



GENDER EQUALITY GUIDE

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GENDER EQUALITY GUIDE

Introduction



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Prepared by the U.S. Agency for International Development, Office of Women's and Gender Programs (USAID/OAGP) in partnership with the U.S. Department of State, Office of Global Women's Issues (OSGWI) and the U.S. Department of Justice, Office of the Inspector General (OIG).

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GENDER EQUALITY GUIDE

I. Introduction

The recently passed Magna Carta of Women addresses the stereotyped portrayal of men and women as well as the invisibility of women in the media.

The Global Media Monitoring Project (GMMP) initiated by the World Association of Christian Communicators is an overview of the representation and portrayal of women and men in world news. It is based on print and broadcast news media taken on a single day.

GMMP findings in 2005 from 76 countries showed that "The world we see in the news is a world in which women are virtually invisible". Since the first GMMP in 1995, worldwide one day media surveys every five years reveal that the world reported in the news is mostly male.¹ Thus, with the Gender Equality Guidelines more women's voices, more space and time, more participation in public discussion from half the world's population are expected to be the norm in the future.

II. Applicability

These Gender Equality Guidelines are applicable to the agencies, offices, schools, but not limited to the following:

1. Government offices that involve media

Film Academy of the Philippines (FAP), Film Development Council of the Philippines (FDCP), Philippine Information Agency (PIA),

¹ GMMP 2010.

Presidential Communications Operations Office (PCOO), National Telecommunications Commission (NTC), Movie and Television Review and Classification Board (MTRCB), Optical Media Board (OMB), Philippine Broadcast Services (PBS), spokespersons/speechwriters of government agencies and the Commission for Higher Education and Development (CHED) in its capacity to supervise schools of journalism and communication.

2. National Media federations and associations

Philippine Press Institute (PPI), Center for Media Freedom and Responsibility (CMFR) Center for Community Journalism and Development (CCJD), National Union of Journalists of the Philippines (NUJP), Kapisanan ng mga Brodcaster ng Pilipinas (KBP), AdBoard, National Press Club (NPC).

3. Schools of Journalism and Communication

This is applicable to all state colleges and universities and private institutions offering journalism and communications courses. This also includes the Philippine Association of Communication Educators (PACE) and the Women's Studies Association of the Philippines (WSAP) and other similar associations of gender and media educators.

III. Objectives

1. To provide guidance in upholding the dignity of women and recognizing the role and contribution of women in the family, community, and the society through the use of mass media.
2. To serve as a guide on gender equality in all aspects of management, training, production, information, dissemination, communication, and programming.

3. To help develop gender-fair policies and instructional materials in schools of Journalism and communication including Information Technology to eliminate gender biases and discrimination.
4. To formulate standards and develop information, education, communication, and advocacy strategies to increase women's voices and address the invisibility of women in the media.

IV. Definition of Terms

Discrimination – is defined by CEDAW as: "Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

Women Empowerment – refers to the provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation as well as those which shall provide them equal access to ownership, management, and control of production, and of material and informational resources and benefits in the family, community, and society²

Gender Discrimination – refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevent a person, female or male, from enjoying full human rights.³

Gender and Development (GAD) – refers to the approach that recognizes that all development planning, policies and projects must reflect gender

² Section 4(a), Chapter 2 of RA 9710.

³ IPS Gender and Development Glossary

sensitivity about and gender awareness of the different roles that men and women play in societies, differences in their access to and control over resources and the differential impacts of development processes on men and women.

The GAD approach is different from the Women in Development (WID) approach, which by the late 1970s was being questioned for focusing resources, programmes and projects on women in isolation and away from mainstream development.⁴

Gender Equality – refers to the principle asserting the equality of men and women and their right to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development, and with the State recognizing that all human beings are free and equal in dignity and rights.⁵

Gender Equity – refers to the fairness and justice in the distribution of benefits and responsibilities between women and men.

Gender equity recognizes that men and women have different needs and power and that these should be identified and addressed in a manner that rectifies the imbalance between them. Thus, women-specific programs and policies may be needed to reach equality.

Gender Sensitivity – refers to the ability to understand and consider the socio-cultural factors underlying gender-based discrimination, socialization of men and women into certain behaviors or opportunities, power relations between men and women, as well as the different needs, problems and levels of access to resources that they have. ⁶

4 IPS Glossary

5 MCW, chapter II, sec. 4(f)

6 IPS Glossary

Marginalization – refers to a condition where a whole category of people is excluded from useful and meaningful participation in political, economic, social and cultural life.⁷

Patriarchy – refers to the dominance of men over women that occur in several spheres of life including, but not limited to, the economic, political and cultural spheres.

