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Editors

Editorial Board

Editorial

Volume Nine number Two: Contents

This special edition of *Journalism Education* examines the issues of gender and the media from the recruitment of students to journalism programmes to the gendered choice of news in our media.

The editors are extremely grateful for the hard work and energy of our guest editors, Elisabeth Eide and Gita Bamezai and their contributors for producing an absorbing and timely edition of *Journalism Education*.

Introduction

Articles

Books and reviews

Contributors

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Introduction

Guest editors Elisabeth Eide and Gita Bamezai examine the issue of gender literacy and seek to improve gender perspectives in media and journalism studies programmes in particular.

Building gender literacy

Elisabeth Eide, Oslo Metropolitan University and Gita Bamezai, the Indian Institute of Mass Communication (IIMC).

Abstract

This article presents a variety of angles from which to study and teach gender perspectives in journalism studies. It includes representation, both quantitatively and qualitatively, focusing on under-representation and stereotypes. It presents features of news outlet leadership and staff composition as well as gendered division of labour within the newsroom, and it addresses deep-rooted journalistic and academic cultures, which may serve as an obstacle for women entering the profession, both in news media and within institutions of higher learning. Furthermore, it addresses the need to be inventive and creative in addressing the challenges posed by these traditions, not least the challenge of digital media with their new opportunities both for development and misogyny.

It concludes with some recommendations for educators within the field, supplementing the four contributions of this special issue.

Key words: gender mainstreaming, gendered journalism, journalist education, marginalization, misrepresentation.

Improving gender perspectives in journalism studies

Marginalization and misrepresentation have been recurring issues in media critique, and in this issue/volume, we ask whether institutions educating journalists and media professionals take this seriously, and highlight a variety of ways to address the intersection of gender and journalism in higher education.

Oftentimes, when the gender concept is applied, there is a tacit understanding that it is mainly about women, also in journalism and journalism studies. Historically, as this issue also shows, most of the time, gender issues are raised by women, be it within news content or in higher education. This tacit understanding has to do with the existing inequality regarding many aspects within the field of journalism. This article presents several studies, which show that men still are dominant in the media output across the planet, as well as in leadership positions and thus have much of the power to define what important news is. Still, when we refer to "gender perspectives" it has to do with inclusiveness of approach and treatment. We recognize the importance of addressing a broad range of gender perspectives, while realizing that female journalism educators and researchers have been and most likely will be in the forefront of addressing marginalization and misrepresentation issues in the media.

Educational programs may integrate gender and journalism in several creative and critical ways. This article presents an overview of perspectives, which may be addressed when teaching journalism students, taking into account different streams of learning, skill and research. Herein, we present four contributions from authors originating from three continents, which in different ways underpin the importance of linking journalism education and professional practice. It concludes with some advices on how to face challenges of gender mainstreaming as a transformative process in education and practice of journalism.

Gender representation

Any progress in gender mainstreaming has been only marginal and as Gallagher (2014) suggests, media's response in many ways has been extrinsic rather than organic since it rests primarily on 'feminist vocabulary'. The narrative is built around women's individual choice, 'empowerment' and personal freedom, making it an exclusive positioning not leading to structural changes or as a social movement (Gallagher, 2014; Fraser, 2013).

The most widespread critique has addressed representation, primarily male dominance in the media output. Representation may also have to do with staff composition in the newsroom, or among editors. However, here we limit the concept to analyses of media output, both quantitatively and qualitatively. One author (EE) remembers a conversation in Paris in 1980, where a writer presumed that if a visitor from the planet Mars landed on planet Earth and was lead into a room filled with newspapers, it would think that the population of our planet was overwhelmingly male. Research from different parts of the world has proven this writer to be close to the truth.

Many local projects in the west have demonstrated the gender gap in media content (Carlsson, 1993; van Zoonen, 1994; Carter et al 1998; Gallagher, 2001; Carter et al, 2013). An overwhelming concern regarding these trends has largely remained un-investigated by researchers in non-Western countries, even though the extent of discrimination may be comparable or greater in these countries (Ceulemans & Fauconnier, 1979).

Hence, in 1994, the Global Media Monitoring Project (GMMP) was born. Thus, every fifth year from 1995, investigations of this gap took place in an increasing number of countries. In 2015, researchers from 114 countries participated, and the results were widely disseminated.[1] The results prove slow progress from the outset; in 2015, only 24 percent of the news subjects (people interviewed, or whom the news are about) were women (Macharia, 2015). This result is the same as in 2010, while in 1995; the total was 17 per cent (ibid.). The report also brings detailed information on the gender gap among those reporting the news (including age bias for TV presenters), as well as for example on who is given the role of expertise, spokes-person, eyewitness, victim, etc. A pan-India ICSSR study of the media content across all genres and media amply demonstrated that along with some changes, hangover of the old stereotypes remained. Reasons of fewer women seen as experts in news media reflected existing biases of undermining women's knowledge and engendering controlling and authoritative aspects of masculinity (Bamezai, et al, 2020).

These many-faceted results may serve as revelations to journalism students who need to be initiated into news-making and news-meaning to apprise them about aspects of gender misrepresentation and misinfor-mation. To supplement them with more in-depth recognition, we may envisage educator-initiated student projects, through which the students themselves conduct small investigations of the news content on one particular day, or through a selected week. Our experiences show that people easily assume the gender representation to be more balanced than it actually is. Thus, gaining concrete experiences through actual quantitative research – learning by doing – is a way of enhancing gender literacy among students.

Roles and Stereotypes

The media both reflects and shapes social norms and values. Despite this penetrating influence, their im-pact on gender related norms and practices as well as women's engagement in media bodies receives limited attention in research, data collection and analysis (Clarke, 2015). Empirical studies suggest how certain socially constructed roles come across in the media output. According to the 2015 GMMP report (Macharia, 2015), men represent 79 per cent of the news subjects who occur as experts in the news media output, and 80 per cent of those who occur as spokespersons, i.e. in both cases higher than the proportion of men/women as news subjects (76/24). These numbers reflect the relative marginalization of women in leading positions and the elite bias of mainstream media. Concomitantly, it could also indicate another bias, that of neglecting women as expertise by adhering to the 'usual suspects' when it comes to journalist sources.

However, critique of representation is not limited to quantitative content analysis. If we only do counting and disregard how women are represented, for example as sexualised objects, the results may be misguid-ing. To achieve gender equality in media, media leaders and reporters need to be aware of presenting women and men in a broad range of roles (Djerf-Pierre & Edström 2020).

Thus, ways of representation, not least stereotyping, is a central part. Much research (GMMP, Eide, 2000; Eide & Orgeret, 2015, Bamezai, et al. 2020a) has demonstrated how women are portrayed with more em-phasis on looks (dressing, makeup, body) and family responsibilities than men. The GMMP 2015 report concludes that only four per cent of the stories monitored across the planet explicitly challenge gender ste-reotypes, furthermore that women reporters are at least twice as likely to challenge such stereotypes, as are their male colleagues. Producers, particularly in some regions, may still 'consider the physical appearance of female journalists a key marketing tool for their networks' (Macharia, 2015), and 'gender stereotypes within newsrooms means women continue to face challenges in accessing the profession and in growing into managerial positions within it' (ibid.).Research also reveal that women politicians, also in top positions,

[…] 'are not only under-reported, but when they do feature in news discourse, they are often trivialised, sexualised, or commodified, their sex seeming to be the most interesting thing about them from the perspec-tive of journalists' (Ross et al., 2020: p. 233).

Men may also be stereotyped, as overly tough and dominant, without regard for caring and family mat-ters. Thus, there are ample reasons to supplement quantitative exercises with emphasis on stereotypes of both women and men as an important part of building gender literacy. This may also be a way to address the problem of recruiting male students to gender and media/journalism studies, a challenge highlighted by Nakiwala and Namasinga Selnes in this volume, but which is not specific to Uganda.

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1   http://whomakesthenews.org/gmmp Read 22.11.2020

Participation: leadership, recruitment and division of labour

A large number of the world's media leaders are men. Changes are slow at the top level. Although recruitment to journalism and media education is undergoing a process of feminization, it seems that a lesser proportion of female students actually enter the newsrooms and attain leadership positions. Other studies indicate that female journalists stay for a shorter period within the profession and that a larger proportion remains unmarried (Melki & Mallat, 2016). Studies in the Asian region confirm a similar intransigent situation as major decision-making positions are out of reach for many women, and although some do make it to the top, yet incremental changes are occurring too slowly for the real change. As modern corporate organizations, media are dominated by the men and the owners of media organizations prefer to give higher posts to men (Bamezai et al. 2020a). 'The Research Study on Media and Gender in Asia-Pacific : Cambodia, India, Malaysia, Nepal, Pakistan, Sri Lanka and Vanuatu' shows that media companies are largely led and governed by men – most editors are male, as are owners of news media, with women more likely to be in mid-level rather than top management (Gurumurthy, 2015)

In many contexts, "perceptions persist […] that journalism is not an 'appropriate' profession for women, resulting in sometimes severe social pressure not to enter the profession, or leave it" (Chocarro, 2019). The report Media and Gender in India (IFJ, 2015) found that while the media was going through a phase of continuous growth in India, women were increasingly making up a strong component of the industry. Yet to make their voices heard and defy stereotypes, increasingly they had to work differently by settling for part-time, or contractual work or with low salaries.

The upend in the status of women journalists is significantly undergoing change as the GMMP reports (Macharia, 2015) show that the number of reporters behind the stories monitored in a 20-year period, (1995-2015) has increased from 28 to 37 per cent suggesting a rising trend of women in the media. Thus, there is a wider range of women with potential for careers within the media houses.

Awareness of history

In journalism education, it is worthwhile discussing which role models are proposed in the curriculum or as guest lecturers. In Sweden, some decades ago, female media/journalism researchers started the so-called 'Pennskaft' (Quill) project, which aimed at enhancing the experiences of important female pioneers in journalism (Lundgren, 2002; Ney, 1998; Stål, 2002). In Norway, an experienced female reporter already in 1986 wrote a book featuring female journalists, from the first one who, after having shared work with her husband, replaced him as an editor when he was imprisoned in 1851 (Kvaale, 1986). Other projects have highlighted a series of individual female foreign correspondents (Edwards, 1988), and biographies of prominent, individual travelling reporters have been published; for example Mackworth, 1986 (on Isabelle Eberhardt); Geniesse, 2001 (on Freya Stark); Moorehead, 2003 (on Martha Gellhorn).

To branch-out from the pedantic and established structures of journalism practice, many women-organised groups have tried to shift to an egalitarian approach by building constituencies of coalition in the global South. Two well-known such examples are of an international coalition of women journalists, Women's Feature Service (WFS), a unique enterprise dedicated to reporting and writing on development-related issues from a women's perspective in India and Philippines (Gonzales & Misako, 2015). At the micro-level, locally volunteered newspaper, *Khabar Lahirya* run by rural-based women journalists in India is a success story of women enterprise which won the King Sejong Prize 'for its well-structured method of training of newly literate women as journalists and democratizing information production' (Nirantar, 2011).

Many outstanding women journalists have been trailblazers in establishing their credentials in male domains of journalism. Immortalised in a Web Series, Scam 1992 The Harshad Mehta Story (2020), Sucheta Dalal as a staff reporter with the Times of India newspaper in 1992 broke the most sensational financial stories, which forever changed the stock business and the banking sector in India[2]. To encourage gender sensitivities and perspectives in media, national level Laadli Media Awards in India facilitate engagement of journalists with gender issues by conferring annual awards to all types of media content, which highlight and position gender issues.

Feminism In India (FII), an award-winning digital intersectional feminist media organisation, is involved in 'educating and developing a feminist sensibility among the youth. FII amplifies the voices of women and

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2   : https://indianjournalismreview.com/2020/11/07/after-scam-1992- Accessed on November 22

marginalised communities using tools of art, media, culture, technology and community'[3].

Leadership gaps

A recent study from Reuter's Institute at Oxford University[4], including ten countries, reveals that only 23 per cent of the top editors across 200 major outlets were women, while the number of journalists in the same countries was on average, albeit with large variety, 40 per cent. Even in countries where female journalists were in majority (Brazil, Finland); the majority of top editors were men. In Japan, there was not a single woman leader in any major news outlet; while in South Africa, 47 per cent of the top editors were women. According to this research, there is no 'meaningful correlation' between general gender inequality in the societies and the proportion of women in top editorial positions. 'Countries like Germany and South Korea that score well on the UN Gender Inequality Index have very few women among the top editors' (Andi et al., 2020).

This raises a discussion of more targeted efforts to improve the proportion of female leadership, in higher education and elsewhere. The World Association of Newspapers (WAN-IFRA) has established partnerships to deliver e-learning courses such as 'Women in News Media Management' in several countries.[5]

Interplay and division of labour

A related issue is how work is distributed among editorial staff. Do leaders assign the same kind of tasks to female and male reporters, or does the still existing division of work on the home front follow women into the newsrooms? Do female journalists feel an obligation to take care of the 'soft' issues (Zilliacus-Tikkanen, 1998) such as (health) care, education and culture (including celebrity coverage) fearing that they would otherwise be more neglected? Do editors assign them to these areas, while they to a lesser degree cover crime, sports and national/foreign politics? Do women have to cover all gender issues? These questions have to do with both preferences and values among female vs. male journalists, and with [male] leaders' gendered expectations from journalists entering the newsroom, stemming from the fact that females in many countries outnumber men in caring and educational professions. According to World Bank statistics, two thirds of primary school teachers across the world are women.[6] In the health and social sector, women form 70 per cent of the workers (Boniol et al. 2019).[7]

Unravelling Gender and Inter-sectionalism

Intersectionality has long been an important approach within social sciences (Fiig, 2010; Gressgård & Jacobsen 2003; Crenshaw, 1989). In our context it means being aware of the interplay between different aspects, such as class, ethnicity/race, disability, religiosity and sexuality and how they may affect journalism, media, and not least media studies. Oftentimes, daily news reporting is not able to address the complexity of events, including socioeconomic background, consequences for citizens and the interplay between some of the above-mentioned factors. As the editors of a new anthology on gender and media suggest,

[…] the meanings and categorisations of gender are continuously evolving; they are culturally and historically situated and often intersect (combine and interact) with other social categories such as race and ethnicity, age, class, and sexuality. (Djerf-Pierre & Edström 2020: p. 12).

Asia presents a huge diversity, and yet, shares many worldwide trends in the media and gender landscape. What Gurumurthy (2015) terms as 'a colonisation from within' points to layered aspects of gender inequi-

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3   https://feminisminindia.com/section/culture/   Accessed on November 23, 2020.

4   Sample: South Africa, Hong Kong, Japan, and South Korea; Finland, Germany, UK, Mexico, USA,and Brazil.https://reutersinstitute.politics.ox.ac.uk/women-and-leadership-news-media-2020-evidence-ten-markets Read 22.11.2020

5   See http://www.womeninnews.org/certification Read 22.11.2020

6   Primary education, teachers (% female) | Data (worldbank.org)Accessed 26.11.2020

7   19039_Gender_equity_in_the_health_workforce_Working_paper_For_Web.pdf (who.int)Accessed 26.11.2020.

ties neglected by media deliberately. Gender based inequality and violence are highly critical concerns, which assume significant proportions if seen from the prism of class, religion and race.

Relevant questions to raise may be whether reporters with minority background are considered especially fit to cover ethnic minority issues (see Yousuf's article in this issue), thus not enhancing collective editorial responsibility; or whether raising gender issues simultaneously imply that other concerns, such as social class and minority background are relegated to the margins. Gender discrimination is an opaque term unless seen from the prism of intersectionality since it fails to capture and appreciate levels of inequities, which women of a different race, class and caste may endure. Absence of gender and racial diversity in most of the media organisation has been an accepted challenge, which has been met with an increasing backsliding by media companies away from demographic parity as newsrooms shrink. Even in sectors such as digital-only newsrooms that show slightly better diversity figures, at the current rate of change, the media industries will never reach parity with the overall population in terms of employment and ownership (Wilson, Costanza-Chock & Forelle, 2016).

Inspiring such discussions among young journalists-to-be in educational programs may at least enhance more conscious future ambitions and choices.

Newsroom cultures and processes

For decades, media researchers have focused on the elite orientation of news media (Tuchman et al. 1978; Gans, 1980). Top leaders make decisions that affect citizens; thus, such an elite focus has a certain legitimacy. However, journalism's larger social responsibility to highlight the consequences of elite decisions implies also letting the 'experts on consequences' have a voice (Meilby, 1989), since this 'educative' definition of expertise includes the ones whose lives and livelihoods depend much on elite decisions. In elite circles in politics and business, the male dominance in most countries is still strong. At the grass roots, however, the gender distribution is evidently even. Research also shows that local news are somewhat less elite oriented than national outlets (Bjerke et al., 2016).

In today's journalism, many news outlets are struggling to survive and feel compelled to reduce their number of reporters. When being glued to their desks, reporters may be inclined to contact the 'usual' sources, known to 'deliver'. Thus, the elite (male) orientation risk becoming more dominant if media leaders do not take measures to ameliorate such imbalances.

Which news are important?

Apart from the elite/grass roots discussion, there are other questions worth raising on editorial priorities. Is there a gendered way of deciding what news is? Is it self-evident that crime as news has a priority over for example education and health issues, or that sports news still in many news outlets is a dominant field? Furthermore, within the variety of journalistic subfields, what if female actors (such as sport athletes), are given scant attention compared to their male colleagues? On the other hand, to address topic intersections, is the high priority of sports coverage contributing to a lower representation of women in the news? We may also ask: does the high priority of sports coverage contribute to a lower overall representation of women in the news?

A veteran in gender and media research, Liesbet van Zoonen (1998) has raised the question of feminization of journalism. She defines this by (1) more emphasis on 'human touch' coverage, (2) personification and more emphasis on audience needs and (3) more emotional investment (exemplified by 'tears on TV', ibid.). A driving force behind this development may be the hunt for audience/consumers and commercial revenue. In a late-modern society, this implies a focus on the so-called SHEconomy, women consumers increasingly being 'big business' assets by their growing numbers in the paid workforce (Fagerland & Rambøl 2015). Whether this is a global tendency, remains to be researched further. However, as emphasized by Koirala's article in this issue, the recruitment of more female students to journalism education may also be seen as part of the feminization process.

Articles

Newsroom bias

Another salient issue is how women are met – not least when in small minority – in the newsrooms. A recent study from International Media Support (Chocarro, 2019), based on studies of nine countries in the 'Global South', concludes that the prevailing culture in newsrooms 'can be marginalising or even hostile toward women or simply unprepared when it comes to addressing gender specific safety concerns' (Chocarro, 2019, p. 6). Furthermore, it highlights 'social and family pressures that may hinder or discourage their work'.[8] In this Special Issue, case studies from both Nepal and Uganda confirm to some of these tendencies also in institutions of higher learning.

Traditional vs. 'new media'

The exponential growth of social media in the last decades has changed the whole media landscape in many ways. The unprecedented changes in digital technologies are projected to shape a new architecture of the media industry with inter alia impact on the socio-economic structures and systems. This seemingly democratic access and proliferation of digital platforms are suggestive of tectonic shifts with consequences for the news content and framing of issues. (Bamezai et al. 2020b)

The growing number of outlets has provided citizens with more options when it comes to expression, as well as a 'training ground' for accessing the legacy media. The two media sectors converge in several ways, by news media having their own social media accounts. When something 'goes viral' on Social media, the legacy media picks it up, and social media actors promote legacy media items. GMMP results demonstrate that when digital news media versions as well as platforms such as twitter are taken into consideration in monitoring media, the gender proportion remains much the same (Macharia, 2015).

The diffusion of the mobile phone and use of virtual space for resistance politics open up new trajectories for political action. Activism arises in spontaneous actions – cascading events in network geographies of dissent. The blogger, the journalist and the "contingent activist" who pushes an SMS or writes a blog – are all part of a complex public sphere, influencing the course of gender debates. (Gurumurthy, 2015)

'More of the same' has been the legacy acquired by new forms of content creation with exceeding durability and conviviality. Linda Steiner (2012) speaks of slow changes spurred by marketing concerns in driving the sex-binary packaging of news and construction of women (as readers and reporters) interested in lifestyle issues and domesticity.

The increased options for audience response/comments has also opened up for more harassment of individuals in general and journalists in particular, since the latter depend on daily/weekly visibility. While it took more of an effort to send a letter – or for that matter an email – to an individual reporter/editor in the past, it is today very easy unless the media outlet has closed its comment spaces. Recent studies show that women journalists are particularly affected by online harassment (Reporters Without Borders, 2018; OSCE2019). The International Federation of Journalists (IFJ, 2020) reported that women journalists were 'affected by gender-specific safety risks such as sexual harassment, sexual violence and threats of violence'. More than half of women journalists in a survey covering 400 journalists in 50 countries, reported experiences of sexual harassment, psychological abuse, online trolling and other abuses (IFJ, 2017).

In 2016, *The Guardian* conducted an analysis showing that among the ten staff journalists who received the highest level of abuse comments on Internet, eight were women (four white, four non-white, two gay), while the two others were black men (one gay). Among the eight women, one was a Jew, another one Muslim. The ten reporters who received the least abuse were all men. This speaks to Hani Yousuf's article in this issue, highlighting the intersections between gender and race/ethnicity.

Research from Norway shows that female and male journalists receive approximately the same amount of harassment, but that threats against female journalists in Norway are more sexualized, including threats of sexual violence, such as rape (Hagen, 2015; for Australian experiences, see North, 2015).

There has been an increasing focus to assess in what ways women journalists experiences in the global south has been different from those of women in the west since large number of women journalists have entered the media profession with the advent of privatisation of media especially TV and entry of web sites in news. In recent years, two major studies, one by UNESCO (Gonzalez & Misako 2015), and early this year

8   Sample includes: Afghanistan, Colombia, Indonesia, Iraq, Kenya, Nepal, Pakistan, the Philippines and Somalia.

by SWAN (South Asian Women's Network, 2020), have reiterated that the region presents an entrenched position of discrimination and marginalisation, although India is one of the few countries which has done well in terms of legislation and securing a more safe place for women.

With few exceptions, women in media face a gender insensitive environment at the workplace, including discrimination, security threats and violence. There is sharp gender inequality in media coverage about women, with high focus on sexual crimes and harassment in the news media content relating to women. Most often, women are stereotyped, belittled and sexually objectified in the news, entertainment and commercial space across all the nine countries monitored.

