

Inter-Agency Network for Education in Emergencies

Strategic Planning

## **Background Analysis Paper**

Drafted: October 6, 2010  
Maryanna Schmuki

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## **I. Executive Summary**

This paper functions as a starting point for the first stage of INEE's Strategic Planning process for 2011-2013. The document is intended to inform the process, guiding INEE towards the final plan.

The strategic planning process is being carried out in tandem with the Global Education Cluster in order to make the most of existing synergies between the two organizations in terms of benefiting the field of education in emergencies. A supplementary document on complementarities between INEE and the Global Education Cluster is being developed.

This analysis takes into account the current context that INEE operates within by setting out: overviews of the humanitarian arena and the field of education in emergencies; analysis of emerging issues for education in emergencies and INEE; major accomplishments and achievements against the backdrop of the 2008-2010 Strategic Plan; the strengths and weaknesses for INEE and the larger field of education in emergencies. Presented at the conclusion of the paper are a broad range of options for INEE's work in 2011-2013, including options for strategic priorities.

The methodologies employed for the analysis were a desk review of literature and documentation; an online survey of the membership; and structured interviews with 16 key informants representing INEE's core constituencies.

The field of education in emergencies has made progress in recent years in making education visible within the humanitarian context. Education is now getting attention in preparedness, response and recovery efforts. Several shifts in the humanitarian context have also become a part of the education in emergencies field. These include: the increasing impact of climate change and natural disasters; growing attention afforded to fragile states or conflict-affected states; and the effects of UN humanitarian reform.

INEE has had various levels of success around all of its eight core initiatives of the last strategic plan. Major achievements include:

- The update, launch and dissemination of the Minimum Standards including mainstreaming of key thematic issues into the new version
- Achievement of key advocacy milestones including the adoption of the UN resolution on education in emergencies in July 2010, the signing of the INEE/Sphere Companionship agreement; efforts to mainstream education in emergencies and the Minimum Standards in all aspects of education cluster activity
- Initiating of the Education and Fragility Working group, which produced several products to foster understanding on the issue
- Integration of Disaster Risk Reduction into INEE resources and activities; progress was also made on several other key thematic issues
- Growth and improvement of network services including a re-designed website and increased networking opportunities for members.

These achievements are the highlights only -- many others are outlined in the analysis below. Aside from the numerous accomplishments, gaps still remain in the field of education in emergencies. Clear measurement of impact and evidence on the results of education in

emergencies interventions are largely missing, especially in terms of education and fragility, youth and quality learning.

The findings present several important cross-cutting themes and constraints and suggest methods to address the most crucial issues. The priority thematic issues that emerged out of the analysis are child protection, education and fragility, disaster risk reduction and psychosocial support. The most significant constraints that came out of the findings were concerns over resource mobilization and the lack of a strong evidence base for the field of education in emergencies.

Emerging out of the analysis, key methods to address constraints, issues and gaps include capacity building, advocacy, institutionalization and communications. In order to address capacity building needs (such as low capacity at local levels) it is likely that INEE will need to collaborate with the Education Cluster and other partners. Continued concerted advocacy to ensure the prioritization of education in emergencies as a critical component of humanitarian response emerged as a priority for INEE. The INEE Minimum Standards have now become the foundational tool for the field. At this stage, institutionalization, contextualization and application of the standards and related tools have emerged as a priority. The services that INEE provides related to communications, networking and dissemination of technical knowledge have become essential for members.

Determining an overall strategic direction for INEE is a theme running through the paper. Brought out through the findings, in some sense there is an impetus for INEE to continue in its path of fast-paced growth and proliferation of quality tools for the community of practitioners.

INEE is at point in its organizational development at which it may need to decide to either continue on its current path of growth, or consider the option of shifting directions. The options can be most simply put as a shift towards consolidation or a continuation of growth, with a mix of the two also as a possibility.

The options for strategic priorities are a starting point for consideration by the group convened to make decisions around strategic planning. How these options are molded into a sound strategic plan, depend to some extent on the overall strategic direction chosen. In other words, where INEE comes out on the question of consolidation versus growth will provide the foundation for the strategic plan.

## **II. Purpose of the Background Analysis**

This background analysis paper serves to prepare the ground for the process of producing the Inter-Agency Network for Education in Emergencies Strategic Plan for 2011-2013. This process will ultimately result in an authentic Strategic Plan which has emerged out of the varied voices of the network membership, the Secretariat, the Steering Group and the agencies affiliated with INEE.

This analysis is intended to provide information for the INEE 2011-2013 strategic planning process, through:

- providing an overview of the strategic planning context, including a brief review of the previous strategic plan and its relevance
- analyzing the current humanitarian context; analyzing pressing and emerging issues for education in emergencies and INEE
- taking stock of INEE's achievements, challenges and lessons learned against the backdrop of the 2008-2011 Strategic Plan
- setting out the strengths and weaknesses for INEE and the larger field of education in emergencies
- identifying a possible overall strategic direction; providing options for strategic priorities.

The strategic planning process is being carried out in parallel with the Global Education Cluster, based on the strong collaboration between the two groups in the past, and the overlaps and complementarities according to what each organization envisages for the future. Both organizations will emerge from the process with distinct but complementary Strategic Plans for 2011-2013.

The first concrete step in the planning process is the preparation of the background analysis documents, one for INEE and one for the Global Education Cluster Unit, as well as the preparation of a briefing paper on complementarities between the two organizations. These papers will be used as a starting point for a series of strategic planning workshops to take place in October 2010:

- an INEE/Education Cluster joint planning workshop;
- an INEE planning workshop and;
- Global Education Cluster Unit planning workshop.

Each body will determine the detailed process of finalizing their strategic plans following the workshops, with the final individual plans to be completed by January 2010.

## **III. Overview of INEE's Strategic Planning Process**

This section will explore the broad aims, value and direction of the Strategic Planning undertaking. The INEE Strategic Plan for 2011-2013 will act as the guiding document for the planning cycle, with the aim of articulating a clear image of what the network will look like in three years. The Plan will set out an overarching strategic direction, strategic goals and core initiatives based on INEE's vision, mission and guiding values.

Embarking on the process itself signifies INEE's commitment to good organizational practice as well as its intention to continue operating at the cutting edge of the field of education in emergencies. Although the primary product of the planning process is the Strategic Plan, it also presents the opportunity for the network to take stock, reflect on its achievements, accomplishments and changes in the education and emergencies and humanitarian context. This reflection then serves to inform future planning so that INEE is enabled to further its mission and vision.

This process presents the opportunity for INEE to renew its commitment, on an organizational level, to its stated mission, vision and guiding values (see box below). These core statements act as a basis for planning. (Refinement, if necessary, of the statements will be done over the course of the finalizing the strategic plan.) INEE also sees the process as an occasion to listen to the collective voice of the membership, incorporating perspectives from all various parts of the community for a collaborative shaping of INEE's future.

### **Vision**

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

- All people in crisis-affected and fragile states have access to quality, relevant and safe education opportunities
- Education services are integrated into all humanitarian responses
- Governments and donors ensure sustainable funding for education preparedness, crisis response, mitigation and recovery
- All education programs responding to emergencies, chronic crises and reconstruction are consistent with the INEE Minimum Standards and accountable for quality and results.

### **Mission**

Our purpose as the Inter-Agency Network for Education in Emergencies is to serve as an open, global network of members working together within a humanitarian and development framework 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 (DRR?) 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.

The previous plan (2008-2011) was INEE's first formal strategic plan. It was ambitious enough to provide the planning basis to stretch and grow the network's capacities, yet realistic in its aspirations. This plan molded the work of INEE into three strategic goals that

represent core strands of activity in the network since its inception. Distilled down and taken within the context of education in emergencies, those three strands are:

- ✓ Strengthening institutional coordination
- ✓ Enhancing global knowledge and capacity
- ✓ Promoting a dynamic network membership

The relevance of these themes, or core strands of activities, is apparent when reviewing the past three years, as they have acted to steer INEE in a productive, beneficial direction. INEE is now set to leverage the momentum and knowledge gained from the previous planning cycle, while it is aware of the need to review, revise and adjust its core activity strands to address the changing global humanitarian context. Given this, there is a need to recognize that INEE is at a different stage of organizational development than it was in 2007, when it undertook the first strategic planning process.

INEE has grown remarkably in its membership, its reach to members and its production of knowledge resources and tools since its inception in 2000. Nearing the close of 2010, the network is now nearly a decade old and poised to consolidate its gains, stabilize its membership and knowledge production capacity. What this means precisely to INEE, its members, and stakeholders will come clear through the strategic planning process.

The strategic plan will necessarily be framed by the context it operates within. This is the current and future context of humanitarian and development aid architecture, as well as the specific environment of education in emergencies. The overall context, to be explored in detail below, is by definition unpredictable and dynamic. It is essential that INEE incorporates the variable nature of the context into the strategic planning process, allowing for space for the unplanned. INEE, with its flexible and dynamic character as a network, recognizes the importance of this.

One significant change in the humanitarian landscape since INEE's last strategic planning undertaking in 2007 is the creation and taking root of the Education Cluster, which presents major implications for INEE's future planning. INEE and the Education Cluster have developed a strong collaborative relationship, but both groups see the need to more clearly articulate the distinct work of each body, identifying relative strengths and leveraging strategic differences. This is the basic rationale underpinning the parallel planning process leading to complementary strategic plans for each group.

#### **IV. Methodology of the Background Analysis**

The background analysis combines a desk review of current literature and documentation, the results from an online survey of INEE members and Education Cluster stakeholders, and synthesized information from a series of 16 telephone interviews.

The documentation reviewed, listed in the endnotes, includes a close look at the previous strategic plan, the 2008 and 2009 annual reports, and the INEE website. The online survey<sup>1</sup> was developed in tandem with the Education Cluster and sent out to over 4,000 INEE members via the listserv. At the time of writing, 258 respondents from 66 countries representing national and international NGOs, UN agencies, academic institutions, donors and governments, ministries of education, education facilities, education cluster coordinators, and consultants had registered their views related to INEE and the strategic planning

process. The survey was translated into Spanish and French, but due to time constraints, these responses will be incorporated at a later date

The interviews<sup>2</sup> conducted to inform the INEE background analysis and strategic planning process included INEE Secretariat staff, INEE steering group members, conveners of INEE Working Groups and Task Teams, donors, field level INEE members, academics and a regional education cluster coordinator. The Education Cluster conducted a series of 21 interviews to be encapsulated in its background analysis document which also indirectly inform the INEE background analysis.

