

In support of
COVID-19
Global Education Coalition
Launched by UNESCO



Keeping girls in the picture

Community radio toolkit



Join the campaign to ensure
#LearningNeverStops

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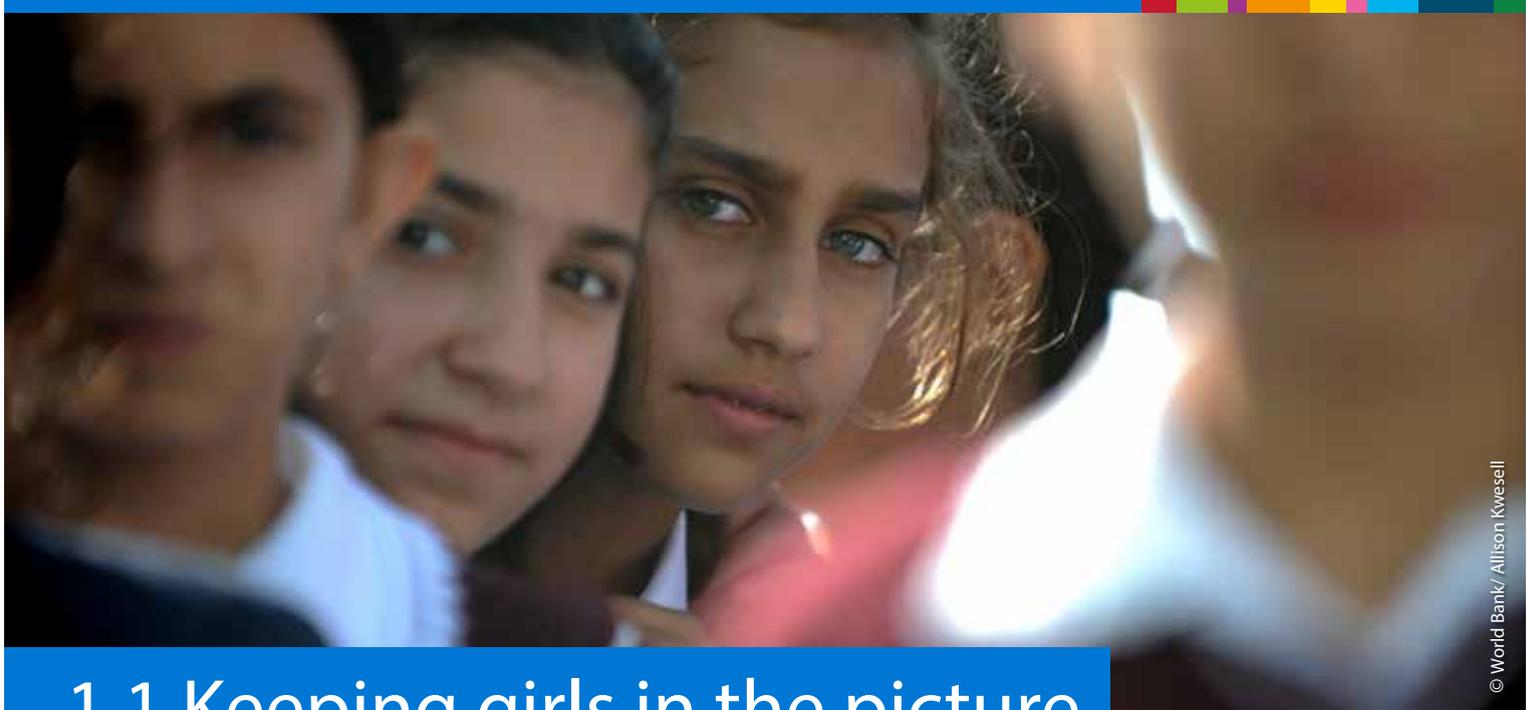
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1

Campaign overview





1.1 Keeping girls in the picture

Every girl has the right to a quality education.

Yet, around the world, 130 million were out of school before COVID-19.

Now, the pandemic threatens to halt the education of more than 11 million girls.

If there are fewer girls in the classroom, it will mean fewer women who can make valuable social and economic contributions to their communities later on.

If girls lose out, we all lose out. We must 'keep girls in the picture' – we must make sure that all girls are learning and that #LearningNeverStops

1.2 Impact of COVID-19

The economic impacts of COVID-19 will be widespread and devastating, particularly for women and girls. The crisis has caused great economic hardship, which puts families under pressure. They must decide whether they can afford to send their daughters back to school.

At the peak of the COVID-19 pandemic, more than 1.5 million learners were affected by school closures in 200 countries. More than 760 million of them were girls. When girls are not at school, they are often called on to help more with domestic tasks. In some settings, they are more likely to be married at a young age or become pregnant when they are still children themselves. These are barriers to their return to education.

While many girls will continue with their education once schools reopen, some may never return to school. In every country and community, we must prioritize the needs of girls in education – or risk losing the progress achieved over the past 20 years.

We must also be aware of national public health guidance and the need for a safe return to school. We don't know, in the coming months (or years) whether there will be more waves of the pandemic. In some countries, schools may reopen and then close again. In other countries, concerns for public health and safety may keep schools closed for longer.

If, in your country, schools are open again, we want to make sure that girls return to school. But if, in your country, schools remain closed, we want to help girls to continue learning by other means.

That is why our core message is
#LearningNeverStops.

This crisis has also shown that it is important to use new technology and different ways of learning. Just like there is a gap between boys and girls in education, girls are also disadvantaged in terms of access to computers and the internet, and to mobile phones.

To help girls continue to learn by other means, they need access to digital technology, mobile phones, radio and TV, as well as books. Girls also need the skills to work effectively online.

Girls need to be given a second chance to re-join education and offered other opportunities to learn so that they can catch up on their time lost.

We want to

- ▶ Make sure that girls return to school and to learning when the COVID-19 crisis passes
- ▶ Make sure that girls can continue learning in other ways, even if schools stay closed, and have full access to other ways of learning
- ▶ Explain how EVERYONE benefits when girls can get an education
- ▶ Explain the negative consequences for girls and for communities when girls are not able to receive an education

1.3 Messages

We believe that

- Every girl has the right to quality education.
- Girls' education is key to our future and a changing world.
- When a girl learns, we all benefit. When a girl loses out, we all lose out.

1. Return to school

Every girl has the right to quality education. When schools reopen after COVID-19, every girl must be in school - it is her right!

School is a lifeline for girls. Secure their safe return.

How are you ensuring that girls can return to school? Share your actions!

The COVID-19 crisis isn't over until every girl returns to learning.

We cannot let a health crisis set back the progress that has been made in ensuring every girl gets an education.

Safeguard girls' right to education.

