

## Checklist for Minimum Quality Standards for an LtP School

### Purpose

This checklist was created by the PlayMatters project team to provide guidance to assess and support schools in line with the minimum quality standards (MQS) outlined below to effectively implement Learning through Play (LtP).

### Introduction

In order to operationalize the PlayMatters definition of [Learning Through Play](#), which prioritizes active teaching and learning in an inclusive environment, it is critical to prioritize school improvements that ensure basic safety minimums at all schools. PlayMatters theorizes that schools should meet at least the “**Basic**” level of quality as defined in the table below to ensure LtP can thrive.

These standards align with the INEE Minimum Standards, primarily Domain 2: Access and Learning Environment. In summary, meeting these standards means a learning environment is free of hazards, with access to safe and sanitary toilets and referrals to additional services. Priority should be given to renovate those schools with the most safety risks identified with the use of the MQS tool to ensure the learning environment is free of hazards with access to basic facilities and learning and teaching materials. The MQS checklist serves as an LtP-project's needs assessment tool for schools to assess and prioritize domains to meet the **basic minimum level**. The analysis of this tool will enable teams to rate and prioritize schools, domains and focus areas that have the most scores at the inadequate level. The MQS checklist can be programmed in CommCare or other digital platforms for data collection and analysis. Domains may be adapted or removed, and additional domains may be added, depending on context and use-case.

As much as possible, projects should coordinate internally within your agency and with other projects to support all schools to meet basic operational safety minimums as described below and by your government or agency. In addition, local school management committees should be engaged to support maintenance of new and existing school facilities.

For material procurement, PlayMatters recommends the procurement of sustainable tools and materials that support teaching and learning in a hands on, minds on way. This can include basic materials for producing locally available materials, etc. as further described below. Moreover, the MQS for LtP in school doesn't intend to change school infrastructures through building additional classrooms and WASH facilities to meet the standards for classroom to student ratio or latrine to student ratios. These standards have been developed to primarily support teachers and learners safety in learning environments for LtP.

**End note:** Though there are things that a single project may not fully be able to do due to mandate and budgetary restrictions. These then become advocacy points for engagement with other partners and with the Ministry of Education.

**Domain 1: School Infrastructure And Safety Facilities**

| Area of focus  | Rationale   | Inadequate   | Basic Level   | Intermediate Level  | Advanced Level   |
|--|---|--|---|---|--|
| Removing urgent safety concerns and genuine hazards. No LtP activities should take place in areas that present urgent risk of harm to teachers and learners.   |   |  |   |   |  |
| <b>Light renovation/rehabilitation of school and classroom facilities.</b><br>For PM, Light renovation is defined as restoring a structure to its former state by cleaning, painting, repairing/fixing a wall, roofing, ceiling, floor, door, window etc. for the purpose of improving existing structure for safety and security reasons. | School and classroom facilities need to be safe and conducive for Learning through Play | Facilities present clear danger to teachers and learners and make learning difficult (e.g., collapsing walls, roofs, doors, windows etc) | Facilities do not present clear danger to teachers and learners (e.g., collapsing/curving/caved-in walls, windows/doors with broken or cracked glass, and collapsing roofing/ceilings, broken furniture etc.) | Facilities do not make learning uncomfortable or distracting (e.g., leaking roofs, broken window shutters, doors, etc.) | Facilities make learning easy and focused (e.g., adequate lighting and ventilation; space for learners and teachers) |
| <b>Provision of temporary shelters</b>   | If established spaces are not safe or not able to be                                    | No temporary shade/ shelter is provided to support   | Adequate shade is provided to support teaching and learning.  | Temporary structures/shelter is provided to support   | Semi-permanent/permanent structure is  |

