

**E**ducational  
**S**upport to  
**C**hildren of  
**U**nderserved  
**P**opulations  
(ESCUP)



**USAID**  
FROM THE AMERICAN PEOPLE



## **CHILD SEEKING SCHOOL WORKSHOP FOR SCHOOL DIRECTOR AND COMMUNE EDUCATION FOR ALL COMMISSIONS (CEFAC)**



**ESCUP partners include:**

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00  
Associate Cooperative Agreement No. 442-A-00-05-00004-00

**CHILD SEEKING SCHOOL**  
**Session Plan Outline**

<b>No</b>	<b>Topic</b>	<b>Minutes</b>
<b>DAY 1*</b>		
<b>1</b>	<b>Introduction to the Workshop</b>	
1.1	Introduction of Facilitators - Ice Breaker	20 Minutes
1.2	Workshop Objectives	10 Minutes
<b>2</b>	<b>Introduction to child Right</b>	45 Minutes
<b>3</b>	<b>Introduction to EFA</b>	
3.1	Challenges to achieve EFA Goal	30 Minutes
3.2	Concept of stakeholders, stakeholders in local school	45 Minutes
<b>4.</b>	<b>Problem analysis in relation to inclusion education</b>	
4.1	Problem identification: why do children not enroll in Primary School?	45 Minutes
4.2	What is ESCUP and how it can help to address these problems	10 Minutes
4.3	Different ways to identify children at risk of not enrolling in Primary School	20 Minutes
<b>5.</b>	<b>Making a school map</b>	
5.1	Identification of important points/information in the map and their mark/signs	30 Minutes
5.2	Practice drawing the map by village	60 Minutes
5.3	Plenary session	30 Minutes
<b>6</b>	<b>Next steps</b>	15 Minutes
<b>DAY 2*</b>		
6.1	Summary of Day 1 session	10 Minutes
6.2.	Presentation of collected information by village	30 Minutes
6.3	Review the common use of marks/signs	15 Minutes
6.4	Finalising the school map/ Updating accurate information in the map by village grouping	60 Minutes
6.5	Plenary session	30 Minutes
<b>7</b>	<b>Next step-Follow up activities</b>	
7.1	Division of task for each member and set ting the follow up schedule	45 Minutes
7.2	Final agreement on the follow up schedule	10 Minutes
7.3.	Closing	10 Minutes

**Workshop Daily Schedule**

7:30-11:00	3 Hours and a half
1:30 – 4:30	3 Hours
Total	6 Hours and a half (with 30 minutes of breaks)

*\* These 2 training days must have time in between to allow participants to collect village information*

# Child Seeking Schools

## I. Introduction

### A. Challenges in Achieving EFA

Since the World conference on Education for All (EFA) in Jomtiem and more recently in Dakar, when 116 nations, including Cambodia pledged that every child would have an education of good quality by 2015, NGOs in Cambodia have proven that they have an extraordinary contribution to make towards guaranteeing of basic education to every Cambodian child, thereby helping to achieve EFA goal. Yet, there continues to be a considerable gap between official policy and reality. Major access impediments to a basic and quality education continue to exist throughout the country but particularly in remote areas. The causality underlying this situation can best be understood as a complex interaction between supply and demand-side factors that include teacher shortages, low educational relevance, restrictive access due to direct and indirect costs, and the perceived low value of education by community members among other factors.

### B. Need for Stakeholder Involvement

If all learners are to receive an education of good quality, the commitment and involvement of communities is essential. Government, donors and NGOs alone cannot provide the needed resources; there are countless human, materials, and other resources that only communities can effectively mobilize. Communities also help bring together a multitude of processes that must work in harmony to successfully carry out global and national policies. Finally, without community support and ownership nothing that is achieved will be sustainable.

### C. What is ESCUP and How Can it Help to Meet the Challenges

The ESCUP Program is an initiative designed to address many of the problems outlined above by increasing access to and quality of basic education to underserved areas. Funding for the program is provided by the American Institutes for Research and EQUIP 1 under a cooperative agreement with USAID. ESCUP focuses on 3 main components; teacher education, access and quality education and school-community partnership. ESCUP also develops and strengthens in all program partners the knowledge, skills, experiences and attitudes in defining the concept of the child friendly school.

## II. Child Seeking Schools

- Many children 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. World Education, ESCUP program tries to address this problem through interventions such as providing scholarships to poor students and curriculum enhancement for girls in the upper grades in primary schools. However, there is also a need for schools to be more pro-active in identifying children at risk of not enrolling in primary schools. This module on child seeking schools explains how school director, teachers, SSC / CEFAC, local representative of each minority group and

grade 5/6 students (if applicable) can cooperate to identify children at risk in their coverage area and how to follow up on these cases.

