in who is speaking through the media.
- Mass communications research over the years has looked at the assumption 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.

Whose views are being conveyed and whose world is being represented through the media, are two key critical issues that are addressed in a gender analysis of the media.

Discussion point: Ask the participants the following questions:

As an ordinary woman and man in a society, do you see or hear yourself in the media? If you do appear or are given a voice, how are you portrayed?

In the media's attempts to cover and communicate gender, a qualitative analysis helps to see whether people are marginalised in the media because of their sex (male or female) and gender roles, as well as race/ethnicity, class/caste, age, etc.

Some of the key questions examined in a qualitative gender analysis are:

1. **Who gets covered?**
2. **From what perspective?**
3. **Through which lens?**
4. **What stereotypes are conveyed?**
5. **In the way that the stories are written or the broadcast produced, do the stories help to advance gender equality and equity in society, or are they angled in a way that upholds traditional values and attitudes?**
6. **Are women's and men's concerns being separated from the concerns of society in general?**

Facilitator: write questions on flip chart or board.

'HARD NEWS' AND 'SOFT NEWS'

There is a false distinction between so-called **'hard news'** and **'soft news'** in journalism, which has marginalised women in the major issues covered daily by the media.

'Hard news' - current events, politics, economics, finance, trade, technology, for example - is seen as the guts of journalism. 'Soft news' is used by the media to refer to issues like education, health, development, to name a few, which are not bound to time or a specific event. Reproductive health, for example, often falls into the category of 'soft news', because the issue is viewed primarily as one which affects women only. But reproductive health has an impact on all sexes and is a critical area in the reporting on HIV/AIDS. Interestingly, the abortion issue can be tagged by the media as 'hard news' when it is marred in religious and political controversy.

All events, sectors and issues on the media's agenda should be given equal importance in terms of the news agenda, because there is no one sector or issue that can be isolated from the fabric of a society's overall development. For example, the media cannot competently write about economic development without linking this to the issue of poverty. Data worldwide shows that the majority of the poor, no matter where they are geographically, are women. Women are often the poorest of the poor due to gender inequality (refer back to the definition of gender equality – equality under the law, equality of opportunity and equality of voice). Therefore by using a gender lens to report on economic development, the media can begin to make critical links and make visible the hidden dimension of gender relations, which have an impact on the overall economic development of a nation.

Using a gender analysis to examine all news stories and issues enables journalists and editors to find hidden stories, and to bring to the fore in the media, the position, perspective and voices of the marginalized, as opposed to always highlighting the perspective and voices of those in positions of power or formal authority (the majority of whom are male).

GENDER ANALYSIS FRAMEWORK FOR THE MEDIA

CHECKLIST OF KEY QUESTIONS

GENDER REPRESENTATION IN THE MEDIA

1. **Count the women and the subject areas in which they appear.** Are they evenly distributed, or is the balanced skewed?
2. **Women speaking.** Are they represented in a way that allows them to speak with dignity and authority? What is the sex of the spokesperson or voice of authority?
3. **Gender roles:** Are traditional gender roles reinforced – for example in relation to portrayal of family life or occupation outside the home – or avoided?
4. **Superwoman stereotype.** Are active, independent women represented as if they are ‘superwomen’?
5. **Natural woman stereotype.** Does the content reinforce the stereotype of women as innately docile, emotional, non-analytical, technically, inept, etc?
6. **Sex-object stereotype.** Are women represented primarily as objects of male desire?
7. **The beauty myth.** What physical attributes apply to male and female participants – for example in relation to age, body weight, skin tone, clothes?
8. **Violence against women.** Does the material normalize violence? Does it suggest that women accept or enjoy violent treatment? How are female survivors of violence portrayed?
9. **Multi-dimensionality.** Does the representation encourage readers to understand women’s many dimensions in terms of personality, capabilities, tastes, preferences, etc?
10. **Diversity.** Does the material reflect the diversity of age groups, social classes, ethnic groups, physical characteristics of women and men in the community as a whole?

GENDER RELATIONS IN THE MEDIA

refer back to earlier hand-out of definitions

1. What are some of the ways these power relations are represented in the media? Are women seen in positions of power, or, are they seen in low status activities?
2. Are women and men seen actively asserting themselves in activities associated with power?
3. Who is seen more frequently providing information? Giving speeches?
4. What is the media’s role in perpetuating the low status given to women’s activities? For example, how does the media portray market women? Women involved in cross-border trading? Women subsistence farmers?

WOMEN AND NEWS

1. What is 'hard news'?
2. Do women appear in hard news?
3. What type of hard news stories do women appear in?
4. Do men appear in hard news?
5. What type of hard news stories do men appear in?
6. What is 'soft news'? Do women or men appear frequently in 'soft news'?
7. Do you see any link between the de-valuing of the work women do on a daily basis, and the treatment of women's work, family matters, childcare, etc as soft news?

Sources: *adapted from* Gender Setting, New Agendas for Media Monitoring and Advocacy,
Margaret Gallagher, ZED Books in association with WACC, 2001
and Whose Perspective? A Guide to Gender-Sensitive Analysis of the Media,
Women's Media Watch Jamaica, March 1998

EXERCISE 6**A GENDER ANALYSIS OF THE MEDIA**

Facilitator: Break the participants into groups and give each group a media article to analyse using the framework of questions provided in the Handout. It would be good to use a mixture of articles – politics, economics, health – to see what patterns emerge, and to help the journalists recognize the gender weakness in the media’s coverage, as well as the media’s tendency to rely on only ‘few sources’ and ‘perspectives’ to tell the story.

The articles to be selected should be a mixture of international news, as well as news from the region in which the trainees reside. This helps the journalists to see trends across boundaries.

Give each group about 20 minutes to analyse the article given to it. The facilitator can give the groups a different set of questions from the checklist to work with, so that the entire framework is used in the limited training time available.

Ten(10) minutes should be given for the report backs and then ten(10 minutes) for any discussion and synthesis by the facilitator of the key points that have emerged from the exercise in terms of media messages, as well as pointers on how well journalists are performing their professional role in terms of balance, accuracy, diversity of sources and perspectives when reporting on news and issues in their societies.



MODULE TWO

GENDER, HIV/AIDS AND RIGHTS: THE MISSING STORY



THE MANY COMPLEXITIES OF HIV/AIDS

In 'Good News Et Bad, The Media, Corporate Social Responsibility and Sustainable Development,' the authors state that media companies, in short are both carriers and barriers when it comes to the corporate social responsibility and sustainable development agendas.¹ In looking carefully at the media's coverage of the HIV/AIDS pandemic over the last decade, the same analogy of carrier, yet barrier also applies.

The large body of 'knowledge' that the general public has on HIV/AIDS has come from the media. Not many people read medical journals, attend HIV/AIDS workshops and seminars, or even have long informal chats with medical practitioners or scientists to become informed about HIV/AIDS. The mass media is the medium through which facts, figures, myths and messages on HIV/AIDS is transmitted to the general public.

The awareness that this is so, places a heavy responsibility on the carrier and even more so on the journalists who cover HIV/AIDS. What may have started out as just the coverage of another 'health' story when reporting first began on HIV/AIDS some 20 years ago, has now become a major media challenge.

As Martin Foreman, the former Director of the AIDS Programme for the PANOS Institute in London says in '*An Ethical Guide to Reporting HIV/AIDS (Media and HIV/AIDS in East and Southern Africa: A Resource Book, UNESCO 2000, p. 25):* "Whether or not they actively seek to do so, the media either fuel the epidemic through sensationalism and poor unethical reporting, or helps to restrain it by promoting information, understanding and behaviour change."

HIV/AIDS is one of the greatest social, economic and health crises of modern times. The virus has many allies. Silence and denial have fueled its transmission, while cultural and religious taboos have inhibited open discussion about sexual practices and preferences, including the use of contraceptives. Shame and guilt surround the virus that spreads through sexual contact. Governments – further contribute to the silence—by being slow to acknowledge the crisis and to formulate policies and programs to halt the spread of the epidemic.²

As the epidemic continues to unfold, societies are wrestling with the awareness that HIV/AIDS is not just a health issue, but increasingly a structural development issue. The spread of the virus has made more glaring the gender inequalities which many societies still grapple with.

¹ *Good News Et Bad The Media, Corporate Social Responsibility and Sustainable Development, SustainAbility, Ketchum and the United Nations Environment Programme 2002., pg. 3*

² *Conveying Concerns: Media Coverage of Women and HIV/AIDS, Population Reference Bureau, Washington D.C., pg. 2*

The current world statistics show that the AIDS is increasingly a disease affecting women given their powerlessness and their poverty status in all societies. At the end of 2000, women comprised roughly 47 percent of the more than 36 million adults living with HIV or AIDS. For biological reasons, the risks of contracting HIV through unprotected sex are higher for women than for men. But the high rates of HIV infection among women and girls has more to do with the fundamental issues of power and control.

A strong link between the spread of AIDS and poverty is another trend being documented. AIDS spreads fastest where there is poverty, powerlessness and social instability.³

The overwhelming majority – about 94 percent – of all people living with HIV/AIDS at the end of 2000 were in less developed regions, where a large proportion of the poor are women. In what has emerged as a vicious cycle, AIDS deepens the poverty of households and nations and poverty favors the spread of the virus. With few financial assets, the poor are often politically and socially marginalised and often have limited access to health care information and services. Women living in poverty may adopt behaviours that expose them to HIV infection, including the exchange of sexual favors for food, shelter or money to support themselves and their families.⁴

KEY POINTERS FOR DISCUSSION:

- The media, therefore, can no longer just approach the coverage of HIV/AIDS through the prisms of health and medicine alone.
- A journalist must now have ample knowledge of :
 - (a) gender and development issues;
 - (b) reproductive and sexual health rights;
 - (c) knowledge of a span of development issues related to the provision of health care, access to treatment, medical advancements with ongoing research and treatment approaches; and
 - (d) knowledge of the universal human rights which must be protected and guaranteed for all, as a key component of any prevention strategies to stop the spread of HIV/AIDS.
- The journalist must take this knowledge and produce a good story. A journalist is required to produce a story that is balanced, accurate, raises awareness and gives information, and perhaps evokes a compelling need for change.
- By understanding the wider context of the pandemic, the media begins to view HIV/AIDS as a political, economic, labour, gender, development, educational, health, and so forth, story. Mainstreaming HIV/AIDS into all coverage areas also begins to break the barrier of the 'them'(those living with HIV or AIDS) and 'us' (those uninfected but affected), raising awareness and public debate to a level where HIV/AIDS is everyone's issue.

