



GMMP+30

METHODOLOGY GUIDE

GMMP 2025

Table of Contents

WHAT'S NEW IN GMMP 2025?	1
A. New Major Topics	1
B. Goodbye Platform "X" (formerly known as Twitter)	1
C. Returning from 2020	1
a. The option to select either the Full or a Short Monitoring	1
b. Special questions	2
PART 1. GETTING READY TO CODE	2
NEWSPAPERS	2
i. What to code	2
2. Practicalities	3
3. Before you start coding	4
RADIO	5
1. What to code	5
2. Practicalities	6
3. Before you start coding	7
TELEVISION	8
1. What to code	8
2. Practicalities	9
3. Before you start coding.....	10
INTERNET	11
1. How many stories to code and what to code.....	11
2. Practicalities	12
3. Before you start coding	12
PART 2. THE CODING SYSTEM	13
A. BASIC INFORMATION	13
B. STORY	15
q. Topic	15
q. Scope of story.....	18
q. Space	19
C. ANALYSIS	20
q. Reference to gender equality / human rights legislation/ policy:.....	20

q. Is the story about a particular woman or group of women?.....	21
q. This story clearly highlights issues of inequality between women and men:	21
q. This story clearly challenges gender stereotypes.	22
D. JOURNALISTS AND REPORTERS	24
q. Role.....	25
q. Sex	25
q. Age.....	26
E. PEOPLE IN THE NEWS	27
q. Sex	28
q. Age.....	29
q. Occupation or position	30
q. In what function or capacity is this person included in the story?	31
q. Family role given	32
q. Does the story identify the person either as a victim or survivor, or both?	32
q. The story identifies the person as a victim of:.....	32
q. The story identifies the person as a survivor of:.....	33
q. Is this person directly quoted in the story?	34
q. Is this person depicted as part of a minority group (sexual, ethnic, racial, religious or other?	34
q. Is there a photograph of this person in the story?	34
q. Special question 1	35
q. Special question 2	35
q. Special question 3	35
F. OTHER.....	36
q. Notes section	36
q. Does this story warrant further analysis?	36

WHAT'S NEW IN GMMP 2025?


A. NEW MAJOR TOPICS

Two new major topics have been carved out from the existing major topics. Previously we had:

- 
- i. Politics & Government
 - ii. Economy
 - iii. Science & Health
 - iv. Social & Legal
 - v. Crime and Violence
 - vi. Gender & Related
 - vii. Celebrity, Arts, Media, Sports
 - viii. Other

In order to sharpen the analysis, (a) Gender-based violence and (b) Sports have been separated out into their own major topics.

For 2025, the major topics are:

- 
- i. Politics & Government
 - ii. Economy
 - iii. Science & Health
 - iv. Social & Legal
 - v. Crime and Violence (excluding gender-based violence)
 - vi. Gender-based violence**
 - vii. Celebrity, Arts, Media,
 - viii. Sports**
 - ix. Other

Some minor topics have been tweaked so do read through the list carefully before responding to question 2 “topic”.

You will also see a new question “is the person depicted as part of a minority group” in the section “the people in the news”.

B. GOODBYE PLATFORM “X” (FORMERLY KNOWN AS TWITTER)

Changes in this company's policies make Platform X no longer viable for inclusion in the GMMP. The monitoring in 2025 will be limited to stories published in print newspapers, news websites and broadcast on radio and television.

C. RETURNING FROM 2020

a. The option to select either the Full or a Short Monitoring

The short monitoring option was introduced in 2020. This possibility will continue in the 7th edition. Country teams may choose from two possible options:

Option 1: Full monitoring. This is the regular monitoring historically carried out in the GMMP. The results provide a comprehensive picture of the status of women and gender equality dimensions in news media content.

Option 2: Short monitoring. Seeks to enable participation of monitors and/or teams who wish to take part but may be constrained from implementing the full monitoring. This option focuses on the key GMMP indicators and is shorter and less intense than full monitoring.

Use the coding summary guide for the option you select for guidance on which questions to answer for each medium.

Use this methodology guide for further information on each question.

Enter your answers in the coding grid that corresponds to the option you select.

b. Special questions

The special questions introduced in 2020 produced remarkable findings that helped carry out more nuanced intersectional analyses than was previously possible. The possibility of investigating three special questions will continue in 2025. These questions are defined by the country coordinators focusing on issues of interest in the specific national context. These questions are tackled in the full monitoring and the analysis of findings published in the country report. Where the choice of special questions overlaps across several countries, the findings are also analyzed at a transnational level and included in the global and regional reports.

For individual coders, do consult your national coordinator to obtain the questions.

PART 1. GETTING READY TO CODE

NEWSPAPERS

I. 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, forest fires, 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.

