Women and Media in the Euromed Region

Training Manual

Enhancing Equality between Men and Women in the Euromed Region (2008-2011)

Programme financed by the European Union

This manual has been drafted by independent experts.
It does not necessarily reflect the views of the European Union.

Translated from the French original version

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LIST OF ACRONYMS & ABBREVIATIONS

CAWTAR	Centre of Arab Women for Training and Research
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
CSP	Personal Status Code *(Code du Statut Personnel)*
EC	European Commission
EGEP	Euromed Gender Equality Programme
ENPI	European Neighbourhood and Partnership Instrument
Euromed	Euro-Mediterranean
GBV	Gender Based Violence
GDP	Gross Domestic Product
ICPD	International Conference on Population and Development
ILO	International Labour Organisation
INSTRAW	United Nations International Research and Training Institute for the Advancement of Women
MOUDAWANA	Personal Status Code, became the Family Code in 2004 (Morocco)
NGO	Non-Governmental Organisation
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
VAW	Violence Against Women

I.   GENERAL INTRODUCTION

1.1   Context in which the manual was drafted

This training manual has been designed for journalists specialising in written, audiovisual and electronic media and is part of the agenda for the regional programme entitled "Enhancing Equality between Men and Women in the Euromed Region" (EGEP, the Euromed Gender Equality Programme), which was developed as a support mechanism for the implementation of the Istanbul Ministerial Conclusions on strengthening the role of women in society. The programme, which is of three years duration (May 2008 - May 2011), is financed by the European Union.

The EGEP programme places special emphasis on the image of women as portrayed in the media and in particular on gender-based stereotypes. These stereotypes, in fact, play a dominant role in the public perception of men's and women's roles in both the public and private spheres of society. As a result, the programme includes as part of its 2010-2011 work plan a regional training that aims to build the capacity of various media stakeholders in order to ensure the adoption of and coverage of women in the media that is non-stereotyped and non-sexist . This manual is part of this effort.

More generally, the programme has three specific ambitions:

Purpose 1: Support and reinforce current dynamics that favour both *de jure* and *de facto* gender equality and that support the promotion of women's rights in the region, resulting in accelerated progress toward the removal of reservations and the signing of the Optional Protocol to the CEDAW by the signatories to the original Convention.

Purpose 2: Improve understanding and knowledge of the various forms of violence against women.

Purpose 3: Ensure that the Istanbul Ministerial Conclusions on "Strengthening the Role of Women in Society" are being followed up.

It should be noted that during the Euromed Ministerial Conference on "Strengthening the Role of Women in Society", held in Istanbul on 14-15 November 2006, the Euromed partners expressed their desire to take "measures with a view to establishing equality between men and women, preventing all forms of discrimination and guaranteeing the protection of the rights of women".

Thereafter, the Istanbul Conference adopted Conclusions aimed at strengthening:

-    women's political and civil rights;
-    women's social and economic rights;
-    women's rights in the cultural sphere, and the role of communications and the mass media.

The second Euromed Ministerial Conference on strengthening the role of women in society, which was held in Marrakech in November 2009, reaffirmed the Istanbul objectives pertaining to gender equality and the promotion of the rights of women. In addition to international conventions, such as the CEDAW, the Euromed region thus has at its disposal a specific frame of reference for gender equality that recognises the fundamental role played by the media in enhancing equality between men and women.

1.2 Description of the manual

1.2.1 Objectives of the manual

General objective

To build the capacity of journalists for the promotion of a balanced and non-stereotyped image of women (and men) in the Mediterranean context.

Specific objectives

- To equip journalists with various tools for understanding and analysing the portrayal of women in the media;
- To integrate the Istanbul and Marrakech Ministerial Conclusions into the international and regional body of law traditionally used by the media as a frame of reference;

1.2.2 Target audience

This manual is designed for journalists specialising in written, audiovisual and electronic media.

1.2.3 Content of the manual

The manual includes:

- three modules adapted to the Mediterranean context. It is designed for any journalist who wishes to learn the basic elements and tools required for a balanced journalistic treatment of women in the media;
- a glossary of terms used;
- appendices containing legislative texts, conventions, supplementary texts for the exercises and evaluation charts;
- reference documentation and webography;
- a bibliography.

1.3 Description of the three training modules

Each module includes five exercises based on different regional examples, as well as well-defined steps for their execution: an introduction to the subject and the exercises, the duration and their sequence, the techniques used, boxed illustrative

examples of certain relevant regional/national experiences, and reference sheets for the trainer to help him/her lead and stimulate the discussion.

➜ **Module 1:** *The international and regional legal framework for the equality between men and women and the gender question.*

It is true that a significant number of training sessions on questions of equality designed for journalists use the international and regional legal framework as a an introduction. The advantage of the training material in this manual is its presentation of the Istanbul and Marrakech Conclusions as a political frame of reference that, to date, is poorly or not at all known to the media.

➜ **Module 2:** *Stereotypes portrayed in the media of men and women in the Euromed region.*

Stereotypes can affect how women are perceived in society. Repetition of these stereotypes in the media can ultimately lead the general public to consider them as the reality, which is often difficult to revise. The most negative stereotypes among them may also affect how women themselves view their own role in society.

This second module is based on case studies in the programme's partner countries.

➜ **Module 3:** *Analysis of media discourse on the questions surrounding equality*

The media discourse on questions of equality in Euromed countries is heavily influenced by two other types of discourse: the political and the religious ones. Here we witness, on the one hand, the reproduction of a discourse that reflects the instrumentalisation of women's rights and the exploitation of achievements to the detriment of the persistent challenges to true equality and, on the other hand, a discourse that internalises a set of taboos imposed by the religious authority. Both of these forms of discourse have evolved within a social context characterised by the resistance to equality which is by no means considered a priority. Added to this are the pressures applied by the commercial world in which we live, whose messages – tending toward standardisation and targeting consumers rather than citizens – are drafted more for the investor's profits than for the imperatives of equality or social justice. This module analyses journalistic works from EGEP countries.

II.   METHODOLOGY OF THE MANUAL

The methodology chosen for this training manual, which is designed for Mediterranean journalists specialising in written, audiovisual and electronic media and focusing on the portrayal of women in the media, meets the requirements of interactive learning.

It is based on the analysis of existing methods, such as the regional journalistic training manual developed in Arabic by CAWTAR and on the "Training Toolkit on Gender" produced by the European Broadcasting Union (EBU) and adapted into Arabic for the southern Mediterranean media.

2.1 An interactive methodology

An interactive methodology encourages personal participation, concrete experience, observation, group discussion and practical application. These processes are further facilitated when group exchanges are balanced, meaning that each participant, regardless of his or her status vis-à-vis the others, feels entitled to express his/her personal opinion, ideas and achievements, and can compare them with the opinions, ideas and achievements of others without fear of being judged. The trainer's role is no longer limited to the pure transmission of knowledge, but rather encourages reflection, personal expression and exchanges.

2.2 Alternative training techniques

The techniques selected meet the requirements of interactive learning: brainstorming, card techniques (Metaplan), role playing, analysis and composition of journalistic works in terms of gender. The use of a given training technique depends on the topic under discussion.

- **Card technique (Metaplan)**: this technique functions primarily to break the ice in a group; it encourages personal reflection and expression, and prompts interaction among participants. It facilitates the expression of personal feelings and the development of listening and communication skills. It consists in using a device to display comparisons and categorise group suggestions surrounding a given topic, thereby making it possible to present, compare, organise and improve a line of reasoning, as well as to perform a group synthesis.

Process

- Phase 1: the trainer introduces the objective and specifies the task to be accomplished.
- Phase 2: individual reflection and the writing down of one or two words. Words are posted on the board when the entire group is ready.
- Phase 3: each display posted is commented upon first by its author; then by other participants and finally by the trainer who may add missing words on personalised colour-coded cards with the aim to re-initiate or re-orient group thoughts.

- **Brainstorming**: a fountain of ideas that enables the spontaneous expression of conscious and unconscious associations around a given topic. Brainstorming is an 'attack technique' which literally attacks a problem to obtain a maximum number of potential solutions in the shortest time possible. It improves communication among participants and its informal character encourages the creation of a friendly atmosphere. It is a technique that gives the even most reluctant participant the chance to contribute to the group.

Process

- The trainer, after having reminded the group of the objectives of the session, introduces the specific topic. He or she presents the rules of the game: each participant freely expresses the word or words that pop into his/her mind on the subject. No commenting is allowed on previously words expressed.
- The trainer writes down the words in the sequence they are given. The golden rule for the trainer is neutrality.
- A group synthesis enables the categorisation, organisation and highlighting of key ideas. Participants, along with the trainer, group ideas together, underline differences and similarities, and comment upon them.

Note: It is important that the practical application of any idea put forward is not questioned. Ideas first, constructive criticism later. Positive thinking is essential. The trainer should advise participants to avoid negative phrases such as "That won't work" or "That's a ridiculous idea". These kinds of phrases will interrupt the flow of ideas that are expressed with confidence and enthusiasm.

- **Role playing:** Role playing is the simulation of a plausible and somewhat unpredictable situation. Individuals play a more or less pre-determined role, but they improvise the dialogue. This technique enables participants to break out of the their routine habits and behaviours. It creates a special, separate situation that serves to raise issues other than those usually encountered in the workplace. It is a technique that involves the participants and is rich in shared emotions, which makes it an excellent vector for memorisation.

For the trainer it involves:
- introducing the instructions so that they are fully understood.
- organising the game and keeping an eye on the time.
- ensuring participants follow the rules and perform their role.
- shifting the focus to professional reality.

- **Content analysis:** quantitative and qualitative analysis of factual and iconographic coverage of gender in journalistic production.

- **Discourse analysis:** of factual and iconographic coverage of gender in journalistic production. In this technique, logic, cross-referencing, verification and critical reasoning take pride of place. Techniques for discourse analysis are different from traditional techniques used in content analysis. The latter merely analyse explicit and obvious content whereas discourse analysis techniques go

beyond verbal expression to look at the implicit meaning underlying of the discourse.

In this module, discourse analysis is based on two techniques:

➔ **Actantial analysis,** which enables the analysis of representations. Its analysis chart is based on two sets:

a) representations, composed of adjuvant forces: actors, actions and values invoked.

b) obstacles, composed of elements symmetric to the adjuvant forces.

➔ **Argumentation analysis (analysis of the line of reasoning),** which is also based on two sets:

a) *argumentation and the thesis of the speaker.* The thesis may be expressed as an opinion or position. The argument selected to defend the thesis is not always explicit nor is it necessarily expressed as a logical line of reasoning

b) *recognising the analyst and his/her conclusions, by identifying:*

- the part of the argument that can be comprised of facts, valid assumptions and value premises.
- the mode of persuasion, which may be rational or emotional**.**
- the corpus for analysis is comprised of journalistic works (written, electronic and audiovisual media). It is selected based upon a content standard and must refer explicitly to the roles of men and women.

2.3 Exercises

Each exercise has its own, specific objectives, working method, duration, required materials and guiding questions, as well as its own reference sheet and boxed examples.

- **The guiding questions** are intentionally open-ended so that they may be easily adapted to the different regional situations.
- **Required materials** for these exercises are non-restrictive. The trainer may just as well do with a simple board, sheets, coloured pens and paper, as with computers with an internet connection. Thus, regardless of the means at his/her disposal, the trainer can successfully carry out these exercises.
- **The reference sheets** serve as a basic informational tool, making it possible to homogenise the training regardless of the time or place in which it is carried out, as well as of who is leading it. These sheets also contain the information necessary for the trainer to lead sessions and to push participants to reflect more deeply. They include legal references and information on local practices in the countries of the region. They are, in a sense, an answer sheet for the trainer They are also designed to help trainers formulate additional guiding questions to enrich the group discussion; They are ultimately to be given to the participants as a basic reference document.
- **Sequence of the practice activities**
  Training takes place over three days. Each day is divided into two sessions.

2.4 Using the manual

The three modules of this manual may be used within the framework of:

- **a general, three-day training session:** that is, one module per day of training
- **one training session per specific topic:** that is, for instance, one three-day training session on the subject of stereotypes. In this case, trainers must restructure the module into three sub-topics, such as:
    o concepts of gender and sex;
    o the concept of the stereotype and how it operates;
    o quantitative and qualitative analysis of media discourse in terms of gender and stereotypes.
  In this case, trainers should add additional exercises, such as role playing, and expand and diversify the body of analysis.
- **An accelerated, one-day session**: on all three topics and using shorter exercises inspired by those suggested in the three modules.

III.   Module 1: The international and regional legal framework for equality between men and women

3.1   Introduction

This module focuses on the legal framework for equality between men and women, both international and Arab/Euromed regional, as established in the Ministerial Conclusions adopted in Istanbul (2006) and Marrakech (2009). In this respect, its greatest advantage is in introducing a frame of reference grounded in the Ministerial Conclusions of the Istanbul and Marrakech Euromed conferences on strengthening the role of women in society. The module presents a political frame of reference that is relatively unknown to media stakeholders.

Overview

The legal module consists of five exercises dealing with the legal framework for women's rights in the region. This framework can be broken down into sets: international and regional references (UN, European, Arab and Mediterranean) and national references. The exercises in this module focus on three basic axes . The first two were strongly emphasised as prime pillars of human rights of women during the Istanbul and Marrakech Ministerial Conferences, namely: civil and political rights, and economic and social rights. The third axis, violence against women, is both a cross-functional problem in that it represents a denial of citizenship, both civil/political and economic/social, and a barrier to development. Gender based violence, still widespread in the region, was condemned in the Ministerial Conclusions; and the various states involved committed themselves to adopting measures to combat this phenomenon.

Thus, the three axes around which this module is structured are as follows:
- civil and political rights;
- economic and social rights;
- the persistent phenomenon of gender based violence, in all its forms and manifestations.

The other issues covered in the Euromed Ministerial Conclusions, in particular the question of cultural rights and the role of women in the media, will be dealt with in the next two modules given that they are directly linked to the objectives of those modules.

This module includes a variety of tools designed to promote the understanding of the concept of gender relations via an understanding of the legal framework for equality between men and women. To this end, it offers a general orientation for trainers with exercises, guiding questions, reference sheets that provide basic information that the trainer is expected to supplement, boxed examples and reference documents for the participants.

Objectives

The objective of the training on the legal framework is to achieve:

- mastery of the legal references within their field of application
- capability of making use of these references in journalistic activities
- practical application of this ability in the production of journalistic works

Methodology

The methodology and tools provided for this module meet the needs of a training session designed for journalists specialising in written, audiovisual and electronic media on the portrayal of women in the media. The five exercises in the module deal directly with the legal framework of women's rights in the region.

Activities are interactive: brainstorming, Metaplan, role playing and the composition of journalistic works. The training is not a lecture, but rather an opportunity for journalists to actively participate in the reflection upon these legal subjects, with the help of guiding questions and in such a way that the final outcome is perceived by participants as their own achievement, which in turn helps to involve them in this process and enables them to absorb and master these concepts as fundamental elements in their work as journalists.

During the exercises, the trainer(s) seek(s) to push participants to reflect upon practical examples and cases in the region. They illustrate their comments with relevant regional and national experiences, some of which are included in the reference sheets and boxed examples. The trainer may expand upon these examples during the preparation of the training, and make them available to participants as reference documents to be used as the basis for argumentation in their journalistic works.

3.2 Session 1: The Istanbul Process

3.2.1   Exercise 1: Context of the Istanbul Process

Time   80 min.

Objectives
- Increase participants' knowledge of the Euromed framework for equality
- Acquire an understanding of the overall context, in terms of the frame of reference provided by the Istanbul and Marrakech Ministerial Conclusions
- Become familiar with the regional programme entitled: "Enhancing Equality between Men and Women in the Euromed Region (2008-2011)"

Methodology   Group reflection and discussion

Required materials
One board, coloured pens, paper, coloured sheets and
- The Conclusions of the Euromed Ministerial Conference entitled "Strengthening the Role of Women in Society", Istanbul, November 2006. (See appendix for document)

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- The Conclusions of the second Ministerial Conference on "Strengthening the Role of Women in Society", Marrakech, November 2009. (See appendix for document)

Sequence of steps for the exercise
- The trainer shares the guiding questions with the group
- He/She distributes self-adhesive coloured sheets to participants (one colour per answer)
- He/She provides participants with time to reflect
- He/She collects the sheets with the participants' answers to the first question, and sticks them on the board
- Participants discuss and develop a group answer
- The trainer eliminates answers that do not adequately apply
- Once all answers to the questions have been submitted, the trainer shares the full data table included in this exercise (see below), which will be distributed to the participants as a reference document.

