**SCHOOL AND LEARNING SPACE OBSERVATION CHECKLIST**

Purpose: This checklist is directly linked to the Education indicators on Indikit.net, which are formulated around the **Inter-agency Network for Education in Emergencies (INEE)** [**Minimum Standards**](https://inee.org/standards) (MS) and related INEE **Indicator Framework** and ECHO indicators. It is a simple tool through which to measure the education indicators on IndiKit, particularly those that require the **direct observation of activities in schools and learning spaces**. Whilst it supports the direct measurement of these indicators, it also includes additional parameters that may not be required but are helpful to consider and measure to ensure programme quality and adherence to the Minimum Standards.

Who this document is for: This checklist was developed for **Education or Child Protection Project Managers, MEAL staff** or other programme staff responsible for ensuring effective and high quality measurement of project indicators.

When to use it: This checklist should be used **when measuring the related indicators**, for example:

* To collect baseline/endline data
* To measure progress towards achieving the indicators’ targets
* To ensure all observable considerations towards the indicator progress are measured

How to use it:

The checklist can be used in full, from start to finish, if a broad overview of programmatic quality and adherence to Minimum Standards is the end goal. It can also be used in part, by selecting the appropriate section of the checklist that relates to the specific indicator being measured.

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| **INDICATOR** | **QUESTIONS** | | **YES** | **PARTLY** | **NO** | **COMMENTS** |
| **Domain 1: Foundational Standards for a Quality Response** | | | | | | |
| **Standard 1: Participation** | | | | | | |
| Feedback Mechanisms | 1.1 | Do project participants have the ability to provide feedback? *Are CFRM posters displayed in the school? Are there CFRM boxes with paper and pens to make suggestions/provide feedback? Do CFRM posters use pictures and simple words that are easy for children and low-literacy individuals to understand?* | Y | P | N | * CFRM posters are visible * CFRM posters are child friendly * CFRM posters are in languages used by students, parents/caregivers and school/learning space staff * CFRM material is understandable for illiterate adults and children * CFRM suggestion boxes are available |
| **Domain 2: Access and Learning Environment** | | | | | | |
| **Standard 8: Equal and Equitable Access** | | | | | | |
| Net attendance rate (INEE Indicator 2.1) | 2.1 | Are attendance rates being recorded in an accurate way? *Check attendance records (i) are being taken on a regular basis and (ii) to identify whether children recorded as attending are physically present during the entire class period* | Y | P | N | * Attendance is being taken on a regular basis * Children recorded as attending are physically present during the entire class period |
| 2.2 | Are more than [80%] of enrolled children attending the class during the spot check? *Record the percentage of children enrolled in the school or learning space who are physically present during the spot-check* | Y | P | N | # enrolled children: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  # enrolled children attending during spot check: \_\_\_\_\_\_\_\_\_\_\_  % of enrolled children attending during spot check: \_\_\_\_\_\_\_% |
| 2.3 | Is the class/session composition gender and age appropriate?  *Classes contain children of similar age and have an equal number of male:female children. If contextually appropriate, sessions are separate for male and female students. Record the male:female ratio of children under ‘comments’* | Y | P | N | # boys/male students in class/session: \_\_\_\_\_\_\_\_\_  # girls/female students in class/session:\_\_\_\_\_\_\_\_\_   * Class is gender appropriate * Class is age appropriate   + No underage children   + No overage children |
| **Standard 9: Protection and Wellbeing** | | | | | | |
| Psycho-social Support Activities (INEE Indicator 2.3) | 3.1 | Is a schedule of PSS activities available at the learning space?  *Review school/learning space schedule of PSS sessions, if available. Please state how often in comments.* | Y | P | N | * Learning space schedule is posted   PSS activities are held:   * 1 PSS session/day * 2 or more PSS sessions/week * 1 PSS session/week * Less than 1 PSS session/week   Length of each PSS session: \_\_\_\_\_\_\_\_\_hour |
| 3.2 | Are the PSS activities structured? | Y | P | N | * Session plans exist   Sessions plans include:   * An introductory activity * A main activity * Time to wrap up the session |
| 3.3 | Are the PSS activities goal oriented? | Y | P | N | * Each session plan includes a goal or objective |
| **Standard 10: Facilities and Services** | | | | | | |
| Disaster Risk Reduction (INEE Indicator 2.4) | 4.1 | Is adequate safety equipment available in the school/learning centre? *Note whether equipment is easily accessible and clearly marked.* | Y | P | N | * In date fire extinguishers/fire blankets * Working fire/emergency alarm * Well stocked First Aid kit * VHF radios or other emergency communication devices * Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4.2 | Are school emergency procedures, emergency exits, and a ‘no guns’ policy/sign displayed somewhere visible for all and up to date? | Y | P | N | * Emergency/evacuation procedure * Clearly marked emergency exits * ‘No guns‘ signs |