2. PRACTICALITIES

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

Print all information clearly on the coding sheets.

If coding on paper, use a dark pencil (not a pen) so that you can correct mistakes and make clear photocopies.

If coding on the ©GMMP30 Excel workbook, enable Auto Save as well as make sure to save regularly.

When transferring the codes into the ©GMMP30 data capture online platform, the "save" prompt will appear as soon as each news item has been fully captured.

Check each completed coding sheet for errors and omissions.

Save copies of all coded sheets and news samples in your country folder at

<https://drive.google.com/drive/folders/17xzl4aW6JsupD2kDyddyMCu5h12ek5D8?usp=sharing>

3. 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. analysis of the story
- iv. about the journalist(s)/reporter(s)
- v. about the people in the story

RADIO

1. WHAT TO CODE

Code all the stories in the newscasts that you selected, including:

All types of news — politics, local stories, international stories, reports on education, medicine, business, entertainment, and so on.

Sports reports — code **only** if they are part of the newscast. (Do **not** code a programme if it is entirely about sports.)

Weather forecasts and reports - code **only** if they are part of the newscast. (Do **not** code weather reports or programmes that are completely separate from the newscast.)

Do not code:

- Introductions or “headlines”: Some programmes begin with brief clips from stories that will appear later in the newscast. Do not code these.
- News features that follow the newscast. Some programmes begin with a five- or ten-minute newscast, which is followed by a longer sequence of news features and analyses. Do not code these features and/or analyses. Code only the newscast itself.
- 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.

Where does a story end?

It is not always easy to decide when one story ends and another begins. Sometimes a newscast will contain several related stories, one after the other, perhaps separated by a jingle or a pause. Should they be coded as a single item, or should each one be coded separately? This will depend on how different the stories are.

Example 1:

In the United Nations, Ukraine has officially demanded that Russia end what Kyiv has call “The largest Kidnapping Campaign in Modern History” and return Ukrainian children forcibly transferred during the ongoing war...

(pause/jingle)

Meanwhile, after four years of fighting vulnerable displaced Ukrainians increasingly are facing an agonizing decision – stay far away from with diminishing aid, limited job prospects, and rising living costs or return to the most intense conflict-affected areas where safety and essential services remain almost non-existent. After three years of fighting many have little left to sell, and family and friends can no longer support one another...

(pause/jingle)

In related news, Ukrainian children share their stories in the United Nations, about being taken captive by Russian soldiers, and forcibly removed or deported from their homes.

...

These three stories are all about the war in Ukraine, and all are about the same aspect of that war - the security and well-being of Ukrainians nationals affected by the invasion by Russia. Normally, the three stories would be coded as one single item.

Example 2:

In the United Nations, Ukraine has officially demanded that Russia end what Kyiv has call “The largest Kidnapping Campaign in Modern History” and return Ukrainian children forcibly transferred during the ongoing war...

(pause/jingle)

Ukrainian President Volodymyr Zelensky has said his Oval Office meeting last week with President Donald Trump “did not go the way it was supposed to”, describing the fiery meeting as “regrettable” and noting that Ukraine is ready to negotiate about an end to the conflict...

(pause/jingle)

Washington on Wednesday confirmed it had temporarily paused the flow of intelligence to Kyiv, just days after suspending military aide. France will keep providing Ukraine with military intelligence after US officials say they had paused intelligence sharing between Washington and Kyiv

...

These three stories are all about the war in Ukraine, but each one deals with a different aspect of the war: the displacement of children from their families, peace negotiations between the US and Ukraine, and French military support to Ukraine. Normally, they would be coded as three separate stories.

2. PRACTICALITIES

Record every newscast. You will need to replay each story several times to code all the information.

Test your equipment a few days before the recording date.

Check your recordings as soon as possible to make sure they worked.

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

If coding on paper, 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.

If coding on the ©GMMP30 Excel workbook, enable Auto Save as well as make sure to save regularly.

When transferring the codes into the ©GMMP30 data capture online platform, the “save” prompt will appear as soon as each news item has been fully captured.

Check each completed coding sheet for errors and omissions.

Keep photocopies of the sheets in case the originals are lost. Save copies of all coded sheets and news samples in your country folder at:

<https://drive.google.com/drive/folders/17xzl4aW6JsupD2kDydddyMCu5h12ek5D8?usp=sharing>.

3. BEFORE YOU START CODING

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

- i. about the newscast
- ii. about the story
- iii. analysis of the story
- iv. about the anchor(s)/reporter(s)
- v. about the people in the story

TELEVISION

1. WHAT TO CODE

Code all the stories in the newscasts that you selected, including:

All types of news — politics, local stories, international stories, reports on education, medicine, business, entertainment, and so on.