³ *Linking AIDS with Poverty, Gender and Sexuality, NOVIB AIDS Project Group, The Hague, May 2001, pg 7*

⁴ *Conveying Concerns:Media Coverage of Women and HIV/AIDS, Population Reference Bureau, 2000, pg. 4*

- HIV/AIDS reporting consists of a mix of sex and death, science and politics, human rights, gender inequalities and the classic divide between rich and poor and North and South.⁵



'RISKS' VERSUS 'HARMS' REPORTING ON HIV/AIDS

Throughout the world, reporting on HIV/AIDS has taken on two characteristics:

'Harms' – type of reporting which focuses on the harmful effects of the disease, such as long-term suffering. Media studies in Britain and elsewhere show that this type of reporting gives a sense of helplessness to the readers.

'Risks' – stories which highlight risk-behaviours which could result in someone becoming infected with HIV, and this type of reporting also includes information on how to prevent such infection. This type of reporting gives the reader information which allows him or her to take some form of preventive action. Reporting on 'risks' also can reveal information on how HIV can be transmitted to people who are not necessarily engaged in high-risk behaviours. For example, someone who is raped is at risk; a person who gets a blood transfusion where screening mechanisms for blood banks are not fully in place may also be at risk; and married, monogamous women are at risk when their husbands secretly engage in unprotected sex with other partners, or vice versa.

Source: Trevor Cullen, 'Reporting Diseases in the Pacific', 'HIV/AIDS in the South Pacific: A difficult story to report', *Pacific Journalism review*, Nov. 1999, www.hivpress.com

By moving from 'harm' to 'risk' stories the media can play a role in AIDS prevention by writing stories which ensure that people have the knowledge and information needed to express their sexuality in ways which are safer and contributes to a growing understanding and acceptance that AIDS is preventable.

The concept of only **"risk groups"** must give way to the idea of **"unprotected sexual practices"** which make all sexually active men and women in principle vulnerable.⁶

Effective feature stories go beyond reporting on harms. Where a harmful effect is reported, the story should illuminate the risks, and not simply stop at reporting the death or harm.

Discussion:

After reviewing together the pointers on 'Harms' and 'Risks' types of reporting, ask the participants to swap with their colleagues the stories brought with them on HIV/AIDS from their respective media as requested. Ensure everyone has an article to look at. Ask the participants to take 5-10 minutes to read the article before them.

Then randomly ask different ones to :

- give a brief summary of the article and*
- explain whether it falls into 'harms' or 'risks' reporting.*

⁵ Marianne Gysae, Lene Overland, *Monitoring HIV/AIDS reporting through a gender lens*, Women's Media Watch, Cape Town, South Africa, March 2002

⁶ *Linking AIDS with Poverty, Gender and Sexuality*, NOVIB AIDS Project Group, The Hague, May 2001, p. 35

EXERCISE 7**VALUES CLARIFICATION – BIASES AND OBSTACLES TO HIV/AIDS REPORTING**

Objective: to examine the journalists' own feelings, fears, vulnerabilities about HIV/AIDS

Time: 40-45 minutes

Facilitator: Give each participant cards and markers. Emphasize that they should answer the questions anonymously (this is one way to try and get their personal feelings).

1. Do you believe that only certain people can become infected with HIV? If you answer 'yes', put on the card a list of which people you believe are most likely to become infected with HIV.
2. Do you feel comfortable as a journalist talking openly about sex with all potential sources in your society (i.e. policy makers, politicians, health experts, youth, ordinary citizens, men and women, etc)? If you answer 'No', which groups are you uncomfortable with to openly discuss sex?
3. Do you know anyone living with HIV or living with AIDS? If the answer is 'yes', what is the person's relationship to you (i.e. close relative, friend, colleague, distant acquaintance, friend of a friend, etc)?
4. Write a small personal statement on 'what you see as your role as a journalist' when you write about HIV/AIDS.

Facilitator: Group the answers on the cards in clusters on a board or wall, according to each question (1, 2, 3, 4). Walk through and discuss the answers with the group highlighting answers or comments which could signal 'bias' or 'unease' with tackling the subject of HIV/AIDS. For question number three (3), note how many of the group have known someone living with HIV or living with AIDS, and the relationship. Read out the personal statements and make appropriate comments on the role, or non-role journalists feel they have.



SECTION TWO



MAINSTREAMING HIV/AIDS IN THE NEWS

HIV/AIDS can be mainstreamed into almost every news story. For example:

- What is the impact of HIV/AIDS on food security in many African countries when one looks at the range of food producers who are dying?
- What is the impact on education, with the loss of teachers ?
- The economic toll of the disease on the health sector?
- Its impact on labour?

If we look at any national sector, we can begin to unravel an impact which will have both short-term and long-term consequences on national development and the progress of a nation.

In its report, "Linking AIDS With Poverty, Gender and Sexuality", NOVIB notes: "In highly affected areas, AIDS has a serious negative impact on their social and economic situation. Countries with AIDS prevalence rates of 20 percent or more can expect GDP (Gross Domestic Product) to fall significantly, up to 2 percent a year and a reduction in the work force by as much as 22 percent..."⁷ This is a significant economic story for countries where this is the scenario.

EXERCISE 8

STORY IDEAS- MAINSTREAMING

Break the participants into groups and give each group the following general topics:

1. Funding for HIV/AIDS from donor agencies, governments, international organisations.
2. National HIV/AIDS policies.
3. New Trends in the HIV/AIDS epidemic.
4. The impact of HIV/AIDS on schools and universities.
5. Treatment and care of people with HIV/AIDS.

Ask each group to list possible angles that could be followed to produce interesting and new stories under the topics given. Give the groups 10-15 minutes to work and each group should report back in the plenary. The facilitator should make a list of the ideas that emerge. Ask the participants to copy the lists as possible stories to follow when they return to their respective countries.

⁷ *Linking AIDS with Poverty, Gender and Sexuality*, NOVIB AIDS Project Group, The Hague, May 2001, pg 6

Facilitator's guide for Exercise

Here are some possible angles for the topics given above. The facilitator can use this guide to help kickstart the group work by citing some examples from the list below, and/or add to the list of angles that emerge from the groups at the end, following the report-back in plenary.

Funding for HIV/AIDS from donor agencies, governments, international organisations:

- Are the funds getting to the people they are supposed to benefit?
- Are the funds being used effectively?
- Are the funds being used efficiently?

National HIV/AIDS policies

- Are governments implementing their plans?
- Are they implementing their plans on schedule?
- Are countries and communities achieving their objectives?
- What evidence is there?
- Who benefits from the plan?

New Trends in the HIV/AIDS epidemic:

- What population groups are being hit the hardest, why and who is doing what to respond?

The impact of HIV/AIDS on schools and universities

- The impact on teachers and students
- The role of teachers in overcoming the epidemic – examples of what is being done.

AIDS therapies/medicines

- Government policy
- Costs, challenges surrounding AIDS therapies.
- Research into an HIV/AIDS vaccine and microbicide

Source: Julia Beamish, Reporting on HIV/AIDS: A Manual, African Women's Media Centre, Dakar, Senegal



SECTION THREE



THE VULNERABILITY OF WOMEN AND MEN TO HIV/AIDS

“We have to admit that so far we have failed. We have to sit round a table, take another hard look at the problems we are up against and think again.”

Charlotte Ndiaye, President of the Society of Women and AIDS in Africa (SWAA), 'Fighting AIDS is a Fight Against Poverty', Chris Simpson in SHAAN, IPS magazine on Gender and Human Rights, June 2001

Gender stereotypes and power relationships make women and men, girls and boys vulnerable to HIV infection. And, the dominant gender relations and processes of socialization still encourage patterns of behaviour that put both sexes at risk.

For example, men are socialised to believe that ‘having many partners’ is not wrong, and that it is part and parcel of ‘manhood’. Men also shy away from using condoms, citing ‘a loss of manliness’ as a reason for not practicing safer sex. In many societies too, a man’s prowess and his ability to produce many children is still seen as a sign of strength. The lack of different role models for young boys creates a continuing pattern of male sexual dominance.

Also in many countries in the developing regions where poverty is becoming more and more deep-rooted, and with the large pool of children who have lost both parents to AIDS moving into urban cities, and often onto the streets, young boys too engage in sex work increasing their risk of contracting HIV.

In the Final Declaration of Commitment of the June 2001 UN Special General Assembly on HIV/AIDS, the document notes that all people regardless of race, class and sex are affected by the HIV/AIDS epidemic, but women, young adults and children, in particular girls, are the most vulnerable.

The vulnerability of women and girls is locked into their lack of equality in resources, opportunity and voice throughout societies, and their powerlessness puts them at greater risk of HIV infection. Empowering women is essential for reducing vulnerability, the United Nations says.

Hidden in the ‘events’ reporting of the media which tends to focus on statistics, announcement of cures or the releasing of reports, among others, is the interplay between certain social, economic and biological factors, including policies, that undermine the rights of women, which heighten their vulnerability to HIV/AIDS.

Millions of women worldwide still have no control over their bodies and do not have the right to decide freely and responsibly on matters related to their own sexuality.

