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Monitoring the media since 1993



Monitor's Guide

V. 2 Short

Contents

Context: Gender in the media	2
Doing the monitoring	5
Sheet	6
Country code	6
Medium	6
Date	6
Time	6
No.	7
Type.....	7
Summary	9
Topic	9
Issues.....	14
Origin.....	15
Journalist.....	16
Sources	17
Occupation	17
Function	18
Sex	19
Principles.....	19
Gender/women central?.....	22
Analysis.....	22



Context: Gender in the media

Media has been identified as one of the key obstacles in bringing about the Beijing Platform for Action's¹ strategic objectives. Media continues to promote stereotypical images of women that have the affect of deepening and confirming societal gender-defined roles and assumptions. This perpetuates not only stereotypes but also behaviours that are harmful to both women and men. Yet, even though countries around the world are signatories to the Beijing Platform of Action, gender is not necessarily considered an important issue for the Southern African Development Community (SADC) media, in light of all of the other challenges that they face.

The media's role is to both educate and to entertain. As such, often the media makes light of more serious and complex issues, or focuses on dramatic events in order to entertain people and retain their interest. Persistent problems are often not addressed, as they do not have the same interest value as once-off, unusual events have. This situation is worsened by young, under-trained and over-worked journalists. Yet, it is often these young journalists who have the power to disseminate and spread assumptions about gender that are harmful to women (and men) in society.



Definitions:

Sex refers to the biological differences between females and males. The main sexual differences include most women's ability to bare children and most men's ability to impregnate women. Sexual differences also refer to the hormonal and physical differences associated with male and female reproductive systems.

Gender refers to the social roles and activities ascribed to females and males and the power relations that define how and why individuals are expected to perform these activities, either exclusively or predominantly, by only males or females. The fact that women as a group have lower importance than men in society is the main gender difference.

Gender roles vary across cultures but the power relations that place most males in positions of power and privilege over most women seem to be similar across most cultures. Expectations come from the idea that certain qualities, and therefore certain roles, are 'natural' for men and others for women.²

Gender issues are the (largely) negative consequences of the relative position of the sexes in society. They include, but are not limited to gender-based violence, exploitation of women, and others. To familiarise yourself with gender issues, have a look at the topic code list found later in the guide.

The media is in a difficult position, as it needs to educate and inform people, but to hold the public's interest and entertain at the same time. Media also needs to sell advertising, operate within government rules and regulations, and broaden their target markets. To really inform and educate people, the media must deal with difficult human rights issues, which affect the majority of the population. Some of these human rights issues that particularly affect media in the SADC region include gender, HIV, children, poverty, race and racism, and perceptions of Africa.

¹ This Platform for action was adopted by countries around the world at the Fourth World Conference on Women in Beijing in 1995

² 'Monitoring HIV/AIDS reporting through a gender lens' available on www.samgi.org.za/Publications/booklets/monitoringHIVaids.pdf





How are gender issues different from women's issues?

Women's issues fall into gender issues more broadly, but gender issues also include men's issues. There is some disagreement about children's issues being 'gender issues', but they tend to be very closely related to women's issues due to the biological and societal implications of child bearing.

The way that women are treated in society is an important indicator of other development issues. For instance, empowered women, who are not affected by poverty or forced into sexual relations, are often linked with a lower infection rate of HIV/AIDS. Women affected by poverty have a greater risk of raising children who are more likely to be hungry and unsafe.

In most instances of reporting the issues that affect women is not considered, and there is often no indication in the media that women experience different problems to those that men experience. This is partially explained by the fact that men hold most senior positions in newsrooms, so men decide what makes the news. In a patriarchal society, the roles that women play in society are often not recognised. A patriarchal society is one in which men hold the power in the society. As a result, important information aimed at women does not make it into the mainstream media. Despite improvements, previous research by the Media Monitoring Project (MMP) and other organisations has shown that women are still marginalised in the media and portrayed in limited roles, such as mothers or victims in the media all over the world.

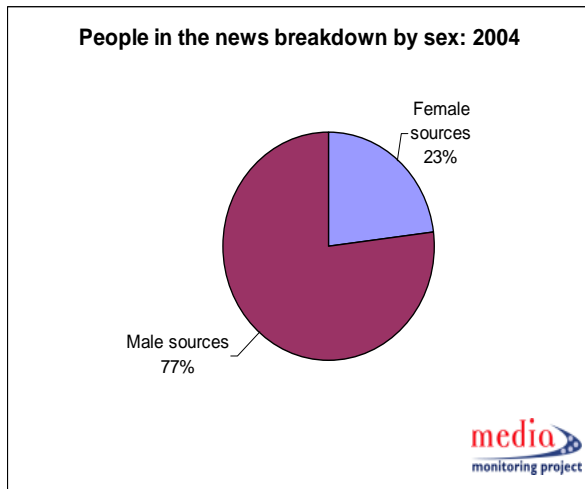
Why monitor the media?

Media monitoring enables a number of different results to be represented statistically. One of the most interesting findings is the different types and areas of bias in the media's coverage, which are made visible through monitoring. For this reason more and more civil society organisations across the world are starting to undertake media monitoring research. Monitoring the media enables quantitative and qualitative data about media coverage to be collected and extracted on a range of key issues, such as the number of women who speak in the news and how they are represented within the news stories.