While addressing harassment and abuse inside the newsroom may be tough (not least if the number of female reporters is minimal/small), it is perhaps more challenging and strenuous to address a digital culture of abuse. We recommend that institutions teaching journalists be in the forefront of addressing these issues, as this may encourage future journalists to challenge such cultures where- and whenever they encounter them and also help their self-confidence, which may easily be affected by much online abuse if they are left to deal with it alone.

Building gender literacy in journalism education

In countries, where feminist critique has been vocal for a long time, as well as in countries with strong patriarchal traditions, proponents of gender mainstreaming in journalism education may meet serious obstacles. In the first case, it may be a matter of 'gender fatigue', presumed lack of program space, or the sense that equal rights are achieved; in the other perhaps some of the same reactions, plus obstacles based on the wish to preserve male privileges.

There are several ways of addressing these hindrances.

Widening perspectives

For educators, it is of vital importance to be updated on new research as well as social and technological changes. The authors of this chapter can both remember a time when journalism had to do with manual typewriters and a very complicated news production process (the celebrated movie *The Post* illustrates this process very well).[9] To conduct a gender-journalism course today, without including research on and work with social media, is impossible and would represent a disregard for young students' primary media experiences. In addition, issues such as sexual minorities, trans- and third gender identities are now in many countries high on the political agenda, and thus in need of being addressed within a media context.

The field of masculinity studies is worth considering at least in some programs. This may be a way to attract more students, but also implies a recognition of researchers, who are not hostile to feminism (oftentimes the contrary), but feel a need to work on different articulations of masculinity both within and outside the (social) media sphere (Craig, 1992; Hoover & Coats, 2015; Salter & Blodgett, 2017). As mentioned above, men may also feel uncomfortable when experiencing being stereotyped by media. As communicated by a Canadian centre, male characters may in many media portrayals be 'rewarded for self-control and the control of others, aggression and violence, financial independence, and physical desirability'.[10] UNESCO, being much concerned with gender and media, has also addressed the issue of male stereotypes (Kareithi, 2014).[11]

Integrating issues

Neglect of gendered aspects of a phenomenon can create a limited perspective derived from 'the conse-

9   The movie (released 2017) tells about a crucial moment in history (1971) when The Washington Post chose to reveal secrets of the administration's tackling of the Vietnam war, through the Pentagon Papers.

10   https://mediasmarts.ca/gender-representation/men-and-masculinity/how-media-define-masculinity Read 21.11.2020

11   http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/publications/gamag_research_agenda_kareithi.pdf

Articles

quences of promoting a product-oriented teaching culture instead of a process-focused learning culture' (Deuze, 2006, p. 30). Evidence of sporadic and random gender mainstreaming (GM) in the Journalism courses in universities is largely dependent on an individual teacher's own initiative, more than an intrinsic institutional policy or process. Mere inclusion of gender issues within the journalism studies does not posit major positive outcome in redeeming perceptibly discriminatory conditions in the media practice (Bamezai, et al., 2020b)

However, even if gender is not mainstreamed and included as an intersecting part of courses, gender sensitivity may be addressed in other ways in the teaching programme. One way is by way of specific lectures at the outset of BA and MA programs, by inviting external expertise known for such sensitivity, raising critical inquiry about the existing situation of and by specific student assignments. Another way is continuously asking the question of how issues addressed in course work connect to gender issues/gaps/discrimination. However, integrating existing journalism courses in universities in the Asian subcontinent poses a bigger challenge with the existing variety of courses and programmes on offer, and lack of regulatory mechanism to ward off commercial pulls and pressures. This is also because the graduates from many of these institutions are mostly ill equipped for the newsroom and seem to expect glamour instead of hard commitment on their jobs (Muppidi, 2008).

Building bridges to the profession and to history

As mentioned above, several NGOs working with media and journalists are serious about gender issues, and these are found locally, too. A network with chapters in a range of countries, such as the International Association of Women in Radio and Television (IAWRT, founded in 1949-1950) is particularly concerned with supporting and promoting women within the profession, and is no longer confined to audio-visual media. Various local networks of women journalists exist in many countries, while quite a few journalist unions have a gender profile.

If some women journalists have assumed impeccable positions in the global south, it suggests a relentless stride in striking a balance and in making journalism progressive. For more than a decade, female journalist Hajjah Norila was the President of the National Union of Journalists (NUJ) of Malaysia (1998 to 2010). Over the years the *Asmita* organisation in Nepal has worked with Sancharika Samuha, (Working Women Journalists) and other organizations that deal with women's issues, on various projects, including media research, training for women journalists and even agenda-setting at the policy level and in the Constituent Assembly. *Uks*, an NGO in Pakistan, has been in the forefront in spearheading the adoption of a Gender-Sensitive Code of Ethics, which clearly defines the standards, attitudes and behaviour expected from presenters, anchors, researchers, producers, scriptwriters, camerapersons, policy-making editorial staff and the senior management of media houses (Gonzalez & Misako, 2015).

SWAN's flagship project "Women for Change: Building a Gendered Media in South Asia", has been co-ordinating a collective research of nine countries of South Asia. Their research highlights unequal working conditions for women and a retrospective portrayal of women in media. The need to deter, counter and overcome gender-based violence (GBV) and sexual harassment is a crosscutting priority in this project, as an issue that adversely affects every aspect of women's work in media and society.[12] These works are sources of inspiration for journalism educators, which may in turn enhance student awareness of a wider history.

Highlighting early pioneers in the profession on the national as well as the international level may raise the consciousness regarding what students can possibly achieve and work with. However, literature searches reveal that most publications (at least in English) seem to centre on Western journalists. This may indicate that several exciting projects are waiting to be picked up, to enrich the history of the profession in many countries.

Engaging students in research

Experiences harvested in Norway, reveals that some dedicated students may contribute substantially to research within the field of gender and journalism. Two anthologies on gender, journalism and media (Eide, 2000; Eide & Orgeret 2015) demonstrate how well researched term papers, with some additional supervision, may be published as book chapters. Bringing students into a realm of research is beneficial for all parts,

12   Sikri, Veena; https://www.swaninterface.net/

as it helps widen staff-initiated projects, as well as contributing to students' portfolio.

Here, the newly suggested Gender Equality Media Index (GEM-I), may be helpful, presenting six relevant indicators for measuring Gender Equality (Djerf-Pierre & Edström 2020), based on three main indicators: Presence, topics and roles of women and men in the media output (Djerf-Pierre & Edström 2020, p. 68).[13]

	1995	2000	2005	2010	2015	Total
Presence						
women news subjects or sources	17	19	20	24	24	21
women reporters	38	34	36	38	39	37
Topics						
women news subjects or sources in business & economy news	13	17	17	21	21	18
women news subjects or sources in politics & government news	9	12	13	18	17	15
Role						
women experts as news subjects or sources	–	–	15	21	20	19
women spokespersons as news subjects or sources	–	–	15	20	20	19
n (range)	59–62	63–65	70–75	100–104	102–104	276–410

Comments: n = country-year observations (outliers with limited data are excluded – six country-year observations). The number of country observations in each cell varies between 59 and 104. All variables are from the GMMP study (1995, 2000, 2005, 2010, & 2015) and the values range between 0 (no women) and 100 (all women). Role indicators are unavailable for 1995 and 2000, and the GEM-I can thus only be calculated for 2005, 2010, and 2015. See Appendix 2.1 for full references to the original variable sources.

Source: GMMP

Table 1: courtesy of GMMP/Djerf-Pierre &Edström 2020

Highlighting resources

'Visibility, voice and influence' are basic requirements in redeeming women's position in media but these have remained elusive in many ways even in academic circles (Gallagher, 2010). Ushering in changes in teaching and pedagogy of gender in journalism and media schools is challenging, but not obstructionist since it is pertinent to note that the issue of feminization of journalism has become indispensable to any general empirical study of journalism education (Nordenstreng, 2009). Ross and Padovani's article in this issue focuses on the challenge of training the current generation of journalism, media and communication students to make them aware of persistent forms of gender-based underrepresentation, silencing, and discrimination in the cultural industries.

An orthodox perspective prevails in many universities, which regard gender in journalism education as limited to a special paper, or at best, student assignments depending on the interest of an individual student. Ross and Padovani lament the lack of spread of gender-focused courses, while even gender perspectives are rarely mainstreamed or integrated into existing courses in many universities. Most courses are offered

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13   The whole anthology is available digitally, Open Access from Nordicom: https://www.nordicom. gu.se/en/publikationer/comparing-gender-and-media-equality-across-globe

at the undergraduate level and demonstrating a nonchalant approach in treating them mostly as electives, thereby assigning a lower degree of institutional commitment in response to international recommendations for gender mainstreaming.

Lack of resources on gender have led to a listlessness in understanding the imperative of gender mainstreaming in media education in not just the course content but pedagogy and research programme. AGEMI (Advancing Gender Equality in Media Industries) fills that void in providing digitised material and a site for exchange of views and other resources for a richer and more engaging learning. It is equally relevant to widen the scope of gender mainstreaming in journalism education to policy and structural aspects of media technologies and their intrusive and exploitative capability to be useful for feminist strategizing. However, the structural aspects of globalised media and its regimes of truth compel us to think about institutional-political transformation – policies and laws for a public good approach to connectivity; media, data and informational capabilities that promote women's citizenship online and offline.

Mainstreaming gender: a challenge of inclusion and content

To conclude, challenges presented above have to be treated at several level, be they political or institutional. Gender mainstreaming, or merely introducing gender perspectives in journalism studies, will also in the future meet with conservative resistance as well as traditional gender laws and politics. Simultaneously, new contextual challenges appear, such as laws and politics on third gender, anti-discrimination laws, as well as digital discrimination.

Journalism practice has largely remained negligent to dangers of subscribing to a 'neutral perspective' as a parallel effort in maintaining traditions of objectivity in news-making. This reductionist approach to journalism enhanced the risk of accepting dehumanizing content and neglecting imperatives of wholesome news coverage and human rights perspectives. Gender rights are part of this perspective. These tendencies have cast a deep shadow on the academic culture and structures as well. As Gallagher asserts, amplifying women's voices can be best served by bringing feminist scholarship in from the margins within academia – to convince others that this work is not 'just about women'. We need to demonstrate how feminist analysis goes beyond the assumed 'gender neutrality' of mainstream theory to show the impact of structures and systems on social processes, and on the lives and identities of embodied women and men (see Gallagher, 2010).

Journalist ideals are inherently conflicting. On one hand, journalists will objectively "tell what happens". On the other, the profession is supposed to act as a fourth estate, and a societal watchdog, which at times means spotlighting oppression and marginalization of groups in society. The profession, as well as the education of journalism, is best served when both these ideals are taken seriously.

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Articles

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Learning and teaching gender in the digital age: insights and reflections on the AGEMI project

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Abstract

The achievement of gender equality across the media industry, both in terms of representation but also in employment, has been a goal amongst activists, women's organisations and many stakeholders across the sector, for several decades and has been seen as fundamental in achieving gender justice more generally, such is the piv-

otal role played by the media in contemporary societies. This article considers the ways in which issues around gender inequality and actions designed to challenge them, can be usefully incorporated into media and journalism programmes, particularly by taking advantage of a range of resources which are available online. It takes a case study approach by focusing on one particular set of resources which have been produced by members of an action project team, Advancing Gender Equality in Media Industries (AGEMI). While describing how the diverse components of the AGEMI online platform have been operationalized, we also highlight what we have learned in terms of their potential to create and develop gender-sensitive curricula and modules; and we discuss the opportunities which a shift to more online teaching, prompted by the global pandemic, offers to rethink the role of educators and students in the learning together process of knowledge transfer and production.

Introduction

Training the current generation of journalism, media and communication students to make them aware of persistent forms of gender-based underrepresentation, silencing, and discrimination in the cultural industries is vital for ensuring the future of a sector which acknowledges the importance of gender diversity and equality in all its practices.

This has been recognized since the earliest international debates on gender equality, peace and development in the 1970s (for example, during the United Nations Decade for Women 1975-85) and has been regularly re-stated over subsequent years. The Fourth World Conference on Women (1995) in Beijing and the resulting Platform for Action (PfA) mentioned the need for the education and training of students, as well as professionals and experts in its recommendations relating to the media (Section J)[1], while calls to integrate journalism and media studies with the knowledges produced by feminist and gender scholars have become more frequent in recent years, both at the international level[2] and in the European context[3], particularly in relation to the goals and approaches adopted in the Bologna Process[4] (Grunberg, 2011; Garcia-Ramos et al,

1   Beijing PfA Par. 241(a), 242(b), 243(c), 245(d).
2   See UNESCO 'Priority Gender Equality Action Plan 2008-2013'.
3 See Council of Europe Recommendation CM/Rec(2013)1 of the Committee of Ministers to member States on 'Gender equality and media'.
4 The reform known as 'Bologna Process' gave rise to the European Higher Education Area (EHEA). The Preamble of the 1993 Berlin Communiqué stressed the pivotal role of universities in ending gender inequality, alongside long terms goals of integration and internationalization, also through cross-disciplinary

2020). It has been repeatedly affirmed that education is core for the transformation of cultural values and organizational cultures which will lead to the achievement of gender equality in and through the media and, as a result, gender justice in society at large.

Nevertheless, it has only been in the past few years – in view of the Beijing+20 and Beiing+25 retrospective analyses – that country specific[5] and cross-national comparative assessments have been made to critically investigate the extent to which the recommendations and goals of the BfPA have been implemented and achieved. One initiative worth mentioning is the international exercise conducted in the context of the UNESCO UNiTWIN Network on Gender Media and ICT[6]. Thanks to support provided by the UNESCO International Program for Development Communication (IPDC) in 2018, the Network conducted a study entitled 'Mapping Educational Strategies for Creating Gender-sensitive Journalism, Media, and ICT Curriculums' in 11 countries[7], to investigate the existence and main features of courses and modules dealing with gender which were being taught in media and journalism and communication degrees. The findings of that mapping exercise reflected those of analyses that have looked more broadly at the implementation of women/gender/feminist studies in higher education, and across a variety of disciplines over the past two decades (ATHENA Network[8]; Braidotti & Vonk, 1999, 2000, 2001; Grunberg, 2011; Verge at al., 2018), and demonstrated that very few gender-focused courses have been established, gender-focused degrees are rare and gender perspectives are rarely mainstreamed or integrated into courses or modules which constitute the typical journalism or media degree programme. Instead, the content and focus of such curricula remain confined, if mentioned at all, to the more 'conventional' issues such as gender representation (in news, fiction, advertising) or inequalities in the newsrooms, while little effort is made to expand students' understanding of the interplay of structural inequalities, gender-based violence or the role of media policy, not to mention the very limited integration of LGBTQi+ experiences of exclusion. Most courses are offered at undergraduate level and there is a diffused tendency, where courses do exist, to consider them as add-ons and women-targeted component of degrees: most are electives which indicates a low degree of institutional commitment in response to international recommendations for gender-mainstreaming. In fact, in the majority of cases discovered during the research, where sustained efforts to enrich the educational offer with gender-sensitive perspectives have been present, it has been the result of individual scholars' interests and commitment, where expert researchers bring their knowledge into the classroom as well as sharing their social engagement at local and community level and in transnational scholarly networks.

Understanding the history of efforts to call attention to gender inequalities in the media is valuable in as much as they make visible the contemporary gaps and shortcomings that feminist media research, focusing on the gendered nature of the curriculum, have highlighted since the early '90s. Calls to transform educational practices and for a reconsideration of the material being taught, including the content of textbooks and handbooks, have been numerous (Gallagher, 1995; Rakow, 1993; UNESCO/IAMCR, 2018). Yet, as highlighted by Margaret Gallagher in her preface to a recent volume published in the UNESCO Series on Journalism Education (UNESCO, 2019), '… feminist media scholarship is still seen as a specialization within communication, rather than as a perspective to be applied to the field as a whole' (Gallagher, 2019, p.19). Hence the very issue of curricula development has seldom been addressed and this regularly re-emerges as a major shortcoming. In fact, the complex articulation of gendered and other inequalities within and across media content and structures can hardly be addressed through individual modules offered by individual educators and trainers. Such complexity requires an explicit acknowledgement of the multi-dimensional forms of inequality (in working conditions, career progression, access to decision-making positions, experiences of abuse and harassment in the professional environment and in the field and by citizens through online

exchanges.

5 Detailed analyses from the Spanish context can be found in Paldo & Martins 2014; Garcia-Ramos et al, 2020.

6 http://www.unitwin.net. This is an international network of institutions and scholars from around the world working to advance research training and program development in UNESCO's fields of competence by building university networks and encouraging co-operation between gender, media and ICT scholars.

7 Australia, Chile, Ecuador, Spain, United States, Ethiopia, India, Italy, Mexico, Dominican Republic and Costa Rica.

8 Created in 1996 by the Association of Institutions for Feminist Education and Research in Europe (AOIFE), and selected as a Socrates Thematic Network Project in September 1998, the ATHENA Socrates Thematic Network Project was the first to conduct an evaluation of Women's studies across European countries, to then become a forum for reflection, a platform for policy-making, advice and quality evaluation in a specific area; as well as a a teaching network, focusing on co-operation activities in the field of curriculum development, and teaching methodologies in the early 2000s.

Articles

trolling, to name some). It also invites an awareness of the diverse contextual geo-cultural elements of such inequalities and of the necessary (but often missed) interconnections between theoretical perspective, empirical research and professional practices.

It is therefore all the more relevant that some efforts in the direction of elaborating comprehensive and articulated proposals for curricula development have been made in recent years, through transnational collaborations amongst expert scholars[9]. One such attempt is the AGEMI project – Advancing Gender Equality in Media Industries - which has developed an articulated framework whereby core themes have been identified and turned into a set of interconnected digital resources, building on the feminist tradition of openness in research and advocacy for social change (Pando & Martin, 2014). AGEMI recognises the complexity of the field, the need to build bridges between theoretical and practical knowledges and the need to acknowledge the commonalities and differences across geo-cultural diverse contexts.

In the following discussion, after providing a short introduction to the AGEMI project and platform, we discuss how these challenges have not only been embedded in the AGEMI platform, but also how the resulting tools and resources have been tested, put in practice and explored through concrete on-and-offline interventions. We also discuss the ways in which AGEMI enhances cross-cultural dialogue, at times thanks to unexpected but productive collaborations which emerged part-way through the project. Finally, we make some closing remarks about the importance of online resources such as those which constitute AGEMI in the context of the challenges to teaching and learning prompted by the Covid-19 global pandemic and beyond. The aim is to tell a story of what has been realized and achieved, while showing the potential of connecting available resources, committed scholarship and a bridge-building, collaborative attitude towards transforming journalism and media education and practices.

The AGEMI project

The Advancing Gender Equality in Media Industries (AGEMI)[10] project takes a research-informed approach to challenging gendered inequalities and inequalities in the media, both in terms of representation but also employment. It draws on decades of research around the gender-media relationship which recognises the multiple inequalities and intersectionalities produced by our different contexts, our different realities, our different knowledges, our different cultures and norms and our different access to both media and information. The consortium members who comprise the AGEMI team are a mix of educators and media professionals[11], a combination of experience and expertise which has proved effective in designing, creating and curating a set of resources and activities which are inspiring and informing students, citizens and media practitioners in a number of different ways.

When the consortium came together at our first meeting to determine the shape and content of AGEMI, we had in mind several objectives, to:

• Raise awareness of gendered inequalities in the media and to both recognise and understand the interplay of complex and intersectional issues, amongst communication, media and journalism students and inspire them to develop a gender-sensitive approach to media through both interrogating media

9 Worth mentioning is the syllabus resulting from the UniTWIN Mapping project - Gender, media and ICT. New approaches for research, education and training (UNESCO 2019) - that offers a set of thematic modules, structured around topics and sub-themes, possible approaches, available resources and core references. The Network is currently working on the development of a 'syllabus bank', a list of courses with links to related descriptions and resources, so as to provide a one-stop resource for interested scholars and educators. From the Portuguese speaking world comes a resource developed by colleagues from the Centro de Estudos de Comunicação e Sociedade (CECS) of the University of Minho (Braga, Portugal) titled De outro género:propostas para a promoção de um jornalismo mais inclusivo (Of different gender: proposals to promote a more inclusive journalism) (2014). Of interest may also be the resources developed by a EU funded project (2007), which comprises a set of constantly updated gender curricula for diverse disciplinary areas - from agriculture to architecture to journalism and communication - organized in goals, content, integration issues. Available at: http://www.gender-curricula.com/en/gender-curricula-startseite.

10 AGEMI was co-funded by the Rights, Equality and Citizenship Programme of the European Commission (2017-2019). It was subsequently funded by the Universities of Newcastle and Padova (2019-2021). The Platform is accessible at: www.agemi-eu.org.

11 The AGEMI consortium comprise the Universities of Newcastle (UK), Padova (Italy) and Gothenburg (Sweden) together with the European Federation of Journalists and COPEAM

texts and organisational practices and in the production of their own journalism and other forms of media output. This was realized by creating a series of thematic learning units and a monitoring tool (AGEMI app).

- Provide information and resources about the myriad different ways in which media organisations, women's NGOs, media watchdogs and individuals have developed good practices in combating gendered inequalities in the media, by developing a Resources Bank of Good Practices.

- Create opportunities for intercultural learning and exchange amongst young people in order to enhance understanding of different cultural contexts and subject positions through guided learning, creative play and conversations. This took the form of a summer school and participation in online, cross-cultural courses.

- Develop activities to bring media, communication and journalism students into dialogue with media professionals in order to better understand and appreciate their different learning and professional environments and demands. The summer school and opportunities for internships responded to this goal.

- Provide 'live' experiences of professional practice amongst media, communication and journalism students and thus enhance graduate employability in media industries. Internships at selected organizations across Europe was crucial in this respect.

- Curate and create resources of relevance and interest to media professionals which would maximize the potential for attitudinal, behavioural and cultural change in the media sector. Beside the learning units, this goal was met through conducting and recording interviews with media professionals, policy-makers and advocates (GEMTalks).

