



Educational
Support to
Children of
Underserved
Populations
(ESCUP)



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ESCUP Activity Menu: TO PROMOTE CHILD FRIENDLY LEARNING ENVIRONMENTS IN PRIMARY SCHOOLS



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Kampuchean Action for Primary Education (KAPE)









CARE








ESCUP Activity Menu





	No	Problem Domain	Activity Description	Resources	Illustrations
Dimensions 1 & 4: Inclusive Education & Gender	1	<ul style="list-style-type: none"> ○ Low enrolment ○ High dropout 	<p>Primary School Scholarships: The local community <i>sets up</i> a committee that <i>conducts</i> a survey to identify poor children using a standardized interview instrument. Children are identified based on scores on this instrument. Standard scholarship packages are distributed to selected students 3 times per year.</p>	<ul style="list-style-type: none"> ○ Volunteer surveyors ○ Stationery (for surveys) ○ Travel money (monitoring) ○ Materials for scholarship support 	
	2	<ul style="list-style-type: none"> ○ Low enrolment ○ High dropout ○ Low transition to secondary school 	<p>Lower Secondary School Scholarships: Local stakeholders <i>set up</i> a committee made up of representatives from the local high school, school clusters, and communities. Children are encouraged to apply for a scholarship. The local committee <i>conducts</i> a survey using a standard interview form. Candidates are selected based on scores on this instrument. Committees <i>distribute</i> Standard packages to selected students at least 3 times per year.</p>	<ul style="list-style-type: none"> ○ Volunteer surveyors ○ Stationery (for surveys) ○ Travel money (monitoring) ○ Materials for scholarship support 	
	3	<ul style="list-style-type: none"> ○ Disabilities prevent some children from attending school 	<p>Physical Rehabilitation for Disabled Children/Children with Health Problems: Local surveys <i>identify</i> children with disabilities or chronic illnesses and bring them to service providers for rehabilitation.</p>	<ul style="list-style-type: none"> ○ Surveyors ○ Travel money to bring children to services 	
	4	<ul style="list-style-type: none"> ○ Special problems prevent some children from attending school 	<p>Child-to-Child Support for Vulnerable Children: Schools <i>identify</i> children at risk (e.g., disabled, slow learners, minority children) and <i>provide</i> special assistance (helper friends, walk ramps, wheelchairs, remedial assistance at home, pen pals) to learn at school.</p>	<ul style="list-style-type: none"> ○ Surveyors ○ Small grants to meet children's special needs 	 
	5	<ul style="list-style-type: none"> ○ Incomplete schools depress completion rates ○ Teacher shortages 	<p>Community Teachers: LCSC /CEFAC <i>select</i> local community members in order to work as teachers in the school. Teachers are trained by the ESCUP Program.</p>	<ul style="list-style-type: none"> ○ Teacher volunteers ○ Funds for salary ○ Teacher trainers ○ Materials for classes 	
	6	<ul style="list-style-type: none"> ○ Lack of toilets impedes attendance by girls 	<p>School Latrines and Clean Water: Schools <i>build</i> wells and toilets to facilitate attendance by young girls.</p>	<ul style="list-style-type: none"> ○ Labor Costs ○ Construction materials 	 

	7	<ul style="list-style-type: none"> High dropout among girls High absenteeism among girls 	<p>Life Skills for Girls at Risk (Curriculum Enhancement): LCSCs <i>identify</i> those schools in the cluster with particularly high rates of dropout among girls and <i>organize</i> special life skills classes for girls with histories of dropout and poor attendance. Attendance is contingent on attendance of the life skills classes, which usually consist of home economics topics such as sewing and cooking.</p>	<ul style="list-style-type: none"> Materials for instruction Remuneration for teachers Travel funds for home visits to visit absent students 	
	8	<ul style="list-style-type: none"> High dropout among boys High absenteeism among boys 	<p>Life Skills for Boys at Risk (Curriculum Enhancement): LCSCs <i>identify</i> those schools in the cluster with particularly high rates of dropout among boys and <i>organize</i> special life skills classes for those with histories of dropout and poor attendance. Attendance is contingent on attendance of the life skills classes, which usually consist of topics in carpentry and masonry.</p>	<ul style="list-style-type: none"> Materials for instruction Remuneration for teachers Travel funds for home visits to visit absent students 	
	9	<ul style="list-style-type: none"> Low enrolment due to lack of school provision Incomplete schools depress completion rates 	<p>Emergency School Buildings: Schools receive funds to <i>construct</i> 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.</p>	<ul style="list-style-type: none"> Construction materials Labor costs 	
Dimension 2: Educational Relev-	10	<ul style="list-style-type: none"> High repetition rates Large class sizes prevent attention to special learning needs 	<p>Village-based Remedial Support for Slow Learners: Schools <i>provide</i> children who fail the first term opportunities to study with a teacher in their villages so that they receive special help in learning.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Materials for classes Remuneration for teachers 	
	11	<ul style="list-style-type: none"> High repetition rates Large class sizes prevent attention to special learning needs 	<p>Home-based Remedial Support for Slow Learners: Schools <i>provide</i> children who fail the first term opportunities to study with a teacher in their homes so that they receive special help in learning.</p>	<ul style="list-style-type: none"> Teacher trainers Training materials Materials for home instruction Remuneration for teachers Teacher travel costs 	