Not only does monitoring the media show how the media is biased in different ways, monitoring is also a useful way to advocate for change. Media monitoring enables organisations to advocate for change in the media in a number of different ways. Firstly, since the media has unparalleled power to ensure that the agenda of the rich and powerful dominates over the voices of the poor and socio-economically marginalised, media monitoring shows instances in which this occurs. Secondly, monitoring the media enables trends to be tracked over time. This has the benefit of providing comparative data and avoids erroneous conclusions based on one article or news bulletin. Media monitoring also provides civil society organisations with clear evidence that can be used for advocacy, training, input on policy development, and encourages best media practice. Media monitoring provides solid research results from which to advocate for greater media sensitivity on human rights issues. One way to do this is to showcase best media practice to encourage better coverage of human rights issues. These reasons explain why media monitoring is being adopted and applied by civil society organisations all over the world at an unprecedented rate.

A great advantage to media monitoring is that it is not country-specific, but can be used to draw regional and global comparisons. Recently, the MMP has been involved in a number of international projects. The Global Media Monitoring Project (GMMP) involved more than 80 countries around the world monitoring the representation of gender in the media over one day. Similarly, the Southern African Media Action Plan on HIV/AIDS and Gender involved the monitoring of media in 10 Southern African countries for representation of HIV and gender. International projects enable countries to gauge themselves against one another and use each other's results to advocate for the improvement of the representation of gender. Media monitoring results can also be used to mark regional progress on the millennium development goals relating to women, as well as to obtain region-wide information on gender coverage in the media.

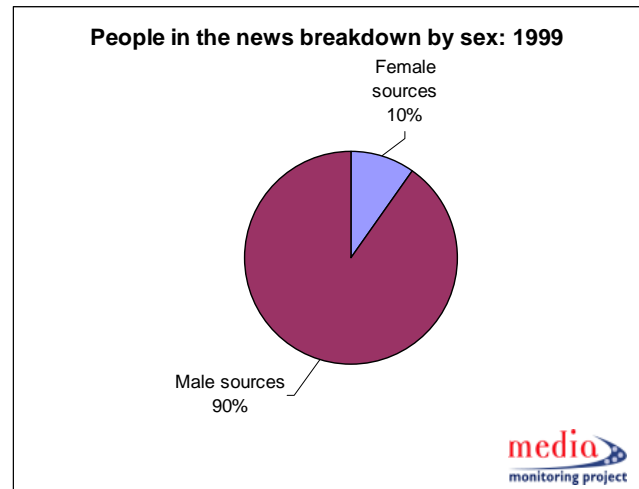




A practical example of the efficacy of media monitoring

In 1999 the MMP monitored the coverage of the South African national elections across print, radio, and television media, in more than 7000 news items³. Female sources comprised a mere 9.8% of the total number of people who spoke in the news. In 2004, the MMP monitored the coverage of the national elections again, monitoring coverage in print and broadcast media in 6000 news items⁴. This time, female sources comprised 23% of the total number of people who spoke in the news.

While the number is still low, it indicates a more than double increase in the number of women speaking in the news over a five-year period. This is a positive trend that could not have been tracked without monitoring the media.



The monitor's role in the monitoring process

Tested and refined through years of South African, African, and international monitoring experience, the Media Monitoring Project has developed a monitoring methodology ready for wide-scale adoption, which is used in this tool.

Let's explore what goes into monitoring:

Firstly there is you, the monitor, armed with your tools of a monitoring form, monitoring guide and a medium to monitor. **Read this guide and make sure you understand it perfectly. If you don't, you can jeopardise the accuracy of the results.**

Secondly, there is the MME tool, into which the contents of the monitoring form are fed.

³ MMP. 2004. "Celebrating Democracy: 'X' Making their mark: An assessment and analysis of media coverage of the 2004 national elections" Available www.mediamonitoring.org.za

⁴ MMP 2004 "Celebrating Democracy: 'X' Making their mark; An assessment and analysis of media coverage of the 2004 national elections" Available www.mediamonitoring.org.za



Finally, there are the results that the tool will create for you.

In order for the results to be accurate, your monitoring must be accurate. It all depends on you. The next section will explain how to do the monitoring, but remember; the results produced by the tool are only as good as the quality of your monitoring.

**The golden rules of media monitoring:
Accuracy, accuracy, consistency and accuracy!**

Doing the monitoring

This guide is critical for the success of the project. Treat it as your best friend, know it well enough to recite it, and refer to it constantly.

While it is important to know how gender is generally reflected in the media, it is crucial that you monitor only what is in the story; do not monitor the items based on your knowledge outside the story. For example: You read a story about high rate of rape and gender-based violence in a community, you know that they are talking about Thembisa from your own personal knowledge. The article does not acknowledge or recognise this. In this case, you would not include this information in the summary, as it is not provided within the text of the story.



Please have a look at the monitoring form that came with this tool. Each form must be filled in accurately. For each article you monitor, you must fill in the following information:

Fill in one monitoring form per radio/TV programme or newspaper edition. It does not matter if there is more than one programme or edition on the same day, each must have a separate sheet. On every monitoring form it is important to give certain information. This includes your name, the sheet number, the country code, medium, date, and time (if you are monitoring radio or television).



An extra module is available for the monitoring of internet content. Please contact mme@mediamonitoring.org.za to get your own copy of this module, if you want to monitor internet.

Name

At the top of the form, in the block provided, you need to record your name and surname. Please remember to write your name on every single sheet that you fill in.

e.g.

Zukiswa Smith



Sheet

Record the number of sheets used per television/radio programme or per newspaper monitored. For example, if you use 3 forms to complete one TV bulletin, fill in sheet 1 of 3, 2 of 3, and 3 of 3. Start a new sheet for every programme or edition monitored.

e.g.

Sheet of

Country code

This is important if the project for which you are using the tool includes media monitoring in more than one country. If this is not the case you can leave the country code box blank.

