



QUALITY STANDARDS CHECKLIST FOR THE SCHOOL REHABILITATION

The Quality Standard Checklists are intended to provide simple guidance on minimum standards for conducting the activity covered. They include questions to check that every stage of the process has been completed properly – from inclusion in the proposal, to budgeting, implementation and M&E. Ideally, the checklist would be read and used by Country Programme staff from start to finish, but it is also possible to use only selected sections as needed.

Introduction

1.1. Rehabilitation

School and/or Child Friendly Space (CFS) rehabilitation is conducted in order to ensure that the learning environment in supported school/CFS is safe, conducive to learning, inclusive and supports student and teacher well-being. Rehabilitation includes the assessment of needs at intervals throughout the project period in addition to physical reparation/renovation of school/CFS structures to meet contextualized INEE Minimum Standards (MS) where necessary. Schools/CFS are also retrofitted, where relevant, to improve safety (i.e. reinforced windows and doors) and WASH facilities improved to ensure disability and gender sensitivity and an inclusive school environment. School/CFS rehabilitation serves to increase community ownership of project activities and helps to create a positive relationship with schools, education authorities and communities more widely.

1.2 Who is this Checklist for?

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

- **When preparing new proposals:** they are able to check the quality of the narrative regarding school rehabilitation and that everything is correctly budgeted for;
- **When in the field:** they are able to conduct thorough observations before, during and after school rehabilitation and are able to provide feedback that can be used to improve quality of programming (this section can also be translated into the 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 Programmes to track progress towards reaching the projects behavioural change objectives.

1.3 Example text for proposals:

In **insert name of country, region, town/village**, educational infrastructure has been **damaged/destroyed** (*choose correct term*) by **insert reasons schools need rehabilitation** (*this might be: conflict/heavy fighting, natural disaster, dereliction due to lack of funding etc. If you have relevant data include the # or % of schools damaged and scale of the damage*). The lack of educational infrastructure means that children are **not able to attend school or that existing school buildings are not of adequate quality, are unsafe or are unconducive to learning and wellbeing** (*select appropriate consequence, which may be a combination of factors*).



PIN engage in school/Child Friendly Space (CFS) (*select appropriate term*) rehabilitation activities in order to ensure that the learning environment in supported schools/CFS is safe, inclusive, conducive to learning and supports student and teacher well-being. Rehabilitation includes the assessment of needs at intervals throughout the project period in addition to physical reparation/renovation of school/CFS structures to meet contextualized INEE Minimum Standards (MS) where necessary. Where required, school/CFS are also retrofitted to improve safety (i.e. reinforced windows and doors) and WASH facilities improved to ensure disability and gender sensitivity and an inclusive school/CFS environment. School/CFS rehabilitation serves to increase community ownership of project activities and helps to create a positive relationship with schools, education authorities and communities more widely.

Schools/CFS are selected for support based on insert information on specific country programme's Standard Operating Procedure (SOP) for School Selection or insert information on criteria used in selection of schools.

Prior to initiating the rehabilitation process, PIN coordinate with insert body/ies with knowledge of school's needs and priorities (*usually this is the school head teacher, and may also include local education authorities*) to understand priority needs of the individual school/CFS and ensure a community-led process from the outset. A PIN Engineer verifies the technical rehabilitation needs of the school/CFS and supports schools to prioritise areas for work. PIN ensure that rehabilitation work consider the need for access and participation of all children and teachers, regardless of their age, gender, ethnicity, religion, sexual orientation, disability, residency status, HIV status or other factor. Rehabilitation works are designed to accommodate differences, in particular through provision of disability access, gender and disability sensitive WASH facilities and appropriate classroom design that ensures a safe, secure and child-friendly environment that promotes the protection and learning of all children and teachers. A Rehabilitation Supervisory Committee comprised of insert members of a committee (*it is suggested that membership includes: the Head Teacher, local education authorities, teachers, parents and students, where possible*) is established to supervise ongoing construction/maintenance (*select relevant term*) works to ensure that local stakeholders lead the monitoring process and ensure quality and relevance of works at the local level. Rehabilitation works are conducted, where possible, during the school holidays to avoid disruption to the school/CFS schedule.

YES NO N/A

PROPOSAL WRITING				
1	Is it clearly justified why school rehabilitation is needed and what we want to achieve?	Y	N	N/A
2	Have inclusion aspects been included in the project narrative i.e. the need to ensure access for all (disability access, gender sensitivity etc)?	Y	N	N/A
3	Is the process for the identification of rehabilitation needs clearly described, including the selection criteria for schools/CFS?	Y	N	N/A
4	Is the process for monitoring rehabilitation works clearly described (and does it include reference to an Engineer for technical specifications)?	Y	N	N/A
5	If relevant, has the process for supplier selection been clearly outlined?	Y	N	N/A
BUDGET PREPARATION				
1	Are the costs for the rehabilitation clearly laid out and based on needs (i.e. have the following been considered (i) market costs of local materials, (ii) required time allocation and related costs for staffing/supervision, (ii) need for transporting goods)?	Y	N	N/A
2	Have required expertise been taken into consideration in budgeting for rehabilitation works (i.e. is a Civil Engineer included in the budget for the required time period)?	Y	N	N/A