As well as the various activities which we organised to work through the AGEMI resources we also promoted AGEMI at academic conferences and via various online networks. As a consequence, we now know that elements of the learning units have been incorporated into existing university syllabi and/or formed the basis of new curriculum activities, because our colleagues running those courses have told us. These include Higher Education Institutions (HEI) in the UK (for example, UCoventry, UStrathclyde), in Europe (UMalta, UVienna, UComplutense in Madrid) and beyond (UNepal, Rochester Institute of Technology, US) alongside our own students in Newcastle, Padova and Gothenburg. However, we also believe (and hope!) that they are being used in many other courses and contexts and although it would be very nice to know about their wider penetration and use, our original aim was to produce resources which were freely available and downloadable and that's what we've done. We also created a You Tube channel[12] where all the video-lectures and associated practitioner interviews are available to view in discrete playlists which enhance and extend their scope, reach and audience beyond the academy. The You Tube channel also constitutes the principal aspect of the project's sustainability plan. We were also cognisant of the need to extend the reach of the project beyond the English-speaking world, so all the learning units have bespoke subtitle files in English, French and Spanish which ensures accurate translation and anyone accessing the learning units via the AGEMI platform, can also download the video transcripts.

Addressing complexity: The AGEMI framework and interconnected resources

The AGEMI team recognized from the outset that a highly competitive economic environment, platform dominance and shifts in production practices are transforming the media industry as an economic sector, with the retrenchment of both vertical and horizontal segregation along gendered lines operating alongside new opportunities for women (and men) enabled by the rapid development of digital technologies. Therefore, any educational intervention needed to understand both the realities of an ever-changing media environment but also the challenges of promoting a gender-sensitive professional practice in a highly time-pressured and demanding context. Dealing with such complexity requires a holistic approach, which AGEMI has elaborated by identifying plural forms of inequality, pulling together examples of good practices that can be implemented to address them and suggesting forward-looking educational practices.

Adopting a holistic approach acknowledges the intersecting issues in the media and journalism field that pertain to gender inequality in and through the media. Such issues include unequal representation in content; limited access to media and decision-making and barriers to career progression; gendered cultures in newsrooms and digital programming organizations and gendered language; and harassment on- and offline,

12 https://www.youtube.com/channel/UCmXR4IaUAYx-EqUECLUJVCQ.

particularly against women journalists, women in the public eye and/or women who are in positions of authority or governance. Attention also needs to be paid to how technologies are transforming the media professions, how gender intersects with other forms of privilege and power such as age, class, race and sexual orientation, and how policy and advocacy initiatives can help overcome unequal practices. From this plurality of issues, we elaborated an articulated thematic framework comprising a set of learning resources which include video-lectures, reading materials and interviews. The learning resources are organised as a series of units where each one is complete on its own and can be used as the basis for the organization of thematic modules but where together, the units can also be taken as a course. The themes include those typically associated with gendered media analysis such as representation, newsroom cultures and language, but also – consistent with our holistic approach - topics such as harassment, digital technology and policy initiatives which are less frequently included. Each unit is framed so as to provide a context which draws on relevant research and literature, supplemented by interviews with media professionals and policy-makers who discuss how the themes are materialised and experienced in newsroom practices and strategies which have been employed to combat gender inequalities in media organisations. Importantly, the learning resources encourage learners to ask questions not only about what they are viewing and how their own practice might become more gender-aware, but also how the issues raised can be understood and are being operationalised within their own media context, from the micro dynamics of everyday media practices to the macro context of available national and international normative frameworks.

The same approach informed the creation of a global collection of 'good practices.' As the project responded to a European Commission's call to 'overcome gender stereotypes in education, training and in the workplace by promoting existing good practices on gender roles', one of our goals was to make visible the many creative and transformative initiatives organized and undertaken by media professionals, as well as by civil society and women's organizations, public institutions and universities over the years. We were aware that many of these gender-sensitive and gender-empowering ways of doing and being the media were almost entirely unknown to a wider audience and wanted to make them accessible and inspirational to a wider audience than simply the communities involved in their production. Moreover, the AGEMI Resources Bank of Good Practices reflects our approach to revealing complexity due to the adoption of an operational definition of 'good practice' in the gender and media context which comprised: a) a set of the criteria according to which a practice or initiative could be regarded as 'good' – for example, sustained over time, transformative in approach, replicable - together with; b) an articulated typology of initiatives which includes monitoring, awareness-raising, training and education, policy design and adoption, and networking for change[13]. Although we are aware that many more empowering initiatives have been and are being implemented across the world region that deserve to have been included in the Resources Bank, what this database offers is a series of about 100 good practices that can be creatively considered in an educational setting and we have created different entry points into the database. By using a semantic search, learners and browsers can identify initiatives that address specific inequality issues such as violence and harassment or gender stereotypes in the media and explore the different approaches taken by different initiatives and critically reflect on their potential adoption in different contexts. Using the 'bubble' search, it is possible to focus on types of good practices such as those focused on training and education, and to explore the collection by looking for, say, guidelines which promote inclusive journalism. It is also possible to start from in/equality issues such as representation or access to decision-making and therefore discover mentoring and leadership programmes which have been initiated by different media houses. Finally, using the interactive map as a starting point, users can see whether models exist at a local or national level which inspire the development of new initiatives, or if potential partners exist in a given national or regional context. An interesting example of how these different educational practices can be combined and then made relevant to a specific context, comes from the University of Vienna, where using the AGEMI Resources Bank enabled a group of students to identify the gender equality policy instruments elaborated by the public service broadcaster in Austria (ORF) and to make contact and then conduct interviews with journalists and managers at ORF to better understand how and under what conditions policy adoption and self-regulatory measures are making a difference in fostering gender equality within media structures and through media content[14].

Bridging knowledges: AGEMI as a space for dialogue between

13 For a detailed description of the project framework see: www.agemi-eu.org

14 For more information see the description of the 'Action Research and Learning – creating enabling spaces in teaching' at the Department of Communication at the University of Vienna in the AGEMI ChanGE section at: https://www.agemi-eu.org/mod/page/view.php?id=509.

Articles

academia and the professional world

In late August 2018, we organised a summer school, designed primarily to road-test and sense-check the materials we had developed by the mid-point of the project, together with providing opportunities for student-professional interactions and finally, the opportunity to learn mobile journalism skills and put them into practice by producing a short news package. We worked with 10 students from each of the three consortium universities comprising a mix of undergraduate and postgraduate students and other participants included the consortium partners, other academic and technical staff from the University of Gothenburg and media professionals from the Swedish PSB (both TV and radio), the Belgian, French-speaking PSB (RTBF), the BBC, the International Association of Women in Radio and Television and the Italian association of women journalists (GiULiA).

While the AGEMI team had imagined that we would spend most of the week working through the learning resources, it quickly became clear that without the regular presence of an AGEMI team member, the students found it hard to concentrate fully on the web-based content for any length of time. Not only were most of them using their phones or tablets to read the content as we had thought we would have access to computer rooms which never materialised, but we had also put them into non-friendship groups, so they were keen to find out about their new colleagues. We subsequently encouraged them to explore particular aspects of different units and encouraged proactive learning through the process of going into the local community to make a gender-focussed news story. Hearing the groups talk about the stories they produced was the highlight of the week's activities. Four key learning points for the AGEMI team were the importance of ensuring a suitable working environment, to make activities short and varied, to build in 'downtime' across the week, and to mix up the students to promote confidence, collaboration and cultural exchange. At the end of the summer school, a feedback workshop was facilitated by the independent evaluation team who had also attended to gather feedback on the experience. Overall, participants were enthusiastic about what they had learnt. While they enjoyed working through the learning unit materials and thus developing awareness of gender inequalities in the media (formal learning), what they particularly enjoyed was hearing from media professionals, the opportunity to spend time with other young people from different cultural contexts (dialogue) and learning to produce mobile journalism (practice).

The other element of student-professional interaction was the internship programme and 25 of the summer school participants took up an internship at a variety of different host organisations from across Europe, including mainstream media organisations such as newspaper offices, radio and TV stations and broadcasting HQs, women's advocacy NGOs and media unions. The internships took place between September 2018 and April 2019 and lasted for a week. Again, this was a very successful initiative from the point of view of both students and host organisations, not least because there AGEMI team members acted as liaison and ensured that each internship was focused on a task related to gender and media and which was agreed between the intern and the host. The setting up before, the support during and the feedback after, are all crucial aspects of a successful internship, together with clear expectations and a task to deliver, the lack of any/some of which has been found to undermine its effectiveness (see, for example, Zehr & Korte, 2020). One of the interns produced the first video promoting the BBC's 50:50 project and another had her article published in the online version of her host's newspaper.

While we appreciate that internships are part of many academic programmes, what was different about the AGEMI experience was the focus on interns being encouraged to work on an explicitly gender-focused project during their internship and to work semi-independently on their own project while also being regarded as a full member of the team. The internship provided an opportunity for students to put their new learning from the Summer School and engagement with the AGEMI learning resources into practice and this worked extremely well.

Intercultural learning and exchange: AGEMI engaging with virtual exchange

While our primary intention was to provide learning resources for university students, one of the largest cohorts of learners who have actually used the AGEMI resources so far have been participants in two courses organised by the NGO, Sharing Perspectives, many of whom were university students but some were not. Our collaboration with this Dutch NGO was one of those serendipitous collisions of timely but unanticipated mutual interest since they were looking for course content and we were looking for opportunities for

dissemination. Sharing Perspectives is one of the 'implementers' in an EC-funded project, EVE (Erasmus + Virtual Exchange)[15]. EVE provides opportunities for young people (18-30 years) living in Europe and the Southern Mediterranean, to participate in online facilitated dialogues which aim to encourage intercultural awareness, enhance confidence and develop communication skills and competences. Each EVE course is thematically-driven and in each of 2019 and 2020, EVE courses hosted and facilitated by Sharing Perspectives included one on the theme of Gender in/equality in Media and Journalism[16] based on the AGEMI learning units and the other resources available on the web platform: a total of 636 learners registered for the two courses (314 in 2019 and 322 in 2020). Each course ran over five weeks and included both synchronous (2-hr blocks each week) and asynchronous elements as part of the 'virtual exchange' approach. This combines the use of technologies that facilitates 'mobility at home' with the possibility to create safe and facilitated environments for young people to engage in geo-culturally diverse classrooms, exchange ideas and experiences on controversial topics, gain awareness – in this case on gendered media realities - while developing transversal skills such as group work, collaboration, speaking in public and communicating in English. Importantly, active engagement was strongly promoted as a crucial component of participation, both in terms of the intercultural dialogic exchange but also through completing set 'homework' and a final assignment produced as a video, audio or written text drawing on interviews undertaken by the learner with people in their own community, around the topic of on gender inclusion.

The primary impacts on course participants were awareness-raising and changed behaviour, together with some multiplier effects where learners discussed issues with peers and family, thus embedding new learning acquired through online sessions in their everyday lives. From the feedback questionnaires composited from both sets of learner comments, 80% of students said that the content was 'very' effective in raising such awareness: Farida, a young woman from Tunisia had this to say: "The experience gave me the chance to enhance my knowledge about women in not only in the Arab world but also in the western world. As a woman, before starting this virtual exchange, I had no idea about what women are experiencing in the media industry such as sexual harassment, violence and discrimination but through the discussion and lectures my knowledge deepened and I became more aware." Mustafa from Morocco appreciated the opportunity to dialogue with people from different cultures and communities and considered that he developed more confidence through such interactions: "Chatting, more confidence, having fun and discussing different opinions." Sarah from Ireland recognised her own complicity in not challenging gender stereotyping and intends to change her practice: "I learnt that gender inequality does exist and I play a role in it. It makes me more conscious of my own decisions and how I should behave as a future female journalist and do not let gender negotiate my career."

However, these very positive assessments of this particular virtual exchange are not always shared by participants in other courses. For example, in their study of cross-cultural working between students in the US, Malaysia and China, Sandel et. al (2019) found that the Malaysian-Chinese pairings were significantly more satisfying for students than when Malaysian and Chinese students were paired with American students, where these latter pairings were seen as less positive, less friendly and more formal. This could be because of cultural dissonance/affinities but the context and purpose of engagement are also key elements in virtual exchanges. Interestingly, in several studies of blended learning effectiveness, one of the hindrances to more universities or departments moving to a more blended form of teaching and learning is institutional culture (Godlewska, el. al., 2019). Some of the issues include a lack of staff capacity able to engage with blended learning, resistance to innovation and change, a lack of research-informed models to support institutional adoption, and a lack of institutional definition (Smith & Hill, 2019).

Learning from doing

The holistic approach we have taken recognises the need to provide better connections between theory and practice, between education and employment, between students and practitioners. The AGEMI resources thus encourage a variety of different users including teachers, trainers, students, researchers, women's organisations and media professionals, to listen to the voices of the women and men who speak in the GEMTalks collection of interviews. They provide opportunities to activate class discussions based on the concrete experience of professionals and policy-makers, thus bringing 'the real world' closer to the educational setting. As well as listening to journalists such as Maria Ressa (CEO of Rappler in the Philippines) talk about their experiences of sexism and harassment, other interviewees such as Vanessa Offiong (Naija

15   https://sharingperspectivesfoundation.com/erasmus-virtual-exchange/
16   https://europa.eu/youth/erasmusvirtual/activity/gender-inequality-media-and-journalism_en

Data Ladies) and Mariana Santos (Chicas Poderosas) talk about the activist projects they have initiated to promote and protect women's voices, often using the affordances of digital technologies.

Overall, the AGEMI approach hopes to inspire students and participants to engage with the materials through the hands-on activities and reflective exercises which are embedded in the learning resources and to connect with each other through dialogic exchange. With this in mind, we encourage learners to further explore their own local, national and regional media landscape and perhaps get involved with existing transnational initiatives which are making use of the AGEMI resources. In autumn 2020, the Complutense University in Madrid organised a series of workshops targeted at young media and communication researchers, future teachers and well as media professionals. The course leaders drew on both the AGEMI resources but also ideas for developing new gender and media syllabi which had been scoped out by the UniTWIN Network on Gender Media and ICT[17]. Another example comes from COPEAM, currently working on delivering online training for communicators from across the Mediterranean, who will use the AGEMI platform as a starting point to support participants in the production of new gender-sensitive video materials, documentaries and interviews, grounded in a comprehensive understanding of how intersecting inequalities can be addressed through media.Of course, it's one thing to design a set of resources which we believe are useful and meaningful, but quite another to test out if what we have produced has resonance and indeed relevance for the intended audiences and in particular, to our primary audience, that is, journalism students. Both the AGEMI team and other colleagues – as per the examples described above - have used the resources in teaching and the feedback received is quite encouraging. Using the AGEMI Summer School as a testbed to work through both the resources and their general orientation was extremely useful and enabled us to refine both some of the content and structural elements of the AGEMI platform. While student feedback has been affirming, the challenge was always to create resources which would be meaningful and make sense to different users, not only for media and journalism students and educators but also for media professionals and third sector organisations. We are not sure that we have adequately met that challenge and the work in which we are currently engaged is precisely to re-imagine these other audiences and identify meaningful ways to re-present the resources to respond to the different needs of these potential end-users.

Teaching and learning in unprecedented times: AGEMI beyond Covid-19

With the AGEMI platform, we have created something that did not exist before. We have done so building on a long-standing feminist tradition in listening to the needs and interests of students, colleagues and news media professionals and trying to overcome a prevailing 'guidelines to curriculum development approach' to produce content, materials, resources, activities and scenarios of use which are open, flexible and accessible to all. Positive responses to the AGEMI project invite further consideration about teaching and learning in an historical era of multiple crises/transitions. These include a generalized trend towards transforming learning-teaching practices and pedagogical approaches for online delivery but also a political climate that increasingly shows signs of discontent with and opposition to the promotion of gender-sensitive thinking and practice. Thus, renewed efforts in mainstreaming gender across journalism and media studies seems to be all the more relevant today as we witness the worrisome strengthening of a global movement against en-gendering knowledge, research and advocacy within a broader anti-intellectual ethos. This is operationalised by the closure of courses and programs focused on teaching about gender in countries including Bulgaria, Hungary and Romania[18] but also attacks – discursive and physical - against both individual researchers and gender-focused research centres which have been taking place in countries including Italy, Germany, Sweden and Brazil since 2017 up to and including 2020. According to some commentators, these prohibitions are part of a broader European moment, exemplified by what is known as 'Agenda Europe'[19].

17 The project 'Gender, Media and ICTs: New Approaches for Research, Education and Training' is briefly described in the AGEMI ChanGE section at: https://www.agemi-eu.org/mod/page/view.php?id=509.

18 An interesting platform to gather information about and to mobilize in response to the crusade against the so-called 'ideology of gender' is 'The Gender International. A Network in Defense of Gender and Sexuality Studies'. See: https://internationaledugenre.net.

19 This is a pan-European, Christian-extremist network created in 2013, committed to the 'restoration of natural order', which gathers members from movements across 30 countries of the European continent. It promotes a radically reactionary worldview which, if successfully implemented, would remove human rights in matters of sexual and reproduction of every single European and specifically for certain categories of persons, such as women, young people, and the LGBTQI community. See: https://www.gwi-boell.de/

We suggest that this multifaceted resistance to raising awareness of gender inequality issues characterizes the growing influence of right-wing populist politics across the world. Working to en-gender the journalism and media profession today through encouraging critical thinking, revisiting curricula to foster exchange of theoretical and practical knowledge and promoting new educational models such as those promoted by AGEMI, appears to us as to be not only a way to promote equity within the media sector where improving diversity and inclusion is increasingly recognized as good for business, but is also part of the ongoing struggle for democracy and the protection of fundamental human rights. Where we have seen a proactive approach to the development of such courses has been in circumstances where faculty have autonomy to establish new programmes, where universities are pledged to promote gender equality through national initiatives such as the UK's Athena Swan charter mark[20] and/or where university leaders see the value (the 'good' university) of being part of an initiative supported by a global institution such as UNESCO[21].

As well as a broader political antipathy towards or even prohibition against teaching about gender, there is the more 'positive' reason put forward for why discrete courses on gender are unnecessary, which is that gender awareness and equality issues should be mainstreamed across all curricula. Unfortunately, as our own research with UNITWiN has discovered (UNESCO 2019), the problem with everyone being expected to mainstream gender in their courses is that no one then takes responsibility to do so and nothing happens. That's why courses and resources which are explicitly centred on exploring gender and inequality in the media (and indeed in every other sector) are so crucial if we are to achieve the goal of gender equality in society more generally.

Finally, given the gravity of Covid-19, we cannot avoid reflecting on the pandemic and the resulting processes of university closures, social distancing and moving educational activities online, together with thinking about how it may impact future activities in en-gendering journalism and media curricula. Colleges and universities have been facing decisions about how to continue teaching and learning while keeping their faculty, staff, and students safe from a public health emergency that has created uncertainty and anxiety. From the beginning of the pandemic, we immediately recognised that AGEMI could be helpful in supporting educators who were forced to move their activities online with very short notice and who needed to improvise quick solutions. We therefore circulated, across academic associations and networks, some basic information, links and suggestions on how to take advantage of the affordances and possibilities of AGEMI's resources. We invited colleagues from around the world to integrate the video lectures and other learning resources with their online teaching, and to encourage students to actively explore the Resources Bank of Good Practices so as to develop their knowledge and understanding and raise awareness. We suggested listening to the GEMTalks as a way of reaching out to the 'real world' of professionals and advocates, from different locales, in their own terms and languages.

In some ways, this was an experiment, forced upon us by Covid-19, but one which we hope may help transform resources like AGEMI from being an emergency response through remote teaching (Hodges et al, 2020) into a well-planned online learning experience. The potential is there, as AGEMI is the result of careful design and planning, whereby elements such as pacing, pedagogy, learning and teaching roles, synchronicity, online assessment and feedback have all been taken into consideration. Moreover, if online learning aims to create learning communities, AGEMI invites the idea that such communities should not be confined to the classroom. The platform is the result of collaboration across the academic and media sectors and its resources cross linguistic and cultural boundaries. Hence, it is well positioned to support national and transnational collaborative projects aimed at connecting students and classrooms in critical and comparative discussions and analyses, starting from their own context, bridging theory and practice.

In the end, for most of us involved in journalism education within a higher education context, the typical model of teaching and learning is through real-time interactions with students in lecture theatres and seminar rooms, as well as enabling the development of the practical skills necessary for a career in the media, including broadcast, print and multimedia competences. We were clear from the very beginning, that with AGEMI we wanted to develop teaching, learning and information resources which would be hosted on an online platform and thus be accessible not only to the students in our own institutions but freely accessible to a global community of learners as well as to a broader and diverse group of educators, advocates, citizens, activists and media practitioners. Self-directed, remote and blended learning activities are not novel and established providers of distance education such as the Open University, based in the UK, have been providing such learning resources for more than 50 years. In his overview of the history of the sub-field, O'Dowd (2018) suggests that online, classroom-based collaborations have been documented from as early

en/2019/04/29/agenda-europe-extremist-christian-network-heart-europe.

20 https://www.advance-he.ac.uk/equality-charters/athena-swan-charter

21 http://www.unitwin.net/

as 1991 and their use has been particularly taken up by language teachers because of the obvious benefits of providing proxy environments to practice speaking and listening in different languages (see also Guth and Helm, 2010).

However, the past two decades have seen online learning, both self-directed and taught, synchronous, asynchronous and blended, taken up by increasing numbers of both HEIs (Smith & Hill, 2019) and in informal community-based contexts, the latter often accompanied by a distinctive set of pedagogical aims which, amongst other things, identify intercultural exchange as a 'good' in itself, not simply as a means to practice language proficiency or develop other competences. At a European level, the European Commission has been at the forefront of supporting innovative pedagogies including digital approaches, not only funding our own project but funding any number of earlier projects including UNICollaboration[22] which, in turn, established (in 2017) the first journal dedicated to exploring and sharing good practices in the area of virtual and intercultural exchange, the online open-access and peer-reviewed Journal of Virtual Exchange[23] and most recently adopting a Digital Education Action Plan 2021-2027.[24] The future of the AGEMI platform - which may include expanding themes and resources, welcoming contributions from different contexts and regions, and creating conditions for consolidating partnerships between higher educational and media institutions - is thus to be envisaged within a global transitional phase in pedagogy.

We may be on the verge of a paradigm shift in the development of learning and educational experiences that could contribute to the transformation of the personal and professional realities of women (and men) in the media industry. Holistic, critical, adaptable and open resources like those provided on the AGEMI platform can certainly support this process but the real game-changer will be in fully recognising the historical moment in which we are all living right now and the opportunity it presents for a profound rethinking of our approach to learning and teaching, including a 're-booting' (Padovani & Ross, 2020) of our role as educators and our students as learners: we should *all* claim a stake in the process of knowledge creation, exchange and production.