Code	Country
ANG	Angola
BOT	Botswana
LES	Lesotho
MAL	Malawi
MAU	Mauritius
MOZ	Moçambique
NAM	Namibia
SEY	Seychelles
SOU	South Africa
SWA	Swaziland
TAN	Tanzania
ZAM	Zambia
ZIM	Zimbabwe



information.

Monitoring Tip: If you are from a country not mentioned here the tool will still work for you, but additional customisation may be necessary. Please contact the Media Monitoring Project SA on mme@mediamonitoring.org.za for a new country code so that we can include your data in our global database of monitoring

Medium

For print you need to fill in the name of the medium being monitored. The medium is the newspaper or programme that you are monitoring. For instance, if you were monitoring the Daily Herald, you would write that down; for the news, you would write that down. For TV and radio you also need to enter the name of the channel or station that you are monitoring.

e.g.

Medium:

Date

Here you need to capture the date on which the item was **published/broadcast**. The date of the television or radio programme or the newspaper monitored must be entered here. Use the format **dd/mm/ccyy**. e.g. Christmas day 2007 would be:

e.g. Date:

Time

For radio and television monitoring, it is also necessary to note the **starting time** of the news bulletin or programme that you are monitoring. Please use 24 hour time, for instance 7 'o clock in the evening is 19h00. Time is always local, not international. In other words, it is the time when the programme is broadcast in the area it is received **NOT** according to Greenwich Meridian Time (GMT) or any other international standard time.



e.g. Time:

No.

This refers to the item number for TV and radio and the page number on which the story appears for print.

For print: If the first article monitored on gender appears on page 3 of a newspaper, then 3 should be recorded in this column.

For television and radio: Fill in number 1 in this column for the first item and follow on with sequential/following numbers. An item is one story. As soon as the presenter starts talking about a clearly different topic, the item number will have changed.



Monitoring Tip: For TV and radio, write down a one-line summary with a number, for every story as you hear it, as this will prevent you from having to go back and count the items over when you come across a relevant item.

Type

Here you need to write down what **type of story** is being monitored. You will find that the type codes tend to apply largely to **newspapers**. Please note that you will need to monitor for images as well. This means you will monitor appropriate images as separate items if they are not attached to a particular story. For example, if there were a photograph of a scantily dressed woman, with no associated story, you would monitor the photograph as you would any other news item. If, however, there were a story attached to the image, you would monitor the story together with the image. The exception is for advertisements; you do not need to monitor them.

Why do we monitor for type?



Imagine that a letter expresses a derogatory opinion about a gender campaign this opinion is not necessarily supported by the newspaper or broadcast station, but if the editorial expresses a similar opinion it may indicate editorial bias. So it is important to monitor for type, so we can tell whose opinion it is.



Monitoring Tip: You may notice that advertisements are often the worst offenders in depicting women in a stereotypical and unfair way. The MMP would be glad to supply you with an add-on for the tool that will enable you to monitor advertising, if you wish. Please contact mme@mediamonitoring.org.za for this add-on.

Using the table below as a guideline, enter the most appropriate type, only one, for each item monitored:

No.	Type
1	News story
2	In brief/ shorts
3	Cartoon/ graphic
4	Image
5	Editorial
6	Opinion piece
7	Feature/ news analysis
8	Letter
9	Opinion poll
10	Interview, Question & Answer
11	Human interest, portraits, profiles
12	Phone-in programme
13	Other



What do they mean?

News story: This refers to stories about a particular event or happening. The story will be **recent and largely factual**. News stories often reflect bad news. Below is an example of a news story; it is relatively short and concentrates only on the facts as represented by the various sources, without any further analysis.

In brief/ shorts: These items are usually **clustered together** and are about three to ten lines in length. **Items shorter than three lines are NOT to be monitored;** these are highlights or news snapshots.

Cartoon/ graphic: A cartoon or graphic is a line drawing, a graph or a chart, not a photograph.

Image: Images are only monitored for newspapers. For television, the image is a part of a news story and should not be monitored separately from the story. Usually these images are photographs that are to be monitored as part of the story unless they have no relation to any item. As a general rule, **photographs are only monitored separately when there is no story to which the image refers.**

Editorial: These are also usually clearly identified as editorials and are found on an editorial page. They reflect the view of the publication on important current issues, and do not have a journalist's name after the title.

Opinion Piece: This type of item tends to occur on or near the editorial page. It usually focuses on a particular issue or event, or **comments** on an (recent) issue in the news. The **views of an expert or specialist are given**, as opposed to a reported news story. Often a short blurb about the author and his/her position is provided at the end or the beginning of the item.

Feature/News Analysis: Often this type of item is pre-planned, and focuses on a particular person or issue, such as sex-work, or is an **analysis by an expert or journalist** on a particular news issue. The item is usually fairly long and in-depth, and tends to be written by one of the newspaper's own journalists.



At the end of the article you will notice that it refers to the writer as on the staff of the newspaper

Letter: This type of item tends to occur near the editorial pages and is often identified by a different font and by the fact that it tends to have the **writer's name and address** below. Letters often are published together on the same page.



Opinion Poll: These are often reports that focus on the **opinions of the general public** or various other people, depending on the subject of the report. For example, a journalist may construct a report on people's views on the president's state of the nation address or on the budget speech.

Interview/Question & Answer: These items usually take the form of question-and-answer sessions with a celebrity, politician or other high-profile person. They are also usually found in a question-and-answer format, with no analysis from the journalist or interviewer.

Human-interest, portraits, profiles: These stories tend to focus on **individual people's stories and experiences**. They are usually non-political, and may focus on people at grassroots levels. Human-interest stories focus on an issue via the telling of a personal story, rather than through accessing experts, facts, and figures, and will almost always quote the person concerned. They may take the form of a profile of a particular person whose life story or experience highlights broader issues.



There may be an overlap between human interest and features/news analysis. You will need to assess whether the story focuses more on the issues involved, or on an individual. If the story focuses more on the individual, for example, if it were about a female politician's experiences, but it is in an interview format, you would code this story as a human-interest story.

Phone-in programme: This type is for **broadcast media only**. This is a programme that actively encourages listeners to phone in or send text messages and comment on a topic being discussed by guest/s in the studio.

Summary

A summary of the item is required in the next column. In summarising the item, it is imperative that the **crucial points** of the item are adequately captured. The best way to do this is to include the **headline and the first few lines of the item**, to provide the general idea. The headline is also important so that you reference the article correctly at a later stage.

Topic

Here we need to capture the most **central subject** of a story. To do this we have developed a topic code list (see below). For this section you will need to choose only **ONE** topic that best suits the overall topic or subject of the story that you are monitoring. The more general topic codes are to be utilised only as a matter of last resort in those (few) instances when an item cannot be categorised as falling into one of the more specific topic areas.

It is essential that every item you monitor have **ONE** topic code. Sometimes it is very difficult to decide between the codes; always choose the one that best suits the subject of the item. If you are struggling, let your project leader know and s/he will help you.

There are eleven broad topic areas:

✓Economics, business;	✓Politics, conflict, government;
✓Sustainable development, social and legal;	✓Gender general;
✓Health;	✓Gender-based violence;
✓Stories focussed on women;	✓Cultural, traditional practices and women;
✓Men and masculinity;	✓Older people and gender;
✓Children and gender;	✓Celebrity, art and sport.

Within each broad topic area there are specific topic codes. First try to categorise the story within the specific topic code. **Only categorise it in the broader category if you are unable to fit it within a specific**



topic code. Two or more topic codes may appear in one story, please choose the most appropriate to describe the story best.

43	Environment	Any environmental issues, both green and brown, i.e.. conservation and sanitation
44	Poverty general	A story may discuss poverty and related issues such as infrastructure underdevelopment, hunger, etc.
45	Poverty as a gender issue	Women are frequently the poorest of the poor, this article recognises this. It may also address how poverty increases women's vulnerability to HIV/AIDS, rape, theft, abuse etc.
Gender general		
51	Gender as a social construct	A story about gender as a social perception, the story could deal with intersex or transgender issues. For example sex-change operations or babies born with indeterminate sexual organs
52	Gender issues - general	Use this option if the options under gender-based violence and the following two codes are inadequate to describe the story you are monitoring
53	Gender relationships, power relations and stereotypes	A story may, for instance, describe how men and women interact or should interact (not necessarily confined to romantic relationships or situations)
54	Gender campaigns	This may refer to any campaign which aims to change gender perceptions or highlight gender issues. For example it may be a campaign about women's portrayal in the media or a campaign to encourage positive, family-orientated masculinities
55	Gender and the law	This is a general topic which cover legal matters which address gender issues such as the right to inherit, divorce, maintenance, protection etc.
Health		
61	Health general	Health issues general
62	Fertility/ birth control	The key issue addressed in this article relates to fertility, of men or women
63	Abortion/ termination of pregnancy	This story relates to abortion, either legal, illegal, commercial or state.
64	Maternal mortality	This is the rates of women dying during childbirth
65	HIV general	General HIV issues, not gender-specific
66	HIV/AIDS stigma	This article is about people affected or infected by HIV and the stigma or abuse they face
67	Men and HIV	This story discusses men as a group infected or affected with HIV and their reactions to or experiences of it
68	Women, care and HIV	The story would emphasise how women care for children and family members who are HIV positive or affected by HIV
69	Women, treatment and HIV	This article may discuss concepts such as the survival rate of women with HIV and possibly emphasis how women's mortality rates differ from other sufferers of HIV
70	Mother to child transmission of HIV	This story will deals with issues around mother to child transmission (MTCT), Niveripine, breastfeeding/ formula feeding related to transmission etc.
71	Women and HIV/AIDS generally	This story deals with women and HIV/AIDS more broadly and may include one or more of the above topic codes 67 - 70
Gender based violence		
81	Violence against women	Violence, sexual or other against women
82	Sexual violence against women	Rape, sexual abuse, statutory rape etc.
83	Domestic violence	This is violence by a partner or family members
84	Abuse of women by women	Women abusing other women, sexually, physically or emotionally





85	Sexual harassment or discrimination	Sexual harassment is any unwanted and unwelcome behaviour of a sexual or gender-specific nature that interferes with a person's ability to work, get an education, or otherwise impedes his/her movements. Sexual discrimination may affect women in terms of wages, lack of opportunities for advancement, discrimination because of women's role as mothers, or impede their ability to wear any clothes
86	Femicide and familicide	Femicide is the murder of a woman, most commonly by an intimate partner or ex-partner. Familicide is the murder of an entire family (or part thereof) by a family member, often followed by a suicide. Generally perpetrated by fathers.
87	Abuse of either physically or mentally women differently abled	Any abuse, sexual or other, inflicted on a differently abled woman
88	The affects/ impacts of abuse	This article would discuss how abuse effects either the victim, the perpetrator or society more broadly
Cultural, traditional practices and gender		
91	Cultural/ traditional practices which disadvantages women (general)	This can be any traditional practice which disadvantages women relative to men or to other women
92	Labola/ dowry practices	Any payment made for a wife by the husband or husband's family or alternatively by the wife or wife's family upon marriage.
93	Female circumcision/ genital mutilation	Any procedure which alters a women's sexual organs, including removing the clitoris, stitching closed the vagina, etc
94	Widow inheritance	The tradition where a widow marries the younger brother or another family member of her husband
95	Wife-kidnapping/ forced marriages	A woman is kidnapped and forced to marry her kidnapper
96	Virginity testing	Any process used to try ascertain the virginity of a girl/ woman.
97	Inheritance practices which discriminate against women	Traditional or legal processes which disqualify women as heirs, inheritance is generally passed to the nearest male relative
98	Polygamy (commonly called polygamy)	This is the tradition of one man having many wives
Stories focused on women		
101	General women's issues	
102	Abuse or exploitation of women (general)	
103	Homosexuality (female)	This is a story about lesbians, alternative female homosexual lifestyles, etc.
104	Divorce/ male abandonment	This story deals with divorce and male abandonment
105	Motherhood	This story is about motherhood, the experience of it
106	Sex work (women)	This story deals with women who are engaged in sex work, this is prostitution for money mainly, but may also be in exchange for drugs. Sex work may include issues of bonded labour, if the story is mainly about sex work, use this code
107	Bonded labour/ slavery/ human trafficking	Bonded labour is forced labour as a result of a loan. Slavery is any forced labour under other circumstances, this includes prostitution. Forced migration is when a person is forced or tricked to leave their country and end up in a position of bonded labour or slavery. Women are most commonly trafficked or enslaved, if it involves a child, use code 115
108	Transactional sex/ Intergenerational sex	This is sex (generally with older men) in exchange for goods such as clothes, school fees, electronic goods, cash, cosmetics, etc. in an informal way rather than a formal prostitution arrangement
109	Female-headed households	This is the phenomenon of women running households as a result of death or desertion of the male head, or a teenage or unplanned pregnancy
110	Displaced/ refugee peoples, in particular women	People displaced by war or forced removals.
111	Commercialisation of the female body	This story may discuss how advertisers use women's body's to get attention, talk about body fascism or the affect of media on women's perceptions of their bodies



Men and masculinity		
121	Men's rights or issues (generally)	
122	Initiation ceremonies	Circumcision or any manhood ceremony
123	Fatherhood	This story emphasises fatherhood or encourages good fatherhood practices, if the story is more about child maintenance, choose 117
124	Violence as a mark of manhood	This story emphasises the association of masculinity with violence
125	Positive or alternative masculinities	This story deals with different positive masculinities
126	Polyandry	This is when a woman takes a number of husbands
127	Rape of men	This story deals with either women or men raping a man or men
128	Male homosexuality	This story deals with male homosexuals
129	Sex work (men)	This piece discusses men involved with sex work as prostitutes.
Children and gender		
131	Children's issues/ abuse generally raised	
132	Child abuse	This is physical or sexual abuse of children
133	Child-headed households	This is when a child takes over the running of a household because of the death/ disappearance of parents/ family
134	Children, care and HIV	This refers to children caring for others with particular emphasis on the HIV pandemic
135	Child labour	The labour of children for money or not. Can include domestic responsibilities when a child must quit school to complete activities
136	Street children	This story deals with issues relating to children who are homeless and live on the streets
137	Child maintenance	This piece deals with the payment or non-payment of child maintenance
138	Child brides	A girl who marries before she is 18, often she is compelled to by family or community
139	Child offenders	This includes the rape, sexual harassment, or violence against other children. It can also include peer abuse, which is the teasing or bullying of children by other children
140	Teenage pregnancies	This story will concentrate on young women getting pregnant, the complications they face and possibly child grants
141	Sex work (children)	Report raises the issue of children engaging in sex work or the use of parents or guardians to get money from allowing others to perform sexual acts on a child in their care.
142	Infanticide	The murder of infants or toddlers, often by women
Older people and gender		
151	Older women's issues broadly	
152	Role of older people in society	This story discusses the role of older people as elders, as
153	Elder abuse	This story deals with an older person being physically or sexually abused for any reason
154	Grandparent-headed households	This deals with the enforced raising of grandchildren due to HIV/AIDS, abandonment or other reasons
155	Pension issues	A story covering this may, for example raise issues about the rights of the aged to a pension, or problems with the social grants system.





For the purposes of this tool, a child is someone 18 years or younger, regardless if s/he is a spouse or parent. An older woman is 65 years or older. If the age is not mentioned, use your own judgement.

Issues

Experience has shown that a number of issues are likely to be raised by each article. The issues focus on human rights concerns.

As a monitor, you need to indicate on the monitoring form those issues that you feel are raised by the article. The monitoring must be undertaken with the assumption that each article is likely to raise more than one issue. **Each and every issue raised in the article must be recorded.**

Monitoring for issues shows how the media covers gender, gender based violence, and other related gender issues.

The following key issues may be relevant:

No	Issues
Human rights	
1	Issue of human rights is broadly raised
2	Issue of race, racism or ethnicity is raised
3	Report respects an individual's right to privacy
4	Report respects an individual's right to dignity
5	Report raises issues of disabled people living with disabilities
6	The report respects the rights of individuals and treats them with fairness and equality
7	Issues of xenophobia are raised
8	Issues of any other discrimination are raised (Remember to specify the discrimination under analysis)
9	Report raises issue of exploitative labour practices
Gender	
11	Issues of gender are raised
12	Issues of gender-based discrimination are raised
13	Issues of gender violence are raised
14	Report raises issue of exploitation of women's labour
15	Report raises issue of women as victims
16	Issue of women and poverty raised
17	Any other gender issue is raised (Remember to specify the discrimination under analysis)
Children	
31	Issues of children and children's rights are raised
32	Report raises issue of the right to education
33	Report raises issue of provision of services for children
34	Report raises issue of child labour
35	Report raises issue of children's socio-economic rights
36	Report raises issue of children and poverty
Poverty	
41	Report raises issue of poverty and livelihoods
42	Report raises issue of food safety nets
HIV/AIDS	
51	General HIV/AIDS issues
52	Issue of HIV/AIDS and race raised
53	Issues of HIV/AIDS and poverty raised
54	Issues of HIV/AIDS and gender raised



