**Step 4: Joint Implementation and Monitoring,**

**and Evaluation of Collaboration**

Annexes to facilitate taking the collaboration “steps”

**Annex 14** Differentiation and delivery of complementary and common activities under each sector

**Annex 15** Sector’s minimum mainstreaming / integrated activities (**updated with new Example minimum requirements in CP 2023**)

**Annex 16** Reporting guidance for common and complementary activities

**Annex 17** Evaluating the extent and quality of CP-EiE collaboration

**Annex 18** Child Participation resources

**Annex 14: Example of differentiation of activities under each sector, & guidance on the delivery of complementary &**

**common activities**

N.B.: This guidance focusses on collaboration for the coordination of activities. For technical guidance on CP-EiE

collaboration, INEE and CP Alliance are developing a *CPHA-EiE Collaboration Framework*, forthcoming December 2020

The examples below are based on:

1. Iraq’s Child Protection and Integration Concept Note on pg. 6-7 of the [CP Minimum Service Package for Urban](https://educationcluster.box.com/s/papp3rq4kfh2pop9rpeg8kgpvimeo4j0)

[Retaken Areas](https://educationcluster.box.com/s/papp3rq4kfh2pop9rpeg8kgpvimeo4j0)

2. Cox’s Bazaar’s [Guidance on Multi-Purpose Child and Adolescent Centres](https://educationcluster.box.com/s/7s0xvd8xiwfpwmxsy18maby1m3aa61ip)

Key elements of these guidance include:

*1. Shared vision: What is the common objective? What is the benefit of an integrated approach?*

*2. Approach: of multi-purpose space and integrated package of services*

*3. Responsibilities of each sector: “within Education interventions, CP service provides will provide…, within CP*

*interventions, Education service providers will provide…” (including training, activities, monitoring, etc.)*

*4. Operational considerations: e.g. access, duration, and cost considerations*

*5. Ways of working, for example based on the following scenarios:*

|  |  |  |
| --- | --- | --- |
| **Scenario** | **Example activity** | **Guidance** |
| **Single agency**  **delivering**  **integrated Education & CP services** | Multi-purpose  centres (such as  Makani in Jordan or Cox’ Bazaar’s centres) or community centres1 | • Ensure clear targeting per activity, with criteria explained to beneficiaries  • Ensure staff are specialised in their fields of activity, and provide appropriate training  (i.e. a social worker isn’t a specialist on non-formal education)  • Discuss with both sectors on reporting agreements, in order to avoid double reporting (see Annex 8 for more information)  • If needed, reach out to other specialised agencies to share space and/or increase targeting capacity/quality of services |
| **Education &**  **CP providing services in the same location** | Multi-purpose  centres/ community centres | • To ensure safety, quality and minimum standards, it is recommended that one organisation is in-charge of the management and/or supervision of a centre  • Ensure clear targeting per activity, with criteria explained to beneficiaries  • Ensure staff are specialised in their fields of activity, and provide appropriate training (i.e. a social worker isn’t a specialist on NFE): specialised services can only be provided by teams with specific expertise  • Discuss with both sectors on reporting agreements, in order to avoid double reporting (see Annex 8 for more information)  • Ensure staff salaries and terms of work are similar between sectors |

1 Multi-Purpose Community-Based Centres are nurturing, safe environments where affected communities, including children and their families can access free and multiple protection, information and specialized services (definition from the [Iraq example)](https://educationcluster.box.com/s/papp3rq4kfh2pop9rpeg8kgpvimeo4j0)