Sexual Orientation – refers to the preference of one sex to another as a partner in sexual relations.

Sexual orientation, also called sexual preference, reflects the opinion that people do not control or influence their sexual or romantic attractions. Sexual preference reflects the opinion that people can and do have the ability to control or influence their sexual or romantic attractions and their sexual orientations.

V. Historical Bases: Towards Gender Equality

A. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

The United Nations General Assembly adopted the CEDAW in 1979. The Philippines ratified the same in 1981. CEDAW is a human rights treaty that lays down governmental obligations on matters related to any form of discrimination against women in terms of individual right and freedom.

The Convention aims at equality between men and women through the assurance of equal access to and equal opportunities in public life, education, health, employment. It is the first treaty that targets harmful

⁷ MCW, chapter II, sec. 4(c)

cultural and traditional practices that shape gender roles. Countries that have ratified the Convention are legally bound to implement its provisions and submit reports at least every four years.⁸

B. World Conference on Human Rights, Vienna, 1993

One hundred seventy one (171) states committed to the Vienna Declaration and Program of Action in promoting and protecting human rights, particularly the rights of women, children and Indigenous Peoples. It recognized "Women's rights as human rights" and created a Special Rapporteur on Violence Against Women.

C. Fourth World Conference on Women, Beijing, 1995

The United Nations conference held in the Chinese capital produced a declaration of the international community's commitment to the advancement of women and a platform of action that set out measures for action by 2000. The conference provided a clear commitment that the protection and promotion of the rights of women and girl children are a key part of universal human rights.⁹

Section J of the Beijing Platform of Action is on Women and the Media, one of the 12 areas of concern of the conference.

VI. LEGAL MANDATES

A. 1987 Philippine Constitution

1. Section 14, Article 2 of the 1987 Philippine Constitution provides that the State recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men.
2. Section 24, Article 2 of the 1987 Philippine Constitution recognizes the vital role of communication and information in nation-building.

⁸ IPS Glossary
⁹ IPS Glossary

3. Section 4, Article 3 of the 1987 Philippine Constitution, "No law shall be passed abridging the freedom of speech, of expression or of the press, or the right of the people to peaceably assemble and petition the government for redress of grievances.

B. Magna Carta of Women

Rationale: The enactment of Republic Act No. 9710 (RA 9710) or the Magna Carta of Women fulfills the commitment of the government to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) which the Philippines ratified in 1981. This Act categorically defines discrimination against women. This is also a comprehensive law that upholds and protects human rights of women in all spheres.

This law and the rights of women need to be disseminated to improve the status of women in Philippine society. Recognizing the power of media to inform and effect this change,, Section 16, Chapter IV of RA 9710 provides: "Non-discriminatory and Non-derogatory Portrayal of Women in Media and Film – The State shall formulate policies and programs for the advancement of women in collaboration with government and nongovernment media-related organizations. It shall likewise endeavor to raise the consciousness of the general public in recognizing the dignity of women and the role and contribution of women in the family, community, and the society through the strategic use of mass media."

In addition, Section 19 of the Implementing Rules and Regulations (IRR) of RA 9710 also states that:

- a. For this purpose, the State shall ensure allocation of space, airtime and resources, strengthen programming, production, and image-making that appropriately present women's needs, issues, and concerns in all forms of media, communication, information

dissemination, and advertising;

- b. The State, in cooperation with all schools of journalism, information, and communication, as well as the national media federations and associations, shall require all media organizations and corporations to integrate into their human resource development components regular training on gender equality and gender-based discrimination;
- c. Create and use gender equality guidelines in all aspects of management training, production, information, dissemination, communication, and programming;
- d. Convene a gender equality committee that will promote gender mainstreaming as a framework and affirmative action as a strategy; and
- e. Monitor and evaluate the implementation of gender equality guidelines.

The dignity of women and their roles and contributions in all spheres of private and public life shall be promoted. The portrayal of women in a discriminatory, demeaning and/or derogatory manner in advertisements, shows and programs is not allowed. It shall not induce, encourage and/or condone violence against women in any form and/or the violation of their human rights.

Furthermore, Section 29 of the same IRR states that All government agencies, instrumentalities, and LGUs shall develop and make available information, education and communication (IEC) materials on their specific programs, services and funding outlays on women's empowerment and gender equality. These information shall be translated in major Filipino dialects and disseminated to the public, especially in remote or rural areas.

C. Government Entities/ Agencies

1. The Philippine Commission on Women (PCW), in coordination with concerned agencies and media organizations, shall formulate media guidelines to protect women against discrimination in media and film.

