Editorial Team checklist for developing Gender Sensitive and Gender Transformative programmes

BBC Media Action works to transform the lives around the world through the media. Women and girls make up roughly half of the global population yet have far less access to all forms of media (mobiles, televisions, radio and online) than men.

Use this checklist to ensure that your programmes make a real difference to the lives of women and girls: by reaching them more effectively and responding to their needs and concerns. Programmes should ALWAYS be *gender sensitive,* helping to improve women's daily lives. Programmes can ideally be *gender transformative,* aiming to improve their position in society. Use **this checklist at the different stages included below** when you are designing your programmes.

1. **Formative research/ analysis and understanding our audiences**.
   - Do you understand the **barriers and opportunities** for women and girls, men and boys and their underlying causes?
   - Do you understand how women and girls' **access (and control)** the media (TV, radio, mobiles, online) and what approaches could improve this (either in your work or the work of others)?
   - Does the project have clear objectives relating to gender equality? – is it aiming to be *gender sensitive* or *gender transformative*? (Use BBC Media Action's **gender and media microsite's** [gender sensitivity criteria](#) for guidance).
   - Have **discriminatory gender norms**[1] been identified which the project is trying to address?
   - Does our **audience analysis/ feedback** tell us the views of women and girls, men and boys? Does it tell us how we are breaking down the barriers for women and girls and helping them access new opportunities?

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[1] **Social norms** are the informal and formal laws, beliefs and practices that help to determine collective understanding of what are acceptable attitudes and behaviours. As such, they can either drive processes of social change or act as brakes and barriers to such processes**.** *(Marcus, R. and Page, E. (2014) Changing discriminatory norms affecting adolescent girls through communications activities: Insights for policy and practice from an evidence review. London: ODI*). **Gender norms**: All societies have strong gender norms that describe how women and men are expected to behave and what it means to be a woman or man. *(Marcus, R. and Page, E. (2014) Changing discriminatory norms affecting adolescent girls through communications activities: Insights for policy and practice from an evidence review. London: ODI)*

- What do female and male audience members find **helpful, unhelpful and inspiring**? Which do they like least and why? What do they see as the **gaps in the content of the programme** and what topics would they like to see more of and less of?

2. Content design

Use BBC Media Action's **gender and media microsite guidance** on [making a programme](#) and review this [gender and media resource](#).)

- How does your content address the different **needs, interests and priorities** of women and girls, men and boys?
- How are women and men portrayed in the content? Are they **challenging discrimination against women and girls and negative gender stereotypes**? (Remember, both men and women can be shown in ways which reinforce existing stereotypes). Do you need to provide assistance to the audience through your programme to challenge negative attitudes? Is the content trying to **change behaviours around specific discriminatory gender norms?**
- **Who takes part in creating content**, are women involved and able to take part in content decisions for your programme? Can you involve local people with gender expertise/ women's rights organisations who can advise on content – and are you building in enough time for this in your production timelines? How can you support women and girls from your audiences to be involved in creating content?
- If the programme is addressing very **sensitive issues** (such as gender-based violence), are you (i) seeking advice from experts to ensure content is not traumatising? (ii) providing information about relevant helplines and support? (iii) protecting the safety and wellbeing of contributors to your programme?
- Do you need to **support your partners** to reflect on gender equality issues and understand the importance of gender sensitive and gender transformative media content in influencing knowledge, attitudes and behaviours? Do you need to work with them to make sure their offices are supportive of both women and male staff (e.g. support for women in leadership, supporting people with families, policies on sexual harassment etc)?

3. Broadcast and audience engagement. .

- Are our programmes **accessible t**o women and girls and men and boys (e.g. are the times of broadcasts relevant to women and girls and men and boys and who decides on TV/radio/phone access?) and are we using **the right platforms and formats** to reach them? Which formats are best at reaching women? Think about how people access and control TV, radio, online and mobile content differently. Consider the amount of free time women and men have and their different levels of access and control over the media in question.
- **Are we supporting women and girls to take part** in discussion programmes/ live audiences/ listening groups, addressing specific challenges to them taking

part and thinking hard about how to avoid any risks they may face through taking part in the programme?

- Are we **involving and encouraging men and boys** to promote gender equality and women's rights?

4. Editorial review

- **Who participates in editorial reviews**, whose voices are heard? Can local people with expertise in gender issues regularly review content to suggest ideas and improvements?
- **Who is featured** in factual/ drama storylines? Are we **balancing male and female contributors** (experts, vox pops, interviewees, leaders)? Are we hearing a diversity of male and female voices?
- Are we hearing **female voices on a wide variety of issues** (i.e. not just 'women's issues')?
- **Does the content effectively challenge gender discrimination and negative gender stereotypes**? Are women shown as decision makers, role models and community leaders and shown to overcome challenges? Are men shown as being concerned about women's and children's health and sharing household tasks?
- Does the content promote behaviours which could be *gender transformative?*
- Over time has the programme content changed from being *gender sensitive* to *gender transformative?*
- **Are media partners** engaging female audiences and challenging negative gender stereotypes about women and men?
- Is our **audience analysis and feedback** sex disaggregated (separating the survey results/feedback for women and men) and breaking the data down by other factors e.g. age, identity, disability, socio-economic status (rich and poor), geographical location as appropriate to the context)?
- Is the data telling us **how effectively we are reaching women and girls and men and boys** and helping them to give feedback and take part actively in our projects and specific programme content? Does it tell us the **views of women and girls and men and boys** on changes in attitudes, behaviours and social norms?

5. Staff beliefs and attitudes

- Is there enough awareness of the issues affecting women and girls in relation to the media amongst your team? If so, watch this short USAID video to help discussion around the barriers women face and the reasons why.