

# 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



## STRATEGIC PLAN

2015-2017

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, academic institutions, schools and affected populations, working together to ensure all persons the right to quality, relevant and safe education in emergencies and post-crisis recovery.  
[www.ineesite.org](http://www.ineesite.org)

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# TABLE OF CONTENTS

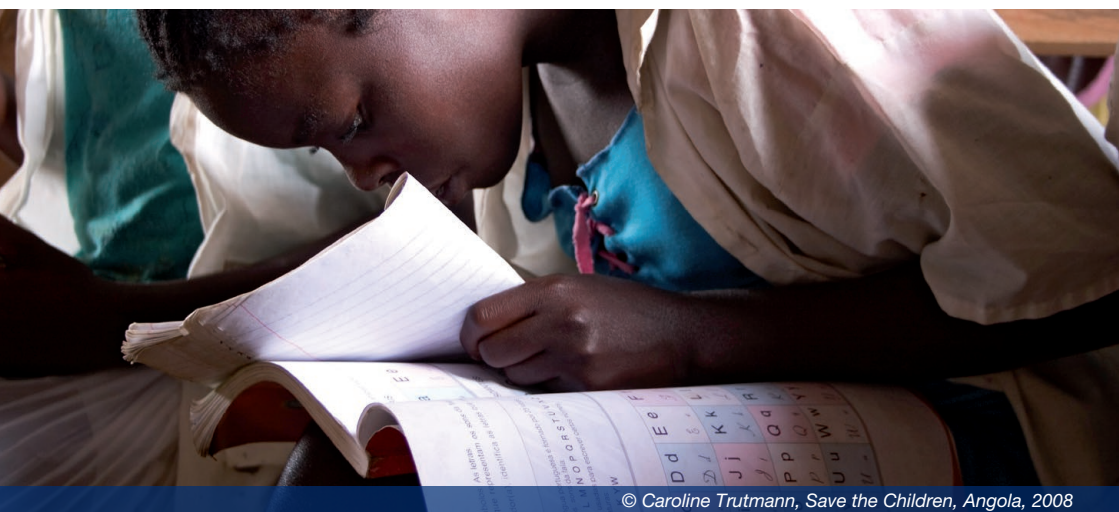
<b>Letter from the INEE Steering Group Co-Chairs</b> .....	4
<b>Executive Summary</b> .....	6
<b>Background</b> .....	8
Introduction to INEE .....	8
Mission .....	8
Vision .....	8
Core Values .....	9
Functions and Work to Date .....	10
Structure and Network Spaces .....	12
<b>Results of Strategic Plan 2011-2014</b> .....	14
<b>Strategic Plan 2015-2017</b> .....	16
Purpose .....	16
Development Process .....	17
<b>INEE's Strategic Priorities</b> .....	19
Strategic Priority I: .....	20
Strategic Priority II: .....	22
Strategic Priority III: .....	24
Strategic Priority IV: .....	26
<b>Operational Priorities</b> .....	28
Governance and Organizational Review .....	28
Financing and Donor Relationships .....	28
Media and Communication .....	29
<b>Conclusion</b> .....	31
<b>Appendix I: Results Framework</b> .....	32

## LETTER FROM THE INEE STEERING GROUP CO-CHAIRS

Dear Members of the INEE Community,

Since 2000, the number of children with access to primary education has increased exponentially. Propelled by the Millennium Development Goals (MDGs) and the Education for All (EFA) goals, governments have made efforts to expand their education systems by building more schools, employing more teachers, and in many countries, abolishing school fees. As a result, the number of out-of-school children dropped by 42 percent worldwide between 2000 and 2012.

Nevertheless, despite this remarkable progress, achievement of the EFA goals has not been equitable, and it is overwhelmingly the most disadvantaged children who are left behind. There are still 58 million primary school aged children and youth out of school, of which 50 percent live in conflict zones. Additionally, over one-third of the 69 million adolescents out-of-school globally live in conflict-affected countries. With the growing prevalence of humanitarian emergencies, the number of people forcibly displaced by war or persecution has skyrocketed to 51.2 million—16.7 million refugees and 33.3 million internally displaced persons—the highest number ever recorded. One hundred million children and young people are affected by disasters every year, causing great disruption to their schooling. Situations of emergency not only affect students' access to education, but often disrupt the availability of—and support for—teachers and education staff, heavily damage educational infrastructure, and impact education systems as a whole. Despite the importance and critical need for education in crisis situations, it is one of the least supported sectors in humanitarian response; in 2014, less than 1 percent of humanitarian aid was directed towards education, leaving millions of children and youth with few prospects and little hope for achieving a quality education.



© Caroline Trutmann, Save the Children, Angola, 2008

INEE continues to play the lead role in engaging humanitarian and development actors, researchers and practitioners, donors and policymakers, and education staff and learners at all levels on the important work of ensuring everyone's right to education in emergencies. Today, INEE is a key education agent in multiple dialogue and planning forums on fragility, conflict, violence, crises, and emergencies. As we have achieved our initial role of making education in emergencies central to humanitarian and development discussions, our future contributions are ever more important and crucial to guarantee that this central position is followed by financial, technical, and policy structures and resources.

INEE is needed now more than ever to help organizations and individuals come together as a vibrant and diverse community to combine efforts, establish partnerships, share knowledge, and amplify the calls for positive change in the field of Education in Emergencies (EiE). The urgency and complexity of INEE's mission requires leveraging the power of the network to achieve our shared priorities and to tackle the issues that require the total commitment of our 70 agencies and 11,000 members' resources and voices.

INEE's 2015-2017 strategic plan values the assets of convening, building and linking a community of members and organizations; learning, managing, sharing and amplifying knowledge for our field, but also contributing to other related fields; and advocating for education in the most difficult contexts. However, it also recognizes the complexity of the challenges ahead. These cannot be solved through a predefined linear path, but require a set of collective strategic goals that can be only achieved creatively, collaboratively and taking advantage of timely opportunities and membership efforts. The strategic priorities, illustrative actions and results framework presented here reflect this dynamic but systemic planning approach.

Sincerely,

INEE Steering Group Co-Chairs:



**Joel E. Reyes**

Senior Institutional Development Specialist  
Education, Fragility and Resilience Unit  
Team Leader  
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## EXECUTIVE SUMMARY

The launch of this Strategic Plan in 2015 represents a key milestone for INEE as this year marks not only 15 years since Dakar but also represents 15 years since the network was first established. Additionally, a number of key events will take place throughout 2015 that will serve to further strengthen EIE response and elevate EIE issues to the world's attention. These include: the Incheon World Education Forum (May); the Oslo Conference on Safe Schools (May); the Oslo Summit on Education Development where important high-level deliberations specific to EIE will take place (July); the Addis Ababa Conference on Financing for Development (July), and the UN Summit to adopt the post-2015 development agenda (September). Furthermore, the 2016 World Humanitarian Summit, the Sendai Framework for DRR, and the COP 21 Climate Conference represent additional opportunities in which to amplify the voices of INEE members and advocate for EIE. This Strategic Plan was designed to further position INEE to pro-actively engage in these important processes and contribute significantly to the post-2015 agenda.