The aim of the interviews and survey was to capture the varied perspectives, experience and expertise of INEE's diverse membership. The analysis of interviews, the survey and review of documentation is presented in alignment with the goals of the strategic planning workshops, and the overall strategic planning process.

## **V. Background: The Humanitarian Context and Education in Emergencies**

The following section sets out the current context of global humanitarian and development aid architecture and the role of education in emergencies and INEE within the larger systems. This section will briefly explore the main historical, current and emerging trends in the humanitarian and education and emergencies contexts. It will include a brief overview of the development of education in emergencies, INEE, and the Education Cluster.

### ***A. An overview of the humanitarian context***

The field of humanitarian action and aid is characterized by provision of life-sustaining services in times of disaster, including natural disasters, conflicts, post-conflict-scenarios and situations that become crisis-like due to complex deteriorating economic and social structures. As the humanitarian phase of action typically either disrupts or leads into development interventions, the two are intimately linked. Over the last decade, with more emphasis recently, disaster preparedness, risk reduction and conflict prevention have also become important precursors to humanitarian and development interventions. There has been growing awareness and acknowledgment that risk reduction, conflict prevention, humanitarian action and development intervention are parts of a single continuum.

The impact of climate change, with the increasing scale and frequency of natural disasters in the last few years, has resulted in greater attention to disaster risk reduction and disaster preparedness throughout the cycle from humanitarian action to longer term development intervention. Statistics from IFRC indicate that 2.5 million people were affected by natural disasters in the last decade. This figure is likely to increase ten-fold in 2010 given the scale of suffering and devastation seen from the earthquakes in Chile and Haiti and the recent flooding in Pakistan.

Climate change continues to significantly impact the development and humanitarian context with the increase in large-scale natural disasters. This places increasing emphasis on the need for humanitarian organizations to further develop the capacity to respond at scale. Subsequently the response to 'forgotten' emergencies and chronic crises are further constrained as funds, people and resources are diverted to high profile or large-scale emergencies. Essential to lessening the impact of natural disasters is an increased focus on

preparedness, disaster prevention and risk reduction measures in high-risk disaster-prone countries.

In terms of conflict affected states, there is growing attention to the importance of providing support to states prone to conflict or states with complex economic and social indicators leading to overall vulnerability (i.e. fragile states). The World Bank estimates that over 600 million people<sup>3</sup> are living in conflict-affected or fragile states<sup>4</sup> in 2010. Within these states, it is estimated that 27.1 million people were internally displaced persons (IDPs) due to conflict or violence as of December 2009<sup>5</sup>, and just over 15 million were refugees in 2009.<sup>6</sup> Iraq, Sudan, Colombia, DRC, Somalia and Pakistan are all countries with over 1 million IDPs<sup>7</sup>. Apart from the loss of life and destruction of assets, conflicts also result in damage to infrastructure, institutional capacity and economic turmoil. Recovery and rebuilding takes years and 40% of post-conflict countries relapse into conflict within 10 years. This has implications for education in emergencies, INEE and the Education Cluster in considering the transition from humanitarian to development interventions.

Increasing population growth and urbanization are fuelling a trend in urban disasters and disaster risk<sup>8</sup>. Approximately 10 million people per year move from rural to urban settlements. IFRC's 2010 World Disasters report cautions that it is the urban 'underclass' of nearly one billion people living on less than \$1 a day in the cities of low and middle income countries, that should concern humanitarian organizations the most. In comparing the earthquake that struck Haiti at the start of 2010 with the slightly more powerful earthquake in Chile, IFRC's report highlights the benefits of disaster risk reduction and the devastating consequences of natural disasters for the urban poor. Hundreds of people were killed in Chile and while there was widespread damage to property, it in no way compared with the 200,000 death toll in Haiti and devastation caused to the country's infrastructure. Much of this could have been avoided through effective preparedness and disaster risk mitigation measures.

The global financial crisis may impact on humanitarian funding in 2010 and beyond, as donor aid budgets compete with domestic public spending needs. Humanitarian funding remained strong in 2009 despite a dip in funding through the consolidated appeals processes<sup>9</sup>. This can partly be attributed to a dip in the number of people affected and damage caused by natural disasters in the same year.

Shifting political interests since the end of the cold war and the war on terror have undermined the independence and security of humanitarian organizations. They are frequently drawn into working alongside government, military and peace keeping forces in order to reach crisis- and conflict-affected populations they are mandated to assist and protect. UNICEF in its mid-year 2010 HAR has indicated that operating in highly insecure environments continues to hamper humanitarian program delivery especially in Pakistan, Afghanistan and Somalia.<sup>10</sup>

Another significant shift in the context has been brought on by the UN humanitarian reform process. The impacts of these reforms are far reaching in both the way that humanitarian agencies 'do business' and the demands on their time and resources. Since 2005 the UN IASC (United Nations Inter Agency Standing Committee) has been in the process of humanitarian reform. The process incorporates four pillars of reform: humanitarian coordination, humanitarian financing, partnership and the cluster approach. The aim of the cluster approach at the global level is to strengthen system-wide preparedness and

coordination of technical capacity to respond to humanitarian emergencies by ensuring there is predictable leadership and accountability in all areas of response. The cluster approach brought on the creation of nine clusters initially, while the education cluster was adopted later (see below).<sup>11</sup>

### ***B. The context of education in emergencies, the development INEE and the Education Cluster***

Historically education has been seen as a traditional sector within long-term development assistance with underpinnings in economic development for underdeveloped states. As a segment of development interventions worldwide, humanitarian work has conventionally addressed urgent, life sustaining needs in post-conflict and disaster situations. In the last decade education as a component of humanitarian response became rooted in the array of standard humanitarian services provided, although it still may not be fully understood as one of the first-line response priorities.

Education in emergencies, as a field on its own emerged in the 1980s in the form of "refugee education". The field gained momentum in the 1990s as UN agencies, NGOs and the EFA framework began to acknowledge and address the gaps in provision of education-related opportunities to children, youth and even adults affected by crisis. It wasn't until 1998 that systematic efforts to address the issues of education in emergencies began to emerge.<sup>12</sup>

By 2000 The Education for All (EFA) framework was adopted at the Dakar World Education Forum. The framework for action outlined the commitment to achieve basic education for all by the year 2015. It included the recognition that in order to achieve universal basic education, the needs of education systems affected by crisis (conflict, natural calamities and instability) must be addressed. Following the Dakar Forum, the First Global Consultation on Education in Emergencies was convened. It was out of this consultation that INEE initially emerged and was founded as an open, global network.<sup>13</sup>

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 2006, was a landmark achievement for the field.

Progress in mainstreaming the INEE Minimum Standards beyond the education sector has also been made, initially through the INEE Sphere Companionship Agreement in 2008, followed by inclusion of the revised 2010 INEE Minimum Standards in the updated Sphere Handbook due for publication in 2010. A further important development is the adoption, in July 2010 by the UN General Assembly of the resolution on education in emergencies entitled 'The Right to Education in Emergency Situations (A/64/L.58)'.

Establishment of the Education Cluster in December 2007 has succeeded in affording education in emergencies greater recognition and funding as part of immediate life saving and sustaining humanitarian action. The Central Emergency Response Fund (CERF) guidelines humanitarian pooled funding mechanisms (Common Humanitarian Fund and Emergency Response Fund) have been revised to include education.

### ***C. Emerging issues in education in emergencies***

In a general sense the field of education in emergencies has responded to the current contextual humanitarian issues outlined above: climate change and disaster risk, the increasing awareness of conflict-affected and fragile states, population growth and urbanization, the global financial crisis, and other shifts in terms of the war on terror and increasing insecurity in operating environments. These issues, and others trends, have all had varying effects on the field of education in emergencies in the last 3-5 years.

This period has seen a renewed concern about the capacity and willingness of conflict-affected and 'fragile states'<sup>14</sup> in meeting the education needs for generations of children and youth. Failure to address education requirements is seen as a key factor in perpetuating the fragility of many countries that lack the skilled and educated workforce needed to enable social and economic recovery. Concerted advocacy around this issue led to approval by the Education For All - Fast Track Initiative Partnership (EFA-FTI) in 2008, to extend support to countries in crisis or transition. From 2010 they will have the opportunity to receive funds to implement education programs on the basis of an Interim Education Plan<sup>15</sup>.

Education in emergencies as a sector has progressively developed stronger links with the protection cluster in recognition of the effects of increasing violence against children and attacks on schools and learning institutions in conflict situations. This represents a better understanding, awareness of, and emphasis on the psycho-social aspects of education systems under duress, including the awareness that education is a protective measure. There are indications that addressing this issue continues to be of high priority to humanitarian workers: UNICEF's 2010 mid-year report highlights recent developments to address the continuation of grave violations against children's human rights.<sup>16</sup>

There has also been increasing focus on supporting the educational needs of adolescents and youth. These groups are highly vulnerable to abuse, forced conscription and criminal activity, particularly in conflict-related emergencies, and can play an important role in restoring livelihoods during recovery. Efforts are being made to expand the role of education beyond primary education to include secondary, tertiary and early childhood education in emergency contexts.<sup>17</sup> There is also a growing awareness of the importance of non-formal education programs for youth that emphasize skills acquisitions and the link to livelihoods.

As mentioned above, the increasing scale and frequency of natural disasters has resulted in greater attention to disaster risk reduction (DRR) and disaster preparedness in the humanitarian field. This, along with the adoption of the Hyogo Framework for Action in 2005 at the World Conference on Disaster Reduction, has provided the impetus for the field of education in emergencies to respond by widening its platform to include crisis prevention, preparedness and disaster risk reduction. Many of those involved in education in emergencies, including INEE, the education cluster and many governments of disaster-prone countries have begun to integrate preparedness and DRR into education policies, programs and response efforts.

Other issues that have been on the humanitarian agenda as well as integrated into the field of education in emergencies in the recent past, such as HIV/AIDS, gender, coordination, inclusion and disability, and early childhood development, remain relevant and important in emergency preparedness, preparedness, response and recovery efforts. In each of these areas mentioned, significant progress had been made in integrating them into the work of education in emergencies. Technical issues in education that have emerged in development work, have also become important to the education in emergencies field, the most significant of these is quality and learning outcomes.

