Keep Children Learning

The Role of Communities

July 2020

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UNICEF Nigeria Strategy

Four high-impact areas:

- Right age enrollment of children—especially girls:
  - early learning
  - primary school

- Routine immunization for all children by 1 year of age including:
  - against polio,
  - support for women to make informed and empowered decisions,
  - promote child survival and well-being.

- Feeding, hygiene and sanitation practices to:
  - reduce high levels of stunting and,
  - prevent and treat severe acute malnutrition in children under five.

- Change attitudes, practices and beliefs that perpetuate gender discrimination against girls and women to:
  - reduce the high prevalence of child marriage and violence, and
  - support girls and women to make informed and empowered decisions.
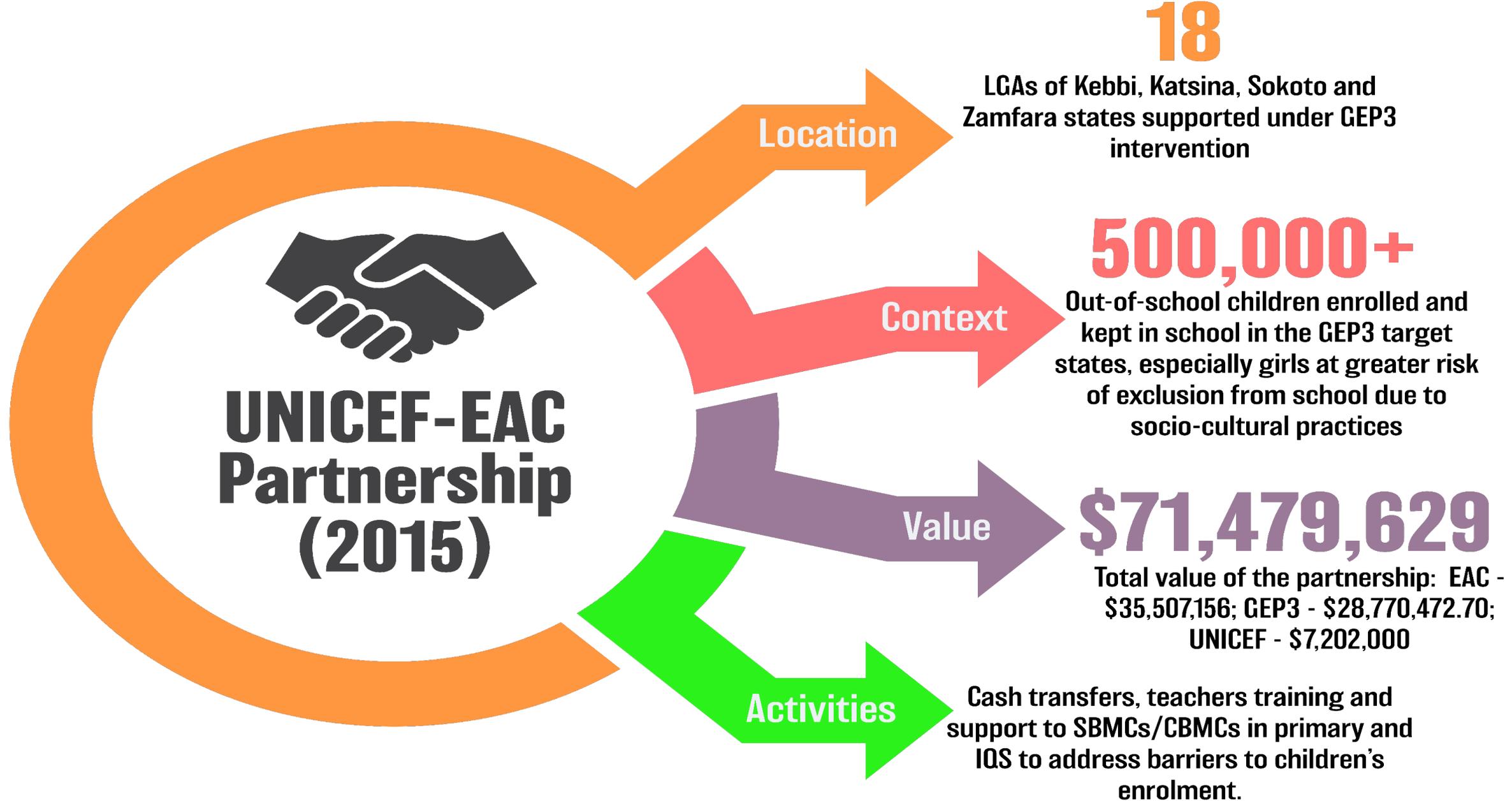
LOCATION OF OUR OFFICES

