**Step 1: Needs Assessment, Identification and Analysis**

Promising Practices and 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) steps. 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!*

|  |  |  |  |
| --- | --- | --- | --- |
| **1a. Strategic and operational considerations** | **1b. Common understanding**  **of information needs** | **1c. Joint data analysis** | **1d. Potential assessments** |
|  | * Information sharing and joint information gathering to create a shared understanding of needs: coordinators systematically share information, conduct joint field visits and joint partner and beneficiary consultation to inform common needs analysis (**oPt**) * Collaboration on cross-cutting issues (e.g. child labour in Gaza), which impacts both education and CP. Information sharing protocols were set up where cross-cutting information received from partners was shared from the receiving IM to both sector coordinators (**oPt**) * Information sharing to generate response (e.g. case management referrals shared to CP, attacks on education shared to Education, school incident requiring PFA support shared to CP for response) (**Ukraine**) | * Example [Joint SDR](https://educationcluster.box.com/s/0unpymq59zrdeak8150ee4ew1teciyb7) (**Ukraine and DRC-** Kasai, 2016) * Joint needs analysis (**oPt**, **Somalia**) * PiN: In specific areas, CP and education agreed on the % used to determine the children in need in that area to ensure alignment (**oPt**) * Mandatorily review the other sector’s HNO chapter/Strategy to ensure complementarity, including alignment in priority areas in need and priority people in need (**oPt**) * Severity thresholds harmonised between sectors (**Iraq** – REACH MCNA) * Use common dataset/source for understanding needs (**oPt** – Education sector uses the CP children in need of PSS analysis; **Iraq** – both sectors use IOM data to assess MHPSS needs) | Joint needs assessment   * Joint tool development & joint data collection. **Cox’s Bazaar** – [full toolkit](https://www.dropbox.com/sh/dqe06srqjm550bv/AAA4AA_y-bxXkpHsVpwG2n45a?dl=0&lst=): Assessment ToR, KI questionnaires, observation checklist, [resource mapping](https://www.dropbox.com/sh/dqe06srqjm550bv/AAA4AA_y-bxXkpHsVpwG2n45a?dl=0&lst=&preview=Assessment+-+what%27s+availble.docx), [joint interpretation workshop](https://www.dropbox.com/sh/dqe06srqjm550bv/AAAVW9MlI9LD5nKHPl6Gp5hMa/Interpretation%20workshop?dl=0&lst=&subfolder_nav_tracking=1), example export * Joint needs assessment (**Afghanistan)** - [report with annexed tool](https://www.impact-repository.org/document/reach/da702113/reach_afg_report_education_and_child_protection_joint_needs_assessment_november2017_0.pdf) * Joint needs assessment (**Somalia**) * Joint consultations with partners to better understand the needs of children on specific issues (**oPt**)   Single sector needs assessments  Consult the other sector and incorporate some questions, e.g. include child protection issues in education assessments e.g.:   * Education Cluster has good data-collection coverage through national education department survey, while CP does not have access to such systems. Education includes a CP section in their survey to leverage the coverage of national education systems to the benefit of CP (**Ukraine)** * Joint Education N.A. 2019 included consultation with the CPWG in the development of CP related questions prior to the needs assessment being deployed (**Libya)** * REACH and EiE WG Afghanistan 2017 included CP questions (**Afghanistan)**   Flag the need for other sector assessments, e.g. an education assessment uncovered prevalence of physical, emotional and sexual violence in boarding schools, leading the EiE sector to flag the need for a CP assessment in these locations (**Myanmar)**  Share sector assessments and highlight relevant findings to the other sector (as above, **Myanmar)**  Open-source (e.g. on Kobo), standardised N.A. tools which include cross-sector questions and can be used by partners in both sectors (**Iraq)**  In multi-cluster needs assessments, consult the other sector to develop joint indicators/ and items to maximise on limited space and facilitate complementary data gathering **(Iraq)**  REACH MCNA & assessment in hard to reach areas (2019) - OCHA facilitated alignment of questions (**Afghanistan**)  Child participation in assessments (**Somalia**) |
| **GLOBAL LEVEL RESOURCES** | | | |
| * Example Key decisions that sector data is needed for ([Annex 1](https://educationcluster.box.com/s/9pc4n3vpy2aq57vkliqnnecp3ckcf111)) | * Example key sector data needs ([Annex 2](https://educationcluster.box.com/s/9pc4n3vpy2aq57vkliqnnecp3ckcf111)) * Checklist to enable predictable information sharing ([Annex 3](https://educationcluster.box.com/s/9pc4n3vpy2aq57vkliqnnecp3ckcf111)) * Example [Information Sharing Protocol](https://educationcluster.box.com/s/fqkj3dgzb33aphipri1hb31jng6jsmr2) (ISP) with section on “sharing data for purposes of coordination and situation monitoring” pg. 10 which can be adapted to cross-sector sharing | * [EiE Analysis Framework](https://educationcluster.box.com/s/yt4mszrw96ateqei5ls59fwqrukbls49) draft (**GEC**) * [CP Needs Identification & Analysis Framework](https://www.cpaor.net/node/669) (NIAF), the approach to identify and analyse needs of children in humanitarian settings (**CP AoR**) * [SDR template and guidance](https://educationcluster.box.com/v/sdr) (**GEC**) * 2021 [PiN calculation guidance](https://educationcluster.box.com/s/3f697mx60qjrliuzahhzkf7afnzwo238) (**GEC)** * 2021 PiN calculation guidance (GPC/CP AOR under development) | * Checklist for steps for cross-sector collaboration during single-sector assessment ([Annex 5](https://educationcluster.box.com/s/9pc4n3vpy2aq57vkliqnnecp3ckcf111)) * [Needs Assessment Package](https://educationcluster.app.box.com/v/needsassessmentpackage) (**GEC)** * For gender considerations in assessments, see [INEE Guidance Note on Gender](https://inee.org/system/files/resources/INEE_GN_Gender_2019.pdf) (2019) Strategies for gender-responsive assessment, monitoring, & evaluation p. 42-47 |