

Workshop ‘Women Peacemakers and the Media’

Introduction

The workshop Women Peacemakers and the Media took place in Kitwe, Zambia, from 25 September till 2 October 2005. It has been the second workshop in the framework of a pilot project for the International Fellowship of Reconciliation’s Women Peacemakers Program (WPP). The original idea was to have the African workshop take place in Zimbabwe, because at the time of the planning, the Fellowship of Reconciliation (FOR) in Zimbabwe already had an active women’s program. Since the political situation in Zimbabwe deteriorated, it became more difficult to organize a workshop in the country. In the meantime, the IFOR group Youth Forum for Peace and Justice in Zambia developed an active women’s department, which was willing to organize the Women Peacemakers and the Media workshop. Also in Zambia, women peacemakers have the need for better coverage of women and women’s issues in the media, and better exposure of their work for peace.

“I would like to know the proper channel of getting in touch with the media personnel so that I help cut away the binding net of black depression, reject fear or whatever has ensnared our people.”

“I will go and teach my colleagues on how we can make use of media especially when we have problems which need the government’s attention.”

“I want to acquire knowledge about the use of the media to sensitize those women who don’t know their rights where violence is concerned and to tell them the importance of the media.”

“I will follow up by teaching others the importance of media in our day to day living in relation to peacemakers as women.”

Several participants also wanted to use this workshop as an opportunity to increase their knowledge of nonviolent conflict resolution:

“I will be able to explain to my organisation about peace building in case of conflict within or outside the organisation”



“Knowledge that I have acquired will enable me to enlighten the people I work with about peace building and how to resolve issues in a non-violent way.”

“I will help to build peace through dialogue to the students, and also to build a good relationship between administration and the students union for the development of the college.”

Goals for the workshop

The goals for the workshop were developed in the preparation for the first media workshop which was held in 2002 in Kerala, India. The Youth Forum for Peace and Justice’s Women Peacemakers Program adapted the same goals:

Goals for women peacemakers were:

- to better cooperate with the media in order to get their message into the hearts of the public
- to mainstream peace work in official (mass) media
- to make better use of all kinds of media for the promotion of a culture of peace.

The Zambian participants had similar goals. At the question in the pre-workshop questionnaire ‘Why do you want to attend this training, are there specific goals you seek from your participation?’ answers followed such as:

Goals for journalists were:

- to better understand the news value of peace work
- to sensitize on activities of peace organisations
- to become aware that there is more than only mainstream opinions

The journalist participants expressed their expectations as follows:

“I would like to get more information on peace building and how we as media personnel can help disseminate information on peace.”

“I want to promote peace building and justice through the media, and will use what I have learned to equip other reporters and radio announcers on issues of peace building and conflict resolution.”

“Media are very gender biased, I want to discuss with colleagues and management, and make rules for broadcasting and a strategy how to keep the rules.”

- Goals for the Women Peacemakers Program are
- to research the possible added value of a media workshop for women peacemakers
 - to explore the possibilities for a long term peace building and media project
 - the Youth Forum for Peace and Justice's Women Peacemakers Program had as an additional goal to strengthen and expand their young network of women peacemakers.

The Participants

The 17 participants are all connected with the Youth Forum for Peace and Justice's Women Peacemakers Program. Six of them are teachers, who manage a peace club in their school, or are about to start with such an activity.

Others are active in official jobs, like the police or health care, where they meet grass roots women looking for help with their problems. They are active outside their work as social activists, trying to tackle the deeply rooted problems many Zambian women face, like family violence, child abuse and child rape, HIV/AIDS, etc. Two participants are trainers of hotel employees, they call it the 'hospitality business', having contact with people from different social levels. Three participants are journalists: from community radio, a government owned newspaper, and national television. Two participants are organisers of the Youth Forum for Peace and Justice.

A list of participants is added as an attachment.

The Program

The Youth Forum for Peace and Justice made a few adaptations to the program as it was developed in India. In order to meet participants' need to learn more about non-violent conflict resolution, two sessions were included for an introduction on Active Non-violence. All sessions were interactive, drawing on participants' experiences and broadening their views with case studies and new information.

The workshop took place from Saturday 25 September till Friday October 1. October 2 was departure day.

Saturday evening: Agenda review, Introductions and Team building

Day 1, Sunday: Personal stories on experiences with media, basics of communication, what is news and the impact of media in conflict situations

Day 2, Monday: Access to print, visual and audio media

Day 3, Tuesday: Role of media in peace building and Gender and media. Visits to radio and television stations.

Day 4, Wednesday: Introduction to active non-violence; Use of media in peace building. Introduction to practice assignment.

Day 5, Thursday: Working on practice assignment and presentation.

Day 6, Friday: Making a peace promotion plan. Evaluation and closing session. Party.

The program was rather tight, and no space had been built in for free time. It turned out that the time scheduled for the practice assignment was too long. Only one group was working at the assignment until the deadline, but if the time had been shorter, they would have been able to finish earlier. It is recommended for a next similar workshop to include a half day off, preferably just before the presentation of the practice assignment.