Sports reports — code **only** if they are part of the newscast. (Do **not** code a programme if it is entirely about sports.)

Weather forecasts and reports - code **only** if they are part of the newscast. (Do **not** code weather reports or programmes that are completely separate from the newscast.)

Do not code:

- Introductions or “headlines”: Some programmes begin with brief clips from stories that will appear later in the newscast. Do not code these.
- Scrolling news text. Some newscasts superimpose text - usually at the bottom of the screen - to update stories or to give 'breaking' news, while a different story is being presented by the news anchor or reporter. Do **not** code the scrolling text. **Do** code the story that is presented by the anchor or reporter.
- 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.

Where does a story end?

It is not always easy to decide when one story ends and another begins. Sometimes a newscast will contain several related stories, one after the other, perhaps separated by a jingle or a pause. Should they be coded as a single item, or should each one be coded separately? This will depend on how different the stories are.

Example 1:

In the United Nations, Ukraine has officially demanded that Russia end what Kyiv has call “The largest Kidnapping Campaign in Modern History” and return Ukrainian children forcibly transferred during the ongoing war...

(pause/jingle)

Meanwhile, after four years of fighting vulnerable displaced Ukrainians increasingly are facing an agonizing decision – stay far away from with diminishing aid, limited job prospects, and rising living costs or return to the most intense conflict-affected areas where safety and essential services remain almost non-existent. After three years of fighting many have little left to sell, and family and friends can no longer support one another...

(pause/jingle)

In related news, Ukrainian children share their stories in the United Nations, about being taken captive by Russian soldiers, and forcibly removed or deported from their homes.

...

These three stories are all about the war in Ukraine, and all are about the same aspect of that war - the security and well-being of Ukrainians nationals affected by the war with Russia. Normally, the three stories would be coded as one single item.

Example 2:

In the United Nations, Ukraine has officially demanded that Russia end what Kyiv has call “The largest Kidnapping Campaign in Modern History” and return Ukrainian children forcibly transferred during the ongoing war...

(pause/jingle)

Ukrainian President Volodymyr Zelensky has said his Oval Office meeting last week with President Donald Trump “did not go the way it was supposed to”, describing the fiery meeting as “regrettable” and noting that Ukraine is ready to negotiate about an end to the conflict...

(pause/jingle)

Washington on Wednesday confirmed it had temporarily paused the flow of intelligence to Kyiv, just days after suspending military aide. France will keep providing Ukraine with military intelligence after US officials say they had paused intelligence sharing between Washington and Kyiv

...

These three stories are all about the war in Ukraine, but each one deals with a different aspect of the war: the displacement of children from their families, public peace negotiations between the US and Ukraine, and French military support to Ukraine. Normally, they would be coded as three separate stories.

2. PRACTICALITIES

Record every newscast. You will need to replay each story several times to code all the information.

Test your equipment a few days before the taping date.

Check your recordings as soon as possible to make sure they worked.

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

If coding on paper, 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.

If coding on the ©GMMP30 Excel workbook, enable Auto Save as well as make sure to save regularly.

When transferring the codes into the ©GMMP30 data capture online platform, the “save” prompt will appear as soon as each news item has been fully captured.

Check each completed coding sheet for errors and omissions.

Keep photocopies of the sheets in case the originals are lost. **Save copies of all coded sheets and news samples in your country folder at:**

<https://drive.google.com/drive/folders/17xzl4aW6JsupD2kDyddyMCu5h12ek5D8?usp=sharing>.

3. Before you start coding

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

- i. about the newscast
- ii. about the story
- iii. analysis of the story
- iv. about the anchor(s)/reporter(s)
- v. about the people in the story

INTERNET

1. HOW MANY STORIES TO CODE AND WHAT TO CODE

Code 12 to 14 stories or online news content items with links on the **home page**. The 'home page' usually has 'teasers', that is, descriptions or short excerpts of news stories with hyperlinked text. The home page is the '**first layer**' of the website. The hyperlinks when clicked open up a second page with the entire story. This is the '**second layer**' of the website. Sometimes next to the story in the second layer there are accompanying features such as audio or video clips. Clicking on the features leads you to the '**third layer**' of the website. **Do not code beyond the third layer of the website.**

With online news content it may be more difficult to determine what content is the most important. As a general rule, code all online news content from the **home page** or 'first layer' of the site that are **not** designated as health/sports/entertainment/business news unless it is apparent that they are uncharacteristically important stories that day (i.e. would appear in the front page section of a newspaper instead of the appropriate sub-section).

Major stories will normally be introduced by teasers (see examples below). Sometimes the stories are introduced by video clips and / or photos with captions. Code these.