2. The Office of the Press Secretary (OPS)¹⁰ and its attached agencies shall ensure the formulation of policies and implementation of programs pursuant to the Act and these Rules and Regulations. It shall also:
 - a. Provide over-all direction, guidance and monitoring as lead agency of government mass media in the implementation of the Act and these Rules and Regulations;

 - b. Formulate and implement a national communication plan and advocacy activities on the Act and these Rules and Regulations and relevant gender issues/concerns; and

 - c. Create a Gender Equality Committee composed of representatives from the OPS, PCW, various self-regulatory bodies and the National Telecommunications Commission (NTC), Movie and Television Review and Classification Board (MTRCB), Film Academy of the Philippines (FAP), Film Development Council of the Philippines (FDCP), Optical Media Board (OMB), National Commission for Culture and the Arts (NCCA), representatives of women's media NGOs to promote gender mainstreaming, formulate the Gender Equality Guidelines and Code of Ethics for media, monitor and evaluate the implementation thereof.

3. The NTC, MTRCB, FAP, FDCP, OMB, NCCA shall ensure that the media and film industries comply with the Act and these Rules and Regulations, including:
 - a. Formulation of policies and programs to raise consciousness of the general public in recognizing the dignity of women and the role and contribution of women in all spheres of private and public life;
 - b. Allocation of space, airtime and resources for the airing of advertisements that promote women's human rights;
 - c. Enhancement of programming, production and image making that presents women's needs, issues and concerns; and
 - d. Ensuring that, in cooperation with all schools of journalism, information and communication, and national media federations and associations, regular trainings on gender equality and gender-based discrimination are integrated in the human resource development components of media organizations and corporations.

4. The Department of Education (DepEd), Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) shall:
 - a. Develop and promote gender-sensitive curriculum;
 - b. Develop gender-fair instructional materials;
 - c. Ensure that educational institutions implement a capacity building program on gender, peace and human rights education for their officials, faculty and

non-teaching staff and personnel;

- d. Promote partnerships between and among players of the education sector, including the private sector, churches, and faith groups in the pursuit of the objectives of this section;
 - e. Encourage advertising industry and other similar institutions to provide free use of space and installation of displays for schools, colleges and universities for campaigns to end discrimination and violence against women; and
 - f. Guarantee that educational institutions provide scholarship programs for marginalized women and girls. Conditions such as age, pregnancy, motherhood, disabilities, or lack of consent of husband shall not be grounds for disqualification in the grant of scholarships.
5. Creation of Local Media Board (LMB) in all Local Government Units (LGUs) to monitor the implementation of these Rules and Regulations shall also be encouraged.

D. Media Organizations

- a. Self-regulatory bodies, groups, and associations for media, television, cable, film, and advertising shall also ensure compliance with the Act and these Rules and Regulations, such as: Formulation of policies and programs to raise consciousness of the general public in recognizing the dignity of women and the role and contribution of women in all spheres of private and public life.

- a. Allocation of space, airtime and resources for the airing of advertisements that promote women's human rights;
- b. Enhancement of programming, production and image making that presents women's needs, issues and concerns; and
- c. Encourage the advertising industry and other similar institutions to provide free use of space and installation of displays for schools, colleges and universities for campaigns to end discrimination and violence against women.

Rights of Women

The following rights of women should be considered in their portrayal in media:

1. Right in all sectors to participate in policy formulation, planning, organization, implementation, management, monitoring and evaluation of all programs, projects and services;
2. Right to be free from all forms of violence;
3. Right to be free from multiple barriers to their empowerment and advancement such as race, age, language, ethnicity, culture, religion, or disability or by reason that they are indigenous people;
4. Right to protection and security in times of disasters, calamities and other crisis situation and in situations of armed conflict and militarization;
5. Right to freely participate in the cultural life of the community, to enjoy the arts, indigenous traditions and to share in educational,

scientific, economic, and cultural advancement and their benefits;

6. Right to freedom of thought, conscience, religion and belief - this contributes to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them the possibility of realizing their full potential in society and shaping their lives in accordance with their own aspirations; and
7. Right to Non-Discrimination against women - discrimination violates the principles of equality of rights and respect for human dignity that hampers women's participation, on equal terms with men, in all fields for development and peace.

