

April 2021

unicef   
for every child

# ADVOCACY TOOLKIT

**Key Results for Children 3:  
Equitable & sustainable  
access to education**

**Key Results for Children 4:  
Improved learning  
outcomes**

This document provides resources, guidelines and examples for country office communication specialists to produce tools and prepare and launch events and campaigns tailored for different audiences. However, it does not cover all audiences that may be reached through community-level communication for development (C4D) or partnerships.





**“Support sustainable learning and education programmes as key game-changers for overall development”**

**Acknowledgements**

This advocacy toolkit was drafted by Anne Fouchard, communication specialist at the UNICEF West and Central Africa Regional Office (WCARO) and reviewed by Cecilia Baldeh (regional education adviser, WCARO). Thanks also to Yacouba Abdou (education specialist, M&E, WCARO), Haleinta Traore (early childhood education specialist, WCARO), and Elena Locatelli (education in emergencies and resilience specialist, WCARO) for their contributions.

Edited by Alison Raphael, consultant. Publication design by Green Eyez Design.



# KRC 3: Equitable and sustainable access to education



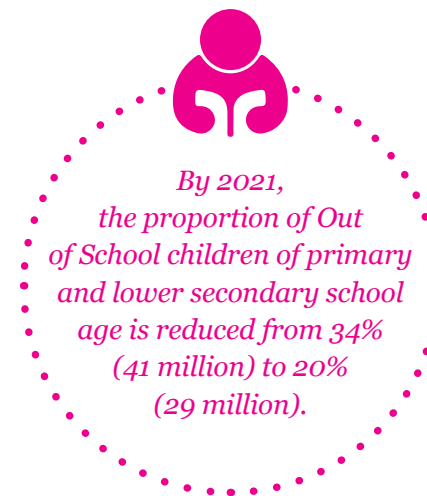
**Now more than ever, governments must reaffirm their commitment to building inclusive, resilient education systems that help every school-age child and adolescent in West and Central Africa (WCA) by ensuring safe and equitable access to learning opportunities and protective learning environments.**

## What is at stake?

**Millions of boys and girls – especially those in sub-Saharan Africa and particularly in the context of the COVID-19 pandemic – do not attend school.**

More than 30 per cent of all children worldwide who are not enrolled in school live in West and Central Africa - mainly in Nigeria, the Democratic Republic of Congo (DRC) and the Sahelian countries. The reasons are diverse but often centre on poverty, rural residence, gender, disability and lack of school facilities.

The out-of-school rate for children of primary and lower-secondary school age has been largely stagnant since 2010, dropping a mere 5 per cent over 10 years (from 33.3 per cent in 2010 to 27.7 per cent in 2020). Moreover, the absolute number of children not in school is increasing due to rapid population growth in the region: from 32.2 million in 2010 to 36.1 million in 2020.



- An estimated 41 million children and adolescents of primary and lower-secondary school age were already out of school prior to the COVID-19 pandemic, a record number of whom had their education interrupted by conflicts, natural disasters and disease outbreaks, especially in the Sahel.
- Education in West and Central Africa is also characterized by massive equity gaps, especially for vulnerable adolescents: only 45 per cent

Figure 1. Children affected by violence, insecurity and attacks on schools



89%

**(91 per cent for girls)  
from the poorest wealth  
quintile either never  
attended school, dropped-  
out of, or are still in  
primary school**

(40 per cent of girls) complete lower secondary education and 89 per cent (91 per cent for girls) from the poorest wealth quintile either never attended school, dropped-out of, or are still in primary school.

- Many of the region’s 23.5 million primary school-age children and 12.6 million of lower-secondary age have never attended school. Others may enter late or drop out without completing primary education.
- Some 9 million people in the region were

negatively affected by humanitarian emergencies in 2018. Among them, nearly 2 million children are being deprived of an education due to violence and insecurity in and around their schools. In Burkina Faso, Cameroon, the Central African Republic, Chad, DRC, Mali, Niger and Nigeria a surge in threats and attacks against students, teachers and schools – on education itself – casts a foreboding shadow over children, their families, their communities and society at large.

## **Additionally, the growing digital divide is exacerbating education inequalities. This reality was laid bare during the COVID-19 school closures.**

Throughout sub-Saharan Africa, half of all students - from pre-primary through secondary education - were unable to participate in remote learning (UNICEF, 2020). The digital divide poses a continent-wide challenge for young people. Youth in sub-Saharan Africa are the least connected – approximately 60 per cent are not online, compared to just 4 per cent in Europe. Nine of the world’s ten countries with the lowest levels of internet penetration are in Africa (DataReportal, 2020). In today’s digital age, where connectivity is linked to access to learning opportunities, jobs and social connections, millions of African children and young people are in danger of being left behind – excluded from today’s digital world and associated educational opportunities.

This digital divide exacerbates existing inequities in education that affect vulnerable children the most. For example, in sub-Saharan Africa, gender-disaggregated data on reading proficiency reveal that 90 per cent of girls of primary school age are not meeting minimum proficiency levels by the time they are of age to complete primary education. This is also the case for 85 per cent of boys.

UNICEF’s high-level engagement will leverage the voice and political commitment of African leaders to support the right to education of all African children.

## **Impact of COVID-19 on access to education in West and Central Africa**

When schools closed in early April 2020 in all 24 WCA countries, some 128 million children of pre-primary, primary and secondary school age lost access to learning.

Pre-primary students represented 10 per cent of the affected children; primary school children 65 per cent and secondary students 25 per cent of affected children.

When children are out of school for prolonged periods of time their exposure to physical, emotional and sexual violence increases. Their mental health deteriorates. They are more vulnerable to child labour and less likely to break out of the cycle of poverty.

For the most marginalized, missing out on school can lead to negative outcomes that last a lifetime. Children who lack education have a lower life expectancy and poorer health outcomes.

For girls, especially those who are displaced or living in poor households, the risks are even higher. When girls remain out of school, they are at higher risk of sexual exploitation and abuse. During the 2014 Ebola outbreak in West Africa, for example, pregnancy rates among teenagers in Sierra Leone doubled and many girls were unable to continue their education when schools reopened.

Millions of children – particularly those living in rural areas, from poorer families or with special needs – rely on schools as a lifeline to meals, support in times of distress, health screenings and therapeutic services. When schools close, all these services are taken away.

Efforts to promote learning continuity during the COVID-19 emergency response focused on distance learning via radio, TV and digital e-learning, as well as on developing innovations to build back better.

**Millions of children – particularly those living in rural areas, from poorer families or with special needs – rely on schools as a lifeline to meals, support in times of distress, health screenings and therapeutic services. When schools close, all these services are taken away.**



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# KRC 4: Improved learning outcomes



**Governments must provide the resources needed to improve the delivery of quality education so that every child and adolescent in WCA achieves relevant learning outcomes and skills to make a successful transition into adulthood.**

## What is at stake?

The learning crisis in education is global: more than half of the world's children and young people are not learning (UIS, 2017). Millions of children are not achieving minimum proficiency levels in foundational reading and numeracy. Without these fundamental skills children will be unable to develop transferable, entrepreneurial and job-specific skills needed to break intergenerational cycles of poverty (World Bank, 2019).

The learning crisis is particularly severe in sub-Saharan Africa, where an estimated 85 per cent of children and adolescents are not acquiring minimum proficiencies in reading and mathematics. The World Bank estimates that close to 87 per cent of 10-year-olds in sub-Saharan Africa cannot read or understand a simple text. Furthermore, despite progress in school enrolment in past decades, the region continues to have the highest out-of-school rates in the world across age groups; six out of 10 out-of-school children at the primary level live in Africa (UIS, 2020).

Clearly, domestic budget allocations for education, especially for quality education, are insufficient in WCAR.