Guiding questions
1) In what context was the Euromed framework for gender equality born?
2) What do you know about the Istanbul Ministerial Conference?
3) What were the principal conclusions adopted at the Istanbul Conference?
4) What advantages does the Istanbul Conference have over the international framework for equality between men and women ?
5) What do you know about the "Enhancing Equality between Men and Women in the Euromed Region" programme?

Table 1. Context and training tools for the Istanbul Conclusions

Context and Euromed framework for gender equality	Istanbul frame of reference	Principal conclusions of the Istanbul Conference	Advantage of Istanbul	The "Enhancing Equality between Men and Women in the Euromed Region" programme
commitment of the EU and MED partners to gender equality	Barcelona Conference on the Euromed partnership (1995)	operate within a common framework for action	inter-governmental dialogue on the regional level	a supplementary tool for the implementation of the framework for action defined in Istanbul
Article 2 of the Treaty of Amsterdam	Istanbul Ministerial Conference of 2006	consider all international conventions as normative guidelines for all forms of regional cooperation	follow-up mechanisms	support and supplement the inter-governmental process
EU institutions in favour of equality set up at several levels	ad hoc meetings among senior civil servants of partner countries in Brussels since 2007	strengthen the civil and political rights of women	support measures.	phase 1 of the programme: covering the period 2007-2010
Barcelona Declaration (1995)	Euromed Employment and Labour Ministers Conference. Marrakech November 2008	strengthen the social and economic rights of women	a complementary programme to support civil society initiatives.	follow-up of the Ministerial Conclusions by means of annual reports
Roadmap for Equality between Women and Men (2006-2010)	Conference on Strengthening the Role of Women in Society Marrakech November 2009	strengthen women's rights in the cultural domain, as well as the role of communications and the media.	the "Investing in People" programme	Tool for strengthening the Euromed dialogue on equality
the five-year work programme of the Euromed partners		mobilise financial resources for the implementation of the framework for action	The "Enhancing Equality between Men and Women in the Euromed Region" programme	
		achieve these objectives in the	mobilisation of financial	

		five years following the conference	resources in order to support the implementation of the framework for action on the national and regional levels	

Reference sheets

These sheets are designed for the use by the trainer They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 1: Key dates in the Istanbul Process

1995: The Barcelona Declaration is a turning point in terms of redefining the role of women both in development and within the Euromed partnership.

2005: The Barcelona +10 Conference calls for a ministerial conference on equality between men and women in society

2006: The Ministerial Conference is held in Istanbul and entitled: "Strengthening the Role of Women in Society"; it leads to the commitment of 37 Euromed countries to implement its Conclusions and mobilise the resources necessary for its implementation.

2006: Implementation of the regional Euromed programme on women's role in economic life for the period 2006-2009.

2008: The "Enhancing Equality between Men and Women" programme is launched.

2009: The second Euromed Ministerial Conference on "Strengthening the Role of Women in Society" is held in Marrakech; it reinforces the achievements of Istanbul among the 43 partner countries of the Union for the Mediterranean.

Reference sheet 2: The Istanbul Ministerial Conference

The Euromed Ministerial Conference entitled "*Strengthening the Role of Women in Society*" was held in Istanbul (Turkey) in November 2006. Approved by the 37 Euromed partner countries, its Ministerial Conclusions serve as a significant demonstration of the commitment of signatories to cooperate on the international level for the promotion of gender equality. During this 2006 Ministerial Conference, Euromed partners agreed to operate within a common framework for action and to consider all international conventions as normative guidelines for all forms of regional cooperation. Among the primary joint commitments made by partner countries are, notably, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979, and the Optional Protocol to the CEDAW convention, adopted in 1999. These commitments are all the more significant given

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that the partner countries involved in the Istanbul Ministerial Conclusions represent 39% of CEDAW signatories.

Reference sheet 3: The principal Istanbul Conclusions pertain to:

- the civil and political rights of women
- the social and economic rights of women
- the rights of women in the cultural domain, as well as the role of communications and the media

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Reference sheet 4: **The advantage of the Istanbul Conference**

Compared with the international framework for equality between men and women, the Istanbul Conclusions have the added value of introducing a certain number of mechanisms for review and implementation. In relation to the follow-up, the conclusions specify that:

- Euromed partners are committed to working toward the achievement of the objectives defined by common accord during the five years following the conference.
- The Euromed Committee is invited to organise, at least once per year, at senior civil servant level, an ad-hoc Euromed meeting of experts to assess the implementation of the measures defined in the Conclusions; the Committee is also expected to inform the annual Euromed Foreign Affairs Ministerial Meeting of its findings.
- A second Euromed Ministerial Conference would have the mission of examining questions relating to the full enjoyment by women of all fundamental rights and of reviewing progress made in implementing the measures previously defined.
- Subsequently, the European Commission proposed a complementary follow-up mechanism in the form of a questionnaire sent out to all Euromed partner countries.

An innovative and wholly new method for the implementation was suggested at the Istanbul Conference. It improved the procedures and methods previously applied within the framework of cooperation across the Euromed region thanks to

- Support measures: building technical and institutional capacity, training and/or developing guidelines and frameworks for action, creating knowledge tools and political follow-up mechanisms that aim to support intergovernmental dialogue across the region.

The method also envisages a complementary programme to support civil society initiatives.

- The definition of various follow-up mechanisms: four ad-hoc meetings of senior civil servants from Euromed partner countries, which have been held in Brussels since 2007. The meeting of 12 June 2008 focused on the subject "Women's Participation in Political Life within the Euromed Partnership", while the meeting of 7 October 2009 dealt with preparations for the second Ministerial Conference, to be held in Marrakech in November 2009. These meetings also allowed the examination of the conclusions of the annual report drafted by the European Commission on the basis of the responses of

Euromed partner countries to the Istanbul questionnaire.

The Istanbul Conference also invites partner countries to mobilise financial resources, in addition to those provided by the European Union, to contribute to the implementation of the framework for action on the national and regional levels.

Reference sheet 5: **The "Enhancing Equality between Men and Women in the Euromed Region" programme**

Not long after the Istanbul Conference, the European Commission proposed two complementary tools for implementing the framework for action defined in Istanbul:

- The "Investing in People – Gender Equality" programme, whose aim is to build capacity among civil society organisations that are active in the promotion of gender equality and women's rights, and through the financial support for regional projects;

- The "Enhancing Equality between Men and Women in the Euromed Region" programme, which aims to support and supplement the inter-governmental process.

3.2.2 Exercise 2: Civil and political rights

Focus   The civil and political rights of women in the region and the reality on the ground.

Time   80 min.

Objectives
- Gain a thorough understanding of the general legal framework for civil and political rights: constitutive elements, references, institutions and the extent of application.
- Acquire an understanding of the origins and causes of challenges faced.
- Gain familiarity with and understand the situation of women in the Euromed region in light of the Istanbul and Marrakech Conclusions and Action Plan for civil and political rights, as well as international frames of reference (in particular, the CEDAW).

Methodology   Brainstorming

Required materials
One board, coloured pens, a video projector and computer**,** self-adhesive sheets (cards) of 7 different colours for the 7 columns in the table for this first exercise. Each colour should be used to answer a different question.
That is: 1 card of each colour x the number of participants.

Sequence of steps for the exercise
- The trainer explains to participants the aim of the exercise as well as its sequence of steps.

- He/She distributes the cards on which the participants are to answer the seven exercise questions.
- He/She writes up the first question (by hand on the board or by video projection) and tells participants which coloured card to use for their answers.
- He/She puts up the table. (see below)
- He/She asks participants to answer the first question.
- He/She provides participants with time to reflect.
- He/She collects the cards for the first question.
- He/She fills in the appropriate column by affixing participants' answers.
- He/She launches the discussion and by eliminating responses that do not adequately apply, supplementing incomplete responses, adding missing responses and making an effort to explain and defend these actions, he/she guides the discussion toward the anticipated result, which can be found in the reference sheets for this exercise.
- The trainer continues in this fashion until all questions and cards have been used.
- Finally, he/she projects the correct responses and distributes copies to the participants (either on paper or electronically).

Guiding questions

1) Mention the specific legal references that frame women's civil and political rights in the Euromed region.

2) What are the constitutive elements of these rights?

3) Describe the situation of women in your country in terms of civil and political rights, as well as the situation of women in the countries of the region affected by gender inequality and its consequences.

4) How do you explain this situation? What are the causes and related challenges?

5) What are the repercussions of this situation for women specifically and for society in general?

6) What actions would you suggest to improve the situation of women in this domain?

7) Make a note of best practices identified at the national and regional levels.

Table 2: The civil and political rights of women by country

Situation of women by country	Civil and political rights: legal references	Civil and political rights: elements	The situation of women in terms of these rights	Causes of this situation	Consequences	Proposed actions	Best practices
Morocco							
Algeria							
Tunisia							
Egypt							
Jordan							
Israel							

Lebanon							
Syria							
Occupied Palestinian Territory							
Belgium							
Spain							
France							
United Kingdom							
Italy							

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 6: Specific legal references pertaining to the political and civil rights of women.

The summary report of the group reflection should contain, as a minimum, the following:

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) and its Optional Protocol (1999)
- The International Covenant on Civil and Political Rights (1966)
- National Constitutions
- National laws pertaining to equality
- Family codes and personal status codes are of special interest for women and girls who want to contribute to public life

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Reference sheet 7: Constitutive elements of the civil and political rights of women

- Respect for the human rights of women, explicitly and at least: security, physical integrity, freedom (notably of movement and expression)
- Female representation in public decision-making processes
- Voting rights and voting eligibility for women
- Political parity and access to decision-making positions

Reference sheet 8: The situation of women in terms of civil and political rights.

How well are women represented in national and local elected bodies? What progress has been made; what challenges remain?

Example 1: Tunisia
Women today have greater representation in senior positions and diplomatic functions, as well as in ministerial cabinets and in advisory bodies. Female representation in the Chamber of Deputies has grown from 4.3% in 1989 to 11.5% in

1999 and to 22.7% in 2004, with 43 elected female deputies. Fifteen women sit on the Chamber of Councillors, representing 15.2% of its members.

At the level of local governance, women's representation on governorate regional councils has grown to 23%. The proportion of female members in municipal councils has increased from 13.3% in 1990 to 16.6% in 1995, and finally to 26% in 2005. The growing percentage of women representatives at the municipal level is linked to the decision by the Tunisian President to raise female representation at the municipal level to a minimum 25% of council seats. Nevertheless, female-led municipalities are the exception not the rule: only five women serve as municipal council presidents. It should be noted that women have made greater gains in areas where access is merit-based, as is the case in the judicial system. In 2007, women accounted for 29% of judges and 31% of lawyers.

Example 2: Israel

Despite an improved situation, Israeli women remain a minority in politics. Today, 22 of the 120 members of the 18th Knesset are women. Within the most strategic committees, women remain under-represented. Such is the case for both the Finance Committee and the Economic Affairs Committee. In the Foreign Affairs and Defence Committee, women account for 6% of members. At the ministerial level, substantial efforts have been made to promote the appointment of women. Between 2005 and 2007, the percentage of women in the Prime Minister's cabinet grew from 52 to 54%. Female representation increased from 52 to 53% in the Ministry of Finance, but remained unchanged for the Ministry of Industry, Trade and Labour (59%), the Ministry of the Interior (55%) and the Ministry of Justice (70%).

Reference sheet 9: Causes of the political under-representation of women

- Illiteracy among both men and women;
- Women are either deprived or not fully aware of their voting rights and eligibility;
- Few vote for female candidates;
- The existence of laws that discriminate against women;
- Weakness of proactive policies for the fulfilment of these rights;
- The difficulty of balancing the demands of family and those of citizenship;
- Gender stereotypes reinforced and propagated by educational curricula and the media;
- Inadequate education on critical analysis skills;
- Religious beliefs that are often based upon a poor interpretation or classical reading of the religious texts.

Example 1: A study conducted by UNIFEM in **Jordan** in March 2007 showed that the primary obstacle facing the election of female candidates was cultural and socio-political in nature. Jordanian society does not believe women to be politically capable.

Example 2: In **Palestine**, according to a study conducted by the EGEP[1] programme, a major obstacle to women's equal participation in decision-making

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[1] National Situation Analysis, Occupied Palestinian Territory, EGEP Programme, 2010

relates to the prevailing culture in Palestinian society, which does not consider men and women to be equals. The widespread belief that women neither can nor should participate in public and political life, and that they possess neither the talent nor capacities of their male counterparts, still persists. In general, official media do not address gender stereotypes, which are further strengthened by educational curricula and materials that merely reproduce the traditional division of male and female roles in society. Thus, many men and women alike feel that the home is the place reserved for women and that women should take care of the children and fulfil their reproductive role, not working outside the home except as dictated by the family's immediate financial situation. Additionally, current Palestinian political platforms do not prioritise the promotion of women's rights.

Example 3: In **Syria**, as part of the 2005 National Human Development Report[2], a study conducted with male and female students on women in the workforce revealed a stereotyped vision of women's role: 84% of respondents felt women's primary role was in the home; 83% felt that women should obey the demands of the male head of household; 54% felt that parents have the right to select what their daughters study at university; 89% felt that only certain jobs are suitable for women and, 97% felt that the presence of women in the workforce serves to increase the burden of household duties.

Reference sheet 10: Consequences of the political under-representation of women

Female under-representation in the public decision-making process is an obstacle to both development and democracy, and a constraint for women who aspire to participate in the public life of their country. For instance:
- Marginalisation and exclusion of women from decision-making ;
- Non-inclusion of women's interests and needs on the political agenda and in developmental policies;
- Inadequacy of public policy (e.g., health) for the needs of the population;
- Wasting of public funds as a result of the insufficient identification of the needs of the population.

Reference sheet 11: Suggested actions to improve women's participation in decision-making

- Encourage public education on human rights and civic responsibility;
- Transpose United Nations conventions into national law;
- Legislative reform, notably the drafting of laws that increase female participation in electoral councils;
- Support measures that spur political parties to ensure the prominent position of women on electoral lists;
- Support measures that spur political parties to appoint women to their executive bodies;

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2 National Human Development Report, Education and Human Development toward improved qualification, Syria, 2005

- Awareness campaigns to sensitize public opinion;
- Quotas, parity (50/50 political representation, for example) or a certain proportion of men/women (60/40, for instance). The use of female quotas by political parties in elections has gained a lot of attention. Nonetheless, solid mobilisation through information and awareness-raising campaigns is needed on the local, regional and/or national levels to persuade political parties to include a certain percentage of female candidates on their electoral lists;
- Awareness-raising measures and training for female candidates;
- Decision-making capacity in executive and judicial bodies, by increasing female presence, in their own right and on equal footing with their male counterparts, as both candidates and voters;
- Build the capacity of public administrators to mainstream equality between men and women.

Reference sheet 12: Best practices for female participation as identified on the national and regional levels

Algeria modified its constitution in November 2008 in order to promote the political rights of women and facilitate female representation in elected bodies. One of the priorities of the National Strategy for Equity and Equality (2008-2013) is to increase female presence in the political domain and within elected bodies.

In **Jordan**, several national initiatives relating to women's political participation have been launched, led by political actors, local communities and the public at large. The creation of female quotas for municipal councils is among the most significant actions taken. Today, a minimum of 20% of council seats are allocated to the female candidates who receive the greatest number of votes. This initiative has encouraged women to run for political office in municipal elections.
A quota system has also been introduced at parliamentary level. Before the introduction of this quota in 2003, only two women had ever served in the Chamber of Deputies: Toujan Faisal, who won a Circassian seat in the 1993 elections, and Nuha Maaytah, who won a seat in the parliamentary by-elections of 2001[3]. In order to support women's access to positions of responsibility and decision-making roles, training has been conducted on the challenges of supporting female participation in political and leadership functions. Campaigns have been organised in support of female parliamentary candidates.

