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Young Initiative on Foreign Affairs  
and International Relations e.V.

# **PROMOTING FEMALE PRODUCERS IN THE MEDIA AND IN CULTURAL SPHERES**





**\* Women's involvement in management structures within media and cultural spheres**

- Number of women working in the media has been increasing globally; yet, top positions (producers, executives, chief editors and publishers) remain male dominated
- Female journalists are more likely to be assigned 'soft' subjects (family, lifestyle, fashion, arts) while 'hard' news (politics, economy) is likely to be covered by men



## \* **Media content and the portrayal of women in the media**

- Women are more likely to be featured as victims in news stories and identified according to their family status
- Women are less likely than men to be featured in world's news headlines and to be relied upon as 'experts'
- Poor, older women, or those belonging to ethnic minorities are even less visible ◇ class, age, ethnicity are - in addition to gender - categories that need to be taken into account (intersectionality approach)
- Women are often seen as homemakers and carer of the family, dependent on men or as objects of male attention (sexism, objectification of women)



- Stories by female reporters are more likely to challenge stereotypes than those filed by male reporters
- Presence of women on the radio, television and in print is more likely to provide positive role models for women and girls, to gain the confidence of women as sources and interviewees, and to attract a female audience
- Female media professionals are more likely to reflect other women's needs and perspectives than their male colleagues



→ **there is a link between the participation of women in the media and improvements in the representation of women**



- \* Increasing the participation and access of women to expression and decision-making in and through media and new technologies of communication
- \* Promoting a balanced and non-stereotyped portrayal of women in the media
- \* Establishing gender quotas among the employees of the cultural and media industry and in particular in senior management positions
- \* Conditioning public funding for cultural projects and campaigns to gender equality requirements when applicable



- \* Promoting participatory community media initiatives aimed at increasing the involvement of women in the media perceive women as producers and contributors of media content and not solely as 'consumers'
- \* Promoting the conference or forum to convene the stakeholders, academia, and best practise of woman in media realm with their profile and portfolio of dedication.
- \* Promoting the women representation and participation regarding various regional mission in education, cultural, or social empowerment issue as the part of society engagement



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# **ADDRESSING WOMEN AND MEN'S UNEQUAL ECONOMIC OPPORTUNITIES**







## **Shared EU/ASEAN challenge: men and women have unequal economic opportunities**

- \* Lower female employment rate

10% gap in the EU

19% gap in ASEAN

- \* Fewer women in senior managerial positions

24% in the EU

35% in ASEAN

- \* Gender wage gap

16% in the EU

Hard to find data for ASEAN but can go up to 26% (Singapore)

- \* Women dominate lower skilled jobs





## **POSITIVE INITIATIVES**

\* A Diversity Action Committee (DAC) was formed in August 2014 with the objective of building up the representation of women directors on boards of companies. Key driver in a multi-stakeholder approach to addressing the under-representation of women directors.

\* Diet bill passed in Japan, in August 2015 to promote the role of women in workplace along with greater female participation in the economy.

## **BUT**

\* The law does not stipulate mandatory numerical targets, meaning that companies can set their goals after analysing their current situation.

\* There are no penalties even if they fail to reach their goals. Instead, those that make great strides in hiring and promoting women will be given preferential treatment in contracts for public works





## **POSITIVE POLICIES**

- \* EU countries do have policies to favour a work-life balance in particular :
  - The provision of childcare services, out-of-school care and care for dependants
  - The establishment of a tax-benefit system
  - The provision of parental/family leaves
  - Work arrangements

## **BUT**

- \* It is primarily women who use available measures, while men make very limited use of them (eg : paternal leave)
- \* Limited progress has been made on improving the provision of these measures (eg : the provision of affordable childcare)
- \* family-friendly practices have not become more common.

*Eg : A majority of employees have their working schedules decided by employers. In most cases, working hours are regular, but 31 % of employees are affected by changes, often at short notice, and this complicates childcare arrangements. Also, 35 % of employees are unable to take an hour or two off to attend to personal or family matters*





**\* SET UP NATIONAL DIVERSITY TASK FORCES**

To examine the state of gender diversity on boards and in senior management and its impact on corporate performance and governance

*The example of Singapore:*

*Improvement in women's representation on boards of listed companies*

*As at June 2015, women held 9.1% of the directorships (board seats) on listed companies in Singapore, up from 8.8% as at end 2014 and 8.3% as at end 2013.*

**\* COLLECT AND DISSEMINATE BEST PRACTICES ACROSS EU AND ASEAN**

EU and ASEAN member states representatives could regularly meet up to exchange about what works best in their respective countries. Decision-makers in all countries would then regularly be provided with a report about them.