The Sessions

Expectations for the workshop

In order to get to know each other, the first day starts with a round of 'What I left behind'. In order to participate in this workshop, participants have to leave husband, children and their work, and one participant said: "My union beds will not be watered". Nevertheless, they think participation is worthwhile, because they meet many problems in Zambia and want to change society - the political culture, the status of women, battering and child abuse - with help of the media. As one participant said: "because of what we heard about women all over the world, I realize there is no peace. Everywhere grass roots women become aware of the oppression; it has to come out in the open. This is why we need the media."

Experiences with the media

Except for the journalists and a communications officer, the participants have only experience with mass media as audience, watching television or listening to the radio. There is one television channel in Zambia, and many radio channels, mostly community radio. In Zambia people speak many different languages, but English is the official language, also for television. Community radio stations broadcast in different languages. The television gears toward people in the cities, because in the rural areas many people don't have television and cannot understand the English. The Zambian National Broadcasting Company is controlled by the government; organisations and businesses can have their own programs broadcasted if they pay for it. The condition is that it has to be good technical quality.

One participant is concerned about the power of advertising, because her children want to buy the drinks they see promoted on television. A peace activist noticed that violence is more often covered than peace efforts.

Journalists and participants discuss the truth of what is being broadcast. The journalist states that they cover what the officials say, whereas the participants sometimes know that it is not true. Journalists should check what is being told, but there is not much time and money for investigative journalism.

Many people believe what is being said in the media, so it would be helpful if more programs were covering problems in society, like spouse battering. The journalists comment that a program has no impact if a problem is being mentioned by outsiders; you need the concrete story. But a victim does not want to come out in the open; it may have unwanted consequences for their marriage, which they 'respect more than their children's lives'. On the other hand, several participants remark that the privacy of public people should be more protected.



Organizer Audrey Kalonga and Resource person Rose Nyanga exercising the basics of communication

Most participants have high expectations about the mass media and the role they can play in community building. There is some criticism, but overall there is a great expectation that when you give out the right information, society will change. They also emphasize the role the media should play in education. Media should promote school; they should broadcast more programs on health issues and sensitize the people about their culture and traditions. The idea of using the media themselves seems far from them: "Who am I? I don't dare to approach the media."

Basics of communication

Resource person: Janne Poort – van Eeden. Women Peacemakers Program Education and Media Officer

Media are used for communication. They are means to bring a message from one person or group (the sender) to another (the receiver). Central in this communication is the message: the receiver has to understand it. The medium carries the message and makes it understandable for the receiver, so we have to use a medium which is appropriate for the message as well as for the receiver.

Thinking of media, most people only think of mass media. But there are many other ways of sending a message: by mail, through a song, by using special clothing, by personal messenger or through a theatre

play. There are innumerable possibilities. Choosing the right medium is very important when you want to bring a message about. Always be aware how a medium will carry your message in the most effective way to the right receiver.

Misunderstandings in communication can be due to:

- unclear message
- wrong choice of medium
- wrong perception of target group/receiver

When you yourself are the **receiver**, you ask yourself questions like:

- What exactly is the message? Does it contain side messages?
- Who is the sender?
- Why has this message been sent?
- What are the sender's motives, needs, (hidden) agendas?
- Is the sender to be trusted? And how do I know?
- Why was this medium used?
- Who is the target group (is it meant for me anyway?)

When you are the **sender**, you need to consider:

- What is my message, what is the essence of what I want to say??
- Who is my audience? What are their needs and their interests?
- How large is my audience?
- Where do I find my audience? Are they easy or not easy to reach?
- What is the best medium to choose, fitting the audience as well as the message?
- After having sent the message, check with the audience how it was received. What can be improved next time?

The example of the Raging Grannies in Vancouver, Canada is being analysed. The Raging Grannies are a group of women activists who are concerned about the future of the earth. They promote care for a sustainable and peaceful environment. They used a conspicuous presentation, coloured dresses, and a song, to bring about their message to the Central Committee:

"The right to be heard".

*Good people see what's going on!
Find power in the word
The right to speak for what is right –
Your RIGHT is to be HEARD.*

Participants are divided into three groups, each with one journalist, to explore three possible attitudes in using the media for peace:

1. Being critical about what you see and hear, and questioning what you don't see or hear.
2. Cooperation with the media, using the media for your own purposes, like
 - sending press releases

- being interviewed
- having interesting actions and events to be covered by the media

3. Making your own media, like the church uses songs and the health clinic uses posters.

What is News?

Resource person: Rose Namooonga Nyanga; Editor at Zambia News Agency.

Participants write for themselves what they consider news. A series of criteria is inventoried:

- News is a message to the public to be alert on an event that takes place
- Communication to the public for the first time
- Any information, if it is for the first time
- A way of conveying messages from and to all parts of the world
- Information passed from one person or institution to another
- Any information transmitted through any medium
- Information which is new to society
- Information from a reliable source
- Latest information on human interest
- Information through public media to educate or to inform the masses
- Some latest information that we get about people, places, issues
- Fresh information. An account or event which becomes news when it is reported
- A way of transmitting information to people whom it concerns
- Information sent by a sender to a receiver through media, like radio and TV. It deals with matters that go on in the world.
- Information not previously known that is important to spread to the public.

Participants discuss the impact of conflict on the mass media in Zambia.

After a discussion between journalists and other participants, a joint definition is found:

News is information, facts, as objective as possible, of human interest, which is new to the receiver and of unusual occurrence, being sent through a medium.