2. Continue learning

Every girl has the right to quality education, even during COVID-19. Girls must not miss out on learning. Ensure continuity of learning for girls everywhere.

Protect girls' safety, health and continued learning during COVID-19 school closures.

How are you ensuring girls continue learning? Share your actions!

Where girls are needed at home for income-generating and caring responsibilities, or their families can no longer afford school fees, girls will be less likely to return to school.

Close the gender digital and mobile gap. Promote digital access and skills for girls. Promote other ways to reach girls with education, such as radio, TV, SMS and local learning clusters.

2

Content





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2.1 About this toolkit

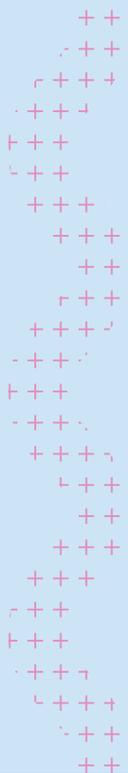
This toolkit is to help you to get stories and messages about this vital issue out to your audience.

We want it to make an impact on people’s lives. We hope this toolkit will support you in creating exciting and memorable content for community radio programmes wherever you are.

This toolkit contains the messages and facts from the global campaign. It has not been tailored for any specific region, country or area.

We count on you to consider how to make this campaign most relevant to your audiences - drawing on local data and voices from your communities.

The toolkit suggests several types of shows that community radio stations can create. If you want to include specific facts and statistics about your country, area or community, please work with organizations in your local network that can help.



2.2 Key facts

Here are some key facts about girls in education and the impact of COVID-19 on continued learning. These facts can help you design your programme and get community members talking.

(Sources: research from the UN and other organizations that are members of the UNESCO Global Education Coalition.)

High impact facts

At the peak of the COVID-19 pandemic, over 1.5 billion learners in 200 countries were affected by school closures, including more than 760 million were girls.

Before COVID-19, 130 million girls were **ALREADY** not in school.

UNESCO estimates, more than 11 million girls and young women are at risk of not returning to school after COVID-19.

In nine countries, the poorest girls spend less than two years in school (Afghanistan, Benin, Chad, Ethiopia, Guinea, Mali, Nigeria, Pakistan, and Senegal). In Guinea and Pakistan, the poorest girls spend less than one year in school, on average.

In countries where there is war or conflict, and for children in refugee camps or who are internally displaced the barriers to getting an education are significant for girls. For example, in Ethiopia and Kenya, for every ten boys, only seven refugee girls are enrolled in primary school and only four girls for every ten boys in secondary school.

When women have secondary school education, they are more likely to earn an income outside of the home than if they only have a primary education.

Teaching is often a female profession, particularly in the lower years. Female teachers have positive effects on girls' enrolment and how well they learn.

The total effect of the COVID-19 pandemic is likely to result in 13 million additional child marriages.

Continued learning

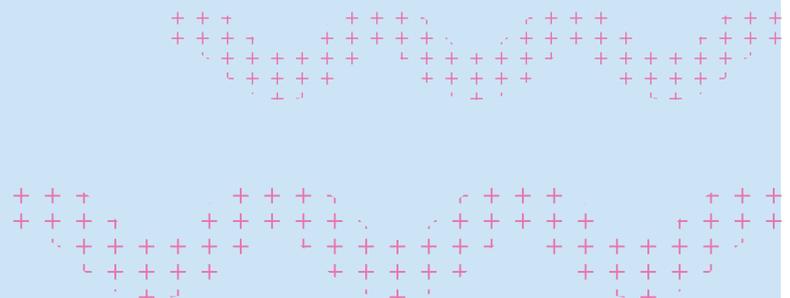
For many girls, continuing to learn while schools are closed depends on access to the internet and mobile phones, and having digital skills.

Distance learning using radio and TV programmes is a really useful and important way to keep girls learning, particularly in low-tech contexts.

Around 826 million students do not have a computer at home and an 706 million lack internet access. Even in settings with adequate infrastructure and connectivity, girls are less likely to have access to digital devices than boys.

If girls have digital skills and access to the internet it will help them access distance learning materials safely. This access to distance learning should always be adapted to the needs of persons with disabilities. This enables them to participate effectively in education.

Countries must make sure that girls can continue to learn by changing their policies if necessary and also by doing things like organising catch-up courses and offering financial support.



2.3 Did you know?

Here are some Did you know? (DYK) statements you can use in your show, which show how important it is that girls get an education. You can also use them in your social media feeds or WhatsApp, to extend the messages from the radio shows and keep on engaging with your audiences. Encourage your audience to share these messages and facts too, either through social media or in person.

(Sources: all these 'Did you know' (DYK) statements come from research from the UN and other organizations that are members of the UNESCO Global Education Coalition.)

Right to education

- ▶ "DYK" that education is a global human right, protected by the law, and must be guaranteed by each country? This means that the law says that every girl has the right to education.
- ▶ "DYK" that education is vital to improving girls' future health, wellbeing, earning potential and societal contribution?

Impact on early pregnancy

- ▶ "DYK" that 10% fewer girls under 17 would become pregnant in sub-Saharan Africa and South Asia if they all had a primary education.
- ▶ "DYK" that during the Ebola crisis in West Africa, school closures led to increases in early and forced marriages, and sexual abuse. Adolescent pregnancy increased by up to 65%. There is a risk of this happening again during the COVID-19 crisis.

Missing out on education

- ▶ "DYK" that at secondary education level, large numbers of girls will not return to school in South Asia and sub-Saharan Africa.

Mother and child deaths

- ▶ "DYK" that if all girls globally completed primary education, it would have a positive effect when they become mothers later in life, and would reduce maternal deaths, saving 98,000 lives every year?

Or,

- ▶ "DYK" that in sub-Saharan Africa, if all girls completed primary education, it would have a positive effect when they become mothers later in life, and would reduce maternal deaths, saving almost 50,000 lives every year?
- ▶ "DYK" that if all women had a secondary education, fewer babies and children would die, saving 3 million lives every year?

Earning an income

- ▶ “DYK” that secondary education increases girls’ chances of earning an income outside of the home?
- ▶ “DYK” just one more year of school can increase a girl’s earnings, when she is an adult, by up to 20%?

National prosperity

- ▶ “DYK” that some countries could gain more than US\$1 billion a year if they educated girls to the same level as boys?
- ▶ “DYK” that Africa as a whole could become richer by US\$316 billion in the next five years, if each country makes advances in women’s equality, including access to education?

Access to computers and the internet

- ▶ “DYK” that 4 out of 5 of learners in sub-Saharan Africa lack internet access?
- ▶ “DYK” that in many countries, girls are less likely to be allowed to use the internet than boys?
- ▶ “DYK” that in many regions children with disabilities have less access to internet and mobile phones than children without disabilities?

