Dear members of the INEE community:

2021 was a challenging year for education across the globe, with every country struggling to deal with the continuing COVID-19 pandemic. Threats to health and safety and school closures continued to compound the struggles of under-resourced education systems, especially those in crisis contexts. Millions of students lost months of learning, and few countries had figured out an acceptable “new normal” of delivering consistent, quality education amidst the threat of COVID-19.

The Inter-agency Network for Education in Emergencies (INEE) continued to lean in to our two decades of knowledge, tools, and vibrant membership of nearly 18,000 members in 174 countries to inform and equip education in emergencies stakeholders on COVID-19 response.

And while COVID-19 drew much of our attention, it was by no means the only thing we worked on in 2021. Early in the year, we launched the INEE Help Desk, designed to provide rapid technical support, as well as the INEE Community of Practice, an online platform that facilitates peer-to-peer communication and moderated discussions in any language. We also launched the INEE Country Focal Points initiative in 12 countries to better support members and increase linkages between local and global action and priorities.

In May 2021, INEE’s long-running working groups on Education Policy, Standards & Practice, and Advocacy ended their mandates, providing an occasion for reflection and change. The changes led to a restructuring of INEE’s network spaces and ways of working to foster more devolved and equitable member-led work.

In this 2021 Annual Report, you will find a summary of the network’s many activities and accomplishments, which are organized by INEE’s four strategic priorities and six primary functions: community building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing.

As always, we are grateful for your engagement with INEE, which is critical for ensuring that education continues in spite of crisis. We look forward to continuing our work together to face the challenges in the years ahead.

Sincerely,

Jennifer Sklar
International Rescue Committee
INEE Steering Group Co-Chair

Linda Jones
UNICEF
INEE Steering Group Co-Chair
**INEE Membership Snapshot, 2021**

INEE exists for and because of its members. We are an open, global network of individual members in nearly every country across the globe. Find out more about INEE membership at [inee.org/members](http://inee.org/members).

### Members, total 2000–2021*

<table>
<thead>
<tr>
<th>Country</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>3,583</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1,058</td>
</tr>
<tr>
<td>Kenya</td>
<td>728</td>
</tr>
<tr>
<td>Pakistan</td>
<td>654</td>
</tr>
<tr>
<td>Canada</td>
<td>493</td>
</tr>
<tr>
<td>India</td>
<td>333</td>
</tr>
<tr>
<td>France</td>
<td>328</td>
</tr>
<tr>
<td>Jordan</td>
<td>323</td>
</tr>
<tr>
<td>Nigeria</td>
<td>304</td>
</tr>
<tr>
<td>Switzerland</td>
<td>272</td>
</tr>
</tbody>
</table>

### New members joined in 2021

<table>
<thead>
<tr>
<th>Language</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13,709</td>
</tr>
<tr>
<td>French</td>
<td>3,570</td>
</tr>
<tr>
<td>Spanish</td>
<td>2,657</td>
</tr>
<tr>
<td>Arabic</td>
<td>2,041</td>
</tr>
<tr>
<td>Portuguese</td>
<td>685</td>
</tr>
<tr>
<td>German</td>
<td>314</td>
</tr>
<tr>
<td>Italian</td>
<td>198</td>
</tr>
<tr>
<td>Swahili</td>
<td>190</td>
</tr>
<tr>
<td>Hindi</td>
<td>180</td>
</tr>
<tr>
<td>Urdu</td>
<td>167</td>
</tr>
</tbody>
</table>

### Countries of residence (top 10 of 174 total)

<table>
<thead>
<tr>
<th>Country</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>3,583</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1,058</td>
</tr>
<tr>
<td>Kenya</td>
<td>728</td>
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<tr>
<td>Pakistan</td>
<td>654</td>
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<tr>
<td>Canada</td>
<td>493</td>
</tr>
<tr>
<td>India</td>
<td>333</td>
</tr>
<tr>
<td>France</td>
<td>328</td>
</tr>
<tr>
<td>Jordan</td>
<td>323</td>
</tr>
<tr>
<td>Nigeria</td>
<td>304</td>
</tr>
<tr>
<td>Switzerland</td>
<td>272</td>
</tr>
</tbody>
</table>

### Languages spoken (top 10 of 101 total)

<table>
<thead>
<tr>
<th>Language</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13,709</td>
</tr>
<tr>
<td>French</td>
<td>3,570</td>
</tr>
<tr>
<td>Spanish</td>
<td>2,657</td>
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<tr>
<td>Arabic</td>
<td>2,041</td>
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<tr>
<td>Portuguese</td>
<td>685</td>
</tr>
<tr>
<td>German</td>
<td>314</td>
</tr>
<tr>
<td>Italian</td>
<td>198</td>
</tr>
<tr>
<td>Swahili</td>
<td>190</td>
</tr>
<tr>
<td>Hindi</td>
<td>180</td>
</tr>
<tr>
<td>Urdu</td>
<td>167</td>
</tr>
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</table>

### Organizations (top 10 of 4,000+ total)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Members</th>
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</thead>
<tbody>
<tr>
<td>Other organizations and institutions</td>
<td>6,685</td>
</tr>
<tr>
<td>No organizational affiliation</td>
<td>1,271</td>
</tr>
<tr>
<td>UNICEF</td>
<td>403</td>
</tr>
<tr>
<td>Save the Children</td>
<td>350</td>
</tr>
<tr>
<td>Plan International</td>
<td>142</td>
</tr>
<tr>
<td>Norwegian Refugee Council (NRC)</td>
<td>125</td>
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<tr>
<td>UNESCO</td>
<td>119</td>
</tr>
<tr>
<td>International Rescue Committee (IRC)</td>
<td>109</td>
</tr>
<tr>
<td>World Vision</td>
<td>106</td>
</tr>
<tr>
<td>UNHCR</td>
<td>96</td>
</tr>
</tbody>
</table>

### Organization types (top 10)

<table>
<thead>
<tr>
<th>Type</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO - International</td>
<td>2,894</td>
</tr>
<tr>
<td>No organizational affiliation</td>
<td>1,330</td>
</tr>
<tr>
<td>NGO - National</td>
<td>841</td>
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<tr>
<td>UN Agency</td>
<td>743</td>
</tr>
<tr>
<td>School - Primary</td>
<td>740</td>
</tr>
<tr>
<td>Other</td>
<td>429</td>
</tr>
<tr>
<td>Government - Ministry of Education</td>
<td>326</td>
</tr>
<tr>
<td>Consulting Firm</td>
<td>286</td>
</tr>
<tr>
<td>Government - Other Ministry or Agency</td>
<td>243</td>
</tr>
<tr>
<td>School - Tertiary</td>
<td>211</td>
</tr>
</tbody>
</table>

*All data as of 31 December 2021.*

*In July 2021, 1,434 duplicate and disused profiles were removed from the INEE member database as part of a comprehensive data cleaning effort.*
STRATEGIC PRIORITY 1: Provide thought leadership and global advocacy.