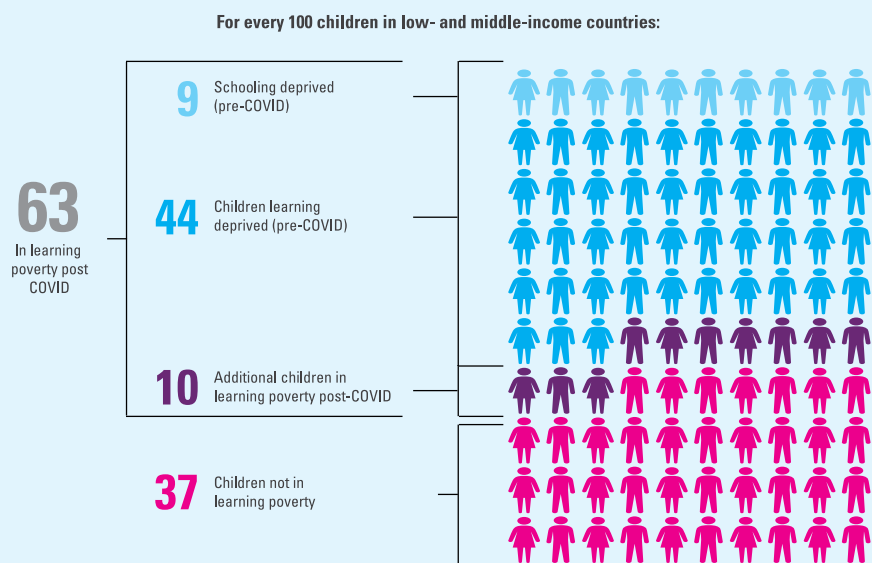
West and Central Africa faced a learning crisis before the onset of the COVID-19 and will continue to do so. Before the pandemic it was estimated that by 2030, of the 1.4 billion school-age children in low- and middle-income countries, 420 million would not learn the most basic skills in childhood, and 825 million would not acquire basic secondary-level skills. A large gap exists between what students are learning and the needs of the job market.



*By 2021,  
100% (76 million) pupils  
from pre-primary to lower  
secondary education, boys  
and girls, are reached with  
interventions to improve  
their learning outcomes  
and skills.*



Figure 2. How the Pandemic is Exacerbating Learning Poverty



In 2017 an estimated 387 million primary school-aged children and 230 million adolescents of lower-secondary age did not acquire basic numeracy and literacy skills. Thus 84 per cent of children and 88 per cent of adolescents in sub-Saharan Africa were not achieving minimum proficiency levels in mathematics and reading.

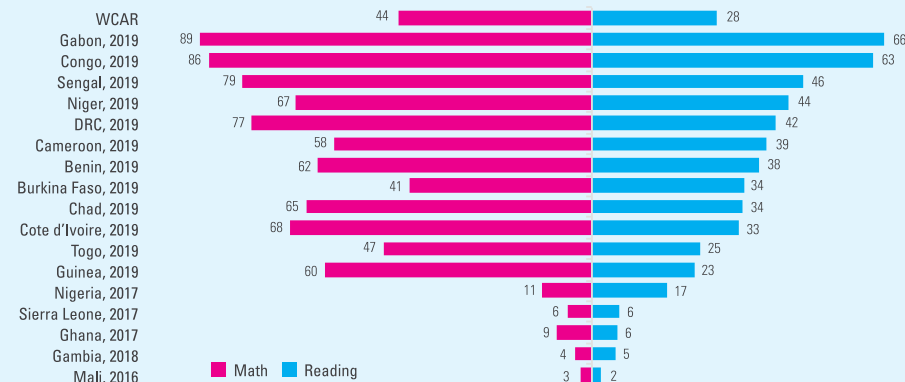
The COVID-19 pandemic, and associated learning loss, threatens to undo performance gains among school children and increase the number of children not in school. School closures, even when temporary, can have adverse consequences on children’s learning, particularly children from vulnerable communities; girls are disproportionately affected.

### The COVID-19 pandemic and crises in the region may further reduce the quality of education

Key risk factors include:

- Reduced teaching/learning time, impacting students’ learning outcomes negatively
- Widening education inequalities; economically advantaged families tend to have higher levels of education and more resources to fill learning gaps and provide enrichment activities to children who cannot attend school
- Increasing physical and psychological violence against children while they are at home

Figure 3. Proportion of grade 2-3 students achieving the minimum level of proficiency in Reading and Math



(studies have shown that most child abuse occurs within families) and child marriage and early pregnancy are likely to increase

- Upsurge of mental health concerns for children and their families due to stress and uncertainty about when schools will open
- Potential increase in school drop-out rates; with increasing loss of learning time due to other family-related priorities (e.g., the need to supplement household income) may come to outweigh children’s education.

## What does UNICEF want to achieve?

Guided by the African Union Agenda 2063, the central principle of Agenda 2030 (leaving no one behind), UNICEF's global education strategy for 2018–2030 and its new strategic plan for 2022–2025, UNICEF will address the learning and equity crises with the aim of ensuring that:



By age 5, every child is ready for school



By age 10, every child has acquired foundational literacy, numeracy and social and emotional skills to facilitate further learning



By age 18, every child and adolescent has acquired the knowledge and skills required to make a smooth transition to adulthood.

## Change strategies to achieve equitable access and improved quality learning outcomes in education

**1. Pre-primary education.** To prepare children for school, UNICEF will invest in pre-primary education within a multi-sectoral, early child development framework – especially in remote rural areas where access is limited – by adapting and scaling up the model that has been successfully tested in Ghana and São Tomé and Príncipe: ‘Better early learning and development at scale’ (BELDS).

**2. Primary education. Innovate to address the learning crisis through foundational learning:** Investing in building foundational learning competencies in literacy, numeracy and social/emotional skills for primary school children, both in and out of school, will reverse the learning crisis and eliminate the performance gaps that children face in later life. This will entail adapting and scaling up a package of high-impact interventions to ensure that education leaders can lead; teachers can teach effectively; parents, caregivers and community members can engage; and learners can learn in safe and healthy environments. It will also entail using schools as a platform for integrated services that bring learning together with child protection, health, nutrition and WASH in schools, as well as tackling barriers that prevent boys, girls and vulnerable groups from completing primary school. To achieve these aims, UNICEF will mobilize political commitment through policy advocacy, provision of

technical and financial resources and partnerships to undertake evidence-based interventions that can address both the learning and equity crises.

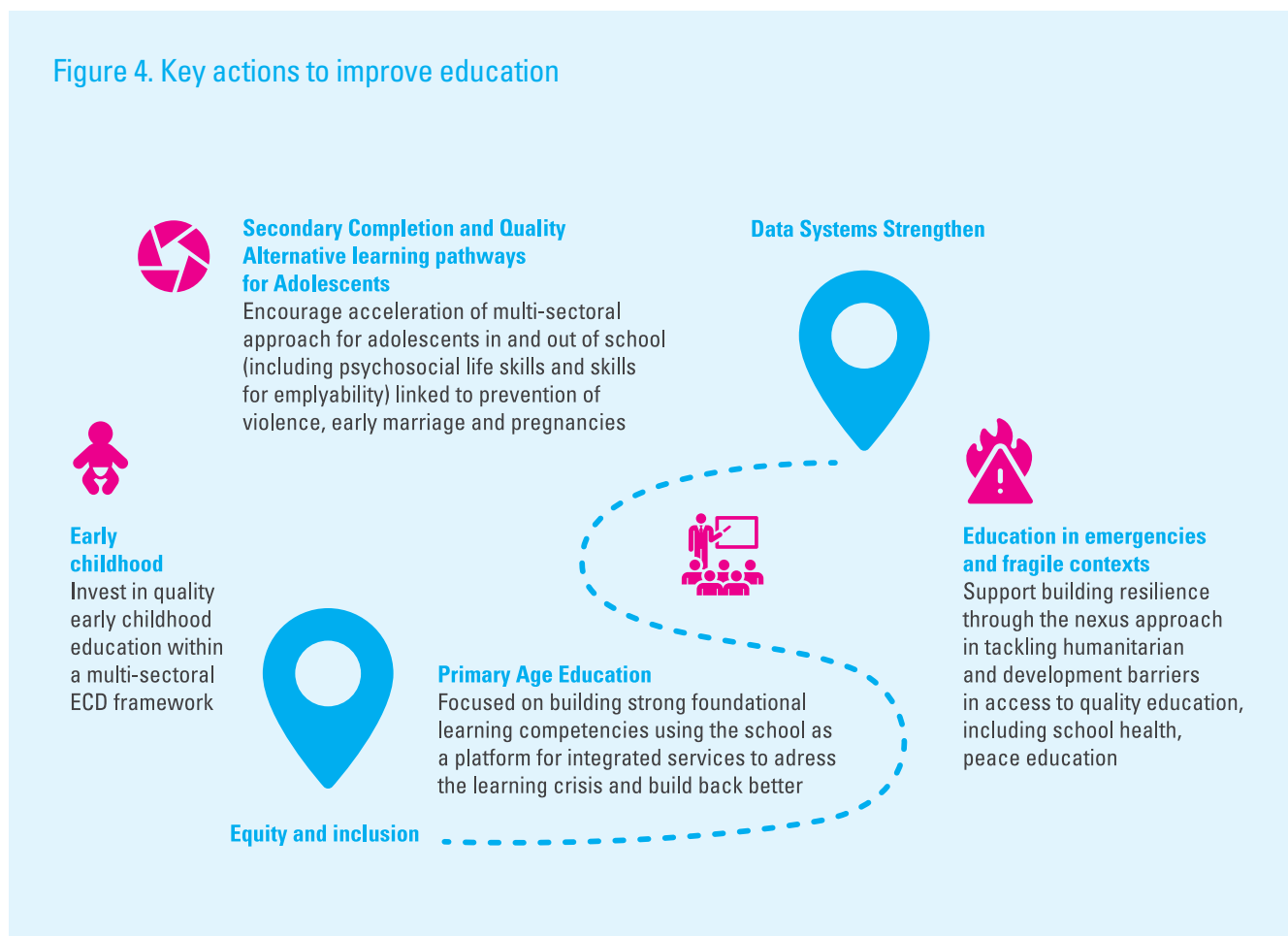
**3. Reimagining education. The COVID-19 pandemic spurred a re-imagining of education through innovations to bridge the digital divide, building on ongoing pilots.** This initiative will focus on: a) understanding the digital landscape in each country; b) supporting governments to develop digital learning strategies; c) digitizing national curricula and instructional materials for use both on- and off-line; d) advocating for government investment in digital infrastructure and allocation of annual budgets for digital learning; and e) leveraging public/private partnerships to support scaled-up learning programmes to improve access and quality for all children and adolescents, both in and out of school. Beyond digital learning, efforts to reimagine education will advance research and innovation in emerging areas such as school health and nutrition, climate change and building resilience through education.