Reopening schools

“DYK” that guidance is available to help countries ensure girls’ continuity of learning and return to school following COVID-19?

UNESCO’s Global Education Coalition’s Gender Flagship has published [Building Back Equal: Girls Back to School Guide](#).

It provides targeted recommendations to ensure continuity of learning while schools are closed, and to establish comprehensive, timely and evidence-based plans for reopening schools in a way that is safe, gender-responsive and child-friendly, and meets the needs of the most marginalized girls.

It emphasizes an approach to ‘build back equal’ through gender-responsive measures that transform education systems, prioritize resilience, and address the key bottlenecks and barriers to girls’ education.

3

Consent





© UN / Mark Garten

3.1 About consent

‘Consent’ means agreement and permission. The person agrees to take part of their own free will and gives you permission to use the material in your show.

Everyone who takes part in a radio show must indicate that understand how their voice and opinions will be used, and they must agree to taking part.

For minors – under-age children – their parents or guardians must understand, agree and give permission for the children.

As a radio producer, you must also ensure that you do not put children at risk in any way, and you must know the law in relation to this.

Consent and permission are a very important part of this partnership with your audience. It is a way to respect their identity, their opinions and what they share with you.

Make sure you inform your participants properly, to respect those who share personal stories in the space and get their full consent

Here are some simple rules about consent:

- ▶ Ask for permission politely.
- ▶ Explain how the media will be shared.
- ▶ Ask contributors to the show, when they are sharing a story, not to mention the names of others.
- ▶ Consent and permission can be given, but people are free to change their minds. Interviewing or including young people in your show.

Interviewing or including young people in your show:

- ▶ If you are interviewing or involving young people under the age of 18 in your show, you will need to be more aware of your responsibilities and make sure you do not exploit or endanger them in any way. For young people, we also typically suggest that you do not include their full names or any personally identifiable information.
- ▶ Minors must have an adult with them whom they trust. You must gain explicit permission from the young person’s parent or guardian before they can take part. You cannot take advantage of them in any way, and if they are especially vulnerable or from a marginalised group, you must take extra care that no harm comes to them as a result of contact with you or taking part in your show.

3.2 Consent form

As long as your contributors are able to read and write, a simple way to get their consent is to have them read and sign a consent form. Here is one you can adapt. If the contributor is a minor, this form must be read and signed by a parent or guardian.

Sample consent form

My full name is Age

(If a minor, please include):

My parent or guardian's name is Age

I am taking part in a project organised by (name of radio station) from (date to (date)

By signing this form, I give permission to (name of radio station) to use my work in their programming.
I am aware that my audio recordings might be edited by (name of radio station)

I am aware that if my voice is broadcast, I have a choice to use only my first name or to be anonymous.
The programming may be broadcast. It may also be placed on the Internet or distributed as a CD, MP3 or other audio formats.

I also understand that if there is anything that I do not want to share with (name of radio station) I will tell them and it will not be used.

I understand (name of radio station) will respect my work and will respect me and my family. I understand that, whenever possible, they will give me a copy of my work so that I can hear how it has been used.

I agree to respect the rules of the radio station. I understand participation is voluntary and I can end it if I so wish by indicating in writing that I am no longer participating.

Print name

Signature Date

(If you a minor please include:)

Parent's / guardian's name

Parent's / guardian's signature

Address

Phone E-mail



4

Production guide





This section will help you decide what formats to choose for your show and give you some tips on how to put them together.

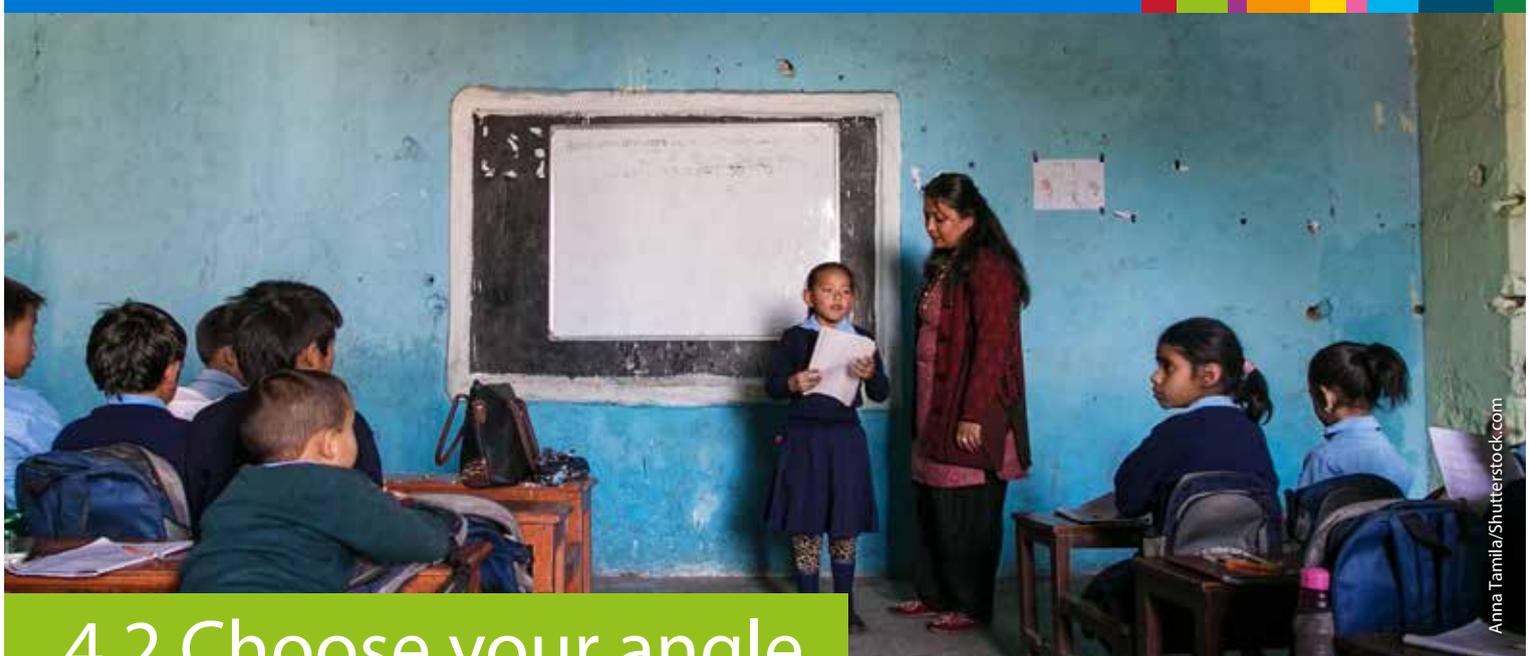
4.1 Prepare your show

When you are preparing your show, be clear on what you want to achieve:

- ▶ Start a dialogue about the value of educating girls.
- ▶ Make sure your audience knows about the consequences of girls not attending school and missing out on education.