**Community building**
Member of the *Education Cannot Wait* High Level Steering Group and *Education Cannot Wait* Executive Committee

Member of the ad hoc Steering Group for *Education Cannot Wait* CSO election process

Member of the *Education Cannot Wait* Steering Committee for the Regional Multi-Year Resilience Programme for the Venezuela Situation

Member of the *Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)*

Participant in the *Building Evidence in Education* donor working group (BE2)

Member of the multi-sectoral *Humanitarian Standards Partnership (HSP)* and representative of the HSP on Sphere’s Executive Committee

Member of the *Global Education Cluster* Strategic Advisory Group and *Partners’ Forum*

Member of the *Latin America and Caribbean Regional Education Working Group*

Member of the *Lusophone Network for the Right to Education (ReLus)*

Formal partner of *The Alliance for Child Protection in Humanitarian Action*

Member of the *UNESCO International Teachers Task Force*

Member of the *UNHCR Secondary Education Working Group*

Member of the Steering Committee of *Karanga*

Founding member of the *Geneva Global Hub* and member of its Steering Committee

Member of the *Whole Child Development for Displaced Learners Network*, convened by *Salzburg Global Seminar*

Member of the *EDJAM (Education, Justice, and Memory)* Network Advisory Group

Member of the *PEER (Political Economy of Education Research)* Network Advisory Panel

Member of the *G7 Education Advocacy Working Group*
Convening
Organized five IDP round tables (in Ar, En, Es, Fr, Pt), which informed the paper, *Listening to the Voices of Internally Displaced Communities to Achieve Inclusive and Equitable Quality Education*, March and April

Launched the INEE Minimum Standards update process, September


Amplifying and advocating
Published *Refugee education during COVID-19 - Crisis and opportunity*, the synthesis of five refugee round table events, January

Published *Private Engagement in Education in Emergencies: Rights and Regulations*, March

Published *No Education, No Protection: What school closures under COVID-19 mean for children and young people in crisis-affected contexts*, March

Participated as keynote speaker in the webinar, *Experiencias internacionales de apoyo a la educación durante la emergencia sanitaria por Covid-19: Balance y aportaciones para México*, March

Published *Humanitarian-Development Coherence in Education: working together in crisis contexts*, April

Chaired a panel at CIES 2021 on *Adapting Social Emotional Learning (SEL) and Psychosocial Support (PSS) Programs in Fragile Contexts for Distance Learning*, April

Published *Non-formal Education for Adolescents and Youth in Crisis and Conflict: a Proposed Taxonomy and Background Paper*, April

Published *Creating an Enabling Non-formal Education Environment for Adolescents and Youth*, May

Published *Measuring school-based security interventions to protect from external threats of conflict and violence: A mapping of measurement frameworks and tools*, May

Launched the Teachers in Crisis Contexts Event Series, July


Chaired a panel at UKFIET 2021 on “Achieving Equity in Distance Education” in partnership with Edtech Hub, September

Presented opening plenary for the Rethinking the Education Workforce theme at UKFIET 2021, focusing on Re-prioritising teacher wellbeing in times of crisis, September
2021 in numbers

Much of what INEE does is not easily quantifiable, but here are some things that are:

**INEE**
- 21: Years since INEE was established
- 5: INEE languages: English, Español, Français, Português, and العربية

**INEE publications**
- 19: New INEE publications in 2021
- 75,000+: Downloads of INEE publications

**Translations**
- 157: Translation jobs from English to Français, Español, Português, and العربية
- 469,107: Words translated from English to Français, Español, Português, and العربية

**Web content**
- 318: Blog posts published
- 56: News articles shared
- 385: Job opportunities posted
- 125: Events listed

**Communications**
- 21: Email lists in English, Français, Español, Português, and العربية
- 21,198: Total email subscribers
- 4,260: New email subscribers in 2021
- 672: Emails sent (all languages)
- 12: Podcast episodes

**Web events**
- 33: Total web events
- 5: Round tables
- 2,494: Number of web event participants
- 92: Meet-Ups organized
- 1,887: Meet-Ups participants

**Website analytics**
- 323,645: Total visitors to inee.org
- 979,757: Total pageviews on inee.org
- 75,392: Total downloads from inee.org
- 226: Number of origin countries of visitors

**Trainings**
- 17: INEE Minimum Standards trainings (all languages)
- 12: Participants in the INEE Certified Trainer Program
- 5: Cluster Core Skills trainings
- 588: Downloads of the PSS-SEL Training Module
- 1,336: Downloads of the TiCC Training Pack
- 260: Downloads of the TiCC Peer Coaching Pack
- 522: Downloads of the Gender Training Module

**Evidence**
- 463: E-Cubed research proposals received (2017-2021)
- 349: E-Cubed proposals reviewed by E-Cubed Expert Advisory Panel

**Survey**
- 70: Surveys conducted
- 2,877: Survey respondents
Community building
12 members took part in the first ever INEE Certified Trainers Program, November

Convening
Launch of a French-language blog series of inspirational INEE member stories, June
Hosted webinars on EiE issues in the Haiti contexts, June and August
Hosted a French-language webinar on the first anniversary of the Safe Back to School manual by Save the Children, October

Knowledge management
Launched the INEE Help Desk to provide more responsive and specific technical support to INEE members in all working languages, May
Collated all INEE training materials developed between 2004 and 2021, December