Code **regular news items** only - not editorials, commentaries, readers' feedback.

For **video**, code only news video, not video pertaining to health/sports/entertainment news unless these are featured prominently.

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. Sometimes the main story is a video. Code these just like longer stories.

If the home page of the news website you have chosen does not yield 12-14 stories that fall within the required designations, proceed to the following layer of the site. This will typically be found by clicking on a tab in the navigation menu, usually at the top of the Homepage.

Do not code:

- Editorials, commentaries, readers' feedback.
- Story listings. On some homepages you may find a listing of stories that appear in each of the various sections of the website. Do not code these listings.
- Cartoons and jokes.
- Weather reports (though you should code stories *about* the weather - a flood, heatwave, drought, forest fire, etc - that are featured prominently as issues of concern on the home page).
- Advertising.
- YouTube videos. Sometimes stories will link to a video on YouTube. Do not code such videos.

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.

2. PRACTICALITIES

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

If coding on paper, 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.

If coding on the ©GMMP30 Excel workbook, enable Auto Save as well as make sure to save regularly.

When transferring the codes into the ©GMMP30 data capture online platform, the “save” prompt will appear as soon as each news item has been fully captured.

Check each completed coding sheet for errors and omissions.

Keep photocopies of the sheets in case the originals are lost. **Save copies of all coded sheets and news samples in your country folder at**

<https://drive.google.com/drive/folders/17xzl4aW6JsupD2kDyddyMCu5h12ek5D8?usp=sharing>.

3. BEFORE YOU START CODING

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

- i. about the website
- ii. about the story. Multimedia features such as video or audio clips are considered ‘stories’ for this research.
- iii. analysis of the story
- iv. about the journalist(s)/reporter(s)
- v. about the people in the story

PART 2. THE CODING SYSTEM

A. BASIC INFORMATION

Newspaper	<p>Enter this information once for each newspaper - in the top right-hand corner of the newspaper coding sheet.</p> <p>Monitor code: This is your own individual code. It will be assigned to you before the Monitoring Day.</p> <p>Country code: This is the code that identifies your country. It will be allocated before the Monitoring Day.</p> <p>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'.</p>
Radio	<p>Enter this information once for each newscast - in the top right-hand corner of the radio coding sheet.</p> <p>Monitor code: This is your own individual code. It will be assigned to you before the Monitoring Day.</p> <p>Country code: This is the code that identifies your country. It will be allocated before the Monitoring Day.</p> <p>Name of the radio channel or station: Be as specific as possible. E.g. if the radio company is called RRI, and if the newscast is broadcast on its third channel, write in 'RRI-3'.</p> <p>Newscast start time: Write in the time at which the newscast begins. Use the 24 hour clock, e.g. 08.30, 13.00, 21.00.</p> <p>Number of anchors: Normally a radio newscast will have one or two anchors. The anchor (or announcer, or presenter) is the person who introduces the newscast and the individual items within it. In this part of the coding sheet, please write in (a) the number of female anchors/announcers, and (b) the number of male anchors/announcers in the entire newscast.</p> <p>Note: You should only include the anchors/announcers. Do not include reporters or other journalists.</p>
Television	<p>Enter this information once for each newscast - in the top right-hand corner of the television coding sheet.</p> <p>Monitor code: This is your own individual code. It will be assigned to you before the Monitoring Day.</p>

	<p>Country code: This is the code that identifies your country. It will be allocated before the Monitoring Day.</p> <p>Name of the television channel or station: Be as specific as possible. E.g. if the television company is called RTV, and if the newscast is broadcast on its second channel, write in 'RTV-2'</p> <p>Newscast start time: Write in the time at which the newscast begins. Use the 24 hour clock, e.g. 08.30, 13.00, 21.00</p> <p>Number of anchors: Normally a television newscast will have one or two anchors. The anchor (or announcer, or presenter) is the person who introduces the newscast and the individual items within it. In this part of the coding sheet, please write in (a) the number of female anchors/announcers, and (b) the number of male anchors/announcers in the entire newscast.</p> <p>Note: You should only include the anchors/announcers. Do not include reporters or other journalists</p>
Internet	<p>Enter this information once for each news story - in the top right-hand corner of the internet coding sheet.</p> <p>Monitor code: This is your own individual code. It will be assigned to you before the Monitoring Day.</p> <p>Country code: This is the code that identifies your country. It will be allocated before the Monitoring Day.</p> <p>Website description and URL: For example. 'The Gleaner' http://jamaica-gleaner.com/ accessed 8 March, 2020 at 11:00 a.m.</p> <p>Whether the news source has an offline presence: For example, <i>The Independent</i> is an online-only publication in the UK while <i>The Hindu</i> in India is available in print as well as online. Code '1' for Yes, available offline or '2' for No, no offline presence, online only</p>