INEE developed the Strategic Plan 2015-2017 through a highly consultative yearlong process, engaging its diverse members and strategic partners to set the network's direction. As a community of practice, INEE seeks to advance the rapidly evolving field of education in emergencies (EIE) and meet the educational rights, needs, and aspirations of people affected by disasters, conflicts and crises, and other situations of adversity. The INEE Strategic Plan 2015-2017 represents the members' plan for achieving the network's goal:

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

INEE believes this goal can be achieved through a focus on the following four strategic priorities in the context of emergencies, chronic crisis, and reconstruction:

- To serve as a global advocate and thought leader, promoting education for all and in all circumstances.
- To foster the strengthening of the evidence base through partnerships that inform research, policy, and practice across humanitarian and development contexts.
- To increase the availability and accessibility of knowledge and information which builds upon and improves capacities to deliver education for all.
- To foster an engaged, inclusive and diverse membership, and build strategic partnerships to achieve all other strategic priorities.

In all its work, INEE employs collaborative, consensus-driven, and inter-agency approaches. 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.** In the coming three years, these network functions will explicitly guide the identification and prioritization of network activities.

INEE's support for its members is two-fold: it supports its members to engage, collaborate, and contribute towards the network's achievement of the Strategic Plan, while simultaneously providing support for members in their daily work and their efforts to advance the field of EiE from the standpoints of research, advocacy, policy, and practice.



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# BACKGROUND

## INTRODUCTION TO INEE

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of individuals and representatives from nongovernmental organizations (NGOs), UN agencies, donor agencies, governments, academic institutions, schools, and affected populations working together to ensure all persons the right to quality, relevant, and safe education in emergencies and post-crisis recovery. INEE was conceived in 2000 following the identification by certain UN bodies and international NGOs that humanitarian crises were a major obstacle to the fulfillment of the global commitment to the UNESCO-led “Education for All” movement. As a result, UNESCO, UNICEF, and UNHCR committed to advancing Strategy Five of the Dakar Framework and convened the first Global Consultation on Education in Emergencies in Geneva in November 2000. Participants representing civil society, governments, NGOs and UN agencies acknowledged the need to learn from successes and failures, share resources, develop guidelines and work collectively to create awareness of the plight of millions of children and youth denied access to quality education. From their deliberations emerged the Inter-Agency Network for Education in Emergencies (INEE). INEE has since grown to a network of over 11,000 members.

## MISSION

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

## VISION

INEE envisions a world where:

- All people affected by crisis and instability have access to quality, safe, and relevant education opportunities.
- Education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response and development assistance, contributing to resilient recovery and transformative growth.
- Governments and donors provide sustainable funding for education services and develop evidence-based, holistic policies to ensure crisis prevention, preparedness, mitigation, response, and recovery, integrating humanitarian response with long-term development.
- All education programs preparing for and responding to emergencies are evidence-informed, consistent with the INEE Minimum Standards, and accountable for quality and results.



## CORE VALUES

The following represent INEE's guiding principles:

- Education is a basic human right of all people 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 response.
- Education policy and services must be actively sustained and coordinated across the humanitarian-development continuum before, during, and in recovery from crises.
- Education, like other humanitarian and development endeavors, must adhere to clear standards of quality and be accountable for results.
- Crises, which can destabilize education, may be approached not only as urgent situations of immediate need but also as opportunities for positive change.



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## FUNCTIONS AND WORK TO DATE

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 on education in emergencies. All of INEE's work can be classified according to one or more of these functions.<sup>1</sup>

### COMMUNITY BUILDING

INEE promotes and sustains the values of its members. By encouraging substantive and diverse participation, collaboration, and communication, INEE builds ties between members to promote an inclusive, mutually supportive EiE community. For example:

- INEE Meet-Ups across the globe
- Policy Roundtables
- Inter-agency workshops
- Global consultations (2000, 2004, 2009, and 2014)
- Multilingual online discussions, information exchange, and networking between members

### CONVENING

The network brings stakeholders together across various domains to foster dialogue, influence positive change in policy and practice, advance research to build the evidence base, and support the establishment of partnerships to address common challenges and work towards shared solutions. For example:

- Thematic Task Teams (e.g., gender, inclusive education, early childhood development)
- Working Groups
- Policy Roundtables
- Language Communities (Arabic, French, Portuguese, and Spanish)
- INEE-Sphere Companionship Agreement
- Online discussions and knowledge exchange

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<sup>1</sup> These are adapted from functions identified in Enrique Mendizabal and Simon Hearn (2011) *Inter-Agency Network for Education in Emergencies: A community of practice, a catalyst for change*, Paris and London, IIEP UNESCO, INEE and ODI, p. 48. (See ODI, 2011)

## KNOWLEDGE MANAGEMENT

The network acquires, filters, organizes, synthesizes, and disseminates relevant information to strengthen individual and institutional capacities. For example:

- INEE Toolkit
- Online Communications (e.g., listserv bulletins and updates, social media, website)
- Good practice tool and resource development
- INEE Minimum Standards development, promotion, and application support

## AMPLIFYING AND ADVOCATING

The network elevates the voices of the membership and promotes new, little-known, or little-understood ideas. For example:

- Support for the Education Cannot Wait Advocacy Campaign
- Influencing the establishment of the IASC Education Cluster
- Negotiations on the 2010 UN General Assembly Resolution on the Right to Education in Emergency Situations
- Contributing to the recognition of attacks on schools as a violation against children through the UNSC Resolutions 1612 and 1882
- Highlighting the situation faced by learners affected by crisis through the collection and dissemination of data and information
- Education in Emergencies Crisis Spotlight Series

## FACILITATING AND LEARNING

The network enables collective action to help members develop capacities and carry out their activities more efficiently and effectively. For example:

- Minimum Standards/EiE Trainings
- Workshops and webinars
- INEE-Education Cluster EiE Training Package
- Panels, presentations and global consultation events

