

GBV Prevention Network 16 Days of Activism Campaign: **Media Training Module**

Introduction

The media is a powerful advocacy tool if it is strategically engaged to address violence against women. Within our society the media forms part of civil society – organizations and institutions that are mandated to speak on behalf of the people and hold people in positions of power accountable. The media is also a source of hidden power, affecting us on a day to day basis and influencing/ reinforcing our attitudes, beliefs and practices even when we do not realize it.

During this year's regional 16 Days of Activism Campaign, organizations addressing violence against women can collaborate with the media to take part in the activism. Together, collaborating organizations and the media can ask leaders of all types – policy makers, legislators, opinion leaders etc to use their voice, take action and show leadership in ending violence against women.

However if media reporting does not take into consideration ethical and safety considerations we could cause harm to survivors and reinforce negative social norms that predispose women to experiencing violence. Organizations working with the media therefore have a responsibility to share information and build capacity of the media for responsive and ethical reporting of violence against women.

The training module below is intended for organizations that engage with the media in their efforts to prevent violence against women. It is intended to provide information about violence against women and it's root cause, provide ethical considerations for reporting violence against women and the media's role in holding leaders accountable to take action to end violence against women. It ends with action planning for the 16 Days period and beyond.

How to use this module:

- This module can be used by organizations that work with the media for their advocacy
- The training module is divided into 4 parts and has been planned for half a day
- In order to be effective you may need to prepare for a half-day training (or full day if you allocate more time for discussions) to train media personnel (journalists and editors)
- Each of the 4 parts to the training has their own objectives for the facilitator to check if the session is on track
- The module also has recommendations for preparation at the beginning of each session
- Within each session the module has suggestions for spoken words in italics.
- You could choose to have 2 – 3 separate facilitators for the whole module (if this is possible). It helps break the monotony of one facilitator.
- It is advisable to organize this training earlier in the campaign period so that journalists and editors can actively join the activism during the campaign period. You will need to make preparations before the campaign period commences

- Please read through the module at least twice to prepare adequately before facilitating the sessions.
- You can also read other background materials on violence against women to help you prepare.
- While inviting participants to this workshop please ensure that you have a good number of editors invited. This is because they determine what is printed or aired in the news within each media house
- Be sure to invite journalists and editors from major media houses well in advance so they can dedicate half a day from their work to attend this training

Sections

Violence against Women: The Basics	
A. Understanding Violence Against Women –	60 minutes group work and discussion Four groups come up with examples of the four types of violence against women and girls. A discussion follows about the definition of violence against women and the link between power and control.
B. Effects and Consequences of Violence Against Women – from end VAW	45 minutes mime & discussion Seven volunteers are asked to role play a scene of violence against women. The whole group then brainstorms the effects of violence against women for women, men, children, families and communities.
C. Nine Ethical Principles of Reporting in Violence Against Women	45 minutes Discussion Discuss the 9 ethical principles of reporting of violence and the reasons behind it, providing examples
D. The Media's role in Preventing Violence Against Women	60 minutes discussion Participants brainstorm the roles of journalist and the media in preventing and responding to VAW.

Section A: Understanding Violence against Women¹

(60 minutes)

Objectives of the session

- Guide journalists and editors in understanding violence against women, and types of violence
- Demonstrate the relationship between violence against women and power and control

Preparations

- Write the following definition on a flipchart, and hang it on the wall:
Violence against women is any threat or act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the control of others.
- Hang one blank flipchart on the wall.
- Prepare four flipcharts, each with one of the following titles, and set them aside:
Physical violence
Emotional violence
Sexual violence
Economic violence
- Photocopy the “Violence against Women: Know the Basics” Info Sheet for all participants, found at the end of these instructions. Do not distribute until the end of this session.

Steps

1. Introduce the session:
“Welcome! This session is designed to help journalists and editors understand violence against women and girls. The four types of violence and the effect violence has on all members of a community, and in particular the community’s social and economic development.”
2. Ask one participant to read the statement on the flipchart: “Violence against women is any threat or act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the control of others.”
3. Explain: “There are many forms of violence against women. They are usually categorized into four types: physical, emotional, sexual and economic.”
4. Hang the four prepared flipcharts on the wall, not too close to each other.
5. Explain the exercise:
 - a. “Each group will work on the type of violence named on their flipchart.”
 - b. “Each group has 5 minutes to come up with as many examples of that type of violence as possible.”

