**Step 4: Joint Implementation and Monitoring,**

**and Evaluation of Collaboration**

PromisingPractices & Resources from Country Clusters

The following table contains promising practices of CP-EiE Collaboration from country clusters and where available, the resources they used. Examples are categorised following the [CP-EiE Collaboration Framework](https://educationcluster.box.com/s/9mqsahd102pzwwiq7cpobxxo0jc4cmkg) structure. Global resources related to these steps are included at the end. *This is a living compilation of promising practices; if you have examples or tools to add, please* [*get in contact*](mailto:mackenzie.monserez@savethechildren.org) *with us!*

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| **4a. Define how to work together** | **4b. Collaborate to enhance response quality** | **4c. Identify and mobilise partners** | **4d. Joint Monitoring Plan and**  **4e. Evaluation of Collaboration** |
| Guidance for integrated/ complementary areas   * Multi-purpose space guidance * Integration Concept Note on pg. 6-7 of the [CP Minimum Service Package for Urban Retaken Areas](https://educationcluster.box.com/s/papp3rq4kfh2pop9rpeg8kgpvimeo4j0) (**Iraq**) * [Guidance on Multi-Purpose Child and Adolescent Centres](https://educationcluster.box.com/s/7s0xvd8xiwfpwmxsy18maby1m3aa61ip) (**Cox’s Bazaar**) * Defining and communicating key sector activities, their differentiation and complementarities. This requires clusters to meaningfully reflect on the services and how to deliver with more integration and less duplication, facilitated advocacy to Programme Sections (decision-makers), and reduced the perception of duplicative services and facilitated uptake of integrated support by the communities, e.g.:   + CFS and TLS approach (**CXB** 1 pager)   + PSS approach (**WCA**) * Guidelines for integration of CP and Education (**Sudan**) * Guidelines for implementing PSS in schools (**Libya**) * Guidelines for integrating PSS and CP into Education (**NW** **Syria**) * Contingency Plan developed collaboratively with CP and Education, outlined the roles and tasks of different partners (**Iraq** - Al Hol) * Guidance for Boarding schools/boarding houses (**Myanmar,** 2014) * Cross-cluster matrix to support joint work and clarify accountabilities between clusters **(South Sudan,** 2016/17**)**   Sectors set requirements for minimum mainstreaming / integrated activities ([**Annex 12**](https://educationcluster.box.com/s/x1knlkvrfg71hbe0c3qtdouklom553aq))   * ToRs on Mainstreaming ([**Zimbabwe**](https://educationcluster.box.com/s/pgg97uwzkg8bfr6mvd0sr790hh1dxkfb)) * Integration checklist (**Nigeria**) * PSS & CP in schools [checklist](https://educationcluster.box.com/s/jx2uvczziztjr28t1yz30hs24amnmtpa) (**South Sudan**) * [General](https://educationcluster.box.com/s/d60qa1qnile2lmiiyeyu8220qp7il4ho) example   Participation in each sector’s meetings to facilitate systematised joint approaches   * Establish focal points (x2 from each sector) to attend others’ meetings * Inviting coordinators in specific meetings to discuss inter-sectoral points **(WCARO, Somalia, Afghanistan, Nigeria, Cox’s Bazaar, oPt, Iraq)** * Joint meetings to discuss common issues; e.g. for the issue of child labour in Gaza, CP and Education held joint meetings with partners to better understand the needs of injured children and established referral systems to address this. Information sharing protocols were set up where cross-cutting information received from partners was shared from the IM to both sector coordinators **(oPt)**   Cross-sector referral mechanisms   * [Referral Pathway template and guidance](https://educationcluster.box.com/s/dcesruv5zh792gpw6wrh2vfyoso9imcu) (UNICEF **East Asia and Pacific** RO) * CP [Service Mapping tool](https://educationcluster.box.com/s/q009p5j8omx1xrxajrwgrip6xkqtnxhf) (**Somalia)** * [CP focal point in schools ToR](https://educationcluster.box.com/s/msruulnxywua7uwx1j80gmu88gmwkwsl) (**Somalia)** * [Inter-agency SOPs for CP](https://educationcluster.box.com/s/r23aeg4fvsewuhwsap281q1kn2phn69y) Case Management and Referrals **(oPt)** | Technical standards developed by one sector to support delivery of complementary / integrated activities through the other sector:   * Activity standards for integrated activities set by CP, with responsibility delineated in [Integrated Education – Child Protection Response Framework](https://educationcluster.box.com/s/lqcdj4jk7y3pefstl1nmpvhr8aosm2cl) **(Somalia)**   Technical guidance and training provided by one Cluster to support the other (recognises the technical strengths of both sectors):   * CP trains teachers on referral mechanisms (**South Sudan)** * CP trains Education partners on PSS (**South Sudan)** * CP provides training and guidance on beneficiary level data protection (**Cox’s Bazaar)** * UNICEF MRM team provided 3 field level orientations to EiE Sector partners (**Myanmar)** * CP cluster trained education cluster on MRM on tools and definitions, thereby education sector partners are sensitised and can support MRM reporting (**oPt)** * PSS and MRE trainings/capacity building for teachers are generally provided by CPiE sector partners, in close collaboration with EiE sector partners (**Myanmar)** * In response to the issue of school-based GBV, the GBV and CP AoRs participated in Education cluster meetings and contextualised guidance for schools (**Nigeria)** * Jointly developed messages and teacher training (**Nigeria)** * PSS curriculum for use in schools, adopted by MoE. CP led ToT of MoE officials on the approach of integrating PSS in classroom. The MoE then led a task team with education cluster support to develop a Mali specific PSS curriculum for primary schools (**Mali)**   Joint Accountability mechanisms   * Example of AAP mechanism (**Somalia, Mozambique)** | Partners need to know which sector they are/need to be a member of for which activity.  