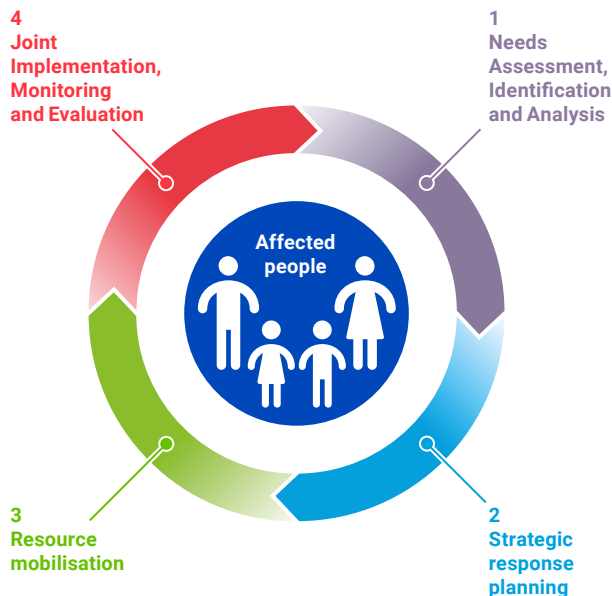


CP-EiE Collaboration in Coordination Framework Summary Guide

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.

There is already strong collaboration ongoing between CP and Education sectors, as outlined in the INEE MS and CPMS; by reflecting and systematising this collaboration in key Humanitarian Programme Cycle (HPC) processes, coordination groups can foster integrated approaches in CP and Education humanitarian responses and together enhance the quality, coverage and accountability of the response.



Why collaborate?

- Children's education and protection needs and risks are inter-related; analysing them holistically can lead to stronger response planning that aligns with children's needs
- Challenges with data availability and quality can be alleviated when sectors work together in needs assessments and analysis
- Response quality is enhanced with technical inputs and integrated services from both sectors
- Working together during targeting reduces duplication of services and maximises impact of available funds
- Partners often deliver multi-sector services; coordination can encourage and facilitate this, working to break down siloes and foster integration
- Monitoring cumulative contributions to common or overlapping response areas improves our understanding of the overall progress of that response area and remaining gaps, instead of having two incomplete pictures of response progress.

While collaboration can require an initial time investment, it can reap many benefits for coordinators, sector responses and the impact on children affected by crises.

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 [Global Education Cluster](#) and [Global Child Protection AoR websites](#).

How to use the CP-EiE Collaboration Framework

The [CP-EiE Collaboration Framework](#) supports Education and CP coordination teams' predictable and coherent collaboration throughout the HPC:

- 1 Needs Assessment, Identification and Analysis
- 2 Strategic Response Planning
- 3 Resource Mobilisation
- 4 Joint Implementation, Monitoring and Evaluation

For each HPC phase, the framework provides:

- **Objective** of collaboration
- **Key steps** of collaboration. Follow the steps sequentially. You may prioritise steps that are most relevant, impactful, and feasible in your context. Minimum steps which are fundamental to achieve predictable and coherent collaboration are highlighted and encouraged in all contexts.
- **3 Levels** of collaboration. Collaboration may naturally be more advanced in some HPC phases, or specific steps, than in others. Use the chart as an initial self-assessment to identify current levels of collaboration, and select the steps which you will focus on to enhance collaboration. Each step has the same sequence number at all three levels.
- **Annexes** facilitate taking the collaboration steps.
- **Promising practices** and resources from country clusters.
- **Thematic Papers** provide examples of the collaboration framework applied to a programmatic area that CP and Education frequently collaborate on (e.g. [MHPSS](#), [Violence Against Children](#))

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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

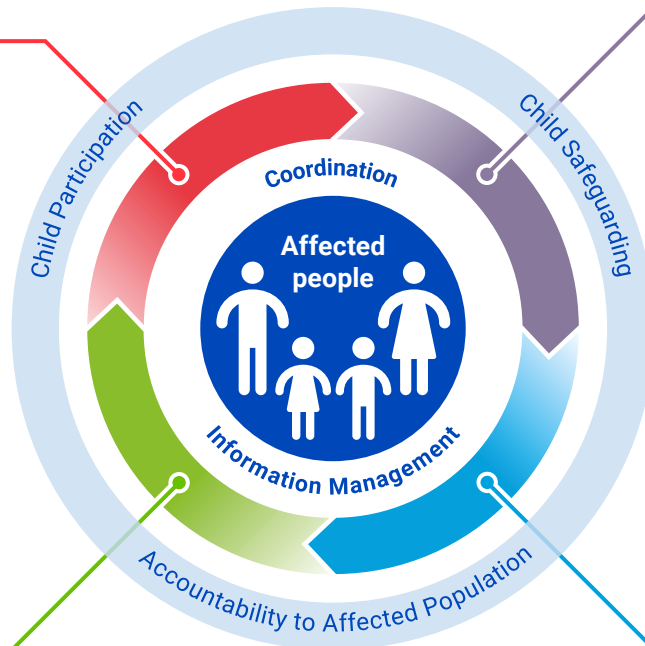
When both sectors implement common or complementary activities, differentiated fundraising responsibilities should be clear, advocacy should be mutually reinforcing, and resource mobilisation should be aligned to maximise the impact of the available resources.

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