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Combating exclusion: gender issues in journalism education of Nepal

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Abstract

This article examines gender issues in journalism education in Nepal by mainly focusing on the experiences of female faculty members. It critically explores the marginalization of female teachers in Nepali journalism academic institutions. While highlighting the barriers as experienced by female faculty, the study also shares some strategies employed by them to overcome these barriers. Drawing from critical feminist perspectives, the paper argues that though small in number, female faculty members are playing a crucial role in mainstreaming gender issues. It also investigates if issues of gender are taught in under-graduate and graduate journalism courses in Nepal. It examines curricula of journalism degrees of three major Nepali universities.

Keywords: Education, Faculty, Gender, Journalism, Nepal, Women

Introduction

The influence of gender in journalism education has been the subject of global studies for many years. Like many other sectors, journalism has also been called upon to overcome barriers to gender equity by taking strategic action in several area of concern including journalism education (Larrondo and Rivero, 2019).

Feminist scholars (Boateng, 2017; North, 2010; Geertsema-Sligh, 2014; Rush et al, 2005) are linking journalism education with female media workers and calling for 'gender mainstreaming in the curricula and academic institution to combat gender inequality.

This study mainly focuses on experiences of female faculty in journalism education in Nepal and examines 'gender mainstreaming' in curricula and within the institutional bodies/faculties. Furthermore, it explores how female faculty are coping with the issue of exclusion and marginalization. This study is an attempt to fill the gap in knowledge regarding the relationship between higher education, gender and journalism in Nepal. The increment in the number of female students in journalism courses in Nepal from last few years is a point of departure for this study. Various studies (North, 2010; Larrondo and Rivero, 2019) indicate feminization in most Western countries in journalism education.

Despite the increasing number of women in university journalism courses, the absence of substantive education about gender issues and newsroom culture is helping to maintain systemic gender inequality in the industry (North, 2010). From the last few years, female students continue to outnumber male students in journalism colleges/ department in Nepal as well. In spite of that, the media industry is largely dominated by male journalists. Besides, various studies (GMMP, 2015; Koirala, 2018) indicate that women's right to be seen and heard has not been reflected at the same rate in news media. While the number of women in public roles has significantly increased in last two decades, Nepali news media portrayal is confined to the traditional gender portrayal.

The number of female students in Nepal was estimated to less than 30 percent about a decade ago and now it is estimated to be more than 60 percent. [1] However, this 'gender-shift' has not been reflected in the newsrooms.[2] The numbers are even fewer when it comes to senior positions.[3] In this paper, I contend that a gendered system at the universities has an influence for the above reason, thus assimilating the gender perspectives in journalism education might helpful. Gender perspectives in journalism are mostly confined within the topics regarding media content production and newsroom culture. While these issues are important to address the gender problem in journalism, a holistic approach to this issue needs to be backed up by journalism education, or more specially journalism training institutions. Margaret Gallagher (2010) in the Global Media Monitoring Project report also argues that gender-supportive in-house policy was alone not sufficient to ensure gender equality within the organizations. She points out a need for a systematic training program. Thus, it is important to explore the role of universities and to incorporate gender into teaching and examine their curricula and faculty from the perspectives of gender.

Both journalists, and those who train journalists, play an important role in cultural transmission. North (2010) argues that the lack of substantive gender education and attention to the gender dimension in newsroom culture in journalism education helps to maintain systemic gender inequality in the mass media industry. The literature review identifies that a small number of articles are published on gender and journalism education internationally. In Nepali context only one study (Adhikari and Pant, 2011) was found, which mainly reviews the curricula of selected universities of Nepal from the perspectives of gender.

This study will be guided by feminist perspectives, such as critical feminist approaches, which consider access to education and inclusivity in academia for women as critical tools in minimizing the masculine hegemonic control. Gender varies socially and culturally influencing every other social category. Drawing from Bourdieu's conception of education as a form of social capital, Djerf-Pierre (2007) argues that proper training/education empowers, enables and enhances women's competitiveness in a male-dominated field. Such cultural and social values revolve round education, prestige, titles etc. and 'the actors use different strategies to acquire positions and influence (Djerf-Pierre, 2007, p.82).

Background and context of the study

'Nepal has experienced extraordinary political and social changes in the last 20 years, and since 2006 it has made some progress in promoting gender equality' (Koirala, 2018, p.30). Since the end of the Maoist insurgency in 2006 and the promulgation of 'new' constitution in 2015, progress has been achieved in increasing women's participation in politics and women's access to literacy, education, healthcare service. Nepal stands at 101st among 153 countries in the Global Gender Gap report of 2020 (World Economic Forum, 2020). 'While this indicates some progress, it also communicates another clear and crucial point: Nepal is 100 steps behind other countries when it comes to reducing inequalities' (Bastakoti, 2020). It might

1   In the lack of official data, I manually collected the data of three major universities and their affiliated colleges. This data was also later verified with the participants of this study.

2   According to Federation of Nepali Journalists (2018), 18 percent of the total journalists registered are women.

3   The study report 'Professional Situation of Women Journalists in Nepal' by Sancharika Samuha (2015) shows that only 8.1 per cent of women journalists have reached high-ranking posts like editors and bureau chiefs among others.

be argued that despite the positive changes in gender landscape in the last decade, Nepali society is still dominated by patriarchy.

The history of Nepali press goes back to 1901 when the state-owned newspaper – Gorkhapatra – was launched. The participation of Nepali women in the media began in 1951, after the publication of the monthly magazine Mahila. The promulgation of the Constitution of Nepal 1990 marks the beginning of liberal democracy and press freedom. The constitution guaranteed freedom of expression, right to information and press/publication rights. The participation of women in the Nepali media was noticeable after 1984 when the newly established Nepal Television started hiring women as newsreaders and presenters.

The history of journalism education in Nepal dates back to 1976 when Ratna Raja Laxmi College (popularly known as RR College) was established. The college, affiliated with the Tribhuvan University, the nation's oldest and largest University. Most of the faculty members then were (mostly male) journalists with experience in print journalism, many of whom lacked academic qualification in journalism and mass communication (Pokharel, 2001). During the Panchayat period (1960-1990), a party-less political system established by then King Mahendra, independent journalism practices along with the expansion of journalism education were discouraged (Parajulee, 2000). Therefore, after almost 15 years of introduction of journalism education, only two colleges were offering journalism programs.

Journalism in Nepal underwent a remarkable transformation after 1990. Following the adoption of government's liberal provision, the new avenue of the private sector to invest in the media industry opened. In 1993, a new era in Nepali journalism began with the launch of two private sector broadsheet dailies, Kantipur (in Nepali) and the Kathmandu Post (in English) (Onta, 2001, p. 332). The media faced strict censorship when King Gyanendra took over power in February 2005. In the same year, Nepal alone was responsible for more than half of all cases of censorship worldwide (Reporters Without Border, 2006). Nepal reached a significant milestone for free press following the promulgation of the Right to Information Act 2007, the Working Journalist Act 2008 (Second Amendment) and the constitutional guarantee of freedom of press and expression in the interim constitution. The preamble of the current Constitution (promulgated in 2015) states complete press freedom and the freedom of opinion and expression is guaranteed in Article 17 (2) (a) under the Fundamental Rights and Duties in Part 3 of the Constitution.

While there is no official data to ascertain readership or media consumption in the context of Nepal, the increasing registration of news media outlets indicate that the news media industry is flourishing (Press Council Nepal, 2017). The growing literacy rate of the country (from 39.6 percent in 1991 to 65.9 percent in 2011) and increasing awareness is contributing to the growing number of newspaper readers and media consumption (CBS, 2014, in Koirala, 2018, p.5).

In order to meeting the growing demands of trained human resource, journalism education was introduced at the Master level in 1997 in Tribhuvan University (TU). Similarly, in 2001 Purbanchal University also started offering a Master level program in journalism. Following the demand for journalism education, newly established universities such as Kathmandu University, Mid-Western University, Far-Western University and Nepal Open University also offer journalism courses. Furthermore, 'several TU-affiliated colleges began to offer journalism courses at undergraduate level across the country, regardless of the availability of qualified human resources, and necessary infrastructure' (Parajulee et al, 2009, in Acharya, 2019, p. 3).

In an attempt to promote freedom of expression, gender mainstreaming and social diversity in the media, UNESCO developed and published a model curriculum on journalism in 2007. UNESCO also distributed copies of the model journalism curricula to help Nepali academicians standardize existing curricula of journalism education in the country and conducted an assessment on journalism curricula of three universities of Nepal. The study (Adhikari & Pant, 2014) was conducted in Nepal to analyse journalism courses of the universities of Nepal as compared to the sample courses with specific recommendations to guide the journalism education of Nepal. The assessment was also conducted from the perspectives of gender, which pointed out the fact that there is a situation of gender exclusion in journalism education in Nepal.

The latest data of National Education Board (2018) states that there are currently around 80 colleges offering journalism programs across the country. While research on journalism education in Nepal is limited, most of the focus has been on historical analysis (Panta 2010; Onta, 2001). Some other studies (Acharya, 2019) have also questioned the quality of education mainly stating that the curricula were not regularly updated to meet the pace of changing scenario of media industry. B. Acharya (2019) in a review of the growth of academic institutions offering degrees in journalism argues that quality of journalism education is inadequate to meet the international standards.

According to Federation of Nepali Journalists (FNJ, 2018), women journalists comprise 18 percent of the total journalists of the country. Despite their increased participation, women make up only a negligible por-

tion of airtime and column inches as news subjects in Nepal (GMMP, 2015). Besides, the relationship between journalism education and gender sensitive journalism has largely been neglected as a topic of analysis. While it is not within the scope of this study to directly examine this complex relationship, I believe that the findings might be useful to draw attention to this issue from media researchers and journalism educators.

Methods

The study adopts feminist research as it mainly focuses on the experiences of women in academia. The aim is to address the existing challenges faced by them due to their gender while addressing other factors like curricula and their participation which might have added to their 'gendered experience'. As a female academic in Nepal, I am aware of journalism education and the existing gender discrimination within this profession. From my experience, journalism in Nepal is largely shaped by masculine norms and teaching journalism education seems even more like a man's world. While interviewing female faculty, I usually could relate to most of their experiences. My insider position was helpful to overcome cultural barriers. In order to minimize the possible harm in validity of the research because of my position, I have also focused on previous research and literature. I have tried my best to refrain from my assumptions while discussing the findings; the feminist approach has largely influenced my choice of questions and sample of the study, but it has not influenced on the process of analysis.

This article has used qualitative methods, mainly in-depth interviews. As the major focus of the study is experiences of female faculty, the study mainly focuses on in-depth interviews. To complement the finding and to set the background for discussion, I have also included document analysis. Here, I will mainly review the curricula of three selected universities, and the websites of the respective universities. The three universities are selected due to 80 percent of journalism colleges being affiliated to them.

During the process of analysis, I examine the presence of concepts like 'gender', 'masculinity', 'femininity', 'sexuality' and any other terminologies like 'minority', 'intersectionality' and 'inclusivity' that might indirectly refer to the issue of women or marginalised groups. With the aim to examine the working environment from the perspective of gender, five female faculty members, representing three different universities, were selected for interviews. Thematic analysis was used to present the findings of in-depth interviews. The themes of the studies were not pre-structured; they emerged during the course of analysis.

The interview questions were mainly targeted to understand their gendered experience if any. Semi-structured open-ended interview questions were developed and utilized to inform the data collection. The questions were developed after carefully reviewing the documents (curricula, websites). Five participants from five different institutions were asked to participate in video conferences for about an hour. All interviews were recorded and transcribed. For confidentiality purposes, the participants' names are changed and institution names not mentioned. Nepali language was used in most of the cases for the confidence of participants. The interviews were conducted between the period of 24th of August to 11th of September 2020. Two of the participants were contacted later (via telephone) for further clarification of their opinions on 13th of September. The findings of the interviews were later divided in different themes.

The limitations of this study are methodological in nature. As the data mainly depends on a sample of five female academics, it may not be enough to present a broader picture to understanding the issue of 'gender mainstreaming' of journalism education in Nepal. It is also important to highlight that due to the lack of experienced female faculty; the sample is limited to relatively young participants. The sample has only one ethnic minority participant. Similarly, the inclusion of male perspectives could have opened different perspectives.

The understanding of gender issues in journalism education is mainly drawn from the framework of UNESCO-UNITWIN (2018) gender mainstreaming principle in the media and journalism education field. Major dimensions of the framework are based on i) institutional normative framework– gender equality and gender mainstreaming principles implemented throughout the curricula (ii) promotion of gender parity for students and scholars, (iii) curricula development and course content, (iv) teaching /learning of feminist theories and methodologies, (v) learning materials – inclusion of texts, readings and pedagogical materials on gender equality, gender analysis, intersectionality vi) assessments – gender equality as a standard criteria in university assessment tools and (vii) research/publications on gender in media and communication. Drawing on methods from this framework, the study will mainly focus on experiences of female faculty, course content, teaching feminist theories/methodologies and gender parity among students and scholars.

Bamezai et al. (2020) have used this framework to explore the progress of gender mainstreaming in in

Indian Journalism schools and Universities. The findings based on a survey of 34 institutions indicated that 'epistemological and ontological perspectives in teaching and research programmes fall short of a consistent gendered approach and are universally sporadic' (ibid, p.5). Similarly, the South African NGO Genderlinks also used this model for an audit of gender equality in media and journalism education in two Namibian universities. Findings revealed absence of gender mainstreaming in the curricula and showed a dearth of gender specific courses.

Exclusion of gender in the curriculum

Five different curriculums were analysed in this study: a four-year BA Curriculum and a two-year program of MA in Journalism and Mass Communication (JMC) of TU , four-year Bachelor and two year two-year Master in Mass Communication and Journalism (MCJ) of PU and a four-year Bachelor in Media Studies of KU.

Name of the University	Name of the course
Kathmandu University	Bachelors in Media Studies
Purbanchal University	Bachelors in Journalism and Mass Communication
Purbanchal University	Masters in Journalism and Mass Communication
Tribhuvan University	Bacelors in Mass Communication and Journalism
Tribhuvan University	Masters in Mass Communication and Journalism

Table 1: Name of the courses included in curriculum review

TU's BA curriculum incorporates seven subjects on journalism out of which five are compulsory and one to be selected from three optional subjects. The only subject, Introduction to Mass Media and Communications mentions the issue of media diversity. Except for this, there are no other chapters/units addressing issues of gender or minority groups. A unit on Protecting and Promoting News sources and Ethical consideration while dealing with sources also seriously lack gender perspectives. Similarly, TU's MA-JMC program does not have a gender perspective in their curriculum. Out of the ten subjects, only one subject titled Media Issues briefly mention gender, trans-gender and minorities in its sub-units. It is important to note that these topics were listed among other issues in one of the units of the course (which also included sub-units like sports and adventure, entertainment, religion and culture).

KU also offers a four-year Bachelor in Media Studies course. The course consists of 40 different subjects but not a single subject is on gender. Nevertheless, topics such as 'Media, Culture and Society', and Advertising principles contain a few sub-units with gender perspective, but lacks a proper understanding of the concept. PU's four-year program of BA-JMC program contains a subject in gender and media. This subject includes units on feminist media theories, history of women movement and gender portrayal in various forms of media. The contents of the course are sufficient to familiarize students about the issues of gender in journalism and media research. A subject in Sociology also briefly addresses a few concepts grounded in gender perspectives, such as marriage, patriarchal family and social stratification. Despite the nature of the topics, there were no units to explain the concept of gender or gender relations. The unit on patriarchal family also narrows down the definition of patriarchy as it limits the topic to the context of lineage only. Although only two out of eight units incorporate gender perspectives, the course may be seen as including gender issues compared to the curriculum of TU and KU. It is important to note the four-year program offers course in fifty different subjects within the program.

PU's two-year Master program has 22 compulsory subjects and two additional ones to be selected from eight alternatives. One of the optional subjects is on gender and media. The course as the title suggest is designed with feminist perspective and offers relevant local and international literature in the area of feminist media studies. However, its listing as an elective subject indicates that the University has not prioritized the subject.

My conclusion is thus that gender is not mainstreamed in the journalism curricula of Nepal. Some of the units dedicated to news reporting and media ethics also fail to incorporate the gender component in the subject matter. This indicates that feminist perspectives and gender issues are not considered as a significant

area that needs attention in journalism or in academic training for the profession.

The findings of curriculum review are not surprising considering the patriarchal nature of the Nepali society. It supports other international studies, including Sarikakis (2014) who argues that gender remains largely absent from the curricula in 25 institutions of 13 countries in the African continent. Globally, most studies on tertiary education and gender examined gender imbalance in courses and institutions, specifically in discussing the feminisation of journalism education. However, the mere inclusion of gender issues within journalism education might not result directly in a more gender-aware education (Larrondo and Rivero, 2019). The inclusion of gender-agenda throughout the teaching, work environment and research are equally important for the process of gender mainstreaming.

Teaching gender issues in journalism schools has to do with understanding the construction and impact of the gendered production of media content. It can also be linked to the status of women in newsrooms, professional career opportunities, equal payment, and eradication of gendered stereotypes. The above findings pose a serious question in terms of gender equality in journalism education, newsrooms and media contents and indirectly may be seen to justify poor representation of women as news sources in Nepali news media (Freedom Forum, 2020, Koirala, 2018, GMMP, 2015).

Marginal participation of female journalism educators

Even though there is a little dispute on 'numerical balance' as an instrument for gender equality, the concept of gender balance is recognized in various international institutions including the United Nations. While gender is a matter of power construction and not only quantity, balancing number as a strategy for change may fall short in resisting inequality. De Bruin (2014) has also criticized quantitative surveys as 'the body count' approaches to examining and understanding a more complex problematic. Nevertheless, gender composition when combined with other qualitative approaches can be an important tool to examine the situation of gender mainstreaming. Therefore, the gender composition of the faculty as well as institutional bodies responsible for the development of the curriculum were closely observed for this study. Becker, Vlad, Huh and Mace (2003) found that journalism education in the United States has changed since 1989, with an increase in women as faculty members.

None of the three universities has a single female member in their Subject Committees[4]. This is not all. Even the state-owned Tribhuvan University, which need to abide by the clause to recruit a minimum of 33 percent women, is failing to do so. At present there is only one (of 12, part time and full time) female faculty at the Journalism Department there, and no women in a leadership position. The situation of Kathmandu University is not very different, with only one out of seven being female. Similarly, the female faculty at the three colleges affiliated with PU is at less than 10 percent.[5]

Name of the University	Female Faculty	Male Faculty
Tribhuvan University, Central Department of Journalism	1	11
Kathmandu University, Department of Media Studies	1	6
Purbanchan University (KCC, CJMC & Polygon College)	4	43

Table 2 : Female and male faculty members of three universities

Thus, despite the growing number of female students, journalism education in Nepal is largely a male domain. The ratio of female and male faculty is better in other subjects such as Sociology, Management, Business Studies, History, Education, Public Health, Environmental Science, and Medicine. The experiences of Western countries show that this was also the situation until few decades ago.

Michael Bromley states while journalism courses have been increasingly dominated by female participants, 'being a journalism academic was seen as the prerogative of older men' (Bromley, 2013). 'This pattern of gradually increasing numbers of female journalism students occurred in the US where academic journalism training first emerged, but it was then replicated in many other countries, including the UK' (Franks 2013, pg. 7) and then to African and Asian countries too.

4　　Subject committee is responsible to plan, revise the curriculum of the University.

5　　The information was taken from the website of respective colleges.

The scenario is slightly changing in recent years when it comes to female participation- particularly in the affiliated colleges of these universities. For example, Dhivabhumi Multiple College which offers an undergraduate program in TU is headed by a woman, and 60 percent of the faculty are women. Likewise, the College of Journalism and Mass Communication, one of the pioneer colleges to introduce journalism at the Master level is also headed by a woman.

In the earlier section, it is shown that the core journalism courses in the curricula have excluded gender perspective and gender issues. The politics of exclusion in the content is not an exception; rather, the universities have been practicing this institutionally. In other words, the domination of male and exclusion of female in the faculty partly reflects the patriarchal nature of the Nepali society.

Experiences of female faculty

All five interviewees had between three years and ten years of teaching experience and were between 28 and 42 years old. Four worked full-time and one (Susma) part-time. One (Lali) of the participants was single the others married. Two of the participants were affiliated with the journalism colleges outside the capital and three were based in Kathmandu. Two started their career as a journalist and then became academics. All five had a Master's degree in journalism.

The findings have been presented in five major inter-related themes of i) Gendered work environment and behaviors ii) Professional-personal life balance iii) Imposter Syndrome iv) Isolation and tokenism and v) Lack of mentorship, networking and collaboration. These themes which emerged through the analysis, mainly explain the struggle and the barriers of these professionals.

Gendered work environment and behaviour

Like the majority of female professionals in a male-dominated sector, the interviewees stated that they were also struggling with a gendered work environment. Except at one University, there were no toilets dedicated to female staff and in the case when they had one, it lacked basic sanitation. However, this is not limited to journalism departments. Some female faculty members have raised this issue in opinion articles and through social media post in recent years. The participants stated that although most of the institutions were running on small resources, they have experienced gender-insensitive behaviours even in the areas that require minimum to no additional budget.

Three participants stated that they have faced sexist comments, 'awkward stares' and 'gendered treatment' from students, too. Two even complained of feeling discriminated by other female colleagues and female students too. I argue that it might be partly because academia in Nepali context is largely understood as a masculine domain. Just like female journalists were historically frowned upon, arguing that women would lose their femininity (Chambers, Steiner & Felming, 2004), it may be argued that journalism universities/colleges make female faculty feel unwelcomed.

Maya, who is a head of a department with more than six years of experience in journalism education feels that she is not taken seriously by her colleagues compared to male heads (of other departments).

> I often feel that I don't have that authority that I should have been entitled to in my position. In the beginning of the career, I've faced more sexist behaviour (...). One of the [students] proposed me on a date [in front of the classroom] in an attempt to harass me (...). I used to get 'awkward stares' from male students which often made me very uncomfortable. Now, I can react to this behaviour properly but in the beginning, I did not know what to do (...) I often felt unwelcomed and unwanted.

