

GLOBAL MEDIA MONITORING PROJECT

QUALITATIVE NEWS ANALYSIS

Note: This section is intended only for those participants who received their monitoring pack directly from WACC



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THE GMMP: BOTH QUANTITY AND QUALITY

The Global Media Monitoring Project gives us a detailed picture of the numbers of women and men in the world's news on a particular day, the different ways in which they make the news, the roles they play and so on. This is the **quantitative** part of the study. But numbers tell only one part of the story. For example a news item that highlights a women's development project, or one that interviews female politicians, may fall into just as many stereotyped clichés as an item about beauty queens. To get a more complete picture of news content and the messages it contains, we need to analyse the quality of the coverage. This is the **qualitative** part of the study, to which we hope you will contribute.

In such a vast, world-wide project as the GMMP we cannot expect to examine each news item in detail. So what we have done is to set up a system whereby, in the course of the quantitative coding, every participant is asked to look out for stories that could be useful for further analysis. Very brief guidelines for this are given in the final question of each of the monitoring guides - for television, radio and newspapers. In countries/regions where there are national/regional co-ordinators, coders have been requested to send these stories to the co-ordinators, or at least to alert the co-ordinators to the items. As you carry out your own monitoring and coding, you will doubtless come across stories that seem useful for analysis. When you have accumulated all the possible items, you will need to make a selection of the stories that seem to be the most promising candidates for qualitative analysis.

In this document we set out:

- A broad framework for the analysis, indicating the main types of coverage we hope to explore;
- Examples of stories that illustrate each of these types of coverage;
- Some general guidelines on what to look out for as you read, watch and listen to the news.

The framework, examples and guidelines are intended to orient you in selecting stories for in-depth critical analysis. These stories will help us to highlight some of the complexities and nuances that cannot be picked up through the quantitative analysis. They will enrich and enliven the GMMP report. And we think you will find this qualitative part of the project both illuminating and rewarding!

FRAMEWORK FOR THE ANALYSIS

In the GMMP 2005 report, we want to draw attention to certain tendencies or patterns in news coverage - from the worst to the best. The aim is to demonstrate to journalists and media practitioners that good stories are produced by paying attention to high professional standards, ethics and creativity. We envisage an analysis that revolves around at least five types of story:

1. **Stories that are blatantly stereotyped.** There may not be a large number of these, and they may be more prevalent in some media than in others. But when they do occur, they should be easily recognisable. To take just a few examples - stories which use language or visual images that denigrate women; that trivialise women's achievements; that glorify or justify male violence; that ridicule men in 'non-traditional' roles (e.g. househusbands or carers). See *Example 1*.
2. **Stories that are more subtly stereotyped.** These may not be so immediately obvious. But look out for stories that contain unstated assumptions about the roles of women and men (e.g. a successful woman who is '*nevertheless* a good wife'). Or stories that convey stereotyped beliefs, such as that women are emotionally fragile (e.g. more women are entering the professions, '*but* this is paralleled by an increase in smoking and alcohol abuse'). Or stories whose range of sources is limited only to men, or only to women (thus conveying the idea that this topic is of relevance just to one half of the population). See *Example 2*.
3. **Missed opportunities.** Stories that could have been enriched and expanded by including a wider range of sources and viewpoints, or by shedding light on different implications for women and men. You will probably find many stories in this category. For instance, a story about new legislation on divorce that includes only male news sources; a story about national unemployment that fails to consider its differential impact on women, men and families. A great deal of news refers to 'people'. In many of these references there is a hidden assumption that 'people' are male. See *Example 3*
4. **Stories that challenge stereotypes.** These will include stories that overturn common assumptions about women and about men - in relation to attributes, areas of expertise and competence, interests, and so on. For instance a journalist may choose to include female experts in a story about national economic policy, or fathers in a story about play groups for pre-school children. But stories may challenge stereotypes in more complex ways. For example, a report on gay marriage may convey the message that gay couples are ordinary people and parents, rather than social misfits. A report on voting preferences may dispel the perception that women are politically uninformed. A story on working conditions may undermine the stereotype of men as being driven by ambition. Stories that challenge stereotypes will often go beyond the taken-for-granted reporting framework - in terms of news angles, perspectives and points of view included. See *Example 4*.
5. **Stories that highlight issues pertaining to equality or inequality between women and men.** These will include stories that focus directly on an area of inequality - for instance, the 'glass ceiling' in employment, discrimination in relation to rights of various kinds, unequal access to resources, and so on. In such stories, sources will often include women's organisations, feminist activists, or gender specialists. Other stories may analyse an issue or event in a way that highlights how women and men are differently affected - for example, in terms of socio-economic, political, legal, cultural and psychological factors. The analysis will

usually link such factors to inequality or discrimination based on sex. Often these stories challenge conventional stereotypes and norms (category 4) - though not necessarily in an overt way. See *Example 5*.

