

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

Inter-Agency Network for Education in Emergencies Strategic Plan 2011-2013

INEE Strategic Plan 2011-2013

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Letter of Introduction from the Co-Chairs of the Steering Group

Dear members and colleagues,

As INEE celebrates its tenth anniversary in 2011, it is fitting that it has a new strategic plan to launch it into its second decade. This plan is the product of a range of ongoing processes such as the contextualization and application of the INEE Minimum Standards and other tools, exploring the link between the exacerbating or mitigating effects of education on fragility, and work to ensure the ongoing professionalization of the field and to best meet member needs. It also draws on extensive input from INEE members and other stakeholders.

Three years ago, the IASC has established an Education Cluster for crisis situations. On 9 July 2010, The UN General Assembly passed Resolution A/64/L.58, "The Right to Education in Emergency Situations." New groups such as the Global Coalition on Protecting Education from Attack, and Education Above All have emerged to focus on specific areas within education in emergencies. The INEE Minimum Standards for Education: Preparedness, Response, Recovery has been updated and re-launched, and are becoming the benchmark for the provision of education in crisis settings. And because the field is changing, as the leading network for the field, INEE is changing too.

INEE has been instrumental in midwifing a number of the changes in the field and, in so doing, it has developed its understanding of the role of education leading up to, and recovering from, conflict and crisis situations. While it may seem self-evident to educationalists, the role of education in providing stability and security for young learners is a critical building block for socio-political, as well as economic, recovery and development. It is therefore completely imperative that quality education is provided in crisis, crisis-prone and fragile situations, and that attention is given to how education can prevent conflict and crisis, as much as it is in helping societies respond and recover from them.

The most significant change running through the next strategic period is that INEE will no longer act primarily in a preparedness, response and recovery capacity following natural disasters or complex emergencies; the prevention of crisis and conflict will figure prominently in INEE's work. INEE has always looked at education in emergencies through the lenses of human rights and protection, in the current plan, INEE will also view at education in emergencies through a development lens, as part of a necessary, life-saving and life-sustaining continuum guaranteed by international law. As such, INEE will work to centralize education in the prevention, preparedness, response and recovery from crises. It will do this by creating strong partnerships within and outside of the INEE network, building the evidence and knowledge base, institutionalizing and contextualizing INEE Minimum Standards and tools, focusing on specific thematic areas and advocating for excellence in policy and practice.

April 2011 marks our tenth anniversary, and we are planning celebratory events throughout the year. In this landmark year, we invite INEE members and others interested in the field of education in emergencies to be active members of the community and to celebrate, reflect and act critically with us. We welcome your contributions and encourage you to take inspiration in what INEE and its members strive for with, and on behalf of, those seeking quality education despite difficult circumstances. Your work over these next three years will contribute to INEE's leadership role in this most important field.

Ian Macpherson & Anita Anastacio

Co-Chairs, INEE Steering Group

Acknowledgements

As a network, INEE would not exist without its members; the same holds true for this strategic plan. Without the input and diligent work of hundreds of people, this plan would not exist.

Thanks go to:

The members of INEE for their input into the background analysis paper that led to the development of the plan, as well as for their input into the final plan.

The IASC Education Cluster including the Education Cluster Working Group and the Education Cluster Unit.

The INEE Steering Group, who labored in person, on calls and through email to ensure the Plan best reflects and represents the past, present and future of INEE.

The INEE Secretariat, who planned logistics for the in-person meetings and contributed ideas, text and organization to the plan, and who, along with members, are responsible for its implementation and monitoring.

UNICEF and The Netherlands Ministry of Foreign Affairs for their support of the strategic planning process. The Brookings Institution, Save the Children and UNHCR for hosting planning meetings during the process.

Maryanna Schmuki, INEE Strategic Planning consultant, for shepherding the process, writing innumerable drafts, always seeking consensus and bringing INEE's final plan to fruition; Lynne Bethke for her facilitation of the in-person INEE/Education Cluster planning days and her input into the plan itself, and Gill Price, consultant for the Education Cluster for her consultative and thorough work.

1. Executive Summary

The INEE Strategic Plan 2011-2013 represents a collaborative shaping of the network's future. Members, stakeholders, agencies, partners, the INEE Steering Group and Secretariat have all come together to map out the strategies and priorities for the network in the coming three years. This Plan is underpinned by INEE's long-standing vision, mission, guiding principles and values, while it also was designed around one strategic goal and three outcomes. The goal of the Strategic Plan is:

The provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recovery.

To meet this goal, INEE, its members and partners will work together to bring about the three outcomes of the plan which have evolved out of the previous strategic plan (2008-2010), an extensive background analysis, and a series of consultative workshops, and will take forward the successes that INEE has had in the past. The three outcomes, which will be reached through implementation of the seven core initiatives, are:

Outcome 1: Strengthened commitment, collaboration and partnerships within the INEE network

Outcome 2: Enhanced knowledge and capacity within and beyond the INEE network

Outcome 3: An enabling environment for strengthening education in crisis and crisis-prone contexts is promoted, and policy-makers and other stakeholders are influenced

Through the process of developing the Plan, INEE has identified five Key Strategic Directions, integrated throughout the Plan, that articulate a new phase for INEE. The first of these, a shift from primarily a response mandate to consistently addressing prevention, preparedness and recovery as well, is the most salient and reflects developments in humanitarian and development contexts. The other key strategic directions include commitment to: deeper engagement with country-level stakeholders and members; prioritizing thematic issues; emphasizing a robust evidence base, and; ensuring effective resource mobilization for education in emergencies.

Within the Plan, rationale for each of the Outcomes and Core Initiatives is given. A snapshot incorporating all the main elements of the Plan appears on page 23, and a matrix appears on page 28 detailing the outcomes, core initiatives, outputs and activities.

Managing the implementation of the Plan will be done through measuring and reporting against the main indicators conveyed for each of the core initiatives. In addition, the Plan provides guidance and a framework for the Steering Group and Secretariat to develop annual work plans that remain responsive to member's needs and a dynamic humanitarian context.

2. Introduction and Background

Purpose of the Strategic Plan

The purpose of the INEE Strategic Plan is to provide a guiding framework for strategic direction, priorities and planning over the next three years. The process of developing the Plan demonstrates a commitment to good organizational practice and the intention of INEE to continue operating at the cutting-edge of education in humanitarian action. The Plan provides the basis for preparing annual work plans and activities as well a framework for monitoring progress and impact of INEE's work. It will serve the network, its members and stakeholders in several ways:

- by providing the INEE Steering Group and Secretariat with guidance on addressing the most current and relevant issues critical to continuity of education in crisis and crisis-prone contexts;
- by operating as a management device for the Secretariat and Steering Group, to guide daily, weekly, and annual decision-making;
- by ensuring that members, partners and stakeholders are informed of and active in determining the direction and priorities for INEE's activities;
- by 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.

As a working document, the Plan is designed to remain flexible enough to allow for effective response to unpredictable events and emerging issues, related to both natural disasters and conflict. Equally important, the Plan provides clear direction on trends, events and processes that are predictable in our community of practice.

Process of Developing the Strategic Plan

The INEE Strategic Plan was developed through a consultative, collaborative process involving the INEE Steering Group, Secretariat, Working Groups¹ and members from diverse constituencies at global, regional and country levels. The entire membership was invited to participate through an on-line survey at the onset of the planning process, and was again asked for input on the final draft of the plan, allowing for voices to be heard from all parts of the network. More than 250 members participated through on-line consultations, while 22 member agencies took part in the series of consultative workshops and meetings for the development of the Plan. To inform the Plan an *INEE Strategic Planning Background Analysis Paper*² was produced, which included an external trend analysis and review of work accomplished under the previous strategic plan (2008-2010).

The strategic planning process was carried out in tandem with the Global Education Cluster to cultivate the most effective synergies in preparing for and providing education in emergency and recovery

¹ The make-up of the Steering Group, Secretariat and Working Groups appears in the organizational chart on page 34.

² INEE Strategic Planning Background Analysis Paper and results of the survey available on INEE's website at http://www.ineesite.org/uploads/documents/store/INEE_Background_Analysis_Paper_2010.pdf

contexts. INEE and the IASC Global Education Cluster³ cooperated closely in developing respective background analysis papers and in the consultative workshops on strategic planning. The main areas of synergy between the INEE and Education Cluster strategic plans are set out in the text box on page 24.