Apart from news, the mass media also bring other information, like columns, debate and discussion, features, which is follow-up information, and documentaries. Also advertisements and death announcements are information in the media. It is important to realize the difference between facts and opinions. How objective is the information?

Peace workers can make their work newsworthy:

- by making it attractive for the media, for instance, invite a politician or organize an event
- by making contacts with journalists, so they get interested in your work.

Impact of conflict on media in Zambia

In small groups, participants discuss signs of conflicts in Zambian society and the impact on the mass media. They use the paper 'Analyzing the Conflict Environment' by Ross Howard for IMPACS, Institute for Media Policy and Civil Society, Vancouver, British Columbia, Canada. (For the outcome of the discussion see the box on page 5.)

Access to the print media

The sessions on print, visual and audio media are meant to give participants insight into the mechanisms that make these media work. In approaching the media to give attention to their own message, peace activists can choose the right ways of making use of these mechanisms.



The basic guideline for all journalists is that they have to bring their news in a clear, structured way. Crucial for their work is the formula

5W + H
What? Who?
Where? When?
Why? + How

When you can answer these questions, you have the main facts of any news item.

Signs of conflict in Zambian society

1. Rising political tensions.
2. Tribal connotations/tension
3. Economic instability

4. Gender stereotyping
5. Weakening state and local authority
6. Increasing economic or political and religious disparity between identity groups
7. Collapse of civil society

Impact on the media

1. Censorship of journalism
2. Media should highlight the issue, but they don't
3. Poor remuneration of journalists, causing bribery and strikes. Media should report it, but they can't
4. Women displaced from prominent positions
5. Reduced access to information
6. Media rights abrogated

7. Journalists unprotected by law

Comparison between press and electronic media

Print media (newspapers, magazines)

- you can keep a copy
- you can make your own library
- you can use it for reference

- it is cheaper (on the short term)
- easy to carry

- you can use it at your own time
- you can use the paper later for other purposes
- you have to be literate

Electronic media (radio, television)

- it is direct
- it is also for illiterate people
- it reaches more people at the same time, watching and listening together is possible
- direct feedback possible in some programs and in your own place
- it is a decoration in the home
- you cannot call it back.

What is necessary when accessing the print media as a peace activist?

1. You must be active
2. Take initiative to contact the press
3. Prepare your own statement to give to the press
 - Tell what makes you special, why is your work so interesting for the press?
 - Give substantial information (5W+H)
 - Use simple language, be clear
4. Activities should be of good quality and attractive

Participants want to have an example of a good press release. Three groups design a press release to inform the Zambian community about the workshop Women Peacemakers and the Media. The three concepts are discussed and criticized. All three have some good points; a summary of the three will make an interesting press release to send out to one of the newspapers. A small group of four people edits the text into a useful press release. *(For the text of the final press release, see page 18)*

State of Zambian television according to the participants:

Positive

- it reports on health issues
- it has moral standards for movies

- it promotes our cultural heritage

- coverage of women in higher positions is improving

- it covers the situation of children

Negative

- it has often technical problems
- journalists who are not supportive to the government don't get support
- it changes our culture
- it is biased in favour of the government
- women are only visible in traditional and health issues
- subtitles can be disturbing
- some programs are paid for
- some programs are boring

5W + H
What? Who? Where? When? Why? +
How

Activists who want to bring a message into the media have to give information according to these questions. Since the journalist is the link between your message and the public, you need to make your message suitable for the journalist. The editor will make the message suitable for the public, the readers of the newspaper, the listeners of the radio station or the TV audience.

! Press are not crusaders for your cause !
 Your information has to be interesting for the journalist to print or to broadcast. There is always much more news than a journalist can bring; so choices have to be made. There is a hierarchy in importance of the news, depending on the owner of the newspaper or broadcasting station and the audience they want to reach.

Zambia has three dailies: two owned by the government, the *Times of Zambia* and the *Daily Mail*, and one private newspaper, the *Post*.



A participant shows the press release her group has written.

Access to the visual media

Visual media, TV, film and video, are considered to be powerful media. Several characteristics allow visual media to have great impact:

- Seeing is believing
- We remember better what we see
- Visuals don't need explanation
- It overcomes language barriers, in some programs
- It is visible for all levels in society
- It is also visible for people who are illiterate, or with hearing problems
- It improves teaching
- It is intimate, taking place in our homes.

Television can have a positive influence

- As a source of information; you see the people you heard about
- It can inform the leaders about the grassroots situation
- It makes things real to you. Some participants say: it gives the truth, but both facilitators and journalists oppose that statement. What you see does not always have to be the truth.
- It can change people's attitudes. Slowly, people in Zambia get better informed about HIV/AIDS since the television started to pay attention to the problem.
- It can show things we usually don't see, like wild animals or other peoples culture.
- It can inspire us
- It is educating.

Participants are not very positive regarding the state of Zambian television. The only channel is controlled by the government. Every news program has to start with a message about the president, whether there is real news or not. Journalists who try to report independently, or bring forward the ideas of the opposition, are being fired. There are trade unions, but they cannot do anything about it.

Women face many problems in Zambia society. Gender violence is happening everywhere and women's rights are being trampled upon, women are dependent on men for coping in society. It is difficult to bring these topics forward on television. The media should do investigative reporting, but it is often difficult to film the women concerned. A way to report on the issue might be to invite women's groups, report on their work and support the women to join those groups. The television programs covering the work of women's groups can influence other women to join them as well. Apart from that, the media could educate about women's rights.