In **Morocco**, 2002 was a watershed year for women's political participation. Thanks to the process of democratisation underway in Morocco, political parties and unions alike added more women in their ranks; for the first time in the country's history, 35 women were elected to Parliament. This same year saw adoption of the consensual quota based on the national list, reserving 30 seats for women. Thirty-five women were thus elected to the Assembly of Representatives, i.e. 10.77% of the elected representatives. In the world classification of countries released by the Inter-Parliamentary Union, Morocco jumped from number 118 to number 69. In the Arab world, Morocco now ranks second behind Tunisia.

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3 Musa Hekhani, analytical reading of the results of seats reserved for women in the Chamber of Deputies

In the **United Kingdom**, recourse to all-women shortlists has been one of the most effective mechanisms for increasing female representation in Parliament. The 2002 introduction of a law reversing a previous ban on sexual discrimination in the selection of electoral candidates has made it possible for political parties to take special measures to increase the number of female candidates in local, national and European elections. Standing at only 9% before 1997, the percentage of female Members of Parliament has now grown to 20%. This dispensation was extended until 2030 thanks to the adoption of a new gender equality bill on 24 April 2009 by the British Parliament.

3.2.3   Exercise 3: Social and economic rights

Focus   The social and economic rights of women in the region and the reality on the ground

Time   80 min.

Objectives
   - Gain a thorough understanding of the general legal framework for social and economic rights: constitutive elements, references, institutions and the extent of application.
   - Acquire an understanding of the origins and causes of challenges faced.
   - Gain familiarity with and understand the socio-economic situation of women in the Euromed region in light of the Istanbul and Marrakech Conclusions and Action Plan regarding social and economic rights, as well as of the international frames of reference (in particular, the CEDAW).

Methodology   Metaplan and brainstorming

Required materials
One board, coloured pens, a video projector and computer**,** self-adhesive sheets (cards) of 7 different colours. Each colour should be used to answer a different question. That is: 1 card of each colour x the number of participants.

Sequence of steps for the exercise
See steps for exercise 1, but use table 3

> **Guiding questions**
> 1) Mention the specific legal references that frame women's socio-economic rights in the Euromed region.
> 2) What are the constitutive elements of these rights?
> 3) Describe the situation of women in your country in terms of social and economic rights, as well as the situation of women in countries in the region.
> 4) How do you explain this situation? What are its causes and related challenges?
> 5) What are the consequences of this situation, on women specifically and on society in general?

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6) What actions would you suggest to improve women's situation in this domain?

7) Make a note of best practices identified at the national and regional levels.

Table 3: The social and economic rights of women by country

Situation of women by country	Social and economic rights: legal references	Social and economic rights: elements	Situation of women in terms of these rights	Situational causes	Consequences	Proposed actions	Best practices
Morocco							
Algeria							
Tunisia							
Egypt							
Jordan							
Israel							
Lebanon							
Syria							
Occupied Palestinian Territory							
Belgium							
Spain							
France							
United Kingdom							
Italy							

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 13: Specific legal references pertaining to the social and economic rights of women.

The summary report of the group reflection should contain, as a minimum, the following:

- The conclusions of the first Euromed Employment and Labour Ministers Conference, held on 9-10 November 2008 in Marrakech.
- The International Covenant on Economic, Social and Cultural Rights. (UN, 1966)
- The Platform for Action of the United Nations International Conference on Population and Development (Cairo, 1994)

Reference sheet 14: Constitutive elements of the social and economic rights of women

- Access to employment;

- Professional equality;
- Time management and balance - work, personal, family, social and civic;
- The right to life-long learning;
- The right to social security;
- The right to health;
- The right to education.

Reference sheet 15: The situation of women in terms of social and economic rights

- Persistent inequalities between men and women in the labour market in terms of salary, access to employment and access to promotion (unemployment rates higher among women)
- Disparities between women in rural and urban areas
- Unequal treatment within social protection systems, especially in terms of social security and retirement
- Disparities in terms of education (primary, secondary, university) and professional training
- Difficulties in balancing private and professional life: women's family and caregiver responsibilities (children, elderly relatives)

Reference sheet 16: Causes of and challenges to the social and economic rights of women

- The labour market is a traditional one, which corresponds to a society segmented along sexual division of labour, on the basis of the social roles attributed to men and women (public sphere: men, private sphere: women)
- Structural inequalities, such as female unemployment, difficult access for women to positions of responsibility and their segregation into more vulnerable sectors of the economy are underlying factors in the gender salary gap. This segregation of the labour market is maintained partly by girls' continued selection of traditional fields of study, a choice that is largely encouraged by social stereotypes
- Weak or non-existent understanding of women's contribution to the economy in general and in rural areas in particular.

Reference sheet 17: Suggested actions to promote the social and economic rights of women

Equality in the labour market:
- Strengthen women's equal access to and participation in the labour market;
- Combat inequalities in pay (salary gap);
- Strengthen women's representation and participation in economic decision-making processes, in particular within employers' organisations, unions, boards of directors, etc.;
- Encourage women's entrepreneurial spirit and support the creation of capital;
- Promote training modules that can bolster the economic and financial

- management skills of female entrepreneurs;
- Guarantee equal opportunity in terms of professional training;
- Orient girls and young women toward more scientific careers;
- Combat segregation and gender based stereotypes in the labour market;
- Propagate a better understanding of women's contribution to the overall economy;

Balancing professional and family life:
- Provide orientation programmes for women to help them re-enter the labour market after an absence, or to direct them toward new sectors;
- Widen leave options to new categories of workers (paternity leave, adoption leave, incentives for fathers to take parental leave);
- Extend the duration of maternity leave, or expand it into adoption leave;
- Target specific categories of parent, especially female heads of household, families with three or more children, or fathers;
- Provide care services at affordable costs for the care of children, elderly relatives and other dependents;
- Build a professional environment that suits women in terms of transportation, safety and non-discrimination in the workplace;
- Guarantee women's reproductive rights, including maternal health and the availability of both contraception and related services;
- Improve pregnancy counselling services and maternity services and reduce the maternal mortality rate;

Adoption of a poverty reduction policy/strategy:
- Give greater attention to the economic role of poor women living in rural areas;
- Reduce disparities between women in rural and urban areas;
- Launch literacy campaigns targeting specifically women living in rural areas and poor women;
- Launch support measures for families, in particular those in poor and rural areas, that will encourage them to send their daughters to school;

Promotion of women to decision-making positions of the highest level and hence a shattering of the glass ceiling:
- Open new paths to non-traditional careers; for instance, gender mainstreaming in the recruitment and training of the armed forces;
- Increase women's autonomy by facilitating their access to education at all levels, as well as their access to professional and technical training;
- Encourage ICT scientific and technological training and learning opportunities;

Targeted, high-quality social protection:
- Increased retirement pensions for women;
- The right to a stable income in situations of hardship or illness, or at the end of a professional career;
- Access to health care services, in particular those relating to reproductive

health.

Reference sheet 18: Consequences of women's social and economic exclusion

- Poverty and social exclusion risks are higher for women
- Difficulty faced by women in achieving financial independence
- Women's health and the health of the general population, for instance:
  High maternal mortality rate
  High infant mortality rate
  Shorter life expectancy at birth
  Poor reproductive health
  Epidemiological inequalities

Reference sheet 19: Best practices as identified on the national and regional levels for the promotion of women's social and economic rights

Example 1: In **Algeria**, the National Strategy for the Promotion and Integration of Women has planned for a study of the primary causes behind female unemployment, as well as a series of measures that promote the training and qualification of women for employment and for information and communication technologies[4].

Example 2: In **Jordan**, the National Strategy for Jordanian Women focuses on mainstreaming equality between men and women in the formulation of public policy. The various components of this strategy include: legislative and economic emancipation; women's participation in public life; information and communication; human safety; social protection including education, health, poverty, and female-run households; violence; aging; the special needs of women; food safety; the environment; and shelter and housing. This strategy also aims to address social attitudes and combat stereotypes of women that are reproduced in the educational system and social aid services, among others. Jordan has embarked on the development and overhaul of its curricula, textbooks and teachers' manuals, has integrated into them analysis tools that promote equality between men and women and a balanced image of women and girls with the aim to combat existing gender-based stereotypes[5]

Example 3: Tunisian legislation has addressed pregnancy and maternity. Pregnant women may terminate their employment contract without a period of notice and without having to pay compensation for breach of contract, even if they are in a non-statutory and contractual situation. Likewise, a woman's illness due to pregnancy or following childbirth may not be used as grounds for a termination of the employment contract on the part of the employer, under penalty of damages payable to the woman. Working women have the right to 30 days' maternity leave, which may be twice extended upon production of a medical certificate if they work in the private or

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4 National Situation Analysis, Algeria, EGEP, 2010

5 National Situation Analysis, Jordan, EGEP, 2010

parapublic sectors, or extended by two months should they work in the public sector. When she is breastfeeding, a working mother has the right to breastfeeding leave of up to two half-hour sessions per day, during working hours, for a year starting from the child's birth. If companies employ at least fifty women, a special room will be reserved for them for breastfeeding their babies. That being said, the applicable legislation thereby attributes responsibility for the children's care and upbringing to the woman and not the man. The legislation has not as yet been modified to recognise the social dimension of the reproductive function and to replace maternity leave with parental leave.

Example 4: Many Euromed partner countries have taken up the challenge of reforming parental leave systems for working parents. There is a growing tendency toward a balancing of private and professional life, and the sharing of domestic tasks between the man and the woman. **Denmark, Greece and Sweden** have all encouraged the sharing of parental responsibility on the basis of paternity leave options.

3.3   Session 2: Gender based violence (GBV)

3.3.1   Exercise 4: The persistent phenomenon of gender based violence

Time   80 min.

Objectives
- Gain a thorough understanding of the legal references;
- Identify and understand the origins and causes, as well as the ramifications and consequences of gender based violence;
- Develop an sharp critical spirit for journalistic coverage of events relating to GBV.

Methodology   Metaplan and brainstorming

Required materials   see previous exercise

Sequence of steps for the exercise
See steps for exercise 2, but use table below

Guiding questions
1) Cite the specific legal references that frame the phenomenon of gender based violence, in all its various forms and manifestations.
2) What is your understanding of gender based violence, in all its various forms and manifestations?
3) Describe the situation of women in your country, including sub-regional particularities, in terms of the various forms of violence.
4) How do you explain this situation? What are its causes and related challenges/consequences?
5) What actions would you propose to improve this situation?

6) Make a note of best practices identified for combating gender based violence.

Table 4: Gender based violence

Legal references	Elements related to GBV	The situation in your country & sub-regional particularities	Causes of this situation	Situational challenges	Consequences	Proposed actions	Best practices

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 20: Specific legal references pertaining to gender based violence

The summary report of the group reflection should contain, as a minimum, the following:
- The Ministerial Conclusions on Strengthening the Role of Women in Society from the first Euromed Ministerial Conference held in Istanbul on 14-15 November 2006
- The Ministerial Conclusions of the second Euromed Ministerial Conference on Strengthening the Role of Women in Society, held in Marrakech on 11-12 November 2009
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) and its Optional Protocol (2003)
- The Universal Declaration of Human Rights (UN, 10 December 1948)
- The results of the 23rd special session of the United Nations General Assembly
- The Beijing Declaration and Platform for Action (1995)
- The Declaration of the Commission on the Status of Women adopted at its 49th session (March 2005, Beijing +10)
- United Nations Security Council Resolution 1325 on Women (2000)
- The Action Plan of the Arab Women's Organisation (2001)
- The Tunis Declaration, adopted at the 2004 Arab League summit
- The Algiers Declaration, adopted at the 2005 Arab League summit
- The Khartoum Declaration, adopted at the 2006 Arab League summit
- The Cairo Declaration, issued by the first Arab Women's Summit (2000)
- The Millennium Declaration and the Millennium Development Goals (UN, 2000)
- The Platform for Action of the United Nations International Conference on Population and Development (Cairo, 1994)
- The Council of Europe Convention on Action against Trafficking in Human

Beings (2005)
- The Additional Protocol to the United Nations Convention against Transnational Organized Crime, designed to prevent, suppress and punish trafficking in persons (2000)
- The United Nations Convention on the Rights of Persons with Disabilities (2006)

Reference sheet 21: Elements related to gender based violence, in all its various forms and manifestations

The summary report should include:
- Domestic violence (physical, verbal, sexual, psychological, economic);
- Violence in the workplace (physical, verbal, bullying, harassment);
- Violence against migrant women;
- Violence against women in zones of armed conflict or foreign occupation;
- Public harassment;
- Sexual harassment and rape, including conjugal rape;
- Forced marriage;
- Female genital mutilation;
- Violence inflicted "in the name of honour", in particular honour crimes;
- Human trafficking, in particular of women and children, and the related phenomena of the sex industry, such as convincing young women to cross national borders for the purposes of their sexual exploitation or forced labour;
- Restrictions on women's freedom of movement (travel prohibitions, etc.).

Reference sheet 22: Gender based violence – sub-regional particularities

The report should focus on the kinds of violence mentioned above and should attempt to highlight the main points, along with any potential similarities and differences between countries/regions. It should include:
- Physical, verbal, psychological, sexual or economic violence – including privation of freedom and movement;
- Public violence (harassment, rape);
- Workplace violence;
- Domestic violence;
- Violence within the extended family (father, mother, brothers);
- Specific types of behaviour: harassment;
- Violence and oppression inflicted "in the name of honour" – genital mutilation and honour crimes;
- Human trafficking and trafficking in women and young girls for the purpose of their sexual exploitation;
- Violence related to armed conflict.

Example 1: **Jordan**
According to a 2008 study by the Department of Statistics, 20% of Jordanian women say they have been beaten by their husband. Most of them are between 15 and 49 years of age.

Example 2: Lebanon

So-called "honour" crimes are still a reality in Lebanon and have been to some extent perpetuated by the weak deterrent force of the relevant provision in the penal code, which provides for mitigating circumstances in honour crimes should the man surprise his wife, daughter, mother, sister or any other female member of his family while committing an adulterous act or an "illicit sexual relationship".

Example 3: Palestine

A 2005 survey conducted by the Palestinian Central Bureau of Statistics found that 61.7% of women had been exposed to psychological violence, 23.3% to physical violence and 10.9% to sexual violence at the hands of their husbands. The survey also revealed a link between the educational and professional status of female victims of violence and the type of violence suffered, especially in terms of physical and sexual violence. Namely, the survey showed that as the educational and professional status of women increase, rates of violence decrease. The survey also looked at the phenomenon of early marriage for young girls.

Example 4: Syria

The problem of gender based violence was brought to light in 2006 with the publication of a national study that revealed that, despite some social progress made, Syrian women are still subject to various types of gender based violence, such as sexual abuse or sexual harassment, infringements upon their rights or economic exploitation within the home, all of which violate current national legislation.

Reference sheet 23: **Causes and consequences of gender based violence**

Causes:
- Absence of special and specific legislation allowing the prosecution of perpetrators of gender based violence;
- Absence of reliable statistics on cases of gender based violence and its various forms, situations and ramifications – even pertinent qualitative studies are lacking;
- Social resistance to the reporting of cases of gender based violence, especially conjugal and familial violence, as well as inhibitions that often prevent female victims from speaking publicly about their abuse or from resorting to the legal system and even from reporting abuse to the police;
- Special vulnerability of children and single women, such as unmarried mothers, female heads of household and migrant women;
- Unequal access to the justice system for men and women;
- Lack of protection and redress – impunity for perpetrators;
- Female under-representation in peace-keeping operations*;*
- Weak or non-existent education promoting peace and a culture of peace.

Consequences:
- Female mortality;
- Women's health;

- Break-up of the family;
- Economic costs: lack of employment, health care, legal fees.

