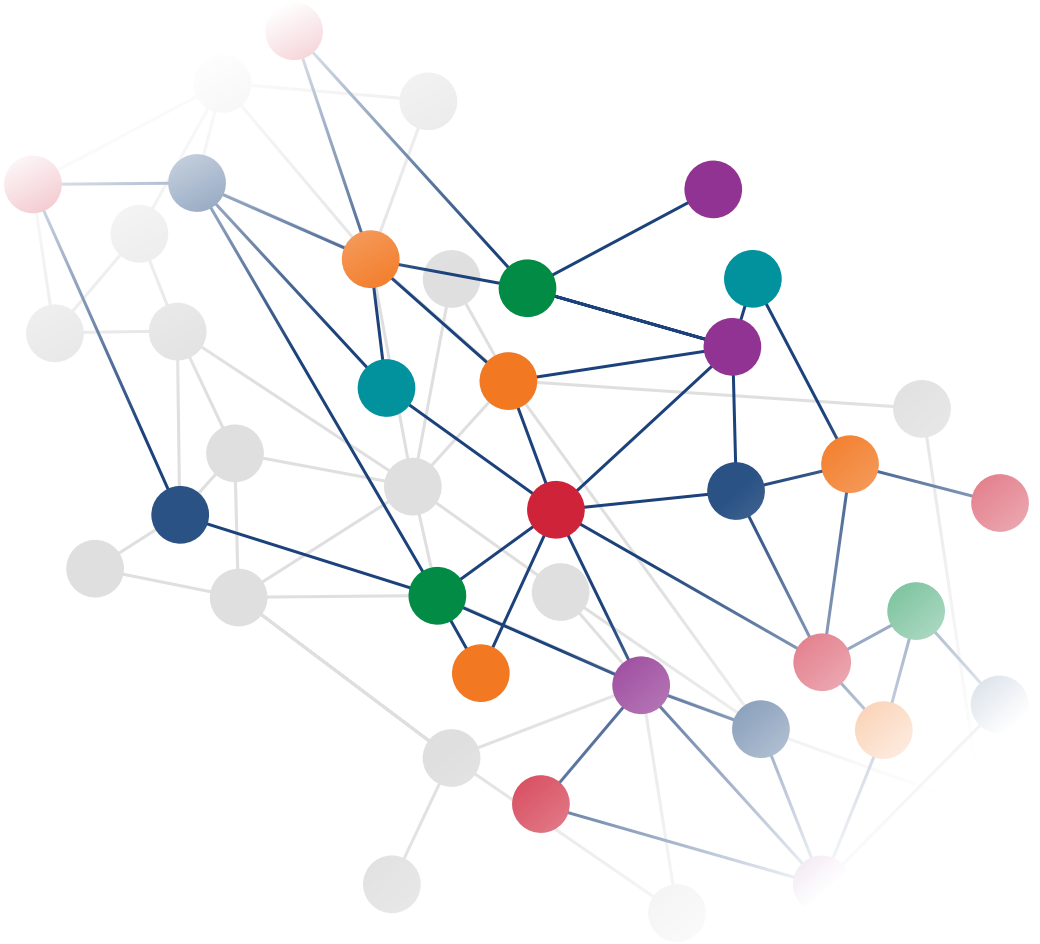


# Collective Impact through Collective Action:

INEE Strategic Framework  
2024-2030



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# IMPACT

The global EIE sector is increasingly engaged in collective action and better equipped to ensure the right to quality, safe, relevant, and inclusive education in all crisis contexts



## STRATEGIC INTERVENTIONS

**Collective Action for  
Collective Impact**

**INEE Minimum  
Standards for Education**

# Introduction

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Over the past six years (2018–2023), INEE has achieved several milestones, including celebrating its 20th anniversary, weathering the COVID-19 pandemic, and growing our membership from 15,000 to more than 22,000 members. While it is important to celebrate this progress, the situation faced by learners around the world has grown more precarious and it has become increasingly difficult to fulfill the right to education for all, especially during emergencies. As such, INEE’s work as a network remains vital.

Education in emergencies (EiE) is more important than ever and continues to be an **essential, lifesaving, and life-sustaining** humanitarian intervention. With the education of more than 224 million children affected by crises around the globe, EiE is also pivotal for making progress toward achieving United Nations Sustainable Development Goal 4, to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

INEE provides the community and the support EiE actors and stakeholders need to ensure the fulfillment of the right to a quality, safe, and relevant education for all. Progress only can be achieved when EiE stakeholders work together and pool their collective experience, expertise, resources, and efforts—in other words, **engaging in collective action for collective impact**. This is INEE’s greatest strength and the thread woven throughout this Strategic Framework. Collective Action underpins all the work INEE does as a network. By bringing together diverse actors from all levels and areas, INEE facilitates the sector working collectively on the issues and questions that affect everyone in the EiE community.

