



NEWSPAPER MONITORING GUIDE

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PLANNING & PREPARATION

1. Number of newspapers to code

The number of newspapers you code will depend on the number of newspapers in your country. If there is only one national daily newspaper and a couple of local newspapers, you will code fewer newspapers than a country where there are six national dailies and many local papers.

Look at the listing of GMMP media density bands to see how many newspapers should be monitored in your country.

BAND 6 countries: aim to code at least 8 and not more than 12 newspapers.

BAND 5 countries: aim to code at least 7 and not more than 10 newspapers.

BAND 4 countries: aim to code at least 5 and not more than 8 newspapers.

BAND 3 countries: aim to code at least 3 and not more than 7 newspapers.

BAND 2 countries: aim to code at least 2 and not more than 6 newspapers.

BAND 1 countries: aim to code at least 1 and not more than 4 newspapers.

BAND 0 countries: there is no daily newspaper. Aim to code 1 weekly, bi-weekly or thrice-weekly newspaper.

2. How to select newspapers

Note: Be sure to liaise with your national and/or regional co-ordinator in selecting newspapers.

Select only daily* newspapers that appear in print. Do not include Internet editions of daily newspapers. Do not select non-daily or weekend newspapers, news magazines (e.g. 'This Week', 'Time'), specialist publications (e.g. 'Computer News', 'US News & World Report').

***If you are in a Band 0 country, choose a weekly, bi-weekly or thrice-weekly newspaper published as close as possible to the monitoring day.**

Select national dailies first. Then select regional or local daily newspapers.

Select the most important daily newspapers, for example:

Those that seem to have the largest circulation

Those that have the strongest reputation for news

Select newspapers that reflect diversity and balance. You should aim for a range of newspapers that reflects the diversity of your media system. Consider factors such as:

Ownership: e.g. private, state-controlled.

Political position: e.g. newspapers that support/oppose particular political parties, government.

Target audience: e.g. political/cultural élites, business community, mass market

Appeal: 'quality' and 'popular' newspapers

Language: newspapers in different official languages of your country.

Geography: newspapers from different regions/areas of your country

Note: If necessary seek advice - for example, from experts in media or communication studies - to help you to select the most appropriate newspapers.

3. What to code

Code 12 to 14 stories on the **main news pages** of each newspaper.

Begin with the main news page (usually Page 1). Code all the news stories on this page. Then go to the next major news page.

Code regular news stories only - not editorials, commentaries, letters to the editor.

If a story begins on one page and continues elsewhere, code the entire story.

Some news items consist of a photograph with a headline, caption or short text. Code these just like longer stories.

Do not code:

Editorials, commentaries, letters to the editor.

Story listings. On the front page of some newspapers, you will find a listing of the stories that appear on the inside pages. Do not code these listings.

Cartoons and jokes.

Weather reports (though you should code stories *about* the weather - a flood, heatwave, drought etc - that appear on the main news pages).

Advertising.

Note: If you don't know whether to code something or not, code it, and attach a note to the coding sheets to describe why you were unsure.

What are the main news pages?

Each newspaper is different. It is therefore impossible to give precise instructions on how to select the main news pages. Here are some broad guidelines.

Generally speaking, the main news pages are the pages devoted to national, international and - in some cases - regional news.

Special sections of the newspaper - for instance the sports section, the lifestyle section, the business section - should not be coded. Normally, if a sports story or a business story is considered to be of importance or interest to all readers, it will be placed on the main news pages.

Keep in mind the objective of the project: to monitor gender representation in the most important news of the day. If you find that there are very few women in the most important stories, so be it. You should not 'search' for stories that include women.

4. Practicalities

Work with a partner, if possible, to ensure accurate coding

Print all information clearly on the coding sheets.

Use a dark pencil (not a pen) so that you can correct mistakes and make clear photocopies.

Check each completed coding sheet for errors and omissions.

Keep photocopies of the sheets in case the originals are lost.

5. Before you start coding

For each news story you will need to provide five types of information:

- (I) about the newspaper
- (II) about the story
- (III) about the journalist(s)/reporter(s)
- (IV) about the people in the story
- (V) analysis of the story

In the next section of this Guide, the Newspaper Coding System details all the information required, as well as the range of possible answers. You are asked to choose a number or 'code' that corresponds to your answer, and to enter this code on the Newspaper Coding Sheet.

We suggest that first you read through the Coding System to get a general idea of what is involved. After that you should work through the examples that are given at the end of this Monitoring Guide. They take you step-by-step through two newspaper stories, showing you exactly how to select your codes. You may also find it useful to study the examples in the Television and Radio Monitoring Guides.

After that you should be ready to start coding!

NEWSPAPER CODING SYSTEM

A. BASIC INFORMATION

Enter this information **once** for each newspaper - in the top right-hand corner of the newspaper coding sheet.

Monitor code: This is your own individual code. It will be assigned to you before the Monitoring Day.

Country code: This is the code that identifies your country. It will be allocated before the Monitoring Day.

Name of the newspaper: Be as specific as possible. If the paper has different regional editions, write in the name of the edition you are monitoring - e.g. 'The Hindu - Delhi edition'.

B. STORY

Code this information **once** for each news story - on the first coding line for the story.

1. **Page number** Write in the number of the page on which the story begins. Story appears on first page = 1, Seventh page = 7, etc.