## VI. Taking Stock: INEE's Prior Planning Cycle

The focus of this section is taking stock of INEE achievements and accomplishments in last strategic planning cycle (2008-2010). Although this is not an exhaustive review of the last planning cycle, it will underscore the most significant achievements and those that provide a springboard for formulating strategic direction, strategic goals and further work in the next planning cycle.

The INEE Strategic Plan for 2008-2010 consists of 3 **Strategic Goals** and eight interrelated **core initiatives**, organized around the core activity strands outlined above in section III. (See box below.) Broadly, during this strategic planning cycle, INEE has spearheaded and contributed to an unprecedented proliferation of technical tools and resources and has acted to further establish education in emergencies in the humanitarian landscape through targeted policy advocacy and development. INEE's structure as a network, including its reach to all levels of stakeholders operating in education in emergencies, and its ability to effectively communicate and engage members, has allowed for growth and successes.

### **INEE 2008-2010 Strategic Plan** (summary)

#### **Strategic Goal: Strengthen institutional coordination to ensure education for all affected by crisis**

##### Core initiatives

1. Contribute to the work of the IASC Education Cluster
2. Facilitate policy development around education and fragility
3. Lead inter-agency policy dialogue and advocacy

#### **Strategic Goal: Enhance global knowledge and capacity in order to support education in crisis and post-crisis settings**

##### Core initiatives

4. Deepen the implementation, institutionalization and evaluation of the INEE Minimum Standards
5. Integrate Disaster Risk Reduction into INEE resources and activities
6. Shape the research agenda on education in emergencies, chronic crisis and early recovery

#### **Strategic Goal: Promote a dynamic membership to advance the field of education in emergencies**

##### Core initiatives

7. Improve the quality of network services through increased opportunities for member collaboration
8. Promote balanced, responsive and sustainable network growth

INEE's strategy to contribute to the work of the IASC Education Cluster, **core initiative one**, has been highly successful in promoting education as an integral component of humanitarian response. INEE acted forcefully and effectively at the nucleus of this process, in both the preparatory stages and the actual initiation and implementation of the education cluster. INEE was at the center of the advocacy work around the creation of the education cluster in 2007.<sup>18</sup> Since then INEE and the education cluster have sustained robust organizational linkages and strong ties in their working relationship. In this period (2008-2010) highlights of these are presented below:

- INEE played a key strategic role in establishing (2008) and participating in (2009-10) the Education Cluster Working Group (ECWG), which was responsible for developing and implementing the first cluster work plan.
- INEE has played a strong supportive role in the development and establishment of 38 country-level education clusters in the past 3 years.<sup>19</sup>
- INEE Secretariat staff chaired two of the ECWG Task Teams (Knowledge Management and Global Oversight, Advocacy and Liaison (GOAL)), and participated substantially in the other two Task Teams (Capacity Building and Field Operations).
- INEE task teams collaborated with the cluster to produce Pocket Guide of Gender, and other resource tools on various cross-cutting or thematic issues, DRR, HIV/AIDS/ECD, adolescents and youth, inclusion and disability. The Education Cluster Unit led the review and consolidation of the Coordination Standard during the update of the INEE Minimum Standards Handbook. All tools and resources mentioned contribute to the work of the global and country level education clusters.
- The INEE secretariat supported the use of the INEE Minimum Standards as the cluster's foundational tool.
- INEE facilitated the participation of its membership in the development of the cluster's Joint Education Needs Assessment Toolkit (2009).
- Facilitated ways for INEE membership to provide guidance, technical assistance and technical resources to support cluster implementation.
- INEE provided communication services to the cluster in response to the need for targeted information dissemination in acute crisis, as well as ongoing general updates on Education Cluster activities.
- INEE has supported various Education Cluster trainings efforts, serving as co-facilitators, reviewing materials and providing tools and resources.
- INEE worked with the cluster to disseminate various network tools to national level clusters (INEE Minimum Standards, Safer School Construction Guidance Notes, etc).
- INEE worked in partnership with the Education Cluster to pilot the Guidance Notes on Teaching and Learning in Zimbabwe and oPT.

INEE involvement in facilitating policy development around education and fragility, **core initiative two**, resulted in good progress and also presented challenges for the network during the last planning cycle. The INEE Working Group on Education and Fragility was established in 2008 and has been relatively successful given its short existence. The working group has produced useful products, helped to foster a greater understanding of the topic, and added to creating awareness and visibility around the education and fragility issues<sup>20</sup>. Highlights of these include:

- The Working Group developed a working version of an analytic framework for education and fragility that served as the basis for data collection and analysis in country-specific situational analyses.
- The Working Group on Education and Fragility developed a series of four situational analyses of education and fragility.
- The Working Group on Education and Fragility developed an analysis paper on financing modalities entitled *Appropriate and Effective Financing Modalities and Channels for Education in Fragile Situations*.

- The Working Group organized and hosted 2008 INEE Policy Roundtable on Education Financing in States Affected by Fragility.
- The Working Group developed, designed, printed and disseminated the INEE Reference Guide on External Education Financing.
- The Working Group organized four sessions on education and fragility at the 2009 INEE Global Consultation adding to efforts to deepen understanding and build consensus around the issue.
- The Working Group has provided ongoing support to the EFA Global Monitoring Report (GMR) Team, including review and feedback on draft documents for the 2010 GMR, advocacy for the GMR to focus on education and conflict, contributed to the conceptualization of the forthcoming 2011 GMR on education and conflict and provided a background paper – “Multiple Faces of Education in Conflict-affected and Fragile Contexts” – to the 2011 report..
- The Working Group released an issue paper entitled *Capacity Development for Education Systems in Fragile Contexts* jointly with the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and the European Training Foundation.
- The Working Group supported a series of 8 country case studies and synthesis report developed by the European Commission entitled “Study on Governance Challenges for Education in Fragile Situations.”

The challenges that the Working Group on Education and Fragility have encountered are mainly centered around two areas; 1) organizational and functional issues of the group and; 2) difficulty in meeting two of the objectives set out for the working group. According to findings of the external review carried out in early 2010, two of the three objectives set out for the group were unrealistic in nature and should have been better formulated from the outset. The progress that the working group did make was mainly around the first objective, which focused on building consensus and strengthening the evidence base on what works to mitigate state fragility through education.

INEE’s leading role in facilitating inter-agency policy dialogue and advocacy, **core initiative three**, has been highly successful in influencing policy that underpins education in emergencies, and strengthening coherence of humanitarian policy affecting the field. Of particular importance in this vein are the concerted advocacy efforts of INEE and its members leading up to the landmark adoption of the UN Resolution on education in emergencies, “The Right to Education in Emergency Situations”, in July 2010. Other select accomplishments in this planning cycle include:

- INEE played a lead role in the development of the education in emergencies background document for UN member states which lead up to the passing of the UN resolution (2010). The document highlighted the INEE Minimum Standards.
- INEE convened the 2009 Global Consultation, attended by over 250 INEE members and key stakeholders, in order to share and build knowledge, leverage achievements and experience across agencies and facilitate inter-agency policy dialogue and advocacy. INEE published an outcome report and launched an online platform with findings, recommendations and supporting documents from the consultation.
- INEE convened the 2008 Policy Roundtable on Education Finance in States Affected by Fragility. Policy recommendations from the roundtable influenced a broader policy discussion and deepening understanding of the issue.
- INEE’s Working Group on Education and Fragility has also made progress in further knowledge and understanding on policy issues (outlined above).

- INEE and particularly the Working Group on Education and Fragility have supported the development of the 2011 GMR on education and violent conflict.
- INEE is making preparations to convene the 2010 Policy Roundtable An Enabling Right: Education for Youth Affected by Crisis, organized in collaboration with the Education Cluster (set for November).

In the period from 2008-2010 INEE has made great strides in its aim to deepen the implementation, institutionalization and evaluation of the INEE Minimum Standards, **core initiative four**. The Minimum Standards have now become the foundational tool not only for INEE and the Education Cluster, but for the field of education in emergencies as a whole.

The standards (in combination with the host of other tools developed, see above) are proving to have far-reaching, positive effect within and beyond the network and those it interacts with. INEE work involving minimum standards extends beyond core initiative four, overlapping with work in several other core initiatives (and is integrated into most of the work around the first and second strategic goals.) In addition to those mentioned under other initiatives, the most significant pieces of work related to the Minimum Standards during this planning cycle are highlighted below:

- INEE and the Sphere Project signed an historic Companionship Agreement in 2008, formalizing the use of the INEE Minimum Standards Handbook as a companion to the Sphere Handbook. In the Minimum Standards update process, INEE mainstreamed inter-sectoral linkages and references to the Sphere Standards throughout the Handbook.
- In 2009 INEE constituted a new Working Group on Minimum Standards of 20 international and national NGOs, UN agencies and donors. Working Group on Minimum Standards produced a new Terms of Reference and has a mandate that now extends into 2011.
- The development, launch and dissemination of the 2010 updated *INEE Minimum Standards for Education: Preparedness, Response, Recovery*. As of October 2010, the updated Handbook has been launched, including accompanying workshops on the tools developed by the Secretariat, in 7 locations worldwide, with 7,000 copies already disseminated. The handbook is scheduled for launch in several more regions in late 2010. The 2004 edition of the Handbook is available in 23 languages. As of writing translations of the updated version are underway in 11 languages (French having been completed).
- The Working Group on Minimum Standards carried out the Minimum Standards update process, which engaged 12 Focal Points in mainstreaming 11 crosscutting issues with over 150 reference group members; 52 consultative workshops were held around the world and participants included Ministry of Education officials and young people around the world. Over 1,300 people participation in the year-long update process.
- The INEE Secretariat continues to provide strong support to the application of the INEE Minimum Standards, particularly through the collection and compilation of training adaptations for various contexts.
- The INEE Minimum Standards have been integral to the work of the Global Consultation (2009) and policy roundtables.
- INEE carried out an evaluation of the Minimum Standards in Uganda in 2008 in order to enhance understanding of the awareness, utilization, institutionalization and impact of the standards. Two of the main recommendations from the evaluation were to update the standards and continue to support trainings, especially training

- for ministry of education staff. The evaluation also found that awareness of the Standards does not constitute use of the Standards.
- The INEE Secretariat organized and carried out three Regional Training of Trainers workshops in 2009, one for the Middle East, Indian Ocean and for the Caribbean. Together 50 trainers received the training.
  - In 2008-2009, INEE Secretariat, WG members and INEE partners organized and carried out more than 90 training workshops around the world.
  - In 2008 INEE organized and hosted two regional capacity building workshops.
  - INEE (2008) carried out a survey on training, aimed at those who already had undergone training, that led to the production of more diverse training materials in many thematic areas including DRR and Gender.
  - In 2008, the Working Group on Minimum Standards developed a Minimum Standards Toolkit with vetted tools and resources to help with the implementation of the Standards. As of October 2010, INEE has updated and expanded the Toolkit. It includes 800+ tools and is now in production.
  - INEE conducted two application visits to Uganda and DRC to provide technical assistance with the use of the Standards by local partners.
  - In response to calls from members for more guidance on the Teaching and Learning standards, INEE engaged over 300 technical experts and consultative workshop participants around the world to develop the Guidance Notes on Teaching and Learning in 2009 and 2010.