Amplifying and advocating
Hosted a launch webinar for the EiE Competency Framework and INEE MS Indicator Framework, March

Facilitating and learning
Facilitated 17 INEE Minimum Standards trainings in all INEE languages
Supported five Education Cluster Core Skills trainings
Developed and piloted the new ISEEC training materials with UNHCR and the Global Education Cluster, in collaboration with NORCAP
Provided EiE orientations for five universities
Conducted a training on the INEE Minimum Standards for World Vision staff in Latin America, May
Convened a Latin America region workshop, Taller temático sobre generación y uso de datos para respuestas educativas frente a crisis, with UNICEF, UNESCO, UNHCR, and RET, September

Providing
Published the INEE Gender Training Manual, October
Participated in the technical team to create new modules for teachers in crisis contexts, of the inter-agency training, Creando Aula, November
INEE Community of Practice

Launched in April 2021, The INEE Community of Practice (CoP) is an online platform that facilitates peer-to-peer communication and moderated discussions - both synchronous and asynchronous - on the full range of education in emergencies topics in any language. The CoP is open to all INEE members.

CoP members by countries of residence (top 10 of 105 total)

United States of America 68
Nigeria 57
Syrian Arab Republic 37
Kenya 36
Yemen 35
United Kingdom 29
Haiti 28
Cameroon 27
Turkey 22
Lebanon 21

CoP members by INEE language

English 580
Arabic 184
French 164
Spanish 80
Portuguese 48

1,023 Total Members

30: Number of topical channels
5: Number of geographic channels
7,187: Messages exchanged
492: Files shared
40% in public channels, 60% in private exchanges

INEE Help Desk

Launched in May 2021, the INEE Help Desk provides rapid and specific technical support to INEE members on the full range of education in emergencies topics. Requests may be submitted in English, Arabic, French, Spanish, and Portuguese.

Languages of requests

67% - English
15% - Arabic
14% - French
3% - Spanish
1% - Portuguese

Topics of requests

General request 64
INEE Minimum Standards 14
General EiE 8
Distance Education 4
Mental Health and Psychosocial Support (MHPSS) 3
Accelerated Education Program (AEP) 2
Monitoring 2
Gender Based Violence 2
Adolescents and Youth 2
Teachers 2

49 Total Requests

25% - Resources & Tools
19% - General INEE inquiry
15% - Technical Support
15% - INEE website support
14% - Learning & Development
10% - Funding
2% - Other

Total Members

1,023

Total Requests

49

Number of topical channels
30

Number of geographic channels
5

Messages exchanged
7,187

Files shared
492

40% in public channels, 60% in private exchanges

Total Members

1,023

580

English

184

Arabic

164

French

80

Spanish

48

Portuguese

64

General request

14

INEE Minimum Standards

8

General EiE

4

Distance Education

3

Mental Health and Psychosocial Support (MHPSS)

2

Accelerated Education Program (AEP)

2

Monitoring

2

Gender Based Violence

2

Adolescents and Youth

2

Teachers

64

General request

14

INEE Minimum Standards

8

General EiE

4

Distance Education

3

Mental Health and Psychosocial Support (MHPSS)

2

Accelerated Education Program (AEP)

2

Monitoring

2

Gender Based Violence

2

Adolescents and Youth

2

Teachers

67% - English

15% - Arabic

14% - French

3% - Spanish

1% - Portuguese

25% - Resources & Tools

19% - General INEE inquiry

15% - Technical Support

15% - INEE website support

14% - Learning & Development

10% - Funding

2% - Other
STRATEGIC PRIORITY 3:
Provide, curate, and organize knowledge to inform policy and practice

**Convening**
Convened a second round of Think Tankworkshops with Harvard’s EASEL Lab to provide inputs on the development of the PSS-SEL Toolbox, April

Convened a CIES panel on EiE research, policy, and practice: by whom and for whom? Emerging outputs from the E-Cubed Research Fund, April

Convened a CIES Presidential Featured Panel on Real Talk about Partnerships: Examining Process, Priorities, and Power in Educational Partnerships, April

Convened a series of focus group discussions to inform the development of the INEE Learning Agenda and Evidence Platform, December

Convened a RewirEd panel on Innovations in Strengthening the EiE Evidence Base: Towards Equitable and Localized Knowledge Generation, December

**Knowledge management**
Launched the updated EiE Glossary of over 350 terms in all INEE languages, February

Disseminated 12 editions of the Gender newsletter, monthly

Disseminated 4 editions of the Data & Evidence Newsletter, quarterly

Curated a new resource collection on teacher wellbeing, August

**Amplifying and advocating**
Launched the Educate Us! Women and Girls on Learning in Humanitarian Crises podcast, June

Published 16 blogs on gender-responsive EiE as a part of the Committing to Change: Girls’ EiE from Charlevoix to COVID-19 blog series, January-July

Continued to host the Journal on Education in Emergencies (JEiE), in partnership with New York University; published Vol7 Num1 - Special Issue on Early Childhood Development in Emergencies, June, and Vol7 Num2 - Special Issue on Psychosocial Support and Social and Emotional Learning in Emergencies, December
Developed and launched the EiE-GenKit: A core resource package of gender in education in emergencies, in partnership with UNGEI and ECW, March


Developed and field-tested in 15 contexts the PSS-SEL Toolbox, with Harvard University’s EASEL Lab, June-October

Published the Mapping Report on Distance Education, July

Published the 5th call for E-Cubed proposals to strengthen the EiE evidence base, July

Announced new E-Cubed Research Projects and shared a shortlist of promising research proposals, August

Published the Teacher Wellbeing Resources Mapping & Gap Analysis, August

Participated in the technical team to publish the research paper, Análisis comparativo de los desafíos del personal docente en contextos de múltiples crisis, en Colombia, Ecuador, Perú y Venezuela, September

Published the Regional INEE Learning Agenda Consultation Report, September

Contributed to the revision of the Comprehensive School Safety Framework, October

Facilitating and learning
Hosted a webinar on Navigating Education Data for Internally Displaced Persons, with the MEERS Program implemented by Social Impact and FHI 360, January

Hosted a webinar on Technology for EiE Data, with the MEERS Program implemented by Social Impact and FHI 360, June

Hosted a webinar on data driven advocacy for girls’ education in emergencies in Africa, in partnership with Equal Measures 2030, October

Presented on a webinar on creating gender-responsive education in emergencies in Africa, November

Hosted a webinar on Gender-Responsive Return to School “post” COVID-19: Perspectives from the Field, December

Providing
Published Investing in Learning: the Case for Strengthening the Collection and Use of Learning Assessment Data in EiE Contexts, January

Published the INEE Mapping Report on Distance Education in Emergencies, July

Published the Regional INEE Learning Agenda Consultation Report, September

Contributed to the revision of the Comprehensive School Safety Framework, October
INEE Website - inee.org

2021 Data

26,970
Average monthly visitors.

