



Step 1: Joint Needs Assessment & Analysis

Annexes to facilitate taking the collaboration “steps”

- Annex 1** Key decisions that data is needed for
- Annex 2** Examples of key data needs
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- Annex 5** Collaboration during single sector assessments – checklist for collaboration & example questions

Annex 1: Key decisions that data is needed for:

- **Response and operational decisions:** to establish priority areas of intervention, including
 - aims of the response / intended outcomes of the intervention
 - geographic scope
 - child prioritization (age, gender, type of vulnerability)
 - number of people who will be supported through the response
 - priority response activities for each sector to undertake
 - programme modalities (e.g. direct, remote, or partnering with existing actors)
 - actors who will respond
 - financial, time and human resources required for the response
 - adapting the response on the basis of new evidence, throughout the HPC
 - exit strategy / planning
- Applying for specific funding streams (OFDA, ECHO, DFID, private donors, etc.)
- **Advocacy decisions:** priority demographics (e.g. IDPs/refugees/host communities)

Annex 2: Examples of key data needs

Education data needs	Common data needs	CP data needs
	Demographic data – total population by (agreed) age categories	
	Displacement data – IDP, Refugee by age	
Enrolment and attendance rates (children in school & out of school)	Children at risk of dropping out	Children Out of School
Barriers to accessing education <ul style="list-style-type: none"> - child labour - child marriage - children with disabilities - CAAFAG - Unaccompanied and separated children - Children who are suffering from violence, neglect and/or abuse - Children without documentation 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	Child vulnerability categories <ul style="list-style-type: none"> - children engaged in labour - married children - children with disabilities - CAAFAG - Unaccompanied and separated children - Children who are suffering from violence, neglect and/or abuse - Children without documentation
Availability of qualified education personnel	Education personnel trained on child protection basics (including CP referral pathway)	Availability of qualified social work personnel
Functionality of education system		Functionality of social welfare system
Impact of attacks on education: status of schools (destruction / damage, basic amenities, school occupation by IDPs or military), teachers and students injured. Killed or abducted.	Attacks on Education; presence of armed actors in or around schools	Impact of attacks on education: children injured, killed or abducted.

Safety on the way to school as a barrier to accessing education (attendance/drop out); Access to school transportation	Distance to nearest school; Safety on the way to school Children's perceptions of risks on the way to school	Children at risk or injured on the way to school
Safety at school as a barrier to accessing education (attendance/ drop out)	Safety at school: prevalence of GBV, bullying, etc. Children's perceptions of risks at school	Children at risk or injured at school
Accessibility of education to CWD	Prevalence of disability	
Impact of MH/ psychosocial wellbeing on school attendance & learning outcomes	Prevalence of MHPSS needs among children	
Negative coping mechanisms affecting children's education	Family economic status; Access to school feeding programs	Negative family coping mechanisms affecting children
Documentation barriers to accessing education	Number or profile of children without documentation	Documentation barriers to accessing services
Number of referrals to the CP social workforce	Number of referrals received from the EDU workforce for examination/triage	Number of referrals received from the EDU workforce which were actual CP cases in need of case management
Children's experiences of the impact of the crisis on their education Children's expectations and hopes relating to learning in the context of crisis	Child Participation Children's awareness of capacities and resources available within their communities to support their learning and wellbeing Children's ideas on the design of coordinated feedback mechanisms or other accountability measures	Children's experiences of the impact of the crisis on their protection and wellbeing Children's expectations and hopes relating to their protection and wellbeing in the context of crisis

**Joint analysis of common data may entail common pivot tables, with common tagging of domains and themes (e.g.: attacks on schools, drop outs, child labour, etc.)*

Annex 3: Agree how to systematically share information between sectors

Annex 3a: Information exchange checklist

Ensure a common understanding between the two sectors and identify opportunities for information sharing / collaboration:

- Compare and align key terminology and definitions used, including children-in-need methodology used for strategies and HNOs.
- Identify common information needs (based on common response and operational needs). From this, develop key indicators that are important to both responses and can be included in data collection initiatives.
- Identify shared datasets, and data regularly collected by a single sector that should be systematically shared.
- Develop SOPs for predictable data exchange and frequency, with clear roles and responsibilities.
- Compare assessment workplans and consider opportunities for joint assessments and analysis.

Annex 3b: Example in information exchange options

Systematic information exchange

Both sectors have identified information needed for their sector's decision making and understand the data needs and data collected. Identify shared data sets and information that can be exchanged between Education and CP, and agree roles and responsibilities (SOPs) for predictable data exchange & frequency.

E.g. 1: CP actors are the primary provider of PFA trainings to teachers. This indicator is collected in the Education 3Ws and shared each month with CP.

E.g. 2: Teachers are trained to identify and refer protection cases/concerns to the CP referral pathway. Cases which (when examined by a CP actor) are legitimate and opened as social work cases are reported in the CP 3Ws and shared each month with Education.