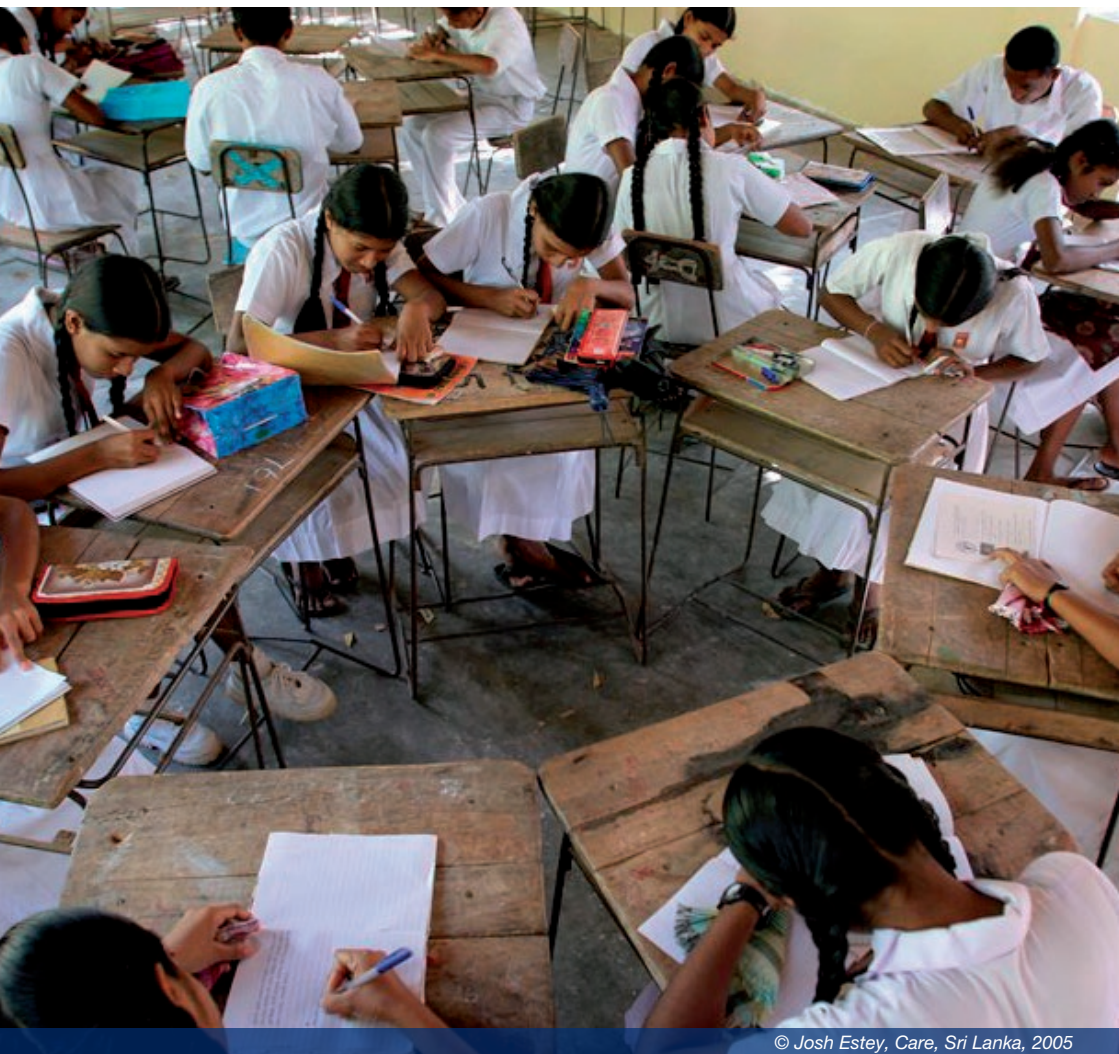
## PROVIDING

The network mobilizes and rationalizes resources, materials, and opportunities that support members' work and respond to their demands. For example:

- Linking and connecting members and organizations
- Guidance on the use of the INEE Minimum Standards and other resources
- Provision of hard copies of INEE tools
- Support for INEE-related projects, such as INEE Minimum Standards contextualization

## STRUCTURE AND NETWORK SPACES

INEE strives to be an open, flexible network with minimum formal structure, shared leadership, non-competitive membership, and strong inter-agency collaborative relationships, in order to play a facilitative as opposed to an operational role. INEE complements other more formal inter-agency mechanisms by convening and facilitating inter-agency gatherings, sustaining commitment, and strengthening collaboration for crisis prevention, education preparedness, emergency response, and post-crisis recovery. INEE provides a space that is safe for its members to discuss, plan, and collaborate on addressing common challenges and issues.



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INEE members are part of a global community of practice that provides opportunities for engagement at many levels. In 2011, INEE partnered with the Overseas Development Institute (ODI) and the UNESCO International Institute for Education Planning (IIEP) to map the many network spaces that INEE currently offers for member engagement, which include:

Network Spaces	Purpose
<b>INEE Steering Group</b>	The Steering Group serves as the strategic leadership of the network and supports the INEE Secretariat.
<b>INEE Secretariat</b>	The INEE Secretariat represents the network, facilitates and supports network activities, and coordinates network processes, systems, and projects.
<b>Working Groups</b>	Working Groups consist of institutional members focusing on advocacy, policy, practice, research, and tool development. Membership is open to all agencies, but dependent upon an application and vetting process.
<b>INEE Task Teams</b>	Task Teams consist of individuals carrying out the activities of member-identified topics.
<b>Initiatives</b>	INEE leads inter-agency projects aimed at producing specific materials. INEE members are invited to contribute by submitting case studies, attending workshops, piloting materials, and providing feedback.
<b>Language Communities</b>	INEE fosters collaborative resource development and knowledge-sharing in non-English languages. There are currently four Language Communities: Arabic, French, Portuguese, and Spanish.
<b>Policy Roundtables</b>	INEE convenes a broad range of actors to discuss and make recommendations around a particular policy issue.
<b>Global Consultations</b>	INEE holds conferences approximately every four years for INEE members and partners to explore emerging issues, share experiences, and network with a broad range of actors from field, policy, and academic levels.
<b>Website</b>	The website serves as the virtual home and public face of INEE, and the primary point of contact for members and other interested parties.
<b>Listserv</b>	The listserv is the primary means of communication between the INEE Secretariat and members.
<b>Workshops on INEE, the INEE Minimum Standards and Tools and Resources</b>	Workshops are led and facilitated by the INEE Secretariat as well as INEE members.
<b>INEE Meet-ups</b>	Meet-ups consist of open and informal global gatherings where INEE members and others can network, share experiences, and discuss relevant topics.