EXAMPLES OF STORY TYPES

Example 1: A blatantly stereotyped story

Newspaper: *Daily Star* (United Kingdom, national daily)

Headline:

LOSE THE SILLY BEACHES

Sub-headline:

Volleyball babes want cheerleaders ditched
by Stephen Rigley

Photo: Half-page picture of cheerleaders in bikinis dancing on beach

Photo caption: SO HOT: The cheerleaders in action yesterday

Text:

Spoilsport beach volley-ball babes yesterday called on Olympic bosses to ditch sexy cheerleaders who line the sand during matches.

They blasted Greek organisers for booking the scantily-clad dancers, demanding that their sport be taken more seriously.

The cheerleaders, whose outfits are even more skimpy than those worn by the players, prance to rock music during breaks in play.

But last night, the Australian women's volleyball team lodged an official complaint. They say beach volleyball should be taken seriously as a sport, not just for its sex appeal.

But team insiders privately admit that some of the players are jealous of the bikini-clad beauties, fearing they are hogging the limelight.

Australian medal hope Nicole Sanderson insisted: 'It's disrespectful to have other girls in bikinis out there dancing.' Her playing partner Natalie Cook, who won gold in Sydney four years ago, said male dancers should be brought in, too.

But one beach volleyball fan at the Athens Olympics said of the Aussies' protest: 'It's just silly. It's sport, but it's entertainment as well. You look around the venues here and people are coming to watch the beach volleyball. Not all the sports can say that.'

Athens chiefs admit they booked the dancing girls to boost the sport's soaring global TV ratings.

Beach volleyball has become one of the most popular Olympic sports since it was introduced eight years ago at the Atlanta games.

END

Analysis: In what ways is this story blatantly stereotyped?

The first thing to note is the role of the picture. It occupies half a page - five times more space than the text of the story. The photo shows the cheerleaders, not the volleyball players themselves. The emphasis is thus on women's bodies (dressed only in bikinis), rather than women's sporting competence (as Olympic competitors).

Next, note the language. For instance, the sub-headline is sexist and mildly aggressive: the volleyball 'babes' (not 'players') want the cheerleaders 'ditched' (not 'removed'). The photo caption - 'SO HOT' - uses sexual innuendo, referring not just to the temperature of Athens but also to 'sexual heat'.

Then, look for the judgments that are contained in the story. The volleyball 'babes' are dismissed as 'spoilsports'. The objections of the two Australian players are undermined by the follow-up comment from an (unnamed) fan who describes them as 'silly'. (Unnamed) team insiders 'admit' that some players are 'jealous' of the dancers. The verb 'admit' (not 'allege') - suggests that the jealousy is real. This is the heart of the story - women who are jealous of other women.

The story's headline - 'Lose the Silly Beaches - seems puzzling at first. How can beaches be silly? But by the end of the story, it is clear that the word 'beaches' is intended to be understood as 'bitches' (a term commonly used to denigrate women). Get rid of these stupid bitches, says the headline. There is some ambiguity about whether the 'bitches' in question are the cheerleaders or the volleyball players. But the headline itself is misogynistic and sexist.

The story's overall message is one that thoroughly trivialises and objectifies women.

Example 2: A story that is more subtly stereotyped

Newspaper: *Metro* (United Kingdom, daily)

Headline:

WE CAN'T HAVE IT ALL, ADMIT CAREER WOMEN

by Mike Tait

Illustration: Photos of some of those voted 'most beautiful woman' and 'most gorgeous man', and lists of the top ten in each category. Also lists of the top five women and men voted for best face, hair, breasts, buttocks, legs.

Illustration caption: Heroes and Heroines.

Text:

They dreamed of a life where they could juggle a successful career with the demands of the home.

But for many women that dream has become a nightmare of total frustration, a survey revealed yesterday.

Eight out of ten women in full-time jobs said they would happily give up their careers for part-time work or to become a full-time mother.