This new Strategic Framework outlines a vision for INEE’s next strategy period and highlights where it sees opportunities for collective action. This Strategic Framework features several new aspects, including:

- A new theory of change that reflects the current global humanitarian landscape, including the priorities and results members aspire to achieve;
- An increased focus on collective action as pivotal for all INEE’s actions;
- A new strategic priority that focuses specifically on strengthening the data and evidence ecosystem to elevate this work and reflect the critical role data and evidence play in EiE interventions everywhere; and
- A greater focus on INEE’s unique role and responsibility for contextualizing, updating, and promoting the uptake and use of the INEE Minimum Standards for Education (INEE MS) within the EiE ecosystem.

INEE's consultative and consensus-building approach informed the development of this framework. Key steps included the following:

- Reflecting on the work done and progress achieved during the prior strategy period, 2018-2023;
- Identifying lessons learned;
- Assessing INEE's role in the ever-changing EiE landscape;
- Understanding members' expectations, perceptions, and ambitions; and
- Critically reflecting on whether and how the network responds to INEE members' needs and priorities.

Particular effort was made to gather input from members working in regional and national settings, especially those from crisis-affected contexts. This consultative process was further strengthened by including mixed methods data that was collected between May and July 2023. This involved a comprehensive desk review, a full member survey, key informant interviews, and focus group discussions in all five INEE languages of Arabic, English, French, Portuguese, and Spanish. Overall, 650 people from 103 countries contributed to the development of this new Strategic Framework.

# About INEE

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Guided by its vision and mission, INEE exists for and because of its members, and for all learners and educators affected by crises.

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INEE was conceptualized in 2000, during the Strategy Session on Education in Emergencies of the 2000 World Education Forum, held in Dakar. As a result, UNESCO, UNICEF, and UNHCR committed to advancing Strategy Five of the Dakar Framework and in November 2000 they convened the first Global Consultation on Education in Emergencies in Geneva. INEE was launched during that consultation to build on and consolidate existing efforts.

## Vision

- All people affected by crisis and instability have access to quality, relevant, and safe education opportunities.
- Education services are integrated into all emergency interventions as an essential lifesaving and life-sustaining component of humanitarian response.
- Governments and donors provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response, and recovery.
- All education programmes preparing for and responding to emergencies, chronic crises, and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

## Mission

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

# Guiding Principles

- Adhere to global commitments
- Focus on holistic lifelong learning, including livelihoods
- Support displaced populations
- Promote preparedness, sustainability, coordination, and system strengthening
- Support active community participation

The full text of the [\*INEE Guiding Principles\*](#) can be found on the INEE website.

# Core 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.
- **Facilitating and Learning:** INEE promotes collective action to help members develop their capacities and carry out their activities more efficiently and effectively.
- **Providing Tools and Resources:** INEE mobilizes and disseminates resources, materials, and opportunities that support members' work and respond to their demands.



# Network Structures

INEE members shape the trajectory of the network through their participation in network spaces and network activities. In accordance with the INEE By-Laws, the INEE Steering Group provides the network with strategic guidance and direction and underpins and supports network activities facilitated by the INEE Secretariat. The Secretariat represents the network, leads and supports network activities, and coordinates network processes, systems, and projects. INEE is dedicated to ensuring an inclusive and fit-for-purpose Steering Group and Secretariat.

As a global inter-agency network, INEE is not an incorporated organization and it does not have a legal identity; its secretariat, though, is a hosted entity. This model allows INEE to maintain neutrality and to have maximum flexibility when adapting to a changing field of work and stakeholder priorities. INEE's administrative oversight and fiscal sponsorship are provided by its secretariat's host organizations. Currently, the International Rescue Committee, a nongovernmental organization with 501(c)3 tax-exempt status in the United States of America, and the Norwegian Refugee Council, a nongovernmental organization in Norway, serve as INEE's host organizations. These organizations receive funds on INEE's behalf and all funds are subject to their fiscal accountability and auditing procedures.

For more information, visit the INEE website: <https://inee.org/about-inee>.

# INEE's Role in Education in Emergencies

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INEE is a unique and critical actor within the global EiE architecture. This architecture is composed of actors that support the broader EiE ecosystem, particularly the people or institutions working in crisis contexts. The global EiE architecture is oriented toward and responsive to people who are directly affected by and/or work in all crisis situations: disasters, armed conflict, refugee/IDP settings, situations of food insecurity or famine, climate emergencies, health emergencies, and so on. INEE's role in the global EiE architecture includes collectively formulating and maintaining evidence-based technical guidance and tools, offering an array of context-oriented learning and development tools and opportunities, and acting as a primary knowledge management hub for the sector. INEE offers stakeholders who are working on EiE policy, practice, research, and advocacy with the platforms, programs, and services they rely on to ensure robust technical quality in their interventions.

INEE also serves as a “connecting space” for the EiE sector, facilitating dynamic exchange and discussion and enabling stakeholders to engage deeply and meaningfully on critical issues. INEE offers its members opportunities to interact and collaborate with their peers. Working collectively boosts cooperation and synergies while reducing fragmentation, inefficiencies, and duplication of work.