Reference sheet 24: Proposed actions to combat gender based violence

- Combat gender based violence in all its various forms, in particular via research pursuits, awareness raising campaigns that actively involve young and adult men, education, press campaigns, institutional networks, networks for shared experiences and networks of good practice in the Euromed region;
- Organise informational and awareness-raising campaigns aimed at reducing social tolerance for domestic violence;
- Guarantee women protection and redress when there has been an infringement upon their rights (free hotlines, emergency numbers, shelters, legal services, social services, etc.);
- Provide men and women with equal access to the justice system across all levels;
- Step up assistance services for victims (availability and quality of legal services, law enforcement, social and psychological services with training for service providers, including doctors, law enforcement officers, judges, etc.);
- Adopt and enforce legislative and political measures to prevent violence (strategy and action plan, adequate budgets, skilled public services, etc.);
- Initiate changes to the legal system that create new categories of crimes and offences;
- Augment punitive measures against authors of violence by implementing an electronic surveillance system or enabling court-ruled injunctions;
- Strengthen the legal sanctions applicable to the most heinous forms of violence, such as the rape of minors, pregnant or disabled women, or female genital mutilation, is considered as a deterrent;
- Extend protection from violence to new categories of people, including homosexuals, women in forced marriages and migrant women;
- Prosecute the perpetrators of violence against women;
- Conduct regular surveys to conceptualise, quantitatively assess and understand GBV, as well as to serve as a guide for the formulation of public policy;
- Strengthen the regulations pertaining to the possession of firearms and disarmament campaigns would reduce the incidence of armed conflicts and the violence that occurs after the signing of peace treaties;
- Include the question of gender in the process of conflict settlement by increasing female representation in peace-keeping operations;
- Develop greater knowledge of the situation of women living in conflict zones;
- Prevent actions that seek to induce women to commit acts of terrorism or to recruit women for such efforts.

Example 1: Algeria & Morocco
As has been the case in a number of countries, Algerian and Moroccan civil society – especially women's organisations – have been the force behind the challenging of the authorities and society regarding gender based violence. They have set up

shelters for victims and led advocacy and awareness-raising initiatives.

Example 2: Egypt
In 2008, Egypt enacted a law banning female circumcision.

Example 3: Israel
A 2006 law against human trafficking criminalised such trafficking, covering a very wide range of offences from prostitution to, sexual crimes, via slavery, forced labour, organ removal and pornography. The law provides for the sentencing of perpetrators, with up to 16 years' imprisonment for trafficking in adult women and up to 20 years for trafficking in underage girls.

Example 4: **Jordan**
In 2008, Jordan enacted a law that not only criminalised domestic violence, but also amended sections of the personal status code relating to childcare, early marriage and domestic disputes.

Example 5: National strategies
Most countries have implemented action plans and institutional mechanisms to combat gender based violence and coordinate related governmental actions. This includes: **Algeria, Egypt, Lebanon, Morocco, Palestine and Tunisia.**

Reference sheet 25: Best practices for combating gender based violence

Example 1: Algeria
An amendment to the penal code was adopted by the People's National Assembly in 2004. Article 341-bis prohibiting sexual harassment was introduced into the Algerian Penal Code as a result of the efforts of the National Commission of Women Workers.

Example 2: Morocco
A series of legal reforms have been designed to criminalise violence. These include among others legislative provisions that aim for:
- Criminalisation of sexual harassment as abuse of authority;
- Introduction of aggravating circumstances to a rape when the victim is pregnant;
- Increased sentences when the victim of an act of procuring is pregnant or when the author of the crime is the victim's spouse;
- Abolition of decreased sentencing for cases where bodily harm, injuries or murder is committed by one spouse against another;
- Abolition of the professional confidentiality to which medical professionals are bound in the event that the practitioner observes evidence of domestic violence;
- Increased sentences when blows or wounds are voluntarily inflicted by one spouse against the other; the penalty is doubled for a repeat offence.

Example 3: Tunisia
In November 2008, Tunisia launched a national strategy for the prevention of violent behaviour within the family and society. Drafted in partnership with governmental institutions and civil society organisations, the strategy includes a section on

"information, education and communication" to ensure that the strategy is disseminated among the general public. It also provides for a free hotline number, available 24 hours a day, to assist female victims of violence and direct them toward the appropriate services provided by the public institutions and toward the NGOs specialised in gender based violence.

Example 4: **France** has adopted two new legal instruments to facilitate access to rent-controlled housing for women who have been the victim of domestic violence (March 2009). For cases of divorce or legal separation resulting from conjugal violence these instruments take into consideration the husband's income in the allocation of social housing. Regulations pertaining to unemployment have also undergone reform and now allow women who have left the conjugal home as a result of violence and who, for this reason must resign from their current employment, to receive unemployment benefits equivalent to those received by victims of bullying or sexual harassment in the workplace (February 2009).

Example 5: The **United Kingdom** has stepped up its integrated measures to prevent and eradicate sexual violence and abuse, domestic violence, forced marriage, "honour" crimes and human trafficking. It has increased the financial resources for victim's assistance services for the creation of shelters and referral centres for victims of sexual assault, and has increased subsidies for setting up telephone assistance services and support services for rape victims and victims of attempted murder. The country is also investing in probation programmes to support the social reintegration and handling of imprisoned offenders.

Boxed example 1: Women in armed conflict zones

Case: Lebanon

Generally speaking, there is no visible public debate on gender based violence and the Lebanese government takes few general initiatives to raise public awareness of violence against women (VAW).

Nonetheless, several efforts have been launched over the past few years by NGOs, the National Commission for Lebanese Women (NCLW) and the Ministry of Social Affairs to support Lebanese women living in zones that have been directly affected by the 2006 war. These initiatives are mainly based on United Nations Security Council Resolutions 1325 (2000) and 1820 (2008), as well as the CEDAW. They are based on the fact that women tend to be the ideal targets of all kinds of violence, not only in war zones or situations of armed conflict, but also in post-war settings.

Thus, the NCLW has launched an initiative in areas directly affected by the July 2006 Lebanon War (undertaken in collaboration with the UNFPA and the Italian government). This WEPASS programme has since then been extended and has received successive rounds of financial support. It falls under the application of UN Security Council Resolution 1325 and aims to develop the ability of women living in these areas, which were largely destroyed by the war, to gain a greater understanding and awareness of their situation and their rights. Part of the WEPASS programme also includes the creation of economic opportunities via microcredit institutions.

Exercise 5: Content analysis of journalistic production

Focus   Content analysis of journalistic production, centred around the legal frame of reference for women's rights

Time   80 min.

Objectives

As this is the final exercise in the legal training module, it aims to consolidate knowledge gained during the training day, adapt this knowledge to journalistic requirements and improve journalists' ability to cover regional events related to women's rights. This exercise offers practice in citing legal references and using them correctly in the various forms of journalistic production while ensuring that the core message remains intact.

Methodology   Content analysis of journalistic production

Required materials

A series of written and electronic press articles, plus an audiovisual production, all dealing with questions of equality and the situation of women. The trainer will select journalistic works in advance for the exercise. These will include both works with clear references and others without references or with poorly articulated references.

Sequence of steps for the exercise

- Participants break down into three groups, each of which selects one of the three possible topics (one topic per group whereby each topic must be covered) and nominates a group reporter. The three reporters are tasked with presenting the works along with a report on the group's discussion;
- The trainer distributes all the journalistic works to be studied;
- He/She asks participants to:
1) Note the presence or absence of legal references in the journalistic works,
2) Analyse these references based on:
    - Relevance to the subject at hand
    - Clarity and precision with respect to the international and Euromed legal frame of reference
    - Conciseness: references should not be too long as not to interfere with the main message
    - Presentation: references may be presented in a box, which serves to highlight them without overloading the text of the article.

Group reports should be presented clearly in the table bellow for the use by each sub-group :

Table 5: Reporting chart for the content analysis of legal references

	References cited	References missing	Degree of relevance	Accuracy	Clarity	Conciseness	Presentation

Title of article							

3.5   Session evaluation (Module 1)

a) *General handling of the training*

Check the appropriate box.

Areas for evaluation	totally unsatisfactory	unsatisfactory	satisfactory	very satisfactory	not applicable	Notes
Programme quality						
Quality of training approach and methods						
Correspondence between exercises and stated objectives						
Clarity of definitions						
Performance of the trainer						
Group dynamic, participation, discussion						

b) *Benefits of the training: overall, did this session meet your expectations?*

Benefits	totally unsatisfactory	unsatisfactory	satisfactory	very satisfactory	not applicable	Notes

IV.   MODULE II STEREOTYPES OF MEN AND WOMEN IN THE MEDIA

4.1   Introduction

Why is this module relevant? Because stereotypes affect societal perception of both men and women. Repetition of these stereotypes in the media can ultimately cause the general public to consider them as a reality, which is often difficult to revise. The most negative stereotypes may also affect how men and women themselves view their role in society. In addition, the regulation of sexist advertising and the broadcasting of content that treats women as an object continue to be relatively minor concerns.

Overview

This module makes use of the Conclusions of the Istanbul and Marrakech Euromed ministerial meetings as a political frame of reference; both sets of Conclusions are, overall, not well known by the media.

This training on stereotypes draws upon social psychology and the communication sciences. Given that this module cannot possibly cover all the theoretical knowledge needed for a complete understanding of the concept (such as the theories on representation, ideology, discourse, propaganda, the difference between information and communication, photojournalism and techniques in journalistic composition, formatting, and audiovisual and radio broadcasting), at least two exercises will be devoted to an introduction of the concept of gender and, more generally, of stereotypes; another exercise will focus on brainstorming around the notion of cultural rights.

This module is comprised of five exercises, two of which relate to two of the basic axes formulated by the Istanbul and Marrakech Conclusions.
The two axes are:
- the notion of gender relations.
- the concept of representation (stereotypes).

The other three exercises deal with:
- a quantitative and qualitative analysis of both editorial and iconographic treatment within a body of journalistic works in light of the gender approach and the concept of stereotype.
- a re-writing of a set of journalistic works in light of the gender approach and the concept of stereotype.
- Self-evaluation of participants' journalistic careers in terms of gender and stereotypes.

Objectives

The primary objective of this module is to serve as training for media professionals to enable them to both create and evaluate journalistic production; it does this by:

- raising the awareness among the participating journalists of the issues at stake in relation to gender and the implications for journalism and society.
- building the capacity of journalists to promote a balanced and non-stereotyped image of women in the media in a Mediterranean context.
- stimulating individual reflection on what a balanced image of men and women looks like.
- gaining an understanding of how information relating to these issues is handled journalistically in a Mediterranean context.

Methodology

Brainstorming, card techniques (Metaplan), role playing and the composition of journalistic works and many applications may all be employed. Video clips from completed programmes show how men and women have been represented on television.

4.2 Session 1: The concepts of gender and stereotype

4.2.1　Exercise 1: Differentiating sex and gender

<u>**Time**</u>　　　　80 min.

<u>**Objectives**</u>
The aim of this exercise is to work as a group to define the concept of gender. It is also intended to improve understanding of the various elements that together form our cultural viewpoint of what is "feminine" and "masculine", viewpoints that in turn contribute to the portrayal of the sexes in television programmes.
The gender approach, which distinguishes sex and social role, thus seems to be the best tool for enabling an alternative perspective on the question. This approach will have greater effectiveness if it is spread by a medium that guarantees it a large audience; the use of the media for this purpose therefore seems well-justified.

<u>**Methodology**</u>
The methodology must ensure a solid understanding of the concept of gender by offering participants a set of key definitions related to the gender approach and by using exercises that aim to clear the confusion that often interfere with the concept of gender.
In order to achieve this objective, we will use a simple exercise: a presentation of situations and details – including profession, habits, activities and biological condition – offered by participants' individual descriptions of a typical day in their life. In-depth group reflection on these types of situations teaches participants the difference between sex and gender.

<u>**Required materials**</u>
One board, coloured pens, a video projector and computer, self-adhesive sheets (cards) in two different colours: one for men and one for women.

<u>**Sequence of steps for the exercise**</u>

The trainer explains to participants the aim of the exercise as well as its sequence of steps.

- He/She projects the table (below) onto the board.
- He/She distributes to the participants cards that correspond to the times of daily activities: 24 hours in the life of a woman and 24 hours in the life of a man.
- He/She asks participants to write down, hour by hour, the roles they fulfil, the activities they perform and the situations they experience in a typical day.
- He/She then asks participants, one by one, to paste their cards up in the appropriate boxes
- He/She launches the discussion and guides it toward the anticipated result, which can be found in the reference sheets for this exercise.
- Describe a typical day in your life using the table below:

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Project or draw up the following table:

Table 1: The difference between sex and gender

Sex/task	5-6 am	6-7 am	7-8 am	8-10 am	10 am - 12 pm	12-2 pm	2-4 pm	4-6 pm	6-8 pm
Woman									
Man									

The main idea of this exercise and the point on which the trainer should focus is to distinguish whether a given task is determined by biological sex or by society (social role) and, therefore, whether that task should be associated with nature, making change unfeasible given modern scientific knowledge, or if it is a simple social construct, and therefore open to revision or modification toward a more egalitarian and equitable reality.

> **Guiding questions**
> 1) What are the differences between the concept of "sex" and that of "gender"?
> 2) What is the difference between "women" and "gender"?
> 3) How do we express our cultural understanding of traits that are masculine and those that are feminine?
> 4) Historically speaking, are gender roles fixed and unchanging?

Reference sheet 1: **Differentiating between the concepts of "sex" and "gender"**

Breastfeeding, being pregnant, etc. are biological processes associated with reproductive sex.
Doing housework, piloting a plane or working in law enforcement are activities that may be associated with either sex, male or female. These activities have no

biological basis and are thus social (gender) roles that correspond with particular social constructs.

Reproductive sex, as a human characteristic, is based upon biological fact: the biological difference between a man and a woman. But cultures tend to attribute all kinds of other meanings to the two sexes. Over time, these cultural constructs become "gender" roles/identities that we describe as either masculine or feminine. "Gender" refers to the historical, social and cultural differences constructed around the two biological sexes.

Reference sheet 2: What is the difference between "women" and "gender"?

The term "gender" does not apply solely to women. It is a concept that depends upon an interpretation of the relations *between* men and women, an interpretation which is not static and is, therefore, apt to change. Signs of evolving interpretations of the concept of gender are visible across society, in politics, education, health care, business, the media, etc.

The media, similar to other social stakeholders, tends to fall into the trap of believing disparate words to be synonyms, such as "women" and "gender".
For this reason, media and governments who decide to integrate the gender approach into their actions and discourse often begin by producing a television or radio programme, or a special page in the written press, specifically devoted to women. But this is wide of the mark. The gender approach should not simply reproduce the traditional pattern of separating human beings according to their sex.
Newspapers often contain headlines such as "Child Rape a Mother's Nightmare" while rape of a child is a nightmare for both parents. Sometimes fathers who serve as the primary caregiver for their children are described as "fathers acting the part of the ideal mother". This is precisely the kind of discrimination, in this case discrimination against men, that the gender approach seeks to abolish.

Reference sheet 3: How do we express our cultural understanding of "masculine" versus "feminine" traits?

In biology, the difference between men and women is clear-cut. But in the realm of culture and society, the characteristics of men and those of women are less precise. In order to analyse gender relations, we must consider the division and organisation of roles, responsibilities, resources and values that are associated with men and women respectively. Cultures tend to attribute all kinds of meanings to the two sexes.
The term "gender" thus does not apply solely to women. It is a concept that depends on the interpretation of relations *between* men and women, an interpretation which is not static and is, therefore, apt to change. Signs of an evolving interpretation of the concept of gender are visible across all strata of society and fields, i.e. in politics, education, health care, business, the media, etc.

Reference sheet 4: Historically speaking, are gender roles fixed and unchanging?

Over time, cultural constructs become "gender" roles/identities that we describe as either masculine or feminine. "Gender" refers to the historical, social and cultural differences constructed between the two biological sexes.

These perceptions change over time, just as the social roles ascribed to men and women change. For instance, twenty years ago, most television stations rejected the idea that a female anchorwoman could adequately convey "truth and authority" from the screen to the audience. Why the change in perception today?