12	<ul style="list-style-type: none"> Low quality buildings impede improvements in teaching methods 	<p>Infrastructure Improvements: Schools <i>repair</i> existing buildings and add doors, windows, etc as needed to ensure that learning aids in classrooms are secure.</p>	<ul style="list-style-type: none"> Construction materials 	
13	<ul style="list-style-type: none"> Newly enrolled children are not completely ready for school 	<p>Physical Enhancement of CFS Classrooms: Schools <i>refurbish</i> CFS classrooms in order to make them suitable to implement activities that promote active learning as well as critical and creative thinking.</p>	<ul style="list-style-type: none"> Furniture Teaching aids Learning aids Stationery for classes 	
14	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Community-based Prevocational Life Skills Classes: Schools <i>provide</i> children the opportunity to study pre-vocational courses that interest them with a community teacher. Schools recruit community members to teach these courses.</p>	<ul style="list-style-type: none"> Community teachers Materials for classes Remuneration for teachers 	
15	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Integrated Pest Management: Schools <i>provide</i> children with the opportunity to study environmentally safe agricultural practices that avoid the use of chemical fertilizers and pesticides. Schools <i>recruit</i> teachers from state teachers & commun.</p>	<ul style="list-style-type: none"> Community and state teachers Rice fields Learning materials Teacher remuneration 	
16	<ul style="list-style-type: none"> Educational provision is not relevant to the special needs of children whose 1st language is not Khmer 	<p>Bi-lingual Teaching Assistants: In schools with large minority populations, schools <i>recruit</i> local teaching assistants who speak the indigenous language to assist state teachers in teaching minority children who do not speak Khmer well.</p>	<ul style="list-style-type: none"> Community volunteers Teacher trainers Remuneration for teachers 	
17	<ul style="list-style-type: none"> Schools have too few children to make a separate class 	<p>Preparation of Multi-grade Classrooms: In schools with too few students at specific grade levels, teachers <i>learn</i> about multi-grade teaching so that schools can open multi-grade classrooms.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Teaching aids 	
18	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>School Libraries: Schools <i>set up</i> small reading rooms where children have the opportunity to read books of interest to them to reinforce reading skills.</p>	<ul style="list-style-type: none"> Cabinets/Tables Books 	

	19	<ul style="list-style-type: none"> Classroom teaching is not effective 	<p>Training of CFS Experimental Classroom Teachers: Schools <i>recruit</i> teachers who volunteer to manage CFS classrooms. Teachers receive 8 days of intensive <i>training</i> at the beginning of the school year followed by continuous technical support during the year.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Per diem for workshop attendance Technical documents 	
	20	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Student Field Trips: Schools <i>organize</i> special day trips for children (usually Grades 4, 5, or 6) to sites of educational interest (e.g., old temples, local factories, waterfalls, local museums, etc.).</p>	<ul style="list-style-type: none"> Responsible teachers Travel costs for students Lunch for students 	
	21	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Study Trips for School Personnel and Community Members: Clusters <i>identify</i> selected personnel who can profit from <i>visiting</i> other clusters that exemplify especially good educational practices. Schools <i>replicate</i> these practices in their own schools upon their return.</p>	<ul style="list-style-type: none"> Travel costs for participants Lunch for participants 	
	22	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Supplementary Khmer Language (SKL): Teachers in minority areas <i>receive</i> special training to help minority children learn Khmer language as a tool to improve their learning.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Stationery for learning materials 	
Dimension 3: Health & Nutrition	23	<ul style="list-style-type: none"> Schools are not responsive to children's health needs 	<p>First Aid Kits: Schools <i>provide</i> a first aid kits to children to meet special health problems that occur at school.</p>	<ul style="list-style-type: none"> Materials for first aid 	
	24	<ul style="list-style-type: none"> Children are hungry and malnourished 	<p>School Breakfast Programs: With WFP approval, local community committees <i>prepare</i> and <i>administer</i> breakfast to all children at rural schools.</p>	<ul style="list-style-type: none"> Cooking materials Cooks Rice/Fish from WFP 	
	25	<ul style="list-style-type: none"> Schools are not responsive to children's health needs Sickness prevents attendance 	<p>Physical Rehabilitation for Disabled Children/Children with Health Problems: Local surveys <i>identify</i> children with disabilities or chronic illnesses and bring them to service providers for rehabilitation.</p>	<ul style="list-style-type: none"> Surveyors Travel money to bring children to services 	
	26	<ul style="list-style-type: none"> Schools are not responsive to children's health needs 	<p>School Latrines and Clean Water: Schools <i>build</i> wells and toilets to reinforce hygienic habits.</p>	<ul style="list-style-type: none"> Labor costs Construction materials 	