2. **Topic**

We have developed a list of 55 possible topics, which are grouped into broad categories (Politics & Government, Economy etc.). For each of the 55 topics we suggest a number of topics to help you fit the news story into an appropriate topic area. For instance if the story is about poverty, housing, social welfare, or aid to those in need, you will code it 10. But the topics we list are not exhaustive. So if the story is about a related issue - e.g. plans to demolish a shanty town, a relocation scheme for urban slum dwellers - you will also code it 10.

Within each broad category, we include a code for 'other stories'. Please use these codes **only as a last resort**.

Choose **one** topic that best describes how the story is reported. Remember that a single event can be reported in different ways. For example, a story in American news media about the shooting death of Michael Brown, an unarmed black teenager, on Aug. 9, 2014, by Darren Wilson, a white police officer, in Ferguson, Missouri, United States of America.

A news article on the riots that followed the announcement of the grand jury decision not to indict Darren Wilson. Topic = 40 riots, demonstration....

A news article on police officers in armored vehicles firing tear gas on protestors following the grand jury decision announcement Topic = 47 ... state-based violence

Sometimes several topics will be covered within the same story. Choose the one that is given most prominence - e.g. in terms of the amount of time or commentary devoted to it.

Politics and Government

1. Women politicians, women electoral candidates,...
2. Peace, negotiations, treaties...(local, regional, national),
3. Other domestic politics/government (local, regional, national), elections, speeches, the political process ...
4. Global partnerships (international trade and finance systems, e.g. WTO, IMF, World Bank, debt) ...
5. Foreign/international politics, relations with other countries, negotiations, treaties, UN peacekeeping ...
6. National defence, military spending, military training, military parades, internal security ...
7. Other stories on politics and government (specify the topic in 'Comments' section of coding sheet)

Economy

8. Economic policies, strategies, modules, indicators, stock markets,...
9. Economic crisis, state bailouts of companies, company takeovers and mergers ...
10. Poverty, housing, social welfare, aid to those in need ...
11. Women's participation in economic processes (informal work, paid employment, unemployment, unpaid labour)

12. Employment
13. Informal work, street vending, ...
14. Other labour issues, strikes, trade unions, negotiations, other employment and unemployment
15. Rural economy, agriculture, farming practices, agricultural policy, land rights ...
16. Consumer issues, consumer protection, regulation, prices, consumer fraud ...
17. Transport, traffic, roads
18. Other stories on the economy (specify the topic in 'Comments' section of coding sheet)

Science and Health

19. Science, technology, research, funding, discoveries, developments ...
20. Medicine, health, hygiene, safety, disability, medical research, funding (**not** EBOLA or HIV-AIDS)...
21. EBOLA, treatment, response...
22. HIV and AIDS, incidence, policy, treatment, people affected ...
23. Other epidemics, viruses, contagions, Influenza, BSE, SARS ...
24. Birth control, fertility, sterilisation, amniocentesis, termination of pregnancy ...
25. Climate change, global warming
26. Environment, pollution, tourism ...
27. Other stories on science or health (specify the topic in 'Comments' section of coding sheet)

Social and Legal

28. Millennium Development Goals (MDGs), Post 2015 agenda, Sustainable Development Goals
29. Family relations, inter-generational conflict, single parents ...
30. Human rights, women's rights, children's rights, gay & lesbian rights, rights of minorities ..
31. Religion, culture, tradition, controversies, teachings, celebrations, practices ...
32. Migration, refugees, asylum seekers, ethnic conflict, integration, racism, xenophobia ...
33. Other development issues, sustainability,
34. Education, childcare, nursery, university, literacy
35. Women's movement, activism, events, demonstrations, gender equality advocacy ...
36. Changing gender relations, roles and relationships of women and men inside and outside the home ...
37. Family law, family codes, property law, inheritance law and rights ...
38. Legal system, judicial system, legislation (apart from family, property & inheritance law) ...
39. Disaster, accident, famine, flood, plane crash, etc
40. Riots, demonstrations, public disorder, etc
41. Other stories on social or legal issues (specify the topic in 'Comments' section of coding sheet)

Crime and Violence

42. Non-violent crime, bribery, theft, drug-dealing, corruption, (including political corruption/malpractice) ...

43. Violent crime, murder, abduction, kidnapping, assault, drug-related violence ...
44. Gender violence based on culture, family, inter-personal relations, feminicide, harassment, rape, sexual assault, trafficking, FGM...
45. Gender violence perpetuated by the State
46. Child abuse, sexual violence against children, neglect
47. War, civil war, terrorism, state based violence
48. Other stories on crime and violence (specify the topic in 'Comments' section of coding sheet)

Celebrity, Arts and Media, Sports

49. Celebrity news, births, marriages, deaths, obituaries, famous people, royalty ...
50. Arts, entertainment, leisure, cinema, theatre, books, dance ...
51. Media, including new media (computers, internet), portrayal of women and/or men
52. Beauty contests, models, fashion, beauty aids, cosmetic surgery ...
53. Sports, events, players, facilities, training, policies, funding ...
54. Other stories on celebrities, arts, media (specify the topic in 'Comments' section of coding sheet)

Other

55. Use only as a last resort and **explain**

3. Scope of story

Code the widest geographical scope that applies: if the event has both local and national importance, code national.

Code scope from your own perspective in the country where you live. Example: A story on national elections in India is 2 - National to anyone living in India, and 4 - Foreign to people in any other country.

- 1 **Local:** Has importance within your city, community, area
- 2 **National:** Has importance across your country
- 3 **Sub-Regional and Regional:** Involves your sub region and region
- 4 **Foreign, international:** involves other countries or the world in general (e.g., global warming)

4. Space

- 1 Full page
- 2 Half page
- 3 One third page
- 4 Quarter page
- 5 Less than quarter page

5. Reference to gender equality / human rights legislation/ policy:

Various international, regional and national instruments are in place to promote gender equality and human rights. This could be local or international legislation or policy including the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), Millennium Development Goals (MDGs), Beijing Platform for Action, United Nations Security Council Resolutions, etc.

Scan the full news story and code '1' if it quotes or makes reference to any piece of legislation or policy that promotes gender equality or human rights.

1 Yes

2 No

C. JOURNALISTS AND REPORTERS

For each newspaper story, you should code **each journalist/reporter** who wrote the story and whose name appears.

Do not code:

Unnamed journalists (e.g. 'Staff reporter', 'Our correspondent')

News agencies

6. Sex

- 1 Female
- 2 Male
- 3 Other: transgender, transsexual
- 4 Do not know

D. PEOPLE IN THE NEWS

For each newspaper story, you should code:

Any person whom the story is about, even if they are not interviewed or quoted.

Each person in the story who is interviewed

Each person in the story who is quoted, either directly or indirectly*

Secondary sources of information will also be coded where they are directly or indirectly quoted**.

* A person is **quoted directly** if their own words are printed in the story - e.g. 'I am disappointed and angry about the continued use of drugs in sport' said the President of the Olympic Committee.

A person is **quoted indirectly** if their words are paraphrased or summarised in the story - e.g. The President of the Olympic Committee today expressed anger at the incidence of drug use.

****Secondary sources** of information usually take the form of a report, articles, or other pieces of written information, which are directly or indirectly quoted in stories. For example, if a story quotes from a UN report, the UN report will be considered a secondary source.

Code individual people and Secondary sources ONLY

DO NOT code:

Groups (e.g. a group of nurses, a group of soldiers)

Organisations, companies, collectivities (e.g. political parties)

Characters in novels or movies (**unless** the story is *about* them)

Deceased historical figures (**unless** the story is *about* them)

People who are simply mentioned or listed in the story (**unless** the story is *about* them)

7. Person or secondary source?

Code as 'person' (1) if the story is informed by the individual(s), groups or entities that the story is about

Code as 'secondary' (2) if the story is based solely on information in a report, article or other pieces of written information.

- 1 **Person**
- 2 **Secondary source*** (Code 2 only if the story is based solely on information from a report, article or other piece of written information)

* If you select 2 (secondary source) SKIP TO QUESTION 18.

8. Sex

- 1 Female
- 2 Male
- 3 Other: transgender, transsexual
- 4 Do not know

9. Age (the person appears)

Code the age of the person **only if it is specifically mentioned in the newspaper story**. A person's age is not always relevant to the news. We want to find out whether women and men are equally likely to be described in terms of their age.

Even if you know the age of the person concerned, you must code 0 if this person's age is not explicitly stated in the story. Similarly, although you might be able to guess the age of the person - e.g. because there is a photograph - you must code 0 unless their age is actually mentioned in print.

- | | |
|---|-------------------|
| 0 | Do not know |
| 1 | 12 years or under |
| 2 | 13-18 |
| 3 | 19-34 |
| 4 | 35-49 |
| 5 | 50-64 |
| 6 | 65 years or more |

10. Occupation or position

Code **one** occupation or position for each person in the news. If the person is described as having two occupations, you will have to make a choice - e.g. choose the occupation that seems most relevant in the context of the news item.

People who are self-employed should be coded in the category that corresponds to their area of work - e.g. a self-employed computer analyst is coded 8, a person who owns a small business is coded 11.

In the case of persons who are well-known to the general public - e.g. Barack Obama, Malala Yousafzai, your country's president - code the occupation even if it is not apparent from the content of the news item.

In the case of persons who are not well-known to the general public, but who are known to you personally, code 0 if the occupation is not apparent from the content of the news item.

- | | |
|----|--|
| 0 | Not stated. Story does not describe the person's occupation or position. |
| 1 | Royalty, ruling monarch, deposed monarch, any member of royal family ... |
| 2 | Government official, politician, president, government minister, political leader, political party staff, spokesperson ... |
| 3 | Government employee, public servant, bureaucrat, diplomat, intelligence officer ... |
| 4 | Police, military, para-military group, militia, prison officer, security officer, fire officer ... |
| 5 | Academic expert, lecturer, teacher |
| 6 | Doctor, dentist, health specialist |
| 7 | Health worker, social worker, childcare worker |
| 8 | Science or technology professional, engineer, technician, computer specialist ... |
| 9 | Media professional, journalist, video or film-maker, theatre director ... |
| 10 | Lawyer, judge, magistrate, legal advocate, legal expert, legal clerk ... |
| 11 | Business person, executive, manager, entrepreneur, economist, financial expert, stock broker |
| | ... |

- 12 Office or service worker, non-management worker in office, store, restaurant, catering ...
- 13 Tradesperson, artisan, labourer, truck driver, construction, factory, domestic worker ...
- 14 Agriculture, mining, fishing, forestry worker ...
- 15 Religious figure, priest, monk, rabbi, mullah, nun ...
- 16 Activist or worker in civil society organisation, non-governmental organisation, trade union, human rights, consumer issues, environment, aid agency, peasant leader, United Nations
- 17 Sex worker,
- 18 Celebrity, artist, actor, writer, singer, radio or television personality ...
- 19 Sports person, athlete, player, coach, referee ...
- 20 Student, pupil, schoolchild
- 21 Homemaker, parent, either female or male. **Code this only if no other occupation is given**, e.g. a doctor who is also described as a mother is coded 6.
- 22 Child, young person (up to 18 years). **Code this only if no other occupation/position is given**, e.g. a schoolchild is coded 19; a child labourer is coded 12.
- 23 Villager or resident engaged in unspecified occupation. **Code this only if no other occupation is given**, e.g. a teacher who is also described as a villager is coded 5.
- 24 Retired person, pensioner. **Code this only if no other occupation is given**, e.g. a retired police officer is coded 4; a retired politician is coded 2.
- 25 Criminal, suspect. **Code this only if no other occupation is given**, e.g. a lawyer suspected of committing a crime is coded 10; a former politician who has committed a crime is coded 2.
- 26 Unemployed. **Code this only if no other occupation is given**, e.g. an unemployed actor is coded 18; an unemployed person who commits a crime is coded 25.
- 27 Other. **Use only as a last resort** (specify the occupation/position in 'Comments' section of coding sheet)

11. Function in the news story In what function or capacity is this person included in the story?

Choose **one** code only for each person in the story. If there are several people in the story, some of them may have the same function. E.g. the story might be about two people, in which case both of these people would be given code 1; the story might include three eye witnesses, in which case all three would be given code 5.

Code 1 takes precedence over other codes. E.g. if the person is both a subject and a spokesperson, choose code 1 = Subject.

- 0 **Do not know:** the person's function is not clear.
- 1 **Subject:** the story is *about* this person, or about something the person has done, said etc.
- 2 **Spokesperson:** the person represents, or speaks on behalf of another person, a group or an organisation
- 3 **Expert or commentator:** the person provides additional information, opinion or comment, based on specialist knowledge or expertise
- 4 **Personal experience:** the person provides opinion or comment, based on individual personal experience; the opinion is not necessarily meant to reflect the views of a wider group
- 5 **Eye witness:** the person gives testimony or comment, based on direct observation (e.g. being present at an event)

- 6 **Popular opinion:** the person's opinion is assumed to reflect that of the 'ordinary citizen' (e.g., in a street interview, vox populi etc); it is implied that the person's point of view is shared by a wider group of people.
- 7 **Other. Use only as a last resort** (describe the function in 'Comments' section of coding sheet).

12. Family role given Women are often defined in the news in terms of their familial relationships (wife of, daughter of etc.). Men are sometimes defined in this way too (husband of, son of etc).

Is this person described, at any point within the story, in terms of a family relationship (e.g. wife, husband, daughter, son, aunt, uncle, grandmother, grandfather etc)?

- 1 Yes.
- 2 No

13. Does the story identify the person either as a victim or survivor, or both?

- 1 Yes
- 2 No*

* If you select 2 (NO) IN Q.13 SKIP TO Q.16

* Complete Q. 14 and Q.15 if the person is described as victim or survivor

14. Does the story identify the person as a victim of: Does the story clearly identify this person as a victim?

You should code a person as a victim **either** if the word 'victim' is used to describe her/him, **or** if the story implies that the person is a victim - e.g. by using language or images that evoke particular emotions such as shock, horror, pity for the person.

Choose **one** of the codes below for each person in the news. Sometimes a person may be identified as being a victim of more than one event or circumstance - for instance, a person who was involved in a car accident and was then robbed. In such a case you will have to make a choice - e.g. choose the event or circumstance that is given most prominence in the news story.

Note: A person may be identified as both a victim and a survivor within the same news item. Coding a person as a victim does not exclude the possibility of also coding the same person as a survivor.

- 0 Not applicable (person is identified solely as a survivor)
- 1 Victim of an accident, natural disaster, poverty, disease, illness ...
- 2 Victim of domestic violence (by husband/wife/partner/other family member), psychological violence, physical assault, marital rape, murder ...
- 3 Victim of non-domestic sexual violence or abuse, sexual harassment, rape, (sexual violence only)
- 4 Victim of other non-domestic crime, robbery, etc
- 5 Victim of violation based on religion, tradition, cultural belief, genital mutilation, bride-burning ...

- 6 Victim of war, terrorism, vigilantism, state-based violence ...
- 7 Victim of discrimination based on gender, race, ethnicity, age, religion ...
- 8 Other victim: describe in 'Comments' section of coding sheet ...

15. The story identifies the person as a Survivor Does the story clearly identify this person as a survivor?

You should code a person as a survivor **either** if the word 'survivor' is used to describe her/him, **or** if the story implies that the person is a survivor - e.g. by using language or images that evoke particular emotions such as admiration or respect for the person.

Choose **one** of the codes below for each person in the news. If someone is identified as being a survivor of more than one event or circumstance you will have to make a choice - e.g. choose the event or circumstance that is given most prominent in the news story.

Note: A person may be identified as both a victim and a survivor within the same news item. Coding a person as a survivor does not exclude the possibility of also coding the same person as a victim.

- 0 Not applicable (person is identified solely as a victim)
- 1 Survivor of an accident, natural disaster, poverty, disease, illness ...
- 2 Survivor of domestic violence (by husband/wife/partner/other family member), psychological violence, physical assault, marital rape, murder ...
- 3 Survivor of non-domestic sexual violence or abuse, sexual harassment, rape, (sexual violence only)
- 4 Survivor of other non domestic crime, robbery
- 5 Survivor of violation based on religion, tradition, cultural belief, genital mutilation, bride-burning
- 6 Survivor of war, terrorism, vigilantism, state-based violence ...
- 7 Survivor of discrimination based on gender, race, ethnicity, age, religion ...
- 8 Other survivor: describe in 'Comments' section of coding sheet ...

16. Is this person directly quoted in the story?

- 1 Yes
- 2 No

A person is **directly quoted** if their own words are printed, e.g. **"The war against terror is our first priority" said President Bush**. In this case, you would code 1 in column 16.

If the story paraphrases what the person said, that is **not a direct quote**, e.g. **President Bush said that top priority would be given to fighting the war against terror**. In this case, you would code 2 in column 16.

17. Is there a photograph of this person in the story?

- 1 Yes
- 2 No
- 3 Don't know

E. Analysis

When and how do women become newsmakers? To what extent does the news increase public understanding of inequalities between women and men? Are male and female stereotypes reinforced or challenged in news stories? These are the questions addressed in the final part of the coding. Code this information **once** for each news story - on the first coding line for the story - in columns 18 to 22.

18. In the notes sections of the coding sheet describe any photographs included in the story and the conclusion you draw from it.

In the notes section of the coding sheet **say what you conclude from what you see** – What does the photo say to you about women's aspirations, roles, responsibilities and position in society? What does the photo say to you about men's aspirations, roles, responsibilities and position in society? What does it say to you about their behavior in relation to each other? What is your reaction to the photo? Different people will come to different conclusions based on their understanding of what is expected of women and of men in their specific cultural contexts. Write down your own conclusion from your own perspective.

19. Is the story about a particular woman or group of women?

Most newsmakers - i.e. the people whose actions and opinions are reported in the news - are men. But women do sometimes 'make the news' in a significant way. We want to establish the kinds of story that focus centrally on women.

Some news stories focus on a group of women, or on an individual woman - e.g. a story about a women's football team, or about a woman who commits a crime.

Other stories deal with matters that affect women in a particular way - e.g. a story about women's unemployment, or about the incidence of HIV-AIDS among women.

In all the examples above, the stories are about particular women or groups of women.

- 1 Yes
- 2 No

20. This story clearly highlights issues of inequality between women and men:

Stories that highlight issues concerning equality or inequality between women and men include those that focus directly on an area of inequality. For example, career advancement, wages and salaries, distribution of and access to resources, or discrimination in relation to rights of various kinds.

It is important to note that stories that focus centrally on women **do not** necessarily highlight issues of inequality. For example, an item that features an interview with a female economics minister might focus on her views about trade tariffs, or general economic policy. This story would be coded 2 in column 20. However, if the minister spent time in the interview describing government strategies to reduce the earnings gap between women and men, the story would indeed highlight inequality issues. In this case you would code 1 in column 20.

Similarly, it is important to note that some stories that **do not** focus centrally on women **may** in fact highlight inequality issues. For instance, a story about the launch of a scheme to provide loans and subsidies for small-scale businesses might examine whether women and men are likely to benefit equally from the scheme, whether information about the scheme is reaching equal numbers of women and men, and so on. In this case

you would code 1 in column 20. But a story about the launch of such a scheme that simply reports on the amount of money available, or the kinds of business that are eligible, would be coded 2 in column 20.

If you are unsure, or cannot decide whether or not the story clearly highlights equality issues, code 4.

This story clearly highlights issues concerning inequality between women and men

- 1 Agree
- 2 Disagree.
- 3 Neither agree nor disagree
- 4 Do not know, cannot decide

21. This story clearly challenges gender stereotypes.

Some stereotypes about women and men are fairly universal. For example, women are generally perceived to be unambitious, irrational, fragile, dependent; men are usually regarded as ambitious, rational, strong, independent. You will be aware of the stereotypes that are commonly attached to women and men in your own culture.

Many news stories clearly reinforce stereotypes. Some stories clearly challenge these stereotypes.

Examples on 'challenging stereotypes'



Photo by Shanti Dev, Runner-up in WACC's Photo Competition, 2009



Photo by Heather Plett, Runner-up in WACC's Photo Competition, 2009

Stories that challenge stereotypes include those that overturn common assumptions about women and men in relation to their attributes, their expertise or competence, their interests, etc. For example, a story in which women experts are discussing economic policy, or a story about male nurses. Some stories may challenge stereotypes in more complex ways. For example a story on voting preferences may dispel the perception that women are politically uninformed. Stories that challenge stereotypes will often introduce new ways of thinking about an issue, new angles and fresh perspectives. The language (choice of words) and images (choice of photos) in the item will help you to decide what code to use. If you are unsure, or cannot decide, code 4.

This story clearly challenges gender stereotypes.

- 1 Agree
- 2 Disagree.
- 3 Neither agree nor disagree.
- 4 Do not know, cannot decide

22. Does this story warrant further analysis?

We intend to make a detailed analysis of some of the news stories. The national and regional coordinators will be responsible for this analysis. But we need *your* help in identifying suitable stories. We want to draw attention to certain tendencies or patterns in news coverage – from the worst to the best.

For example:

- stories that perpetuate stereotypes,
- stories that challenge stereotypes,
- stories that fail to include women's opinions or points of view,
- stories that have a gender balance of sources,
- stories that contribute to an understanding of inequalities between women and men,
- Etc.

Considering this list of examples do you think that this particular story would be a useful example to analyse in more detail? Other factors to consider are: Whether the story challenges assumptions about women's roles and their responsibilities, or men's roles and their responsibilities; Whether the story respects the human dignity and rights of the people in it; Whether the headline reflects the essence of the story fairly or whether it conveys stereotypes; Whether the images illustrate the content of the story fairly or whether they convey stereotypes; Whether the language is overtly sexist or gender-biased; Where the story is placed or positioned on the page and what articles surround it; etc.

- 1 Yes*
- 2 No

Remember: When you find a story that you think would be useful for further analysis, you will need to send a copy of the clipping to your national/regional co-ordinator.

* A story warrants further analysis if it clearly perpetuates or clearly challenges gender stereotypes, if it included women's opinions in a remarkable way, if it contributes to an understanding of inequalities between women and men, if it mentions or calls attention to women's human rights, etc. Consult the guide for further explanation.

NEWSPAPER EXAMPLES

Example 1: from a national daily in Sierra Leone

4 year-old beats Ebola

By Mariam Bah
Thursday October 30, 2014
Awoko newspaper (Sierra Leone)



Despite the escalating numbers of Ebola deaths in the country, Hassan Sillah, a 4 year-old boy, of Gbendembu, Goderich was among 45 other patients discharged at the Police Training School (PTS) Hasting.

His mother, Mabinty Bangura, narrated their ordeal with the deadly Ebola virus, noting it was a devastating blow, as she believed her son was dead.

According to Mabinty Bangura, her son, Hassan Sillah was among several others, taken away from their area at Gbendembu Goderich, as a result of over 15 deaths of Ebola in their compound.

She explained that her son contracted the virus through interacting with other residents in the compound, as there are over 100 people living in there with poor toilet facility.

She also explained that about a month ago, the Ebola response team came to their house and took several people including her son and the entire compound was quarantined.

Mabinty said that her son was taken to Lakka Holding Centre but after that she received no information pertaining to her son's whereabouts for about three weeks.

"After three weeks, I received information that my son had died of the Ebola virus and that he has already been buried, I felt devastated and frustrated as I was not able to see my son nor his corpse, as I was quarantined".

The mother said she mourned her son and was afraid for her own life, as everyday people died in their compound as a result of Ebola.

On the 20th of October, she narrated, she received a call from one of her relatives whose wife was admitted at Police Training School (PTS) that he saw her son Hassan Sillah admitted at the PTS.

'I couldn't believe what I heard, as I screamed with joy and delight that my son was still alive'.

Mabinty Bangura told Awoko that her relatives informed her that according to the nurses at the centre, Hassan has been undergoing treatment for over a month now and fortunately he is one of the 45 to be discharged from the Centre but had to be taken to an orphanage, as there was no information about him.

The mother of the Ebola survivor said immediately, she came up with a plan to escape from her quarantine home to Hastings to pick up her son for fear of losing him again.

At the PTS, Hassan Sillah looked agile and healthy, as he moved about freely, laughing and playing with other kids in the same situation.

HOW TO CODE NEWSPAPER EXAMPLE 1

As you read through the instructions, refer to the Newspaper Coding System and to the Newspaper Coding Sheet - Example 1.

BASIC INFORMATION

In the top right-hand corner of the Coding Sheet, enter:
your monitor code and your country code

the name of the newspaper

THE STORY

In columns 1 to 5, enter the following codes:

1 - Page number. This story is on page 3. **Code 3**

2 - Topic. This story is about *Ebola, treatment, response*. **Code 21.**

3 - Scope. This is a local story in a Sierra Leonean newspaper. **Code 1.**

4 - Space. Quarter page **Code 4**

5 – Reference to gender equality/ human rights legislation/ policy?

This story makes no mention of policy on gender equality or human rights. **Code 2**

JOURNALISTS AND REPORTERS

Column 6

6 - Mariam Bah – Female Code 1

PEOPLE IN THE NEWS

Source

7 - The story is based on information from a person Mabinty Bangura. Code 1 - Person

Columns 8-17

There are two people to code: Mabinty Bangura, Hassan Sillah.

Enter the relevant codes for each one of them on a separate line of the coding sheet. Code the people in the order that they appear in the story.

Person 1: Mabinty Bangura , enter codes below from columns 8 - 17

8 - Sex: 1, female

9 - Age: 0, her age is not mentioned in the story

10 - Occupation: 23, villager or resident **no other occupation given**

11 - Function: 4, personal experience

12 – Family role: 1, mother of the child

13 – Identified as victim or survivor? 2, She is neither identified as a “victim” nor as a “survivor”

14 – Story identifies the person as a victim of: **SKIP**

15 - Story identifies the person as a survivor: **SKIP**

16 - Direct quote: 1, she is directly quoted

17 - Photograph: 2, no photo

Person 2: Hassan Sillah, enter codes below from columns 8 – 17:

8 - Sex: 2, male

9 - Age: 1, 12 and under

10 - Occupation: 22, child, young person **no other occupation given**

11 - Function: 1, subject

12 - Family role: 1, son

13 - Identified as victim or survivor? 1, survivor

14 - Story identifies the person as a victim of: 0, not identified as a victim

15 - Story identifies the person as a survivor: 1, Disease survivor

16 - Direct quote: 2, he is not directly quoted

17 - Photograph: 1, yes

ANALYSIS

- 18** **If there is a photograph in this story what can you conclude from what you see?** There is a photo of Hassan Sillah holding a certificate that confirms he is free of Ebola. Enter this in column 18.

In columns 19-22, enter the following codes:

- 19** **Is the story about a particular woman or group of woman?** Yes, the story is about Ms. Mabinty Bangura narrating her own experience. **Code 1.**
- 20** On the statement **“This story clearly highlights issues of inequality between women and men”**: Mabinty is a resident in an impoverished area of Freetown. She is probably struggling with poverty and the lack of communication between the Ebola centre and her may be due to her low social status and gender. This however is not clearly stated in the news article. We disagree that the story ‘clearly highlights issues of inequality between women and men’. **Code 2.**
- 21** On the statement **“This story clearly challenges gender stereotypes”**: Mabinty is undoubtedly a poor woman, powerless, being forced into quarantine and given no information on what has happened to her son. However, she devises a plan to find her son after learning he was alive and about to be transferred to an orphanage. She is decisive about finding her son, challenging the stereotype of a poor, helpless, passive woman. We agree with the statement that the story ‘clearly challenges gender stereotypes’ **Code 1.**
- 22** **Does this story warrant further analysis?** This is a short story of a woman’s personal experience in Freetown during the Ebola crisis. Further analysis of this and other related stories may reveal whether there are differences, however nuanced, in the portrayal of people affected or impacted by grave illness. **Code 1.**

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NEWSPAPER CODING SHEET - Example 1

Story						Journ alists/ Repor ters	Source	People								Analysis				Basic information		
1 Page number	2 Topic	3 Scope	4 Space	5 Ref to Equality/Rights legislation / policy?	6 Sex	7 Person /Secondary Source	8 Sex	9 Age - <i>only if stated</i>	10 Occupation/position	11 Function in story	12 Family role given?	13 Identified as victim or survivor?	14 Victim of...	15 Survivor of...	16 Directly quoted?	17 Photographed?	19 Story about women?	20 Highlights (in)equality	21 Challenges gender stereotypes	22 Warrants further analysis?	Monitor code <u>001SMA</u> Country code <u>129</u> Newspaper <u>Awoko Newspaper</u>	
3	21	1	4	2	1	1	1	0	23	4	1	2	-	-	1	2	1	2	1	1	<div>Comments & Explanations</div> <div>Continue on back of sheet if necessary</div>	
							2	1	22	1	1	1	0	1	2	1						18. The photo...
																						There is a photo of Hassan Sillah holding a certificate that confirms he is free of Ebola.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	20	21	22		

Example 2: from a Nigerian national daily

The Nation newspaper (Nigeria)

Senator Mark versus BringBackOurGirls campaigners

Adekunle Ade-Adeleye, July 20, 2014



So far, the Senate has been unable to dispel the unfortunate impression that it is unbearably, unwisely and subserviently too close to the Jonathan presidency. If last Tuesday's solidarity visit by the BringBackOurGirls campaigners led by former Education minister, Oby Ezekwesili, to Senate President David Mark is anything to go by, it does not look like the upper legislative chamber would be able to change anytime soon. Dr Ezekwesili, in her presentation, had complained that the government was indolent in its response to the Chibok abductions and was also harassing those campaigning for the girls' release.

Senator Mark, however, cautioned the campaigners to adjust their methods "so as not to be seen as working at cross-purposes with the government." He also added that he did not "think any group

should play politics with it." Flustered by Senator Mark's response, Dr Ezekwesili shot back irritably: "This group is a group for the citizens and a group for Chibok girls. You have not given us a very tangible response we can hold on to. I hope when we come back, we will have a tangible response." But not to be outdone, Senator Mark also angrily retorted: "I am sure you were not expecting me to tell you the girls are going to be rescued tomorrow. Let us not reduce it to what the people discuss in the classroom. The point I am trying to make is that we should be at the same wave length. Government is doing whatever they can; I do not know the tangible answer you want, which you have not received."

What apparently worried the Senate president and was uppermost in his mind was the low opinion the campaigners had of the presidency. Contrast this with the response of the Speaker of the House of Representatives, Hon Aminu Tambuwal, when he received the campaigners and listened to their plaintive presentation. Said he: "I have heard you talk about insinuations and attempt to label your group something that you are not. That should not bother you. It should encourage you. Do not be deterred by that." Thank God Nigeria does not have a unicameral legislature.

HOW TO CODE NEWSPAPER EXAMPLE 2

As you read through the instructions, refer to the Newspaper Coding System and to the Newspaper Coding Sheet - Example 2

BASIC INFORMATION

In the top right-hand corner of the Coding Sheet, enter:
your monitor code and your country code
the name of the newspaper

THE STORY

In columns 1 to 5, enter the following codes:

1 - Page number. This story is on page 5. **Code 5**

2 - Topic. This story is about *Other domestic politics/government (local, regional, national)*. **Code 3.**

3 - Scope. This is a national news story in Nigeria, narrating an exchange between Senator David Mark and former Education minister Dr. Oby Ezekwesili on the government's response to the kidnapping of girls from a school. **Code 2**

4 - Space. The story occupies less than one quarter of the page. **Code 5**

5 – Reference to gender equality/ human rights legislation/ policy?

