



**Educational
Support to
Children of
Underserved
Populations
(ESCUP)**



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Intermediate Classrooms Manual



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

Intermediate Classrooms (ICRs)

Overview:

In remote areas where long distances to schools prevent some children from enrolling, schools receive funds to *construct* temporary buildings that can be built quickly and at minimum cost in order to accommodate educational service in those areas that have none at all or for a particular grade. This intervention is intended as an intermediary measure until more permanent structures can be built. These one-room, intermediate classroom structures are generally staffed by a Community Teacher and enable educational service provision within a very short period of time.

After their establishment, ICRs generate a local culture of school attendance and eventually put these areas on the radar screen for more formalized school construction by Government or an international development bank. The construction of ICRs, therefore, plays a crucial role in jump-starting an important process leading to expanded educational provision in remote areas.

Facilitation of ICRs:

Ideally, the construction of ICRs should be led by the Commune EFA Commission or the local community. Local leaders should cooperate with the nearest school or school cluster in order to receive a small grant of about \$500 for the purchase of materials in order to build a temporary building. Communities must supply the labor for the construction. The Local Cluster School Committee should coordinate the allocation of a community teacher, if one is necessary, to teach at the school.

Guidelines for Implementation of ICRs

Step 1.

Through a school mapping (Child Seeking Schools) exercise schools and communities identify how many children are out of school and why.

Step 2.

Using the findings of the school mapping schools and communities identify the areas where there are many children with no access to a school.

Step 3.

Schools and communities do a situation analysis to locate the most ideal location for the ICR (if it is a stand alone classroom not attached to an incomplete school).

Step 4.

The school and community meet to create a plan for building the classroom. The allocated budget from ESCUP central budget is \$500 per classroom. This can be used for labor and/or materials. However, often the community contributes some or all of the labor and at times some of the materials (e.g. thatch for roofing, bamboo).

Step 5.

Once the building is completed the community makes an announcement in terms of the school opening and gathers the children.

Step 6.

The community is responsible for identifying a Community Teacher.

Step 7.

Supplies for the school are provided by either the cluster (if there are extra materials available) or bought with a small budget from ESCUP. ESCUP is responsible for providing the blackboard.

Step 7.

Once the school is in operational it is closely monitored by the Village Chief.