Once infected, according to studies by the World Health Organisation (WHO), women endure further forms of discrimination. Their access to care and support is either delayed or limited, and

some, get no care or support, since family resources in the case where both a husband and wife are infected with HIV, is mainly devoted to caring for the man.

Going back to the definition of gender relations – the way women and men relate to each other – and the question of whether either one has more power over the other, brings new lens to the HIV/AIDS pandemic. For example, the issue of gender violence highlights the unequal power relations between women and men. Women and young girls are exposed to rape and sexual abuse, making them vulnerable to HIV infection.

One of the notions that must be challenged by information, education and communications for HIV/AIDS prevention, as well as by the media, are the socially imposed notions of what is acceptable male and female behaviour.

Discussion point:

Spend 10-15 minutes discussing with the participants the socialisation of men and women. Ask the participants to give examples from their own countries and cultures of 'acceptable male' behaviour and 'acceptable' female behaviour which increase men's and women's vulnerability to HIV? Also ask participants to share any signs of positive change which challenge the norm? Write on flipchart the forms of behaviour that emerge .



INTEGRATING GENDER AND HIV/AIDS INTO THE NEWS

A story does not have to be specifically about HIV/AIDS or about gender relations between men and women to have an element of both. For example, if a journalist does a story on the UN Global Fund for HIV/AIDS, an interesting angle would be to look at whether the fund has an equal representation of men and women.

There are many stories about access to drugs and treatment, but this data is not disaggregated by sex, and often the media tends to marginalize “women’s needs” into stories focused only on access to drugs and treatment for pregnant women.

Another example of how HIV/AIDS and gender can be mainstreamed into issues that dominate the news, is the issue of conflict. How has the conflict interrupted ongoing HIV/AIDS programmes? How has the conflict affected the spread of HIV? Do women, girls and young boys become more vulnerable and at risk of infection during conflict? Why?

There is a gender and HIV/AIDS component to every story, and by making this link, the media can play a greater role in not only educating the public, but raising the level of public awareness on key critical factors which impinge on national development.

EXERCISE 9**MAINSTREAMING GENDER AND HIV/AIDS**

The following two exercises provide participants with practical ways to see how the pointers and discussion in the sessions on mainstreaming and the vulnerability of women and men to HIV/AIDS can be part and parcel of the media's work.

Facilitator: Take the newspaper of the day in which the training is taking place. In plenary ask the participants to look at the stories on the front-page of the paper for the day, or on any other page in the newspaper. Ask each participant to choose one story and to indicate how:

- (a) HIV/AIDS could have been mainstreamed or linked to the issue that has been written about; and
- (b) To then go a step further and indicate how the gender component could have been incorporated into the story.

The facilitator could kick off this exercise with an example, and then call on different participants to give their examples.

EXERCISE 10**MAINSTREAMING GENDER AND HIV/AIDS**

Ask the group to read the following two articles: AIDS 'key cause of famine' by Justine Nofal, *Mail & Guardian*, Sep. 6 to 12, 2002, and The Toll on Africa's Farming Communities: Orphan Children, Dilapidated Farms, by Mercedes Sayagues, *SHAAN*, IPS magazine on Gender and Human Rights, June 2000.

Both stories are examples of how HIV/AIDS can be mainstreamed into any coverage issue, in this case, food security/agriculture.

In plenary ask the participants their views on the following questions:

1. What is the difference between the two stories in terms of:
 - (a) angle chosen for reporting on the issue;
 - (b) sources quotes
 - (c) analysis of impact(which groups identified as most affected)
 - (d) the type of genre chosen for writing the story(news, news analysis, feature)
 - (e) messages conveyed
2. Which story provides the reader with an informative understanding of the impact of HIV/AIDS on food security? Explain the reason for your choice.

AIDS 'KEY CAUSE OF FAMINE'

By Justine Nofal

The International Federation of the Red Cross says the famine in Southern Africa is the worst food emergency in the world since the Balkan crisis in the 1990s.

Yet the food emergency affecting Lesotho, Malawi, Swaziland, Zambia, Zimbabwe and Mozambique is a different type of scourge. There are no sprawling refugee camps or fly-blown hospitals to be photographed. In this famine people die anywhere, any time. And it is often unclear if the victims died of starvation or an AIDS-related disease.

"The lives of 13-million people in Southern Africa are hanging by a thread and 300,000 people in the region could be dead by year's end," said Didier Cherpitel, secretary of the International Federation of Red Cross and Red Crescent Societies.

He ascribed the food shortages to the worst drought in Africa in a decade, poor harvests and a range of economic factors and government policies. "The impact of food shortages is made worse by high rates of HIV infection. For the first time, the world is seeing how AIDS

will savage affected communities.

"When AIDS takes hold, food availability is reduced as workers become too ill to work the land, care for livestock and maintain essential machinery. This is especially true in areas such as Southern Africa, which uses labour-intensive farming methods.

"The pandemic first affects the most productive generation (those aged 15 to 49) leaving behind the elderly and children, unlike many other diseases that hit the most infirm first," he said.

"The most affected African countries could lose up to 26% of their agricultural labour force within two decades, but access to food and basic care could keep workers alive longer.

"The elderly who can no longer till the parched fields are forced to care for malnourished, ill children. Pre-teen children become heads of households, prone to exploitation in a desperate bid to care for their siblings. Households affected can afford only a bare minimum of food, thus as income declines, supplies become less stable."

Cherpitel said the Red Cross federation would deal with each humanitarian aspect of the disaster, carefully selecting the most desperate for food support; families affected by HIV/AIDS; households headed by children; and grandparents caring for orphans. Water and sanitation projects are planned, local clinics will be supported, latrines will be built, materials for shelter offered, and tools and seeds will be distributed.

"Community involvement will be prioritized. In the long term the commitment to 'never again' can only be made a reality if proper disaster mitigation and risk-reduction mechanisms are put in place," Cherpitel said.

At a United Nations debate in New York recently the International Federation of the Red Cross urged states to stop looking at disasters as events, but rather as complex phenomena, triggered by multiple factors that require multiple solutions. Including development measures alongside the first food parcel is vital, the Red Cross said.

Source: Mail & Guardian, (South Africa) September 6 to 12, 2002

POVERTY, WOMEN AND HIV/AIDS

THE TOLL ON AFRICA'S FARMING COMMUNITIES, ORPHAN CHILDREN, DILAPIDATED FARMS

By Mercedes Sayagues

Drive around Masaka and Rakai districts, and along the shores of Lake Victoria, in Uganda, and quickly you see the effects of the Acquired Immune Deficiency Syndrome (AIDS) on agriculture: overgrown coffee, dilapidated banana plantations, and empty plots the bush has reclaimed.

Around Mulanje district in southern Malawi, collapsed homesteads tell the same story. AIDS killed the parents, the children scattered, and now the family home is a pile of rubble.

"Families affected by chronic illness and death go through increased workloads and impoverishment, leading to the dissolution of the original household unit," says an assessment of the impact of AIDS in Mulanje, done by the British charity, Oxfam.

African peasant agriculture will never be the same after the AIDS pandemic. But it is taking too long for ministries of agriculture, donors and NGOs to adapt to the grim reality.

More than a decade into the epidemic, there is still insufficient insight into how to tackle the socio-economic effects of HIV/AIDS in rural Africa. AIDS is generally seen as a public health issue. Or, the private sector moans the loss of skilled staff and workdays taken by employees to care for the sick and bury the dead.

Little is said about the changing rural environment, about what AIDS is doing to smallholder agriculture – the mainstay of food

security for the rural poor in Eastern and Southern Africa.

For example, in the Southern African nation of Zimbabwe, AIDS widows in the communal areas are growing less food, because they lack money to hire a tractor, a plough and casual labour. Their savings, tools and farm animals paid for medical and burial expenses for their AIDS-stricken husbands.

"From the time one adult family member is bed-ridden, AIDS compromises the nutrition and food security of the family," says Godfrey Ssewankambo, deputy director of Uganda's Women's Effort for Orphans, an NGO that gives loans for small business to foster parents and skills training to orphans.

Cash crops also suffer. In Zimbabwe, for the last two years, the Commercial Farmers Union has posted figures of declining yields by smallholders, hovering around 60% less for maize and just under 50% for cotton and vegetables, due to AIDS-related loss of workers and workdays.

The production of coffee, a major cash crop in Uganda, has remained stable since the pandemic began. But replanting old coffee bushes requires lots of labour and this is what Uganda coffee growers, nearly all peasant farmers, sorely lack. Coffee-growing areas along Lake Victoria have the highest AIDS rate.

"The bottom line is that AIDS causes an acute shortage of labour and tremendous dependency on

female and elderly-headed households," says Gary Howe, director for Africa at the International Fund for Agricultural Development (IFAD).

A new report by the Food and Agriculture Organization (FAO) estimates that deaths from HIV/AIDS in the ten most affected African countries will reduce the labour force by 26%, seriously undermining food production and security. Since 1985, about seven million agricultural workers died of AIDS in 27 affected African countries, says FAO. Sixteen million deaths due to AIDS are projected in the next two decades.

Because adults are dying young, traditional skills are not transmitted. Among the pastoralists in eastern Uganda, herd care is deteriorating. Zoonotic illnesses (transmitted from animals to humans) are rising. For lack of shepherds, the herd cannot travel far or for long, hence over grazing near water points and homestead increases.

As men die, a new clientele – women and youth – is emerging for agricultural schemes and extension services. "It is time that extension workers are trained on the specific impact of HIV/AIDS and they advise women farmers on effective labour and income coping strategies," says a study by Chieza Muchopa, from the Department of Agricultural Economics at the University of Zimbabwe.