81,646
Average monthly page views.

6,282
Average monthly downloads.

Features of the INEE website:

- Multilingual operability in En, Fr, Pt, Es, Ar
- Responsive on all platforms—desktop, laptop, tablet, mobile
- Resource Database with powerful search and filter functions
- Expert-curated Resource Collections on various topics
- Interactive Standards section
- Dynamic feeds: Jobs, Events, News, Blogs
- Enhanced Member Directory
- Member upload capabilities
- New measures in the Measurement Library
- Comprehensive EiE Glossary

Visitors by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>45,957</td>
</tr>
<tr>
<td>Mexico</td>
<td>27,138</td>
</tr>
<tr>
<td>France</td>
<td>11,077</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>10,740</td>
</tr>
<tr>
<td>Philippines</td>
<td>8,372</td>
</tr>
<tr>
<td>Iraq</td>
<td>7,518</td>
</tr>
<tr>
<td>India</td>
<td>7,190</td>
</tr>
<tr>
<td>Egypt</td>
<td>6,725</td>
</tr>
<tr>
<td>Jordan</td>
<td>6,257</td>
</tr>
</tbody>
</table>

Top 10 Downloads

1. INEE Minimum Standards
2. Teachers in Crisis Contexts Pack
3. EiE Competency Framework
4. Mind the Gap
5. No Education, No Protection
6. TWB Resource Mapping & Gap Analysis
7. Non-Formal Education Background Paper
8. Minimum Standards Indicator Framework
9. INEE Guidance Note on Gender
10. Humanitarian-Development Coherence
Community building
INEE added 1,018 new members in 2021; the year ended with a total of 17,882 members in more than 170 countries.

Launched the INEE Country Focal Points Initiative with 12 countries represented, February

Launched the INEE Community of Practice, an online platform that facilitates peer-to-peer communication and moderated discussions in any language, April

Launched a Member Spotlights Series, September

Convening
Organized 92 virtual Meet-Ups in 11 languages, with 1,887 participants. April and October

INEE working groups ended their mandates in May; an ad hoc Committee was established to recommend ways to reshape INEE, resulting in a restructuring of INEE’s network spaces and ways of working, July

Knowledge management
Conducted 70 surveys of the INEE membership in all INEE languages on a variety of topics, with 2,877 respondents

Launched a members webpage highlight the benefits of membership and ways to engage, April

Amplifying and advocating
Maintained social media presence in five languages, including LinkedIn, Twitter, and Facebook.

Published first progress report on actions toward the commitments made in our Statement on Anti-racism and Racial Equity, April
### Financials

As a global inter-agency network, INEE is not an incorporated organization and it does not have a legal identity. This status allows INEE to maintain neutrality and maximum flexibility for adapting to a changing field of work and to stakeholder priorities. INEE’s administrative oversight and fiscal sponsorship are provided by our partners, the International Rescue Committee (IRC), a non-governmental organization with 501c(3) tax-exempt status in the United States of America, and the Norwegian Refugee Council (NRC), a non-government organization based in Norway; these organizations also receive funds on INEE’s behalf. All funds are subject to the fiscal accountability and auditing procedures of our partners.

This report includes the unaudited expenses incurred by INEE during calendar year 2021. The value of in-kind donations is not included in this report.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>INEE Secretariat</td>
<td>$1,933,733</td>
</tr>
<tr>
<td>Network Activities</td>
<td>$472,323</td>
</tr>
<tr>
<td>Admin Fees to Fiduciary Hosts</td>
<td>$308,104</td>
</tr>
<tr>
<td>Communications/Convening of Membership</td>
<td>$197,788</td>
</tr>
<tr>
<td>Training/Capacity Building</td>
<td>$134,354</td>
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<tr>
<td>Evidence &amp; Data</td>
<td>$72,287</td>
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<tr>
<td>Global Geneva Hub for Education in Emergencies</td>
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<td>Publications/Visibility</td>
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<tr>
<td>Other Direct Costs</td>
<td>$10,695</td>
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<tr>
<td>Staff Development</td>
<td>$8,138</td>
</tr>
<tr>
<td>Travel/Conferences</td>
<td>$1,170</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$3,225,391</strong></td>
</tr>
</tbody>
</table>
INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2021!

**Funding support**

INEE would like to thank all who have provided direct financial support to the network in 2021:

**Agence Française de Développement**
- €50,000 (October 2020–February 2022)
- **Anonymous** $350,000 (August 2020–July 2022)
- **Anonymous** €681,000 (December 2019–May 2022)
- **Dubai Cares** $100,000 (August 2020–January 2022), $1,000,000 (August 2017–July 2022), $500,000 (February 2021–February 2023)
- **Education Cannot Wait Fund** $400,000 (January 2020–April 2021), $200,000 (September 2020–August 2022), and $200,000 (July 2021–July 2023)
- **Global Affairs Canada CDN** 2,000,000 (October 2019 - June 2022)
- **INEE Steering Group Member Support** (2020 direct financial support)
- **LEGO Foundation** $750,000 (July 2020–December 2022)
- **Online Donations** $875
- **Open Society Foundations** $150,000 (May 2020–December 2021) and $200,000 (December 2021–December 2023)
- **Swiss Agency for Development & Cooperation** CHF 2,032,000 (January 2019–June 2022)
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INEE Advocacy Working Group
CARE US, Ellen Chigwanda, Lotte Renault; Development Alternatives Inc. (DAI), Gustavo Payan, Sakil Malik; Global Campaign for Education (GCE), Vernor Munoz, Elsy Wakil; Global Coalition to Protect Education from Attack (GCPEA), Diya Nijhowne, Marika Tsolakis; Global Education Cluster (GEC), Nancy Kanwal, Thorodd Ommundsen; International Rescue Committee (IRC), Jamie Weiss-Yagoda, Anita Reilly; Oxfam/IBIS, Kira Boe; Plan International, Alison Wright, Anna Darling; Protect Education in Insecurity and Conflict (PEIC), Boran Choi, Maleihah Malik; Right to Education Initiative (RTE), Erica Murphy, Delphine Dorsin; Save the Children, Emma Wagner, Patricia Tibbetts; Xavier Project, Edmund Page, Ruth Njiri

