



Lockdown Teaching & Learning in Rural Ghana

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Problem Statement

COVID-19 has halted world activities including school sessions. A lot of countries have closed down schools including Ghana. This has a huge consequence on the education of young people particularly students in rural communities who do not have access to internet connection and limited access to teaching and learning materials. In Ghana, it's been almost [2 months](#) since the president of Ghana gave a directive to close down schools. The consequences are that it has further widened the [inequality](#) gap between schools in rural and urban communities. Unlike students in urban communities, students and pupils in rural communities do not have access to education in this period. Even though the government of Ghana has introduced e-learning on National televisions to reach students, students and pupils in rural Ghana where electricity is not available are still left out in this initiative.

It is in the light of this that I thought of this initiative to educate students using active and creative learning methodologies and the resources available in their communities.

Proposed Solution

These are active and creative learning methodologies that can be used by students and parents in deprived communities who do not have access to smart objects. This is to ensure that they learn and engage with their colleagues during this lockdown period where classes are not in session.

1. **Me to You Storytelling** - Ask students to write a story about their stay at home.

The story should be about what they have been doing since the lockdown. It should come in creative ways. The story can be written in the local language of their choice. After writing the story, ask students to exchange the books by dropping it in their next neighbor's house to be picked by a student who is the same level as they are. The book should be kept safe for at least 2 days before the child picks it up. This is to protect the child from being exposed to the virus. The child is expected to continue writing from where the other child stopped and, in the end, we should make sense from a full story. The best story receives a price

2. **My Maths Challenge** - To build the self-esteem of students, paste papers in

each house with mathematics questions or words that need to be completed. Users can also explore pasting these questions in the nearest classrooms so students can easily access it. Each child is expected to try and solve the question and paste it on the sheet until it is completed. A new set of questions will be updated as and when the students get the right answers. Announcements will be made in churches and mosques to inform students about the questions that will be pasted.

3. **My Creativity** - Encourage parents to give students 2 pieces of cloth to make something out of it. Anything that can breed their creativity. Parents should be encouraged to give them the materials they need.
4. **Creative Mother tongue storytelling** – Tell your own stories in mother tongue and translate them in English. Support students to tell as many stories as possible. The stories can be read using the mosque microphone or church speakers to reach people.

Measures to Put in Place

1. Identify volunteers who are willing to work on this. By volunteers, students in villages who have attained higher education and can help, youth activists etc...
2. Share the learning methodologies with them
3. Volunteers are expected to pick at least 5 students in the area or community. The students should be within a particular vicinity for easy monitoring and follow-ups
4. Each student should have an exercise book to write their learnings from these activities.
5. Students should keep their old books, as this will be needed for their activities

Targets

The direct beneficiaries are students and pupils in Junior High School, Upper Primary and lower Primary schools in rural Ghana.

Potential Obstacles

Getting Volunteers in the midst of COVID may pose a challenge in the project execution process. I will therefore rely on my network and contacts who are still educating communities to add this initiative in their engagement. This will help reach the diverse groups in the different districts in the Country. A flyer has been designed currently being circulated on social media so people can reach out for ideas.

Conclusion

The expectation is that, with this approach, I will contribute to bridging the gap in accessing education in rural communities in Ghana. This requires the cooperation of partners to reach as many students as possible. The project does not attach a budget line to this as it requires volunteerism from like minded partners and interested persons.

