





Temporary Protective Learning Spaces (TPLs) in Informal (tented) Settlements

Minimum Standards Checklist¹ - Jordan:

“DO’s and DON’Ts”

DO		DON'T	
Ensure equal and quality to education activities.		Never deny access to education activities (<i>based on nationality, ethnicity, disabilities, religion, gender, etc.</i>)	
Coordinate with the government, ESWG lead and other agencies that are implementing education programs, all types and at all levels, and ensure inter sectorial coordination and collaboration particularly with Child Protection, WASH, and Nutrition.		Never set up any educational service without coordination and in isolation.	
Ensure the maximum use of local resources (<i>particularly human, material</i>) by involving the community (<i>children, youth, women and men</i>) at all levels of programming cycle.		Never underestimate the local capacity and resources, or treat community as passive beneficiaries only.	
Ensure the mapping of local resources, capacities, indigenous practices and contextualize the information while conducting rapid assessment		Never exaggerate the information collected during the rapid assessment.	
Ensure appropriate geographical spread of temporary protective learning spaces (TPLs) which are inclusive, accessible and acceptable to all (<i>physically, culturally, and developmentally appropriate, providing adequate spaces for small groups to conduct different activities simultaneously</i>).		Never establish temporary protective learning spaces (TPLs) in close proximity to each other or too far away from the community it should serve.	
Ensure that the educational program meets the needs of affected population, and has been developed according to their needs based on “do no harm” response strategies.		Never use teaching/ instructional material which has not been developed or introduced according to the needs of affected population.	
Ensure that the access route to temporary TPLs is protective and safe, and that a child friendly environment has been provided according to the local culture, taboos and norms.		Don’t forget the principle of safety and security of all, particularly for children, while planning any service.	
Ensure the community knows the duration/type of services with clear exit strategy.		Never enlarge the community expectations through false promises.	
Ensure that the timing and nature of activities are compatible with daily routines of children and family members.		Timing and nature of the activities should not be contradictory to the daily routine of the community.	

¹ The present checklist is based on the INEE Minimum Standards for Education: Preparedness, Response, Recovery.

DO		DON'T	
Ensure that separate TPLSs sessions or activities are organized based on age groups and Gender (<i>when necessary</i>)			
Provide continuous gender sensitive supportive supervision by involving local experts, local community through effective system of monitoring.		Never “police”, only provide supportive supervision which enables a conducive teaching learning environment.	
Ensure monitoring and data collection on monthly basis (i.e. disaggregated data for enrolled, attending, dropped out students).		Monitoring and data collection frequency should not be outside the pre-defined indicators and shouldn't be intrusive and/or distract children from the learning environment.	
All ways used the available data for informed planning and decision making for future intervention.		Don't make the collected data abundant/dormant.	
Keep the student teacher/facilitator ratio according to the local standards where possible		Don't over stretch the human and environmental capacity beyond the local standards.	
Remove all the barriers at all levels (<i>policy, program and implementation</i>) that hinder the access to TPLSs for all.		Don't plan any activity without consulting local communities.	
Ensure all teachers/facilitators have received relevant, appropriate and contextualized training, mentoring and coaching on regular basis for continuous professional development. Ensure that all staff understand and adhere to the working principles of TPLSs.		Don't engage irrelevant trainers, material and forget once trained.	
Always develop transparent, user-friendly information sharing mechanism with clearly defined frequency of data sharing only with relevant people.		Information should not be so frequent and too lengthy. Information should only be shared with individuals/groups for a pre-defined and relevant purpose.	
Consider that a TPLSs can be an 'entry point' for the provision of other beneficial services (ex. health screening, PSS, CP, etc.) that can be provided in a consultative manner with children and their parents.		Don't consider TPLSs as an isolated place and/or forget that they can be a protective environment and an 'entry point' for the provision of other services with the consent of the children and their parents (i.e. health screening, PSS, CP, etc.).	
Compensate all the teachers/facilitators based on standardized financial incentives for/by all and make sure all the staff/volunteers should follow the code of conduct and standardized practices.		Don't use financial incentives to attract individuals from partners.	
Ensure free and respectful communication between teachers/facilitators and students		Always discourage favoritism between teachers/facilitators and students.	
Always encourage blanket and unified approach for incentive based on pre-defined performance criteria.		Always discourage the individual benefits particularly financial to the student and teachers/facilitators.	