INEE succeeded in its aim to integrate Disaster Risk Reduction into INEE resources and activities, as proposed in **core initiative five**. During the years 2008-2010, the network effectively focused its attention on DRR to ensure the issue was thoroughly integrated into network practices, tools and resources in the following ways:

- INEE developed and then launched the Guidance Notes on Safer School Construction at the United Nations International Strategy for Disaster Reduction's Global Platform (2009). The Guidance Notes have also been widely disseminated and translations into French and Arabic are near to completion.
- INEE has created an adaptation of the INEE Minimum Standards Training Materials focused on DRR, which were piloted during the Caribbean Training of Trainers.
- Preparedness and disaster risk reduction have been mainstreamed into the updated INEE Minimum Standards.
- The INEE Guidance Notes on Teaching and Learning also include DRR as an issue to be considered as part of curriculum development, teacher training and assessment.
- Risk reduction was featured in the theme of the 2009 Global Consultation. The theme was "Bridging the Gaps: Risk Reduction, Relief and Recovery. Three of the sessions at the consultation covered the topics of disaster prevention and risk reduction.
- The INEE listserv and website were regularly utilized to connect with practitioners focusing on preparedness and DRR.
- The INEE Secretariat has engaged with the UNISDR global Thematic Platform on Education Knowledge (TPKE), as well as with the Coalition for Global School Safety (COGSS).
- DRR tools and resources have included in the updated INEE Toolkit, now in production.

The call for INEE to shape the research agenda on education in emergencies, chronic crisis and early recovery was the focus of **core initiative six**. Although some good progress was

made on initiating work, important work remains to be done in addressing the limited evidence base on the impact of education in emergencies work. One accomplishment in this area was INEE's work with the Overseas Development Institute, which carried out research for a unique network case study in order to document changes in the field of education in emergencies and INEE's role and concomitant growth over the course of time (The document is in final stages of editing.) Other achievements to date include:

- The network launched the initial stage of the network's Strategic Research Agenda identifying research questions on key INEE thematic issues and a report on research challenges, gaps and ethical and methodological issues.
- The Working Group on Education and Fragility facilitated the production of research and added to the evidence base on education in fragile states (see above.)
- INEE had collaborated on several research projects with organizations such as UNICEF and the Population Council, providing support and technical assistance.

The work of the Working Group on Education and Fragility led to the first large-scale efforts for INEE to engage in primary research, an endeavor that has presented challenges for the network. INEE had shown to be effective at facilitating research and amplifying the results from research, but will need to explore its role in directly engaging in research. Within the Strategic Research Agenda work, there was a shift in emphasis in the midst of the progress, which moved the SRA away from identifying priority areas of research, and towards a more comprehensive, inclusive approach to possible research topics. The next phase of planning could revisit this decision in the light of the products developed so far and determine whether a narrowed strategic focus on a more limited number of research areas is valuable, or whether INEE is more suited to general support to research rather than agenda-setting.

INEE has achieved its aim to improve the quality of network services through increased opportunities for member collaboration, the heart of **core initiative seven**. Emphasis on convening the Global Consultation (2009) and the policy roundtables, in 2008 on education and financing, and the upcoming event in 2010 on youth in crisis regions, has provided diverse opportunities for face-to-face networking, collaboration and information exchange. Similar opportunities have also been available and utilized virtually through the website and listserv. Highlights of activities:

- The 2009 Global Consultation presented the opportunity for Task Teams to communicate, collaborate and progress in their work. Some members were able to meet, face-to-face, for the first time.
- INEE launched a redesigned website in 2009, with a user-friendly design and a variety of new features, including a searchable membership database.
- Four new task teams were launched in 2008: Youth and Adolescents (formerly a low-functioning Interest Group); Disability and Inclusion; Early Childhood; HIV/AIDS. (The INEE Gender task team was established earlier in 2005)
- INEE Task Teams have developed a number of products since 2008: INEE Pocket Guide to Inclusive Education, INEE Pocket Guide to Gender, INEE Pocket Guide to Supporting Learners with Disabilities (forthcoming Fall 2010). Guidance on HIV and Education in Emergencies (forthcoming Fall 2010), Position Paper on Early Childhood in Emergencies (forthcoming Fall 2010).
- All of the Task Teams have fed into other tools developed by the network, including the INEE Minimum Standards. Most Education Cluster products have also drawn on Task Team expertise and materials.
- All four language communities have grown substantially. Together the Arabic, French, Portuguese, and Spanish language communities have over 1,000 active

members. Numerous translations of tools, documents, and listserv messages have been produced and disseminated.

- An important addition to the website, the blog has allowed for direct communication between members, and has been a successful in engaging discussion of key issues faced by the field.
- Bi-weekly bulletins and weekly job listings have been consistently sent out over the listserv and are extremely valued by many members.
- Numerous listserv messages have been sent out on varied subjects: over 500 in a three year period.
- Members have contributed to tools development through listserv consultations.
- Through an online survey, INEE consulted its membership in the current process of producing the 2011-2013 Strategic Plan, in collaboration with the education cluster.
- Web-based orientations were developed for three core INEE tools (the Minimum Standards and the Guidance Notes on Safer School Construction and Teacher Compensation). Similar web-based orientations for the four new tools launched in 2010 will be offered to members over the listserv in October-November 2010.

Challenges remain around engaging those at a field level in global events, when funding and geography are often barriers to full participation. While online mechanisms for engagement are important, there are also connectivity issues for some members. As with other INEE tools, continued work is needed on the products of the Task Teams to ensure that they are used by those they are aimed at.

INEE has experienced remarkable growth throughout its decade long history. In the last three years INEE grew considerably, meeting its goal to promote balanced, responsive and sustainable network growth, **core initiative eight**. All areas of the network have expanded to meet the strategic goals and further INEE's mission, resulting in a rich, vibrant community of practitioners who represent the full spectrum of stakeholders. Highlights of activities and accomplishments:

- INEE's membership continued to grow into 2010, the network is now made up of over 4,000 members (up from 2,300 in 2007).
- More than 1,200 members actively participate in network groups, including INEE's five Task Teams, four Language Communities and strategic Guidance Notes initiatives.
- The Working Group on Minimum Standards was reconstituted with a renewed membership in 2009; The Working Group on Education and Fragility was established in 2008 and has a mandate through 2011.
- The INEE Secretariat has developed a Membership Development Strategy, which identified the need for better and up-to-date membership data. The online components of this work are currently being finalized, before the launch of a Membership Profile Update Campaign.
- INEE has produced an initial strategy introducing options to streamline the organizational and administrative structure of the network.

In line with this core initiative INEE intended to produce a fund-raising plan and develop a membership mapping and growth strategy, both could be later identified as priorities for the next planning cycle. The findings of the Membership Development Strategy, which analyzed INEE current membership data, has found that the information we have about our current membership is limited, and likely out of date. Work to update INEE's membership ongoing, and should inform the final draft of the Strategic Plan.

## ***Key Lessons Learned***

In the past planning cycle INEE has had some opportunities to formally reflect on its work in terms of lessons learned. These revolve mainly around the two working groups, on Minimum Standards and on Education and Fragility. The case study produced by the Overseas Development Institute (ODI)<sup>21</sup> on INEE has also afforded the chance for internal reflection and lessons learned. The rich and varied activities of the network are also ripe for further analysis and exploration of lessons learned.

Although the ODI case study is still in final stages of preparation, some broad lessons can be taken from its analysis. The study found that INEE is particularly well suited to meet the first strategic objective, strengthening the institutional capacity for coordination in the field of education in emergencies, while it is also suited to meet the other 2 strategic objectives. The report offers that the greatest value in the network is created by collective action in formal and self-organizing groups engaged in production, translation and sharing of knowledge.

The ODI study suggests that INEE shows strength in its ability to effectively leverage its position at high levels by making strategic connections and engaging in a variety of policy spaces. However, INEE may have less adaptability at lower levels and be less able to respond to field level changes, given that strategic decisions are not made at this level.<sup>22</sup> Other observations conveyed though the study also suggest a tension between levels of activity at the higher, global levels as compared to engagement at the local and field level. In this sense the report states:

*For effective capacity development and knowledge brokering, INEE would have to have more representation from the field level, the global south or other marginal groups (Bengtsson 2007).<sup>23</sup>*

The ODI report concludes that, while INEE's strategic capacity is highly dependent on the Secretariat, the INEE governing structures are very well suited to contribute to strengthen institutional coordination, and the ability to strategically influence at high levels is strong. This suggests the need for balancing the core functions of the Secretariat and governing structures with field level engagement, a relationship to be further explored.

Many of the lessons learned surfacing from the work of the Working Group on Minimum Standards center around institutionalization and impact of the standards and the related tools developed by INEE. More concrete data is needed on the reach and impact of the minimum standards and related tools, which will in turn support the process of institutionalization and contextualization. The importance of local involvement in the development of tools and the positive impact of the education cluster system on the promotion of the tools, has also been noted.

As cited above in the analysis on core initiative two, the lessons learned in relation to the Working Group on Education and Fragility point to the need for clarity and specificity of objectives as well as the terminology, and to challenges with operational issues. INEE and the working group need to come to terms with the actual name of the group, or consider other options. Another lesson learned here, and in terms of the strategic research agenda, is that INEE may not be well suited to engage in and produce primary research – a matter to be explored in the planning process.

In addition to those outlined above, relevant lessons learned from IASC Education Cluster in will be included in its Strategic Planning Background Analysis, and in the complementarities briefing paper to be developed for the workshop.

## **VII. Strategic Planning, Looking Toward the Future**

Drawing on the above analysis of the humanitarian context, the education in emergencies context and INEE's accomplishments in the last planning cycle, this section will lead to options, approaches and questions to explore in producing the next strategic plan. Initial analysis of the most relevant data gathered from the online survey and interviews will be presented. This section will take into account lessons learned and what did work in the last cycles examined above, but with an eye towards planning and formulating future strategic directions and goals.