Nine out of ten said they had 'too many roles' to juggle and nearly two-thirds said getting the work-life balance right was the biggest obstacle to finding happiness.

Nearly two-thirds of women said life was easier for men.

Nine out of ten said they did most housework despite being the main breadwinner.

Among other findings, six out ten women had unfulfilling sex and social loves, while more than nine out of ten were unhappy with their looks.

The findings come from a survey of 2000 women commissioned by *Top Santé* health and beauty magazine.

Editor Marina Gask said: 'The "have-it-all" dream has turned into a "do-it-all" nightmare. In reality, most women struggle to look after their family and hold down a demanding job to make ends meet.'

END

Analysis: How is this story subtly stereotyped?

The story reports on the findings of a survey. In the text, the survey is presented as a weighty piece of work, and its findings are used to demonstrate that women are unhappy, unfulfilled - and wrong. Their 'dreams' of being able to combine work, family and home were misguided - and they now 'admit' that they 'can't have it all'. A high proportion, it is reported, would 'happily' give up their careers in exchange for part-time work or full-time motherhood. Thus, although not explicitly stated, it is subtly implied that women's natural source of satisfaction is to be found in the home, rather than in the workplace.

What elements in the story indicate the subtle way in which the survey findings are used to reinforce conventional stereotypes of women? Think about the relationship between the text itself and the photos and lists that illustrate the text. At first glance they seem to be completely unconnected. Only a close reading shows that they all come from the same survey. The text concentrates on 'serious' findings about work, stress and lifestyle. It never reveals that the survey included many frivolous questions - most gorgeous man, most beautiful woman, best legs etc. If the answers to these questions had been included in the text, readers might have been less likely to take the other survey findings seriously.

Could the reporter have delved more deeply into the survey method and its findings, so as to produce a less stereotyped story? For example, the survey covered 2000 women. It did not investigate men's attitudes to life, work and stress. Is it possible that men too might have expressed dissatisfaction with aspects of their lives? Could the women's frustration be attributable to the fact that, despite being in full-time employment, 90 percent of them

do most of the housework? Is it possible that - far from being happy to give up their careers - these women would actually be happy in full-time employment if they had more support from their partners at home and in the family? Why is such an interpretation of the findings not even hinted at?

Finally, although the text states that the survey was carried out by the magazine 'Top Santé', this fact is never related to the findings. Is it possible, for instance, that the purpose of a survey for a health and beauty magazine could be to project a particular image of women, both to its readers and to its advertisers? The authorship of the survey might have suggested the need for caution with regard to the findings. Instead, the results are accepted without question in a story that subtly perpetuates a picture of women whose proper place is in the home.

Example 3: A story that is a missed opportunity

Newspaper: *The Guardian* (United Kingdom, national daily)

Headline:

PENSION PROTECTION TOPS BILL
by Sandra Haurant and Press Association

Text:

The government today announces plans to reorganise occupational pensions in an effort to combat the looming pensions crisis and improve confidence in retirement savings.

The mainstay of the pensions bill, published today, is a 'pensions protection fund', aimed at protecting the members of company pension schemes should their employer go bankrupt.

'We welcome the pension protection fund', said Brendan Barber, general secretary of the Trades Union Congress. 'However, those employees who have already lost out should not be forgotten'

Incentives to persuade people to take their state pension later were part of the bill. An online retirement planning service will be set up to help people calculate how much they will have to retire on, including both the state and private pensions, and what steps they can take to boost their income.

Pensions minister Andrew Smith hailed the bill as a 'big step forward' for pensions. 'With the pension protection fund, people in pension schemes can be much surer that they will get the pension they were promised.'

Malcolm McLean of the Pensions Advisory Service said he welcomed the bill. 'I am quite impressed,' he said. 'Some kind of protection was needed and it looks as though the government has finally done something about it.'

However, some organisations said that the government's bill had missed the point. Terry Faulkner, chairman of the National Association of Pension Funds said: 'Is there anything in today's bill to simplify our archaic state pension system? Is there anything to encourage firms to offer decent pensions to their employees? Are there new incentives to encourage people to save? Is there any real long term vision, or a clear pension strategy to achieve that vision? Regrettably, the answer to all these questions is "No".'

END

Analysis: In what ways is this story a missed opportunity?

This story reports on the publication of draft legislation to reform the British pension system, which is meant to provide financial support for all citizens when they reach a certain age.

