



EDUCATIONAL
SUPPORT TO
CHILDREN OF
UNDERSERVED
POPULATIONS
(ESCUP)

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, Monduliri,
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 Issue 3: Intermediate Classrooms

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**

www.equip123.net/equip1/escup

Intermediate Classrooms

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 of quality for marginal groups in Cambodia - namely, ethnic minority children, girls, disabled children, and the poor. Many children miss out on education opportunities because they live in remote villages where travel distances inhibit enrollment by very young children who cannot navigate difficult roads or dense forest to the nearest school. In order to make school more accessible for these children, ESCUP provides support to rural communities to construct temporary buildings made of local materials that serve as intermediate classrooms. Intermediate Classrooms (ICRs) provide marginalized children with education services for a short period of time while more permanent school structures are being constructed.

Methodology

After schools identify areas where there are many children in lower grades that have no access to school, ESCUP staff members work with communities through a community mobilization process to help them understand the importance of ICRs and the need for them to contribute to their labor. Local leaders then cooperate with the nearest school or school cluster to apply for a small grant of about \$500 from ESCUP to purchase the materials to build a temporary building. The buildings are built largely with community labor and are staffed almost exclusively by Community Teachers (with ESCUP financial support), but are supervised from afar by a school director at the nearest state school.

After their establishment, ICRs facilitate both school attendance, especially by younger



Intermediate Classrooms

Constructed in remote areas where children have little or no access to schooling, ICRs:

- Provide education services to children in remote communities
- Facilitate attendance, especially by younger children, and community participation by bringing the school closer to the community
- Provide an immediate, albeit temporary, solution to the problem of school availability



children, and community involvement by bringing the school closer to the community. This eventually brings these remote areas to the attention of the government or the 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. ICRs are often staffed by Community Teachers who are female or ethnic minorities, which increases the overall representation of these groups in education.

Impact

ICRs have turned out to be an effective and efficient education intervention for marginalized populations. ESCUP thoroughly monitors ICRs, especially in Kratie and Mondulkiri, both known for poor road conditions. Although evidence is still anecdotal, it appears that this intervention has been a major success in terms of providing outreach to underserved children. These schools report an enrollment of 1,533, and the majority of the students come from minority groups and migrant populations. In Mondulkiri, seven ICRs, constructed at a total cost of \$4,000, enrolled 231 children. This comes out to an investment of \$17.31 per child, a highly cost-effective outlay of funds.