These strategies could include changes like the hardy, labour-easy and drought tough cassava, sweet

POVERTY, WOMEN AND HIV/AIDS CONT ...

potatoes and sorghum could displace rainfed maize as a staple subsistence crop.

New plant varieties with higher yields and better pest and drought resistance are needed, perhaps drawing upon local varieties of indigenous grain crops.

So far, the thrust of modern agricultural extension has been care-and-chemical intensive. "This ought to change. We should look more at indigenous technologies such as mulching, inter-cropping, and seed selection," says Magdakene Nyiranahoro, a researcher at Makerere University in Kampala.

Labour-saving practices like zero tillage and capital-saving technology such as high yielding and early maturing varieties that need less fertilizer and pesticides can reduce work and costs.

Tools and ploughs should be lighter, hoes stronger. Weeding and harvesting are still done with backbreaking technology, but applied research could devise new, cheap and better tools for local production.

As HIV/AIDS changes the agricultural landscape in the rural areas, land rights for women also are crucial. Widows dispossession is common across Southern and Eastern Africa. In patrilineal societies, the husband's family is entitled to his goods. Often widows and children are evicted of the house in town or the homestead. They need security of tenure.

In matrilineal and matrilocal societies, such as Malawi and northern Mozambique, a husband moves into the wife's area. If he dies, the wife keeps the land and the children. If the mother dies, the man returns to his home area, frequently takes on another wife and neglects the children.

Traditionally, the maternal uncle should care for the orphans, but in practice, he gives advice and little else. In the absence of a grandmother, "death of a mother plunges the family into poverty and leads to the breakup of the family unity," says Oxfam.

The combined effects of demographic pressure, economic failure and household dissolution due to AIDS, are creating a generation of uprooted youth. "There are no strategies to deal with orphans," says Kwazi Mazibuko, a development worker in Mdlalanga, in northern KwaZulu Natal, South Africa. Just one community of 300 households has 70 orphans.

Orphans grow up with little education and job prospects and no parental or official support. They may well join the many militias roaming the region, criminal gangs or the army of street kids in towns. Only clear-sighted national policies can prevent a deepening in the social exclusion and disenfranchisement of rural youth.

"It is one of the biggest challenges faced by African governments today," says Paul

Richards, an agricultural researcher and professor at Wageningen agricultural university in The Netherlands.

When all other assets are gone, only the land remains. Across the region, rural families in customary tenure systems appear to resist as much as possible selling the land. But that could change. According to Richards: "If land tenure reform is pursued aggressively in rural regions at high risk of HIV/AIDS, survivors may join the swelling ranks of landless class, a phenomenon hitherto unknown in Africa."

Through widow dispossession and lack of title deeds, rural women risk becoming landless. AIDS-devastated communities are evolving their own ways of coping. In Uganda, women help each other clear and prepare the land. They have formed groups, known as 'Ekibina' clubs, which buy big pots and plastic dishes to be shared at funerals. In the central areas, groups known as 'Munomukabi' (friend in need) organize funerals and comfort grieving relatives. These groups also may arbitrate inheritance disputes and organize orphan care.

Burial societies, customary labour-sharing arrangements for weeding and harvesting, savings clubs and mutual help groups take on new functions. People share farm chores, house repairs and childcare, and change traditional practices such as long mourning periods and expensive funerals.

Reprinted from 'Shaan', IPS Magazine on Gender and Human Rights, June 2001



GENDER, HIV/AIDS AND RIGHTS

The gender dimension is just one of the many factors contributing to the HIV/AIDS pandemic. There is a relationship between HIV infection and poverty, inequality, the status of women in society, social disruption, illiteracy, human rights violations and many other factors contributing to society's vulnerability to HIV/AIDS.⁸

In understanding the complexities of the pandemic, it is important for journalists to have a firm understanding of reproductive health rights and the link between these rights and HIV/AIDS. **Reproductive health rights encompass both the right to reproductive health care and the right to self determination, and include:**

- The right to life, liberty and security;
- The right not to be subjected to torture;
- The right to be free from gender discrimination;
- The right to modify customs that discriminate against women;
- The right to privacy;
- The right to marry and to found a family;
- The right to decide the number and spacing of children;
- The right to be free from sexual assault and exploitation; and
- The right to enjoy the benefits of scientific progress.

The absence of any of these rights places women, in particular, and also men, at a greater risk of contracting HIV/AIDS.

Journalists should be familiar with the following international human rights instruments:

- The United Nations Charter (1945)
- The Universal Declaration of Human Rights (1948);
- The International Covenant on Civil and Political Rights (1966);
- The Convention on the Elimination of all Forms of Discrimination Against Women (1980);
- The African Charter on Human and Peoples' Rights (1981);
- The Convention on Torture and other Cruel or Degrading Treatment or Punishment (1984); and
- The Convention on the Rights of the Child (1989).

⁸ *Linking AIDS with Poverty, Gender and Sexuality, NOVIB, p. 27*

In addition to these, journalists also should become familiar with the action platforms and resolutions from:

- The World Conference on Human Rights (1993)
- The International Conference on Population and Development and the Cairo Plan of Action (1994); and
- The Fourth World Conference on Women and the Beijing Platform of Action (1995).

The international human rights instruments and the consensus documents that have emerged from the world conferences provide a globally acceptable baseline for the protection and guarantee of rights, which if not denied, would reduce women's vulnerability to HIV/AIDS. It is common in many societies for women to be denied their rights to sexual and reproductive decision making on the grounds of 'culture', 'tradition' and religion.

Reproductive decision-making is key to one being able to exercise his or her reproductive health rights, and entails one being able to decide:

- whether to obtain information regarding sex;
- whether to engage in sexual activity and with whom;
- which contraceptive methods to use, if any;
- whether to require a male sexual partner, including a spouse to use a condom;
- whether to have children;
- whether to seek medical attention during pregnancy;
- with whom to have children;
- when to have children;
- how many children to have;
- spacing of children;
- with whom to bring up children;
- whether to abort an unwanted pregnancy.

Source: *Local Action, Global Change, Learning About the Human Rights of Women and Girls*, Julie Mertus, Nancy Flowers and Mallika Dutt, published by UNIFEM and the Centre for Women's Global Leadership, 1999

The 1994 UN International Conference on Population and Development (ICPD) in Cairo, Egypt linked the reproductive and sexual health of women directly to considerations of sustainable population growth and economic development. The ICPD Programme for Action recognised the need of women and men to be informed about and have access to safe, effective and affordable means of contraception and other health care services.

DEFINITIONS

Reproductive health = a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. (*Beijing Platform for Action, paragraph 94*)

Reproductive health care = the constellation of methods, techniques and services that contribute to reproductive health and well-being by preventing and solving reproductive health problems. It also includes sexual health, the purpose of which is the enhancement of life and personal relations, and not merely counseling and care related to reproduction and sexually transmitted diseases. (*Beijing Platform for Action, paragraph 94*)

Reproductive rights = embrace certain human rights that are already recognized in national laws, international human rights documents and other consensus documents. These rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. (*Beijing Platform for Action, paragraph 95*)

The principle of 'universality' – Universal human rights should not be understood as the imposition of one cultural standard. **Universality** establishes a legal and moral standard of minimum protection for maintaining human dignity. Thus human rights must respect cultural diversity and integrity while ensuring that the assertion of cultural rights does not mean the denial of the rights of anyone or of any communities...No human right can be exercised in a way that undermines the human rights of others.

Source: *Local Action, Global Change, Learning About the Human Rights of Women and Girls*, Julie Mertus, Nancy Flowers and Mallika Dutt, published by UNIFEM and the Centre for Women's Global Leadership, 199, pg 62

THE LEGAL FOUNDATIONS OF REPRODUCTIVE HUMAN RIGHTS

◆ The right to liberty and security of the person:

Universal Declaration of Human Rights (UDHR), Article 3; International Covenant on Civil and Political Rights (ICCPR), Article 9(1)).

◆ The right to health:

International Covenant on Economic, Social and Cultural Rights (ICESCR), Article 12)

◆ The right to non-discrimination in the provision of health care and in the family:

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Articles 12(1), 16 (1).

◆ The right to marry and found a family:

UDHR, Article 16(1); CEDAW, Article 16 (1); ICCPR, Article 23(2).

◆ The right to freedom from arbitrary or unlawful interference with privacy, family and home:

ICCPR, Article 17(1)

◆ The right to enjoy scientific progress and consent to experimentation:

ICESR, Article 15 (1).

◆ The right of sexual non-discrimination:

CEDAW, Articles 1-2; UDHR, Article 2; ICCPR, Article 2 (1); ICE-SCR, Article 2 (2)

◆ The right of men and women to have on a basis of equality access to family planning:

CEDAW, Article 12 (1)

◆ The right of rural women to family planning:

CEDAW, Article 14 (2) (b).

The above list provides the media with a human right and the international instrument in which it is found. Journalists can make their reporting more factual and give more information to the public by referring to a specific right in the context of reporting on HIV/AIDS, gender or other issues, and by citing the exact convention or rights declaration where this right is enshrined.

Source: *Local Action, Global Change, Learning About the Human Rights of Women and Girls*, Julie Mertus, Nancy Flowers and Mallika Dutt, published by UNIFEM and the Centre for Women's Global Leadership, 199, pg 63

As a medium which 'reflects' or 'mirrors', as well as challenges the stages of a society's development, the media can report on reproductive health care needs within the social, cultural and economic context of the society in which the journalists are located. This is important because in the same

way that the media should avoid reporting on any issue as ‘the absolute truth’, it should also avoid the notion of ‘one solution’ for all.

In addition to reproductive health rights, which cut across many of the basic human rights, there are other rights which the media should focus on in coverage of HIV/AIDS. NOVIB, in its report ‘Linking AIDS with Poverty, Gender and Sexuality’⁹ identifies the following rights as linked to the HIV/AIDS pandemic:

Facilitator: prepare a flipchart with this information:

1. The right to a sustainable livelihood. AIDS has a serious negative impact on households as well as nations’ social and economic situations. Economically weak vulnerable groups and nations are often unable to take hold of or implement programmes and strategies to reduce the pandemic.