¹ Adapted from Michau, L. (2009). SASA! An Activist Kit for Preventing Violence against Women and HIV. Kampala: Raising Voices.

6. Ask the participants to divide into four groups of about 4 to 8 people, by choosing a flipchart and standing in front of it until the groups are fairly even.
7. Ensure there are no questions, and then ask the participants to begin.
8. Alert the participants when only **1 minute** remains.
9. Call “**stop!**” when **5 minutes** have passed.
10. Ask participants to come back to the larger circle.
11. Ask one participant of the “physical violence” group to present their work.
12. Ask the group:
 - a. “**What are some other examples you could put under this type of violence?**”
 - b. “**Does anyone have a question or something to share about this type of violence?**”
13. One by one, ask for a volunteer from each of the other groups to present their examples. After each group ask again:
 - a. “**What are some other examples you could put under this type of violence?**”
 - b. “**Does anyone have a question or something to share about this type of violence?**”
 - c. **Explain “Violence against women is a global epidemic where 1 in 3 women experience physical and /or sexual violence from a intimate partner. 36.6 per cent of women in Sub-Saharan African have experienced violence, (and include national statistics). Violence affects girls and women at every age and stage of their lives from FGM, early marriages and intimate partner violence.”**
14. Go back to the definition of violence against women. Read the last phrase: “**is meant to keep a woman or girl under the control of others.**” Ask participants to turn to their neighbor and discuss what this means. Give participants **5 minutes** for this discussion.
15. When **5 minutes** have passed, facilitate a group discussion about this last phrase by asking the following questions:
 - a. “**Why do you think violence against women is linked to control?**”
 - i. Because as a society we expect men to demonstrate that they are in control of their partners or daughters.
 - ii. As a community, it is seen by many as normal for men to control women. It is thought that without this external control, women are considered unable to manage themselves.
 - b. “**Is violence against women ever not an abuse of power for controlling a girl or woman?**”

(you could prompt participants discussions with the following possible responses: All violence is abuse of power, violence is used to control another person through fear)
Violence is used to control another person through fear.
 - c. “**Even if men experience some of the same acts as women, how is the violence men experience different than that experienced by women?**” summarize the discussion with the following observations
 - i. Men may experience acts of violence but generally, violence is not used as a way of controlling men as it is used for women. For example, if a man experiences violence from his partner it is usually an event – it happens and is over. Violence or the threat of violence is not used as a way of controlling him through fear.

- ii. Men as a group do not live in fear of violence from women as a group. The majority of women live in fear of violence from other men (partners or strangers). Women have this fear because society accepts men's power over them and violence against them.
- iii. Violence experienced by women and girls is systematic. It happens here, across the region and globally, because across the world, societies are shaped by norms that give more men more power than women.

16. Distribute the “Violence against Women: Know the Basics” Info Sheet to all participants.

Section B: Effects and Consequences of Violence against Women²

Objective

- Participants identify and examine the effects of violence

Preparations

- Hang five flipcharts on the wall, each with one of the following titles:

Women

Children

Families

Communities

Nations

Steps

1. Explain to participants: “In this exercise, we will explore the effects that violence against women has on women themselves, men, children, families, communities and nations.”
2. Draw participants' attention the flipcharts on the walls showing the six categories.
3. Explain: “Please turn to your neighbor and take 5 minutes to discuss the social, public health and economic effects of violence on each of these groups”
4. Alert the participants when only **1 minute** remains.
5. Call “stop!” when **5 minutes** have passed.
6. Ask participants: “Based on your discussions, walk around the room and write single words or phrases on the posted flipcharts to describe the effects of violence for women, men, children, families, communities and nations”
 - Consequences for women could be immediate injury, mental illness, poor social functioning skills, social isolation, marginalization, lack of employment, loss of finance, and loss of educational, social and political opportunities and lost wages and productivity, vulnerability to HIV and other STIs

2 Adapted from Michau, L. (2009). SASA! An Activist Kit for Preventing Violence against Women and HIV. Kampala: Raising Voices.