VII. GENDER EQUALITY GUIDE

A. PORTRAYAL

1. Women and men should be portrayed and represented with dignity coming from our indigenous culture the most profound insights of gender equality.
2. Women and men should be portrayed in a wide range of roles, both traditional and non-traditional, in paid work, social, family and leisure activities. Women and men should both be seen as taking decisions to support the family and in household tasks and home management, in academics, business, and livelihood activities as well as in socio-political and cultural/religious endeavors.
3. Radio and television programs, advertisements and films should portray diversity in family structures, that is, not only

marriages between women and men, but also single parents and extended families, without prejudice to adopted children and children born out of wedlock. Indeed, the portrayal of different family structures should be done in such a manner as to avoid 'victimization' of atypical structures. It is imperative that these are not depicted in a pitiful/deplorable condition/state;

4. Tasks usually associated with women must be portrayed as equally important as that of traditional male tasks and should be carried out by both genders;
5. Certain subjects like family planning, reproductive rights, welfare, health of the mother and the child, education and upbringing of children, should be directed at both men and women;
6. Media practitioners should emphasize gender equality and non-stereotyped gender roles of men and women within the family, in the workplace and in the community;
7. Presentation of women as inferior beings, sexual objects, negative sex-role, negative comments on role of women and men should be eliminated;
8. Radio and television programs, advertisements and films should portray men and women to have equally powerful roles ;
9. People should not be ridiculed and stigmatized or given less importance by reason of gender and sexual orientation, physical attributes such as appearance and disabilities; and
10. Women should be equally visible on the screen. Women's thinking abilities and men's caring abilities should be emphasized in radio and television programs, advertisements and films.

B. MEDIA CONTENT AND COVERAGE OF WOMEN

In the end, the image of women comes down to how they are depicted and/or how their concerns are reported and represented in the media. To ascertain that women and their issues are properly promoted:

1. Emphasize on the story;
2. Resist stereotyping along the lines of gender, race, religion, ethnicity, language, sexuality, age and class;
3. Ensure fair and balanced reporting which means that both male and female views/perspectives/voices are reflected in all stories;
4. Ensure parallel treatment of male and female sources or news subjects (i.e. if a male source or subject is identified by his profession in the headline, text or caption of the story, make sure the female source or subject is also similarly identified);
5. Acknowledge the changing roles of women and men in today's society;
6. Try to achieve balance in the presentation of women and men as experts, authorities and commentators on the full range of subjects covered;
7. Give equal prominence to the achievements of women across all issues covered;
8. Protect the image of women in reporting incidents which involve violence against them;

9. Guarantee that women stories are illustrated fairly and truthfully; and
10. Include a comprehensive analysis of underlying issues in the portrayal, coverage and representation of women.¹¹

C. SPACE AND TIME

Give more space and time for voices of women on issues of concern and of interest to women.

D. WORKPLACE

Involve more women in production work, consider her needs in the workplace and provide equal opportunities for training and promotion.

E. GUIDELINES FOR SPECIFIC GROUPS BASED ON THE BEIJING PLATFORM FOR ACTION

Strategic Objective J.1

Increase the participation and access of women to expression and decision-making in and through the media and new technologies of communication.

Strategic Objective J.2

Promote a balanced and non-stereotyped portrayal of women in the media

1. Government Entities dealing with Media

- a. Support women's education, training and employment to promote and ensure women's equal access to all areas and levels on the media;

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Women in the News: A Guide for Media, A Gender Equality Toolkit, ISIS International Manila 2004

- b. Support research into all aspects of women and the media so as to define areas needing attention and action and review existing media policies with view to integrating a gender perspective;
- c. Promote women's full and equal participation in the media, including management, programming, education, training and research;
- d. Aim at gender balance in the appointment of women and men to all advisory, management, regulatory or monitoring bodies, including those connected to the private and State or public media;
- e. Encourage, to the extent consistent with freedom of expression, these bodies to increase the number of programs for and by women to see to it that women's needs and concerns are properly addressed;
- f. Encourage and recognize women's media networks, including electronic networks and other new technologies of communication, as a means for the dissemination of information and the exchange of views, including at the international level, and support women's groups active in all media work and systems of communication to that end.¹²

2. National Machinery for the Advancement of Women:

- a. Encourage the development of educational and training programs for women in order to produce information for the mass media, including funding of experimental efforts, and the use of the new technologies of communication, cybernetics space and satellite, whether public or private;

- b. Encourage the use of communication systems, including new technologies, as a means of strengthening women's participation in democratic processes;
- c. Facilitate the compilation of a directory of women media experts;
- d. Encourage the participation of women in the development of professional guidelines and codes of conduct or other appropriate self-regulatory mechanisms to promote balanced and non-stereotyped portrayals of women by the media.