INEE's Vision, Mission, Guiding Principles and Values

The new Strategic Plan is in line with INEE's long-standing vision, mission, guiding principles and values. During the planning process, workshop participants agreed to maintain the previous versions and to develop a three-year strategic goal consistent with the vision. To add depth to the mission and clarity of INEE's role as a network, an "INEE Theory of Change" was also developed. The Theory of Change places INEE at the center of the crucial link between knowledge and practitioners within the network, recognizing that this link is vital to furthering INEE's mission.

Vision

The Inter-Agency Network for Education in Emergencies envisions a world where:

- 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 life-saving 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 programs preparing for and responding to emergencies, chronic crises and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

Mission

The Inter-Agency Network for Education in Emergencies is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

Guiding Principles and Values

Within INEE we believe that:

- 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 responses
- Education policy and services must be actively sustained and coordinated across the humanitarian – development continuum before, during and in recovery from crises
- Crises which destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for positive change
- INEE strives to be an open, flexible network with minimum formal structure, with shared leadership, open non-competitive membership and strong inter-agency collaborative relationships, playing a facilitative as opposed to an operational role
- INEE complements other more formal inter-agency mechanisms by employing the 'soft power' of convening and facilitating, not directing and competing, to draw agencies together, sustain commitment and strengthen collaboration for education preparedness, emergency response and post-crisis recovery
- Education, like other humanitarian and development endeavors, must adhere to clear standards of quality and be accountable for results.

³ The IASC Global Education Cluster is co-led by UNICEF and Save the Children. In addition to the global unit, there are 42 established country Education Clusters. See the Education Cluster Strategic Plan 2011-2013 for further detail.

INEE's Theory of Change

INEE is an open, global network of individuals, agencies and institutions including NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations. In the network these individuals and groups come together to create knowledge, share information, create standards and guidance, and to conduct advocacy to ensure the continuity of quality, relevant and safe education in crisis contexts, as well as to reduce the likelihood of disrupted education due to crises.

The network principles⁴ of community building, filtering, amplifying, facilitating, investing/providing and convening, combined with knowledge creation, information sharing, standard-setting and advocacy, create mutually-reinforcing, dynamic relationships which act as the seedbed for positive change. The INEE network provides an expansive opportunity to get the right information to the right people at the right time, creating the conditions for positive change.

INEE Theory of Change: Through network principles, INEE works for positive change by ensuring that the right information gets to the right people at the right time.

Network Principles

Community building: The network functions to promote and sustain the values of the individuals or groups

Filtering: The network functions to organize and manage relevant information for members

Amplifying: The network functions to help take new, little-known or little-understood ideas and makes them public, gives them weight and makes them understandable

Facilitating: The network functions to help members carry out their activities more efficiently and effectively

Investing/providing: The network functions to offer a means to provide members with the resources they need to carry out their main activities

Convening: The network functions to bring together different, distinct people or groups of people with distinct strategies to support them

⁴ *Inter-Agency Network for Education in Emergencies: A Community of Practice, A Catalyst for Change*, by Enrique Mendizabal and Simon Hearn, 2010, pages 45-56 (in press).

3. Network Profile, History and Situation Analysis

Profile and Brief History of INEE

INEE was first conceived in 2000 during the World Education Forum's Strategy Session on Education in Emergencies in Dakar, during which the idea was proposed to develop a process which would improve inter-agency communication and collaboration within the context of education in emergencies. At a follow-up Inter-Agency Consultation held in Geneva in November 2000, INEE was officially founded and since has grown into a vibrant community of practitioners with a vital role to play in the humanitarian arena. The text box below outlines the current structure of the network.⁵

Composition of the Network

- Over 5,000 individual members working in a wide range of organizations, from more than 130 countries, including national and international NGOs, UN agencies, donor agencies, government ministries and academic institutions.
- Steering Group includes representatives from: CARE, ChildFund International, International Rescue Committee, Open Society Foundation, Refugee Education Trust, Save the Children Alliance, UNESCO, UNHCR, UNICEF, World Bank.
- INEE Secretariat: Director and 4 full-time staff hosted by various agencies including IRC, UNESCO, UNHCR and UNICEF.
- Working Group on Minimum Standards.
- Working Group on Education and Fragility.
- Thematic Task Teams: Adolescents and Youth, Inclusive Education and Disability, Early Childhood, HIV/AIDS, and Gender.
- Language Communities: Arabic, French, Portuguese and Spanish.

Recognition of education as a need and right in disaster-and conflict-affected regions increased considerably since the founding of INEE in 2000. The subsequent development and launch of the *INEE Minimum Standards in Emergencies, Chronic Crises and Early Reconstruction* in 2004 was a landmark achievement for the field. The *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, updated in 2010, act as the foundational tool for the field of education in emergencies⁶.

Progress in mainstreaming the INEE Minimum Standards into the humanitarian assistance system has also been made, initially through the INEE-Sphere Companionship Agreement in 2008, followed by mainstreaming of education in the updated Sphere Handbook (expected in 2011). INEE has also developed a set of tools and guidance for education in emergency settings. With many member agencies, INEE advocated strongly for the adoption of the UN General Assembly resolution on education in emergencies entitled 'The Right to Education in Emergency Situations (A/64/L.58)', in July 2010, which

⁵ The detailed structure appears in the organizational chart on page 34.

⁶ The term "education in emergencies" is used a short version for education in emergency prevention, preparedness, response and recovery.

marked the official recognition by the international community of education as a core component of all humanitarian response.

Through its Working Group on Education and Fragility, INEE has in recent years, played a key role in advancing thinking around complex socio-economic, cultural, political and environmental issues that intersect, creating conditions of vulnerability for education systems and provision of education in crisis and crisis-prone contexts.

INEE was also central in advocacy for the establishment of the IASC Global Education Cluster that has, in turn, succeeded in affording education in emergencies greater recognition and has resulted in better delivery of education services and stronger accountability as part of life-saving and sustaining humanitarian action.

INEE has been at the center of efforts to place education in emergencies on the humanitarian agenda over the last decade, positioning itself to continue as the main hub for information and professional networking among the community of practitioners, researchers, governments and supporters for the next decade.

Much of what has been accomplished for the education in emergencies field has materialized through partnerships. INEE has developed key partnerships with agencies including the Education Cluster, the Global Coalition for Protecting Education from Attack, INEE host agencies⁷, and the Sphere Project. INEE has been active in the initiation and expansion of the IASC Education Cluster Unit (ECU) over the past several years. These links will remain vital to the network in the coming three years.

Situation Analysis

INEE's situation analysis includes current issues of conflict, natural disaster and complex socio-economic factors that affect the ability of countries to deliver basic social services and continue to severely affect millions of children and youth worldwide. It also takes account of changes in the humanitarian landscape and remarkable growth seen in the field of education in emergencies.

Conflicts continue to erupt, simmer and recur, as recently seen in Tunisia, Libya, Yemen, Egypt, Somalia, Democratic Republic of the Congo, and Cote d'Ivoire. In 2010 large-scale disasters in Haiti and Pakistan disrupted access to education and other vital services, while new drivers of conflict have emerged in recent years.

Socio-economic factors, including the "youth bulge" and the accompanying lack of educational and employment opportunities have created vulnerabilities leading to a vicious cycle of conflict and lack of access to education. There is a growing recognition that youth are highly vulnerable to abuse, forced conscription and criminal activity, particularly in conflict-related emergencies. With this comes an

⁷ INEE host agencies are those agencies that support the network through hosting INEE Secretariat Staff. Agencies include IRC, UNHCR, UNICEF and UNESCO, see the organizational chart on page 34.

increasing focus on supporting the educational needs of adolescents and youth. Efforts are being made to expand the role of education beyond primary education to include secondary, tertiary and early childhood education in emergency contexts.⁸ There is also a growing awareness of the importance of non-formal education programs for youth that emphasize skills acquisition and the link to livelihoods. Youth and adolescents can play an important role in restoring livelihoods during recovery. Conflict impacts education, and education, in certain circumstances, can contribute to conflict.