| 4.3 | Are key emergency contacts identified and up to date? (e.g. line ministry, civil defence, fire station, police, medical facility, local Red Cross/Crescent or other relevant health actor, etc)? | Y | P | N | * No – 0 * Partially, not updated – 1 * Partially, updated - 2 * Yes, updated – 3 |
| Adequate school/ learning space infrastructure (INEE Indicator 2.6) | 5.1 | Is the school/learning centre space suitable for children?  *Consider: adequate space (inside and outside); ventilation; lighting; blackboards/whiteboards; not too hot/cold; clean of all hazards and rubbish.*  *NB: Accessibility and gender are covered under other questions.* | Y | P | N | Adequate:   * Inside space * Outside space * Ventilation * Lighting (including in WASH facilities) * Blackboards/whiteboards * Temperature * Cleanliness * No sharp objects |
| 5.2 | Does the school/learning centre have a secure storage area to keep materials/equipment safe?  *If not, please note if a guard available to ensure safety of materials/equipment?* | Y | P | N | * Secure storage available * Guard available |
| 5.3 | Is the route to the school/learning centre and structure of the school/learning centre building safe? *Consider: structural safety (note that structures must be assessed by a civil engineer), easy entry and exit, no unbarred windows or balconies where children can fall, stairs and steps are clear and accessible* | Y | P | N | * Easy and safe route to the school/learning centre * Gated compound with marked emergency exits * Safe structure of walls and ceilings * No broken windows/doors * Barred and lockable windows * Lockable doors * Safe stairs * School not used for any other purpose (medical, shelter etc) |
| 5.4 | Are the school buildings and classrooms accessible for all? *Consider the need for disability access (including visibility/tactile markers and grab rails on walkways/ramps/stairs) to the school compound, classrooms and other facilities. Also consider the need for clear signage with images so that those with limited literacy can understand them.*  *Note that WASH facilities are observed under indicator 2.7* | Y | P | N | The following are all accessible for children of all ages and people with disabilities:   * Route to school * School entrance * All classrooms * Latrines * Handwashing facilities * Playground * Staff room/offices * Library   Clear signs are used to indicate where key facilities are:   * School entrance * All classrooms * Latrines * Handwashing facilities * Playground * Staff room/offices * Library |
| 5.5 | Is there adequate furniture (tables and chairs) for all students and teachers? *Observe the classrooms to see if all students have a chair and a place at a desk during the lesson, and that the chairs and desks are at an appropriate height for the children (including those in wheelchairs). Furniture should be able to be moved around easily to accommodate group work.* | Y | P | N | Adequate:   * Tables: children * Chairs: children * Teacher table * Teacher chair * Table height |
| 5.6 | Are the buildings made from sustainable materials?  *Check that the buildings aren’t made from materials that would deplete local natural resources (e.g wood in areas with high deforestation)* | Y | P | N | Constuction materials:   * Wood * Concrete * Mud * Stone * Bricks |
| 5.7 | Does the school/learning space use sustainable energy? *Consider energy used for heating and cooling as well as for lighting.* | Y | P | N | Energy source for lighting:   * Solar * Generator * Electricity mains/grid power source   Energy source for heating/cooling:   * Solar * Generator * Electricity mains/grid power source * Stove (wood) * Stove (charcoal) |
| Access to WASH Facilities (INEE Indicator 2.7) | 6.1 | Are there an adequate number of functioning latrines, separated by gender?  *Note that latrines should be provided at a 1:30 ratio for girls and 1:60 ratio for boys (and should be divided by gender, as culturally appropriate). Adequate WASH facilities also need to be provided for teachers.* | Y | P | N | * Separate latrines are available for boys and girls * All latrines clearly marked by gender * Separate latrines are available for teachers   Ratio latrines: girls \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ratio latrines: boys\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ratio adult latrines: teachers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6.2 | Are all latrines safe for all students? *Observe the latrines to ensure they all have adequate lighting and are able to be locked.* | Y | P | N | * All latrines have adequate lighting * All latrines are able to be locked |
| 6.3 | Are all latrines accessible for all students? *Observe the location of latrines and accessibility features (including smooth and level pathways to facilities, ramps, handrails etc)* | Y | P | N | * Accessible latrines for children with disabilities * Latrines for children with disabilities are clearly marked * Ratio disability-accessible latrines: children \_\_\_\_\_\_ |
| 6.4 | Are the latrines and handwashing stations age appropriate? *Check that latrines and handwashing facilities are appropriate for younger children (correct height, etc)/* | Y | P | N | * Latrines are accessible for younger children * Handwashing facilities are accessible for younger children |
| 6.5 | Are the latrines equipped with menstrual hygiene management materials? *Check that latrines have the appropriate materials and that MHM messaging is available in the laterines.* | Y | P | N | The following are available:   * Hygiene products are provided * Rubbish bins * Soap/water * Posters with MHM messaging available |