- A child-seeking school is:
  - actively identifying excluded children to get them enrolled in school and included in learning
  - ensuring that a child's right to education is realised
  - demonstrating, promoting, and helping to monitor the rights and well-being of ALL children in the community
  - Does not exclude, discriminate against, or stereotype on the basis of difference
  - Welcomes diversity and ensures equality of opportunity for all children (e.g., girls, working children, children with disabilities and affected by HIV/AIDS, victims of exploitation and violence)

### III. Objectives

- School director, teachers, SSC / CEFAC, local representative of each minority group and grade 5/6 students (if applicable) identify children in their coverage area that are at risk of not enrolling in primary school.
- School staffs in collaboration of SSC/ CEFAC initiate interventions for children in their coverage area which are of school age, but not enrolled in primary school.

### IV. Duration

- It is suggested that **one and half day workshop** is required for the workshop at school level with SSC(female), village chief, teacher, representative of each minority group.
- Giving a few days for village team to go to village conduct the actual mapping and collect the information regarding children at risk of not enrolling in primary school.
- Following the research, a half day meeting will take place to finalize the map discuss the finding situating children at risk of not enrolling in primary school and decide on actions.

### V. Materials

1. Poster paper (0.5 kg. for each school).
2. A4 paper (200 sheets for each school).
3. Carton paper (3 big sheets for each school).
4. Color paper (8 colors/5 sheets per color for each school).
5. Cello tape (1 for each school).
6. Markers (Half a box blue/red for each school).
7. Copies of **Annex A**: Example map (10 for each school).
8. Copies of **Annex B**: Case study (10 for each school)

For cross check the information the school director was suggested to prepare some data such as village data- how many children /age category.

## VI. Procedure

### *1. Meeting with the school director, teachers, village chiefs from the villages in the catchment area of the school, SSC and CEFAC representatives.*

- The facilitator started the session by asking the questions about what kinds of Right Children had? Write down the answers on black board then explain participants each rights with emphasis that those right was given to all children with no exception from its birth time. Base on this right all children have equitable right to access to formal basic education. There was the global initiative to discuss about EFA in DAKA which attended by 116 countries. Cambodia was one of the countries that participated in this meeting at Daka. In accordance with the agreements made at conference, Cambodia produced a national EFA Plan that was promulgated in July, 2003. This plan focuses on 3 main development theme which are:
  - Quality and efficiency improvement for formal basic education
  - Equitable access to formal basic education
  - Strengthening planning and management
- The facilitator ask participant to describe about equitable access to formal basic education situation at their village. Did all children in your village already access to formal basic education? Then posted the workshop objectives poster on the board.
- The facilitator explains the objectives of the workshop (see above),
- Hands out a small paper to each of the participants and asks them to write down one answer to the following question:
  - Why do children not enroll in primary school?  
Possible answers:
    - Children are orphans.
    - Children are disabled.
    - Children are from very poor families.
    - Children live far away from school.
    - Older siblings have to take care of their younger peers at home.
    - Parents don't send their children to school because they do not see the importance of education.
    - Parents are migrant workers.
    - Different culture background / language
    - Etc.
- The facilitator writes down: '**Not all children enroll in primary school**' at the top of the black board and the participants stick the papers with their answer under this sentence. The facilitator initiates a discussion with the participants and develops a problem tree by clustering the different answers. If one of the above answers is not mentioned, the facilitator adds those ideas to the problem tree.
- The facilitator explains that in order to solve the enrollment problem there is a need to identify children at risk of not enrolling in primary school. Children that do not attend


- The facilitator explains that there are different ways to identify children at risk of not enrolling in primary school:
  1. Look into the lists of students that received a scholarship last school year.
  2. Look into the list of students that participated in the curriculum enhancement activities last year.
  3. Look into the list of children that have been frequently absent in the past year. The school director explains that frequent absence means that a student is absent five days or more per month.
  4. Look into the list of children that faced prolonged absenteeism in the past year. The school director explains that prolonged absence means that a student is absent twenty or more days in a row.
  5. Look into the list of children that dropped-out in the past year. The school director explains that drop-out means that a student stopped to learn and did not return to school during that school year.
  6. Visit households where children live, who should be enrolled in primary school this school year.
  