Climate change continues to significantly impact the development and humanitarian context with the increase in frequency of natural disasters and the prospect of continuing large-scale emergencies. The impact of climate change has, globally and in some countries and regions, resulted in greater attention to disaster risk reduction and disaster preparedness to lessen the impact of natural disasters. A largely missing component is the utilization of education itself to mitigate the effects of climate change; curriculum on sustainable land use in agrarian/pastoral communities and school-based disaster preparedness are examples of ways forward.

Conflict disrupts education. This is true when people are displaced and no longer have access to their schools, when schools are damaged or destroyed, and when education systems are adversely affected by conditions of conflict. Conflict is often long-term or recurring, robbing children and youth and their communities of opportunities for productive futures. Whether a conflict has a sudden onset, as was seen in the former Yugoslavia, is ongoing as in Somalia, or is recurrent as in Cote d'Ivoire, children and youth lack access to education. In Somalia, three different governments with three different curricula exist. In these situations, teachers, when they are available, are often not paid.

Complex socio-economic factors at international and national levels, including pressure on available resources and the global financial crisis, threaten to affect funding for humanitarian efforts. Global funds such as Education for All Fast Track Initiative (EFA-FTI) have struggled to obtain resources to fulfill their mandates. The lack of girls' education creates health and income gaps. Child labor, along with poverty, disability and other social barriers, prevents school attendance. Often people working within the health, education, labor, financial, agricultural sectors do not interact with one another, creating silos in program development with little integration of sectors; complex problems cannot be solved in silos, cross-sectoral dialogue and planning needs to take place.

The increase in frequency of natural disasters place mounting emphasis on the need for humanitarian organizations and governments to further develop the capacity to respond at scale, as well as to address prevention and preparedness more consistently. Conflicts and disasters disrupt development work and divert resources from ongoing work to emergencies. There is an increasing push to have armed forces deliver humanitarian aid and participate in or direct post-conflict reconstruction. These are all dilemmas for humanitarian assistance; some are new, some are ongoing. And there is the continuing need to bridge the gap between humanitarian assistance and development aid.

⁸ *The Creation and Development of the Global IASC Education Cluster*, INEE, Allison Anderson, and Marian Hodgkin, May 2010. <http://unesdoc.unesco.org/images/0019/001912/191224e.pdf>

Within the broad situation analysis, the field of education in emergencies has changed. Some of this is in response to the situations depicted above, and some is due to increasing interest in and professionalization of the field. New organizations and coalitions addressing specific areas within education in emergencies have been formed. The 2010 UN resolution on education in emergencies, the founding of the IASC Cluster system, and the INEE-Sphere Companionship Agreement of 2008, demonstrate the increasing importance of *education in emergencies* in humanitarian contexts. The development of the IASC Cluster system, which gave rise to the Education Cluster, was the centerpiece of recent humanitarian reform. The INEE-Sphere Companionship Agreement⁹ signifies that education is a vital component of humanitarian action.

Global Frameworks that aim to attain universal primary education among other goals, including Education for All and the Millennium Development Goals, have increasingly integrated the specific concerns related to education in crisis and crisis-prone contexts. This is consistent with the recognition within the development sector that in order to reach universal primary education the world must address the millions of school-age children¹⁰ unable to attend schools worldwide due to disaster or crisis.

Sustainability is essential to humanitarian action, particularly in situations of protracted conflict. Global Frameworks for the advancement of education are circumscribed by the principle of sustainability, and set the stage for education in humanitarian action.

With a growing awareness of complex factors that lead to increased occurrence of disaster and persistent conflict, humanitarian action has now begun to address a wider spectrum of concerns ranging from emergency prevention, preparedness, response and recovery.

⁹ See the document *Integrating Quality Education with Humanitarian Response for Humanitarian Accountability: The Sphere-INEE Companionship*, September 2009, which outlines the origins and modalities of the agreement. Available on INEE's website at http://www.ineesite.org/uploads/documents/store/Sphere_INEE_paper_FINAL.pdf

¹⁰ The *UNESCO 2010 Global Monitoring Report* states that more than 25 million (35% of the total) out of school children are from low-income countries affected by conflict. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/>

4. Critical Issues and Strategies

INEE is moving in to a new phase in which it is retooling the network in light of recent expansion of the field of education in emergencies, and the changing field of humanitarian action. The key strategic directions reflected in the plan spell out the nature of that retooling, while the detailed outcomes, outputs and activities convey how INEE will meet its strategic goal and work toward its mission in the coming three years.

Key Strategic Directions

- ✓ *Shift to prevention, preparedness, response and recovery*
- ✓ *Deeper engagement with country-level stakeholders and members*
- ✓ *Prioritizing thematic issues*
- ✓ *Emphasizing a robust evidence base*
- ✓ *Ensuring effective resource mobilization*

Shift to Prevention, Preparedness, Response and Recovery

The early stages of INEE's development focused on banding together various actors to establish a community of practice dedicated primarily to provision of education in *response* to emergencies. The humanitarian field and the education sector have both evolved over the last decade, alongside the development of INEE as a professional network.

Humanitarian action now addresses a spectrum of concerns ranging from emergency preparedness to recovery, and explicitly acknowledges the value of a strong link between humanitarian and development work. In recent years INEE has similarly expanded its obligations beyond *a response mandate* to incorporate education in preparedness and recovery efforts as well. With this Plan and building on previous work, INEE has now broadened the spectrum that it addresses to include *prevention* in crisis, conflict and disaster-prone areas. Although the prevention aspect is inter-related to preparedness, it expands the analytical framework beyond response to natural disasters or conflict, towards incorporating complex socio-economic, cultural, political and environmental factors that give rise to and exacerbate crisis.

This represents a shift from an emphasis on education in response to crisis situations to a comprehensive look across the spectrum to ensure education from prevention of crisis through to preparedness in crisis-prone areas, response during crisis and recovery after crisis. Addressing prevention and preparedness aims to avoid the effects of hazards and prevent disasters from disrupting or negatively affecting people's right to education or disrupting on-going development work. The Plan brings in the areas of prevention and preparedness, complementing more established work on response and recovery.

Deeper Engagement with Country-level Stakeholders and Members

The Plan incorporates a commitment to deeper engagement with country-level actors, members, partners and stakeholders. Prevention, preparedness, response and recovery all take place at the local level--in country--with expertise, technical assistance, financial and other forms of support flowing into specific crisis contexts from various national, regional, and global levels. INEE recognizes that it acts essentially as a global network which serves the national and local levels, where crisis occurs. In order to better serve those affected by crisis, as well as duty-bearers, aid workers, policy-makers and other stakeholders, INEE is compelled to foster close, productive relationships with in-country and field-level actors of all kinds. This commitment has been conveyed in the plan through specific initiatives:

- An initiative to create three to five Strategic Country Partnerships and provide a comprehensive package of support that may include components on capacity development, policy development, better access to INEE network services, technical assistance and guidance, and more opportunities for engagement in the Network. (Core Initiative 1.1)
- An initiative designed to address the geographic balance of Network membership. This initiative will expand membership of stakeholders in areas affected by crisis and deepen engagement from the stakeholders in the Global South. (Core Initiative 1.2)
- An initiative aimed at application of existing INEE tools, including the INEE Minimum Standards, that will result in more effective utilization of tools through adaptations, contextualization, and institutionalization for specific crisis and crisis-prone contexts. (Core Initiative 2.1)

Prioritizing Thematic Issues

The Plan demonstrates a commitment for INEE to keep members informed and provide access to knowledge on all thematic, technical, cross-cutting, and cross-sectoral¹¹ issues that are relevant to professionalism in education in emergency prevention, preparedness, response and recovery. Within the host of thematic issues which emerged from the background analysis and that the plan will address, INEE will set out priority thematic areas annually. These will be based on partner and member input, as well as an analysis of emerging issues. Member input will be pursued to determine further outputs and activities, pertaining to thematic issues. A process for gathering that input will be developed in 2011 and implemented annually to prioritize work on thematic issues. Member input and analysis will be considered in the development of annual work plans.