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UNICEF-EAC Partnership (2015)

Location

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LGAs of Kebbi, Katsina, Sokoto and Zamfara states supported under GEP3 intervention

Context

500,000+
Out-of-school children enrolled and kept in school in the GEP3 target states, especially girls at greater risk of exclusion from school due to socio-cultural practices

Value

$71,479,629
Total value of the partnership: EAC - $35,507,156; GEP3 - $28,770,472.70; UNICEF - $7,202,000

Activities

Cash transfers, teachers training and support to SBMCs/CBMCs in primary and IQS to address barriers to children's enrolment.

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A programme of education above all™

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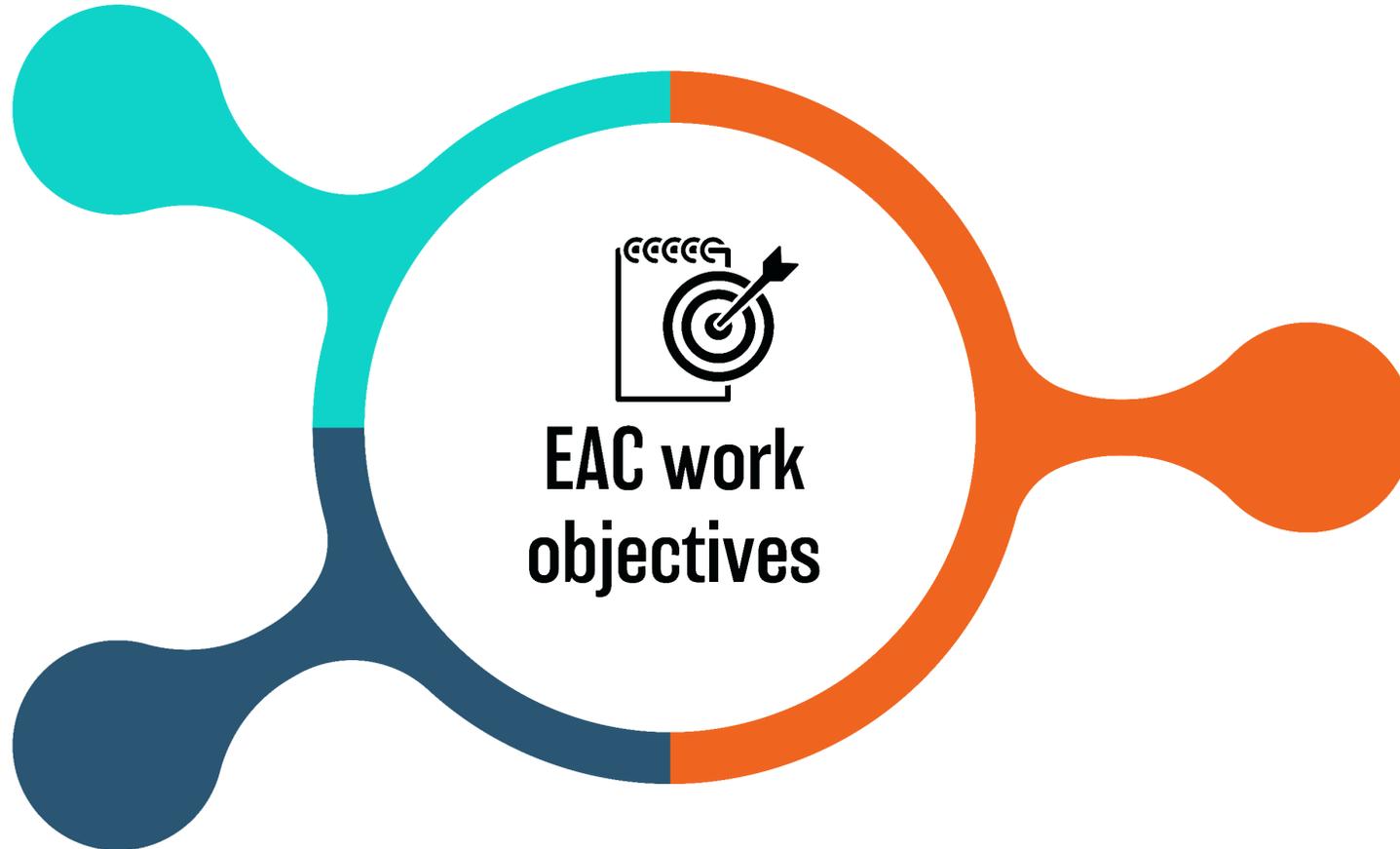
Impact of COVID-19:

- Learning disrupted for:
  - 6,841,953 (female: 3,305,318) Junior Secondary School.
  - 27,889,387 (female: 13,495,735) Primary School.
  - 7,159,262 (female: 3,570,658) Early Childhood Development.
- Gains in access to education and learning at risk
- Limited access to essential services:
  - school feeding programmes,
  - information on disease prevention,
  - water and sanitation, and
  - health services.
- Communities' support for learners at home

COVID-19 Adaptation & Flexibility Strategies

KEY RESULTS

1. Supported four States Governments develop COVID-19 Plans

2. **Advocated for State Governments to re-purpose resources to support remote learning programmes, i.e. Radio and Television Series**

3. Developed Capacity of SUBEB, SMoEs and **Communities** Radio and Television programmes development for remote learning

4. Development of more robust **Monitoring & Evaluation**

COVID-19 STRATEGIES

| Preparedness and Response Planning | Coordination, Advocacy & Partnerships | Sustainability Planning | Planning & Pre-positioning for School Re-Opening |

Community Engagement Strategies

Enrolment Drive:
- ✓ Town hall meetings with different community cluster groups;
- ✓ House to house visits and interactions with household heads on the importance of education for children;
- ✓ Community radio programmes and,
- ✓ Edutainment through drama.

Support to Mothers Associations:
- ✓ Strengthening capacity to support community level advocacy/ campaigns
- ✓ Building capacity on parenting and household care for children

Life skills for Girls and Boys.
- ✓ Building a team of confident adolescent girls and boys with social and emotional skills required to enroll and remain in school.
- ✓ Establishing and support for girls groups and HeForShe groups in schools and communities
- ✓ Supporting local community male champions for solidarity to girls education.

Homebased Learning Strategies

- All children continue learning through remote learning programs as appropriate

- Provision of resources, radios, textbooks, study guides and equipment to the poorest:

  - Radio and television education programmes reaching 4.9 million children

    (Kano, Katsina, Bauchi, Jigawa, Borno, Yobe, Kaduna, Niger, Nasarawa, Zamfara, Sokoto, Ondo, Enugu and Bayelsa states).

- >1,500 radio sets provided for children from low-earning families

Homebased learning

Role of communities

✓ Create conducive atmosphere.

✓ Safeguard the learners from abuse.

✓ Receive home learning materials and make the workbooks available.

✓ Make children available for learning.

✓ Help children to track the (learning) timetable of airing.

✓ Motivate children to peak interest in the programme.

✓ Review lessons with children periodically.

✓ Monitoring of learning in households.

✓ Plan for back to school post Covid-19

Homebased Learning UNICEF for every child

Thank You

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