**4. Education in emergencies and learning continuity. The COVID pandemic threatens to reverse earlier gains in equitable access to and quality of education.** Therefore, UNICEF will ensure that learning continues during the

COVID pandemic and other crises (conflicts, natural disasters) in such a way as to bridge the humanitarian and development nexus and build resilience and peace through education. This will entail strengthening the capacity of education systems to: employ risk-informed approaches to programming; apply innovations in early learning and digital literacy; ensure the integration of gender issues, school health and nutrition into emergency education; and promote community engagement in protecting schools and mitigating the effects of conflict on children's future.

**5. Secondary completion and quality alternative learning pathways for adolescent girls:** UNICEF will use a multi-sectoral approach to programming to provide opportunities for keeping adolescent girls in school, while ensuring access to quality alternative learning for adolescents in and out of school (including psychosocial skills, life skills and skills for employability). The approach will be designed to address violence prevention, child marriage, early pregnancy, HIV and other health and nutrition challenges that affect adolescent girls. This focus will prepare adolescents and young people to make a smooth transition from school to work while promoting their participation in their own development.

Figure 4. Key actions to improve education



**6. Strengthening data systems:** UNICEF will work to address the data crisis in WCAR by strengthening the capacity of national governments, partners and UNICEF staff to generate, analyse and apply evidence, leading to improved data gathering, learning assessment and monitoring systems in the education sector.

**7. Equity and inclusion lenses will be systematically applied** to ensure that the most vulnerable and excluded children and adolescents are reached through targeted interventions to eliminate gender inequality in education – with particular attention to girls, children with special needs, children on the move and children in Koranic or other non-formal learning pathways.

# What is the purpose of this toolkit?

This toolkit was developed for country offices (COs) in UNICEF's West and Central Africa region and provides a brief overview of strategies and tools that can be applied to strengthen advocacy efforts in the field of education<sup>1</sup>. As a contribution to achieving the Sustainable Development Goals (SDGs), UNICEF identified the right of "every child to learn" as one of five goal areas of its strategic plan for 2018–2021. UNICEF in WCAR also identified a set of key results for children (KRCs) to contribute to these goals: KRC 3 addresses access to education and KRC 4 addresses education quality.

This toolkit provides resources, guidelines and examples to enable UNICEF's education teams and communications officers to produce outreach materials and organize events and campaigns for different audiences. It is not meant to be a comprehensive document, but aims to provide tools and guidance that COs can adapt to the country

context. It is a living document, to be updated as other promising practices emerge.



## Learning tools for advocacy and communication developed by UNICEF HQ

The set of tools developed by UNICEF HQ is particularly helpful for offices currently at the strategic planning phase of developing a new country programme document, situation analysis, strategic moment of reflection, theory of change or programme strategy note. It covers six topics:

- [Communication and Advocacy: Getting Started](#)
- [Integrating Communication and Advocacy in Programme Development](#)
- [Communication and Advocacy in Country Programme Implementation](#)
- [Communication and Advocacy in Country Programme Reporting](#)
- [Monitoring Communication and Advocacy](#)

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<sup>1</sup> Advocacy is defined as the deliberate process, based on demonstrated evidence, of directly or indirectly influencing decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of children's and women's rights. Advocacy involves delivering evidence-based recommendations to decision makers, stakeholders and/or those who influence them. Advocacy is a means of seeking change in governance, attitudes, power, social relations and institutional functions. It supports actions that are taken at scale and address the underlying barriers to the fulfilment of children's rights. The goal of advocacy can be to correct imbalances, inequity and disparities; promote human rights, social justice and a healthy environment; or to further the opportunities for democracy by promoting children's and women's participation. Advocacy requires organizing and organization. It represents a set of strategic actions and, at its most vibrant, will influence the decisions, practices and policies of others.

## WCAR's advocacy agenda for education

**In 2021–2025 the priority for advocacy will be on combatting the learning and equity crises in WCAR by focusing on three inter-related core advocacy areas:**

- Engagement with the African Union (AU) to win support from policymakers and decisionmakers for investing in – and ensuring sustainable, equitable and efficient use of financing for – learning.
- Influencing policy implementors through access to powerful data and evidence and empowering them to use innovative, high-impact interventions to renew education systems, making them more agile and responsive to contextual realities, thus accelerating their impact on equity and quality. This entails empowering duty-bearers to be more accountable to rights-holders for investments made and results achieved.
- Promoting partnerships with international and local influencers, other stakeholders and young people in the wider public through professional networks, social media and related platforms to engage in effective policy dialogue and accountability for education resources and results. This entails empowering rights-holders to claim their rights.

## Mapping your audiences

When listing target audiences/stakeholders to be reached through advocacy initiatives, it is useful to map each group's interests; influence and importance; whether they are reluctant, hostile or willing to engage; and importance in relation to the goals to be achieved.

**Stakeholder's interest in the issue** (list stakeholders' interests, and whether they are primary or secondary stakeholders and duty-bearers or rights-holders)

**Stakeholder's support for or opposition to the issue** (strong ally, medium ally, neutral, medium opponent, strong opponent)

**Stakeholder's influence over the issue** (unknown, no influence, some influence, moderate influence, significant influence, very influential)

**Importance of stakeholder's engagement** (unknown, no importance, some importance, moderate importance, very important, critical player).<sup>2</sup>

<sup>2</sup> UNICEF, Advocacy Toolkit, Tool 5, UNICEF, New York, p. 30.



## Key players and expected changes

Players	Interests	Desired behaviours	Advocacy results
<b>African Union (AU) ministers of education, ministers of finance and other AU leaders</b>	<p>Political survival</p> <p>Power and influence</p> <p>Visibility</p> <p>Access to and control of resources</p>	<p>Create supportive political and legal environments for education</p> <p>Prioritize and invest national/domestic resources in education (financial, human)</p> <p>Harness/leverage resources from partners/ other sectors</p>	<p>Increased predictable financing</p> <p>Reduced inefficiencies</p> <p>Education resources more equitably distributed</p>
<b>Other authorities at national and decentralized levels: permanent secretaries of ministries of education and other social sectors, members of parliament, mayors, technical leaders/educators at national and decentralized levels, district and local community leaders</b>	<p>Achieve political visibility</p> <p>Influence policy direction</p> <p>Demonstrate visible, sector-wide outcomes and impact</p>	<p>Analysis of available policy/technical briefs</p> <p>Increased access to education, especially for girls, disabled children and vulnerable children</p> <p>Use of data and evidence from policy/technical briefs to monitor and assess equity and learning outcomes against established standards and milestones</p> <p>Inter-operability and multisectoral engagement among education, birth registration, health, WASH in schools, nutrition and social protection sectors/actors</p>	<p>Use of data to influence policy change</p> <p>High impact of sector policies and plans achieved: decreasing disparities in equity and quality</p>
<b>International institutions, donors and private sector</b>	<p>Global public policy influence</p> <p>Investment benefits to investors/ taxpayers</p> <p>Visibility of credible outcomes of investments</p>	<p>Support sustainable learning and education programmes as key elements of development</p> <p>Encourage the development of e-learning and digitization of education monitoring based on lessons learnt</p> <p>Provide flexible funding for multisectoral programmes and innovations</p>	<p>Positive impact of sector policies and plans in relation to closing disparities in equity and quality</p>