For peace activists, approaching television for coverage of their work, the same rules are valid as for the print media, with some addition for the visual aspect:

- Be active, contact journalists
- Give information that is interesting for television;

use reality-based stories that can be made visible

- Give substantial information (5W+H), use simple language, be clear.
- If you make a pre-fab program, produce images of good quality.

Access to audio media

Like television, radio is an electronic medium and so highly dependent on technique. However, the technique is less complicated than for television, the equipment is less expensive and the medium can be much quicker. Participants discuss the language policy in Zambia. The country has dozens of languages, and only a few are being covered by radio stations. Most radio stations are local community stations.



A participant is being interviewed for national television.

After a role play, where one participant is being interviewed for the radio about her work with peace clubs, the rules for coping with the media are being discussed.

Ten commandments for Coping with the Media:

1. Always be well prepared: what is the purpose of your media contact, and is the medium where your statement will appear to be trusted?
2. Don't let yourself be taken by surprise.
3. Define your message in advance; formulate it in one or two short statements.
4. Ask in advance what they are going to ask? What do they want to hear from you?
5. Tune your language according to the target group. Always use clear and simple language.
6. Jargon, officialese and abbreviations are taboo.
7. How long will your contribution take in the whole program? Give short answers and stick to the main issue.
8. Only make statements about your own professional field and competence. Take the initiative; 'sell' your story.
9. Present yourself correctly.
10. Be careful with informal contacts with journalists. A journalist works 24 hours a day.

From: Omgaan met de Media. Willem Bemboom. Uitg. Strengholt 1998

Think of PANS

Be:

1. *Prepared.*
2. *Alert.* Don't become distracted from your own message.
3. *Nice* and cooperative. The audience will more easily hold attention.
4. *Sceptical.* Where are the hidden agendas?

Use of media in peace building

Resource person: DeEtte Beghtol, consultant for the Mindolo Ecumenical Foundation's Peace and Conflict Studies Program

Introduction

Why did President Mugabe, in neighboring country Zimbabwe start with silencing the press in order to tighten his control?

- Independent media can contradict him
- He does not want people to know the truth
- He does not want the rest of the world to know
- He does not want people to rise against him, so he keeps his control very solid through press control and torture.

The reasons why people are still aware of what is going on in Zimbabwe are:

- Information leaks out from person to person and through travellers
- Media outside the country run stories, like the BBC and local radio in Zambia
- The Internet is a very good source of information and difficult to control.

Before looking on the way conflict influences the media, the concept of conflict is discussed.

Conflict is any disagreement, difference of opinion or dispute. It may or may not be violent. Having conflicts is OK, it all depends on the way you deal with it. Coping with conflict in a nonviolent way will prevent the escalation of the conflict into violence.

Exercise:

Participants receive several Zambian newspapers. In small groups they look for examples of conflict or peace. How many do you find of each of them? Analyse the messages on conflict with the questions:

- 1) Is the article fair or biased?
- 2) Does the article promote conflict or peace? How?

The outcome of this exercise is that there are more articles promoting conflict than promoting peace. Reporting conflict tends to promote conflicts. As an example, participants mention reporting about men who try to cure themselves from HIV/AIDS by having sex with young children. This reporting may encourage other people to do the same.

Another example of reporting was found to be not accurate: A strike of teachers was successfully finished, and, according to the newspaper, teachers got their housing allowances. Participants'inside information showed that other teachers did not get it. So this kind of incorrect reporting could also cause more conflict.

Another article gave two different points of view. This balanced reporting takes readers seriously as intelligent people and helps them to make up their own opinion.

The state controlled press has the goal to let us know that the government has everything under control and is leading the country in an effective way.

The goal of this exercise is to become more critical readers. When you hear or see something, ask yourself: Is this report biased? Does it promote peace or conflicts? Who is benefiting from this conflict?

Should everything be reported?

Ms. Beghtol hands out an article from the Washington Post, by Ellen Goodman. "War's bloodiest stories often remain untold"

The core of the article is the question: "Isn't this also a deal with the devil, a decision to edit the hell out of war? Aren't we also jeopardizing lives by not telling the essence of war itself?"

People must realize that the press cannot report everything; choices need to be made. The choices have to be balanced, and reports have to cover all sides of a conflict. A balance in the newspaper might also come from letters to the editor. If the newspaper refuses a letter to the editor, it may be possible to send it to another newspaper, or to use another medium to bring the other side of the story to the public.

How can the audience be sure of the truth of reports?

- In Zambia, people tend to believe the private media more, because they seem more trustworthy.
- Look for other sources; try to watch other channels and read other newspapers.

The facilitator confesses that she is biased, too: we hear so much about war that we don't recognize the 'hell' in it any more. We should think about how terrible war is. If we did, we would be promoting peace more!

Visits

Participants pay a visit to the Zambian National Broadcasting Company, the only Zambian national network.





Participants get a view 'behind the screens' of daily television broadcasting.



Later that day, participants also visit the community radio station, Radio ICENGELO.



The hosts in the broadcasting companies give ample explanations, and answer many questions. Participants very much appreciate the possibility to get a view in real life radio and television making.

Media and Gender

Resource person: DeEtte Beghtol

Introduction

The definition of Gender is explained as: Gender is the difference in roles men and women play in society. Sex is the biological difference between men and women. Some things only men can do, like impregnating a woman; other things only women can do, like giving birth and breast feeding. Physical strength is a mixed issue. Men have more muscles (has to do with sex), but training often can make women much stronger than men (gender).



Facilitator DeEtte Beghtol in action

Participants discuss a handout from the All Africa News agency (April 8, 2002) on 'Gender imbalance in Newsrooms'.

Some quotes from the handout: "African women journalists face major career progression hurdles and are subject to male domination and bashing within the newsrooms. Male's opinion of African women journalists being weaker sex that cannot be relied upon to make clear and effective decisions or bring out the story behind the story is still dominant, according to some African women journalists attending a New Media training course.

"Issues of gender violence, female genital mutilation and the girl child abuse are usually confined to middle pages while political infightings between largely male politicians are given the headlines."

"Women journalists should take up media roles that seem to be reserved for men. (...) women should become more assertive and help influence positive reporting on female related issues from the newsroom."

A gender balance in the media is necessary in order to get more balanced reporting on issues that are interesting for women as well as for men. Women have the right not to be harassed and to have the jobs they want and that fit their abilities.

Participants state that women still rely too much on men. They should become more independent. This cannot happen in one step, but we have to work in that direction. Men also suffer from stereotyping; they are educated to be strong and not to cry. This has disastrous effects, because the frustrations often come out in a violent way. Parents should teach boys to show their emotions.

How to advocate for women's rights in and outside the media?

1. Media organisations should have a gender policy
2. As a teacher: encourage girls, show women role models
3. Look not only at the surface of the problems, but look for the root causes
4. Report on women as individuals, not as wife of....
5. Educate both genders together
6. HIV/AIDS is also a gender issue
7. Be careful with your language (cameraman/ woman, etc)
8. Tell victims that counseling is available
9. Media have an educational task regarding the rights women have
10. Help your fellow women with advice and support (rape is not the woman's fault, the man is guilty)
11. Women need to speak out, but they need support in order to do so.
12. Create good relationship between parents and children; don't punish girls for being assertive.

Introduction to Active Non-violence

Resource person: DeEtte Beghtol

Active non-violence is challenging injustice in society by protest or actions. Active non-violence always works in a spirit of love, trying to win the enemy as a friend. Examples of non-violent actions are sit-ins, peaceful marches, slow downs, strikes, doing something unusual that surprises the people in power. An example from Zambia is when the president Chiluba wanted to change the law in order for him to be able to run for president for the third term. There was a big debate in the media, and people started wearing green ribbons, against the new law. At a certain time, they started hooting their horns, when the president arrived. This made him realize that the opposition was too strong and he started to talk about a possible successor.

Exercise

From 10 chairs, one is appointed 'the powerful one'. How can you put the chairs in a way that the power of this one chair is visible? The exercise shows different ways of power: democratic power, the chairs in a circle, the special one a bit apart. Power mixed with fear: the special chair standing apart with body guards around it. Oppressive power: the chair on top of several others who support it. Power cannot only be taken, it also has to be supported.



Exercise with a power chair

Participants discuss the Principles of Non-violence

Definition of non-violence

- Non-violence is a way of life and a system of personal, social and international change based on the force of truth and the power of love to overcome evil, obtain justice and reconciliation.
- When we depart from love and truth and resort to violence, we do violence to ourselves and add water to the flood of destructiveness that could ultimately destroy our planet.
- When we act non-violently we do ourselves justice, respect our own humanity and help turn things around.
- Truth must be the basis for all our thinking and acting, truth and love combined tell us what is just and is the combined force for radical, positive change.

An example from the Bible, where Jesus says: "If someone hits you on the right cheek, turn the other cheek." This is often considered as a passive act. However, turning the other cheek is an act of active non-violence. Hitting a person on the right cheek has to be done with the backhand. This is a sign of difference in status. The master hits the slave in this way, or the father the child. Turning the other cheek in such a situation means: if you hit me again, you recognize me as an equal.

Active non-violence is creative, using methods that surprise the opponent and the public. Using violence

is a narrow-minded, one-dimensional way of acting; whereas non-violence asks for creative actions in every situation. Some examples:

In Zambia there were shops for first class and second-class people. A second-class person wanted to buy a bicycle, but was not allowed to enter the shop. So he demanded to hand him the bicycle through the window.

People protesting at the World Bank, brought in a load of manure on the sidewalk in front of the office building, meaning: "what the World Bank does to developing countries is shit."

