**Step 2: Strategic Response Planning**

Annexes to facilitate taking the collaboration “steps”

**Annex 8** Examples of strategic division of roles and responsibilities of CP and Education

**Annex 9** Considerations during targeting

**Annex 10** Considerations for collective targets and indicator arrangements **(Updated version includes a new table of indicators covering HPC)**

**Annex 8: The following are four examples of how CP and Education clusters could delineate their roles and responsibilities for common and complementary response activities**

**Annex 8a:** Example Education and CP Inter-Cluster Convergence

*This matrix recommends activities for Education Cluster and CP AoR for improved convergence. This will allow agencies workin g in*

*the same location, but for different clusters, to leverage on each other’s activities, for improved outcomes.*

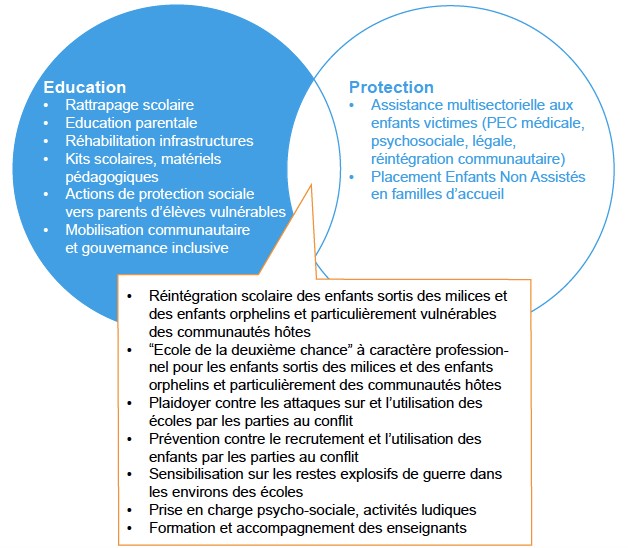
|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Specific**  **Activity** | Recommended Activities to add to proposals to improve convergence between Education and CP, in area of intervention | |
| ***Education Cluster / WG*** | ***CP Sub-cluster / WG*** |
| **Standards** | CP Standards | Disseminate 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 8b:** Example of Joint Sector Response Plan – roles and responsibilities



**Annex 8c:** Example Education Sector Strategy - Alignment Matrix

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Note the inter-sectoral activity*** | ***Link to other Cluster’s strategy, if available*** | ***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*** |
|  | **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 9: 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.

**District A,** with total population of **800 children**

**CP**

targets

500

children

200

**Education**

targets

500

children

**CP-Education Duplication**

200 children receive services from both Education and CP

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 10: Collective objectives and indicator arrangements facilitate progress to be tracked in common response areas**

**Annex 10a:** 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](https://educationcluster.box.com/v/responseframeworktool2017) 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-threating 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 10b:** 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:

o a comprehensive understanding of how CP and Education are cumulatively contributing to collective outcomes

o discerning complementary activities

o 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](https://educationcluster.box.com/s/x1knlkvrfg71hbe0c3qtdouklom553aq))

**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 and CP monitor # children benefitting from MHPSS activities  - 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  **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.  - 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  **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  - 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) |
| # of learners benefitting from a teacher trained in psychosocial support |
| # children benefitting from psychosocial support activities |
| **Teacher training: positive discipline, psychological first aid, mine risk education, DRR, inclusion, etc.** | # of teachers (formal and volunteers) trained in [common topic] | **Joint:**  Education and CP monitor # teachers trained in [e.g. Child Protection]  - 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  - CP HRP indicates this indicator is monitored by Education |

|  |  |  |
| --- | --- | --- |
|  | # of learners benefitting from a teacher trained in [common topic] | - 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  **Complementary**:  One or both sector monitors # children benefitting from teachers trained in [e.g. Child  Protection] and # teachers trained in [e.g. Child Protection]  - 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 | **Joint:**  Education and CP monitor # school-based referral mechanisms established/functional  - 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  **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.  - 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  **Complementary**:  (i) CP monitors # children receiving specialized 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  - 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 |
| # teachers trained on safe identification and referral |
| # cases referred to CP through  school-based referral mechanisms |
| # of children receiving specialised services (CP/MHPSS) through case management |