Senator Mark and the Speaker of the House of Representatives, Hon. Aminu Tambuwal, had different reactions to the BringBackOurGirls campaigners. Senator Mark is patronizing, negative and angry at the campaigners, a response that contrasts sharply with that of Hon. Tambuwal who listened to, encouraged them and voiced support to them. The story however does not refer to any policy or legislation on gender equality or human rights. **Code 2**

JOURNALISTS AND REPORTERS

There is one reporter to code.

Column 6

6 - Adekunle Ade-Adeleye – is male. **Code 2**

PEOPLE IN THE NEWS

Source

7 - The story is based on information from 3 individuals. **Code 1** - Person

Columns 8-17

There are three individuals to code: Oby Ezekwesili, David Mark, Hon Aminu Tambuwal. President Jonathan is simply mentioned therefore he will not be coded.

Enter the relevant codes for each one of the individuals on a separate line of the coding sheet. Code the people in the order that they appear in the story.

On the first row

Person 1 – Oby Ezekwesili, In columns 8-17, enter the codes below:

- 8 - Sex:** 1, female
- 9 - Age:** 0, her age is not mentioned in the story
- 10 - Occupation:** 16, activist or worker in civil society, NGO. While she is also the former Minister of Education, her role as activist is most relevant for this story
- 11 - Function:** 2, spokesperson for the BringBackOurGirls campaigners
- 12 – Family role given?:** 2, no.
- 13 – Identified as victim or survivor?:** 2, no. Skip to question 16.
- 14 – Story identifies the person as a victim of:** SKIP -
- 15 - Story identifies the person as a survivor:** SKIP
- 16 - Direct quote:** 1, she is directly quoted
- 17 - Photograph:** 2, no photo

Go to the next row and begin coding.

Person 1 – David Mark, In columns 8-17, enter the codes below:

- 8 - Sex:** 2, male
- 9 - Age:** 0, his age is not mentioned in the story
- 10 - Occupation:** 2, government, politician, minister, spokesperson
- 11 - Function:** 1, subject, the story is about him
- 12 – Family role given?:** 2, no
- 13 - Identified as victim or survivor?:** 2, no. Skip to question 16.
- 14 - Story identifies the person as a victim of:** SKIP
- 15 - Story identifies the person as a survivor:** SKIP
- 16 - Direct quote:** 1, he is directly quoted
- 17 - Photograph:** 1, he appears in a head shot holding a microphone

Go to the next row and begin coding.

Person 3 – Hon. Aminu Tambuwal. In columns 8-17, enter the codes below:

- 8 - Sex: 2, male
9 - Age: 0, his age is not mentioned in the story
10 - Occupation: 2, government, politician, minister, spokesperson
11 - Function: 3, expert, commentator.
12- Family role: 2, No
13 - Identified as victim or survivor: 2, no. Skip to question 16.
14 - Story identifies the person as a victim of: SKIP
15 - Story identifies the person as a survivor of: SKIP
16 - Direct quote: 1, he is directly quoted
17 - Photograph: 2, no photo

ANALYSIS

- 18 **If there is a photograph in this story what can you conclude from what you see?** The story carries a head shot of the Senator holding a microphone. Enter this in column 18.

On the first line for the story, in columns 19-22, enter the following codes:

- 19 **Is the story about a particular woman or group of woman?** The story does refer to the kidnapped Chibok girls. It refers to the campaigners who are primarily women but may also include men. However, it is the Senator who is central to this story, not women. **Code 2.**
- 20 On the statement **“This story clearly highlights issues of inequality between women and men”**: Senator Mark’s power comes from his position as a politician but his choice of words and expression demonstrate a condescending attitude towards the campaigners. Not to be intimidated, Dr. Ezekwesili stands her ground demanding an answer from the government on the kidnapped girls’ release. Her power comes in part from her previous position as a high-level government official. The story insinuates power inequality but does not explicitly highlight gender inequality. We disagree with the statement that “the story clearly highlights issues of inequality between women and men.” **Code 2.**
- 21 On the statement **“This story clearly challenges gender stereotypes”**: This story places emphasis on differences in response by two levels of Nigeria’s government to an issue that has gained global prominence – the kidnapping of school girls in Chibok. We read of the verbal confrontation between two relatively powerful individuals – Senator Mark and Dr. Ezekwesili. There is no remarkable difference in the adverbs used to describe the manner in which they speak to each other, nor in the adjectives used to describe them. Hon Tambuwal’s words may be considered paternalistic and he is quoted directly. This story neither clearly challenges gender stereotypes nor does it reinforce gender stereotypes. We neither agree nor disagree with the statement “the story challenges gender stereotypes”. **Code 3.**
- 22 **Does this story warrant further analysis?** This story is revelatory of some of the politics playing out in Nigeria around an issue that has gripped the world’s attention. While this particular event is interesting from a politics perspective, it is less striking from a gender analysis angle: it neither clearly challenges nor clearly perpetuates gender stereotypes, it does not contribute to an understanding of gender inequalities, it does not include women’s perspectives in a remarkable way, nor does it call attention to gender equality or women’s human rights. **Code 2.**

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5	3	2	5	2	2	1	1	0	16	2	2	2	-	-	1	2	2	2	3	2	Monitor code <u>004LN</u> Country code <u>126</u> Newspaper <u>The Nation</u>	
							2	0	2	1	2	2	-	-	1	1					Comments & Explanations <i>Continue on back of sheet if necessary</i>	
							2	0	2	3	2	2	-	-	1	2					18. The photo...	
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