While the academics in the public university did not have any experiences of unequal pay, those working with the private colleges felt discriminated as female. Part-time lecturer at a private college Lali states that her male colleagues at the same level and experience receive a higher salary. Susma states that even at the time when salary was equal, male faculty members were often invited to training programs or were given some assignments that would add towards their 'additional income'. 'In 10 years of experience in academia, I have not been given additional incentives,' she said.

The other participant Kusum shares that it took her almost eight years of experience to be promoted as senior lecturer.

> I think gender was taken into consideration and the assumption that I will not be performing better because of my family responsibilities was also always there.

Based on traditional gender-roles and internalized assumption of masculine supremacy, concerns were raised about the lack of partner support in family care, exacerbating difficulties in work-life balance. While the academia is often presented as a career choice with flexible hours (Toffoletti & Starr, 2016), various studies incorporating experiences of female academics indicate (Okunna, 1992) time management struggle.

Articles

Except for Lali, who was living with her parents, the other four stated that one of their major challenges was to balance professional and personal life. They shared that they were struggling to manage regular teaching hours and were often unable to find time for research and publication. While research and publications are important parts of academic life, it is not often encouraged in Nepal, even less so for those temporary employed or working on a temporary basis.

Based on this traditional gender-roles and internalised assumptions of masculine supremacy, concerns were raised about the lack of spousal support in helping with family care which exacerbates work-life-balance difficulties and stress. The following two quotations represent the shared views.

> *My work hours are normally 35-38 hours per week. But I end up working up to 70 hours per week. I'm sometimes working on Saturday and also on public holidays. (...) I find it challenging to bring the work home as I have a young child at home. [I live with my in-laws and] I am expected to cook and clean for the family of six which normally takes 3-4 hours every day (...) If I don't wake up at 4 am, there's no way I can be at the college to attend the lecture at 7:00 am.* - Kusum

> *When I joined the academia in the beginning, I thought it was way relaxing than my previous job [news reporter] (...) However, my perception has completely changed in last few years. I think academic life is very demanding and with deadlines there's no such thing as "flexible hours". I'm just a part-time faculty but I think I work like any full-time faculty. The household responsibilities add up the burden. I've two children and I often feel guilty that I am not giving them enough time (...). My husband also involves himself in household chores but it is mostly I who look after kids and share the majority of household burden (...) One of the reasons I picked up to work as a part-time faculty was to be able to spend more time with family but now I find it challenging to balance my personal and professional life.* - Susma

Imposter syndrome

In response to general questions on gendered experienced at their job, most of them stated that their gender was impacting their aspiration as they were 'overpreparing' for their lectures. Some felt being judged by their gender. One experienced participant, Kusum states:

> *I think I overprepare for my lectures. I am giving more than the designated time to my work (...). I constantly have this pressure to be the best and (...) I want to be taken seriously.*

Susma shared that even after a decade of experience in teaching she feels she is not confident enough. 'I still have the nervousness that I had as a graduate student while submitting my manuscripts or while presenting my research ideas,' she further stated.

Tokenism and isolation

Participants reported being isolated from formal and informal networks in the workplace. Three of the participants of this study were the only female faculty in journalism in a particular college/ University. Maya was the only participant whose institution has equal ratio of male and female co-workers. Shila has only two female faculty in the group of 12 faculty members.

The composition of gender in the institutions included in the study also indicates low participation of female faculty members. Various studies indicate that women working in non-traditional jobs often experience tokenism, and that this is not taken seriously (Zimmer, 1988, p. 67, Kanter, 1977). Shila, who has more than five years of work experience in three different colleges stated that she often felts isolated being in minority. She says:

> *I've always been a single female faculty in three different colleges that I've worked with. While some of the male colleagues are really supportive and friendly, I often feel isolated. (...) I've realized that I'm not invited to various gatherings outside the colleges. (...). I'm often hesitant to discuss my issues specially when they are gender-specific in nature.*

The other participants also stated that being a single woman or two in the entire faculty was making them uncomfortable.

> *Some of my male colleagues really make an effort and are helpful too. There have been few remarks/incidents in the department that indicated that I was in this job not because of my capacity but because of my gender. (...) to make sure there is at least one woman for the [numerical] gender-balance in the department.* - Susma

Mentorship/network/collaboration

While this theme includes varied experiences, I have kept it under a single theme as the issues were closely related. As almost all the female faculty members are relatively younger and less experienced, they all pointed out the issue of mentorship. While most of them come with years of experience in journalism

and extra-ordinary academic performance, they are still struggling to make their mark. One of them being, lack of support and mentorship. While none of the institutions offer a special course to groom young faculty (including male faculty) in academic life, women who are already marginalized in this profession often feel neglected.

Similarly, all of them also expressed a desire to form a network to amplify their voices. Additionally, two women in the current study noted that they were uncomfortable with networking events as they were hardly given opportunity to speak.

> As we [female faculty] are in a small number, coming together might be one the mechanisms to fight against discriminations and the issue of marginalization. We could also help each other and encourage each other irrespective of different college and universities. - Susma

Academia needs both collaboration and mentorship. However, women in journalism education in Nepal opine that they have often felt unwelcomed while approaching senior male colleagues for collaboration.

Maya shares that her requests to co-author a paper in four different instances with senior male colleagues were declined. 'I am aware that working with a senior in my field will help me to grow further', she says. The findings of the study indicate that most of the professors do not encourage collaboration with younger colleagues and it is even less likely to happen with women.

Advocating gender equality and combating barriers

While faculty members irrespective of their gender can promote gender mainstreaming in teaching, this section focuses on the efforts of female faculty only. Despite challenges, the 'silver lining' of this study is that though small in number, female faculty leave their mark, particularly by mainstreaming gender issues. The findings indicate that while there is no strong institutional mechanism in any of the institutions to ensure gender-sensitive environment, they were trying their best. When asked if they were contributing to ensure gender-sensitive classrooms/ work environment from their individual level, most of them responded and shared some of their efforts. Most of these came as a response to their gendered experiences growing up in a patriarchal society. Three of them shared that they were considering forming a lose network of female journalism educators to share their problems and to support each other in their respective academic journeys.

Kusum said that there were only 4-5 female students in her department when she was studying at the University. In the classroom, she was never encouraged to speak or discuss.

> I somehow used to think that news reporting was for men and news presentation for women. We did not see many female journalists too while growing up. (...). I just want to make my students understand that this profession is for everyone irrespective of the gender (...). I bring female journalists as guest lecturers and often present the examples to combat gender stereotypes.

Maya as a head of department has experienced that female lecturers often encourage students to pick up a gender perspective in their assignments and project works.

> In in our college at least 40 percent of the dissertation/ project's works are on women or on the issue of gender (...), participation of significant number of female faculty definitely have a role to play.

Four of the participants stated that female students in their classrooms were more regular attendants and more sincere. They were in general more satisfied with the performances of female students in the classrooms.

Lali, the youngest participant of the group states that it was very encouraging to see more and more female students in the classrooms.

> While we don't have any course in relation to gender, I try to bring few examples that help male students to question their male privilege (...) and encourage female students to break the gender stereotypes. I constantly focus on how I can encourage these young female students into journalism and how can I motivate my students to pick of the gender lens (...) in production when they join a media organization.

Discussion

The study highlights that gender in journalism education in Nepal is largely missing in curriculum and faculty composition. Besides, female faculty also state that they felt discriminated in their profession because of their gender.

Scholarship from critical feminist theory indicates that gender oppression is very much engrained into

society including the academia, and the study indicates that female faculty face several challenges and barriers. As discussed before, female journalists bring 'new perspectives that are more favourable to women'. The findings of this study indicate that female faculty are also doing their part to create gender-sensitive classrooms and combat exclusion.

The concept of "tokenism" has been widely incorporated into studies of women who work in non-traditional jobs (Kanter, 1977). She saw the organizational structure of the workplace causing women's negative experiences at work. Some of these were results from tokenism, which she recognized in organizations where women comprise less than 15per cent. Besides the negative experiences, women's inability to achieve equality have been attributed to their token status (Zimmer, 1998, p. 64). The previous studies (Kanter, 1977; Olson and Ashton-Jones, 1992) on groups/organization with skewed gender ratios (a high proportion of men and a small number of women) indicate that women were expected to act within pre-defined gender roles and experienced heightened visibility creating performance pressures. This was also one of the findings of the study, which was explained under the theme of 'imposter syndrome'. While explaining tokenism, Kanter (1977) further suggested that women's position in male-dominated organizations would improve if their proportion increases by new hiring and promotion policies and change in relationship and peer culture (ibid, p. 209).

Although the barriers/challenges faced by female faculty can be identified in individual, institutional and social level, the role of institution is crucial to address these issues. The first step is to create policies and practices in academia that will continue to foster an inclusive environment and addressing barriers against women professionals developing. Similarly, valuing the unique contribution women make, specifically in the area of care work has to be recognized.

Teaching gender issues in journalism colleges/ universities has an important role in understanding the construction and impact of gendered production of media content, status of women in the society and newsrooms, as well as issues of equal payment. However, lack of these issues in curricula means less safeguard against sexist comments and behaviours, both in academic institutions and newsrooms.

This study implies that women are not being able to explore their optimum potential in their career because of structural and societal barriers. The findings from the interviews suggest that while female faculty are experiencing gendered barriers, they are also battling gender-stereotypes. The challenges faced by female academics' work vs. life balance are grounded in patriarchal values, where only women are expected to do all the work at home and take care of their family.

As Skeggs (2008) and David (2016) highlight, feminist academics have broadened the scope of what constitutes valid knowledge and routes to understanding the world. The findings indicate that feminist academics are engaged in activism challenging the gendered working norms, which marginalise women within institutions. This study focused mainly on the perspective of female faculty. Further studies are needed to understand both the perception and experiences of male faculty members including those in decision-making bodies.

Gender audits and monitoring in the academic institutions are required to understand the broader picture to examine journalism education from the perspectives of gender equality.

Conclusion

The study sheds the light on the current situation of Nepali journalism from a gender perspective. The findings indicate that journalism education in Nepal is largely shaped by masculine norms. Thus, female faculty often feel isolated and marginalized when it comes to professional and personal development. While marginalization; gendered behaviours, imposter syndrome, lack of network and collaboration indicate some patterns to understand the experiences of female faculty; it does not completely capture the overall gendered experienced of the female journalism educators. Low participation of female academia in Nepali journalism education emphasizes the importance of hiring more female academic staff. Besides, journalism education needs gender-informed teaching faculty who understand how the issues of gender and power shapes our beliefs, including in newsroom culture and the media contents.

The findings provide a unique angle to understand the lived experience of selected female faculty members at various journalism institutions of Nepal. Although the research for this study is based on a small sample of opinion, it is a point of departure for studying whether the findings are representative of wider patterns across the country and other countries in similar socio-economic situations. Future research can include the

perspectives of senior academics and include the experience of male perspectives to have a larger understanding of the context.

Changing curriculum alone is not enough to achieve gender mainstreaming. However, dedicated units/courses on gender and journalism can potentially making some difference. The inclusion of titles on sexuality and gender equality may imply that educators care about these issues. A gender-friendly approach to curriculum on the part of lecturers, irrespective of gender, may also enhance more equal treatment of female and male students, by addressing gender stereotyping. Besides, various structural and programmatic actions could also be useful in this process. As the study stated that female faculty feel the need of specialized training and collaboration, that is also important area to address the gender gaps.

The study also shows how women faculty are fighting against exclusion and barriers. They also bring hope that the feminization of recruitment to journalism studies may be translated to newsrooms and faculty.

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Articles

Gender in journalism education: addressing shortfalls in male students' enrolment at a media department in Uganda

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Abstract

'To transform gender relations in the media, we need to start with the journalists of tomorrow' (Made, 2010, p.5). Brown Made's observation underscores the importance of incorporating gender in training prospective journalists because media play an important role of giving a voice to the voiceless and transforming society. It also highlights the need to examine gender dimensions in academic journalism programs because gender training can lead to gendered newsroom culture and practices in the professional media world. This paper contributes to research on gender in journalism education by focusing on gaps in inclusion of male students in media training, which can play an important role in gender mainstreaming in journalism curricula in higher institutions of learning. The paper explores the issue of a gender gap in an undergraduate program based on the 'participant observation' that male students do not opt for the gender in

media and communication course offered at Makerere University. Drawing on interviews with students and lecturers and content analysis of official documents, this article explores the underlying factors for a gender gap in uptake of the gender course in journalism programmes and proposes strategies to address it. Based on the findings, the paper argues that the factors that inhibit male students from enrolling into gender courses pertain not to individual students alone but also to institutional and structural barriers that require long-term efforts to change.

Key words: Gender, gender training, gender in media, Uganda, journalism education

Introduction

Uganda has strong legal and policy frameworks that encourage women emancipation, but women remain under-represented and removed from important societal processes. Studies about gender and the media show that men dominate Uganda's public sphere and that women remain at the margins of media reportage as news subjects and news sources (Namasinga, 2018; UMWA, 2016; ACME, 2016; GMMP, 2015; Garberg and Ruud, 2011).

Furthermore, Ugandan media continue to propagate stereotypes about women, portraying them in traditional gender roles (GMMP, 2015; UMWA, 2014; Kaija, 2013). In terms of education, gender parity advocates suggest training as an important factor in addressing gender imbalance in the media (UMWA, 2014), underscoring the need to integrate gender in training of prospective journalists (Made, 2010). Anecdotal and empirical evidence suggests that gender is incorporated in curricula of journalism training programs in Uganda (Dralega et al, 2016). Moreover, our analysis shows a trend towards feminization of journalism programs evidenced in the growing number of female students and faculty in journalism training institutions. Yet, most of the students do not end up in newsrooms and some of those who do so leave the profession (Kaija, 2013), for occupations in public relations and communication.

This paper's point of departure lies in its focus on the gender in media and communication course offered in the Bachelor of Journalism and Communication at Makerere University, Uganda's oldest and largest journalism training institution. It was observed that male students in the journalism and communication undergraduate program do not study a course titled gender in media and communication, one of the elective courses offered in final year. The course has, since its introduction in 2010, mostly attracted female students, which from this paper's point of view, creates a numeric gender gap. Thus, the paper examines: a) how male students perceive the subject of gender, b) male students' experiences of learning gender and c) factors that hinder their selection of the course. The paper also reflects on the history of teaching gender at the journalism department; how gender issues are taught and how these contribute to the gender gap in student enrolment; the underlying factors for this gender gap and proposes strategies to address the gap(s). The purpose is not just to examine the said gender deficit but also to draw a few, but decisive conclusions on change actions that journalism and media departments ought to take in order to motivate more male students to study gender. Data that informed this paper was collected through qualitative interviewing of male students and selected lecturers as well as content analysis of curriculum and students' evaluation reports.

The focus on male students offers valuable insights into a broader understanding of how journalism edu-

cation programs can bolster enrolment of students into gender courses and possibly contribute to reducing gender inequity in media. This study echoes researchers such as Brown Made (2010) and emphasizes the role of training prospective journalists in improving the status of women in media and society. Also, exploring various dimensions of gender in journalism education not only has implications for journalism professional standards but also contributes to raising the status of women.

Gender and journalism education in context

Journalism training expanded rapidly in Uganda partly due to the liberalization of the media industry in the early 1990s, the liberalization of the political landscape and the expansion of higher education (Namasinga, 2011). Currently, there are several universities and tertiary institutions that teach journalism at undergraduate and graduate levels. Formal journalism training in Uganda can be traced to 1988 when a degree program in mass communication under the Department of Literature was established at Makerere University. The Journalism and Communication department - formally called Department of Mass Communication - was founded in 1998. It is Uganda's largest and most influential journalism training institution with a population of about 550 students in the various programs. In 2010, UNESCO gazetted the department as a potential centre of excellence.

Scholars like Rosen (2002) recommend that journalism education should be dynamic, introspective, and continuously redefine its mission and its methods in response to evolving technologies, global culture, and the needs of the media industries. The leadership and journalism educators at Makerere University have in the past two decades been cognizant of such advice by revising curricula to match the demands of the media industry and to reflect the evolving nature of journalism and communication training. In 2009, the university enacted the Makerere University Gender Equity Policy (MUGEP, 2009) in which plans were made to integrate gender as a cross-cutting issue in all institutional functions, teaching inclusive. More specifically, through the MUGEP, the university undertook to support programs that emphasize gender balance in the enrollment and performance of students in all disciplines. MUGEP, in aiming to engender curricula of all academic programs, also proposed for a university-wide core course on gender and development to be undertaken by all students during their first year of study. Such a move was rooted in the logic of ensuring gender-responsive academic programs. Around the same time, the university instituted an academic program restructuring committee, which recommended a distinct course unit on gender and the media to be taught as part of the journalism degree program.

In 2010, the department revised and adopted its undergraduate curriculum and changed the program's name from Mass Communication to Journalism and Communication. As Namasinga (2011) argued, the old mass communication curriculum was out of touch with the needs of the real world. For instance, in the specific context of this paper, media and gender was previously only taught as a topic under the development communication module (Nassanga, personal communication, July 2020). Thus, the new curriculum expanded the training to include the gender in media and communication, as a stand-alone course, which has also been retained in the revised curriculum that is still awaiting approval. The gender in media and communication course is designed to facilitate students' appreciation of various gender issues as they affect media and communication. Students are introduced to basic gender concepts, explore how gender interventions influence media operations, and learn how to integrate gender in media and communication programmes. Indicative course content in this unit comprise gender access to information and communication channels, coverage, and portrayal of women in the media, gender-responsive advertising and gender mainstreaming in the media. The course is taught over a period of 17 weeks, including conducting all course assessments. The assessment comprises course assignments that contribute 40% and a final written examination that contributes 60% to students' final grade.

An analysis of students' registration documents revealed that the number of male students opting for the gender in media and communication course remains low compared to that of their female counterparts. For instance, the percentage of male students opting for this course unit has ranged between 25.9% in 2014 and 23% in 2020. In the last five years, of the 135 students who opted for this course unit, only 23 were male. This number is below the desired level of gender equity of 50% that is recommended in the university policy (MUGEP, 2009). The gender in media and communication course unit has been offered at the Department of Journalism and Communication since the 2010/2011 academic year. However, the stumpy male students' enrollment in the gender course should also be considered in the context of the actual proportion of enrolment of female and male students in the journalism program. In general, male student population has in the

past 10 years been much lower compared to that of women, as illustrated in table 1. We return to the discussion on male journalism students' enrollment in media and gender training later in the article.

Final Year	Male	Female	Total
2014	28	48	**76**
2015	20	50	**70**
2016	57	82	**139**
2017	36	71	**107**
2018	34	84	**118**
2019	19	59	**78**
2020	33	62	**95**

Source: Official university documents

Table 1: Final year students on the Bachelor of Journalism and Communication

Gender in journalism education: a literature review

Education has been regarded as a form of social capital which empowers and enhances women's competitiveness in predominantly patriarchal societies (Djerf-Pierre, 2007). Thus, gender has become an integral part in journalism and media education due to the appreciation that training and media play a significant role in achieving gender parity and fighting inequality. As such, journalism educators across the globe face pressure to integrate gender issues to realize diversity in media content (Baldasty et al, 2003). Scholarly research on journalism, media and gender tend to focus on mainstreaming gender in journalism and integrating gender in journalism education (for example Dralega et al, 2016; Geertsema-Sligh, 2014; Made, 2010), while others assess the number of female students vis-a-vis their male counterparts in journalism training programs (for example Boateng, 2017; Made, 2009). Kodwo Boateng, for instance, examined the 'growing feminization of journalism in Ghana'. Basing on UNESCO's gender parity index model, Boateng found 'a significant shift in the gender parity ratio in favor of women in journalism education' at the Ghana Institute of Journalism. Indeed, the number of women studying journalism, media and communication has significantly increased with some reports showing that women dominate journalism schools (York, 2017; Reid, 2015).

Gender mainstreaming in journalism education according to Margaretha Geertsema-Sligh (2014), is one of 'the cutting-edge' ways to include gender into journalism. Geertsema-Sligh's point of view emphasizes the importance of educating future journalists about gender issues so that media fulfill their democratic role of giving a voice to the voiceless. Geertsema-Sligh's view essentially echoes assertions that to change gender relations in the media, 'we need to start with the journalists of tomorrow' (Made, 2010, p.5). In the same vein, other gender scholars regard training as essential to removing gender biases (Morna and Shilongo, 2004). All taken together, these sentiments highlight the importance of including and emphasizing gender issues in the training of prospective journalists.

Despite the conviction of the significance of integrating gender in journalism curricula, many studies that evaluate the inclusion of gender have found shortfalls. A study commissioned by the Gender in Media Education (GIME) found that: a) only a few media and journalism institutions have policies to achieve gender equality, b) males make up the majority of academic staff while females make up the majority of students, c) gender remains largely absent from curricula, d) attention to gender topics depends on the knowledge of individual instructors, e) gender was missing from course materials and gender was also missing from assessments of students and faculty work (Made, 2010 cited in Geertesema-Sligh, 2014, p.71). An audit of gender mainstreaming in three media and journalism education departments in Uganda, Rwanda and Ethiopia confirmed the findings in GIME's report (Dralega et al, 2016). Dralega and colleagues found "minimal, unclear and uncoordinated gender mainstreaming activities in policies, curricula and research." They further established that the departments not only lacked teaching resources and commitment to implement existing gender-related policies, but also lacked awareness and knowledge about gender.

While research shows that journalism and media training departments have no gender specific courses or modules (Made, 2010), it should be noted that the trend has since changed as several institutions have in-

tegrated gender in their training programs. For example, Dralega and colleagues (2016) found that Uganda Christian University – a private journalism training institution - offers gender as a compulsory course in its MA program while universities in Rwanda and Ethiopia included gender topics within other courses. This current study examines what we call a "gender deficit" in the gender [and media] course offered in the Bachelor of Journalism and Communication program at Makerere University. Unlike previous studies that audit gender mainstreaming approaches and processes in journalism and media institutes and departments, we focus on a single course as articulated in the introduction. This paper examines why the gender course is less popular among male students and explores the underlying factors that influence students' choice of courses.