Before you put together the elements of your show, think about:

- ▶ Which community networks or other partners are able to work with you on this topic?
- ▶ How will this topic benefit your community?
- ▶ Who in your community will be most resistant to this topic?
- ▶ Do you have young people involved?
- ▶ Are you prepared to represent multiple perspectives, even the unpopular ones?
- ▶ Is it possible to produce a series of slots or shows?
If so, what do you need to do to make that happen?



Anna Tamila/Shutterstock.com

4.2 Choose your angle

There are many questions about the topic that can be explored, or approaches you could take, but for one show, you should choose just one approach. This is what we call an angle.

An angle is the main theme of the topic that you have chosen. The angle points your audience in a certain direction. It is the focus of your show.

Even an 'angle' can be broken down further. Use the same process of asking yourself different questions to understand more about the angle you have chosen and make it even sharper and more focused.

For example, if the main message of this campaign is:

“When schools re-open after COVID-19, every girl must be in school — it is her right! This crisis isn’t over until every girl returns to learning. Make sure girls are not missing out on education.”

You could start with this:

“In our community, some schools have re-opened and girls are back in the classroom. But in one school, some girls are missing. Why?”

Then you can narrow it down more:

“One school in our community is hard for students to get to without transport. Since COVID-19, parents cannot afford to pay for all of their children to take the bus to school. The missing students are mostly girls.”

Then you can make the angle directly relevant to your audience:

“For many girls, being able to keep learning depends on whether their families can afford transport to send them to school. If their families can’t afford transport, how else can we help these girls to keep learning?”



4.3 Ideas for shows

Here are some examples of ways to approach the topic and create an interesting show. You could:

Interview

two students that are taking action to make sure that girls can continue learning. Ask them about what they're doing and how other girls are responding. You can read a good example of a of a girl taking action to continue learning here:

<http://on.unesco.org/examplefromPakistan>

What examples can you find of people doing things in your community to make sure that learning continues?

Send a reporter

to investigate the consequences of girls not returning to school or learning.

Host a call-in show

where girls share their experiences of getting access to other ways of learning. Are they using printed materials, TV shows, radio, SMS, the internet? Can these girls keep up with learning this way?

Record an interview

with a teacher who is organizing learning clusters, specifically for girls, to keep them learning together.

Host a panel discussion

with community leaders, local officials and youth activists about the consequences for the community if girls miss out on education.

Record a profile

of a local woman who has achieved success because she managed to get an education. She might be a nurse or teacher or small business owner. You want her story to inspire girls to keep learning.

Ask a girl with a disability to record a 'day in the life' about her school day. What are the challenges she faces getting to school, during the school day, break times and doing homework? How is she overcoming these challenges?

Do your listeners know that all girls have the legal right to education? You could do a simple SMS poll to find out how many people know this, and educate them about this fact.

5

Formats



5.1 Interview

Formats are different ways of sharing information and telling stories.

You can pre-record content, or you can do a live show, either in a studio, or a live broadcast, or you can combine a variety of elements, both pre-recorded and live.

Radio formats include interview, vox pop, audio commentary, panel discussion, debate, audio profile, protagonist, audio diary and a public service announcement.

Interview: an interview is a one-on-one conversation where one person asks questions to hear information, attitudes and opinions from the other person.

The interviewee is someone who is specially invited. Prepare the interview questions in advance and link the questions to the angle, theme or topic.

How to conduct an interview:

For best results in an interview, it is important to ask open-ended questions. Open-ended questions typically start with phrases such as "Tell me more about..." or "Can you describe..."

An important skill is the ability to listen carefully. This allows you to ask follow-up questions, for more detail or clarification. Follow-up questions usually start with: "How," "Why," or "Where."

Show interest and encourage the other person to speak by using positive facial expressions and nodding during conversation. Do not interrupt your interviewer, unless they are going off-topic or you are running out of time.

Avoid yes/no and single-answer questions. When you ask a question like "what is your favourite colour?" the answer can be "Blue. Or, "do you like to watch movies?" "Yes." This isn't interesting for the audience. Instead, ask the question in this way: "What do you like about watching movies?"

Suggested questions for an interview:

For an individual with a story to tell:

- ▶ Tell us who you are and where you come from.
- ▶ Describe your personal situation and how you came to be concerned about this issue.
- ▶ The issue or action you want to talk about?
- ▶ What did you do OR, what do you intend to do?
- ▶ What do you hope to achieve?

If the interviewee is an expert:

- ▶ Tell us about your area of expertise. What does this mean in practice?
- ▶ Why do believe this is important?
- ▶ Tell us more about the evidence to support your view?

5.2 Vox pop

“Voices of the people” or vox pops, will give you a sense of what a variety of people are thinking about a topic or issue. They provide a great way for introducing debates with experts on the issue.

The answers to a vox pop must be very short (at the most 30 seconds each).

What is the difference between an interview and a vox pop? In an interview, you ask one person many questions. In a vox pop you ask one question of many people.

Try to include many different people, including from marginalised and indigenous groups, girls as well as boys, so that you hear different perspectives.

Question example: Why is it important for girls to get an education?

5.3 Audio commentary

Audio commentary is when you get one person's *thoughts and opinions* on a topic. Make sure you guide the person by giving them some questions about the topic to think through. They will need to have a bit of time to prepare what they are going to say so plan for that. This is usually a recording done in one take that lasts for 1-2 minutes.

Who do you talk to? Some examples ...

- ▶ A teacher in the community to talk about why learning must continue and how it can change a girl's future.
- ▶ Someone in the community who did not complete their basic education, and the consequences this had for their life.
- ▶ A boy who has returned to school, in a situation where the girls have not, on whether this is right and fair.

5.4 Guest speaker

This is someone who can share knowledge about the issue or tell a personal story related to the issue. A guest speaker can be an expert, or it can be someone from the community.

To think about ahead of time:

- ▶ Choose your guest based on their relevance to the topic angle and the overall message of the show.
- ▶ The key facts or ideas you want to convey to the audience.
- ▶ The 'evidence' you want the guest speaker to present – how they know what they know.
- ▶ What you hope the audience will learn and take away from the segment.

Invite the guest speaker to take part ahead of time. Confirm arrangements with them – location, day, time. Make sure that they know how much time it will take and that they are prepared for this.

5.5 Audio profile

This focuses on one person and their own experience of the topic. It includes details like their name, age, where they live, what they do in the world (their job, role or activity) and other details that are relevant. An audio profile often aims to inspire.

Who do you talk to? Some examples...