2. The right to basic social services: health and education. Access to primary health care, which includes reproductive health and basic education, is a prerequisite for successful action on HIV/AIDS. The media can keep a more vigilant watch on national health and education budgets , as well as international aid policies, which seek to divert funds from the health and education sectors, especially in countries most affected by HIV/AIDS. Media stories can question and challenge reduced spending in either area, linking this reduction to a blow against efforts to reduce HIV/AIDS.

3. The right to life and security. AIDS spreads fastest where there is poverty, powerlessness and social instability.

4. The right to be heard. There needs to be more involvement of people living with HIV/AIDS in the development of programmes, policies for reducing HIV. And, more importantly, to break the silence, people living with HIV/AIDS need to be given a voice without fear of shame and stigma. Discrimination against people living with HIV or living with AIDS, and their subjection to abandonment, abuse and violence are all human rights issues. In some communities, HIV positive women, have been outcast or even murdered. Wives have been shunned or even accused of murder after their husbands die of an AIDS-related illness. These actions create the vicious cycle of fear and shame which also perpetuate the spread of the infection.

Another issue, which has not received much coverage in developing countries, is the right of partner notification as opposed to strict confidentiality. Should a woman/man have the right to know his/her partner’s HIV status? Should the same right to information apply equally to men and women? People have the right to enjoy their rights (in this case the right to confidentiality), but it is important that in exercising one’s rights, one does not infringe on the rights of other people. With every right, there is a responsibility.

5. The right to an identity (gender/diversity). The elimination of inequality between men and women; discrimination based on sex; and the continued fight for the eradication of gender violence are key human rights issues that must be redressed to reduce the HIV/AIDS pandemic.

⁹ *ibid.*, p. 9

EXERCISE 11

Break the participants into two groups. Ask the groups to read the article 'The AIDS widows' by Sipho Ndlela, and answer the following questions:

1. What are the gender dimensions of HIV/AIDS highlighted in this story?
2. How are women portrayed? How are men portrayed? How are families and the immediate communities surrounding the widow portrayed?
3. What are several reproductive health rights issues highlighted, but not specifically stated as rights, in this story?
4. What messages are communicated in this story?
5. What is missing in the story?
6. Each group should give a short summary of how they would re-write the story from a rights perspective?

THE AIDS WIDOWS

While more and more able-bodied men die of AIDS in this country, few people consider the devastation experienced by the wives and families they leave behind, writes Siphon Ndlela

HIV/AIDS has become a grim fixture in women's lives. Many traditional families are deeply suspicious when their beloved son or brother dies and widows are frequently blamed and resented for surviving their husbands.

And should the cause of death be AIDS, denial is often added to anger. Some families accuse the widow of being a witch and of using the virus to mask the evil-doing that really killed her husband.

Now several concerned groups have sprung up to champion the cause of grieving widows – with varying success.

“Women shouldn't regard marriage as a shield against AIDS,” says Patricia Steady, Gauteng provincial co-ordinator for the National Association of People Living with HIV/AIDS (Napwa). “If a husband is straying sexually, the wife can easily pick up the virus. And even when it's the husband who succumbs to the disease, the widow is often left to deal with hostility, resentment and superstition from her in-laws.”

Steady recounts an incident when her group visited a recently widowed HIV-positive woman living with her relatives. “We were stunned to learn she had been painfully isolated. For instance, she was prohibited from touching utensils, let alone using them. If she inadvertently brushed against cutlery, it was instantly thrown

away. Moreover, she had been banished to a backyard shack in her own house.

“With this kind of stigma and ignorance, no wonder those who are living with AIDS survive for so short a period.”

Steady adds that feeling sorry for oneself leads to emotional stress, which increases the body's viral load and the CD cell count goes down. Consequently, the woman becomes particularly vulnerable to fatal and opportunistic viruses like tuberculosis and pneumonia.

She warns that if wives suspect their husbands of sleeping around, they must insist on a blood test and use condoms during sex.

She adds: “Young women who are about to get married should insist on an HIV test for both partners. It's a simple precaution that could save their lives.”

Virginia*, 34, is an AIDS widow who has felt the pain of homelessness. She and her two children, aged eight and six, were forced to flee their home for fear of being attacked and killed by their relatives, who blamed Virginia for infecting her husband and causing his death. They wandered the streets of Johannesburg, sleeping in Joubert Park.

Virginia cries as she recalls how she surrendered the house she shared with her husband for 10 years. She swears that throughout her married life, she never looked at another man. It was he who infected her, she says – not the other way round.

While she finds it difficult enough to cope with her HIV-positive status, and its

implications, she says it's even harder to bear her in-laws' accusations that she killed the man she loved.

“As soon as my husband was buried, my only desire was to get myself and my children as far away as possible from the family,” she says.

Prior to becoming infected, Virginia admits she was very ignorant about AIDS. “A lot was said about this disease, but I naively believed only white men and homosexuals were at risk. Anyway, I really thought my husband was faithful, so I could never become infected.”

She first realized something was wrong when her husband developed sores all over his body. Later, the same abscesses erupted on her. “My husband could scarcely walk. I had to piggy-back him to see doctors in our local clinic. Yet he stubbornly refused to tell me the cause of his sickness. It was only when the doctor, in my presence, finally demanded he admit what was wrong with him that I learned he had the virus.”

More bad news was to follow. Virginia discovered her six-year-old son was also HIV-positive.

After weeks of homelessness, she, her son and daughter finally came to Nkosi's Haven – a shelter for HIV-positive mothers and their children, named after the young AIDS activist, Nkosi Johnson. Virginia is full of praise for the work done by the shelter, and the care they have received there.

She's bitter about what she's experienced at the hands of her husband and in-laws. “It's difficult to influence stubborn African men

to use condoms. But many married women's fate hangs on their husband's fidelity – or lack of it. All they can do is pray their husbands remain faithful," she says.

Nonhlanhla Sifumba, assistant director of Soweto HIV and AIDS Counsellors (SOHACA), says Virginia's case is by no means unusual. AIDS widows are twice cursed, she says – first by becoming infected through their unfaithful husbands, and then again, when their in-laws turn on them and ostracise them.

"These women endure life with their promiscuous husbands, on whom they usually depend financially. Often, their children are born HIV-positive. Then they suffer the indignity and injustice of their in-laws' accusations," she says.

Sifumba says she's inspired by the courage and strength of the AIDS widows she sees. "Many bereaved women come in to seek support from our group. They say they'll endure anything for the sake of their young children.

"It's heartbreaking to be in the presence of these women. They worry about their children, but they themselves desperately need medication and emotional support. Sometimes I wish men could see the results of their promiscuity and selfishness."

Sibongile, 36, says when her taxi-driving husband of 15 years contracted HIV/AIDS, he kept it to himself. "He fell ill in 1997, but we only learned the true nature of his sickness when we visited him at the hospital. His medical card read: 'HIV-reactive'.

"When I confronted him, he said, he'd been afraid to tell me because he thought I'd run away," she says.

Sibongile agonized about having herself tested for the virus. "Although I couldn't detect any symptoms in myself, I was terrified I might have it. I kept putting it off. In the end, fear and concern for my children got the better of me, and I had the test. The result was positive."

After Sibongile's husband passed away, she was left unemployed with two schoolgoing children to support. She says her in-laws blamed her for the death of her husband. "Since my children's father died, we've grown apart from his relatives," she says. "I didn't expect them to help, anyway."

Sibongile says at the time of her husband's death, they had been living in her own parents' house, rather than his family's. "Thank God for that! We would have been thrown out for sure," she says.

Sibongile depends on charity to survive. "I have no source of income other than the disability grant (R550 per month) I receive from the government. When I have nothing to cook in the house, one of my friends helps me," she says.

Sibongile says she's lost all interest in sex. "I don't know what kind of animals men are! Even when I tell them I'm HIV-positive, they still want to sleep with me."

Motlagomang*, 28, lost her husband to AIDS in 1999 and was left with a five-year-old daughter to support. Up until then, she, her husband and child had lived for nine years in her in-laws' house. However, when he passed away she was ordered by his parents to pack her bags and leave.

"When I begged for time to search for an alternative accommodation, they refused. Instead, all of my possessions were

thrown onto the street," she recalls. Mosotho and her child had nowhere to go.

"Relocating to my pensioner mother in Lesotho wasn't an option. Luckily, I found temporary shelter with friends of mine. "We were living a nomadic life; my child and I would stay in someone's house for a day, then move to another for a second day. It was awful. We felt like beggars.

"Some people were kind, but others were nasty – particularly when they heard my husband had died of AIDS. They would throw us out immediately."

Mosotho's fortune finally changed when a woman from Lesotho offered her permanent accommodation. "She sheltered me and my child simply because we come from the same homeland. She's a marvelous, compassionate soul," says Mosotho.

Mosotho has since found a new boyfriend. "We use condoms for protection. I only told him about my AIDS status after we'd been seeing each other on and off for two years. However, I had the biggest surprise when I learned he was HIV-positive too." Jane Mwease, assistant manager at Nkosi's Haven, says she's seen many women come to the shelter because they have nowhere else to go. The stigma they run from is a cultural problem born of prejudice and ignorance, she says, and it will require years of education to eradicate. Meanwhile, Nkosi's Haven is one of the very few refuges offering practical help to these women and their children.

"Nkosi's Haven's purpose is to maintain the bond between HIV-positive mothers and their children," she says. "WE grant shelter specifically for women

The AIDS widows continued ' ...

because the rate of rejection and destitution is high among women living with AIDS.