Players	Interests	Desired behaviours	Advocacy results
<b>Stakeholders: Children, adolescents, youth, parents, educators</b>	<p>Enrol, complete and succeed in quality education</p> <p>Create supportive environments</p>	<p>Mobilize all members of society to raise awareness of the learning and equity crises and the importance of education</p> <p>Promote innovative ways to register at birth, enrol in school on time, complete the full cycle, accelerate learning</p> <p>Advocate for inclusive education systems that include girls, vulnerable children and children with special needs</p> <p>Increase demand for quality education</p> <p>Hold duty-bearers accountable</p>	<p>All children enrol at the right age, complete and succeed in quality education in a safe and healthy environment</p>
<b>Stakeholders: Traditional and social media at global, regional and country levels</b>		<p>Accurate and timely reporting on progress in equity and learning</p> <p>Greater awareness of the extent and impacts of the learning crisis and increased attention to the learning needs of forgotten children</p> <p>Support equity and girls' education</p> <p>Government and donors support education programmes</p>	<p>All children enrol at the right age, complete and succeed in quality education in a safe and healthy environment</p>

## What are the key messages?



**African children constitute 41 per cent of the world's out-of-school children; 30 per cent of these children live in WCAR.**

### Key messages

1. Finance Quality Education NOW
2. Address the equity and data crises in West and Central Africa to reduce education disparities related to gender, geographic and learning outcomes
3. Address the learning crisis by building foundational learning competencies in the early years and reimagining education



## 1. Key Message: Finance Quality Education NOW

On no other continent are children more central to its future than Africa. By 2055, Africa will be home to 1 billion children under the age of 18, representing over 1/4 of the worldwide population.

- **An Africa where every child has foundational literacy and numeracy skills**, digital skills and job-specific skills can potentially reap a dividend that could lift millions out of poverty. But to reap this demographic dividend, investments in quality education need to be made now.
- **By 2100 the world's largest number of school-age children will be in Africa:** Quality education can directly impact Africa's development in many spheres. The knowledge and skills provided by quality education build human capital; increase individual productivity and employability; and yield significant returns in health, women's empowerment, civic engagement and social cohesion.
- **Africa has made substantial progress in enrolling children in school** over the past two decades (2000-2019). Many African countries experienced significant growth in primary school enrolment – an average of 75 per cent. Of 53 countries for which data is available, 16 doubled or more than doubled primary school enrolment between 2000–2019, most notably, Niger, Sierra Leone, and Burkina Faso in WCA and Burundi in East and Southern Africa. Niger, for example, showed remarkable achievement by increasing primary school enrolment by 360 per cent - the highest among all African countries, followed by Sierra Leone at 300 per cent, Burkina Faso at 279 per cent and Burundi at 214 per cent.



## 2. Key Message: Address the equity and data crises in WCAR to reduce education disparities related to gender, geographic location and learning outcomes

Despite progress made in school enrolment, universal access to schooling is 'unfinished business' in Africa

- Sub-Saharan Africa still has the world's highest out-of-school rates for all age groups.
- In 2019, African children constituted 41 per cent of the world's out-of-school children; 30 per cent of these children lived in WCAR.

- **Evidence also highlights a worrying trend: Africa's out-of-school numbers are on the rise.** This pertains even to primary education, for which out-of-school numbers have decreased substantially since 2000. This progress appears to have stalled. The sheer increase in the number of children means that African governments must expand both the number of schools and school personnel to accommodate incoming students.
- **Most African governments lack baseline data and effective monitoring systems to track progress against key SDG 4 indicators.** Education policies, plans and strategies will have limited impact if they are not based on evidence.

### 3. Key Message: Address the learning crisis by building foundational learning competencies in the early years and reimagining education

Africa faces significant education challenges that threaten the future of generations of children.

- The learning crisis is global: more than half of the world's children and young people are not learning basic literacy and numeracy skills. This crisis is particularly severe in sub-Saharan Africa, including West and Central Africa region, where an estimated 85 per cent of children and adolescents are not acquiring minimum proficiency in reading or mathematics.
- In sub-Saharan Africa, 87 per cent of 10-year-olds are unable to read and understand a simple text.
- In West and Central Africa two thirds of primary school students do not learn basic reading and mathematics.
- If current levels of under-achievement in learning remain unchanged, of the 338 million adolescents in Africa turning 18 years of age between 2020 and 2030, **288 million will do so without acquiring minimum proficiency in reading and 278 million will lack minimum proficiency in mathematics.**
- In this context the emerging scenario on the continent will be that of a large and young labour force with low levels of education and skills. Those able to find employment will be limited to low-paying and unskilled labour.

### 4. Key Message: Providing digital learning opportunities for children and young people is vital to transforming Africa's education systems

- **African youth are the least connected in the world. Around 60 per cent are not online, compared to just 4 per cent in Europe.**
- Available data on school connectivity also show that **only 34 per cent of upper-secondary schools in sub-Saharan Africa have access to the internet.**
- In this digital age, a child's lack of connectivity limits learning opportunities and choices that are available to more-connected peers. It means exclusion from opportunities to develop digital skills and access information and resources available online.

### 5. Key Message: The importance of digital connectivity in education was highlighted during the COVID-19 pandemic.

- With schools closed, despite governments' efforts to provide digital classes and broadcast remote learning opportunities, millions of children could not be reached. **The largest share of unreached children in the world was in sub-Saharan Africa – global data reveal that at least 48 per cent of African students missed out on digital and/or broadcast-based remote learning opportunities.**

### 6. Key Message: The opportunity for reaping a demographic dividend is time-sensitive. Many AU Member States are still in the pre-dividend phase of demographic transition.

- **It is therefore a matter of urgency that African countries make investments now to build their human capital,** recognizing that investing in children's education ultimately pays dividends in

healthier and more prosperous societies in both the long and short term.

- **Education systems need to double down on foundational learning.** Schools in Africa are essential delivery points for foundational skills. Education policies should prioritize doubling down on the teaching of reading and mathematics to children who need help, through catch-up classes or supplementary learning.
- **Digital learning should be part of a basic basket of essential services for every child and young person.** Solving the learning crisis in Africa calls for innovative, scalable solutions. It is critical that the role and availability of technology be considered alongside other traditional challenges, such as gaps in foundational learning. While government actions lead the process, the challenge presented by the digital divide calls for involvement by a wide range of partners to support governments with resources and expertise, innovation in the education sector and prioritization of issues.
- **Equity should be at the centre of education policies, especially as schools reopen after COVID-19 closures.** It is highly likely that many children, such as those with disabilities or living in extreme poverty, were not reached by remote learning during the COVID-19 school closures. Therefore, as schools reopen they need to do so with a very wide door and a careful eye on bringing the most marginalized children back into school systems.

## Messages, assets, and channels per audience

Audience	Key messages	Evidence	Tools/assets	Channels
<p><b>AU ministers of education, ministers of finance and other AU leaders</b></p>	<p><b>Finance Quality Education NOW</b> Education is a priority that must be reflected in national policies and budgets</p> <p>Secure education budgets</p> <p>Use evidence to inform budget allocations</p> <p>Protect schools, teachers and students from attacks and other crises</p> <p>Address the equity and data crises in WCAR</p> <p>Education is a right for every child, even during conflicts and in remote areas</p> <p>Insist on using equity and inclusion principles based on disparity analyses</p> <p><b>Address the learning crisis</b> Prioritize and invest domestic resources (financial, human) in tackling the learning crisis</p> <p>Children are more likely to thrive when they learn in their early years</p> <p>Expand investment in education to include pre-primary and primary levels, given the higher rate of social return on investment</p> <p>Reducing the learning and equity crisis benefits a nation and its children</p>	<p>Education impacts the future of every child; but in WCAR over 40 million children are out of school for many years</p> <p>Domestic budgets for education have constantly declined over the past decade</p> <p>Only 45 per cent of children (40 per cent of girls) complete lower-secondary education and 89 per cent of adolescents (91 per cent of girls) from the poorest wealth quintile either never attended school or dropped-out of (or were still in) primary school</p> <p>During the COVID-19 crisis all schools closed, leaving 169 million children in WCAR out of school for months.</p> <p>Nearly 2 million children in WCAR are being deprived of an education due to violence and insecurity at or near their schools.</p>	<p>Advocacy narrative with testimonies on 'Building back better: Education in the COVID-19 era'</p> <p>'Facts and Figures' sheets on education and key recommendations in the context of COVID-19</p> <p>Field visits to champion locations for education</p> <p>Statements: Government engagement on domestic budgets for education</p> <p>High-level political event on education, with relevant ministers/ deputies and international institutions (e.g., AUC, World Bank)</p> <p>Engage support from an 'Education Ambassador' (national-level celebrity)</p>	<p>High-level public relations</p> <p>Brochure/fact sheet &amp; scrollytelling (see p.43)</p> <p>Showcased on traditional media (radio and TV)</p> <p>Press conference with education &amp; government officials</p> <p>Media and public relation assets</p> <p>Large-scale dissemination of support from celebrities on media and social media</p>