*If we took a snapshot of INEE at the end of 2010, how would that look compared to the image we would create for ourselves at the close of 2013?* The 2010 image would reflect that INEE is now firmly established at the heart of the field of education in emergencies as a well-regarded entity, with vast potential for creating change in the future and for continuation of the valued services it provides. The next step is for INEE to determine what that future looks like and how to get there. The upcoming strategic planning workshops will provide the forum to address these questions for both INEE and the Education Cluster.

The substantial growth of INEE in several areas (membership, training, tools production, alliances, task teams and working groups, policy and advocacy) gives shape to reflect on how this platform may lead to consolidation and outreach in the next three years. One key question emerges out of this context:

*Is it now time for INEE and its partners to shift direction, moving away from proliferation of quality tools, and towards deepening the institutionalization, understanding of their impact and overall strengthening of its position in the humanitarian landscape?*

Focus on answering this question can lead INEE to its aim of formulating a clear strategic direction for the coming years.

### **A. Initial data analysis**

The information captured by the survey and interviews represents the views of entire spectrum of INEE members, decision-makers, and stakeholders ranging from high-level donors and policy makers to members of local grassroots organizations. The group of interviewees were selected to provide more focused, in-depth and qualitative information, while the 258 survey respondents were a diverse, self-selecting group.

#### **Survey**

Nearly 68% of survey respondents listed developing countries as their current place of work. Out of 66 countries represented in total, 11 countries are primarily considered as donors. (Q4,5) The largest group of respondents are from NGOs, international (37%) or national (10%). There were also 15% of the respondents from UN Agencies, and 11% from research or academic research institutions. (Q3) *The full survey results will be available for*

*workshop participants to refer to.* See survey results, questions 3, 4, 5 for full geographic and organizational breakdown. Pakistan, Kenya, Sudan show the highest number of responses in areas with field workers, with 7%, 6% and 5% respectively.

Both the survey and the interviews asked about the important cross-cutting or thematic issues in the field of education in emergencies. The survey identified child protection, education in fragile contexts and disaster mitigation as the top three thematic or cross-cutting issues of concern in terms of context (see table 1 below).

<b>TABLE 1. Survey responses to:</b> (Q8) What are the 3 most pressing emerging or cross-cutting issues in the field of education in emergencies? (Select a maximum of 3)		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Disaster Mitigation	32.1%	71
<i>Climate Change and Environmental issues</i>	11.8%	26
The Global Economy	7.7%	17
Humanitarian Policy and Reform	11.3%	25
Education in Fragile Contexts	38.9%	86
HIV and AIDS	5.4%	12
Age	2.7%	6
Gender	17.6%	39
Youth	13.1%	29
Child Protection	40.7%	90
Learners with Disabilities	6.3%	14
Minority or disadvantaged groups	13.1%	29
Peacebuilding	16.3%	36
Cross-sectoral coordination	19.0%	42
Moving from early recovery to development	22.6%	50
Psychosocial support through education	28.1%	62
None of the above	1.8%	4
Other (please specify)		36
<b>answered question</b>		<b>221</b>

When asked about the three main constraints they face in their work in education in emergencies, a majority of respondents (52%) identified funding as the main constraint. The following constraints were also identified as barriers in work, with similar response percentages:

- Limited local capacity 29%
- Poor understanding of education in emergencies operations, policies and procedures 29%
- Poor access to specific data or evidence related to education emergencies 28%
- Poor coordination 25%

Other constraints were identified, including insecurity and poor access to affected communities (23%), that also showed up in the interviews or analysis of the context. See answers to question 9 for full results. The survey then asked an open-ended question on how these constraints can be addressed, to which there was an enormous response. The responses were complex and extremely varied, deserving a closer look. What can be drawn out at this point is that addressing these constraints appears to be of great importance to

INEE members and ideas on how to do this vary widely. The write-in answers do suggest however, that INEE is well-placed to address constraints, which was confirmed by the response to the next question. When asked to select three institutions or groups that are best placed to provide support on addressing constraints, the top five were:

- |                                    |     |
|------------------------------------|-----|
| 1. Ministry of Education           | 40% |
| 2. UN, UNICEF or other UN agencies | 37% |
| 3. National or local authorities   | 34% |
| 4. INEE                            | 32% |
| 5. Donors                          | 30% |

This set of questions on constraints should be analyzed further during the next stage of planning. It is interesting to note that although MOEs and national authorities were chosen as the best placed to address constraints, other findings suggest that they are also some of the weakest actors in terms of capacity for preparedness, response and recovery.

The next set of survey questions, specifically about INEE, was aimed at those who described themselves as INEE members (98% of respondents to this section identified themselves as INEE members).

The survey asked two questions on the level of involvement of respondents. The first asked them to select all areas of INEE that they had been involved in, the top 6 areas of involvement were (Q15):

- |   |     |
|---|-----|
| 1. I access the INEE website for information                        | 77% |
| 2. I read and use INEE listserv messages                            | 70% |
| 3. I use and apply INEE tools in my work                            | 60% |
| 4. I have attended an INEE training                                 | 34% |
| 5. I have attended and INEE Global Consultation                     | 27% |
| 6. I have attended consultative workshops on other INEE initiatives | 24% |

The next question asked respondents to identify if they are satisfied with their level of involvement with INEE (33%), if they would like more involvement with INEE (64%), or if they would like less involvement with INEE (less than 1%). (Q16)

When respondents were asked to select all that apply for the question "What value comes from being a member of INEE?" the top three responses was (Q17):

- I stay informed of relevant news and events, 82%
- I can access a range of resources, 78%
- I receive tailored knowledge on the subject of education in emergencies, 70%

Respondents selected all the listserv messages that they found useful, the top three are listed below:

- |  |     |
|--|-----|
| • Bi-Weekly Bulletin Listserv Messages   | 93% |
| • Job Posting Listserv Messages          | 66% |
| • Recent Crisis Update Listserv Messages | 60% |

Respondents selected all the webpages that they found useful, the top three are listed below:

- INEE Minimum Standards webpages 79%

- INEE Online Resource Database 55%
- INEE Education and Fragility webpages 49%

In terms of the questions around the listerv and website services, the survey results suggests that these services are a valuable, core function of INEE and that provision of virtual services acts to define a large part of the network spaces. A majority of respondents indicated that receiving tailored knowledge, access to informational resources and staying informed of relevant developments in the field are important services that INEE provides. Also, these core services are vital communication tools that INEE employs in advancing its strategic goals and further its organizational mission.

Survey participants were asked about the usefulness of the INEE Minimum Standards Trainings, The Policy Roundtables, or the Global Consultation. The responses were all similar, with the majority of those who had participated rating the events as either very useful or useful. (For breakdown see full response breakdown to questions 20-23). Similarly, respondents rated the usefulness of INEE tools, see table below:

<b>TABLE 2. Survey responses to:</b> (Q24) Have you used any of the following tools from INEE? If so, please rate each one you have knowledge of.						
<b>Answer Options</b>	<b>very useful</b>	<b>somewhat useful</b>	<b>not useful</b>	<b>N/A</b>	<b>Rating Average</b>	<b>Response Count</b>
Pocket Guide to Inclusive Education	58	28	0	44	1.33	130
Pocket Guide to Gender	38	22	0	48	1.37	108
Guidance Notes on Safer School Construction	39	24	3	47	1.45	113
Guidance Notes on Teacher Compensation	36	20	2	46	1.41	104
Guidance Notes on Teaching and Learning	45	29	0	38	1.39	112
Reference Guide to External Education Financing for Education	33	14	1	48	1.33	96
INEE Minimum Standards Handbook	114	24	0	21	1.17	159
INEE Minimum Standards Toolkit	85	27	2	23	1.27	137
<b>answered question</b>						<b>172</b>

The next set of survey questions were centered on strategic planning. 53% of survey respondents were previously familiar with the INEE Strategic plan for 2008-2010. The survey requested respondents to rate each of the eight core initiatives that they were familiar with. Generally respondents rated all eight initiative positively. Responses were heavily weighted towards either strong agreement or agreement that INEE made a significant contribution to each initiative in the last three years. There were very few responses that disagreed, or strongly disagreed. (For breakdown see full response breakdown to question 26.) This would indicate, in a general sense, that the previous strategic goals and core initiatives were in alignment with the main concerns of for the general membership, and that goals were met in the eyes of members.

The next group of questions, still related to strategic planning, focus on potential areas of activity to prioritize in the coming three years. The information here is at the crux of the planning process, it should be considered as starting point with further analysis below incorporating observations from the interviews. This area may be analyzed in greater detail in the next stages of the planning process, including at the workshop. In question 27, (see table below) respondents were asked to select three priority activity areas for the next planning cycle, while the following question, 28, requested respondents to write in activity types, that should not be prioritized.

Since the answers to question 27 are in relation to each other (respondents were asked to select only 3), and the activity types represent areas that INEE is currently engaged in, there is an assumption that potentially all activities listed below have importance for the next three years. Given that, there are two that stand out, the first one more dramatically: Capacity building, mentoring, supporting professional development, training (54.9%). The second one that stands out is: Undertaking global advocacy on relevant policy and other issues (32.4%).

<b>TABLE 3. Survey responses to:</b>		
<b>(Q27) Select 3 of the activity types listed below which you think are most important for INEE to engage in during the next three years.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Development of new tools	18.7%	34
Refinement of existing tools	20.9%	38
Undertaking global advocacy on relevant policy and other issues	32.4%	59
Facilitation of national or local advocacy on relevant policy and other issues	23.6%	43
Capacity building, mentoring, supporting professional development, training	54.9%	100
Technical support to individual members implementing INEE tools	13.7%	25
Support for agency institutionalization of INEE tools	13.7%	25
Support for government institutionalization of INEE tools	22.0%	40
Convening consultations, policy roundtables, workshops	13.2%	24
Promoting and facilitating participation from members of the global south and field level	14.8%	27
Maintaining and developing new opportunities for professional networking (virtual, face-to-face, regional, national networks etc)	11.0%	20
Promoting or facilitating relevant research in the field of education in emergencies	24.2%	44
Maintaining or developing new ways of collating and communicating information (existing are listserv, website, bulletins, updates.)	5.5%	10
Developing or disseminating documentation of practices/experience (case studies, lessons learned, good practices.)	21.4%	39
Other, please briefly describe up to two other thematic areas or activity types where INEE should be involved in the next three years	2.2%	4
Other (please specify)		18
<b>answered question</b>		<b>182</b>

In terms of the areas that are not to be prioritized, because this was an open-ended question, the answers are so varied that the usefulness may be diminished. This may also be true of question 30 which asks if there are any other points that need consideration in the strategic planning process. The write-in answers to these and a few other questions may lead to further analysis in the next stage of planning. Observations concerning priority activity types will be further analyzed below in relation to the interviews and background analysis.