“Among black South African communities, when a male is infected he usually receives unconditional support from his family. Women, however, are always blamed. But women are strong, by nature. Most mothers wouldn't resort to suicide – they think about their children and find the strength to battle through it.

“Nkosi's Haven doesn't accept women who have full-blown AIDS. We don't have the resources and facilities to care for them. We take women who are still physically able to do things for themselves,” she says.

Despite the good work it does though, Nkosi's Haven – situated in Berea, Johannesburg – has also had its share of problems. “Local women have complained bitterly that their men will be infected by women living here. Others have even demanded that we lock our

infected women inside! It's taken many meetings and workshops to turn this negative attitude around. We've now reached the point where most of our neighbours accept our presence and have begun to understand what we do, and why. Some have even volunteered to help with the children. “It's very heartening to see prejudice recede, but we still have a long way to go,” she says.

“Nkosi's Haven accommodates 12 children and 27 mothers. They receive basic medication from hospital, and we teach them skills and educate them on living with the virus. We also educate, feed and clothe the children. All these services are free of charge.

“We have a psychologist who visits twice a week to counsel residents. Eight of our children are AIDS orphans – but not all our children are HIV-positive.”

Mwease says most of the women refuse visits from husbands or partners. “You must realise that

they come from abusive situations. Their partners and relatives rejected them and chased them out of their homes. As a result, many of these women are angry; they've had to sleep in open parks and bus shelters with young children, and walk the streets looking for scraps of food.

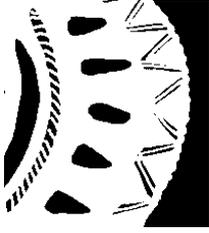
“However, women here are free to visit friends and family should they wish to. We only stipulate that they must carry condoms with them.

“A woman who falls pregnant in this institution is summarily evicted. We teach them that in their condition, it's highly irresponsible to have unprotected sex.

“However, we encourage them always to think positively, about their situations and their futures. Being stressed and negative takes its toll on the body, and makes it even more vulnerable to infection,” she says.

**not their real names*

source: TRUE LOVE magazine, September 2002, pp 123-124



MODULE THREE

IMPROVED KNOWLEDGE AND SKILLS



INTRODUCTION

GOOD REPORTING

As journalists gain new knowledge on how to cover ongoing issues in society, this knowledge has to be translated into stories for the media. The media principles of good reporting are:

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

Accuracy is one of the hallmark principles of the profession. The journalist should always strive to present facts, and not his or her opinions and biases and prejudices, when writing news, news analysis and feature stories. Journalists should never bend, twist or create ‘truth’.

Balance is created through providing a **diversity of sources** in a story and by ensuring that the journalists’ own biases and interests do not influence what facts are included or excluded; and, who is interviewed and who is not. In a 1996 IPS training programme on gender in the media, journalists admitted that women are often not interviewed because of the journalists own beliefs such as, ‘women are not knowledgeable on issues’; ‘rural women are illiterate and uneducated’; ‘women do not know anything about economics’. These biases kept the journalists from interviewing 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, the dominant view, as well as conflicting or complementary views .

Getting the right facts, situating the issue being reported on 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.

QUESTION EVERYTHING

Added to the skills outlined above, the journalist also needs to sharpen the skill of ‘**questioning the conventional wisdom**’. A journalist should begin to approach information with a healthy scepticism – ‘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 of 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. When a journalist also understands how gender infuses the HIV/AIDS pandemic, then he or she will begin to ask different questions about the information at hand and produce 'new' stories.

UNDERSTANDING DATA

Journalists need to enhance their skills to understand and use data correctly.

The following are good pointers to remember :

Using Statistics in a Story

- 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 currency of the 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 analysed. 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.

Source: Reporting on HIV/AIDS in Africa: A Manual, written by Julie Beamish and published by the African Women's Media Centre, Dakar Senegal

EXERCISE 12**WORKING WITH DATA**

The facilitator can develop several exercises to help journalists grapple with understanding data. One idea: provide each participant with a set of statistics on HIV/AIDS prevalence from the most recent UNAIDS or any other available report which presents the figures disaggregated by sex. Ask each participant to write a short three paragraph story using the data provided. Allow enough time for the participants to write the short stories and to share them with the group. The participants together with the facilitator can correct and discuss the stories presented for accuracy and comprehension of the data provided.



SECTION TWO



LANGUAGE AND TERMINOLOGY

**“The language of AIDS must change.
No disease should victimize anyone.”**

*Maria Ndlovu, assistant manager of Transnet's Education for AIDS Project in
'Survivor Lends A Strong Hand' by Ferial Haffajee,
'SHAAN', IPS magazine on Gender and Human Rights, June 2001*

Reporting on HIV/AIDS requires that journalists understand medical terms associated with the disease so that their reporting can be accurate. By correctly defining the terms, journalists are better able to do research, ask the right questions and interpret data in ways that can help the general public become better educated and informed on HIV/AIDS.

Some of the common terms used in HIV/AIDS reporting which journalists should know are the following.

Facilitator: *Hand out the following sheet to each participant and spend several minutes going through the definitions with the group.*

DEFINITIONS

Incidence/Prevalence: These do not mean the same thing. **Incidence** refers to the number of new infections within a defined period of time, while **prevalence** is a snapshot of the total number of people infected at a given point in time, usually expressed in terms of annual increase. An HIV **incidence** of 20 per cent means that 20 per cent more people will contract the virus in a given year than in the previous one. A **prevalence** among adults of over 30 per cent means more than 3 in 10 adults is living with HIV.

Palliative Care: This is treatment which does not address the disease itself but improves the quality of life of the infected person, and it includes good nutrition.

Home-based Care: The term is widely used, often in a positive light, but there is insufficient interrogation of who does the caring or whether there is any care at all for the patient. Home based care, in the face of stigma, lack of nursing skills and other financial and social priorities, sometimes becomes a form of neglect. 'Care' is used as a euphemism to cover care and support, which can be done in the home under the right conditions, and , for treatment, which properly belongs in hospitals or clinics.

Mother to Child Transmission: Transmission can occur before, during or after birth. This term places the onus of spreading the disease on a woman, ignoring that the woman is only the last link in a chain. A preferred term is parent to child transmission; perinatal transmission also is used because this shifts the emphasis to when the infection occurs and away from who is seen to have caused it.

Transmission: This word tends to be used to mask the fact that what is being talked about is sex because many people and journalists are uncomfortable talking about sex.

Serro Status: Simply means whether an individual is HIV positive or HIV negative.

Treatment: The issue around this term is whether one is telling the full story or just a narrow story. In South Africa, for example, the discussion has become narrowly focused around a particular disease and particular treatment, ignoring the broader political issues around prevalence of disease and unavailability of treatment generally.

Cost of treatment: The direct cost of treatment for HIV/AIDS includes: doctors' fees, test fees (for the HIV antibody test, X-rays, etc), hospital fees, fees for drugs and other forms of treatment and fees for home and hospice care.

Syndrome/Disease: AIDS is, by definition, a syndrome, i.e. it is a cluster of specific diseases, any of which the infected person might recover from.

Anti(retro) viral: Having the property of attacking (retro) viruses.

HIV : Human Immunodeficiency Virus: HIV is a retrovirus which enters CD4 blood cells, where it converts its RNA into DNA by using an enzyme known as reverse transcriptase. This allows the virus to replicate itself. It also disables the body's immune system and eventually leads to the development of AIDS.

CD4 cells: A type of blood cell, also known as T-helper cells or T-cells. When the immune system is functionally normally, CD4 cells protect the body by recognizing and destroying viruses and bacteria.

DNA: Deoxyribonucleic acid. The genetical material of most living organisms.

RNA: Ribonucleic acid. An organic compound storing genetic information.

Viral load: The quantity of the virus in the bloodstream, which is measured by sensitive tests. These tests are unavailable in most of Africa (this would be a good investigative story for journalists in African countries where the tests are unavailable).

Window period: It takes the immune system up to three(3) months to produce antibodies to HIV that can be measured in the HIV antibody test. During this window period, an individual tests negative for the virus but is nevertheless capable of transmitting it to others.



AVOIDING STIGMA AND DISCRIMINATION

The language used in reporting on HIV/AIDS should not promote stigma and discrimination of those living with the virus or syndrome.

The majority of training manuals on reporting on HIV/AIDS, as well as manuals on reporting on Gender, devote entire sections to the issue of language. Guidelines to help journalists use more appropriate language have been developed by UN agencies, groups working in the area of HIV/AIDS, by journalists themselves in discussions on ethics, and by those living with HIV or living with AIDS.

The following guidelines were developed by the United Nations Development Programme (UNDP) for reporting HIV/AIDS.

Facilitator: *Write the UNDP guidelines up on the flip chart or board for the discussion on language. Where appropriate, draw parallels with reporting on gender to continuously show linkages and build on the knowledge content of the earlier section on gender and the media.*

GUIDELINES ON LANGUAGE – HIV/AIDS REPORTING

- Use language that is inclusive and does not create or reinforce a “them/us” mentality.
- Do not use language that is drawn from the context of war.
- Use language that is value neutral, gender sensitive and empowers, rather than disempowers. (For example avoid the term ‘victims’ and instead use ‘survivors’. The same refers to women, men, girls and boys who face gender violence. A good quote to stick in one’s mind is that of Charlene Smith, a South African journalist who has reported on her experience of being raped by a man who may have been HIV-positive: **“We are only victims if we are dead.”**)
- The journalist should become fluent in HIV/AIDS terminology and then use language that is appropriate for the journalist’s audience.
- Use descriptive terms which are preferred by the persons themselves who are often referred to in reporting on HIV/AIDS (for example sex workers instead of prostitutes).
- Do not use words like “body fluids” in relation to HIV transmission because some fluids like saliva, sweat, tears, do not transmit HIV. It is better to specify the fluids that can transmit the virus such as blood, semen, vaginal fluid, breastmilk.
- Use the word ‘patient’ when referring to an individual who is in hospital or the story focuses on their medical treatment.
- “Having more than one sexual partner “ is preferred to promiscuous which has a negative meaning and attaches a stigma.
- Avoid using the host of acronyms that have crept into the language of HIV/AIDS such as PWA(People with AIDS). People living with HIV or with AIDS is better so that individuals are not reduced to letters.

