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of Journalists

# gender equality in the world of work

the experience of conducting gender training for journalists





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**This publication was developed within the framework of the ILO/Netherlands Partnership Programme, under the cooperation project on «Increasing Employability of Disadvantaged Young Women and Men and Other Marginalized Groups in Central Asia and Caucasus Through Skills Development and Entrepreneurial Education»**

## ● Gender Equality in the World of Work

- The experience of conducting gender training for journalists



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## Working with mass-media as one of the shared-policy objectives of the International Labor Organization (ILO)

The primary goal of the ILO is to promote opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Gender equality is a key element of the ILO concept of Decent Work — work that contributes to social progress, equality and economic growth.

ILO is implementing its communication strategies and activities in two major directions: dissemination of information about ILO activities and advocacy work within the ILO mandate. By expanding its audience, first of all through new technologies and communication strategies and methodologies, the ILO promotes the inclusion of the Decent Work objectives in the international development agenda, involving those actors responsible for implementing the conceptual programme. It is

worth mentioning that in the Program and Budget for the biennium of 2004–2005, communication and visibility is defined as one of the six shared-policy objectives of the ILO.

In the 21<sup>st</sup> century, all international organizations need to use informational technologies and instruments in order to promote their ideas: working with mass-media, using the internet, organizing promotion campaigns. Closer cooperation with journalists and the journalistic community can play a crucial role in this respect. One example of such cooperation is a joint project of the ILO and the Netherlands' Government on «*Increasing Employability of Disadvantaged Young Men and Women and Other Marginalized groups in the Caucasus and Central Asia through skills development and entrepreneurial education*». Besides the technical work

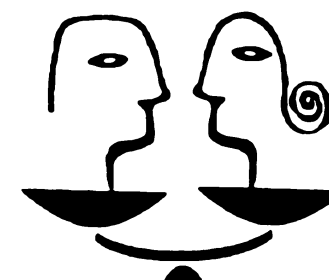


on employment generation through improving vocational and entrepreneurial training, the project has also focused on targeted work with mass media with an aim to increase their gender sensitivity and competence in covering gender issues. The main objective of this particular component of the project was to compose a team of well-trained journalists motivated to start a gender debate in the media.

The ILO has decided to start working with the journalistic community to increase their gender awareness. As declared in the Beijing Platform for Action at the Fourth International Conference on Women (1995), «there is always an opportunity to increase the input of mass media into improvement of the status of women». At the same time, the authors of the Platform for Action expressed their concern, that

«printed and electronic mass media in most countries do not create a positive image of women, who live active and diverse lives and make significant social input in the changing world».

Unfortunately, the situation has not changed significantly since 1995, and the press of the countries of the former Soviet Union is not an exception. In the CIS countries gender problems are not included in the agenda of the regular media debate, although they are urgent issues which are hampering further democratic development. This publication is the result of much effort and work in the sphere of gender education of journalists, initiated in the mid-nineties in Russia, Kazakhstan, Kyrgyzstan, Armenia and other CIS countries by some international organizations, journalistic associations, and gender experts.





In 2003–2005, the ILO Sub-regional office in Moscow started working in close cooperation with the Association of Women Journalists, the Union of Journalists of Russia and regional branches of the International Federation of Journalists in CIS countries. It is important to note that out of the whole range of gender issues, covered by the above-mentioned project, the organizers have specifically selected the theme of **gender equality in the world of work**. First of all, this choice corresponds to the ILO mandate on promoting equality between men and women in social and labor spheres. It involves such issues as hidden and direct discrimination in employment; career promotion; unequal pay; reconciling work and family responsibilities; social protection for people working in the informal sector and many other significant social problems.

Secondly, these issues seem to generate less attention and depth in contemporary media debates, although recently the gender aspect of labor relations has increasingly drawn the interest of the journalistic community in CIS. If we do not achieve gender equality in the sphere of labor relations, we cannot comment on the political representation of women, their participation in decision-making or their role in resolving social problems. That is why the labor market, its reformation and transformation and its diversity and complexity, should be thoroughly analyzed in the media. Without such analysis, it will be very difficult to achieve visible results in the pursuit of equal employment opportunities for men and women.

This publication is therefore meant for gender trainers and lecturers of journalistic faculties in Universities, as well





as for activists of the journalistic community, who are willing to provide gender training for media staff. It is based on the experience of many meetings, seminars, round tables, public discussions and training workshops on gender issues conducted in the last few years in Russia and other CIS countries.

As was mentioned before, a substantial contribution to the development and finalization of this manual was made by the Dutch TC-RAM on «*Increasing the employability of disadvantaged young women and men and other marginalized groups in Caucasus and Central Asia through skills development and entrepreneurial education*». Within this project, round tables and special training on gender issues were provided for journalists in Armenia, Georgia and Azerbaijan. Additionally, national contests were organized in all

three countries. This publication presents the consolidated results and the experiences of these activities.

And finally, a few words to those who are interested in promoting gender equality in mass media. Our publication is not a compilation of ready recommendations and it is not a methodological manual. It is just an initial attempt to summarize the lessons learnt and experience gained in the process of our work; to share with you some of our observations and discoveries. We hope very much that you will contribute to this experience with your own knowledge.

We wish you every success in your work!





## II Main stages of working with journalists

All the work on the promotion of ideas of gender equality in mass media can be divided into four stages.

- **Political statement**, when ILO announces for the first time its intention to start working actively with journalists on the promotion of gender equality in the labor sphere. Such a statement can be made at a conference or at a round table (under the theme, for example, «Gender equality in the labor sphere: the role of media»). It is necessary to invite representatives (preferably, high-level managers) of key national media (press, TV, radio companies), as well as the ILO tripartite constituents (Ministry of labor, organizations of employers and trade unions), other partner institutions, international development agencies, and donors. During such an event ILO repre-

sentatives should emphasize the importance of working with the journalistic community in order to influence public opinion, and to define clearly the plans and perspectives of the ILO cooperation with mass media.

- **Preliminary work with media «bosses»** — people, who, on the one hand, define policy and content of the press to a high extent, and, on the other, make decisions about the participation of staff members in training. Considering their workload and inability to participate in the training themselves, it is desirable to conduct **separate meetings** with chief editors and media directors, providing them with an informational briefing about the purposes of such training. It is also possible to organize short (1–1.5 hours) round tables (in the form of a business



lunch for example), with invited representatives (preferably managers) of trilateral partners.

● **Preparation and delivery of training.** At this stage the main effort should be directed towards the development of necessary materials for the training: its preparation and organization. This stage is described in detail in this publication.

● **Organization of national contests for mass media** with prizes awarded to the best publication, TV or radio program dealing with the issue: «Equal rights and equal opportunities in the labor market». This is a significant and conclusive stage, since in the process of this competition the materials provided for the jury can be used for the evaluation of the effective-

ness of the work done.<sup>1</sup> Participation in the competition is also an excellent professional incentive for journalists to apply their training and knowledge creatively in practice. The organizational process is described in more detail in section IX.



In any case, working with chief editors, it is essential to have a high level of representation from the organizing party. The higher it is, the more chances there are for support from the side of the media bosses. In Armenia, for example, the day before gender training, a short meeting of ILO representatives with 11 heads of national media was organized by the Ministry of Labor and Social Issues of the Republic of Armenia, and was attended by the minister himself. Two central TV channels were invited and the event was covered in the news the same day.

<sup>1</sup> See the text of a Standard announcement in Annex 4.



### III

## Preparation and delivery of training

### 1. Objectives and tasks

It is very important at the beginning to clearly define the list of issues to be discussed at the training. Let us note again, that it is not a basic training on gender issues (although it has some similarities). The program will be focused on covering gender issues in the social and labor sphere, particularly on issues of concern related to the ILO's complex program, dealing with issues of «decent work» such as: opportunities for employment and job creation; direct and indirect discrimination in the labor market; professional segregation; wages; participation in management and decision-making; work-family balance; the social protection of men and women in the world of work, including, on the one hand, maternity protection, and on the other the high level of industrial injuries among men;

and many others. It is important to use practical examples in the training to show how the implementation of principles of gender equality and ensuring rights and opportunities for women contributes to sustainable economic growth and the reduction of poverty. This includes those employed in the informal sector: working at home, migrants, young and elderly employees.

