

## **Global Education for All Week,**

**19 - 25 April 2004**

### **How to do the 'Missing Out' Map**

#### **Note**

This exercise needs to be adapted for the country where it is being done.

The focus here is on problems of access for young children, especially girls. But in countries where the situation is different, it can be on dropping out or persistent absenteeism, especially among boys.

We recommend that several villages be chosen for the exercise, preferably ones with a school (traditional or community).

A Village chief, school principal, teacher or member of an NGO should be designated to lead and coordinate the operation and explain its purpose to teachers, pupils and members of the community.

Material required will include big enough sheets of paper to draw the map on and a means of copying the questionnaires, maps and other items.

This guide has been written by Françoise Caillods and Candy Lugaz, of UNESCO's International Institute of Educational Planning (IIEP), based mainly on material from the Lok Jumbish project in primary education in Rajasthan (India).

# **Global Education for All (EFA) Week**

**19 - 25 April 2004**

## **The 'Missing Out' Map**

### **Background**

The international community pledged in Dakar in 2000 to “ensure that by 2015 all children – particularly girls, children in difficult circumstances and those belonging to ethnic minorities – have access to complete, free and compulsory primary education of good quality.”<sup>1</sup> Guaranteeing access to basic education for all children has become a worldwide priority. No child should be deprived of this right.

But many still do not go to school – about 104 million in 2000, according to a recent UNESCO report. That amounts to 36 % of the world’s primary school aged children, as defined by each country.<sup>2</sup>

Efforts to combat this should mostly be at grassroots level, with parents and those involved in education encouraged to assess the extent of the problem and find suitable solutions to be applied with the support of regional and national authorities.

Education for All (EFA) Week, from 19-25 April 2004, aims to draw the attention of international, national and local communities to the existence of these non-enrolled children, who are “missing out” on the education system. Among activities planned during the Week are drawing maps of where they live, noting who they are and interacting with them as well as their parents

### **What does it involve?**

Children are asked to draw (helped by their teachers and education officials) a map of their village, neighbourhood or community, showing the houses where children not going to school live and noting how many boys and how many girls there are.

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<sup>1</sup> Dakar Framework for Action, goal 2.

<sup>2</sup> UNESCO, *EFA Global Monitoring Report 2003/2004 - Gender and Education for All: the Leap to Equality*, p.49.

## **Making the map**

Such maps have been made in the Indian state of Rajasthan, in the Lok Jumbish project for primary education, whose name (“People’s Movement”) points to its participatory nature. Other Indian States have adapted the Lok Jumbish approach under the District Primary Education programme (DPEP), funded by the World Bank and several bilateral donors. Other such projects have been undertaken in Colombia and Guatemala as part of the “new schools” movement there.

## **Why make a map?**

Population figures are often inaccurate or out of date and central planning officials often have only a vague idea of how many young children and teenagers are not getting any education at all, formal or non-formal. Regional or local officials also have little data and cannot say why children are not in school or where they live, except in obvious situations, such as when a village has no school. Even then there is no accurate figure of the number of school-age children not in school in a particular locality. .

To find that out, you have to ask the local community and the teachers. But often they are overworked and simply say the children are not in school because they are poor or because the school is too far away, or they are not interested. **It is very important to make them aware that education is everyone’s business and to motivate them to send their children to school.**

Compiling a list of out-of-school children and marking them on a map is important because:

- It shows how many such children there are and sorts them into gender, ethnic group or social or economic class.
- It shows where they live and why they are not in school – data that can be used in careful efforts to reach out to their families and persuade them to enrol their children.
- Communities will be made aware of the problem, including where such children live, what their parents do, why they (or some of them) are not sent to school and who is chosen, and what changes in the school structure, mode of operation or curriculum might get parents to enrol their children.
- Local people will also learn more about the organization of their village – how far families live from the school and other important places such as the church or mosque, the main road, the river, the water pump, the village chief’s house, the market and the clinic.

- The operation will help to train and mobilize pupils, their parents and the community to enrol out-of-school children..

Producing the map may take a while. Even educated people familiar with maps have trouble drawing them in detail, so it is even harder for those who are illiterate or semi-literate. At the end of the exercise, those involved will feel a sense of satisfaction and will have discovered things about their own community and each other and learned how to work together.

The exercise will serve to train all those who took part because it will require:

- Making a map of the village, neighbourhood or community, showing where all the houses are.
- Drawing up a family questionnaire to identify the children who are not in school.
- Interviewing the families.
- Collating the data gathered in each neighbourhood and putting it on the map.
- Marking on the map the families whose children do not go to school or only occasionally.

### **Who should do the map?**

The children will be helped by all local educational figures (school principals, teachers, management committees, parents and parent-teacher associations) in the village, neighbourhood or community. The main thing is to get people involved and encourage them to focus on a shared goal of making a map, identifying the families not sending all their children to school, trying to understand why they do not and motivating them to act positively in the interest of their children. .

Older pupils will play a bigger part not only because they can read, write and draw better, but also because they will have to work with younger children. This will give them a chance to learn about teamwork and to mentor their juniors.