Audience	Key messages	Evidence	Tools/assets	Channels
<p><b>Other national and sub-national authorities: permanent secretaries of education ministries and from other social sectors, members of parliament, mayors, technical leaders/educators at all levels, community leaders</b></p>	<p>Manage education budgets efficiently and prevent wastage</p> <p>Use the equity principle to shape distributive policies and decisions tied to budget allocations</p> <p>Support distance learning initiatives for hard-to-reach children</p> <p>Encourage access to education, especially for girls, disabled children and vulnerable children</p> <p>Build back better in education with innovative learning pathways for hard-to-reach children, including distance and blended learning approaches</p> <p>Adopt multi-sectoral approaches by promoting birth registration, health, nutrition, WASH, participation and empowerment of girls and boys through education</p> <p>Communities and parents must be involved in their children's education</p>	<p>Education impacts the future of every child; but in WCAR over 40 million children are out of school for many years</p> <p>Domestic budgets allocated to education have declined constantly over the past decade</p> <p>Only 45 per cent of children (40 per cent of girls) complete lower-secondary education and 89 per cent of adolescents (91 per cent of girls) from the poorest quintile never attended school, dropped-out from, or were still in primary school</p> <p>During the COVID-19 crisis all schools closed, leaving 169 million children out of school for months</p> <p>Nearly 2 million children in WCAR are being deprived of an education due to violence and insecurity in and around their schools.</p> <p>Access to education is a gender issue: only 40 per cent of girls complete lower-secondary education</p> <p>Every child has the right to learn; but in sub-Saharan Africa 84 per cent of children are not achieving minimum proficiency levels in mathematics and reading</p> <p>Best practices in distance learning must be scaled up</p> <p>The focus should be on fundamental literacy and social skills, based on lessons learnt</p> <p>Support both national authorities and communities with flexible funding</p>	<p>Friendly challenge between districts/regions. Set your challenge with a launch and sunset date</p> <p>Field visits to 'champions' locations</p> <p>Special event with Parliament: Get deputies on board</p> <p>Short, impactful quotes and testimony on the importance of education from community leaders, deputies, mayors etc.</p>	<p>Award event held on- and offline involving relevant officials</p> <p>Advocacy narrative on education and factsheets at country and local level</p> <p>Brochure on best practices for innovative learning</p> <p>Special campaign addressing Parliamentarians and local leaders. Individual direct relation.</p> <p>Dedicated event for laureates</p>

Audience	Key messages	Evidence	Tools/assets	Channels
<b>International institutions, donors and private sector</b>	<p>Support sustainable learning and education programmes as key game-changers for overall development</p> <p>Encourage the development of e-learning and digitization of education monitoring based on lessons learnt</p> <p>Provide flexible funding for multisectoral programmes and innovative education programmes</p> <p>Education benefits a nation and its children</p> <p>Communities and parents must be involved in their children's education</p> <p>Education systems must be linked to birth registration, health, nutrition and WASH</p> <p>Education is not limited to school: innovative ways of learning must be encouraged</p> <p>Children are more likely to thrive when they learn in their early years</p>	<p>Education impacts the future of every child, but in WCAR over 40 million children are out of school for years</p> <p>Domestic budgets for education have declined constantly during the past decade</p> <p>Only 45 per cent of children (40 per cent of girls) complete lower- secondary education; 89 per cent of adolescents (91 per cent of girls) from the poorest wealth quintile either never attended school, dropped out of, or were still in, primary school</p>	<p>Digital campaign with a 'scrollytelling' report, video signature and social media cards on the importance of education throughout childhood and adolescence</p> <p>Human interest stories, testimonies of children out of school and those who were able to catch up thanks to alternative pathways</p>	<p>Media releases, alerts and statements on the learning crisis and key responses</p> <p>Advocacy narrative and fact sheets on the learning crisis and successful initiatives for scaling up good practices</p> <p>Goodwill ambassadors and trusted personalities with media on field trips to showcase successful initiatives and best practices</p> <p>Social media and networks</p>
<b>Stakeholders: children, adolescents, youth, parents, educators</b>	<p>Addressing the learning and equity crises benefits nations and their children</p> <p>Communities and parents must be involved in their children's education</p>	<p>Education is a passport for a better life</p>	<p>Campaign featuring testimony from young people: how education changed my life Campaign led by UNICEF HQ: 'I love my teacher'</p> <p>Animation videos on access to education</p>	<p>Online campaigns</p> <p>Posters</p>

Audience	Key messages	Evidence	Tools/assets	Channels
<b>Stakeholders: media, social media actors at global, regional and country levels</b>	<p>Mobilize all members of society to raise awareness about the learning crisis and the importance of education</p> <p>Promote innovative pathways to education and learning</p> <p>Advocate for inclusive education, including girls and vulnerable and disabled children</p> <p>Education benefits nations and their children</p> <p>Communities and parents must be involved in their children's education</p> <p>Keep an eye on your children, keep an eye on your schools</p> <p>Education systems must be linked to birth registration, health, nutrition and WASH</p> <p>Education is a right for every child, even during conflict and in remote areas</p>	<p>Access to education is a gender issue: only 40 per cent of girls complete lower-secondary education</p> <p>Scale up best practices in distance learning</p> <p>Every child has the right to learn, but in sub-Saharan Africa 84 per cent of children are not achieving minimum proficiency levels in mathematics and reading</p> <p>Nearly 2 million children in WCAR are being deprived of an education due to violence and insecurity at or near their schools</p> <p>The focus must be on fundamental literacy and social skills, based on lessons learnt</p> <p>Support both national authorities and communities with flexible funding</p>	<p>Digital campaign with a scrollytelling report, video signature and social media cards on the importance of education throughout childhood and adolescence</p> <p>Human interest stories, testimony by children out of school and those who caught up thanks to alternative pathways</p> <p>Campaign led by HQ: 'I love my teacher'</p> <p>Animation videos on access to education</p> <p>Media assets</p>	<p>Social networks, radio clips, spots</p> <p>Digital posters, social media cards</p> <p>TikTok, Instagram, Snapchat</p> <p>WhatsApp groups, blogs, campaign</p> <p>Posters, leaflets, flyers...</p> <p>Field trips for goodwill ambassadors and trusted personalities, with media</p> <p>Media releases, alerts and statements on the learning crisis and key actions required</p> <p>Media webinar on the learning crisis and the key accelerators</p>

**Communities and parents must be involved in their children's education**



## Measuring your reach

After clarifying the audiences to be reached for each advocacy goal, the next step is to design the type of activities most likely to reach them effectively (see the dashboard on audiences/messages/assets/channels). To measure the degree of

success in achieving the goals, examples of indicators for different type of activities are listed below:

## Media outreach



Activities

**Digital or internet-based media/social media**  
Email, blogs, websites, text messages, social networks  
Reach large audience through fast and agile communication

**Earned media**  
Pitching the print, broadcast or digital media  
Visibility for an issue with specific audiences

**Media partnerships**  
Partner with a media company to promote a cause through their communication channels

**Coalitions and network building**  
Unifying advocacy voices by bringing together individuals, groups and organizations on a specific goal

**Briefings/presentations**  
Making an advocacy case in person through one-on-one or groups meetings

New website or webpages developed  
Number and frequency of e-messages sent  
Number of lists subscribers

Number of outreach attempts to reporters  
Number of press releases distributed  
Number of editorial board meetings held

Number and types of partnerships developed  
Number and types of distribution outlets accessed through media partnerships

Number of coalition members  
Types of constituencies represented  
Number of coalition meetings held and attendance

Number of meetings/presentations held  
Types of audiences reached  
Number of individuals attending

Impact



## Monitoring framework

Advocacy outcome and outputs	Key indicators	Surveillance method	Targets by due date
<p><b>Outcome: All children enrol at the right age, complete and do well in quality education in safe and healthy environments</b></p>			
<p><b>Output: Increased predictable financing; reduced inefficiencies; education resources more equitably distributed</b></p>			
<p><b>Output: Data is used for policy change; high impact of sector policies and plans achieved in terms of closing disparities in equity and quality</b></p>			



# Communication Toolkit corner

This section provides resources, guidelines and examples to assist country office communication specialists to produce advocacy material and prepare and launch events and campaigns tailored to each audience that needs to be reached.



