Keep Children Learning

The Role of Communities

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unicef for every child
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
LGAs of Kebbi, Katsina, Sokoto and Zamfara states supported under GEP3 intervention

Context
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 IOS to address barriers to children’s enrolment.
Objective 1
Increase access for out-of-school children in four states in northern Nigeria

EAC work objectives

Objective 2
Improve quality of teaching and learning environment

Monitoring, evaluation and communication
Impact of COVID-19:

• Learning disrupted for:
  – 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
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
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