

UNICEF West and Central Africa Regional Office (WCARO)

Checklist for West and Central Africa COVID-19 response

The checklist can be utilized to make sure that gender integration is happening in COVID-19 response plans.

	Pillars aligned with the World Health Organization (WHO) country guidance	Potential reference to aid in developing response plan
1	Limit human-to-human transmission and protect individuals from exposure to COVID-19	
	a) Risk communication & community engagement (RCCE) including digital engagement and rumours monitoring	☐ Make information available to the public in simple, age and gender-responsive language and accessible means, modes and formats, including internet, radio and text messages with gender-positive/transformational messages ☐ Consult and work with civil society in all initiatives to provide information to the public and support them with gender sensitive/gender-positive messages and images ☐ Use faith leaders and other influencers, including women and youth groups (girls and boys equally) to counter rumors and follow instructions and practices as communicated by the Ministry of health ☐ Ensure that women and girls from all backgrounds can access information and ensure their participation in local, sub regional, regional, and national events ☐ Use COVID-19 communication platform to promote gender positive and transformational messages pertaining to child marriage, the importance of education for girls, risk of gender-based violence (GBV), etc. ☐ Ensure that women and girls are consulted and take part in procuring and distributing critical hygiene and prevention items ☐ Identify and map out vulnerabilities of women (including intersectionality) in the context of COVID-19 within the country (various regions and groups within the country) and advocate appropriate gender-responsive interventions ☐ Undertake data analysis and build evidence on population groups who are more vulnerable during the pandemic such as, disabled women and men, female headed households, separated women, adolescent girls, men and women with no access to traditional or new technology, etc., in order to advocate special outreach and social protection programmes (combination of food and cash)
	b) Infection Prevention and Control (IPC)	
	c) Social sciences research	

2	Minimize morbidity and mortality due to nCoV (COVID-19)	
	a) Surveillance, epidemiologic investigation, rapid-response, and case investigation b) Case management and continuity of essential services, including through supporting provision of adequate health care for women, children and vulnerable communities	☐ Ensure that the essential materials support provisioned include special needs of children, girls and women – identified in consultation with them. ☐ Ensure continuation of sexual and reproductive health services and other health emergencies other than COVID ☐ Identify vulnerable spots / communities and establish community mechanisms to monitor and prevent gender-based violence and/including trafficking of woman and children during and post pandemic ☐ Establish systems of data collection at the community or lowest administrative unit level on health systems usage, including infection and mortality disaggregated by age, gender and disability in order to better understand the dynamics of the pandemic, and to tailor appropriate social protection packages ☐ Ensure the availability of sex-disaggregated data and gender analysis, including differentiated infection and mortality rates at different levels.
3	Prevent and address the secondary impact of the outbreak – minimize the human consequences of the outbreak	
	a) Assessment	☐ Support the ministry in preparing the note on continuity of gender responsive RMNCHA services. Make sure that COVID-19 messages including physical distancing are conveyed and practiced in a gender sensitive manner ☐ Ensure women's timely access to necessary and comprehensive sexual and reproductive health services during the crisis, such as emergency contraception and safe abortion ☐ Increase availability and delivery of healthcare services and responders, medical supplies, and medications ☐ Support establishments and strengthening of age- and gender-responsive GBV response and referral systems ☐ RMNCH services to collect sex-and-age-disaggregated data on nutrition status of children and women ☐ Support the Ministry to plan on-line platforms for digital learning ☐ Use learning and COVID-19 communication platform to promote gender positive and transformatory messages pertaining to child marriage and the importance of returning back to school ☐ Identify and address gender barriers in accessing digital learning and online courses ☐ Ensure data on access to on-line continuing education is segregated by gender.
	b) Health	
	c) Nutrition	
	d) Education	
	e) Child protection	

		☐ Ensure that helpline numbers for GBV are widely disseminated, e.g. but not exclusively through online education platforms ☐ Convergence of child protection services with ongoing health and emergency support services ☐ Establish systems and collect age and sex-disaggregated data on domestic violence and non-domestic GBV
4	Enhance risk reduction and in-country preparedness including coordination	☐ Emergency COVID 19 services to include the messages on protection services, ongoing health and education services ☐ Ensure that the essential materials support provisioned include special needs of children, girls and women – identified in consultation with them.

Please take note of the below examples for gender-positive/transformative messaging: -

- ☐ Ensure that the language and images do not imply stereotyping of women and girl children.
- ☐ Please use “she/ he” or “they”. In different languages used in the region, 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
- ☐ When giving scenarios related to home, please describe men as caregivers
- ☐ 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