Dimension 5: Engagement by Children, Parents, and Communities	27	<ul style="list-style-type: none"> Schools are not responsive to children's health needs 	<p>Playgrounds: Schools <i>construct</i> playgrounds, usually in a shaded area, in order to provide children with opportunities for physical exercise as well as emotional enjoyment.</p>	<ul style="list-style-type: none"> Labor costs Construction materials 	
	28	<ul style="list-style-type: none"> Communities have no role in supporting education 	<p>Child Seeking Schools: Local schools and communities <i>conduct</i> a survey in order to identify the children out of school on a map. These children then receive special services from the school (e.g., scholarships) to enroll.</p>	<ul style="list-style-type: none"> Surveyors Stationery Travel money 	
	29	<ul style="list-style-type: none"> Communities have no role in classrooms State teachers do not speak local language 	<p>Community Teachers: LCSC /CEFAC <i>select</i> local community members in order to work as teachers in the school. Teachers are trained by the ESCUP Program.</p>	<ul style="list-style-type: none"> Teacher volunteers Funds for salary Teacher trainers Materials for classes 	
	30	<ul style="list-style-type: none"> Communities have no role in supporting education 	<p>Community Teacher Boards: Commune EFA Commissions (CEFACs) <i>supervise</i> the selection, payment, and monitoring of community teachers in collaboration with school directors.</p>	<ul style="list-style-type: none"> Training resource persons Stationery for training Travel money 	
	31	<ul style="list-style-type: none"> Educational provision is not culturally relevant to local needs Communities have no role in classrooms 	<p>Culture Centers: School <i>set up</i> special rooms or buildings to provide opportunities for children to study about the cultural diversity within their community.</p>	<ul style="list-style-type: none"> Construction materials Cultural artifacts 	
	32	<ul style="list-style-type: none"> Educational provision is not culturally relevant to local needs Communities have no role in classrooms 	<p>Cultural Life Skills Studies: Both minority and Khmer children <i>receive</i> an opportunity to learn about culture and religion at the school. Classes utilize local people as a learning resource.</p>	<ul style="list-style-type: none"> Community teachers Materials for classes Meeting place Remuneration for teachers 	
	33	<ul style="list-style-type: none"> Educational provision is not culturally relevant to local needs 	<p>Student Associations: Children in each school receive support to <i>set up</i> associations that facilitate learning about local cultures (e.g., teaching younger children, researching local culture and reporting back to peers, etc.) and the natural environment.</p>	<ul style="list-style-type: none"> Volunteer teachers Funds for special activities 	

	34	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>Market Simulation: Schools <i>organize</i> special fairs that provide children with opportunities to use life skills that they have acquired during the year. The fairs provide an opportunity for communities to be involved in children’s education.</p>	<ul style="list-style-type: none"> Materials for various events that occur during the simulation Food and refreshments 	
	35	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>Community Announcement Boards: Schools <i>construct</i> announcement boards in villages in order to improve communication between schools and communities. The announcement boards provide information about enrolment drives, special school events or meetings, opportunities for parents to visit school, etc.</p>	<ul style="list-style-type: none"> Construction materials for school boards Labor costs 	
	36	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>Community-School Semester Meetings (at cluster level): Schools <i>organize</i> meetings at least twice a year to meet with parents to discuss educational provision at the school.</p>	<ul style="list-style-type: none"> Refreshments 	
	37	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>School Fairs: Schools organize enjoyable events at the beginning of the school year (e.g., videos, children’s games, contests, etc.) in order to stimulate local interest in enrolment and the schools role in the community.</p>	<ul style="list-style-type: none"> Small cash grants for special activities 	
Dimension 6: Enabling Environments	38	<ul style="list-style-type: none"> Travel costs depress attendance of cluster meetings 	<p>LCSC Administrative Support: Cluster school committees <i>provide funds</i> for travel to committee members in order to ensure attendance of monthly meetings and other cluster functions.</p>	<ul style="list-style-type: none"> Travel costs for committee members 	
	39	<ul style="list-style-type: none"> Schools do not know how to use assessments to facilitate improvement in local educational practices 	<p>School Self-Assessment: Clusters <i>select</i> one or more of their best schools and <i>conduct</i> an honest and critical self-assessment of performance to improve local educational practices across all CFS dimensions.</p>	<ul style="list-style-type: none"> Travel costs for visits to designated schools Travel costs for meetings to tabulate and discuss assessment data 	
	40	<ul style="list-style-type: none"> Schools do not know how to analyze school efficiency performance indicators 	<p>Data Collection for Reporting: Clusters <i>collect and analyze data</i> on terminal indicators (e.g., repetition and dropout) using standard data collection forms. Clusters <i>disseminate</i> the data to all member schools and district offices of education.</p>	<ul style="list-style-type: none"> Data collection forms 	