Further, INEE is responsible for the sector's minimum standards. The *INEE Minimum Standards for Education* are globally recognized as the basis for quality, impactful EiE work. They are enshrined in international instruments,<sup>1,2</sup> organizational mandates, funding mechanisms, contingency plans, program documents, planning and strategy guidance, and other humanitarian and development instruments. The INEE MS are complementary to the *Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response* and INEE is an active member of the Humanitarian Standards Partnership.

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1 United Nations General Assembly. (2010). Resolution 64/290. The right to education in emergency situations. United Nations. <https://www.un.org/en/ga/64/resolutions.shtml>

2 UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women, and UNHCR. (2016). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

# Impact and Learning from the INEE Strategic Framework, 2018-2023

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In formulating this Strategic Framework, INEE first reflected on its most recent strategy period. Through focus groups, survey responses, and direct consultations, INEE members shared insights that captured the progress, milestones, and results achieved and outlined areas where further growth and learning are needed. The following summarizes the collective reflections:

- The need to articulate INEE's role in the global EiE architecture and in the broader EiE landscape more clearly, including recognizing the complementarity with other EiE actors.
- The continuation and expansion of INEE capacity sharing activities, with a renewed focus on educators and other first responders during crisis.
- The need to understand and articulate INEE's impact more fully and clearly.
- A more deliberate and intentional embrace of the power of INEE's diversity through more equitable member engagement, purposeful amplification and inclusion of Global South members' voices and priorities, and practical localization of INEE initiatives.
- The need for greater clarity in defining INEE's "Collective Action for Collective Impact" approach and members' roles in it.

These reflections and contributions provided critical guidance that informed the development of this strategy. To read the summary of findings, please see the [INEE website](#).

INEE has also played a pivotal role in elevating the EiE sector and carving out critical inroads in the areas of standards, policy, practice, and evidence. By coming together, INEE members have leveraged their collective action for collective impact approach and have achieved critical successes. Some of these are listed on the timeline below. INEE now seeks to build on this foundation by consolidating the results achieved so far to make further strides forward for the sector and for the people INEE works for and with. This work begins with INEE's learning mindset and its close connection with members' perspectives, experiences, needs, and priorities

# Key Milestones from 2018 through 2023

2018	<ul style="list-style-type: none"><li>• Kicked off previous Strategic Framework (2018-2023)</li><li>• Initiated an INEE Learning Agenda on key evidence gaps</li><li>• Co-organized a global roundtable with the Alliance on Child Protection in Humanitarian Action, which led to the development of a framework for collaboration across the two sectors</li></ul>
2019	<ul style="list-style-type: none"><li>• Launched a fully redesigned, up-to-date, multilingual <a href="#">website</a> to better serve and connect members</li><li>• Played a leading role in the first Global Refugee Forum, including making four pledges to strengthen global coordination and action</li><li>• Co-hosted the first EiE Data Summit to strengthen humanitarian-development coherence and improve programming through EiE data</li><li>• Launched a comprehensive, member-centered learning and development initiative</li><li>• Launched the <a href="#">INEE Measurement Library</a> with partners</li></ul>
2020	<ul style="list-style-type: none"><li>• Commemorated <a href="#">INEE's 20th anniversary</a> through a sector-wide review of progress made and the work and challenges that remain</li><li>• Co-established the Initiative for Strengthening Education in Emergencies Coordination (ISEEC)</li><li>• Initiated a COVID-19 pandemic response, which revitalized INEE's role in crisis response</li><li>• Launched INEE's <a href="#">Kaya Portal</a>, an open e-learning gateway for the sector</li><li>• Published the <a href="#">EiE Competency Framework</a> to articulate a set of required, valued, and recognized competencies for the humanitarian field and for the EiE sector specifically</li></ul>
2021	<ul style="list-style-type: none"><li>• Co-founded the Geneva Global Hub for Education in Emergencies</li><li>• Launched the <a href="#">INEE Help Desk</a> to provide rapid technical support to EiE actors</li><li>• Launched the <a href="#">INEE Community of Practice</a>, an online platform that facilitates peer-to-peer connection, support, collaboration, and communication</li><li>• Launched the <a href="#">INEE Country Focal Points</a> initiative in INEE member countries to better support members and increase linkages between local and global actions and priorities</li><li>• Began publishing the <a href="#">INEE Mind the Gap report series</a> on the progress, gaps, challenges, and opportunities faced in efforts to improve education and training for girls and women affected by conflict and crisis</li></ul>