- The facilitator explains that teachers are responsible for collecting the 2005-2006 data for the first five points mentioned above. Each teacher should check last year's attendance list, list of scholarship recipients and list of children participating in the curriculum enhancement activities and write down the names of these children and include their address (Krom, Village and Commune). The school director will follow up on the teachers to make sure that all data is available in one week time.
  
- The facilitator explains that the information collected by the teachers and information gathering during mapping will be incorporated into one map that indicates where the children at risk of not enrolling this school year live. If it is clear which children are not enrolling and we know where they live, action can be taken to help these children to overcome their problems, so they will be able to enroll as well. The facilitator sets a meeting in one week time to complete a map of children at risk of not enrolling in the coming school year.

***2. Mapping exercise with the school director, teachers, village chiefs from the villages in the catchment area of the school, CEFAC representative, SSC members and grade 5/6 students (if applicable) and identifying possible interventions to follow up on children of school-going age that have not enrolled in primary schools.***

- The facilitator explains that the objective of this meeting is to complete a map that indicates where the children, that did not enroll this school year, live. In addition a discussion will take place to identify possible interventions to help these children to enter primary school.
  
- The facilitator divides school director, teachers, village chiefs from the villages in the catchments area of the school, CEFAC representatives, SSC members and grade 5/6 students (if applicable) by village and hands out markers and poster paper.

- Facilitator ask the participants to collect the importance data / information and identify the land mark in the village then make list of those information and assign the symbols upon the agreement of all members in the group

Example:

Mark	Meaning
	Road
☾	Muslim house
✝	Christian house
☺	Buddhist house
	School
+	Health center
☠	Land mine

- Ask group to decide a legend of the map by estimate a distance of 1 cm on the map is about 10 m on the actual distance.
- Ask them to draw the outline map of the village such as village boundary, road, canal, houses (with difference type), health center, schools, and ethnic households.
- Pinpoint the exact location of the houses in their village where the out of school children live, the reason for children not attending school (poor family, disability, orphans, parents who do not allow their child to go to school, etc.). See **Annex A** for an example map.
- Each group will present their map to the rest of the group and the other participants can ask questions. One of the participants will start to merge the different maps into one map covering all Kroms/villages in the school coverage area. The facilitator continues the session with the remaining participants, hands out a case study (see **Annex B**) to each group and asks each group to identify appropriate interventions to follow-up on these cases.
- Each group gives a presentation and a discussion takes place whether the interventions identified are appropriate. Possible interventions could include:
  - a. Children of very poor families or who have no parents can apply for a scholarship, which allows the family to buy a school uniform, notebooks and pens.
  - b. Girls in the upper grades of primary school can participate in curriculum enhancement classes, which allow them to practice a trade to generate an income for the family.
  - c. Students can participate in Life skills activities, which allow them to practice a trade to generate an income for the family.
  - d. Students can participate in Integrated Pest Management activities to learn to produce rice in an environmental friendly and efficient way.
  - e. Handicapped children can receive support for minor operations, bad eyesight and hearing.
  - f. Handicapped children can receive support to attend school through Child-to-Child activities.

- g. Slow learners can get extra support by attending the village-based remediation classes or the lessons from the library-based remedial teacher.
- The facilitator explains that school director, classroom teachers and local community members will follow-up on cases that have been identified in the coverage area of the school. School management, classroom teachers and local community members will cooperate to identify appropriate CFS interventions that could be used to allow these children to enroll primary school. The school management is responsible for organizing extra funding for additional scholarships and can discuss this with ESCUP staff.



Annex A: Example map



## **Annex B: Case study**

The Pheap family lives in a small house in Krom 5, Trapeang Ampil village, Chrey Veang commune in Prey Chor district, about two kilometers walk from the local primary school. The family consists of ten members and only their two eldest sons attend the primary school education. Two of their children; Sokha, Dara, who are respectively nine and eleven years old, have never enrolled in primary school. Their sister, Sophea, who is thirteen years old, has recently dropped out of grade five. She likes to learn and is actually quite good at it, but her parents don't allow her to go to school anymore as she has to help to earn money for the family. Her brother Sokna went to grade 1 last year and the year before last year, but he dropped out, because his eyesight is not very good and as a result he lagged behind in all subjects.

Dara is a very smart boy, but he refuses to go to school, because he is shy of his hernia. He would love to go to school, but he is afraid other children will see his handicap. His sister Sokha would like to go to school as well, but the rice season was really bad last year, so the parents did not have any money left to buy a school uniform, notebooks and a pen for her. If the parents have money next year, they might send her to school.

Question: What possible actions could the school management and students take to motivate the father and mother to send all their children to school?