The indicators listed below are not exhaustive. The indicators are drawn from the full list of indicators in the [Minimum Standards for Child Protection indicator table](https://alliancecpha.org/en/child-protection-online-library/enhanced-cpms-indicators-table). The *‘Method of computation’* describes the information needed to calculate the indicator (its denominator and numerator). ‘*Data source examples*’ suggests existing sources where an agency/cluster can gather the necessary information. Since the sources may be diverse and will differ from one context or agency to the next, this column does not represent an exhaustive list. ‘*Target*’ represents a benchmark for the planned level of result to be achieved. Targets should be set prior to the start of an activity and adjusted as the project/programme progresses based on the duration, available resources, and contextual concerns to ensure they are appropriate for the setting. To the extent possible, indicators should be disaggregated by age, gender, disability, and other diversity factors.[[1]](#footnote-1)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HPC Step** | **Indicators** | **Target** | **Type** | **Method of Computation** | **Data Source Examples** | **Notes** |
| **Assessment and analysis** | # and % of assessments that include questions to determine the risk and protective factors impacting child protection/education outcomes in context. | 100% | Output | Calculate this indicator by dividing the **Numerator:** number of assessments that include relevant questions by the **Denominator:** total number of CP/Education assessments. | Programme document review (multi-sector, joint or sector-specific CP/Education assessment questionnaires or assessment reports) |  |
| % of programmes that demonstrate that the views and inputs of children have been appropriately incorporated into assessments, implementation, response monitoring, and evaluations. | 80% | Outcome | Calculate this indicator by dividing the **Numerator:** number of programmes that demonstrate including the views and inputs of children into relevant documents by the **Denominator:** total number of programmes. | Programme document review (programme design documents, proposals, response monitoring plan, assessment materials, progamme evaluation materials), semi-structured interview questionnaire (such as for key informant interviews or focus groups with children) | This indicator measures the level of child participation. Programmes refers to education or joint education/CP programmes. |
| **Strategic planning** | A strategic response plan that incorporates considerations for children’s education and protection is developed and agreed upon by members of the Education Cluster and CP Coordination Group. | Yes | Input | No calculation is required. To report on this indicator, determine whether the strategic response plan has been developed incorporating considerations for children and, agreed upon and is available. | Programme document review (strategic response plan). | Members will consult with responsible authorities, national and international agencies, local civil society actors, affected populations and child-led groups. |
| % of education/CP sectoral strategies that include reference to children's well-being as it relates to education and protection based on recent needs assessment findings. | 90% | Output | Calculate this indicator by dividing the **Numerator:** number of education/CP sectoral strategies that include reference to child well-being as it relates to education based on recent needs assessment(s) findings by the **Denominator:** total number of education/CP sectoral strategies. | Programme document review (sectoral strategies that include reference to child well-being, needs assessments within a specific period); report from strategy review or needs assessment report | Determine what constitutes ‘recent’ in-country (such as ‘within the last 3 months’). |
| **Resource mobilisation** | % of funding proposals that include considerations for children in based on recent needs assessments findings. | 90% | Output | Calculate this indicator by dividing the **Numerator:** number of funding proposals that include considerations for children based on recent needs assessment(s) findings by the **Denominator:** total number of funding proposals. | Programme document review (funding proposals that include reference to children, needs assessments within a specific period) | Determine what constitutes ‘recent’ in-country (such as ‘within the last 3 months’). |
| Training costs included for training of Education actors on child participation, child safeguarding, and safe identification and referral (as a minimum). | Yes | Output | No calculation is required. To report on this indicator, determine whether costs have been allocated to train sectoral actors on child participation, child safeguarding, and safe identification and referral. | Budget review. |  |
| **Implementation** | % of children and caregivers surveyed who report an increased sense of safety and well-being due to participation in or use of an education service. | 80% | Outcome | Calculate this indicator by dividing the **Numerator:** number of children and caregivers surveyed who report an increased sense of safety and well-being due to participation in the service by the **Denominator:** total number of children and caregivers surveyed who participated in the service. | Survey or key informant interview questionnaire (facilitated at baseline/endline or final evaluation to determine attribution) | Measure children and caregivers separately. Further define ‘safety’ and ‘well-being’ according to the country context and to reduce subjectivity. The global child well-being definition may be used or contextualised. |
| % of physical structures/buildings used by children that meet safety and accessibility criteria for universal design. | 100% | Outcome | Calculate this indicator by dividing the **Numerator:** number of physical structures/buildings used by children that meet safety and accessibility criteria for universal design by the **Denominator:** total number of physical structures/buildings. | Programme document review (mapping of physical structures/buildings used by children/mapping report, monitoring reports, criteria for universal design based on checklist) | Determine 'safety and accessibility criteria’ in-country using a checklist that includes: safe and secure infrastructure, location cleared of explosive ordnance (EO), child-friendly WASH facilities, clean drinking water, sufficient space, accessibility and inclusive environments (location, disability, gender, language, race, religion, learning environment). A timeframe to meet the target can be added. |
| % of surveyed education staff who can describe the referral procedure for child protection concerns/incidents. | 100% | Outcome | Calculate this indicator by dividing the **Numerator:** number of surveyed education staff who can describe the referral procedure for child protection concerns/incidents by the **Denominator:** total number of education staff surveyed. | Survey questionnaire (survey at predetermined points in time, survey report); pre- and post-training questionnaires or post-training follow-up survey | Clearly define the key elements and steps of the referral procedure that can be used to rate the responses and qualify them for consistent reporting (such as case identification, completion of the referral form, follow-up and feedback on the referrals). |
| **Monitoring & Evaluation** | # of education-specific good practices on promoting children's protection as per evaluation findings documented as case studies, reports, lessons learned, etc. shared across sectors. | To be determined in the country or context | Output | Calculate this indicator by dividing the **Numerator:** number of education programme-related good practice documents shared by the **Denominator**: total number of programme-related good practice documents produced. | Programme document review (case studies, reports, etc.) | This indicator refers to the importance of knowledge generation, evidence-building and knowledge management in the sector. |
| # of education/CP programme evaluations completed to measure outcomes on children's well-being as it related to education. | To be determined in the country or context | Output | Calculate this indicator by dividing the **Numerator:** number of education/CP programme evaluations that measure outcomes on child well-being by the **Denominator**: total number of programme evaluations facilitated. | Programme evaluation review | This indicators seeks to document learning of what activities specific to education have an outcome on improving children's well-being. |
| **Child safeguarding as cross-cutting across the HCP** | % of formal/nonformal learning centers that have adopted a child safeguarding policy. | 100% | Output | Calculate this indicator by dividing the **Numerator:** number of formal/nonformal learning centers that have adopted a child safeguarding policy by the **Denominator:** total number of formal/nonformal learning centers. | Policy review (child safeguarding policy); administrative data and documentation provided by sector cluster/coordination mechanism detailing number of agency members with child safeguarding policy in place | Includes both local and international organisations. Formal and nonformal can be measured separately. |
| % of education organisations that require all staff to sign a child safeguarding policy following a basic training on it. | 100% | Output | Calculate this indicator by dividing the **Numerator:** number of sector organisations that require all staff to sign a child safeguarding policy following a basic training on it by the **Denominator:** total number of sector organisations. | Policy review (child safeguarding policy); administrative data and documentation provided by sector cluster/coordination mechanism detailing number of agency members with child safeguarding policy in place |  |
| % of child safeguarding concerns reported that received an outcome following the existing protocol. | 100% | Outcome | Calculate this indicator by dividing the **Numerator:** number of reported child safeguarding concerns that received an outcome in accordance to the protocol by the **Denominator:** total number of child safeguarding concerns reported. | Child safeguarding protocol, complaints record, referrals, and subsequent paperwork/case files | Add a timeframe (such as 'addressed within one week'). |
| % of surveyed education staff currently active within the humanitarian response who demonstrate an understanding of their agency’s code of conduct and child safeguarding policy. | 100% | Outcome | Calculate this indicator by dividing the **Numerator:** number of surveyed sector staff active within the response who demonstrate an understanding of their agency's code of conduct and safeguarding policy by the **Denominator:** the total number of surveyed staff active within the humanitarian response. | Capacity assessment survey questionnaire; survey report | Measure knowledge and understanding of the code of conduct and child safeguarding separately. |
| **Child participation as cross-cutting across the HPC** | % of joint CP/education advocacy initiatives carried out with the active participation of children. | 100% | Outcome | Calculate this indicator by dividing the **Numerator:** number of joint advocacy campaigns carried out involving the active participation of children by the **Denominator:** total number of advocacy campaigns carried out. To make this indicator more specific and reporting on it manageable, specify the geographic location. | Programme document review (project report/monitoring report) | Active participation can take many forms. See the references section of the Minimum Standards for Child Protection for guidance. Child participation must be in the best interests of the child and determined based on a completed risk assessment that takes into account the ‘do no harm’ principle. |
| % of children reporting a concern to a education worker who report satisfaction with the response. | 100% | Outcome | Calculate this indicator by dividing the **Numerator:** number of children reporting a concern to a education worker who report satisfaction with the response by the **Denominator:** total number of children who reported a concern. | Client satisfaction survey carried out jointly with child protection and sector-specific actors, survey report | Develop a safe and appropriate mechanism to gain feedback from children regarding their satisfaction with how their concern was handled. |

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](https://ir.hpc.tools/) 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/qaindicatorregistry.pdf>

1. Many of the indicators have been adapted from the [indicator table of the CPMS.](https://alliancecpha.org/sites/default/files/technical/attachments/cpms_annex.pdf) [↑](#footnote-ref-1)