## RESULTS OF STRATEGIC PLAN 2011-2014

The 2011-2014 Strategic Plan focused on three key outcomes:

- Commitment, collaboration, and partnerships within the INEE network is strengthened.
- Knowledge and capacity within and beyond the INEE network is enhanced.
- An enabling environment for strengthening education in crisis and crisis-prone contexts is promoted, and policy-makers and other stakeholders are influenced.

The following highlights INEE's achievements across those three areas, which are a result of the invaluable support, contributions, time, energy, and commitment of INEE's membership.

**INEE Minimum Standards.** Since its launch in 2004, the INEE Minimum Standards (MS) Handbook has been translated into 29 languages and used to inform EIE research, advocacy, policy, and practice around the world. A global assessment on awareness and usage of the INEE Minimum Standards was carried out in 2012 and received over 700 responses from 112 countries. The findings from this assessment informed subsequent work on INEE Minimum Standards advocacy, capacity development, and implementation. From 2012 to 2014, the INEE Minimum Standards was contextualized for South Sudan, Sri Lanka, Occupied Palestinian Territory, Ethiopia, Lebanon, and Bangladesh in order to support quality, effective, and inclusive education policy and practice in each country. Finally, INEE renewed and implemented the Companionship Agreement with the Sphere Project to elevate education as an integral part of humanitarian response and to ensure close collaboration and communication on humanitarian standards initiatives.

**Capacity Development.** To support INEE Minimum Standards and education in emergencies capacity development, INEE developed five additional training modules in collaboration with the Education Cluster as part of the INEE-Education Cluster Training Package on human rights and accountability, inclusive education, adolescents and youth programming, conflict sensitive education, and gender-responsive education. Additionally, INEE has supported EIE and INEE Minimum Standards workshops, trainings, and capacity development opportunities in over 20 countries.

**Conflict Sensitive Education.** In an effort to improve the quality of education in countries affected by conflict, INEE developed and launched the INEE Conflict Sensitive Education (CSE) Pack in 2013. Subsequently, INEE created a comprehensive package of resources to further support capacity building around CSE and facilitated inter-agency trainings on CSE in South Sudan, Uganda, Myanmar, and Pakistan.

**INEE Toolkit.** The INEE Toolkit was developed to support the work of education practitioners in emergency settings by providing them with a wide variety of practical, accessible tools. The INEE Toolkit now features over 3,000 resources. The Toolkit has been accessed from 190 countries, and receives over a thousand document downloads annually.

**Journal on Education in Emergencies.** In 2014, INEE established the *Journal on Education in Emergencies*— the only scholarly, peer-reviewed journal dedicated to this field— in response to the growing need for rigorous EiE research to strengthen the evidence base, support EiE policy and practice, and improve learning in and across organizations, policy institutes, and academic institutions. The first edition of the *Journal on Education in Emergencies* is due to be published in 2015.

**EiE Crisis Spotlight Series.** In 2013, INEE launched the EiE Crisis Spotlight Series, which provides up-to-date information about the impact of disasters and conflicts on education around the world. Currently, there are 17 crisis profiles from around the world shared on the INEE website in English, French, Spanish, Portuguese, and Arabic.

**Membership Growth and Engagement.** The INEE memberships has grown to over 11,000 individuals from over 170 countries. In addition, INEE has formed new channels for member engagement, including online discussion forums which bring together a wide range of education practitioners and academics to share knowledge and reflect on good practices. INEE also launched a series of INEE Global Meet-Ups to support in-person networking and community-building, five of which have been organized to-date.

**Redesigned, Interactive Website.** The INEE website was redesigned with new functionalities such as interactive maps and news feeds to increase the accessibility of education in emergencies resources and provide a state-of-the-art means for communicating with and between all INEE members in the five INEE working languages. Since 2010, traffic to the INEE website has increased by 200% as measured by total number of page views per month (from 20,000 to 60,000).

**Launch of INEE Working Group on Education Cannot Wait Advocacy.** In 2012, a call to action by the UN Secretary-General led to the creation of the new INEE Working Group on Education Cannot Wait Advocacy. The group focuses on reaching the three goals set in the Education Cannot Wait: Call to Action,<sup>2</sup> in addition to responding to emerging advocacy opportunities identified by the Working Group members.

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<sup>2</sup> The Education Cannot Wait goals are: (1) Increase levels of humanitarian aid to education and improve its delivery mechanisms; (2) Keep education safe from attack; (3) Integrate emergency prevention, preparedness, response and recovery in education sector plans and budgets.

# STRATEGIC PLAN 2015-2017

## PURPOSE

The 2015-2017 Strategic Plan has been developed to guide the direction, priorities, and activities undertaken by INEE over the next three years. It provides the basis for preparing the annual work plans and activities as well as a framework for monitoring progress and evaluating the impact of INEE's achievements. It will serve the network, its members, and stakeholders by:

- Providing the INEE Steering Group and INEE Secretariat with a clear direction on relevant issues critical to the continuity of education in crisis and crisis-prone contexts;
- Operating as a management device to guide decision-making;
- Providing Working Groups, Task Teams, and Language Communities within the network with guidance on priorities and directions; and
- Conveying to members, supporters, policy-makers, and donors INEE's approach, methods, and priority issues for the next three years, as well as the basis for measuring impact and efficacy of resources utilized.

In addition, this Strategic Plan has been designed to remain flexible enough to allow for the network to respond to unforeseen events and emerging issues.



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## DEVELOPMENT PROCESS

The development of INEE's 2015-2017 Strategic Plan demonstrates a continued commitment to membership engagement, participation, consultation, good organizational practice, and the intention of INEE to continue operating at the cutting-edge of education in humanitarian and development contexts. Throughout the past year, INEE conducted a series of highly collaborative, consensus-driven activities, outlined below:

### GLOBAL CONSULTATIVE EVENTS

Members conducted a total of 67 consultative events throughout the world.<sup>3</sup> These events served to gather information on a variety of issues, including an understanding of what EiE means to participants and an exploration of where we are now, where we want to be, and how we get there. On September 29 and 30, 2014, INEE held a Global Synthesis Event in Doha, Qatar, hosted by Reach Out to Asia and Protect Education in Insecurity and Conflict (an Education Above All program). More than 70 active members representing NGOs, the UN, universities, donor agencies, policy and advocacy institutions, and key stakeholders came together to further provide input into the draft Strategic Plan.

### GLOBAL CONSULTATION SURVEY

INEE's overall membership was invited to participate in a survey that gathered perceptions and provided feedback on INEE's mission and priorities. A total of 335 members responded from across all regions of the world. Of these, 225 responses were in English, 54 in French, 43 in Spanish, and 13 in Portuguese.