Therefore *the main Objectives of the training are:*

- To inform journalists about the ILO policy in the sphere of gender equality and the main approaches to the solution of gender problems;
- To tell them about gender projects implemented by the ILO in cooperation with the other social partners in this region;

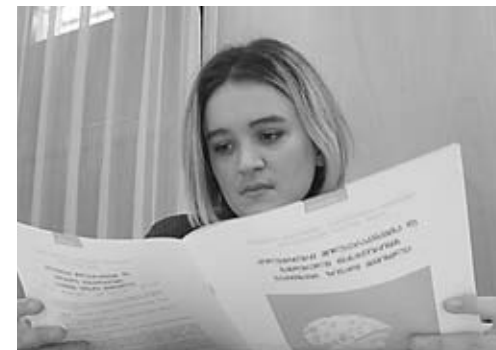




- To discuss key principles and concepts of gender equality in the sphere of employment development, social protection, business education and other socially important issues;
- To discuss the specifics of covering gender issues in the printed press of a given country (group of countries, region), on TV, and radio;
- To demonstrate by practical exercises specific methods of analysis and presentation of gender issues in the printed press, radio, and TV;
- At the end of the training to bring together a well-trained and motivated team of professional journalists, who are prepared to raise important gender issues in the mass media;
- To discuss possibilities for the organization of the competition for the best journalistic work on the issue.

## 2. Participants of the training

Since gender training for journalists will follow the ILO priorities, covering gender issues in the social and labor spheres, it is important to establish contact with the **ILO representatives** before that (in the regional office or with the ILO correspondent in a given country). The best approach would be inviting them to participate in the training. This will not only raise the level of the training, but will also allow the use of their professional knowledge and experience. In the course of discussions some questions may arise (and do arise), which only those professionals are able to answer (for example about the ILO conventions, principles of cooperation with other international agencies, and so on), as well as with other key





**social partners** (Ministry of labor, organizations of employers, trade unions) and other partner organizations (women's associations, NGOs, International development agencies, donor organizations). It would be useful to involve the National Journalist Union and other professional journalists' unions, including journalistic faculties at universities, in the preparation of the training and to invite their participation.

The success of the training largely depends on *the right choice of journalists* with consideration of their needs and interests, as well as their ability to spare 3–4 working days away from their professional duties. It is important to invite journalists from *both national and local media* in order to present different levels of experience, approaches and priorities.

It is preferable to organize the participation (better in even proportion) of representatives from not only the TV and printed press, but also other different types of media (central and local). The separate target group would be students of faculties and departments of journalism from universities and new journalists without practical experience.

If the participants of the training include representatives of the governmental structures, employers' organizations, trade unions and NGOs or research centers/institutions, they should not be included in the educational groups. It would be possible to offer them the role of observers, or jurors for the competition, etc. depending on their gender competence and to encourage their participation



dependent upon the seminar's development.<sup>2</sup>

Our experience shows that women journalists are more often sent to the seminars. It is important to make additional efforts to invite more male journalists, and this should be indicated in the invitation letters.<sup>3</sup>

Another important condition of the success is the continued participation of all trainees during the whole course. It is important to avoid «staff replacement» of journalists.

Optimum number of participants — 25–30 people (including trainers and experts).

### 3. Selection of facilitators and moderators

Both experienced gender experts and professional trainers and journalists, who attended gender trainings, may act as facilitators and moderators. It is advisable that professional trainers get to know the practical work of journalists, the work of journalistic schools and the relevant qualification courses.

It is advisable that there should be 3 moderators during the training — (i) a professional trainer/expert on gender issues, (ii) a professional journalist who is familiar with gender issues and who has already participated in such training, (iii) an ILO representative (gender expert or gender focal point). It is very important that the journalist — training facilitator — is a competent professional, well



<sup>2</sup> Sometimes training sessions have combined participation with journalists and representatives of governmental structures and NGO leaders. In such cases it is preferable to start with the general course and then to divide groups according to their professional interests.

<sup>3</sup> See standard invitation letter in a Annex 1.



known and respected among the journalists. Lecturers of journalistic schools and activists of local journalistic communities may also act in these roles.

The success of the training depends not only on the facilitator's and moderator's experience, but also on participants' activity. One of the conditions for success will be the teamwork of experts/trainers/moderators, their ability to develop one common approach and to work as a team during the whole training. Facilitators should have a common point of view, excellent communication skills, and they should be flexible while talking to the trainees and leading discussions.

#### 4. Language problems and national characteristics

The situation with regard to covering issues of gender equality in mass media in CIS countries is very similar, but every country has its own **cultural and national characteristics**. This means, that it is important to consider local context, whilst simultaneously defending the international principles of gender equality. For instance, many countries traditionally represent women first as mothers and housewives, and mass media uses this image very actively. Even if journalists speak about women-managers, politicians, and businesswomen, they still focus their attention on traditional roles. On the other hand, men, as a rule, are represented in mass media as leaders, managers, and policymakers. Such traditional division of roles is therefore rein-





forced in public opinion and in society, and often considered to be derived from national cultural traditions. Respect of tradition and of the experience accumulated by a nation over many centuries is a necessary characteristic of good journalism. At the same time, as research shows, the desire to maintain national tradition can be interpreted in different ways.

In many countries the rise of nationalist movements was followed by fundamentalist tendencies, and the distortion of basic humanist traditions inherent in Islam, Christianity and other world religions. In recent years, journalists who are not familiar with cultural and religious heritage have tended to repeat and reinforce stereotypes and phraseology, confining women to domesticity and arguing that the concept of mothers participating in socially necessary labor is against the directions of Islam and national tradi-

tions: that a woman's destiny is to serve her family and relatives, and nothing more. Such perceptions not only contradict the constitutions of CIS countries and International humanitarian principles, but disagree with the spirit of religion itself.

In such cases the trainer should demonstrate respect and sensitivity to the opinions of participants about national traditions, but also establish firmly his/her personal position in terms of the universal principles of equal rights and opportunities, accepted by the majority of world countries (including the Declaration of the Millennium, by which we have lived for almost five years). Our task is to develop the most adequate technologies and strategies of implementation for such principles according to local conditions.





With regard to language — the mass media in most CIS countries is working in Russian and in national languages, but the coverage of gender issues in them may sometimes differ and be inadequate. Apart from that, questions very often arise during training concerning the interpretation of folklore sayings and proverbs, and about national traditions. It is very important that one of moderators/trainers is able to speak a national language besides Russian. If this is impossible, it is necessary to provide high quality simultaneous interpretation for the duration of the training. As practice of previous training courses in the Caucasus shows, it is important for participants to express their opinions in their native language (our experience shows that approximately one-third of the audience cannot speak either Russian or English fluently).

## 5. Preparation of materials for discussions

Prior to conducting the training, moderators/facilitators/experts should gather and prepare for discussions: and make sufficient number of copies of **the following hand-out materials**:

- About the ILO policy in the sphere of gender equality, including promotional materials on basic equality conventions №№ 100, 111, 156 and 183 and respective recommendations;
- Texts of relevant national documents on gender equality (laws, legislative acts, national gender strategies/programmes or action plans, recommendations of ministries, etc.);
- Review of national gender statistics;



- Information about women or gender-oriented NGOs (for example, centers of women's employment, women's resource centers);
- Gender analysis of national media (which should be prepared in advance by a representative of a national media according to provided terms of reference);
- Video and audio materials (TV and radio), as well as printed materials for analysis and discussion at the seminar;<sup>4</sup>
- Information about existing gender strategies in national journalists' unions and other professional journalistic organizations on gender campaigns in mass media.