Quality of report	
61	Report utilises independent, expert analysis
62	Story ignores pertinent issues or facts
63	Report is factual and event based - i.e. is not critical or analytical
64	Report is analytical and critical
65	The report is fair
66	Report is balanced
67	Report is accurate
68	Report is biased (by omission, allegation, language, exaggeration, generalisation, trivialisation, presentation)
69	Report is dramatic and emotional
70	The report has other quality issues (Remember to specify the discrimination under analysis)
71	No explanations offered
72	The report is explanatory
Visuals	
81	Identification of minor children i.e. naming and photographing of children under the age of 18 in a criminal case, when it is clearly not in their best interest to be identified,
82	The use of violent, gruesome and or disturbing visuals
83	Visuals that are intrusive and violates an individuals right to privacy, dignity and confidentiality
84	The identification of people living with AIDS without any clear or informed consent
85	The identification of victims of abuse when it is clearly not in their interest to be identified or when it is done without their informed consent
86	Pictorial representation of scantily clad women (where it is clear they are being photographed because of their attire)
87	Identification of prisoners of war
88	Images used of people during war or conflict without identifying them – anonymous reporting
89	Image used for dramatic value
90	Images of wailing black women
91	Report uses visuals of women and children to elicit sympathy

Origin

Under origin, please indicate **where the story comes from**. From this we can see if the media are covering national or international gender issues, or tend to focus on local gender stories.

No.	Origin
1	International
2	Africa
3	National
4	Provincial
5	Local

What do they mean?



International: refers to stories from countries beyond Africa. E.g. A study revealing levels of femicide from Argentina, Australia, and the Ukraine is released.





Africa: refers to stories from the African continent, or regions in Africa. E.g. A UN report is released detailing the challenges sub-Saharan Africa faces with its level of HIV-infected pregnant women.



National: refers to reports that apply to your country. For example, your government changes its legislation on who automatically inherits a man's property after his death.



Provincial refers to stories from a particular province or region within your country. **If your country does not have provinces, ignore this code.** E.g. Young women in Manica, Mozambique respond to messages promoting safe sex.



Local: stories are limited to a single town/city/area, but not restricted to the locality in which the medium appears. E.g. Inner-city Johannesburg crime against women hits an all-time high.

Journalist

You need to capture whether the item you are monitoring is written by a **journalist** (1) or comes from an **agency** (2). Agencies such as SAPA, AFP, and Reuters are common. If the story is by both a **journalist and an agency** then you will choose "5 - Journalist and agency". "3 - **Guest writer**" refers to someone who is not a journalist, such as the leader of a political party, or a person who has written a commentary piece for the newspaper. For example, the director of the MMP writes an article about the results of monitoring of the 16 Days of Activism Campaign.

No.	Author
1	Journalist
2	Agency
3	Guest writer
4	Many journalists
5	Journalist and agency
6	Letter writer
7	Unknown author

No.	Sex
1	Female
2	Male
3	Unknown
4	Many
5	Not applicable - only to be used for agency



How do you tell if the writer is a journalist with the newspaper or from an agency? That's easy; a journalist is noted by their name, such as, Lebogang Modise, an agency is usually only a word or two. The only exception is "6. - Letter writer", when you are monitoring a letter. Very rarely, you may find a comment without a name (of any kind) next to it. Then, and only then, would you choose "7. - Unknown author".

In addition, you will need to write down the sex of the author. Only capture whether the author is male or female **if you are certain of the person's sex.** If you are at all unsure, choose "3" unknown. If the person is a woman, put "2" for "female" under the sex column; if the journalist is a man, put "1" for "male".



If you are wondering what sex an agency is, it is always not applicable as an agency employs both males and females.



Sources

What do we mean by sources?

A source is any person **who is directly or indirectly accessed** (i.e. either directly or indirectly quoted) in the item, as well as any person who is clearly depicted in a cartoon or image. Other **sources of information** will also be considered sources where they are directly or indirectly quoted. Such 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. The source will then be the organisation that produced the source.

For images, a source is any person who can be clearly identified in an image. Remember that you will only code people in images when you are coding an image separately from the story. **Images that accompany stories are not to be coded.** Therefore, you will only code sources that are clearly shown in an image when the image exists in the newspaper without an accompanying story.



Now sources get a little more complicated. Because sources vary from country to country, the project manager will have to add specific ones. We have given you a guide below: For every group, there will be various organisations. The project manager should give you a complete source list for your project.

No	Group	No	Organisation
1	UN Agency/ international non-commercial organisations	1.1	
2	National government	2.1	
3	Provincial/ local government	3.1	
4	Political parties	4.1	
5	Funders	5.1	
6	Academic Institutions/ universities	6.1	
7	Non-governmental organisation (NGO) / Community-based organisation (CBO)	7.1	
8	Trade Unions	8.1	
9	Justice system	9.1	
10	Media	10.1	
11	Civil society	11.1	
12	Corporations/ companies	12.1	
13	Other (last resort only)	12.1	

No.	Occupation
1	Academic, researcher, expert
2	Activist, union member, protester, supporter
3	Agriculture, farmer, fisherman
4	Business person, professional, entrepreneur
5	Child, scholar
6	Citizen, neighbour, member of a community, resident, friend
7	Community leader, traditional, cultural
8	Criminal
9	Domestic worker
10	Educator, teacher, lecturer, instructor
11	Emergency services
12	Employees, workers
13	Entertainer, beauty contestant, film star, singer, model
14	Family member, aunt, uncle, cousin, grandparent, brother, sister, mother, father, daughter, son, niece, nephew, caregiver
15	Government (local and national), politicians
16	Healers traditional, alternative healers

Occupation

You will also have to provide the **occupation** of people accessed in each item. You need only write the code in the boxes provided.



Why put down a source and an occupation for each source quoted? Occupation tells us something more than the source, i.e. what her/his job is.



17	Healthcare professional, nurse, doctor, psychologists, lab technicians
18	Homemaker
19	Legal, lawyers, judges, courts, advocates
20	Media practitioner, author, journalist,
21	Military
22	NGOs, Civil Society Organisations
23	Office and service workers (secretaries, personal assistants, waiters, etc.)
24	Official, spokesperson
25	Perpetrator
26	Police
27	Pupil, student, learner (older than 18)
28	Religious leaders, nuns, priests, shamans, ministers
29	Science/ technology (engineers, ICT people, biologists etc.)
30	Sex worker, prostitute
31	Social service - social workers
32	Sports person, celebrity (not entertainer)
34	Spouse, partner, girlfriend, boyfriend, lover,
36	Survivor, victim
38	Youth (not student)
39	Other - LAST RESORT ONLY!

Function

After noting the source group and organisation, as well as, occupation you will need to look at their function in the story. Always choose the most specific option. If nothing else is applicable, or if the source is fulfilling a number of functions choose 'Subject general'. NOTE: For an opinion piece the function is always writer.

	Function	
1	Popular Opinion	This person is accessed to find out what 'the man on the street' thinks about an issue
2	Personal Experience	This person is sourced because they have personal experience of the matter under discussion
3	Eye Witness	An eye witness is someone who saw the event that the news item describes
4	Subject general	If the source is the person about whom a news item is
5	Victim	If somebody is accessed as a victim, the abuse event somehow embodies them
6	Survivor	If somebody is accessed as a survivor, the abuse event is an experience that they lived through
7	Perpetrator	This person committed or is accused of committing abuse
8	Expert	The person is accessed because they are an expert in the field
9	Spokesperson	This person is an official or unofficial representative of an organisation or government
10	Writer	This is the writer of the piece who is expressing her opinion



The function in the story tells us something more about the source. You may find that function is the same as occupation for some sources, but they may differ for others.



Sex

You will also need to capture **the sex of the source**. Only capture whether the source is male or female if you are certain of the person's sex. If you are at all unsure, choose "3" unknown. If the person is a woman, put "2" for "female" under the sex column; if the journalist is a man, put "1" for "male".

No.	Sex
1	Female
2	Male
3	Unknown
4	Many



NOTE: The database must have at least one source, if it is an analysis that quotes no one either directly or indirectly then the journalist is the source. Make sure that all your source options, group, organisation, occupation and function reflect this.

Principles

A key element of the monitoring methodology includes an assessment of the quality of the stories. We have decided to do this using internationally accepted, ethical standards of journalism. You will need to assess whether the following principles are **clearly supported (PS)** or **clearly violated (PV)** in the stories that you monitor.

These principles outline clear ethical guidelines that promote respect for human rights and best practice. As such, you are going to use them to highlight which of the principles are most regularly clearly supported/protected and which are most often clearly violated/ignored by the media. Remember; choose only the **most appropriate/obvious/clearly stated principle**. There can only be **ONE** principle per story.

Below are the guiding principles and an explanation for each. **When monitoring, use the table** that follows, which will help you to decide which, if any, principle is most appropriate.



No.	Principle	Monitoring Questions
1	Seek and express the truth	Is the story accurate? Or are there any glaring inaccuracies? Does the story have more than one source? Are sources (other than people who have been abused) named? Are the principles of the Constitution promoted or violated? Does the story attempt to give voice to the voiceless? Does the story attempt to hold the powerful accountable?
2	Be independent and objective	Does the story provide context? Does the story respect the rights of those in the story? Does the story present competing perspectives, i.e., is it balanced and fair?
3	Minimise harm	Has an effort been made in the story to minimise harm? Have identities/names of people abused/violated been given? Is there clear informed consent? In abuse stories, has the identity of a child been revealed, either directly or indirectly?
4	Children are afforded special protection	In abuse stories, has the identity of a child been revealed directly or indirectly? Has an effort been made to prevent harm to the child? Are the children's rights to privacy and/or dignity protected?
5	Avoid stereotypes	Does the story clearly promote or challenge stereotypes?
6	Be gender proactive and consider the gender angles to all stories	In gender-based violence items, have the gender dimensions been drawn out? Has the story clearly missed an opportunity to raise gender as an issue?
7	Violence against women and child abuse are fundamental human rights violations	Does the story clearly represent gender-based violence and child abuse as human rights violations or does it clearly trivialise gender-based violence and child abuse?
8	Respect and engage with cultural and sexual practices	Does the story raise and or acknowledge cultural practices? Does the story challenge harmful cultural practices or does it justify them?
9	Be aware of the HIV/AIDS dimensions to gender-based violence and child abuse stories	Does the story raise HIV as a clear issue linked to gender-based violence and child abuse? Does the story consider the HIV implications of gender-based violence and child abuse?