Communicate to implementing partners which sector is responsible for delivering which activities (& therefore if partners need to join the other sector for coordination of certain activities)  *e.g. if a partner implements community-based PSS or MRE (coordinated under CP) & PSS or MRE in schools (coordinated under Education), this partner needs to coordinate with & report to one sector for one activity, and the other sector for the other activity.* | * Clarity in HRP logframe / 4Ws instructions on how to report, e.g.   + a CP indicator that is monitored by Education (specified in HRP): “number of teachers trained on PSS”. Education partners liaise with CP to arrange the trainings and are responsible to report the teachers trained in their schools (**South Sudan)**   + Any school-based interventions should be coordinated through and reported to education cluster, as stipulated in the HRP (**oPt –** SOP for school-based interventions) * Joint Monitoring and Evaluation plan (**DRC –** Kasaï) * Joint monitoring visits with partners, beneficiaries (and potentially line ministries) (**oPt -** H2 area)   Reporting guidance for inter/cross-sectoral indicators to clarify to which sector implementing partners should report, to ensure accurate reporting and reduce double counting   * Which sector to report to, e.g. :   + **By activity**   + **By age** (e.g.15-18 years to CP, 3-14 years to education for MHPSS activities in multi-purpose space – **Cox’s Bazaar**)   + **By location**:   - School based (to education) versus community based (to CP) (**Iraq)**  - Multi-purpose space guidance note and follow up conversations with key inter-sector partners to clarify reporting lines (**Cox’s Bazaar**)  - Guidance Note on integrated EiE/CPiE programming for CFS/ TLS - guide partners on which sector to report inter-sector activities to **(Iraq)**   * + **By funding source**: Funding received through one sector, it is reported to this sector. But sectors don’t cross check/verify the other sectors reach. * Plus follow-up discussion with key inter-sector partners to clarify reporting lines (**Cox’s Bazaar**)   Aggregation indicators (**Iraq**). To change reporting lines is political, better to have the correct system to aggregate reporting, no matter which “cluster” partners submit to.  Monitoring & Evaluating the extent & quality of CP-EiE Collaboration ([Annex 14](https://educationcluster.box.com/s/x1knlkvrfg71hbe0c3qtdouklom553aq))   * [CP checklist for schools](https://educationcluster.box.com/s/pgg97uwzkg8bfr6mvd0sr790hh1dxkfb) (**Zimbabwe**) - monitoring tool to guide child protection and education sectors in identifying and bridging gaps in mainstreaming CP sensitive approaches in schooling system. The outcomes of the monitoring tool are utilised for strengthening efforts to build linkages between CP and education sectors through district and national inter sectorial coordination meetings. * Integration Checklist (**Nigeria)** * PSS & CP in schools [checklist](https://educationcluster.box.com/s/jx2uvczziztjr28t1yz30hs24amnmtpa) developed by MHPSS taskforce (**South Sudan**) * Cross-sector tagging – an additional layer in reporting that allows monitoring the extent/prevalence of integrated programming, and eventually the value-add impact **(Whole of Syria** 2019 example of 4Ws tagging for adolescents, 2018 example of 4Ws tagging for No Lost Generation) |
| **GLOBAL LEVEL RESOURCES** | | | |
| * Scenario-based considerations for the differentiation of complementary CP-EiE activities ([Annex 11](https://educationcluster.box.com/s/x1knlkvrfg71hbe0c3qtdouklom553aq)) * For gender considerations in implementation, see [INEE Guidance Note on Gender](https://inee.org/system/files/resources/INEE_GN_Gender_2019.pdf) (2019) Strategies for gender-responsive planning and implementation p. 94-97 |  | * [Localisation in Coordination](https://educationcluster.box.com/s/xzpcq0uspmwzfnjmqhlqaxturtpnqiom) **(GPC and GEC)** | * Example reporting guidance for common and complementary activities ([Annex 13](https://educationcluster.box.com/s/x1knlkvrfg71hbe0c3qtdouklom553aq)) * Guidance to establish AAP mechanism with a focus on including voices of children in schools and out of schools - **Child Participation resources** ([Annex 15](https://educationcluster.box.com/s/x1knlkvrfg71hbe0c3qtdouklom553aq)) * For gender considerations in monitoring and evaluation, see [INEE Guidance Note on Gender](https://inee.org/system/files/resources/INEE_GN_Gender_2019.pdf) (2019) Strategies for gender-responsive monitoring, and evaluation p. 42-47 |