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AMIC SEMINAR ON WOMEN AND MEDIA IN ASIA
Singapore, January 7-9, 1987

Working Group I

"Access of women to journalism and communication education"

1. Mr R V Rajan
2. Ms Ina Suparto
3. Mr Mohd Hamdan Adnan
4. Dr Doreen Fernandez
5. Ms Mallika Wanigasundara
6. Dr Park Yong-Sang
7. Ms Kathleen Chopard

Working Group II

"Skills development needs of women in different media"

1. Ms Shailaja Ganguly
2. Ms Ruriko Hatano
3. Ms Eileen Wahab
4. Mr Narendra R Panday
5. Prof Sharif al Mujahid
6. Ms Yupa Petcha
7. Mr Narendra Aggarwal

NA/Jo
070186
I. RESEARCH PROPOSAL: Access of Asian women to communication education and work in journalism and communication

A. Data on educational institutions

1. What are the institutions that offer communication education?

2. What facilities do they offer for women (e.g. hostels)?

3. What are the enrolment figures?
   a. women vs men
   b. women from rural areas vs women from urban areas

4. Where do their graduates go?
   a. urban and rural areas
   b. kind of jobs?

5. What motivated their women graduates to enter the communication field?
   a. where did their media awareness come from?
   b. did they have training in primary and secondary levels that was relevant to communications?
   c. were there career orientation or training opportunities?
   d. for those who found jobs in communication fields: why were they hired (rather than men)?

B. Data on employment opportunities

a. print media
   i. daily newspapers
   ii. weekly magazines

b. broadcast media
   i. radio
   ii. television
1. From women employees in communication:
   a. What kind of jobs do they hold?
   b. What are their salaries?
   c. Length of service in each position held?
   d. Additional inputs to their qualifications, e.g., training, seminars, graduate courses, short courses, graduate degrees?
   e. Special problems? (related to country of origin, social conditions, etc)

2. From employers of women in communication fields:
   a. Expectations with regard to women employees:
      - skills, present and future (e.g., languages, computer literacy)
      - training? (education, degrees, special training, etc.)
   b. Training opportunities
      - on-the-job training
      - coordination, or projects with educational institutions?
      - subsequent training programmes related to promotion, formal or informal, in-house or otherwise?

C. Analysis of Data:
What are the comparative qualitative social and cultural factors to be gathered from the data, or which mediate and interpret the above data? E.g., what social and cultural factors influence the entry to schools, entry to jobs, satisfaction levels, rise in the ranks to higher positions, success on the job, etc.?

II. RESEARCH PROPOSAL: The evaluation of communication curricula in the different countries, to determine whether they are serving the needs of the market.

1. What are the courses taught? (examination of course syllabi)
2. What are the facilities and equipment available?
3. What faculty are available? What are their qualifications?
4. How many of these are women? What courses do they teach?
5. Is there a pattern discernible among the courses, showing some to attract more women than men? Which courses are these? What are the reasons for the attraction?

III. RESEARCH PROPOSAL: The evaluation of the performance of women vs men in communication courses:

1. At entry point
2. Final cumulative performance
3. Reasons?

IV. RESEARCH PROPOSAL: The evaluation of Programmes in Print and Broadcast Media designed for, directed by, and oriented towards women.

1. What radio and television programmes are designed for women?
   - are they designed or planned by women
   - are they directed by women?
   - what is the target audience (age range, sector, etc.)
   - what is the purpose of each one?

2. What are the publications/sections of publications designed for women?
   - are they edited/originated by women?
   - what is their target audience?
   - what is the purpose of each one?

3. Content analysis of each programme or publication (on section)

4. Evaluation of the quality of each programme.
V. PROPOSAL FOR SEMINAR-WORKSHOPS

Dialogues in each country between the communication industry and communication educators to determine whether the curricula respond to market needs; the desired qualifications of teachers; the venues of cooperation and coordination; (e.g., practicum, training, recruitment); solutions to problems present and future (e.g., new technology).

VI. PROPOSAL FOR A WORKSHOP FOR WOMEN IN MEDIA:

1. To determine the problems of women with regard to jobs in media
   - qualifications
   - training
   - social biases
   - social supports needed

2. To determine why there seems to be a need for associations of women in media, separate from associations of journalists/communicators
   - special problems?
   - special needs?

