



Step 2: Strategic Response Planning

Annexes to facilitate taking the collaboration “steps”

Annex 6 Examples of strategic division of roles and responsibilities of CP and Education

Annex 7 Considerations during targeting

Annex 8 Considerations for collective targets and indicator arrangements

Annex 6: The following are four examples of how CP and Education clusters could delineate their roles and responsibilities for common and complementary response activities.

Annex 6a: Example Education and CP Inter-Cluster Convergence

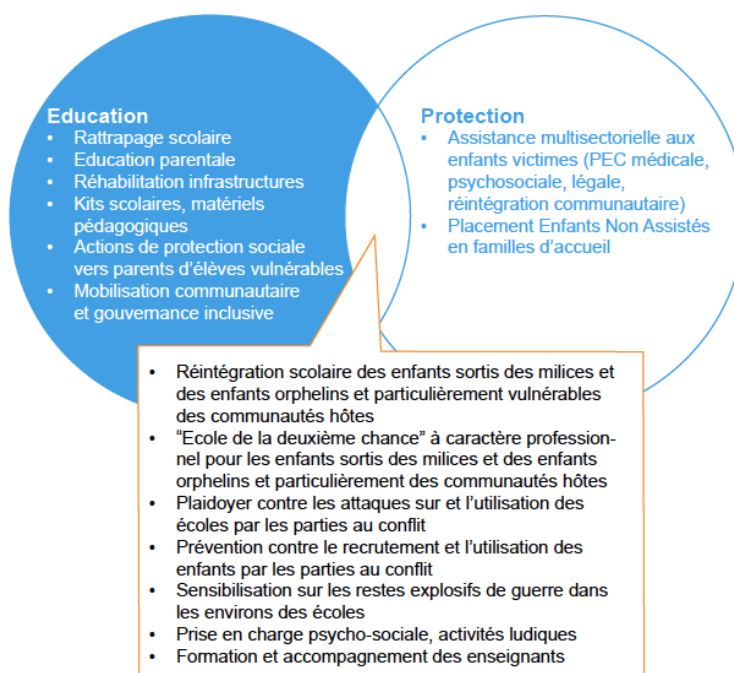
This matrix recommends activities for Education Cluster and CP AoR for improved convergence. This will allow agencies working in the same location, but for different clusters, to leverage on each other's activities, for improved outcomes.

Area	Specific Activity	Recommended Activities to add to proposals to improve convergence between Education and CP, in area of intervention	
		Education Cluster / WG	CP Sub-cluster / WG
Standards	CP Standards	Disseminate and promote CP Standards	Support as requested
	Meeting CP standards	Ensure that all activities conform to CP standards and partners receive sufficient guidance to implement them with quality	Support Education Cluster to develop quality standards for Education Cluster activities relating to/involving CP
	Education Standards	Support as requested	Disseminate and promote Education Standards
	Meeting Education standards	Support CP sub-cluster to develop quality standards for CP sub-cluster activities relating to/involving Education (e.g. the length of teacher training on CP or MHPSS topics)	Ensure that all activities conform to Education standards and partners receive sufficient guidance to implement them with quality
Assessment	CP inclusion in Education assessments	Standard school assessment to include CP questions. Request support from CP sub-cluster as required	CP sub-cluster to review assessment, if requested. Support Education Cluster as requested, and as funds allow
	Education inclusion in CP assessments	Standard CP assessments to include Education questions (e.g. children in and out of school). Request support from Education as required	CP sub-cluster to review assessment, if requested. Support Education Cluster as requested, and as funds allow
School based referral mechanisms	Design	Include indicators and budget for school-based referral mechanisms	Develop Referral SOPs (from Case Management Task Force) at the sector level
	Training	Teachers to participate in Safe Identification and Referral training, and apply it in their classrooms	Train teachers in schools, in area of intervention, on Safe Identification and Referral
	Maintenance	Appoint a school focal point to ensure ongoing functioning of referral mechanism in schools	Lead service mapping at community level and keep up to date
	Case Management	Work closely with CP on cases requiring reintegration into school	Receive referrals from schools for case determination and follow-up
	Monitoring	Responsible to monitor # school-based referral mechanisms established/functional	Responsible to monitor # of referrals received and cases opened
MHPSS in schools	Technical Design	Include MHPSS in Education plan including schedule and staffing considerations	Collaborate on the design of the MHPSS technical approach/package. Support Education to set

