



**FINAL REPORT FORM  
for  
WACC-SUPPORTED PROJECT**

This document is for end-of-project reporting. It has two parts: a) Narrative Report; b) Financial Report.

You will need to refer to your Project Application Form, the Agreement with WACC, and your bank statement when completing this form. Please return it with supporting documents and materials to WACC. Please answer the questions as fully as possible.

**THE NARRATIVE REPORT**

<b>1. Project Title:</b> (as appeared in the Agreement)	<b>Training editors and reporters in Nigeria on gender perspective reporting.</b>
<b>2. Project Reference Number:</b> (as appeared in the Agreement)	<b>676</b>
<b>3. Full Name of Project Holder:</b>	<b>Society and Media Initiative (currently known as Media and Gender Enlightenment Initiative,MEGEIN)</b>
<b>4. Full Address:</b>	<b>Department of Mass Communication, Imo State University, Owerri Nigeria.</b>
<b>5. Name of Country:</b>	<b>Nigeria</b>
<b>6. Period the project was implemented:</b> (from month/year to month/year)	<b>December 12,2008-May 5,2009</b>
<b>7. Project Grant received:</b>	<b>Amount in local currency: N1,855,111.05</b>  <b>Amount in Euros or US\$ (circle as appropriate):\$15,855.65</b>
<b>8. Date(s) Project Grant(s) were received:</b> (as in your bank statement) 1 <sup>st</sup> remittance 2 <sup>nd</sup> remittance	<b>2<sup>nd</sup> October</b>

## 9. Activities

The workshops for the training of editors and reporters in Nigeria on gender perspective reporting in the six geo-political zones were held as follows:

S/NO	ZONE	DATE	NO OF PARTICIPANTS
1	North Central (Abuja)	12-13 <sup>th</sup> December, 2008	60
2	North East (Maiduguri)	16-17 <sup>th</sup> December, 2008	20
3	North West (Sokoto)	19-20 <sup>th</sup> December, 2008	25
4	South-South (Abraka)	2 <sup>nd</sup> -3 <sup>rd</sup> February, 2009	40
5	South West (Lagos)	17 <sup>th</sup> -18 <sup>th</sup> February, 2009	40
6	South East (Owerri)	4 <sup>th</sup> -5 <sup>th</sup> May, 2009	40

### THE TRAINING SESSIONS

#### FIRST SESSION

This session on ‘Culture, Gender and Media’ was facilitated by Prof. Des Wilson, an advisory board member of MEGEIN.

#### What is culture?

- Generally regarded as a way of life of a people.
- Activities involving the language, literature, music, religion or other arts forms peculiar to a particular society.

#### What is gender?

- A broader view of socially constructed component of male and female identity and distinct from biological sex variations.

### **What is media gender-typing?**

- The stereotyping of men and women according to their roles by the media which is largely influenced by culture.

### **What is ethical journalism?**

- The practice of journalism guided by validated ethical principles of morality and responsibility.

### **What is feminism?**

- The advancement of equal social and political rights of women with men, and fight against sexism.

### **Gender-Typing in Nigerian Mass Media: Forms and Vehicles of Propagation.**

- Male as norm culture
- Media standardization process
  - ✓ Nexosgathering
  - ✓ Gate keeping
  - ✓ Agenda setting
- Advertising images of sexist roles/rules
- Sexist language (symbol) selection and usage e.g. mankind, forefathers, statesman, human, his-story (history), menstrual cycle, menopause etc.

### **Gender and Ethical Journalism Explained**

- The relevant conduct of journalists which relates especially to the ways in which information is obtained and to decisions about what

and how to publish, bearing in mind the consequences that may follow.

- ✓ This questions the role of the media as it concerns “ethicizing” among others.
- ✓ It puts to test the claim to professionalism.
- ✓ It questions the treatment of violence in relation to gender matters.
  