Minimum information sharing

When you come across data that is relevant to the other cluster, it is shared on an ad-hoc basis. Type and source of data is various and sharing/receiving is unpredictable.

E.g. an education partner conducted an assessment on school drop-out; a key finding for one region is that child recruitment has increased in the location during the last period. The Education cluster forwards this to CP sub-cluster.

Annex 4: Benefits and limitations of joint and sector-specific needs assessments

	Potential Benefits	Potential Limitations
Joint Assessments	<ul style="list-style-type: none"> - Children's needs are holistic and inter-connected, and analysing them vis a vis other sectors can provide a deeper understanding of their needs and priorities - Maximises human and financial resources when doing one assessment - Capitalises on the strengths of each cluster in data collection (i.e. education assessments are often at facility level, while CP assessments are often household level) - Supports the fact that many essential data are the same between CP and education - Facilitates identification of opportunities for collaboration and integrated programming (e.g. with referrals, sharing expertise, etc.) - Enhances Cross-sector learning in technical areas of the other sector, statistical data collection and analysis, and the technology platforms used (e.g. Kobo, Power BI) - Prevents assessment fatigue from the affected population 	<ul style="list-style-type: none"> - May be time consuming for both sectors to consult, agree, jointly prepare and train enumerators, to meet both sectors' needs - The assessment tool may be longer to accommodate both sector's questions, increasing the time and resources needed for data collection - Conversely, the tool may only allow key questions from each sector to keep it short, limiting the detail and utility of the findings - Requires enumerators to be conversant and have technical knowledge in both sectors
Single-Sector Assessments - Without involvement from the other sector	<ul style="list-style-type: none"> - May be quicker, cheaper and easier to facilitate - The assessment tool can accommodate more / more detailed questions for the sector, to generate richer analysis - Allows the sector to explore specific data gaps in depth - Enumerators may only need technical knowledge in one sector, making it easier to recruit 	<ul style="list-style-type: none"> - If both sectors conduct single sector assessments, the overall human and financial resources required may be higher - Joint analysis may not be prioritised, and the inter-connected needs of children may be superficially analysed if assessed separately (e.g. child protection risks that create barriers to education, or barriers to education that create/ exacerbate child protection risks) - Opportunities to identify areas for collaboration and integrated programming may be missed - Same population might be asked twice questions that can be similar
Single-Sector Assessments - With involvement from the other sector (e.g. through providing assessment items /questions, in data collection, analysis)	<ul style="list-style-type: none"> - Maximises the opportunity of a single sector assessment to provide useful data to the other sector and enrich the sectoral data collected - Facilitates joint analysis which enriches and situates single sector data in a broader context - If one sector does not have access or budget, they can contribute technical and human resources through the other sector and have a (limited) opportunity to collect the data they need but are less able to obtain otherwise - Facilitates identification of opportunities for collaboration and integrated programming (e.g. with referrals, sharing expertise, etc.) 	<ul style="list-style-type: none"> - Requires (some) time to consult the other sector to include their key questions - Enumerators would need basic technical knowledge to collect the data related to other sector's questions - The assessment tool may be (slightly) longer to include key questions from other sector, (slightly) increasing the time and resources needed for data collection

Annex 5: Collaboration during single sector assessments

Annex 5a: Checklist for cross-sector collaboration in single sector needs assessment and analysis

In sector-specific needs assessments, involving the other sector through the following actions will enhance assessment outcomes to the benefit of both sectors:

- Provide input and review to questionnaires and methodology: in order to incorporate topics or questions of interest to the other sector, as far as possible and relevant
- Data collection participation: partners from the other sector can be highly valuable additional resources, to access different areas or certain population groups as well as encourage joint learning. For example, involvement of child protection actors in education assessments can help provide expertise needed to interview certain groups of children and reaching certain vulnerable population groups.
- Referrals during data collection: ensure referral mechanisms are built-in to the assessment and consider a collaborative approach when doing so (e.g. if education actors conduct assessments with out-of-school children who may need to be referred to child protection actors).
- Conduct joint analysis: joint analysis workshops with members from both sectors can encourage alternative interpretations of results, and build a common understanding of the situation between sectors.
- Use analysis to inform programming: work together to identify potential opportunities for integrated programming, based on the results of the assessment.

Annex 5b: Example CP questions included in Education needs assessment (from Libya JENA)

- 1) Are there existing reporting and referral mechanisms in schools?
 - a. If so, is the reporting mandatory?
- 2) Who is responsible for reporting at the school level, and who's providing assistance for children affected by violence?
- 3) What is (i.e. to the teachers' knowledge) available in terms of assistance (MHPSS, referral, etc.)?
- 4) Are there existing PSS/ PFA services available in schools (# of available MHPSS counsellors/ social workers, trainings they received/ by whom, # of girls and boys received MHPSS in schools)?
- 5) What are the main causes of drop-out children and adolescents? (disaggregation for girls and boys)
- 6) What are the main barriers for displaced children/ migrant children / host community children to access education? and what support is required for them to access/ return to school?