LANGUAGE		
Avoid AIDS/HIV carrier	Because No-one “carries” the virus or disease	Use instead HIV-positive person/ man/woman with HIV/AIDS
AIDS virus	The virus exists whether or not the individual has developed AIDS	HIV, the virus which causes AIDS
AIDS test	The test does not confirm whether an individual has developed symptoms of AIDS	HIV (antibody) test
Catch AIDS	IT IS IMPOSSIBLE TO CATCH AIDS	Contract HIV or become HIV positive
Full-blown AIDS	There is no partly-blown AIDS	AIDS
HIV and AIDS HIV or AIDS	They are not two diseases; also, remember that AIDS by definition is a syndrome	HIV/AIDS
Innocent	No-one chooses to contract HIV	Do not use the word
Safe sex	No sex with a partner is 100 per cent safe	Safer sex
Scourge/plague/ killer disease	The words are sensationalist, create alarm and inadvertently stigmatise those with the disease	Disease, epidemic, illness

Source: Martin Foreman, 'An Ethical Guide to Reporting HIV/AIDS,' in *Media and HIV/AIDS in East and Southern Africa: A resource book*, UNESCO 2000, p. 33



SECTION THREE



INTERVIEWING SKILLS

The interview is one of the most critical activities in the process of gathering information for a news analysis or feature story. The way the interview is done will determine the quality of the final story.

Sharpening one's interview skills requires the journalist to also strengthen research and communications skills.

Interviewing people who are HIV positive, those living with AIDS and those who often are the caregivers, poses an extra challenge to journalists who must adorn a cloak of sensitivity, while being able to break through the silence and taboo in many cultures of openly talking about sex. In many cultures, it is considered taboo to discuss issues of sex and to name them explicitly, especially because words such as 'virus' and 'condom' do not exist in the local languages.²

The journalist has to be aware of the cultural factors that can compromise people being open with information which is important for a good interview. Culture is a complex phenomenon in terms which people both form and express their sense of identity.³ It is a way of life, made up of values, beliefs and practices which inform thought perceptions and behaviour.⁴

In many cultures, because of gender roles and how women and girls are socialized, women are less eager to speak openly, or honestly, about the 'private', and issues related to sex and sexual behaviour. And, if an interview takes places where both men and women are present, women will fall silent and leave the discussion to the men.

An Indian proverb says: "Virtuous is the girl who dies without a sound". Throughout the world, a 'good woman', does not openly reveal her hurts, her pain, leading to silence on sexual abuse, gender-based violence and a denial of sexual rights. This silence perpetuates the violation of women's sexual and other human rights, and is a factor in women's vulnerability to HIV. A 'good woman' also does not complain when left with the care of her infected husband or other relatives, while at the same time bearing the brunt of discrimination and stigma herself.

Understanding gender roles (especially why women may tend to be silent or less forthcoming during an interview), gender relations as well as knowledge of the cultural and social factors that underpin the society within which the journalist works, helps the journalist to become better forearmed with an understanding that can help him or her to break through to **'what is not being said'**.

¹ Julie Beamish, *Reporting on HIV/AIDS in Africa: A Manual*, African Women's Media Centre, pg. 16

² SAFAIDS FACT SHEET ON HIV/AIDS AND CULTURE 2002

³ *Culture, Religion and Gender, A training manual for media practitioners, published by IPS Africa, 2002*

⁴ SAFAIDS FACT SHEET, 2002

In reviewing the interview, the following guidelines can be helpful. Many of the issues raised in the pointers given also are ethical concerns which are key to good professionalism.

The pointers below also are ways to make reporting on Gender, HIV/AIDS and Rights **more humane**. This is different from the idea of **bringing a human face** to reporting on these issues, which often has been translated by journalists into a form of reporting which dwells on one individual's story as a way of telling the stories of all.

Through more humane ways of gathering information and understanding the complexities of issues, journalists may begin to uncover the stories of everyday efforts by women and men who make small decisions to protect themselves but come up against obstacles.

POINTERS FOR A MORE EFFECTIVE INTERVIEW

TIME:

The journalist needs to allow 'time' not only for the interview, but the time needed to gain access to vulnerable and marginalized groups of people who often are not sought out by the media. This may be more than a one-day process, requiring the journalist to gain the trust of those being interviewed.

OBSERVATION:

The journalist should not just focus on the words coming out of the interviewee's mouth, but also on the interviewee's body language throughout the interview which may give clues as to when the person is becoming, for example, uncomfortable with the questions. A silence or pause before an answer may also indicate that a person is searching for an 'appropriate' way to answer the question without giving away much about his or her life. The journalist may then have to think of another way to ask the same question to draw out more information. The journalist should also observe the environment in which the person lives (when the interview takes place within a person's home or community), which again may provide the journalist with information that needs to be followed up on.

LISTENING:

One of the key communications skills which a journalist must strengthen is that of **listening**. To capture what is being expressed, as well as what is not being said, the journalist must re-learn how to give the interviewee his or her undivided attention. *So suspicious is the ear. Its structure has changed. We sit with only one ear toward the speaker, and the other is turned to the nonexistent next beat.*⁵

The 'next beat' that the journalist is often tuned to is the next question he or she has on the list of queries to be put to the person before him or her, or, even preconceived ideas the journalist may have about how the interviewee will respond to the questions posed. The journalist needs to be open (without any preconceived ideas), and should not allow a prepared list of questions to interfere with the ability to listen carefully to the replies given during an interview, as well as to the changes and tone of voice, body language and other signs of emotion which can help the journalist to pick up on interviewing clues.

Prepared questions should be leading and open ended.

A journalist should be flexible during the interview to allow the process to change from that of directing a story, through prepared questions, to one of letting the story unfold.

In this process, new and unexpected stories, might come to light.

⁵ Anna Deavere Smith. *Talk to me, Listening Between the Lines*, Random House, New York, 2000, p. 81

TRUST/CONFIDENTIALITY:

Taking the time to know the interviewee and to explain why the journalist wants the interview and what will be done with the information, can help to avoid misunderstandings and bridge the distance that often exists between the interviewer and the interviewee which leads to 'stock' answers being given.

The journalist also can gain the trust of people by moving beyond the language of 'us' and 'them' when referring to those infected with HIV. This is important because given the wall of silence, journalists often may be actually talking to people who are infected, who may fear they have been infected, or to people who are trying to stay uninfected, often against considerable odds. The journalist can share personal experiences with the interviewee during the course of the interview to create empathy, show understanding and to break the barrier of 'them' and 'us'.

Using the same analogy of 'them' and 'us', journalists also should avoid asking women: 'what do women want?' This often connotes in tone and in meaning that 'women's concerns are isolated' from the concerns of 'others' in a society.

Trust also involves the journalist not promising to the interviewee more than what he or she can deliver. Usually a journalist cannot help directly in a situation of need, but a journalist may make a contribution by just telling the story.

And, the journalist, once gaining access to someone who is willing to speak while facing discrimination and/or abuse, must find ways to attribute the person's comments without putting them at risk.

It is important for the journalist to be clear from the outset with the interviewee and throughout the interview on what is considered confidential. Issues of disclosure of one's HIV status are often sensitive and have far-reaching implications for those in vulnerable positions. A study on HIV positive women in Zimbabwe found that for women, there is "a considerable tension between the need for the comfort of telling someone (about their status) and the fear of rejection or stigma".⁶

EMPATHY:

To communicate with the interviewee, it is important for the journalist to exercise interpersonal skills such as knowing when to speak and when to keep quiet. The journalist should show an understanding of a person's situation however without showing pity, which sends a signal of 'victim' and 'hopelessness'. It is also important not to focus on '**how**' a person became infected.

⁶ *Positive Women: Voices and Choices, Zimbabwe Report by Rayah Feldman, Jo Manchester and Caroline Maposhere, 2002*



SECTION FOUR



CROSS-CHECKING FACTS AND INFORMATION

Given the complexity of reporting on HIV/AIDS, 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 Gender, HIV/AIDS and Rights will only emerge when the journalist has a good understanding of the issues and 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 organisation? What was the research methodology used? Do the findings match the statistics?

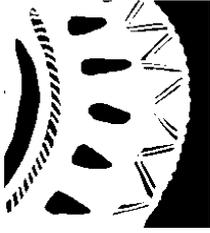


WRAP-UP AND NEXT STEPS

Using the detailed outline of the Modules provided in the Introductory section to this manual, the trainer/facilitator can review the key points taught during the training seminar.

After this summary review, the facilitator can also ask the participants the following questions to get their participation in the review of the modules taught:

1. What new knowledge have you learned?
2. What new perspectives have been explored in the training?
3. How does this knowledge relate to our work in the media?
4. Ask each participant to write on a paper how he or she will use the training. This should be written in duplicates—the trainee should keep one copy and give the other copy to the trainer/facilitator?
5. Prepare an evaluation form prior to the training and ask the trainees to fill in a written evaluation of the training?



ANNEX

TRAINER'S GUIDE

Here is one example of how the manual was used in the Caribbean pilot-testing, and of how the trainer/facilitator used the pointers, discussion, handouts, etc in the manual to develop her own guide for the training.



