

June 2008

ESCUP Facts

- 3 ½ year duration period:
April 2005 – September 2008
- Partners:
American Institutes for
Research (AIR),
World Education,
Kampuchean Action for
Primary Education (KAPE),
CARE
- Works in four provinces:
Kampong Cham, Mondulakiri,
Ratanakiri, and Kratie
- Works in three technical
areas: Teacher Education,
Access and Quality, and
School-Community
Partnerships

For more information:

- www.equip123.net/equip1/escup
- Adela Mizrachi, Project
Manager, amizrachi@air.org
- Kurt Bredenberg, Chief of Party,
kurtb.worlded@online.com.kh



Innovative practices series:

- Child-to-Child Networks - **Issue 1**
- Community Teachers - **Issue 2**
- Intermediate Classrooms - **Issue 3**
- Integrated Pest Management - **Issue 4**
- School Mapping - **Issue 5**

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School Mapping

The EQUIP1 Cambodia Educational Support to Children in Underserved Populations (ESCUP) Program is a USAID-funded initiative designed to improve access to a basic education for marginal groups in Cambodia - namely, ethnic minority children, girls, disabled children, and the poor. Although school enrollment rates have generally increased over the years, there are still many children who fail to enroll in primary education. This is particularly a problem for marginalized children such as orphans, disabled children, and children of very poor families. ESCUP addresses this problem with school-based interventions, but there is also a need for schools to be proactive in identifying children at risk of not enrolling in primary schools. Therefore, ESCUP has implemented a Child Seeking School, or "Mapping," approach to provide schools with strategies to seek out children at risk and identify solutions to ensure their participation in education.

Methodology

The Child Seeking Schools activity seeks to identify children at risk of not enrolling in primary school and creates a "map" of the school's coverage area to get a clear picture about families at risk. Teachers are trained to identify at-risk children by monitoring students who received scholarships or participated in life skills activities, as well as those that have been frequently absent or have faced prolonged absenteeism. After this information is collected, Grade 5 and 6 students, with support from Commune Education for All Commissions (CEFACs), prepare area maps which show all the households in the coverage area of the school, the number of primary school-aged children, and additional information highlighting households that may not have enrolled their children in school.

School Mapping

Once out-of-school children are mapped and return to school, they are provided with one or more of the following interventions, depending on the child's needs:

- Academic remediation
- Financial assistance or scholarships
- Physical rehabilitation
- General and cultural life skills



Once a school has an up-to-date and clear picture of the situation in the coverage area, local community members cooperate to identify appropriate interventions that could be used to reach out to these children and ensure that they are enrolled in primary school. Depending on the circumstances, schools provide scholarships to poor students, remediation for slow learners, physical rehabilitation for disabled children, and general and cultural life skills. In many cases, the problems preventing enrollment exceed the capacity of the program to intervene and may include extreme poverty, no annex school provision, distance, and/or rugged terrain between school and home. In these cases, communities build and staff what are known as Intermediate Classrooms (ICRs). These are temporary classroom buildings that enable immediate access to educational service provisions. The schools are staffed by local community members, who are often then recruited as candidates for Provincial Teacher Training Colleges.

Impact

Child Seeking School and School Mapping activities have been successful in stimulating re-entry and raising enrollment rates. In October and November 2007, every ESCUP-supported school in all three target provinces conducted school mapping activities in order to identify out-of-school children, including those who had never enrolled. In all, there were approximately 150 community representatives participating in mapping activities, including commune council members, village chiefs, CEFAC members, and School Support Committee members. As a result of these activities, 1,141 out-of-school children were identified in target communities of whom 734 (64%) enrolled.