Enrolled children will do most of the work, helped by their teachers, school principals and social activists who will show them what materials they need to make the map and guide them while doing it. They will learn things from doing the exercise.

Parents will also have an opportunity, individually or through management committees or associations, to get more involved in education issues in the village, neighbourhood or community, and to learn more about their own children's education.

## What should the map show ?

- the school
- the roads and footpaths
- a few other features, such as rivers, bridges and hills
- centres of activity or meeting-places
- the houses (of the rich and poor)
- how many primary school age children there are (usually between 6 and 11 years old)
- how many children in each family go to school and how many do not
- how many girls do not go to school

## The best way to proceed:

1. Choose the part of the village to be surveyed.
2. The children and their teacher draw a map of the village or neighbourhood.
3. Mark the main features (school, water-pump, main road, pathways, names of neighbourhoods) and show all the houses where families with children live, whether they go to school or not.
4. Draw up a simple questionnaire for families, asking about the number, gender and enrolment status of children aged between 6 and 11. A model is included here.
5. Interview the families in each street or road, house by house, family by family.
  - The interviewers should ask to speak to the head of the family and explain the survey. A question will sometimes have to be repeated several times to make quite sure all school-age children have been counted and what their enrolment status is.
  - Each questionnaire should be numbered and head of the family's name carefully noted on it. This is vital for transferring the data to the map later. It might be useful if the pupil interviewers have a copy of the map with them and mark the questionnaire number on it next to the house they are visiting.
6. Collate and summarise the questionnaires, working out how many school-age children in each family do not go or no longer go to school, how many girls there are, and who are not at school.
7. Transfer this data to **a single map**, matching the number of the questionnaire with the number of the house on the map. Identify families whose children are not enrolled and note on the map how many, including how many girls. It may be necessary to make several maps and combine them into one later. An example is included here.
8. Analyse some of the survey results, such as why children do not go to school, and mention (separately for boys and girls) some of the most common reasons given.

9. Present the results to the community. Look at the data, the map and the reasons given for non-enrolment and discuss this.
10. Draft and discuss recommendations, which can be about the need for a new classroom, building separate male-female toilets, providing a water supply, changing school hours or the curriculum or having a special class for infants.
11. Put the finishing touches to the map and write a report on the discussions and recommendations.

### **Follow-up: presenting the data to politicians and other officials**

The map should be presented to them when they visit the school during the “Politicians Go Back to school” event organised as part of Global EFA Week so they can see the statistics gathered and be encouraged to take the problem of non-enrolment seriously. In the long-term this exercise should provide for greater community involvement in primary education. It may be seen as a tool for local capacity-building, social mobilization for EFA and for reaching the unreached.

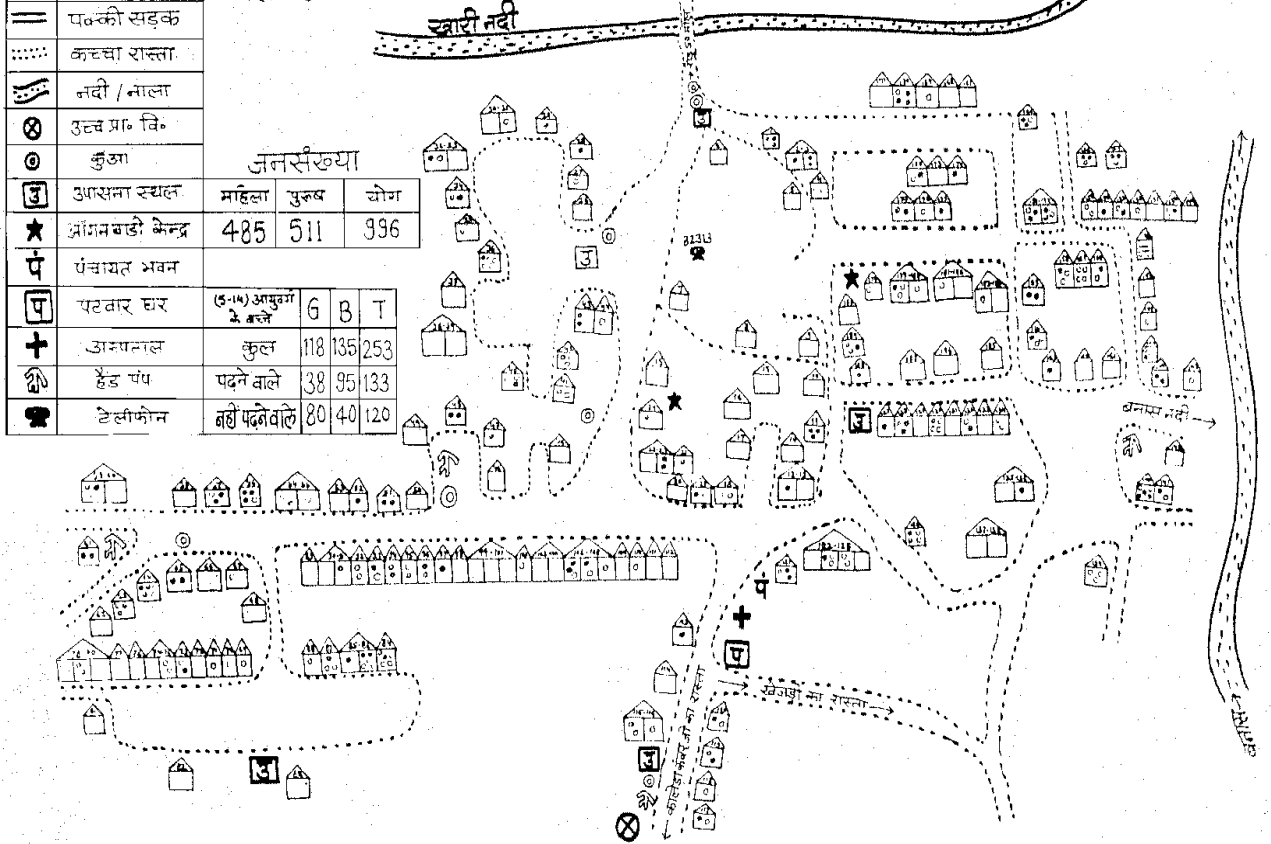
**NOTE 1:** It should be stressed that community involvement must not be just about identifying children who are not in school. Communities should be invited to discuss solutions to the problem, such as setting up new schools, hiring more teachers, changing the curriculum or adjusting timetables. This phase can take time since community participation is a lengthy business if it goes beyond just a few local leaders. The process is not included in the exercise but it is nevertheless important.

**NOTE 2:** It is also possible to create the ‘Missing Out’ Map without insisting on the door-to-door survey outlined in these guidelines. If you choose this option we recommend that you use the Participatory Rural Appraisal method contained in the Classroom Activity Pack of the Global Campaign for Education ([www.campaignforeducation.org](http://www.campaignforeducation.org))

संकेत सूची	
चिह्न	विवरण
	घर
	पक्की सड़क
	कच्चा रास्ता
	नदी / नाला
	उच्च प्रा. वि.
	कुआ
	आसना स्थल
	आंगनवाडी केन्द्र
	पंचायत भवन
	घटवार घर
	आस्पताल
	हैड पंप
	टेलीफोन

## नक्शा नजरी - ग्राम "चौसला", संकुल-कालेड़ा कृ.गो., वि.ख.-केकड़ी (अजमेर)

केकड़ी (अजमेर) ← → देवली (मेर)



### Symbols / Description

	Primary School		Girls Going to school (in blue colour)
	Upper Primary School		Not going to school (in blue colour)
	Sahaj Siksha Kendra (Primary level)		Well/water tank
	Sahaj Siksha Kendra (Upper Primary level)		Railway Line
	Middle school		Bank
	Upper Middle school		Post Office
	Anganwadi/Balwadi centres		Post Literacy centre
	Family		Hills
	Boys Going to school (in red colour)		
	Not going to school (in red colour)		

## Family Questionnaire

**Village** .....

Neighbourhood/locality .....

House number .....

**Head of family's name** .....

Number of people in family

Males .....Females .....Total .....

### Children between 6 and 11

Boys .....

Girls .....

Total .....

**List them in the table below from the youngest to the oldest**

No.	Name of child	Girl/ Boy	Age	Name of father	Name of mother	Class in which enrolled	Reason for not going to school
1							
2							
3							
4							
5							
6							
7							
8							

## Suggested timetable

### **Day 1:**

*Group 1* draws the map with older pupils and representatives of the school management committee or parent-teacher association. *Group 2* drafts the questionnaire and makes copies of it.

### **Day 2:**

The map and questionnaire are shown to everyone. Explanation of what to do, assignment of neighbourhoods to be covered by different groups, advice on how to do the survey.

### **Days 3 and 4:**

Interviewing families. The number of days this takes depends on the size of the village and the school.

### **Days 5 and 6:**

Collating and summarising the data and putting it all on a single map.

### **Day 7:**

Discussion with community members about the problems and possible solutions.

### **Day 8:**

Putting finishing touches to the map and writing a report on the discussions.

### **Day 9:**

Meeting and discussion with politicians.

Also refer to the '*Missing Out*' Map Guidelines developed by the Global Campaign for Education ([www.campaignforeducation.org](http://www.campaignforeducation.org))

## **References**

Lok Jumbish Parishad, Jaipur, April 1996, "*School Mapping & Micro-planning: a handbook for training and field activities.*"

Govinda, R, 1999, *Reaching the Unreached through Participatory Planning : School Mapping in Lok Jumbish, India.* Paris, IIEP/UNESCO.

Schiefelbein, Ernesto, 1992, *Redéfinition de l'éducation de base en Amérique Latine: les enseignements de l'Ecole Nouvelle colombienne.* (Principes de la planification de l'éducation. N° 42, Paris, IIEP/UNESCO.