Area	Specific Activity	Recommended Activities to add to proposals to improve convergence between Education and CP, in area of intervention	
		Education Cluster / WG	CP Sub-cluster / WG
MHPSS in schools (cont.)			quality standards (group size, how many sessions, duration of sessions).
	Trainings	Education partners to cascade MHPSS ToT to teachers in areas of intervention	CP to conduct ToT on the MHPSS technical approach and package to Education partners
	Materials	Education to budget for and procure materials required to deliver MHPSS sessions	Support Education to set technical specifications of materials (quantity / quality of items, costing)
	Delivery of sessions	Roll-out MHPSS sessions in schools to students Facilitate schedules, facilitators and rotation of groups/cycles of MHPSS sessions Responsible for location maintenance	Facilitate referrals for children requiring higher level MHPSS support Outreach for out of school children, considering options for their inclusion in MHPSS activities
	Monitoring	Responsible to report # teachers trained and # children receiving MHPSS sessions	Responsible to report # master trainers trained in ToT

*** EXAMPLE ONLY** - to be adapted according to country activities and the strategic division of responsibilities decided by CP and Education jointly in each country

Annex 6b: Example of Joint Sector Response Plan – roles and responsibilities



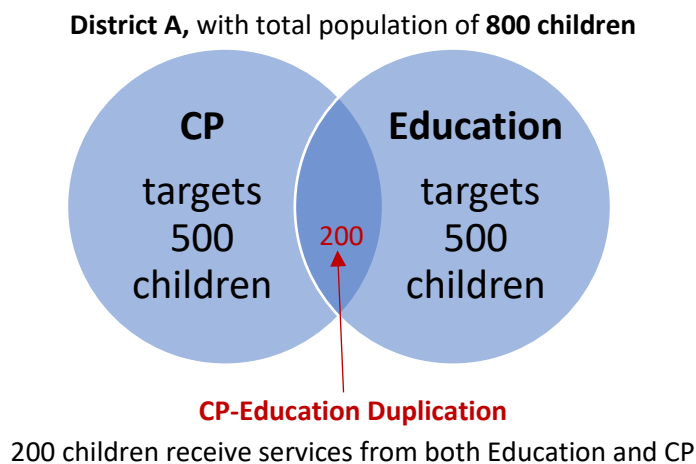
Annex 6c: Example Education Sector Strategy - Alignment Matrix

	<i>Note the inter-sectoral activity</i>	<i>Link to other Cluster's strategy, if available</i>	<i>Summarise the agreed inter-sectoral link, note Cluster with lead responsibility if appropriate, and include differentiating approaches and target groups if there is potential for duplication</i>
	Activity	Relevant Cluster	Notes
Education Cluster Objective One	Training for Teachers and Other Education Personnel: Psychosocial Support	Child Protection AoR	Education Cluster is leading on the training of teachers and other education personnel on psychosocial first aid and key principles of psychosocial support and referral pathways. Child Protection are identifying and/or establishing psychosocial referral pathways for children and teachers and undertaking training for social workers and other specialist care providers.
	Training for Teachers and Other Education Personnel: Mine Action	Mine Action AoR	Education Cluster is leading on the training of teachers and other education personnel on key lifesaving knowledge and skills relating to mines and UXO safety. Mine Action Cluster will provide contextualised and updated key messages to ensure consistency and accuracy.
Education Cluster Objective Two	Training of facilitators for Alternative Education programs for young women and men	GBV AoR	Education Cluster will liaise with GBV AoR to provide key messages on preventing and responding to GBV for emergency affected young women and men.