2022

- Restructured [INEE network spaces](#) to be easier to navigate and refreshed membership of these spaces to better reflect and represent INEE's diverse membership, with an emphasis on equity and inclusion
- Published more than thirty new resources on a wide range of topics, including accelerated education, distance education, early childhood development, gender, inclusive education, psychosocial support and social and emotional learning (PSS-SEL), and teachers
- Convened more than 1,600 members to review and update the INEE Minimum Standards so they would accurately reflect the evolving global humanitarian context
- Launched the [Charlevoix Funding Dashboard](#) to promote transparency and accountability in fulfilling the commitments the G7 countries and funding partners made to the Charlevoix Declaration on Quality Education
- Launched the [INEE PSS-SEL Toolbox](#) to promote greater understanding and coherence in the sector and improve PSS-SEL initiatives for vulnerable children and youth
- Co-authored, with the Alliance for Child Protection in Humanitarian Action, [Supporting Integrated Child Protection and Education Programming in Humanitarian Action](#), a guidance note to promote integration and collaboration across sectors

2023

- Co-hosted the second INEE EiE Data & Evidence Summit to collectively strengthen the EiE data and evidence ecosystem and to formulate a corresponding action agenda
- Completed the update of the [INEE MS](#) (launched in 2024)
- Jointly pledged at the Global Refugee Forum with the Alliance for Child Protection in Humanitarian Action to ensure that children and young people are central to refugee response and that their rights to quality and protective education are upheld

# Theory of Change

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INEE's Theory of Change reflects its strategic priorities, the outcomes it aims to achieve, and the ultimate impact it seeks to have by 2030. It describes how INEE will realize these results, along with the ongoing considerations and entry points that will enable it to do so.

## INEE's Impact by 2030

"The global EiE sector is increasingly engaged in collective action and better equipped to ensure the right to quality, safe, relevant, and inclusive education in all crisis contexts."

## Strategic Interventions

From 2024 to 2030, INEE will undertake two overarching interventions:

### Collective Action for Collective Impact

Collective action for collective impact is defined as "a network of community members, organizations, and institutions that advance equity by learning together, aligning, and integrating their actions to achieve population and systems-level change."<sup>3</sup> No single policy, action, or actor alone can solve the issues the EiE sector overall faces. Many EiE actors working together, however, can make progress towards addressing these issues. This is why INEE employs a collective action for collective impact approach. Putting this approach into practice to achieve meaningful results requires:

- Centering equity in INEE's work and addressing the systemic structures and practices that create barriers to equitable and meaningful member participation and to equitable EiE outcomes for all populations;
- Involving all members in INEE-led work, particularly those who are working at national and regional levels and those who are affected by crisis themselves, to the fullest extent possible;
- Collaborating with partners across different sectors; and
- Building a network culture that fosters relationships, trust, and respect across INEE's diverse membership.

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<sup>3</sup> Collective Impact Forum. (2024). "What is Collective Impact." Collective Impact Forum. <https://collectiveimpactforum.org/what-is-collective-impact/>

INEE brings together diverse actors from all levels and all areas—policy, practice, academia, funding, and affected populations themselves—to work collectively on the issues and questions that affect education in crisis contexts. Crucially, this involves amplifying and acting on the real experiences, needs, views, and priorities of diverse EiE stakeholders, especially affected populations, so that INEE members' collective work is truly representative and is relevant and applicable to a variety of contexts.

### **INEE Minimum Standards for Education: Preparedness, Response, and Recovery**

The INEE MS are the foundational tool for EiE and are designed to be applicable in many different situations, including emergencies caused by conflict and by natural hazards such as those induced by climate change; slow- and rapid-onset crises; and emergencies in both rural and urban environments. The INEE MS provide a common framework that can be applied in any economic, political, or social context. The primary aims of the INEE MS are to provide a quality, coordinated humanitarian response in the education sector and to help stakeholders protect the education rights and needs of people affected by crises in ways that assert their agency and dignity. The INEE MS provide guidance on how to prepare for and respond to emergencies in equitable ways to reduce risk, improve future preparedness, and lay the foundation for providing quality education. The update of the INEE MS launched in 2024 ensures that this cornerstone resource remains relevant, accessible, and adaptable in a new and evolving international humanitarian context and in national and subnational contexts in all regions. It also draws critical linkages between EiE and other humanitarian sectors to enhance accountability and improve the quality of assistance provided to crisis-affected people. With the INEE MS serving as the foundational tool, INEE will promote the uptake, contextualization, and application of the INEE MS, and further elaborate guidance on thematic areas.

# Strategic Priorities and Outcomes

INEE's five strategic priorities for the 2024-2030 period are the areas in which the network can play a unique role and contribute most effectively to serving those affected by emergencies and crises.