VII. PROPOSAL FOR A SEMINAR-WORKSHOP FOR WOMEN IN MEDIA MANAGEMENT:

To gather together women in responsible positions in media, to determine:

1. the factors that influenced their rise to these positions;
2. the problems women meet in media work, relative to promotion;
3. the opportunities existing for skills development;
4. the needs (support, training, unionizing, etc.) of women in media.
VIII. PROPOSAL: a) Publication of the findings of Research Proposal I (Access of Asian Women to Communication Education and Work in Communication)

b) Publication of updates on the above in Media Asia or in separate regular publications:
- current data
- case studies/profiles of women in media

(Problem: who will send in the data?)
RECOMMENDATIONS FOR IMPROVING THE SKILLS OF WOMEN IN MEDIA

PREAMBLE

Taking into account

- that some media personnel have never received formal training and that in certain countries, there is limited practical orientation in academic courses;

- that women's place in media is limited to certain traditional areas which generally keep her in a subordinate and dependent position in terms of decision-making and advancement;

- that the number of women at managerial level is negligible;

- that at mid-level management, there is the need for updating skills corresponding to technological advances in communication and for acquiring fresh skills;

- that notwithstanding their domestic workload and social pressures and in some countries, the lack of support systems, women are desirous of upward mobility and welcome opportunities for professional advancement;

- that women would benefit from exposure to different work systems and interface with media counterparts in other countries;

- that despite the rapid spread of all forms of audio-visual media throughout most countries in the region, media education has not so far become a common feature in Asian curricula, whether formal or informal. Consequently, there is a general lack of critical capacity to analyse and evaluate the messages carried by what is now a considerable volume of output. This undermines not only the ability of media practitioners to appraise their own performance, but also to fully explore the potential of the media for the development of women;
that audience research and readership surveys are rarely undertaken, resulting in complacency which blunts efficiency;

that non-accountability and the security generated by a government position often leads to a lack of motivation to do better,

The seminar participants recommended the following:

1. in order for women media professionals at all levels, especially at middle management level, to study planning, production and other areas of management, an exchange scheme of a practical nature be organised to facilitate fellowships study tours and internships to other media organisations (newspaper, radio, TV) within and outside their country and publicise existing schemes.

2. that AMIC should organise a sub-regional two-week training workshop for women in middle management positions in the print media, which should include the following components:

(a) writing skills;
(b) research techniques;
(c) editing;
(d) scouting for news, particularly in the following areas: hardcore news reporting on the crime, politics and business beats. In this activity, participants should also be exposed to experiences of women who have already achieved excellence in these fields.

3. journalists should be included in the 1987 AMIC Workshop on Women and Newspaper Management.

4. AMIC and AIBD should take the initiative in giving women media personnel technical training like electronic news gathering for familiarising themselves with the advances in technology in the print and broadcast media and the
technical processes involved in production (like camera handling, lighting, study panel operations, the possibilities in offset printing, the working of VIP machines, etc.)

5. that AMIC should develop and adapt for the Asian situation a questionnaire prepared by the Swedish Broadcasting Corporation as part of their equality project, to facilitate media analysis and create a critical awareness which can help counteract the negative images of women in media.

6. that media training institutions be made aware of and encouraged to utilise resource kits like 'Women and Communication in Asia' currently being prepared by the AIBD.

7. that a two-week in-country audience research workshop be held in 1987 for all media persons (broadcasting and print) involved with the depiction of women's issues to determine desired content of programmes and publications for women's development.

8. AIBD should continue to hold radio and television training courses to upgrade skills, deal in a sensitive way with issues that contribute and lead to the integration of women in development and reflect the real lives of women. These types of courses should be extended to other media.

9. the nominees of women to all types of training courses should be encouraged so that their level of participation at AMIC activities reaches at least a 30% overall as swiftly as possible.

10. these recommendations should be circulated among relevant funding agencies, media organisations (newspaper, broadcasting, TV), media training institutions, as a separate document from the Report of this Seminar.
SKILLS DEVELOPMENT NEEDS FOR WOMEN IN MEDIA

Beginning with the premise that journalists may be born but they also need to be made in the sense of constantly updating their skills, yesterday's session threw up quite a few serious needs which should be taken into account during training, recruitment and polishing the skills of persons already in the media.

In the newspapers and magazines, skills mentioned as indispensible began with the basics like typing, shorthand, the ability to take a decent photograph, a foreign language or two and the more important ones like having a very sound background of content courses which touch upon the historical, social, economic and political situations of the country where the journalists work and also a knowledge of international issues, plus, the ability to think critically both on these and on issues of immediate concern to the publication or section in which the journalist was employed. Also emphasized was the need of continued experience and exposure through refresher courses, summer workshops, or any other 'meets' which helped in onward efficiency.

In the television media, the ability to spot news, the ability to deal with the equipment one handles and enough knowledge to prevent being duped in a strange location, the desire to know more and the guts to go to strange places in search of stories, the ability to interview and interface with various people and particularly with the members of her immediate unit who may not be female, were mentioned.

In broadcasting, the ability to go into the interior of the working area and draw out normal everyday heroines to highlight a social issue rather than rely on the findings of academic workshops was mentioned as indispensible to lend life to a programme.

- cont'd -
Mr Hamdan also touched upon the invaluable effects of sending students for a six-month stint abroad to have work experience on a publication.

Almost all persons mentioned the need for training in finance management and people management as soon as they reached the position of responsibility where they had to not only produce work but monitor the work of a team.