We recommend that journalists use a manual prepared by the ILO sub-regional bureau **«Gender Equality: How and**

**Why to Speak About»**. (see [www.ilo.ru/gender](http://www.ilo.ru/gender)).

## 6. Venue and technical facilities for training

It is advisable to organize training outside of the capital city in order to ensure the participation of all trainees during the whole course, to avoid “staff replacement” of journalists and to create favorable conditions for informal relations after the sessions, which is especially important for the creation of a friendly and understanding atmosphere.

The following conditions are necessary for productive work:

- Conference hall for 30 people



<sup>4</sup> It is necessary to indicate in the invitation letters, that all participants should present (and have with them) their work (on video, DVD, other mediums, or printed materials). See a model invitation letter in Annex 1.



- Additional facilities (ie smaller space) for group work;
- Equipment for simultaneous translation
- Computer and projector;
- Television set and video player for film demonstration;
- Three flipcharts with paper and markers;
- Photo- and (if possible) video camera.

In order to create a good atmosphere for dialogue and the active exchange of opinions, such details as the arrangement of tables are important (we recommend patterns like «herring-bone», chess-board, or separate «slands» with 4–5 people at one table — depending on the size of the audience.



## IV Standard training format

The best timescale for the training is three days, although according to need, character, time and financial possibilities, the program can be reduced to 2 days, or extended to 4 days.

The usual (three-day) format involves, on **the first day**, the introduction of participants to basic concepts, discussion over key issues of gender inequality in social and labor spheres, analysis of the situation in the country, and analysis of styles of coverage of gender issues in the national media.

After preparing the audience for the perception of new information, **the second day** can be dedicated to ILO policy and approaches to the promotion of gender equality in the world of work, presentation of the main tools and promotional materials, and the beginning of practical

At the training in Azerbaijan, Georgia and Armenia we used a film «Remembering the holiday» (Internews, 2003), which covered different points of view on women's problems in 12 CIS countries. The film has become a good basis for opening discussion on existing gender stereotypes and manifestations of gender inequality in post-soviet countries. A copy of this film can be obtained from the ILO Moscow office.

exercises (video shows, discussion of publications).

We recommend for the **third day** a concentration on preparation of individual gender projects: a TV or radio program, an article, a story, discussion in the press — on one of the suggested topics, with





On the second day of training we recommend that you show a documentary based on the national situation. This initiates discussion regarding the gender situation in the country. For instance, in Georgia we have shown a film «The Invisible» about women-migrants from Azerbaijan, working in the informal sector of the economy. In Armenia we showed the film «At the Bottom» about the very hard and almost unpaid labor of a woman who is digging wells in order to feed her family (both films are from the collection of documentaries «Gender Format» of the Open Society Institute Women's Network program. When preparing your training you can obtain the necessary materials from the office of the OS Institute

presentation of the projects at the end of the day.

Apart from group sessions, which can take from 3 hours to one day (depending on the purpose and the format of the training), it is good to divide participants into two groups (about 10 people each) for practical exercises — TV + radio and printed press. The separate group (if participating in the training) can be formed out of students from journalistic departments and faculties and beginners in journalism.

## V

## General practical exercise for a mixed group

At the beginning of the workshop, it is important to establish good contact with the audience, to create an atmosphere of creative discussion.

One of the successful ways to start a discussion is to conduct a brainstorm exercise on the problem of gender stereotypes. Within 15–20 minutes the participants should: (i) describe the characteristics of a (successful) working woman and an ideal woman; (ii) describe the characteristics of a (successful) working man and an ideal man. There should not be any discussion, only the spontaneous reaction of the audience.

On a big sheet of paper divided into two columns, the facilitator/trainer writes down the characteristics/definitions of the women in the two suggested categories. On another sheet, the characteristics of the men are recorded.

After the two lists are completed, both sheets are displayed for discussion. The facilitator directs the discussion and suggests the definitions that are most often used by mass media.

**Other training options:** the trainer suggests comparing the characteristics of woman-manager and a man-manager, or of a working mother and a working father etc. As a rule, comparison of these characteristics highlights an almost idealistic male image (assuming the man is not an oligarch), whereas the business-woman is represented as not always successful in her private life, deprived of a typical women's happiness, somehow incomplete, inadequate. She is often depicted as a selfish person and/or a bad mother.

Usually this exercise is very lively and evokes personal reminiscences and parallels with heroes and heroines. It is important to analyze with the audience





the process of preparing materials about business-women and men, the personal impressions of journalists, about which stereotypes they perpetuate (if any), and how the image was formed.

In the course of discussion, emphasize the fact that stereotypes could cause a real problem in employment. It is a very important point, since when managers make decisions about dismissing or employing people, they follow (subconsciously) the common stereotypes and perceptions, and are often influenced by something they read recently in newspapers or saw in TV programs. This has been proven by research conducted in some countries. From this perspective, positive images of working women serve a very useful purpose for those who need a job, and material about a woman who, even at work, is depicted as thinking about cleaning and washing, can cause

real harm. You can discuss advertisements, and recent publications. How often do journalists and advertising executives depict a woman at a computer as a serious and good employee? Too often she is depicted as thinking about vacations and looking for addresses of tour agencies and perfume shops on the Internet. Why in advertisements do we not often see men as loving and caring fathers and husbands?

In the course of discussion the trainer can identify stereotypes used by the media: the tired housewife, the successful businessman, the real macho man; a man is more energetic, a real leader destined to take unique decisions: a woman is more emotional, concerned about her family, etc. The trainer should initiate discussion about how to manage non-stereotypical presentations in different contexts.





In the process of discussion, you can also suggest that participants give their own definitions (from a personal perspective) of some gender notions and terms in the sphere of labor, such as direct and indirect discrimination; work-family balance; strategic and practical interests of men and women. After that you can ask participants to discuss how these notions reflect major gender problems in the labor market and what is happening in their country. During the discussion a gender expert can present common («correct») definitions on the slides (in Power Point) and give necessary explanations.

In order to analyze existing gender stereotypes and their influence on the status of men and women in the labor market more effectively, we suggest **using questionnaires**. These questionnaires should comply with the following rules:

- The questionnaire should be filled out by participants at the beginning of a seminar, even before the opening address and introduction of the seminar. This will allow the collation of «undistorted» information, more representative of the «common-sense» popular opinions.
- At the same time it is important to remember that participants do not provide representative sampling, so the use of the results of their responses will be rather limited.



For example, take the topic of a popular talk show «Domino principle» about caring fathers-businessmen. A real leader, a young and attractive manager of the company «Oriflame» is proud that he is a good father, that he takes leave from work in order to take care of his child, he believes that a good father is a better employee and promotes the idea to his staff. As a result — this non-standard approach provokes very intense discussion and also gives us an opportunity to see the world in a different light.



They can be used only as illustrations during the session on gender stereotypes.

- The questionnaire should be as short as possible (no more than 5–6 questions). A short questionnaire is easy to analyze and the results can be presented in 1.5–2.5 hours after the start of the workshop (see Questionnaire 1 in **Annex 3**).

Our experience shows that it is useful to make a gender segregated analysis of questionnaires (but only if the proportion of participants of one sex does not exceed 70 per

cent). This will allow comparison of the stereotypical perceptions of men and women about sharing domestic responsibilities between husband and wife (question 2 of the suggested questionnaire); about a man's and woman's place in the sphere of employment and in the labor market (questions 3 and 4); and on the level of «self-discrimination» of women in defining their salaries (question 5).

## VI

## Examples of practical exercises for printed media reporters

As was mentioned before, all participants are asked in the invitation letters to bring **their own materials** about the economy, social problems, the situation of men and women in the labor market, and on gender equality. If some of the participants do not bring their own material — and this is common because the issues are not very familiar to them — then you need to use preliminary prepared publications: TV/radio materials from the local mass media. The national gender expert or «gender sensitive» journalist who will be responsible for analysis of the local media's coverage of gender issues can provide the materials.

The first element of this exercise is the presentation of a prepared gender analysis of the national media. You can use materials in the national, or the Russian language (there are still many regional Russian language editions). It

would be useful to provide an annotated translation from the national language into Russian/English of some «typical» or «model» articles for analysis and discussion.