Six principles of non-violence

Principle one: *Non-violence is a way of life for courageous people*

- It is active non-violent resistance to evil
- It is aggressive spiritually, mentally and emotionally
- It is always persuading the opponent to the righteousness of your cause
- It is only passive in its non-aggression towards its enemy

Principle two: *Non-violence seeks to win friendship and understanding.*

- The end result of non-violence is redemption and reconciliation
- The purpose of non-violence is the creation of the Beloved Community

Principle three: *Non-violence seeks to defeat injustice, not people*

- Non-violence recognizes that evil doers are also victims and are not evil people
- The non-violent resister seeks to defeat evil not people

Principle four: *Non-violence holds that suffering can educate and transform.*

- Non-violence accepts suffering without retaliation
- Non-violence accepts violence if necessary, but will never inflict it
- Non-violence willingly accepts the consequences of its acts
- Unearned suffering is redemptive and has tremendous educational and transforming possibilities
- Suffering has the power to convert the enemy when reason fails

Principle five: *Non-violence chooses love instead of hate*

- Non-violence resists violence of the spirit as well as the body
- Non-violent love is spontaneous, unmotivated, unselfish and creative
- Non-violent love gives willingly, knowing that the return might be hostility
- Non-violent love is active, not passive
- Non-violent love is un-ending in its ability to forgive in order to restore community

Principle six: *Non-violence believes that the universe is on the side of justice*

- Non-violence has deep faith that justice will eventually win
- Non-violence holds the belief that God is the God of Justice

As a concrete example, participants watch a part of the video “*Non-violence – A force more powerful.*” The video shows the nonviolent movement in the United States for equal rights for black and white people, where Martin Luther King developed his nonviolent strategy.

Steps in developing a strategy for non-violent social change.

1. Information gathering
2. Education
3. Personal commitment
4. Negotiations
5. Direct action
6. Reconciliation

Using the media in Peace building

Resource person Rose N. Nyanga

As everyone knows, the chief role of journalists is that of being communicators in any field of human endeavour, e.g. education and entertainment. However, our main concern is to see how journalists can use their profession to build **bridges** of peace in conflict situations chiefly through communication. Firstly we ask ourselves what a conflict is.

Conflict is a form of communication as communication analysts have pointed out.

Although it is possible to communicate without conflict, conflict without some form of communication is impossible.

Experience around the world has shown that journalists intentionally or otherwise are conflict specialists. They can enhance or reduce tension depending on how they communicate. This is because they spend a lot of time and energy describing and analysing the behaviour of individuals and groups in conflict. In a conflict, three stages of development can be distinguished, conflict analysis, prevention and resolution stage. Journalists have a role in each of these stages.

Conflict analysis

During the initial stages of the conflict, the role of the media should be to provide a forum for the exchange of views and the consideration of various options of resolution of possible conflict or area of friction. The chief aim here is to try and avert or prevent a possible conflict into degenerating into a full fledged war between two groups.

Prevention to escalate the conflict

At the negotiation or conflict prevention stage, journalists should keep the public informed of sensitive discussions and contacts made between the conflicting parties. At this stage it is important that the media give equal coverage to both sides and tell the story as it is without taking sides. This therefore means that the media should be neutral or impartial.

Conflict resolution implementation

In the implementation stage of conflict resolution, the media should play the important role of monitoring and reporting adherence or breaches of peace accords by the parties involved in the conflict.

Qualities of a good journalist

For journalists to be able to successfully cover all the three stages of any conflict and meaningfully contribute to peace building, it is of paramount importance that they possess qualities of a good journalist. They must operate within the confines of the ethics of journalism and be able to make decisions that will help bring about peace. The same counts for peacemakers who want to publish reports or messages on a conflict. One needs to ask oneself the following questions:

1. What happened?
You need to be as specific as possible on the facts in the conflict. Clarify confusing or conflicting statements or information
2. What are the journalistic goals?
In the course of the reporting, do not lose sight of your responsibility to provide important and meaningful information to the public. Recall your ethics of social responsibility and independence.
3. What are my ethical concerns?
Balance your journalistic goals with truth telling and remain fair and just in your reporting.
4. Do I need more points of view?
Do you include different perspectives? Do you have a diversity of ‘voices’ in terms of gender, age, tribe, etc?
5. Who are the stake holders?
Journalists and publicists have to consider the impact on all those affected by their decisions and actions. Stakeholders include the public, your own organization, special interest groups, and the reporting journalist.
6. What are the consequences of my action?
Weigh the good and bad results for individuals and groups and consider the long and short term effects of your stories
7. What if the roles were reversed?
Put yourself as a writer in the stakeholders’ shoes, including the readers and viewers, and see if you can still go ahead with the story.
8. What are my alternatives?
A sound ethical decision is often found somewhere between extremes. Brainstorm to maximize good consequences and minimize bad ones.

9. Finally: Can I justify my decisions and actions?
Can you as the sender of this message look yourself in the eye? Can you face your family and friends with an open explanation?

In a conflict situation, journalists - like mediators or arbiters - are expected to get their facts right in cases where one side's facts are the other's propaganda. Whatever the inclination of individual journalists to embrace all or some of the principles of conflict resolution, only better informed and trained communicators can do a lot to increase the amount of factual information and analysis available to policy makers and mediators. This is done through **balanced reporting**.

How to be balanced?

In a conflict situation, balanced reporting can help to 'lower the temperature' of the violence. Good and balanced reporting should be:

- clear, factual, non sensational, people centred, solution seeking and informative.

Does balance mean giving both sides a chance to comment?

Journalists can go beyond the belief or notion that 'there are two sides to a conflict and the truth lies somewhere in between'. Instead of framing a conflict only in terms of side A or B, it is important that the media **analyse** and **explore** as openly as possible **the context** of that conflict so that they can help the community to move beyond blame, accusations and counter accusations toward **finding solutions** to the problem.