3. By Governments and International organizations, to the extent consistent with freedom of expression:

- a. Promote research and implementation of a strategy of information, education and communication aimed at promoting a balanced portrayal of women and girls and their multiple roles;
- b. Encourage the media and advertising agencies to develop specific programs to raise awareness of the Platform for Action;
- c. Encourage gender-sensitive training for media professionals, including media owners and managers, towards creation and use of non-stereotyped, balanced and diverse images of women in the media;
- d. Convince the media to present women as creative human beings, key actors and contributors to the beneficiaries of

the process of development;

- e. Promote the concept that the sexist stereotype displayed in the media are gender discriminatory, degrading in nature and offensive; and
- f. Take effective measures or institute such measures, including appropriate legislation against pornography and the protection of violence against women and children in media¹³.

4. Schools of journalism and communication

- a. Build a new social imagination of gender-fair, gender-balanced media as a part of women's human rights. Specific actions:
 - 1. Re-train media consumers to understand that violence in the media contributes to and reinforces a culture of violence.
 - 2. Re-train media consumers to challenge media that promote, incite, glorify, glamorize, eroticize or trivialize violence against girls and women.
 - 3. Train communities – women and men – in critical media literacy to 'read' media content from a gender perspective.
 - 4. Create an interactive gender and media monitoring website for media users.¹⁴

Under the lead of media trainers, journalism training institutions

¹³ BPA J.2 243

¹⁴ Who makes the news? GMMP 2010

and researchers with support from governments, regional organizations and international organizations:

- b. Create 'gender and media' curricula and modules in schools, journalism training institutes and centers; and
- c. Equip managers and instructors with skills to apply the modules to train gender sensitive media professionals.

5. Media Federations and Associations

- a. Promote women's leadership in media
 - 1. Encourage training and re-training of women media professionals.
 - 2. Support the creation of news agencies which originate in women's networks and organizations for new practices in the media portrayal and representation of women to emerge.¹⁵
- b. By non-governmental organizations and media professional associations:
 - 1. Encourage the establishment of media watch groups that can monitor the media and consult with the media

to ensure that women's needs and concerns are properly reflected;
 - 2. Train women to make greater use of information technology for communication and the media, including at the international level;

3. Create networks among and develop information programs for non-governmental organizations, women's organizations and professional media organizations in order to recognize the specific needs of women in the media, and facilitate the increased participation of women in communication, in particular at the international level;
 4. Encourage the media industry and education and media training institutions to develop, in appropriate languages, traditional, indigenous, and other ethnic forms of media, such as story-telling, drama, poetry and song, reflecting their cultures, and utilize these forms of communication to disseminate information on development and social issues.¹⁶
- c. By the media, non-governmental organizations and the private sector, in collaboration, as appropriate, with national machinery of the advancement of women:
1. Promote the equal sharing of family responsibilities through media campaigns that emphasize gender equality and non-stereotyped gender roles of women and men within the family and that disseminate information aimed at eliminating spousal and child abuse and all forms of violence against women, including domestic violence;
 2. Produce and/or disseminate media materials on women leaders, inter alia, as leaders who bring to their positions of leadership many different life experiences, including but not limited to their experiences in balancing work and family responsibilities, as mothers, as professionals, as

managers and as entrepreneurs, to provide role models, particularly to young women;

3. Promote extensive campaigns, making use of public and private educational programs, to disseminate information about and increase awareness of the human rights of women;
4. Support the development of and finance, as appropriate, alternative media and the use of all means of communications to disseminate information to and about women and their concerns; and
5. Develop approaches and train experts to apply gender analysis with regard to media programs.¹⁷

F. MONITORING MECHANISMS

1. The **Philippine Commission on Women** (formerly NCRFW), is the primary policy-making and coordinating body of the women and gender equality concerns under the Office of the President. The PCW shall be the overall monitoring body and oversight to ensure the implementation of this Act. In doing so, the PCW may direct any government agency and instrumentality, as may be necessary, to report on the implementation of this Act and for them to immediately respond to the problems brought to their attention in relation to this Act. The PCW shall also lead in ensuring that government agencies are capacitated on the effective implementation of this Act.

To the extent possible, the PCW shall influence the systems, processes, and procedures of the executive, legislative and judicial

branches of government *vis-a-vis* GAD to ensure the implementation of this Act.¹⁸

2. The Commission on Human Rights, as the Gender and Development Ombud, consistent with its mandate, shall undertake measures, such as but not limited to the following:

- a. Monitor with the PCW and other state agencies, among others, in developing indicators and guidelines to comply with their duties related to the human rights of women including their right to nondiscrimination guaranteed under this Act;
- b. Designate one commission and/or its Women's Human Rights Center to be primarily responsible for formulating and implementing programs and activities related to the promotion and protection of the human rights of women, including the investigations and complaints of discrimination and violations of their rights brought under this Act and related laws and regulations;¹⁹ and
- c. Penalties: The sanctions under administrative law, civil service, or other appropriate laws shall be recommended

to the Civil Service Commission and/or the Department of the Interior and Local Government.