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| <ul style="list-style-type: none"> <li>• If buildings are not deemed safe for learning</li> <li>• If there is an influx of IDPs/refugees that overwhelms existing spaces</li> <li>• If there is a natural disaster and existing spaces are damaged</li> <li>• If rehabilitation of the space is currently ongoing.</li> </ul> | <p><i>used, supportive temporary LtP spaces are needed</i></p>   | <p><i>teaching and learning</i></p>   |  | <p><i>teaching and learning</i></p>   | <p><i>provided to support teaching and learning</i></p>  |
| <p><b>Clearing of playgrounds/ fields</b></p>   | <p><i>Playgrounds and fields might be needed for LtP activities and outdoor classroom extension spaces</i></p> | <p><i>Playgrounds and fields present clear danger to teachers and learners and can't be used as outdoor classroom extension spaces to support teaching and learning</i></p> | <p><i>Hazardous materials (broken glass, thorns, ditches, needles, holes, open pits, rusted nails, metal scraps, including damaged playground equipment) available</i></p> | <p><i>Playgrounds/ fields are safe to hold outdoor activities</i></p>               | <p><i>Playgrounds/ fields are safe and equipped with materials to hold outdoor activities.</i></p> |
| <p><b>Supporting accessibility</b></p>  | <p><i>School facilities should be accessible to</i></p>  | <p><i>School facilities not accessible to persons with disabilities</i></p>   | <p><i>School facilities have safe temporary accessibility</i></p>  | <p><i>School facilities have safe semi-permanent accessibility ramps (e.g.,</i></p> | <p><i>School facilities have safe permanent accessibility ramps (e.g.,</i></p>                     |



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|  | <i>persons with disabilities</i>  |   | <i>ramps (e.g., wooden ramps)</i>   | <i>built with stone and mud)</i>   | <i>concrete ramps)</i>   |
| <b>School fencing</b>  | <i>LtP spaces are marked by visible protective boundaries and clear signs</i>     | <i>LtP spaces have no clear signs, visible protective boundary, and fencing</i>                                   | <i>School boundaries and in particular learning spaces and outdoor play areas are protected with local fencing such as plants/hedge</i> | <i>School boundaries are fenced with locally available materials such as, stone, wood/sticks</i> | <i>School boundaries are fenced with standard materials such as mesh wire.</i>   |
| <b>Fire Safety (advocacy point with appropriate government department)</b> | <i>LtP spaces must be free from hazards and prepared for possible emergencies</i> | <i>LtP spaces have no access to any form of fire safety and/or emergency provisions (e.g., fire extinguisher)</i> | <i>LtP spaces have an up-to-date emergency contact information and clear fire exist in case of fire emergency</i>                       | <i>LtP spaces have School Improvement Plan (SIP) to add fire extinguisher equipment</i>          | <i>LtP spaces have access to fire extinguishers and thunder arrest installed</i> |

### **Domain 2: School WASH Facilities**

| <i>Area of focus</i>  | <i>Rationale</i>  | <i>Inadequate</i>   | <i>Basic Level</i>  | <i>Intermediate Level</i>   | <i>Advanced Level</i>   |
|---|---|---|---|---|---|
| <i>Removing urgent safety concerns and hazards. Improvement to WASH facilities is needed to ensure equal access for boys and girls and other children with special needs to school. (Strong advocacy point with WASH partner)</i> |   |   |   |   |   |
| <b>Rehabilitation of latrines. (advocacy point with WASH partner)</b>   | <i>Sanitation facilities should be accessible to boys, girls, and children with disabilities. and should maintain privacy, dignity, and safety.</i> | <i>Schools have no access to gender segregated latrines</i> | <i>Gender segregated latrines do not present danger to learners and teachers (e.g., cracked seats, walls, roofs, broken doors/windows etc.)</i> | <i>Latrines are gender segregated and inclusive for children with disabilities and have lockable doors from inside.</i> | <i>Latrines are gender segregated, inclusive and with lockable doors inside, with adequate lighting. and hygiene disposal facilities.</i> |