The section in the survey that focused on the Education Cluster asked a similar set of questions on prioritization of activities for the future (Q 34, 35, 37). These will be examined in relationship to INEE in the complementarities briefing note and in the later stages of planning.

One final question asked if there are any other partners or networks that INEE should seek to establish relationships with to address priorities and issues. The answers to this question suggest that there are many rich opportunities for strategic partnerships at varied levels of engagement.

### ***Interviews and findings***

The 16 interviews conducted for the background analysis were from the following categories. It should be noted that those interviewed tend to wear more than one hat, so there is overlap as to which points of view each represent.

- INEE Secretariat staff, 5 (one former)
- INEE steering group members, 4
- Conveners of INEE Working Groups and Task Teams, 4
- Donors, 1
- Academics, 1
- Regional education cluster coordinator, 1

An outline of the interview guide and the list of interviewees are presented in Annex 1 and 2. In terms of analyzing the interviews, several important trends emerged; many are also echoed in the background analysis and initial analysis of the survey results. The following analysis is organized into themes, methods and constituencies related to INEE.

#### *Themes: constraints and pressing concerns*

Mobilizing funding for education in emergencies in the current global economic climate has arisen as a top concern in the overall analysis. In the survey and interviews mobilizing resources was named as the number one constraint faced by those working in the field of education in emergencies. Although the last four years have shown a steady increase in funding for education in emergencies<sup>24</sup>, there are concerns that this trend may slow or reverse with the recent shift in the funding climate signaled by a change in the Netherlands government policy and its support for the field. Japan, USA, Denmark, Norway and the Netherlands are the top five donors to education, while 20% of funding is secured from UN agencies.<sup>25</sup>

Funding for the work of INEE is directly and indirectly affected by the trends in funding for the field as whole. The indirect effects comes from the fact that INEE acts as a network and a support for more operational stakeholders as well as the fact that key member agencies

provide in-kind donations, office space, staff salaries and project funding. The direct funding base for INEE internally has shown to be fairly steady over the last strategic planning cycle, but future prospects for resource stability are not clear from this background analysis.

Many interviewees brought up the fact that INEE's work around advocacy has been an integral part of raising the profile of education in emergencies among donor agencies; some also cautioned that it is imperative for this work to continue:

[Some] donors still don't see the importance of education as a life-saving intervention. We need to convince donors and other sectors that education is an important intervention in emergencies and it can benefit humanitarian response in general.

Findings suggest that strategic priorities will need address the issues of mobilizing funding through advocacy and building capacity of stakeholders to better access funding.

The most pressing cross-cutting themes identified through the survey were echoed in the interview findings: child protection and psychosocial support through education; education and fragility; and disaster mitigation.

For purposes of this analysis, child protection and psychosocial support have been combined because of the overlap and close linkages, especially from an education standpoint. Many of the interviews highlighted the necessity for education interventions in emergencies to be cross-sectorally linked with protection and to integrate psycho-social support in education activities. According to one informant:

Bringing education and protection together is the priority cross-cutting issue. There is a natural crossroads for the two communities given the protective value of education and that education is a key tool for social and economic growth and for raising the status of women and girls.

The concept of education and fragility as an important cross-cutting theme was clear in the survey, selected by more than 39% of respondents. It was also highlighted as a priority thematic issue by a majority of those consulted in the interviews. Individual informants pointed out the lack understanding and evidence for the concept of education and fragility, both internal and external to INEE. Although there was agreement among interviewees that INEE has a role to play in building a strong evidence base around education and fragility, individuals also expressed the view that INEE may need to re-define its aims and methods in relation to its work in this area.

The results from the survey and the interviews clearly brought to light the critical need to foster the building of a strong body of evidence on the impacts of education in emergencies interventions. Specifically for INEE this means that the impact of the tools, especially the minimum standards need to be systematically measured. Individual informants highlighted the need for INEE to institute a monitoring and evaluation framework. Through the interviews there was also a call for more evidence to be produced around the issues of youth, learning outcomes (quality), and the protective role that education plays in emergencies.

"It is crucial for donors to have evidence that intervention makes a difference."

Although the findings show an apparent need for INEE to engage in the process of creating and building a robust evidence base, several interviewees felt strongly that INEE should not engage in primary research itself. The need for evidence points to the need for rigorous research. In terms of the Strategic Research Agenda individual informants recognized the need for strong linkages with academics, while one informant stressed that the INEE SRA platform needs to be streamlined if it is to be taken forward.

Of those interviewed there was basic consensus around the continuing importance of disaster mitigation in the field of education in emergencies. More than half of those interviewed called for a greater focus on prevention, mitigation and preparedness. At the same time a significant number of interviewees highlighted the work that INEE has done in the past three years, in mainstreaming DRR into its tools and services, as a significant accomplishment.

As signaled above, all the thematic or cross-cutting issues that INEE currently engages in will continue to be an important part of work for INEE and in the field of Education in emergencies. The significance of these issues cannot be discounted in future work or in strategic planning. Two of these issues came out in the analysis process as issues that will need particular emphasis in the coming period. The first is expanding the focus of education in emergencies which is now mainly on primary education, to include early childhood education, secondary education and tertiary education.

Closely related to expanding the target of interventions beyond primary school age children, is the need to address the inter-related aspects of youth education including, skills development, vocational educations, and non-formal education programs related to livelihoods and productive capacities. The second is the issue of improving the quality of teaching and learning, an issue that INEE has begun to pay attention through its Teaching and Learning Advisory Group). One informant expressed that,

“The quality element has been left behind. INEE has started to address this but a gap still exists.”

#### *Methods for addressing constraints and concerns*

In terms of prioritizing activity types for INEE, current and continuing into the next planning cycle, two clear areas of emphasis emerged out the overall analysis: 1) capacity building; and 2) advocacy. These were underscored in the interviews, as was the need for strengthening the evidence base, especially around the theme of education and fragility.

The need for increasing professionalism of the field was noted, but alongside this development, informants expressed a need for capacity building within the field of education in emergencies on several levels. In order to address these needs it is likely that INEE and the Education Cluster will need to closely collaborate. According to one informant:

“INEE and the Education Cluster need to look at the quality and depth of staffing at the field level. There is a need to prioritize conscious career planning for EiE professionals -- in this sense the professional preparation of young and up and coming professionals in EiE. We must avoid burn out and constant staff turnover. Concepts to promote are: cluster coordinator training, progressive experience (in terms of professional development), mentoring and shadowing.”

The lack of local capacity evidenced through weak education systems was also noted in the interviews as well as through the survey, this was heavily emphasized by individual informants with close ties to local level field work. There is a perception that local governments in emergencies have the tendency to be sidelined, this coupled with the fact that Ministries of Education (MOEs) in most cases do not have adequate capacity to deal with emergency situations, helps to perpetuate the trend. The need for capacity building for MOEs, as well as the need to ensure their substantive participation in response, has come out of the data collection for this analysis. Interviewees also suggested that at the local/field level capacity building is needed for cluster coordinators and local NGOs.

“Active capacity development and integration of national/local NGOs and networks [is a priority], they are the first to respond and the last to go.”

In the interviews opinions were mixed as to whether INEE should directly provide capacity building and training or if INEE should mainly play a supporting role in these efforts.

A priority trend that was confirmed through the interviews is for INEE to continue to actively engage in advocacy, building awareness, and increasing understanding of education in emergencies and related policy issues. In the survey results, the priority for this activity type was somewhat higher for the global level than for the local/national levels (see table 3, Q27 above). The interviews brought out that both global and local advocacy activities are important for future work. In specific many of the advocacy efforts at the global level are significant because they raise awareness of the donors that education in emergencies is important as well other traditional emergency sectors.

While a few interviewees perceived INEE as a primarily global network with a global focus, many others felt strongly that INEE should prioritize engagement with members and other external stakeholders in the global south. With this idea is the recognition that INEE relies heavily on whether it members pass on critical knowledge at the country or local level. What is not so clear is whether this is an effective form of engagement or outreach. Other possibilities for further engagement with the global south include:

- Incorporating donors from south into fundraising plan
- Establishing regional or national satellite networks
- Agencies in global south hosting secretariat staff
- More emphasis on convening consultations, policy roundtable and other events in the global south
- Utilize partnerships with agencies based in the south and global agencies with strong presence at country level (i.e. UNESCO)

Another theme that emerged through the interviews is the need for institutionalization, contextualization and adaptation of INEE tool to local circumstances, and to specific audiences such as MOEs. One interviewee explained that Minimum Standards are, on a conceptual level, often very difficult for local actors to digest and apply to their realities.

The tools are often quite theoretical. They are good for humanitarian workers, but the target is the more the humanitarian community than the local governments. Government adapted versions may be needed.”

While the value and usefulness of the Minimum Standards is now quite clear, one common theme from the interviews was the suggestion is to consolidate their use rather than focus on the production of more tools.

Although the usefulness and value of the INEE webpage and listserv messages came out more clearly in the survey, the results of the interview confirmed that these informational services are valuable and necessary for INEE to remain a relevant and vibrant network. It is also important to note how significant it is that a conceptual space now exists for a network of this nature, one that is based on virtual as well as face-to-face relationships that play out in a multitude of circumstances. Individual interviewees saw potential areas for expansion including more online consultations and webinars.

Several interviews brought out the importance of strategic partnerships, a finding that was confirmed by the survey results. The interview and survey results cite several specific examples of continuing existing partnership or seeking new partnerships in the coming cycle.

Several of those interviewed spoke to the need for INEE to address ongoing structural issues that are internally focused. One view expressed was that the changes in the structure need to follow the functions that will be defined in the new strategic plan. The issues that emerged out these discussions mirrored the points outlined in an INEE internal document, "INEE requisites for Staff Hiring, Human Resources, Financial Management/Oversight and Hosting.