Priority thematic issues for 2011 were determined from the background analysis and subsequent strategic planning workshops and consultations. These will be advanced in 2011 through specific core initiatives, outputs and activities integrated throughout the Plan and are as follows:

- **Youth and Adolescents** – the 2010 Policy Roundtable raised critical issues around youth and education, highlighting the need for more attention on the subject. INEE will examine the issues through a global youth assessment, in conjunction with the Education Cluster, and come to

¹¹ For purposes of the Plan, thematic and cross-sectoral issues are considered separately. Cross-sectoral issues are addressed in core initiative 3.2.

greater clarity around specific priorities and activities for this subject (output and activities in 2.2.1);

- **Disaster Risk Reduction and Mitigation** – INEE will facilitate further knowledge development on DRR, mitigation and contingency planning, systematizing existing information on DRR and education through outputs and activities in 2.2.1;
- **Education and Fragility**– utilizing this as an analytical framework, encompassing prevention and preparedness in both disaster and conflict-prone contexts, INEE will engage with members at country and global levels (output and activities in 1.1 and 2.2.1) to further understanding and increase access to knowledge, guidance and tools on this subject;
- **Quality Education** – among INEE members and in the field as a whole, there has been increasing recognition of the need for greater focus on ensuring the quality of education, including literacy, numeracy, life skills, critical thinking, psycho-social support and protection. Increasing understanding of what is meant by quality education, and ensuring quality education is planned for and provided in crisis situations will be integrated into work during 2011. The *2010 INEE Guidance Notes on Teaching and Learning* will be taken forward. (Core Initiatives 1.3 and 3.2)

To address these thematic areas, INEE currently has a Working Group on Education and Fragility and a Task Team on Adolescents and Youth, and has engaged in significant work around Quality Education and Disaster Risk Reduction during the previous planning cycle from 2008-2010. Work over the next three years will build on this existing work.

The Plan includes flexibility to allow for further inquiry on emerging issues as they arise over time in a dynamic environment, while it remains firm on continuing INEE's work in mainstreaming and furthering understanding of all relevant thematic issues. In addition to the above priority thematic issues for 2011, other issues that will be mainstreamed throughout the Plan include: **gender, protection, psycho-social response, early childhood development, inclusion and disability, HIV/AIDS, education financing, and linking humanitarian and development work**. Various levels of progress have been made on each of these issues, and much more needs to be accomplished in each area. The Plan aims to ensure that gains continue to be made on thematic issues, through the spectrum of INEE work. Under Core Initiative 3.3, an assessment will take place and recommendations made to strengthen and effectively structure the mechanisms for thematic work (that is, Working Groups, Task Teams, and Language Communities).

Emphasizing a Robust Evidence Base

The need to build a more **robust evidence base**, generating knowledge and documenting impact, effects, lessons learned and general information on education in emergency prevention, preparedness, response and recovery, is addressed in the Plan. During the development of the Strategic Plan, through the background analysis, workshops and consultations, members highlighted the need for more and better evidence on education interventions in crisis and crisis-prone settings. INEE was also identified as well-positioned to facilitate generation of knowledge, and make knowledge available to members, practitioners and stakeholders.

INEE will work to strengthen the evidence base in five broad categories: policy, thematic issues, standards and tools, programming and processes. Knowledge will be generated and evidence will be gathered to inform policy, and help operational actors to assure best practices and accountability to those they serve, making the case for mobilization of funding.

Building a body of evidence will be accomplished through specific core initiatives, outcomes and activities of the Plan, and will enhance other core initiatives:

- Core Initiative 2.1 sets out the development and implementation of a monitoring and evaluation framework that measures impact on INEE tools, including the INEE Minimum Standards (output 2.1.3). Knowledge, information and lessons learned will be shared with network members.
- Core Initiative 2.2 will bring new evidence to light and make the knowledge produced available to all members and stakeholders through identifying, setting and advancing research priorities (outputs 2.2.1) , and fostering of active, productive research partnerships (output 2.2.2).
- Work on Core Initiatives 3.1 and 3.2 on fostering understanding, advocacy and policy development, will be informed and enhanced by knowledge and evidence produced.

Ensuring Effective Resource Mobilization

The need for **effective resource mobilization** and further guidance for education financing emerged as a top concern of members in the background analysis, due in part to the global financial crisis, and because of the ongoing separation between humanitarian and development funding. This is addressed in the Plan through the following core initiatives, outcomes and activities:

- The Plan commits to increasing visibility, awareness and resources for education in emergency prevention, preparedness, response and recovery (Outcome 3).
- Influencing policy makers to mobilize resources is identified as one of the advocacy objectives in the activities under 3.1.1.
- INEE will develop and implement a donor funding strategy that aims to increase funding for the field as a whole and mobilize resources for implementing the Plan. (Activity 3.1.1)
- Knowledge will be generated on education financing for crisis and crisis-prone contexts through outputs 2.2.1 and 3.2.1.
- As part of Core Initiative 2.1, the tool on external financing will be adapted and contextualized to meet specific national and local circumstances.

5. Goal, Outcomes and Core Initiatives

Goal: The provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recovery.

Outcome 1: Strengthened commitment, collaboration and partnerships within the INEE network

INEE will meet its goal in the coming three years through core initiatives, outputs and activities that deepen members' and organizational partners' engagement in network actions. Consultations within the network have shown the need for INEE to engage specifically with members, organizational partners and stakeholders at the country and local levels, prioritizing substantive participation in network activities from these members.

Given the demand for more country-level and field-level engagement identified through the background analysis, INEE will analyze and balance its membership base with an eye towards expanding membership and participation of constituencies that are under-represented. From these constituencies and the current membership base, new partnerships will emerge. Existing partnerships will also be strengthened – all of this leading to increased opportunities for members to engage with each other and take collective action, in many cases action will be independent of the INEE Secretariat.

INEE's role as a hub for critical information services gives rise to the importance of continued and improved web-based, face-to-face and innovative network services. Updated web-based platforms and development of member-to-member networking opportunities will lead members to higher levels of independent connectivity with peers, and will increase learning throughout the network.

Core Initiative 1.1

Increase and deepen engagement between Steering and Working Group member agencies and country or regional stakeholders through creating and supporting Strategic Country Partnerships

Through Core Initiative 1.1, collective action and collaboration will be strengthened and enhanced by a deeper connection with country-level actors, MOEs, government officials, and community-level stakeholders, with the creation of a minimum of three strategic partnerships in crisis-prone or crisis-affected countries. These partnerships will be driven by in-country actors and will utilize capacities and strengths of member agencies, including agencies represented on the INEE Steering Group, Working Groups, and the Education Cluster, and will develop out of existing country programs or in countries considering such programs. The result of the Strategic Country Partnerships will be to enhance capacity and increase access to knowledge and network services for country-level partners.

From this initiative, INEE and member agencies will create a model that connects country stakeholders and partners to the global community of practitioners. Through this initiative country-level stakeholders and partners will have better access to information, knowledge, capacity building and other services

provided by the network, and INEE as a network will be better informed of the on-the-ground realities at the country and local levels.

Core Initiative 1.2

Expand membership of under-represented constituencies and strengthen participation and engagement of all INEE partners and members

INEE will balance its membership by outreach to and expansion of those constituencies that are under-represented, including members in the Global South at country-level. Through Core Initiative 1.2, INEE will determine which voices are missing within the INEE membership, and will work to include them. Through outreach, needs assessments and initiative development, stakeholders at the country and regional levels will have deeper engagement in INEE network activities and services. This initiative will also allow all members and stakeholders to have better access to improved web-based and face-to-face network services (bulletins, interactive website, access to social media, webinars and web-based training, policy roundtables).

Under this initiative an internal communications plan will be developed as a component of a Comprehensive Communications Plan (see Core Initiative 3.1 on comprehensive plan).

Core Initiative 1.3

Strengthen collaboration of INEE members through Task Teams, Language Communities, Working Groups and other strategic initiatives

This initiative will assess INEE internal mechanisms that exist to facilitate thematic and cross-cutting work: that is, Working Groups, Task Teams, and Language Communities¹². The assessment will result in recommendations to move towards the most effective mix of mechanisms administratively linked to the Secretariat. One aim of this initiative is to enhance and expand the Language Communities in a way that complements the expansion of membership in under-represented constituencies.

MAIN INDICATORS OUTCOME 1:

Core Initiative 1.1

- A minimum of three Strategic Country Partnership projects are established and functioning to enhance INEE country-level partners' practice and policy by 2013.