### REPORT: SHAPING THE AGENDA: STRATEGIC ISSUES AND RECOMMENDATIONS TO GUIDE THE FUTURE OF THE NETWORK

INEE partnered with Teachers College, Columbia University to analyze the results of the Global Consultation Survey, conduct 77 key informant virtual and in-person interviews, and review relevant literature. The result was a report titled Shaping the Agenda: Strategic Issues and Recommendations to Guide the Future of the Network. The primary purpose was to ensure clear identification of the strategic issues facing the network.

The following strategic issues identified by the 2014 Global Consultation and further defined by the Shaping the Agenda report have been instrumental in guiding the Strategic Plan:

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3 <http://www.ineesite.org/en/global-consultation-2014/consultative-events-dates-locations>

- **Governing, Leading and Sustaining the Network** — Strengthening INEE’s systems and governance architecture will be necessary as the network continues to grow and responds to members’ needs. Likewise, establishing a solid funding base is essential to sustaining INEE into the future.
- **Positioning INEE and Linking Humanitarian Relief and Development through Education** — The ever-evolving field of EiE and the field’s intersection with development creates a challenging environment for INEE and represents an opportunity in which to further INEE’s integral role.
- **Expanding the Evidence Base, Influencing Policy Change, and Advocating for the Right to Education** — With an increasing evidence base in EiE, INEE will be more powerful as an advocate for education and more successful in building the necessary strategic partnerships.
- **Sharing Knowledge and Strengthening Capacity in Education Across the Relief-Development Spectrum** — Though there is a consensus that INEE provides valuable support to practitioners in the field, the type of support it should provide in the future will need to be further clarified.
- **Developing, Engaging, and Communicating with Members** — INEE will further improve its engagement with its members, which are its most valuable and influential resources.

## GLOBAL CONSULTATION ADVISORY GROUP

Throughout the formulation of the Strategic Plan, INEE worked closely with an informal advisory group of key INEE members who provided ongoing guidance and strategic direction. This group participated regularly in phone conferences, read documentation, commented on drafts, and advised on steps taken throughout the consultative process.

## INEE’S STRATEGIC PLAN INTEGRATION WORKSHOP

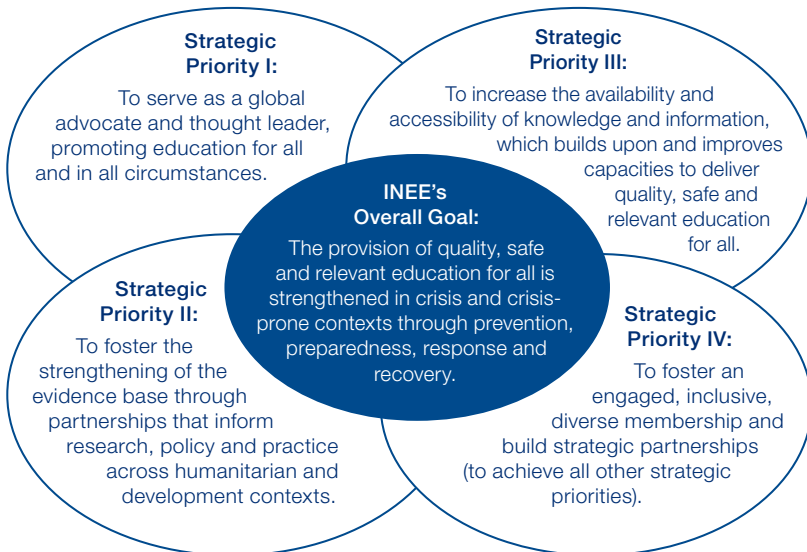
The Global Synthesis event represented an opportunity to further align the Strategic Plan to members’ ambitions for the network as a whole. With the guidance of the INEE Steering Group, it was decided that an additional day focused on the technical aspects of the Strategic Plan was necessary. As a result, on November 7, 2014, a meeting hosted by Save the Children was convened in Washington, D.C. Participants included Working Group and Steering Group members and individuals from the INEE Secretariat. Progress was made on specific wording, content to be included in the four Strategic Priorities, and the results INEE aims to achieve during the coming three years.

# INEE'S STRATEGIC PRIORITIES

Guided by a multi-year Strategic Plan and supported by a Secretariat, INEE engages a multi-stakeholder strategy that works across traditional boundaries of organizations and institutions in the field of education in emergencies to achieve its overarching goal. Four Strategic Priorities have emerged through a long process of consultation and analysis of what is most critical in achieving INEE's goal, mission, vision, values, and functions. While presented sequentially, they are inter-connected and build upon each other. As INEE is a network and global community of practice, it counts upon its more than 11,000 members to engage, support, collaborate, and contribute with activities to achieve the ambitions set forth in this Strategic Plan.

This is a plan developed by and for its members. Through its core functions (see page 10), the INEE Secretariat will support its members to achieve the network's Strategic Priorities. Additionally, INEE aims to host annual learning reviews whereby these action plans may be evaluated vis-à-vis the Strategic Plan and be re-aligned or revised to ensure that activities undertaken remain relevant for members and the field at large.

INEE's 2015-2017 Strategic Plan begins with establishing an overall goal that is extended from its last Strategic Plan. The following shows the central goal with each of the Strategic Priorities connected to both the goal and one another.



## STRATEGIC PRIORITY I:

To serve as an EiE global advocate and thought leader, promoting education for all and in all circumstances.

### RATIONALE

Since its launch, INEE has redefined the international community's approach to humanitarian aid by gaining and shaping the global recognition of education as a key component of humanitarian response. INEE's advocacy and policy gains have been influential in the establishment of the IASC Education Cluster, the adoption of the UN General Assembly Resolution on the Right to Education in Emergency Situations, and a number of national governments' policies on education in humanitarian contexts.

However, EiE remains severely underfunded and funding streams lack consistency and predictability. Many national authorities have yet to prioritize quality education and educational continuity in their national education sector plans, contingency plans, emergency response plans, and national budgets. Students, teachers, and educational facilities continue to be targets of attacks, and relatively little attention is paid to education's other "face," i.e., its potential to exacerbate tensions and contribute to conflict.



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## RESPONSE

INEE, the most prominent, globally-recognized thought leader on EiE, will continue to lead global, regional, and national advocacy efforts to ensure education in humanitarian and crisis-affected contexts. To achieve this, INEE will leverage the voices and contributions of its members and partners and use its convening power as a network to reach policy- and decision-makers within and beyond the education sector. Through highly collaborative, inter-agency, evidence-based initiatives and dialogues, INEE will shape and influence the public discourse, debate, and thinking on education in humanitarian and development contexts in order to facilitate positive change in humanitarian policy and practice.