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| <p><b>Rehabilitation of hand washing facilities.</b><br/>This activity will be valid only if there is an existing handwashing facility that needs to be rehabilitated. If there is no hand washing facility, PM can't construct a handwashing facility but advocate for WASH partner to support.</p> | <p>Adequate quantities of safe water and appropriate sanitation facilities are provided for personal hygiene and protection,</p> | <p>Handwashing facilities present a danger to learners and teachers.</p> | <p>Handwashing facilities do not present danger to learners and teachers (e.g., water stand/ water taps/ pipes falling)</p> | <p>Handwashing facilities are safe, inclusive closely located to latrines and have handwashing soap.</p>     | <p>Handwashing facilities are safe, inclusive, closely located to latrine and have handwashing soap and fitted with drainage system.</p> |
| <p><b>Provision of potable water and clean water containers (advocacy point with WASH partner)</b></p>   | <p>LtP spaces should have access to a safe water source.</p>   | <p>Schools have no access to drinking water</p>                          | <p>Schools have access to drinking water (using rain harvested water in containers)</p>                                     | <p>Schools have access to drinking water (using water tracking through carts)</p>                            | <p>Schools have access to drinking water (tap water)</p>   |
| <p><b>Hygiene kits for girls (advocacy point with Health/Gender partner)</b><br/>For PM, MHM kit for adolescent girls ages 10 and above should include</p>   | <p>Female learners should have access to sanitary materials to fully participate in LtP.</p>                                     | <p>Female learners have no access to sanitary materials</p>              | <p>MHM kit (reusable) is available for female learners but lacks guidance</p>   | <p>MHM kit (reusable) is available for female learners including guidance on effective use and disposal.</p> | <p>MHM kit (disposable) is available for female learners including guidance on effective use and disposal.</p>                           |

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| <i>a pack of reusable pads, a pair of underwear, and bars of soap to a minimum.</i> |   |  |   |  |  |
| <b>Construction of rubbish pits (advocacy point with WASH partner)</b>              | <i>LtP spaces should have safe waste disposal facilities.</i>                               | <i>Schools have no facilities for safe waste disposal</i>              | <i>Schools have rubbish pits/ designated area for safe waste disposal</i> | <i>Schools have semi-standard waste disposal facilities such as concrete barrels</i> | <i>Schools have standard waste disposal facilities such as incinerator</i> |
| <b>Removal of standing/stagnant water (advocacy point with WASH partner)</b>        | <i>LtP spaces should have drainage facilities, such as soak pits and drainage channels;</i> | <i>Schools have no drainage facilities for standing/stagnant water</i> | <i>Schools have locally made ditch/channel for drainage</i>               | <i>Schools have semi-standard drainage system built with stone</i>                   | <i>Schools have standard drainage system built with concrete</i>           |

### **Domain 3: Referral Mechanisms**

| <i>Area of focus</i>  | <i>Rationale</i>   | <i>Inadequate</i>                                | <i>Basic Level</i>  | <i>Intermediate Level</i>   | <i>Advanced Level</i>   |
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| <i>Teachers and other education personnel must use referrals to local services to support and promote learners' physical, psychosocial, and emotional well-being.</i> |  |  |   |   |   |
| <b>Service mapping/referral pathways (work in collaboration with a CP partner)</b>  | <i>To ensure that the referral system operates effectively, formal links to outside services should be established</i> | <i>Schools have no referral systems in place</i> | <i>Schools have local service maps and referral pathways developed.</i> | <i>Schools have service maps and referrals pathways with focal points printed and posted in the school compound</i> | <i>Schools have links to local service providers with functional (children have received services) referral system in place</i> |
| <b>School regulations on prevention of</b>  | <i>LtP spaces must be violence and</i>   | <i>Schools have no rules and regulations to</i>  | <i>Schools have rules and regulations</i>                               | <i>Schools have rules and regulations on</i>  | <i>Schools have functional reporting and</i>  |

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| <b>violence and abuse (work closely with a CP partner)</b> | <i>abuse free for learners to fully participate in LtP.</i>                 | <i>prevent violence and abuse</i>                                   | <i>on prevention of abuse and violence developed, printed, and posted</i>       | <i>violence and abuse prevention and regular orientation provided to learners and teachers including on <b>PM feedback mechanisms.</b></i> | <i>response system in place linked to <b>PM feedback mechanisms.</b></i>                    |
| <b>First aid kit (work closely with Health partner)</b>    | <i>LtP spaces should have access to first aid kits in case of emergency</i> | <i>Schools have no access to first aid kits during an emergency</i> | <i>Schools have a basic first aid kit and a focal point to provide support.</i> | <i>Schools have first aid kit with necessary supplies and a focal person.</i>  | <i>Schools have a first aid kit with necessary supplies, equipment, and a focal person.</i> |