So, how can conflicts be reported in a more relevant, balanced manner?

E.g. Journalists need to think very carefully before quoting political leaders or other people who may be involved in conflict situations, if they are to help bring about peace. Such people sometimes try to use the media to whip up emotion among their followers. In other words, they tend to 'make noise, not news'. They may also exploit the opportunity media give them to comment in order to spread lies or hatred about the 'enemy'.

What to do as journalists?

Journalists can prevent this by becoming more assertive as interviewers. They should be able to ask questions which challenge, pin down and clarify so that the interviewee does not get away with vague warlike language or endless accusations.

In recent years, some radio stations have played a terrifying role in sowing seeds of violence and hatred – most tragically in Rwanda in 1994. People listening to a popular radio station heard the presenter urge them to rise up and kill their neighbours – members of different groups. In less than three months, up to a million Rwandese had been killed. The Rwanda experience is a lesson for radio journalists everywhere about the powerful nature of words and their potential to destroy life and entire communities. Instead, the

Case

Mazabuka Community Radio Station was worried about possible violence in the run up to the last general elections. It seemed that some politicians were trying to stir up trouble and encourage their supporters to attack people from other parties. The station decided to interview the local political leaders from all the parties that were contesting the election about the situation.

Instead of asking the politicians whom they blamed for the violence, the journalists asked the leaders what message they would give to their supporters in order to ensure peaceful elections in the district. The political leaders advised their supporters to cool down and not respond to violence. The journalists used the comments in the news reports and also made public announcements on radio, using the voices of the rival politicians – all appealing to their members to **be peaceful**.

Participants discussing the role of journalists in conflict



power and potential of words should be used to de-escalate the violence and bring about the urge to work for a peaceful community.

Participants make a list of possibilities about what media can do to create a culture of peace:

- Balanced reporting, not being biased
- Get proper information from all parties
- Report on what is happening, the report should entice people from fighting
- Get independent views as well
- Bring stories that make people realize that they are all Zambians, despite their belonging to a different party
- Do stories on the importance of reconciliation and love
- Highlight that assaults are a crime and being punished
- Hold talk shows, invite leaders of different parties
- Do more stories on the beauty of peace
- Promote issues of dialogue
- Frame the questions positively, asking for peaceful solutions
- Readers, watchers and listeners also can do something:
 - write letters to the editor
 - show your peace work
 - speak through churches and NGOs.

- Think of a message you or your organisation wants to bring about
- Define the target group
- Choose the medium
- Make the message
- Describe a strategy to get the message spread.

The practice work gives participants the opportunity to express their ideas in a creative way. Three groups make a video film, two groups make a poster and one group – the journalists – make a radio program.



Participants working at the practice assignment

Practice assignment

In order to practice what has been learned during the workshop and to help participants to promote their work for peace, they have to create a message themselves. The good intentions have to be communicated in an effective way. The message has to be important for their organisation, brought through a medium fitting the audience they want to reach as well as fitting the message itself. Steps to take are:

Presentation

Participants can work 3 times 1,5 hour on the assignment. During the presentation, they will be judged on several aspects:

- How clear is your message?
- How well defined is your audience?
- Does the medium make sense, regarding message and audience?
- How does the message fit in your NGO work?
- The quality of the presentation
- What is your strategy to use this message?



Group 1 presenting:

Canning of pupils is not allowed. A poster, meant for teachers and to be distributed in schools, shows strongly that the Ministry of Education forbids hitting students.

Group 2

All guests have to be treated in a friendly, welcoming way.

A video film, showing a good and a bad example of receiving guests, is meant for receptionists and students in the hospitality business.



Group 3.

A wise woman can save her marriage.

In a skit in three episodes, a situation of a family conflict is being exposed. The sketch is videotaped. The film is meant for women's groups, giving an example how constructive dialogue can help transform a conflict.

Group 4

Stop property grabbing

A skit on video shows a widow being harassed and robbed of her properties by the family, after her husband died. The film is meant for grass roots women, to make them aware of the unjust consequences of some traditions.



Group 5

Stop the dangers of child defilement.

In a radio documentary on child abuse, the danger of this practice for society is highlighted. Several people are being interviewed, and made clear that having sex with children will not cure men who suffer from HIV/AIDS.

Group 6.

Have safe sex.

A poster, meant for the general public, emphasizes that after only one time of having sex, it already is possible to become pregnant or to be infected with HIV/AIDS. The poster could be spread to public places, like bus stations.



Facilitator Rose Nyanga shows a poster on prevention of pregnancy and HIV/AIDS

The presentations generated much discussion. Participants are very happy with the results, and several of them would like to use the products in their work with grass roots women.

Peace promotion plan for organizations

The last day of the workshop, participants have to make a promotion plan for their own organisation. The promotion plan has to contain information on

- why you think PR is necessary;
- what kind of message should be communicated
- the audiences for whom the message is meant
- the medium or media to be used
- a time planning
- an estimation of the costs.

Thinking about these PR aspects makes participants focus on aspects of the work they already do, and helps them realize which aspect of the work needs more emphasis. At the presentation of their plans, the need for continuing support from the Youth Forum for Peace and Justice is one of the important issues.

Some examples:

A nurse wants to incorporate her volunteer activities into the regular work. She intends to do this by emphasizing the need of family planning. Her audiences are the patients in the clinic, for whom she made posters. She also has to explain her plans in person with the management.