***B. Strengths, weaknesses, opportunities, challenges***

**TABLE 4: Summary table of the main strengths and weaknesses emerging from document review, trends in the interviews and survey results.**

	<b>Strength</b>	<b>Weakness</b>
<b>INEE</b>	<ul style="list-style-type: none"> <li>▪ Advocacy at high levels in terms of recognition of EiE as critical to humanitarian response</li> <li>▪ Strategic direction (previous)</li> <li>▪ Amplifying knowledge</li> <li>▪ The Minimum Standards and related tools are a robust set of foundational technical resources</li> <li>▪ Provides a valuable networking space for field of EiE</li> <li>▪ Providing access to a wide range of web and internet based information services</li> <li>▪ Provision of capacity development resources (training modules)</li> <li>▪ Providing targeted training to humanitarian workers</li> <li>▪ Collaboration with partners, members, education cluster</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mechanisms to effectively promote mobilization of funding for EiE, (through advocacy)</li> <li>▪ Widespread institutionalization and contextualization of tools at global and local levels</li> <li>▪ Evidence and analysis of impact of INEE tools and services</li> <li>▪ Current organizational structure decreases overall efficiency</li> <li>▪ Reaching and integrating local actors into network</li> <li>▪ Widespread capacity building, especially at local level</li> </ul>

<p><b>The Field of EiE</b></p>	<ul style="list-style-type: none"> <li>▪ Education is now on the humanitarian agenda and integrated into emergency response</li> <li>▪ The Minimum Standards and other related tools provide technical norms</li> <li>▪ The cluster system for education is formalized and in place in 38 countries</li> <li>▪ The community has an active professional network</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mobilizing funding in current global economy</li> <li>▪ Widespread awareness of critical EiE issues in larger context of policy makers and donors</li> <li>▪ Evidence base for education in Emergencies</li> <li>▪ Capacity of actors at local level</li> <li>▪ Capacity to respond systematically and at scale</li> <li>▪ Coordination of preparedness, response and recovery efforts</li> <li>▪ Widespread, effective application of Minimum Standards at the local level</li> </ul>
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Above is a basic breakdown strengths and weaknesses divided between those that relate to INEE and those that relate to the field as a whole. This can be used as the basis to break out in more detail the weaknesses and challenges that INEE will need to address in the coming planning cycle. The analysis and the workshop can address these issues at the onset of planning, avoid pitfalls and plan for success. Challenges include:

- Ensuring continuing importance of the field on the global and local humanitarian agendas
- Mobilizing funding in current global economy, both for INEE and for the field of education in emergencies
- Challenges INEE faces in terms of its organizational structure and its capacity to meet ambitious goals
- Challenges INEE faces to define its membership base, especially in terms of reaching the global south
- Challenges INEE faces to respond effectively to the wide range of needs of its broad membership.

INEE is set to identify opportunities for which it is strategically positioned to further its mission in the coming planning cycle. The main opportunities identified include

- Opportunities for strategic partnerships
- Opportunities for outreach in the global south
- Opportunities to maximize effectiveness through closer collaboration with the Education Cluster and other key partners
- Opportunities to extend awareness on education in emergencies to other sectors through advocacy and awareness-raising.

### ***C. Exploring options for strategic priorities***

The priorities and trends analyzed in the above sections point to an overall strategic direction and to potential options for areas to be addressed by the strategic goals for the next strategic plan.

Once the overall strategic direction for INEE in the next three years is solidified, commitment to a limited number of concrete strategic goals will follow. The three activity strands from

the previous strategic plan, strengthening institutional coordination, enhancing global knowledge and capacity, and promoting a dynamic network membership have been effective for the previous planning cycle and need to be considered as a valid format for the next planning cycle.

*This section was approached with the idea that options for strategic priorities need to be open-ended enough for further discussion and formulation at the Strategic Planning Workshop.*

In assessing the INEE's options for strategic priorities, the issues that INEE is best positioned to directly address as the definitive network within the global humanitarian aid architecture take precedence. Consideration has also been given to issues for which INEE is well suited to play a supportive role, in collaborating with members, other agencies, including the education cluster, and stakeholders.

Issues that INEE is well positioned to directly address:

- **Advocacy and awareness-raising.** Deepening efforts in advocacy, promoting awareness and understanding of education in emergencies, while focusing on vital global and national level policy initiatives has strong potential to further INEE's mission in the coming period. INEE is set to ensure that significant gains made in terms of advocacy (UN resolution, creation of the Education Cluster, Sphere companionship agreement and others) are consolidated and act as a springboard for further action. Advocacy and awareness raising should be geared, at least in part, to feed into the process of encouraging resource mobilization for the field.
- **Capacity building.** Emphasis on further professionalization of education in emergencies through engaging in and/or supporting capacity building at global, regional, national and/or local levels.
- **Institutionalization of tools.** INEE now has a very wide spectrum of valuable tools available, with the Minimum Standards as the centerpiece. Consolidating the use, application and contextualization of the tools through institutionalization and other means will extend their reach, relevance, and usefulness. Adaptation of the tools for use at the local level can set the stage for effective capacity building where it can potentially make the most impact.
- **Acting as a clearing house for evidence base.** INEE can act as an institutional base to support and catalyze social scientists, academics researchers to produce robust evidence to inform quality policy and programming in the field of education in emergencies. Two priority areas for which specific knowledge and evidence is needed is on the impact on INEE tools themselves, especially on the Minimum Standards, and on the conceptual issue of education and fragility.
- **Network services.** INEE will need to ensure the maintenance and continuation of the space it has carved out for itself as the only network for education in emergencies. This will involve securing the continued presence of valued network based services, consultative gatherings and other networking opportunities. Outreach to all levels of practitioners in the field will foster the future relevance and value of the network.

Issues that INEE is well positioned to address (indirectly) through collaboration with members, other agencies, the education cluster, academics, donors, policy makers and stakeholders.

- **Advocacy and awareness-raising.** INEE can leverage its strong linkages, through the network, in advocating for a higher profile and deeper understanding of education in emergencies in donor and policy circles. INEE can also reach out through collaborative efforts, to national level institutions in its advocacy and awareness raising efforts. These efforts will be buttressed by building the evidence base.
- **Capacity building.** INEE may play a complementary role in addressing capacity building at the local level. INEE is well placed to collaborate with the Education Cluster and member agencies to address the lack of local capacity.
- **Creating an evidence base.** If INEE is to act as an institutional base, facilitator and catalyst for research, it will also need to collaborate with academics, partner agencies and other institutions in primary research. Once created, a robust body of evidence will feed into other vital processes including knowledge production, fundraising, institutionalization of tools, advocacy and raising awareness of donors and governments, MOEs and local actors.
- **Institutionalization of tools** through partnership with agencies and institutions that have a local presence. INEE can partner with the Education Cluster in countries where cluster are operational. In other countries INEE is set to seek out opportunities for collaboration with member agencies, local NGOs and local governments including MOEs.
- **Priority Thematic concerns** (can inform process of building evidence and research)

***Child Protection and Psychosocial support through education  
Education and Fragility  
Disaster Mitigation***

Other thematic concerns can be considered second tier, following those first tier issues above, including **youth, early childhood education** and **teaching and learning (quality) issues**. The outcomes of the upcoming INEE Global Consultation on Youth and Adolescents in Crisis will provide further clarity on the priorities for this thematic issue.

### **Options for strategic priorities: 2011-2013**

*Based on the above analysis the range of emerging strategic priorities include*

#### **Strengthening institutional awareness, knowledge and coordination through concerted advocacy efforts**

*Core initiatives are likely to incorporate*

- advocate to deepen awareness of donors and policy makers on priority issues
- increase awareness on the critical need to include education as a priority in preparedness, response and recovery
- consolidate gains in recent advocacy efforts to drive forth the INEE mission
- promote understanding and awareness on mobilizing funding and priority thematic issues, protection, education in fragile contexts, DRR, youth, and quality of learning.

### **Enhance the professionalism of the field through collaborative capacity building**

*Core initiatives are likely to incorporate*

- increase local capacity in preparedness, response and recovery through providing and supporting partner agencies to provide training
- support holistic capacity building that incorporates effective strategies: training, mentoring, follow-up support, professional development
- collaborate with the education cluster to increase capacity of cluster and local actors

### **Consolidating the use, application and contextualization of the tools through institutionalization, the Minimum Standards as the unifying tool**

*Core initiatives are likely to incorporate*

- support the contextualization and use of tools by local actors including local NGOs and MOEs
- support the institutionalization and application of tools by the education cluster
- advocate for the institutionalization of tools for donors and policy makers

### **Catalyze, collate and promote a strengthened evidence base**

*Core initiatives are likely to incorporate*

- direct and indirect engagement in producing evidence on the impact of the Minimum Standards and other tools
- facilitating members to produce relevant evidence on the concept of education and fragility
- support members to produce evidence concretizing the impact of education in emergencies interventions
- establishment of an INEE monitoring and evaluation framework
- refine the strategic research agenda to meet emerging priorities and strategies

### **Effective maintenance and continuation of dynamic membership base with targeted growth**

*Core initiatives are likely to incorporate*

- streamlining the effectiveness of the listserv database and webpages
- develop mechanisms and provide options for balancing membership towards the global south
- ensure the continuation of vital information services, collaboration and networking opportunities for the community of education in emergencies practitioners
- develop an internal plan for addressing structural issues, including resource mobilization, that is in alignment with new strategic goals and core initiatives

### ***D. Other issues to consider***

- How to resource the strategic plan in terms of both capacity and funding.
- Ensuring that the Strategic Plan that develops is positioned for buy-in, support, and commitment from Steering Group, donors, affiliated agencies, the Secretariat, members. What can the Strategic Plan do for INEE in terms of messaging and advocacy with donors and policy makers? Is this important?
- Discussion on balancing the membership of INEE to most effectively support the mission and goals.
- Ways forward, steps to finalizing the Strategic Plan.

- INEE needs to be responsive to changing, unpredictable humanitarian and education in emergencies context, but at the same time have a plan in place.
- Are there principles or approaches that the plan needs to consider which do not appear in this analysis?

## ANNEX 1

### Interview Outline – INEE informants INEE and Education Cluster Strategic Planning

#### SECTION ONE: PERSONAL INFORMATION

1. How long have you been involved in Education in Emergencies and in what capacity are you currently involved?
2. In what ways have you been/are you involved with INEE and/or Education Cluster?

