

CP-EiE Collaboration – Key Considerations during the COVID-19 crisis

The global COVID-19 crisis puts vulnerable children at even more risk. In this context, the need for strong collaboration between education and child protection sectors is even higher to ensure children are reached and receive the services they need in spite of new operational challenges and limited movements. This paper highlights opportunities to enhance CP-EiE collaboration during the development of COVID-19 response plans, and is structured around the Humanitarian Programme Cycle. It should be read in conjunction with the [CP-EiE Collaboration Framework](#) and can be used during the preparedness, response, and recovery stages. A [Checklist for a coordinated School Reopening](#) can also support CP-EiE collaboration during the recovery phase of the COVID-19 response.

This guide provides a non-exhaustive list of minimum suggested actions and tips for collaboration between the two sectors. The pre-requisite for action is the presence of both CP and EiE coordination groups and the willingness to dedicate time to a collaborative process – in order to save time and resources during the strengthened implementation stage. While the focus of this paper is to strengthen CP-EiE collaboration, this does not exclude collaboration with other sectors, which is highly recommended to have a quality and coordinated COVID-19 response.

Joint needs assessments and analysis

Minimum suggested actions:

- Establish information sharing agreements on COVID-19 data / related impacts
- During any needs assessment, inform the other sector to maximize the opportunity to include cross-sector considerations/questions

Tips for CP-EiE collaboration:

- **Information Needs:** What COVID-related information is required to inform our COVID-19 sector responses? What information is available in the two sectors? Agree on data that should be shared in order to have a strengthened understanding of the situation.
- **Collect information:** (i) Prioritize using existing information as much as possible through secondary data review and exiting sources (e.g. EMIS, MICS, UNESCO, World Bank, etc.).
(ii) If there is a need for additional information: consider the benefits and limitations of different assessment types (access to the population considering movement restrictions; information that could be collected remotely, and its limitations; Fluidity of the situation, the protocols imposed and its impact on children). Ensure assessment teams are following hygiene and protection measures.
- **Joint Analysis:** Analyse the COVID-19 information available from both sectors to achieve a more nuanced analysis, supporting the prioritisation exercise. Sector needs analyses should reflect a common understanding of children’s increased and changed needs as a result of COVID-19, and cross-reference the other sector.

E.g.: what are the main risks created or exacerbated for children in the context of COVID-19? What was the proportion of out of school children before the crisis, how will this be impacted? Who are the most vulnerable children¹? What is/could be the impact of the COVID-19 on education and child protection?

To revise/calculate children in need, consult the other sector to ensure coherence in PiN/CiN calculation methodology for COVID-19 needs & common population groups. (e.g. both sectors apply same/similar calculation methodology to their population of concern).

¹ Children already at risk before the COVID-19 pandemic might become even more vulnerable, such as out of school children, children engaged in child labor activities (attending schools or not), child headed households, children with chronic illnesses. Also consider the higher risks of being trafficked (including sexual exploitation) and the probability to have more Children on the Move.

- Types of risks children face during disease outbreaks are outlined in the Alliance for Child Protection in Humanitarian Action’s [Guidance on Protection of Children during Infectious Disease Outbreaks](#)

- For joint needs identification and analysis, please refer to the [CP AoR's Needs Identification and Analysis Framework \(NIAF\) guidance for COVID-19²](#); & [GEC's Considerations and approaches for COVID-19 PiN calculation](#)

Strategic response planning

Minimum suggested actions:

- Identify common and complementary³ COVID-19 activities or adaptations
- Strategize response delivery options that maximize both sectors' limited access and technical expertise, for the greatest impact on the child

Tips for CP-EiE collaboration:

- **Identify areas for collaboration:** What are the adjusted or new activities needed under the COVID-19 response? Consider the challenges to delivering CP and EiE services and adjusted modalities for COVID-19 response? Can one sector overcome some of the barriers the other sector is facing? With limited direct access to children, how can we maximize the opportunity for "contact" (including remote contact) with children to deliver multiple messages or services?
E.g. combining efforts on remote MHPSS delivery, or including child protection messages in radio education programmes.
- **Agree on roles and responsibilities:** Consider comparative advantages & limitations of each sector in implementing these common and/or complementary COVID-19 response activities. Which sector is best placed to implement them, considering each sector's access to children, and the technical strengths and delivery capacity of the sector and its members.
E.g. for remote delivery of PSS modules, which sector develops/ selects/ vets the technical approach and materials? Who delivers the trainings, to whom? Who delivers the services?
- **Strategise** on how to reach the most vulnerable children in case of further / extended movement restrictions/lock down. Consider joint prioritization criteria.
E.g.: including children who are at risk of dropping out schools or were already out of school to ensure their access to school won't be hampered because of the crisis/following the crisis. Also consider children who were experiencing violence in schools: how will the current changes impact this (positively or negatively), and how can their protective environments be strengthened, now and in future?
- **Document** the strategic decisions on complementary roles and responsibilities for COVID-19 adaptations and activities in the COVID-19 Response Plan and cross-reference the other sector. To revise/calculate targets, consult the other sector to ensure coherence in targeting methodology (i.e. *total number targeted does not exceed population & aligns with agreed roles/ responsibilities*).
- **Formulate indicators:** for common and complementary COVID-19 response activities (e.g. MHPSS) develop indicators that avoid collecting overlapping data (double counting) and where possible to collect complementary data that provides a comprehensive understanding of how CP and Education sectors are cumulatively contributing to COVID-19 response outcomes and discerning complementarity of services.

Resource mobilization

Minimum suggested actions:

- Agree which common response activities to jointly fundraise for, and which complementary single-sector activities should be reinforced by the other sector
- Decide appropriate costing strategy for common activities

² The CP NIAF COVID-19 is a Global Child Protection AoR guidance produced on behalf of the Global Protection Cluster to identify general and child protection specific context-based overarching indicators that would allow for the adjustment of the child protection response to the changes caused by COVID-19 pandemic and consequent measures.

³ **Common activities:** activities that both sectors implement, e.g. remote PSS sessions; **Complementary activities:** activities that reinforce the other sector's and common outcomes, e.g. child protection messages disseminated through radio education programmes.

- Joint project vetting to avoid duplication in common activities

Tips for CP-EiE collaboration:

- **Advocacy:** Advocate on each other's complementary role and for flexible funding between sectors – focus on partners' ability to implement activities and possibility to shift activities from one sector to the other, if needed.
- Identify donors that are funding CP and Education COVID responses, and which activities under which sectors.
- Facilitate non-traditional partners' and local organizations' access to funds, if they have the capacity to take over activities.
- **Costing:** Develop an appropriate costing strategy, using same/similar unit costs for common activities, where possible, and considering preparedness and response stages if appropriate.
- **Allocation of resources:** Assess which sector has/ can access COVID-19 resources and if cross-sector resource allocation is needed to achieve the most effective / efficient response?

Where allowed, develop joint allocation strategies and donor proposals, and require partners to submit integrated project sheets/proposals.

Joint implementation and monitoring

Minimum suggested actions:

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

Tips for CP-EiE collaboration:

- **Define modalities of working together:** Provide clear implementation guidance and communication on new or adjusted response activities which will be implemented together, to avoid duplication and/or misunderstandings. Ensure that cross-sectoral activities are reviewed jointly and not twice, separately.
- Integrate awareness-raising messages on risks and on social stigmatization into remote activities such as radio, TV, SMS campaigns, considering age-appropriateness of messages (different ages of children, and/or caregivers).
- Provide clear, adjusted, **referral pathways** to all actors and clarity to partners on how to use them. Consider safeguarding implications of adapted ways of working. ([Here](#) is one resource on safeguarding regarding the COVID-19).
- **Identify and allocate partners:** Which actors are best placed to implement the common and complementary COVID-19 activities (considering technical/financial/geographical capacities)? Consider their ability to work remotely and how to provide minimal services on both sectors' behalf. Ensure actors are strengthened through appropriate trainings from both sectors, enabling access to online or remote opportunities. Also collaborate to reinforce the institutional capacity of local partners: they are the ones who will keep access to the most affected.
- **Joint monitoring plan:** Agree roles and responsibilities of each sector to collect, analyze and share COVID-19 response monitoring information. Develop reporting guidance for common & complementary activities, clarifying how implementing partners should report to improve reporting accuracy & reduce double counting.
- Adapt existing or develop a joint, **child-friendly feedback mechanism**, that is accessible in the current context.

For additional resources, visit:

[CP AoR's Resource of menu for COVID-19](#)

[GEC's Resource of menu for COVID-19](#)

For additional support, contact:

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or your GEC and CP AoR helpdesks