INEE Education Policy Working Group
Agence Française de Développement, Audrey Nirrengartern, Suvi Mellavuo Bonnet; Education Cannot Wait, Maurits Spoelder, Christian Stoff; Education Development Center, Cornelia Janke, Tim Haskell; European Commission, Kamila Partyka, Nicolas Herbecz; FHI360, Stefanie Kendall, Michael Childress; Finn Church Aid, Ikali Karvinen, Jussi Ojala; GIZ, Kathrin Schmid, Rebecca Fobbe; Global Education Cluster, Maria Agnese Giordano, Thorodd Ommundsen; Global Partnership for Education, Nilse Ryman, Anna-Maria Tammi; ICRC, Filipa Schmitz Guinote, Geoff Loane; International Rescue Committee, Silvia Diazgranados, Sheree Bennett, Jeongmin Lee; Jusoor, Suha Tutunjii, Michelle MacDonald; LEGO Foundation (Invited Guest), Paul Frisoli; NORRAG, Patrick Montjourides, Gita Steiner-Khamsi; Plan International Canada, Pete Simms, Fe Nogra Abog; Porticus, Gerhard Pulfer, Jessica Hjarrand; RET International, George Kihara Thang’wa, Maria Antonia Gonzalez; Save the Children International, Julia Finder Johna, Marie Tamagnan; Swiss Development Cooperation, Yvonne Diallo-Sahli, Davide Vignati; UNESCO, Gwang-Chol Chang, Hilaire Mputu; UNESCO GEM Report, Yuki Murakami; UNESCO IIEP, Leonora MacEwen, Anna Seeger; UNHCR, Jennifer Roberts, Ellen Maree Al Daqqa; UNICEF, Bassem Nasir, Linda Jones; University of Massachusetts Amherst, Adane Miheretu; University of Massachusetts Boston, Zeena Zakharia, Francine Menashy; USAID, Nina Weisenhorn, Anjuli Shivshanker; World Bank, Peter Darvas, Dina Abu-Ghaida; World Vision International, Kerin Ord, Verena Bloch

INEE Standards and Practice Working Group
ChildFund, Janella Nelson (Co-Chair), Isabelle E. Ereneta; Creative Associates, Susan Hirsch-Ayari, Janet Shriberg; FHI 360, Annie Smiley, Emily Koester; Finn Church Aid, Minna Peltola.; Fordham University, Nadezha Castellano, Brendan Cahill; Global Education Cluster, Anthony Nolan, Luca Fraschini; Global Partnership for Education, Morten Sigsgaard, Alice Yang; International Rescue Committee, Kiruba Murugaiah, Rena Deitz, Jeffrey Dow; Jesuit Refugee Service, Greg St. Arnold, Roy Gebrayel; Mavi Kalem, Umut Dilara Baycil, Emine Filiz Ayla; Norwegian Refugee Council, Camilla Lodi; Oxfam IBIS, Else Oestergaard, Irene Fredriksson; People in Need, Clare Sadd, Serena Borsani; Plan...
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Psychosocial Support and Social Emotional Learning Collaborative

Janella Nelson (Child Fund); Silvia Diazgranados Ferrans (International Rescue Committee, Co-Chair); Camilla Lodi (Norwegian Refugee Council); Clare Sadd (People in Need); Alison Joyner (Plan International); Andrea Diaz-Varela (Right to Play); Julia Finder Johna (Save the Children, Co-Chair); Patricia Landinez (UNICEF); Graciela Briceno (USAID); Barbara Moser-Mercer (University of Nairobi); April Coetzee (War Child); Paul Frisoli (Lego Foundation); Kalene Resler (USAID); Caroline Keenan (independent)

Teachers in Crisis Contexts Collaborative

Susan Hirsch-Ayari (Creative Associates); Amy Parker (Girls Education Challenge); Elisheva Cohen (Indiana University); Charlotte Bergin (INEE); Jeff Dow (International Rescue Committee); Greg St Arnold (Jesuit Refugee Services); Suha Tutunji (Jusoor); Paul Frisoli, Vitor Dahlstroem (Lego Foundation); Veronique Ringot (Relief International); Danielle Falk, Chris Henderson, Mary Mendenhall (Teachers College, Columbia University); Charlotte Berquin, Maija Liakka, Mohamud Hure (UNHCR); Graciela Briceno (USAID); April Coetzee (War Child Holland)

Distance Education Reference Group

Co-Chairs: Dr. Diana Woolis (Carey Institute for Global Good); Leya Ouko (UNHCR)

Members: Muy Cheng PEICH (Bibliotheques Sans Frontières); Kate Williams (Creative Associates International/ George Washington University); Mary Burns (Education Development Center); Susan Nicolai (EdTech Hub/ODI); Eszter Szucs (European Commission, ECHO); Will Clurman (eKitabu); Stephen Luke (FHI 360); Anna-Maria Tammi (Global Partnership for Education); Khurasan Ali Shah (International Rescue Committee); Laura Danforth (Learning Equality); Paul Frisoli (LEGO Foundation); Mona Younus (Mona Younus Consulting); Lena Olsen Somme (Norad); Alison Oswald (Norwegian Refugee Council); Fe Nogra-Abog (Plan International Canada); Alvaro ROS PENCHE (ProFuturo); Luke Stannard (Save Youth Future Society)
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EiE Data Reference Group