## PROJECTED RESULTS 2015-2017

- INEE succeeds in bringing together a broad range of actors who advocate to donors and governments at national and global levels for the need for education policies, plans, and strategies to include actions for all phases of emergency response including prevention, preparedness, response, and recovery, and for adequate funding to be allocated to each of these phases.
- INEE shapes public debate, effectively influences decision-makers, and leads in the development of humanitarian policy and practice through collective, evidence-based initiatives and strong communication and advocacy.
- INEE members leverage a growing evidence base to advocate effectively and influence policy change related to the right to quality, safe, and relevant education in all contexts.

## ILLUSTRATIVE ACTIONS TO ACHIEVE PRIORITY I:

Actions	Function
Strengthen and/or develop partnerships with key actors.	<ul style="list-style-type: none"><li>• Community building</li><li>• Convening</li><li>• Facilitating</li></ul>
Facilitate forums for dialogue among influential and key actors.	<ul style="list-style-type: none"><li>• Community building</li><li>• Convening</li><li>• Facilitating</li></ul>
Develop and disseminate research-based advocacy messages, tools, and resources via relevant channels to a wide and diverse audience.	<ul style="list-style-type: none"><li>• Facilitating</li><li>• Amplifying</li><li>• Advocacy</li></ul>
Advocate for the increased investment in education, the protection of education, and the development or improvement of preparedness planning and response processes within education sector plans.	<ul style="list-style-type: none"><li>• Advocacy</li></ul>

## **STRATEGIC PRIORITY II:**

To contribute to a stronger evidence base through partnerships that inform research, policy, and practice across humanitarian and development contexts.

### **RATIONALE**

For more than a decade, the EiE field has grown tremendously, evidenced by the increasing number of actors working on EiE, number of tools and resources to support EiE policy and practice, and the growth of INEE membership. Additionally, the global use of the INEE Minimum Standards now serves as a benchmark for quality and accountability in EiE programs and policies. Today, EiE is well established as a sub-field within education—yet research and evidence gaps remain that if closed, could advance the field and support informed policy and programming decisions.

### **RESPONSE**

In the context of the continued growth of EiE as a sector and academic field, INEE will work with members and partners seeking to address the research contexts and develop a stronger evidence base that highlights rigorous, quantitative research, and addresses evidence gaps within the field. INEE will use this evidence to drive, inform, and promote change in policy and practice that ensures the right to education for all. Qualitative and mixed methods approaches will inform the network's knowledge management as well as members' efforts in designing and implementing EiE policies and programs.

Furthermore, INEE will work to ensure that the Journal on Education in Emergencies is fully operational and widely recognized as a quality, rigorous, and reputable platform for the dissemination of diversified research. Within its functions, INEE will focus on strengthening opportunities for engagement, collaboration, and discussion for subsets of its membership, including students, academics, and independent researchers, with the aim of building a vibrant community of practice around research and the evidence base from all corners of INEE's global network. Additionally, INEE will foster learning and policy debates that engage researchers, practitioners, and policy-makers.

### **PROJECTED RESULTS 2015-2017**

- INEE works with members, partners, and relevant global initiatives to foster critical reflection, analysis, and prioritization of key emerging issues for research.
- INEE establishes the Journal of Education in Emergencies as a quality, rigorous, and reputable platform for the dissemination of diversified EiE research and secures adequate resources to support the journal's ongoing development and operations.

- INEE galvanizes interest in research and contributes to strengthening a vibrant community of practice through convening and facilitating regular events for members to debate, discuss, and prioritize research needs, initiatives, methodologies, findings, etc.

## ILLUSTRATIVE ACTIONS TO ACHIEVE PRIORITY II:

Actions	Function
Promote and widely disseminate the Journal of Education in Emergencies and relevant education in emergencies evidence.	<ul style="list-style-type: none"> <li>• Amplifying</li> </ul>
Facilitate regular platforms which bring together humanitarian and development actors to debate, discuss, and engage on current research (or gaps in research) and strategic issues related to education in emergencies.	<ul style="list-style-type: none"> <li>• Community building</li> <li>• Convening</li> <li>• Facilitating and Learning</li> </ul>
Strengthen and develop collaboration with strategic partners undertaking research to fill research gaps.	<ul style="list-style-type: none"> <li>• Facilitating and Learning</li> <li>• Community building</li> </ul>



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## **STRATEGIC PRIORITY III:**

To increase the availability and accessibility of knowledge and information which builds upon and improves capacities to deliver quality, safe, and relevant education for all.

### **RATIONALE**

Knowledge management, recognized as the organization, generation, and sharing of knowledge, will continue to feature prominently in INEE's work. There is a clear and widespread member demand for INEE to support knowledge management in order to promote education for all in all contexts. The 2014 Global Consultation Survey found that INEE members working at the global, national, and local levels valued, among the networks' greatest contributions to the EiE field, the professionalization of the field through developing tools, promoting the INEE Minimum Standards, and leading capacity development initiatives. For example, from September 2013 to September 2014 alone, the INEE Toolkit received 18,716 visits from 178 countries, with 10,046 resources downloaded.

However, much more work is still needed to strengthen capacity and enhance global knowledge to ensure quality education service delivery and educational continuity. In a 2014 survey, INEE members identified capacity development, promoting standards, and developing and disseminating tools as the network's future priorities. Moreover, in the 2012 INEE Minimum Standards Assessment, 70% of the respondents stated that the staff they oversee have either fair or poor knowledge of the INEE Minimum Standards. Finally, when new issues or crises emerge, as did the 2014 Ebola Virus Disease in West Africa, INEE members and partners look to the network as a leader in knowledge management and inter-agency best practice tool development.

### **RESPONSE**

In response to pronounced member demand, over the next three years INEE will focus on strengthening its knowledge management and capacity development systems with the aim of promoting the professionalization of the field. Efforts will be taken to ensure long-term sustainability of the work such as by facilitating global, multilingual sharing, and promoting best practice tools, resources, and knowledge relevant to the entire membership. INEE will focus on supporting members' application, adaptation, contextualization, and institutionalization of the INEE Minimum Standards and related tools. The inter-agency development of new tools will focus on emerging topics and issues that specifically address existing gaps in the EiE field.



## PROJECTED RESULTS 2015-2017

- INEE provides knowledge management and capacity building opportunities while fostering the professionalization of the EiE field.
- INEE facilitates knowledge generation and sharing, and promotion of good practice tools and resources relevant to the entire membership in response to new emergencies or new emerging thematic, regional, or crosscutting issues.
- INEE members increasingly adapt, apply, contextualize, and institutionalize the INEE Minimum Standards and other tools and resources.

## ILLUSTRATIVE ACTIONS TO ACHIEVE PRIORITY III

Actions	Function
Facilitate global knowledge sharing of good practice tools and resources.	<ul style="list-style-type: none"> <li>• Knowledge Management</li> <li>• Amplifying and Advocacy</li> <li>• Facilitating and Learning</li> </ul>
Support INEE members and partners in the application, adaptation, contextualization, and institutionalization of INEE resources.	<ul style="list-style-type: none"> <li>• Providing</li> <li>• Amplifying and Advocacy</li> <li>• Knowledge Management</li> </ul>
Convene strategic capacity building opportunities for members and partners.	<ul style="list-style-type: none"> <li>• Knowledge Management</li> <li>• Amplifying and Advocacy</li> <li>• Providing</li> <li>• Facilitating and Learning</li> </ul>



Madagascar, 2008

## STRATEGIC PRIORITY IV:

To foster an engaged, inclusive, diverse membership and build strategic partnerships to achieve all other strategic priorities.

### RATIONALE

Achieving the Strategic Priorities requires the active participation and contributions of INEE's members and strategic partners. Fostering a global community of practice requires collective thinking, reflection, learning, and acting at and across local, national, regional, and global levels. Strong communications systems and processes must also be in place to facilitate the achievement of results outlined in Strategic Priorities I, II, and III.

### RESPONSE

INEE will focus on enhancing opportunities for meaningful virtual and in-person member engagement and strengthening outreach to its diverse membership and multilingual communities. Furthermore, INEE will seek to build the diversity of the network's membership, while actively encouraging engagement of members from under-represented groups. To ensure timely information sharing, INEE will continue to maintain, grow, and strengthen the INEE website, INEE Toolkit, Bi-weekly Bulletins, and social media, as well as their accessibility in INEE's core languages (English, French, Spanish, Portuguese, and Arabic).

Additionally, INEE will leverage its strategic partnerships to achieve the network's mission and Strategic Plan goal. These include, among others, government agencies, academic institutions, policy and research think tanks, quality and accountability standards-setting initiatives, and coordination bodies. Collaborating with strategic partners serves to increase synergies and amplify the collective voice and power, thereby influencing the advancement of research, advocacy, policy, and practice of education in humanitarian and development contexts. INEE will reach beyond its "comfort zone" to engage partners from non-education sectors and collaborate with partners that bring thematic- or issue-area expertise to shape dialogues in policy and practice.

### PROJECTED RESULTS 2015-2017

- INEE increases the number of engaged members and strategic partners (including from under-represented groups and non-traditional partners, and by expanding opportunities for participation of members of Language Communities) in order to achieve all other Strategic Priorities.
- INEE increasingly hosts a number of forums and convenes network spaces that encourage dialogue and participation of membership at all levels, e.g., local Meet-ups, regional and national seminars, Global Policy Roundtables, etc.

- INEE improves its capacity to support its members through new and/or strengthened strategic partnerships.

## ILLUSTRATIVE ACTIONS TO ACHIEVE PRIORITY IV

Actions	Function
Develop and implement strategies to increase member engagement, including maintaining high-quality information sharing.	<ul style="list-style-type: none"> <li>• Community building</li> <li>• Providing</li> <li>• Facilitating and Learning</li> </ul>
Facilitate learning forums and network spaces for members from humanitarian and development sectors to engage, exchange, and contribute.	<ul style="list-style-type: none"> <li>• Convening</li> <li>• Community building</li> <li>• Knowledge Management</li> </ul>
Develop or strengthen strategic advocacy, research, and practice partnerships which build upon the network's capacities.	<ul style="list-style-type: none"> <li>• Community building</li> <li>• Facilitating and Learning</li> <li>• Convening</li> </ul>



## OPERATIONAL PRIORITIES

### GOVERNANCE AND ORGANIZATIONAL REVIEW

INEE's founding members deliberately created INEE with a very light structure, leaving the precise contours of its governance flexible to allow it to grow and thrive in directions that would meet the needs of the EiE community. Now almost 15 years old, INEE has successfully grown into a much larger and more mature professional network, which has required the roles, responsibilities, functions, and forms of the various internal INEE structures to organically change over time. INEE members have identified its vertical and horizontal coordination and communication and its financing structure as overarching areas for improvement. In early 2015, INEE began an external Governance and Organizational Review that seeks to build upon INEE's growth and capacity in a participatory, efficient, and effective manner. The information generated from this review will be used by the INEE Steering Group and Secretariat to inform decisions regarding strategy, structure, programming, governance, finance, and staffing.

### FINANCING AND DONOR RELATIONSHIPS

INEE's impact on the professional field of education in emergencies in the past 14 years has been significant, providing opportunities for sharing experience and information, as well as developing sector-wide minimum standards and a wide range of other planning and management tools for EiE. INEE has stimulated research and disseminated findings to wide audiences. Its advocacy efforts have been crucial in securing fundamental policy changes and commitments that benefit children and adult learners in every type of emergency context. It is necessary that INEE's funding base keep up with the accelerating pace, diversity, and complexity of demands upon the network. To succeed in meeting the growing member demands and sustaining the network's ability to shape the research, advocacy, policy, and practice of education in emergencies, INEE seeks to expand its funding base and capacity.

Throughout 2015, INEE will launch a Fundraising Strategy to ensure consistent, predictable, and sustainable funding streams that will allow the network to finance Secretariat capacity, maintain stability and flexibility, innovate, and deliver on its commitments to the entire EiE field. INEE will engage current and former donors in developing the Fundraising Strategy, which will detail innovative approaches such as a Bridging Fund Initiative and a Donor Forum. Likewise, INEE will facilitate an annual exercise to quantify in-kind contributions that the INEE members give towards network's activities, and leverage this information in donor outreach.

## MEDIA AND COMMUNICATION

In support of all priorities of the Strategic Plan 2015-2017, INEE's overall media and communications goal is to provide adequate fora and facilities for the timely exchange of relevant information between all INEE stakeholders in order to achieve the strategic outcomes. INEE currently employs a wide variety of activities and channels to communicate with its global members, including emails to the INEE listserv, the website, blog, social media (Facebook, Twitter and LinkedIn), WebEx webinars and conference calls, and in-person engagement.

