



QUALITY STANDARDS CHECKLIST CROSS-CUTTING THEMES IN EDUCATION IN EMERGENCIES (EIE)

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

- **When preparing new proposals:** they are able to check that cross-cutting themes have been properly reflected in the project design and are correctly budgeted for;
- **When in the field:** they are able to monitor whether cross-cutting themes are properly integrated into project activities and meet required standards;
- **When reviewing project implementation and monitoring plans:** they are able to work with the M&E unit and Heads of Programs to track whether the integration of cross-cutting themes is having an impact.

PIN considers it essential that **cross-cutting themes are integrated** into its Education in Emergencies programming as a means of improving **accountability** to populations and improving the impact of its activities, particularly in relation to the provision of **inclusive and quality** formal education and support to children's safety and wellbeing.

This checklist, therefore, aims to help integrate cross-cutting themes and support the quality of our EiE programming. Cross-cutting themes in this Checklist include (i) Conflict Sensitive Education, (ii) Child Protection, (iii) Inclusion, Gender and Age, (iv) Child Participation and (v) Coordination and Integration. The list is not exhaustive, but aims to provide some basic minimum standards and highlight gaps in our programming.

Section 1: Conflict Sensitive Education

	Question	Response		Comments
1	Does the project include a conflict analysis? <i>If 'No' why? If 'Yes' how was this done and who was involved?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2	Do all children ¹ from the affected community benefit from the project? <i>If 'No', who does not benefit?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3	Is the project's targeting or selection criteria inclusive and transparent? <i>If 'No' why not? If 'Yes' in what way was it inclusive and transparent?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4	Has the project considered any negative impacts of its activities, either on the target community or other stakeholders? <i>For example: could the project create tensions over staffing, resources or accessibility to services? Is the</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

¹ See note on Section 1



	<p><i>procurement process fair and transparent? How does business created through the project affect the community? Does the project in any way legitimise or support a particular ideology or authority?</i></p> <p><i>If 'Yes' what are the potential negative impacts and how are they being mitigated?</i></p>			
5	<p>Does the project identify and aim to support positive connections between communities or individuals?</p> <p><i>If 'yes', how will this be achieved?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	
6	<p>Is the teacher selection, recruitment, remuneration and training process transparent, participatory, and unbiased?</p> <p><i>If 'yes', how? If 'no', what is the potential impact of this and how will it be mitigated?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	
7	<p>Has there been a process to ensure that curricula and teaching material are free of biased content?</p> <p><i>If 'yes', how was this done and by whom? If 'no', how will this be addressed?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	

Section 2: Child Protection

	Question	Response		Comments
8	<p>Does the project include an assessment of main Child Protection (CP) issues and concerns in the project area?</p> <p><i>If 'yes', how have the findings been followed up/addressed (and how are they being measured)? If 'no', why not?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	
9	<p>Does the project include specific activities aimed at addressing CP issues identified in the assessment?</p> <p><i>For example, case management, establishment of child or youth support groups, Mine Risk Education etc. This may also include advocacy on a specific CP concern.</i></p> <p><i>If 'yes', what CP services are being provided and how are they integrated with the project's education activities?</i></p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	



10	Does the project aim to challenge any harmful cultural practices to children? <i>E.g: child marriage, child labour, harassment, child abuse, recruitment into armed groups, discrimination against certain groups/individuals.</i> <i>If 'yes', how is this being addressed?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
11	Have teachers and all persons working with children signed a Code of Conduct (and completed required background checks)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
12	Have teachers and other relevant stakeholders received training in CP, including the referral of specific cases requiring specialised support? <i>If yes, what training? If not, is this planned?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
13	Does the project explicitly target the most vulnerable groups of children (i.e. orphans, children with disabilities/SEN, separated/unaccompanied children, children with real or perceived linkage with armed groups, pregnant adolescents etc.)? <i>If 'yes', how are they being supported?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
14	Is there a CRM in place and have children received clear and child-friendly information about reporting mechanisms? <i>If 'Yes' how has this information been shared?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Section 3: Inclusion, Gender and Age²

	Question	Response		Comments
15	Were a wide range of men, women and children - including vulnerable groups - included in the assessment, planning and implementation of the project?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

² Note that in this section, when referring to 'a wide range of' people or 'all' children, this includes boys, girls, youth and adults of all ages, persons with disabilities/health concerns and special education needs, persons of different economic backgrounds, ethnicities, religions, language speakers etc. The specifications of 'vulnerable groups' should be according to your specific context, but may include any of the above in addition to but not limited to: orphans, female- or child-headed households, low-income households, persons engaged in child labour or child marriage, ex-combatants etc.



	<p><i>See footnote for more information on who should be included.</i></p> <p><i>If 'No' why? If 'Yes' how were they involved in each stage?</i></p>			
16	<p>Does the project include accountability mechanisms which are appropriate to men, women and all children?</p> <p><i>See footnote.</i></p> <p><i>If 'yes', how are they appropriate to all? If 'no', how will this be addressed?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
17	<p>Does the project aim to address the identified barriers to education for all children?</p> <p><i>E.g. cultural practices, physical and psychological access, safety and wellbeing to and in school.</i></p> <p><i>If 'No' why? If 'Yes' how?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
18	<p>Is data disaggregated by age, sex, residency status and ability?</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
19	<p>Is the composition of project staff (organisational staff and teachers) representative of the community (male, female, persons with disabilities, different language speakers/ethnicities etc)?</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
20	<p>Does the project include activities that actively promote gender equality and inclusion of all?</p> <p><i>If 'No' why? If 'Yes' what activities?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
21	<p>Are school and WASH facilities gender-, age- and disability-sensitive?</p> <p><i>E.g. access to, and space within, learning site, classrooms and all facilities for persons with disabilities; sufficient desks and chairs at appropriate height for learners; sufficient latrines and handwashing facilities, segregated by gender and at appropriate height for young children; awareness on menstrual hygiene, etc</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	



Section 4: Child Participation

	Question	Response		Comments
22	<p>Are boys and girls of all ages included in project planning and monitoring in a meaningful way?</p> <p><i>NB: This means that they actively participate in child-friendly and child-led activities to gather information and feedback about their needs and opinions on the project in a collaborative way and that their feedback has been documented.</i></p> <p><i>If yes, how are they included and how are these activities child-friendly?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
23	<p>Are there any activities in the project that are specifically led by children?</p> <p><i>If yes, what activity? If not, is there a possibility to do this?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
24	<p>Has children's feedback fed back into or influenced project design and implementation?</p> <p><i>If 'yes', what changes have been made based on children's feedback and how have they been informed about the use of their feedback? If 'no', why has their feedback not been used?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Section 5: Coordination and Integration

25	<p>Are project activities and plans coordinated with other relevant sectors (CP, health, nutrition, food security and livelihoods) to improve collaboration and integration of services for children?</p> <p><i>NB: This does not only refer to information sharing, but identification of areas for collaboration and value added and action towards more integrated services.</i></p> <p><i>If yes, what are the links and how are activities coordinated? If not, how can the project be more integrated and better coordinated?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
----	---	------------------------------	-----------------------------	--