- ▶ A girl or young woman who has been able to complete her education, who can share what this means to her.
- ▶ A father whose daughters have completed education or are continuing to learn, on how this benefits his family and the wider community.

Questions to get the person thinking before they record their profile:

- ▶ Describe your personal situation and why you care about this issue. Any specific details of where-what-how-when that will help to paint a richer picture in the audience's mind.
- ▶ Any spark or trigger which set this in motion – a personal experience, a realisation, a desire to change something.
- ▶ The issue or action you want to talk about: What did you do OR what do you intend to do?
- ▶ What does it mean to you? What do you hope to achieve?

5.6 Protagonist's story

This is the personal experience of a single character. You want to find someone who's experience is both unique enough to be interesting and make your listeners care, and 'universal' enough that listeners can relate to the character even if their own life experience is different.

For example:

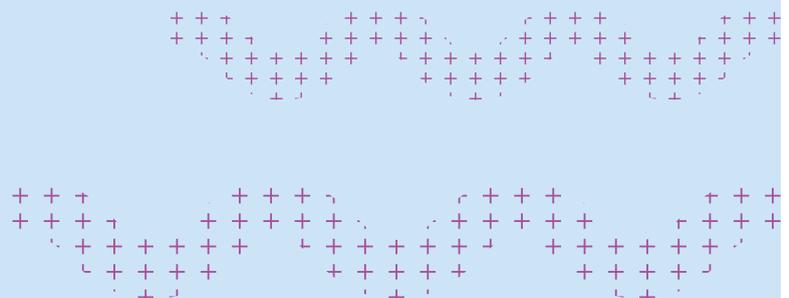
A teacher in a community where the school has reopened is concerned that some of the 11 year old girls she used to teach aren't back in the classroom. She has seen some of them on the streets of the community, and she approaches them to find out why they aren't at school. One girl admits that since she started menstruating, she is too embarrassed to come to school.

The teacher realises that this girl is not alone; other girls are staying away from school for the same reason. She approaches the head teacher and board of the school to discuss the issue. They understand the problem, but what can they do?

The teacher decides to take matters into her own hands and approaches a local NGO to find out if they can help with building toilets and wash areas for adolescent girls. They offer to help the teacher and together they start a project.

By focusing on the teacher and her motivation, and telling the story through her thoughts, eyes and ears, it makes the issue much more compelling than simply stating the facts about adolescent girls missing out on their education.

- ▶ You can interview your protagonist 'live' in the studio, and then encourage your listeners to call or text in to share their own experiences. Your protagonist can respond to what your listeners call in to say.
- ▶ You could record the protagonist's story in another location, for example at school, and play the pre-recorded story as part of another show.
- ▶ You could also go out into the community with your protagonist and follow her as she organizes. Create a report on what she is doing and how she does. You can do 'vox pops' with some of the people your protagonist interacts with.
- ▶ If the story involves some 'on the ground' reporting alongside your protagonist, make sure you plan for this ahead of time.



5.7 Panel discussion

This involves a group of people discussing one topic. A panel does not have to consist of experts only.

There is usually time for questions from the audience after the panel. They can call in with questions, or send their questions via SMS, WhatsApp or social media.

The presenter's job is to moderate the discussion by reflecting on what was said, to challenge the ideas expressed by the panellists and relate it to the theme of the show.

The discussion can last from 10 - 60 mins, depending on how many people are taking part, and how much their views differ from each other.

Examples of opening questions for the panel:

- ▶ Why is it important for girls in our community to be back in school?
- ▶ How can our community support girls who want to keep learning even if they are not in school?

Types of people to invite to join the panel: Some examples...

- ▶ A youth activist
- ▶ A community or religious elder
- ▶ A teacher
- ▶ A local entrepreneur
- ▶ A school girl
- ▶ A school boy

How to deal with resistance:

People may have different views about this topic, and the discussion can become heated.

The moderator must allow speakers to express their views without getting angry or defensive. Use "why" and "how" questions to prompt speakers to explain their views. Ask other speakers if they agree or disagree.

Encourage the speakers to listen to each other, even if they disagree.

Ask speakers to consider the facts, and use individual experiences to make a wider point.

Make sure that the panel has a proper discussion and no one becomes abusive or aggressive towards others.



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5.8 Debate

A debate is a discussion between two people who have differing opinions on an issue. It is a structured argument and is different from arguing with friends or family.

How it works: Invite two people to debate a particular statement you have prepared ahead of time.

For example: "School is vital to girls' future success in life."

The participants must choose to either agree with it, by saying "true," or disagree with, by saying "false," and then put forward their respective opinions.

Before the debate begins, help the two debaters understand the rules. They must argue their view by providing examples and explain the reasons why they agree or disagree with the statement.

Give the debaters a time limit to argue their position, for example two minutes. Remind them to avoid shouting or swearing.

At the end of the debate, the host summarises what the debaters have said and relates it back to the main topic. You can then ask the audience to SMS or call in with feedback on who was more persuasive.

5.9 Role play

Role play means that you step into another character's shoes and pretend that you are them. A role play starts with a scenario that allows two or more people to "act out" different roles to make a point about an important topic.

Make sure the scenario for the role play is prepared in advance and that you know what the message of the role play is.

Decide how many characters you need and set the scene for the "actors" to play out the message. The "actors" make up the story as they go along.

An example of a role play might be this scenario:

A 12-year-old girl wants to return to school but her older brother says she must stay at home to help their mother care for a new baby. The baby was born during the school closure period, so circumstances at home have changed. The brother is nearing the end of his education and hopes to start some vocational training soon. He believes that if his sister misses a year of school it will not make a big difference to her future. She disagrees.

With this topic, make sure that your "actors" are equally balanced and strong enough to make their point without being dominated by the other person. It might be interesting if you ask an adult man to act the role of a school-age girl who really wants to continue learning. This way, the "actor" will also get to feel what it is like for girls who are prevented from getting an education.

There are different ways that you can act out a role play. Your production team could present the role play. Or you could ask volunteers to come to the studio to act out a scenario.

Make sure that you are able to communicate your message through the role play, or in a discussion afterwards.

A short role play is effective, so stick to a time limit generally around five minutes.

5.10 Audio diary

An audio diary is a long-term radio project that combines all audio formats and can include interviews, profiles and commentary. It can be made up of a series of short inserts or it can be a longer feature. What makes an audio diary stand out is that it centres around one person's story.

Producing an audio diary with a girl who cannot continue with her schooling, or who is finding other ways to continue learning while schools are closed, is an interesting way to follow the issue over time and see the impact on one person's life.

Producing radio diaries with young people, especially girls, requires mentorship, dedication and time. The producer must know the law about keeping children safe from exploitation and harm, and be vetted for safeguarding reasons. The producer must gain permission and consent from the girls' parent or guardian.