By reporting on the beneficiaries as a homogenous group - simply as 'people', 'employees' etc - the story fails to highlight the very significant differences that exist between women and men of pensionable age. For instance, in the United Kingdom women's average retirement income (or pension) is only 57 percent of men's, many women have never contributed to an occupational pension scheme, and a quarter of single women pensioners live below the poverty line.

Because of its failure to recognise the differences between male and female pensioners, the story misses the point that women and men will not benefit equally from the proposed reforms, which include no measures to redress the male-female pensions gap. National organisations in the United Kingdom - such as the Equal Opportunities Commission, the Fawcett Society, Age Concern and Help the Aged - have all lobbied government for changes that could create a fairer pension system for women. Yet no representatives of these organisations are interviewed, nor is there any reference to their proposals for change.

By ignoring this angle, the story misses an important opportunity to analyse whether the Pensions Bill will reduce or exacerbate inequalities between women and men.

Example 4: A story that challenges stereotypes

Television: Regional opt-out from national evening newscast, United Kingdom

- Reporter: A vicar is to launch a nude calendar in his church, after women in the village of Horsley posed naked to raise money for rape victims in Rwanda. I met some of the women who posed, and the photographer who took the pictures.
- Sarah Clifford: As mothers and wives we were really upset by what we'd seen about Rwanda on the television. It seemed unbelievable that 10 years after one of the worst genocides in history, the survivors were now having to deal with even more suffering. Women had contracted AIDS as a result of rape, their husbands had been murdered, and their children were now losing another parent. We felt we had to act.
- Jo Hoffman: Many of us were unsure about the idea. It challenged the way we look at women's bodies, and how we want our bodies to be seen. The calendar actually highlights one of the myths about rape. It's not about sex, it's not about sexuality or about nudity - rape is about violence. Rape is as common in cultures where women are swathed in veils as it is where women wear miniskirts
- Photographer: My first reaction was - how inappropriate to make a nude calendar for victims of rape. But when I met them I realised their desire to appear naked was not frivolous. The images are not intended to be provocative or sexualised, but simple and beautiful.
- Reporter: (voice-over while an image from the calendar is shown on-screen)
The village vicar, Reverend Stephen Earley, says he didn't hesitate to support the calendar.
- Rev. Earley: Many of the atrocities in Rwanda took place in churches where people had sought sanctuary. So it seems fitting to try and redress the balance by launching it in a church.
- Reporter: After the launch, the women hope to raise £250,000 to pay for anti-retroviral drugs to help women in Rwanda stay alive.
- Jo Hoffman: The calendar is challenging, but when people see it they're really moved by it. They see that what we're trying to do is beyond words. It's an act of love and empathy with the people of Rwanda. We feel very passionate about that, and we have a sense of rightness about what we're doing.

END

(Images from the calendar can be seen on www.hwcalendar.co.uk.)

Analysis: In what ways does this story challenge stereotypes?

The story deals with a controversial issue without recourse to sensationalism. It does not avoid or trivialise the difficult questions posed by the women's course of action. It confronts those questions, presenting answers in the words of the women themselves and of the photographer who agreed to take the pictures. In the context of a brief television report, the story manages to convey both the complexity of the women's decision to take action in this way, and their passionate conviction that the decision - once taken - was right.

But even if the calendar manages to raise money, is it anything more than a good publicity stunt? Does challenge stereotypes in a fundamental way? This was the opinion of one commentator who looked at the calendar:

'The characteristics of these photographed bodies are a compelling retort to the violence meted out to women in the course of war and genocide. These bodies ... are not sexual or glamorous ... There is no invitation to the viewer, these women are self-sufficient and contained, inviolate even. Images of female nudity are used to sell everything from newspapers to soap, and most of these images have been shaped by men's idealisation and eroticisation of women. Here is a small symbolic act of subversion, where women reclaim their bodies from being

manipulated and abused, and use the publicity that generates to promote something they want to see sold - a cause rather than a car.' Madeleine Bunting, The Guardian, UK.

Example 5: A story that highlights equality or inequality between women and men

Radio: National evening newscast, United Kingdom

Anchor: The Chief Inspector of Schools in England, David Bell, has said that if girls and boys are to fulfill their potential at school and in later life, they need a balance of strong and gentle role models of both sexes. Speaking at a conference to mark International Women's Day, Mr Bell said that even though girls do better than boys in school examinations, this is not converted into economic advantage in adulthood.