#### SECTION TWO: EDUCATION IN EMERGENCIES, THE CONTEXT

3. What has the recent historical focus (thematic and beneficiary) been in education in emergencies in the last 3-5 years, and why? What has changed?
4. What are the 3 most pressing concerns or emerging issues in education in emergencies, and why?
5. What are the main external constraints affecting efforts to advance education in emergencies in (a) response, (b) preparedness, (c) recovery?

#### SECTION THREE: HOW DO YOU VIEW THE WORK OF INEE

6. *What are the current priorities for INEE?* What key outcomes would you prioritise at global, national or local levels over the next three years, to advance education in emergencies, preparedness and recovery?
7. What do you see as the major gaps/weaknesses for INEE? What are the key areas of work at global, national or local levels that are currently missing from the current INEE Strategic Plan, or could be better supported? How could such support best be provided?
8. In your experience, what INEE initiatives have resulted in positive changes in education in emergencies, preparedness and response at global and country level?
9. What strategies would be effective in increasing the involvement of stakeholders in the global south? Do you think this should be a priority?

#### SECTION FOUR: FUTURE DIRECTIONS FOR INEE

10. *What does success look like?* Where would you like INEE to be in 3 years? What will have changed/been achieved?
11. What are the priority cross cutting issues and how can these best be addressed through the role and activities of the INEE at global, national or local levels?
12. What has been the overall effectiveness and reach of the 2008-2010 INEE Strategic Plan? What were the most effective and least effective strategic goals and initiatives?
13. Do you have any thoughts on the overall direction for the next Strategic Plan? Do you have any thoughts on specific goals or initiatives to prioritize?
14. What are the most effective strategies for INEE to mobilize resources for implementing the Strategic Plan?
15. What are the most valuable or effective, tools resources, training or services that INEE offers and should continue to offer? Are there other tools, resources or services that INEE should consider providing in the next three years?

#### SECTION FIVE: SYNERGIES WITH EDUCATION CLUSTER

16. How have the Education Cluster and INEE worked together in practice at global level?
17. What linkages or partnerships within the Education Cluster/INEE need to be established or strengthened over the next three years to achieve the desired advancements in the field of education in emergencies?

## **ANNEX 2**

### **LIST OF INTERVIEWS for INEE STRATEGIC PLANNING BACKGROUND ANALYSIS**

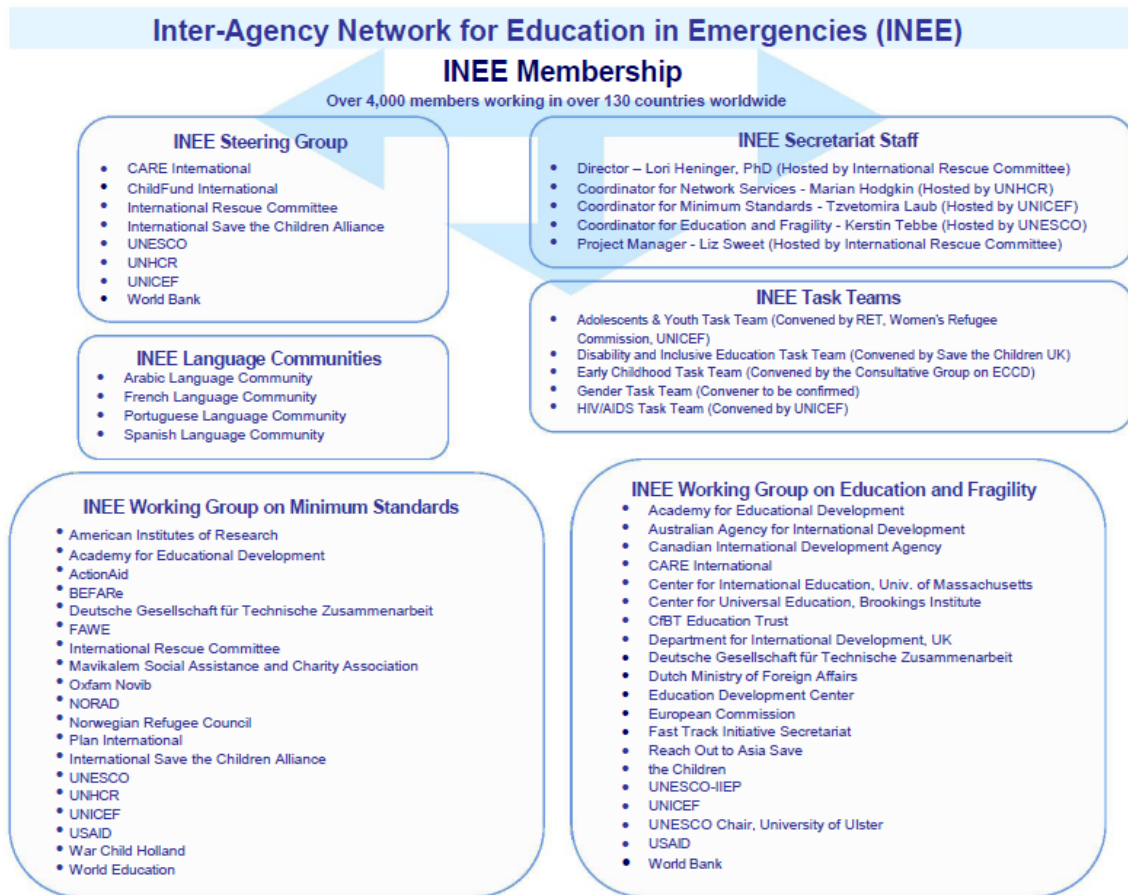
1. Ellen Van Kalmthout (UNICEF, Education Cluster, INEE SG)
2. Michael Gibbons (SRA)
3. Nina Papadopoulos (Gender TT)
4. Chris Talbot (past SG member)
5. Peter Buckland (past SG member, consultant)
6. Kerstin Tebbe (INEE)
7. Sabina Handschin (Cluster Coordinator, field staff)
8. Liz Sweet, (INEE)
9. Lyndsay Bird (WG EF)
10. Yolanda Miller-Grandvaux (Donor, WG EF)
11. Anita Anastasio (SG, IRC)
12. Helen Pinnock (Inclusion and Disability TT)
13. Marian Hodgkin (INEE)
14. Tzvetomira Laub (INEE)
15. Jenny Perlman (Youth TT)
16. Allison Anderson (former INEE Director)

#### **Interviews by Gill Price (for Education Cluster) with INEE questions**

1. Gary Ovington (Active field staff)
2. Emily Oldmeadow (Donor Agency)
3. Sally Gear (Donor Agency)

Interviews were 45-90 minutes and took place between September 15-24, 2010.

## ANNEX 3 INEE organogram



## Endnotes

<sup>1</sup> The online survey can be accessed at [www.surveymonkey.com/s/CHQGQYL](http://www.surveymonkey.com/s/CHQGQYL). Full results from the survey will be available at the Strategic Planning workshops in October 2010.

<sup>2</sup> See Annex 2, interview list.

<sup>3</sup> <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/STRATEGIES/EXTLICUS/0,,menuPK:511784~pagePK:64171540~piPK:64171528~theSitePK:511778,00.html> accessed 27.09.10

<sup>4</sup> The list of states and territories considered “fragile” by World Bank definition changes frequently. The 35 states and territories included in that category as of 2005 were: Afghanistan, Angola, Burundi, Cambodia, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Republic of Congo, Cote d'Ivoire, Djibouti, Eritrea, The Gambia, Guinea, Guinea-Bissau, Haiti, Kosovo, Lao PDR, Liberia, Mauritania, Myanmar, Nigeria, Papua New Guinea, Sao Tome & Principe, Sierra Leone, Solomon Islands, Somalia, Sudan, Timor-Leste, Togo, Tonga, Uzbekistan, Vanuatu, West Bank and Gaza, and Zimbabwe. From the World Bank Global Monitoring Report 2007

<sup>5</sup> Internal Displacement Monitoring Centre.

<sup>6</sup> This UNHCR figure includes 4.7 million refugees supported by United Nations Relief and Works Agency for Palestine Refugees in the Near East.

<sup>7</sup> Internal Displacement – Global Overview of Trends and Development in 2009, NRC

<sup>8</sup> IFRC World Disasters Report 2010 – Focus on urban risk

<sup>9</sup> Therese Marie Pankratov, With potential for improvement - Funding to education through humanitarian appeals, Draft 1.2, 2010

<sup>10</sup> EF Mid-year Humanitarian Action Report, 2010, p. 7.

<sup>11</sup> The initial 9 clusters include logistics, telecommunications, shelter, health, nutrition, water and sanitation, early recovery, camp coordination, and protection. Taken from “The Creation and development of the global IASC Education Cluster,” Anderson and Hodgkin, 2010.

<sup>12</sup> Medizibal and Hearn. Case Study on the Inter-Agency Network or Education in Emergencies, Draft V2, April 2009, p. 16.

<sup>13</sup> Info synthesized from Medizibal and Hearn (p 18), and INEE website, accessed 9/30/10.

<sup>14</sup> Defined by the Organization for Economic Co-operation and Development (OECD)–Development Assistance Committee (DAC) Fragile States Group as ‘*the lack of capacity and willingness of a government to perform key state functions for the benefit of all.*’

<sup>15</sup> <http://www.educationfasttrack.org/themes/Countries-in-Crisis-and-Transition-Situations/> accessed 9/27/2010

<sup>16</sup> UNICEF Mid-year Humanitarian Action Report, 2010, p. 7-8.

<sup>17</sup> Andersen A, and Hodgkin M. The creation and development of the global IASC Education Cluster, INEE, May 2010

<sup>18</sup> For detailed account see Andersen A, and Hodgkin M, 2010

<sup>19</sup> See the education cluster Strategic Planning background analysis report, Annex D, for further detail on this.

<sup>20</sup> Muriel Visser-Valfrey, Review of the INEE Working Group on Education and Fragility, May 2010, p 5.

<sup>21</sup> Medizibal and Hearn. Case Study on the Inter-Agency Network or Education in Emergencies, Draft V2, April 2009

<sup>22</sup> Medizibal and Hearn. Case Study on the Inter-Agency Network or Education in Emergencies, Draft V2, April 2009, p. 67

<sup>23</sup> Medizibal and Hearn. Case Study on the Inter-Agency Network or Education in Emergencies, Draft V2, April 2009, p. 67.

<sup>24</sup> Therese Marie Pankratov – 15.08.10, Draft 1.2, With potential for improvement - Funding to education through humanitarian appeals, Exec Summary

<sup>25</sup> Source: Consolidated Appeals Process and FAs, FTS, June 28<sup>th</sup> 2010