The discussion should bring up the following issues:

- Women and men in the labor market and direct/indirect gender discrimination;
- Current national policy in the sphere of gender equality and empowerment of women;
- Gender aspects of business and business management; (women's business, family business);
- Social protection of the rights of employees with family responsibilities;
- Stereotyping of images of working men and women.





The moderator/facilitator should pay special attention to discussion of the «hottest» gender issues in the country at a given time — in every country at the time of discussion they may be different. It is important **to discuss gender issues, specifically in the spheres of the labor force**, employment, and social protection, and not to switch to other important, but not priority (in terms of this training) issues such as trafficking in women, domestic violence, sexual harassment, etc.

You can suggest the preparation of a special newspaper page (double page) on one of the selected issues, for instance: the status of employees with family responsibilities in commerce, women in business, international policy and practice of equal opportunities in the work place, etc. Participants are divided into groups and begin to develop the con-

cept of the page. After completing this task (30 minutes — 1 hour) the groups present their versions of a layout (usually on the sheet of paper).

When discussing the layout, they should pay attention not just to content, but also to **the way of presenting the material**, its style, context, and highlighted points. For instance, what would be the most effective headline in material about working mothers, or fathers, who take parental leave, from the perspective of gender and accessibility for readers? Which visual materials could be used in order to better illustrate the content? How well do headline and text match each other? Which expressions and concepts should be used in subheading and in boxes? Should they present the opinion of elderly relatives, who (for example) might blame the father for being too caring? What kind of additional materials



could be used besides the article about the working parent? What can be emphasized in the drawing on the page? We suggest that discussion on headings, key phrases and the form of presentation of already published material should be done in the form of brainstorming.

Some observations about organization of discussion and analysis of journalist materials: Experience shows that discussion of such a vital issue as gender inequality can cause very intense arguments, very often away from the issue itself. In such a case the moderator should manage the discussion firmly, but politely, and bring it back to the main point — gender inequality in the world of work. Analysis of the material should also be very tactful and careful (especially if the authors are present in the audience).

Next element of the training — analysis of visual materials in national and local editions: The trainer prepares them beforehand with the help and participation of local organizers (participants can offer materials from journals and newspapers which they bring to the training). For comparison you can also use materials from foreign media. Participants should analyze headings, illustrations and other design elements from a gender perspective, selecting the most gender sensitive and the most sexist ones (for example, the use of women's body images on the Internet, and images of women in periodicals and advertisements).

You can use recent publications and review them in groups from the point of view of gender sensitivity. It is important to recognize the context of representation







of men's and women's faces in the printed press (men, as a rule, are depicted in the working environment, women — in informal or just domestic situations). What becomes the focus of attention for a photographer, even when a woman is photographed in Parliament? What kinds of inscriptions are used? How do the pictures fit into the whole publication? You can suggest a play — to invent a short story by a foreigner, who has just arrived in the country and forms an impression about its people (men and women) from what he reads and sees in a newspaper regarding their habits, activities, and lifestyles. For this exercise it would be interesting to create a story on the basis of one edition: analyzing portraits and texts separately. Conclusions: media is creating models of behavior, of living and of lifestyles and these models are not

always realistic reflections of life. The task for the journalists is to offer the most accurate picture of contemporary reality.

The next task is a creative experiment. The trainer offers to participants **three topics** on gender aspects of the labor market, for example: work-family balance, protection of motherhood or women's businesses.

These topics should be covered in informational material, interviews or sketches. Divide participants into groups of 2–3 people and ask them to write informational material, for example, about the opening of a center for training women in the basics of entrepreneurship. After completing this task, groups present their results to the audience. Discussion should focus not only on the topic, but on



its style, form of representation and imagery — in other words, the emotional impact of the publication.

More serious task — **designing the informational campaign for a publication on problems of gender equality in the world of work.** The form of such a campaign can be of any kind — from a series of publications about the social projects of local big enterprises supporting families, to a social and cultural inquiry into the initial causes of discrimination in society and its consequences for the country's population. It could be special columns, a series of radio programs, journalistic raids in rural areas, an exchange of letters with readers, or a live talk show — the most important thing is to be creative and inventive.

The trainer gives a task to a group to select one of 2–3 topics, for example, cre-

ating family-friendly conditions for people with family responsibilities, developing women's business, or resistance to hidden gender discrimination. After that, the group begins to work independently — to discuss the content and design of the campaign and its elements for one or several journals and for newspapers. The task takes about one hour. After completing the task, the group presents a «lay-out» for a campaign and explains the choice of its key elements. Such a «lay-out» of a gender media campaign could be implemented in the future (in full or partially), or it could just be material for consideration — in any case this exercise becomes one of the most important outcomes of the training. It is necessary to discuss how realistic the organization of such a campaign in the country might be, what can cause difficulties for its realization, what conditions are needed for that, etc.





We have presented only a few examples of practical exercises. It is true that a short session does not allow for the development of detailed methods of presentation or full coverage of gender issues. The main task is to demonstrate sound basic approaches and ways of doing it, to show the most common weaknesses in published materials and, most importantly, to show how to make the material better and more interesting using additional sources of information and an international context (conventions, recommendations and other ILO materials).

When communicating with journalists you should avoid «teacher-student» relations, since most of them have been working successfully for a long time and have gained respect from their colleagues. Try to mention a few times during the training, that you have come here to learn (and this is true), that you want to hear their opinions on the issues that are discussed. Such an approach, our experience shows, ensures a fruitful and friendly atmosphere in the audience.

*f o r n o t e s*

## VII

# Examples of practical exercises for TV journalists

### 1. Technical facilities

For workshops with TV journalists you will need a TV set and video player and for separate training — a video camera. Also, you will need a black-board and chalk and flipchart paper and markers.

### 2. Visual and video materials for training

Since television has, above all, a visual impact on viewers, the trainer should point out to participants the images used by TV channels and teach them to see these images from the perspective of their perception of women and men and their roles in the development of society.

Trainers should not forget that the topic of the training is gender equality in the world of work. Therefore, practical exercises and examples should be taken from the social and labor spheres, which can provide thoughtful journalists with rich and vital material for analysis.

Prepare visual materials on videotapes beforehand — they should include local or national news. It is advisable to record news from morning, daytime and evening news programs, since it would be useful to analyze **what** and **how** topics are being shown in the morning and in the evening. You can also use for this purpose some talk-shows, which the trainer will find useful from the point of view of gender — for example, discussion of issues of men's and women's employment, new legislative amendments to family or pension law, protec-





tion of motherhood and creation of family-friendly conditions for the maintenance of work-family balance — both for women and men, etc.

Later on, the trainer can create his/her own collection of video materials. We recommend that it is updated in order to highlight its contemporary significance.

### 3. Watching the news

The purpose of this practical exercise is to understand how **the social roles of men and women** are interpreted through visual representation — in society in general and particularly in the labor sphere, since news programs are a reflection of our everyday life. The trainer should point out not only the stereotypes which are repeated many

times, but also the gradual destruction of stereotypes — in news programs, as a rule, you can find some non-stereotypical topics, where women are presented not only as mothers and wives but also as heroines of important events. You can also see stories about women-politicians, professionals, managers (it is notable, that women, as a rule, are not top managers, the closer the power structure is to the people, the more women are there — for example in local self-government).

At the same time there may be stories about the changing social roles of men and women — for example about a man who is a babysitter or embroiderer. The trainer should emphasize to the audience that such stories reflect real changes in the social roles of men and women. Maybe some of participants will





recall situations when they told similar stories themselves. If, after the discussion, a journalist sees his/her own work in a different way — through a gendered lens so to speak — than you can consider one of the purposes of the seminar achieved.

Before beginning to view video materials, participants should already have an idea about existing gender stereotypes. The following are the questions which should be posed by the trainer for participants to answer after the show:

- How often were men and women shown in the news?
- What roles were they playing (newsmakers, heroes, protagonists of scandals, or something else)?

