

CP-EiE Collaboration in Coordination Framework





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Introduction

Why the CP-EiE collaboration framework?

The 2019 Global Education Cluster Annual Meeting focused on the protective role of education in emergencies and implications for coordination (see [Framing Paper](#)). A number of strong recommendations emerged from the meeting and the Global Education Cluster and Child Protection Area of Responsibility committed to work together to strengthen inter-sector coordination between child protection and education humanitarian responses (see [Meeting Report](#)).

The aim of this framework is to support Education and CP coordination teams' predictable and coherent collaboration throughout the Humanitarian Programme Cycle (HPC). There is already strong collaboration between CP and Education sectors; by reflecting and systematising this collaboration in key HPC processes, coordination groups can foster integrated approaches and together enhance the quality, coverage and accountability of the humanitarian response, and reach more children in need.

Who should use this framework?

Education and Child Protection coordination teams (coordinators and information managers) should use this framework. SAG members, as key actors to support the implementation of this framework, should also be familiar with it. Finally, cluster/sector members may also refer to this framework to understand the inter-sector coordination process.

Both education and child protection services have important and complementary roles in contributing to children's needs to survive, develop and thrive, especially in situations of humanitarian emergencies. Based on the '[Centrality of Protection](#)', inter-sectoral approaches reflect the interconnected needs of children and emphasise our collective responsibility to protect children.

How to use this framework?

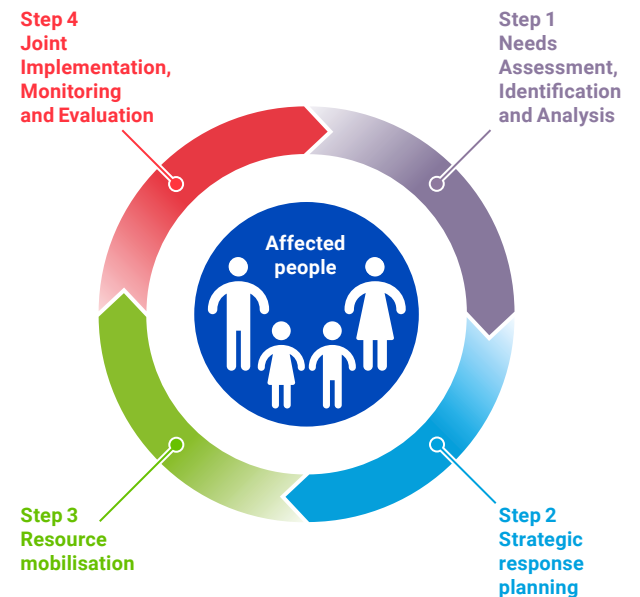
The framework supports collaboration at each step of the HPC, including needs assessment and analysis, response planning, targeting and costing, implementation and monitoring (Figure 1).

Recognising that sector coordinators and IMOs already invest significant time and energy into formal and informal inter-sector collaboration, this framework aims to support and encourage you to make a considered decision on the level of collaboration possible at each step of the HPC. While additional actions to enhance collaboration may require an initial time investment, collaboration can reap many benefits for coordinators (saving time and resources in the long run), our sector responses and the impact on children affected by emergencies and crisis.

The Framework should be read in conjunction with The Alliance for Child Protection in Humanitarian Action (The Alliance) and the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards, specifically [Standard 23](#) and the [introduction to Pillar 4: Standards to work across sectors](#). The steps outlined in this collaboration framework are consistent with the sectors' minimum standards and they are mutually reinforcing.

Figure 1
CP-EiE Collaboration around the
Humanitarian Programme Cycle

Source: Authors

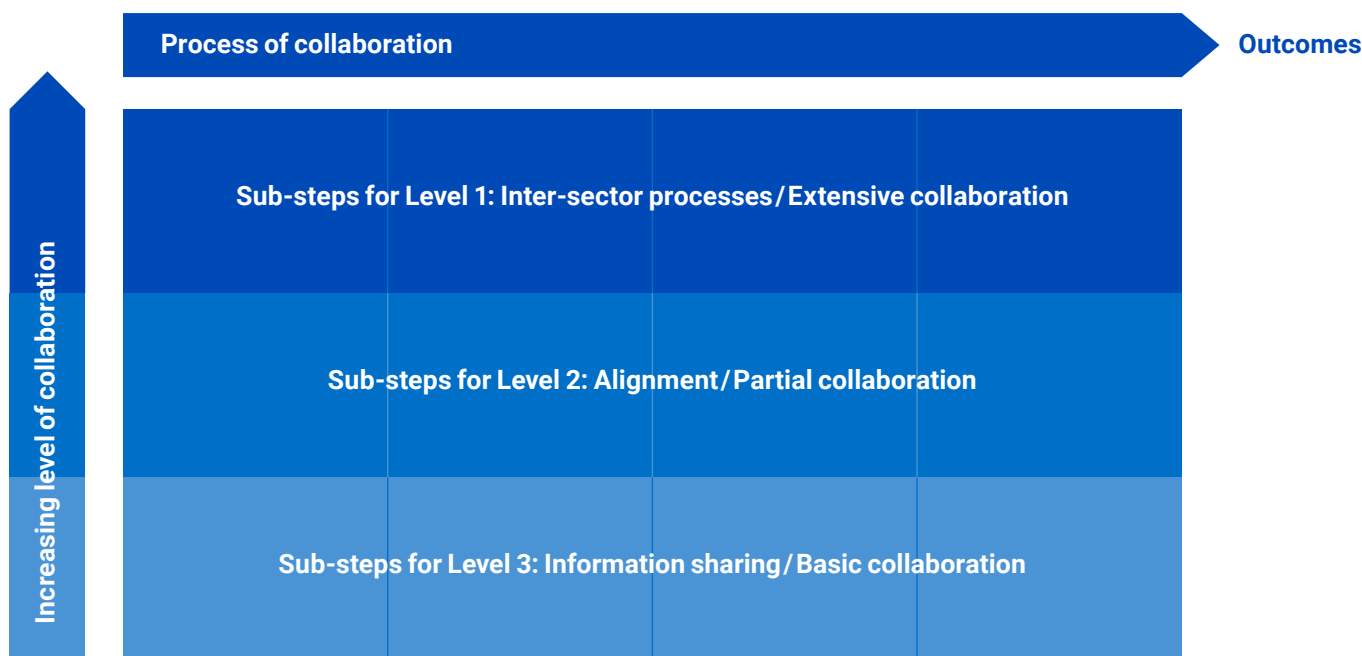


What does each chapter contain?

Each chapter corresponds to a step of the HPC. For each chapter, the same structure applies:

- 1 **Objective of collaboration:** one sentence summarising what collaboration should achieve.
- 2 **Minimum suggested actions:** three actions that are fundamental to achieve the objective of predictable and coherent collaboration.
- 3 **Process of collaboration:** Figure 2 outlines the process of collaboration (left to right) and three levels of collaboration (top to bottom). Follow the steps sequentially. You may prioritise steps that are most relevant, impactful, and feasible in your context.
 - The process chart provides three 'levels of collaboration' which could be applied depending on the context, needs and capacities of each country's coordination groups. The levels are presented along the vertical axis:
 - i Extensive collaboration/inter-sector processes;
 - ii Partial collaboration/alignment;
 - iii Basic collaboration/information sharing.
 - The chart can be used as an initial self-assessment for coordination teams to identify their current levels of collaboration, with suggestions for how collaboration can be enhanced at each step of the process.
- 4 15 Annexes to facilitate taking the collaboration 'steps' (hyperlinked)
- 5 Promising Practices of CP-EiE collaboration and Resources from Country Clusters (hyperlinked), based on KIIs with 45 country and global level cluster colleagues from 21 contexts.

Figure 2
Process of collaboration with three levels
Source: Authors



Finally, '[Thematic Papers](#)' provide examples of the collaboration framework applied to a specific programmatic area that CP and Education frequently collaborate on:

- [MHPSS Thematic Paper](#)
- [Violence Against Children Thematic Paper](#)
- [Tip-sheet on Collaboration during COVID-19](#)
- [Checklist for a coordinated School Reopening](#)

How can I get support?

The Global Education Cluster and Child Protection AoR are ready to support you! Please contact your global coordinators or helpdesks for support ([GEC helpdesk](#) and [CP AoR helpdesk](#)).

Further information and resources on CP-EiE Collaboration can be found on the [GEC website](#) and [CP AoR website](#).

Overview of the collaboration process

Step 1

Needs Assessment, Identification and Analysis

- 1a** Identify key questions needed to inform planning and decision making – strategic and operational considerations
- 1b** Establish common understanding of information needs
- 1c** Conduct joint analysis of data/information
- 1d** Conduct needs assessments if required

Step 2

Strategic Response Planning

- 2a** Identify areas of collaboration (common and complementary activities)
- 2b** Agree roles and responsibilities of each sector for common and complementary activities
- 2c** Document differentiated roles and responsibilities in strategic plans
- 2d** Formulate strategic objective, indicators and monitoring systems that meet collaboration needs

Step 3

Resource Mobilisation

- 3a** Define roles and responsibilities for joint resource mobilisation and advocacy efforts
- 3b** Conduct joint costing exercise for common and complementary activities
- 3c** Agree on complementary allocation of available resources

Step 4

Joint Implementation, Monitoring and Evaluation of Collaboration

- 4a** Define modalities to deliver strategic response plan (How to work together)
- 4b** Collaborate to enhance response quality
- 4c** Identify and mobilise partners
- 4d** Joint Monitoring: Agree roles and responsibilities of each sector to collect, analyse and share monitoring information
- 4e** Evaluate the extent and quality of collaboration; share and apply lessons learned



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Figure 3
Summary of CP-EiE collaboration around the HPC
Source: Authors

4 Joint Implementation, Monitoring and Evaluation

Having planned to deliver certain activities together, CP and Education sectors must then work together to ensure that activities implemented together are delivered with sufficient quality and coverage. Collaboration should capitalise on the respective technical skills, capacities and value-add of each sector. Monitoring mechanisms to track the quality and progress of jointly-implemented activities should allow both sectors to know if they are on track. Finally, evaluating the extent and quality of collaboration enables sectors to reflect on lessons learned, share and apply them to strengthen the impact of both sectors' responses on children.

Objective of collaboration

Common and complementary activities are implemented and monitored in a way that maximises coverage, quality and accountability

Minimum suggested actions

- i Provide partners with implementation guidance, quality standards and reporting guidance for common and complementary activities
- ii Ensure functional cross-sector referral mechanisms are in place
- iii Establish mechanisms to jointly review cross-sector activities

3 Resource Mobilisation

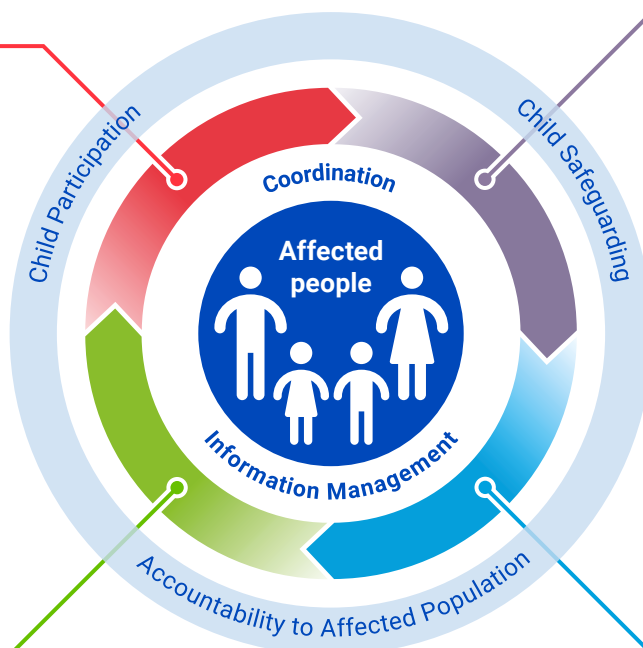
When both sectors implement common or complementary activities, differentiated fundraising responsibilities should be clear, advocacy should be mutually reinforcing, and resource mobilisation should be aligned to maximise the impact of the available resources.

Objective of collaboration

Common activities are fundraised for, and funds allocated for maximum joint impact

Minimum suggested actions

- i Agree which common activities to jointly fundraise for, and which cross-sector activities should be included by the other sector
- ii Apply appropriate costing strategy for common and complementary activities
- iii Joint project vetting to avoid duplication in common activities



1 Needs Assessment, Identification and Analysis

The strategic use of accurate, quality and timely information is paramount to improving CP and Education responses. The opportunity for CP-EiE collaboration in assessing, identifying and analysing needs is clear: both sectors focus on similar age groups and have similar information needs, and both face challenges around data availability and quality. By jointly defining information needs, sharing, analysing and interpreting data, CP and Education sectors can collaborate to maximise available information and collect new data in more time and resource efficient ways, and reduce the assessment burden on communities we work with.

Objective of collaboration

HNO chapters and PiNs reflect a mutual understanding of which children are in need of what responses

Minimum suggested actions

- i During any needs assessment, inform the other sector to maximise the opportunity to include cross-sector considerations/questions
- ii Agree on data that should be systematically shared, and the most effective joint mechanism for doing so
- iii Apply consistent/coherent approaches to response prioritisation and CiN calculation

2 Strategic Response Planning

Recognising that the child protection and education sectors provide services to many of the same children, share common partners, and often implement in common spaces, it is critical that our respective response planning and targeting are coordinated and coherent to achieve the greatest impact on targeted children.

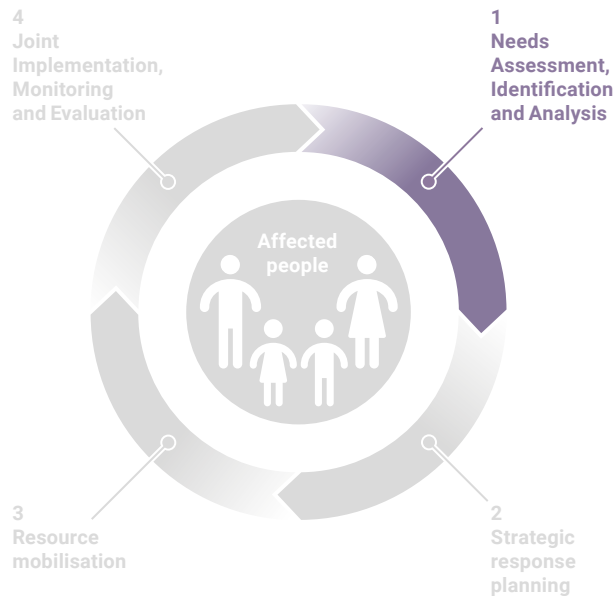
Objective of collaboration

HRP chapters and targets reflect a strategic division of roles and responsibilities for delivering services

Minimum suggested actions

- i Identify common and complementary activities between CP and Education
- ii Agree which sector delivers which activities to attain the greatest impact for children
- iii Apply consistent/coherent approaches to prioritisation and targeting

Step 1



Needs Assessment, Identification and Analysis

The strategic use of accurate, quality and timely information is paramount to improving and streamlining both CP and Education responses. The opportunities for CP and Education to collaborate in assessing, identifying and analysing needs are clear: both sectors focus on similar age groups and have similar information needs, and both face challenges around data availability and quality. By jointly defining information needs; sharing, analysing and interpreting data, CP and Education sectors can maximise available information and collect new data in more time and resource efficient ways, and reduce the assessment burden on communities we work with.

Outcome: HNO – Chapters and PiNs reflect a mutual understanding of which children are in need of what responses

Minimum suggested actions

- 1 Common approaches to response prioritisation and PiN calculation (1.9)
- 2 Sector needs assessments include cross-sector questions (1.12)
- 3 Establish information sharing agreements (1.6)



- [Promising Practices and Resources](#) from country clusters
- [Annexes 1–5](#) to facilitate steps in collaboration
- To be read in conjunction with [CP MS 23.1.5-8](#), and [INEE Analysis Standard 1.6](#)

Process of collaboration

Outcome: HNO – Chapters and PiNs reflect a mutual understanding of which children are in need of what responses

Increasing level of collaboration				
	1a Strategic and operational considerations	1b Common understanding of information needs	1c Joint data analysis	1d Potential assessments
	Required at all levels of collaboration	1.6 Jointly discuss 1.3–1.5 to agree on data that should be systematically shared, and the most effective joint mechanism for doing so (Annex 3)	1.8 Prioritise analysis and interpretation of existing data, through a secondary data review ¹ , before planning additional data collection/assessments to maximise time and resources. Share SDRs with the other sector. 1.10 Both sectors advocate on each other's complementary role, and support jointly prioritised areas / groups / activities. <i>e.g. in front of the HC, HCT, UNOCHA etc. ensuring the key role of Education in centrality of protection</i>	1.11 Consider benefits and limitations of different assessment types (Annex 4) 1.12 Prioritise child participation in data collection plans 1.13 Collaborate in developing MSNA items / questions to collect complementary, not duplicative information, maximising limited questionnaire space
	Inter-sector processes Extensive collaboration	1.1 Sectors jointly identify key questions needed to inform joint / integrated response planning and decision making (Annex 1) 1.2 Sectors jointly develop common approaches (e.g. age brackets to use) and key terminology to be used by both sectors (i.e. risk / children at risk, violence against children, vulnerability, attacks on education)	1.3 Jointly identify common information needs (Annex 2) 1.4 Jointly stocktake the information sources available between both sectors 1.5 Jointly agree on potential additional data sources if no data is available from either sector 1.8 Conduct joint data analysis and interpretation with common and complementary data from both sectors to achieve nuanced analysis supporting prioritisation in both sectors. This could include a joint SDR. Sector HNOs reflect a common understanding of children's inter-sector needs and cross-reference the other sector 1.9 Work together to ensure coherence between CP and Education prioritisation of geographical areas, population groups, and thematic response priorities. Reflect this in each sector's PiN calculation	1.12 Joint Assessment ■ Single assessment jointly led by both sectors with common data collection tool, dataset, methodology and report ■ Jointly agree scope and focus of assessment ■ Define complementary roles and responsibilities, including: ■ resources, logistics and member participation ■ technical (e.g. data collection modality, unit of analysis, tool design, enumerator training, joint validation)
	Alignment Partial / Selective collaboration	1.1 Each sector adopts relevant key questions needed to inform their sector planning and decision making from the other sector (Annex 1) 1.2 One sector adopts relevant key definitions and approaches from the other sector	1.3 Jointly identify common information needs (Annex 2) 1.4 Jointly stocktake the information sources available between both sectors 1.5 Jointly agree on potential additional data sources if no data is available from either sector 1.7 Sectors seek complementary data from the other sector to support their own sector analysis (e.g. Child Protection analysis of vulnerabilities can support prioritisation of locations in Education). Each sector shares their SDR with the other sector 1.8 Sectors conduct analysis separately with data from both sectors, and share with other. Sector HNOs cross-reference other sector 1.9 Sectors conduct their own prioritisation (geographical areas, population groups, and thematic response priorities) and PiN calculation , and consult with other sector to ensure coherence in methodology for common response areas	1.12 Sector Assessment – Harmonised (Annex 5) ■ Led by one sector ■ Other sector is involved to maximise assessment opportunity, enrich / situate data in a broader context, and increase cross-utility of data: ■ provide key questions to include in tools ■ review methodology ■ other sector's partners participate in data collection, if possible ■ participate in analysis, interpretation and validation of findings
	Information sharing Basic collaboration	1.1 Sectors identify key questions needed to inform their own sector planning and decision making, and share with other sector (Annex 1) 1.2 Sectors define their own definitions and share with other sector	1.3 Sectors list their own information needs and share relevant information needs with other sector 1.4 – 1.5 Each sector takes stock of available sources of information and planned new sources of information and shares with other sector 1.8 Sectors analyse their data separately and share analysis with the other sector 1.9 Sectors conduct their own prioritisation exercise and PiN calculation , document their methodology and share with the other sector	1.12 Sector Assessment – Collaborative (Annex 5) ■ Led by one sector ■ Other sector is invited to contribute key questions to enrich analysis / situate the data in a broader context ■ Assessment and analysis completed by initiating sector ■ Report shared with other sector

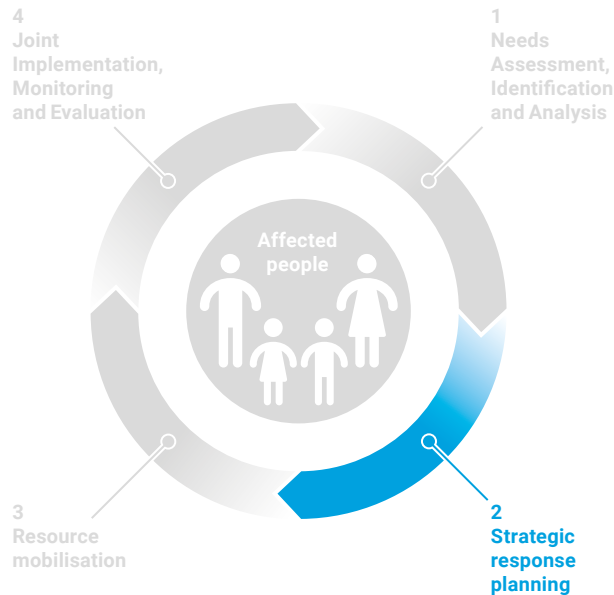
Cox's Bazaar example of joint needs assessment

- In December 2017, Cox's Bazar Education Sector and Child Protection Sub-Sector partners conducted the Joint Rapid Education and Child Protection Need Assessment (JRNA). Its main objective was to identify education and child protection needs, priorities and capacities of Rohingya boys and girls in the camps, settlements and host community in Cox's Bazar, to inform and provide the evidence-base for the 2018 Joint Response Plan (JRP).



- The approach included jointly:
 - defining the assessment scope through a [ToR](#)
 - [mapping](#) joint resources (available financial resources, cluster / partner staff time, materials such as tablets and vehicles, and services such as translation)
 - [planning](#) the assessment
 - adapting and reviewing data collection and analysis tools
 - deciding sampling
 - recruiting and training assessment teams
 - deploying data collection teams
 - using common Kobo questionnaires
 - conducting data analysis and [joint interpretation workshop](#)
- Assessment was conducted through 185 Key Informant Interviews (KII), of parents and teachers, religious / community leaders, from both refugees and host communities.
- While children were not directly consulted in the joint assessment, simultaneous child consultations by three joint CP-Education sector partners were conducted in coordination with the needs assessment team and the results fed into the assessment and report.
- Findings focused on barriers to education and child protection risks. Joint analysis of the findings facilitated common key issues to be identified and inter-sector responses to the common issues recommended in the [joint assessment report](#).
- Full toolkit included in the [Promising Practices and Resources](#)

Step 2



This chapter covers the 'what' to implement. Additional elements of 'how' to implement (including defining quality standards, delivery modalities and allocation of partners) are included in [Step 4: Joint Implementation and Monitoring](#)

Strategic Response Planning

Recognising that the child protection and education sectors seek to provide services to many of the same children, share common partners, and often implement in common spaces, it is critical that our respective response planning, targeting and the allocation of responsibilities and accountabilities are coordinated and coherent to achieve greatest impact on the children targeted.

Outcome: HRP – Chapters and targets that reflect a strategic division of roles and responsibilities for delivering services

Minimum suggested actions

- 1 Identify common and complementary activities (2.1–2.2)
- 2 Strategise response delivery options to attain greatest impact (2.6)
- 3 Apply consistent approach to prioritisation and targeting (2.9)



- [Promising Practices and Resources](#) from country clusters
- [Annexes 6–8](#) to facilitate steps in collaboration
- To be read in conjunction with [CP MS 23.1.9–16](#), and [INEE Analysis Standard 2](#)

Process of collaboration

Outcome: HRP – Chapters and targets that reflect a strategic division of roles and responsibilities for delivering services

	2a Identify areas of collaboration	2b Agree roles and responsibilities	2c Document in strategic plans	2d Formulate indicators
Required at all levels of collaboration			2.7 Alignment with national plans and multi-sectoral responses to prevent duplication	
Inter-sector processes Extensive collaboration	<p>2.1 Jointly identify the common activities [activities that both sectors implement, e.g. MHPSS]</p> <p>2.2 Jointly identify the complementary activities [activities that reinforce the other sector's and common outcomes, e.g. school-based referral mechanisms]</p> <p>2.3 Consider developing collective objectives [see Step 2.10]</p>	<p>2.4 Jointly consider comparative advantages and limitations of implementing common or complementary activities through one or other sector e.g. Distinctions between universal and specialised services:</p> <ul style="list-style-type: none"> Education systems that are intended to reach all children CP expertise in working with the most vulnerable children <p>2.5 Jointly consider which sector is best placed to deliver component activities:</p> <ul style="list-style-type: none"> Technical strengths of sector and partners Delivery capacity and access of sector and partners <p>2.6 Based on 2.4–2.5, jointly delineate complementary roles and responsibilities; document and communicate with partners in both sectors (Annex 6)</p> <ul style="list-style-type: none"> Who develops / selects / vets the technical approach / materials? Who delivers ToTs / trainings, to whom? Who delivers which activities, where? 	<p>2.7 Develop joint strategies, response plans (HRPs), integration frameworks</p> <p>2.8 Jointly develop prioritisation criteria used for respective sector targets (including <i>Severity Scales, Protection Risk Analysis, and Vulnerability Criteria</i>)</p> <p>2.9 Ensure activity-level targeting for common and complementary activities is coherent (Annex 7)</p>	<p>2.10 Jointly develop an appropriate indicator arrangement which meets the coordination² needs of CP and Education and allows for joint response monitoring. This could include:</p> <ul style="list-style-type: none"> Joint indicators Cross-referencing indicators Complementary indicators Integration indicators Mechanisms for aggregating indicators <p>(Annex 8)</p>
Alignment Partial / Selective collaboration	<p>2.1 Jointly identify the common activities [activities that both sectors implement, e.g. MHPSS]</p> <p>2.2 Jointly identify the complementary activities [activities that reinforce the other sector's and common outcomes, e.g. school-based referral mechanisms]</p>	<p>2.4 Sectors consider comparative advantages and limitations of implementing common and complementary activities through one or other sector [details as above]</p> <p>2.5 Sectors consider which sector is best placed to deliver component activities [details as above], and solicit technical support from the other sector on relevant component activities</p> <p>2.6 Based on 2.4–2.5, sectors agree roles and responsibilities for common and complementary activities; document and communicate with partners in both sectors [details as above] (Annex 6)</p>	<p>2.7 Both sectors work together to develop complementary and cross-referencing strategies, response plans (HRPs), integration frameworks</p> <p>2.8 Sectors document prioritisation criteria used and consult with other sector to ensure coherence (can include <i>Severity Scales, Protection Risk Analysis, Vulnerability Criteria</i>)</p> <p>2.9 Sectors conduct their own activity-level targeting in consultation with other sector to ensure coherence in methodology and no overlap for common and complementary activities (Annex 7)</p>	<p>2.10 Sectors develop their own indicators, consulting the other sector on common and complementary activities to avoid overlapping indicators (Annex 8)</p>
Information sharing Basic collaboration	<p>2.1 –2.2 Sectors are aware of the common activities being implemented by the other sector</p>	<p>2.4 Each sector plans their response activities</p> <p>2.5 One sector solicits the technical support of the other sector for relevant component activities (e.g. trainings)</p> <p>2.6 Sectors document and communicate with other sector and partners the roles and responsibilities of the sector in delivering response activities (Annex 6)</p>	<p>2.7 Share draft strategies and response plans chapters (HRPs) to ensure coherence between sectors</p> <p>2.8 Sectors document prioritisation criteria used for respective targets and share with the other sector (can include <i>Severity Scales, Protection Risk Analysis, Vulnerability Criteria</i>)</p> <p>2.9 Sectors conduct their own activity-level targeting and sense-check with other sector to rationalise extreme differences if any exist (Annex 7)</p>	<p>2.10 Sectors develop their own indicators and share with other sector (Annex 8)</p>

Increasing level of collaboration

Somalia example of Integrated Education – Child Protection Response Framework

- Education Cluster initiated an integrated Response Framework in response to the HCT's focus on a Centrality of Protection approach and protection-oriented analysis
- The framework was developed through analysis of the protection issues at schools, consultatively with Education and CP cluster members, cluster coordinators and UNICEF CP and Education programme teams

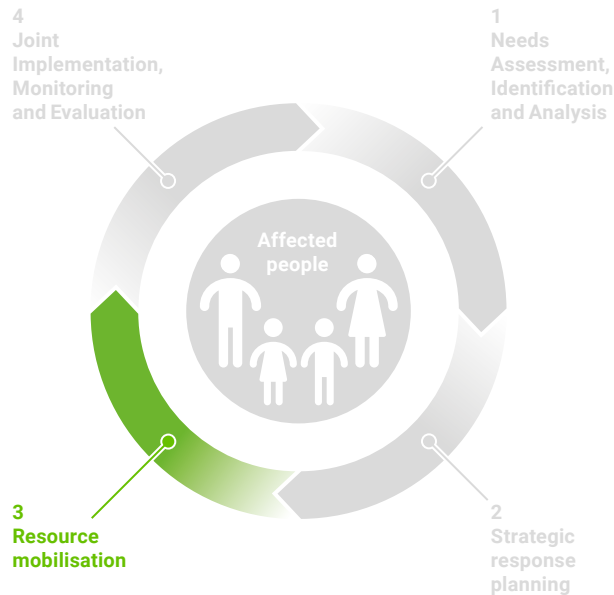


- The framework agreed what can be done in the school to address protection issues, with consideration not to duplicate activities coordinated under CP, and not overburdening teacher workload
- Operationally, the integrated programme is implemented through a single sector (Education), but with technical collaboration from CP
- Roles and responsibilities of each sector are delineated: which activities will require which technical inputs from CP, including developing technical standards, education partner capacity building, and CP delivery of certain activities
- Adoption of the framework for education cluster members is mandatory when appealing for country based pooled funds
- Education HRP Indicators:
 - Integration indicator in Education HRP: “# school children and youth (M/F) reached with protection activities as per the Integrated Education-Child Protection Response Framework” – targeting 100% of education target
 - Cross-sector indicator in Education HRP: reporting attacks on education – “# schools aged children and teachers (M/F) with interrupted schooling due to attacks on education”

Occupied Palestinian Territories example of joint response planning

- Education and CP Coordinators agreed with the HC that they work to a joint strategy for the 2019 HPF and specific area response plans. The HC agreed to a joint CP-Education HPF allocation (see also [Resource Mobilisation](#) example)
- Complementary activities are jointly identified, planned for, and included in HRP, noting the complementary roles and responsibilities of each Cluster:
- All school-based interventions are coordinated through the Education Cluster. This is stipulated in the HRP, and implementing partners wishing to implement any activities in schools are required to join the Education Cluster first
- The HRP indicates which activities CP will provide technical support to Education Cluster on: CP mechanisms in schools, Explosive Ordnance (EO) Risk Education, cross-sectoral emergency case management
- CP and Education collaborate on technical responses to specific issues impacting both sectors (for example, child labour, of concern to education due to children being out of school, and of concern to CP due to increased risk of child injuries and vulnerabilities). CP and Education collaborated to establish referral systems to address this.
- Each sector reviews the other's HRP chapter to ensure complementarity, including to ensure alignment in priority response activities

Step 3



Resource Mobilisation

When both sectors implement common or complementary activities, their differentiated fundraising responsibilities should be clear, their advocacy should be mutually reinforcing, and resource mobilisation should be aligned to maximise the impact of the available resources.

Outcome: Common activities are fundraised for, and funds are allocated for maximum joint impact

Minimum suggested actions

- 1 Agree which common activities to jointly fundraise for, and which cross-sector activities should be reinforced by the other sector (3.2)
- 2 Decide appropriate costing strategy for common activities (3.5)
- 3 Joint project vetting to avoid duplication in common activities (3.9)



- [Promising Practices and Resources](#) from country clusters
- [Annexes 9–10](#) to facilitate steps in collaboration
- To be read in conjunction with [CP MS 23](#), and [INEE Analysis Standard 1.2](#)

Process of collaboration

Outcome: Common activities are fundraised for, and funds are allocated for maximum joint impact

	3a Define resource mobilisation and advocacy responsibilities	3b Costing	3c Agree complementary allocation of resources
Required at all levels of collaboration	3.4 Both sectors advocate on each other's complementarity role, and support messaging on resource needs, <i>e.g. one sector cost per beneficiary may need to increase to include more specialised services, which are delivered one-to-one, rather than in a group</i>	3.5 Document and disseminate the costing methodology	3.8 Each sector's guidance to partners for HRP project sheet submission / HPF allocation strategy delineate which activities are included in each sector and provide guidance for multi-sector Project Sheets / HPF proposals
Inter-sector processes Extensive collaboration	3.1 Conduct a joint analysis of in-country donor strategies / priorities and identify donors that fund common and complementary activities, under which sector (Annex 9) 3.2 Jointly agree which common activities to both / jointly fundraise for, and which cross-sector complementary activities should be included by the other sector to strengthen their response, e.g. school-based referral mechanisms, teacher training on safe identification and referral 3.3 Both sectors actively fundraise for 'joint funding', and for the other sector, <i>e.g. Joint allocation strategies for pooled funds or donor proposals</i>	3.5 Jointly develop an appropriate costing methodology for common and complementary activities	3.6 Jointly analyse which sector has / can access resources in comparison to joint strategic planning: does cross-sector resource allocation need to occur to achieve the most effective / efficient response? <i>e.g. CP sector holds majority of MHPSS funds, but joint planning determined that the maximum impact for children would be achieved through teacher-delivered MHPSS. CP sector funds and delivers MHPSS training for teachers, in collaboration with and facilitated by Education.</i> 3.7 Jointly advocate to the HCT for, and facilitate, joint project sheets and joint pooled fund proposals (e.g. through joint HPF allocation strategy) 3.8 Develop joint allocation strategies and donor proposals, and require that partners submit integrated proposals 3.9 Conduct joint project vetting to avoid duplication in activities or locations (Annex 10)
Alignment Partial / Selective collaboration	3.1 Each sector analyses their in-country donor strategies / priorities and identifies donors that fund common and complementary activities, and shares with the other sector (Annex 9) 3.2 Jointly agree which common activities both sectors will fundraise for, and which cross-sector complementary activities should be included by the other sector to strengthen their response 3.3 Each sector actively fundraises for common and complementary activities, and for the other sector, <i>e.g. an education sector strategy or education donor proposal which includes mandatory CP components and trainings from CP sector</i>	3.5 One sector adopts the costing methodology of the other sector for relevant common and complementary activities	3.6 Each sector shares information on which common and complementary activities they have / can access resources for, and jointly assess if cross-sector allocation of resources could support a more efficient / effective response [details as above] 3.7 Each sector advocates to the HCT for, and facilitates, multi-sector project sheets and proposals for pooled funds 3.8 Each sector develops their allocation strategy with mandatory complementary activities from the other sector, in consultation with the other sector 3.9 Each sector consults the other while developing vetting criteria to ensure coherence and establish a mechanism for detecting / preventing duplication / overlap in response areas. Each sector vets their delineated activities separately (Annex 10)
Information sharing Basic collaboration	3.1 Each sector analyses their in-country donor strategies / priorities and identifies donors that fund common and complementary activities, and shares with other sector (Annex 9) 3.2 Each sector shares information with the other sector on which common and complementary activities they fundraise for 3.3 Each sector actively fundraises for common and complementary activities, <i>e.g. an education sector strategy or education fund which includes optional CP components</i>	3.5 Each sector develops their costing methodology, sense-checks with other sector and rationalises extreme differences if necessary	3.6 Each sector shares information on which common and complementary activities they have / can access resources for 3.7 Each sector advocates to the HCT for, and facilitates, multi-sector projects sheets proposals for pooled funds 3.8 Each sector develops their allocation strategy with optional complementary activities / trainings from the other sector, and shares with the other sector. 3.9 Each sector vets their sector project sheets / proposals and shares with other sector where their activities are included in multi-sector submissions (Annex 10)

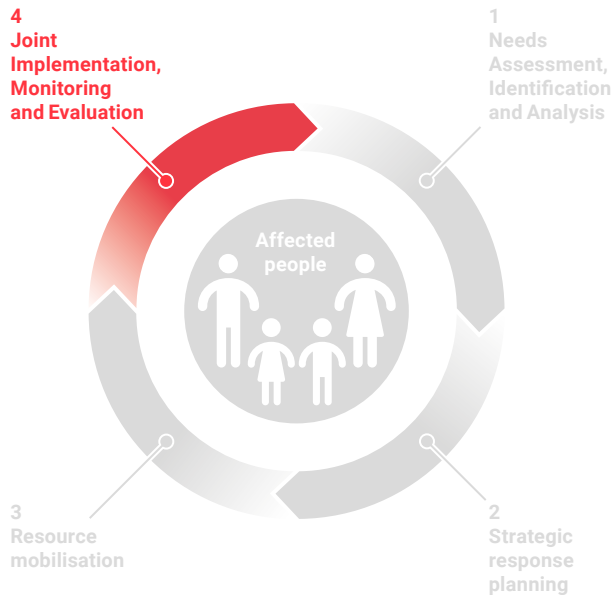
Increasing level of collaboration



Occupied Palestinian Territories example of joint resource mobilisation and allocation

- Education and CP Coordinators agreed with the HC that they work to a joint strategy for the 2019 HPF and they prepared a joint paper for the HPF strategy accordingly. For specific emergency response plans, a joint CP-Education response plan was developed and again, agreement obtained from the HC for joint HPF allocation to that emergency response.
- For HPF allocations, the HC gives an envelope per sector, and Education and CP coordinators pool the envelopes. Funding is then allocated jointly by CP and Education sectors to integrated projects. The % funding per sector roughly reflects what the HC originally allocated.
- Education and CP partners were required to submit joint proposals for HPF funding (a mandatory requirement for all projects). Project sheet vetting was done separately by Education and CP coordinators, then feedback to partners was given jointly.

Step 4



Joint Implementation, Monitoring and Evaluation of Collaboration

Having planned to deliver certain activities together, CP and Education sectors must then work together to ensure that activities implemented together are delivered with sufficient quality and coverage. Collaboration should capitalise on the respective technical skills, capacities and value-add of each sector, reinforcing the ability of both sectors' partners to implement a quality response. Monitoring mechanisms to track the quality and progress of jointly-implemented activities should allow both sectors to know if they are on track. Finally, evaluating the extent and quality of collaboration enables sectors to reflect on lessons learned, share and apply them to strengthen the impact of both sectors' responses on children.

Outcome: Common Activities are implemented and monitored in a way to maximise coverage, quality and accountability

Minimum suggested actions

- 1 Provide partners with implementation guidance (4.2), quality standards (4.5) and reporting guidance (4.9) for common and complementary activities
- 2 Ensure functional cross-sector referral mechanisms are in place (4.4)
- 3 Establish mechanisms to jointly review cross-sector activities (4.10)



- [Promising Practices and Resources](#) from country clusters
- [Annexes 11–15](#) to facilitate steps in collaboration
- To be read in conjunction with [CP MS 23.1.17–33](#), [INEE Coordination Standard 1.2](#) and the INEE and CP Alliance's *CPHA-EiE Collaboration Framework* (forthcoming December 2020)

Process of collaboration

Outcome: Common Activities are implemented and monitored in a way to maximise coverage, quality and accountability

	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
Required at all levels of collaboration	<p>4.1 Systematise joint approaches through:</p> <ul style="list-style-type: none"> Joint meetings Joint WG/task team 'Ambassadors' – 2 members who participate in other sector's meetings Coordinators participate in other sector's meetings Role of both SAGs 		<p>4.7 Many partners work in both education and CP – plan how to maximise the benefits of this on response coverage and quality, while avoiding duplication</p> <p>4.8 Communicate to implementing partners which sector is responsible for coordinating which activities (and therefore if partners need to join the other sector for coordination of certain activities)</p>	<p>4.9 – 4.11 Agree each sector's responsibility to collect, analyse and share monitoring information on cumulative progress</p> <p><i>e.g. Each quarter, IMO consolidates CP and Education MHPSS data and produces MHPSS dashboard. Rotating responsibility between Education and CP IMOs</i></p> <p>4.12 Facilitate child participation in response monitoring through feedback and accountability mechanisms (Annex 15)</p>
Inter-sector processes Extensive collaboration	<p>4.2 Sectors jointly agree on the differentiation of activities under each sector, and provide guidance on the delivery of common and complementary activities (Annex 11)</p> <p><i>e.g. who is responsible for delivering which activities, when, where</i></p> <p>4.3 Sectors set requirements for minimum integrated/ mainstreaming activities (Annex 12)</p> <p><i>e.g. all teachers to be trained on basic CP and GBV issues</i> <i>e.g. schools to conduct monthly meetings between teachers, PTAs and CP staff</i></p> <p>4.4 Both sectors ensure functional cross-sector referral mechanisms are in place, with SOPs</p>	<p>4.5 Sectors jointly plan to enhance technical quality of the response through leveraging the technical strengths of each sector in</p> <ul style="list-style-type: none"> selecting/ developing technical content and trainings delivering TOT and trainings developing tools to monitor quality defining activity standards, <i>e.g. what are the minimum education components in a 'safe space'; what duration of training, with which manual?</i> <p>4.6 Sectors jointly plan to reinforce partner's capacities related to both sectors (i.e. Education partners trained on safe identification and referral, institutional capacity building, etc.)</p>	<p>4.7 Sectors jointly analyse current cluster /WG membership and consider facilitating new members to join to leverage efficiencies and strengthen response quality, i.e.:</p> <ul style="list-style-type: none"> non-traditional partnerships, i.e. CP actors implementing EiE projects/ activities, and vice versa different member types, e.g. implementing partners, government, donors members who deliver multi-sector services but are only members of one sector promote local partner inclusion <p>4.8 Coordinators help partners to understand the agreements on which sector is coordinating which activities, and facilitate partners' engagement in the other sector (as necessary, for certain activities) to align with joint strategic planning</p> <p><i>e.g. if a partner implements community-based PSS (coordinated under CP) and PSS in schools (coordinated under Education), this partner needs to coordinate with and report to both sectors</i></p>	<p>4.9 Jointly develop reporting guidance for common and complementary activities, clarifying how (where, when, frequency) implementing partners should report to improve reporting accuracy and reduce double counting (Annex 13)</p> <p><i>Encourage both sectors to use common location codes in 4Ws, such as EMIS codes, to identify cross-sector activities occurring in same schools</i></p> <p>Follow up with individual partner discussions on reporting procedures to avoid confusion and misreporting on joint activities</p> <p>4.10 Establish mechanisms to jointly review cross-sector activities, including</p> <ul style="list-style-type: none"> Aggregation indicators Cross-sector tagging Joint monitoring visits <p>4.11 Monitor and Evaluate the extent and quality of CP-EiE collaboration/ integration efforts (Annex 14)</p> <p>4.12 Facilitate child participation: Sectors design a joint, child-friendly feedback and accountability mechanism. Feedback received is jointly reviewed and applied to the implementation and monitoring processes</p>

Increasing level of collaboration

Increasing level of collaboration	Alignment Partial/ Selective collaboration	<p>4.2 Sectors jointly agree on the differentiation of activities under each sector and provide guidance on this to partners of both sectors (Annex 11)</p> <p>4.3 Sectors set requirements for minimum integrated/ mainstreaming activities (Annex 12)</p> <p>4.4 Both sectors ensure functional cross-sector referral mechanisms are in place</p>	<p>4.5 Each sector solicits the technical support of the other sector, as required for relevant common and complementary activities, in:</p> <ul style="list-style-type: none"> ■ defining activity standards ■ selecting / developing technical content and trainings ■ delivering TOT and trainings ■ developing tools to monitor quality <p>4.6 Sectors jointly plan to reinforce their partner's capacities related to both sectors</p>	<p>4.7 Sectors jointly analyse current cluster / WG membership and consider facilitating new members to join to leverage efficiencies and strengthen response quality, i.e.:</p> <ul style="list-style-type: none"> ■ non-traditional partnerships, i.e. <i>CP actors implementing EiE projects/ activities, and vice versa</i> ■ different member types, e.g. <i>implementing partners, government, donors</i> ■ members who deliver multi-sector services but are only members of one sector ■ promote local partner inclusion <p>4.8 Coordinators help partners to understand the agreements on which sector is coordinating which activities, and facilitate partners' engagement in the other sector (as necessary, for certain activities) to align with joint strategic planning</p> <p><i>Example as above</i></p>	<p>4.9 Sectors consult the other and each develop reporting guidance for common and complementary activities, clarifying how implementing partners should report to improve reporting accuracy and reduce double counting (Annex 13)</p> <p>Follow up with individual partner discussions on reporting procedures to avoid confusion and misreporting on joint activities</p> <p>4.10 Establish mechanisms to jointly review cross-sector activities, including</p> <ul style="list-style-type: none"> ■ Aggregation indicators ■ Cross-sector tagging ■ Joint monitoring visits <p>4.12 One sector adopts the feedback and accountability mechanism of the other sector. Feedback is reviewed separately and relevant findings shared</p>
	Information sharing Basic collaboration	<p>4.2 Each sector provides guidance for their partners on the delivery of common and complementary activities, and shares with the other sector (Annex 11)</p> <p>4.4 Both sectors ensure functional cross-sector referral mechanisms are in place</p>	<p>4.5 Each sector shares, for relevant complementary and common activities, their:</p> <ul style="list-style-type: none"> ■ activity standards ■ technical content and trainings ■ developing tools to monitor quality <p>4.6 Each sector solicits the technical support of the other sector to build their partner's capacities related to the other sector</p>	<p>4.7 Each sector is aware of their members who operate cross-sector</p> <p>4.8 Each sector shares information with the other sector on members which implement common and complementary activities but may not be members of the other sector</p>	<p>4.9 Sectors develop their own reporting guidance for common and complementary activities, clarifying how implementing partners should report to improve reporting accuracy and reduce double counting, and share with the other sector (Annex 13)</p> <p>4.10 Establish mechanisms to jointly review cross-sector activities, including</p> <ul style="list-style-type: none"> ■ Aggregation indicators ■ Joint monitoring visits <p>4.12 Each sector uses their own feedback and accountability mechanism. Feedback is reviewed separately and relevant findings shared with the other sector</p>

South Sudan example of collaboration on delivering school-based MHPSS

- CP and Education sectors determined during the strategic planning phase that the most effective approach to reaching children with PSS services was through a school-based, teacher-delivered approach. The sectors then worked together and with their partners, to define how to deliver the required component activities:
- CP sector leads the technical design of tools, trainings and manuals
- Education partners facilitate and organise teacher training for PSS at school level. They liaise with trained CP partners to deliver the trainings to teachers (this could be within the same organisation if implementing both CP and Education in the location)
- Education partner is responsible to report to 4Ws: “# teachers trained on PSS” (Reporting responsibility is explicit in the HRP)
- CP Sub-cluster and MHPSS taskforce developed a School Level Checklist for Education partners to use to monitor minimum key PSS and CP elements at the school level
- CP partners support in the establishment of school-based referral mechanisms and training of teachers on safe identification and referral



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How can I get support?

The Global Education Cluster and Child Protection AoR are ready to support you! Please contact your global coordinators or helpdesks for support ([GEC helpdesk](#) and [CP AoR helpdesk](#)).

Further information and resources on CP-EiE Collaboration can be found on the [GEC website](#) and [CP AoR website](#).