#### **Domain 4: Storage and Security for Teaching and Learning Materials**

| <i>Area of focus</i>  | <i>Rationale</i>   | <i>Inadequate</i>                                       | <i>Basic Level</i>  | <i>Intermediate Level</i>  | <i>Advanced Level</i>   |
|---|--|---|---|--|---|
| <i>Safe and secure storage for Teaching and Learning Materials (TLMs) is needed to ensure sustained access to TLMs for teachers and learners for LtP.</i> |  |   |   |  |   |
| <b>Secure storage for TLMs including six bricks such as boxes, shelves, cupboards etc.,</b>   | <i>LtP spaces must have safe and secure storage for TLMs to enable LtP.</i>  | <i>Schools have no safe and secure storage for TLMs</i> | <i>Schools have basic storage facilities (boxes, shelves, etc.,) but lack safe and security measures (doors, locks etc)</i> | <i>Schools have basic storage facilities (boxes, shelves etc.,) that are safe and secure</i> | <i>Schools have adequate storage facilities (e.g., lockable metal boxes, cupboard etc.,) that are safe and secure</i> |
| <b>Storage/containers for TLMs such as plastic basins, buckets, baskets etc.</b>  | <i>LtP spaces must have safe and secure storage for TLMs to support LtP.</i> | <i>Schools have no storage/containers for TLMs</i>      | <i>Schools have inadequate containers/storages for TLMs</i>   | <i>Schools have adequate containers/storages for TLMs.</i>                                   | <i>Schools have more than adequate containers/storages for TLMs</i>   |

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| <b>System for inventory</b> | <i>LtP spaces must have proper inventory system to ensure sustained use of TLMS and accountability</i> | <i>Schools have no proper inventory system</i> | <i>Schools have inventory records and use distribution lists.</i> | <i>Schools have inventory records, use sign in/out and distribution lists for TLMs received and released to learners.</i> | <i>Schools have proper inventory system with sign in/out processes and conduct periodic review to ensure accountability.</i> |
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**Domain 5: Teaching And Learning Materials (In Addition To Six Bricks)**

| Area of focus   | Rationale  | Inadequate   | Basic Level  | Intermediate Level  | Advanced Level   |
|---|--|--|--|---|--|
| <i>Teaching and Learning Materials including six bricks are needed for classroom use by teachers and learners for LtP uptake.</i> |  |  |  |   |  |
| <b>Teacher guides, syllabus, and textbooks. (advocacy point with MoE/DEO as this is their mandate)</b>                            | <i>Teachers and learners must have access to adequate TLMS to support effective delivery of LtP.</i> | <i>Teachers and learners have no teacher guides, syllabus, and textbooks</i> | <i>Teachers have access to inadequate # of syllabus and teacher's guide. Learners have inadequate # of textbooks per learner</i> | <i>Teachers have access to adequate syllabus and teacher's guides. Learners have access to adequate # of textbooks per learner.</i> | <i>Teachers have access to more than adequate syllabus and teacher's guides. Learners have access to textbooks (1:1 ratio)</i> |
| <b>Supplementary learning materials such as Atlas, dictionary, resource/reference books etc.,</b>                                 | <i>LtP spaces must have access to adequate supplementary Teaching and Learning Materials to</i>      | <i>Teachers and learners have no access to supplementary TLMS</i>            | <i>Teachers and learners have inadequate # of supplementary/resource</i>   | <i>Teachers and learners have access to adequate # of supplementary/resource/reference books</i>                                    | <i>Teachers and learners have access to more than adequate # of supplementary/resource/reference books</i>                     |