Strategic Priority	Outcomes
<b>Strategic Priority 1:</b> Provide thought leadership and support global advocacy	<b>Outcome 1.1:</b> Increased prioritization of EiE, aligned to the INEE Minimum Standards, among national, regional, and global decision-makers <b>Outcome 1.2:</b> EiE policy and practice at global and national levels are informed by the voices, priorities, and expertise of INEE members and the INEE Minimum Standards
<b>Strategic Priority 2:</b> Strengthen competences of EiE stakeholders through capacity sharing and mutual learning	<b>Outcome 2.1:</b> Equitable access to context-driven capacity sharing and other INEE learning and development tools, resources, opportunities, and technical support for EiE actors and stakeholders <b>Outcome 2.2:</b> Improved valuation of national and local EiE actors' expertise and capacities to lead on EiE efforts
<b>Strategic Priority 3:</b> Organize, curate, and disseminate EiE knowledge	<b>Outcome 3.1:</b> Equitable and easy access to relevant, useful, and adaptable knowledge and tools from across the sector to enable informed EiE policy, programs, and research decisions <b>Outcome 3.2:</b> INEE members' perspectives, experiences, innovations, and expertise shared across the sector
<b>Strategic Priority 4:</b> Promote the ethical production, sharing, and uptake of EiE data and evidence	<b>Outcome 4.1:</b> Ethical and accountable production of new EiE data and evidence across the sector, led by or in meaningful collaboration with stakeholders themselves affected by crisis <b>Outcome 4.2:</b> Improved collective learning for better EiE policy, programs, research, and funding decisions
<b>Strategic Priority 5:</b> Facilitate meaningful, equitable, and inclusive engagement of INEE members in network activities and decision-making	<b>Outcome 5.1:</b> Needs, priorities, and experiences of the wide diversity of INEE members equitably reflected in INEE's work and results <b>Outcome 5.2:</b> More intentionally equitable and inclusive INEE community, culture, structures, processes, and decision-making



# Cross-Cutting Elements

As INEE focuses on these five strategic priorities, it will ensure that certain cross-cutting elements are reflected in all aspects of its work. INEE defines “cross-cutting elements” as areas of work that must be considered to ensure the quality, relevance, and efficacy of its interventions. These considerations will inform and be mainstreamed into INEE’s work across all strategic priorities.

## Climate Change

With the climate crisis accelerating, there are growing numbers of climate-induced disasters, which frequently compound other crisis drivers and result in complex emergencies. This makes the climate crisis ultimately an education crisis, too. Climate-induced hazards, such as floods, droughts, fires, and extreme heat, exacerbate the challenges already faced in providing safe and continuous education by forcing the displacement of populations, damaging and destroying physical infrastructure and resources, and straining national education finances. INEE must consider the impacts of climate change in every part of its work.

## Conflict Sensitivity

Education and conflict have a complex relationship. Education is often disrupted during conflicts and learning environments can be the targets of violence and attacks. Additionally, education can potentially contribute to conflict by teaching behaviors and attitudes that worsen tensions or by unevenly distributing education resources and access. However, education also can help to transform a society from one of exclusion to one of inclusion. Conflict sensitivity provides a foundation on which humanitarian, development, and peacebuilding actors can build peace through education.

## Equity and Inclusion

INEE has made a strong commitment to equity and inclusion, promoting the representation and the active and fair participation of all stakeholders in all its platforms, programs, and services. This consideration requires INEE to examine all its work through the lenses of gender, disability, language, displacement and migration status, age/generation, antiracism and decoloniality, and localization, among others. All INEE’s work will be designed and implemented with these lenses in mind. Practically, this consideration involves recognizing that many EiE stakeholders are too often left out of the EiE discourses and interventions that affect them most directly—such as out-of-school children, youth populations, and refugees and other populations affected by various forms of migration and displacement—as well as working to correct power imbalances in the EiE sector.

## Evidence-Informed Programming

Creating a strong EiE data and evidence ecosystem for the sector is a strategic priority of INEE's work, but INEE also commits to using data and evidence in network decision-making. This includes incorporating evidence into the content of new or updated resources, adopting evidence-based approaches to inform members of new developments, and more. By mainstreaming evidence-informed programming across all aspects of its work, INEE will also cultivate a culture of learning that shapes how INEE as a network operates.

## Humanitarian-Development-Peacebuilding (Triple) Nexus

This is an approach to policy, programming, and financing that considers the interlinkages among humanitarian, development, and peace actors. Strong cooperation, collaboration, and coordination among actors is key to achieving collective outcomes that (1) meet people's immediate humanitarian needs, (2) identify and address the root causes of risk and vulnerability and enable people's self-determined growth and wellbeing, and (3) build stability and sustainable positive peace long-term. As crises become increasingly protracted, it is important for EiE stakeholders to think beyond their particular area of responsibility. To support them in doing so most effectively, INEE plans to incorporate a "triple nexus" approach into all aspects of its work whenever possible.

## Intersectoral Collaboration and Integration

Meeting humanitarian obligations and maximizing impact requires all actors to engage in intersectoral collaboration. It also requires policy and programmatic integration with other sectors, such as protection—including the areas of mental health and psychosocial support, gender-based violence, and violence against children in schools; nutrition; water, sanitation, and hygiene; and health. INEE will pursue and adopt intersectoral approaches and partnerships whenever possible.