- Whose opinion was more important — men's, or women's — who was commenting?
- What kind of images of men and women were represented (businesslike, frivolous, or neutral)?
- What did the reporters look like (men and women): their age, clothes style, and haircut; what were their mannerisms like?
- Who (men or women) were shown more often in the morning, daytime, evening news? And how were they depicted?
- Which of the reporters seemed to be more competent and trustworthy and why?

#### 4. Discussion

The trainer should create an atmosphere of trust in order to allow the participants to express their opinions freely





### Face and hairstyle

The audience is watching the news. Participants come to the conclusion, that the reporter (man or woman) does not seem trustworthy, or, on the contrary seem very authoritative. The trainer asks the question: «What in this face causes this reaction in viewers?» Audience discusses face types, makeup, etc.

*Information from the trainer* — we usually feel confident with faces that do not have too much makeup, and with ethnic features common to the region. At the same time faces that are too typical and unmemorable are also undesirable because they downgrade the importance of the message. Exotic faces, on the contrary, attract too much attention and viewers are more concerned with the reporter's appearance, rather than listening to what is being said. The eyes and facial expression are also important: an unfriendly glare



without fear of appearing incompetent. By no means can you judge or ridicule somebody's opinion or agree or disagree with them openly. At the same time the trainer (moderator) can change the direction of the discussion by asking particular questions, using the arguments of participants of the seminar.

The general conclusion of the whole discussion can be recorded on the blackboard or a flipchart, dividing it into two parts — men and women. By doing so we can construct a graphic example of how men and women were represented in the news. As a result, the audience will most probably see the following picture: men are competent, self-assured, newsmakers, authoritative, etc; women — incompetent, doubtful, unimportant, etc. Participants will make conclusions and analyze the results themselves.

### 5. Some professional tips

It is better to start the next part of the training after a short break, where participants can exchange their opinions over coffee, and get ready to switch to a new topic.

The key question the trainer asks the audience: how did we reach these conclusions? How were gender stereotypes presented in these programs? The audience analyzes the images they viewed before the break.

*Follow up of the analysis of video programs.* The trainer asks participants to define specific ways used to achieve particular effects.



generates a negative impression, even to positive information. A distracted look interferes with a deeper understanding of information and a too frivolous look makes you feel that the information is not serious. Then a gender analysis of the faces follows: what kind of «message» is communicated from the appearance of men and women; how their social roles are divided, whether they correspond with existing gender stereotypes, or destroy them? The age is also important: «adult» faces are more trustworthy than young ones; young reporters or correspondents very often «make the impression» that the subject is not serious.

Hairstyle also plays an important role in subconscious perception. For instance, a very short haircut on men is associated with the military, so that even when we see a man with a very short haircut wearing a civilian suit we subconsciously attribute to him military traits: following the rules,

straightforwardness, a strong will, but limitations in non-standard approaches to problem solution. A woman with a short haircut is perceived as independent, free, energetic, mobile and prepared to act resolutely and to take non-standard decisions. A man with long hair is associated with an artistic character, it is hard to imagine men with such an image being «in power», taking decisions. Women with long hair make an impression of femininity and romanticism. Long hair is also sexy, but long loose hair on a news reporter may be deemed inappropriate.

### **Clothes**

We all know the expression «First perception — clothes, last perception — your mind», and it is true for the TV screen. The clothes style of TV reporters causes different attitudes in viewers. A businesslike style means businesslike and practical, a loose style — artistic character. An untidy, negligent person does not appear trustworthy,



but a person who is dressed up in too expensive clothes may cause irritation. Too short or too open dress — a sign of frivolousness and insignificance, and too large a pattern on a dress, or large accessories attract too much attention.

Viewers as a rule do not notice men's suits, but they remember what women wear (especially women-viewers). But if nobody in the audience notices the suit or makeup of a woman-reporter and remembers only what she has said, than she has performed her task brilliantly.

However, most often this is the outcome — women-reporters try to look attractive and therefore lose out to men-reporters. At the same time, society is more demanding towards women concerning their clothes style, which is also an indication of stereotyping.

### **Behavior, manners**

Analysis of manners of the reporter is also important -personal self-representation gives viewers a feeling about a reporter's



sincerity and confidence in what he/she is saying. We should also remember gestures and the level of freedom a person demonstrates in front of the camera; an open look equates to trust. A sense of humor in combination with self-confidence and reliability also generate trust — such a person demonstrates their understanding of a problem, he/she can clearly and metaphorically express ideas, and can get to the root of the problem.

Recently we have seen on TV a long haired, bearded or slightly unshaven commentator of political events — such an image is used for emphasizing independent journalistic opinions: «I am not for the whit, not for the red army, I am of independent mind». However, we do not yet see women-commentators using such an independent image. In any case, if you watch news programs on any channel, it becomes clear that there are very few women — political commentators.



The audience should analyze the following elements of male and female images:

- Face, haircut (what is emphasized and how)
- Clothes
- Behavior, manners (serious, frivolous, neutral, etc.)
- Environment, surroundings in which men and women are shown.

Discussion is conducted using a brainstorming activity; all opinions are recorded on the blackboard or flipchart and divided into two columns — men/women.

In our experience participants intuitively focus on the significant mannerisms although they may not always be

able to explain why, for example, a particular woman makes a serious or frivolous impression. The task for the trainer here is to gradually bring the audience to a specific conclusion: that gender stereotypes do not correspond with contemporary reality or the needs of the viewers; journalists should present accurate and diverse information about contemporary men and women: their problems, aspirations, hopes, needs and opportunities.

## 6. Gender analysis of TV advertisement

*Recording video clips.* The trainer should make recordings of TV advertisements on videotape before the sessions. It can be a clip of just 7–10 minutes. You can do it in two ways: do not select spe-



cial clips, just record them in a row, as they are shown on TV. Alternatively, you can select the clips, which very obviously depict male and female roles. In the first instance you can emphasize those images that are imposed on viewers by advertising agencies; in the second you will have an opportunity to discuss gender roles more specifically.

Before the demonstration of advertising clips, the trainer should say a few words about advertising in general. Frequently participants are surprised by the fact that consumers pay for advertisements themselves, i.e. that the cost of goods includes advertising costs. In other words, we pay for those clips that we see on TV.

Any advertisement is designed for particular groups of customers, including goods just for women, like tights, or just for men — like lotions for men, or shoes. However, both men and women purchase the majority of goods. Advertisers need to know their audience, including the sex of their customers. They also consider the purchasing capacity of those groups and their age range. You should particularly point out to participants the slogans that are used by advertisers. Continuously drumming the same phrase into people's heads can have an almost hypnotizing effect; it is similar to neuro-linguistic programming, when information is inscribed into the subconscious.

Some questions need to be asked before the show of advertising clips in



### Site of activity

The trainer points out to the audience, that if the report is about governmental institutions, or structures of high power, there will be only men present. Usually you see a luxurious environment. But when the program is about schools, social institutions, where you can see mostly women, the environment is quite modest. Women-heroines can be shown in restaurants or luxurious apartments, but how often do you have the feeling that they are just part of the interior!





### «What a woman is thinking about at work?»

Analysis of any material should begin with the main slogan, the one everybody remembers. Coming back to the main topic of our training, it is important to pay attention to the social roles played by characters in advertisements, especially when men and women are shown in the workplace. For example, after watching a well-known clip from channel «Russia» «What a woman is thinking about at work», we reach the conclusion that the woman at the computer is only thinking about a clean shirt for her husband and a clean sweater for her daughter... Afterwards we understand that sitting at her desk, she is actually thinking not about laundry, but about vacations. Poor thing, she is thinking very hard and enthusiastically! This particular clip has become a case for court hearings. The confederation of consumers' societies of Russia appealed to the Anti-monopoly committee and demanded the removal from TV of this clip developed by Procter & Gamble because of the discriminating and degrading image of a working woman. Banning this clip on TV has become a significant achievement in the country and has raised intense discussions in society.



order to provide some guidance to participants.