ACTIVITY PREPARATION AND IMPLEMENTATION				
<i>This section can be printed out and used for rehabilitation observation and giving feedback to PIN education field officers or education project managers.</i>				
PREPARATION				
1	Assessment, Coordination and Planning			
1a	Has/have the target school/s/CFS been identified and selected based on an in-depth, transparent rehabilitation needs assessment and needs-based selection criteria?	Y	N	N/A
1b	Have other actors operating in the area been engaged in the needs assessment process and has a plan been put in place to coordinate with these actors?	Y	N	N/A
1c	Was the rehabilitation contractor selected through a transparent process, including a clear selection/tender process that was available to all stakeholders?	Y	N	N/A
1d	Were the parents and caregivers of school-aged children in the community informed about the rehabilitation activities and invited to participate in the identification of needs?	Y	N	N/A
1e	Has a rehabilitation supervisory committee been established to monitor rehabilitation works? <i>It is recommended that the committee consist of a qualified Engineer, local education authority member, head teacher, teachers, parents and students, where possible</i>	Y	N	N/A
1f	Does the rehabilitation committee/persons responsible for monitoring rehabilitation works have a clear understanding of the purpose of the works, their roles and responsibilities in monitoring progress and quality and the reporting lines for tracking progress and reporting concerns?	Y	N	N/A
1g	Has the rehabilitation committee been provided with a clear checklist (developed by a qualified engineer) for checking progress and quality of rehabilitation works? <i>The Implementation of this checklist can be used for this purpose</i>	Y	N	N/A
IMPLEMENTATION				
2	Space, Structure and Safety Requirements			
2a	Is the rehabilitation committee using a clear checklist (developed by a qualified engineer) for checking progress and quality of rehabilitation works? <i>The Implementation of this checklist can be used for this purpose</i>	Y	N	N/A
2b	Is the school/CFS structurally safe? <i>Note that structures must be assessed by a civil engineer when responding to this question</i>	Y	N	N/A
2c	Are there any signs of structural damage to the building? <i>This includes: physical damage to classrooms, walls, doors, ceilings, windows, floors, indoor/outdoor space, school staff/admin offices</i>	Y	N	N/A
2d	Are all classrooms a suitable size, and adequately furnished, for the number of students? <i>Ideally, classrooms should be able to accommodate up to 30 students. Classrooms should have enough desk spaces and chairs to accommodate all students</i>	Y	N	N/A
2e	Is the outdoor space in the school/CFS safe and suitable for group activities with children? <i>Consider: is it large enough for recreational activities, is it appropriately surfaced (relatively flat and without hazards) and is it clean?</i>	Y	N	N/A
2f	Is the school/CFS accessible for persons with disabilities? <i>Consider: i.e. are there ramps into the school, into all classrooms; is there an adequate path into and around the school compound that is suitable for wheelchairs, are there disability sensitive WASH facilities?</i>	Y	N	N/A
2g	Is there a boundary wall surrounding the school/CFS and are there clearly marked emergency exits?	Y	N	N/A
2h	Is there a working fire or emergency alarm and are there an adequate number of fire extinguishers in the school? <i>Be sure to check that the alarm works. It is recommended that there is one fire extinguisher per classroom and one in all communal spaces.</i>	Y	N	N/A



2i	Are windows and doors secured and/or fitted with safety measures? <i>Consider: are there any broken windows/doors, can windows and doors be locked, have windows/doors been fortified i.e. polycarbon windows/fortified doors?</i>	Y	N	N/A
2j	Does the school/CFS have a secure storage area to keep materials/equipment safe? If not, is a guard available to ensure safety of materials/equipment?	Y	N	N/A
2k	Has the school/CFS been marked and secured to indicate that it is a space for children? <i>NB: this is only relevant if doing this does NOT put children at risk. This may involve, if appropriate and safe to do so, providing GPS coordinates of the CFS to the relevant authorities/both sides of the conflict together with a letter indicating the neutrality of the space</i>	Y	N	N/A
3	Environment Conducive to Learning and Wellbeing			
3a	Are all lights working in all classrooms and school/CFS spaces?	Y	N	N/A
3b	Is there adequate heating and/or ventilation throughout the school?	Y	N	N/A
3c	Is the paint work (inside and outside) in good condition and is it damp-proof?	Y	N	N/A
3d	Do the roof and ceiling prevent moisture and heat from entering classrooms and is rain water properly drained from the roof?	Y	N	N/A
3e	Is there adequate space for teachers in the school?	Y	N	N/A
4	WASH Facilities			
4a	Does the school/CFS have adequate gender sensitive WASH facilities (Consider the following: are there separate bathrooms/toilets for girls and boys; do all the toilets have working locks; are there an adequate number of bathrooms/toilets for all children <i>(it is recommended that there is at least one toilet for every 30 boys and one toilet for every 30 girls)</i> ; are there adequate handwashing facilities available for all students <i>(it is recommended that 3 litres of water is available/student/day)</i> ?)	Y	N	N/A
4b	Is there a safe potable water supply to the school and do all children and school staff have access to safe poable water for drinking and handwashing?	Y	N	N/A
4c	Is there effective and suitable drainage in the school/CFS?	Y	N	N/A
MONITORING, EVALUATION AND LEARNING				
1	Has a rehabilitation supervisory committee been established to monitor rehabilitation works? <i>It is recommended that the committee consist of a qualified Engineer, local education authority member, head teacher, teachers, parents and students, where possible</i>	Y	N	N/A
2	Does the Project Manager, M&E/Education Officer or Engineer conduct a monitoring visit, using the implementation checklist above, to check the quality of rehabilitation works on a regular basis (at least once a quarter)?	Y	N	N/A
3	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 rehabilitation works and/or infrastructure of the school? <i>This should be considered in the design of the Complaint Response Mechanism of the project</i>	Y	N	N/A
4	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
5	Is there a plan to measure perceptions of school infrastructure before, during and after the rehabilitation works to demonstrate the impact of the intervention?	Y	N	N/A

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