- ✓ It attracts attention to Benard Berelson’s “SOME KIND” principles;

“Some kinds of communication, on some kinds of issues, brought to the attention of some kinds of people, under some kinds of conditions, have some kinds of effects”

### **Gender and Media Law: The role of gender aware groups.**

- The MTN (Advert Campaign) Na Boy Case
- The National Dressing Code Debate
- The McCain/Obama Campaign Slip
- The “Mi Lord” Court Scenario.

### **Balancing Culture, Gender and Media Portrayals: Option “A-Now”**

#### 1. Structural mental adjustment

- ✓ Home-based value cultivation
- ✓ School-based curriculum development through books and later through Radio/TV programmes.

2. Acceptance of professional postings or assignments with no gender-centred excuses.

3. Development and validation of gender-friendly words, options or substitutes.

## **Second Session**

The topic on “Shifting Gender Patterns” was handled by Dr. Edna Matthews-Njoku. She said that gender is the social construct by which society assigns different roles to the different sexes. Unlike sex which according to her is biological, natural or God-given, gender is socially construed, socially defined and socially upheld.

Issues in gender studies were enumerated to according to Matthews – Njoku as follows:

1. Paradigm shift from Women in Development (WID) to Gender mainstreaming or Gender and Development (GAD)
2. Women at workplace
3. Unpaid work of women
4. Reproductive rights
5. Health issues, etc.

Addressing the issue of gender patterns, she noted that as a dynamic concept, gender changes from society to society and from time to time, as it is shaped and defined by social and cultural variables which could be historical, religious, ethnic, political, educational, or psychological. For instance, what society expected of a woman of Nigeria descent living in Nigeria in 1960 is not what it expects of her in 2009. In 1960, it was strange for a Nigerian woman to choose ‘Law’ or ‘Mass Communication’ as a field of study. She was expected to study to be a Teacher, or a Nurse, or not to study at all as she did not need western education to be a good ‘Housewife’. Over time, the expectations continued to shift such that by 2007, young

women were being enrolled to practice law at the Nigerian Bar in almost the same numbers as the young men.

Concerning gender and inheritance rights, she went further to say that the fact that married women in Nigeria do not inherit anything traditionally unlike married men, is against fundamental human rights. The only exception being when the woman is married under the statute law. Surprisingly, she noted that women as daughters share similar inheritance rights with their men counterparts in Yoruba tribe of Nigeria, but that is unlike the case in Igbo or Hausa tribe.

However, the only solution to the complex situation of inheritance rights of women in Nigeria remains making CEDAW part of Nigerian law. This process, she pointed out will go a long way in ensuring gender balance in the system.

### **Third Session**

This session on ‘Gender and Development (GAD) was handled by Nkem – Fab Ukozor. In giving an analysis of GAD, she explained that before now, most people understood gender as referring to women alone, which was totally wrong. She pointed out that it was basically this misconception that necessitated the shift in paradigm from the women in Development (WID) approach that dominated discourses and interventions during the International Decade for women (1975-

1985) to the Gender and Development approach which came into popular usage with the adoption of the Beijing Declaration and Platform for Action. She said that since then the focus has shifted from targeting only women for development projects to gender analysis of women's and men's roles and impacts of intervention on women and men as part of the planning process of all development initiatives, and to gender equality as a goal of development, which in essence is similar to the concept of gender mainstreaming.

### **Why The Emphasis On GAD?**

- It guarantees fairness, justice and equity.
- It guarantees sustainable and meaningful development.
- Concerning the press, the current emphasis on GAD raises critical questions about media portrayal of gender related issues.
- Does the press portray women as much as it portrays men?
- Does the press challenge or reinforce gender stereotypes?
- What of missed opportunities in terms of challenging existing gender misconceptions?