Annex 7: Considerations during targeting

For common activities, CP and Education should work together to avoid targeting the same individuals with the same activities, e.g.:

- In District A with total population 800 children, Education delivering semi-structured MHPSS activities at school targeting 500 children; CP delivering centre based semi-structured MHPSS activities after school targeting 500 children. Without coordination on this activity, there would be duplication of semi-structured MHPSS services in District A, with 200 children receiving semi-structured MHPSS activities both in school and after school.



Considerations during targeting exercise:

Approach 1: “Bottom up approach” - Sectors develop their activity targets on the basis of partner project submissions and sum up project’s targets as their sector’s activities and overall targets.

- Both sectors identify “overlapping” activities
- Decide targeting strategy to avoid CP/Education targeting the same individuals with the same activities in same locations, where possible, consultatively with partners; communicate the approach to partners before they develop their project sheets
- Conduct joint project-sheet vetting to double-check for duplication of activities/locations
- If duplication of activities/locations is identified, decide best approach to re-allocating activities and ask submitting partner(s) to revise project sheets (considerations may include projects that deliver integrated activities vs. stand-alone activities which may be easier to move)
- Check overall targets and check targets in both sectors make sense with each other (e.g. in comparison to overall population / population groups – in school, out of school, age groups).

Approach 2: “Top down approach” – Sectors establish initial targets at the outset of the project or activity development process, considering the people in need of each activity and estimating the sector’s capacity to deliver each activity (financial and human resources), and work with their partners to achieve these targets.

- Both sectors identify “overlapping” activities
- Jointly decide who will conduct which activities and where; according to assessment of children in need of overlapping services. Harmonise targets and locations for common activities based on this
- Communicate to partners before they develop their project sheets to avoid CP/Education implementing the same activities in same locations
- Conduct joint project-sheet vetting to double-check for duplication of activities/locations
- Check overall targets and check targets in both sectors make sense with each other (e.g. in comparison to overall population / population groups – in school, out of school, age groups).

Annex 8: Collective objectives and indicator arrangements facilitate progress to be tracked in common response areas

Annex 8a: Considerations for collective objectives

Child Protection and Education objectives are mutually reinforcing: children who are safe and physically and psychologically healthy have stronger learning outcomes, and children who attend school in a safe environment have reduced risk of exposure to other harms such as child labour, child recruitment or child marriage in addition to enhanced psycho-social wellbeing that comes from the routine and social supports of school.

This can be reflected in collective objectives, which sectors should develop together or consult each other on.

Based on the centrality of protection, it is strategic for the education sector to reflect the protective nature of education in their objectives. GEC's [Response Framework](#) promotes developing Education Cluster Objectives in the following four categories, which have common elements with Child Protection highlighted to demonstrate the scope for collaboration:

- **Safe, protective and quality learning spaces:** focuses on the safe and protective nature of the physical space of the classroom as well as getting school-aged children and youth into those spaces for quality learning. It supports inter-sectoral Strategic Objectives related to *Protection and Access to basic services*
- **Life-saving messages and psychosocial support:** focuses on reducing life-threatening and psychosocial risks to children and youth through the life-saving messaging, psychosocial support and referral mechanisms that can take place within the learning environment through appropriately trained education personnel and parents/ caregivers. It supports inter-sectoral Strategic Objectives related to *Life-saving, Protection and Resilience*.
- **Alternative and continuous education:** focuses on providing alternative options to ensure that education is continuous and any lost learning can be made up. It can also have a strong Protection element given a potential focus on providing alternative learning opportunities in order to reduce risks of recruitment into armed groups, child labour and exploitation, particularly for youth or out of school children. It supports inter-sectoral Strategic Objectives on *Access to basic services and Resilience*.
- **Resilient systems, communities, schools and children:** focuses on building the capacity to prevent, prepare for and withstand shocks. It is an objective that might be most relevant in protracted crises or areas that are at risk of natural hazards. Protection elements might include the linkage of child protection systems to schools as a preparedness measure, or school-community based protection risk mapping. It supports inter-sectoral objectives relating to *Access to basic services and Resilience*.