# 1. Get inspired by champion countries and good practices\*



**Promoting digital learning in India** to tackle the learning crisis during COVID-19: a great example to watch and follow: <https://vimeo.com/468796003>

**Kit Kit school, an e-learning solution to achieve literacy:** A software and device piloted in East and Southern Africa on Vimeo: <https://vimeo.com/467946655>

Addressing the learning crisis globally: animation videos on new strategies for universal education developed by UNICEF HQ: <https://unicef.sharepoint.com/sites/PD-EDUSTRGY2030/SitePages/Education-Strategy-and-related-resources.aspx?from=SendByEmail&e=mDUFVY8IAEGDFg3jK89RBw&at=9>

Another source of inspiration is material developed by UNICEF HQ on the following topics:

- Adolescent education and skills
- Education of adolescents in and out of school (2020)
- Early childhood education
- BELDS Toolkit (2021)
- Evaluation reports of BELDS pilots in Ghana and São Tome and Principe
- Education for children with disabilities
- WCAR/MICs6 - Analysis of the situation of children with disabilities (2020/2021)
- Education in emergencies
- COVID-19 education response plan and digital learning during COVID (2020)
- Girls' education

- Regional analysis: the situation of girls' education in WCAR (2021)
- Summary report: PASEC 2019 learning assessment in 14 WCAR countries
- Foundational literacy and numeracy global concept paper
- Accelerating KRCs 3 (Equitable Access) and 4 (Quality) (MTR 2020)
- WCAR/ESAR Digital Learning Toolkit (2020)
- Nigeria country case study in foundational literacy and numeracy: 'Teaching at the right level'

A useful factsheet/brochure from UNICEF India on new education strategies is available on UNICEF Sharepoint, along with case studies from other countries: [https://unicef.sharepoint.com/:b:/r/sites/PD-EDUSTRGY2030/Case%20studies/Ed%20Strategy%202019-2020%20-%20Country%20Solution%20-%20INDIA%20\(career%20portal\).pdf?csf=1&web=1&e=CyLKL1](https://unicef.sharepoint.com/:b:/r/sites/PD-EDUSTRGY2030/Case%20studies/Ed%20Strategy%202019-2020%20-%20Country%20Solution%20-%20INDIA%20(career%20portal).pdf?csf=1&web=1&e=CyLKL1)

**'Bright Beginnings: Community-Based Early Childhood Education in Rural Bangladesh'** demonstrates that children who attend pre-primary education scored higher on the school-readiness index: <https://blogs.unicef.org/evidence-for-action/bright-beginnings-community-based-early-childhood-education-in-rural-bangladesh/>

\* If it doesn't work when you click on the link, copy the address in your browser



## Champion countries

### **Côte d'Ivoire: Mon école à la Maison (My school at home)**

UNICEF supported the Ministry of Education in the development of a national distance learning programme, “Mon école à la Maison”, to ensure that children had continued access to learning when schools were closed due to COVID-19:

<https://www.youtube.com/watch?v=AfyDHJJpiEg>

### **Radio-based instruction for the hard-to-reach**

Ten conflict-affected countries now have access to materials enabling them to roll out an innovative ‘radio education programme’ in hard-to-reach areas; nine countries documented effective interventions that are ready for scale-up, including in early learning and girls’ education. These programmes are currently on air in Burkina Faso (Sahel region) and northern

Cameroon. The DRC, Guinea-Bissau, Senegal and Sierra Leone have expressed interest in exploring the feasibility of using radio education programmes in their respective countries. <https://www.burkina24.com/2020/04/23/covid-19-au-burkina-faso-une-radio-scolaire-et-lenseignement-a-distance-pour-les-eleves/>

### **Protective learning environment for resilient education in highly insecure contexts**

When schools operate in contexts of high insecurity, UNICEF supports programmatic convergence between schools and child protection mechanisms available in the surrounding community, to enhance a coordinated approach to the protective environment. Thus in the Lake Chad Basin, 293 primary schools have a multi-risk emergency preparedness and response plan, benefitting more than 143,000 children; almost 2,000 teachers were trained and 75 child protection community mechanisms strengthened. The ‘resilient education’ model is in use in Burkina Faso. In Northeast Nigeria resilient education is being incorporated into state policy on pre-service and in-service teacher training. Watch this moving testimony from Nayla, a 13-year-old child displaced from Burkina Faso: <https://www.unicef.org/reports/central-sahel-advocacy-brief-2020>



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## Success stories from the field



### **Schools made of plastic bricks in Côte d'Ivoire**

In Côte d'Ivoire, schools made of recycled plastic bricks have had incredible success among children and attracted considerable media attention.

Twenty-six classrooms have been built by UNICEF so far, with support from the Ministry of Education and other partners. The new classrooms not only provide a safer learning environment for children but also have an impact on education quality.

In Côte d'Ivoire, 1.6 million children do not attend school, often due to the lack of classrooms. For those who do attend school, classrooms are often overcrowded, making it difficult for them to learn and reach their full potential. The new classrooms are not only learning-friendly, but also environment-friendly. One classroom contributes to removing five tons of plastic from the environment. [https://www.lemonde.fr/afrique/article/2019/09/09/en-cote-d-ivoire-des-ecoles-en-plastique-recycle\\_5508175\\_3212.html](https://www.lemonde.fr/afrique/article/2019/09/09/en-cote-d-ivoire-des-ecoles-en-plastique-recycle_5508175_3212.html)

### **The triple nexus in DRC: Humanitarian aid, development and peacebuilding**

In the Democratic Republic of Congo, a process of reflection on the approach and activities linking humanitarian intervention and development ('nexus') is underway and will be implemented by humanitarian organizations, development and education actors, donors and the government. In the DRC, the linkage concept refers to the triple nexus between humanitarian aid, development and peacebuilding. The government is committed to this approach at the highest level and considers it to be a priority. <https://blogs.unicef.org/blog/peace-education-better-future-drc/>

### **A second chance for education**

In 2014 more than 65 per cent of schools in the Central African Republic (CAR) were closed or non-functional due to the conflict. The Paoua Accelerated Learning Centre, supported by UNICEF and its partners, targets children who have dropped out of school or were never enrolled due to the conflict. An intensive learning approach allows learners to complete Grades 1-to-6 in just three years. Partners include – IEDA Relief, the Global Fund, Education Cannot Wait, the European Union's humanitarian aid fund and the Danish Refugee Council. Read the story of Sosthène: <https://www.unicef.org/wca/stories/second-chance-education>



## Re-imagine education

Assets (fact sheets, posters, ppt, video messages) developed by UNICEF Headquarters to promote re-imagining education: <https://unicef.sharepoint.com/sites/PD-ReimagineEducation>

### Outreach to parliament and mayors

Since regions, districts and local authorities are key stakeholders for change, in addition to advocacy with national authorities, specific outreach should involve these more local actors. UNICEF Mali did so some years ago to raise awareness and boost commitment to eliminate malnutrition. The country office convinced the leader of parliament to allow UNICEF to hold a session at the National Assembly to present the issue. A flyer was distributed to all members of parliament, with key data and recommendations. Individual contacts were taken and UNICEF hosted field trips for groups of concerned parliamentarians, who visited model local areas where progress had been made.

**Education is a right for every child, even during conflict and in remote areas**

A field trip such as this could also be virtual. With national media coverage, local achievements can be highlighted, and parliamentarians can become personally involved in supporting and awarding local initiatives. These operations take time and require considerable outreach effort but can be very effective for engaging decentralized-level stakeholders.

### Virtual trip/visit

In June 2020, UNICEF Niger organized a virtual trip for high-level donors in the nutrition sector to share the daily realities in the field. Starting from the warehouses in Copenhagen (or from a provider's storage area) the virtual trip revealed the step-by-step process 'behind the curtain' of procuring and providing children with food, using videos and photos. Participants affirmed that participating in a virtual trip with UNICEF is a tremendous experience and motivates them to contribute financially to government efforts.

The same concept could be easily adapted to schools. This virtual trip is an excellent idea in the COVID-19 era, as travelling to the field has become difficult or impossible. It also illustrates UNICEF's commitment to field operations, even in emergency situations.

Figure 5. Invitation to a virtual visit in Niger



**YOU ARE EXCLUSIVELY INVITED TO TAKE PART IN A VIRTUAL UNICEF SUPPLY AND FIELD VISIT**

With billions of people around the world under full or partial lockdown to halt the spread of the coronavirus disease COVID-19, the social and economic consequences risk being catastrophic – people facing acute hunger risks rising to more than 265 million people. More than 30 countries in the developing world could experience widespread famine (10 of which already have more than 1 million people on the brink of starvation) – and children will again be the hidden victims.