# Thematic Areas

Thematic areas are identified in accordance with members' needs and priorities and they can change accordingly over time. These areas usually fall into one of three categories:

- **Learning levels**, which are the sequence of developmental and education stages, such as early childhood, primary, secondary, tertiary and other higher education in emergencies, youth, and adult education;
- **Cross-cutting topics**, which are topics that are relevant to all crisis-impacted learning communities, such as gender, inclusive education, and PSS-SEL; and
- **Education modalities**, which reflect the variety of methods for delivering education, such as distance education and accelerated education.

Work in any thematic area is most effective when a whole systems approach is applied. This approach puts individual learners at the center and involves the learners themselves, their families, the learning environment, communities, and policies within a given context.

## Context for the Theory of Change

INEE's success in achieving its outcomes hinges on a set of enabling factors, is predicated on a set of assumptions, and requires mitigating and responding to a set of risks.

### Enabling Factors

- Robust member engagement and active member participation in the network's collective actions and decision-making, including members in and from EiE contexts
- Guidance by the INEE Steering Group, as outlined in the INEE By-Laws
- A sufficiently resourced and staffed INEE Secretariat that has strong, sustainable systems
- Collaboration, alignment, and complementarity with other networks, alliances, and coalitions
- Robust communication and engagement systems and tools

### Assumptions

- Collective action is necessary to solve the issues the EiE sector faces.
- INEE continues to be a generative, inclusive, and collaborative network that supports rather than competes with its members and partners.
- INEE maintains its status as the preeminent, member-centric network of EiE stakeholders and professionals.
- INEE's work is relevant to all EiE members, particularly those living and working in crisis contexts.
- INEE's diverse membership continues and expands its active participation in network activities across all strategic priorities.
- INEE builds on its reputation as a connective space whose agenda is reflective of its full membership and the wider EiE sector, not solely its Steering Group, Secretariat, or funders.

- The INEE MS maintain their relevance and utility as the guiding framework for education preparedness, response, and recovery at all levels.
- INEE's historic and ongoing role in the EiE sector is clearly defined for, well communicated to, and understood by diverse stakeholders.
- The global EiE architecture is well defined and its actors embrace their respective roles and expand their communication and collaboration with each other and with other drivers of EiE change.

## **Risks**

- Inherent power imbalances in education and humanitarian systems and structures, based on inter alia language, race or ethnicity, and geography
- Insufficient financial and other resources to implement network activities or support network infrastructure and capacity
- Fatigue and a sense of being overwhelmed across the sector in response to heightened and more numerous emergencies, resulting in more limited engagement in or rigor of collective action efforts
- Varied expectations within INEE's large and diverse membership about what INEE should do
- Member participation in network activities and decision-making being inhibited or limited by competing priorities, timing and availability constraints, and/or language or other barriers

# Theory of Change Visual

Impact

The global EIE sector is increasingly engaged in collective action and better equipped to ensure the right to quality, safe, relevant, and inclusive education in all crisis contexts

Outcomes by Strategic Priority

## Strategic Priority 1

Provide thought leadership and support global advocacy

Increased prioritization of EIE, aligned to the INEE Minimum Standards, among national, regional, and global decision-makers

EIE policy and practice at global and national levels are informed by the voices, priorities, and expertise of INEE members and the INEE Minimum Standards

## Strategic Priority 2

Strengthen competences of EIE stakeholders through capacity sharing and mutual learning

Equitable access to context-driven capacity sharing and other INEE learning and development tools, resources, opportunities, and technical support for EIE actors and stakeholders

Improved valuation of national and local EIE actors' expertise and capacities to lead on EIE efforts

## Strategic Priority 3

Organize, curate, and disseminate EIE knowledge

Equitable and easy access to relevant, useful, and adaptable knowledge and tools from across the sector to enable informed EIE policy, programs, and research decisions

INEE members' perspectives, experiences, innovations, and expertise shared across the sector

## Strategic Priority 4

Promote the ethical production, sharing, and uptake of EIE data and evidence

Ethical and accountable production of new EIE data and evidence across the sector, led by or in meaningful collaboration with stakeholders themselves affected by crisis

Improved collective learning for better EIE policy, programs, research, and funding decisions

## Strategic Priority 5

Facilitate meaningful, equitable, and inclusive engagement of INEE members in network activities and decision-making

Needs, priorities, and experiences of the wide diversity of the INEE members equitably reflected in INEE's work and results

More intentionally equitable and inclusive INEE community, culture, structures, processes, and decision-making

Cross-Cutting Elements

Climate Change | Conflict Sensitivity | Equity and Inclusion | Evidence-Informed Programming Humanitarian-Development-Peacebuilding Nexus | Intersectoral Collaboration and Integration

Strategic Interventions

Undertake a **Collective Action for Collective Impact Approach** to addressing the needs and priorities of the EIE sector

Promote the uptake, contextualization, and application of the **INEE Minimum Standards for Education: Preparedness, Response, Recovery**

# Illustrative Actions for Our Strategic Priorities

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This Strategic Framework is designed to enable the network as a whole to remain proactive, adaptable, and responsive to unforeseen events and emerging issues as it pursues its shared impact of “the global EiE sector being increasingly interconnected through collective action and better equipped to ensure the right to quality, safe, relevant, and inclusive education in all crisis contexts.” It serves the network and other stakeholders by:

- Providing INEE structures, spaces, and members with clear direction on relevant issues critical to the continuity of education in crises and crisis-prone contexts;
- Guiding the INEE Secretariat and INEE Steering Group in decision-making; and
- Articulating INEE’s values, approaches, and priorities to supporters, policymakers, and implementing and funding partners.