Steps to producing an audio diary

1. Ask the station to lend a recorder to a young person for an extended period. Be clear about the responsibility of the borrower to take care of the equipment.
2. Make sure the diarist understands how to use the equipment and how to record at broadcast quality.
3. Teach her how to log recordings in a book.
4. Brainstorm what story she would like to tell. It could be about finding ways to continue with learning while school is closed, organising learning circles or being forced to stay at home to care for younger siblings.
5. Go over the different elements – interviews, profiles and commentary – an audio diary can include.
6. Emphasise the importance of sound and how it should be used to create a picture in the listeners' minds. It is important not only to record the person as she talks but also the sounds she makes when doing what she does. For example, if it is a story about a child-headed household, the listeners should hear the child's actions while cooking, cleaning or looking after younger siblings.
7. Once they feel they have recorded enough, sit with them and listen to all the recordings before selecting the parts to use. Remember, an audio diary is someone's story and therefore needs to flow with a beginning, a middle and an end.
8. It is extremely important to discuss the implications of sharing their story. Certain details, while central to the story, perhaps will have to be left out to protect the person.

5.11 Public service announcement (PSA)

A Public Service Announcement (PSA) is the core message of a campaign, crafted into a pre-recorded audio clip which you can play in different situations: to advertise a forthcoming show, to announce the start of a show, to remind the audience of the main message of a show, or for other purposes.

The aim of a PSA is to create public awareness and to spread a message. It also aims to change public attitudes and behaviour about a social issue. It usually has a slogan at the end. A PSA is generally around 30 seconds long.

Here is our script for a public service announcement for this campaign, to promote girls continuing to learn. This PSA is referring to the global situation. We think it will be relevant to many local situations too:

- ▶ Don't let COVID-19 impact on girls' future. After the crisis passes, many girls may be missing from school, helping to earn money or care for family due to the economic consequences of the pandemic.
- ▶ Millions of girls could have their education halted, adding to the 130 million who were already not in school before COVID-19.
- ▶ Schools are a lifeline for girls, keeping them safe and increasing their life chances. When a girl learns, we all benefit.
- ▶ The UNESCO Global Education Coalition calls for girls to continue learning by any means possible when schools are closed. When they reopen, send girls back to school!

You could use this script and record your own PSA to promote awareness about this issue and spread the message.

If you want to make it more relevant to your local situation, replace this sentence with your own facts:

- ▶ Millions of girls could have their education halted, adding to the 130 million who were already not in school before COVID-19.

The other lines in the PSA script are relevant to any situation and contain the main campaign messages. The main messages will still stand when it is translated into other languages.

You can add your radio signature tune or another short music sting at the beginning and end to mark the start and end of the PSA. Remember to refer to the UNESCO Global Education Coalition.

5.12 Jingle

A jingle is a short song or tune that is easy to sing along to and remember. It has a clear message.

The jingle should have a slogan that is related to your main message.

Think about the main thing that you want your audience to remember about the topic. Imagine that you only had a few seconds to describe it. If you can describe that message in a few seconds, then you have the hook for your jingle!

If you don't have access to a studio to create a jingle, use your voices to create a song that serves as your jingle and record it on your smart phone.

Your jingle should last generally between 10 and 30 seconds.

Here is the script for our jingle. You could add a beat to this, make it into a song, or read it like a poem.

It's every girl's right to keep on learning
School keeps them safe and increases future earnings
While schools are closed, help girls learn from home
With an education, opportunities will grow
When learning never stops, the world can prosper
When schools reopen, be sure to send your daughter

This is written as a rhyme so it may not be easy to translate into other languages. Create your own jingle with the same 'feel' to it.

5.13 Engagement through social media

Make content even more powerful and dynamic by using mobile phones and the internet to connect with your audience. Broadcast stories via social media that have been recorded in advance, hold live quizzes, interact with callers, read text messages and respond to social media feedback.

During a live show there are many ways you can engage with your audience:

- ▶ If your audience has mobile phones, they can call in to a live show with their comments, questions for a special guest, or to respond to a debate or discussion with their own opinion.
- ▶ Give your audience an SMS number to send their questions for a special guest, while you are on the air, or to vote on a simple yes/no question.
- ▶ Hold a quiz for listeners, with small prizes. They can call in or SMS with their answers.

If your station has a social media account – such as Facebook, Twitter, Instagram or TikTok – you can use your account to promote your show, start a conversation on the topic, get ideas for what the audience is interested in, and continue a conversation about the topic after the show has ended.

- ▶ Ask your listeners a question and direct them to your Facebook page to share their answers and opinions on the issue.
- ▶ The way to introduce a vox pop is, “next up we will be hearing community perspectives on girls missing out on school”.
- ▶ Share relevant links on your social media accounts as a resource for listeners who would like to know more about your show topic.
- ▶ Post regularly so that your listeners get into the habit of checking your social media accounts. Make it a reliable and regularly updated platform that they can tune into.
- ▶ Use content from your show in a blog post or quote and share it on your social media channels.

- ▶ Edit very short audio snippets (voice notes) from a show or an interview and post these on social media.
- ▶ Make sure these snippets link to your angle, theme or the main message of the campaign.
- ▶ Respond to everyone.
- ▶ Delete offensive comments and block trolls.
- ▶ Hold Facebook live Q&A sessions on specific campaigns (WhatsApp group members can send questions beforehand which can be read out and answered during the Facebook live session)
- ▶ Request ideas for follow-up radio shows.
- ▶ Host a quiz or competitions with prizes.

Quiz tips:

- ▶ Research the information ahead of time, and make sure it's up to date and correct.
- ▶ Make sure your answers are specific enough to the audience's own experience, and that they are able to answer at least some of the answers correctly.
- ▶ Make sure you set up and end the quiz with key messages, so the audience knows more and has some information to take away.

If you have guests on the show who have a following on social media, encourage your guests to promote the show on their social media too, so that you reach a wider audience.

If you use social media, you can use this campaign's hashtag, #LearningNeverStops, and/or make your own hashtag which connects with the main messages of the campaign.

You can follow other community radio stations on social media and share your messages on their social media. Ask them to do the same for you. Include links to the campaign's hashtag #LearningNeverStops and the campaign website (<http://on.unesco.org/girlsback-toschool>) in your social media posts.

5.14 Using WhatsApp

WhatsApp makes it easy to share and broadcast multiple types of content - real-time text, documents, images, audio, video and location pins. It can be used for one-to-one, group, or broadcast messaging. It is free for users.

You can use WhatsApp to send voice notes and audio files to your audience. This is an exciting way to share your radio content. Edit your radio show into short segments, around 2 minutes per clip, and send the clips in messages to your groups.