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|   | <i>support effective delivery of LtP.</i>  |  | <i>e/reference books.</i>   | <i>including dictionaries.</i>   | <i>including dictionaries.</i>   |
| <b>Physical Education equipment such as balls, jump ropes, hula hoops, cones etc.</b>   | <i>LtP spaces and playgrounds must have indoor and outdoor play materials to support effective delivery of LtP</i> | <i>Schools have no access to physical education equipment (balls, jump ropes etc.)</i> | <i>Schools have access to an inadequate # of physical education equipment</i>           | <i>Schools have access to adequate # of physical education equipment.</i>                      | <i>Schools have access to more than adequate # of physical education equipment that is inclusive of all genders, ages and ability levels</i> |
| <b>Materials to make TLMs such as paint, brush, glue, cardboard papers, markers, tape etc.</b>  | <i>Teachers and learners must have access to adequate TLMs to support effective delivery of LtP.</i>               | <i>Classrooms have no access to materials to support the production of TLMs</i>        | <i>Classrooms have access to inadequate materials to support the production of TLMs</i> | <i>Classrooms have access to adequate materials to support the production of TLMs</i>          | <i>Classrooms have access to more than adequate materials to support the production of TLMs.</i>   |
| <b>Common procurable materials such as, dice, cubes, cards, alphabet and number charts, abacus, rulers, body parts, science kits, mathematical sets, etc.</b> | <i>Teachers and learners must have access to adequate TLMs to support LtP</i>                                      | <i>Classrooms have no access to common procurable TLMs</i>                             | <i>Classrooms have access to inadequate common procurable TLMs.</i>                     | <i>Classrooms have access to adequate common procurable TLMs.</i>                              | <i>Classrooms have access to more than adequate common procurable TLMs.</i>  |
| <b>Locally available materials such as bottle caps/tops, sticks, pebbles, sand, leaves, seeds, water</b>  | <i>Teachers and learners must have access to adequate locally available materials to support</i>                   | <i>Teachers and learners have no locally available TLMs in the classroom</i>           | <i>Teachers and learners have inadequate quantity of locally available</i>              | <i>Teachers and learners have adequate quantity of locally available TLMs in the classroom</i> | <i>Teachers and learners have more than adequate quantity of locally available TLMs in the classroom</i>                                     |

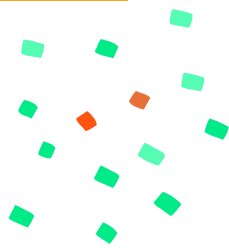


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| <b>bottles, clay, wooden blocks, empty tins, straw etc.</b> | <i>effective delivery of LtP.</i>   |  | <i>TLMs in the classroom.</i>                              |  |   |
| <b>Charts, mats to use with six Bricks</b>                  | <i>Learners must have access to adequate teaching and learning materials to support LtP uptake.</i> | <i>Learners have no access to charts/mats to use with six bricks</i> | <i>Learners have access to inadequate # of charts/mats</i> | <i>Learners have access to adequate # of charts/mats</i> | <i>Learners have access to more than adequate # of charts/mats.</i> |

### **Domain 6: Age-Appropriate School Furniture**

| <i>Area of focus</i>   | <i>Rationale</i>   | <i>Inadequate</i>   | <i>Basic Level</i>   | <i>Intermediate Level</i>   | <i>Advanced Level</i>   |
|--|--|---|--|---|---|
| <i>LtP spaces must have age-appropriate school furniture to promote equal access for boys and girls and children with special needs.</i> |  |   |  |   |   |
| <b>Repair of broken classroom furniture.</b>   | <i>If classroom furniture is not safe or adequate LtP is not able to take place</i>        | <i>Classroom furniture present clear danger to teachers and learners and make learning impossible (e.g., broken desks/tables/chairs, sharp edges, nails etc.)</i> | <i>Classroom furniture is functional and doesn't present clear danger to learners and teachers</i> | <i>Majority of the classroom furniture is appropriate for LtP</i> | <i>All classroom furniture is appropriate for LtP.</i>            |
| <b>Provision of Mats (ECD)</b>   | <i>Learners must have access to safe and adequate age and gender appropriate furniture</i> | <i>ECD learners have no access to mats</i>  | <i>ECD learners have access to inadequate # of mats</i>  | <i>ECD learners have access to adequate # of mats</i>             | <i>ECD learners have access to a more than adequate # of mats</i> |
| <b>Provision of desks and</b>  | <i>Learners must have access to</i>  | <i>Learners have no access to safe age and gender</i>   | <i>Learners have access to</i>   | <i>Learners have access to adequate safe,</i>                     | <i>Learners have access to more than</i>                          |

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| <b>chairs/benches (Primary)</b>                                     | <i>safe and adequate age and gender appropriate furniture.</i>                 | <i>appropriate furniture</i>                            | <i>inadequate safe, age and gender appropriate furniture</i>         | <i>age and gender appropriate furniture</i>                        | <i>adequate safe, age and gender appropriate furniture.</i>                  |
| <b>Provision of chair and table including cupboard for teachers</b> | <i>Teachers must have access to safe and adequate Furniture to support LtP</i> | <i>Teachers have no access to appropriate furniture</i> | <i>Teachers have access to inadequate and appropriate furniture.</i> | <i>Teachers have access to adequate and appropriate furniture.</i> | <i>Teachers have access to more than adequate and appropriate furniture.</i> |



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