Realizing the shared impact will require INEE to achieve ten outcomes across five strategic priorities. These outcomes will be pursued over the full life of this Strategic Framework and will shape all INEE’s work during that time. Specific outputs and activities will be defined annually. The descriptions of each strategic priority and illustrative actions provided below offer insights into how INEE will achieve each outcome and ultimately realize the impact for which it strives.

## **Strategic Priority 1: Provide Thought Leadership and Support Global Advocacy**

The need for education before, during, and after crises has never been greater. For this reason, INEE has renewed its commitment to contribute to and, where relevant, provide leadership in global, regional, and national efforts to ensure the provision of education in all contexts, including those affected by crisis. It will equitably leverage the voices and contributions of its members and strategic partners and use its convening power to reach policymakers and decision-makers, both within and beyond the education sector. Through collaborative, evidence-based initiatives and dialogue, INEE will help to shape the discourse on key issues related to the provision of education in humanitarian and crisis contexts. By developing and strengthening strategic partnerships, INEE will inform and contribute to the policy dialogue and thought leadership on EiE.

Outcomes	Illustrative Actions
<p><b>Outcome 1.1: Increased prioritization of EiE, aligned to the INEE Minimum Standards, among national, regional, and global decision-makers</b></p>	<p>Advocate for central EiE priorities, including greater uptake and use of the INEE MS, demand-driven thematic guidance, and new intersectional approaches to EiE policy and programming</p> <hr/> <p>Promote humanitarian-development-peacebuilding coherence in EiE initiatives and interventions</p> <hr/> <p>Further strengthen and/or develop strategic partnerships within and across sectors</p>
<p><b>Outcome 1.2: EiE policy and practice at global and national levels are informed by the voices, priorities, and expertise of INEE members and the INEE Minimum Standards</b></p>	<p>Elevate and amplify the diverse interests and voices of INEE members in global and regional forums to which many would not have access, including whenever possible facilitating the direct participation of members themselves</p> <hr/> <p>Promote humanitarian work that integrates response efforts across sectors, reflects cross-cutting areas of concern, and maintains high technical quality, during humanitarian preparedness, response, and recovery, including interventions pertaining to EiE thematic areas</p>

## Strategic Priority 2: Strengthen Competences of EiE Stakeholders through Capacity Sharing and Mutual Learning

As a network of EiE stakeholders and experts, INEE is uniquely positioned to facilitate the exchange of knowledge and capacities among its members. Such work involves mapping and monitoring capacity needs, creating evidence-based guidance and practical tools to inform and support EiE stakeholders' work, formulating training packages, offering trainings and expanding other learning opportunities for members, and providing members with technical support.

Outcomes	Illustrative Actions
<p><b>Outcome 2.1: Equitable access to context-driven capacity sharing and other INEE learning and development tools, resources, opportunities, and technical support for EiE actors and stakeholders</b></p>	<p>Operationalize the INEE MS by creating and updating INEE tools and resources and by providing supportive guidance on using the INEE MS with an intersectoral lens</p> <hr/> <p>Provide INEE members with a variety of high-quality learning experiences, including self-paced online courses, face-to-face workshops, and virtual offerings</p>

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**Outcome 2.2: Improved valuation of national and local EiE actors' expertise and capacities to lead on EiE efforts**

Use participatory approaches in all stages of designing relevant learning experiences with learners themselves, especially those at national and regional levels

Collaborate with national and local stakeholders on the contextualization of the INEE MS

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**Strategic Priority 3: Organize, Curate, and Disseminate EiE Knowledge**

INEE helps members identify, access, and navigate the vast amounts of knowledge and learning on EiE. This involves compiling and curating tools and resources from across the sector and proactively maintaining diverse knowledge platforms to make accessing these resources equitable and easy. INEE maintains a current, comprehensive resource library and thematic resource collections in multiple languages that are available for anyone to access and use in their work. As the amount of EiE knowledge grows, INEE will redouble its efforts to ensure that navigating knowledge platforms and finding the most relevant and appropriate resources is easy for members and accessible in a wide variety of languages.