A television journalist wants her program to make space for peace issues; she got many ideas from this workshop. In her promotion plan she supports the campaign that already is going on: It is important to pay viewers fees in order to have better programs. Door-to-door campaigns, advertising on television and posters are bringing about this message to the audience.

Girl scout leaders are planning to systematically promote what they already were doing in an ad-hoc way. Guide leaders, parents and girls will be approached with the message: girls should develop their skills to become independent women. For promotion they use sketches, meetings and seminars. A plan is made for girls activities, like flower gardening, litter picking, making handicraft gadgets, and going camping. The finances are partly to be found by contribution of the members, partly by money raised from the girl's handicraft products.

The participant from the police victim support unit intends to promote human rights in a structured way, by having discussions with people at grass roots level, who also should assist in researching. Workshops in schools will be organised on the topics defilement, incest, the value of education, adolescence. The plan is also to conduct open discussions on ether radio, and if possible television; also video shows in schools, churches and communities have been planned. Networking with established organisations is already going on. For the finances, proposals have to be written, but the big problem is that a proposal has to go through a lot of channels, so the money not always reaches the target group.

The people in the forestry industry should join in the campaign 'Citizens for a better environment'. Drama



Working at a promotion plan for one's organization

groups and radio programs should promote the issue; contact with the Lion's club, the electricity company as a stakeholder, and the Youth Forum for Peace and Justice should guarantee the sustainability.

Promotion of human rights and assertiveness of girls is the issue that should bridge the gap between school and community. Parents, the community, pupils and teachers are to be mobilized to keep the girl child at school, also after pregnancy. Media to be used are workshops, video shows, family pack sessions, talking about role models, open days, and radio programmes to sensitize the community.

Creating a peaceful environment for children in the community is the goal of three teachers who want to cooperate in the future. During the first term, they will hold a public meeting to make people aware of the right to education. The second term, the relationship between teachers and students (especially girls) and parents will be the focus. Using drama, they want to make the audience aware of the need of respect for students as well as for elderly people. The third term, the problem of exam leakage will be the central point, with a brochure to outline the problem and maybe drama on television.



Some evaluating remarks from participants

"I have really appreciated the way the workshop was organised. I have acquired skills on how to access the media and the knowledge on how to solve conflicts without being violent."

"This was a very educative and motivative forum which should be implemented vigorously, by organising ourselves with continuous projects that will unit us together and have one goal which is implementing peace in all sectors. "

A male journalist wrote: "I will be producing documentaries on gender and peace building. I have learned how to be a peace builder through media."



Closing session

In the closing session, participants receive a certificate declaring that they participated in the workshop on Women Peacemakers and the Media. The guest of honor, Mindolo Ecumenical Foundation Peace Centre Coordinator, Mr. Babu Ayindo, presented the certificates with an inspiring speech, emphasizing the importance of women in peace building. Participants express their gratitude for the many things they learned and hope to be able to continue to stay in contact. Organisers and facilitators express their gratitude towards the participants with their commitment to peace and conflict resolution, their stories and their creativity, which made this interactive workshop a success.

Publicity

During the workshop, the Zambian media took notice of what happened. The national television program Focus interviewed organisers and participants and gave a balanced report about the workshop. One negative point was that the Youth Forum for Peace and Justice was not mentioned. In the radio program by ICENGLO, the reporting was short but to the point.

The press release that was sent out the third day of the workshop did not trigger interest from the written press, probably because it was only sent out at the last day of the workshop.

Press Release

composed by participants (see page 5)

27th September, 2004

WOMEN'S ROLE IN PEACEBUILDING AND THE MEDIA

Women have come out in the open on peacebuilding, having realised that little has been done concerning peace making through the media.

The Youth Forum for Peace and Justice [YFPJ] in collaboration with the International Fellowship of Reconciliation [IFOR] from Alkmaar the Netherlands has therefore organised a week long workshop for women peacemakers from various professions which is aimed at empowering participants with skills to effectively utilise the media.

The workshop is also aimed at promoting peace in various sectors of society and enlightens journalists on the importance of women's peacebuilding and conflict resolution in the country.

The workshop which began on 25th September at Mindolo Ecumenical Foundation [MEF] will run up to 2nd October 2004.

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List of Media resources

Zambia Independent Media Association (ZIMA)

ZIMA is a non-governmental organisation dedicated to promoting media freedom and diversity in Zambia. It is the Zambian chapter of the Media Institute of Southern Africa, based in Windhoek, Namibia. ZIMA collects information and monitors developments and problems facing the media in the region. As part of MISA, it establishes links with similar organizations within and outside the country, including the labour movement, human rights and related groups for the purposes of cooperation and solidarity. To broaden the knowledge of media workers, ZIMA encourages debates on media related issues and organizes meetings and seminars. ZIMA undertakes these projects in order to assist in the development of independent and community media.

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PANOS Institute

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The Panos website is a source of news, opinions and perspectives from developing countries, and provides information on a wide range of topics about the developing world and the projects Panos undertakes, especially the MediaNet project .

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Women Peacemakers



and the Media

Workshop report

24 September-1 October 2004
Kitwe, Zambia

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ifor



International Fellowship of Reconciliation
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