Annex 8b: Considerations for indicator arrangements

To monitor progress towards collective outcomes, an **appropriate indicator arrangement** should be developed which allows CP and Education sectors to:

- monitor their individual sector's response
- jointly monitor common response areas i.e. indicators facilitate:
 - a comprehensive understanding of how CP and Education are cumulatively contributing to collective outcomes
 - discerning complementary activities
 - reducing double-counting

Examples of Indicator Arrangements include:

1. **Joint indicators:** the same indicator included under both sectors, with mechanisms for aggregating totals
2. **Cross-referencing indicators:** the indicator is included in only one sector and referenced in the other sector to show their contribution to the collective objective and clarify where it will be coordinated/monitored
3. **Complementary indicators:** similar but different indicators are included in each sector. Indicators monitor separate units within the same activity, so they do not overlap but do show each sector's contributions to common objectives. *E.g. teachers trained on MHPSS report to education, children benefitting from MHPSS report to CP (example from Ukraine)*
4. **Integration indicators:** an indicator to monitor the **extent and quality of collaboration** between CP and Education sectors (see also [Annex 14](#))
5. **Finally, Cross-Sector tagging can be applied (see below)**

These options for indicator arrangements are applied to key common activities below, noting the considerations for CP and Education coordinators to be aware of in each case:

Activities commonly implemented in both CP and Education (list not exhaustive)	Frequently used output indicators	Examples and considerations for joint, cross-referencing, and complementary indicator arrangements to understand overall reach, avoid double counting and discern complementary services of CP and Education
Delivery of psychosocial support activities	# of teachers (formal and volunteers) trained in psychosocial support	Joint: Education <u>and</u> CP monitor # children benefitting from MHPSS activities <ul style="list-style-type: none"> - Agree how to aggregate to calculate total reach (frequency, responsibility to aggregate) - Agree how to mitigate duplication of services through clear targeting in each sector ! Risk of duplication in services for a child who receives same services from each sector ! Risk of cross-sector double counting the child who receives services from each sector
	# of learners benefitting from a teacher trained in psychosocial support	Cross-referencing: CP delivers training for teachers on MHPSS, # teachers trained in MHPSS is monitored through Education and # of learners benefitting from a teacher trained in psychosocial support is monitored through Education. <ul style="list-style-type: none"> - CP HRP indicates this indicator is monitored by Education - Cross-sector double counting mitigated by single sector monitoring - Communicate to CP & Education partners which partner is responsible for reporting this activity, and how (to Education 4Ws) - Agree how to share the monitoring information back to both sectors ! Risk of non- or mis-reported activities without clear cross-sector reporting guidelines
	# children benefitting from psychosocial support activities	Complementary: (i) CP monitors # children benefitting from MHPSS activities in community and Education monitors # children benefitting from MHPSS activities schools (ii) CP monitors # children benefitting from MHPSS activities and Education monitors # teachers trained in MHPSS (iii) One or other sector monitors # children referred through school-based referral mechanisms for specialised MHPSS sectors <ul style="list-style-type: none"> - Can highlight complementarity of sector activities - Duplication of services mitigated by distinguishing sector responsibilities in delivery (school or community) - Agree how to aggregate to calculate total reach to avoid cross-sector double counting ! Risk of cross-sector double counting a child who receives services from each sector in example (i) ! Risk not capturing total child-level impact in example (ii) ! Risk overlap with other referral indicators (see examples below) in example (iii)
Teacher training: positive discipline, psychological first aid, mine risk education, DRR, inclusion, etc.	# of teachers (formal and volunteers) trained in [common topic]	Joint: Education <u>and</u> CP monitor # teachers trained in [e.g. Child Protection] <ul style="list-style-type: none"> - Agree how to aggregate to calculate total reach (frequency, responsibility to aggregate) - Agree how to mitigate duplication of services through clear targeting in each sector ! Risk of duplication in services for teachers who receive same training from each sector ! Risk of cross-sector double counting teachers who receives training from each sector Cross-referencing: CP delivers training for teachers on [e.g. Child Protection], # teachers trained in [e.g. Child Protection] is monitored through Education <ul style="list-style-type: none"> - CP HRP indicates this indicator is monitored by Education