| 6.6 | Does the school/learning space have adequate handwashing facilities available?  *Check that handwashing facilities are available, work and have a supply of water and soap. Consider whether handwashing guidance is visible and easy to understand (including images).* | Y | P | N | The following are available:   * Enough handwashing facilities for all children and teachers * Fully functioning handwashing facilities * Handwashing facilities have access to clean water * Handwashing facilities have access to soap * Handwashing facilities are accessible to all children, including correct height for all * Clear signage and guidance on when and how to wash hands * Handwashing stations include methods to control water consumption (e.g. self-closing taps) |
| 6.7 | Does the school/learning space have existing potable water sources? *Check the water sources available at the school/learning space. Consider whether the water source is considered safe or unsafe.* | Y | P | N | The main source of water is:  Safe sources:   * tube well or borehole * protected shallow well * harvested rainwater * piped water/public tap * protected spring * bottled water   Unsafe sources:   * surface water source (river, stream, pond, puddles, unprotected spring) * unprotected/ open shallow well * cart with small tank/drum * tanker-truck * other: ............................... |
| School meals/feeding (INEE Indicator 2.8) | 7.1 | Are school meals/feeding programmes provided in the target learning spaces? *If yes, where are school meals/ feeding sites located? What meals are served on-site in the programme? (breakfast, lunch, snack) What quantity and type of food are provided in the programme?* | Y | P | N | Where are the meals provided \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Meals served:   * Breakfast * Lunch * Snack   Quantity and type of food provided \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7.2 | Have infrastructure needs (cooking facilities, clean water, cooking and serving equipment, utensils, food storage /store room facilities, recordkeeping system, transportation system, clean water) at the local level been provided for? | Y | P | N | * Adequate cooking facilities * Adequate clean water * Adequate cooking and serving equipment * Adequate utensils * Food storage/store room available * Record keeping system in place |
| **Domain 3: Teaching and Learning** | | | | | | |
| [**Standard 11: Curricula**](https://inee.org/minimum-standards/standard-11) | | | | | | |
| Learning Materials (INEE Indicators 3.1 & 3.2) | 8.1 | Does each student have access to a text book?  *Please state student:textbook ratio in comments.* | Y | P | N | Student:textbook ratio\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 8.2 | Are there enough student materials and supplies available?  *Observe the students and physical space to see if all children have learning materials available that are being utilized (including notebooks, stationary, textbooks).* | Y | P | N | Children have access to following learning materials:   * Notebooks * Stationary * Textbooks * Writing utensils (pens, pencils) |
| 8.3 | Are student materials of good quality and appropriate to the context?  *Consider whether individual materials are age, culturally and disability appropriate (manipulatives, large print text books etc)* | Y | P | N | Student materials are:   * Of adequate quality * Age appropriate * Culturally appropriate * Representative of different genders, abilities, ethnicities, religions etc * Disability friendly * Unbiased in content |
| **Domain 4: Teachers and Other Education Personnel** | | | | | | |
| **Standard 15: Recruitment and Selection** | | | | | | |
| Pupil-trained teacher ratio (INEE Indicator 4.2) | 9.1 | Are there an adequate number of school/learning centre staff according to the number of target children?  *General rule:*  *under 2 years old (y/o) – 1 child:1 adult*  *between 2-4y/o – 15 children : 2 adults*  *between 5-9y/o – 20 children : 2 adults*  *between 10-12y/o – 25 children : 2 adults*  *between 13-18 – 30 children : 2 adults* | Y | P | N | Student: Teacher ratio: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Percentage of male/female teachers (INEE Indicator 4.3) | 10.1 | Have an equal number of male and female teachers been recruited? *State male:female teacher ratio in comments* | Y | P | N | Male:female teacher ratio\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Percentage of teachers from minority groups (INEE Indicator 4.4) | 11.1 | Are minority groups represented in the teaching body?  *Consider: ethnic/religious/language groups, displacement status, disability status etc* | Y | P | N |  |
| **Standard 17: Support and Supervision** | | | | | | |
| Teaching materials (ECHO KRI Indicator) | 12.1 | Are there enough teaching materials and supplies available?*Observe the teachers and physical space to see if all teachers have materials available that are being utilized. Consider whether teaching and classroom materials (including posters and reading books) are age, culturally and disability appropriate (manipulatives, large print text books etc)* | Y | P | N | * All teachers have access to teaching materials * Teaching materials are age-appropriate for children’s age * Teaching materials are disability friendly * Teaching materials are culturally appropriate * Classroom materials are age-appropriate * Classroom materials are disability friendly * Classroom materials are culturally appropriate and unbiased in content |