Method

A qualitative research approach was chosen based on qualitative interviewing of students and teachers. Key Informant Interviews were conducted with lecturers and students who were involved in teaching and learning process on male students' lack of interest in gender studies. The study involved 15 participants comprising 10 final-year male students (out of 33) and five selected lecturers working at the Department of Journalism and Communication. The selection of participants was based on the purposive sampling method (Onwuegbuazie and Leech, 2007). The sample of 10 male students was drawn from final year students who were not enrolled in the Gender in media and communication course because they were directly concerned with the subject of this paper. Inclusion of students was based on their willingness and availability to participate in online interviews. Although the aim was to interview as many students on the onset of the research, the lockdown of the country due to the Coronavirus pandemic made it difficult to access them all, yet some of them were unable to participate in online interviews. The lecturers comprising of three males and two females, were included in the study mainly for their expertise on the subject. One of the three male lecturers was also the head of department at the time of the research and the other two were interested in the subject of gender in the media. Conversely, one of the female lecturers was the department's coordinator for curriculum development and the other taught the gender course unit.

Data collection and analysis

This study relied on interviews with the 15 participants and qualitative content analysis (QCA), which as Hsieh and Shannon (2005) note is suitable for studying documents and text analysis. Owing to Covid-19 restrictions, all interviews with the 10 students were conducted online through email or WhatsApp. The interview data from all students was collected using a standard open-ended interview protocol. The protocol comprised questions that focused on students' understanding of gender, its relevance in their education, their reasons for not selecting gender as part of their course and what in their view ought to be done to make gender and the media attractive to male students. The interviews were conducted over a period of one month, between July and August 2020 depending on the availability of students as per their convenience.

Interviews with lecturers were conducted in person and online for those who were unable to be physically present. Interviewing of lecturers followed a conversational style and was important for eliciting responses relating to: a) the incorporation of gender in the journalism and communication curriculum; b) methods of teaching gender in the department; c) the importance of gender in media training; d) the history of the teaching of gender in the department, e) why male students were not as interested in the gender course and f) views on what can be done to improve male students' interest in gender and the media. It is important to note here that because the conclusions drawn in this paper are based on a small sample of 15 participants, the findings of this paper are not generalizable. However, they provide useful insights into understanding the shortfalls in teaching gender in journalism programs and suggest ways of addressing them to attract male students to gender studies.

In addition to the 15 interviews, a qualitative content analysis of relevant documents was conducted to increase the trustworthiness and dependability of the findings. Hsieh and Shannon (2005, p. 1278) argue that QCA aims to describe and interpret textual data through systematic identification of categories, themes and patterns. They add that QCA involves the application of language and contextual clues to make sense of data. It is these contextual clues that the paper sought to unravel through a close examination of content that was gleaned from relevant documents in the department under study. Reviewed documents included the undergraduate curriculum, students' registration lists and students' evaluation reports of the gender course

unit for the years 2016-2019. The reports were generated by the course lecturers at the end of each semester, based on students' evaluation of the gender and media course. Content analysis contributed to understanding of the course content as described in the curriculum documents. From the evaluation reports, it was possible to discern how past students rated the gender in media and communication course in terms of relevance, usefulness, course content, as well as teaching and assessment methods.

In terms of analysis, all audio interviews with both students and lecturers were recorded and transcribed. Those that came through email were downloaded and responses re-arranged to allow for logical flow corresponding to each interviewee. The interview material was saved and organized on a computer in 15 MSword files, each corresponding to an interviewee. Following several times of re-reading, thematic analysis of material was conducted. This involved manual coding, where all interview responses were arranged in clear categories that communicated insights relevant to the aim of this paper. The categories were repeatedly compared with and between each other to remove overlaps and mis-categorization. Following this process, themes emerged and labelling of such themes was done as indicated in the findings below.

Findings and analysis

This paper interrogates why male students do not pursue the gender course. Three categories of factors including individual students' perceptions of the subject of gender; institutional factors as well as social and cultural predispositions were discernible based on the analysis. All these were directly or otherwise related to the gendered constructions, thus requiring concrete change actions so that gender studies can appeal to male students in Uganda's oldest journalism degree programme. The analysis found gender shortfalls at two levels a) a deficit in the course content and b) a deficit related to the inclination of male students and faculty towards gender studies and the course in question. The findings are interpreted below in line with these two 'deficits' as 'male students' conception of the course' and content of gender course.

Male students' rejection of the subject of gender and journalism.

From individual students' perceptions of the subject of gender, it was found that male students understood the importance of gender. However, many did not fully appreciate the benefit of choosing it as part of their study subjects. Gender education was regarded to be less useful in the world of employment and for their career ambitions compared to several other subjects such as communication planning, design, news production and editing that the students reported to be more hands-on and therefore important for preparing them for actual employment on completion of their degree program. None of the students agreed that the gender in media and communication course prepared them for the job market. They regarded it as a course geared towards acquiring general knowledge, other than employability skills, which they noted should be the focus in their final year of journalism training. However, in an analysis of students' feedback collected at the end of the semester during the evaluation of the course unit, both female and male students who attended the gender unit highly rated the course. Some suggested that it should, in fact, be compulsory, which is not currently the case. They appreciated how it would be useful not only in their professional work as journalists and communication experts, but also in their personal life at home with family, amongst friends, and in their communities.

Further, gender as a subject of study was perceived by male students not just as less essential, but also one that is fit and designed for their female colleagues. Male student enrollment in this unit is hindered by a general misconception about the concept of gender. Statements of perceptions that gender is meant for women, were emphasized by all the interviewed male students, all of which were based on personal beliefs, values, knowledge, and experiences. Take the example of one of the students in the excerpt below:

> *First, there is a perception among the people when it comes to the term gender, me included. If that word is put or used anywhere, in most cases, it means fighting for women's dominance in the disguise of fighting for equity and equality between the sexes. In this very [Covid-19] lockdown, if a man beats wife, they refer to it as gender-based violence. But when a woman beats a man, they call it normal fight (not gender-based) and praise the energy of the lady. At Makerere University, there is a school called school of women and gender, why not school of men and gender? Anything which includes the word or term gender in my own experience aims at elevating women from one level to another or even beyond that of men. Even the minister of gender in most cases comes out to fight and defend the rights of women, why not fight for men? - (R5, July 15, 2020)*

Articles

The lecturers who participated in this study echoed similar sentiments regarding students' misconception that gender is about women. Students associate gender with women. Thus, male students often think it is only female students who need knowledge of gender issues. So, they reject the course unit as implied in the excerpt below:

In Uganda, whenever you mention the word gender, people get the impression that you are talking about women without necessarily appreciating the broader meaning of the term. When you tell students that the course is about gender, they have an impression that it is a course for women. - (R3, July 9, 2020)

Similarity was found between students' predispositions of gender and their lecturers' observations. Lecturers disclosed that teaching and learning gender at Makerere University in general was predisposed to suffer from negative perceptions that equate gender to women. They were concerned that the university had overly associated the term gender with femininity at the expense of masculinity. Like one of the students, the lecturers contended that this was further reflected in the name of the mother academic unit for the gender discipline: School of Gender and Women Studies, something they said contributed to the bias that male students have. One of the lecturers explained thus:

We have not done a good job of talking about masculinity. Students understand a lot about femininity and the relationship between the femininity aspect of gender is studied, but the masculinity aspect of gender studies is rarely talked about [...]. Yet this course is very important to male students. Male students as husbands, male students as fathers, I think they would appreciate that concept [...], from the conceptual part of it. - *(R13, August 6, 2020)*

Shortfalls in course content and administration

Although all interviewed students viewed the gender in media and communication course as a female-oriented subject, it was perhaps the course content that appeared to cement their disengagement with this unit. For example, some perceived the content to be outrightly designed for female students since, as one noted, 'women and feminine issues dominate the course content.' Students talked a great deal about the course content having little benefit for male students, some going to the extent of describing topics they viewed as gender-biased content. One student, for instance, questioned why the content addressed female representation and portrayal in the media but not male. An analysis of the curriculum documents aligned with this students' concern. For example, the course outline had women's media, feminist theories and why focus on women as some of the topics. But none specifically addressed men's issues. One student argued that he did not opt for the gender course because he did not want to study something that could turn him into 'a male feminist' and later on make him disrespect his religious beliefs:

I am a Muslim by religion and a Muganda by tribe. Religiously, women must be submissive to men and the same when it comes to culture but not to be above them. Having heard the name of that course unit gender, what came to my mind was, this course unit will teach things which are contrary to my culture as well as religion. I thought it would teach girls that they can be like us in the field and they can serve like the way we do, which I disagree with. - (R1, July 9, 2020).

The view that the course on gender and media is female-oriented has been expressed in other contexts. For instance, North (2015) noted worry among female students who feared that the gender unit offered in a journalism department at Monash University would not appeal to male students because its content was biased towards women. Aside from the need to restructure the course content, the respondents' views above are evidence that students have little understanding and/or a lack of appreciation of debates about gender in relation to journalism and the media in general. The focus of most of the research about gender and the media focuses on women. Some of the scholarship focuses on lack of women in key editorial positions, payment inequality between male and female journalists and sexual harassment of female journalists (Hanusch, 2013; North, 2012; Byerly, 2011; Ross, 2010).

From an institutional perspective, the analysis showed that students did not like it that the course was (only) taught by female lecturers. From their general experience with one of the lecturers from other courses, students indicated preference for other courses taught by less strict teachers, other than gender studies. Clearly students' aversion for gender studies was influenced by both lecturers being female, but what was not clear in the interviews was whether the lecturer issue relates to inadequate male staff to teach the gender course. The lack of teachers of gender issues has been identified in other studies as a problem facing journalism institutions (Dralega, et al, 2016; North, 2015).

In addition, the analysis revealed bottlenecks resulting from course categorization, timetabling, and sched-

uling, which also speak to the devaluation that the department subjects the gender course units to. It was specifically mentioned by both lecturers and students that the course unit was an elective unit in the final year. Further, it is timetabled to coincide with various courses that were regarded as (more) interesting and attractive by students. As such many students opt for the other courses, but not gender issues:

> *Right now, it is an elective, yet it is a very important course. Every job you are going to do in every sector in the country, in every international organization, insists on the issue of gender.* - (R2, July 8, 2020)

> *The university has a gender policy. This policy led to the creation of a university-wide course on gender. I do not think that course has taken off as it should have. But if it had, then it would make timetabling of the course on media and gender compulsory and not elective. It is an elective course that is put along other courses that, from the perspective of students, are better marketed.* - (R13, August 6, 2020)

From these excerpts, the choice of gender studies is tied to their market value. The respondent in the first excerpt specially regards the gender course in relation to possible employment opportunities in non-governmental organizations. It is, thus, arguable that students' career aspirations partly determine their choice of studying gender.

The two excerpts also show that students and lecturers alike believe that being an elective unit is evidence that the department does not attach much importance to the gender course. Making it an elective is one of the reasons why male students do not take it. While it is commendable that the journalism department offers the course at all, making it optional downplays the significance of gender issues. Scheduling and timetabling of courses mentioned above is a challenge at the university due to the large number of students and the cross-cutting courses they take. The high number of students at Makerere University resulted from the private sponsorship scheme, which opened the university to self-financing students (Mamdani, 2007 cited in Namasinga, 2011, p.59). Conversely, the resources at the university do not match the student numbers, hence making it difficult for students to prioritize optional courses such as the one on gender.

Further, the study found a connection between broader socio-cultural practices and norms and students' attitude towards the gender course. The analysis showed that male students' rejection of the gender in media and communication course is instigated by barriers that primarily concern cultural and religious shortcomings that Uganda still grapples with. It was manifest that one of the reasons male students did not join the gender course comes down to the cultures and families in which they are groomed, where it is still work in progress to ensure that there is equality and equity between boys and girls in society in general. This view cuts across lecturers and students alike as illustrated in this response:

> *The negative connotation connected to demands for gender equality or feminism. Gender activists, who are often females, are still taken to be kind of rebels in society, who want to take over the males' world, yet what they are demanding is gender equality. So, there is still low levels of awareness of why gender has become a big development issue, which contributes to low interest among male students for the course.* - (R11, August 3, 2020).

That male students' attitudes towards studying gender is shaped by religious and cultural predispositions related to conservatism and the challenges supporters of women emancipation must surmount especially in predominantly patriarchal societies.

Discussion: redressing the gender gap

University journalism education has been largely seen as an important tool for redressing systemic gender inequalities in the media industry through designing and implementing appropriate content on gender issues, but also encouraging inclusion of not just female but also male students (North, 2015). This article addresses a gap in gender and media research, helping us to understand why male students at Uganda's leading journalism trainer do not study gender, which is vital for identifying corrective actions media departments can undertake to increase male students' enrollment in courses on media and gender.

Students' responses suggest that there exist personal, institutional, and structural factors that hinder them from taking gender studies. At an individual level, male students viewed gender studies as a female students' business based on their (mis)perception of the concept of gender as something to do with women, but also on what they saw as biased course content. The view that "gender" studies is for females is also reflected in studies conducted in the West (North, 2015), hence highlighting the need to address attitudes of different

stakeholders including students and employers in addition to creating awareness about the subject of gender.

From the analysis, male students appeared to have been unoriented in what the course entailed well before they make their subject selection. To increase male students' enrollment into the gender in media and communication course, there is need to acknowledge students' misperceptions about the subject of gender. Male students had a basic understanding of gender and seemed unfamiliar with its importance in journalism education. This means that the journalism department at Makerere University must find ways to address negative attitudes towards this subject well before students make their course choices. There is need for the department to enlighten students about the critical position of gender and gender mainstreaming from the point of view of transforming both journalism education and practice, as well as enabling their appreciation of the social issues, such as systematic gender inequality, that impact journalism practice. Whereas it is possible that including masculinity studies in gender courses can exacerbate gender inequality, including modern masculinity studies in the curriculum would make the course more gender-balanced and perhaps appealing to more male students.

Besides viewing the course as being intended for female students, male students also had a bias about gender being taught by only female lecturers, which further strengthened their belief that the course was designed for female students. This is not surprising, as researchers have previously shown that within educational institutions, the term gender is more associated with women than men (Dralega et al, 2016; Kagoda, 2019). However, it means that, institutionally, male lecturers should be encouraged to embrace the gender unit as one of their teaching subjects to further show male students that gender also matters for men. Bringing male lecturers on board may force course tutors to rethink what and how to teach issues of media and gender from a men's point of view. Also, male lecturers would teach gender in ways that make male students understand that women's issues are mainstream and important as opposed to marginal. This is in addition to including gender sensitive masculinity studies in journalism curricula.

Further, evidence from the findings suggests male students' conviction that studying gender does nothing to their employability. However, this contradicts with the view highlighted in the findings of the market value of gender studies in terms of employment in international and non-governmental organizations, which emphasize gender. It is thus important that such a career path is possible for students who thought gender studies affect their employability.

Lastly, there is cultural and religious opposition to the idea of gender equality among some students, owing to religious and cultural inclinations. However, this is not only a Ugandan problem, but one that is prevalent in many countries with a strong religious and cultural background, and therefore requires long-term efforts to address if it is to change. To address the cultural and religious impediments, corrective actions ought to be taken beyond just journalism and media training. The authors of this paper are aware, as North (2015) has previously argued, that redressing such cultural impediments cannot be just a function of education. We, however, agree with her proposal that a cultural shift can be initiated at a pedagogical level, especially if journalism students are enlightened early enough during their four-year degree program about the challenges and the problem of gender discrimination and inequality and how it impacts social well-being. With this knowledge, it is possible for male students to appreciate that gender issues are not meant for female students alone. Moreover, they will further understand the need to address the structural causes of gender inequality and how to address them.

Conclusion

This paper aimed at: a) exploring the gender gap in journalism training at Makerere University; b) students' experiences of learning gender and c) identifying the underlying factors for the gender gap and proposing strategies for addressing the gap. We interviewed final-year male students of the journalism and communication undergraduate degree program in which the Gender in media and communication course is taught. Male students' views were sought to bring to the fore their perceptions of gender studies and to explore their experience with the gender training. Through qualitative content analysis, the study found that the course is mostly pursued by female students in comparison to their male counterparts. Whereas this phenomenon can be explained by the relatively higher number of female[1] students in the final year compared to males, the analysis showed that the course does not appeal to male students. This creates a gap in the gender training of prospective journalists and has implications for realizing gender equity in both the media and society.

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1   There were 95 final year journalism students comprising 62 females and 33 males. Female students dominate university journalism departments all over the world (North, 2015).

The study highlights the role of contextual factors such as religion and culture in shaping male students' perceptions and attitude towards gender. In Uganda, religion and culture play an important role in many people's lives and therefore determine how many regard issues that seem foreign to them. This paper, therefore, argues for the need to consider these factors while designing gender courses. The problem of cultural and religious opposition to gender equality as noted above is not peculiar to Uganda alone. Dislodging it will require sustained change efforts that might take more than just religious or cultural tools and strategies. However, initiating a cultural shift at a pedagogical level can be a starting point in the right direction. The study also demonstrated that male students' choice to ignore gender studies might be influenced by the fact that both lecturers were female. The authors note that encouraging male lecturers to teach the gender in media and communication course would attract male students to the course.

The teaching of the gender in media and communication as a standalone course at Makerere University can contribute to efforts that seek to improve gender parity. The university and the journalism department ought to pay attention to providing training that problematizes and articulates gender issues in a way that attracts both female and male students alike into the course. The authors of this paper believe that any efforts to eliminate gender inequality should include men and address impediments that prevent them from being part of the efforts. The absence of male students in gender training is likely to further propagate gender inequality in journalism practice and in the media generally. In summary, we suggest that: a) students are introduced to gender studies and theories on gender to understand why feminist-leaning media studies dominate scholarship on the subject; b) the course integrates curriculum aspects of modern masculinity to make gender studies appealing to males; c) Students are sensitized about employment opportunities for gender specialists in international and non-governmental agencies ; d) diversifying of lecturers in order to allay students' fears and attract them to the course.

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Articles

Dis-included and distorted: the plight of racialised women in both the news and in newsrooms

Hani Yousuf, US journalist

Abstract:

Newsrooms, especially in the global West, are largely white male-centrist. Migration in the last few generations means people from different ethnic, cultural and national backgrounds are part of a potential workforce in the West. In the last few decades, the ease of geographical movement has made it easier for people to get an education outside of where they were born. Often, they seek positions that are advertised globally. However, biased hiring means they often do not get these opportunities. Women of colour are particularly susceptible to this. On the occasion that they are recruited, HR policies and newsroom staff are not trained in addressing their specific needs. Journalism schools, which are formative building grounds for journalists and where many define their core journalistic values and professional models, are a great place to start gender sensitisation with a focus on race and migration. While access to this kind of sensitisation and awareness should be made available in newsrooms across the West, journalism schools are a way to ensure that young professionals come equipped

with that mindset even before they start their careers. While the conversation about gender is picking up force, women of colour are not often included. Often, to get opportunities, journalists of colour who identify as women exoticise their narratives instead of doing what they were skilled or qualified to do. Helping students during the journalism school phase develop the skills and sensitivities of hiring and managing a diverse staff, including women of colour, is an essential in today's climate. Only then will global news benefit from the full scope of the possibilities and potential of hiring racialised women journalists.

A note on terminology: I have used the terms racialised women, minority women and women of colour interchangeably because those have been the terms I use most comfortably. The women I have interviewed for the article identify with these and other terms. BAME and 'Minority Background,' are among others suggested. All these terms are used interchangeably in the article.

Introduction

As conversations on workplace diversity gains foothold across the West, newsrooms are continuing to ignore the particular need and importance of including, specifically, racialised women. The problem with this is not least the lack of representation in newsrooms but also an editorial bent that is not sensitised in that direction.

Where there is a need for gender sensitisation across the board, there is also the need for conversations around racial and gender sensitivity within editorial decision-making and during the commissioning process. The solution is not just in increasing recruitment, though necessary and overdue, of racialised women but also in equipping future editors, copyeditors, reporters, commissioning editors and all other newsroom staff in gender and race sensitisation. While the intersection of gender and race sensitisation needs to be adopted across existing newsrooms, J schools can provide the necessary insurance that a future generation of newsrooms leaders come already equipped with that knowledge. This article aims to address why this is necessary and suggests ideas as to how to begin its implementation.

HERStory: On disinclusion of racialised women in the conversation about gender rights.

About a year ago, Brent Staples of the New York Times published an editorial with the headline 'How the Suffrage Movement Betrayed Black Women.' The piece, which became a part of his Pulitzer-winning portfolio this year, naturally divided but resonated with many as they realized that echoes of this betrayal continue today. In the article, Staples refers to the Suffrage movement's hero Elizabeth Stanton (1915-2002) as

'a classic liberal racist who embraced fairness in the abstract while publicly enunciating bigoted views of

African-American men, whom she characterized as "Sambos" and incipient rapists in the period just after the war. The suffrage struggle itself took on a similar flavor, acquiescing to white supremacy — and selling out the interests of African-American women — when it became politically expedient to do so.' (Staples, 2018)

This Otherization (Taylor 2009) of black women in pre-civil rights United States by white women in the era before the women's movement, continues to be felt by minority women living in white western societies today. The narrative of the "coloured" man as aggressive, predatory and rapist has echoes all over the western world even today. This was seen on a large scale in recent times after the New Year's Eve incident at the Cologne Cathedral (2015-16). After this, an alleged mass racial profiling of men of seemingly North African appearance took place, an event that was denied by the Cologne Police (Schmidt and Said-Moorhouse, 2017). German feminist Alice Schwarzer came under fire for saying that this behaviour was 'expected.' This demonizing of Muslim men, and branding them as rapists, informs the perception around Muslim women as oppressed, controlled, conservative and the Other (Considine, 2017, 165-183; Tosuner, date unknown). In the United States and Spain, in the wake of mass Latin American immigration, the stereotype of the jealous, possessive and impulsive Latino prevails (Klein, 2008). This systemic labelling of non-white men as rapists and machos causes the systemic labelling of non-white women as oppressed, controlled and in need of being saved (Tosuner, date unknown).