B. STORY

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

Newspaper q.1	<u>Page number</u> Write in the number of the page on which the story begins. Story appears on first page = 1, Seventh page = 7, etc.
Radio q.1	<u>Item number</u> Write in the number that describes the position of the story within the newscast. E.g. the first story in the newscast is item 1; the seventh story is item 7.
Television q.1	<u>Item number</u> Write in the number that describes the position of the story within the newscast. E.g. the first story in the newscast is item 1; the seventh story is item 7.
Internet q.1	<u>Webpage layer number</u> Write in the layer number on which the story begins. For example, indicate '1' for stories beginning on the homepage. Such stories will often continue onto a second layer of the website. Indicate '2' for stories beginning on the second layer, and '3' for stories beginning on the third layer. As a guide, one mouse click away from the home page is Layer 2, 2 mouse clicks is Layer 3, and so on. Remember not to code beyond Layer 3 of the website

Q. TOPIC

	Newspaper	Radio	Television	Internet
Question number	2	2	2	2

We have developed a list of 66 possible topics, which are grouped into broad categories (Politics & Government, Economy etc.). For each of the 66 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, stories following a spate of violent attacks in Johannesburg, South Africa by local people against other Africans.

A news article on arrests in the US as part of a mass deportation campaign. Topic 35.... Migration, refugees, xenophobia, ethnic conflict...

A news article on increase in extortion racket in Peru. Topic = 46 violent crime, murder, abduction, assault, etc.

A news article on the increase of sexual harassment cases against women in French public transport. Topic: 51 ... Sexual Harassment against women, rape, sexual assault.

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, peace negotiations, peace treaties...
3. Other domestic politics/government (local, regional, national), elections, speeches ...
4. Global partnerships (transnational trade and finance systems, e.g. WTO, IMF, World Bank, EU, United States-Mexico-Canada Agreement (USMCA), SADC, EAC, ECOWAS, Community of Latin American and Caribbean States (CELAC) ...
5. Foreign/international politics, UN peacekeeping ...
6. National defense, military spending, internal security, etc. ...
7. Other stories on politics and government (specify the topic in 'Comments')

Economy

8. Economic policies, strategies, modules, indicators, stock markets, taxes, etc.
9. Economic crisis, state bailouts of companies, company takeovers and mergers ...
10. Poverty, housing, social welfare, aid, etc.
11. Women's participation in economic processes
12. Employment
13. Informal work, street vending, etc.
14. Other labour issues (strikes, trade unions, etc.)
15. Rural economy, agriculture, farming, land rights
16. Consumer issues, consumer protection ...
17. Transport, traffic, roads ...
18. Income inequality between women and men
19. Other stories on the economy (specify the topic in 'Comments' section of coding sheet)

Science and Health

20. Science, technology, research, discoveries, ...
21. Medicine, health, hygiene, safety, (not Cancer, Polio, or HIV-AIDS)
22. Cancer treatment, policy...
23. Polio vaccine, polio vaccination, polio outbreak, treatment, ...
24. HIV and AIDS, policy, therapies, treatment, program funding, etc.

25. Other epidemics, viruses, contagions, influenza, BSE, SARS, Ebola, Covid.
26. Birth control, fertility, abortion, sterilization, termination ...
27. Climate change, climate action, climate finance, carbon credits, global warning
28. Environment, pollution, tourism.
29. Artificial intelligence, AI risks/opportunities, AI regulation. technology innovation ...
30. Other stories on science or health (specify the topic in 'Comments' section of coding sheet)

Social and Legal

31. Post 2015 agenda, Agenda 2030, UN Pact for the Future.
32. Family relations, inter-generational conflict, parents
33. Human rights, women's rights, rights of sexual minorities, rights of religious minorities, etc.
34. Religion, culture, tradition, controversies, ...
35. Migration, refugees, xenophobia, ethnic conflict ...
36. Other development issues, sustainability, etc.
37. Education, childcare, nursery, university, literacy.
38. Women's movement, gender related demonstrations, feminist activism offline and online incl. #MeToo ...
39. Changing gender relations (outside the home), gender inequality (except income related)
40. Legal system, Judiciary, legislation, Family law, family codes, property law, inheritance law...
41. Disaster, accident, famine, flood, plane crash, etc.
42. Riots, demonstrations, public disorder, etc.
43. Other stories on social or legal issues (specify the topic in 'Comments' section of coding sheet)

Crime and Violence (excluding gender-based violence)