If the violation is committed by a private entity or individual, the person directly responsible for the violation shall be liable to pay damages.

18 MCW sec. 38

19 MCW Sec. 39

Filing a complaint under this Act shall not preclude the offended party from pursuing other remedies available under the law and to invoke any of the provisions of existing laws protecting women and children including the Anti-Sexual Harassment Act, Anti-Rape, Anti-Trafficking in Persons Act and the Anti-Violence Against Women and their Children Act.²⁰

3. Gender and media monitoring initiatives in schools and by media organizations

- a. Train trainers in media monitoring;
- b. Develop a training manual for gender and media monitoring;
- c. Produce statistics and reference databases on the gender dimensions of news, advertising, entertainment, soap operas and telenovelas running over extended periods of time;
- d. Disseminate the results of studies by media observatories using audiovisual products that show the lack of coherence between media messages, country realities and the need for awareness of a reflective and critical approach to media;
- e. Share tools and experiences in policy and media monitoring;
- f. Establish media monitoring working groups to undertake ongoing and consistent media monitoring at the national level; and
- g. Work with media councils and media associations to implement action plans using the results of national media monitoring as evidence.²¹

²⁰ MCW Sec 41

²¹ Who makes the news? GMMF 2010

4. Incentives and Awards

- a. Establish incentives and awards systems which shall be administered by a board under such rules and regulations as may be promulgated by the PCW to deserving entities, government agencies and local government units for their outstanding performance in upholding the rights of women and effect implementation of gender-responsive programs;²²
- b. Establish annual gender media awards in recognition of best practices in gender-fair, gender-balanced media practice; and
- c. Mainstream the gender equality criteria of gender balance in content and programming, gender fair language, positive portrayal of women in media and film awards and other works by professionals and students.

G. CHECKLIST FOR GENDER EQUALITY

1. Addressing sexism and discrimination in the educational system

Checklist of Guide Questions

Steps	Guide Questions
Review of the formulation of the course title for possible gender bias	Is the course title stated in a gender fair manner? An example of a sexist course title is "History of Mankind."

<p>Review of the course objectives and description</p>	<ul style="list-style-type: none">• Can the course objectives, as originally formulated, promote the students' learning and appreciation of the human rights and gender equality dimensions of the subject matter?• Are sexist words or statements in the formulation of the objectives and description?• Can the course description, as originally formulated, reflect the integration into the course contents of human rights and gender equality topics?
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Analysis of gender biases in the theories and perspectives discussed in the course content

- Do the theories and perspectives included in the original course syllabus explicitly or implicitly legitimize gender role stereotyping, gender inequality as well as phallogentric and misogynist ideas?

- Are there available feminist commentaries that challenge the sexist elements of these theories that can be included in the course syllabus?

- Are there other theories and perspectives that can replace those used in the course to better highlight the principles of human rights and gender equality?

For example, there are many theories of cultural evolution in anthropology (e.g. the "man the hunter theory" and the theory that modern societies came about through survival of the strongest and most aggressive groups. These theories can be replaced by those that privilege group cooperation and exchange as well as peace building efforts.)

<p>Integration of topics in the course syllabus that can highlight human rights and gender equality principles</p>	<ul style="list-style-type: none"> • In what sections of the syllabus can CEDAW or CEDAW-related topics be included? • Are there sexist words and statements in the formulation of the course outline? • Are there topics that have to be removed because of their outright sexist, phallogocentric and misogynist contents and analyses? • What other topics can be included in the course outline to highlight the principles of human rights and gender equality?
<p>Review of activities for possible gender biases</p>	<ul style="list-style-type: none"> • Do class activities reproduce gender role stereotyping and explicitly or implicitly promote gender inequality? • Do the activities tend to discriminate against female students? • Do they discriminate against female students because of their marital status, sexual orientation, class status, ethnic or racial background and age? • Do the class activities expose female students to physical and sexual risks?

Review of reading materials	<ul style="list-style-type: none"> • Are there reading materials in the original syllabus that explicitly or implicitly carry sexist and discriminatory ideas? • What additional reading materials can be included to ensure that the students learn and appreciate the human rights and gender equality dimensions of the course?
Review of class policies for possible gender biases	<ul style="list-style-type: none"> • Are the class policies applied fairly and justly to female and male students? • Are there gender biases or discriminatory aspects of the class policies related to attendance, grading and submission of class requirements, participation in class activities, etc.?