GENDER, HIV/AIDS AND RIGHTS

WORKSHOP FOR CARIBBEAN CORRESPONDENTS OF INTER PRESS SERVICE (IPS) ALHAMBRA HOTEL, KINGSTON, JAMAICA

Trainer: Suzanne Francis Brown
Rapporteur: Ann Ninan, India
Coordinator: Corinne Barnes
Presenter: Patricia Watson, Gleaner Company, Jamaica

Participants: Peter Richards(Trinidad)
Mohanie Chouthi (Trinidad)
Odette Campbell (Grenada)
Carol Martindale (Barbados)
Trudy Simpson(Jamaica)
Onika James (Trinidad)
Bert Wilkinson (Guyana)
Lloyd Nicholas (Minneapolis)
Howard Campbell (Jamaica)
Claude Mills (Jamaica)

CHECKLIST: Flipchart & markers; cards; tape
Handouts**
Newspapers
Clippings – participants & IPS



DAY 1: THURSDAY NOVEMBER 7, 2002

9:00 am

Introductions & Background Information

- **Welcome** to Jamaica and IPS Training Workshop on Gender, HIV/AIDS & Rights;
- Note the 3-day **programme is modular**; each module designed to provide the content and understanding needed to move from one section to the next. Note **recap** each morning as link to new section.
- Briefly intro three **modules**; note that module 3 reviews aspects of good reporting and interviewing skills needed to competently handle reporting on Gender, HIV/AIDS & Rights.
- Note several **exercises and handouts**; Check re newspapers; Note daily paper for exercises.
- Note being joined by **students on Day 2**.

- **Self-introduction** [Past work with IPS Gender Mainstreaming progs in Caribbean; Women Feature's Service (WFS). Journalist; freelance communicator. Teach part-time at CARIMAC.
- **Participants Intro** – Use lottery; Name-Country-Media house-Extent, IPS
- Questions: How many have written at least one story dealing with women's rights; gender inequalities; gender discrimination; issue where primarily voices of women? How many have written on HIV/AIDS; How many cover HIV/AIDS regularly? How many write regularly on women's rights, etc?
- Of those who said 'yes', **why** do they focus on these issues; what got them started? What has been their editors' response (if it wasn't an assigned beat). Note positives – journalist carving out niche; editors seeing need for missing issues on news agenda!
- Has the journalist had any public feedback on either issue? What? (Note the difference if from within group being covered, or from outside the group) –{Not in manual}

- **Trainee Expectations** –

USE CARDS & MARKERS – ONE EXPECTATION EACH

Display & Read; relate to module outlines [PUT ON FLIP CHART so can group with cards]. Note any that won't be met in this training.

MODULE 1 – GENDER ANALYSIS FRAMEWORK

(via Understanding gender; discussing role of media and importance of incorporating a gender perspective into media coverage on all issues; and building gender analysis framework for media)

MODULE 1 PAGE 1-2

- 1995 Beijing Platform - Concerned re media
- Platform calls for more access of women; governments committed themselves to more balanced portrayals in media
- Major obstacle – journalists biases based on socialisation
- Platform encourages professional guidelines + support for alt. Media
- Focus on women because of existing imbalance
- Idea of gender =women leads to isolating women's needs and interests, rather than connecting them with society and focusing on inter-relation of gender roles, resource access and power
- Must mainstream women's & men's voices and perspectives in all coverage
- Importance of gender training for media – to redress negatives; highlight bias; recognise imbalances in women's and men's voices; provide skills

Gender Awareness & Gender Training

Definitions : What is Gender? – **seek current understanding:**

Exercise 1 – What is Gender v Sex? (20 mins)

Handout: Sex & Gender – **Read aloud, then distribute**

Exercise 2 – Gender Quiz (10 mins)

Gender Stereotypes

Write up Definition of Stereotypes –

'Reducing a person to a mere instance of a characteristic'

Discuss common male/female stereotypes (10 mins)

NB: Gender stereotypes are socially constructed beliefs about men & women; constructed through sayings, songs, proverbs, media, religion, culture, custom, education, drama, etc

Exercise 3 – Participants in groups (20 mins)

Discussion re- main images of men & women transmitted through language, popular culture, media, etc? Impact? How to change stereotypes?

The Role of the Media – review to contextualise need for gender perspective. NB quote: "This book is dedicated..."

Values

Exercise 4 – *Values Clarification* (20 mins)

[Note journalists' perceptions; quotes of commonly held beliefs;

similarities]

Handout: Independent Media (**Someone to read**)

Editorial Independence – core of press freedom

[NB: it's #5 that journalists & editors can change; highlights hidden force – socialisation – on what journalists & editors think men and women 'should' do; and which slip into media leading to ne. Or stereotypical portrayals and exclusion of women sources.

Note 5 points re effect of bias. **Write on flipchart:** Journalists should always remember that when they put facts, data, quotes & information together into a news story or programme, they are always communicating a message.

1:00 pm- 2:00 pm LUNCH

2:00pm

Communicating Gender in the Media

Journalists as Communicators: Not Objective; Aware!; Balance!

Handout: Communicating Gender

Exercise 5 – Communicating Gender (45 mins)

A Gender Analysis Framework for the Media

Handout: Definitions – Discuss

Why is the framework necessary?

Discuss who gets covered; perspective etc

Hard/Soft News

Handout: Gender Analysis Questions

Exercise 6 – Gender Analysis of the Media (Analyse articles using checklist questions (40 mins)

[Identify participant to do brief recap of Day 1 at start of Day 2]

4:00 pm

A Jamaican Journalist's Experience Reporting HIV/AIDS – Patricia Watson, Gleaner Company, PAHO Awardee

6:00 pm

End of Day 1



DAY 2: FRIDAY NOVEMBER 8, 2002

NB – Gender is an issue & an aspect of many issues; it is different from sex; despite misunderstandings or various agendas, it is not – women. It informs many stereotypes and is lodged in the way we are socialized and hence in biases we and others have. It is important to recognise these, and the interconnectedness of our inherent biases we and others have. It is important to recognise these, and the interconnectedness of our inherent biases, experiences, expressed beliefs, etc – and to recognise that few people are all right or wrong, good or bad. Note also that we are not just individuals but have a special role as media practitioners and communicators – role including social responsibility as well as technical task to inform, educate and entertain; need to recognise gaps, put aside complacency, seek out ways to incorporate social and rights agendas, always recognizing realities of the newsroom.

9:00 am Link from Day 1 –[Participants] – Key gender analysis questions;

Exercise – apply to stories from newspaper

Introduction: Gender & HIV/AIDS

Reporting that focuses on ‘Risks*’ (Risky Behaviour) rather than ‘Harms’ (Harmful Effects)

Exercise – Exchange stories on HIV/AIDS; read; Summarise findings on type of reporting involved

Exercise 7 – Own values Clarification (45 mins) Cards & ques.

How to mainstream HIV/AIDS in all issues?

Exercise 8 – Story Ideas (30 mins) [Examples]

HIV/AIDS Language & Terminology

Handout: Definitions

Discussion (15 mins)

Introduce Language for HIV reporting – write up pointers/discuss

Handout: Language

Discussion – Language (30 mins)

1:00 pm –2:00 pm LUNCH

Gender Dimensions of HIV/AIDS

Risks to Women – Powerlessness

Risks to Men – Socialisation

Discussion – Acceptable Male Behaviour (15 mins)

Link back to How to mainstream gender – NB story doesn’t have

to be about HIV/AIDS or about gender specifically to have element of both

Exercise 9 – Mainstreaming Gender in HIV/AIDS

Reporting (Use day's newspaper) (10 mins)

Exercise 10 – Mainstreaming Gender (Use articles provided from **IPS** magazine(SHAAN) (20 mins)

Gender, HIV/AIDS & Rights – **Introduction**

Handout: Definitions re Reproduction & Rights

Handout: Legal Foundations

Re: rights, put up others on flipchart

Exercise 11 – Use article re: Gender & HIV (20 mins)

[Identify participant to do brief recap on Day 2 at start of Day 3]

5:00 pm

End of Day 2



DAY 3: SATURDAY NOVEMBER 9, 2002

9:00 am Recap from Day 1 [Participant]

Introduction: Improving Knowledge & Skills

Good Reporting – Discussion:

- Accuracy
- Balance
- Clear Writing
- Focus
- Sources
- Context

Question Everything

Understanding Data

Handout: Understanding Data

Interviewing

Handout: Interviewing

Cross-Checking Facts

Wrap-up

Review

Exercise – Question & Answer

Evaluation (Informal; written)

1:00 pm-2:00 pm LUNCH

IPS IS AN INTERNATIONAL NOT-FOR PROFIT ASSOCIATION OF JOURNALISTS WORLDWIDE, WITH SATELLITE COMMUNICATION LINKS TO **1200** OUTLETS. THE AGENCY HOLDS **CONSULTATIVE STATUS CATEGORY 1** AT THE **UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL (ECOSOC)**.

THE **AGENCY** FOCUSES ITS DAILY NEWS COVERAGE ON THE EVENTS AND GLOBAL PROCESSES AFFECTING THE ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENT OF PEOPLES AND NATIONS. IT PURSUES THE OBJECTIVE OF EQUAL GENDER REPRESENTATION AND BALANCED REPRESENTATION OF ETHNIC DIVERSITY AND GEOGRAPHICAL DISTRIBUTION.

IPS PROMOTES A GLOBAL COMMUNICATION STRATEGY THAT AIMS TO BRING TOGETHER CIVIL SOCIETY, POLICY MAKERS AT THE NATIONAL AND INTERNATIONAL LEVEL AND THE MEDIA. IN ADDITION TO ITS MAIN SERVICES IN **ENGLISH** AND **SPANISH**, NEWS BULLETINS ARE PRODUCED IN OTHER LANGUAGES, SOME OF WHICH INCLUDE **BENGALI, DUTCH, FINNISH, FRENCH (AFRICA), GERMAN, HINDI, KISWAHILI, MANDARIN, NEPALI, NORWEGIAN, SINHALA, SWEDISH, TAMIL, THAI** AND **URDU**.