**\* FURTHER INVOLVE PRIVATE COMPANIES**

To make sure gender equality policies are actually enforced one of the primary actors to target is private companies

- Require companies to make gender equality self assessment surveys and publish them
- Mandatory wage audits for companies listed on stock exchanges to make sure they pay their male and female employees equally
- Mandatory enforcement of innovative flexible working forms inspired by the collection of best practices (eg: the possibility to work remotely one day a week)
- Establish regular consultations between decision-makers and private sectors representatives
- Create a 'gender equality friendly' label in the vein of 'fair trade' labels





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# **ADDRESSING WOMEN AND MEN'S UNEQUAL POLITICAL OPPORTUNITIES**





## **Shared EU/ASEAN challenge: lower participation of women in decision-making and politics**

### EU

Only 28.5 % of female members in the houses of national parliaments

Only 27.4 % of female senior ministers

### ASEAN

Lack of data for ASEAN but :

Average of only 19% of female members in the houses of national parliaments in Asia

Average of only 11% of women senior ministers in Asia





**\* ESTABLISH COMPULSORY GENDER QUOTAS FOR POLITICAL PARTIES' CANDIDACIES AND GOVERNMENT MINISTERS**

- Gender quota for candidates presented by political parties

*The example of Ireland : regulation incentivising political parties to select at least 30 per cent female candidates and at least 30 per cent male candidates. If not, political parties surrender 50 per cent of the state funding they receive. This translated into a 90% increase of female candidates and a 40 per cent increase in the number of female parliamentarians (TDs) elected.*

*The example of France: political parties are required to present an equal number of men and women to all elections based on lists. This proved efficient in increasing the number of elected women in municipal and regional elections (increase of up to 25% in the number of women in decision-making positions).*

To ensure implementation: state-funded parties which aren't implementing the rule would see their funding reduced. Non state-funded parties would be fined.

- Establish a compulsory quota of female Ministers in national governments







**\* COLLECT COMPARABLE DATA IN ASEAN**

About political participation of women, in the same vein as Eurostat

**\* MANDATORY WOMEN WINGS IN POLITICAL PARTIES**

All political parties over a certain size must have a women wing. The wing aim is:

- to train women for leadership roles
- to establish mentorship systems between senior and junior female politicians
- to voice and shape women and gender equality issues in the political agenda of the party

Implementation: the requirement of a women wing could be a pre-condition for the registration of a political party.

**\* MANDATORY WOMEN AND GENDER EQUALITY ISSUES COMMITTEES IN NATIONAL PARLIAMENTS**

In the same vein as the European Parliament's Committee on Women's Rights and Gender Equality

**\* ENSURE EQUAL DEPICTION OF FEMALE AND MALE CANDIDATES IN THE MEDIA**

In the same vein as the mandatory balanced depiction of the various political parties in the media during political campaigns





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# **ELIMINATING GENDER STEREOTYPES THROUGH EDUCATION**



- The main cause of most gender inequality issues is societal stigma. The issue is one that goes to the mind-set. In most countries, gender inequality happens sub-consciously
- These gendered lens leads to various broad causes of disparity which influences societal norms governing women's roles, economic life, labour market distribution and gender differences in experiences and skills.
- For example, sex segregation of occupations has been in tune with our minds since young, ranging from the toys we played to competing for university places. There is a higher percentage of males in the faculty of science as compared to nursing or faculty of the arts. If the society is completely comfortable with regards to equality of jobs between men and women, the percentages of male and female labour force in each occupation would be equal.( Hakim, C,1981)
- A study by the Fawcett Society found that 51% of women and men from middle management to director level identify stereotyping as the major hurdle facing women at work.





- Education on gender equality from young. Society must be sensitized and entrenched with the notion that all human beings are equal.
- The modules must be made compulsory. I believe very few States have incorporated gender equality as a specific subject or module in its education system.
- I believe only schools in Sweden and Iceland are required by law to teach gender equality issues. It is part of their curriculum and is taken into consideration for all subjects. The issue is that the exact curriculum is not standardized and is left to the educators to decide.
- It was reported that teaching materials will be made available online for all Nordic countries.



## Primary and high school level

- Same as the above. All subjects taught must be designed to avoid any form of gender stereotypes.
- Adopt the training manual (or something similar) prepared by the International Centre for Research on Women (ICRW). The said module essentially covers most gender equality issues. It is a periodic exercise for students involving workshops, role play, discussions etc. It needs to be expanded and/or modified to cater for a long term learning process from the age of 7-17 (approximately). The proposal here is to have periodic modules over the course of the year, as opposed to daily subject on gender equality.



## Higher education

- Same as above. The modules should now explore a deeper level of gender identity, i.e., beyond boy and girl stereotypes



- Must be made compulsory by legislation and enforced by policies/directives by the federal education ministry.
- The modules must be designed by the federal education ministry and be made uniform. These modules and lesson plans should encompass and support the school's anti-discrimination and inclusion policies and programs.
- As far as the modules are concerned, there must be a test/exam on gender equality on a yearly basis to ensure that they are taken seriously.
- Progress of students can also be measured against a guided set of indicators as introduced by the Ministry of Education.



- Yearly conferences to encourage sharing of best practices programs to promote greater gender inclusion and gender equality should be held, it may also serve as a platform for discussion to revise lesson plans.
- Federal governmental agencies must ensure that every school is implementing the modules effectively.
- All facilitators must be trained by the federal governmental agencies.