

## INEE Strategic Plan: 2011-2013

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

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

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

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

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

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

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

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

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

## **About INEE**

INEE is comprised of over 5,000 individual members working in a wide range of organizations from more than 130 countries, including national and international NGOs, UN agencies, donor agencies, government ministries and academic institutions. A variety of structures within the network support its functions.

- Steering Group includes representatives from: CARE, ChildFund International, International Rescue Committee, Open Society Foundation, Refugee Education Trust, Save the Children Alliance, UNESCO, UNHCR, UNICEF, World Bank.
- INEE Secretariat: Director and four full-time staff hosted by various agencies including IRC, UNESCO, UNHCR and UNICEF.
- Working Group on Minimum Standards.
- Working Group on Education and Fragility.
- Thematic Task Teams: Adolescents and Youth, Inclusive Education and Disability, Early Childhood, HIV/AIDS, and Gender.
- Language Communities: Arabic, French, Portuguese and Spanish.

## **INEE's Theory of Change**

The new Strategic Plan is in line with INEE's long-standing vision, mission, guiding principles and values. To add depth to the mission and clarity of INEE's role as a network, an "INEE Theory of Change" was also developed. The Theory of Change places INEE at the center of the crucial link between knowledge and practitioners within the network, recognizing that this link is vital to furthering INEE's mission. INEE's theory of change guarantees that, through network principles, INEE works for positive change by ensuring that the right information gets to the right people at the right time.

### **Network Principles**

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

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

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

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

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

## **Overview of the INEE Strategic Plan (2011-2013)**

INEE's goal for 2011-2013 is that the provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recovery.

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

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

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

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

***Core Initiative 1.1: Increase and deepen engagement between Steering and Working Group member agencies and country or regional stakeholders through creating and supporting Strategic Country Partnerships***

***Core Initiative 1.2: Expand membership of under-represented constituencies and strengthen participation and engagement of all INEE partners and members***

***Core Initiative 1.3: Strengthen collaboration of INEE members through Task Teams, Language Communities, Working Groups and other strategic initiatives***

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

Outcome Two will take forward INEE's institutional strength in developing and producing high-quality standards, tools and guidance intended to inform the work of the wider community of practitioners in education for humanitarian contexts. The 2010 *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, along with the set of concomitant products<sup>1</sup>, are now the primarily accepted standards for the field. The 2010 update of the *INEE Minimum Standards* represent a refined foundational tool for stakeholders at all levels.

INEE will increase the breadth and depth of application and contextualization of the INEE tools, including the INEE Minimum Standards, with emphasis at the country and local levels. This will result in strengthened capacity, better understanding and effective utilization of INEE Minimum Standards and

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<sup>1</sup> INEE has developed a full set of tools to complement the INEE Minimum Standards. See the INEE website for detailed information on the tools, <http://www.ineesite.org/toolkit/Home.php>

tools for education authorities, stakeholders and community members in crisis and crisis-prone communities.

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

***Core Initiative 2.1: Strengthen capacity and knowledge of members and stakeholders on contextualization, application and institutionalization of all INEE tools, including the INEE Minimum Standards***

***Core Initiative 2.2: Expand the evidence base, and improve knowledge generation and sharing among members, stakeholders, donors and policy-makers***

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

An enabling environment encompasses favorable conditions at all levels that represent investments in progressive and responsive policies, an engaged civil society, functional democratic processes, and access to information and knowledge. These conditions allow for effective humanitarian action, strengthening prospects for attaining Education for All and the Millennium Development Goals (MDGs). While Outcome Three aims to influence policy-makers, donors, duty-bearers and other stakeholders on the importance of continued and improved education interventions in crisis and crisis-prone contexts, it also recognizes that there is an underlying need to foster an enabling environment alongside targeted advocacy and awareness-raising measures.

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

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

***Core Initiative 3.1: Increase visibility, awareness and resources for education in emergency prevention, preparedness, response and recovery***

***Core Initiative 3.2: Facilitate policy development, policy dialogue and advancement on quality, safe and relevant education and thematic issues***