### The list of possible questions:

- Who is presented in advertisements more often — men or women?
- What roles do men and women play? (Who is taking the initiative? Who makes decisions? Who is buying?)
- What are the spheres of interest of men and women?
- What age groups are presented in clips? What is the representation of men and women in terms of their age?
- How often are male or female bodies shown? What is the purpose of that?
- By what means is the importance of men and women defined?

Advertising clips are full of stereotypes, when the man is represented as a

person, making decisions in the workplace, and the woman — as a decoration at the table, either silent, or eating chocolates and gossiping about new women-colleagues, or seducing men (advertisers probably think «Why did they employ her in this job?»). Remember a clip, where businessmen discuss a new office. Then we see a woman's legs on high heels and one of them remembers that they need a sofa in the office.

You should also mention more gender-balanced advertisements. For instance, our national advertisements of detergents show only women washing dishes (and it is true, that in Russia men do not wash stoves and dishes!). At the same time, if you watch western advertising clips (and our advertisements are now difficult to distinguish from western



ones — they are just translated into Russian), you will often see men washing dishes and cleaning sinks. Western feminists drew attention to the discrimination of women, who were represented as servile — so that now men appear beside detergents. This, by the way, helped to involve men in some western countries in sharing domestic responsibilities with women. Here it would be appropriate to draw the attention of participants at the ILO Convention to workers with family responsibilities.

After a short break you can start the role-playing part of the seminar.

## 7. Role play «Gender and advertisement»

Participants of the seminar divide into small groups (preferably of 4–5, but no more than 3 groups). Each group represents a small working team making an advertisement clip. Their main task is to produce a politically correct clip, i.e. to present men and women, and their roles in an appropriate way. Each group can develop their own clip, or «correct» one of the viewed clips. They should invent a key slogan and create a plot. In addition, they should perform their clip in a role-play. Groups should present the results of their work, after which a discussion of the presentations follows. Usually it is a lively exercise with humor and wit, and participants do not have difficulties in presenting their work.



One example of a gender neutral and politically correct advertisement is the advertisement of «Tuborg» beer shown some time ago on Russian television. The key slogan is «Tuborg» — a beer with character!». One clip shows a man whose relatives want to see him playing a particular role, but he likes to sail. The other clip shows a female character. Her husband and her boss would like to see her being different, but she is who she is. Therefore this clip promotes independence and the right of personal choice, regardless of sex and expectations



**Example 1:** Not so long ago women worked at this enterprise. However, they were fired because new legislation came into force: it does not allow women to do work harmful to their health. At the same time nobody asked the question: how can the same work impact on the reproductive health of men?



## 8. Training with video camera

The equipment needed: video camera, TV set, video player (if camera cannot be used as a player).

*Purpose of the training:* to teach journalists to represent gender issues in «stand up» reporting.

*Preparation:* if you have already conducted previous training, you can assume that TV journalists have an understanding of their image on the TV screen. Practice shows that journalists are aware of their own TV image. The trainer should find out through intense questioning how the audience perceives the journalist on the screen. Usually the following conclusions are drawn: the journalist on the screen (i) indicates that

he is present at the site of the event; (ii) poses new questions to the audience; (iii) delivers information, which supplements the topic substantially.

*The task:* the trainer suggests to the audience that they should develop a subject about a working collective, focusing on problems of employment or social protection and covering them from a gender perspective. Usually journalists recall real or actual reports they did themselves in the past. Sometimes they reproduce situations from their own town or village.

The trainer records the journalists on video. Journalists should produce a text according to the task set by trainer. The group watches the recorded material and then discusses it. They analyze



everything — the way journalist looks, how he, or she pronounces the text, and they explore the statement itself.

**Example 2:** Two young men and two young women applied for the position of legal consultant in a company. One of the women already had work experience, provided good reference letters and demonstrated knowledge of a foreign language. However, she was going to get married. The manager of the company advised her in an informal manner, that if she were hired for the job, she should not have children in the next three years. The girl assured him that she did not have such plans, but within a year she took maternity leave and was forced to resign by after a scandal.



Following her resignation, a young man was hired who was less experienced and less successful than her. Practical experience shows that this happens very often. However, international experience shows that if employees have social protection, they value their job much higher, and they show higher productivity and responsibility. Western managers say that parental leave is a good investment in human resources! Should not put this into practice as well?



## VIII

# Examples of practical exercises for radio journalists

### 1. Preparation for the session

Required equipment: tape recorder and a record player.

Introductory part: the trainer points out to the audience, that the key instrument on radio is the **spoken** word. That is why **the way** the word is pronounced plays an important role in influencing the audience and achieving the target results. The same text, presented in a different manner can have a very different meaning.

*Analysis of radio news:* the trainer should record the radio news, as produced by different radio stations on the same day and let the audience listen to them.

Questions to the audience:

- How does this news cover men's and women's roles in reported events?
- How are different age groups presented? How does that correspond with the form of presentation?

*Analysis of radio advertisement:* the trainer should have recorded advertisement clips from different stations and should let the audience listen to them. After that he should discuss interactively the gender aspects of advertisements, to analyze how a particular effect is achieved.

### 2. Role play «Live show»

The purpose of the game is to provide the audience with practical skills of how to approach gender in the coverage





of different topics, including issues of labor and employment. In the sphere of employment the issue of gender inequality is especially problematic, that is why such topics are particularly significant.

It would be better if journalists suggest **the topic for discussion** on the air themselves. In every region there are specific social and labor problems very familiar to local journalists.

The topics can be the following:

- Women in the informal economy
- Young men and young women: whose chances for getting job are higher?
- Why are schoolteachers predominantly women?
- Healthcare reform. What factors determine the salaries of physicians?

It is better to cover these topics on the basis of local material. Although it is not necessary to cover real cases, you need to demonstrate the unequal conditions of men and women in a given situation. In the course of the discussion statements about the low salaries of doctors and teachers usually arise because these professions are so often a women's domain. At the same time chief doctors and managers in clinics and hospitals are usually men, and their salaries are much higher.

Do not forget to use ILO materials — they provide a good basis for analysis and conclusions!

The trainer asks the audience to choose one participant to play the role of reporter and two experts, to play the roles





of representatives of unspecified government departments. All three of them sit down in front of the audience, imagining that it is a studio with microphones. The audience is playing the role of listeners who can call the studio and ask questions.

**The exemplary format of discussion:** let us take, for example a topic «Women and hard work: Changes in legislation». The reporter says that the latest Labor Law forbids women from working in hard labor that causes harm to their health. The deputy of a local legislative assembly and the director of the main local enterprise are present in the studio. The trainer should guide them by asking leading questions, saying, for example: «What do you think the legislator and director will say on the air?» Journalists playing these roles can easily reproduce

the enthusiastic responses of both characters.

Furthermore, if the reporter begins to «fall under their influence», the trainer can ask the «listeners of the live program» for example: «Who does not believe the experts and why?» As a rule, there are dissatisfied listeners. But the task of the reporter is to encourage journalists to ask questions about the lives of fired women. He should ask someone from the audience to play the role of such a dissatisfied woman — what would be her arguments? Someone from the audience will certainly support the new legislation on behalf of a well-paid employee. Whose opinion will outweigh what the «experts» would say and how the reporter will be able to guide the conversation?



Usually the discussion is very hot and dynamic. It becomes clear to everybody that a seemingly positive development — concern about women's health — can also cause unemployment and poverty among women. The fired woman already has children and her reproductive health is not so important to her, but her children now cannot have proper nutrition and grow up healthily. At the same time the question arises: «And what impact does this work have on men's reproductive health? Did anybody investigate this problem? Why are only women «blamed» for the good or bad health of the nation?» We all know that half of childless couples do not have children because of men, not women. Suddenly the discussion uncovers other aspects of the problem. So, the debate becomes intense and interesting for the audience and the reporters.

Here it would be good to remind the audience about ILO's position on the protection and security of labor and the creation of dignified labor conditions, equally safe for men's and women's health.

By playing this role-game journalists learn to think with originality. They generate new ideas and new approaches in the coverage of topics they have already covered many times before. Although seemingly easy and even humorous, this exercise, as a rule results in the improvement of the professional activity of journalists. This game can, therefore, become a rehearsal for a real live show on a local radio station.





## IX

# Experience of conducting gender training for journalists and organization of national contests in CIS countries

### 1. Gender issues within the journalistic community of CIS countries

Discussion on gender components in the work of mass media started in the early 1990s. The issue of the role of mass media in the creation of new gender stereotypes was raised for the first time in the First and Second Independent Women's Forums in Dubna in 1991, 1992. Even before that, in the times of Perestroika different researchers and activists of the civil society in Moscow and Saint Petersburg raised the question of reconsidering the ideological positions in terms of social-economic roles and the destinies of men and women in society; and the impact of the press.

The Russian Association of Women Journalists, established in the early

1990s, worked on the gender education of their colleagues, and organized public discussions and hearings on gender issues in Moscow and other cities of Russia. The first Conference «Women and journalism» was organized in 1995 under the auspices of UNESCO in Toronto, where the results of the first research on women in the media was presented, and priorities in overcoming sexism in the media were defined. Russian women journalists, who participated in the conference, were introduced to international practices on developing gender sensitivity in the mass media.

Mass-media issues were also discussed in a few sessions at the Fourth World Conference on Women in Beijing in the same year of 1995. Russia and CIS countries also participated in those sessions. For the first time the issue of gender censorship was raised at that confer-



ence. Beijing Platform for Action — a document developed and approved at the conference paid special attention to the issues of mass media. One of 12 priorities of the Platform was dedicated especially to mass media and to the task of involving more women in the gender education of journalists was declared.

Both conferences gave an impetus to courageous experiments in Russia, Baltic and CIS countries. The association of women-journalists of Russia started a large-scale research study of the press. The association «Femina» from Naberezhnye Chelny monitored TV programs from national and regional television. The association of women in media of Central Asia was established, bringing together representatives of five countries. The Women's Feminist League in Kazakhstan conducted their own monitor-

ing of publications and TV programs. In 1996–1999 regular international meetings for women-journalists from different countries were organized in Moscow. Besides participants from the CIS countries, there were journalists from Sweden, USA, Canada, Norway, Portugal, Italy, Bulgaria, Lithuania and other countries.

The international network of professionals concerned about development of gender issues began to form. In 1996 the first special competition in gender journalism was announced in the journalistic school of the Lomonosov Moscow State University. The first gender training courses for journalists and NGO leaders were set up. In 1996 in Moscow, the first international journal «WE/МЫ the dialogue of women» about the situation of women in transition countries started its publication, and from 2005 is published in Tbilisi. A







web-site, later converted into a portal, «Women and society», has been working very actively since the mid-nineties, also covering issues on mass media.

The innovative project of the Open Society Institute conducted gender analysis of the Russian legislation and published the analysis of the Law on Mass-media.

In 2000 the project «Gender policy and mass-media» started, including 13 countries. One of the important outcomes of this program is a development of new initiatives, including, first, the launching of a Georgian, and then international association «GenderMediaCaucasus», which brought together journalists of the region who are interested in covering gender issues. Their other creation is an informational bulletin «CaucAsia».

At the same time the new cooperation of national journalist organizations, researchers and NGO activists started to form in the region. The association of journalists in Russia, which in 2000 included more than 500 contacts in the regions of the country, established partnership with the Journalist Union of Russia. The Armenian Journalist Union participated actively in gender seminars, and the national department of the «Internews» joined some of the discussions.

A new stage of this work started in 2001, when 24 Congress of International Federation of Journalists adopted a special document in support of gender equality and included gender agenda into its list of priorities. The Russian Journalist Union was the first to respond to the appeal of IFJ and developed its own doc-



ument «Woman in the editorial board». In 2002 in Mongolia, a meeting of representatives of journalist organizations from Central Asia, Caucasus, Russia and Mongolia took place, where participants elaborated a Regional Plan of the gender development of journalist organizations. The Gender council of the International Federation of Journalists pays special attention to working in the CIS countries, which was declared at the meeting of the council in Nicosia in May 2005.

## **2. National contests in mass-media as a new technology for developing the gender sensitivity of journalists**

Gender discussion, which has been going on for the last 10 years in media and within the journalist community of

CIS countries, was not clearly focused until recently. The diversity of problems and issues of concern of the community and of the audience, and the rapidity of changes did not allow the discussion's participants to choose any particular direction. Many issues — on legislation, elections, economic reforms, social disasters, cultural problems and national traditions became subjects of discussion at seminars, trainings and conferences.

In 2000 the Association of Women Journalists of Russia joined a large-scale Russian-Canadian project on the reduction of gender disbalance in the labor market. Besides seminars and discussions this project included the first all-Russian competition «Business-woman», which raised much interest among journalists. Through this competition the media community concentrated on the





issues of the labor market and women in employment.

In the year 2003 a new international project implemented by the International Labor Organization and the Canadian Development Agency was dedicated to the promotion of the Gender strategy of the Russian Federation in the regions, and the journalistic community of Moscow and the regions took an active part in the discussion of gender issues. Another national contest on «Equal rights and equal opportunities» was organized. It was substantially different from previous competitions and became a kind of turning point in covering gender issues.

The contest was announced by the Union of Journalists of Russia, Ministry of Labor and Social Development of the RF, International Labor Organization and

Canadian Agency of International Development. Such an initially declared partnership was important not only because of its status and the level of organizations involved, but also as an example of new approaches in dealing with gender issues by establishing a new partnership with key participants — the government, international organizations and the journalistic community.

Such a level of partnership and cooperation seems to be the most effective today. It ensures a high level of attention to the competition on the side of professionals and wide audience, allows for its development and culmination (awards to winners) to become one of the most important events in the social and professional life of the country. The competition, organized in 2003 caused the publication of several hundred publications, TV and

*f o r n o t e s*



radio programs, and special printed editions in practically all regions of Russia. No less than a few million people got involved in this large-scale event and received information about gender equality and its importance for the contemporary development of the country.

The other achievement of the competition was to encourage many professionals and talented, innovative people, respected by the audience, to keep on working with issues of gender equality, to look for new approaches, new subjects and new solutions. As a result this new and rather undeveloped and seemingly unattractive issue for journalists obtained a new meaning for mass-media. Parallel to that there were seminars dedicated to the discussion of gender strategy in the Russian Federation with the participation of regional journalists and representa-

tives of the Russian Journalist Union. In other words, this competition presented new technology in the development of gender sensitivity in the journalistic community, and introduced gender approaches to the work of mass media in the country.

### 3. Practical organization of a national contest

The technology of organizing creative contests should be based on the long-term practical experience of national journalist unions — such as Union or Association of journalists, which should take a leading part in the organization of such competitions.

After development of the concept of the contest (press-release indicating the title, dates, conditions and the address for





<sup>5</sup> The question of monetary awards should be discussed beforehand with some donor organizations which work actively on promoting gender equality in the country and are usually motivated to support such initiatives. In the case of the Russian Federation, the support was provided by the Canadian Embassy in Moscow.



sending materials) the information is distributed across national mass media (in Russia, for example, the information was sent to national journals «Journalist», «Journalism and media market») and distributed among regional departments of journalist organizations. After that, information is delivered to media companies at national, regional, and, if possible, local level. This information should be delivered to all participants in professional meetings, seminars, and conferences. It is useful to repeat the information twice or three times in the period from the beginning of the competition.

All the materials for participation in the competition should be sent to the address of the Union/Association of journalists. The received materials are distributed in three categories: printed press, radio, TV. When materials are collected

and a database is formed, the Union/Association selects a jury of competent journalists and analysts (an obligatory representation of specialists from TV, radio and press), including representatives from ILO, the ministry and other partners.

The work is done in two stages: at the first stage the identification of prize winners, at the second — identification of the names of winners and the names of those who receive diplomas (they do not receive monetary awards<sup>5</sup>, but competition diplomas). The winners receive preliminary notification and an invitation to the awarding ceremony. Before the ceremony, a round-table discussion is organized (it can be a seminar on a relevant topic) with representatives of the ILO, social partners, other international agencies and mass media to provide some





new information and introduce new approaches and experiences in reflecting on gender equality issues in media.

After such a discussion, the awarding ceremony takes place (in Russia, it was organized in the Central House of Journalists, the well-known center of media professional life). It is better to organize the ceremony in a well-known, prestigious facility. You should invite a key specialist, representatives of state structures, and other partners to speak at the ceremony. After the presentation of awards and diplomas you can organize a banquet.

After summarizing the competition results you should collect and analyze the media coverage of the event. It is useful to keep video records of the awarding ceremony for further use (in seminars, training, etc.); to collect speeches of

experts, social partners, journalists, and representatives of the international community. All the collected information can be put together in a special publication, which can be used for educational purposes, and for a wider audience.



# ANNEXES

## **Annex 1** **Model invitation letter**

*Dear sir /madam*

Greetings from the Sub-regional office of the International Labor Organization (ILO) — a specialized agency of the United Nations dealing with issues of labor and social protection. The ILO is working in cooperation with the government, organizations of employers and trade unions on the realization of important projects and programs in CIS countries. We see the work with mass media as one of the most important areas of our activity.

The ILO has organized a seminar on gender issues for journalists.  
\_\_\_\_\_ *(date/place of the seminar)*

The question of gender equality, especially the provision of equal opportunities for men and women in employment and in the work place is one of the priorities on the international agenda. Many gender problems are highly relevant for our region, but they are not covered adequately in the mass media. Journalists, participating in the seminar will be able to learn about ILO policy and approaches, and to analyze examples of the successful promotion of gender equality issues in the mass media. Participants will receive support in the development and formulation of basic concepts and the principles of gender equality in the spheres of employment, social protection, business education and

other socially important areas. The seminar will be conducted in the form of a dialogue by professional trainers from a journalistic background. We hope to create a well trained and motivated team of professional journalists sincerely concerned with these socially important issues and prepared to cover them in the media to the end of the training.

We ask you to nominate for participation in the seminar journalists who are writing about social and economic issues. We especially welcome the participation of male journalists. All the expenses relating to participation in the seminar will be covered by the ILO.

Contact person in sub-regional bureau of the ILO \_\_\_\_\_

#### **Request from organizers to participants**

We suggest that participants bring their publications (articles) as well as audio and video materials on the issues of the participation of women/men in the socio-economic development of the country, in the labor market, on social protection, decision-making and management processes, and other socially important topics. Apart from their own works, we ask that they bring materials covering socio-economic issues that received wide social attention (discussion on new legislation, court cases, public discussion on the market economy or social protection). We ask that special attention is paid to materials on the following topics: development of small business and women's entrepreneurship; work in the informal sector of the economy; standards on protection of labor, wages, etc.; maternity protection; work-family balance; labor migration and its problems.

## Annex 2

### Program of three-day standard training

Day one	Day two	Day three
9.00-9.30 Registration of participants	9.00-9.30 Registration of participants. Results of the first day	9.00-9.30 Registration of participants Results of the second day
9.30-10.00 Opening of the seminar  Introduction of participants	9.30-10.15 Introduction to the ILO policy and approaches to promote gender equality in the world of work (by an ILO representative).  <i>Questions and answers</i>	9.30-10.30 Gender approach in covering social and labor issues in the media: the experience of other countries (presentation by a trainer-journalist).  <i>Discussion</i>
10.00-10.30 Objectives of the training  Video film “Remembering the holiday”	10.15-11.00 Presentation of the ILO publications, informational and educational materials	10.30-11.30 General practical exercise. Technology of preparation of gender project in mass media on one of the suggested topics
10.30-11.30 General practical exercise on gender stereotypes	11.00-11.30 Work assignment in small groups. Participants are divided in three groups: press, radio, TV	
11.30-12.00 <i>Coffee break</i>	11.30-12.00 <i>Coffee break</i>	11.30-12.00 <i>Coffee break</i>
12.00-13.00 Presentation by experts on the issue of “Major problems of gender inequality in socio-economic development” <i>Questions and answers</i>	12.00-13.00 Work in groups. Practical exercises for printed media reporters, TV and radio journalists	12.00-13.00 Work in 3 groups on preparation of gender project (TV/radio programs, articles/report s) in media

13.00-14.00 <i>Lunch</i>	13.00-14.00 <i>Lunch</i>	13.00-14.00 <i>Lunch</i>
14.00-16.00 Interactive discussion with the participation of national experts on the situation in the country <i>Questions and discussion</i>	14.00-16.00 Video show (National subject) <i>Discussion</i> Practical exercise	14.30-16.00 Group work  Preparation of presentations
16.00-16.30 <i>Coffee break</i>	16.00-16.30 <i>Coffee break</i>	16.00-16.30 <i>Coffee break</i>
16.30-17.40 Coverage of gender issues in national media – presentations of national journalists' association and other participants.	16.30-17.30 Group work	16.30-17.30 Presentation of gender projects by three groups
17.40-18.00 Summarizing results of the first day. Work plan for the next day.	17.30-18.00 Summarizing results of the second day. Work plan for the next day.	17.30-18.00 Summarizing results of the seminar. Discussion on organization of a national media contest.

### Annex 3 Questionnaires

#### Questionnaire 1 (to be answered before the beginning of training)

1. Your sex                      Male                      Female

2. If both husband and wife work, how, in your opinion should family responsibilities be divided  
(please give just one answer)?

- All family responsibilities should be divided equally .....1
- A husband should provide an income and a wife take care of a family .....2
- Husband should do male work, a wife - female work .....3

- |                             | Men | Women |
|-----------------------------|-----|-------|
| • Managing big business     | 1   | 2     |
| • Managing small business   | 1   | 2     |
| • To be an employee         | 1   | 2     |
| • To be self-employed       | 1   | 2     |
| • Self-employment           | 1   | 2     |
| • An aid in family business | 1   | 2     |

It is \_\_\_\_\_ USD

***Thank you for your answers!***



## Questionnaire 2 (filled in after the training)

We ask you to complete a small questionnaire which will help organizers to improve future work on the issues of mass media.

1. *To what extent were the issues suggested for discussion relevant for you?*

- Very relevant
- More or less relevant
- Irrelevant
- Cannot answer

2. *Do you think it is useful to organize such seminars with the journalistic community?*

- Very useful
- More or less useful
- Useless
- Cannot answer

3. *How would you evaluate the level of presentations and speeches?*

- Very high
- More or less high
- Rather low
- Cannot answer

4. *Your comments and suggestions on how such training should be organized?*

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5. *Are you interested in further cooperation with the ILO and its social partners in promoting gender equality through mass media in your country?*

☐

Yes

No

☐

#### **Annex 4**

##### **Model announcement of the contest**

###### **Attention:** Call for competition

International Labor Organization (ILO) and International Federation of Journalists (IFJ) announce a national contest for mass media on the topic of «Equal rights and opportunities in the labor market».

We accept materials dedicated to the labor and employment of men and women, direct and indirect discrimination in the work place, problems of the informal economy, social protection, reconciliation of work and family responsibilities, maternity protection. See the ILO materials on these issues on [www.ilo.ru/gender](http://www.ilo.ru/gender)

We welcome for participation professional journalists and reporters working in national, regional and local media; representatives of press, radio, TV, Internet media.

The jury of the contest accepts originals and copies of publications, as well as video format (CD, VHS), audio recordings (on CD), of TV and radio programs transmitted in the period from \_\_\_\_\_ to \_\_\_\_\_ 2005. Materials can be of any size and form. The authors of the best works will receive awards in the form of prizes and valuable presents. We ask you to send your materials marked "Media contest" before \_\_\_\_\_ (date) to (address, Phone, e-mail).

6 We suggest conducting this session in a form of an interview with national experts/representatives of the ILO partners on the issues of legislation on gender equality; existing institutional mechanisms and gender strategy/plan