Women of colour are seen as inherently different from their white women counterparts, as possessions of male members of their community, operating in relation to, as opposed to against, global patriarchy, and more particularly, patriarchy in their own communities. In that sense, women of colour, unlike white women, are often cast as helpless to the patriarchy in their society and without the ability to change it. This casts them as inferior to white women and lower down in the hierarchy of gendered suffering and higher up in the hierarchy of oppression. Oftentimes, it is expected that racialised women be more tolerant of sexual misdemeanours because of a widespread and often unsubstantiated assumption of early indoctrination in their own communities (Buchanan and West, 2009). Hence, perceived as the more oppressed, women of colour take second place in the struggle for workplace equity to their white counterparts (Gender Pay Gap Statistics for 2020). Women of colour are hence, expected to be grateful, and uncomplaining, recipients of work assigned to them in western workplaces, rather than capable, skilled individuals hired for their qualifications rather than their ethnic background. They also end up bearing more office 'housework' than their white colleagues bear. (Williams and Multhaup, 2018) and are expected to be less vocal about workplace biases than their white western counterparts. This puts skilled women of colour, despite being backed up by their diplomas, at a disadvantage as they continue to be perceived as objects of their communities and not independent freethinking and free-acting individuals capable of performing tasks related to the modern workforce.

These issues can only be rightfully addressed at the formative stage. In the case of potential journalists, this is at the journalism school stage where, along with other biases, this bias against racialised women can also be addressed. Methods used could be, but are certainly not limited to, statistical analysis, research both on the field and through the existing work of researchers and also through enhancing journalism school recruitment of diverse women. Courses on gender and race in journalism must be incorporated into the core journalism curriculum and offered to journalism students at both mandatory beginner levels and as elective advanced classes.

Women of colour working in media: Some stereotypes and assumptions

As workplaces scramble to improve diversity, recruiting officers focus on expanding their HR to women and minorities. The focus is less on incorporating women who belong to communities in the minority, instead improving their ratios of women AND minorities (Tulshyan, 2019). In most cases, in improving diversity quotas, they incorporate just white women. The intersection of race and gender is rarely spoken of when discussing greater inclusion in workplaces. Studies done in the US in 2018 reveal that women of colour in print media amounts to 7.95 percent, 6.2 percent in local radio and 12.6 percent in local television. In an industry where women run at only 32 percent, the situation for women of colour is even lower. In the UK, a 2016 study conducted by City University, revealed journalism to be 94 percent white and 54 percent male. Moreover, where included, women of colour are often marginalized. (Thurman et al., 2016, 8-13; Williams, 2016) Colleagues across Europe and North America will speak of exclusion from certain topics (Interna-

tional Journalism Festival, 2018). Yasmin Alibhai-Brown, a renowned UK-based journalist and popular race commentator said, during an email interview I conducted for the study, which editors assumed she would

'... always do "ethnic" stories. That I knew nothing about western culture or politics in spite of being raised in the colonies and educated about and, some of the time, in the west, at Oxford no less. At that time, there were few brown faces there. I had a row with one section editor when I offered to interview a British author- McEwan- a writer I love. And she refused saying "we need a literature person". I have two degrees in English literature. It never happened. Politics was the same until I kicked up and was 'allowed' to go to political events and write on them.'

Other colleagues reported that they were discouraged from pursuing topics of their choice and, conversely, persuaded to pursue stories that pertain to their gender and ethnic minority, writing personal, as opposed to reported, essays. Furthermore they were asked to report on 'soft issues,' act as an 'authentic voice' to explain the issues of their perceived 'homeland', assumed to be working from a bias and considered unable to objectively report on issues that do not have anything to do with their perceived background (Hussen, 2019). Meanwhile, white women reporters are not expected only to report only on their specific community although, of course, dealing with other kinds of stereotypes and having their abilities and competence negated and questioned. (Irvin, 2013).

In a report on PRI's The World, journalists of colour explore the perception of bias. In the report, Maria Hijosa of Latino USA says, 'As journalists we never want to be part of the story.'... Yet 'as journalists of colour, we are part of the story.' (Shenoy, 2016). For women-identifying journalists of colour, racialised and stereotyped as objects of their story and not in control of it, the situation is even worse. In addition, not much research is done on that intersection of race and gender, where women of colour serve as 'authentic voices' to further existing narratives about their community that form part of the Western Imagination rather than as actual narrators, and controllers, of their own stories.

Cigdem Toprak, a German woman journalist who self-identifies as the granddaughter of guest workers from Anatolia and who I also interviewed for this article, said, 'I do not like to be the 'voice' of Turkish women, as a woman, as a migrant, as a German with migration background.' In the email she also wrote,

'I also want to write about topics that are on a bigger scale, to interpret things, to observe them closely and to give my opinion or to evaluate things from my professional (not personal) perspective.'

On the subject of being differentiated from white colleagues, she wrote:

'I had the impression that I am treated like someone who is rather a voice than a thinker with competence for this job. A voice of Turkish migrants, voice of young female German with Turkish background and so on. But I have to be honest. This also opened a door for me. Because I could give first-hand insights as a journalist. It took long (almost 10 years) to convince my colleagues and editors that I write as a professional based on competence rather than on identity. But I am not sure if this is a normal process of establishing yourself in journalism, especially in times in which the market is so bad, the competition is so high and in Germany, where young journalists are seen as not competent enough to write on big topics.'

Often when it comes to actual on-ground reporting and traveling to conflict zones, white men get the assignments, even if women and minority journalists express the inclination and display the qualifications for it. Women, white and non-white, have traditionally been excluded from the field, but journalists that are women of colour are deemed particularly incapable of the task, even if they possess the interest, languages and knowledge of a particular geo-political region. They are used instead, generally, for reasserting narratives that already exist in the media and as explainers for what is assumed to be their experience. In that sense, women journalists of colour are expected to know only about their assumed region and background but only to the extent of writing personal essays, while the hard news and actual reporting is left mostly to white men. Newsroom expectations of working only on beats that are informed by their culture, religion, nationality or ethnicity is not necessarily a difficulty experienced by white women journalists.

As a reporter living in Berlin, I reported on the status of women in German workplaces. I often experienced that my reporting and analysis was met with the question of why I was not working to help the oppressed women in my own country. In a women journalists' support group, I often overheard my colleagues speak about how German workplaces were terrible 'EVEN for a Pakistani woman.' Another editor told me she did not need my 'Outsider perspective,' on German issues but would welcome stories from Pakistan, especially of the personal kind. German journalism is particularly opposed to what they call the 'Ich Geschichte,' translated as the 'I, Story,' or personal essay, but when it came to my work from Pakistan, a country that is neither intellectually, academically nor journalistically interesting to me, they insisted I work with the personal pronoun. Often, they wanted to attach a photograph with my pieces, an honour not bestowed

on my other colleagues. While colleagues of colour were fewer and further between in Germany and not many shared my expat status but were Germans themselves, I recently read a piece by Berlin-based Iranian academic, Sadaf Javdani that resonated with my experience.

The opening of her *Guardian* piece read as follows, 'If you decide to stay in Europe and enjoy your freedom here instead of going back, nothing will change. So why don't you consider going back to your country?' These were not the racist remarks of a stranger or acquaintance, but an anthropology program director at a German university whom I was meeting to discuss my postdoctoral proposal. I wanted to research material and sensory perceptions of home, in a way that was unrelated to immigration or asylum.

'Instead of working on your current topic,' the professor continued, 'why don't you base your research on why Iranians remain in Germany in search of freedom and safety? Some 50 years ago, our women fought for their rights – and if we had escaped our country then, like you did, we wouldn't be here right now.'' (Sadaf Javdani, 2019)

Saoussen Ben Cheikh, a London-based project manager at the media development organization, Internews, is French of North African origins. She moved a few years ago to London because, despite her qualifications, she found it hard to be employed in France. When I asked her to connect me to other French journalists of colour, she said she did not know anyone and, she said, 'that was telling.' As part of a set of emailed questions, she wrote:

'It occurs I am passionate about the Middle East and North Africa region and I report, research and work on Human rights issues/media. I like international affairs in general and follow all the news. But probably because I know the region so well, language, history and culture, I feel being more useful there than in other parts of the world. But sometimes I felt that my 'white' colleagues did not trust my judgement and analysis because I am from the region. They thought I must be biased. Instead of valuing this unique insight and expertise I am able to bring, they side-lined me when taking decisions. This is discrediting the professionalism and integrity of the staff and is unfair as it applies only to minorities. If journalists can't report on the regions they are originally from or have personal connection, we should apply it to all. So, for example, British journalists should not be able to report on Brexit, American journalists on all the wars they have caused in the world etc. […] So, we are patronized and always a bit suspected to be with the 'others' (whoever the group they associate us with) when it fits their interests. We have to show we work better and are the good guys.'

Colleagues reported that the same standards did not apply to their white women colleagues. While they suffered from other prejudices and were often sidelined when it came to the most prestigious reporting jobs, the ones that won prizes and accolades, they were not told not to report on a region. While living in Pakistan, I have met countless white women, from the US and all over Europe, who report on issues about Pakistani women. Oftentimes, they do not speak the language and have not researched the culture. In contrast, women journalists that have an affiliation to those communities are often not given those jobs. I am often asked about women in Pakistan in radios and talk shows, despite repeatedly refusing such requests because I have not worked on those issues but nevertheless, on occasion I have caved, just so I can nuance the one-sided and under-nuanced picture presented by reporters from the west, often male and white. On those occasions, I have often been labelled dishonest. This editorial and journalistic gaslighting and denial of one's perspective is something that Dr Minelle Mahtani, mixed race scholar and journalist and senior advisor to the Provost for Racialised Faculty at the University of British Columbia, iterated in her email to me.

'I was stuck in an interesting and complicit double bind as a young mixed-race woman. They wanted women who could represent their so-called commitment to equity and diversity, which meant racialisation. They wanted people who looked a little different. But they did not want journalists who had a different point of view than the status quo. When I diverged from their message, I was met with quizzical looks at best and pernicious results at worst.'

Ben Cheikh had similar thoughts about having a different perspective and getting invalidated for it. She wrote:

'Maybe sometimes people assume, when you are a woman from a minority, that you are more conservative than the 'white' women. It is often from good faith; they don't want to take the risk to offend or hurt your feelings. So, there are certain codes they would not use with you. Or they patronize you when you bring another perspective.'

At the International Journalism Festival in 2018, held annually in Perugia, Italy, Yasmin Alibhai-Brown, Minelle Mahtani, Cigdem Toprak and I were on one of two women-only panels and the only panel that was composed of racialised women only. . Predictably, the topic we spoke about was on women of colour in white newsrooms. Our focus during that panel was the way each of us, of different ethnic, socio-economic

and even educational backgrounds had to scramble to tell the stories we wanted to tell. The panel was aptly titled HERStory and contributes to some of the only data available on this phenomenon. (International Journalism Festival, 2018)

Sisterhood? Ally? The well-intentioned betrayal of the white woman.

There is a widespread assumption that white women are the normative and all women experience discrimination according to that normative (Deliovsky, 2008). Meanwhile, in misestimating their own tendencies to discriminate, based on colour, ethnicity, religion and other differentials, white women colleagues can sometimes subject their non-white female colleagues to oppression. (Center for Gender in Organizations, 2008; Cargle, 2018). Additionally, in the hierarchy of suppression white women colleagues can often behave in a paternalistic manner (Reid, 2019). I have often been subject to ignorant and offhand remarks about my assumed status as a Pakistani, Muslim woman (Yousuf, 2012). I have often been compelled to refute the assumption that I am not possibly as advanced in my understanding of women's rights as my white counterparts.

Of course, the support of white women is essential in the struggle for rights for women of colour in newsrooms all over the US and Europe, because the struggle has similar overtones and is defined by many of the same tropes. While race is the intersecting overtone that white women are not subject to, there is much to understand there.

Mahtani, whose scholarly work has fundamentally been about race and gender and the intersection of these, particularly in the media, emailed the following:

> 'There's a culture of what I call the grammar of good intentions among white senior management. A lot of senior level journalists who hold management positions are convinced they are objective, open-minded and liberal - in the worst sense of that word. What they don't have is an analytic towards understanding systemic oppression. The focus on individual experiences, and supporting their one woman of colour, or their one disabled journalist, means they don't see how their actions are focused on singular, personal experiences rather than addressing systemic patterns of discrimination. We will only see change when they commit to systemic responses to racism, sexism, ableism and ongoing forms of oppression.' (Dr Minelle Mahtani, over email)

She writes further about her fraught experience in the newsroom where the majority of the staff were white women:

> I was young and intrepid, so I knew how to navigate senior white women to make it – give them whatever they wanted, be on time, be precise, careful and turn out my best work. But there was still an assumption I was stupid, or didn't have the chops to do the job. I also noticed that if I had a different perspective from them, I would have to be very careful about when to voice that, if at all. I was also patronized. I remember one painful moment when a senior white woman producer sat me down when we were working on a story about a playwright, and she said to me, "Please remember that playwright is spelled w-r-i-g-h-t" as if I couldn't spell or as if I didn't know the difference between 'wright' and 'right'. The assumption before I even make a mistake about my lack of knowledge was astounding and upsetting to me.'

She adds that white women have been the biggest benefactors of employment equity for many years. 'They are the ones who have benefitted. Not women of colour. And because of white benevolence and white femininity, the relationship is even more fraught.'

Many colleagues who were women of colour, who I spoke to extensively about the topic, had the impression that, despite their qualifications and experiences, they were not considered qualified enough. In some cases, like Yasmin Alibhai-Brown when she wanted to interview Ian McEwan, no amount of convincing and 'proving your own chops' helped. I wanted to report on the opera and was repeatedly told, 'anyone could do that.' I understand now that this means a white person and, probably a white man, is more suitable. The problem within the system is that a racialised woman cannot be that 'anyone,' and pursue stories of her own interest. Equality, however, means that anyone should be able to be that anyone, not least a white man or woman. Minelle Mahtani, echoes this in her email.

> 'Initially, I assumed it was my lack of journalism experience. And then I realized I was gaslighting myself. I was working on a PhD and had published in The Toronto Star. I had the requisite credentials. But many around me - including my peers - felt that I didn't deserve my job. At one point, I was threatened verbally in the cafeteria where I worked. I was told, you don't deserve your job. That was very painful and shocking.'

I often experienced the pain of being labelled a 'privileged' Pakistani woman, a moniker that is an attempt

to explain anyone who challenges the common stereotype of a suppressed South Asian woman and a Muslim one at that. At least that has been my experience of it, and I noticed it often came from those colleagues who did not ask questions and relied on assumptions. I met many other women colleagues who tried to be the best allies they could and one such set of women was a group of journalists that were asking for a 40 percent quota for women in the newsroom. I was their keynote speaker at the inauguration of their launch in 2012 and I spent the evening listening to pained conversations about being sexually harassed, not promoted and discriminated against by their male colleagues. This was an evening of great camaraderie when we realized that our experiences as women journalists of different backgrounds had so much in common.

While I often felt cast as an outsider, a colleague from Pakistan, as opposed to an expat colleague who lived in Berlin, I felt that their support was real, and their language came from not having understood my position. At the time, however, I was tired of the comments coming from other, unsupportive female colleagues, one of whom suggested that my complaints about sexual harassment had come from my 'conservative upbringing.' In Germany, she said, men and women mingle freely. In that patronizing tone, she forgot that I had lived in several western cities, and assumed that her version of the gendered Pakistani experience might not be true for me. In this sense, she did what I spoke about earlier in the article. She assumed something about the men I have had the opportunity to interact with, imagined me incapable of fighting against the patriarchy of the culture I grew up in and reduced my experiences to what she ASSUMED was true, as opposed to what she (as a colleague who knew my background and thought-process over numerous conversations) KNEW to be true.

Conclusion

 Human Resource (HR) departments will benefit from immigration that is resulting from enhanced policies for "qualified", usually university-educated migrants in the West. Increased geographical mobility and technology has facilitated young people moving away from their homelands and families. This socio-cultural change can be tapped into by HR in Western newsroom by beginning to actively prioritise recruitment across national and cultural borders. This could allow for a more diverse newsroom HR and, in turn, attract more people globally to seek out employment in western newsrooms. These newsrooms will then have a chance to benefit from a wide range of skills and perspectives brought in by the diverse recruitment. This is not only needed to nurture an intelligent, sensitive and responsible global media but also needed in this globalising world, where digital platforms allow news consumers to access media from everywhere. That way journalism will truly become a borderless profession.

Additionally, HR policies must be compliant to include the specific needs of women of colour. In that regard, there is a need for platforms that sensitise both white women and men on the challenges and needs of, specifically, women of colour in predominantly white workspaces. Starting these programmes at Journalism school, as students prepare themselves for lives as journalists and editors, is most beneficial and comes with the added insurance of a new generation of journalism professionals come into their careers equipped with the skill and sensitivity towards their women colleagues of colour. Some suggestions are listed below.

Suggestions for Journalism Schools and other journalism programmes

As these experiences are mainly harvested from women journalists of colour working in some large countries in the Global West, the recommendations below are especially tailored for institutions in these countries. However, they are worth considering elsewhere, too. Universities educating journalists might ameliorate the situation by considering the following suggestions:

- Courses devoted to a greater awareness and understanding of the racialised gendered experience are imperative in this climate. These courses should be designed at beginner, intermediate and advanced levels, with the beginning level mandatory for journalism students.

- Journalism schools must enhance their recruitment efforts and policies towards admitting more students who identify as women of colour. This means enhancing international recruitment for women students and recruiting within their own countries and regions for racialised women students. The distinction must be made and the journalism schools must ensure that administration is sensitive to

the needs of these students, including their self-identification and commit to being vigilant about the differences within each group.

- Racial-Gender sensitivity should be practiced across courses, whether pertaining to journalistic ethics, history, business or other core courses and used as an analytical tool across the fields that compose a journalism programme.

- Classrooms can be used as safe spaces for discussions and a way to lay students' cards on the table and ask questions that they may not feel are appropriate outside.

- Guest speakers who are racialised women journalists and researchers and writers who have worked on white fragility, race, gender, stereotyping etc., should be included as part of the curriculum.

- Courses should have a healthy division between statistical analysis, field research and discussion.

- Students should be encouraged to confront their own biases rather than shamed for them.

- Essential reading lists should include books about race, both works of nonfiction and research.

- Cross-curricular collaborations from a racial-gendered perspective should be encouraged.

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Books

The books pages are edited by Tor Clark. If you have a book you would like to review or have come across a new book we should know about please get in touch. Also if you have recently had a book published and would like to see it reviewed or promoted, please contact Tor on tor.clark@leicester.ac.uk or ajejournal@gmail.com

New and forthcoming books

Look out for the latest books from these AJE members and others. If you have written a book due for publication in 2021 contact *Journalism Education* on ajejournal@gmail.com and tell is about it and we'll give a call out in the next issue.

In the shops...

Someone who has refused to allow lockdown to slow his output is John Mair and his innovative style of quickfire books about issues of public importance involving the media and public policy. No fewer than six books edited by him have been published this year and doubtless there will be more to come in the new year.

He has concentrated on two themes - the BBC and the threats to its existence and the Covid-19 pandemic and its threat to our existence. The BBC books start with *Is the BBC in Peril? Does it Deserve to Be?* followed by *Is the BBC still in Peril? Advice to the New Director General* and culminates this year's examination with *The BBC, a Winter of Discontent?* The pandemic is also tackled in three books: *The Virus and the Media, Pandemic: Where Did We Go Wrong?* and *Pandemic: Where Are We Still Going Wrong?* All six books are published by Bitesized Publications in their Public Affairs books series.

The format is similar in all the books, short snappy chapters analysising specific issues identified by the book title written by a range of experts and commentators. Between them there are enough professors to start a university and representatives of the staffs of most national newspaper and broadcast newsrooms.

This crossover of journalism and academic publishing is fast and furious and risks being overtaken by events before the ink is fully dry. Unlike journtalism there's limited opportunity to revisit the

subject, certainly not for a few months but nor does it have the marathon steadiness of an academic publication.

However the range and depth of the authors makes up for this and these are certainly books to recommend to students to encourage their own journalism and to show that it is possible to produce sound analysis in joudt a couple of thousand words.

Gender and Sexuality in the European Media: Exploring Different Contexts Though Conceptualisations of Age

Sara De Vuyst, Despina Chronaki, Sergio Villanueva Baselga and Cosimo Marco Scarcelli. Publishers: Routledge; Pages: 248; Kindle edtn £25.19

This edited collection brings together original empirical and theoretical insights into the complex set of relations which exist between age, gender, sexualities and the media in Europe.

This book investigates how engagements with media reflect people's constructions and understandings of gender in society, as well as articulations of age in relation to gender and sexuality; the ways in which negotiations of gender and sexuality inform people's practices with media, and not least how mediated representations may reinforce or challenge social hierarchies based in differences of gender, sexual orientation and age. In doing so, it showcases new and innovative research at the forefront of media and communication practice and theory. Including contributions from both established and early career scholars across Europe, it engages with a wide range of hotly debated topics within the context of gender, sexuality and the media, informing academic, public and policy agendas.

This collection will be of interest to students and researchers in gender studies, media studies, film and television, cultural studies, sexuality, ageing, sociology, and education.

The book covers:

Part I: Young people, sexuality and gender performance: Texts and audiences: Chapter 1. Feminist YouTubers in Spain: A public space for building resistance - Iolanda Tortajada, Núria Araüna, Cilia Willem; Chapter 2. Un/fit for young viewers: LGBT+ representation in Flemish and Irish children's television - Florian Vanlee & Páraic Kerrigan; Chapter 3. Breaking the silence. Young people, sex information and the internet in Italy and Portugal - Daniel Cardoso & Cosimo Marco Scarcelli; Chapter 4. Covid-19 pandemic and discourses of anxiety about childhood sexuality in digital spaces - Despina Chronaki.

Part II: Adults, Sexuality, Gender and the media in research perspective: Chapter 5. HIV-related stigma in the European cinema: conflictive representations of a cultural trauma - Sergio Villanueva Baselga;, Chapter 6. Sex Toys, Heteronormativity and Age - Paul G. Nixon & Anja Selmer; Chapter 7. Fuelling hate: Hate
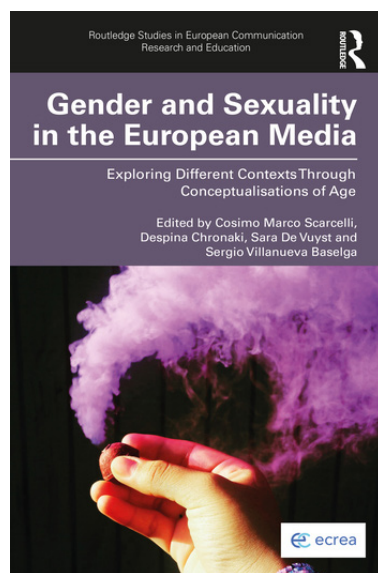
speech towards women in online news websites in Albania - Emiljano Kaziaj; Chapter 8. "Tell Me How Old I Am": Cinema, Pedagogy, Adults and Underage Trans Folks - Magalí Daniela Pérez Riedel & Pablo Ariel Scharagrodsky.

Part III: Elderly have a voice (?): Sexuality, Gender and the media across texts and audiences: Chapter 9. The invisible aged femininities in popular culture: representational strategies deconstructed - Sophie van Bauwel; Chapter 10. Old dirty pops and young hot chicks': Age differences in pornographic fantasies - Susanna Paasonen; Chapter 11. Hustling and Ageism in the Films *Eastern Boys* and *Brüder der Nacht*, Antonio A. Caballero-Gálvez & María Porras-Sánchez; Chapter 12. Ageing women on screen: disgust, disdain and the Time's Up pushback - Karen Ross; Chapter 13. No Country for Old Men? Representation of Aging Body in Contemporary Pornography - Federico Zecca.


Invisible Women: Exposing Data Bias in a World Designed for Men

Caroline Criado Perez Publishers Vintage; Paperback : 432 pages; ISBN-10 : 1784706280; ISBN-13 : 978-1784706289 £8.19

Discover the shocking gender bias that affects our everyday lives Imagine a world where your phone is too big for your hand, where your doctor prescribes a drug that is wrong for your body, where in a car accident you are 47% more likely to be seriously injured, where every week the countless hours of work you do are not recognised or valued.

If any of this sounds familiar, chances are that you're a woman. Invisible Women shows us how, in a world largely built for and by men, we are systematically ignoring half the population. It exposes the gender data gap – a gap in our knowledge that is at the root of perpetual, systemic discrimination against women, and that has created a pervasive but invisible bias with a profound effect on women's lives. From government policy and medical research, to technology, workplaces, urban planning and the media, Invisible Women reveals the biased data that excludes women. Caroline Criado Perez brings together for the first time an impressive range of case studies, stories and new research from across the world that illustrate the hidden ways in which women are forgotten, and the impact this has on their health and well-being. In making the case for change, this powerful and provocative book will make you see the world anew. 'HELL YES. This is one of those books that has the potential to change things – a monumental piece of research' Caitlin Moran

About the Author: Caroline Criado Perez is a writer, broadcaster and award-winning feminist campaigner. Her most notable campaigns have included co-founding The Women's Room, getting a woman on Bank of England banknotes, forcing Twitter to revise its procedures for dealing with abuse and successfully campaigning for a statue of suffragist Millicent Fawcett to be erected in Parliament Square.
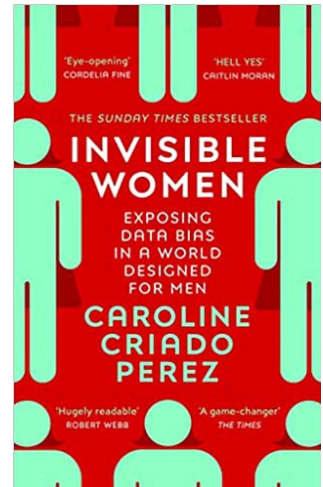
Journalism: Why It Matters

Michael Schudson: Publisher : Polity; Paperback : 120 pages; ISBN-10 : 1509538550; ISBN-13 : 978-1509538553; £8.58

Despite the criticisms that have been leveled at news organizations in recent years and the many difficulties they face, journalism matters. It matters, argues Schudson, because it orients people daily in the complex and changing worlds in which they live. It matters because

it offers a fact-centered, documented approach to pertinent public issues.

It matters because it keeps watch on the powerful, especially those in government, and can press upon them unpleasant truths to which they must respond. Corruption is stemmed, unwise initiatives stopped, public danger averted because of what journalists do.

This book challenges journalists to think hard about what they really do. It challenges skeptical news audiences to be mindful not only of media bias but also of their own biases and how these can distort their perception. And it holds out hope that journalism will be for years to come a path for ambitious, curious young people who love words or pictures or numbers and want to use them to improve the public conversation in familiar ways or in ways yet to be imagined.

Michael S. Schudson is professor of journalism in the graduate school of journalism of Columbia University and adjunct professor in the department of sociology. He is professor emeritus at the University of California, San Diego. He is an expert in the fields such as journalism history, media sociology, political communication, and public culture.
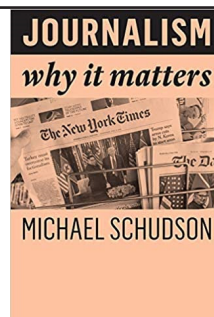
Slanted: How the News Media Taught Us to Love Censorship and Hate Journalism

Sharyl Attkisson. Publisher: Harper; Hardcover : 320 pages; ISBN-10 : 0062974696; ISBN-13 : 978-0062974693; £16.00 Kindle Edtn: £10.9

New York Times bestselling author Sharyl Attkisson takes on the media's misreporting on Black Lives Matter, coronavirus, Joe Biden, Silicon Valley censorship, and more.

When the facts don't fit their Narrative, the media abandons the facts, not the Narrative. Virtually every piece of information you get through the media has been massaged, shaped, curated, and manipulated before it reaches you. Some of it is censored entirely. The news can no longer be counted on to reflect all the facts. Instead of telling us what happened yesterday, they tell us what's new in the prepackaged soap opera they've been calling the news.

For the past four years, five-time Emmy Award–winning investigative journalist and New York Times bestselling author Sharyl Attkisson has been collecting and dissecting alarming incidents tracing the shocking devolution of what used to be the most respected news organizations on the planet. For the first time, top news executives and reporters representing every major US television news outlet—from ABC, CBS, NBC, and CNN to FOX and MSNBC—speak frankly, confiding in Attkisson about the death of the news as they once knew it. Their concern transcends partisan divides.

Most frightening of all, a broad campaign in the media has convinced many Americans not only to accept but to demand censorship over journalism. It is a stroke of genius on the part of those seeking to influence public opinion: undermine public confidence in the news, then insist upon "curating" information and divining the "truth." The thinking is done for you. They'll decide which pesky facts shouldn't cross your desk by declaring them false, irrelevant, debunked, unsafe, or out-of-bounds.

She claims the media, in the US at least, have reached a state of utter absurdity, where journalism schools teach students that their own, personal truth or chosen narratives matter more than reality. In Slanted, Attkisson digs into the language of propagandists, the persistence of false media narratives, the driving forces behind today's dangerous blend of facts and opinion, the abandonment of journalism ethics, and the new, Orwellian definition of what it means to report the news.

Book Reviews
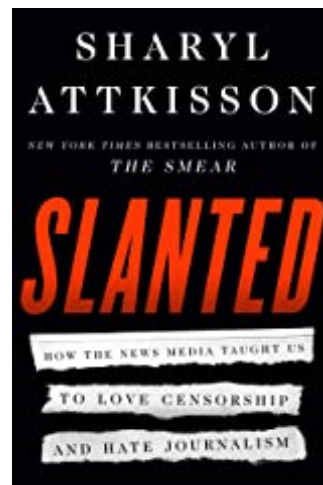
For your university library...

Handbook of Research on Discrimination, Gender Disparity, and Safety Risks in Journalism (Advances in Linguistics and Communication Studies)

Sadia Jamil, Bans Çoban, Bora Ataman, Gifty Appiah-Adjei. Publisher: Business Science Reference; Hardcover : 470 pages; ISBN-13: 978-1799866862; ISBN-10: 1799866866; £241.00

Today, a variety of gender-based threats and discrimination continue to characterize journalism. Both male and female journalists are prone to online and offline threats, casual stereotypes in their routine work, and discrimination (especially in terms of job opportunities, promotion, and pay-scale). Working in a safe and non-discriminatory environment is the right of all journalists, regardless of their gender.

The Handbook of Research on Discrimination, Gender Disparity, and Safety Risks in Journalism is a critical reference book that highlights equal rights in journalism to ensure the safety of women and men. The book investigates the level and nature of threats, both online and offline, faced by journalists as well as gender discrimination in journalism. Best practices and examples that can promote a safe working environment and gender equality in journalism are also presented. Highlighting important themes such as online harassment, sexism, and gender-based violence, this book is ideal for journalists, reporters, media organizations, professionals, researchers, academicians, and students working or studying in the fields of journalism, media and communications, human rights, and women's studies.
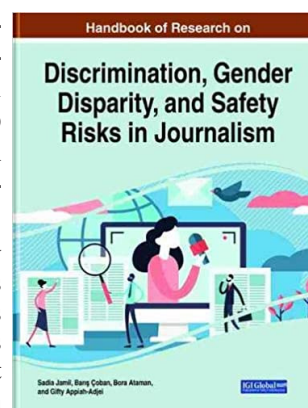
News Coverage of Global Disasters: Journalism's Power to Aid Healing and Recovery

Michael McCluskey. Publisher : Lexington Books; Hardcover : 248 pages; ISBN-10: 1793625344; ISBN-13 : 978-1793625342; £77.00

News Coverage of Global Disasters: Journalism's Power to Aid Healing and Recovery addresses an underexplored aspect of news, arguing that journalism helps people heal and recover in the aftermath of significant traumas.

This comparative analysis draws from local and international news in eight countries around the world that suffered a natural disaster in 2018. This book evaluates ten news themes that aid healing, coping, hope and recovery during and after a natural disaster. Analysis shows that these ten characteristics are a common element within news, transcending national
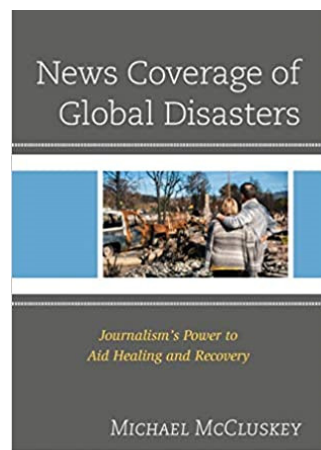
borders. McCluskey brings together contemporary theories of news choice and practice with examination of the journalistic culture within each country. Michael McCluskey is professor in the department of communication at the University of Tennessee, Chattanooga.

Foreign Aid and Journalism in the Global South: A Mouthpiece for Truth

Jairo Lugo-Ocando. Lexington Books; Hardcover : 214 pages; ISBN-10 : 1498583350; ISBN-13 : 978-1498583350; £81

Foreign Aid and Journalism in the Global South: A Mouthpiece for Truth examines the way in which foreign aid has shaped professional ideologies of journalism as part of systematic and orchestrated efforts since the beginning of the twentieth century to shape journalism as a political institution of the Global South.

Foreign aid pushed for cultural convergence around a set of ideologies as a way of exporting ideology and expanding markets, reflecting the market society along with the expansion of U.S. power and culture across the globe. Jairo Lugo-Ocando argues that these policies were not confined to the Cold War and were not a purely modern phenomenon; today's journalism grammar was not invented in one place and spread to the rest, but was instead a forced colonial and post-colonial nation-building exercise that reflected both imposition and contestation to these attempts. As a result, Lugo-Ocando claims, journalism grammar and ideology differ between societies in the Global South, regardless of claims of universality. Scholars of journalism, international relations, Latin American Studies, and history will find this book particularly useful.

Jairo Lugo-Ocando is director of executive and graduate education and professor in residence at Northwestern University in Qatar.
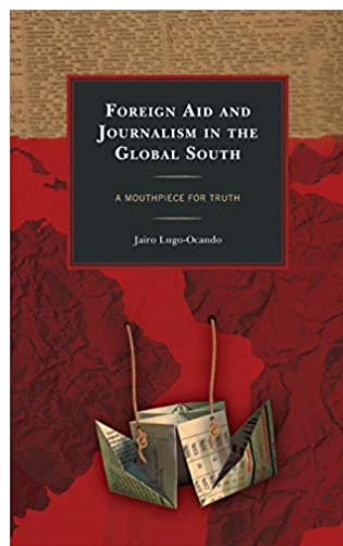
And finally… something a little lighter for your Christmas stocking

Scoop: A Life In Fleet Street

Terry Pattinson; Publisher: Independently published; Paperback: 297 pages; ISBN-13 : 979-8683707859; £9.99

Journalists live for exclusive stories, or 'scoops' as they are better known. Terry Pattinson is one of those reporters from the 'golden era' of Fleet Street.

Former Daily Mirror editor Mike Molloy called him a 'great story finder.' He was an industrial correspondent for 21 years – the final seven as Daily Mirror Industrial Editor. He was Reporter of the Year in the 1990 British Press Awards for his coverage of what became known as The Arthur Scargill Affair. He also won the London Press Club's Scoop of the Year.

Former Labour Cabinet Minister Alan Johnson described Terry as a 'Fleet Street legend' while former Labour MP Fiona Mactaggart said, 'Terry was my favourite journalist.'

Terry's coverage of the Russian spacecraft taking photographs of the moon's surface led to a world exclusive for the Daily Express. One rival newspaper called it 'The Scoop of the Century.'

He was on the inside track of many major news events and relates hilarious background material. Mirror Publisher Robert Maxwell admitted to Terry that he was wanted for war crimes and was an 'agent of influence' for Israel.
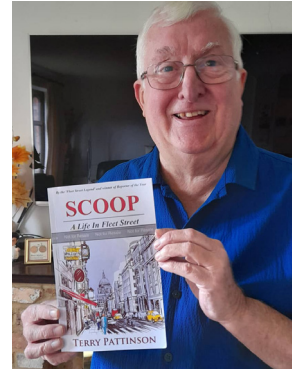
True Crime Chronicles: Serial Killers, Outlaws, And Justice ... Real Crime Stories From The 1800s

Mike Rothmiller. Publisher Wildblue Press; Paperback: 304 pages; ISBN-10 : 1952225426; ISBN-13 : 978-1952225420; £13.99

What do Jack the Ripper, Jesse James, The Texas Servant Girl Annihilator, Butch Cassidy and the Sundance Kid, and Jack the Kisser have in common?

They were all subjects of true crime newspaper reporting in the 1800s. And now these stories and that of many others are brought together in their original form in a two-volume set: TRUE CRIME CHRONICLES: Serial Killers, Outlaws, and Justice ... Real Crime Stories From The 1800s.

Compiled and commented on by New York Times bestselling author and former detective Mike Rothmiller, these classic works of journalism resurrect astonishing stories about Billy the Kid, Jesse James, the legendary "Jack the Ripper," Lizzie Halliday, Butch Cassidy and the Sundance Kid, The Nebraska Murderer, and many more shocking stories. Follow along as these reporters from another century visit the crime scenes, interview witnesses, and pen the stories of murder, evil, and swift frontier justice.

Sunburn: The unofficial history of the Sun newspaper in 99 headlines

James Felton. Publisher: Sphere; Hardcover: 336 pages; ISBN-10: 0751580783; ISBN-13: 978-0751580785; £10.65

You should buy this book if: a) you dislike the Sun, but have never actually read it to know why and/or b) you're still not sure how we got into this mess.

Using his famed on-the-nose commentary, Twitter legend James Felton has dissected 99 of the most outlandish stories the Sun (for a long time the biggest-selling British newspaper) has run since it became a tabloid in 1969, hoping to answer once and for all whether the press has reflected - or manipulated - the British people over the last 50 years.

Included: joke-riddled and illustrated analyses of the Sun's most infamous stories about celebrities, war, royals, crime, the LGBTQ+ community, migrants, the EU, politics, bacon sandwiches and page 3.

'James Felton makes me laugh like a bellend' Robert Webb; James Felton makes me laugh every day' Marina Hyde; 'James never fails to make me laugh and then think, then laugh some more' Dermot O'Leary.

Style guide

Please provide a title and an abstract and author details together with a 50-70 word biography for each author on a separate sheet to allow for anonymization. This sheet will be separated from the article before being sent to referees so please put the title only at the start of the article.

- Sub-heads should be in bold
- Second order sub-heads should be in bold italic
- Please use single quotation marks (double quotation marks for a quote within a quote)
- Indent long quotes of two lines or more.
- Please do not use the enter button to insert space between paragraphs or headings.
- All illustrations, tables and figures should be sent separately either at the end of the MS Word file or as attached JPGs. Clearly label approximately where they should be placed with fig 1, table 1 etc.

Citations and bibliographic references should be in Harvard style.

Part I: Citations

Place references in your work in the following order: Name, Date: page number(s)

For example,

1. Directly quoting an author

It is sometimes forgotten that 'English is one of the most flexible and expressive languages in the world' (Hicks, 1993, p.1)

He goes on to say, 'In brief, the reigning media consensus has been characterised either as overly liberal or leftist or as conservative, depending on the view of the critic' (McQuail, 1992, pp.255-6).

2. Indirectly quoting an author (where you sum up what is being stated in your own words). This must be grammatically correct, as well as accurate.

E.g.: Hargreaves (2003, p.47) believes that Henry Hetherington's populist journalistic techniques, employed by him in the 1830s, were the basis of tabloid journalism.

3. Referring broadly to ideas you have read in a publication (not to a specific point/quote). You don't need to cite page number in this case. E.g.: Franklin (1997) has highlighted the effects and reasons for so-called dumbing down in the media.

4. If the same person is referred to immediately after a previous citation, you can use ibid.

5. If there are more than two authors, you can use et al.

Part II: Bibliographic References

A list of Bibliographic References is required at the end. Please provide the FULL name of the author (including first name) and provide references in alphabetical order of surname. With an author who has written a number of books and articles that have been cited, list them all separately, with the most recent first (see Manning).

Examples of how to present Bibliographic references for Journalism Education are given below

Bibliographic references

Franklin, Bob (2003) 'A Good Day to Bury Bad News?': Journalists, Sources and the Packaging of Politics in Simon Cottle (Ed.), News, Public Relations Power, London: Sage pp. 45-61

Hall, Stuart, Critcher, Chas, Jefferson Tony, Clarke John, and Roberts, Brian (1978) Policing the Crisis. Mugging, the State and Law and Order. London: Macmillan

Harcup, Tony (2004) in Susan Pape and Sue Featherstone (2006) Feature Writing, London: Sage.

Editorial

The next edition of

Journalism Education

The next edition of *Journalism Education* **is planned for late spring. The editors are hoping it will be a time for a lightening of spirits as the warmer weather creeps in together with a vaccination programme that should make the horrors of the pandemic just a nightmare memory.**

You can join this happier celebration of the return to some normality by submitting your paper or essay to *Journalism Education* for potential publication. This journal was started by the AJE to give members a place to publish their research. The editioral policy is to give a helping hand to new academic authors who are highly experienced authors, but in a different style of writing. We want to publish the best papers and cutting edge research but we believe we have to work closely with less experienced academics to help them get their paper into a publishable form. In order to facilitate that, please don't be afraid to contact the editors to discuss ideas and proposals. We will be happy to advise over what would work, and how to go about it and to make suggestions for improvements in paper proposals.

Academic papers to be submitted to referees

Papers should be between 6,000 and 8,000 words and involve some aspect of journalism education, teaching, research or pedagogy. The pandemic obliged much innovative teaching and new study methods, many of which add to students' experience and are more than a simple necessity during periods of lockdown. These experiences deserve a wider audience. We also welcome papers that have followed your favoured area of research.

Papers should be produced to the style on the previous. Please do not double space or use double paragraph marks. These will need to be removed before publication and is an annoying task when dealing with a number of papers!

Illustrations whether pictures, tables or figures should be sent on a separate sheet either in Word or as JPGs with their position in the article clearly marked. And please, a final plea from a weary editor, check those references!

Essays, comment pieces or criticisms of published work

Journalism Education welcomes essays commenting on, criticising or describing innovative teaching practice, research methods, or scholarly debate on issues of journalism that crop up in your teaching. Debate and discussion is a key method of advancing good practice and is particularly important for an academic field that often welcomes experienced practitioners to become academic practitioners in mid career. Essays can be of any length from 1,000 words upwards. Please follow the style advice above and left.

Book reviews or promotions

Book reviews are always useful in informing us of what has recently been published anf giving careful guidance about why it might be useful. Similarly, if you are due to or have recently had a book published, write to us and tell our readership about it. Publishing a new book is a big deal for any author and its important people know that it is out there and available. Telling us about it will allow us to put it in our new books section, keeping other members up to date with the latest publication.

Guest editing

If you are considering running a conference on some aspect of journalism in the neear future then why not contact us to disucss the possibility of guest editing a future edition with articles from conference speakers?

We welcome guest editions where journalism lecturers and researchers are able to expand on their special interest either by inviting colleagues to produce papers to a particular theme or by organising a conference and inviting colleagues to submit paper ideas.

Guest editors are responsible for identifying potential authors, invoting them to contribute. Finding referees for their papers and then submitting the final version to the *Journalim Education* team. The team will then pull the journal together and send PDFs back to authors and editors for a final check before publishing.

This is an excellent way to spread your academic wings by making contact with authors and referees, assessing papers and deciding what is publishable and steering the research profile of journalism for at least one issue.

Talk to the editors

You can talk to the editors by emailing AJEjournal@gmail.com with your proposals, ideas, or finished papers. We look forward to hearing from you. Book reviews should be sent to Tor.Clark@leicester.ac.uk.

Submission deadline for the next issue is February 19, 2021.

Journalism Education

The Journal of the Association for Journalism Education

The Asssociation for Journalism Education is a subject discipline membership association of journalism schools in higher education institutions in the UK and Ireland.

Volume Nine, number Two. Inside this issue:

ISSN: 2050-3930

A special edition examining gender and the media, guest edited by Elisabeth Eide and Gita Bamezai.

Introduction

Building gender literacy: improving gender perspectives in journalism studies *Elisabeth Eide, Oslo Metropolitan University and Gita Bamezai, Indian Institute of Mass Communication.*

Articles

Learning and teaching gender in the digital age: insights and reflections on the AGEMI project. *Karen Ross, Newcastle University, UK and Claudia Padovani, University of Padova, Italy.*

Combating exclusion: gender issues in journalism education of Nepal. *Samiksha Koirala, Nepal Open University.*

Gender in journalism education: addressing shortfalls in male students' enrolment at a media department in Uganda. *Aisha Sembaty Nakiwala, Makerere University and Florence Namasinga Selnes, independent researcher.*

Dis-included and distorted: the plight of racialised women in both the news and in newsrooms. *Hani Yousuf, South Asian journalist.*

Books for the new year

Recently published or soon to be published books by AJE members and other scholars.