Is there, perhaps, some connection to the shift of women's place in the professional world? Or maybe to the shifting baseline of audience expectations? Or even to the shifting baseline of how we define information as such? To what extent do these shifting baselines and dynamic interpretations interact? Contemporary approval of female anchorwomen illustrates how gender roles and images of men and women evolve within a given community.

Boxed example 1: The primary characteristics of gender relations

The term "gender" refers to the socially constructed roles attributed to men and women. This is not the same as "sex", which is a biological characteristic. Gender is determined by the tasks, responsibilities and roles assigned to men and women in society and also in public and private life.

In the various activities they perform, both men and women devise social roles and norms that they then reproduce by conforming to certain expectations. Men and women equally possess the capacity to introduce changes to existing gender relations, which are perpetuated not only between men and women, but also within either gender group (for instance, in mother-daughter or father-son relationships).

Women and men (girls and boys) often have a different status within the family, community, or society. In order to fulfil their given role, each employs differing resources (natural, economic, political or social). Sometimes, the sheer fact of belonging to one sex or the other can prevent an individual from playing the role he or she wishes to play in society and from accessing the resources needed for that role. Women in particular must overcome substantial difficulties in order to access and/or control certain resources. Additionally, women's social and economic contributions are often underestimated.

Gender relations are context-dependent.

Contrary to the biological differences between the sexes, gender differences vary from one country to another, from one region to another within a given country (such as urban-rural variances) and even from one family to the next. Gender relations also differ according to family structure (single parent, nuclear or extended families). Since men and women are in contact across all aspects of daily life, gender relations are everywhere, not only in the private sphere (within the family) but also in the public domain (inter-collegial or community interaction). Even in more traditional cultures, gender relations are not static; they evolve alongside economic, legal, political or environmental situations. Of these evolutions, some are deliberate and enhance equality: many countries, for example, have set about eliminating all gender discrimination within their legal systems. In some instances, on the other hand,

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measures are taken to perpetuate or augment disparities (in Saudi Arabia, for instance, women are not allowed to drive a car). In general, gender relations evolve slowly, although, in special circumstances, rapid changes can take place. In Europe after the Second World War, women, having stepped in for men sent to the frontlines, entered the workforce in large numbers despite the fact that they had traditionally been barred from the labour market. As such, they achieved a previously unknown level of legitimacy in the labor market. In Rwanda, the 1994 genocide and large-scale disappearance of men also lent Rwandan women new status and new responsibilities.

Boxed example 2: The primary differences between so-called "women's projects" and programmes promoting equality.

Programmes promoting equality are based on the analysis of current gender relations, whereas "women's projects" tend to focus exclusively on the situation of women.

Programmes promoting equality are aimed at men and/or women (in order to enhance equality), whereas "women's projects" only target women.

Programmes promoting equality assess changes in gender relations; they do not concentrate exclusively on the network of relations surrounding women and women's affairs.

During the United Nations Decade for Women (1976-1985), the "women and development" approach attempted to meet the needs of women across all domains (maternal health, revenue generation, agriculture, violence against women, women's political representation, etc.). In spite of limited resources and support, this became a sector in and of itself while, while simultaneously the various sector programmes and policies meandered forward without regard for questions of gender; these programmes and policies only occasionally launched projects that specifically targeted women, but when they did, they grouped women with children, the elderly, the disabled and the unemployed as an "at-risk" group.

As for the "gender and development" approach, it aims to resolve the issue of power relations between men and women and is not focused solely on women's issues. Its goal is to highlight equality concerns (national mechanisms for promoting women, women's projects, etc.) in order to involve all stakeholders in the creation of a balanced society and to enhance gender equality across all activities and domains.

Boxed example 3: **Breakdown of time spent performing household chores by sex in Tunisia**

Women	Men	Time spent performing household chores
2 hrs 04	0 hrs 05	Groceries and meal preparation
1 hrs 20	0 hrs 03	Cleaning
0 hrs 34	0 hrs 01	Dishes
0 hrs 30	0 hrs 04	Laundry
0 hrs 06	0 hrs 01	Water and wood
0 hrs 03	0 hrs 01	Care for domestic animals
0 hrs 24	0 hrs 04	Care for children and dependents

0 hrs 03	0 hrs 01	Assisting children with schoolwork
0 hrs 0 2	0 hrs 06	Household maintenance, gardening
0 hrs 11	0 hrs 14	Household shopping and bills
5 hrs 15	**0 hrs 40**	**Total**

A study by the Tunisian Ministry for Women, Family, Childhood and the Elderly found that the difference between the sexes is most striking in the time spent on domestic chores. Across all categories, women spend eight times longer than men overall on household chores, including housekeeping and caring for children or the family's dependents.

A communication strategy designed to eradicate stereotypes in both the public and private spheres seems therefore imperative.

In order to anchor values of equality in modern society, the media must be actively involved in such a strategy, all the more so given that studies have shown that the portrayal of women in the media is not objective, does not align with the status of women in Tunisia and does not accord with the role women fulfil both within the family and in society as a whole.

In order to change mentalities within the Tunisian family, the Ministry could use the various national action plans which are under its responsibility

Efforts could be made to target the attitudes and behaviours of the different family members: men, women, young people and children. As society itself is an extension of the family, a change in mentality within the family would have a significant impact on equality in the public sphere.

4.2.2   Exercise 2: Understanding the concept of stereotype and its effects on the popular imagination

Time   80 min.

Objectives

Stimulate personal reflection upon the way that images of men and women are constructed in society.

Methodology

Metaplan, brainstorming and case studies.

Case studies will deal with the content analysis of journalistic production in the region, with the aim of identifying stereotypes; they will focus on the confusion in media discourse between sex and gender.

The exercise will offer practice models, but the trainer can easily find additional examples in the media to expand the body of articles.

Required materials

Two boards, coloured pens, a video projector and computer, self-adhesive sheets (cards) in as many colours as there are value judgments (see below) with one colour for each participant.

Sequence of steps for the exercise
-   Write the value judgments below onto the board
-   Distribute to participants one of each coloured card

- Each participant write down the judgments onto the cards (one judgment per card)
- Give participants time for individual reflection
- One-by-one, participants present each card and give their opinion, which they defend and discuss with the other participants, who must defend their own positions
- Select two reporters from the group of participants: one notes arguments for, the other arguments against, on each of the two boards
- These notes will serve to guide debate on each judgment.

Examples of value judgments to be written down on the cards
- Women are chatty
- Men are violent
- Women are not suitable prosecutors because their sensitivity means they cannot examine the corpse of a murder victim
- The testimony of one woman is not valid because women's memory is unreliable
- Heads of State should be men because men have better judgment and fewer family responsibilities than women. A man is free from the constraints of pregnancy, breastfeeding and reproductive duties
- Girl students are smarter than boy students, since, according to a Tunisian study on the results of the last baccalaureat, more girls were successful candidates and were admitted to university (5 out of 6)
- Women, like men, are free to choose their own partners without regard for race or religion
- Men and women should share, equally, household duties and responsibility for the education of their children
- Male fashion designers are effeminate
- The quota system is discriminatory against men

Participants are asked to identify stereotypes and examples of the confusion between sex and gender, and to suggest an alternative value judgment.

Reference sheets

These sheets are designed for the use by the trainer They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 5: What is a stereotype?

The concept of the "representation" is related to the art of description, the ability to draw a portrait of someone. A portrait is a representation. This immediately suggests the existing difference between the real person and the person depicted, regardless of how true to life the portrait may be. The concept of the representation also evokes that of the intermediary: the person responsible for creating the portrait.

Definitions of the term "stereotype" indicate a relationship between the perception and the image or the characterisation. A stereotype is generally seen as a generalisation based upon characteristics or qualities that are either real or

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perceived.

The idea anchored in our culture of fixed roles for the sexes, which is also largely responsible for problems of inequality and discrimination, is a mental construct, an ideology based upon stereotypes and not upon real or proven facts. This ideology is reinforced by images and values, and it is propagated by the dominant social discourse, which includes the educational system and the media. All of which means that an individual is held in the clutches of this discourse throughout his or her entire life, and can only escape by discovering an alternative, sufficiently persuasive discourse. Stereotypes are present across day-to-day relations and take on visible expression in a number of gestures, actions and behaviours. In order to combat sexual stereotypes, we need to intercede in the visible normality of daily life. This is the primary objective of the gender approach, which has the power to undermine the foundations of the dominant discourse. Therefore, it is necessary to include the gender approach in any study of stereotypes.

Note: The trainer can now present examples of journalistic production selected for the appropriate target audience

Boxed example 4: Sharing of domestic responsibilities

A survey conducted in Morocco on African perceptions of gender equality indicated that 71.14% of those interviewed accept the idea of sharing household tasks in a couple where both individuals are employed outside the home. A large gap, however, exists between men and women, with 41.59% of women agreeing with this idea against 28.90% of men.

Nonetheless, although women subscribe in greater numbers to the idea of sharing housework, both sexes are more or less committed to the traditional social roles that characterise the divide between public and private spheres, with the private sphere continuing to be perceived as the domain of women even when they are involved in a professional activity. The reticence of women to share household duties with men requires some clarification: they seem to consider the home their own area of expertise and refuse men's access to it, because they experience the private sphere as their sphere of power. The traditional place of female expression of power is the family and the home. Women thus seem to encounter difficulties in relinquishing their traditional role for fear (conscious or not) that social roles within the family be dissolved.

Economic pressures seem the predominant cause for which couples are increasingly obliged to share the responsibility of caring for the family. This seems to arise from the current economic and social context, which sees men facing increasing difficulty in bearing sole responsibility for providing for the family, especially in larger cities. Nevertheless, men continue to wield the most economic power and to control the decision-making process within the household. Studies that would enable verification of this hypothesis are rare, but according to the results of several qualitative surveys, the relationship in which the woman demonstrates obedience to her husband is not, in general, distinctly different from the relationship that prevails in the extended family. The wife's income is then often considered a simple supplement to that of the

husband. All in all, the husband generally remains the head of household and assumes the role of decision-maker for the family.

There is, however, another reality: the percentage of women who manage a household is not insignificant, especially in the cities, where it reaches 22.5%. In rural areas, although the number of female heads of household remains low, they still represent 10.3% of families. This urban-rural disparity is explained both by the nature of families living inside and outside the cities (for instance, 71.6% of rural households include three or more generations, as compared to only 57.1% in urban areas) and by the more advanced emancipation of urban women.

Boxed example 5: Women's rights in the cultural domain, and the role of communications and the media

The rights emphasised in the third pillar of the Istanbul Conclusions pertain to the following:
- Right to an education
- Right to a positive, unprejudiced image of girls and women
- Right to equal representation in scientific and cultural (media and art) decision-making bodies
- Women's right to effective access to new information and communication technologies (ICT) and to activities designed to provide women with basic IT skills
- Encourage women's effective access to the domains of communications and the media

The situation of women in the Euromed region and the socio-cultural reality in terms of these rights and their consequences:
- Persistence of discriminatory images of women in advertising, fiction and news reports
- Limited participation of women journalists in decision-making bodies related to the media
- Limited participation of women directors and producers of culture in cultural decision-making bodies
- A gender gap in terms of new electronic communications, which serve as the vector for a substantial component of modern culture

Causes of the situation and related challenges:
Both written and audiovisual media are potential vectors for propagating sexual stereotypes, in particular with regard to the roles ascribed to men and women. Non-governmental advertising is a significant source of revenue for the media and this financial investment lends advertisers a certain power that can affect content.
Most countries are active in promoting a balanced representation of men and women in the media; however, most such measures are based upon the traditional written press and television, while it is actually in terms of editorial oversight and programme conception that mainstreaming gender in the media poses the greatest difficulty.

Educational textbooks also continue to propagate sexual stereotypes, discouraging female students from choosing mathematics or science as their field of study or from aspiring to a science-related career. As a result, men currently dominate the ICT sector.

Example 1: **Algeria** reports that women now represent more than 55% of media professionals in the public and private written press (daily newspapers and magazines). Statistics from 2006 showed that, at the time, 194 women journalists were working for radio stations nationwide (132 for the main national radio station and 62 for regional stations) out of a total of 440 journalists, representing 44.09%. Additionally, women occupied 32 of the 158 managerial positions (ranging from departmental head to editor-in-chief); two of these women were the directors of radio stations. Of the 219 journalists working in televised media, 148 were women (65.6%). Several women were also in charge of televised programming and news.

Example 2: **Tunisia** has seen a long-term increase in the number of female students enrolled in the Institute of Press and Information Sciences (IPSI), the organisation that trains Tunisian journalists. In 2008, women accounted for 73.9% of students and 79.7% of graduates.

4.2.3   Exercise 3: Stereotypes in journalistic production

Time   120 min. (60 minutes quantitative analysis + 60 minutes qualitative analysis)

Objectives
- Raise the awareness of the participating journalists of the power stereotypes have to distort reality, as well as their familiarity with methods that can be used to counterbalance stereotypes in journalistic production.
- Study possible alternatives available to journalists and directors of televised programming.

Methodology
Content analysis – quantitative and qualitative – of journalistic works in terms of gender and stereotype.

Required materials
Computers with internet connections or newspaper clippings prepared by the trainer, two boards, coloured pens, paper and sheets in various colours.

Sequence of steps for the exercise
- The trainer explains the aim of the exercise, which consists of performing a quantitative and qualitative analysis of newspapers of varied standing in order to identify, in quantitative terms, the degree to which each of the two sexes is represented in the editorial agenda of the paper; to highlight representations of gender relations; and to determine in what measure the standing of the newspaper influences its gender, equality and equity inclinations.
- Select, for instance, four different types of newspaper: a general information paper, a mass-circulation paper, a partisan paper and a journal for the elite.

- Newspapers can be chosen at random or selected for coverage of an important event, or both. For instance, we suggest using articles pertaining to the revolutions in Tunisia (January 2011) and Egypt (February 2011) for an analysis, both quantitative and qualitative, of how the media covered the participation of both men and women in these two landmark events in their respective nation. A comparison of coverage in "normal" circumstances versus coverage in "exceptional" circumstances may also be edifying.
- Online research, for both participants and the trainer, is a practical method for selecting appropriate articles.
- Divide participants into four groups:
  - a) 2 groups will focus on partisan and general information newspapers
    - G1 general information newspapers
    - G2 partisan and mass-circulation newspapers
  - b) 2 groups will focus on mass-circulation newspapers
    - G1 general
    - G2 partisan and mass-circulation
- Each group nominates a reporter and a presenter to share group results with the other participants
- The trainer introduces the guiding questions
- Each group presents its critical analysis of cases studied using the tables below
- Presentations of the analysis are followed by a discussion of the analysis itself and of the way the media handled the issues
- The reporters from each of the four groups take notes on the board

Table 2: Quantitative textual analysis

Section/ newspaper	M on front page	W on front page	M national	W national	M international	W international	M culture	W culture	M misc	W misc	M sports	W sports	M special focus on women	W special focus on women	M people	W people	M religion	W religion	M entertainment	W entertainment	Total number	Total percentage
Newspaper1 number																						
Newspaper1 percentage																						
Total number																						
Total percentage																						
Newspaper1 number																						
Newspaper2 percentage																						
Totals																						

Table 3: Quantitative iconographic analysis

Section / newspaper	M on front page	W on front page	M national	W national	M international	W international	M culture	W culture	M misc	W misc	M sports	W sports	M special focus on women	W special focus on women	M people	W people	Total number	Total percentage
Newspaper1 number																		
Newspaper1 percentage																		
Total number																		
Total percentage																		
Newspaper1 number																		
Newspaper2 percentage																		
Totals																		

Guiding questions

1) Is newspaper content (editorial treatment) numerically balanced between men and women?

2) If you find the content to be balanced, what factors do you think made this editorial balance possible?

3) If you do not find the content to be balanced, what factors do you think caused this imbalance?

4) In which sections is one sex more prominent than the other?

5) In which sections is one sex less prominent than the other?

6) For sections in which one sex is absent, what do you think is the reason? Is it a coincidence? Is it deliberate? Is it the result of indifference, a tight deadline or something else?

7) Is the iconographic content of the newspaper (photos, caricatures, drawings) numerically balanced between men and women? How do you explain this?

8) Are these numbers important? Why? What do they tell us about the way the media portrays reality and social diversity?