UNICEF's nutrition programmes require a robust pipeline of supplies to combat this threat – therapeutic food stocks, sachets of micro-nutrients, mid-upper arm circumference measurement tapes & scales, and all the supporting medications, infection protection wear and antibiotics and other critical equipment and supplies. A supply chain which is increasingly at risk due to Covid-19.



Join us as we follow a shipment of supplies through West Africa to a health centre in Niger. We will hear from health workers, UNICEF programme experts and Supply Division staff as we procure and distribute supplies through one of the most at risk countries in the region during one of the most unprecedented crises the world has ever seen.



UNICEF estimates that 1 billion sachets of therapeutic food, 22 million MUAC bands and 35,000 weighing scales will be needed to help treat over 7.3 million children who we sadly expect to fall into severe malnutrition as a result of Covid-19. This alone is estimated to cost \$365 million USD.



## Keep an eye on your children, keep an eye on your schools

### **Youth engagement: ‘Visit my school’ or ‘What did I learn today?’**

School children and adolescents can engage in an original video challenge, ‘Visit my School’, in which young people film and comment on their schools using mobile phones. These videos may also help to advocate for improving sanitation and hygiene infrastructure (e.g. water facilities and toilets), showcasing the learning crisis through concrete examples.

Another way to engage young people in advocating for their right to education is through a “What did I learn today?” operation. This can help children and parents to be proud of what they learn at school. To successfully launch these kinds of actions, the first steps are to:

- identify supporters in communities and schools,
- engage them in your operation and explain the main rules,
- determine a kick-off date that you will prepare through online posts.

The campaign can last from one to three months and make a buzz if you are able to reach out children on the ground.

## 2. Guidance, tips and resources



### Media engagement

National and local media (including print, radio and television) as well as the internet and telecommunications, are all valuable allies for advocacy campaigns and communication strategies. Nurture partnerships with media executives, managers, journalists and reporters – including those from local radio and TV, cable TV stations, local newspapers, social media sites and mobile phone companies. Establish internal capacity to manage media relations, particularly the ability to:

- Prepare and execute a media plan
- Gather key information and data on education
- Organize and conduct media briefings and media conferences
- Produce and distribute timely press statements, press releases and other media materials
- Coordinate responses to media enquiries and respond promptly
- Support spokespersons with accurate messages and materials.

### Media kits

WCARO's communication and advocacy team can provide a media kit containing the following documents, with clear and concise messages that can be adapted to the specific key objectives and data in any country:

- Frequently asked questions (FAQs)
- Fact sheet
- Recent updates (progress made in the region, gaps to be filled)
- Graphs and charts
- Photographs and illustrations
- Contacts for spokespersons and/or relevant experts that the media can contact.





## Media webinars

Organizing a webinar for the media can be an effective way to stimulate journalists' concern about the learning crisis. Webinars can be very engaging, and are not very costly to create or distribute. Webinars are also a good way to strengthen relationships with journalists, who may follow up requesting more information: Journalists don't have to leave their desk to participate actively in the webinar.

But it is imperative that the topic that you bring to their attention is of interest to them. To do so, review questions already received from some journalists or be inspired by their reaction to earlier efforts. For instance, if UNICEF sent them a press release on education and journalists showed no interest, it will be necessary to touch base with some of them to discover what angle would be of interest.

It may be possible to capture journalist's attention by pointing out a fact or issue that is completely new to them (e.g., innovations in distance learning). Their interest can be either for immediate publication or to gather information on an issue that they may cover later. Consider conducting a 'Survey Monkey' questionnaire when sending a 'save the date', to learn which issues journalists want to learn more about.

When planning a webinar remember that journalists are always in a rush, so the webinar should not exceed one hour and never overlap with their daily duties (morning editors' conference, deadlines, etc.). When developing an agenda, refer to the standard organization of webinars: a catchy presentation, an expert to answer questions and a moderator (could be UNICEF staff).

Guidance and tips on how to organize an engaging webinar are available on the internet, such as this 10-step process. <https://www.techsoup.org/support/articles-and-how-tos/10-steps-for-planning-a-successful-webinar>

**Encourage access to education, especially for girls, disabled and vulnerable children**



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## Video products and web stories

Digital lab is a community of practice for external digital communications that brings together people, documents, information and ideas. The guidance available here is for Country and Regional Offices, as well as for programmes and divisions at HQ. It is accessible via UNICEF Sharepoint and you can find many useful resources, trainings and guidelines.

<https://unicef.sharepoint.com/sites/DOC-DigitalLabs>

### How to record video portraits, ITW and statements from a smartphone:

<https://unicef.sharepoint.com/teams/DOC/digitallabs/SitePages/Shooting%20on%20iPhones.aspx>

<https://unicef.sharepoint.com/teams/DOC/digitallabs/SitePages/VIDEO%20VISUAL%20%26%20TECHNICAL%20GUIDELINES.aspx>

[https://unicef.sharepoint.com/:w:/t/DOC/digitallabs/Guidance for video interviews in the field dV0eeRm9Q](https://unicef.sharepoint.com/:w:/t/DOC/digitallabs/Guidance%20for%20video%20interviews%20in%20the%20field%20dV0eeRm9Q)

### How to build a visual story:

<https://unicef.sharepoint.com/teams/DOC/digitallabs/SitePages/Visual%20storytelling%20guidelines.aspx>

### How to build a video story for social media:

Excellent example of video on 'Ebola: Getting to zero' in Sierra Leone, on the Ebola crisis. The story is perfectly shaped from despair to hope:

<https://www.bing.com/videos/search?q=ebola+getting+to+zero+unicef&docid=608046367081462699&mid=2417352254D253D024E72417352254D-253D024E7&view=detail&FORM=VIRE>



## Tips for video interviews in the field

- While the COVID-19 pandemic is still active, make sure UNICEF staff wear masks and respect physical distance
- Choose the background: in a work situation, in the field - never in an office.
- Follow the basic rules and guidance <https://unicef.sharepoint.com/sites/DOC-DigitalLabs>
- Make sure all names of individuals and their functions are presented correctly
- Use UNICEF ending video page
- The person interviewed must face the camera and display a pleasant, confident attitude
- She/he can walk while talking
- He/she should not read or repeat a learned speech, just emphasize catchy key messages
- She/he should avoid technical terms, using words that are understandable by the general public.

Watch this excellent example of a lively Walk & Talk video from Niger (on malnutrition)

[https://youtu.be/xfQ4fo\\_JvcU](https://youtu.be/xfQ4fo_JvcU)



## Social networks challenge initiatives



### Popular media formats & use of social media & internet

To help in the choice of the right channel for social media initiatives, UNICEF WCARO has produced an in-depth analysis of UNICEF's impact on social media and internet that can help country offices to tailor their campaign strategy. <https://unicef.sharepoint.com/:b:r/teams/WCAR-Comms/DL1/Digital%20Communication/WCAR%20Digital%20Situation%20Analysis%202020%20-%20pages.pdf?csf=1&web=1&e=GafK9h>

### Hackathons can lead to innovative solutions

To make progress on KRCs 3 & 4 by digitizing education and developing e-learning solutions, organizing a hackathon can be a very useful way to mobilize local and national resources and innovative actors.

A hackathon is basically a challenge that gathers and challenges people (mostly young people) to invent and create an innovative way to solve a problem.

After they join the hackathon, the specific challenge is explained to participants (what has to be done? what are the constraints?) based on the scenario at issue. For instance: *"How can e-learning be used in environments where internet coverage is weak?"*. Participants then split into small working groups for several sessions, called "sprints".

The hackathon can last two or three days. In the end, each group presents its solution, which must be innovative and feasible, and the group with the best solution is awarded a prize. The resulting idea can then be further developed with private partners.

In addition to the Hackathon's very concrete outcomes, it offers a great social media and media opportunity to communicate on the issue of education and to engage and bring together youth entrepreneurs, Fab-Labs (which are very active and inventive in West and Central Africa) and private sector companies.

#### How to build a Hackathon:

A hackathon on COVID-19 organized by UNICEF Benin offers an excellent example of youth online mobilization: <https://www.facebook.com/Unicef229/photos/a.132674256936688/1493816974155736/?type=3&theater>

## Scrollytelling

Also called 'narrative visualization', scrollytelling consists of creating a logical sequence of related (data-driven) visualizations, or visual elements, needed to convey a message to an audience in an engaging and effective way. Several forms of visual storytelling exist, depending on the genre (e.g., video, data-comics, partitioned poster); visual narrative (e.g., highlighting, transition guidance), and narrative structure (e.g., ordering, interactivity, messaging). The design strategies depend on three variables:

- data (sets the content of the story)
- audience (sets the tone of the story)
- message (sets the focus of the story)

Scrollytelling allows for the inclusion of a wide range of information in a single online document: videos, photos, written stories, figures, dashboards, icons. As it takes place online, it can be easily updated. It can thus be a very efficient format for high-level political contacts and donors.

