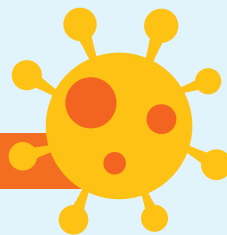


CHECK LIST FOR Gender-Responsive Content Creation ON COVID-19



Checklist for MESSAGING

1 Make sure that the messages of prevention (handwashing with soap, sneezing in the elbow, maintaining a distance), physical distancing, identification of cases, home quarantine and seeking medical help are directed towards both men and women. Patients and persons with symptoms should be men and women.

2 In depicting patients and persons with symptoms, through images or text/ language, please take care to ensure that they are not associated with any particular religious community.



Checklist for PICTURES/AUDIO-VISUAL

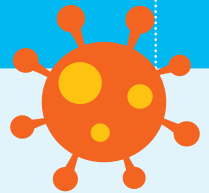


1. In the entire material, are there an equal number of women and men depicted?
2. In the entire material whole document, are there an equal number of girls and boys depicted?
3. Are children, adolescents, adults and senior citizens equally represented? If possible to include at least one transgender figure, please do.
4. Does the material have at least one or two pictures of children or adults with disabilities?
5. Do the people depicted look like the typical UNICEF programme participant? Skin colour, clothes, reflective of national diversity?
6. **Girls and boys:**
 - For images of children playing, there should be an equal number of girls and boys. Girls should be kicking the football or holding the cricket bat, not just in the background.
 - For images of young children, either show them as gender-ambiguous or ensure that there are an equal number of girls and boys.
 - For images of children doing fetching water, sweeping, cutting vegetables, helping younger siblings, show more boys than girls.
 - For images of children being caring and loving, show boys as much as girls.
 - For images of children challenging a norm (e.g. giving guidance to an adult on handwashing), show girls more than boys.
 - For images of a family, please show variations – daughter and son, only daughters, single parent with children, grandparents, pets.
 - For images of children with smartphones or laptops or any other technology, show girls more than boys.
 - For groups of children, please make sure there are an equal number of girls and boys, and that the group reflects diversity, including religious diversity, and disability.

- For groups of children, have a girl and boy be the main figures, not just in the background
- Where we have older children instructing or giving guidance to younger children, show girls in leadership positions
- For images showing physical violence or neglect, please show an equal number of girls and boys. Please note that it is not advisable to depict human figures related to sexual violence.

7. Women and men:

- In pictures of doctors, emphasize women doctors
- In pictures of leaders (sarpanch, district collector, MP), emphasize women leaders
- In pictures of households, show men doing housework
- In pictures of parents, emphasize fathers, especially in pictures related to going to the anganwadi centre (AWC) or the primary health centre (PHC) or district hospital
- In pictures of women front line workers, show them as confident, wise and strong
- In images of any medical setting, show women nurses and doctors and administrators who are making decisions
- In pictures of schools, please emphasize women principals and superintendents. Please show women teaching older students and men teaching younger students.



Checklist for TEXT AND LANGUAGE

- ✓ Please use “she/he” or “they”. In Indian languages, please make sure that the male pronoun is not used throughout. Either use gender-neutral plural pronouns or write out “she/he” every time.
- ✓ When giving scenarios related to work, please describe women in non-traditional roles e.g. women migrating back to the village after a factory shut down or the technology company she was working at closed for a few weeks.
- ✓ When giving scenarios related to home, please describe men as caregivers e.g. When the child started coughing, the father noticed and took him to the doctor or the man noticed that his mother, a 75 - year - old woman, was having trouble in breathing.
- ✓ When giving scenarios, and naming characters, ensure reflection of social inclusion and diversity in terms of religion, caste and tribe.
- ✓ When describing interactions with doctors, please emphasize women doctors.
- ✓ When describing interactions with teachers, please assume a man teacher for young children and a woman teacher for older children.
- ✓ When describing scenarios in markets, please show women as shopkeepers.
- ✓ When describing adolescents taking up leadership roles and giving guidance, please ensure equal representation of girls and boys.
- ✓ When depicting a person who is scared and anxious, please let that person be a man/boy at least as often as the person is a woman.
- ✓ When depicting a person receiving guidance, please describe men listening and a woman giving guidance.
- ✓ When describing decisions being made by leaders, please emphasize women leaders.
- ✓ When describing saving money, please describe decision-making by both women and men.