44. Non-violent crime, bribery, theft, drugs, corruption
45. Corruption, (including political corruption)
46. Violent crime, murder, abduction, assault, etc. (**NOT GENDER RELATED**)
47. Child abuse, sexual violence against children, neglect
48. War in the Middle East including Gaza, Lebanon, Syria, Yemen, etc ...
49. War, civil war, terrorism, other state-based violence **EXCEPT IN THE MIDDLE EAST**
50. Other crime/violence (specify the topic in 'Comments')

Gender-based violence

51. Sexual harassment against women, rape, sexual assault.
52. Intimate partner violence against women.
53. Intimate partner violence against men.
54. Intimate partner violence against gender diverse persons.
55. Technology facilitated GBV incl. Revenge porn, online stalking, online misogyny, online harassment, trolling.
56. Other gender violence such as femicide, trafficking of girls and women, female genitalia mutilation...

Celebrity, Arts and Media

57. Celebrity news, births, marriages, royalty, etc.
58. Arts, entertainment, leisure, cinema, books, dance ...
59. Media, (including internet, social network) portrayal of women / men.
60. Fake news, mis-information, dis-information, mal-information...
61. Beauty contests, models, fashion, cosmetic surgery ...
62. Other stories on celebrities, arts, media (specify the topic in 'Comments')

Sports

63. Team sports (soccer, football, basketball, handball, hockey, etc.) events, players, facilities, training, funding
64. Individual sports (boxing, cycling, golf, running, swimming, etc.) events, players, facilities, training, funding
65. Other sports (specify in 'comments')

Other

66. Use only as a last resort and explain.

Q. SCOPE OF STORY

	Newspaper	Radio	Television	Internet
Question number	3	3	3	3

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 the new government in Ghana is 2 - National to anyone living in Ghana, 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)

Q. SPACE

	Newspaper	Radio	Television	Internet
Question number	4	n/a	n/a	n/a

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

C. ANALYSIS

Does the story make reference to policy or legislation on gender equality or human rights? 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?

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

Q. REFERENCE TO GENDER EQUALITY / HUMAN RIGHTS LEGISLATION/ POLICY:

	Newspaper	Radio	Television	Internet
Question number	5	4	4	4

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), Beijing Platform for Action, United Nations Security Council Resolutions, the 2030 Agenda for Sustainable Development (SDGs), 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**
- 3 Not applicable**

Q. IS THE STORY ABOUT A PARTICULAR WOMAN OR GROUP OF WOMEN?

	Newspaper	Radio	Television	Internet
Question number	6	5	5	5

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 online violence against women and girls.

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

1 Yes

2 No

Q. THIS STORY CLEARLY HIGHLIGHTS ISSUES OF INEQUALITY BETWEEN WOMEN AND MEN:

	Newspaper	Radio	Television	Internet
Question number	7	6	6	6

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. 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 the respective column.

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. 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.

This story clearly highlights issues concerning inequality between women and men

- 1 **Agree**
- 2 **Disagree.**
- 3 **Not applicable**

Q. THIS STORY CLEARLY CHALLENGES GENDER STEREOTYPES.

	Newspaper	Radio	Television	Internet
Question number	8	7	7	7

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’



Image generated on Adobe Firefly AI using the prompt “Elderly woman in mechanic coveralls repairing an airplane engine”



Image generated on Adobe Firefly AI using the prompt “Alpha man washing clothes at the river bank”

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.

This story clearly challenges gender stereotypes.

- 1 Agree
- 2 Disagree.
- 3 Not applicable

D. JOURNALISTS AND REPORTERS

Newspaper	<p>For each newspaper story, you should code each journalist/reporter who wrote the story and whose name appears.</p> <p>Do not code:</p> <p>Unnamed journalists (e.g. 'Staff reporter', 'Our correspondent')</p> <p>News agencies</p>
Radio	<p>Use one line on the coding sheet for:</p> <p>Each news anchor or announcer: Code the anchor/announcer in each story, even if it is the same person.</p> <p>Each reporter</p>
Television	<p>Use one line on the coding sheet for:</p> <p>Each news anchor or announcer: Code the anchor/announcer in each story, even if it is the same person.</p> <p>Each reporter</p>
Internet	<p>For each online news story, you should code each journalist/reporter who wrote the story and whose name appears.</p> <p>Do not code:</p> <p>Unnamed journalists (e.g. 'Staff reporter', 'Our correspondent')</p> <p>News agencies</p>

Q. ROLE

	Newspaper	Radio	Television	Internet
Question number	n/a	8	8	n/a

- 1 **Anchor, announcer or presenter:** Usually in the studio
- 2 **Reporter:** Usually outside the studio. Include reporters who do not appear on screen, but whose voice is heard (e.g. as voice-over).
- 3 **Other journalist:** Sportscaster, weather forecaster, commentator/analyst etc.