Core Initiative 1.2

- Membership from under-represented constituencies is increased by 50% by 2013.
- An Internal Communications Plan, as a component of the Comprehensive Communications Plan, is developed and implemented by end of 2011, with implementation continuing through 2013.

Core Initiative 1.3

- Assessment of and recommendations for structuring Working Groups, Task Teams and Language Communities are completed in 2011; recommendations for meeting the needs of the INEE membership are phased in from 2011-2013.
- Of the new membership from under-represented constituencies, at least 50% are active members of a Task Team or Language Community by the end of 2013.

¹² The former Advisory Group on Teaching and Learning will also be assessed. If found as a useful mechanism, Advisory Groups may be formed around specific issues.

Outcome 2: Enhanced knowledge and capacity within and beyond the INEE network

Outcome Two will take forward INEE's institutional strength in developing and producing high-quality standards, tools and guidance intended to inform the work of the wider community of practitioners in education for humanitarian contexts. The 2010 *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, along with the set of concomitant products¹³, are now the primarily accepted standards for the field. The 2010 update of the *INEE Minimum Standards* represent a refined foundational tool for stakeholders at all levels.

INEE will increase the breadth and depth of application and contextualization of the INEE tools, including the INEE Minimum Standards, with emphasis at the country and local levels. This will result in strengthened capacity, better understanding and effective utilization of INEE Minimum Standards and tools for education authorities, stakeholders and community members in crisis and crisis-prone communities.

This outcome also addresses the insufficient base of research, documentation and evidence around critical issues, which was identified through the background analysis phase of strategic planning. Building on its previous work on the Strategic Research Agenda (SRA), INEE will facilitate, support and disseminate research findings on key issues through its members, as well build bridges between donors, policy-makers and researchers, leading to a robust evidence base on the impact and effectiveness of education interventions in humanitarian contexts. Knowledge and evidence produced will encompass key subjects including thematic and cross-cutting issues, policy, tools (including standards), programming and processes, and explore the inter-relationship between humanitarian, recovery and development work.

Core Initiative 2.1

Strengthen capacity and knowledge of members and stakeholders on contextualization, application and institutionalization of all INEE tools, including the INEE Minimum Standards

Through Core Initiative 2.1 INEE will take the lead in contextualization, application and institutionalization of the INEE tools, including the INEE Minimum Standards, in close collaboration with members, member agencies and key partners including the Education Cluster. This initiative aims to enhance the capacity of members and stakeholders to use the INEE tools, including the INEE Minimum Standards, in specific contexts, at regional, country and local levels. It also aims to increase contextualized knowledge on standards, tools and guidance, making them more effective more accessible products that enhance the results of policy and programs at the country and local levels. INEE will develop and initiate a monitoring and evaluation framework for the use of INEE Minimum Standards and tools that will feed into the process of strengthening the evidence base.

¹³ INEE has developed a full set of tools to complement the INEE Minimum Standards. See the INEE website for detailed information on the tools, <http://www.ineesite.org/toolkit/Home.php>

Core Initiative 2.2

Expand the evidence base, and improve knowledge generation and sharing among members, stakeholders, donors and policy-makers

Core Initiative 2.2 INEE will increase and improve knowledge generation and sharing among members through identifying gaps and advancing research priorities, and through initiation of research partnerships. INEE will facilitate rather than engage in primary research; INEE's role is to promote research and information dissemination, identify gaps in the field, link practitioners, researchers and donors, and support studies through the provision of information. INEE will provide information on programs and policies, and enhance institutional learning across member agencies, partners and stakeholders. Research, documentation and lessons learned will be shared widely with the membership and available outside the network through the online platform.

MAIN INDICATORS OUTCOME 2:

Core Initiative 2.1

- Targeted technical support and capacity development on INEE tools, including the INEE Minimum Standards, is provided to a minimum of ten countries by 2013.
- A monitoring and evaluation framework for INEE tools and Minimum Standards is established in 2011 and implemented through end of 2013.
- A minimum of one evaluation each year is carried out on INEE tools, including the INEE Minimum Standards.
- A minimum of one case study each year on tool contextualization and application is developed, collated and distributed to INEE membership.
- INEE tools, including the INEE Minimum Standards, and updates, are distributed to Education Cluster Coordination staff and other focal points on a yearly basis.

Core Initiative 2.2

- INEE has identified research priorities and gaps in policy, thematic issues, tools and standards, programming and processes by end of 2011, and revisits annually.
- At least four partnerships have been created through INEE to generate knowledge and build the evidence base.
- At least six INEE listserv messages per year feature current research; at least four of these focus on research in areas of INEE work for that year (thematic issues or other priority issues); information in messages will be made available on website.

Outcome 3: An enabling environment for strengthening education in crisis and crisis-prone contexts is promoted, and policy-makers and other stakeholders are influenced

An enabling environment encompasses favorable conditions at all levels that represent investments in progressive and responsive policies, an engaged civil society, functional democratic processes, and access to information and knowledge. These conditions allow for effective humanitarian action,

strengthening prospects for attaining Education for All and the Millennium Development Goals (MDGs). While Outcome Three aims to influence policy-makers, donors, duty-bearers and other stakeholders on the importance of continued and improved education interventions in crisis and crisis-prone contexts, it also recognizes that there is an underlying need to foster an enabling environment alongside targeted advocacy and awareness-raising measures.

INEE's past success and strength in advocating to raise the status of issues central to education in emergencies are a strong foundation for work of the Plan. Activities around influencing policy-makers and advocacy at global, regional and local levels will be carried out in close coordination and collaboration with key partners such as the Education Cluster, to ensure a harmonized approach and coherent advocacy messages. This outcome is inter-related to Core Initiative 2.2 on knowledge generation and evidence building, in that knowledge and evidence gained will inform and strengthen advocacy messages and policy dialogue.

Outcome Three is formed by initiatives that will foster a favorable environment through advocacy and messaging that increases awareness, understanding and resources, and facilitate greater understanding and dialogue on crucial policy, thematic and emerging issues.

Core Initiative 3.1

Increase visibility, awareness and resources for education in emergency prevention, preparedness, response and recovery

Core Initiative 3.1 will be operationalized to influence policy-makers, decision makers and stakeholders on critical issues through developing and implementing a Comprehensive Communications Plan, based on the framework and principles set out in the Strategic Plan. The Comprehensive Communications Plan will include components on internal and external communications, and advocacy.

Core Initiative 3.2

Facilitate policy development, policy dialogue and advancement on quality, safe and relevant education and thematic issues

Core Initiative 3.2 aims to facilitate policy development, policy dialogue and advancement (including policy change) on thematic issues in education for emergency prevention, preparedness, response and recovery. INEE sees its role as a repository of information and resources pertinent to education in emergencies. In this sense INEE is committed to maintaining current information on all cross-cutting and thematic issues related to education in crisis and crisis-prone contexts.

INEE has identified priority thematic issues for 2011 as Youth, DRR, Education and Fragility, and Quality Education and will remain flexible to respond to and determine emerging priority issues for 2012 and 2013 through annual reviews and work planning. The Plan also commits to continued support for mainstreaming other thematic issues in terms of policy dialogue and advancement, throughout the three years of the Plan. These include gender, protection, psycho-social response, early childhood development, inclusion and disability, HIV/AIDS, education financing, and linking humanitarian and development work.

Through this initiative, INEE will build bridges across humanitarian sectors from an education perspective.

MAIN INDICATORS OUTCOME 3:

Core Initiative 3.1

- As part of a Comprehensive Communications Plan, an External Communications Plan, articulating systematic advocacy goals, communication mechanisms and coherent themes, and harmonized with the internal plan, is developed and implemented by end of 2011, with implementation continuing through 2013.
- INEE staff, members and partners attend and/or present at a minimum of ten key policy forums and events at global, regional, national, and local levels annually.
- An INEE internal fundraising plan is developed by mid-year 2011, with phased implementation through end of 2013.

Core Initiative 3.2

- At least five new strategic partnerships for policy and advocacy have been established and function to advance policy dialogue by 2013.
- By 2013, at least three of INEE's areas of work on policy and practice will include cross-sectoral dialogue with members and partners.
- A minimum of three advocacy, awareness-raising or informational pieces (policy briefs, call to action, advocacy briefs or papers, etc.) each year are developed, disseminated and made available on website.