Source: Carolyn Sobritchea, *Integrating CEDAW in the Teaching, Research and Extension Programs of the Regional Gender Resource Centers,* UPCWS, University of the Philippines, Quezon City, 2006.

2. Complying with MCW is not limited to media portrayal only. Review of existing policies and programs on labor and management affecting women in your agency, organization or school is also needed to comply with MCW provisions:
 - **The Organization's Policy:** Does the organization have clear policy on all aspects of gender equality including policy to promote the integration of women?

- **Use of funds:** Is adequate funding provided to carry out all aspects of gender policy?
- **Procedures, putting policy into practice:** How is the gender policy put into practice? Does it really guide all of your activities?
- **Understanding needs:** Are there significant gaps in your membership? How do you consult members? Do your consultation practices help you to understand the needs of women?
- **Decision-making:** When making decisions or setting priorities are women well represented? Do you routinely consider the impact of your activities on your women members?
- **Monitoring information:** Do you collect enough information about women and men to monitor activities by gender? Do you consult monitoring figures when making decisions? Do you regularly use this data to assess the effectiveness of your core activities?
- **Visibility:** Can a woman's voice be heard or seen in all your reports, speeches, meetings and publications?
- **Breaking down barriers:** Do you fully understand the barriers, which deter women from joining, taking part, speaking out or competing for leadership in your institution?
- **Leadership:** Are men in leadership active in promoting change? How do you ensure that men develop an understanding of gender issues?
- **Women's structures:** Are women's structures and representatives of women members fully integrated into decision making structures?

- **Targeting:** Do you target your activities and services? Are women challenged to get more involved? Do you recognize that positive action may be necessary if you want just results?²³

**EXCERPTS FROM THE IPS GENDER AND DEVELOPMENT
GLOSSARY
Third Edition**

Equality

The exact same measure, quantity, amount or number as another and affecting of all objects in the same way. It is not a synonym for equity.

Equity

Fair and impartial treatment of all classes of people without regard to gender, class, race, ethnic background, religion, handicap, age or sexual preference. Equity, like the word 'fair' is subjective and does not necessary mean equal.

Gender

A concept that refers to the differences between males and females that are socially constructed, changeable over time and have wide variations within and between cultures.

As opposed to biologically determined characteristics (sex), gender refers to, learned behavior and expectations to fulfill one's image of masculinity and femininity. Gender is also a socio-economic and political variable with which to analyze people's roles, responsibilities, constraints and opportunities . Gender and women are not synonyms.

Gender and Development (GAD)

The approach that recognizes that all development planning, policies and projects must reflect gender sensitivity about and gender awareness of the different roles that men and women play in societies, differences in their access to and control over resources and the differential impacts of development processes on men and women.

The GAD approach is different from the Women in Development (WID) approach, which by the late 1970s was being questioned for focusing resources, programmes and projects on women in isolation and away from mainstream development.

Gender Discrimination

Any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevent a person, female or male, from enjoying full human rights.

Gender Equality

The equal treatment of women and men in laws and policies, and equal access to resources and services, including education, health and occupational positions, within families, communities and society.

Gender equity

Fairness and justice in the distribution of benefits and responsibilities between women and men.

Gender equity recognizes that men and women have different needs and power and that these should be identified and addressed in a manner that rectifies the imbalance between them. Thus, women-specific programmes and policies may be needed to reach equality.

Gender fair reporting

Gender fair reporting means insisting on having multiple sources for a story and ensuring that voices of women are heard not only as victims or part of the marginalized, but as professionals, economists, and students, among others.

(Women in the news: A guide for media)

Gender roles

The socially determined behaviors, tasks and responsibilities for men and women based on socially perceived differences that define how they should think, act and feel based on their perspective sex.

Gender roles can do change through individual choice and in response to events and process such as economic crises, declining fertility rates, increasing educational levels for economic crises, declining fertility rates, increasing educational levels for women changes in migration patterns and in information system.

Gender Friendly

Sensitive in the portrayal, depiction, reference and treatment of women and men.

(Women in the news: A guide for media)

Gender Mainstreaming

The integration of gender into the entire spectrum of activities funded by or executed by an organization, and equitable and full delegation of responsibility for gender to all staff.

It can also involve strategies to increase the number and diversity of women on staff about gender and to review or develop internal procedures to include gender issues and responses. In news organizations, mainstreaming means the integration of the concepts of gender, equality and women's rights into all aspects of editorial coverage and ensuring that these issues influence the news agenda, planning, sourcing, writing to copyediting.

Gender perspective

The investigation of how men and women affect and are affected by economic, political, social legal and cultural events and processes in different ways. In news writing, the simplest form of gender perspective is

the inclusion of women's and girls' voices, which are not always heard in stories.