Co-Chairs: Christian Stoff (ECW, Co-chair); Bindu Sunny (UNESCO UIS, Co-chair)

Members: Rachel Outhred, Aurelie Rigaud (ECW); Sam Rutahindwa (FCA); Joseph Wales (FCDO); Annie Smiley, Silvia Diazgranados (IRC); Mame Khary Diop (GEC); Jerome Marston (GCPEA); Nicolas Servas (GEC); Christelle Cazabat (IDMC); Sonja Anderson (INEE); Simone Holladay (IOM); Garrett Jaeger (LEGO Foundation); Patrick Montjournides (NORRAG); Carly Tubbs Dolan (NYU Global TIES); Susan Nicolai (ODI); Rajarshi Singh (PAL Network); Alison Joyner (Plan International); Hiruy Teka (Plan UK); Gerhard Pulfer, Jessica Hjarrand, Diewerke Luiten (Porticus); Chloe Goldthorpe (REACH); Inge van de Brug, Marc Hari (RET International); Christine Beggs (Room to Read); Amber Gove (RTI); Zola Madison (Save the Children Australia); Jessica Oddy (Save the Children UK); Allyson Krupar (Save the Children US); Faisal Abdi Mumin (Somalia MoE); Eric De Luca (Translators Without Borders); Jessica Lobos (UCL); Connie Aluzeyo (Uganda MoE); Joseph Kajumba (Uganda MoE); Francesca Pinna, Luke Pye, Camille Lailheugue, Louise Ameloot, Yayoi Segi-Vlatche (UNESCO); Artur Borkowski (UNESCO UIS); Yuki Murakami (UNESCO GEMR); Jean Claude Ndabananiye, Sebastien Hine (UNESCO IIEP); Luc Gacougnolle, Oswald Koussihouede (UNESCO IIEP Pole de Dakar); Alejandro Vera Morhade (UNESCO LACRO); Benoit d’Ansembourg, Cirenia Chavez, Maja Lazic (UNHCR); Haogen Yao (UNICEF); Amal Zahrani, Fuad Jadallah, Helena Pylvainen (UNRWA); Javier Teran, Kareem Elbayer (UN OCHA HDX); Deborah Landis (USAID); Anjuli Shivshanker (Sesame Workshop); Lameck Ageta (Windle International; Leandro Salazar (NORCAP); Chima Egbujuo (Nigerian Educational Research and Development Council); Peter Darvas, Joao Azevedo (World Bank); Özgenur Korlu, Ekin Ganche Gincer (Education Reform Initiative); Sabrina Hervey (EAA); Taskeen Adam (EdTech Hub); Marc-Antoine Percier (GPE); Dana Burde, Heddy Lahman (JEI); Amy Kapit (Swarthmore College); Sharon Wolf (University of Pennsylvania); Nikhit D’Sa (University of Notre Dame); Lameck Ageta (Windle International)

Girls’ Education in Emergencies Reference Group

Co-Chairs: Kathleen Flynn-Dapaah, Zohra Lakhani (Global Affairs Canada); Antara Ganguli (UN Girls’ Education Initiative)

Members: Rita Bissoonauth, Simone Yankey Ouattara, Ian Kaliwo (African Union - International Centre for Girl’s and Women’s Education in Africa); Georgina Maynard, Andrew Cunningham (Aga Khan Foundation of Canada); Md. Abdur Rouf, Rehana Begum (Campaign for Popular Education); Hila Oyan, Peter Timmerman (CODE Canada); Line Baage-Rasmussen (Denmark Ministry of Foreign Affairs); Jihane Latrous, Graham Lang (ECW); Dr. Mary Joy Pigozzi (Education Above All); Albert Motivans, Nadia Ahidjo (Equal
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PSS-SEL Framework Project Reference Group

Lina Saldarriagia (Aulas En Paz); Esther Care (Brookings Institute); Janet Shriberg (Creative Associates); Gustavo Payan (DAI); Sonan Etefa Merga (Engender Health); Mackenzie Monserez (GEC); Oladapo Owo (Justice Rising); Paul Frisoli (LEGO Foundation); Ashley Nemiro and Mary-Jo Baca (MHPSS Collaborative); Camilla Lodi (Norwegian Refugee Council); Roxane Caires (NYU Global Ties); Alison Joyner (Plan International); Elizabeth Matthias (Plan International, Nigeria); Carmel Gaillard and Jonathan Morgan (REPSSI); Anjuli Shivshanker (Sesame Workshop); Mohamed Rachidat (St. Andrew’s Refugee Services); Charlotte Berquin (UNHCR); Manuel Cardoso (UNICEF); Elizabeth Matthias (Plan International, Nigeria); Carmel Gaillard and Jonathan Morgan (REPSSI); Anjuli Shivshanker (Sesame Workshop); Mohamed Rachidat (St. Andrew’s Refugee Services); Charlotte Berquin (UNHCR); Manuel Cardoso (UNICEF); Esther Care (University of Melbourne); Ochaka Richard Okot (War Child Holland - Team Up)

Measurement Library Reference Group

Chareen Stark (Child Fund); Carlos Maradiaga (DAI); Nicolas Herbecq (ECHO); Aude Vescovo-Diarra (Education Development Center); Dhanu Amarasinghe (Educate Lanka); Margaret Sinclair (Independent); Ruth O’Connell (Independent); Anne Smiley, Jeongmin Lee, Mariana Salmon-Letelier (International Rescue Committee); Eve Hadshar, Garett James Jaeger (LEGO Foundation); Vania Alves (MHPSS Minimum Services Package); Dr. Mohammed Matar (MoEhE-Palestine); Alejandro Ganimian (New York University); Carly Tubbs Dolan (NYU Global TIES for Children); Fiona McEwen (Queen Mary University London); Gugu Ndlovu (REPSSI); David Amaya (Right to Play); Allyson Krupar (Save the Children US); Anjuli Shivshanker (Sesame Workshop); Mohamed Rachidat (St. Andrew’s Refugee Services); Charlotte Berquin (UNHCR); Manuel Cardoso (UNICEF); Esther Care (University of Melbourne); Ochaka Richard Okot (War Child Holland - Deepa Srikanthaiha (World Learning)
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Teacher Wellbeing Reference Group
Sarah Musen’ya (Norwegian Refugee Council); Dr. Enakshi Sengupta (American University of Afghanistan); Polydor Tangeli (Groupe Mosala); Sonia Guerriero (UNESCO); Hilal Döner (Save the Children); Fouheir Bitar (D.O.P.S. Lebanon); Seun Bunmi Adebayo (National University of Ireland Galway) Aizat Zhakybalieva (Amal Alliance); Humaira Naseer (Education Cluster Pakistan (Save the Children)); Wisam Zeidan (IRC); Sandra Barreto Carvajal (Coschool) Elizabeth Adelman (FHI360); Carmen América Affigne (Simon Bolivar University); Zahra Jalili (UNICEF); Danielle Falk (Teachers College, Columbia University); Lisa Walker (FCDO)

Early Childhood Development Task Team
Co-chairs: Nada Elattar (UNICEF, Uganda), Charlotte Cole (Blue Butterfly)

Members: Elena McEwan (Catholic Relief Services), Danielle De la Fuente (Amal Alliance), Dr. Ghasan Issa (ANECD/ARC), Sweta Shah (LEGO Foundation), Kate Anderson (Unbound Associates), Lucy Bassett (University of Virginia - UVA), Kathryn Moore (Yale Child Study Center), Jane West (The Two Lillies Fund), Suzanne Zuidema (Independent), Joan Lombardi (Early Opportunities), Ashley Nemiro (MHPSS Collaborative), Grace Boutros (ANECD/ARC), Joa Keis (UNICEF), Asmaa Alkhatib (Plan International), Sohee Won (LEGO Foundation), Tara Gilroy (Right to Play), Carlos del Castillo (Bases Solidas), Selamawit Tadesse (Catholic Relief Services), Devon McLorg (BRAC USA), Arnaud Conchon (UNICEF), Sarah Sexton (Sesame Workshop), Angelica Ponguta (Yale Child Study Center), Sarah Hartigan (War Child UK)

Gender Task Team
Co-Chairs: Ellen Chigwanda (CARE), Emilie Rees Smith, Sujata Bordoloi, Kathryn Moore (UNGEI)

Members: Jean Providence Nzabonimpa (The African Capacity Building Foundation); Lotte Renault (CARE); Amy Folan (Concern Worldwide); Hannah Kuntz (Education Development Center); Nadia Ahidjo (Equal Measures 2030); Outi Perahuhta (Finnish Refugee Council); Lydia Madyirapanze (Forum for African Women Educationalists); Anfal Saqib (Girls Education Challenge); Racheal Khasoha (Girls Empowered Kenya); Wenna Price (GPE); Nkechika Ibe (Impact Her World Foundation); Ibrahim Habitu (Independent); Nneka Obasi (Independent); Javed Shaukat (Independent); Jill Drzewiecki (Jesuit Refugee Service); Musharraf Hossain Tansen (Malala Fund); Ahlam Ahmed (National Foundation for Development and Humanitarian Response); Silje Skeie (NORAD); Yves Franck Cambel Yenkone (Norcap); Liz Chamberlain (The Open University); Janaina Hirata, Harriet Tina (Plan International); Gudrun Ostby (Peace Research Institute Oslo); Loise Kamau (RefuSHE Kenya); Veronique Ringot (Relief International); HyunKyung “Jane” Park (UNDP); Paula Klenner (UNESCO); Leya Amonde Ouko-Ouambo (UNHCR); Anika Tanjim (UNICEF); Mwamandi Munthali (Voluntary Services Overseas); Tosin Victoria Apriola-Ajayi (Women Environment and
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Inclusive Education Task Team

Co-Chairs: Benjamin Bach (International Rescue Committee); Charlotte Berquin (UNHCR); Yasmina Eugenia Haddad (AIR)

Members: Melissa Diamond (A Global Voice for Autism); Nilofer Naqvi (Assistant Professor); Shezleen Vellani (Concern Worldwide); Jamie Bowen (Education For Employment); Karam Alameer (Hurras Network); Charlotte Tocchio (IFRC); Geoffrey Mushen Shikuku (Interregional Education Coordinator); Eyueil Abate (Kotebe Metropolitan University); Rose Njuki (Lecturer); Boubacar Issa Traore (Peace One Day Mali); Clare Sadd (People in Need); David Kunyu (Research Associate & PhD Student); Jennifer Ward (San Diego County Office of Education); Carolyn Alesbury (Save The Children); Marcos Tabule Alex (South Sudan Red Cross); Mina El Qalli (Special educator); Sam Davidson (Teacher); Vijay Kumar (Teacher); Maija Liakka (UNHCR); Gwadabe Kurawa (University of Bristol); Kristi Dingwall (University of Exeter); Kamal Jabr (UNRWA); Alice Castillejo (Translators without Borders); Diana Marcela Holguin Herrera (Norwegian Council for Refugees); Elena Modolo (We World-Child Fund Alliance); Ingenisia Katjuongua (Ministry of Education, Arts and Culture); Julius Namisano (Nakivubo Education Center), Kate McLennan (War Child Holland); Maisal Marwan Asmar (Mercy Corps); Miguel Angel Herrera Vivar (Enseña Ecuador); Mohammed Soualii (UNIS Nations United International New York); Natasha Tereshchenko (Mercy Hands); Nathaniel Msen Awuapila (Centre for Innovation and Research (CORAFID)); Paul O’Keeffe (InZone, University of Geneva); Rolland Balume (AACDS RDC); Rose Cardarelli (Education for All Coalition); Sandrine Bohan Jacquot (Humanity & Inclusion); Sarah Musengya Paul (Lutheran World Federation); Veronica Y. Kang (University of Illinois Chicago); Vincent Kavala (Plan International Malawi); Ya-Ling Chao (GIZ)

Child Protection in Humanitarian Action and Education in Emergencies Advisory Group

Hussain Abdullah Salman (Bent Al-Rafedain Organization); Jonas HABIMANA (Bureau d’Informations, Formations, Échanges et Recherches pour le Développement); Mohan Dangal (Child Nepal); Corita Tassi, Tracy Sprott-Grandin (ECHO); Michelle May, Rachel Besley (Education Cannot Wait); Mackezie Monserez (Education Cluster); Heidi Kar (Education Development Center); Heather Hamilton (Elevate Children); Anu Riikonen (Finn Church Aid); Riyad Al-Najem (Hurras Network, Chair); Kate Moriarty (INEE); Jo Kelcey (International Education Funders Group); Charlotte Tocchio (International Federation of Red Cross and Red Crescent Societies); Katharine Davis, Sara Mabger (International Rescue Committee); Mary Winters (Lego Foundation); Alison Joyner, Aliya Abidi (Plan International); Dieuwerke Luiten, Jessica Hjarrand (Porticus); Susanna Davies, Julia Finder, Emily Varni (Save the Children); Yvonne Diallo-Sahli (Swiss Agency for Development and Cooperation); Hani
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INEE Community of Practice Moderators

Sonja Anderson (#data, #research-evidence, and #measurement-library); Andrew Armstrong (#jobs-emplois-empregos-empleos-الوظائف); Talot Bertrand (#haiti-ayiti); Mark Chapple and Rachel McKinney (#child-protection); Lea Gabay and Zouheir Bitar (#teachers); Lauren Gerken (#gender); Ananda Galappatti (#mhpps-and-sel); Bilal Khalifah (#syria-سوريا); Asim Latif (#distance-education); Tom Lowe and Ei Yadanar (#myanmar); Emeline Marchois (#fr-general); Sahar Bani Mustapha (#jordan-الاردن); Isaac Olugbenle (#nigeria); Claudio Osorio (#es-general); Ayman Qwaider (#inclusive-education and #التعليم-الجامع); Stephen Richardson and Sarah Montgomery (#measurement-library); Rachel Smith (#anti-racism-decoloniality and #mhpps-and-sel); Andrea Soares (#pt-geral); Ariel Solari (#ms-update)

INEE Country Focal Points

Bangladesh - Musharraf Tansen; Brazil - Irmã Maria de Lourdes; Cameroon - Bana Barka; Colombia - Lizeth Estephyany Cardozo Rodriguez; Haiti - Talot Bertrand; Jordan - Sahar Bani Mustafa; Kenya - Loise Gichuhi; Mozambique - Lopes Nazaré Lopes; Nigeria - Isaac Olugbenle; Spain - Pilar Lopez Dafonte Suanzes; Syria - Bilal Khalifa

INEE Secretariat

Oula Abu-Amsha, Coordinator, Community of Practice; Natalie Akstein, Coordinator, Member Engagement; Faiz Alkozai, Operations Associate; Andrew Armstrong, Communications Support; Sonja Anderson, Coordinator, Evidence for Education in Emergencies; Maria Angelica Benavides Camacho, Coordinator, Early Childhood Development; Charlotte Bergin, Coordinator, Capacity Development; Margi Bhatt, Coordinator, Education Policy (transitioned in 2021); Nathalie Bienfait, French Communications Support; Lyndsay Bird, Interim Coordinator, Advocacy; Dean Brooks, Director; Mark Chapple, Technical Focal Point, Collaboration between Child Protection & Education in Emergencies (transitioned in 2021); Laura Davison, Team Lead, Thematic Areas; Ana Durao, Portuguese Communications Support; Lindsey Fraser, Team Lead, Operations; Lauren Gerken, Coordinator, Gender; Emeline Marchois, French Language Community Facilitator; Rachel McKinney, Technical Focal Point, Collaboration between Child Protection & Education in Emergencies (transitioned in 2021); Alana Christopher, Interim Coordinator, Education Policy (transitioned in 2021); Kate Moriarty, Sr. Advisor, Strategic Engagement and Dialogue (transitioned in 2021); Claudio Osorio, Spanish Language Community Facilitator; Kinana Qaddour, Coordinator, INEE Help

Students listening closely to their teacher during a learning activity; Burundi, June, 2022, © GPE/Ingomag
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**Interns**

Odinaka Chukwu; Jonathan Kwok

**Consultants**

Souad Abi Samra; Seun Adebayo Bassel Akar; Allison Attenello (Attenello Consulting,); Emraan Azad; Sahar Bani Mustafa; Sumbal Bashir; Anna Becker; Maria Angelica Benavides Camacho; Odile Blanc; Jihae Cha; Alison Clayson; Samantha Colon; Sophia D’Angelo; Kathleen Denny; Emily Dunlop; Danielle Falk; Gabrielle Galanek; Eleanor Gall; Yasmina Haddad; Youssef Hammoud; Sebastien Hine; Amardeep Kainth (darvaja Collective); Caroline Keenan; Jonathan Kwok; Etienne Lacombe-Kishibe; Caroline Manion; Samaya Mansour; Patrick McCarthy; Kathryn Moore; Andrea Naletto; Haddy Njie; Laura Ochoa; Hiroshi Okamoto; Deanna Pittman; Anita Reilly; Stephen Richardson; Dody Riggs; Elyssa Skeirik; João Souto Maior; Raksha Sule; Nathan Thompson; Julia Tran Thanh; Lisa Beth Walker-Kuuskler; Sheila Wamahui; Amy Woodgate (Woodgate Consulting Ltd); Mona Younes (Mona Younes Consulting)

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The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of UN agencies, NGOs, donors, governments, universities, schools, and affected populations working together to ensure all persons the right to quality education in emergencies and post-crisis recovery. INEE’s work is founded on the fundamental right to education and is bolstered by a number of international legal conventions.

Guided by a multi-year strategic framework, governed by a set of by-laws, and supported by a Secretariat, INEE engages a multi-stakeholder strategy of education in emergencies that spans traditional boundaries of development and humanitarian action.

INEE strives to be an open, flexible network with minimal formal structure, shared leadership, open non-competitive membership, and strong inter-agency collaborative relationships. INEE plays 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.

INEE is shaped by and serves its members through a handful of functions: community building, convening diverse stakeholders, knowledge management, advocating and amplifying ideas and knowledge, facilitating collective action, and providing members with the resources and support they need to carry out their work on education in emergencies.

Find out more and join at inee.org