**Ethical, legal and cultural implications of GAD are therefore as follows:**

- Ethically, it becomes a strategy for making women's as well as men's concerns and experiences, an integral dimension of the design implementation, monitoring and evaluation of policies and programmes in all political,

- economic, and societal spheres so that women and men may begin to benefit equally and inequality is not perpetuated.
- Legally, it means that the bill concerning the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) needs to be passed into law so as to realize its full domestication, and ensure equality in the socio- political and cultural practices in Nigeria.
  - The country's development plan must also be based on an accurate analysis of the impact of each component on women and men.
  - Every policy in Nigeria must be analyzed in terms of how it affects women and men.

### **BOTTLENECKS TO EFFECTIVE APPLICATION OF GAD**

- Poor institutional framework in terms of policies and contents.
- Culture of our people, which generally controls both attitude and mindsets.

### **WHAT JOURNALISTS CAN DO?**

- This borders on ethics, particularly when we realize that we are the 'watchdogs'.
- Reporting with a gender lens.
- Using Sarah Longue Framework as a guide.



An attempt was made by Fab- Ukozor to explain some

**empowering documents as follows:**

Convention – An agreement between states, rulers, etc that is less formal than a treaty.

Charter – A written statement describing the rights that a certain group of people have or should have.

Treaty – A formal agreement between two or more countries.

1. Universal Declaration of Human Rights (1948)
2. African Charter on Human and Peoples’ Rights (1982)
3. Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) – ratified by UN in 1979 and adopted by Nigeria in 1984.

Nigerian constitution she said does not discriminate between men and women. Chapter 11, Section 17, subsection 2, states “Every citizen shall have equal rights, obligation and opportunities before the law.” However, the tripartite law system which currently allows for the existence of statutory, customary and sharia laws has introduced apathy and conflicts in the system, she added.

**Fourth Session**

This session on ‘Gender Perspective Reporting’ was facilitated by Levi Chinaka Nwodu using the Nigeria national report of the GMMP and other news reports from Nigerian national dailies that served as case studies. Before delving into

the report and the case studies ,Nwodu explained the basic concept of gender perspective reporting and other important concepts that seem to challenge the reporter in handling this aspect of reporting such as stereotype, negative portrayal, objectivity, deception, misinformation and disinformation. He said that gender perspective reporting involves the process of gathering, packaging and disseminating gender related information based on accuracy, objectivity, balance and fairness to all gender categories. According to him, the process calls for gender sensitivity in the choice of what to cover or report, how to cover or report, the choice of language of delivery and the image to be associated with the coverage. In a nutshell, Nwodu opines that gender perspective reporting entails being sensitive to gender variations in the reportage of issues affecting the interest of males and females.

In explaining stereotype, Nwodu said it is a very strong socio- cultural factor that militates against the social mobility of women. Citing Myers(2003:590). Nwodu defined stereotype as “an unjustifiable and unusually negative attitude toward a group and its members”. Continuing he said stereotyping entails developing “feelings (hostility,envy, or fear ),and predisposition to action (discrimination)”. Quoting DeFleur et al(1999:344), Nwodu expanded on the above definition saying “stereotypes are clusters of beliefs that are uniformly applied to certain groups of people. They are prejudicial to the group involved when they connote a negative image...” This according to him means that stereotype of any form connotes negativity in that it tends to

impose unpleasant label to a social group. He therefore advised the participants to beware of stereotype when reporting gender related issues.

Concerning negative portrayal, Nwodu explained the concept using the national report of GMMP 2005 to confirm that the media portray women in negative ways. Lamenting , Nwodu said:

*Sometimes one wonders what would happen if we resist the zeal of promoting goods and services with half nude women; if we resist the temptation of showcasing women's natural endowments in page three or front page of most newspapers; and if humanity will lose anything if we present women whose media appearances conceal rather than expose the essence of their womanhood. Certainly, heavens will not fall. The bitter truth is that greater percentage of pictorial images of women in the media is delivered in very lewd ways that offend public taste and decency.*

In handling objectivity in news reporting, Nwodu said it entails honest presentation of an issue as it occurred without prejudice. Relating this to gender perspective reporting, he explained that reporters should approach issues affecting the interest and well being of men and women in society from objective rather than subjective point of view. He went further to say that “it does not matter who reports what or who makes or is behind the news. What endures is that nobody should be maligned or subjectively presented in the negative light on account of the person's gender category”.

In dealing with deception, misinformation and disinformation, Nwodu said that any wrong information, be it in the hue of misinformation or garb of disinformation is bound to provoke ill feeling and false security. Both, according to him bear psychological tenacity and acute deception that tend to confound issues, brainwash and or create artificial reality among the

audience members to the extent that they would accept falsehood or half-truth as factual information.

For sake of clarity, Nwodu said misinformation is all about feeding the media audience with wrong information by mistake, while disinformation is deliberate dissemination of falsehood to achieve dubious or frivolous purpose. He explained that while misinformation can be easily handled through publication or airing of due apology, disinformation is very hard to deal with because it bothers on ethical conduct. He said that most misrepresentations and subjugations which women suffer in Nigerian society and media spring much from disinformation or misrepresentations usually born out of culture-bound gender bias and or economic interest (as is the case with advertorials). He gave a typical example of disinformation that was recorded in Nigeria recently when one of the tabloids for economic reason, reported in its front page and with banner headline that one time female minister in Nigeria was involved in sex scandal in the US, when the body of the story allegedly claimed that it was the woman's husband that actually perpetrated the reported act. How do we begin to deal with situations like this? Nwodu asked. In offering solution, he opined that editors and reporters must of necessity verify the authenticity of potential media contents and thoroughly edit same with a view to reducing to the barest minimum, any item that is capable of misinforming the audience as well as eliminating product of disinformation that would bias the audience perception and construction of gender realities.

## ***CASE STUDY***

### ***SARAKI'S WIFE COUNSELS WOMEN ON CHILD SURVIVAL***

***Wife of Kwara State Governor, Toyin Saraki, has called on all women to collectively consolidate on the gains which have been made in the past five years in the arrears of maternal and child survival, women rights and empowerment.***

In a message to mark this year's Eid-el-Kabir celebration by her Special Assistant, Media and Strategy, Adeniran Adedokun, Saraki noted that herself and women in Kwara State have together made commendable progress in the past five years in the areas of maternal and infant survival, human rights, economic empowerment, education and peaceful communal existence.

While congratulating all citizens of the state, particularly the women, Saraki noted that there existed the seeds for the development of the state in every individual citizen and that "we must use the occasion of the festive season to channel our energies appropriately.

"One of the things that we must endeavour to imbibe in line with the spirit of this season is the need to submit to God and consider the good of other human beings..." (Source: Daily Independence, Tuesday December 2008, page A3).

The above story was used to test the participants' knowledge of gender sensitivity and balance in news reporting. The participants were divided into three syndicate groups in all the six zones for this purpose. In view of the manifest commonality in the respondents' responses in virtually all the zones, we adopted the Abuja Samples as our case study. The guiding questions are:

(1) Is there any gender bias in the story?

- (a) Yes            (b) No

(2) If there is, where lies the problem?

- (a) In the lead (b) In the headline (c) In the body (d) Both the lead and headline (e) In all the parts of the story (f) In the conclusion.

(3) What do you think is the actual gender related problem with the story?

- (a) Identification of the news subject with husband's name.  
(b) The story is not lengthy because the subject is a woman.  
(c) The story was not prominently positioned because the subject is a woman.

(4) Given the option would you have expanded the story because of the news subject.

- (a) Yes  (b) No  (c) Can't say.

## RESPONSES

NO	GROUP 1	GROUP 2	GROUP 3
1	a	a	A
2	d	d	B
3	a	c	A
4	c	a	A

Source: MEGEIN WORKSHOP REPORT 2008/2009

The result above shows that participants understood the essence and implications of imbalance in gender related matters.

## CONCLUSION

The primary objective of organizing the workshop in the six geo-political zones which aimed at addressing the existing imbalance and rising stereotype in gender reporting was achieved. With the level of sensitization and advocacy it is expected that the participants will carry the message to the unreached journalists and effect positive changes in their respective beats. However, a follow-up workshop is necessary to review the level of change and strategies for the advancement of the change.

### 9.1

List of Participants.

#### NORTH-CENTRAL

S/N	Name	Gender
1	Abosoede Musari	M
2	Sadeeq Aliyu	M
3	Linda Irabor	F
4	Pius Okeosisi	M
5	Ibrahim Sumeila	M
6	Laide Akinbode	M
7	Ateko Usman	M
8	Benjamin Ubiri	M
9	Solomon Ching	M
10	Abong Jimoh	M
11	Akande Adeyemi	M
12	Linus Mamah	M

13	Ameze Igiebor	F
14	Aladejare Adeleke	M
15	Nkechi Onyedika	F
16	Onje Ojochenemi	M
17	Nwangwu Adaobi	F
18	Dehinde Sanni	M
19	Zainab Yakub	F
20	Halomat Sani	F
21	Fola Haeestrup	M
22	Victor Afunwofe	M
23	Stella Ononuju	F
24	Sam Garland	M
25	Clem Khena-Ogbena	M
26	Chinwe Ochu	F
27	Peter Onwubuariri	M
28	Edith Nnaji	F
29	Umoru Henry	M
30	Madu Emezie	M
31	Y. A Aminu	M
32	Yakeen Numdeen	M
33	Chris Ogbor	M
34	Toyosi Ogunseye	M
35	Abubakar Sani	M
36	Akin Onyedele	M
37	Sam Awoyinfa	M
38	Sunday Aborisade	M
39	Femi Makinde	M
40	Olanuliken Lartey	M
41	Adelani Adepegba	M
42	Charles Abah	M
43	Chibuzor Emejor	M
44	Otei Oham	M
45	Tony Ezimakor	M
46	Ogwuike Nwachukwu	M
47	John Chuka Onuaniyim	M
48	Emmanuel Ulayi	M
49	Daniel Okpole	M
50	Hope Afoke Orivri	F
51	Jibril Sado	M
52	Taiwo Jimoh	M
53	Tony Okuyeme	M
54	Reginald Facah	M
55	Akeem Oyetunji	M
56	Henry Umoru	M
57	Tardue Salem	M



58	Christopher Adedeji	M
59	Onyeka Ajumobi	F
60	Bamidele Johnson	M

#### NORTH-EAST.

1	Katakore Adamu	M
2	Abdulahi Musanga	M
3	Nyazashi Dan	M
4	Grace John	F
5	Bello Maigari	M
6	Adamu Sadi	M
7	Aisha Bello	F
8	Ted Odogwu	M
9	Juliana Francis	F
10	Jubril Sado	M
11	Wale Folarin	M
12	Augustine Madu-.West	M
13	Oyewale Adebayo	M
14	Tema Doki	M
15	Mmaduabuchi Mmeriben	M
16	Zainab Abdullahi	F
17	Dasuki Mohammed	M
18	Galadima Danladi	M
19	Peter Dominic	M
20	Musa Kazaure	M

#### NORTH-WEST

1	Maxwell Oditta	M
2	Danjuma Gambo	M
3	Kudu Mohammed	M
4	Bello Audu	M
5	Salihu Lukman	M
6	Ayo Ajoge	M
7	Patience Ogbodo	F
8	Jimitota Onoyume	M
9	Wole Mosadomi	M
10	Demola Akinyemi	M
11	Peter Duru	M
12	Tunde Opesitan	M
13	Godwin Egbara	M
14	Funsho Balogun	M
15	Oluokun Ayorinde	M
16	Stephen Oni	M
17	Tunde Oyedele	M
18	Gidado Abubakar	M

19	Usman Mohammed	M
20	Jummai Ismaila	F
21	Tijani Abubakar	M
22	Usman Gambo	M
23	Desmond Umaru	M
24	Sani Bello	M
25	Ogwezy Peter	M

#### SOUTH-SOUTH

1	Basseyy Anthony	M
2	Joe Ogbodu	M
3	Chris Ejim	M
4	Abiodun Bello	M
5	Ofonime Umanah	M
6	Abdulkareem Haruna	M
7	Joe Ezuma	M
8	Harris-Okon Emmanuel	M
9	Michael Mukwuzi	M
10	Oluremilukun Osobu	M
11	Gbenro Adesina	M
12	Nehru Odey	M
13	Kazeem Akintude	M
14	Demola Abimboye	F
15	Godfrey Azubuike	M
16	Pita Ochai	M
17	Isaya Ibrahim	M
18	Danusa Ochoii	M
19	Sam Adzegeh	M
20	Ariza Phillips	M
21	Emmanuel Uffot	M
22	Maureen Chigbo	F
23	Dike onwuameze	M
24	Sebastian Obasi	M
25	Augustine Adah	M
26	Ade Damilatubu	M
27	Modupe Ogunbayo	F
28	Paul Orude	M
29	Emmanuel Ogoigbe	M
30	Ossie Sunday	M
31	Buchi Enyinnaya	F
32	Akin Alofetekun	M
33	Duro Adeseko	M
34	Vera Wisdom-Basseyy	F
35	Emerson Gobert Jr.	M
36	Henry Umahi	M

37	Gabriel	Dike	M
38	Tosin	Ajirire	M
39	Cosmas	Omegoh	M
40	Vincent	Ukpong Kalu	M

#### SOUTH-WEST

1	Gbenga	Abegunrin	M
2	Uzor	Odigbo	M
3	Segun	Adeleye	M
4	Babatunde	Oke	M
5	Kenneth	Mokwenye	M
6	Kunle	Olayemi	M
7	Sola	Adeyemi	M
8	Dele	Alao	M
9	Olufemi	Ojo	M
10	Kinde	Ojo	M
11	Anazodo	Charles	M
12	Tunde	Älabi	M
13	Joshua	Dada	M
14	Steve	Kadiri	M
15	Dan Foster	Brilla	M
16	Kemi	Ogungbe	M
17	Effiong	Uyo	M
18	Dardson	George	M
19	Ayo	Olukotun	M
20	Rotimi	Durojaiye	M
21	Kingsley	Ighomwenghian	M
22	Gabriel	Umoh	M
23	Peter	Egwuatu	M
24	Chris	Ochayi	M
25	George	Onah	M
26	Jide	Ajani	M
27	Ikeddy	Isiguzo	M
28	Judith	Ufford	F
29	Michael	Jegede	M
30	Bamidele	Ogunwusi	M
31	Tunde	Abatan	M
32	Emma	Maduabuchi	M
33	Francis	Iwuchukwu	M
34	Grace	Omoshaba	F
35	Johnson	Ayantunji	M
36	Aramide	Oikelome	M
37	Yinka	Shokunbi	M
38	Adebayo	Odulaja	M
39	Abiodun	Onafuye	M

40	Matilda Okon	F

**SOUTH-EAST**

1	Nnandi Odomenam	M
2	Uloma Njöku	F
3	Peter Uwa	M
4	Gerry Ogu	M
5	Jeff Amaechi Agbato	M
6	Edith Nwanguma	F
7	McSylverster Ndolo	M
8	Chineye Iwuoha	F
9	Juliet Iwu	F
10	Miriam Menkiti	F
11	Nwadi Elobuike	F
12	Emmanuel Chukwu	M
13	John Maduagwu	M
14	Kingsley Odo	M
15	Ann Anaba	F
16	Chinedu Anyaso	M
17	Uche Njoku	M
18	Chris Iloakasi	M
19	Amarachukwu Omenka	F
20	Rachael Njinkonye	F
21	Chinedu Obike	M
22	Chidi Nkwopara	M
23	Okey Maduforu	M
24	Chukwujekwu Ilozue	M
25	Chukwudi Achife	M
26	Nancy Goddy-Anunihu	F
27	Callistus Ewelike	M
28	Uche Maduemesi	M
29	Nnamdi Felix	M
30	Chris Ajaero	M
31	Tony Edike	M
32	Chinwe Okonkwo	F
33	Glory Ibe	F
34	Tochi Udoji	F
35	Chris Orji	M
36	Chinwe Ekezie	F
37	Chioma Onuoha	F
38	Emma Madumere	M
39	Obinna Odowike	M
40	John Mgbe	M

**10. Was the project successful? (If possible, please give measurable indicators.)**

The project was successful .The measurable indicators were the participants' perception regarding women's rights agenda ,ability to apply what was learnt ,especially as it concerns the approach to gender perspective ,reporting ,and level of knowledge in the areas of gender and development,gender mainstreaming,shifting gender patterns,women's rights agenda, and patterns of gender perspective reporting .

**11. Project Beneficiaries**

The direct beneficiaries were the 225 journalists who were trained during the workshop. Out of this number,39 were women, while 186 were men.

The indirect beneficiaries include some staff who assisted with logistics in the various ministries of information and the universities where the workshops were held. There is also strong hope that some other journalists who are colleagues of the participants have benefitted because of our observations during our meetings and monitoring of the re-training sessions held in the respective zones.

**12. How have the beneficiaries reacted to the programme activities? What were the impacts of the project and different effects on women and men in the project?**

Major part of the reactions by the participants are as follow:

- That low female enrolment in schools militates against the low population of educated women in the country.
- High illiteracy level due largely to nomadic activities take women away from mainstream activities that will earn them better place in the media.
- Women mostly appeared as victims in the news reports of the Niger-Delta crises.
- The role of women in quelling the Niger-Delta crisis was not adequately reported.

- Female reporters are sceptical about getting to the point of the crisis for fear of killing, kidnapping or being bruised.

**13. Outcome and Outputs of the project: What has your project achieved and what has changed?**

If your project produced media, please send a sample copy of audio/video cassettes, CD, VCD, or DVD and label it with title, duration, language used, and date of production. If you can, please send photos with informative captions (digital photos, if possible), newspaper/radio clips, homepage links, etc.

1. The participants promised to share their experiences with their colleagues and subordinates .
2. Most of the journalists expressed the need to come up with stories , features and articles on the CEDAW bill that is currently lying idle at the national assembly for the past two years .

**14. Evaluation**

**14.1**

About 60% of the participants have become conscious of gender equity in their news reports .

Some of the participants have started reflecting equal gender representations in their news reports .

Also, the fact that the re-training sessions were organized by the direct beneficiaries in their respective zones show that the workshops yielded positive result.

**14.2**

Efforts to sensitize the participants in line with gender realities of the time was not easy as a result of the patriarchy system practiced in Nigeria .

Religious practices also posed serious challenge to the training , particularly in the northern zones where Islamic doctrines prevent women from coming out in public .

In addressing the challenges mentioned above , the session on `` Shifting gender patterns `` took care of the gender misconceptions , while participants themselves suggested the

inclusion of gender education in nomadic school curricula so as to be able to cope with the second challenge in future .

The participants further recommended that there should be a follow-up so as to keep the benefits of the training alive in the their minds' eyes and professional practice.

**15. Other comments, if any.**

**16.Name : Nkem Fab-Ukozor.** Therefore to sensitize the participants inline with gender realities of time was not easy as a result of the patriarchy system practiced in Nigeria . Religious practices also posed serious challenge to the training , particularly in the northern zones where Islamic doctrines prevent women from coming out in public .

In addressing the challenges mentioned the session of shifting gender patterns” took care of the gender misconceptions , while participants themselves suggested the inclusion of gender

**Position: Project Director.**  
**August.**

**Date:18<sup>th</sup>**

**Signature:**