You can use WhatsApp as a platform for community building, a way to activate your networks and a channel for crowd sourcing information and knowledge. You can also share news that might not make it to global media outlets, especially in conflict zones where it is very difficult to share media.

WhatsApp uses little data (under 2kb per message) and is simple to use, so you can distribute to anyone with a smartphone without relying on mobile phone service providers or expensive data plans. Many mobile service providers offer unlimited access to WhatsApp, which means that users do not have data active on their phones to be able to use the app.

What do you need?

A smartphone with access to the internet.

An idea of what you want to achieve.

Do you want to use WhatsApp for large one-way broadcasting, or for group conversations? Do you want to be able to moderate or control what content is shared, by whom, and when?

You should get permission from show guests and team members before you add them to a group:

If you add someone to a group and they remove themselves, please respect their decision and do not re-add them unless they request to be re-added.

Get consent: Messages should only be sent to people who have contacted you first or who have consented to you contacting them via WhatsApp. There are two types of groups you can create within the WhatsApp platform: group chats, and broadcast lists.

Group chats let you have open content sharing for up to 256 phone numbers. They are easy to set up.

Recipients in group chats will receive all the content that is shared, and they are able to contribute content without restriction. Content is received whether or not phone numbers are stored in a recipient's contact list.

All recipients are able to see the phone numbers in the group chat, which is something to think about when deciding to use this type of group. If you are communicating with under-age girls, WhatsApp Group chats might not be a good idea.

Broadcast lists are saved lists of phone numbers that you can repeatedly send content to. Content is sent to all members of the list and will appear as a normal message from you in their chats screen. Each message appears as a one-on-one interaction between your number and the recipient. If they reply, it will only be to you. Recipients cannot see other members of the group.

Recipients *must* save your broadcast number to their contact list in order to receive content. When you capture information from supporters, ask their permission to add them to a list and tell them to add your WhatsApp number to their contact list.

6

Advocacy, your audience and feedback





6.1 Advocacy

Advocacy means influencing decisions that are made by leaders. It tries to ensure that all people in society are able to:

- Have their voice heard on issues that are important to them.
- Protect and promote their rights.
- Have their views and wishes considered when decisions are being made about their lives.

Raising awareness and promoting a belief is advocacy work. It can be done at different levels to influence decision-makers – such as local counsellors, government, a board of directors, educators and people who invest in and fund projects.

You could make a radio show which reports on a story about girls missing from school in your area. Or you could make a show which advocates in favour of sending girls back to school. If possible, make your radio show available as a podcast too. This means it can be broadcast through social media, and people can get access to it using their mobile phones.

Using campaign messages in advocacy

One way to use this toolkit to do advocacy is to use the campaign messages to make action statements. An action statement combines a key belief or fact, the impact of this belief or fact, and a call to action to your audience.

Example statements:

- ▶ *Millions of girls were already out of school before COVID-19. When schools reopen, we must use this opportunity to ensure ALL GIRLS get an education and no girls are missing.*
- ▶ *For many girls, education is more than just a key to a better future. School offers social support, vital services and protection. We must make sure girls can return to the classroom as soon as schools reopen.*
- ▶ *For many girls, being able to keep learning depends on whether they have access to TV, computers, mobile phones and the internet, as well as books. We must use all means - including high-tech and low-tech solutions - to make sure that learning never stops.*

Bringing advocacy messages to your audience:

Involve your audience in finding solutions to the problem or issue, with the support of the campaign messages. For example:

“For many girls, being able to keep learning depends on whether they have access to TV, computers, mobile phones and the internet, as well as books. How can we help set up hygienic and safe learning clusters in our communities to help girls learn together?”

“At the peak of the COVID-19 pandemic, over 760 million girls worldwide were out of school. It is possible more than 11 million girls may never return. How can we organize catch-up lessons, so that girls don’t drop out of learning?”

“For many girls, education is more than just a key to a better future. School offers social support, vital services and protection. How can we make sure that no girls are missing from our classrooms when schools reopen?”

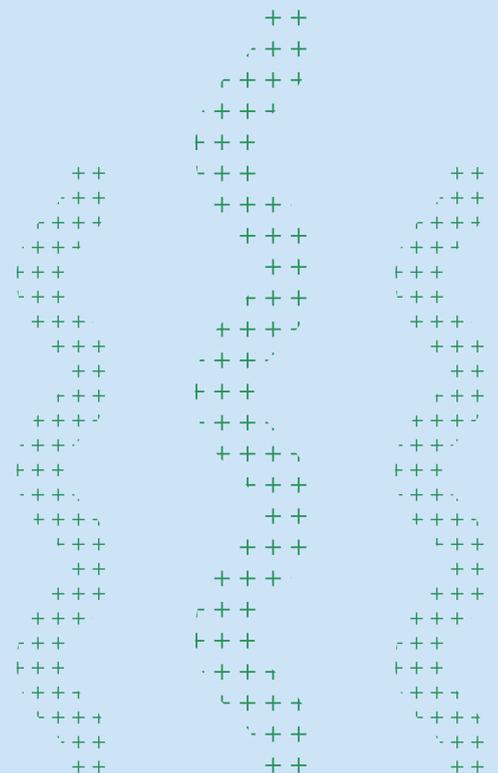
Making the campaign locally relevant:

Based on your knowledge of local issues and obstacles that girls are facing to continue learning, you can tailor your radio show content and campaign messages so they are relevant. For example:

“In our area, teenage mothers are dropping out of school. Every girl has the right to quality education. What can we do to provide support, at home and at school, so they can keep learning?”

Also remember to:

- ▶ Use language that is easy to understand and easy for your audience to relate to.
- ▶ Tell your audience why they should listen by making the topic relevant to their experience and their lives.
- ▶ Include a variety of formats in your radio shows to keep the attention of your audience.



6.2 Engaging different audience groups

When you are making your show, you will need to develop the theme or topic from an initial idea. Here are some ways that you can connect with different audiences and the things they are interested in.

Girls of school age (and their sisters)

- ▶ If girls are back at school and some of their class-mates are missing, they will want to know why, and may want to do something to encourage their class-mates to return.
- ▶ Most girls will want to know when and how they can continue learning. Will there be catch-up lessons? Where they can find the lessons they have missed (such as online, on TV, or national radio)?
- ▶ Girls may also be concerned about issues such as hygiene and safety at school. How can their schools and communities help make schools safer for them when they reopen?

Families with girls of school age

- ▶ What are families' biggest concerns in relation to this issue?
- ▶ Are they struggling with the cost of school fees, uniforms, books or transport?
- ▶ Do they need their girls to help with work around the home, or with earning money?
- ▶ How much education did the parents receive, and do they want something better for their girls?
- ▶ Have they sent their boys back to school but not their girls? If so, why?