|  |  |  |
| --- | --- | --- |
|  |  | • Ensure good coordination between agencies and teams: coherent approach to activities and outreach, discussions on beneficiaries of each activity, avoid  overlapping activity (especially MHPSS activities), specific working hours and mandate  • Capacity building agreement and referral pathways in place  • Regular on-site planning and operational meetings between the CP and EiE agencies for communication of issues, potential re-adaptations, and lessons learned |
| **CP delivering**  **CP services in Education sites** | Specialised  psychosocial support & Counselling Case Management  Family Tracing &  Reunification | • Ensure staff salaries and terms of work are similar between sectors  • Ensure good coordination between agencies and teams: coherent approach to activities and outreach, discussions on beneficiaries of each activity, avoid  overlapping activity (especially MHPSS activities), specific working hours and mandate  • Capacity building agreement and referral pathways in place  • Regular on-site planning and operational meetings between the CP and EiE agencies for communication of issues, potential re-adaptations, and lessons learned |
| **Education**  **delivering Education services in CP sites** | NFE  Programs for school reintegration | • Ensure staff salaries and terms of work are similar between sectors  • Ensure good coordination between agencies and teams: coherent approach to activities and outreach, discussions on beneficiaries of each activity, avoid  overlapping activity (especially MHPSS activities), specific working hours and mandate  • Capacity building agreement and referral pathways in place  • Regular on-site planning and operational meetings between the CP and EiE agencies for communication of issues, potential adaptations, and lessons learned |
| **CP delivering**  **Education**  **services** | NFE in CFS | • Clear agreement on who is providing what to ensure no child is left behind or targeted twice  • Capacity building agreement and referral pathways in place  • Ensure approach has clear objective and aims to enable transition to formal education or for youth, safe livelihood opportunities. |
| **Education**  **delivering CP**  **services** | MHPSS activities | • Clear agreement on who is providing what to ensure no child is left behind (e.g. out of school children) or targeted twice (e.g. at school/during school time and in the community after school)  • Capacity building agreement and referral pathways in place  • Ensure specialised services are provided by a dedicated CP agency (for example case management or structured PSS) |

**For all types of centres, remember that they must be regularly monitored. Monitoring is key to:**

• Ensure quality of service delivery

• Ensure provision of indiscriminate, safe, equitable, inclusive confidential and dignified treatment and access

• Track developments, identify gaps and take corrective measures to address them, including governorate and national level advocacy

• Evaluate impact, ensure accountability and promote meaningful participation

**Annex 15: Examples for Sector’s minimum mainstreaming / integrated activities**

**To strengthen the integration of implementation, CP and Education sectors can set minimum requirements for mainstreaming/integrated activities in each sector.** This means when one sector implements its own activities, they include required complementary activities from the other sector to strengthen collective objectives.

Example minimum requirements in CP:

* All referral intake and case planning forms to include questions on education status and re-integration into education
* CP interventions to consider and support school reintegration or alternative education option
* Information on out of school children should regularly be shared with education partners and sector
* Informal education activities implemented by CP actors including basic literacy and numeracy activities should always aim at (re)integration into formal education and in consultation with Education
* Advocacy on school’s importance should be part of activities awareness raising
* Train education actors with a focus on the needs of children and their caregivers to ensure risk of harm is prevented or mitigated and to foster a protective learning environment for children. Topics may include:
* Context-specific child protection issues, as well as child protection principles;
  + Identification and referral of child protection cases using established referral pathways (including referrals to health and nutrition;
  + Identification and referral of parents and caregivers with school-age children who might be under psychosocial distress;
  + Social and emotional learning (SEL);
  + Gender- and disability-sensitive approaches;
  + Child safeguarding policies and procedures;
  + Psychosocial First Aid.

Example minimum requirements in Education:

* School-based referral pathways
* All teachers trained on basic CP and GBV issues, psychological first aid and safe identification and referral
* All schools to conduct monthly meetings between teachers, PTAs and CP staff
* Schools to have CP-focal points and CP practitioners to be placed in schools and/or regularly visiting
* Promote the well-being of education workers (teachers and administrative personnel) by:
* Providing teachers with peer support and continuous professional development;
* Providing mental health and psychosocial support services;
* Limiting class size.
* Ensure both formal and non-formal educational curricula and approaches are:
* Inclusive;
* Acceptable (contextually sensitive and translated);
* Non-discriminatory;
* Supportive of children’s participation.
* Design educational facilities in line with universal design standards.
* Provide separate toilets in safe locations for boys and girls in each safe space, temporary learning centre, or classroom.
* Ensure safe spaces, temporary learning centres, and classrooms are in good condition and pose no risk to children and teachers. Situate play areas in clearly visible and safe locations.
* Locate safe spaces, temporary learning centres, and classrooms in safe locations near or within IDP settlements. Ensure that IDP children have access to available education services at the same level as host communities.
* Ensure that composition of education staff reflects the gender, ethnic, and linguistic balance of the children attending.
* Ensure child protection checks are carried out when recruiting new or temporary staff.
* Ensure that all education staff, including from partners, volunteers, and contractors sign and are trained on child safeguarding policies and procedures, and policies that prohibit corporal (physical) punishment and other degrading forms of punishment.
* Ensure all temporary staff, visitors, and any other person introduced in a center of learning be always accompanied by permanent staff.

Example of joint minimum requirements for Education and Child Protection actors:

* Jointly plan and organise safe spaces, group activities, and temporary learning spaces to maximise complementarity.
* Provide appropriate formal and non-formal education opportunities for adolescents at all levels, such as accelerated learning, vocational training, and life skills training.
* Jointly design and distribute child protection and other sectoral messages to children who are both in and out of school about:
* Life skills;
* Sexual and reproductive health;
* Hygiene;
* Preventing the spread of infectious diseases.
* Support caregivers, parent-teacher associations, and other groups to learn about:
* Positive child caregiving;
* Anti-bullying and anti-discrimination interventions
* Work together to ensure educational programmes take into account the specific situations of certain groups of children, such as children formerly associated with armed forces and armed groups, pregnant girls, nomadic children, child-headed households, and unaccompanied and separated children.
* Collaborate with children and other stakeholders to establish and implement accessible and confidential feedback and reporting mechanisms to report child protection concerns.

Example of minimum requires for Education and Child Protection Coordination Teams:

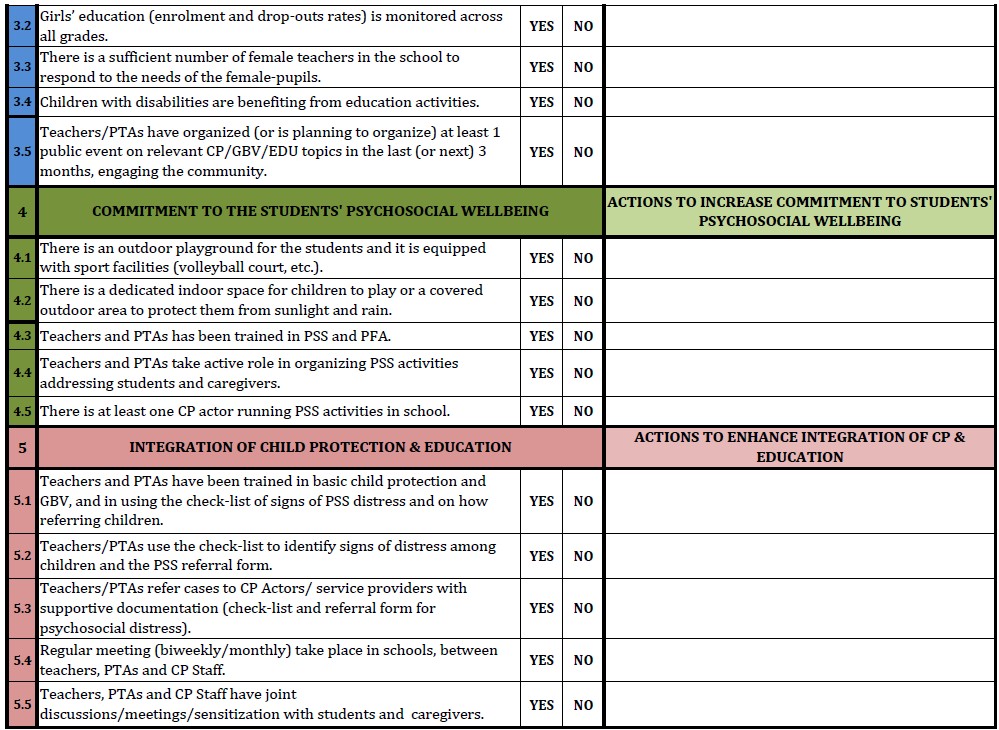
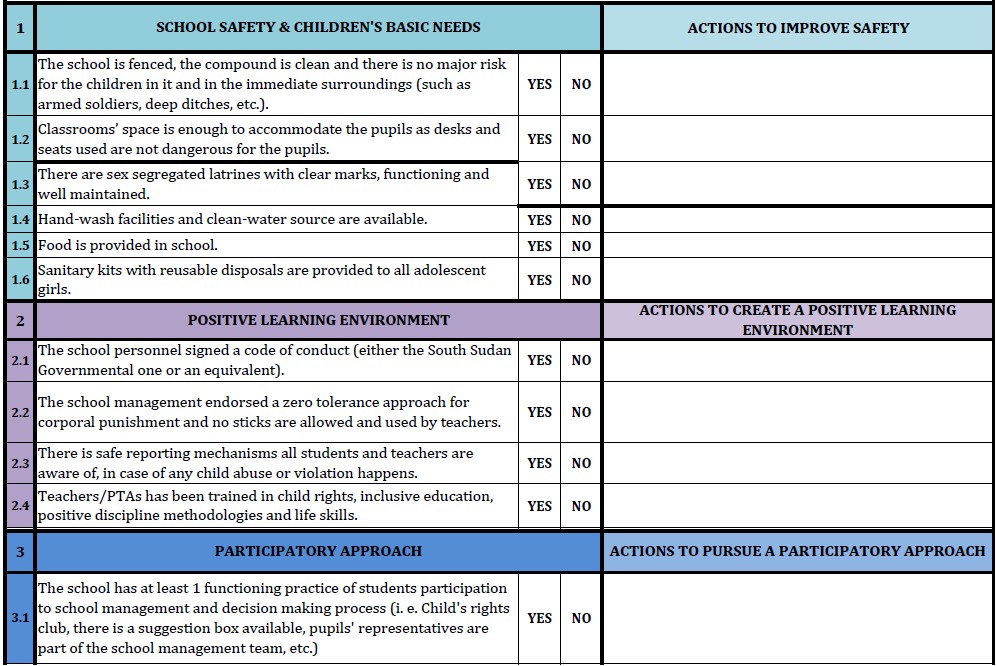
* Provide partners with implementation guidance, quality standards, and reporting guidance for common and complementary activities.
* Ensure functional cross-sector referral mechanisms are in place.
* Establish mechanisms to jointly review cross-sector activities.
* Set requirements for minimum mainstreaming activities – *e.g. all education personnel in all learning centers are trained on basic child protection issues and safe identification and referrals.*
* Encourage inter-agency technical resource sharing.
* Promote opportunities for joint training/capacity-building between the two sectors.
* Develop joint policies, strategies, and advocacy briefs.
* Develop joint EiE/CP national norms.
* Develop a joint technical note for rapid response.
* Promote job shadowing, coaching/mentoring opportunities, for instance, for child protection focal points at temporary learning centres or education focal points providing services at safe spaces led by child protection actors (such as Child Friendly Spaces).
* Work collaboratively with relevant government authorities to promote flexible documentation requirements for accessing educational and vocational opportunities (such as birth certifications, certificates of citizenship, or identify papers).
* Conduct joint costing exercise for common and complementary activities and agree on allocation of available resources.
* Jointly advocate for the relocation of educational facilities away from areas, such as military zones or natural hazards.

At a programmatic level, the following example checklists support and monitor partners’ integration/ mainstreaming of

the minimum CP and PSS requirements into education programs: [(South Sudan](https://educationcluster.box.com/s/jx2uvczziztjr28t1yz30hs24amnmtpa), [Zimbabwe](https://educationcluster.box.com/s/pgg97uwzkg8bfr6mvd0sr790hh1dxkfb) & [general](https://educationcluster.box.com/s/d60qa1qnile2lmiiyeyu8220qp7il4ho) examples):

**Annex 16: Example of reporting guidance for common & complementary activities (clarifying how implementing partners should report to improve reporting accuracy & reduce double counting)**

There are country-based examples of separating reporting by activity, age of child, location of activity, and funding source. A variety of monitoring and reporting arrangements are possible, and sectors should choose the arrangement that make most sense for their sectors and partners; the important thing is to communicate responsibilities clearly to partners. Some options for criteria are laid out below:



1. **Location**: e.g. School based activities report to education, community-based activities report to CP (example from MHPSS

activities in Iraq)

**2. Activity:** e.g. teachers trained on MHPSS report to education, children benefitting from MHPSS report to CP (example from

Ukraine)

**3. Age:** e.g. 3-14 years to education, 15-18 years to CP, (example from MHPSS activities in multi-purpose spaces in CXB)

4. **Funding source**: Activities funded through one sector report to this sector (multiple country examples)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Conducted in…** | **For children aged…** | **Funded by…** | **Report to\*:** |
| E.g.  After-school structured PSS sessions | School  School School School | 6-14  6-14  6-14  15-18 | Education  C.P. C.P. C.P. | Education  Education  C.P. C.P. |

*\*This is an example only. Country sectors are best placed to determine the monitoring and reporting mechanisms*

*that works best for the sector and partners. Important is to communicate to partners, e.g.:*

**Top Tip in 4Ws reporting**: Encourage both sectors should use common location codes in 4Ws, such as EMIS codes to identify and monitor cross-sector activities being delivered in the same schools.

**Annex 9a:** In Sector HRP Indicator Guidance, specify when to report to the other sector, e.g. “reporting tips”. Two

examples adapted from country Indicator Guidance:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity**  **Category** | **Activity**  **Description** | **Activity**  **Indicator** | **Indicator Definition & Rationale for use** | | |
| **PSS**  *Implemented through CP* | Provide psychosocial support activities to boys and girls | Number of girls / boys benefiting from psychosocial activities | Record the number of girls / boys that have been registered for | attendance of Child |  |
| Friendly Spaces and Youth Centres / or other open spaces in the community and are participating in structured and sustained psychosocial and child protection programmes. **Note:**  • *Structured* programmes include a curriculum and/or session activity plans.  • *Sustained* programmes refer to a) ongoing programmes and  b) a child’s regular attendance over a specific period of time, e.g. 2 times per week  over 3 months. Minimum requirements should be clarified by country CPWGs.  • *Psychosocial support programmes* should include all interventions that consider 3 domains of child wellbeing: skills and knowledge; emotional wellbeing and social wellbeing (as per IASC Guidelines)  **Reporting Tip:**  For psychosocial support activities conducted at school, please do not report here and report these activities to Education Sector | | |
| **Awareness raising and advocacy on CP issues**  *Implemented through CP* | Conduct awareness raising activities on CP issues | Number of girls/boys/ women/men participating in awareness raising activities on CP issues | Record the number of girls / boys / women / men that your organization has reached through Child Protection awareness raising activities (including community events related with CP, face to face awareness sessions).  **Reporting Tip:**  For CP awareness raising activities conducted at school, please do not report here and report these activities to Education Sector | | |

**Annex 17: Evaluating the extent & quality of CP-EiE collaboration**

**Review and Evaluation is a critical step of the HPC.** OCHA Inter-agency Humanitarian Evaluations assess “the results of the collective humanitarian response by member organizations of the IASC, [measuring] the extent to which planned collective results have been achieved and how humanitarian reform efforts have contributed to that achievement”2.

Through CP and Education sectors’ collaboration, you are contributing to enhanced relevance, effectiveness and

coordination, to achieve greater collective impact for affected children.

Measuring and reflecting on the collaboration facilitates sectors to reflect on lessons learned and the extent to which the impact and quality of both sectors’ responses were enhanced as a result of collaborative approaches. **This is an opportunity for joint learning**, assessment of progress in collaboration, and focussed planning through the next HPC.

Some example indicators to monitor and evaluate the **extent and quality of collaboration** between CP and Education sectors are:

• Indicators measuring **Integration** or **Mainstreaming** of CP & Education to strengthen collaboration/ integration efforts, e.g.:

o Against integrated/joint strategy results, e.g. in Somalia Education HRP: “*Number of school children and youth (M/F) reached with protection activities as per the Integrated Education-Child Protection Response Framework”*

o Qualitative assessment of “how *strong* was collaboration?” , “to what extent were objectives/impact furthered as a result of collaboration?”

o Options of “cross-sector tagging” in 3/4/5Ws to quantitatively track the *extent* and *prevalence* of integrated programming

• Example Quantitative Indicators for sector-level collaboration

o Needs Assessment: Y/N were assessments done jointly/included participation from the other sector?

o Needs Analysis: Y/N did needs analysis use data from the other sector and have participation/ validation from the other sector?

o Planning: Y/N or number of activity standards in the Education Strategy that were jointly defined

o Resource Mobilisation: Y/N were resources budgeted for under Education for CP activities that have been included in the Education strategy? (or vice versa)

o Implementation: Number of activities jointly implemented

o Monitoring: Number of joint indicators to monitor

o Coordination: Number of times coordinators attended other sector’s meetings

2 OCHA inter-agency humanitarian evaluations address the following core questions:

*1.* ***Relevance****: To what extent have the objectives set out in the Humanitarian Response Plan (HRP) or similar plan been based on identified needs of the most vulnerable groups affected by the crisis?*

*2.* ***Effectiveness****: To what extent were the results (in terms of assistance delivery as articulated in the HRP) achieved and to what extent were they effective in meeting the needs of the most vulnerable?*

*3.* ***Sustainability****: What were the positive and negative, intended and unintended effects of the IASC humanitarian system’s*

*assistance for people affected by the crisis?*

*4.* ***Partnerships****: To what extent have adequate partnerships been established (with international, national and/or local stakeholders) to deliver assistance to affected people?*

*5.* ***Localization****: Have national and local stakeholders been involved in the response design and have their capacities and system s*

*to respond in the future been strengthened through the response?*

*6.* ***Coordination****: Was the assistance well-coordinated, successful and, as much as possible, equitable, reaching all affected populations and avoiding duplication of assistance and gaps*

Humanitarian Response Info, accessed 15/6/20 at <https://www.humanitarianresponse.info/en/programme-cycle/space/evaluation>

**Annex 17: Child Participation resources**

Both CP and Education focus on children as their primary target group. To be accountable to children, both sectors should incorporate child participation at every stage of the Humanitarian Programme Cycle, and encourage facilitation through partners. Where possible, both sectors can create joint systems to maximise technical expertise and efforts from both sectors in reaching children *(for example, setting up one hotline that children can access for both sectors, instead of setting up two hotlines).*

**Needs Assessment and Analysis** – ensure children’s own perspective of their protection and education needs and perceived risks

are fed into sector needs analysis through their involvement in the design of assessments or through KIIs/FGDs

•  [Guidelines for Children ’ s Participation in Humanitarian Programming](https://reliefweb.int/sites/reliefweb.int/files/resources/Children_Participation_Humanitarian_Guidelines.pdf) (Save the Children) pp 22-28 includes considerations and tools for child participation in needs assessments

• Somalia example of Child Participation in Needs Assessments

**Strategic Response Planning** – children can participate in response design by identifying what actions are needed, for example through this [Spider Tool](https://resourcecentre.savethechildren.net/node/2693/pdf/docs-51542-v1-spider_tool_facilitator_s_guideno3_pdf.pdf) exercise (Save the Children)

**Implementation –** consulting with children through the implementation period provides critical inputs on what is working and how to make improvements.  [Guidelines for Child ren ’ s Par ticipation in Hu manitarian Programmin g](https://reliefweb.int/sites/reliefweb.int/files/resources/Children_Participation_Humanitarian_Guidelines.pdf) pp 29-34 includes considerations and tools

**Monitoring and Evaluation:** establish child-friendly feedback and accountability mechanisms, and even work together to establish joint mechanisms, to hear children’s perspectives on the services received and their ideas for what can be done differently. Consider not only qualitative monitoring, but quantitative monitoring, for example by adding a question in the 4Ws.

•  [Guidelines for Child ren ’ s Participation in Humanitarian Programmin g](https://reliefweb.int/sites/reliefweb.int/files/resources/Children_Participation_Humanitarian_Guidelines.pdf) (Save the Children) pp 22-29 includes considerations and tools for child participation in monitoring and pp 35-38 for evaluation

• Children can participate in response monitoring by identifying if what is being done is really working for them, for example through this Save the Children [Spider Tool](https://resourcecentre.savethechildren.net/node/2693/pdf/docs-51542-v1-spider_tool_facilitator_s_guideno3_pdf.pdf) exercise

• This [Toolklit fo r Monitoring and Evaluation o f Childr en ’ s Participation](https://resourcecentre.savethechildren.net/node/8106/pdf/me_toolkit_booklet_5.pdf) (inter-agency) has step by step guidance on many different Monitoring and Evaluation activities that involve children’s participation and measure the scope, quality and outcomes of child participation

Always jointly consider and mitigate the risks in child participation. The following table is taken from [Guidelines for Children ’ s](https://reliefweb.int/sites/reliefweb.int/files/resources/Children_Participation_Humanitarian_Guidelines.pdf)

[Participation in Humanitarian Programming](https://reliefweb.int/sites/reliefweb.int/files/resources/Children_Participation_Humanitarian_Guidelines.pdf) (Save the Children) p 18 and could be a first step to joint planning:

