

INEE

Inter-Agency Network for Education in Emergencies

Strategic Plan



2008 – 2010

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Preface

This Strategic Plan sets out the vision, strategic goals and core initiatives that will guide the work of the Inter-Agency Network for Education in Emergency (INEE) during 2008-2010. Since its inception in 2000, INEE has successfully created a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing and informs policy through consensus-driven advocacy. Over the next three years INEE's strategic direction will seek to maintain this distinctive network ethos and build upon its successes to date. INEE will focus on areas of work that will consolidate and strengthen inter-agency collaboration and drive forward emerging trends, commitments and initiatives that further our mission to better meet the educational rights, needs and aspirations of all persons affected by crisis.

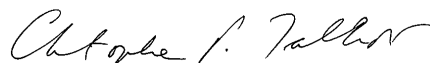
This document has been developed during 2007 in a three-stage consultative process involving the INEE Steering Group, INEE Working Group on Minimum Standards, representatives from the broader INEE membership, INEE Secretariat, as well as key external (non-member) stakeholders. In preparing a multi-year Strategic Plan, INEE is applying good organisational practices which will allow the Network to build on its successes and respond to the strategic context in which we are working. While this framework will guide INEE planning for the next three years, it will be reviewed annually by the Steering Group to ensure that INEE continues to serve the dynamic field of education in emergencies and the interests of the Network's diverse constituencies.

INEE would like to thank the Canadian International Development Agency (CIDA) for providing the financial support to make this Strategic Planning process possible. We would also like to thank the World Bank for generously hosting the Strategic Planning Workshop at their headquarters in Washington D.C. Finally, INEE would like to acknowledge the work of Stephanie Bengtsson, Courtney Lawsing and Michael Gibbons who all provided valuable assistance in the planning process and the preparation of this document.

Document Approval

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I. Introduction

Origins

The Inter-Agency Network for Education in Emergencies was born of equal measures of outrage and conviction. Even as the inclusive Education For All (EFA) vision burst forth from the World Conference on Education in Jomtien Thailand in 1990, a disturbing issue remained unresolved. Where did displaced children such as those streaming across the borders into overcrowded and violent camps during the Rwandan genocide in 1994 fit into “education for all”? What could EFA do to legitimize efforts to build and manage large education systems in refugee situations around the world? Would those affected by emergencies and crisis be included in Education For All or forgotten?

By the mid 1990s, the EFA gap had become eminently clear. Of the 100 million primary school aged children not in school around the world at that time, half lived in conflict and crisis-affected countries and fragile states. Attention to their needs lay effectively outside the EFA process, and parallel extra-governmental education systems were discouraged. Education was not included in humanitarian responses to natural disasters, crisis or war, with a mere two percent of humanitarian aid allocated to education even as late as 2000. Despite the efforts of a few isolated advocates and agencies, the right to education of those affected by emergencies was being systematically neglected.

In the early 1990s, a number of champions of the right to education pushed the issue and led initial efforts within their own agencies and in international fora to address this gap. Humanitarian responses of some agencies on the ground began to include education services on a more regular basis, albeit on a small scale and in an ad hoc manner. It became clear that education contributes significantly during and after crises to child protection, mental health and psychosocial support, personal empowerment and the cultivation of hope and future orientation among those affected by crisis. These early leadership and program efforts led to the inclusion of a strategy session organized by representatives of UNICEF, UNHCR and UNESCO on education in situations of emergency and crisis at the World Education Forum in Dakar, Senegal in 2000. Ministers of Education and participants in this session from UN agencies and international NGOs confirmed a shared sense of concern and agreed to develop a process of inter-agency communication and cooperation to improve, expand and institutionalize education in emergencies and post-crisis situations. To enact this decision, UNICEF, UNESCO and UNHCR jointly convened the first Inter-Agency Consultation on Education in Emergencies with 100 people from 30 agencies in Geneva in November 2000. At this meeting, the Inter-Agency Network for Education in Emergencies (INEE) was established.

The original purpose of INEE was to create an accessible network through which education practitioners working in emergencies around the world could interact and engage with one another through the exchange of resources and information which would assist in their individual and organizational efforts to ensure quality education for all persons affected by emergencies, crises and instability. The initial agenda established by the network founders was to share knowledge and experience; promote greater donor understanding of education in emergencies; advocate for education to be included in humanitarian response; make teaching and learning resources available as widely as possible; ensure attention to gender issues in education in emergency contexts; document and disseminate best practices; and move toward consensual guidelines on education in emergencies. While the agenda has evolved in the years since INEE’s establishment, the founding purpose and vision of the network, and many of the early leaders who shaped it, remain central to the work of INEE today.

The Network Approach

Since its inception in 2000, INEE has grown into an open global network of more than 2,300 practitioners, students, teachers, staff from UN agencies, non-governmental organizations, donors, governments and universities who work together to ensure the right to education in emergencies and early reconstruction. INEE members:

- **communicate** principally through a moderated listserv and website
- **self-organize and engage** via network working groups, task teams, interest groups, language communities and individual member initiatives and organisations
- **are supported** by core secretariat staff based in the New York offices of UNICEF and the International Rescue Committee.¹

INEE was defined not as a formal organization with bureaucratic functions, but rather as a flexible and responsive mechanism which brings organizations and individuals together to facilitate collaboration, share experiences and resources, establish standards for the field, and engage in advocacy regarding the right to education. The Network has put particular emphasis on avoiding duplication while promoting a diversity of ideas, approaches and gender sensitivity. INEE does not implement projects or co-ordinate agencies, but works to enable members to be more effective. Over time, it has become clear that building and maintaining this unique network approach and collaborative methodology involves a number of specific choices and behaviours, characteristics that have come to define the 'culture' of INEE, including:

- A clear shared vision and collective determination to ensure education becomes a priority humanitarian response
- A motivated and responsive global team of individual members, Steering Group representatives and Secretariat staff working with and for the leading organisations in the field
- A commitment to collaboration, flexibility, openness and transparency
- Core funding, resources and in-kind contributions leveraged from and through diverse sources
- Inclusive and interactive membership communication mechanisms including the listserv, Minimum Standards consultations and trainings, Task Teams, Interest Groups, and French, Spanish and Portuguese Language Communities
- A strategic approach which harnesses the power of a global network to consultatively determine priorities and respond to the dynamic nature of the field

¹ A new Secretariat staff member is currently being recruited and will sit at UNESCO HQ, Paris in 2008.

Accomplishments

In the seven years since the founding of the network in 2000, INEE members – acting together as a network and separately within their respective agencies– have helped equip practitioners and policymakers with knowledge, tools, skills, and training that have contributed significantly to improve education programs, policies, financial support, technical resources, coverage and quality of education services in crisis and post-crisis recovery situations. There is much more work to be done, but a strong foundation has been built. Some of the network's accomplishments, which exemplify its reach and effectiveness to date, include:

- The creation of a reputable and neutral inter-agency forum for raising and examining education issues, fostering trust and collaboration, sharing experiences, pooling knowledge and informing policy.
- The development of a set of varied technical tools that support the education work of practitioners and agencies in the field, including the INEE Website, Resource Bulletins, an INEE Technical Kit on Education in Emergencies and Early Recovery: A Digital Library, the INEE Peace Education Programme, and over 44 Good Practice Guides.
- The development, implementation and evaluation of the *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, the first global tool to help the international community define a minimum level of quality education for people affected by crisis, which provides a common framework through which education practitioners can coordinate and hold one another accountable.
- Over 225 trainers trained through nine INEE Minimum Standards regional Training of Trainers Workshops with over 100 follow-up workshops conducted by Training of Trainer graduates.
- Substantial contributions to the recognition and inclusion of education in the humanitarian programs of a number of NGOs, UNHCR, UNICEF and UNESCO and a new phase of collaboration between INEE and the Sphere Project
- INEE advocacy work saw the 2005 United Nations World Summit Outcome document, which provided a renewed global endorsement of the Millennium Development Goals, recognise education as a key sector within humanitarian response.
- UN Inter-Agency Standing Committee established an Education Cluster as a result of INEE's and its member organisations' advocacy.
- INEE's inputs into donor, UN and NGO policy-making processes have been channelled successfully through the coordination of two policy roundtables: 1) CIDA-INEE Policy Roundtable on Education in Emergencies, Fragile States and Reconstruction which called for policy coherence across different areas of work, the establishment of alternative financing mechanisms, and the institutionalisation and implementation of the INEE Minimum Standards; and 2) the Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Return Roundtable which fostered consensus on the policy and practice challenges and the identification of next steps.
- INEE received the Women's Commission for Refugee Women and Children's Voices of Courage Award (2006) for accomplishments to date in its work promoting access to and completion of high quality education for all persons affected by emergencies, crises or chronic instability.

II. Strategic Plan

The reputation and demand for the assistance of INEE has steadily grown in recent years, as education has found its rights-based place in the humanitarian and post-crisis recovery agendas of governments, UN agencies and NGOs. During 2007, guided by the Steering Group, INEE's members took time to take stock of the network and its changing environment, and developed the following strategic plan in order to pursue INEE's expanded aims in the next three years.

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 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 endeavours, must adhere to clear standards of quality and be accountable for results.

Strategic Context: The Global Policy Framework

Recent years have seen dynamic trends in the global environment within which INEE is working. The field of education in emergencies is young, and has only recently begun to emerge as a structured, institutionalized and professionalized field. Mapping this process, and INEE's influential role and concomitant development within it, informed our understanding of the current context, and influences INEE's strategic direction over the next three years.

The Education For All goals set during the World Education Forum in Dakar in 2000 are global commitments that continue to frame the work of INEE. The comprehensive vision of education endorsed in Dakar emphasizes the need for concerted effort to reach those most vulnerable and disadvantaged in society and has provided the impetus for sustained action on the part of the international community. However, as successive EFA Global Monitoring Reports have revealed, knowledge of progress towards all six of the EFA goals in conflict affected and fragile states is limited as there is a substantial lack of data from these contexts. As the EFA movement reaches a midway point in its mission to expand and improve learning opportunities for every child, youth and adult by 2015, INEE continues to facilitate dynamic coordination to reduce barriers to the achievement of Education For All represented by the estimated 40 million children and youth who are out of school in conflict affected and fragile states, and the many more who are affected by natural disasters.

Education is often seen as part of longer-term development work rather than a necessary intervention in emergency response; the principal mandate of humanitarian relief organisations typically involves provision of food, shelter, water and sanitation and healthcare. However, attitudes and assumptions are now shifting, as education in emergencies is beginning to be considered a vital relief intervention that can be both life-sustaining and life-saving. Programmatic approaches and funding mechanisms are also changing as education is recognized as a sector that can provide continuity across all stages of the relief to development continuum. A number of groundbreaking global initiatives have emerged that both reflect and further this ongoing development of the field.

The inclusion of education within the UN Inter-Agency Standing Committee's (IASC) cluster initiative is a significant achievement as it indicates recognition by the international community of the critical role that education plays in humanitarian response. INEE's work in preceding years provides a strong foundation for the Education Cluster. Furthermore, INEE's ongoing involvement will guarantee a scaffold of technical knowledge, tools and information gathering and sharing practices which will greatly enhance the cluster's ability to identify and address capacity gaps and bring actors together at country and global levels to ensure a more predictable, timely and effective education response in ongoing and new emergencies.

This crucial development has yet to be matched by the provision of resources necessary to support those working to provide quality education in times of crisis and early recovery. Even when education is included in humanitarian response, the funding levels allocated to this sector fall far below what is required, as funders' tend to prioritize more traditional emergency sectors such as food and shelter, health or water and sanitation. However, recently there has been substantial and encouraging investment in education in emergencies from certain donors. The Dutch Ministry of Foreign Affairs and the United Kingdom's Department for International Development British have given sizable allocations of funds for education in emergencies and post-crisis countries, and others such as the Canadian, Swedish and Norwegian governments continue to provide key financing for education. Despite these positive developments, there is still a huge financing gap along the continuum from education in emergencies through to recovery.

Financing mechanisms and international aid policies have also begun to more fully recognize the particularly challenging and high-risk contexts that must be tackled if funding for education is to reach those countries in emergency or classified as fragile states. Coherent and effective donor partnerships through the OECD/DAC and Education For All Fast Track Initiative are seeking to provide funding facilities for fragile states and post-crisis countries, converging directly with the INEE agenda.

Many other initiatives seeking to focus on education in emergencies and post-crisis recovery are also underway, and have sought support and/or partnership from INEE. Save the Children Alliance's Rewrite the Future Campaign, the Global Campaign for Education, the Graça Machel +10 Report on Children in Armed Conflict, the Special Rapporteur on the Right to Education 2008-9 Report on Education in Emergencies are all indicative of the success of the collective efforts of INEE's members in raising awareness of the need for education in emergencies and advocating for its provision.

From international humanitarian reform to financing mechanisms, the global context within which INEE is working is extraordinarily rich in opportunity for furthering the provision of quality education in emergencies and post-crisis situations. Given the multiplicity of actors and the fast-changing, multi-dimensional character of the current environment, INEE is uniquely poised to play a fundamental role in the continuing processes that are shaping and advancing the field. Over the next three years INEE's strategic direction will seek to maintain the distinctive network ethos and build upon INEE's successes to date. As such, INEE will focus on areas of work that will consolidate and strengthen inter-agency collaboration and drive forward emerging trends, commitments and initiatives that further our mission to better meet the educational rights, needs and aspirations of all persons affected by crisis.

Strategic Goals and Core Initiatives

INEE will pursue eight core initiatives over the next three years to achieve its strategic goals of strengthening institutional coordination, enhancing global knowledge and capacity and promoting a dynamic network membership. Through leadership on these core initiatives, INEE will effectively promote the provision of quality education for all people affected by crisis, and the continuity of financing and transition strategies linking preparedness, emergency and chronic crisis response, post-crisis recovery and longer-term development activities in education. By 2010 INEE will:

Strengthen institutional coordination to ensure education for all affected by crisis

- 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**

Enhance global knowledge and capacity in order to support education in crisis and post-crisis settings

- 4. Deepen the promotion, implementation 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**

Promote a dynamic membership to advance the field of education in emergencies

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

Core Initiative

Contribute to and support the IASC Education Cluster

Strategy

In order to promote education as an integral component of humanitarian response, INEE will support and contribute to the Education Cluster mechanism established by the United Nations Inert-Agency Standing Committee. INEE will contribute to the IASC Education Cluster through membership on the Advisory Group for the cluster and facilitate ways for the INEE membership to provide guidance, technical assistance, standards and tools in support of the implementation of the IASC Cluster Approach.

INEE is in a position to help provide tools and training to ensure that minimum standards for education are being adopted by field workers. By drawing on its membership and publishing an issue brief about the degree to which standards are being adopted in the clusters, INEE can also help the IASC to enhance accountability. INEE has and will continue to dedicate time and human resources to the Advisory Group, contributing to furthering humanitarian accountability and predictability and ensuring immediate response to the education needs of those affected by crises.

Activities

- Maintain Education Cluster focal point person(s) in the Steering Group and INEE Secretariat as principal liaisons to the Cluster Advisory Group.
- Disseminate information on the IASC Education Cluster and related activities and projects to members via the INEE website and listserv, and during INEE Minimum Standards Trainings and Regional Capacity Building workshops.
- Share information on the IASC Education Cluster with the wider humanitarian aid community, particularly through the ICVA, VOICE and Interaction networks.
- Extend training support on the INEE Minimum Standards for those organisations and members involved in the cluster and encourage national education ministry involvement in these activities.
- Adapt INEE capacity building processes and resources to the Education Cluster capacity-building needs and make this information available to the Cluster Secretariat and Advisory Group.
- Link graduates of INEE Minimum Standards Training of Trainers workshops to Cluster surge and rapid response rosters.
- Develop and widely disseminate case studies that capture challenges, good practices and lessons learned on how field-based clusters are utilising INEE Minimum Standards as a framework for ensuring coordination and accountability.
- Disseminate the INEE Minimum Standards Handbook, INEE Minimum Standards Adoption Strategy Checklist for Education Clusters and other key INEE resources to all field-level education clusters.
- Organise a workshop session at the INEE Global Consultation on the IASC Education Cluster, sharing new resources, good practices and lessons learned with INEE members and key stakeholders.

Core Initiative **Facilitate policy development around education and fragility**

Strategy

INEE is in a unique position to help improve coordination and leverage expertise about fragile states. In partnership with key initiatives, such as the FTI Fragile States Task Team and the OECD DAC Fragile States Group, INEE will influence how education is funded and delivered in fragile states while ensuring equitable access for all. INEE will accomplish this through establishing a Working Group on Education and Fragility within INEE which will serve as a structure for coordinating this multiplicity of diverse initiatives. The INEE Working Group goals are:

1. To strengthen consensus on what works to mitigate state fragility through education while ensuring equitable access for all.
2. To support the development of effective quality education programmes in fragile states.
3. To promote the development of alternative mechanisms to support education in fragile states in the transition from humanitarian to development assistance.

Activities

- Facilitate collaboration between the key education stakeholders and partners within, FTI, the OECD-DAC, and other donor agencies to support education work in situations of state fragility.
- Develop analytical policies and guidance tools on the role of education in fragile states to inform planning, design, investment and coordination and contribute to state-building.
- Produce a compendium of best practice case studies of education in fragile states, bringing together available (including unpublished) material, and drawing on rich practitioner experience.
- Coordinate capacity building opportunities for Ministry staff in FTI pilot countries through training on the INEE Minimum Standards and dissemination of key case studies on the role of education in state-building.
- Ensure that the FTI Capacity-Development Guidelines and Indicative Framework for Fragile States draw upon the INEE Minimum Standards and promote the complementary use of these tools for education capacity-building and planning in conflict-affected and fragile states.
- Develop and disseminate advocacy briefs and influencing strategies to raise awareness of the need for more systematic investment in education in fragile states.
- Mobilise INEE members to provide on-the-ground perspectives to help shape the fragile states agenda and associated policies.
- Organise a workshop session at the INEE Global Consultation at which members of the INEE Working Group on Education and Fragility will present preliminary progress and challenges as well as share new tools and resources, good practices and lessons learned with INEE members and key stakeholders.

Core Initiative

Lead inter-agency policy dialogue and advocacy

Strategy

INEE will build on the utility and legitimacy of the INEE-CIDA policy roundtable in 2006 to institutionalize an annual policy roundtable, seeking donor support on a rotating annual basis, as well as organising a series of technical seminars and forum on policy issues prioritised by the INEE membership. INEE will seek to influence donor policy and strengthen coherence across initiatives and agencies by engaging a diverse group of stakeholders, particularly donors and national governments, on critical policy issues relating to education in emergencies, post-crisis recovery and fragile states.

Activities

- Organise the 2008 INEE Policy Roundtable sponsored by a bilateral donor that brings together a diverse group of participants, including other bilateral and multilateral donors.
- Develop inter-agency guidance notes on teacher compensation policy through a consultative process of drafting, collective peer review, field testing and advocacy.
- Guide the formation of effective international policies and funding mechanisms to support quality and equitable education in fragile states through the work of the INEE Working Group on Education and Fragility.
- Facilitate the institutionalisation of the INEE Minimum Standards into inter-agency and global humanitarian aid coordination and accountability policies, particularly through engagement in the work of the IASC Education Cluster.
- Using lessons learned from the 2006 and 2008 Policy Roundtable events put in place a process for identifying emerging themes for future Roundtables and continue to build innovative partnerships to increase the impact and efficacy of such events.
- Contribute to UN-wide policy initiatives such as the UN Special Rapporteur on the Right to Education 2008 Report on Education in Emergencies, follow-up on the World Report on Violence Against Children, and the work of the Committee on the Rights of the Child.
- Organise a policy session at the INEE Global Consultation in 2009, providing policy makers and Ministry of Education personnel the opportunity to share emerging issues of common concern, good practices and lessons learned in the fields of education in emergencies, fragile states and in the transition from relief to development.

Core Initiative

Deepen the implementation, institutionalisation and evaluation of the INEE Minimum Standards

Strategy

Provision of education in emergencies is not standardized in most instances and what constitutes quality has not been formally agreed upon. However, INEE made a huge contribution to the field when it published the *Minimum standards for Education in Emergencies, Chronic Crisis and Early Reconstruction* in 2004, a key global tool that is now being used in over 80 countries around the world.

The Working Group on Minimum Standards and INEE Secretariat will diversify, deepen and expand promotion, utilization and institutionalization of the Minimum Standards through continued capacity building and training, awareness raising and institutionalisation, identifying and promoting tools and materials complementary to the INEE Minimum Standards, and assessing their use and impact.

Activities

- Produce and roll-out the INEE Minimum Standards toolkit of effective practices, cases studies, tools and translations.
- Facilitate a series of Training of Trainer workshops and provide follow-up training and implementation support and facilitate regional capacity-building workshops, yielding national and regional action plans.
- Develop, collect, share training adaptations, especially for Ministry of Education and local partners.
- Support the development and implementation of institutionalization plans for Working Group and Steering group member agencies as well as strategic partners including donors, which will effectively embed the standards into procedures and systems.
- Monitor and evaluate awareness, utilization, institutionalization and impact and share feedback with the network.
- Continue on-going promotion, advocacy and strategic links with other initiatives including the Sphere project, Fast Track Initiative, disaster reduction initiatives, IASC Education Cluster, and IASC Task Force on Gender and Psychosocial Well-being.
- Develop and roll-out communication and advocacy materials for Ministry of Education and donor audiences and mobilize members to engage more with Ministries of Education regarding the implementation of the INEE Minimum Standards.
- Embed the INEE Minimum Standards into donor and government program criteria, Requests for Applications and Proposals, guidelines – USAID/ BPRM, ECHO, DFID, SIDA, NORAD.
- Share lessons learned in the implementation and institutionalization of the INEE Minimum Standards at the INEE Global Consultation in 2009.
- At the INEE Global Consultation in 2009 and through a consultation over the INEE listserv, engage INEE members in a collaborative revision process to strengthen the INEE Minimum Standards and decide upon the next steps in the utilisation of this global tool.

Core Initiative

Integrate Disaster Risk Reduction into INEE activities and resources

Strategy

While the INEE Minimum Standards and other INEE materials, such as the Good Practice Guides, cover preparedness, response and recovery programming and policy, they do not strongly enough articulate the holistic disaster risk reduction cycle, particularly mitigation.

INEE will focus more attention on disaster risk reduction in INEE activities and INEE Minimum Standards materials. INEE will link with the International Strategy for Disaster Risk Reduction and its partners to apply a natural disaster lens to generate case studies and examples in order to redress the limited attention to preparedness and disaster risk reduction in education standards, materials and practices.

Activities

- Engage and collaborate with UN International Strategy for Disaster Risk Reduction (ISDR), RiskRed, UNICEF emergency team and others within the risk reduction community.
- Actively participate in the ISDR Global Platform for Education and contribute INEE resources to the work of the Platform.
- Introduce the risk reduction community to INEE, encouraging them to join and utilize materials and identify relevant risk reduction materials for INEE members, post them on the INEE website and share information with INEE members via the listserv.
- Incorporate disaster risk reduction into all INEE resources and tools, including a revision of the INEE Minimum Standards, the INEE Minimum Standards Toolkit, and the INEE Regional Capacity-Building Workshops.
- Draw on Latin America DRR experiences, capturing and codifying good practice and lessons learned from INEE members in Asia, South and Central America and the Caribbean, including through TOT activities.
- Collect, develop and publicize INEE Minimum Standards training adaptations for natural disasters, risk reduction and preparedness.
- Involve the DRR community in the 2009 INEE Global Consultation both in terms of participation and through the development of workshop sessions that share good practices and lessons learned on disaster risk reduction and education.

Core Initiative

Shape the research agenda on education in emergencies, chronic crisis and early recovery

Strategy

There is limited research evidence about the value and impact of education in emergencies and post-crisis reconstruction as well as insufficient documentation of field experience to permit institutional learning across agencies and ministries. Moreover, there is a need to establish the intellectual foundations of the discipline of educational planning and management in emergencies, post-crisis recovery and fragile states, to support the professionalisation of the field and further coordination and accountability.

INEE will identify, collect, disseminate and use research and evidence to strengthen the quality of education training and capacity-building, advocacy and knowledge development activities. INEE will conduct a two-tier strategy, acting as a research repository and disseminator in collaboration with key research partners as well as conducting research on evidence of INEE's contributions to the field.

Activities

- Highlight and disseminate INEE members' and partners' research findings, articles and publications via the INEE listserv and on the INEE Academic Space webpage.
- Facilitate interaction between academics and practitioners in order to ensure the relevancy of research and its application and analysis in the field.
- Coordinate the work of the INEE Working Groups on Minimum Standards and Education and Fragility, INEE Task Teams and Interest Groups as they develop focused research agendas.
- Partner with research institutions focused on education, development, humanitarian aid and other relevant disciplines to facilitate INEE member contributions to their research.
- Oversee the development of a case study on the organisational evolution of the Network and the INEE Minimum Standards.
- Develop a data presentation that maps INEE's presence as a global membership network and the reach and impact of the INEE Minimum Standards.

Core Initiative

Improve quality of network services through increased opportunities for membership collaboration

Strategy

INEE's facilitative role across organisations and governments serves to strengthen the knowledge base and capacity of education practitioners and key stakeholders in the field of education in emergencies. An important part of INEE's mandate is to make available resource materials and opportunities that will help practitioners from UN agencies, NGOs, national ministries, schools and universities understand cutting edge practice and provide a forum where challenges can be discussed and good practices shared. INEE will serve as a hub for the sharing of information, tools and resources and will utilize a variety of mechanisms to encourage membership engagement in collaborative work and the development of inter-agency resources.

In particular, the INEE Global Consultation in 2009 will provide a platform for INEE members and key partners to come together to consult around issues of common concern, to exchange information and experiences, and to move forward in an active and collaborative manner. The Global Consultation will deepen an understanding of how INEE members are individually, within their respective organizations, and collectively, within the INEE network, bridging the gaps between preparedness, relief and development and making progress towards meeting the education Millennium Development and Education For All goals. The consultation outcomes will not only ensure that the network is responding to key issues from the field but will also create a framework for strengthened inter-agency collaboration and coordinated action on these issues

Activities

- Utilise the INEE listerv and website to keep members informed of new opportunities and developments within the field, support online discussions and facilitate online consultations.
- Develop a fully searchable online database with a user-friendly interface consisting of core publications, translations, tools, good practice guides and training resources.
- Disseminate region- or issue-specific materials and resources developed by the INEE Task Teams, Interest Groups and Language Communities.
- Bring INEE members and key stakeholders together at the 2009 INEE Global Consultation to examine the current status and developments in the fields of education in emergencies, fragile states, and in the transition from relief to development, sharing resources, good practices and lessons learned.
- Solicit input from INEE members and key partners on the network's strategic direction and priorities for future work through a consultative workshop session at the INEE Global Consultation, the process and outcomes of which will broaden and deepen inter-agency collaboration and networking.

Core Initiative

Promote balanced, responsive and sustainable network growth

Strategy

INEE will continue to be at the forefront of the emergent and complex field of education in emergencies and early recovery through the employment of innovative membership development and sustainable network growth. As humanitarian response to the educational needs of those affected by crisis reaches an unprecedented scale and increasingly becomes professionalized and institutionalised, INEE will work to ensure a diversified membership that reflects and contributes to the organisational, geographic and professional expertise represented in the broader field of education in emergencies and early recovery. In order to fulfil its unique catalytic role and meet the growing demands of those organisations and individuals that make up the Network, INEE will seek to expand its funding base and overall capacity, and, if strategic, review core staff numbers. Donor provision of sustainable funding coupled with strategic planning will enable stability and flexibility which in turn will facilitate innovation and ensure the growth of collaborative inter-agency efforts to meet the commitments to Education for All and the Millennium Development Goals.

Activities

- Develop a membership mapping and growth strategy.
- Develop a 3 year core budget and staff plan consistent with growth scenario.
- Develop pro-active fund-raising plan, core proposals, PR documents.
- Develop a review process for gauging, costing and negotiating for adequate staff and operating costs before approving any new program initiatives, and ensure that these costs are budgeted in all new programme proposals.
- Review INEE's structure and capacity at the INEE Global Consultation, getting input from members and key stakeholders.
- Ensure that new members of Working Groups and Steering Group understand and commit to substantial in-kind contribution of time to INEE tasks, so expanded membership is a net gain, not added burden for INEE Secretariat staff.

III. Appendices

Appendix A: Strategic Planning – Process and Framework

This Strategic Plan sets out the vision, strategic goals and core initiatives that will guide INEE's work during 2008-2010. It was developed during 2007 in a three-stage consultative process. The first stage involved data gathering from INEE members on a core set of questions via the website and listserv, as well as phone and email interviews with key external (non-member) stakeholders. Informants were asked to identify and prioritise urgent and emerging issues in the field of education in emergencies, describe INEE's role to-date, and analyse how INEE might better support members in their work in the future. Findings were synthesised by a consultant, Secretariat staff and graduate interns, and served as the basis for a strategic planning workshop.

During the three day strategic planning workshop in Washington DC in April 2007, Steering Group members, representatives from INEE's Working Group on Minimum Standards and INEE Secretariat staff reviewed INEE's history and lessons learned, examined the survey findings and analysed current external challenges, trends and opportunities. INEE's mission statement was revised and a number of priority strategic initiatives were identified. Staffing, funding and organisational implications were also discussed.

Finally, following the workshop, the consultant drafted this Strategic Plan document which was reviewed by Steering Group members and Secretariat staff. This final document was prepared in Fall 2007, and was approved by the Steering Group in January 2008. In preparing a multi-year Strategic Plan, INEE is applying good organisational practices which will allow the Network to build on its successes and respond to the strategic context in which we are working. While this plan will guide INEE planning for the next three years, it will be reviewed annually by the Steering Group to respond to the dynamic field of education in emergencies and the interests of INEE's diverse constituencies.

Appendix B: Current Status – Membership, Structure and Leadership

As 2007 comes to a close, INEE is a network of more than 2,300 members led by a nine-person Steering Group, supported by a four-person secretariat staff, involving members in a Working Group on Minimum Standards, a new Working Group on Education and Fragility and a set of evolving Task Teams and Interest Groups.

Membership

INEE's membership of over 2,300 includes staff of international agencies, NGOs, donors and other institutions working in the field, at policy level and as program leaders. These members self-organize to undertake country and regional level activities, collaborate in responding to emergencies, and use INEE resources and materials in their projects and work. Members also participate in all INEE planned network activities as participants, facilitators, Task Team, Working Group or Steering Group members.

Steering Group

In consultation with the wider membership, the Steering Group sets goals and plans for the network; approves new working groups, task teams and interest groups; and provides strategic guidance to the secretariat staff. Steering Group members are senior representatives of organizations actively engaged in education in emergencies. The organizations commit to support INEE with monetary or in-kind contributions, and the representatives give substantial time to INEE activities including two Steering Group meetings per year. The Chair of the Steering Group rotates every year. The current Steering Group members represent:

- CARE International
- Christian Children's Fund
- International Rescue Committee
- International Save the Children Alliance
- Norwegian Refugee Council
- UNESCO-IIEP
- UNHCR
- UNICEF
- World Bank

Secretariat Staff

INEE maintains a core staff team that represents the network, leads and supports network activities, and coordinates network processes, systems and projects. Current positions are:

- INEE Director
- INEE Coordinator for Minimum Standards
- INEE Coordinator for Network Services
- INEE Coordinator for Education and Fragility (Currently recruiting)

Working Group on Minimum Standards

In response to a need expressed throughout the field, from 2002-2004 INEE engaged more than 2,250 participants from 50+ countries in regional forums in the development and publication of *Minimum Standards for Education in Emergencies, Chronic Crises and Reconstruction*. The work of developing, revising, publishing and then disseminating these standards has been done by a cooperative Working Group of representatives of 20 agencies:

- Academy for Educational Development, US
- AVSI, Uganda
- BEFARe, Pakistan
- CARE, Afghanistan
- Catholic Relief Services, US
- The Foundation for the Refugee Education Trust, Switzerland
- Fundacion dos Mundos, Colombia
- GTZ, Germany
- International Rescue Committee, US
- Norwegian Refugee Council, Norway
- International Save the Children Alliance, Canada
- UNESCO, Paris
- UNHCR, Switzerland
- UNICEF, US
- USAID, Kenya
- World Education Thailand
- World Vision International, US

The Working Group on Minimum Standards continues its work by widely disseminating and promoting the use of the INEE Minimum Standards using a standardised promotion package to key advocacy targets; implementing an effective process for training and capacity-building on the INEE Minimum

Standards; and facilitating an effective process for the implementation and institutionalization of the INEE Minimum Standards across agencies and within the IASC Education Cluster, including a monitoring and evaluation process whereby evaluation feedback on experiences, good practices and lessons learned and tools are shared broadly and will be utilized in a future revision.

Working Group on Education and Fragility

This forthcoming working group has been proposed with the following three goals: 1) To strengthen consensus on what works to mitigate state fragility through education while ensuring equitable access for all; 2) To support the development of effective quality education programmes in fragile states; 3) To promote the development of alternative mechanisms to support education in fragile states in the transition from humanitarian to development assistance.

Current Task Teams and Interest Groups

INEE offers a diverse array of opportunities through which members can become more involved with the Network and contribute to the work being conducted within the field of education in emergencies, chronic crises and early reconstruction. Members are encouraged to identify and work collaboratively on a number of issues through member-led Task Teams and Interest Groups:

Gender Task Team – Convened by IRC. Produced several documents on *Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts* (e.g. Gender-based Violence; School Sanitation, Health and Hygiene; and Recruiting and Supporting Women Teachers) which serve as complementary tools to the INEE Minimum Standards.

Teaching and Learning Task Team (forthcoming) – Convened by UNICEF. Plans to identify strategies for helping education in emergencies and recovery programmes achieve the INEE Minimum Standards, particularly those associated with the 'Teaching and Learning' and 'Teachers and Other Education Personnel' categories.

Adolescent and Youth Interest Group – Convened by RET. Established a forum in which INEE members can engage in dialogue about issues and challenges facing adolescents and youth; and highlight resources, materials and project-specific information in the Bi-Weekly Bulletins distributed to all general members via the INEE listserv.

Past Task Teams – The *Teacher Training Task Team* created a *Teacher Training Resource Kit* which consisted of teacher training materials and resources in CD Rom format which was subsequently reviewed and evaluated by the *Teachers and Other Education Personnel Task Team*. The *Learning Materials and Resources Task Team* created the *INEE Technical Kit on Education in Emergencies and Early Recovery* which consisted of 235 teaching and learning resources for field practitioners (hard copy and CD-Rom versions). The *Adolescent and Youth Task Team* published an article on youth livelihoods in emergencies for *Forced Migration Review*.

INEE members are in the process of forming Language Communities that will offer members located in particular regions of the world and/or using a working language other than English the opportunity to collaborate more effectively to advance the work being carried out in the field of education in emergencies and post-crisis reconstruction. The language communities will create a forum in which members can further engage in activities such as: advocacy; capacity building; resource development; sharing lessons around the use, implementation and evaluation of INEE's Minimum Standards and other tools; translations; and much more.

Language Communities

INEE members have also formed language communities to facilitate the sharing of resources, experiences and tools in their language of work. Supported by the INEE Secretariat, French, Spanish and Portuguese Communities have established communication mechanisms through the INEE website and listserv. The Language Communities ensure that key INEE tools and resources have been translated and are supporting the promotion of INEE and the INEE Minimum Standards within the Francophone, Hispanophone and Lusophone worlds.