	# of learners benefitting from a teacher trained in [common topic]	<ul style="list-style-type: none"> - Cross-sector double counting mitigated by single sector monitoring - Communicate to CP & Education partners which partner is responsible for reporting this activity, and how (to Education 4Ws) - Agree how to share the monitoring information back to both sectors ! Risk of non- or mis-reported activities without clear cross-sector reporting guidelines <p>Complementary: One or both sector monitors # children benefitting from teachers trained in [e.g. Child Protection] and # teachers trained in [e.g. Child Protection]</p> <ul style="list-style-type: none"> - Can highlight complementarity of sector activities - Duplication of services mitigated by distinguishing sector responsibilities in delivery (school or community) - Agree how to aggregate to calculate total reach to avoid cross-sector double counting ! Risk of non- or mis-reported activities without clear cross-sector reporting guidelines
School based referral mechanisms	# or % of schools with functional referral mechanism	<p>Joint: Education and CP monitor # school-based referral mechanisms established/functional</p> <ul style="list-style-type: none"> - Agree how to aggregate to calculate total (frequency, responsibility to aggregate) - Agree how to mitigate duplication of services through clear targeting in each sector ! Risk of cross-sector double counting schools when both sectors collaborate on establishing school-based referral mechanism
	# teachers trained on safe identification and referral	<p>Cross-referencing: CP delivers training for teachers on MHPSS, # teachers trained in MHPSS is monitored through Education and # of learners benefitting from a teacher trained in psychosocial support is monitored through Education.</p> <ul style="list-style-type: none"> - CP HRP indicates this indicator is monitored by Education - Cross-sector double counting mitigated by single sector monitoring - Communicate to CP & Education partners which partner is responsible for reporting this activity, and how (to Education 4Ws) - Agree how to share the monitoring information back to both sectors ! Risk of non- or mis-reported activities without clear cross-sector reporting guidelines
	# cases referred to CP through school-based referral mechanisms	<p>Complementary: (i) CP monitors # children receiving specialised CP services through case management and Education monitors # teachers trained on safe identification and referral (ii) CP monitors # schools with functional referral mechanism and Education monitors # cases referred to CP through school-based referral mechanisms</p> <ul style="list-style-type: none"> - Can highlight complementarity of sector activities - Duplication of services mitigated by distinguishing sector responsibilities in delivery - Agree how to aggregate to calculate total reach to avoid cross-sector double counting
	# of children receiving specialised services (CP/MHPSS) through case management	

Sector cross-tagging

Many indicators have linkages to more than one cluster. Data to measure or report each indicator might be already or planned to be collected elsewhere. Such inter-linkages have been highlighted in the [OCHA Indicator Registry](#) by tagging each indicator to the clusters that it related to (cross-tagging). This information is found by using the filter “related indicators” on each indicator. The benefit of identifying “related indicators” is to minimise duplication of effort and to foster more synergy and coherence across clusters as well as to maximise the potential to avoid the sectoral ‘silo effect’ in planning and response. When you plan to choose “related indicators” with links to other clusters, it is important that ownership of indicators and agreeing who will measure what is agreed upon with the related cluster. The default position is that the data collection remains the purview of the specialised cluster members.¹

¹ OCHA Indicators Registry Basic Q&A, accessed 18.6.20 at <https://ir.hpc.tools/sites/all/modules/custom/images/gaindicatorregistry.pdf>