Watch this scrollytelling on ending violence in schools: <https://www.bing.com/videos/search?q=ending+violence+in+schools+unicef&&FORM=VDVVXX>

### How to build a scrollytelling:

<http://everylastdrop.co.uk>  
<http://letsfreecongress.org>

## Scorecard maps

The rough idea is to create a diagram that depicts your strategy and key performance indicators, audiences, processes and enablers. Using scorecard maps, break down the strategy into objectives and specific goals to demonstrate cause-and-effect. These maps are helpful to quickly communicate big-picture objectives to audiences and stakeholders. Each objective on your scorecard is represented by a shape. Very rarely are there more than 20 objectives; tracking too many dilutes the overall message, making the strategy difficult to communicate.

Many scorecard maps also have arrows between the objectives to highlight cause and effect. By following the arrows' paths, it becomes clear how the objectives at the bottom drive the success of those at the top.

Examples of scorecard maps can be found here: <https://bscdesigner.com/real-bsc-examples.htm>





## Social media cards, Instagram carousels, Twitter and Facebook posts

Key facts and stats, impactful quotes and testimony about education, photos or 30-second video clips filmed on location can be dragged into posts and tweets.

**Education impacts the future of every child** but in WCA over 40 million children are out of school for many years

**Communities and parents must be involved in their children's education**

Keep an eye on your children, keep an eye on your schools

**Fighting the learning and equity crisis in West and Central Africa is today's priority to ensure a better future**

**Education is a win-win investment**

Caption: Improving access to and quality of education is key for the development of children and countries

**The COVID-19 pandemic has left**

**169 million children**

out of school in the WCA region

**“Education is not only a matter of school: we have to invest in distance learning and new pathways for reaching the most hard-to-reach children”**

Says XXX, UNICEF Representative in XXXX

**In Côte d'Ivoire, building schools with recycled plastic bricks allows more children to attend school**

## OUR VISION

Every child,  
in every place,  
at every school-age,  
must have access  
to learning  
opportunities

**UNICEF Côte d'Ivoire** March 30 at 9:14 AM

Ne sous-estimons pas le pouvoir des filles. 🙌  
L'avenir est entre leurs mains. Écoutons ce qu'elles ont à dire. Donnons-leur les moyens de s'épanouir.  
Et brisons les stéréotypes qui les empêchent d'avancer.  
#GénérationÉgalité



275 8 Comments 49 Shares

Like Comment Share

**UNICEF Benin** is with **Ministère du Plan et du Développement du Bénin** and **8 others** November 22, 2020

Pour la #JournéeMondialede l'Enfance nous avons demandé aux enfants de Bohicon, Zogbodomey, Djidja, Nikki, Biro & Koni comment ils souhaitaient #réimaginer leur futur, en réponse à la pandémie de COVID19.  
Leurs réponses résumées en quelques images 📷  
#TousEnBleu #PourChaqueEnfant... See More




© UNICEF/JUN13420441



**UNICEF Ghana** March 26 at 6:23 PM

School is more than a learning space for children. In addition to reading, writing and mathematics, children learn social and emotional skills, get exercise, and have access to mental health and other support services. In #Ghana, education and health officials work together with support from UNICEF and Mastercard Foundation to ensure that students can learn safely as the #COVID19 pandemic continues.



19K 338 Comments 98 Shares

Like Comment Share

## Popular media formats, use of social media & internet

UNICEF WCARO has produced an in-depth analysis of how UNICEF can maximize its use of social media and the internet in the region, which can help to tailor a campaign strategy: <https://unicef.sharepoint.com/:b:/r/teams/WCAR-Comms/DL1/Digital%20Communication/WCAR%20Digital%20Situation%20Analysis%202020%20-%20pages.pdf?csf=1&web=1&e=GafK9h>

<b>Announcements, spots and slogans</b>	Public service announcements (PSAs), spots and slogans are short simple messages of between 30 seconds and 2 minutes that can feature a short dialogue, announcement or interview. Spots commonly air on national and community radio and television and are designed to address specific issues. In the context of emergencies they can convey important advice, warnings, emergency warnings and behaviour-change messages. The narrator should be credible and trustworthy if the audience is to take notice of the communication.
<b>Mini-dialogues and mini-dramas</b>	Mini-dialogues and short dramas are used to convey one or two key emergency messages in the same communication. They are short in duration (i.e. between 2-5 minutes) and are useful in terms of communicating issues. They can comprise a single dialogue or have several characters. They can be useful in terms of building a story over a series of dialogues or dramas, and characters can become highly familiar to audiences. Often humour is used to catch audience attention.
<b>Storytelling and testimony</b>	Stories and testimony from affected community members and humanitarian workers are used to contextualize the social and individual impacts. Testimony, often a monologue from a person affected, will be short in duration, but can have a high impact with the audience.
<b>Magazine, talk show, phone-in formats</b>	Magazines, talk shows and phone-ins are mainstays of radio broadcasting, health broadcasting included. Magazine formats provide an often-eclectic mix of features, interviews, competitions, music and drama and are designed to be fast paced and topical. Talk shows allow commentators and leaders to discuss the issue. Phone-ins provide an opportunity for the public to talk to officials and hold them accountable for government responses.
<b>News, documentary and journalism</b>	News, from short items regarding health to documentary and investigative radio journalism, represent a mainstay of mass-media at all levels. Regular exposure to news is important in terms of raising awareness and shifting opinion because it can help to focus attention on critical problems.  <small>Another resource: Strength and weakness of social network tools: Source: communication for humanitarian action toolkit UNICEF, 2015</small>

## Social networking tools

The table presented below was included in UNICEF's 'Communication for humanitarian action toolkit' <https://www.corecommitments.unicef.org/kp/communication-for-humanitarian-action-toolkit-%28chat%29.pdf>, produced in 2015.

### Strengths and weaknesses of social network tools: A reference tool

SMS	Participatory Media	Community Mobilization
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Useful in contexts where there is a high mobile phone ownership rate.</li> <li>Can work in contexts with a relatively weak network signal or when a network is congested.</li> <li>SMS have a predictable cost for the user.</li> <li>Can disrupt routine activity, i.e. an SMS message tends to be read.</li> <li>Information can be used again.</li> <li>Appeals to youth and young adults.</li> <li>Is timely, i.e. can be sent either as an advice, warning, emergency warning or behaviour change message.</li> <li>Can be used for specific information addressed to specific risk groups.</li> <li>Can generate dialogue (with text back services).</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Includes a wide range of communication methods, from song, dance, theatre, video and role-playing, and is designed to facilitate active involvement.</li> <li>Useful method for identifying communally held problems and constraints, i.e. poor responses to emergencies.</li> <li>Allows participants to work through a problem in an enjoyable way and identify a solution.</li> <li>Enables communities to identify sensitive problems or problems that cause conflict and allows for conflict resolution.</li> <li>Can be quick to undertake.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Increases participatory decision-making.</li> <li>Allows a wide range of stakeholders, including vulnerable and marginalized groups, to be involved.</li> <li>Creates stronger relationships between communities and response organizations.</li> <li>Helps to promote communities that are active in risk reduction.</li> <li>Community dependence on external agencies and assistance can be reduced.</li> <li>Communities are better able to identify problems and communicate their needs.</li> <li>Creates dialogue around related issues, such as increases in violence and conflict.</li> </ul>
<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>Requires a functioning mobile phone network.</li> <li>Requires access/ownership of a mobile phone.</li> <li>Can be shut down and/or susceptible to government control.</li> <li>Requires literacy and technical knowledge to use effectively.</li> <li>May not be useful for the visually impaired.</li> <li>Requires a reliable power source to maintain charge.</li> <li>Has cost implications for users who use SMS to communicate.</li> <li>Has cost implications for emergency services.</li> <li>Evaluation of the impact of SMS at community-level is challenging.</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>Requires significant amount of facilitation and expertise.</li> <li>Using participatory tools such as song or dance may be culturally inappropriate during an emergency.</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>Requires significant human resources to facilitate community dialogue and mobilization.</li> <li>May exclude vulnerable or marginalized groups if not well facilitated.</li> <li>Can support current negative power dynamics/gatekeepers.</li> </ul>



**Published by**

UNICEF West and Central Africa  
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Dakar, Senegal

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**Cover photo**

© UNICEF/UNI330895/Frank Dejo

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April 2021