Q. SEX

	Newspaper	Radio	Television	Internet
Question number	9	9	9	8

- 1 Female
- 2 Male
- 3 Gender divers incl. Transgender
- 4 Do not know

Q. AGE

	Newspaper	Radio	Television	Internet
Question number	n/a	n/a	10	9

Code the age that the person appears to be, even if it is not explicitly stated. In borderline cases, round up to the higher age group. E.g. if you are not sure if someone falls within the '3. Young adult 20-30' age group or the '4. Middle age 31-50' age group, code '4. Middle age 31-50'.

- 0 Do not know: (e.g., the person may not be seen clearly)
- 1 Child (12 years and under)
- 2 Teenager (13-19 years old)
- 3 Young adult (20-30 years old)
- 4 Middle age (31-50 years old)
- 5 Young-old (51-64 years old)
- 6 Older adult (65-79 years old)
- 7 Elderly (80+ years old)

E. PEOPLE IN THE NEWS

Newspaper	<p>For each newspaper story, you should code:</p> <p>Any person whom the story is about, even if they are not interviewed or quoted.</p> <p>Each person in the story who is interviewed</p> <p>Each person in the story who is quoted, either directly or indirectly*</p> <p>* 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.</p> <p>Code individual people ONLY</p> <p>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 <i>about</i> them) Deceased historical figures (unless the story is <i>about</i> them) People who are simply mentioned or listed in the story (unless the story is <i>about</i> them)</p>
Radio	<p>For each story, you should code:</p> <p>Each person in the story who speaks</p> <p>Any person whom the story is about, even if they do not speak.</p> <p>Code only individual people. 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) Interpreters (Code the person being interviewed as if they spoke without an interpreter).</p>
Television	<p>For each story, you should code:</p> <p>Each person in the story who speaks</p> <p>Any person whom the story is about, even if they do not speak. The person may be inside or outside the studio</p> <p>Code only individual people. 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)</p>

	<p>Deceased historical figures (unless the story is about them) Interpreters (Code the person being interviewed as if they spoke without an interpreter).</p> <p>Using the visual images to guide you, code as much factual information as you can about people in the television news. For example if the story interviews 2019 US Open Tennis champion Bianca Andreescu, code her as a female sportsperson, a young adult (20-30 years old) - even if the story does not state this directly.</p>
Internet	<p>For each online news story, you should code:</p> <p>Any person whom the story is about, even if they are not interviewed or quoted.</p> <p>Each person in the story who is interviewed</p> <p>Each person in the story who is quoted, either directly or indirectly*</p> <p>* 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.</p> <p>Code individual people ONLY</p> <p>DO NOT code: Groups (e.g. a group of nurses, a group of soldiers) Organisations, companies, collectives (e.g. political parties) Characters in novels or movies (unless the story is <i>about</i> them) Deceased historical figures (unless the story is <i>about</i> them) People who are simply mentioned or listed in the story (unless the story is <i>about</i> them)</p>

Q. SEX

	Newspaper	Radio	Television	Internet
Question number	10	10	11	10

- 1 Female
- 2 Male
- 3 Gender divers incl. Transgender.
- 4 Do not know

Q. AGE

	Newspaper	Radio	Television	Internet
Question number	11	n/a	12	11

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.

For the newspaper monitoring code the age of the person **only if it is specifically mentioned in the story**. 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.

For television and internet news, code the age of the person **if it is specifically mentioned in the story or the person appears in an image accompanying the story**.

- 0 Do not know: (e.g., the person may not be seen clearly)
- 1 Child (12 years and under)
- 2 Teenager (13-19 years old)
- 3 Young adult (20-30 years old)
- 4 Middle age (31-50 years old)
- 5 Young-old (51-64 years old)
- 6 Older adult (65-79 years old)
- 7. Elderly (80+ years old)

Q. OCCUPATION OR POSITION

	Newspaper	Radio	Television	Internet
Question number	12	11	13	12

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. President Volodymyr Zelenskyy, Prime Minister Mia Mottley, Michelle Obama, your country's head of state - 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	14 Agriculture, mining, fishing, forestry
1 Royalty, monarch, deposed monarch, etc.	15 Religious figure, priest, monk, rabbi, mullah, nun
2 Politician/ member of parliament, ...	16 Activist or worker in civil society org., NGO, trade union
3 Government employee, public servant, spokesperson, etc.	17 Celebrity, artist, actor, writer, singer, TV personality
4 Police, military, para-military, militia, fire officer	18 Sportsperson, athlete, player, coach, referee
5 Academic expert, lecturer, teacher	19 Student, pupil, schoolchild
6 Doctor, dentist, health specialist	20 Homemaker, parent (male or female) only if no other occupation is given e.g. doctor/mother=code 6
7 Health worker, social worker, childcare worker	21 Child, young person no other occupation given
8 Science/ technology professional, engineer, etc.	22 Villager or resident no other occupation given
9 Media professional, journalist, film-maker, etc.	23 Retired person, pensioner no other occupation given
10 Lawyer, judge, magistrate, legal advocate, etc.	24 Criminal, suspect no other occupation given
11 Business person, exec, manager, stock broker...	25 Other only as last resort & explain
12 Office or service worker, non-management worker	
13 Tradesperson, artisan, labourer, truck driver, etc.	