9) By frequency of recurrent subjects, the press plays a role in determining which current events are considered important and which are considered more minor. To what extent does an imbalance in favour of one sex in the media's agenda contribute to the marginalisation and/or exclusion of the other sex?

10) To what extent does "objective reality" limit the options available to a journalist?

11) To what extent does a journalist's world view influence his/her decisions and choices?

12) Is it actually journalists' responsibility to actively seek out the women in the news?

13) To what extent can or should a journalist operate in this direction without, for instance, "falsifying" reality?

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 6: The marginalisation of women

On average, we see twice as many men as women on television.

A study conducted on six European broadcasters has shown that during primetime slots, men dominate in positions of authority: 72% of political personalities and 80% of professionals who appear on-screen are men.

Women are, however, better represented in the roles of "average citizen" (47%) and victim (37%).

Women's participation in various kinds of programming:

The greatest level of female participation is found in children's programmes: 44%.

Primetime sports programmes present women in only 12% of cases.

The story is in the subject

This same study demonstrated that women are most often to be found in programmes dealing with health and with questions related to personal, family and social relationships.

Women are least represented in programmes dealing with crime, science, technology and sports.

Source: Toolkit Screening Gender, EU.

Best practices: France

The latest report by the Commission for the Study of the Portrayal of Women in the Media, submitted to the Secretary of State for Family and Solidarity, who is responsible for women's rights, indicated not only that women are under-represented in the media in comparison with their male counterparts, but that their presence is additionally undermined by the treatment typically given to their identity and role in society, which serves to perpetuate certain stereotypes. In intellectually-oriented media programming, women are either invisible or occupy a secondary rank. The report recommends creating a media monitoring tool that would encourage media professionals to equip themselves with knowledge of best practices and avoid sexual stereotypes. The Commission on Women's Image in the Media has acquired permanent status; its primary objective is to better combat stereotypes in the media. It has also been tasked with defining specific indicators to be used in evaluating concrete measures taken to strengthen women's representation in the media.

4.3 Session 2: Stereotypes in the media

4.3.1 Exercise 4: How stereotypes operate in journalistic production

Time 60 min.

Objectives
- Understand how stereotypes operate
- Present best and worst practices in journalistic treatment in light of the gender approach
- Reflect upon the possibilities for a more balanced treatment

Methodology

Analysis of the quality of factual and iconographic coverage in journalistic works. We recommend using the analysis model of the "Global Media Monitoring Project" (GMMP, 2010) report as a basis for inspiration.

Sequence of steps for the exercise

The exercise is conducted in groups divided by a body of journalistic work and media
- A corpus of journalistic works (written, electronic, audiovisual) is selected.
- Divide participants into two groups according to their speciality:
- Group 1: written and electronic media
- Group 2: audiovisual media

- Each group nominates a reporter and a presenter to share group results with the other participants.
- The trainer explains to participants the aim of the exercise and introduces the guiding questions.
- Each group uses the classification provided in the table below; they then present their critical analysis of the cases studied and elaborate their arguments.
- Presentations of the analyses are followed by a discussion of the analysis itself and of journalistic treatment.
- The reporters from each group take notes on the board.

Table 4: Gender and Media (GEM)[6] classification

1. Blatant stereotype	2. Subtle stereotype
Articles or images in which women are portrayed in stereotyped roles, such as the victim or the sexual object.	Articles or images that encourage the traditional perception of women's familial roles of women and men's public roles, making such roles appear "normal", e.g., maternal anxiety (rather than shared parental concern) over a child's situation or behaviour.
Articles or images in which men are portrayed in stereotyped roles, such as the leader or the expert businessman.	Articles alluding to women on the basis of a personal relationship unrelated to the subject at hand, such as noting that a female preacher is the wife of So-and-So.
3. Gender blind (GB) reporting	**4. Mainstreaming gender**
Articles in which there is an imbalance (and subsequent lack of diversity) in terms of sources, and in which only one perspective on the topic is presented. Articles that fail to consider gender within the framework of daily affairs, e.g., elections or the national budget, and which strip such stories of any new and interesting perspective, such as the negative impact of budgetary cutbacks on indigent women.	**4A.** Articles and images in which stereotypes are actively challenged and those in which debate on gender questions – as related to human rights – is actively encouraged, such as the case of female pilots or male nurses. **4B.** Articles that provide a gender balance in terms of sources, in which different perspectives and varying impacts on men and women are noted, including via the presentation of data for both sexes; for instance, how many men and how many women received certain kinds of governmental subsidies, how these subsidies were put to use and the potential consequences of cutbacks on either group.

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6 Adapted from the Gender Links, Gender and Media (GEM) system, developed for the baseline study conducted by the Southern African Gender and Media network.

4C. <u>With a special focus on gender</u>: Articles on gender inequality, structures, processes, gender equality campaigns or the glass ceiling that exists in certain professions.

Guiding questions for written media:

1) How are women represented, in terms of qualifiers employed and placement, in the content analysed?

2) What roles are ascribed to them in different domains: political, social, cultural, economic?

3) Is there a gap between the roles played by women in these articles and the roles they fulfil in the real world?

4) How do you explain this accord or disparity?

5) In what form are stereotypes generally constructed and reproduced?

Guiding questions for audiovisual media:

1) Who and/or what is the topic of this story?

2) What attention is given to the images of men and women in the content of this report? Is the treatment balanced? How do you explain this?

3) Which sex gets more on-screen time?

4) In terms of contributors, which sex speaks the most?

5) What roles and what placement are ascribed to men and women in this report?

6) What is the ultimate message conveyed by this report?

7) What elements of stereotyped images are present?

8) How could the addition of women contribute to this report?

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 7: Relevant questions

- Most couples divide domestic roles, to some extent, along traditional stereotypes. For example, the husband tends to handle the family's financial affairs while the wife takes greater responsibility for bringing up the couple's children. Are you aware of this distribution of social roles and tasks?
- To what extent should you consider these roles as established and accepted when you are planning a programme or an interview? To what extent will you simply reinforce sexual stereotypes by, for instance, interviewing only a woman about children and only a man about money? To what extent should you challenge these roles and stereotypes?
- When a couple is interviewed together, the usual model allows one person to speak more than the other. Do you automatically assume that the person speaking is doing so on behalf of both members of the couple, or do you

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prefer for each individual to tell his or her own story?

- To what extent are camera angles and videography influenced by programme type? For instance, are there any differences in the ways men and women tend to be filmed for news programmes, drama series, sports shows or musical productions?
- What about other technical aspects, such as lighting, music, sound effects, etc.? How can these influence the way the sexes are portrayed?
- How can the camera show diversity?
- What steps should the cameraman take to ensure that his or her use of the camera – angles, movement, perspective – does not inadvertently promote an unbalanced view of men and women?
- What impact can these angles and perspectives have on the final product, on the kind of story the programme will ultimately tell?
- Is this approach – that is, searching for different perspectives – better suited for certain kinds of programming than for others?

Reference sheet 8: Best practices for combating stereotypes

In **Jordan,** advertising spots were broadcast on television and radio to combat stereotypes. Round tables on women's place in broadcasting or the media in general, guidelines for promoting equality between men and women in televised broadcasting and incentives in form of an annual prize for the equality programming all play a role in the current effort to restore cultural balance in the media in favour of women.

In **Morocco**, a National Charter to improve the portrayal of women in the media has been adopted. In spite of the Charter, however, it is undeniable that the media remains relatively uninvolved in strengthening the role of women in society. Given this reality, the Ministry of Communication launched training sessions in 2004 for ministerial officials and certain media actors; these sessions led to the creation of a committee for monitoring gender equality in the media. Since 2006, there have been nine training sessions on gender, two more added specifically for journalists (both male and female) and focused on the role of the media in strengthening women's political participation in the 2009 elections.

In **Belgium**, the Institute for the Equality of Women and Men (a federal organisation) conducted an in-depth study in 2009 on the portrayal of men and women in advertising.

In **Portugal,** an annual prize of "equality between men and women in the media" has been awarded by the Commission for Citizenship and Gender Equality since 2005.

4.4   Exercise 5: Self-evaluation of participants' journalistic careers in terms of gender

Time   60 min.

Objective   Consolidate knowledge acquired during the training day

Methodology   Brainstorming

Required materials
One board, coloured pens, paper

Sequence of steps for the exercise
- The trainer explains to participants the exercise and its aims
- He/She introduces the questions
- He/She provides participants with time for personal reflection
- He/She nominates a reporter
- The participants present their work, one by one
- The trainer initiates discussion
- The reporter notes responses and reactions on the board
- A group synthesis is presented

Guiding questions
1) As a journalist, how would you describe/evaluate your own background in terms of the issue of gender? Has your viewpoint changed on these questions over time; for instance, your perspective on public life, work, family, interpersonal relations, etc.?
2) How do you currently view your professional responsibility in terms of women's position in society?
3) Looking forward, how do you think that journalistic representations of men, women and diversity are going to evolve over the next decade?
4) What about in your line of work? Do you feel you have a part to play in this evolution?

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4.5 Session evaluation (Module 2)

a) General handling of the training
Check the appropriate box.

Areas for	totally	unsatisfactory	satisfactory	very	not	Notes

evaluation	unsatis-factory			satisfactory	applicable	
Programme quality						
Quality of training approach and methods						
Adaptation of exercises to the stated objectives						
Clarity of definitions						
Performance of the trainer						
Group dynamic, participation						

b) Benefits of the training: Overall, did this session meet your expectations?

Benefits	totally unsatisfactory	unsatisfactory	satisfactory	very satisfactory	not applicable	Notes

V. MODULE 3: ANALYSIS OF MEDIA DISCOURSE ON QUESTIONS SURROUNDING EQUALITY

5.1 Introduction

Media discourse on questions of equality in Southern Mediterranean countries is heavily influenced by two other types of discourse: the political and the religious ones. We witness, on the one hand, the reproduction by governmental actors of a discourse that reflects the instrumentalisation of women's rights by the governments and, on the other hand, discourse that exploits religion in order to denigrate women's basic rights, including the right to education, to employment and to health. Both of these forms of discourse evolve within a social context characterised by the resistance to equality which is not considered a priority. In the Arab world, the double frame of reference, both religious and universal, leads to differing interpretations of laws and their application, with the religious prevailing in questions of family affairs and personal status while the universal tends to dominate relations in the public arena. In its current reading, the religious frame is restrictive in certain domains. Decision-makers and some NGOs believe that significant efforts have been made and that the religious frame of reference, itself an expression of cultural identity, must be mobilised through an interpretation that is most favourable to women. By contrast, some women's and human rights NGOs feel that the religious frame of reference, regardless of any progressive interpretation, cannot guarantee women's emancipation. The debate therefore remains open in terms of which frames of reference can and should be mobilised to promote the women's rights.

These two forms of ideological discourse interfere with a more general understanding of women's rights and serve to marginalise or wholly dismiss the universal frame of reference for these rights.

This module aims to shed light on the situation through the analysis of media discourse. Techniques for discourse analysis are different from traditional techniques used in content analysis. The latter merely perform a quantitative and qualitative analysis of explicit, obvious content whereas discourse analysis techniques go beyond verbal expression to look at what implicit foundation shaping the meaning of the discourse.

A speaker may repeatedly express his or her support for equality between the sexes; simple quantitative content analysis can lead the analyst to conclude that the speaker defends such equality. However, an analysis of the semantic fields surrounding this expression of support and the references used by the speaker, along with his or her argumentation, ideology and the context of this discourse, may reveal exactly the opposite, namely that the speaker does not support equality.

Overview

The discourse analysis in this module is performed in light of the regional Arab and Euromed particularities in gender equality as defined in the Istanbul (2006) and Marrakech (2009) Ministerial Conclusions.

This module consists of five exercises, four of which deal with actantial analysis and argumentation analysis in journalistic production that focus on political, socio-economic, cultural or religious subjects. The fifth exercise is an exercise in role playing which consists of the production of a televised debate between two presidential candidates (one male, one female) and the journalists.

Objectives

- Build the capacity of participating journalists to select the most appropriate linguistic and rhetorical techniques in terms of gender equality when handling topics pertaining to women's rights.

- Identify the speaker's reasoning and his or her message by questioning the effect these have on the listener's thought process and how they work to build an ideal or construct a reference.

Methodology

The exercises in this module employ techniques for discourse analysis that require logic, cross-reference, verification and a critical approach.

5.2   Session 1: Analysis of representations and argumentation in political, cultural and socio-economic discourse presented in the media

5.2.1   Exercise 1: Women in the political discourse presented in the media

<u>**Time**</u>   80 min.

<u>**Objectives**</u>
- Understanding the logic used in representational systems pertaining to women based on the media's attitude vis-à-vis an event, of, i.e. the way the information is handled and the importance it is given.
- Identify propagandist linguistic techniques used in political discourse presented in the media.
- Understand the processes, mechanisms and techniques through which political speech given coverage in the media does or does not establish an interlocutory space.

<u>**Methodology**</u>
Discourse analysis based on the actantial technique, which allows the analysis of representations (see below).

The analysis chart we recommend for this exercise is based on two sets:

- Representations, composed of adjuvant forces: actors, actions and values invoked.
- Obstacles, composed of elements symmetric to the adjuvant forces.

Required materials

The material designed for this exercise contains three articles, two of which appeared in two different, daily, francophone, Tunisian newspapers on the 28th and 29th of October 2010, respectively. They have been chosen for the event covered (a meeting of the Arab Women's Organisation) and for the nature of their content; they illustrate political exploitation of the event and the negative impact this has on media discourse surrounding women's rights.

The material consists of:

- An article that appeared in the daily newspaper *La Presse* – the Tunisian government mouthpiece – entitled: "8th Ordinary Session of the Executive Council of the AWO in Muscat (Oman) – Enthusiastic Homage to Ms. Leïla Ben Ali for her Commendable Efforts in Support of Arab Women" (in French)

- An article that appeared in the daily Tunisian newspaper *Le Temps* entitled: "Breaking the Chains" (in French)

- An article that appeared in the Egyptian journal *Al-Masry Al-Youm* entitled: "The Egyptian Woman Finally Reacts" (in Arabic)

Sequence of steps for the exercise

- Divide participants into two groups; from a pedagogical standpoint, this is less restrictive and inhibiting, thereby enabling deeper reflection among the group as participants are more willing to share their knowledge.
- Distribute the same set of articles to each group for analysis.
- Each group nominates a reporter.
- Project the analysis chart onto the board.
- Explain the aim of the exercise and the method of analysis.
- Provide time for reflection and group work.
- One of the two groups presents its report.
- The second group adds to or corrects the report of the first group (as the discussion is rather time-consuming, a presentation of both reports is not feasible in the allotted time).
- Open the discussion.
- Analyse the discourse of the three articles with the help of the two tables below and the reference sheet, which details the various elements found in the charts.

> **Guiding questions**
>
> 1) How does this article help guide public opinion on the situation of women as evidenced in this event?
>
> 2) What images and values does the article convey? Government, civil society, women themselves?
>
> 3) What images and references related to women's rights does it convey?
>
> 4) Does it give voice to various stakeholders in a balanced way or does it favour one political line at the expense of another?

5) How would you describe the dominant language?
6) What topics predominate and how are they handled?

Table 1: Analysis chart of actors in the political discourse as presented in the media (as viewed by the media)

Dominant actors positive	Dominant actors negative	Associated actors positive	Associated actors negative	Secondary actors positive	Secondary actors negative	Victims	Receivers positive	Receivers negative

Table 2: Analysis of the semantic field in relation to the actors in political discourse as presented in the media (as viewed by the media)

Actors/images	Dominant actors positive	Dominant actors negative	Associated actors positive	Associated actors negative	Secondary actors positive	Secondary actors negative	Victims	Receivers positive	Receivers negative
Qualifiers									
Actions									
Roles									
Values									
References									

Reference sheets

These sheets are designed for the use by the trainer They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 1: Defining constitutive elements in the actantial analysis chart

Actors
These are individuals, corporations, groups or institutions ("the First Lady", "women", "the organisation") to which the speaker ascribes actions, roles, values, qualifiers and references. The actor may be an actor associated with the dominant actor (women, associated with "the president's wife"), the actor may also be a receiver if it is the passive recipient of an action (e.g., "provide women with"), and the actor can remain unspecified ("the one who", "some", etc.) It is the words used by the speaker that determine the status (adjuvant forces or obstacles) of the actors, not the opinion of the analyst.