Community leaders, religious leaders and elders

These are an important audience for you, because they influence other members of the community.

- ▶ What do they want for the community?
- ▶ Are they in favour of educating girls?
- ▶ Do they want to protect girls from early marriage and early pregnancy?
- ▶ Do your community leaders and elders have different views about educating girls? Can you get them talking to discuss their views and see other perspectives?

Teachers

It is their job to educate children. They will know how girls respond to learning and benefit from learning. They will also know about the obstacles that girls face to getting an education – both within school and outside of school.

- ▶ Ask them if they see girls missing in the classroom.
- ▶ If schools are not yet open, ask them if teachers are helping girls to continue learning, and what more the school (and other organizations) can do, for example by organizing informal learning circles, distributing learning materials, or organizing catch-up lessons.
- ▶ If the schools are open, ask them how schools can make it safer and easier for adolescent girls to attend, for example, by ensuring access to appropriate hygiene and sanitation.
- ▶ Teachers will also be interested to hear what other people in the community say about education.

Youth and other members of your community

This includes the youth in your community, adults who may not have children, NGO workers or perhaps the unemployed.

Youth are the future of a community, and they have the energy and ambition to make things change. They can influence the community to think differently about this issue.

- ▶ If they were at school recently themselves, explore how they see the value of education.
- ▶ Perhaps they missed out on education and wish they had had more of a chance. Remember that when a girl benefits from education, her wider community benefits too.



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NGO workers

They want to know what is happening in the community they're working in, and they may also be able to share information with you from their own networks, about how this issue plays out in other communities.

Local government officials

Officials may not be aware that in some communities, girls are not returning to school when they re-open. Your radio show will help them know more about what is happening on the ground.

- Persuade officials to take action. Encourage them to be stronger on the issue, provide support for families, or take other actions.
- If they take part in your show, they can influence families in your community to send their daughters to school or help them to keep learning by other means.

Reaching wider audiences

Your community radio station may be heard by people passing through your area, such as drivers and people from private companies. They will be interested in a hot topic like this. They may have daughters themselves, and have strong views on the subject.

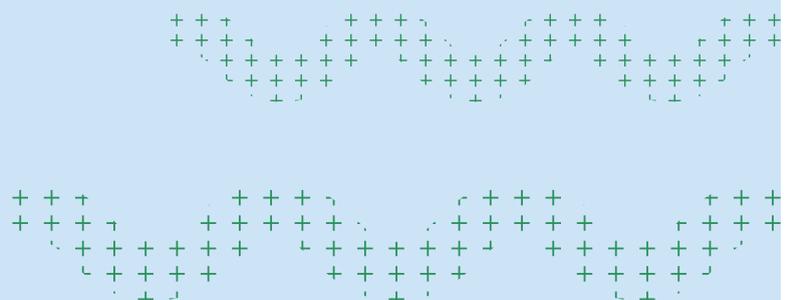
The message from your programme may reach someone in national government who is concerned with this issue, or someone from the national media who is looking for a good story.

When younger and older people come together and are able to share experiences and ideas that come directly from their age group or "generation." This can be a rich and interesting element and it can help to address many misconceptions. It is also referred to as "Intergenerational dialogue".

Older people have a wealth of perspective and experience, even if some youth may think their ideas are "old fashioned." At the same time, it is important for older people to hear the ideas of youth and to feel their energy.

Also think about

- How this issue connects or divide different groups in your community?
- Who else is affected by this issue?
- Are there other people and organizations already working on this issue?





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6.3 Feedback

How do you know if your radio programme and your message have had an impact on your audience?

One way of getting to know the impact of your radio show or message is to interview a few people afterwards. Ask them a question around your core message to see if they understood what you were aiming to bring across. Also ask them for feedback about more generally. What did they like? What could be improved? What is the thing they will remember most? Did they get any new information? Will they do anything differently from now on?

If you are using social media or WhatsApp, ask for feedback via these platforms. Social media is public, so everyone can see what other people say about your show. If you want feedback to be anonymous, you can ask for people to send text or WhatsApp messages.

The UNESCO Global Education Coalition, which is spearheading this campaign, would like to hear your feedback on outreach activities and how audiences are responding to these messages.

You can post feedback on social media using the hashtag [#LearningNeverStops](#) or email Gender.ED@unesco.org

UNESCO's Global Education Coalition



7.1 UNESCO's Global Education Coalition

UNESCO is the United Nations Educational, Scientific and Cultural Organization. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.

In March 2020, UNESCO established the Global Education Coalition to safeguard learning for all amid the COVID-19 crisis. The Coalition has three flagships to support concerted action including one on connectivity, one on teachers and one on gender.

The Gender Flagship is spearheading this campaign to promote girls' continued learning during school closures and girls' return to schools once these re-open. This is part of broader efforts aiming to address the gender dimensions of the COVID-19 school crisis and safeguard progress made on gender equality in education in recent decades. The focus is on:

- ▶ Understanding and addressing possible gender gaps in the engagement with, and learning outcomes from, distance learning opportunities during school closures.
- ▶ Addressing the cross-cutting health, protection, nutrition and education issues linked to disease outbreaks that negatively impact on girls' and boys' continuity of learning and return to school.
- ▶ Making sure that boys and girls are re-enrolled in school and education programmes after the confinement has ended and that potential learning gaps are closed.
- ▶ Building back better, strengthening education systems to be gender-transformative, more equitable and more resilient based on lessons learned from COVID-19.

The following organizations are supporting the Gender Flagship's efforts:

The All-Africa Student Union, APO Group, Code.org, Girls Not Brides, the French Ministry for Europe and Foreign Affairs, the Forum for African Women Educationalists (FAWE), the Girls Opportunity Alliance of the Obama Foundation, Global Affairs Canada, the Global Campaign for Education, the Global Partnership for Education (GPE), Imagine Worldwide, the Inter-Agency Network for Education in Emergencies, JA Worldwide, KPMG, Malala Fund, Micro:bit Educational Foundation, Oxfam, Plan International, Save the Children International, Technovation, Uber, the UK's Department for International Development, the United Nations Girls' Education Initiative (UNGEI), the United Nations Children's Fund (UNICEF), the World Food Programme, and World Vision International.

The Gender Flagship provides a platform for United Nations agencies, international organizations, the private sector, civil society representatives and Member States interested and committed to the promotion of gender equality, and girls' and women's empowerment in and through education.

Interested organizations are invited to contact UNESCO to discuss what support, tools or services they can offer to address the gender dimensions of COVID-related school closures and ensure that #LearningNeverStops.

<http://on.unesco.org/girlsbacktoschool>

Contact us to support the Gender Flagship at: Gender.ed@unesco.org.

In support of
COVID-19
Global Education Coalition
Launched by UNESCO



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