- Consequences for men could be sadness, poor relationships with children, lack of harmony at home, lack of intimacy, ill health, imprisonment
 - Consequences for children could be mental health illness, poor school performances, injury, harm their personal development, anti-social behavior, likely to use or experience violence in their later years
 - Consequences for the family could be loss of income spending on medical care, lack of communication, harmony and thus family development, family break ups
 - Consequences for communities affects social development as it is a barrier to education for girls, costly i.e. expenditure on health and legal services, increased number of social ills e.g. alcoholism street children, overburden on social services (police, health care providers, local leaders etc)
7. Review the five flipcharts with the whole group.
 8. After every flipchart, ask: **“Are there any comments or questions? Does anyone want to add something to this list of effects?”**
 9. Summarize:

“There are many negative effects of violence against women – for women, men, children, families and the whole country. Violence against women and girls adversely affects a country’s human, social and economic development. It hinders poverty reduction efforts and has inter-generational consequences. Ending violence against women is a concerted effort. Everyone can and must play a role in ending violence against women. The media is a strong player in activism to end violence against women. Through your reporting you could highlight the economic and social costs of violence against women to the economy. Join the activism use your voice to take action and end violence against women now!”

Section C: 9 Ethical Principles of Reporting in Violence against Women³

Objectives:

Build the knowledge of the journalists and editors on the nine principles of ethical reporting of violence against women and girls

Preparation

Hang 9 flipcharts on the wall, each with one of the following titles:

1. Accuracy
2. Fairness
3. Impartiality
4. Duty to inform
5. Respecting Privacy
6. Protect sources

³ Content for this session has been adapted from: reporting on Gender-based Violence in the Syria Crisis, A Journalist’s Handbook. UNFPA

7. Payment for interviews
8. Do no harm
9. Survivor centred approach

Steps

1. Explain to participants: "In this session we will explore 9 ethics that the media should follow when reporting violence against women. In the last session we pointed out that the media are key players in activism to end violence against women. However the media can also damage efforts to end violence against women if reporting does not follow ethical considerations. Media activism may involve reporting about commitments made by leaders to end violence against women that have not been met. The media may also report on the laws and policies that need to be in place to end violence against women. Media activism may also involve reporting about violence against women to create awareness this needs to be done very carefully as it could cause more harm than good. In this session we will look at 9 considerations for ethical reporting on violence against women."
2. Draw participants' attention to the flipcharts on the walls showing the 9 principles.
3. Ask the participants to divide into four groups of about 3 to 5 people, by choosing a flipchart and standing in front of it until the groups are fairly even.
4. Explain the exercise:
 - c. "Each group will work on the ethical principle on their flipchart."
 - d. "Each group has 10 minutes to come up with as many examples of how to follow that principle."
5. Alert the participants when only **1 minute** remains.
6. Call "stop!" when **10 minutes** have passed.
7. Review the nine flipcharts with the whole group.
8. After every flipchart, ask: "Are there any comments or questions? Does anyone want to add something to this list of effects? Use notes from the 'Guiding Principles Info Sheet' to make contributions to each group's submission.
9. Summarize:

"There are nine ethical principles that media should follow when reporting on violence against women- accuracy, fairness, impartiality, duty to inform, privacy, protecting resources, payment for interviews, do not harm and survivor centered approach- these are important to protect the survivors and to ensure we are not reinforcing negative stereotypes that fuel social norms which contribute to violence against women perpetuation and its acceptance. Please note principal 9 is crucial and encompasses other principles as well."
10. Distribute the "**Guiding Principles that Journalists Should follow when reporting on GBV**" Sheet to all participants

Section D: The Media's Role in Preventing VAW (60 Minutes)

Objectives of the session

- Participants explore the various roles journalists and media can play in preventing and responding to VAW.

Preparation

- Using the worksheet provided in the 16 Days Action and Advocacy Kit check the status of the following in your country and update the relevant information in step 2 below i.e. in step 2 fill in the gaps that exist in your country Or if you work at local government level region/ territory/ county/ district) that will form the specific asks you have in your country for this campaign
 - Does your country have a National Action Plan to prevent and respond to violence against women? **If you work at local government level, does your region/ territory/ county/ district have an action plan to prevent and respond to VAWG**
 - If your country has a National Action Plan, check if it includes different sectors e.g. health, social-welfare, police, justice, education, and gender. Does the plan include specific budgets for implementation? Does the plan include measurable targets for each sector? Does the plan include capacity building and system strengthening strategies? Does the plan support community based prevention and response? **if you work at local government level check these against the local government development plan in your region/ territory/ county/ district**
 - Does your country have a national coordinating mechanism to prevent and respond to violence against women **if you work at local government level check for these at region/ territory/ county/ district level**
 - If the coordinating mechanism exists does it have sufficient authority?
 - Does the coordinating mechanism have a specific budget for its operations?
 - Have resources been allocated for the effective implementation of the National Action Plan and other policies and laws that prevent and respond to violence against women? **If you work at local government level check for these at region/territory/ county/ district**
 - Write the gaps that exist in your country from your research above on flip chart paper
 - Write: "journalist" and "editors" on the tops of 2 separate flip chart papers.
 - Make available A4 sheets of paper one for each participant for the 'Join the Activism Pledges' exercise

Steps

1. Explain: **In the previous session, we saw the importance of how we report VAW cases. In this session, we will discuss more deeply the various roles journalist and media houses can play in joining the activism to prevent and respond to VAW. Across the region during the 16 Days of Activism Campaign period the entire civil society including the media will as the following from their leaders (political, technical and opinion leaders):**

- To show their leadership by: publically condemning violence against women
 - To develop/ strengthen a multi-sectoral National Plan of Action that spans health, social welfare, police, justice, education, and gender. The plan should include specific operational actions, budgets and measurable targets for each sector
 - To establish a national co-ordinating mechanism with sufficient authority and budget to develop, implement and monitor actions to address violence against women
 - To ensure resources have been allocated through official budget provisions within all relevant ministries to implement the National Plan of Action
2. Explain: **“Specifically for our country we have the following gaps and ask our leaders to take action now to address them”** Please insert specifics from your findings in the preparations for this session, and read them out to participants then hand the flip charts on which they are written for participants to see.
 3. Explain: **“We are going to practically discuss what actions we as the media can take to ensure these asks are met. We will break up into 2 large groups and brainstorm what journalists and editors can do to use their voice to take action and end violence against women.”**
 4. Break participants into 2 groups, and give each one 2 flip chart papers and a marker.
 5. Explain: **“Each group will brainstorm ways the group listed on the top of their flip chart (Journalists & Editors) could use their voices to ensure the specific gaps listed on the flipchart paper can be addressed by our leaders (government technocrats, political leaders e.g. Members of Parliament, opinion leaders e.g. religious and cultural leaders). You have 15 minutes to do this.”**
 6. Circulate among groups to ensure they understand and are coming up with creative ideas. As you circulate you could make the following suggestions to them to prompt their creativity
 - Journalists could research and write stories about the following...
 - Journalists could organize interviews with the following...

Journalists:

- Educate themselves on VAW including the magnitude and consequences in the country
- Research and highlight information in print and electronic media about
 - i. International, regional and national commitments that have been made on behalf of your country and the progress to date
 - ii. Budgetary allocations in national and local government budgets specifically for the prevention and response of violence against women and girls
 - iii. Verbal commitments that leaders have made towards prevention of violence and how far these have gone
- Hold the leadership accountable to make concrete commitments towards ending violence against women
- Informing the public accurately about the magnitude of violence against women and girls including social and economic costs to the country

Editors:

- Create clear protocol/ or guiding principles on reporting violence against women and girls and do not print
 - Prioritize stories around preventing and responding to violence against women
7. After 15 minutes, call “stop!”
 8. Invite each group to present their ideas.
 9. After all groups have presented, ask “**Are there any comments or questions? Does anyone want to add something to any of these lists?**”
 10. Distribute the A4 sheets of paper one for each participant. Explain: “**Now each of you is going to make pledges towards your role in the activism for this campaign. Get one A4 piece of paper and fold it in half. Indicate your name and the media house you work on each half. On each half of the paper write a minimum of three actions you as a journalist or editor will take (pick from the actions suggested by the groups in the previous exercise), also indicate the possible dates when these actions will be taken. This will last 10 minutes. After the ten minutes you will remain with one half of the paper as your personal reminder and we will take the other half as our reminder of your activism pledge.**”
 11. After 10 minutes ask participants to stop, you can ask a volunteer to collect the other half of the pledges that have been made for you to follow up these pledges.
 12. Summarize:
 - **We all can and must join the activism to end violence against women**
 - **The media is a critical partner in this activism we hope that the pledges made today will be fulfilled and that many more actions will be taken beyond the 16 days of Activism Campaign period to make sure our leaders recognize violence against women as a human rights violation and take action to end it**
 13. Ask participants if they have any reflections they would like to share
 14. Thank participants for their participation and close the session.
 15. Collect the pledges from the participants. Type the pledges in a table on Microsoft Word or Excel and assign one person to follow up the pledges and commitments.