Snapshot of INEE Strategic Plan 2011-2013: Goal, Outcomes and Core Initiatives

GOAL: The provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recovery

Outcome 1: Strengthened commitment, collaboration and partnerships within the INEE network

Core Initiative 1.1

Increase and deepen engagement between Steering and Working Group member agencies and country or regional stakeholders through creating and supporting Strategic Country Partnerships

Core Initiative 1.2

Expand membership of under-represented constituencies and strengthen participation and engagement of all INEE partners and members

Core Initiative 1.3

Strengthen collaboration of INEE members through Working Groups, Task Teams, Language Communities and other strategic initiatives

Outcome 2: Enhanced knowledge and capacity within and beyond the INEE network

Core Initiative 2.1

Strengthen capacity and knowledge of members and stakeholders on contextualization, application and institutionalization of all INEE tools including the INEE Minimum Standards

Core Initiative 2.2

Expand the evidence base, and improve knowledge generation and sharing among members, stakeholders, donors and policy-makers

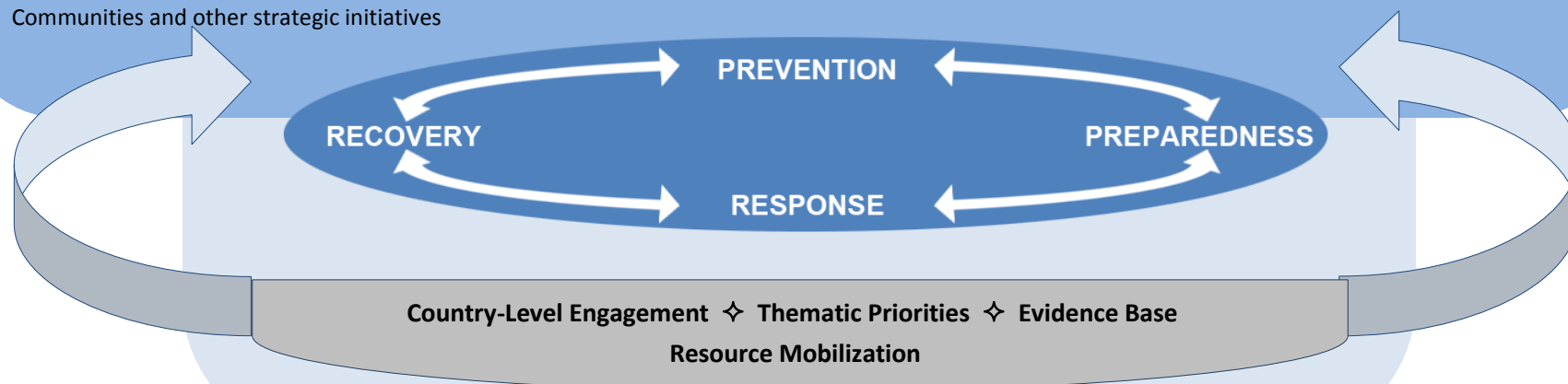
Outcome 3: An enabling environment for strengthening education in crisis and crisis-prone contexts is promoted, and policy makers and other stakeholders are influenced

Core Initiative 3.1

Increase visibility, awareness and resources for education in emergency prevention, preparedness, response and recovery

Core Initiative 3.2

Facilitate policy development, policy dialogue and advancement on quality, safe and relevant education and thematic issues



Strategic Partnership with the IASC Education Cluster

As two of the main entities acting at the global level for the advancement of education in humanitarian crises and crisis-prone contexts, the Education Cluster and INEE have undertaken strategic planning in parallel and will consult and collaborate on the further development and implementation of several core initiatives. This ongoing partnership aims to increase the synergy and impact of education action at the country, regional and global levels in emergency prevention, preparedness, response and recovery.

The Education Cluster is mandated, through the co-lead agencies to coordinate education in humanitarian crises, while INEE is a global professional network and advocacy hub for the development and sharing of knowledge and information across the entire community of education in emergencies practitioners. Both entities strive to address the most pressing education concerns for communities in humanitarian crises and crisis-prone settings.

The Education Cluster and INEE have developed a strong basis for partnering including a shared commitment to maintain regular communication and effective coordination between the ECU and INEE Secretariat and across respective task teams and thematic working groups. Focal areas of joint action and collaboration in implementation of their respective three-year strategic plans have also been agreed in principle, as follows:

- Contextualization and application INEE Minimum Standards, tools, guidelines and training
- Disaster risk reduction policy and practice
- Adolescents and youth policy and practice
- Knowledge sharing and communication with education in emergencies stakeholders
- Advocating for education in emergencies
- Financing for education in emergencies
- Linking education in emergencies with longer term development

6. Management Goals and Objectives

The operation of the internal structures of the network, and how they will support the implementation of this Plan, will be described in this section. The current components of INEE appear above on page 9. The organizational chart (page 34) sets out the current structure, listing the supporting and hosting agencies and organizations.

INEE functions are carried out by three main components that comprise the core structure, in collaboration with individual members and agency-supported members. The three main components of the internal core structure are:

- The INEE Steering Group, which provides governance and leadership;
- The INEE Secretariat, which carries out administrative and program tasks, is made up of a director and 4 full-time staff who are hosted by supporting agencies;
- The sections linked to the Secretariat: Task Teams (5), Working Groups (2), Language Communities (4).

INEE's Strategic Plan 2011-2013 provides a guiding framework for all three of these facets: the Steering Group, the Secretariat and the sections, and at the same time presents options for engagement for all other members, individuals or organizations, of the network.

The Plan will be utilized by the Steering Group to provide information on governance and decision making, and as impetus for direct engagement on initiatives and activities, as set out in Core Initiative 1.1 on Strategic Country Partnerships.

For the Secretariat the Plan sets parameters to guide annual work plans and acts as a reference to manage internal processes, administration and organizational development over the three year period. The Plan will operate as a management device for the Secretariat and Steering Group, to guide decisions on a daily, weekly, and monthly basis.

INEE has grown tremendously in its 10 year history. Recognizing this growth, and the dynamic nature of humanitarian work, the Plan incorporates initiatives and activities to allow for the internal structures to evolve to best meet the needs of members. The INEE sections (Working Groups, Task Teams, Language Communities) will further develop to support the outcomes of the Plan, and to remain responsive to member needs. One aim of the Plan is to create opportunities for members and member agencies to take on or commit to meaningful support of specific sections or initiatives, thereby influencing how the structures evolve.

The background analysis produced for strategic planning found some internal and administrative structures to be cumbersome. To address these, to promote efficient and effective structures, and guide

organizational development, the Plan has incorporated several core initiatives, outputs and activities:

- A Comprehensive Communications Plan that incorporates internal and external communications as well as advocacy (Core Initiative 1.2 and 3.1).
- Core Initiative 1.3 aims to strengthen internal sections of the network (Working Groups, Task Teams, Language Communities); assessment and analysis of the current structures and recommendations on the best ways to move forward and meet member's needs will be completed. This process will determine successes, thematic gaps, current relevance and future directions.¹⁴
- Core Initiative 2.1 on contextualization of INEE tools, including the INEE Minimum Standards, incorporates the development of a monitoring and evaluation framework for tools and standards.
- Output 3.1.1 includes the development and implementation of an INEE internal fundraising plan to support the operationalization of the Strategic Plan.

In addition to the above, The Plan has built in a framework for monitoring progress on implementation. INEE will take steps throughout the three-year period to streamline management and administrative functions. Operationalizing the Plan is highly dependent on ensuring resources are available, engagement from members, and continued support from hosting and supporting agencies. In combination, management tools and functions will provide the framework for resourcing the Plan in terms of human resources, financing and technology.

Monitoring and evaluation mechanisms for the duration of the Plan (in addition to Core Initiative 2.1) include several features:

- A logframe will be developed annually, based on the Strategic Plan 2011-2013, specifying the work plan for all sections and structures of the network. The logframe will include detailed indicators, in addition to the main indicators listed in the Plan, and will be available on the INEE website; progress on the Plan will be measured against the main indicators in this document and those in the annual logframes.
- The INEE Steering Group and Secretariat will continue regular internal reporting periods to provide information on the detailed indicators appearing in the logframe. The main indicators will be reported on twice a year at the time of the Steering Group meetings, and compiled in Annual Reports, all to be made available to members online.
- Evaluations will take place over the course of the Plan, including the evaluation of INEE tools and Minimum Standards planned in output 2.1.3.

