** Step 2: Strategic Response Planning**

Promising Practices & Resources from Country Clusters

The following table contains promising practices of CP-EiE Collaboration from country clusters and where available, the resources they used. Examples are categorised following the [CP-EiE Collaboration Framework](https://educationcluster.box.com/s/9mqsahd102pzwwiq7cpobxxo0jc4cmkg) structure. Global resources related to these steps are included at the end. *This is a living compilation of promising practices; if you have examples or tools to add, please* [*get in contact*](mailto:mackenzie.monserez@savethechildren.org) *with us!*

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| **2a. Identify areas of collaboration** | **2b. Agree roles &**  **responsibilities** | **2c. Document in strategic plans** | **2d. Formulate indicators** |
| Integration/ cross-sector matrices   * Example [cross-sector matrix](https://educationcluster.box.com/s/zmb8qac83lgeypy3svtp0mla1p55b8tv) to support joint work and clarify accountabilities between clusters (**South Sudan**, 2016/17) * Example [WASH-Education Integration matrix](https://educationcluster.box.com/s/xecpx2t0ixor4vj1w6zgyggh3gyjoego) **(Somalia)**   *Integration Guidelines explored further under* [*Step 4: Joint Implementation and Monitoring, and Evaluation of Collaboration*](https://educationcluster.box.com/s/j9tt4x0el8939a84slrlitgdgquf7079) | [Education transition plan](https://educationcluster.box.com/s/sdjlztvrsmhymrxbg2mb9zfe31xvc0ir) outlines partnership modalities with CP actors in delivering PSS in non-formal learning environments (**Iraq)**  **Iraq** 2017 Minimum CP Package for Urban-Retaken areas provides guidance on collaborative response planning including in multi-use spaces; Iraq Education Cluster was on the WG developing this (See [*Step 4: Joint Implementation and Monitoring, and Evaluation of Collaboration*](https://educationcluster.box.com/s/j9tt4x0el8939a84slrlitgdgquf7079)) | Joint Strategy / Response Plan Development   * [Integrated Education – Child Protection Response Framework](https://educationcluster.box.com/s/lqcdj4jk7y3pefstl1nmpvhr8aosm2cl) (**Somalia**) * Education and CP Coordinators agreed with the HC that they work to a [joint strategy for the 2019 HPF](https://educationcluster.box.com/s/vwwwfsr7owakx1q0ohbz399dd6jhh779). In specific response plans, (Hebron-H2), a joint response plan was developed (**oPt)** * [Joint Response Plan](https://educationcluster.box.com/s/jutqwl6zyye81gtfvf1o4odeh1vrv5sl) (**DRC** – Kasaii), Joint Intervention Plan, Joint Result Framework, (**DRC –** Kasaï)   Collaboration during single sector strategy / response plan development   * Education Cluster invited CP colleagues to strategy development training (2019) and were involved in the EC strategy development – response priorities were developed with CP actors’ and sector coordinator’s involvement (**Ukraine, oPt**) * CP Strategy development in Central Sahel (Mali, Burkina Faso, Niger) invited Education colleagues; resulting in an integrated operational plan (**WCA)** * Each sector reviews the other’s HRP chapter to ensure complementarity, including to ensure alignment priority response activities (**oPt**) * Complementary activities identified, planned, and included in HRP, noting the complementary roles and responsibilities of each Cluster * Education HRP includes teacher training requirements on CP and multi-use space guidance (**Afghanistan**) * HRP indicates CP will provide technical support to education cluster on CP mechanisms in schools, ERW education, cross-sectoral emergency case management (**oPt**) * SOP for school-based interventions) – Clusters and partners are clear that any school-based interventions should be coordinated through the education cluster. This is stipulated in the HRP, and partners wishing to implement any activities schools are required to join the Education Cluster first (**oPt**) * [Education transition plan](https://educationcluster.box.com/s/sdjlztvrsmhymrxbg2mb9zfe31xvc0ir) outlines partnership modalities with CP actors in delivering PSS in non-formal learning environments, (**Iraq**) i.e.   *CP partners can support the delivery of PSS through 2 main channels*  ***1. School based social worker****- CP partners can help mentor and coach the school based social worker in the formal school set up who will in turn provide support to both teachers and learners.*  ***2. CP actors lead in the delivery of a structured PSS curriculum to the children.*** *Irrespective of the learning modality (ALP, catch- up and Basic Literacy and Numeracy), education partners should incorporate into the timetable one and a half hours per week of PSS where a CP partner can take learners through a structure PSS and resilience building curriculum, which are already tested and proven to have a positive impact on child well-being. Content to be covered during these special sessions will be agreed on between the CP Sub-Cluster and Education Cluster as this is an area that requires standardization but ideally it should the sessions should adhere to the topics set out in the PSS manual.*  Targeting   * Potential overlaps in targeting or coverage discussed with CP, Education, and MA AORs – reliance on partner knowledge for their best implementing locations to avoid overlaps (**Ukraine**) | Cross-referencing indicators   * CP indicator in HRP indicates that it will be monitored by Education : # teachers, community members (SMC/PTA) and education authorities receiving and trained on PSS **(South Sudan** CP HRP**)**   Integration indicators   * # school children and youth (M/F) reached with protection activities as per the Integrated Education-Child Protection Response Framework (**Somalia** Education HRP)   Indicator guidance   * 2019 HRP indicator inventory was developed in collaboration with CP & GBV sub-clusters (**Nigeria**) * Indicators explained in ECMT - school level reporting requirements/procedures (**Ukraine)** * Indicator Guidelines (**Iraq**: CP Indicator guidelines for CP training in schools / to education personnel) |
| **GLOBAL LEVEL RESOURCES** | | | |
| * [Strategy Alignment Matrix](https://educationcluster.box.com/s/mkc3ws3q7ulotflg2xjg3t54m1n7hn96) **(GEC Strategy Package)** * Example [multi-sector accountabilities matrix](https://educationcluster.box.com/s/sae85wl8cvooghmdpn8n71cspw8kxn7n) * Example cross-sector matrices ([Annex 6](https://educationcluster.box.com/s/1btchzgj7w4fqvmj73j1zavexwgdoqsy)) | * Protection Mainstreaming Tip sheet **(**[**CP AoR**](https://www.dropbox.com/sh/2f9s7htwfd15xht/AAC5vPoC250WA4MMxvZBvseCa/CP%20and%20Education%20Mainstreaming_General%20Guidance?dl=0&preview=Protection+Mainstreaming+Tip+Sheet+-+Education+Programs.docx&subfolder_nav_tracking=1)**)** * Education and Child Protection Integration Checklist **(**[**CP AoR**](https://www.dropbox.com/sh/2f9s7htwfd15xht/AAC5vPoC250WA4MMxvZBvseCa/CP%20and%20Education%20Mainstreaming_General%20Guidance?dl=0&preview=EDUCATION+and+Child+Protection+Integration+Checklist.docx&subfolder_nav_tracking=1)**)** | * CP-EiE Considerations during targeting ([Annex 7](https://educationcluster.box.com/s/1btchzgj7w4fqvmj73j1zavexwgdoqsy)) * [Humanitarian Response Plan Template Guidance, 2019](https://www.humanitarianresponse.info/en/programme-cycle/space/document/2019-humanitarian-response-plan-template-enfr) * [Global Education Cluster Summary Guide to Developing Education Cluster Strategies, 2018](https://educationcluster.box.com/s/qssu64qdua3evb7jj6fl7lnvnh00ieha) * [Integrating Accountability to Affected Populations into the Humanitarian Programme Cycle, 2018](https://educationcluster.box.com/s/dyf7xxvkhdrpwuxkqrhlirtdyuw7sqbq) * For gender considerations in strategic planning, see [INEE Guidance Note on Gender](https://inee.org/system/files/resources/INEE_GN_Gender_2019.pdf) (2019) Strategies for gender-responsive planning and implementation p. 94-97 | * CP-EiE Considerations for collective objectives and indicator arrangements ([Annex 8](https://educationcluster.box.com/s/1btchzgj7w4fqvmj73j1zavexwgdoqsy)) |