



## QUALITY STANDARDS CHECKLIST FOR SCHOOL-BASED PSYCHOSOCIAL SUPPORT ACTIVITIES

This checklist was developed for PIN's Project and Program Managers:

- **When preparing new proposals:** they are able to check the quality of a PSS activity description & that everything is correctly budgeted for;
- **When in the field:** they are able to supervise PSS activities by PSS facilitators and be able to provide feedback (this section could also be translated to local language and given to Field Officers or government counterparts);
- **When reviewing project implementation and monitoring plans:** they are able to work with the M&E unit and Heads of Programs to track progress towards reaching the projects behavioural change objectives.

PIN uses school-based PSS activities within its Education in Emergencies programming and in early recovery contexts as a complementary intervention to supporting provision of quality formal education.

### Example text for proposals:

School-based psychosocial support helps children cope with crises, manage their emotions and learn to cultivate healthy relationships. Group-based psychosocial activities, administered by PSS facilitators in school environment, will positively impact most children and encourage healing, trust and a sense of security. However, a small percentage of children may display aggressive, withdrawn, or other behaviours that are suggestive of deeper problems. The role of PSS facilitators is to identify and refer at-risk children to mental health specialists. PSS sessions will provide well-balanced program combining artistic activities (drama, music, dance, stories, and painting) and sports with activities and games focusing on relationship building, stress management, identification of feelings and emotions, conflict resolution and non-violent communication. The PSS after-school sessions will be complemented by:

- **awareness raising on existing security risks** (e.g. mine-risk education, evacuation routes and plans, first aid etc.);
- **life skills training** (e.g. health care, hygiene promotion, child rights and child protection, etc.); and
- in some cases also **catch up and remedial classes** for children who have missed out school for substantial period of time.

Well-resourced PSS facilitators will be capable of creating these restorative environments and affirming the principle of do no harm through promoting positive discipline practices, children participation and empowerment. PSS facilitators will receive support through initial training, supervision and continuous feedback by PIN field staff to ensure that the PSS activities abide PIN's Quality Standard for school-based PSS activities. Each PIN education field officer is responsible for a group of PSS facilitators. They jointly create a schedule for PSS activities and plan for session observation of individual PSS facilitators and subsequent feedback. In addition, regular **PSS sessions for facilitators** will be organised to support them to deal with stress and adversity.

*PIN provides incentives for PSS facilitators only if neither the government nor the local community are able to cover these costs. If this is the case, then include following statement in the proposal:* The project will provide incentives for PSS facilitators adequate to the local needs and salary levels and in compliance with **Education or Protection Cluster or Ministry of Education** (select the relevant one) guidance and standards.

Regular PSS activities will be provided to age and gender appropriate groups of 20-25 children for a period of **x** months with a frequency of at least **x**-times per week. *Ideally, PSS should be provided for at least 1 school year, i.e. 9-10 months, while minimum period is 1 semester (5 months) with a frequency at least 3-times per week.* Target communities and schools will be selected based on the following criteria **please specify** (e.g. % of IDPs in the community, severely affected by conflict, overcrowded school with large class size, no support provided by other stakeholders, etc.). Children will be selected in line with the vulnerability criteria including **please specify based on your needs assessment data**, e.g. age group, gender/ethnic/displacement status composition.



YES NO N/A

PROPOSAL WRITING				
1	Is it clearly justified why PSS is needed and what do we want to achieve?	Y	N	N/A
2	Is the targeting of PSS activities clearly described, including the community, school and children selection criteria and planned awareness campaign for parents/caregivers?	Y	N	N/A
3	Is the duration and frequency of PSS activities clearly described? I.e. how often (how many times per week) will individual children have access to PSS and what will be the overall duration of the PSS support (number of months).	Y	N	N/A
4	Is it stated how the PSS facilitators will be selected, remunerated and trained? Including details on selection criteria, training content and duration, incentives, etc.	Y	N	N/A
BUDGET PREPARATION				
1	Is the number of PSS facilitators required based on a calculation of total number of target children, number of groups (20-25 children per group), number of schools, PSS duration and frequency?	Y	N	N/A
2	Have an adequate number of recreation kits (equipment for sports) and school-in-a-box kits (equipment for artistic activities) been budgeted based on number of schools and target children? <i>On average one UNICEF recreation kit should serve to 90 children and one UNICEF school-in-a-box kit to 1 teacher and 40 pupils.</i>	Y	N	N/A
3	Are incentives for PSS facilitators in line with Education Cluster/MoE guidelines?	Y	N	N/A
ACTIVITY PREPARATION AND IMPLEMENTATION				
<i>This section can be printed out and used for PSS observation and giving feedback to PIN education field officers or education project managers.</i>				
PREPARATION				
1	Have the target children been identified and selected based on an in-depth needs assessment, transparent and needs-based community and school selection criteria?	Y	N	N/A
2	Were all the parents and caregivers of school-aged children in the community informed about the PSS activities and invited to send their children?	Y	N	N/A
3	Have the facilitators been selected with respect to the composition of target children? <i>I.e. male-to-female ratio, ethnic/religious/language groups, displacement status, etc.</i>	Y	N	N/A
4	Did all the facilitators successfully complete PIN training for PSS facilitators?	Y	N	N/A
5	Have all the PSS facilitators signed a Code of Conduct?	Y	N	N/A
6	Was an awareness session organized for parents and children on Code of Conduct for teachers and PSS facilitators and complaint response mechanism? (incl. child-friendly version of the CoC)	Y	N	N/A
7	Is the venue for PSS activities safe and conducive for group activities with children? <i>E.g. enough space, not too hot/cold, clean, equipped with gender separated WASH facilities, etc.</i>	Y	N	N/A
8	Were the recreation kits and other supplies provided in adequate quantity to the number of children?	Y	N	N/A
9	Did the school headmaster sign a MoU with PIN detailing the roles and responsibilities of both parties while implementing PSS?	Y	N	N/A
10	Have the PSS activities been planned for a minimum period of 1 semester (4-5 months) with a frequency at least 3-times per week?	Y	N	N/A



<b>IMPLEMENTATION</b>			
11	Is the group size smaller than 30 children? <i>Ideally 20-25 children per group.</i>	Y	N N/A
12	Is the group composition gender and age appropriate? <i>Groups contain children of similar age and if contextually required also of the same sex.</i>	Y	N N/A
13	Are positive discipline practices used throughout PSS sessions? <i>I.e. no corporal punishment, no shouting, positive reinforcement of rules, etc.</i>	Y	N N/A
14	Does the facilitator engage all children and pay attention to the needs of individual children? <i>E.g. if a child is passive, does not participate in an activity or look withdrawn, the facilitator attend to his/her needs and try to support his/her participation.</i>	Y	N N/A
15	Does the schedule include well-balanced mix of activities including arts, sports, relationship building, stress/emotion management and conflict resolution?	Y	N N/A
16	Was the session conflict sensitive? <i>E.g. no biased information on one party of the conflict, no flag drawings/military celebrating activities only, etc.</i>	Y	N N/A
17	Did the session offer time for final reflection/evaluation by children?	Y	N N/A
18	Does the facilitator have a plan for PSS session? Has it been followed?	Y	N N/A
19	Does the facilitator track individual wellbeing of children by updating PSS checklist for each group of children at least once in 2 weeks?	Y	N N/A
20	Does the PSS facilitator know in what cases and how to refer children to professional mental health care? <i>You can crosscheck by asking about number of referrals in this school.</i>	Y	N N/A
21	Are there regular (at least once a month) post-group sessions (organised by PIN) for PSS facilitators to support them in dealing with stress and adversity?	Y	N N/A
22	Is there a system in place for regular supervision/oversight by PIN education field officers?	Y	N N/A
<b>MONITORING, EVALUATION AND LEARNING</b>			
1	Do the PIN field staff and/or PSS facilitators analyse the data from the psychosocial checklists and review progress of individual children on a regular basis? <i>It can be highly motivational for field staff and PSS facilitators to take ownership of the data analysis process, so they can see the improvements they have contributed to.</i>	Y	N N/A
2	Is the psychosocial checklist format easy-to-use for the PSS facilitators?	Y	N N/A
3	Does the Project Manager, Program Manager or M&E Officer conduct a monitoring visit, using the implementation checklist above, to check the performance of PIN field staff and the PSS facilitators on a regular basis?	Y	N N/A
4	Does the Project Manager, Program Manager or M&E Officer check on a regular basis that the target children and their parents know how to complain if they are not happy with the behaviour of the PSS facilitator or PIN field staff? <i>This should be considered in the design of the Complaint Response Mechanism of the project and Code of Conduct of PSS facilitators.</i>	Y	N N/A
5	Are there regular sessions between the project team and an M&E officer ensuring that the monitoring data are used for learning and project improvement?	Y	N N/A
6	Are PSS facilitators and PIN project staff aware of basic principles of collecting, managing and using sensitive data on children's psychosocial status, case referral etc.?	Y	N N/A
7	Is there a plan to measure children's psychosocial wellbeing before, during and after the intervention to demonstrate the impact of the intervention (e.g. through SDQ or other tools)?	Y	N N/A



> Do you have a suggestion for improving the checklist's content? Let us know: [resource@peopleinneed.cz](mailto:resource@peopleinneed.cz)