

# CASE STUDY 1



## RABINA

### Nepal, Student

#### Inclusive Education Girls' Education

##### Causes

If a child has disabilities, it is not enough to provide school places. Children and their families often need additional support which is simply not available.

As a girl with disabilities from a poor family, Rabina was unable to go to school because her parents were unaware that children with disabilities could even go to school.

Disability is stigmatised by families and communities, and there were no disability-friendly schools in Rabina's area. As a result, for years Rabina lacked both mobility and education.

##### Effects

Girls with disabilities do not receive an education because the facilities they need are not available at local schools. Furthermore girls with physical impairments like Rabina and their families are stigmatised by local people. This makes it even more difficult to access education. As a result Rabina was illiterate until she was supported to attend school. (put project details at the end).

##### Solutions

Additional support funded by UK aid worked with girls who were not enrolled in school to help them access education. This included working with girls with disabilities.

The team that met Rabina as a potential project participant. Rabina's needs were analysed at a medical camp and she was provided with a wheelchair and toilet chair along with training in how to use them correctly. She will shortly receive another, custom-made, wheelchair that will help her move around even more easily. Suman, a community officer who met and worked with Rabina from the beginning, explains:



Photo: Humanity and Inclusion, Nepal Copyright @Suman Buda

“ Rabina's life has changed a lot since she joined the project. ”

A community officer also paid regular visits to Rabina's home. After a series of discussions and counselling, they convinced her parents to let Rabina join an intermediate class to help her to join school in the near future. The project assisted her by supplying her with the necessary learning materials.

Since Rabina's condition has improved, and now that her studies are going well, the attitude of her family and community has changed. They see her as a young woman with ambitious plans for the future

“ Thanks for supporting me with a wheelchair, a toilet chair and education - they really made a difference to my life. ” Rabina

“ Thank you for providing counselling to my parents. They started to see me as their daughter with a future and have helped me learn. ” Rabina

Reference: Humanity and Inclusion, Nepal

# CASE STUDY 2



## GRACE

### Northern Ghana, Teacher

#### Teacher shortages and class sizes Teachers pay, training and working lives

##### Causes

In the remote countryside areas of northern Ghana there are too few schools and too few women teachers. The population is sparse, and schools are located far apart. This means that children have long and difficult journeys to get to class. Many, especially girls, either drop out or do not attend school in the first place.

Women teachers provide vital support and encouragement for girls to attend school. However, many qualified women teachers do not wish to work in the remote countryside. Transport to school is often unsafe and difficult, and home and work life in the countryside can be tough.

There are many women from the local communities who want to be teachers. However, there are few opportunities to go to college and train as qualified teachers.

##### Effects

Ghana has been making progress towards providing education for all its children. But this progress has been unequal, and there are big differences in progress depending on where children live.

For example, **77%** of children in the capital city Accra go to primary school compared with **53%** of children in northern Ghana.

**8%** of women in the capital city Accra have never been to school compared with **49%** of women in northern Ghana.

These types of differences exist in education, child labour, children's health, child marriage and early pregnancy. They also occur in many other countries where there are similar inequalities between different regions.



Photo credit: Johson Naapi/Oxfam

##### Solutions

Schools and women teachers must be brought closer to where children live in northern Ghana. This will encourage more children, especially girls, to complete their educations.

'Wing schools' are set up as part of existing schools but are built in the countryside and are therefore closer to where children live. They share resources and staff with an existing school and do not need a completely new school to be set up.

A 'Wing school' can also organise the recruitment and training of women teachers from the local community. Many women teachers begin teaching as volunteers and are then supported to complete their teacher training qualifications. They continue teaching as fully qualified teachers.

Grace is a primary school teacher. She recalls how she had earlier failed her Secondary School exams on two occasions which meant she couldn't go into further education. In 2009 she became a voluntary community teacher and completed her Diploma in Basic Education. She was then employed by the Ghana Education Service as a qualified teacher.

Teacher training at a 'Wing school' not only means Grace supports her own family and is financially independent, it also provides a role model for the girls. Grace's female students now have a positive female role model, which increases their chances of completing their education and unlocking better opportunities for themselves in the future.

Reference: Oxfam IBIS

# CASE STUDY 3



## NADA

### Lebanon, Teacher with Save the Children

#### Causes

The state of education in Lebanon is in crisis. Lebanon is in the middle of a severe economic depression as well as the pandemic. The continuing impact of COVID-19 affects everyone, and teachers are very much on the front line.

#### Effects

##### Nada says

“Every day I go to an overcrowded classroom, which makes it impossible to socially distance. I would feel safer if we went back to online education or blended learning, but this has its own challenges.

Many teachers aren't comfortable with technology, and need more training. It is also difficult to teach students when we can't see their reactions, and this sometimes ends up taking more time and effort than face to face classes.

In any case, neither online nor face to face will solve the education crisis. Due to the economic depression there are constant power cuts and internet issues which mean that both children and teachers can struggle to get online. Even when they can, many families only have one phone or laptop for many children to share.

Teaching in a classroom is also challenging because no one can afford books or stationery. Many of us can barely travel to school, because rising fuel costs combined with the devaluation of the Lebanese pound have made it too expensive. We also suffer from a lack of insurance or social assistance, and many teachers are going on strike for this reason.”



Photo: Save the Children, Lebanon

#### Solutions

“Even with all of this, I enjoy being a teacher. I love helping children with their self-confidence, especially those with special needs. Inclusive education is a priority and I will often repeat activities or lessons for a child in my class who has speech difficulties. I also give her extra support and encouragement, and am very happy that her pronunciation is improving.

Going forward, we need better training for teachers, and economic support for both children and teachers. Otherwise, this crisis will continue.”

Reference: Save the Children, Lebanon