Q. IN WHAT FUNCTION OR CAPACITY IS THIS PERSON INCLUDED IN THE STORY?

	Newspaper	Radio	Television	Internet
Question number	13	12	14	13

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).

Q. FAMILY ROLE GIVEN

	Newspaper	Radio	Television	Internet
Question number	14	13	15	14

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

Q. DOES THE STORY IDENTIFY THE PERSON EITHER AS A VICTIM OR SURVIVOR, OR BOTH?

	Newspaper	Radio	Television	Internet
Question number	15	14	16	15

1 Yes

2 No*

***Note: If you have selected “2” (No), SKIP to the question “[Is this person directly quoted in the story?](#)”**

Q. THE STORY IDENTIFIES THE PERSON AS A VICTIM OF:

	Newspaper	Radio	Television	Internet
Question number	16	15	17	16

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)	4	Victim of other non-domestic crime, robbery, etc.
1	Victim of an accident, natural disaster, poverty	5	Victim of war, terrorism, vigilantism, state violence
2	Victim of domestic violence, rape, murder, etc.	6	Victim of discrimination based on gender, race, ethnicity, age, religion, ability, etc
3	Victim of non-domestic sexual violence, rape, assault, etc. (sexual violence only)	7	Other victim (specify in 'comments')

Q. THE STORY IDENTIFIES THE PERSON AS A SURVIVOR OF:

	Newspaper	Radio	Television	Internet
Question number	17	16	18	17

You should code a person as a survivor **either** if the word 'survivor' is used to describe them, **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)	4	Survivor of other non-domestic crime, robbery, etc.
1	Survivor of an accident, natural disaster, poverty	5	Survivor of war, terrorism, vigilantism, state violence
2	Survivor of domestic violence, rape, murder, etc.	6	Survivor of discrimination based on gender, race, ethnicity, age, religion, ability, etc ...
3	Survivor of non-domestic sexual violence, rape, assault, etc. (sexual violence only)	7	. Other survivor (specify in 'comments')

Q. IS THIS PERSON DIRECTLY QUOTED IN THE STORY?

	Newspaper	Radio	Television	Internet
Question number	18	n/a	n/a	18

1 Yes

2 No

Q. IS THIS PERSON DEPICTED AS PART OF A MINORITY GROUP (SEXUAL, ETHNIC, RACIAL, RELIGIOUS OR OTHER?)

	Newspaper	Radio	Television	Internet
Question number	19	17	19	19

1 Yes

2 No

Q. IS THERE A PHOTOGRAPH OF THIS PERSON IN THE STORY?

	Newspaper	Radio	Television	Internet
Question number	20	n/a	n/a	20

1 Yes

2 No

3 Don't know

Q. SPECIAL QUESTION 1

	Newspaper	Radio	Television	Internet
Question number	21	18	20	21

1 Yes

2 No

Refer to **special question 1** provided by your country coordinator.

Q. SPECIAL QUESTION 2

	Newspaper	Radio	Television	Internet
Question number	22	19	21	22

1 Yes

2 No

Refer to **special question 2** provided by your country coordinator.

Q. SPECIAL QUESTION 3

	Newspaper	Radio	Television	Internet
Question number	23	20	22	23

1 Yes

2 No

Refer to **special question 3** provided by your country coordinator.

F. OTHER

Q. NOTES SECTION

	Newspaper	Radio	Television	Internet*
Question number	24	<i>n/a</i>	<i>n/a</i>	24

*Internet: Enter the exact URL of the story in this space.

In the notes section of the coding sheet describe any photographs and multimedia features (audio, video) included in the story and the conclusion you draw from them.

Write down what you conclude from what you see or hear – What does the photo or multimedia feature say to you about women’s aspirations, roles, responsibilities and position in society? What does the photo or multimedia feature 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, video or audio clip? 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.

Q. DOES THIS STORY WARRANT FURTHER ANALYSIS?

	Newspaper	Radio	Television	Internet
Question number	25	21	23	25

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,

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*

(Leave blank if the answer is 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.

Internet: Submit a print-out of the webpage and if the website enables it, a recording of the multimedia feature (such as video or audio clip) in.