¹⁴ INEE will draw from recent reviews or assessments on the sections.

The table below delineates the primary responsibility for monitoring each core initiative, and shows how core structures and sections will inter-relate with members and partners.

TABLE 1: INEE Strategic Plan 2011-2013 Management Table

Core Initiative	Primary Responsibility for Monitoring Progress	Other Primary Network Actors
1.1 Strategic Country Partnerships	Agencies represented on INEE Steering Group	INEE Secretariat, Country-level partners and members
1.2 Expand membership, strengthen engagement	INEE Secretariat	New partners and members
1.3 Strengthen internal structures of network	INEE Secretariat, Steering Group	INEE Task Teams, Working Groups, Language Communities, members
2.1 Contextualization of INEE tools and Minimum Standards	INEE Working Group on Minimum Standards, INEE Secretariat	INEE Secretariat, Education Cluster, members
2.2 Knowledge generation and building evidence	INEE Secretariat, Working Groups, Task Teams	Partners, Research/Academic Institutions/Individuals
3.1 Visibility, awareness, advocacy	INEE Secretariat, INEE Steering Group, Education Cluster	Advocacy partners
3.2 Advocacy and policy on thematic issues	INEE Secretariat, Working Groups, Task Teams, Language Communities	Thematic Issues partners

ANNEX 1: Details of outcomes, core initiatives and outputs

Goal: The provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recovery.

Outcome 1: Strengthened commitment, collaboration and partnerships within the INEE network		
<p>Core Initiative 1.1 Increase and deepen engagement between Steering and Working Group member agencies and country or regional stakeholders through creating and supporting targeted Strategic Country Partnerships</p>	<p>Core Initiative 1.2 Expand membership of under-represented constituencies and strengthen participation and engagement of all INEE partners and members</p>	<p>Core Initiative 1.3 Strengthen collaboration of INEE members through Working Groups, Task Teams, Language Communities and other strategic initiatives</p>
<p>Output 1.1.1 Three to five Strategic Country Partnerships created between Steering and Working group member agencies and country-level partners that enhance capacity and increase access to knowledge and network services of partners</p> <p>Activities 1.1.1</p> <ul style="list-style-type: none"> • Develop a concept paper on Strategic Country Partnerships that sets out criteria and objectives to initiate commitment from agencies represented on INEE Steering Groups and Working Groups • Identify partners in three to five countries with existing programs or looking to develop policies and/or programs in emergency education prevention, preparedness, response or recovery; ensure partnerships complement Education Clusters where they 	<p>Output 1.2.1 Individual membership from under-represented constituencies increased and engagement strengthened</p> <p>Activities 1.2.1</p> <ul style="list-style-type: none"> • Analyze membership data to determine under-represented groups • Identify membership outreach targets, needs and capacities • Develop and implement an outreach campaign(s) • Develop a systematic mechanism to track changes in membership and participation over time 	<p>Output 1.3.1 Existing mechanisms strengthened, and appropriate mechanisms developed as necessary, to engage members in addressing thematic areas</p> <p>Activities 1.3.1</p> <ul style="list-style-type: none"> • Assess existing INEE sections (Working Groups, Task Teams, Language Communities) • Assessment will recommend best way to move forward and meet needs of members • Explore and create partnerships through existing and new mechanisms in the network, identifying increased opportunities for members and agencies to engage through INEE sections (Working Groups, Task Teams, Language Communities) • Determine specific synergies between INEE and Education Cluster in terms of Education and Fragility Working Group and Task Teams

<p>exist.</p> <ul style="list-style-type: none"> • Identify, between all partners, including Education Clusters where present, priority issues to address in each of three to five countries • Create partnerships and develop a 3 year program around existing opportunities or existing projects/issues • Phased implementation of each Strategic Country Partnerships project • Document partnerships' work, outcomes, lessons learned and best practices • Share information, lessons learned and best practices through INEE network • Facilitate Education and Fragility workshops with select Strategic Country Partnerships to promote resilience of education systems in crisis (Southern Sudan 2011)¹⁵ 	<p>Output 1.2.2 Internal communications plan which improves network services and increases opportunities for interactivity among members</p> <p>Activities 1.2.2</p> <ul style="list-style-type: none"> • Integrate internal communication plan into a comprehensive communications plan (see core initiative 3.1, output 3.1.1) • Ensure partnerships are emphasized in communications plan • Continue to improve interactive website, Twitter, Facebook, blogs, web feeds and other forms of social media • Identify and implement web- and other technology-based training methods including webinars • Continue high-quality and relevant bi-weekly bulletins and listserv messages ensuring that they reflect themes and priorities of the 2011-2013 Strategic Plan • Archive past listserv and Bi-weekly-bulletin messages and link to webpage • Develop mechanisms for connectivity between members 	<p>Output 1.3.2 Increased membership and engagement with INEE Language Communities</p> <p>Activities 1.3.2</p> <ul style="list-style-type: none"> • Assess current Language Communities to best meet needs of members, as above • Based on assessment, develop plan to better meet needs of members and to increase membership <hr/> <p>Output 1.3.3 Increased opportunity for in-person engagement of INEE members</p> <p>Activities:</p> <ul style="list-style-type: none"> • Plan and implement Policy Roundtables for 2011, 2012 and Global Consultation 2013
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¹⁵ An Education and Fragility workshop is planned for Southern Sudan in early 2011. INEE will explore options to develop a Strategic Country Partnership with Southern Sudan as one of the three to five countries.

Outcome 2: Enhanced knowledge and capacity within and beyond the INEE network	
<p>Core Initiative 2.1 Strengthen capacity and knowledge of members and stakeholders on contextualization, application and institutionalization of all INEE tools including the INEE Minimum Standards</p>	<p>Core Initiative 2.2 Expand the evidence base, and improve knowledge generation and sharing among members, stakeholders, donors and policy-makers</p>
<p>Output 2.1.1 Promotion and dissemination plan for INEE tools including the INEE Minimum Standards is developed and implemented</p> <p>Activities 2.1.1</p> <ul style="list-style-type: none"> • Development of promotion and dissemination plan by mid-year 2011; Components of planning to be coordinated with the Education Cluster • Phased implementation of plan 2011-2013 • Utilize promotion and dissemination as entry point for membership, member engagement and capacity development, and to influence programming and policy 	<p>Output 2.2.1 Research priorities and gaps identified and advanced in five categories: policy, thematic issues, INEE tools and standards, programming and processes</p> <p>Activities 2.2.1</p> <ul style="list-style-type: none"> • Complete and disseminate existing set of annotated bibliographies, literature reviews and research briefs • Ensure that knowledge and evidence is produced on priority and other thematic areas • Advance work on evidence which is already in process, based on gaps and priorities identified • Create a quarterly listserv message informing membership on research priorities, promoting the 2011-2013 thematic issues, as well as emerging areas and themes from existing Policy Briefs and the Strategic Research Agenda background document • Carry out a global mapping (including gap analysis) of Youth and adolescent activities, in conjunction with the Education Cluster; facilitate dialogue on issues raised by 2010 Youth Policy Roundtable • Facilitate further understanding and evidence on DRR, through research and knowledge generation • Support research, learning and information sharing on Quality Education and other thematic issues • Strengthen and enhance searchable database for research
<p>Output 2.1.2 Targeted technical support and capacity development on INEE tools including the INEE Minimum Standards provided to a minimum of three countries</p> <p>Activities 2.1.2</p> <ul style="list-style-type: none"> • Develop criteria and identify a minimum of three priority countries • Provide technical support and capacity development on INEE tools including the INEE Minimum Standards in three priority countries 	<p>Output 2.2.2 Partnerships created to generate knowledge and build the evidence base</p> <p>Activities 2.2.2</p> <ul style="list-style-type: none"> • Explore “summer school” option in conjunction with a lead partner • Develop and implement a tool to guide research partnerships, monitor success of tool • Participate in external research reference/advisory groups