INEE's communications activities are focused both externally and internally. INEE seeks to enhance the knowledge and capacity of various EIE stakeholders, such as INEE members (including Language Community members, Working Group and Task Team members, INEE Secretariat, INEE Steering Group, and others), as well as researchers and academics, policy makers, practitioners, teachers, and teacher organizations who may be outside the network. INEE seeks to increase member engagement in activities, discussions, and processes in multiple languages, and aims to provide better access to tools and resources that address challenging contexts faced by many of its members. Throughout 2015, INEE will develop and launch a Media and Communications Strategy that further builds on existing communication channels and ultimately provides members with enhanced services and information.



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## CONCLUSION

In light of the dynamic and steady growth of the EiE field and its emerging issues and challenges, INEE must focus on its strengths, represented by its functions: community building, convening, knowledge management, amplification, advocacy, facilitation, and providing. Through these actions, INEE can effectively lead and influence global EiE policy development. INEE has a significant comparative advantage for this role. No single agency or organization can amass such a groundswell of support to advocate for change in policy and practice. Utilizing its convening role, the network will bring together various stakeholders across the domains of the humanitarian and development communities to foster dialogue and to leverage partnerships to promote research, tool development, and a strengthened evidence base for the field.

Moving forward, INEE will develop an annual logical framework (“log frame”) based on the Strategic Plan 2015-2017. This log frame will serve as an annual work plan and will define the specific activities to be conducted for all sections and structures of the network. At the end of each year, INEE will conduct an Annual Learning Review using meta-evaluation methods to enhance the network’s learning.

By the end of this Strategic Plan’s timeline, INEE hopes to have created increased linkages, fostered further dialogue, and built additional bridges among the humanitarian, development, peace-building, and disaster risk reduction communities of practice, amongst others. INEE aims to have played a key role in facilitating the expansion of the evidence base for the field, disseminating these findings, and using this research and evidence to advocate for policy change, while continuing to support the development of enhanced tools, methods, and approaches. And most importantly, INEE aspires to see that the right to education for all is fulfilled, including in emergencies.

## APPENDIX I: RESULTS FRAMEWORK

This Strategic Plan is a general, flexible framework meant to guide action. The Projected Results Framework table on the following page serves as a guide for monitoring and evaluating the achievement of the Strategic Priorities. INEE will take steps throughout the three-year period to establish systems of member engagement, strategy/operational reviews, and the forward application of learning. Implementing the Strategic Plan is highly dependent on the engagement of members, the development of effective strategic partnerships, the effective functioning of Working Groups and Task Teams, the attainment of adequate funding, and the continued support of hosting and supporting agencies.

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

- A work plan will be developed and reviewed/revise annually, based on the framework laid out in this 2015-2017 Strategic Plan. It will specify the 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. Progress will be measured against the projected results of this document and those developed within the annual log frames.
- INEE will conduct an Annual Learning Review through inclusive participatory meta-evaluations, a process by which network evaluations will be reviewed to ensure quality of evaluation processes and outcomes.
- A Final Review that captures the lessons learned and further shapes INEE's future directions and ultimately strengthens the overall network.

The table on the following page does not delineate the primary responsibility for each objective under the four strategic priorities, as any of INEE's Working Groups could potentially fulfill any one of the projected results. Each party should outline a more specific work plan for each objective. It will be the overall responsibility of the Steering Group, in consultation with the Secretariat, to oversee the adjustment of strategies in the light of data.



Strategic Plan 2015-2017 Projected Results Framework	
Strategic Priority	Results
<p><b>Strategic Priority I:</b> <i>Serve as a global advocate and thought leader, promoting education for all and in all circumstances.</i></p>	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Community building</li> <li>• Convening</li> <li>• Knowledge management</li> <li>• Amplifying &amp; Advocating</li> <li>• Facilitating and Learning</li> <li>• Providing</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• INEE succeeds in bringing together a broader range of actors who advocate to donors and governments at national and global levels for the need for education policies, plans, and strategies to include actions for all phases of emergency response, including prevention, preparedness, response, and recovery, and for adequate funding to be allocated to each of these phases.</li> <li>• INEE shapes public debate, effectively influences decision makers and leads in the development of humanitarian policy and practice through collective, evidence based initiatives and strong communication and advocacy.</li> <li>• INEE members leverage a growing evidence base to advocate effectively and influence policy change related to the right to quality, safe and relevant education in all contexts.</li> </ul>
<p><b>Strategic Priority II:</b> <i>To foster the strengthening of the evidence base through partnerships that inform research, policy, and practice across humanitarian and development contexts.</i></p>	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Community building</li> <li>• Convening</li> <li>• Knowledge management</li> <li>• Amplifying and Advocating</li> <li>• Facilitating and Learning</li> <li>• Providing</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• INEE works with members, partners, and relevant global initiatives to foster critical reflection, analysis, and prioritization of key emerging issues for research.</li> <li>• INEE establishes the Journal of Education in Emergencies as a quality, rigorous, and reputable platform for the dissemination of diversified EIE research and secures adequate resources to support its ongoing development and operations.</li> <li>• INEE galvanizes interest in research and contributes to strengthening a vibrant community of practice through convening and facilitating regular events for members to debate, discuss, and prioritize research needs, initiatives, methodologies, findings, etc.</li> </ul>
<p><b>Strategic Priority III:</b> <i>To increase the availability and accessibility of knowledge and information which builds upon and improves capacities to deliver quality, safe, and relevant education for all.</i></p>	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Community building</li> <li>• Convening</li> <li>• Knowledge management</li> <li>• Amplifying and Advocating</li> <li>• Facilitating and Learning</li> <li>• Providing</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• INEE provides knowledge management and capacity building opportunities, while fostering the professionalization of the EIE field.</li> <li>• INEE facilitates knowledge generation and sharing, and promotion of good practice tools and resources relevant to the entire membership in response to new emergencies or new emerging thematic, regional, or crosscutting issues.</li> <li>• INEE members increasingly adapt, apply, contextualize and institutionalize the INEE Minimum Standards and other tools and resources.</li> </ul>
<p><b>Strategic Priority IV:</b> <i>To foster an engaged, inclusive, diverse membership and build strategic partnerships to achieve all other strategic priorities.</i></p>	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Community building</li> <li>• Convening</li> <li>• Knowledge management</li> <li>• Amplifying and Advocating</li> <li>• Facilitating and Learning</li> <li>• Providing</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• INEE increases the number of engaged members and strategic partners (including from under-represented groups and non-traditional partners, and by expanding opportunities for participation of members of Language Communities) in order to achieve all other Strategic Priorities.</li> <li>• INEE increasingly hosts a number of forums and convenes network spaces that encourage dialogue and participation of membership at all levels, e.g., local Meet Ups, regional and national seminars, Global Policy Roundtables, etc.</li> <li>• INEE improves its capacity to support its members through new and/or strengthened strategic partnerships.</li> </ul>

# 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