David Bell: The success girls enjoy at school is all too often not mirrored later in life. One of the reasons is that girls lack role models that encourage them to be assertive. It is easy to mock the idea of role models and what children pick up from the media. But if we believe that television can be a powerful influence on young lives, then having a balance of strong and gentle characters of both sexes is important. Advertisements aimed at boys are noisy and action-packed with powerful images. It is unsurprising that overall, children's perception is that it's better to be a boy.

In the school playground, boys often taunt each other by using the word 'girl' as an insult, meaning 'inadequate' or 'weak'. It is naïve to think that this has no effect on girls. And there is a clear link here with homophobic bullying, where boys in particular are exposed to bullying if their manner is not quite 'tough' enough for the prevailing male culture.

Anchor: Dr Katherine Rake, director of the Fawcett Society which campaigns for women's equality, says that Mr Bell's speech broke new ground.

Katherine Rake: He questioned the taken-for-granted wisdom about girls' academic success and focused on an often-hidden group of low achievers. A lot of recent research has been devoted to ways of helping the 'bad-lads' at school. But boys don't have a monopoly on problems. As David Bell pointed out, girls have attracted less help because their problems are often less visible than those of boys. While boys may resort to violent or trouble-making behaviour, girls may turn to self-harm.

Anchor: A study by Dr Becky Francis of the University of Greenwich has found that teachers often tolerate - even encourage - tough or 'laddish' behaviour among boys, though they discourage this kind of behaviour in girls.

Becky Francis: We found that teachers often actually collaborate with the behaviour of boys who adopt the 'class clown' role. They may implicitly label it as charming, roguish or appealing - and in that way they encourage it. Our study showed that there's a need to look closely at stereotypes of masculinity and femininity in schools, so as to develop more diverse attitudes and aspirations among girls and boys.

END

Analysis: How does this story highlight equality/inequality between women and men?

In the United Kingdom for about the past decade, on average girls have been outperforming boys in school examinations. This has led to an emphasis, both within schools and through specially funded projects, on schemes to increase the academic achievement of boys. The focus on under-achieving boys has meant that a substantial number of girls, who also under-achieve, has been largely neglected.

In the context of a discussion about stereotypes and role models, the story draws attention to two aspects of female under-achievement. First, it points out that there is a 'hidden' group of girls whose problems at school are often ignored. Second, it highlights the fact that despite success at school, in later life women's earnings fall behind those of men. At the same time, the story acknowledges the gender factor in this equation: boys - just like girls - are affected by stereotyped responses and role models.

While it would have been illuminating to hear the views of school-age girls and boys themselves, this brief radio report includes a reasonable range of sources. It manages to convey some of the reasons that contribute to the persistence of inequality between women and men in the United Kingdom.

WHAT TO LOOK OUT FOR

1. **Headlines.** How is the story introduced? Does the headline reflect the essence of the story fairly, or does it convey a stereotype? Is it relevant to the story, or unrelated?
2. **Sources.** Are both women and men interviewed or used as sources in the story? Is there a reasonable balance between male and females? Are male and female interviewees/sources used in similar or different ways (e.g. men used as 'experts', women used to give 'personal experience')? Are any of the sources presented in a way that questions their credibility or reliability (e.g. through the language used in the report, comments on statements made by the sources etc.)? Do male and female sources speak on similar topics in the news, or is there a difference in the topics for which women and men are used as sources?
3. **Language.** Is any overtly sexist language used? Are adjectives relevant and objective, or do they convey biases and stereotypes? Is there a difference between the language used to describe women and men - e.g. in relation to physical attributes or emotion? Are such descriptions relevant to the story? Does the story use terms that appear to be neutral or inclusive - e.g. 'people', 'voters' - but which may hide important gender differences (e.g. differences between women and men, or between female and male voters)? Does the story mention the fact that women and men may be affected differently by the event or issue in the news? Look out for idioms or phrases that perpetuate stereotypes - e.g. in a story about upcoming elections, reference to a search for 'the best man for the job'.
4. **Visual images.** Do the images (video footage on television, photos and drawings in newspapers) illustrate the content of the story fairly, or do they convey stereotypes? For example, when showing professional people, do the images convey both women and men as individuals with expertise and authority? Or is there a difference - e.g. women (even if they are professionals) shown in the domestic or family environment, males shown in the work environment? Are women and men portrayed differently - e.g. as active or passive, as survivors or victims? Does the image emphasise or exaggerate physical aspects (especially related to the person's sexuality)? Does the image degrade the dignity of women or men? Is the image relevant to the story? Would a different image have been more appropriate - e.g. in a story about a region where women are farmers, why not use an image of women working on the land, instead of (or as well as) an image of the male minister for agriculture? In the context of the story, what is the overall message about women, and men, conveyed by the images?
5. **Story angle and perspective.** Whose voices and viewpoints are heard in the story? Whose viewpoint predominates? Is there a reasonable balance of viewpoints presented by women and by men? Are there any obviously missing voices? What might these missing voices have added to the story? If the report includes research findings or statistics, has attention been paid to relevant gender differences within the data? Does the story take a position or make a judgement - either explicit or implicit - which could reinforce stereotypes (e.g. that women are manipulative, that men are natural leaders)? Or does the story's perspective help to challenge prevailing stereotypes? What is the overall impression of women, and of men, that is given by the story?
6. **Placement or positioning.** Note where the story is placed in the newscast or on the page. What assumptions about the importance of the story are conveyed by its placement? Note also the context in which the story is positioned. For example on a newspaper page, what sorts of item are placed close to a story that features women? Look out for photos, jokes and cartoons that could trivialise a serious story when positioned nearby.