Actions
These are any actions associated by the speaker with the actor, including non-actions, actions of receiving and self-imposed actions. The analyst must respect the grammatical mood of the verb as specified by the speaker (present, past, future, interrogative, negative, imperative, conditional)) in specifying the context of the verb (e.g., "they lived in fear").

Qualifiers that the speaker ascribes to the actor.

Roles that the speaker attributes to the actors

Values
Many values are possible:
- Legal: the law, the constitution, UN decisions, etc.
- Ideological: democracy (separation of powers, electoral system, etc.)
- Religious: Islamic *ijitihad* (exegesis), *ijma'* (consensus), *shura* (consultation)
- Values of modernity: rationalism, progress, development, knowledge, science, human history, ability and skill, peace, security, equality, freedom, etc.
- Values of nationalism: history, martyrs, unity, culture, heritage
- Values that reinforce governmental authority: independence, sovereignty, power, the armed forces.

References
These consist of proper nouns, including institution names and geographical places. For the purposes of more in-depth analysis, this analysis chart allows to re-categorise the speaker's references by the time period and by individual, institution and the events referred to.

Reference sheet 2: Example of an excerpt of an article analysed using the 'analysis chart of actors in political discourse as presented in the media'. *NB: First three paragraphs of the article entitled: "Enthusiastic Homage to Ms. Leila Ben Ali"*

Dominant actors positive	Dominant actors negative	Associated actors positive	Associated actors negative	Secondary actors positive	Secondary actors negative	Victims	Receivers positive	Receivers negative
Leïla Ben Ali		The Tunisian President (wife of)		The Deputy Prime Minister of the Sultanate of Oman			Arab women	
Leïla Ben Ali		President of the Republic of Tunisia (wife of)		AWO			Elderly Arab women	
Wife of the Tunisian President				Members of the Arab delegations			Arab women	
President of the AWO				Participants			The Arab Women's Organisation	
First Lady of Tunisia								
Leïla Ben Ali								

Table 3: Analysis of the semantic field in relation to the actors in political discourse as presented in the media: examples (as viewed by the media)

Actors/images	Dominant actors positive	Dominant actors negative	Associated actors positive	Associated actors negative	Secondary actors positive	Secondary actors negative	Victims	Receivers positive	Receivers negative
Qualifiers	her commendable efforts her determination				who participated in the 8th session				
Actions	the creation of a publication on women's leadership				paid enthusiastic homage to Ms. Leïla Ben Ali				
Roles	promotion of the Arab woman		promotion of the situation of Arab women						
Values	the institutionalisation of women's rights								
References	the Tunisian model					the Tunisian model			

Reference sheet 3: Elements for deeper analysis and discussion – Women in Tunisia

Women's situation in Tunisia

Despite substantial reforms to Tunisian legislation in 1956, including the abolition of polygamy and repudiation, and the granting of the right to divorce and to vote, as well as the right to employment and the right to an education for both men and women, the Personal Status Code (CSP) still wavers between modernity and tradition, reformism and conservatism. The inequalities that persist in the CSP can be considered as a manifestation of patriarchy. These include:

The dowry (Articles 12 and 13 of the CSP) is a condition for the validity and consummation of the marriage. As it is the husband who pays the dowry in return for the consummation of the marriage, its payment is an illustration of gender inequality and reflects not only patriarchal practices and traditions but also the intra-familial relationships of domination. Although the political authorities have attempted to reduce the amount paid, the tradition of the dowry nevertheless continues to be a form of discrimination against women.

The law of inheritance. The CSP favours men over women in inheritance on the basis of the Islamic rule it applies. This rule which grants men double the share given women. Even though justifications for this inequality have disappeared as a result of both women's access to professional life and their widespread participation in household expenses as well as the different amendments made to the Code that obligate women to provide for the needs of their family should they own any property.

Dominant political discourse on women's rights in Tunisia avoids mentioning these shortfalls and propagates the idea that Tunisian women have acquired equal rights, thus presenting the Tunisian Code as a model for the Arab world despite studies showing the numerous challenges that still face the country's women.

Presentation of subjects in the media discourse

The unbalanced voice accorded to various actors is clearly in favour of those actors operating in the sphere of power. Based on this corpus, the actor making the greatest efforts for the promotion of women's rights is the wife of the president of the Tunisian Republic. The wife of the president is followed by the Arab Women's Organisation, whose Executive Council includes Arab first ladies, and finally by the Arab woman in general.

An analysis demonstrates that this marginalisation and near exclusion of Arab women results from disinformation and excision.

Disinformation by attributing a role, either secondary or as a pure receiver, to Arab women in general.

Excision is implicit and occurs by the omission or non-inclusion of the alternative Arab women's movement.

Disinformation because:
- The basic nature of the dominant language, which is abstract and general. This is a type of language that does not inform as such. Non-information is a sign that communication is absent and disinformation present.

- This discourse makes practically no contribution to the creation of public opinion and to informing the public on the situation of the Arab woman.
- The references and values conveyed that relate to the rights of Arab women are limited to "the positive Tunisian model", and to a positive image of the wife of the Tunisian President. The term "wife" takes centre-stage in the network of semantic associations that ultimately load it with political connotation. Through the instrumentalisation of women's rights and their status as actors, the debate is thus shifted from components related to women's rights to those that reinforce governmental legitimacy. This interference can block the transmission of knowledge about women's rights. This article is most concerned with persuading the reader that the official discourse is shared by all of society, which leaders to reducing existing differences: unanimity, associations, the people, history, myths and symbols. Women's subjects are thus used and diverted for other ends, denying the reader access to real information on the topic under discussion.
- These often treated subjects tell us about the agenda of the media, which is focused on political actors at the expense of women. Media discourse plays a role in determining which current events are considered important and which are considered more minor important. The media discourse of political stakeholders thus ignores illiterate, abused, underprivileged and sexually harassed women. In the final analysis, it is these women who are excluded from the media discourse on power in the Tunisian example.
- In terms of the representations that this discourse seeks to propagate: Each newspaper works to develop the language, perceptions and expectations of readers whose system of representations (values, myths, knowledge) coincide with its own. And yet, in this instance, both articles propagate representations whose values, references and knowledge work primarily to reinforce governmental legitimacy. In this way, the rights accorded women are presented as a gift from those in power and not as a response to women's legitimate demands and the commitment by the Tunisian government vis-à-vis international law.
- The core message of this discourse is thus more focused on promoting the image of the current Tunisian administration, represented by its President and his wife, rather than on promoting the rights of women.

Conclusions and the limits of discourse analysis of journalistic production

By comparing the situation of women and the way the subject has been handled in the coverage of the AWO session, we may conclude that:

- In relevant media discourses, Arab women are only either secondary actors (no information on their situation) or receivers (no active role). The little information offered is usually concealedin apologetic commentary and is essentially a celebration of the progress made.Thus, there is only room for the positive. The articles conclude on a definitively optimistic note, with neither scepticism nor the questioning of the status quo, thus presenting an overly positive image of the situation of women with no mention of the challenges that remain or the priorities of strengthening the rights of women. In this sense, these articles present an incomplete, skewed image of the

> situation of women and women's interests even though they claim to be tackling the issues.
> - What sticks in the mind of the Tunisian reader who is inundated with such a discourse?
>   A slick image of a woman in a situation of insulting happiness that has been made possible by all this progress. This probably explains the popular, dominant discourse denouncing a fictitious, imbalance between men and women in Tunisia. This is dangerous discourse as it has the power to generate an aggressive reaction against women and is generally counterproductive to the promotion of human rights.
>   In this discourse, the situation of women has been exploited for political ends.
>   Current power relations, governmental power in particular, do not grant the media the independence in handling information.

Reference sheet 4: Analysis of genre and sources

In order to refine our actantial analysis of media discourse on a larger corpus and determine the significance accorded to the event in question, we can include:

- *Analysis of journalistic genre:*
How do journalists shape, present and formulate the news?
Do they simply sit in an office, far from the reality on the ground?
Or do they leave their desk for the field?
- *Analysis of sources and authors:*
The difference between the source and the author must be maintained, unless the author designates him- or herself as the source of the information.
Where do journalists seek out their information?
Who is their primary source?

5.2.2   Exercise 2: The instrumentalisation of women's rights in cultural discourse as presented in the media

Time   80 min.

Objectives
- Understanding the logic used in representational systems pertaining to women, based on the attitude of a given newspaper.
- Identify the characteristics of the opinion these articles are seeking to develop via their journalistic agenda.

Methodology   Discourse analysis based on the actantial technique

Required materials
The material for analysis contains one written press article and one televised production.

Sequence of steps for the exercise

See steps for exercise 1, but use the table below

Guiding questions
1) What is the image of the working woman?
2) What is the core message?
3) How is it conveyed?
4) What role do the language and commentary chosen play in conveying this message?
5) What role is played by references and values?

Table 4: Analysis chart of actors in cultural discourse presented in the media (as viewed by the media)

Dominant actors positive	Dominant actors negative	Associated actors positive	Associated actors negative	Secondary actors positive	Secondary actors negative	Victims	Receivers positive	Receivers negative

Table 5: Analysis of the semantic field in relation to the actors in cultural discourse presented in the media (as viewed by the media)

Actors/images	Dominant actors positive	Dominant actors negative	Associated actors positive	Associated actors negative	Secondary actors positive	Secondary actors negative	Victims	Receivers positive	Receivers negative
Qualifiers									
Actions									
Roles									
Values									
References									

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions.

Reference sheet 5: About cultural discourse

In recent years, a socio-cultural discourse claiming a scientific basis and viewing individual roles as founded solely upon the biological sex has appeared to reinforce the traditional forms of discrimination against women. This discourse has consolidated the image of male superiority and, consequently, a rigid division of social roles on the basis of biology. Such discourse, based on pure biological determinism, is dangerous because it makes people believe that these socially-constructed roles can never be challenged.

In this pseudo-scientific discourse, rhetoric wins over concrete expressions.
The media provides ready-made ideas in which stereotypes occupy a prominent place. The narrative techniques used in this kind of articles more closely resemble the way myths and literature are created than how information is conveyed..

Reference sheet 6: About language and commentary

- Commentary is hardly ever neutral. On the contrary: it is the simplest vector which allows journalists and directors of audiovisual content to take a position or express a viewpoint. In this way, commentary can potentially influence the reader's/viewer's understanding or interpretation of a topic or situation. Journalists and directors wield considerable influence through the way they formulate their commentary.
- In general, messages of what is "normal" and what deviates from the norm are hidden in the way in which views and ideas are expressed within banal phrases, in the construction of a sentence, the use of a word or via some other unassuming detail. Language has tremendous impact on representations of the sexes. To a large extent our vision of gender roles determines, the questions that we ask men and women and the texts we write about them.
- Both these examples illustrate the different ways language and commentary risk conveying indirect or ambiguous messages about gender-assigned roles.

Analyse the message here: "Although she is getting on in years, she is still quite active". Or the contradictory messages inherent here: "Fortunately, an increasing number of men are willing to take a step down the career ladder in order to share responsibility for the care of their children".

On the one hand, the speaker is taking a positive stance toward development, as suggested by the term "fortunately"; on the other hand, the expression "take a step down" has a negative connotation. Prescriptive viewpoints like this one are often imbedded within language itself and can therefore slip, inadvertently, into a writer's

commentary. Given the subtle role language plays in conveying value judgments, a journalist must be careful in his or her formulations in order to avoid any unintended effects..

Boxed example 1: Lebanese political culture and the elite

In Lebanon, as elsewhere, the principle of designating women's rights as human rights clashes with debates in which cultural particularism challenges the universality of human rights and equal rights for women, especially in the private sphere. Cultural particularism has already fuelled debate over the reform of the Personal Status Code. It has caused the failure of multiple efforts of revising and has, for some forty years, pitted supporters of equality against conservatives. As an endorsement of the current, widespread belief that children belong to the father, the nationality code only authorises the man to grant Lebanese nationality: to his spouse after one year of marriage, regardless of her country of origin, and to his children, born to a foreign spouse. A Lebanese woman, however, cannot grant Lebanese nationality to children born to a foreign father.

Nationality is a hot-button in Lebanon. Its detractors invoke fear that Palestinian refugees, in Lebanon since 1949, might settle there permanently. But another reason, cautiously advanced, hints at a fear of the growing demographic imbalance between Christians and Muslims.

Indeed, in Lebanon, the traditional political class is composed of community elites. In most cases, power is handed down within a family. Curiously, when a male successor is not available, or absent, a minor or in prison, there is no cultural resistance that a succession be guaranteed by a woman of the family. Discrimination against women thus appears to be relative and not systematic. In terms of inheritance, however, resistance from the community is very strong. The only observable cases that deviate from the norm are those of Sunni men who, having no direct male heir, convert to Shiism only for the time required to ensure that their direct female inheritors have access to their entire estate. A great number of political figures have opted for this conversion. Rather than accepting the application of a flexible case law that would satisfy their aspirations or amend a text or case law to guarantee equal inheritance rights for their children, they prefer to temporarily change their religious sect.

,

5.2.3 Exercise 3: Argumentation on women's rights in the socio-economic discourse as presented in the media

Time 80 min.

Objective
Build the capacity of participant journalists to formulate convincing, better balanced lines of reasoning on gender equality when handling socio-economic topics**.**

Methodology
Analysis of an article related to female employment by using the technique of argumentation analysis. The charts are read vertically and horizontally, and the result is presented as a general synthesis.

Required materials
The material for analysis contains audio and audiovisual journalistic works.

Sequence of steps for the exercise
See steps for exercise 2, but use the table below.

Guiding questions
1) What is the core message of this production?
2) What modes of persuasion predominate?
3) Is the thesis expressed clearly or does it reflect rushed judgments and conclusions?
4) How would you describe this discourse? Open? Uncompromising?
5) How would you classify this production: communication or information?

Table 6: Analysis chart of the argumentation process

In socio-economic discourse presented in the media

Thesis of the speaker	Argument	Domain of the argument	Mode of persuasion

---

Reference sheet 7: Defining constitutive elements in the analysis chart of the argumentation process

1) **The thesis** of the speaker may be expressed as an opinion or position
2) **The argument** selected to defend the thesis is not always explicit, nor is it necessarily expressed as a logical line of reasoning
3) **The argument may draw upon any domain:** fact, valid assumptions, value premises and truisms, qualifications, *petitio principii*
4) **The mode of persuasion** may be:

- **Rational:** such as reasoning, analogy, reciprocity arguments, the rule of justice, transitivity arguments or causality, all considered persuasive forms of argumentation

- **Emotional:** such as sophism, the argument of direction, the argument from authority and unanimity, all considered as techniques of influence, seduction and manipulation

The analysis charts are read vertically and horizontally, and the result is presented as a general synthesis**.**

Reference sheet 8: The function of the argument

This analysis has been selected because narration and description in discourse serve to transmit messages, but influence and persuasion are primarily conveyed by the line of reasoning, this leads to the need to consolidate our approach with an analysis of the argumentation used in journalistic works pertinent to our topic.

Deconstructing a line of reasoning reveals the technique, meaning and essence, which the complex process of argumentation often conceals from the reader/viewer as well as from the journalist him- or herself. We have seen how some journalists adopt an ideological argument whose essence is concealed by a pseudo-logical or pseudo-factual process that more closely resembles communication than information.

Boxed example 2: Communication versus information

Communication is not the same thing as information. In modern society, communication and information have very different objectives.

To inform is to make aware, to impart information, to describe the facts impartially and equitably and to help the receiver form his or her own opinion with balanced information that contains a multiplicity of viewpoints. "Purveyors of information", be they journalistic directors or journalists, are responsible for meeting the demands of the public and allowing the public to make its own choices. It is the receiver of the information who makes sense of it.

Communication professionals craft messages that promote their client – the speaker – who employs them to influence public opinion in their favour.

Communication tends to absorb information; it may be:

- Expressive: focused on the speaker

- Conative: focused on the receiver

- Referential: focused on the context of the communication

- Phatic: focused on the channel of transmission

- Metalinguistic: focused on codification and the signs used

- Poetic: focused on the aesthetic of the communication

Information is essentially the message itself, whereas communication is the relationship.

Journalists contrast the aim of their work with that of politics: *information*, free of any manipulative intention, as opposed to *communication,* which is manipulative. This is because social interactions take place across various forms, some of which are more manipulative than others. Communication, understood as an instrument for the manipulation of opinion, comes from the politico-media world. Propaganda operates in the name of political communication or public relations; it controls information in order to shape the understanding of the receiver. Modern propaganda techniques rely upon research in the fields of psychology, social psychology and communication. In brief, these techniques focus on manipulating emotions at the expense of reasoning and judgment. This is also related to disinformation, which, like communication and propaganda, is directly linked to the crafting of stereotyped discourse and value judgments.

5.3   Session 2: Analysis of argumentation in religious discourse presented in the media

5.3.1   Exercise 4: Argumentation on women's rights in religious discourse presented in the media

Time   80 min.

Objectives
Build the capacity of participant journalists to distinguish between the logical and factual argumentation on the one hand and the ideological argumentation – i.e. the difference between information and disinformation – when handling religious topics pertaining to gender equality on the other hand.

Methodology
Analysis of an article related to religion and women by using the technique of argumentation analysis.

Required materials
Material containing three written press articles dealing with a topic that handles women's issues from a religious point of view

Sequence of steps for the exercise
See steps for exercise 3, but use the table below

Note: The analysis charts are read vertically and horizontally, and the result is presented as a synthesis.

Guiding questions

1) What is the topic of the article?

2) What is the core message?

3) What is the thesis or position of the speaker with regards to this message?

4) What arguments does he/she put forward to support this thesis?

5) From what domain does he/she draw his/her arguments?

6) Identify the modes of persuasion used.

7) What is the purpose of each of these techniques?

8) Analyse the journalist's reaction and his/her critical analysis skills (in terms of diversification of sources and the nature of the language used).

9) What consequences could ideological interference have on the evolution of the debate around equality between men and women?

Table 7: Analysis chart of the argumentation process

In religious discourse presented in the media

Thesis of the speaker	Argument	Domain of the argument	Mode of persuasion

Reference sheets

These sheets are designed for the use by the trainer. They help him/her to lead and stimulate the discussion by offering answers to the guiding questions

Reference sheet 9: Gender relations and power relations

Gender relations <u>are</u> power relations.

Whether they be private (family, marriage, etc.) or public (religion, education, labour market, etc.), social institutions reflect and perpetuate men-womenrelations. These relations are power relations. This is why attemptingto modify these relations in order to establish gender equality in a society are often perceived as threats to "tradition" and culture.

Certain global trends are advocating a return to traditional values, including women's submission to men, as a result of the "threats" posed to culture by "foreign" forces or ideas. Traditional gender relations, in which the woman is subordinate to the man, are thus often transformed into banners of cultural identity. Such interpretations and exploitations of tradition stand, in the name of cultural and religious relativism, as cantilevers to the universal values of human rights and women's rights.

The orientation of the argumentation found in this kind of journalistic production

demonstrates that:

- Very few personal opinions are expressed, replaced instead by laws, rules, or traditional/religious obligations. We are often presented with conclusions that are supported by a verse, *hadith* (words and deeds of the Prophet), a historical event or even a legend. Rules, either religious or simply those created by tradition, serve in the stead of argument. And yet religious belief, like emotion, is an area that avoids personal opinion, depending instead upon conviction, which makes it difficult to dispute. Such discourse is monolithic. Presented as the word of God, an opinion expressed by a speaker using such discourse is not recognised by the receiver as a personal point of view, that can be discussed because the speaker cannot imagine any other viewpoint to be possible.

- Information conveyed in this way imposes conviction and certitude, which eliminate any space for doubt or debate on the question. Speakers construct the issues and dialogue from a single source, which they call "the Golden Age of Islam" and say nothing about the large swathe of time that separates the current event from the analogical one. They talk about this analogical event as though it happened yesterday, thus unifying two events separated by some fifteen hundred years. This phenomenon depends upon the notion of spatial and temporal displacement, which shifts the receiver into a pseudo-time, and leads to the obfuscation of real events.

Boxed example 3: Religious norms, positive norms and women's rights

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Morocco   *The non-supremacy of international law*

The question of the removal of CEDAW reservations in the name of cultural and religious identity has long mobilised women's associations and human rights organisations in Morocco.

Since Moroccan independence, every successive Constitution has failed to make express provision for the primacy of international standards over internal standards. The Constitution of 1996 broke new ground by including in its Preamble the desire for Morocco to align itself with respect for universally-recognised human rights. The ideological debate over the legal significance of the Preamble has not necessarily facilitated the recognition and application of international instruments, all the more so given that regulations governing family law are considered as falling under the scope of domestic government.

A revision of the Constitution, demanded by certain political parties, would put an end to this debate were it to follow the lead of other nations in expressly embracing the principle of supremacy of international standards over internal standards. It would then enable judicial bodies to enforce those conventions that Morocco has already ratified without reservation.

Palestine   *Multiple legal sources govern women's rights*

The Palestinian Declaration of Independence, promulgated by the Palestinian National Council in 1989, guarantees equality between men and women; it inaugurates a partnership between men and women in pursuing development and evokes the need for equality, justice and equal opportunity, without bias, for citizens of both sexes. However, as a result of the OPT's political status, its legislative

situation is unique. Given that the Palestinian National Authority (PNA) is not a state, it cannot legally (according to the United Nations system) ratify or sign any international convention. In practice, other means have been found to express acceptance of the international legal framework on women's rights, in particular through the symbolic ratification of the CEDAW by the Palestinian president. Nonetheless, the sources of the Palestinian legal framework is made up of predominantly the Palestinian Basic Law, the Israeli military and civil code, Ottoman law, British Mandate law, Jordanian law, Egyptian law, Shari'a law and international law. The existence of these parallel and often contradictory legal sources creates an unstable and uncertain legal environment with major distinctions between the West Bank, where Jordanian codes (family and penal) are implemented, and Gaza, where Egyptian codes apply. This situation is especially detrimental to the human rights of women

Syria   Variance of the Personal Status Code by religious sect
Family issues in Syria fall under the Personal Status Law of 1953, and its amendments of 1975, but each sect has its own religious rules regarding engagement, marriage, alimony, divorce and child custody. The principal discriminations in the Personal Status Law relate to: marriage age, polygamy, guardianship (*wali*), divorce (*talaq*) and child custody.

Reference sheet 10: Best practices – women entering the religious domain in Morocco

The religious domain, long closed to women, represents an area of progress that is both significant and symbolic of the changing roles of women and shifting gender relations within Moroccan society. The Ministry for Awqaf and Islamic Affairs has taken measures across various domains:

- On a legislative level, a bill eliminating the right to attribute the status of "*habous/waqf*" to a property by male lineage alone is currently under adoption by Parliament;
- In terms of positions of responsibility, 20 women were promoted to various posts within the Ministry;
- In terms of Islamic education, 149 women have been appointed to positions within the various institutions and 1213 scholarships granted to girls to continue their education in these institutions;
- The number of women involved in mosques for the fight against illiteracy has seen a sharp increase: from 179 women in 2004 to 2500 in 2009. Between 2006 and 2007, 98,314 women benefited from this initiative;
- In terms of training, in accordance with Royal directives, the Ministry launched the 50 Morchidates training programme for women in 2005; graduates of this programme will, like their male counterparts, provide counsel to the Moroccan population, both in Morocco and abroad;
- Since 2003, each year at Ramadan, a woman has been nominated to present a lecture before H.M. the King as part of the Al Hassania curriculum. Although, at the beginning, the subject of these lectures revolved primarily around women's issues, these have broadened over the past three years to focus on more varied social themes;
- Women now sit on the Councils of Ulema, both on the local level and on the High Council;

> - In order to ensure the visibility of women's role in the religious domain, the Ministry supports the publication of works of religious scope produced by women.

5.4 Exercise 5: Handling of the subject women and politics on television

Time   60 min.

Objectives
- Consolidate knowledge acquired during the analysis of the political discourse as presented in the media.
- Strengthen understanding of the gender approach in terms of political, socio-economic and cultural rights, and in terms of the phenomenon of gender based violence.

Methodology   Role playing and brainstorming.
Plan and present a televised debate on the theme: a face-off between two presidential candidates, one male and one female, moderated by a journalist and with the participation of NGO representatives.

Required materials
Board, coloured pens, paper.

Sequence of steps for the exercise
- Select the leading actors among volunteer participants
- Provide time for preparation
- The journalist works with team members to prepare the moderation and questions
- The candidates prepare their speeches separately with their own team members
- The NGO representatives prepare questions
- Each group nominates a reporter
- The journalist presents the programme
- The reporters take notes
- At the end of the programme
- The reports are presented
- The trainer pens the floor for discussion

Guiding questions
1) How do participants view women who are involved in politics?
2) What causes resistance to women's participation in politics?
3) How many women make it in politics and what factors influence their staying power or ultimate failure?
4) What can journalists do to strengthen women's participation in politics and consolidate their stay in politics?

Note: The discussion should focus on the legal framework for gender equality and on the stereotypes observed in the discourse presented by the journalists, candidates and NGO representatives.

5.5 Session evaluation (Module 3)

a) Conducting the training

Check the appropriate box.

Areas for evaluation	totally unsatisfactory	unsatisfactory	satisfactory	very satisfactory	not applicable	Notes
Programme quality						
Quality of training approach and methods						
Correspondence between exercises and stated objectives						
Clarity of definitions						
Performance of the trainer						
Group dynamic, participation, discussion						

b) Benefits of the training: Overall, did this session meet your expectations?

Benefits	totally unsatisfactory	unsatisfactory	satisfactory	very satisfactory	not applicable	Notes

VI.   APPENDICES

6.1   Appendix 1: Bibliography

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6.2 Appendix 2: Evaluation questionnaire

Kindly take a moment to answer the questions below and share your thoughts and suggestions. This questionnaire is designed to help us improve the quality of our training.

Full name (last, first) (optional):
Country (optional):
Media (optional):

1) What did you hope to gain by attending this training?

2) Overall, did the training meet your expectations?

3) What aspects did you find most interesting?

4) What aspects did you find least interesting?

5) In what areas would you like more in-depth training/analysis?

6) What have you learned/discovered? Overall, what have you retained?

7) What did you find most useful for your professional activities?

8) What do you expect to put to concrete use?

9) How would you describe the various discussions that took place during the session?

10) What can you say about your own participation in these discussions? What is your impression of the group?

11) How would you grade the way the training was broken down in terms of time?

12) Was the methodology used suitable for the themes handled in the training?

13) Were the materials used for the training satisfactory?

14) Was the training group appropriately organised (group size, individual level of participants)?

15) What did you like best about the trainer ? What could be improved in relation to their approach?

16) Having completed this training, what new training do you now feel you need?

17) Is there anything you would like to add? Do you have any additional comments?

6.3 Appendix 3: List of reference sheets

Module I LEGAL FRAMEWORK

- Reference sheet 1: Key dates in the Istanbul Process
- Reference sheet 2: The Istanbul Ministerial Conference
- Reference sheet 3: The principal Istanbul Conclusions
- Reference sheet 4: The added value of the Istanbul Conference
- Reference sheet 5: The "Enhancing Equality between Men and Women in the Euromed Region" programme
- Reference sheet 6: Specific legal references pertaining to the political and civil rights of women
- Reference sheet 7: Constitutive elements of the political and civil rights of women
- Reference sheet 8: The situation of women in terms of civil and political rights
- Reference sheet 9: Causes of the political under-representation of women
- Reference sheet 10: Consequences of the political under-representation of women
- Reference sheet 11: Proposed actions to improve women's participation in decision-making
- Reference sheet 12: Best practices for female participation as identified on the national and regional levels
- Reference sheet 13: Specific legal references pertaining to the social and economic rights of women
- Reference sheet 14: Constitutive elements of the social and economic rights of women
- Reference sheet 15: The situation of women in terms of social and economic rights
- Reference sheet 16: Causes of and challenges to the social and economic rights of women
- Reference sheet 17: Suggested actions to promote the social and economic rights of women
- Reference sheet 18: Consequences of women's social and economic exclusion
- Reference sheet 19: Best practices as identified on the national and regional levels for the promotion of women's social and economic rights
- Reference sheet 20: Specific legal references pertaining to the phenomenon of gender based violence
- Reference sheet 21: Elements related to gender based violence, in all its various forms and manifestations
- Reference sheet 22: Gender based violence – sub-regional particularities
- Reference sheet 23: Causes and consequences of gender based violence
- Reference sheet 24: Suggested actions to combat gender based violence
- Reference sheet 25: Best practices for combating gender based violence

Module II STEREOTYPES

- Reference sheet 1: Differentiating between the concepts of "sex" and "gender"
- Reference sheet 2: What is the difference between "women" and "gender"?
- Reference sheet 3: How do we express our cultural understanding of "masculine" versus "feminine" traits?
- Reference sheet 4: Historically speaking, are gender roles fixed and unchanging?
- Reference sheet 5: What is a stereotype?
- Reference sheet 6: The marginalisation of women
- Reference sheet 7: Relevant questions
- Reference sheet 8: Best practices for combating stereotypes

Module III   MEDIA DISCOURSE

- Reference sheet 1: Defining constitutive elements in the actantial analysis chart
- Reference sheet 2: Example of an excerpt of an article analysed using the 'analysis chart of actors in political discourse as presented in the media'
- Reference sheet 3: Elements for deeper analysis and discussion – Women in Tunisia
- Reference sheet 4: Analysis of genre and sources
- Reference sheet 5: About cultural discourse
- Reference sheet 6: About language and commentary
- Reference sheet 7: Defining constitutive elements in the analysis chart of the argumentation process
- Reference sheet 8: The function of the argument
- Reference sheet 9: Gender relations and power relations
- Reference sheet 10: Best practices – women entering the religious domain in Morocco

6.4   Appendix 4: List of tables

Module I   LEGAL FRAMEWORK

- Table 1: Context and training tools for the Istanbul Conclusions
- Table 2: The civil and political rights of women by country
- Table 3: The social and economic rights of women by country
- Table 4: Gender based violence
- Table 5:Reporting chart for content analysis of legal references

Module II   STEREOTYPES

- Table 1: The difference between sex and gender
- Table 2: Quantitative textual analysis
- Table 3: Quantitative iconographic analysis
- Table 4: Gender and Media (GEM) classification

Module III   MEDIA DISCOURSE

- Table 1: Analysis chart of actors in the political discourse as presented in the media (as viewed by the media)
- Table 2: Analysis of the semantic field in relation to actors in political discourse as presented in the media (as viewed by the media)
- Table 3: Analysis of the semantic field in relation to actors in political discourse as presented in the media: examples (as viewed by the media)
- Table 4: Analysis chart of actors in cultural discourse as presented in the media (as viewed by the media)
- Table 5: Analysis of the semantic field in relation to actors in cultural discourse presented in the media (as viewed by the media)
- Table 6: Analysis chart of the argumentation process (in socio-economic discourse presented in the media)
- Table 7: Analysis chart of the argumentation process (in religious discourse presented in the media)

6.5   Appendix 5: List of boxed examples

Module I   LEGAL FRAMEWORK

- Boxed example 1: Women in armed conflict zones (Lebanon)

Module II   STEREOTYPES

- Boxed example 1: The primary characteristics of gender relations
- Boxed example 2: The primary differences between so-called "women's projects" and programmes promoting equality
- Boxed example 3: Breakdown of time spent performing household chores by sex in Tunisia
- Boxed example 4: Sharing of domestic responsibilities
- Boxed example 5: Women's rights in the cultural domain, and the role of communications and the media

Module III   MEDIA DISCOURSE

- Boxed example 1: Lebanese political culture and the elite
- Boxed example 2: Communication versus information
- Boxed example 3: Religious norms, positive norms and women's rights