**Outcomes**

**Illustrative Actions**

**Outcome 3.1: Equitable and easy access to relevant, useful, and adaptable knowledge and tools from across the sector to enable informed EiE policy, programs, and research decisions**

Maintain the INEE Resource Library and Collections and create and maintain special databases, toolboxes, and dashboards

Expand and increase access to the INEE Measurement Library

**Outcome 3.2: INEE members' perspectives, experiences, innovations, and expertise shared across the sector**

Increase the sharing of strategic knowledge on research, good practices, and resources among members, and ensure that work at the national and local levels in multiple languages is represented and elevated

Disseminate and facilitate the exchange of EiE knowledge among members via the INEE website, email newsletters, and social media and within the INEE Community of Practice

Promote understanding, measurement, and documentation—*anecdotal and empirical*—of change and the impact of the INEE MS and share good practices throughout the EiE sector

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## Strategic Priority 4: Promote the Ethical Production, Sharing, and Uptake of EiE Data and Evidence

While INEE does not conduct its own research or collect or manage sectoral data, it does convene EiE stakeholders to set data and evidence priorities for the sector; curate and disseminate current research; build platforms where members to find and share new evidence; and amplify the importance of data and evidence in achieving long-term, sustainable EiE results. INEE will also encourage institutional and collective commitments to the EiE Data and Evidence Action Agenda by convening members to address key recommendations through the INEE Data & Evidence Working Group and by tracking progress towards the wider fulfillment of the agenda.

Outcomes	Illustrative Actions
<b>Outcome 4.1: Ethical and accountable production of new EiE data and evidence across the sector, led by or in meaningful collaboration with stakeholders themselves affected by crisis</b>	Facilitate the generation of new EiE research and evidence by and about EiE stakeholders from the Global South and other underrepresented populations
<b>Outcome 4.2: Improved collective learning for better EiE policy, programs, research, and funding decisions</b>	Continue to support the publication and dissemination of the INEE Journal on Education in Emergencies
	Design, develop, and execute a process for systematically and publicly mapping EiE evidence gaps
	Launch and maintain the INEE Evidence Platform, where members can search for and find relevant EiE evidence

## Strategic Priority 5: Facilitate Meaningful, Equitable, and Inclusive Engagement of INEE Members in Network Activities and Decision-Making

INEE is a space where EiE stakeholders from across the sector—at all levels and from all types of organizations—come together to exchange experiences, knowledge, and innovations. INEE brings together people with diverse viewpoints and priorities, builds consensus, supports alignment on policy agendas, and ensures that all members have equitable opportunities to shape EiE policy. INEE creates the space where all members can share their perspectives and positions and engage openly with others. This enables the broader voice of the sector to rise in various EiE discourses. Ensuring that members are both actively engaged and clearly and equitably heard is imperative to INEE’s success and to members being able to influence global, regional, and national EiE policy, practice, and research discourses.

Outcomes	Illustrative Actions
<p><b>Outcome 5.1: Needs, priorities, and experiences of the wide diversity of INEE members equitably reflected in INEE's work and results</b></p>	<p>Develop strategies to ensure fuller and more equitable representation of INEE members in both network and sector spaces and activities</p> <hr/> <p>Create mechanisms for ensuring that equity and inclusion are prioritized in designing, implementing, and evaluating INEE's work and results</p> <hr/> <p>Ensure that all INEE members worldwide can access the INEE MS and related resources in their own language and apply them to their work</p>
<p><b>Outcome 5.2: More intentionally equitable and inclusive INEE community, culture, structures, processes, and decision-making</b></p>	<p>Develop and roll out a membership engagement strategy centered on equitable opportunities and inclusive spaces and activities</p> <hr/> <p>Conduct annual member surveys and other listening mechanisms to gather the voices and experiences of INEE members to shape INEE processes and ways of working collectively</p>

# The Path Forward

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Education is an **essential, lifesaving, and life-sustaining** humanitarian intervention, both unto itself and as a platform for the delivery of a full array of other humanitarian services. As such, more investment in holistic, quality, safe, and relevant education is necessary in the face of expanding humanitarian challenges throughout the world. A critical key to success is the EiE sector undertaking collective action for collective EiE impact.

INEE remains an indispensable leader for convening the EiE sector for collective action, ensuring technical excellence, and elevating and amplifying the voices and perspectives of everyone in the sector. Success in this crucial work is—as it always has been—dependent on INEE members and partners coming together and working together. It is only through collective action for collective impact that we can make substantial and significant progress toward realizing our shared mission: ensuring that all individuals' right to a quality, safe, and relevant education is fulfilled, even and especially in emergencies and crises.

This Strategic Framework serves as the guide for INEE as a whole to do this and to achieve the results it strives for over the next seven years. It offers not only a statement of what INEE will do, but also a vision for how it will accomplish these goals while always responding to the complex evolving needs and priorities of members and the sector, more broadly. This Strategic Framework provides the foundation on which INEE will build its work and sets firm benchmarks against which INEE will monitor and evaluate its progress. INEE invites all EiE stakeholders to join it in these vital efforts.



**Inter-agency Network for  
Education in Emergencies**