Gender sensitivity

The ability to understand and consider the socio-cultural factors underlying gender-based discrimination, socialization of men and women into certain behaviors or opportunities, power relations between men and women, as well as the different needs, problems and levels of access to resources that they have.

Patriarchy

The dominance of men over women that occurs in several spheres of life including, but not limited to, the economic, political and cultural spheres.

Sexism

The supposition, belief or assertion that one sex is superior to the other, often expressed in the context of traditional stereotyping of social roles on the basis of sex, with resultant discrimination practiced against members of the supposedly inferior sex.

Sexuality

The central aspect of being human that encompasses sex, gender, identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.

Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships. It is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, and religious and spiritual factors.

Sexual Orientation

The preference of one sex to another as a partner in sexual relations.

Sexual orientation, also called sexual preference, reflects the opinion that people do not control or influence their sexual or romantic attractions. Sexual preference reflects the opinion that people can and do have the ability to control or influence their sexual or romantic attractions and their sexual orientations.

Violence Against Women

"Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life," as defined by the United Nations Declaration on the Elimination of Violence against Women.

It also includes "physical, sexual and psychological violence occurring in the family and in the general community including battering, sexual abuse of female children, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation, sexual harassment, and intimidation at work, in educational institutions and elsewhere, trafficking in women, force prostitution, and violence perpetrated or condoned by the state."

NON-SEXIST LANGUAGE

Here is a selected list of terms that should be avoided because either they are sexist, exclude women, or are demeaning, most often to women and girls. Alternatives include sex-specific terms and gender-neutral plural forms. It is good to remember that while gender-neutral terms avoid sexism, they can keep women invisible. In cases where the use of a word has reinforced a perception that only men perform a task role, sex specific alternatives to it are noted.

TERMS TO AVOID	ALTERNATIVES
actress	actor
aged (elderly)	older women, older men, older adults, senior citizens, elderly
airline stewards/esses	flight attendants
anchorman	anchor
bachelorette, spinster	single woman
barren	infertile
bellboy	bellhop
blacks (N. American)	African American women/girls African American men/boys African Americans
broken home	single-parent family
brotherhood of man	humanity
busboy	waiter's assistant
businessman	businessman, businesswoman, entrepreneur, business community
cameraman	camera operator, photographer
comedienne	comedian
chairman	chairman,; chairwomen, moderator, chairperson or chair
chambermaid	hotel worker
janitress	cleaners

congressman	congressional representatives; members of congress; congressman and congresswoman
craftsman	craftsman, craftswoman, artisans
doorman	doorkeeper
dyke	lesbian
early man	early peoples, early men and women
effeminate	delicate, feeble, soft, affected
female lawyer	lawyer
firemen	firefighters
fishermen	fisherwomen, fishermen, fishers, fishing trade/community fisherfolk
fishwives	fish sellers
forefathers	ancestors
foreman	supervisor
gentleman's agreement	unwritten agreement
girl Friday	administrative assistant
handyman	repairer, maintenance worker
heroine	hero
hooker	prostitute, commercial sex workers
lady Doctor	doctor, physician
lady guard	guard, security guard

layman	non-expert, non-specialist Lay as opposed to religious clergy
layman's language	conversational, not technical
lumberjack	lumberman, lumberwoman, lumber cutters, dockers
maid	household worker/helper, domestic worker
mailman	mail carrier
male nurse	nurse
man, mankind	humanity, human species, humans, humankind, human beings, peoples
man a project	staff a project, hire personnel
man-hours	work hours, labor time
manhood	adulthood
man and wife	husband and wife, wife and husband
man- made	artificial
manpower	human resources, labor force, personnel
man-sized	big, huge
middleman	intermediary, agent
Newsman/newshen mediaman	reporter, journalist, male or female journalist
ombudsman	ombud, protector, representative
policeman	police officer, constable
pressmen	press operators

repairmen	repairman, repairwomen, repairers
salesmen/girl	salesman, saleswoman, salespeople
servant	household worker, domestic worker
seaman	mariner, sailor, seafarer
seamstress	sewer, mender
spokesmen	spokesman, spokeswoman, spokesperson
statesmen	diplomats, political leaders
statesmanship	diplomacy
stockman	stockworker
unmarried/unwed mother	single mother, solo parent
usherette	usher
waitress	waiter
watchman	guard, security guard
weatherman	weather reporter, meteorologist
workmen's compensation	worker's compensation
whore	prostituted woman sex worker
woman driver	driver
woman engineer	engineer
woman writer	writer

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