

# CASE STUDY TEMPLATE

## What is a case study?

A case study is an individual's story. It tells the reader how Save the Children's work has made a difference in the life of a child or his/her family.

### 1. Background: Please provide basic information about the interviewee(s).

Name(s), gender, age:	Mama Amina a Female aged 25 years
Location – village/town, district/province and country:	Mama Amina is a resident of Arbanqeramso location of wajir east constituency in Wajir County Northern Kenya.
Keywords – themes:	BEHAVIOUR CHANGE COMMUNICATION

### 2. Summary: Please describe the interviewee's day-to-day life and environment.

Amina hails from a very insolvent family which has put them in an abject situation and the kind of life they are living can't be compared to that of their neighbours since they never owned a source of wealth. She came to settle in Arbaqheramso in 2011 during the prolonged Horn of Africa drought that swept away their livestock. Her husband is a small scale herder and most of the time is absent from home looking after other people's shoats. They live in a small makeshift home.

### 3. The story: Interviewee's story in his or her own words. Please use exact words with direct quotes.

Amina who is a mother of two boys and one girl, is among the beneficiaries of the County Department of Health (CDH) and Save the Children Health and Nutrition integrated interventions as well as a member of a Mother to Mother Support Group (MTMSG) who has attended several health and nutrition promotion sessions and short trainings such as Participatory Hygiene and sanitation transformation (PHAST), Community Led Total sanitation (CLTS) and others that stimulated her mind to realize the importance of hygiene and sanitation as a preventive measure. She said, "I have been part of the communities triggered by Sub-County public health officers together with Save the Children staff and I feel that there is need to change." She said, "Our source of water is a shallow well and when it rains it usually floods and fills with water to the brim. However, we have been consuming the water without boiling thus our children and us becomes sick due to unhygienic conditions. My gratitude goes to Save the Children and the Health Department who have used their time and resources to empower us at the grass root level." Immediately after CLTS triggering in October 2014, Amina started to construct a pit latrine in her compound as she vowed never to go back to open defecation. On the completion of the latrine Amina welcomed her neighbours to share with her with no string attached to it but exhort them to construct one to elude slavery and advocate for Open Defaecation Free environment (ODF).

*"Hooran kathitha ayaan isku ceelin jiray muusqull laan awgeed ,gumeerka ayaana eehanunu jiray waxana kacabsan jiray cuuthur kathitha xageed inn uu igudacaa lakkiin xada waan reystay maarkan musqushi distaay"* Amina retorts. ("Used to retain urine in my bladder for long hours due to lack of toilet and I had put myself in the risk of getting Urinary Tract Infections(UTIs) but now I am relieved since I own a personal latrine" she also said that *'Niin cessantisa ayaa ceelgeysa'*" It is only your belongings that can quench your thirst")



Save the Children

# **Sample Case Studies Elementary Education**

**Sherry L. Field, Jeff Passe, Andrea S.  
Libresco, Janet Alleman**



## **Sample Case Studies Elementary Education:**

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*Contemporary Issues in Primary Education* Mark Brundrett,Gary Beauchamp,Paul Latham,Malini Mistry,Michelle Murray,Becky Taylor,Peter Wood,2022-10-03 This book was developed as part of the celebrations for the 50th anniversary of the founding of the journal Education 3 13 which has always had primary education as its main focus The journal has been published by Routledge since 2007 and is the most important academic publication in the field internationally This book has been edited by a team of academics and senior practitioners all of whom are members of the Board of the journal or the Association for the Study of Primary Education which is the owning body of the journal It will serve as an excellent resource to researchers and students of primary education Topics include major contemporary issues such as key challenges in the field learning and teaching wellbeing teachers work and professionalism and outdoor learning The chapters in this book comprise articles published in Education 3 13 in the last ten years      *Exemplary Elementary Social Studies* Sherry L.

Field,Jeff Passe,Andrea S. Libresco,Janet Alleman,2014-04-01 In many elementary classrooms social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top This volume is not another hand wringing lament On the contrary the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom how teachers can integrate

social studies knowledge and skills throughout the school day and how this learning can carry over into children's homes and communities. The seven case studies in this book, one at each elementary grade level, highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability. At the end of each case study, each teacher provides advice for elementary teachers of social studies. Our hope is that elementary teachers and prospective teachers, elementary principals, social studies supervisors, staff developers, and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum. **IJER Vol 1-N4**

**International Journal of Educational Reform**, 1992-10-01. The mission of the International Journal of Educational Reform (IJER) is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities. As the only peer-reviewed scholarly publication that combines authors' voices without regard for the political affiliations, perspectives, or research methodologies, IJER provides readers with a balanced view of all sides of the political and educational mainstream. To this end, IJER includes but is not limited to inquiry-based and opinion pieces on developments in such areas as policy, administration, curriculum, instruction, law, and research. IJER should thus be of interest to professional educators with decision-making roles and policymakers at all levels, since it provides a broad-based conversation between and among policymakers, practitioners, and academicians about reform goals, objectives, and methods for success throughout the world. Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked. IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes. Finally, it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U.S. and the world. **Policy and Practice in Primary Education** Robin J. Alexander, 1997. This second edition provides an insider's account of the Three Wise Men episode.

**Current Index to Journals in Education**, 1992. **Policy and Practice in Primary Education** Robin Alexander, 2012-11-12. Detailed accounts of two influential initiatives of the 1990s whose educational and political lessons remain highly relevant: systemic and pedagogic reform in one of Britain's largest cities and the controversial Three Wise Men government enquiry into primary teaching to which it led. Alexander's controversial and widely read report on primary education in Leeds has now been revised as a major study of policy initiatives in primary education and their impact on practice. The book examines an ambitious programme of local reform aimed at improving teaching and learning in the primary schools of one of Britain's largest cities. It addresses important questions about children's needs, the curriculum, classroom practice, and school management. When first published, Robin Alexander's report was hailed as seminal and the most important document since Plowden, but it was also quoted and misquoted in support of widely opposed political and media agendas. This new edition retains Part I from the first edition, detailing the impact of Leeds LEA's programme for educational reform. However, it also provides a totally new and greatly

extended Part II which gives an insider's account of the sequel to the Leeds report the government's 1992 three wise men report There is also a new introduction      *Active Learning in Primary Classrooms* Jenny Monk, Catherine Silman, 2014-01-14 What do we mean by Active Learning How can you inspire children to engage fully in their learning How can you plan and organise a curriculum that ensures that children are actively involved in the learning process This brand new text not only explores and examines the concept of active learning but demonstrates how every teacher new or experienced can translate theory into practice and reap the rewards of children actively engaged in their own learning in the classroom Central to the book is the series of extended case studies through which the authors highlight examples of effective teaching and learning across the whole primary curriculum They provide practical examples of planning teaching and assessing to encourage inspire and give confidence to teach in creative integrated and exciting ways      *The Journal of the National Education Association* National Education Association of the United States, 1927      *Case Studies of Beginning Teachers* Theodore J. Kowalski, Roy A. Weaver, Kenneth T. Henson, 1994 This collection of 35 first year teaching experiences bridges educational theory and practice to shed light on actual challenges new teachers often confront

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