HOW TO SELECT STORIES

The news stories that you and your colleagues have coded

As you work through the quantitative coding, keep in mind the five categories outlined in the framework. When you come across a story that you think would be useful to analyse further, remember to enter code=1 ('yes') in column 14 of the radio coding sheet, column 15 of the television coding sheet, and column 17 of the newspaper coding sheet. This will help you to quickly find the stories again for your qualitative analysis.

When all the quantitative coding has been completed, look through the items you have identified, as well as those identified by other coders in your country/region, and make your final selection.

Newspapers: additional stories

For newspapers, you may include stories from **all** sections of the paper/s you chose to monitor in the project (not just the 10-12 stories that you coded from the main news pages). As well as straight news stories, you may include editorials, commentary, jokes and cartoons (but not letters to the editor). Include **only** stories from newspapers that have been monitored in the project, not from any other newspapers. Include **only** stories that appeared on the monitoring day itself.

For television and radio, include only stories that are taken from the newscasts you monitored.

How many stories?

Try to identify one story in each of the five categories, but don't worry if that isn't possible. Try to include at least one story from a newspaper, one from television and one from radio but - again - don't worry if that isn't possible.

YOUR NEWS ANALYSIS

For each of the stories you have selected, write a short analysis. As a basic structure for your critique, think about the six factors listed in the section 'What to Look Out For': Headline, Sources, Language, Visual images, Story angle and perspective, Placement or positioning. You may find it helpful to use some or all of these as paragraph headings in your analysis. However, not all of them will be relevant to each of your stories, and you may include whatever details about the story seem most important to you. Write your analysis on the sheets provided, adding extra sheets if necessary.

Note: In some cases, your analysis will benefit from knowledge or information you already have about the issue/s covered in the story. For instance, you may want to highlight the strengths or weaknesses of certain stories by referring to facts, figures or examples already in your possession. However, you are **not** expected to carry out research into any of the issues covered in the stories you analyse.

Important: For each of the newspaper stories included in your qualitative analysis, please send to us the original article. Keep a copy of the article, as well as copies of any video-tape or audio-tape from which you have used a story.

1. A story that is blatantly stereotyped.

Your country

Name of newspaper, television or radio channel

If the story is from a newspaper, is it one of the stories you coded in the quantitative part of the study? Please tick yes or no.

Yes.....

No

Your analysis:

2. A story that is more subtly stereotyped.

Your country

Name of newspaper, television or radio channel

If the story is from a newspaper, is it one of the stories you coded in the quantitative part of the study? Please tick yes or no.

Yes.....

No

Your analysis:

3. **A story that is a missed opportunity.**

Your country

Name of newspaper, television or radio channel

If the story is from a newspaper, is it one of the stories you coded in the quantitative part of the study? Please tick yes or no.

Yes.....

No

Your analysis:

4. A story that **challenges stereotypes**

Your country

Name of newspaper, television or radio channel

If the story is from a newspaper, is it one of the stories you coded in the quantitative part of the study? Please tick yes or no.

Yes.....

No

Your analysis:

5. A story that **highlights equality or inequality between women and men**

Your country

Name of newspaper, television or radio channel

If the story is from a newspaper, is it one of the stories you coded in the quantitative part of the study? Please tick yes or no.

Yes.....

No

Your analysis: