Strategic
Framework

2018-2023

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of representatives from NGOs, UN agencies, donor agencies, governments, and academic institutions that are working together to ensure the right to a safe, quality education for all people affected by crises. To learn more, please visit **www.ineesite.org**.

Cover image © Aubrey Wade/IRC

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Foreword

Education in emergencies refers to the quality, inclusive learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that saves and sustains lives. Common situations of crisis in which education in emergencies is essential include conflicts, protracted crises, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than 'emergency education response' which is an essential part of it.

Despite the many gains made in education over the past two decades, both globally and in locations affected by crises, humanitarian assistance and funding for education in emergencies[1] remain consistently low; only 33 percent of humanitarian appeals in 2018 were funded and less than 2 percent of humanitarian aid goes to education.[2] While considerable progress has been made since the establishment of the Millennium Development Goals in 2000 and the Sustainable Development Goals in 2015, a phenomenal 263 million children and young people remain out of school, and another 330 million are in school but are judged not to be "learning the basics."[3] Many national authorities have yet to prioritize gender equity, quality education, and educational continuity in their education sector plans, contingency plans, emergency response plans, and budgets. It is within this environment that the Inter-agency Network for Education in Emergencies (INEE) recognizes the need to adopt a set of collective strategic priorities to ensure that all people who are affected by emergencies and protracted crises receive an equitable, quality, safe, and relevant education.

The INEE Steering Group is pleased to share with you the INEE Strategic Framework 2018-2023, which serves as a guide while empowering the network to play an ever more effective role in the delivery of quality, safe, relevant education for all those affected by emergencies or protracted crises. Through the network's four strategic priorities, which relate to advocacy, capacity development, knowledge management, and fostering inclusive membership, INEE will continue to take the lead on existing and new groundbreaking initiatives. All activities INEE undertakes pay attention to gender equality, inclusivity, and equity and ensure that INEE's tools and resources enable all girls, boys, and young women and men to receive equitable and gender-appropriate education. All INEE initiatives are undertaken through consultative processes, ensuring that the network continues to serve its members through its primary functions: *community-building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing our greater membership with quality tools and resources.*

In 2020, INEE will reach its 20th anniversary as a network. INEE continues to play a leading role in engaging humanitarian and development actors, researchers and practitioners, donors and policymakers, education authorities,[4] education staff and learners at all levels in the important work of ensuring everyone's right to an education in situations of adversity. INEE today is a key education agent in multiple dialogues and planning forums on fragility, conflict, violence, crises, and emergencies. The fact that INEE has grown exponentially over the past 20 years in terms of the delivery of products, membership, development of partnerships, and leadership in the field of education in emergencies is a testament to the network's continued relevance, and the commitment of its many members.

INEE is a unique network because of you, its members. Your engagement with INEE is our true success, and we look forward to working with you to ensure that all people affected by crisis and instability have access to quality, relevant, and safe educational opportunities.

Sincerely, on behalf of the INEE Steering Group,

Jennifer Sklar
International Rescue Committee
INEE Steering Group Co-Chair

Annelies Ollieuz
Norwegian Refugee Council
INEE Steering Group Co-Chair

Executive Summary

The Inter-agency Network for Education in Emergencies (INEE) has never been more needed or relevant. The increase in the number and type of global crises, and the world's growing attention to these, means that the support INEE provides as a network and community of practice for education in emergencies (EiE) is invaluable to all who work in these contexts.

UNHCR reported that, at the end of 2017, 68.5 million individuals worldwide were forcibly displaced due to "persecution, conflict, violence or human rights violations. The world is witnessing the highest levels of displacement on record."[5] The Global Humanitarian Overview reports also highlight the startling rise in the number of people requiring humanitarian assistance. These reports indicate that, in 2018, 135.1 million people needed assistance, compared to 77.9 million people in 2015.[6] Moreover, women and children, who are consistently the most affected, account for 75 percent of the people uprooted due to humanitarian crises. These shocking statistics do not begin to touch on the human stories behind the numbers.

Disruption of education for girls, boys and young people living in crisis situations affects not only their immediate well-being but also their educational and economic future. Forcible displacement strains psychological and emotional well-being, adversely affecting education achievements.[7]

After decades of inadequate attention to and funding for EiE, various donors and humanitarian actors have begun to focus on the importance of a comprehensive approach to sustainable development that includes EiE. The Sustainable Development Goals, specifically SDG4 on education, commit countries to "leave no one behind" and to ensure that even the poorest and most marginalized communities, including refugees and internally displaced persons, have an opportunity to learn. The importance of supporting host authorities and communities to expand access to education for refugee children and youth features prominently in the Global Compact on Refugees, which reaffirms international commitment to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children and youth to primary, secondary, and tertiary education.[8]

Given the increasing attention and momentum around EiE and in particular the development of the Education Cannot Wait (ECW) Fund, INEE is increasingly well placed to be a facilitator and broker of information and capacity strengthening on EiE.[9] However, success in this regard will represent a huge leap forward that is only achievable with political will, strong and inclusive education systems, and long-term, sustainable funding from governments.[10] Increased political will includes commitments such as the "Grand Bargain" that emerged from the World Humanitarian Summit, which established modalities to meet the needs of people in crisis more effectively. This included a growing emphasis on localization, harmonization with the development community, and greater coordination within the humanitarian sector. This increased the recognition of EiE and acknowledged that education is not only a fundamental right but a means of protection, prevention, and prosperity for communities and countries in danger of, currently experiencing, or emerging from, humanitarian and other protracted crises.

However, despite the increased global attention to EiE, much remains to be done to ensure that children, youth, and adults affected by crisis have equitable and sustainable access to quality education. As the leading global network in the field, INEE is well positioned to advance EiE at all levels. INEE's unique network approach ensures that all those working to deliver quality, relevant, safe and equitable education in times of crisis have the tools, and evidence to do so. As a global community of practice, INEE seeks to advance the rapidly evolving EiE field and meet the educational rights, needs, and aspirations of people affected by disasters, conflicts, protracted crises, and other situations of adversity.

The INEE Strategic Framework 2018-2023 presents the network's vision for how to reach its overarching goal:

> To ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery.

INEE believes this goal can be achieved by focusing on the following four strategic priorities:

1. Provide thought leadership and global advocacy

2. Strengthen capacity to deliver quality, safe, relevant, and equitable education for all

3. Provide, curate, and organize knowledge to inform policy and practice

4. Strengthen and diversify INEE membership

These priorities were identified through a review of the INEE Strategic Plan 2015-2017 and in-depth consultation with INEE members in late 2017 to determine INEE's strengths and core added value in the EiE field.

INEE's support for its members is bidirectional: it enables its members to engage, collaborate, and contribute to the network's achievement of the Strategic Framework, while simultaneously providing support for members in their daily work and their efforts to advance the field of EiE in line with INEE's core: functions. INEE is committed to maintaining a collaborative, facilitative, network-based approach in efforts to meet these priorities.

Further details on INEE's strategic priorities, along with its history, mission, guiding principles, values, and functions, are described in this document.

> " The principles of prevention, preparedness and response, and established international guidelines such as the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards, should guide planning and response. "
>
> **— Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4, p. 34**

Introduction

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of individuals and representatives from NGOs, UN agencies, donor agencies, governments (including Ministries of Education), academic institutions, schools, and affected populations who are working together to ensure that all individuals have the right to a quality, relevant, safe, and equitable education in situations of emergency and post-crisis recovery.

INEE was conceptualized in 2000, during the strategy session on education in emergencies (EiE) held at the 2000 World Education Forum in Dakar. As a result, UNESCO, UNICEF, and UNHCR committed to advance Strategy Five of the Dakar Framework which focused on "...the needs of education systems affected by conflict, natural calamities and instability...."[11] They convened the first Global Consultation on Education in Emergencies in Geneva in November 2000 with representatives from WFP, UNDP, the World Bank, bilateral donors, and more than 20 NGOs engaged in EiE programming.[12]

INEE has since grown to a network of 15,000 individual members and 130 partner organizations in 190 countries. Guided by a Steering Group and bylaws,[13] INEE serves its members through its core functions: community-building, convening diverse stakeholders, maintaining knowledge management, amplifying and advocating, facilitating and learning, and providing members with the resources and support they need to carry out their work in the EiE field. All of INEE's work can be classified according to one or more of these functions.

Mission

INEE is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education.

Vision

INEE envisions a world in which:

- All people affected by crisis and instability have access to quality, safe, and relevant educational opportunities;

- Education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response and development assistance, governments and donors provide sustainable funding for education services and develop evidence-based, holistic policies to ensure crisis prevention, preparedness, mitigation, response, and recovery; and

- Consistent with the INEE Minimum Standards, all education programs preparing for and responding to emergencies are evidence-informed and accountable for quality and results.

Guiding Principles

Aligned with Humanitarian Principles, the following represent INEE's guiding principles:[14]

- Education is a basic human right of all people, including those affected by crisis and instability.

- Education protects during crises and lays a sustainable foundation for recovery, peace, and development.

- Education should be included in all humanitarian responses.

- Education policy and services must be actively sustained and coordinated across the humanitarian-development continuum before, during, and in the recovery phase of crises.

- Education, like other humanitarian and development endeavors, must adhere to clear standards of quality, and be accountable for results.

- Crises that destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for positive change.

- Positive and lasting impact depends on collaborative action by a wide variety of stakeholders.

- Respecting diversity recognizes differences between people and acknowledges that these differences are a valued asset.

- Rich discussion and decision-making relies on proactively enabling marginalized voices to be heard.

- Acknowledging historical and real power differences is essential to maintaining a strong commitment to equity, inclusion, and diversity.

STRATEGIC PRIORITIES & THEMATIC FOCUS AREAS

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INEE's Strategy at a Glance

Overall Goal

To enable quality, safe, and relevant education for all in emergencies and crisis contexts through prevention, preparedness, response, and recovery.

Strategic Priorities

1 Provide thought leadership and global advocacy

2 Strengthen capacity to deliver quality, safe, relevant, and equitable education for all

3 Provide, curate, and organize knowledge to inform policy and practice

4 Strengthen and diversify INEE membership

Thematic Focus Areas
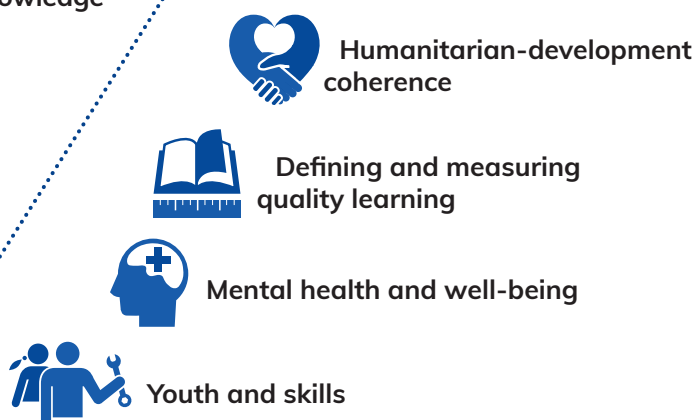
Humanitarian-development coherence

Defining and measuring quality learning

Mental health and well-being

Youth and skills

Community-Building • Convening • Knowledge Management • Amplifying and Advocating • Facilitating and Learning • Providing Tools and Resources

INEE Strategic Framework 2018-2023

The INEE Strategic Framework 2018-2023 has been developed to guide the direction, priorities, and activities INEE will undertake over the course of six years. It serves the network, its members, and stakeholders by:

- Providing the basis for the network's work plans and activities, as well as a framework for monitoring progress and evaluating the impact of INEE's actions;

- Providing the INEE Steering Group, INEE Secretariat, and INEE's network spaces (working groups, task teams, language communities, etc.) with clear direction on relevant issues critical to the continuity of education in crises and crisis-prone contexts;

- Providing guidance to INEE management to support prioritization and decision-making; and

- Conveying INEE's approach and methods to its members, supporters, policy-makers, and donors, and providing guidelines for measuring the impact and efficacy of the resources employed.

The INEE Strategic Framework has been designed to enable the network to remain proactive, adaptable, and responsive to unforeseen events and emerging issues.

The formulation of the Strategic Framework stems from a consultative review undertaken in late 2017 and early 2018 to assess the relevance and focus of INEE and to determine how it could be better positioned to strengthen the field and respond to the issues of children, youth, and adults in emergencies. The review also informed the development of this Strategic Framework and INEE's approach moving forward. The significant achievements and remaining challenges identified in the review cover the six domains of INEE's functions and are addressed in the INEE Annual Report 2017.[15] This Strategic Framework, the four strategic priorities, and the four thematic focus areas emerged from the review findings and multiple consultations with INEE members.

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INEE's Strategic Priorities

Guided by a Steering Group and supported by a Secretariat, INEE employs a multi-stakeholder network approach that works across traditional organizational and institutional boundaries to achieve its overarching goal and meet its strategic priorities. As a global community of practice, INEE counts on its members to engage, support, collaborate, and contribute to achieving the overarching goal set forth in this Strategic Framework:

> To ensure the right to a quality, safe, relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery.

INEE's four strategic priorities identify areas in which the network can play a unique role and contribute most effectively to serving those affected by emergencies and protracted crises and, ultimately, the advancement of EiE. The four strategic priorities are as follows:

1. **Provide thought leadership and global advocacy.**

2. **Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.**

3. **Provide, curate, and organize knowledge to inform policy and practice.**

4. **Strengthen and diversify INEE membership.**

The following pages provide further details on each strategic priority and give illustrative examples of INEE's strategic actions and expected outcomes tied to each priority.

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STRATEGIC PRIORITY 1:
Provide Thought Leadership and Global Advocacy

With the increasing number of girls, boys, and young adults affected by crises around the world, there is a recognition that no child or young person should be left behind in terms of education and life opportunities. The need for education before, during, and after humanitarian conflicts and other crises has never been greater. Societies and economies emerging from crises need educated populations to lead the next generation. INEE has consistently advocated this message since its beginnings in 2000. However, it is only recently that the spotlight has been put on EiE, particularly in the lead-up to the 2015 World Humanitarian Summit and the founding of the Education Cannot Wait Fund (ECW). INEE played a significant role in the development of ECW and is an ex officio member of the ECW High-Level Steering Group. Despite this increased recognition of the need for EiE, many issues remain in terms of its provision that will require stronger leadership and advocacy to overcome.

INEE therefore renews its commitment to contribute to and, where relevant, to lead global, regional, and national advocacy efforts to ensure the provision of education in crisis-affected contexts. It will leverage the voices and contributions of its members and strategic partners and use its convening power to reach policy-makers and decision-makers within and beyond the education sector. Through collaborative, evidence-based inter-agency initiatives and dialogue, INEE will help to shape the public debate on key issues related to the provision of education in humanitarian and development contexts. By developing and strengthening strategic partnerships, it will inform and contribute to the policy dialogue and thought leadership on EiE.

ACTIONS

Develop policy forum and briefs. INEE will host policy forums and develop briefs to further understand and define the role of EiE in strengthening the humanitarian-development nexus.

Strengthen and/or develop strategic partnerships. Strategic partnerships will be formed to help shape policy dialogue and thought leadership, including a targeted campaign to integrate and promote the use of the Minimum Standards.

Advocate for uptake and policy change related to INEE's stated priorities. INEE network spaces and members at all levels will leverage a growing evidence base to advocate effectively and influence policy changes related to the right to a quality, safe, and relevant education in all contexts.

Develop and disseminate research-based advocacy messages, tools and resources. Through updated communication strategies and website development, INEE will disseminate advocacy messages to a wide and diverse audience.

OUTCOMES

Strengthened awareness and understanding of the humanitarian-development nexus

Increased adoption of the INEE Minimum Standards in the policy documents of key education actors and donors

Increased measurement of equitable access and quality learning outcomes in crisis contexts
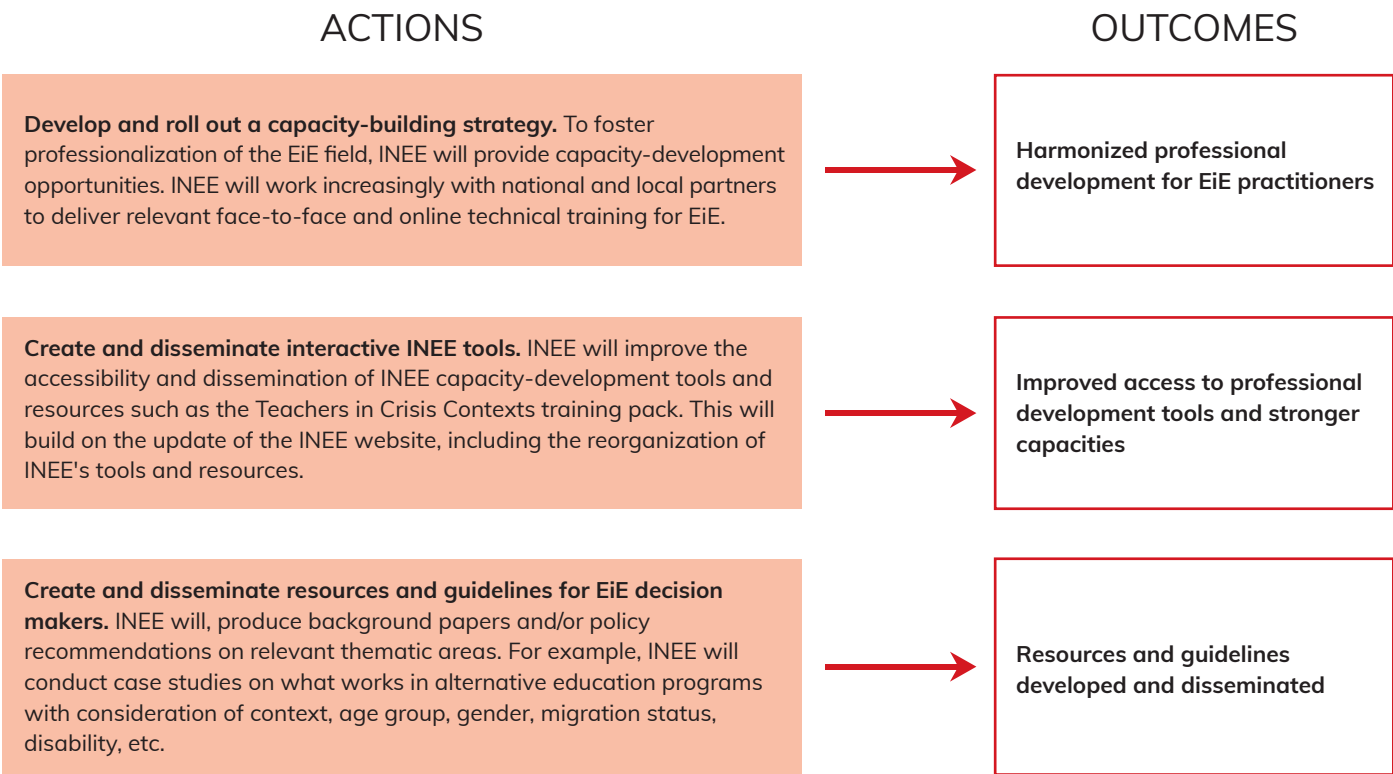
More sustained multi-year targeted funding for EiE

Key evidence-based advocacy messages, tools, and resources are developed and disseminated

STRATEGIC PRIORITY 2:
Strengthen Capacity to Deliver Quality, Safe, Relevant, and Equitable Education for All

For more than a decade, the EiE field has grown exponentially, as is evidenced by the increasing number of actors working in the field and the tools and resources available to support EiE policy and practice. However, the review of the INEE Strategic Plan 2015-2017 revealed a great need for capacity development for both education professionals in the EiE field, and governments (Ministries of Education) and non-state local actors with whom they are working. EiE practitioners often have varied professional backgrounds and levels of technical expertise related to EiE, conflict, crisis preparedness or prevention. Many respondents indicated a need for increased professionalization and training to provide field-based humanitarian and development practitioners with the technical skills to deliver quality EiE.

INEE, therefore, will continue to strengthen its capacity-development efforts in order to support and promote professionalization of the field. Efforts will be taken to ensure the sustainability of capacity-development tools and resources by facilitating multilingual global sharing and promotion of best practices. INEE will continue to support members' application, adaptation, contextualization, and institutionalization of the INEE Minimum Standards and related tools. This process will be led increasingly at the local level by national institutions, rather than by external technical experts. INEE will work increasingly with national and local partners to deliver capacity-development strategies that are relevant and appropriate to their contexts.

ACTIONS

Develop and roll out a capacity-building strategy. To foster professionalization of the EiE field, INEE will provide capacity-development opportunities. INEE will work increasingly with national and local partners to deliver relevant face-to-face and online technical training for EiE.

Create and disseminate interactive INEE tools. INEE will improve the accessibility and dissemination of INEE capacity-development tools and resources such as the Teachers in Crisis Contexts training pack. This will build on the update of the INEE website, including the reorganization of INEE's tools and resources.

Create and disseminate resources and guidelines for EiE decision makers. INEE will, produce background papers and/or policy recommendations on relevant thematic areas. For example, INEE will conduct case studies on what works in alternative education programs with consideration of context, age group, gender, migration status, disability, etc.

OUTCOMES

Harmonized professional development for EiE practitioners

Improved access to professional development tools and stronger capacities

Resources and guidelines developed and disseminated

Provide, Curate, and Organize Knowledge to Inform Policy and Practice

During the review of the INEE Strategic Plan 2015-2017, it became evident that INEE is perceived as the hub where knowlegde and evidence on EiE should be collected, curated, and amplified for policy-makers, practitioners, and academics. There is a need for a strategic approach to the production of knowledge and research, as well as the curation and dissemination of evidence. In light of this need, INEE plans to develop a sector-wide INEE learning agenda, bringing together key partners to ensure that the sector takes a targeted approach to building the EiE evidence-base.

There is also a role for INEE to play in filling the need for a harmonized monitoring and evaluation framework for the EiE sector as a whole. INEE is an appropriate space for the development of a systematic approach to measuring results, especially considering the network's broader priority to make quality and practical tools to measure impact available.

The INEE "brand" for its tools and resources, such as the INEE Minimum Standards, provides a benchmark for quality and accountability in EiE programs and policies. Through consultative approaches to collecting and curating EiE tools, INEE ensures that ongoing research is informed by and useful for practitioners and that quality resources are developed based on robust evidence.

INEE will continue to support the work of the *Journal on Education in Emergencies* as a quality, rigorous, and reputable platform for the dissemination of diversified research.

ACTIONS

Increase strategic knowledge-sharing of research, best practices, and resources. INEE will continue to galvanize interest in EiE research and help to promote a vibrant community of practice. INEE will do this by regularly convening and facilitating events where members can debate, discuss, and prioritize research needs, initiatives, methodologies, findings, etc., with the overall goal of developing an EiE INEE learning agenda.

Develop an INEE monitoring and evaluation framework and toolkit. Based on a consultative process, INEE will develop, validate, and roll out a comprehensive EiE monitoring and evaluation framework and toolkit.

Strengthen the EiE evidence base. INEE will continue to curate and share EiE evidence on its various knowledge platforms, including the INEE Resource Database and EiE Toolkit.

Improve the INEE web platform. INEE will redesign the INEE website to better curate and disseminate knowledge and promote resources relevant to policy and practice.

OUTCOMES

Updated INEE learning agenda

Strengthened monitoring and evaluation

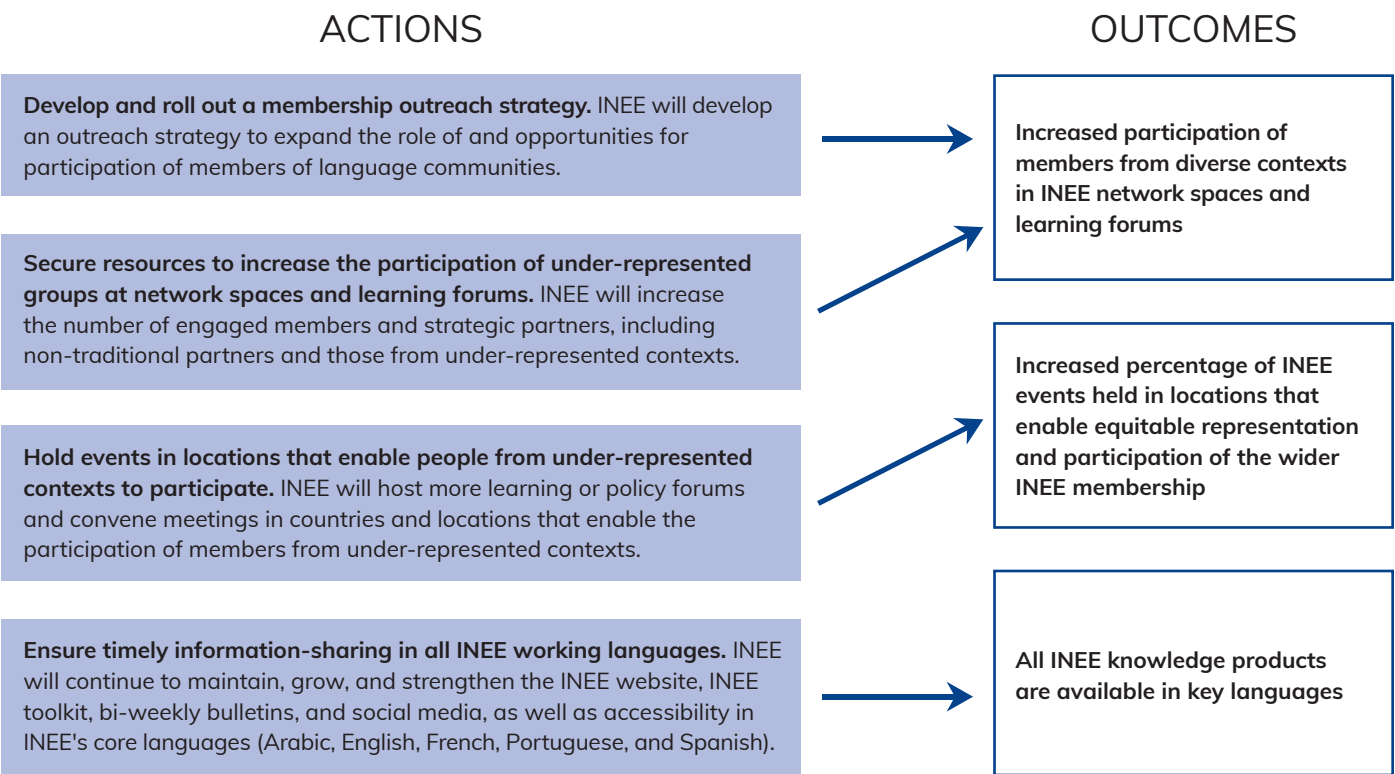**Improved accessibility, production, and use of data and evidence in EiE**

New website developed, including redesign of the EiE Toolkit and enhancement of the INEE resource database

STRATEGIC PRIORITY 4:
Strengthen and Diversify INEE Membership

From its beginning with a few dozen members in 2000, INEE membership has risen significantly to nearly 15,000 members across 190 countries. During the review of the INEE Strategic Plan 2015-2017, the value of this wide membership was perceived as one of INEE's greatest achievements. It was cited together with INEE's unique and neutral convening power as the most important component of INEE's added value as a network. However, despite INEE's global outreach, the voices of the wider membership do not always get translated or heard in the global policy debates. These voices need to be amplified more systematically. INEE therefore commits to leveraging its membership for greater advocacy and outreach purposes.

This requires a significant shift in the modus operandi for INEE's members in network spaces and participation in policy dialogues. INEE commits to developing stronger communications systems and innovative approaches in order to engage a more diverse membership. INEE therefore will focus on providing better opportunities for engagement with members, institutions, and academia in order to strengthen inputs from under-represented groups. It will encourage meaningful virtual and in-person engagement and improve outreach to its diverse membership and multilingual communities.

ACTIONS

Develop and roll out a membership outreach strategy. INEE will develop an outreach strategy to expand the role of and opportunities for participation of members of language communities.

Secure resources to increase the participation of under-represented groups at network spaces and learning forums. INEE will increase the number of engaged members and strategic partners, including non-traditional partners and those from under-represented contexts.

Hold events in locations that enable people from under-represented contexts to participate. INEE will host more learning or policy forums and convene meetings in countries and locations that enable the participation of members from under-represented contexts.

Ensure timely information-sharing in all INEE working languages. INEE will continue to maintain, grow, and strengthen the INEE website, INEE toolkit, bi-weekly bulletins, and social media, as well as accessibility in INEE's core languages (Arabic, English, French, Portuguese, and Spanish).

OUTCOMES

Increased participation of members from diverse contexts in INEE network spaces and learning forums

Increased percentage of INEE events held in locations that enable equitable representation and participation of the wider INEE membership

All INEE knowledge products are available in key languages

Thematic Focus Areas

Through a series of consultations, a review of the INEE Strategic Plan 2015-2017, and with the guidance of the INEE Steering Group, INEE has prioritized four thematic focus areas. This more targeted and strategic approach will enable the network to engage and contribute to core aspects of EiE in a focused way through the various network spaces. The following four themes are reflective of but not limited to the workplans of INEE's three Working Groups, Collaboratives, Task Teams and Reference Groups:

1. **Humanitarian-development coherence**
2. **Defining and measuring quality learning**
3. **Mental health and well-being**
4. **Youth and skills**

Humanitarian-Development Coherence

Despite recent developments calling for better alignment—notably the UN Secretary General's Agenda for Humanity, issued in advance of the World Humanitarian Summit, which calls on humanitarian and development actors to align more effectively and in which the fourth core responsibility is to "work differently to end need"[16]—the fact remains that the majority of humanitarian assistance fails to take a long-term development perspective. It is also the case that education for those receiving humanitarian assistance and in situations of protracted crisis is insufficiently funded. Not providing education in humanitarian settings is a long-term problem, especially in light of the protracted nature of displacement. The average length of displacement for refugees is 10.3 years, and for those in protracted situations (displacement of five years or more) displacement lasts an average of 21.2 years.[17] However, there is limited recognition of the need for long-term, multi-year funding that provides a seamless transition from the humanitarian through the development phase. Given the protracted nature of displacement, it is important that EiE programs are linked to national education plans and strategies and are integrated into longer-term development of the education sector.[18] INEE has been a consistent advocate of ensuring that national authorities prepare for crises in their planning processes, and that risk-informed and contingency-based education-sector analyses and plans are developed as part of country-wide and, where necessary, regional EiE responses. Ministries of Education should be supported as they take on their responsibility to fulfill the right to education, including in emergencies. This implies the need to strengthen coordination between humanitarian and development actors engaged not only in education but in other sectors that support girls and boys and young people affected by crisis.

- Linked to INEE Strategic Priority 1, for example, INEE is engaged in a strategic partnership with UNHCR and the Global Education Cluster with the support of the Education Cannot Wait Fund to understand how coordination of response can be further strengthened.

- Linked to INEE Strategic Priority 3, INEE will curate and amplify evidence developed by its membership and EiE partners related to humanitarian-development coherence.

Defining and Measuring Quality Learning

"Over half of the world's registered refugees of school age are not in school; amounting to 3.5 million out of school children and youth."[19] Additionally, it is now clear that many children and youth in school are not learning.[20] Decades of focusing on access to education may have compromised the quality of education students are receiving. The World Bank's Learning to Realize Education's Promise report argues that, if students fail to learn, education cannot deliver on its promise to eliminate extreme poverty and create shared opportunity and prosperity for all. Even after several years in school, millions of children cannot read, write, or do basic math.[21] This learning crisis is widening social gaps instead of narrowing them. The SDG4 education targets aim to hold countries accountable for ensuring that the situation changes. The targets refer to "quality early childhood development, care, and pre-primary education" and "quality primary and secondary education" that help students achieve "relevant and effective learning outcomes."[22] Countries are further called on to demonstrate that young people are attaining "literacy and numeracy," "relevant skills... for employment, decent jobs, and entrepreneurship," as well as "the knowledge and skills needed to promote sustainable development."[23]

- Linked to INEE Strategic Priority 3, INEE will drive policies and practices that promote the measurement of learning outcomes in order to strengthen responsibility and accountability for comprehensive learning outcomes (academic + social-emotional learning) among funders (public and private donors, international organizations) and, subsequently, implementers and national education systems working in EiE.

- Linked to INEE Strategic Priority 3, INEE will work to ensure that SDG4 indicators capture measures of equitable access and quality learning outcomes in crisis contexts.

Mental Health and Well-Being

Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Children and youth in crisis-affected communities often struggle with a range of social, emotional, and mental health barriers which prevent them from attending or remaining in school. As such, it is important to take into consideration their specific mental health needs when designing teaching programs.[24] Long-term exposure to a disaster or conflict without appropriate mitigation can be damaging to people's physical and mental health. The impact emergencies have on families' and communities' ability to function in turn impacts the development of children and young people. INEE's "Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings" also highlights the fact that "receiving an education in a supportive environment builds children's intellectual and emotional competencies, provides social support through interactions with peers and educators, and strengthens children's sense of control and self-worth... In short, having access to education in emergencies can do more than mend the damage caused by the emergency; it can help support the long-term processes of strengthening social cohesion, reconciliation, and peacebuilding, and prepare communities for eventual post-conflict or post-disaster reconstruction and social and economic development."[25]

- Linked to INEE Strategic Priority 1, INEE will support joint planning, programming, and advocacy among education and protection actors for conflict risk reduction and conflict-sensitive education measures in order to ensure continued access to safe education during conflicts.

- Linked to INEE Strategic Priority 2, The INEE Collaborative on psychosocial and social-emotional learning (SEL) will continue to explore this important area and will focus on developing a unified framework of SEL and psychosocial well-being outcomes. This will provide the basis for the development of common indicators, measures, and program tools. The Collaborative also will explore dimensions of teacher psychosocial support and SEL and links to classroom climate and equitable student outcomes. The group will develop a hands-on pocket guide for EiE practitioners on how to deliver psychosocial support and SEL for children and caretakers effectively and speedily in school and community settings.

Youth and Skills

Of the 263 million children and youth who are currently out of school, 60 million are young adolescents of lower secondary school age (12 to 14 years) and 142 million are youth of upper secondary school age (15 to 17 years).[26] Adolescents and young people in conflict-affected situations often occupy a vulnerable position in their communities, as they are frequently targets of violence and often bear enormous responsibilities during and after an emergency. They are more likely than young children to be recruited into fighting forces; to be sexually abused and exploited; to be forced to earn a livelihood and engage in exploitive labor; to head a household; to miss out on education; to contract sexually transmitted infections such as HIV; and to lack reproductive health care.[27] Many may be displaced or have lacked access to education or other skill-building opportunities throughout their lives. For young people who are displaced, the nature of protracted refugee situations (on average 17 years) means that entire generations may be missing out on getting a quality education and/or training. These factors can severely constrain the social development and livelihood opportunities of young people living in crisis situations.

However, despite these risks, many young people manifest positive and even transformative forms of resilience: addressing violence, seeking protection, providing support to others, contributing to their communities and humanitarian responses, and driving political change.[28] "Standing at the "crossroads" between risk and resilience, young people have a unique perspective on the factors that may enable them to address their experiences of marginalization and exclusion."[29]

- Linked to INEE Strategic Priority 1, INEE will continue to advocate for increased secondary and tertiary educational opportunities, as well as continuing education. This work will be advanced through a collaboration with organizations represented in INEE's Working Groups and continued coordination of the INEE Youth and Adolescents Task Team.

- Linked to INEE Strategic Priority 2, INEE will articulate the current quality, access, relevance, and legitimacy challenges faced by alternative education programs. INEE will offer policy-makers and programmers a set of practical recommendations for addressing these constraints, including the identification of best practices and programs that have the potential to inspire others and/or be adapted and replicated in similar contexts.

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Conclusion

The INEE Strategic Framework 2018-2023 is a flexible, general guide to action. From this basis, INEE will take steps to establish systems of member engagement, conduct regular strategic and operational reviews, and apply the learning outlined here in order to continually improve. Implementing the Strategic Framework will depend greatly on the engagement of members, the development of effective strategic partnerships, the effective functioning of the network spaces (including Working Groups, Collaboratives, Task Teams, Language Communities, Reference Groups), adequate funding, and the continued support of hosting and supporting agencies.

Monitoring and evaluation mechanisms for the duration of the Strategic Framework include several features:

- A work plan will be developed and reviewed/revised annually, based on the guidelines laid out in this Strategic Framework. It will specify a work plan for all sections and structures of the network, and include detailed indicators in addition to the projected results listed beneath each Strategic Priority.

- In 2020, the Strategic Framework will be reviewed in order to capture lessons learned, to shape INEE's future direction and, ultimately, to strengthen the overall network. The review will ensure that the Strategic Framework remains relevant, and it will be adjusted according to findings of the annual reviews.

In all of its work, INEE employs collaborative, consensus-driven, and inter-agency approaches. As highlighted throughout the Strategic Framework, INEE supports its members collectively and individually through its core functions of: community-building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing. Throughout the six years of this plan, these network functions will guide the identification and prioritization of network activities.

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The challenges to achieving our goal are varied and complex; they cannot be solved through a predefined linear path, but require creativity, collaboration, and taking advantage of our collective strengths. We invite all interested individuals and organizations who implement, support, advocate for and study education in disasters, conflicts, protracted crises, and other situations of adversity to contribute to INEE by sharing ideas, information, resources, staff and expertise, and by participating in INEE-facilitated activities. For more information, please visit the INEE website.

www.ineesite.org

ANNEXES

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ANNEX 1:
INEE Strategy Results Framework

Strategic Priority	Outcome (specific result/objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
1. Provide thought leadership and global advocacy.	1.1 Outcome: Strengthened dialogue, awareness and understanding of the humanitarian-development nexus.	1.1.1 Activity: Policy forum and briefs developed to further understand and define the role of education in emergencies in strengthening the humanitarian-development nexus.	Policy briefs developed	# of policy briefs published	0	3 policy briefs that target policy makers, advocacy, and practitioners respectively	Advocacy Working Group (AWG), Standards & Practice Working Group (SPWG) and Education Policy Working Group (EPWG)	Secretariat Core Costs; AWG Coordinator; Website; Consultant; Copy-edit; Design; Printing
	1.2 Outcome: Increased INEE participation and representation in global policy and advocacy forums both globally and in Europe between 2019-2020. Attention to EiE and protracted crises is increased in Geneva fora.	1.2.1 Activity: Secretariat participation in key, high-level policy dialogue forums in globally and Europe. Sharing of information from INEE's work on policy issues, advocacy, etc.	Presentations and briefings developed on key issues in EiE	#of global policy and advocacy events attended and presentations made	TBD**	TBD	Secretariat; AWG; EPWG	Secretariat costs; travel; communications; website, etc.
	1.3 Outcome: Increased adoption of INEE MS in key education actors' and donors' policy documents	1.3.1 Activity: Targeted outreach to key agencies (such as ECHO, GPE) and other actors to increase inclusion of the MS in EiE policy and programming and to promote the link to the SDGs; development of advocacy material to support this outreach (annual)	Greater use of the INEE MS in policies and programming, stronger links between EiE and SDGs	# of policy makers, donors, and practitioners using Minimum Standards	TBD*	50% increase in WG organizations and key partner agencies adopting use of INEE tools & resources	AWG (SPWG and EPWG)	Secretariat Core Costs; AWG Coordinator; Website; Consultant; Copy-edit; Design; Printing
		1.3.2 Activity: Coordinated (with key partners, especially Global Cluster, ECW) presence at international education events (annual)	INEE presentations given on INEE tools & resources at key EiE events	# of international EiE events at which INEE presents tools & resources	TBD	25% increase of presentations at key EiE events by INEE secretariat and Working Group members	AWG (SPWG and EPWG)	Secretariat Core Costs; travel costs

Strategic Priority	Outcome (specific result/ objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
1. Provide thought leadership and global advocacy.	1.4 Outcome: Increased equitable access and quality learning outcomes in crisis contexts, captured by SDG4 indicators	1.4.1 Activity: continuous development of EiE advocacy messaging adaptable to a changing sector and EiE landscape (annual)	Materials and messaging produced and distributed, and updated regularly on website, social media, paper	# advocacy messages developed annually	TBD	25% increase in number of advocacy messages developed annually, advocacy talking points revised quarterly	AWG; EPWG	Secretariat Core Costs
				# of advocacy web page visits, downloads, dissemination messages, and requests for advocacy materials	TBD	25% increase in number of advocacy web page visits, downloads, dissemination messages, and requests for advocacy materials	AWG; EPWG	Secretariat Core Costs; website
		1.4.2 Activity: development of webinars and an EiE/SDG4 advocacy package (year 1)	Webinar(s) launched and Advocacy Package produced, and tested, including a comprehensive roll-out strategy	# of webinars held annually; Advocacy package developed; # of page visits, downloads and requests for advocacy package	0	1 webinar held bi-annually	AWG	Secretariat Core Costs; website
		1.4.3 Activity: Mapping of relevant measurement frameworks and tools, academic + SEL (year 1)	Mapping completed	Mapping	0	Mapping completed and disseminated	EPWG; PSS-SEL Collaborative	Secretariat Core Costs; website
		1.4.4 Activity: Create policy guidance for measurement of learning outcomes, academic + SEL (year 2)	Policy guidance created and disseminated	Policy guidance	0	Policy guidance completed and disseminated	EPWG; PSS-SEL Collaborative	Secretariat Core Costs; website
		1.4.5 Activity: Create an Advocacy strategy for embedding indicators on learning outcomes into funding frameworks (year 3)	Advocacy strategy created and disseminated	Advocacy Strategy	0	Advocacy strategy available on the INEE website and advocacy initiatives underway	AWG	Secretariat Core Costs; website

Strategic Priority	Outcome (specific result/ objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
1. Provide thought leadership and global advocacy.	**1.5 Outcome**: More sustained multi-year targeted funding for EiE	**1.5.1 Activity**: continued partnership with ECW and other global funding mechanisms to increase and improve the delivery of EiE funding **(annual)**	Strategic partnerships formed; Joint advocacy materials, messaging, events	# of new partnerships; # joint advocacy materials, and events to increase and improve the delivery of EiE funding held with key strategic partners	0	2 new partnerships in place	AWG	Secretariat Core Costs
	1.6 Outcome: Increased adoption of joint protocols and frameworks for conflict risk reduction and conflict-sensitive education	**1.6.1 Activity**: Framework and protocol developed	Joint protocols for conflict risk reduction and CSE	# of organizations who adopt joint CSE protocols	0	# organizations using joint CSE protocols	EPWG; AWG	Secretariat Core Costs
2.Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.	**2.1 Outcome**: Professional Development for EiE Practitioners is Harmonized by 2020	**2.1.1 Activity**: Develop an INEE MS-based competency framework for EiE professionals **(year 1)**	A standardized competency framework for the EiE sector	INEE MS-based competency framework	0	Completed framework	SPWG	Secretariat Core Costs; Consultant
		2.1.2 Activity: Develop guidance for applications of the EiE professional competency framework **(year 2)**	Defined learning pathways and approaches for implementing MS-based competency framework	Guidance note	0	Completed guidance note on MS-based competency framework	SPWG	Secretariat Core Costs; Consultant
		2.1.3 Activity: Implement and promote use of the competency framework and PD guidance **(year 3)**	Competency framework and PD guidance are promoted and accessible through learning platforms, communities of practice, and/or trainings	# of page visits, downloads, and requests for framework materials	0	50% WG organizations implement and use competency framework and guidance	SPWG	Secretariat Core Costs; Consultant
	2.2 Outcome: Consistent opportunities for professional development are provided to INEE members between 2019-2020	**2.2.1 Activity**: Capacity Building INEE Secretariat member in place to facilitate the provision of regular professional development opportunities based on the competency framework	Professional development opportunities provided (virtual and in person)	INEE Capacity Building Coordinator in place	0	Quarterly virtual and in person workshops taking place	Secretariat; SPWG	Secretariat Core Costs; Website

Strategic Priority	Outcome (specific result/objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
2.Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.	2.3 Outcome: Policy recommendations for alternative education programs in crisis contexts are developed	2.3.1 Activity: Develop a background paper on alternative education in crisis contexts (year 1)	Background paper developed and disseminated	Paper completed; # of page visits, downloads	0	Completed paper and ongoing dissemination	EPWG	Secretariat Core Costs; Consultancy; Website
		2.3.2 Activity: Produce a review of promising practices and case studies of what has worked in alternative education in crisis contexts (year 2)	Review conducted and published	Completed review/case studies; # page visits; downloads	0	Review/case studies published and disseminated	EPWG	Secretariat Core Costs; Consultancy; Website
		2.3.3 Activity: Develop a set of policy recommendations (year 3)	Policy recommendations developed and disseminated	Completed policy recommendations; # page visits; downloads	0	Policy recommendations published and disseminated	EPWG	Secretariat Core Costs; Consultancy; Website
	2.4 Outcome: Improved professional development and strengthened capacities for teachers in crisis contexts	2.4.1 Activity: Track and disseminate TiCC tools (annual)	TiCC tools (specifically the TiCC Peer Coaching pack) are translated, launched and disseminated in English, Arabic and French, and lessons learned from the contextualization and use of the TiCC TPD materials are tracked	# page visits; downloads	TBD	25% increase of page visits and downloads of TiCC materials	PWG; TiCC Collaborative	Secretariat Core Costs
		2.4.2 Activity: Build teacher professional development (TPD) capacity and change TPD practices (annual)	Implementation and capacity on use of TiCC TPD materials and approaches is built, and the use of effective TPD practices is supported amongst EiE actors and agencies	# workshops held; # page visits; downloads	TBD	50% of WG organizations trained on TiCC resources	SPWG; TiCC Collaborative	Secretariat Core Costs

Strategic Priority	Outcome (specific result/ objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
2. Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.	**2.4 Outcome**: Improved professional development and strengthened capacities for teachers in crisis contexts	**2.4.3 Activity**: Align TiCC research and learning agenda to the INEE research and learning agenda	TiCC Theory of Change, indicators and tools to support the measuring of the effectiveness of TiCC model are developed, finalized and launched. A research and learning agenda is launched In consultation with sector colleagues to gain a better understand of TiCC tool usage, adaptation and impact	Agenda developed and disseminated; # page views; downloads	0	Agenda available and disseminated	SPWG; TiCC Collaborative	Secretariat Core Costs
3. Provide, curate, and organize knowledge to inform policy and practice.	**3.1 Outcome:** Strengthened Monitoring and Evaluation for INEE members implementing EiE programming	**3.1.1 Activity**: Consultation process and comprehensive landscape mapping **(year 1)**	Basis of information and materials for creating M&E framework/ toolkit	Mapping completed	0	Mapping completed	SPWG	Secretariat time and effort; WG members time and effort.
		3.1.2 Activity: M&E framework and toolkit development **(year 2)**	Harmonized set of indicators and measurement guidance/ resources in alignment with the INEE MS	Indicators developed; guidance developed	0	Indicators and guidance completed	SPWG	Secretariat time and effort; WG members time and effort.
		3.1.3 Activity: Validation process and piloting prototypes	Content of M&E framework/ toolkit validated and accessibility of the framework's format/platform tested and confirmed	Validation process	0	Validation process completed	SPWG	Secretariat time and effort; WG members time and effort.
		3.1.4 Activity: M&E framework/ toolkit roll out	M&E framework/ toolkit disseminated, promoted and built into ongoing capacity building efforts	M&E Toolkit	0	M&E Toolkit available, disseminated and accessed regularly	SPWG	Secretariat time and effort; WG members time and effort. Consultancy.
	3.2 Outcome: Improved Knowledge Management	**3.2.1 Activity**: Review and vet INEE Toolkit resources	Toolkit is vetted and organized in line with the INEE MS, and reflects up to date and quality resources	# resources vetted	0	Regular vetting of Toolkit resources.	SPWG	Secretariat time and effort; WG members time and effort.

Strategic Priority	Outcome (specific result/ objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
3. Provide, curate, and organize knowledge to inform policy and practice.	3.2 Outcome: Improved Knowledge Management	3.2.2 Activity: Track and monitor use of tools, including feedback (annual)	INEE collects data that develops a deeper understanding and ability to respond to users' needs and resources' relevance, utility	# of page visits, downloads, and requests for tools and resources	Bi-annual collection of data and analysis of data for SG meetings	Quarterly collection of data and analysis of findings	SPWG	Secretariat time and effort; WG members time and effort
		3.2.3 Activity: Generate infographics, briefs and plain-language summaries (quarterly)	Accessibility and awareness of INEE resources is enhanced	# of infographics, briefs and summaries developed; # of page visits, downloads	0	3-5 new infographics, briefs and summaries created quarterly	SPWG	Secretariat time and effort; WG members time and effort
		3.2.4 Activity: Develop a metadata classification structure for a harmonized database.	Metadata classification structure developed; digital resources reviewed, vetted and curated for harmonized resource database	Metadata classification structure	0	Harmonized resource database operational	Secretariat, Website & Communications	Secretariat time and effort; consultancy
		3.2.5 Activity: Development of a series of case studies on joint planning, coordination, and response in different contexts in 4-5 emergency contexts, in collaboration with GEC, UNHCR, and ODI as part of ECW partnership project	A field-driven, evidence base of joint planning, coordination, and response in different contexts is available	Dedicated webpage for evidence on joint planning, coordination and response	0	Webpage operational	Secretariat; INEE partners (namely, UNHCR and Global Education Cluster)	Secretariat; website development; website maintenance
	3.3 Outcome: Improved accessibility, production, and use of data and evidence in EiE	3.3.1 Activity: Produce policy reviews/briefs that draw on most recent research, evidence, specific issues pertaining to EiE and highlight data and evidence gaps (annual)	Policy reviews/ briefs produced (as necessary based on recent research, issues, etc.)	Policy briefs	0	Bi-annual policy briefs produced and disseminated	Data & Evidence Collaborative	Secretariat, Data & Evidence Collaborative members' time and effort

Strategic Priority	Outcome (specific result/objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
3. Provide, curate, and organize knowledge to inform policy and practice.	**3.3 Outcome**: Improved accessibility, production, and use of data and evidence in EiE	**3.3.2 Intermediary Outcome**: Ongoing coordination and management of the E-Cubed fund including a continuous open call for research, aimed at producing Global Public Goods for the EiE sector with the purpose of influencing policy and/or programmatic strategy **(annual)**	Yearly call for proposals is launched and after review, shortlisted proposals are shared with Dubai Cares for final funding decisions	# of E-Cubed call for proposals	2 (2017, 2018)	Completion of 4 E-Cubed call for proposals (2017, 2018, 2019, 2020)	Secretariat; E-Cubed Advisory Panel	Secretariat, E-Cubed Advisory Panel time and effort
		3.3.2a Activity: Global Public Goods and evidence generated by E-Cubed are curated, amplified, and disseminated (annual-contingent on timeline of E-Cubed funded research projects)	Dissemination of E-Cubed evidence to INEE Working Groups and the broader INEE Network, reaching over 15,000 members	# of E-Cubed outputs shared; # of page visits	0	Contingent on individual E-Cubed research timelines, outputs disseminated	Secretariat	Secretariat time and effort
		3.3.3 Intermediary Outcome: Evidence for EiE Workshop (series) to develop a new INEE Learning Agenda **(years 1 & 2)**	EiE Evidence Workshops held in NY in 2018, and in Geneva and Dubai in 2019	EiE Evidence Workshops	0	Series of EiE Evidence Workshops held (3)	Secretariat; JEiE; Data & Evidence Collaborative; Key strategic partners	Secretariat, JEiE, Data & Evidence Collaborative members' time and effort; Key strategic partners time, effort, and funding.
		3.3.3a Activity: INEE together with key partners, will convene actors to develop a new INEE Learning Agenda for EiE **(years 1-3)**	INEE Learning Agenda	INEE Learning Agenda	1	Updated 2010 INEE Learning Agenda	Secretariat; Data & Evidence Collaborative; Key strategic partners	Secretariat, JEiE, Data & Evidence Collaborative members' time and effort; Key strategic partners time, effort, and funding.

Strategic Priority	Outcome (specific result/objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
3. Provide, curate, and organize knowledge to inform policy and practice.	**3.3 Outcome**: Improved accessibility, production, and use of data and evidence in EiE	**3.3.4 Intermediary Outcome**: EiE sector is mapped to identify areas of overlap and linkages, gaps, and potential barriers to sharing information **(year 1)**	EiE Sector Mapping survey	EiE Sector Mapping survey	0	EiE Sector Mapping survey completed	Secretariat	Secretariat time and effort
		3.3.4a Activity: Survey results are collated and analyzed and mapping is shared on the INEE website **(year 1)**	EiE sector mapping data analyzed using Kumu (a data visualization software)	EiE Sector Mapping	0	EiE Sector Mapping is completed and disseminated	Secretariat; Porticus	Secretariat, Porticus time and effort
		3.3.5 Intermediary Outcome: Discussion is fostered around evidence-based financing for EiE **(year 1)**	Year-long joint blog series with new post each month	# of blog posts	3	8 blog posts by January 2019	Secretariat; NORRAG	Secretariat, NORRAG time and effort
	3.4 Outcome: Concrete deliverables provided to further explore uncharted components of PSS & SEL in education in emergencies contexts.	**3.4.1 Activity**: Disseminate and follow-up on use of PSS Guidance Note and tools **(year 1)**	PSS GN disseminated and follow-up plan drafted	# of page visits, downloads, and feedback received on PSS GN	PSS GN completed and shared through list-serv and available on website	PSS GN disseminated	PSS-SEL Collaborative	Secretariat time and effort; Collaborative members time and effort
		3.4.4 Activity: Write a report and presentation on existing PSS and SEL frameworks, identifying tensions and areas of agreement **(year 2)**	Report and presentation completed	Report and presentation	0	Report and presentation completed	PSS-SEL Collaborative	Secretariat time and effort; Collaborative members time and effort
		3.4.5 Activity: Resource development: definitions of SEL dimensions, key learning outcomes and indicators to assess SEL in contexts of emergency **(year 2)**	SEL resource completed	SEL resource	0	SEL resource available and disseminated	PSS-SEL Collaborative	Secretariat time and effort; Collaborative members time and effort; consultancy

Strategic Priority	Outcome (specific result/ objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
3. Provide, curate, and organize knowledge to inform policy and practice.	**3.4 Outcome**: Concrete deliverables provided to further explore uncharted components of PSS & SEL in education in emergencies contexts.	**3.4.6 Activity**: Create a Teacher well-being Theory of Change **(year 1)**	ToC created	ToC	0	ToC available and disseminated	TiCC	Secretariat time and effort; Collaborative members time and effort
		3.4.7 Activity: Conduct a landscape review on the teacher well-being evidence for equitable teacher retention and the connection with classroom environment and equitable student outcomes **(year 1)**	Landscape review conducted; evidence map created	Landscape review and evidence map	0	Landscape review and evidence map disseminated and available on website	TiCC	Secretariat time and effort; Collaborative members time and effort; consultancy
		3.4.8 Activity: Write a measurement report on Teacher Well-Being and Classroom Climate Measures **(year 2)**	Measurement report completed	Measurement report	0	Measurement report completed, disseminated and available on website	TiCC	Secretariat time and effort; Collaborative members time and effort; consultancy
		3.4.9 Activity: Create a Teacher Well-being and Classroom Climate measurement toolkit **(year 3)**	Toolkit created	Toolkit	0	Toolkit created, disseminated and available on website	TiCC	Secretariat time and effort; Collaborative members time and effort; consultancy
	3.5 Outcome: New website developed	**3.5.1 Activity**: Improve upon existing INEE website to create an EiE data catalogue that provides a guide to existing publicly accessible EiE data **(years 1 & 2)**	Redesigned INEE website including an evidence repository	Updated website and evidence repository	Existing website in need of update and improved search functionality	New website and repository in place and operational	Website; Communications; All network spaces	Secretariat time and effort; the time and effort of Working Group, Steering Group, and all members active in network spaces.
		3.5.2 Activity: INEE members have access to new and improved website, including in low-resource settings	Website accessible in low-resource settings	Website capabilities integrated into system	0	1	Website; Communications; All network spaces	Secretariat time and effort; the time and effort of Working Group, Steering Group, and all members active in network spaces.

Strategic Priority	Outcome (specific result/ objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
3. Provide, curate, and organize knowledge to inform policy and practice.	**3.6 Outcome**: INEE membership can access knowledge and information that informs their policies and practices	**3.6.1 Activity**: Provide members with regular information on EiE news, trainings and PD opportunities, events, publications, etc.	Existing and new INEE resources and communications are available via INEE's website and listservs.	#Bi-weekly bulletins; thematic pages; special issues	18	60	Website; Communications; All network spaces	Secretariat time and effort; the time and effort of Working Group, Steering Group, and all members active in network spaces.
		3.6.2 Activity: New policy briefs, tools, and resources developed by Working Groups are disseminated to INEE's wider membership	Policy briefs, tools, and resources developed by Working Groups on pertinent topics	#of policy briefs, tools, and resources developed and disseminated	5	15	AWG; EPWG; SPWG	Secretariat time and effort; the time and effort of Working Group, Steering Group, and all members active in network spaces.
		3.6.3 Activity: Hard copies of INEE tools and resources provided to INEE members with limited internet accessibility in remote field locations. Priority given to low-resourced entities/ organizations	Members in low-internet accessibility locations can access hard copies of INEE materials.	#of hard copies ordered and shipped	2121	25% increase	SPWG and other relevant network spaces, INEE Administration	Secretariat time and effort; design & layout; printing; shipping
	3.7 Outcome: High quality research published and readily available	**3.7.1 Activity**: JEiE publishes high quality research **(quarterly)**	JEiE volumes and special issues produced and shared on the INEE website	# of JEiE volumes and special issues	3 volumes	Quarterly volumes or special issues produced by JEiE	JEiE	JEiE staff; Secretariat time and effort
4. Strengthen and diversify INEE membership.	**4.1 Outcome**: Increased participation of members from diverse contexts in INEE network spaces and learning forums **(annual)**	**4.1.1 Activity**: Secure resources to support participation of members from diverse contexts in INEE network spaces and learning forums	Resources to support increased participation of diverse members	% increase of resources to support diverse participation in INEE network spaces	0	25% increase in resources specifically dedicated to support diverse participation in INEE network spaces	Secretariat	Secretariat time and effort
		4.1.2 Activity: Increase number of INEE events held in locations that enable participation from INEE's diverse membership **(annual)**	INEE events held in locations that enable diverse participation	# of INEE events held in locations that enable diverse participation	TBD	50% increase in number of events held in locations that enable diverse participation	Secretariat	Secretariat time and effort

Strategic Priority	Outcome (specific result/objective intended to achieve)	Activity (individual tasks)	Output (completed product of specific activities)	Indicator	Baseline (2018)	Target (2020)*	Network Space	Inputs
4. Strengthen and diversify INEE membership.	4.1 Outcome: Increased participation of members from diverse contexts in INEE network spaces and learning forums (annual)	4.1.3 Activity: Develop and roll out an INEE Membership Outreach Strategy including the idea of forming INEE regional chapters or coalitions	INEE Membership Outreach Strategy	# of INEE members reached through Membership Outreach Strategy	0	25% increase in diversity of INEE membership	Secretariat	Secretariat time and effort
		4.1.4 Activity: Ensure that INEE resources and communications are available in all INEE working languages (English, Portuguese, French, Spanish, and Arabic) (annual)	INEE communications, webpages, and social media shared in all working languages	Translation of INEE comms, webpages, and social media	TBD	All INEE communications, webpages, and social media available in all INEE working languages	Secretariat; LCFs	Secretariat, Language Community Facilitator's time and effort
	4.2 Outcome: Increased opportunities for engagement with INEE through Task Teams, Language Communities and Global Meet-ups (annual)	4.2.1 Activity: INEE task teams continue to support work on key thematic areas and offer opportunity for non-WG members to engage with INEE	INEE Task Teams	# of INEE Task Team members; # of INEE Task Teams	TBD	25% increase in INEE Task Team members, and reconstitution of key Task Teams	Secretariat; Task Teams	Secretariat, Task team members' time and effort
		4.2.2 Activity: Expansion of INEE Language Communities	Language Communities	# of INEE members engaged in Language Communities	TBD	25% increase in Language Community Membership	Secretariat; LCFs	Secretariat, Language Community Facilitator's time and effort
		4.2.3 Activity: INEE supports Global INEE Meet-Ups (bi-annual)	INEE members are supported to meet-up in diverse locations across the world	# of Meet-Ups held annually; # of INEE Members participating in Meet-Ups	Bi-annual Meet-Ups	Bi-annual Meet-Ups	Secretariat; LCFs	Secretariat, Language Community Facilitator's time and effort

* Targets correspond to the end of this iteration of the WGs, new targets to be set in 2020.

** To be determined (TBD) represents information available pending review and analysis.
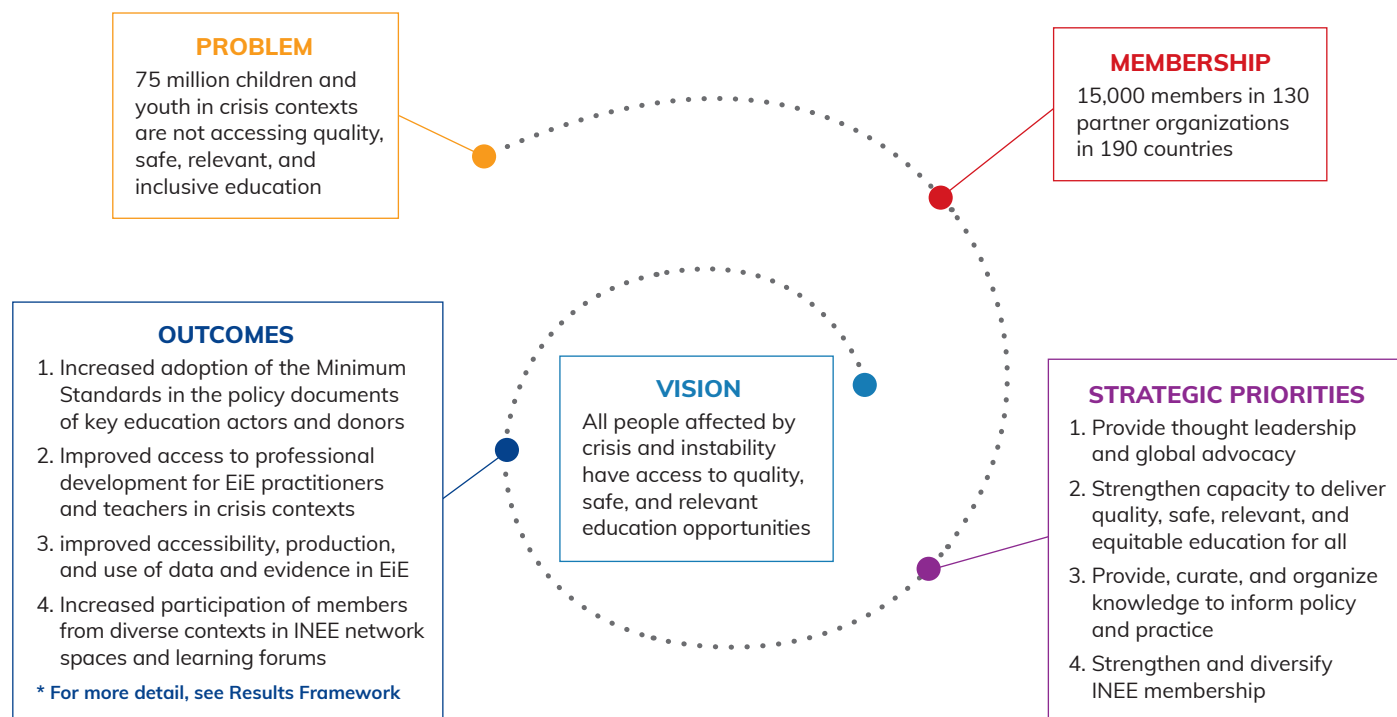
ANNEX 2 :
INEE Theory of Change

As a longstanding community of practice, INEE seeks to advance the rapidly evolving field of education in emergencies and meet the educational rights, needs, and aspirations of people affected by disasters, conflicts and crises, and other situations of adversity. The INEE Strategic Framework sets overarching priorities and ambitions for the network, with the aim of achieving the network's overall goal:

> **To ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery.**

INEE believes this goal can be achieved by focusing on the following four strategic priorities:

1. **Provide thought leadership and global advocacy.**

2. **Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.**

3. **Provide, curate, and organize knowledge to inform policy and practice.**

4. **Strengthen and diversify INEE membership.**

INEE strives to be an open, flexible network with minimal formal structure, shared leadership, open and non-competitive membership, and strong inter-agency collaborative relationships. INEE plays a facilitative rather than an operational role. It complements other more formal inter-agency mechanisms by employing the "soft power" of convening and facilitating, not directing and competing, to draw agencies together, sustain commitment, and strengthen collaboration.

PROBLEM

75 million children and youth in crisis contexts are not accessing quality, safe, relevant, and inclusive education

MEMBERSHIP

15,000 members in 130 partner organizations in 190 countries

OUTCOMES

1. Increased adoption of the Minimum Standards in the policy documents of key education actors and donors

2. Improved access to professional development for EiE practitioners and teachers in crisis contexts

3. improved accessibility, production, and use of data and evidence in EiE

4. Increased participation of members from diverse contexts in INEE network spaces and learning forums

* For more detail, see Results Framework

VISION

All people affected by crisis and instability have access to quality, safe, and relevant education opportunities

STRATEGIC PRIORITIES

1. Provide thought leadership and global advocacy

2. Strengthen capacity to deliver quality, safe, relevant, and equitable education for all

3. Provide, curate, and organize knowledge to inform policy and practice

4. Strengthen and diversify INEE membership

ANNEX 3:
INEE Network Spaces and Initiatives

INEE members are part of a global community of practice that provides opportunities for engagement at many levels.

INEE Network Infrastructure	Description
Steering Group	The INEE Steering Group sets goals and plans for the network, approves new working groups and task teams, and provides strategic guidance to the Secretariat staff. The INEE Steering Group is composed of organizational members, represented by senior professionals in the field of education in emergencies. Steering Group members are all equal in status, and no one Steering Group member may make decisions for INEE in his/her own individual capacity. Steering Group organizations commit to support INEE with monetary and in-kind contributions, including travel to two annual Steering Group meetings and hosting of meetings. In addition to attending two Steering Group meetings per year, representatives give substantial time reviewing and providing strategic input on INEE activities. For more details about the INEE Steering Group, please refer to the INEE By-Laws document.
Secretariat	INEE maintains a core staff team that represents the network, leads and supports network activities, and coordinates network processes, systems and projects. INEE Secretariat staff are hosted by INEE Steering Group member agencies, which not only helps to ensure promotion and institutionalization of education in emergencies within those agencies but is also cost-efficient.

INEE Network Spaces (Member Engagement)	Description
Education Policy Working Group	The INEE Education Policy Working Group (EPWG) was established as an inter-agency mechanism to coordinate diverse initiatives and catalyze collaborative action on issues relating to education policy in crisis and conflict-affected contexts. Through EPWG, INEE fosters collaboration between 27 working group member organizations and coordinates initiatives to build evidence and knowledge in order to inform policies, planning, and practices of education ministries, donors, field practitioners, and implementing agencies in crisis-affected contexts.
Standards & Practice Working Group	The INEE Standards and Practice Working Group (SPWG) is a group of 29 NGOs, UN agencies, and academics from around the world that work together within a humanitarian and development framework to facilitate access to quality education and safe environment for all in emergencies and post-crisis recovery. The current group (2018-2020) builds on the background of the WG's achievements since 2004, including around knowledge management, capacity development, and contextualization and application of the INEE Minimum Standards. The SPWG leads INEE's efforts to mobilize knowledge and develop innovative strategies to professionalize and build capacities within the field of EiE.
Advocacy Working Group	The INEE Advocacy Working Group (AWG) was established in 2012, with the goal of promoting the work of INEE and advocating for the three P's: prioritizing, planning, and protecting education in emergencies. Originally known as the Education Cannot Wait Advocacy Working Group, an early focus was on advocating for better, more predictable, and longer-term funding for education in emergencies. Alongside funding, the AWG continues to focus on promoting global EiE standards and good practices, such as the INEE Minimum Standards and the Conflict Sensitive Education Pack, as well as linking these tools to the achievement of the SDGs.

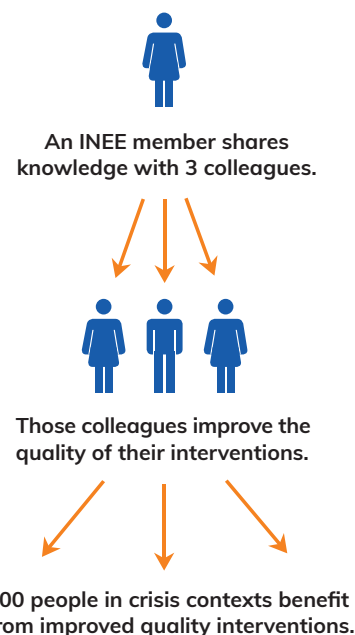|	
Collaboratives	INEE Working Group Collaboratives are inter-working group in nature. Collaboratives consist of membership comprised of all 3 Working Groups and focus on specific thematic areas.
Academic Space	The Journal on Education in Emergencies (JEiE) publishes groundbreaking and outstanding scholarly and practitioner work on education in emergencies (EiE), defined broadly as quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education.
Task Teams	INEE task teams are formalized network spaces that allow members to work collectively on thematic areas of interest. Task teams are composed of INEE members who advocate for their thematic issue(s) and who collaboratively develop knowledge and resources to help practitioners provide inclusive, quality, and safe education for all affected by crisis. Each task team is led by a small group of volunteer co-conveners (thematic experts with strong convening skills) and revolves around a specific set of time-bound tasks and activities.
Language Communities	INEE Language Communities are vibrant forums that foster collaborative resource development and knowledge-sharing among Arabic, French, Portuguese, and Spanish-speaking members of INEE. The INEE Language Communities collate and disseminate key resources in the relevant languages, and where gaps are identified, work to develop or translate new tools and case studies. The Language Communities also undertake advocacy and outreach in Arabic-speaking, Francophone, Hispanophone, and Lusophone countries, raising awareness about the importance of education for those affected by crisis. Furthermore, the Language Communities support and facilitate training and capacity-building opportunities for non-Anglophone INEE Members.
Reference Groups	INEE Reference Groups are convened for specific topics needing expert input or guidance.
Global Meet-ups	INEE Meet-Up events are open and informal gatherings in all corners of the globe where INEE members and others can network, share experiences, and discuss relevant topics.

ANNEX 4:
INEE's Multiplier Effect

Considering that INEE is comprised of more than 15,000 individual members and 130 partner organizations in more than 190 countries, INEE has the potential to impact millions of people around the world both directly and indirectly. Direct beneficiaries include those that support their right to education including educationalists, humanitarian workers, human rights activists, and national and international policy makers. INEE indirect beneficiaries include children, youth and their communities affected by crisis. These assumptions can be ascertained by considering the following:

- Each of INEE's 15,000 members substantively shares knowledge gained through INEE initiatives with 3 colleagues. INEE members typically hold positions where they are implementing field projects that can reach thousands of children and youth, such as refugee education programs, youth programs in conflict, teacher training initiatives, building of schools, school feeding programs, non-formal education programs, etc.

- INEE initiatives (and colleague sharing) leads to behavior change. This behavior change improves the quality of interventions.

- Each individual then strengthens an intervention for 500 individuals affected by crisis.

**15,000 INEE members x
3 colleagues x 500 beneficiaries**

Additionally, one must consider the network's 130 partner organizations who have incorporated INEE tools into their interventions targeted at the estimated 65 million children who are most directly affected by emergencies.

An INEE member shares knowledge with 3 colleagues.

Those colleagues improve the quality of their interventions.

500 people in crisis contexts benefit from improved quality interventions.

ANNEX 5:
INEE Network Functions

INEE serves its members through community-building, convening diverse stakeholders, knowledge management, amplifying and advocating, facilitating and learning, and providing members with the resources and support they need to carry out their work in the field of EiE. All of INEE's work can be classified according to one or more of the following functions:

Community-Building
INEE promotes and sustains its members' values. By encouraging substantive and diverse participation, collaboration, and communication, INEE builds ties among members to promote an inclusive, mutually supportive EiE community.

Convening
INEE brings stakeholders together to foster dialogue, advance research to build the evidence base, and support the establishment of partnerships to work toward shared solutions.

Knowledge Management
INEE gathers, filters, organizes, synthesizes, and disseminates relevant information to strengthen individual and institutional capacities.

Amplifying and Advocating
INEE enables the voices of its members to influence change in policy and practice, and promotes new, little-known, or poorly understood ideas.

Facilitationg and Learning
The INEE network promotes collective action to help members develop their capacities and carry out their activities more efficiently and effectively.

Providing Tools and Resources
The network mobilizes and disseminates resources, materials, and opportunities that support members' work and respond to their demands.

Top: © INEE, Indonesia; Middle: © Jennifer Steele/IRC; Bottom: © IRC, Afghanistan, 2005

ANNEX 6:
INEE Membership Snapshot

(December 31, 2018)
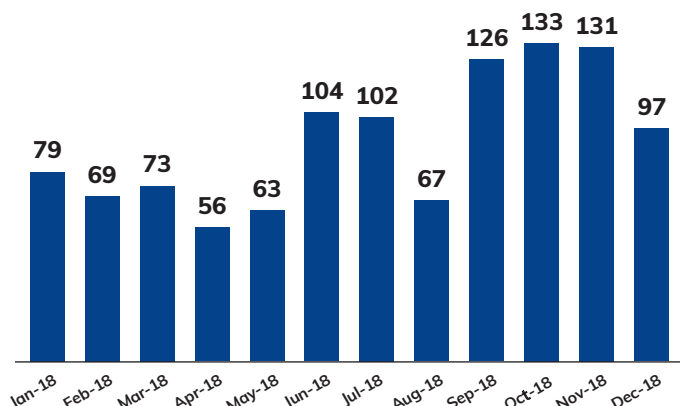
Membership Numbers

Total members: **15,067**
Members joined in last month: **97**
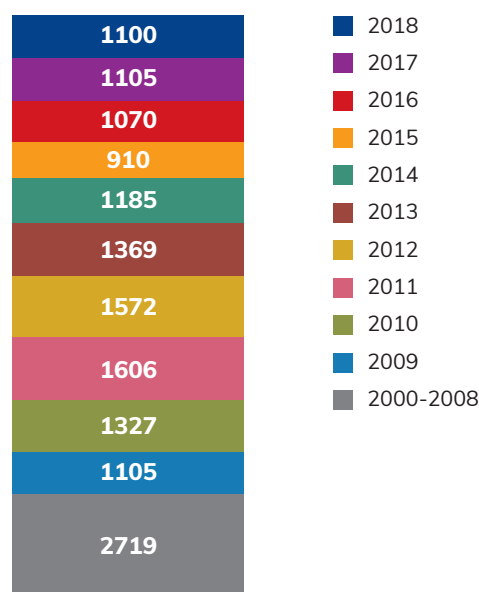Members joined in 2018 (to date): **1100**
Members active (logged in), last 30 days: **72**
Members active (logged in), last 12 months: **703**

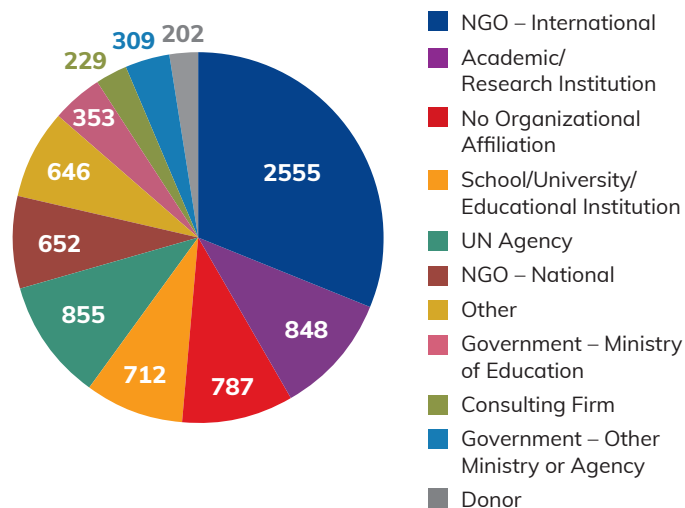### New INEE Members During Past 12 Months

INEE Membership 2000-Present

Year	Value
2018	1100
2017	1105
2016	1070
2015	910
2014	1185
2013	1369
2012	1572
2011	1606
2010	1327
2009	1105
2000-2008	2719

Employment

INEE Member Organization Types

- NGO – International — 2555
- Academic/Research Institution — 848
- No Organizational Affiliation — 787
- School/University/Educational Institution — 712
- UN Agency — 855
- NGO – National — 652
- Other — 646
- Government – Ministry of Education — 353
- Consulting Firm — 229
- Government – Other Ministry or Agency — 309
- Donor — 202

INEE Member Organizations (top 10)

- No Organizational Affiliation — 1347
- Save the Children — 298
- UNICEF — 248
- Columbia University, Teachers College — 165
- Norwegian Refugee Council — 160
- Plan — 133
- World Vision — 112
- UNHCR — 112
- UNESCO — 104
- International Rescue Committee — 98
- Harvard University — 78

Thematic Areas of Interest

Thematic Area	#
Education in Emergencies	2800
Adolescents and Youth	2505
Training and Capacity	2277
Teaching and Learning	1967
Programme Development	1951
Community Participation	1937
Research and Evidence	1892
Curriculum	1856
Education Financing	1806
Monitoring and Evaluation	1804
Early Childhood Development	1733
Quality Education	1699
Refugees and IDPs	1588
Human Rights and Children's Rights	1568
Gender	1551

INEE Member Technical Roles

Technical Role	#
Programme/Project	2487
Teaching/Training	2308
Education Policy/Planning	2185
Research	1889
Monitoring and Evaluation	1788
Technical Assistance/Capacity	1597
Coordination	1517
Curriculum Development	1445
Consulting	1407
Advocacy	1219
Advisory	1142
Communications	900
Student	871
Fundraising	544
Other	470
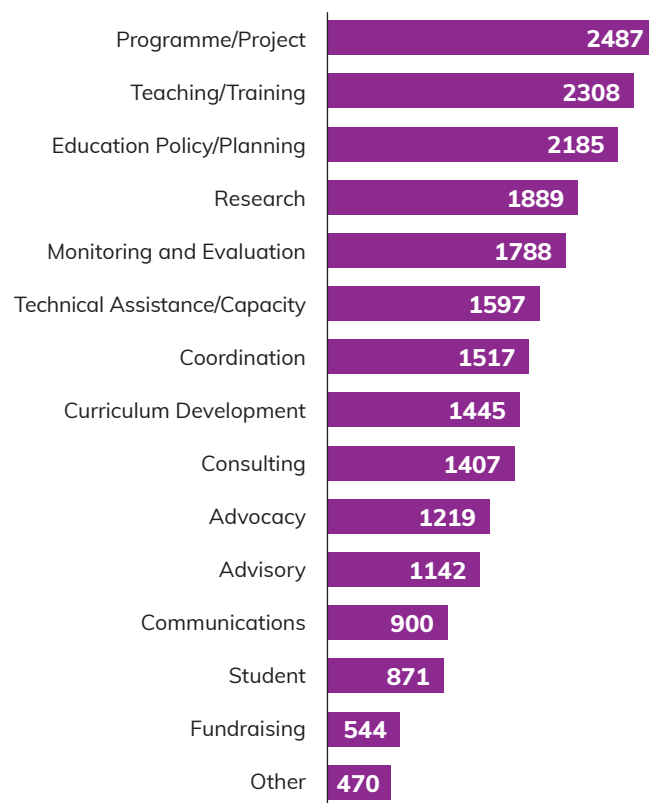
Geography and Language

Top Countries of Residence (of 190 countries represented)

	Country of Residence	# of Members
1	United States of America	3151
2	United Kingdom	890
3	Kenya	619
4	Pakistan	613
5	Canada	430
6	India	287
7	France	284
8	Jordan	253
9	Switzerland	251
10	Uganda	216
11	Nigeria	216
12	Lebanon	209
13	Italy	194
14	Australia	187
15	Syrian Arab Republic	181

Top Languages (of 100 languages represented)

	Languages	# of Members
1	English	11,795
2	French	3,037
3	Spanish	2,206
4	Arabic	1,633
5	Portuguese	586
6	German	248
7	Italian	162
8	Urdu	140
9	Swahili	128
10	Hindi	122
11	Chinese (Mandarin)	102
12	Dutch	98
13	Russian	89
14	Japanese	75
15	Persian	55

ENDNOTES

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2 UNOCHA. "Global Humanitarian Overview 2018: Six Months On." OCHA, 2018. https://www.unocha.org/story/global-humanitarian-overview-2018-six-months.

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INEE

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Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