Still not sure which one to choose, or if you have chosen the correct one? Here are the explanations of all the ethical principles:

1. **Seek and express the truth.** Journalists should be accurate in their reporting. Journalists need to be particularly careful to get scientific and statistical information correct. This includes consulting a variety of sources and quoting them correctly. In order to aid transparency, sources should not be named unless there is a compelling reason to do so. Extra care, however, must be taken when dealing with women who have been abused, and if they are named, their informed consent must be obtained. Children who have been abused must not be named and/or identified at all.

2. **Be independent and objective.** An effort should be made on the part of media practitioners to show both sides of the story in the article/ programme. Context is important in framing the issue, and should be take into consideration.



3. **Minimise harm.** In covering sensitive subjects, some harm may be unavoidable as sources relive difficult experiences. However, further harm should be avoided by not reporting in such a way as to encourage further violence or vigilantism, including harassment and stigmatisation due to revelations found in the media. Informed consent should be given and names should not be republished based on an assumption of informed consent previously given. Those who are suffering or grieving should be shown in a sensitive manner, as their ability to consent to coverage may be compromised. Journalists who have pledged anonymity to a source should respect that commitment. The media should protect people featured in articles/ programmes, who may suffer harm as a result of identification by:

- Not revealing their identities;
- Not showing images of faces;
- Not releasing facts that would lead to identities being determined.

4. **Children are afforded special protection.** Particular care should be taken in dealing with children's rights to dignity and privacy. The best interests of the child are paramount and journalists should consider the child's right to express views and to be quoted in the light of the child's age. Journalists should consult those closest to a child and consider the political, social, and cultural ramifications of any reportage. Children and parents must be told by journalists that they are being interviewed. A child's HIV status should only be revealed and the child identified if the public interest is overwhelming, and then only if no harm to the child is foreseeable and they and any caregivers or parents or guardians have given full informed consent. Children also have the right to be heard and to participate in decisions affecting their lives. Journalists should ensure that the particular concerns children face are covered. In all cases of abuse (physical and/or sexual) and other crimes where the child is the victim or perpetrator, the child's identity needs to be protected, and extra care needs to be taken to ensure the child cannot be identified, either directly or indirectly.

5. **Avoid stereotypes.** The media should challenge stereotypical representations of people, rather than perpetuate them. These perceptions can include discrimination, prejudice and stigma. Practically, this translates to the roles in which sources are stereotypically male or female. Men are often portrayed as violent perpetrators on the innocent (female or child) victims. Female or child victims may be blamed for the crimes perpetrated against them, short skirts, infidelity and any other reason does not justify gender violence. Women are often depicted in the domestic sphere as mothers, wives or reference is made to their personal appearance, when men's ideas or achievements are more likely to be mentioned. Similarly, women who do not conform to stereotypes are often not pictured in the media, such as lesbian, gay, bisexual, transgendered and intersexed people.

6. **Be gender proactive and consider the gender angles to all stories.** Contravening this principle may involve degrading titles for a woman such as "no sex girl" or "sex-mad woman", reports that ignore women as part of the community or reports that do not consider gender issues. An article may lack a gender perspective if it does not use any women as sources, or when male sources dominate female sources. Often, this is done by accessing more male sources or presenting the sources so that the last word or summary is a male point-of-view. Often the gendered aspects to a story, including how events, policies, decisions or programmes affect women, are neglected.

7. **Violence against women and child abuse are fundamental human rights violations.** There are a number of laws and conventions internationally that protect human rights. These foreground the rights to dignity and equality, which are violated in instances of abuse.



8. **Respect and engage with cultural and sexual practices.** Cultural differences should be respected and cultural norms not imposed on others. As culture is not fixed, but constantly negotiated, often at the expense of women, there should be debate about cultural practices. Traditions, which may have negative consequences for women include inheritance laws, bride inheritance, bride kidnapping, virginity testing, and female circumcision. Similarly, sexual practices may make women vulnerable, such as having a child before marriage to prove fertility, intergenerational sex or marriage, polygamy, or sex in exchange for material or financial rewards. Coverage should not unquestioningly agree with traditional views, but consider how traditions affect women.

9. **Be aware of and seek out the HIV/AIDS dimensions of gender-based violence and child abuse stories.** Journalists should be aware of and seek out the HIV/AIDS dimensions of all gender-based violence and child abuse stories, as this will add to the depth and context, as well as reveal new areas for reporting.

Gender/women central?

This question is aimed at ascertaining whether gender or women’s issues are an essential part of the story or not. An article that has gender or women’s issues as central to the story may not mention the word gender, but will convey something about gender relations in general, or certain relationships between the genders particularly. Answer either **yes or no** to this question.

Code	Yes/No
1	Yes
2	No



Is gender central to the above story?

Yes, it discusses the murder of an intimate partner; clearly this is a case of gender-based violence.

Analysis

This column is for information that has not been captured elsewhere on the form. This field is useful in attracting attention to a particularly bad or good example of coverage.

Negative pictorial and other visual representation often runs counter to the positive intentions of its accompanying story, and often turns an essentially positive piece of reporting into a negative news item. It is necessary to explain what pictures accompanying articles contain and what they add to the **overall impression** of the item. Similarly, in TV bulletins, the accompanying visuals often affect the impact of the item, and as the visuals are not available to the MMP, you will have to give **some sense** of them in the analysis space provided.

To help complete the analysis block, try to answer the following 5 questions:

1. Does the headline match the content of the story?
2. Does the story warrant further analysis? If so, why?
3. Does the story perpetuate any stereotypes?
4. Does the story name and/or identify any “victims” or perpetrators of the crime (before the perpetrator has been charged in a court of law)?
5. Is the story exceptional in any way? How? Is it exceptionally good or exceptionally bad?





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