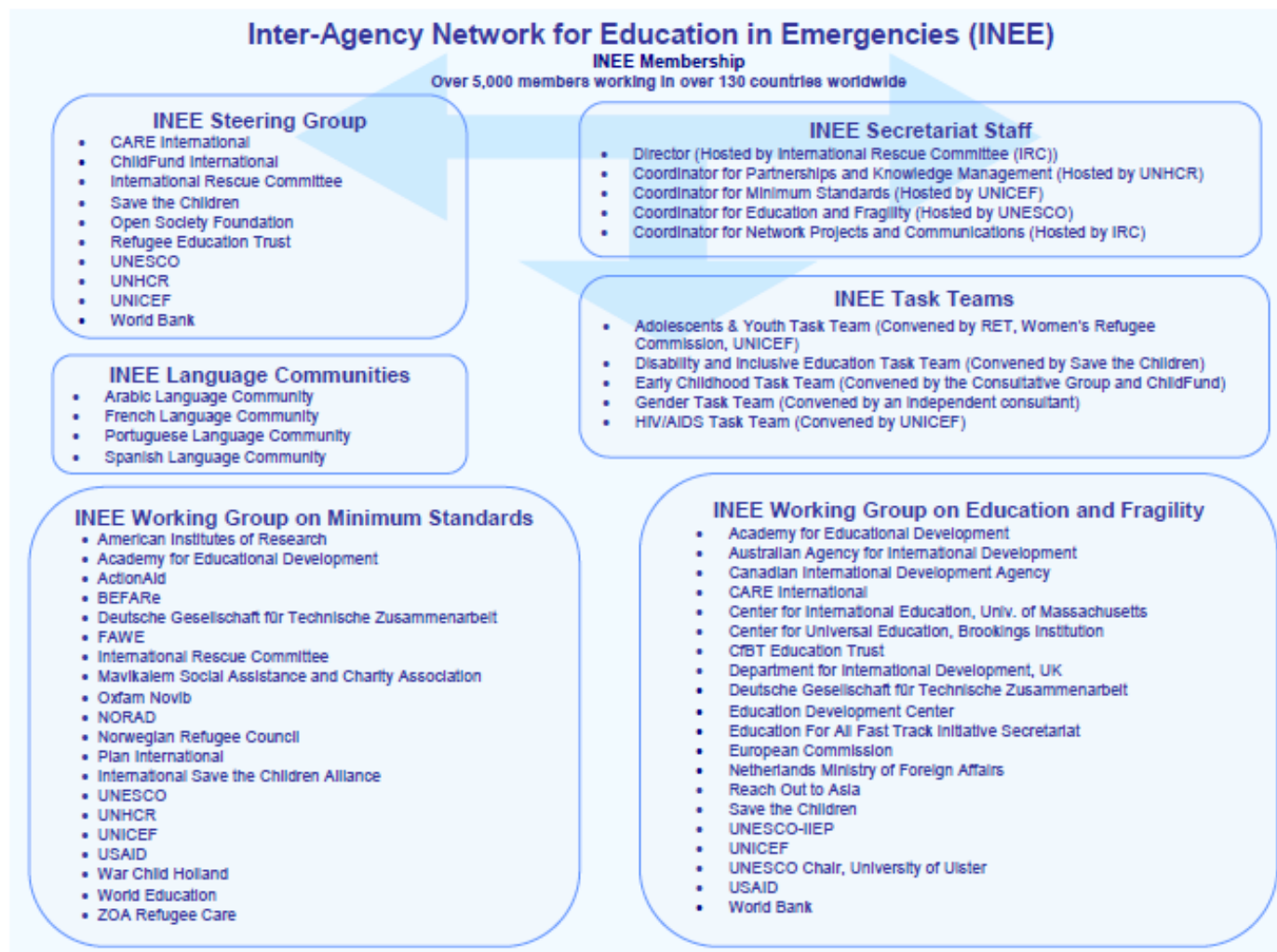
<ul style="list-style-type: none"> • Provide technical support and capacity development on INEE tools including the INEE Minimum Standards to members and member agencies as needed, and on an on-going basis • In conjunction with the Education Cluster, identify and maintain a roster of trained education in emergencies trainers • Continue providing e-learning opportunities for members on INEE tools including the INEE Minimum Standards • Document lessons learned and create case studies on usage and contextualization of INEE tools including the INEE Minimum Standards, and make available to membership 	<ul style="list-style-type: none"> • Create listserv messages to provide opportunities for members to engage in research processes • Explore relationship with Save’s SUPER¹⁶ program and others • Increase relationships with research and academic institutions
<p>Output 2.1.3 Monitoring and evaluation framework developed and implemented for INEE tools including the INEE Minimum Standards; and findings incorporated into network activities and tool revisions</p> <p>Activities 2.1.3</p> <ul style="list-style-type: none"> • Development of Monitoring and Evaluation framework by mid-2011; consult with Education Cluster on development of framework to complement cluster framework being developed • Carry out phased implementation of Monitoring and Evaluation framework • Evaluate use of INEE Minimum Standards in various contexts 	<p>Output 2.2.3 Research and evidence are provided to INEE members and made available to external audience</p> <p>Activities 2.2.3</p> <ul style="list-style-type: none"> • Communicate research methodologies and findings back to INEE membership and make links available on web-site

¹⁶ SUPER is Save the Children’s University Program for Education Research to promote research on education in the development sector

<p>Outcome 3: An enabling environment for strengthening education in crisis and crisis-prone contexts is promoted, and policy makers and other stakeholders are influenced</p>	
<p>Core Initiative 3.1 Increase visibility, awareness and resources for education in emergency prevention, preparedness, response and recovery</p>	<p>Core Initiative 3.2 Facilitate policy development, policy dialogue and advancement on quality, safe and relevant education and thematic issues</p>
<p>Output 3.1.1 Comprehensive communications plan including and advocacy and external communications, articulating systematic advocacy goals, communication mechanisms and coherent themes</p> <p>Activities 3.1.1</p> <ul style="list-style-type: none"> • As part of a comprehensive communications plan, develop external communications and advocacy plan by mid-year 2011 (integrated with internal communications plan, output 1.2.2) • Determine major advocacy and policy objectives for 2011-2013, including influencing policy makers to mobilize resources for education in emergencies • Develop and implement an INEE internal fundraising plan • Create, in conjunction with the Education Cluster, a rolling calendar of relevant events/platforms for advocacy • Indicative areas for advocacy work: UN Monitoring and Reporting Mechanism, UN Resolution, Education Cluster messages. • Ensure than plan incorporates mechanism to monitor and respond to media opportunities 	<p>Output 3.2.1 New strategic partnerships for policy and advocacy established, and existing partnerships strengthened</p> <p>Activities 3.2.1</p> <ul style="list-style-type: none"> • Identify and pursue partnerships with member agencies and organizations that are in alignment with priorities of strategic plan (i.e. priority thematic areas) • Align existing collaborations and partnerships to meet or add value to aims of the plan (Education Cluster, GC-PEA, BEC, FTI) • Facilitate policy dialogue and greater understanding among policymakers , decision makers, and stakeholders on priority thematic issues • Develop advocacy and awareness-raising information pieces on thematic issues
<p>Output 3.1.2 INEE staff, members and partners contribute to key policy forums and events at global, regional, national, and local levels</p> <p>Activities 3.1.2</p> <ul style="list-style-type: none"> • Track all engagements (speaking, media, presentations) • Respond to media opportunities • Represent INEE at key events • Compile, archive and make available to members all speaking remarks 	<p>Output 3.2.2 Strategies for cross-sectoral dialogue on policy and practice, from an education perspective, on are developed in conjunction with members and partners</p> <p>Activities 3.2.2</p> <ul style="list-style-type: none"> • Develop mechanism to engage members and partners in cross-sectoral dialogue (including linking humanitarian action to the development sector) • Develop a template for cross-sectoral dialogue to be incorporated into Education and Fragility work

	<ul style="list-style-type: none">• Develop activities to engage across sectors on DRR, Youth and other thematic issues
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ANNEX 2: INEE Organizational Chart



ANNEX 3: Acronyms and terms

BEC	Basic Education Coalition
IASC	Inter-Agency Standing Committee
INEE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
GC-PEA	Global Coalition for Protecting Education from Attack
ECU	Education Cluster Unit
EFA	Education For All
FTI	Fast Track Initiative
MDGs	Millennium Development Goals
SUPER	Save the Children's University Program for Education Research
SRA	Strategic Research Agenda
UN GA	United Nations General Assembly
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	Office of the United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund