2022 was a year of unprecedented global challenges. The COVID-19 pandemic, food insecurity, climate change, and conflict continued to disrupt lives and livelihoods around the world, resulting in more than 108 million people being forcibly displaced and 224 million school-aged children requiring educational support.

With this as the backdrop, INEE had one of its most ambitious years ever: 2,043 new members joined the network to bring the total to 19,899; more than 4,000 members participated in 150 virtual and in-person events; three new national and regional NGOs were added to an expanded INEE Steering Group; INEE network spaces were restructured to enhance engagement and diversity; and 30 new resources were published on a wide range of topics, including accelerated education, distance education, early childhood development, gender, inclusive education, mental health and psychosocial support, and teacher wellbeing.

A key focus for INEE in 2022 was continuing the process of updating our flagship tool, the INEE Minimum Standards. This ambitious undertaking has engaged more than 1,600 stakeholders through extensive and rigorous consultations across dozens of countries, languages, and modalities. The updated handbook, which will be published in 2023, will include missing or incomplete topics, improve the clarity of the text, and adjust the format and navigation of the handbook to increase accessibility and use.

In this 2022 Annual Report, you will find a summary of the network’s many activities and accomplishments, which are organized by INEE’s strategic priorities and primary functions.

Our achievements in 2022 are a testament to the hard work and dedication of the entire INEE community. With the continued support of our members and partners - you - we are confident that we can deliver on our mandate of ensuring that all people affected by emergencies have access to quality education.

Sincerely,

Jennifer Sklar
International Rescue Committee
INEE Steering Group Co-Chair

Linda Jones
UNICEF
INEE Steering Group Co-Chair
INEE Membership Snapshot, 2022

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.

**Members, total 2000-2022**

19,899

**New members joined in 2022**

2,043

**Countries of residence (top 15 of 178 total)**

- United States of America: 4,008
- United Kingdom: 1,107
- Kenya: 792
- Pakistan: 689
- Canada: 519
- Nigeria: 390
- France: 355
- India: 351
- Jordan: 335
- Switzerland: 299
- Uganda: 279
- Syria: 275
- Egypt: 265
- Italy: 227
- Yemen: 226

**Languages spoken (top 15 of 81 total)**

- English: 14,799
- French: 4,009
- Spanish: 2,948
- Arabic: 2,423
- Portuguese: 789
- German: 362
- Italian: 252
- Swahili: 240
- Urdu: 231
- Hindi: 223
- Chinese (Mandarin): 131
- Russian: 131
- Dutch: 128
- Turkish: 119
- Other: 118

*7,236 members (41%) are multilingual

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

- Other organizations and institutions: 15,366
- No organizational affiliation: 1,624
- Save the Children: 528
- Plan International: 219
- Norwegian Refugee Council (NRC): 207
- World Vision International: 164
- Ministry of Education: 149
- International Rescue Committee (IRC): 146
- New York University (NYU): 133

**Organization types (top 10)**

- NGO - International: 3373
- No organizational affiliation: 1607
- NGO - National: 1036
- UN Agency: 846
- Other: 577
- Government - Ministry of Education: 487
- Civil Society Organization: 368
- Consulting Firm: 320
- Government - Other Ministry or Agency: 287
- Research Institution: 260
**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**

- The Accelerated Education Working Group, previously led by UNHCR, came under the INEE umbrella, January
- Co-organized a CIES 2022 panel on Education and Resilience: Building Back Stronger Systems Post-crisis, and a session on Supporting ECD Programming in Crisis Settings, April
- Participated in panels at the Luminos Fund Education Forum on Non-Formal Education, May
- Published a blog on Localising power and responsibility for education through community-based structures, May

**Amplifying and advocating**

- Organized a side event at the Global Disability Summit 2022: Inclusive Education Case Studies and the INEE Minimum Standards, February
- Participated in a panel about ‘Safety Nets’ and non-formal education pathways for migrant children in Thailand, hosted by Help without Frontiers and Teacher Focus, April
- Cross-published a blog on Guiding Principles for Partnerships in Education in Emergencies, April
Presented at the Summa KIX Conference on Educating in Times of Crisis and Emergency, June

Contributed to the updated estimate of 222 million crisis-impacted children in urgent need of educational support, June (updated to 224 million in 2023), June

Published member and partner voices calling for political commitments, resources, and actions to advance girl’s education in emergencies, June

Organized a parallel session at the WCECCE on early childhood development in emergencies, November

Hosted an evidence round table on systems strengthening and accelerated education as an example of education programming in the humanitarian-development nexus, December

Co-facilitated a session for ICRC on an integrated approach to child protection and EiE, December
## 2022 in numbers

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

<table>
<thead>
<tr>
<th>INEE publications</th>
<th>Learning and Development</th>
<th>Communications</th>
<th>Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 30 New INEE publications in 2022</td>
<td>- 27 INEE Minimum Standards trainings (all languages)</td>
<td>- 21 Email lists in English, Français, Español, Português, and العربية</td>
<td>- 11 Surveys conducted</td>
</tr>
<tr>
<td></td>
<td>- 12 Participants in the INEE Certified Trainer Program</td>
<td>- 2,698 new, 10,676 total email subscribers*</td>
<td>- 2,819 Survey respondents</td>
</tr>
<tr>
<td></td>
<td>- 5 National and regional workshops on accelerated education</td>
<td>- 651 Email campaigns sent (all languages)</td>
<td></td>
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<tr>
<td></td>
<td>- 608 Downloads of the PSS-SEL Training Module</td>
<td>- 1.6 million Individual emails sent (all languages)</td>
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<td></td>
<td>- 1,100 Downloads of the TiCC Training Pack</td>
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<tr>
<td></td>
<td>- 308 Downloads of the TiCC Peer Coaching Pack</td>
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<td></td>
<td>- 677 Downloads of the Gender Training Module</td>
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</tr>
<tr>
<td>INEE Minimum Standards</td>
<td>Social media</td>
<td></td>
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<tr>
<td>- 2,900+ Downloads of the INEE Minimum Standards handbook (all languages)</td>
<td>- 939 new, 11,873 total followers, Twitter - English</td>
<td></td>
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<tr>
<td>- 1 New Translation of the INEE Minimum Standards (Korean)</td>
<td>- 458 new, 10,102 total followers, Facebook - English</td>
<td></td>
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<tr>
<td>- 1 New Contextualization of the INEE Minimum Standards (North East Nigeria)</td>
<td>- 4,350 new, 11,719 total followers, LinkedIn - English</td>
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<tr>
<td></td>
<td>- 363 new, 2,043 total followers, YouTube - English</td>
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<td></td>
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<tr>
<td></td>
<td>- 25 new, 244 total followers, Twitter - Arabic</td>
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<td></td>
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<tr>
<td></td>
<td>- 112 new, 1,059 total followers, Facebook - Arabic</td>
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<tr>
<td></td>
<td>- 73 new, 978 total followers, Facebook - French</td>
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<td>- 39 new, 159 total followers, Twitter - French</td>
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<td></td>
<td>- 141 new, 475 total followers, Facebook - Portuguese</td>
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<td></td>
<td>- 69 new, 175 total followers, Facebook - Spanish</td>
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</tbody>
</table>

*In December 2022, INEE removed 19,000 email addresses from its email manager database. These addresses belonged to people who had not subscribed to any mailing lists but were added after attending INEE events.
Community building

12 members participated in the INEE Certified Trainers Program, including completing a 3-day INEE MS training, providing training for 100 additional participants in their parts of the world, debriefing, and certification, June.

Amplifying and advocating

Hosted a session at the Posner Center’s Annual Symposium on Digging into Decolonization in a global network: a case study on accountability, November.

Facilitating and learning

Facilitated and supported 27 orientations, trainings, and workshops on the INEE Minimum Standards in all INEE languages.

STRATEGIC PRIORITY 2: Strengthen capacity to deliver quality, safe, relevant, and equitable education for all

Hosted a webinar on Teacher Management in Crisis Contexts, February.

Hosted a webinar on the MHPSS Minimum Service Package, February.

Hosted a webinar on Creating Girls’ Access to Education During Emergencies in Bangladesh, March.

Hosted a webinar on Lessons learned from teaching at the University of Nairobi during COVID-19, March.

Hosted a webinar on Accelerated Education: Lessons Learned from Sub-Saharan Africa, April.

Hosted a webinar on School Leadership & Governance in Crisis Contexts, April.

Hosted a webinar on Secondary Education in Emergencies: Emerging Trends and New Resources, April.

Co-facilitated an accelerated education workshop for all Norwegian Refugee Council education advisers, May.

Hosted a webinar on Supporting young children with disabilities in humanitarian settings, June.

Hosted a webinar on School-based mental health and psychosocial support, June.

Hosted a webinar on Developing measurement tools for the EiE sector, June.

Launched a new online course on Gender Responsive Education in Emergencies, July.

Developed and co-facilitated with the Norwegian Refugee Council a workshop on teacher wellbeing in Palestine, August.

Updated the Introduction to the INEE Guidance Note on Gender e-learning course, December.

Providing

Supported the North East Nigeria Education Cluster in the contextualization of INEE Minimum Standards, September.

Led 5 accelerated education workshops with 200 participants from 10 countries: Kenya, Uganda, DRC, Tanzania, and West Central Africa, including representation from Burkina Faso, Cameroon, Chad, DRC, Mali, Niger, and Nigeria, February-November.

Accelerated education workshop for West and Central Africa. © NRC/Marta Schena.

Co-facilitated an accelerated education workshop for all Norwegian Refugee Council education advisers, May.

Teacher wellbeing workshop in Palestine. © Chris Henderson.
INNE Community of Practice

The INNE 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 INNE members.

**CoP members by INEE language**

<table>
<thead>
<tr>
<th>Language</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1,216</td>
</tr>
<tr>
<td>Arabic</td>
<td>293</td>
</tr>
<tr>
<td>French</td>
<td>257</td>
</tr>
<tr>
<td>Spanish</td>
<td>156</td>
</tr>
<tr>
<td>Portuguese</td>
<td>81</td>
</tr>
</tbody>
</table>

**1,474 Total Members**

- 39 Public channels
- 8,967 Messages posted (43% in public channels, 57% in private exchanges and direct messages)
- 779 Files shared

**Popular channels (top 10)**

- #distance-education
- #inclusive-education
- #jobs-emplois-empleos-ointments
- #child-protection
- #research-evidence
- #data
- #gender
- #anti-racism-decoloniality
- #measurement-library
- #teachers

---

INNE Help Desk

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

**76 Total Requests**

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

**Languages of requests**

- 69% - English
- 14% - Arabic
- 13% - French
- 4% - Spanish
- 1% - Portuguese

**Types of requests**

- 25% - Resources & Tools
- 19% - General INEE inquiry
- 15% - Technical Support
- 15% - INEE website support
- 13% - Learning & Development
- 9% - Funding
- 2% - Other
STRATEGIC PRIORITY 3:
Provide, curate, and organize knowledge to inform policy and practice

Convening
1,600+ members participated in the INEE Minimum Standards Update project:
- In-person consultations in 17 countries (Brazil, Colombia, Haiti, Honduras, Venezuela, Cameroon, Nigeria, Kenya, Somalia, Afghanistan, Bangladesh, Lebanon, Palestine, Jordan, Syria, Yemen, Greece)
- Usage assessment in 15 countries (Cabo Verde, Portugal, Brazil, Angola, Mozambique, Palestine, Italy, USA, Chile, Bolivia, Spain, Ecuador, Colombia, DR Congo, Lebanon)
- Analysis of usage case studies from 30 countries
- Online multilingual survey of all INEE members, 564 respondents
- Thematic reviews of the INEE MS with a specific focus on: Gender and Disability inclusion, Anti-racism and Decolonization, Early Childhood Development, Higher Education in Emergencies, International Humanitarian Law, and the Environment

Convened a CIES 2022 panel on Designing and Implementing EIE Research for Uptake and Use: Emerging outputs from the E-Cubed Research Fund, April

Knowledge management
Collaborated with the University of Auckland on the ACCESS research project, including publishing Phase 1 reports on Nigeria, Jordan, Uganda, Pakistan and Colombia, publishing a think piece on the overall project, and conducting workshops in 3 Phase 2 countries - Nigeria, Columbia, Jordan

Continued to host the Journal on Education in Emergencies (JEiE), in partnership with New York University:
- Special Issue on PSS-SEL, launch webinar, January;
- Vol8 Num1 - Special Issue on Early Childhood Development in Emergencies, launch webinar, March;
- Vol8 Num2 - Special Issue on Gender, launch webinar, June;
- Vol8 Num3 - Special Issue on Education in Pandemics, launch webinar, December

Amplifying and advocating
Launched the Reimaging Education podcast on distance education in EIE contexts, March
Launched Seasons 7 and 8 of the Behind the Pages podcast, April and October

Launched Season 2 of the Educate Us! Women and Girls on Learning in Humanitarian Crises podcast, August

Published 4 blogs on gender-responsive EiE as a part of the Committing to Change: Girls’ EiE from Charlevoix to COVID-19, blog series, January-September

Published a blog of Youth Voices: COVID-19’s impact on basic education in Kenya, September

Published 3 blogs on early childhood development in emergencies themes, including: Fatherhood Engagement; Supporting Resilience and Wellbeing of Children; Education starts early, September-December

Facilitating and learning

Hosted a webinar on Emerging Research from the E-Cubed Research Fund: Partnerships in Education in Emergencies, March

Presented on a CIES 2022 panel highlighting findings from the ACCESS research project, April

Hosted a webinar on the INEE Minimum Standards Anti-racism and Decolonisation Thematic Review Findings, June

Hosted a webinar on the Effects of war and conflict on education in Yemen, June

Published 3 contextualization case studies on Tanzania, North Kivu, DRC, and Goma, DRC about conflict sensitive education activities conducted during the ‘Never Too Late to Learn’ joint project of the European Union, NRC, and INEE, and hosted a lessons learned webinar, July

Providing

Published Condensing a Curriculum for Accelerated Education: An A to Z Guide, January

Updated the Early Childhood Development in Emergencies Resources Collection, March

Published a collection of EiE resources and support available for Ukraine crisis, March

Launched the Charlevoix Funding Dashboard, and hosted a launch webinar, April

Updated the INEE Measurement Library with tools submitted during open calls for resources, May, October

Updated the Gender Resources Collection, June

Published the LGBTQIA+ Resource Collection, June
In 2022, INEE published more than 30 new resources on a wide range of topics, including accelerated education, distance education, early childhood development, gender, inclusive education, mental health and psychosocial support, and teacher wellbeing. Find these and other tools and materials at inee.org/resources.
INEE Publications (cont.)

**Accelerated Education Working Group 2022/23**
- **En | Ar | Fr | Sp**

**Promising Practices in Teacher Professional Development**
- **En | Ar | Fr | Pt | Sp**

**Promising Practices in Teacher Well-being, Management, and School Leadership**
- **En | Ar | Fr | Pt | Sp**

**INEE Minimum Standards North Kivu Contextualization**
- **En | Fr**

**Distance Education in Emergencies**
- **En**

**PSS and SEL Distance Education Resources for Teachers**
- **En | Ar | Fr | Pt | Sp**

**Impact of COVID-19 on Accelerated and Alternative Education Programs**
- **En | Ar | Fr | Sp**

**Contextualized Guidance Note for Teacher Wellbeing in Emergency Settings**
- Colombia **En | Ar | Fr | Pt | Sp**
- Kakuma Refugee Camp, Kenya **En | Ar | Fr | Pt | Sp**
- Myanmar **En | Ar | Fr | Pt | Sp**
- Palestine **En | Ar | Fr | Pt | Sp**

**Opportunities and Challenges for Disability-Inclusive Early Childhood Development in Emergencies**
- **En | Ar | Fr | Pt | Sp**

**Guidance Note for Supporting Integrated Child Protection and Education Programming in Humanitarian Action**
- **En | Ar | Fr | Pt | Sp**
INEE Website - inee.org

2022 Data

**Total visitors to inee.org**: 581,305

**Total pageviews on inee.org**: 1,301,091

**Total downloads from inee.org**: 79,281

**Origin countries/territories of visitors**: 232

**New in 2022**
- New measures in the Measurement Library
- Launched the Distance Education Database
- Indicators added to Minimum Standards section
- Launched the Charlevoix Funding Dashboard
- 158 Blog posts published
- 59 News articles shared
- 388 Job opportunities posted
- 87 Events listed

**Top 10 Downloads**
1. INEE Minimum Standards
2. Teachers in Crisis Contexts Training Pack
3. Guidance Note for Teacher Wellbeing in Emergency Settings
4. INEE Guidance Note on Gender
5. EiE Competency Framework
6. INEE Guidance Note on Psychosocial Support
7. INEE Gender Training Manual
8. INEE PSS-SEL Training Manual
9. Teacher Wellbeing Resources Mapping & Gap Analysis
10. Mind the Gap: The State of Girls' Education in Crisis and Conflict
Community building

INEE added 2,043 new members in 2022; the year ended with a total of 19,899 members in more than 175 countries.

Selected 18 new INEE Country Focal Points, March

Continued managing the INEE Community of Practice for peer-to-peer communication and moderated discussions by 1,474 members in 39 channels

Continued the Member Spotlights Series

Convening

Organized 105 Meet-Ups in 11 languages, with 2,039 participants, May and October

Following INEE’s restructuring process, launched a call for new members for all 8 active working groups, December

Expanded the INEE Steering Group with the addition of 3 NGOs and 1 donor, December

Knowledge management

Conducted 11 surveys of the INEE membership in all INEE languages on a variety of topics, with 2,819 respondents

Conducted a members survey to get a snapshot of the membership now and to gather inputs about how members want to engage in the future, November

Amplifying and advocating

Published new Teachers Stories to raise the voices and experiences of teachers working in crisis contexts, January-April

October 2022 INEE Meet-Up on gender-responsive training

October 2022 INEE Meet-Up in Mexico.

© INEE
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 2022. The value of in-kind donations is not included in this report.

![Financials Chart]

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretariat</td>
<td>$1,633,884</td>
</tr>
<tr>
<td>Network Activities</td>
<td>$1,166,241</td>
</tr>
<tr>
<td>Communications/Convening of Membership</td>
<td>$347,249</td>
</tr>
<tr>
<td>Global Geneva Hub for EiE</td>
<td>$306,233</td>
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<tr>
<td>Admin Fees to Fiduciary Hosts</td>
<td>$282,393</td>
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<td>Evidence &amp; Data</td>
<td>$232,086</td>
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<tr>
<td>Training/Capacity Building</td>
<td>$104,005</td>
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<td>Travel/Conferences</td>
<td>$55,561</td>
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<td>Other Direct Costs</td>
<td>$39,666</td>
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<tr>
<td>Staff Development</td>
<td>$22,971</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$4,190,289</strong></td>
</tr>
</tbody>
</table>
Acknowledgments

INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2022!

Funding support

INEE would like to thank all who have provided direct financial support to the network in 2022:

- **Agence Française de Développement** €50,000 (October 2020–February 2022)
- **Anonymous** $350,000 (August 2020–December 2022)
- **Anonymous** €681,000 (December 2019–October 2022)
- **Anonymous** $184,207 (June 2022–January 2023)
- **Dubai Cares** $100,000 (August 2020–January 2022), $1,000,000 (August 2017–December 2022), $500,000 (February 2021–August 2023)
- **Education Cannot Wait Fund** $200,000 (September 2020–November 2022), $200,000 (July 2021–July 2023)
- **Global Affairs Canada** CDN 2,000,000 (October 2019–June 2022), CDN 3,000,000 (July 2022–June 2025)
- **INEE Steering Group Members** (2022 Annual Contributions)
- **LEGO Foundation** $750,000 (July 2020–June 2023)
- **Online Donations** $950
- **Open Society Foundations** $200,000 (December 2021–December 2023)
- **Swiss Agency for Development & Cooperation** CHF 2,032,000 (January 2019–June 2022), $2,705,000 (July 2022–June 2026)
- **UNICEF** $920,000 (October 2021–August 2023)
- **USAID** $2,440,000 (January 2015–March 2022).

In-kind support

INEE’s inter-agency success is in large part due to the enormous in-kind contributions from its members, including materials production and translations, capacity-building and training activities, meeting/workshop support, and much more. This includes in-kind contributions from the organizations on the INEE Steering Group and host organizations (International Rescue Committee and Norwegian Refugee Council), and the resources, time, and expertise from members of all INEE network spaces. The work would not be done without you.

INEE would like to extend particular gratitude to the International Rescue Committee for hiring and/or hosting INEE Secretariat staff in 2022.

INEE Steering Group

Co-Chairs: **International Rescue Committee**, Jennifer Sklar; **UNICEF**, Linda Jones

Members: **Asia South Pacific Association For Basic And Education (ASPBAE)**, Helen Dabu; **Dubai Cares**, Annina Mattsson, Mada Al Suwaidi; **Education Cannot Wait Fund** (ex officio), Graham Lang; **Finn Church Aid**, Jouni Hemberg; **Finnish Hope**, Simon Buony; **Swiss Agency for Development and Cooperation**, Sabina Handschin, Sonja Novikov-Bruderhofer; **UNESCO**, Paula Kleiner; **UNHCR**, Jennifer Roberts; **United States Agency for International Development**, Nina Weisenhorn

Accelerated Education Working Group

Co-Chair: **Marta Schena** (Norwegian Refugee Council)

Members: **Nicolas Herbecq** (ECHO); **Mary Sugure** (Education Development Center); **Andrew Matthew** (International Rescue Committee); **Emilia Sorrentino** (Plan International); **Kathryn Cooper** (Save the Children); **Florence Sereko** (UNESCO); **Maija Laikke** (UNHCR); **Rachel Cooper** (UNICEF); **Anna Spector** (USAID); **Noemi Gerber** (War Child Holland); **Kayla Boisvert** (Consultant to the AEWG).

INEE Coordinator: Martha Hewison

Distance Education Working Group

Co-Chairs: **Dr. Diana Woolis** (Founder Sustainable Learning Strategies); **Leya Ouko** (UNHCR)

Members: **Muy Cheng PEICH** (Bibliothèques 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 the Children); **Leya Ouko** (UNHCR); **Cliodhna Ryan** (Ubongo); **Barbara Moser Mercer** (University of Nairobi); **Alfred**
Acknowledgments (Cont.)

Okech (War Child Canada); Meskerem Mulatu (World Bank); Salome Ndemi Mullei (World Vision International); Wendy Smith (Worldreader)

INEE Coordinator: Asim Latif

Early Childhood Development Working Group

Co-Chairs: Charlotte Cole (Blue Butterfly); Nada Elattar (UNICEF, Uganda)

Members: Danielle De la Fuente (Amal Alliance); Gabriella Brent (Amma); Grace Boutros (ANECA); Carlos del Castillo (Bases Solidas); Devon McLorg (BRAC, USA); Deborah Marie Rodriguez (Save the Children, USA); Selamawit Tadesse (Catholic Relief Services); Elena McEwan (Catholic Relief Services); Joan Lombardi (Early Opportunities); Lucy Bassett (Humanitarian Collaborative - University of Virginia); Kathryn Moore (Independent); Katie Murphy (International Rescue Committee); Sarah Hartigan, Jeanette Brady (Kyaninga Education Hub); Sarah Sexton (Sesame Workshop); Suzanne Zueidema (Independent); Ashley Nemiro (MHPPS Collaborative); Jane West (The Two Lilies Fund); Kate Anderson (Unbound Associates); Joa Keis (UNICEF); Sarah Dababnah (University of Maryland); Tsira Barkaia (World Vision International); Angelica Panguta (Yale Child Study Center)

INEE Coordinator: Maria Benavides

Gender Working Group

Co-Chairs: Ellen Chigwanda (CARE), Kathryn Moore, Sujata Bordoloi (UNGEI)

Members: Jean Providence Nzabonimpa (The African Capacity Building Foundation); Amanda Moll, Lotte Renault (CARE); Amy Folan (Concern Worldwide); Hannah Kuntz (Education Development Center); Albert Motivans, Nadia Ahidjo (Equal Measures 2030); Oiti Perahuhta (Finnish Refugee Council); Lydia Madyiranze (Forum for African Women Educationalists); Anfal Saqib (Girls Education Challenge); Racheal Khassoha (Girls Empowered Kenya); Wenna Price (Global Partnership for Education); Nkechika Ibe (Impact Her World Foundation); Ibrahim Habitu (Independent); Nneka Obasi (Independent); Javed Shaukat (Independent); Racheal Vichei (Independent); Jill Drzewiecki (Refugee Service Provider); Musharraf Hossain Tansen (Malala Fund); Ahlam Ahmed (National Foundation for Development and Humanitarian Response); Silje Skeie (NORAD); Yves Franc Cambel Yenkoné (NORCAP); Liz Chamberlain (The Open University); Gudrun Ostby (Peace Research Institute Oslo); Janaina Hirata, Harriet Tino (Plan International); Loise Kamau (RefuSHE Kenya); Veronique Ringot (Relief International); HyunKyung "Jane" Park (UNDP); Paula Klenner (UNESCO); Leya Amonde Ouambo- Oukou (UNHCR); Anika Tanjim (UNICEF); Mwamandla Munthele (Voluntary Services Overseas); Tosin Victoria Apiriola-Ajayi (Women Environment and Youth Development Initiative); Zayid Douglas, Monique Roch (World Vision International); Kelly Dale Graham, Diana Apollo (World University Service of Canada)

INEE Coordinator: Lauren Gerken

Inclusive Education Working Group

Co-Chairs: Yasmina Eugenia Haddad (American Institutes for Research); Benjamin Bach (International Rescue Committee); Charlotte Berguin (UNHCR)

Members: Melissa Diamond (A Global Voice for Autism); Rolland Balume (AACDS RDC); Nathaniel Msen Awuapila (Centre for Innovation and Research); Nneka Obasi, Shezleen Vellani (Concern Worldwide); Rose Cardarelli (Education for All Coalition); Jamie Bowen (Education For Employment); Miguel Angel Herrera Vivar (Enseña Ecuador); Ya-Ling Chao (GIIZ); Sandrine Bohan Jacquot (Humanity & Inclusion); Karam Alameer (Hurras Network); Charlotte Tocchio (IFRC); Paul O’Keefe (InZone, University of Geneva); Geoffrey Mushen Shikuku (Jessuit Refugee Service); Eyeuil Abate (Kotebe Metropolitan University); Sarah Musengya Paul (Luthean World Federation); Maisa Marwan Asmar (Mercy Corps); Natasha Terschkenko (Mercy Hands); Ingensia Katjuougou (Ministry of Education, Arts and Culture); Julius Namisano (Nakivubo Education Center); Diana Marcela Holguin Herrera (Norwegian Council for Refugees); Rose Njuki, Boubacar Issa Traore (Peace One Day Mali); Clare Sadd (People in Need); Vincent Kavala (Plan International Malawi); Alice Castillejo (Translators without Borders); David Kunyu (University of Potsdam); Jennifer Ward (San Diego County Office of Education); Carolyn Alesbury (Save The Children); Marcos Tabule Alex (South Sudan Red Cross); Mina El Qalli (ANIS Association); Sam Davidson, Vijay Kumar, Maija Liakka (UNHCR); Mohammed Souali (UNIS nations United International New York); Gwadabe Kurawa (University of Bristol); Kristi Dingwall (University of Exeter); Veronica Y. Kang (University of Maryland at College Park);
Acknowledgments (Cont.)

Kamal Jabr (UNRWA); Kate McLennan (War Child Holland); Elena Modolo (We World-Child Fund Alliance)

INEE Coordinator: Myriam Jaafar

Psychosocial Support and Social Emotional Learning Working Group

Co-Chairs: Julia Johna Finder (USAID); Silvia Diazgranados Ferrans (International Rescue Committee)

Members: Janella Nelson (Child Fund); Caroline Keenan (Independent); Hiroshi Okamoto (Independent); Paul Frisoli (Lego Foundation); Camilla Lodi (Norwegian Refugee Council); Clare Sadd (People in Need); Alison Joyner (Plan International); Andrea Diaz-Varela (Right to Play); Patricia Landinez (UNICEF); Barbara Moser-Mercer (University of Nairobi); April Coetzee (War Child Holland)

INEE Coordinator: Rachel Smith

EIE Data Reference Group

Co-Chairs: Christian Stoff (Education Cannot Wait); Shailendra Sigdel (UNESCO UIS)

Members: Sabrina Hervey (Education Above All); Maurits Spoelder, Rachel Outhred, Aurelie Rigaud (Education Cannot Wait); Ozgenur Korlu, Ekin Ganze Gincer (Education Reform Initiative); Taskeen Adam (EdTech Hub); Sam Rutahindwa (Finn Church Aid); Joseph Wales (FCDO); Marc-Antoine Percier (Global Partnership for Education); Silvia Diazgranados (International Rescue Committee); Jerome Marston (GCPEA); Mame Khary Diop, Nicolas Servas (Global Education Cluster); Christelle Cazabat (IDMC); Simone Holladay (IOM); Dana Burde, Heddy Lahman (Journal on Education in Emergencies); Garrett Jaeger (LEGO Foundation); Segueda B. Bonaventure (Ministère en charge de l’Education Nationale et de l’alphabétisation); Ashley Nemiro (The MHPSS Collaborative); Chima Egbujiuo (Nigerian Educational Research and Development Council); Leandro Salazar (NORCAP); Carly Tubbs Dolan, Patrick Anker, Dan Woulfin (NYU Global TIES); Susan Nicolai (Overseas Development Institute); Rajarshi Singh (PAL Network); Alison Joyner (Plan International); Hiruy Teka (Plan UK); Gerhard Pulfer, Jessica Hjarrand, Diewerke Luiten (Porticus); Chloe Goldthorpe (REACH); Christine Beggs (Room to Read); Amber Gove (RTI International); Benita Nyampundu (Rwanda Ministry of Education); Zola Madison (Save the Children Australia); Allyson Krupar, Deborah Landis Feehery (Save the Children US); Anjuli Shivshanker (Sesame Workshop); Faisal Abdi Mumin (Somalia MoE); Amy Kapit (Swarthmore College); Eric De Luca (Translators Without Borders); Jessica Lobos (University College London); Connie Aluzeyo, Joseph Kajumba (Uganda MoE); Francesca Pinna, Luke Pye, Camille Lalheuque, Louise Ameleoot, Yayo Segi-Vitcheek, Artur Borkowski, Bindu Sunny (UNESCO); Denis Mwaka, Isacc Seyoum (UNESCO Ethiopia); Yuki Murakami (UNESCO GEM Report); Jean Claude Ndabananiye, Sebastien Hine (UNESCO IIEP); Luc Gacougnolle, Oswald Koussihoueude (UNESCO IIEP Pole de Dakar); Alejandro Vera Morhade (UNESCO LACRO); Benoît d’Ansembourg, Cirenia Chavez, Maja Lazić (UNICR); Haogen Yao (UNICEF); Amal Zahran, Fuad Jadalallah, Helena Pylvainen (UNRWA); Javier Teran, Kareem Elbayer, Metasebya Sahlu (UN OCHA HDX); Nikhit D’Sa (University of Notre Dame); Sharon Wolf (University of Pennsylvania); Deborah Landis (USAID); Lameck Ageta (Windle International); Peter Darvas, Joao Azevedo (World Bank)

INEE Coordinator: Sonja Anderson

Girls’ Education in Emergencies Reference Group

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

Members: Rita Bissoonaouth, Simone Yankey Ouattara, Ian Kalivo (African Union - International Centre for Girl’s and Women’s Education in Africa); Georgina Maynard, Andrew Cunningham (Aga Khan Foundation
Acknowledgments
(Cont.)

of Canada); Md. Abdur Rouf, Rehana Begum (Campaign for Popular Education); Hila Olyan, Peter Timmerman (CODE Canada); Line Baagø-Rasmussen (Denmark Ministry of Foreign Affairs); Jihane Latrous, Graham Lang (Education Cannot Wait); Dr. Mary Joy Pigozzi (Education Above All); Albert Motivans, Nadia Ahidjo (Equal Measures 2030); Teresa Omondi, Julie Khamati (Forum for African Women Educationalists); Robert Boldt, Roxana Sina, Lilja Rossmannek, Kathrin Schmid (GIZ and BMZ); Jorge Ubaldo Colin Pescina (Global Partnership for Education); Megumi Aoki (Japan Ministry of Foreign Affairs); Karima Boutaka, Esther van Dooren (Netherlands Ministry of Foreign Affairs); Silje Skeie (NORAD); Peter Simms, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); 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Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Diaz-Valera, Rachel Pell (Right to Play); Daniela Ligiero, Chrissy Hart (Together for Girls); Chris Berry, Scott McInnes, Lilja Rossmanek, Kathrin Schmid, Fe Nogra Abog (Plan International Canada); Aamina Qadir Adham, Andrea Dia...
Acknowledgments (Cont.)

Child Protection in Humanitarian Action and Education in Emergencies Reference Group (formerly “Advisory Group”)

Members: Hussain Abdullah Salman (Bent Al-Rafedain Organization); Jonas Habimama (Bureau d’Informations, Formations, Échanges et Recherches pour le Développement); Mohan Dangal (Child Nepal); Corita Tassi, Tracy Sprott-Grandin (DG ECHO); Rachel Besley (Education Cannot Wait); Mackezie Monserez, Adama Diallo (Global Education Cluster); Heidi Kar (Education Development Center); Heather Hamilton (Elevate Children); Anu Riikonen (Finn Church Aid); Riyad Al-Najem (Hurras Network); Níkita Ján (International Education Funders Group); Charlotte Tocchio (International Federation of Red Cross and Red Crescent Societies); Katharine Davis, Sara Mabger, Eleonora Mansi (International Rescue Committee); Mary Winters (Lego Foundation); Alison Joyner (Plan International); Peter Simms (Plan Canada); Dieuverweke Luiten, Gerhard Pulfer, Jessica Hjarand (Porticus); Emily Varni (Save the Children); Yvonne Diallo-Sahli (Swiss Agency for Development and Cooperation); Hani Mansourian, Elspeth Chapman (The Alliance); Sara Osman, Paula Klenner-Fortes (UNESCO); Benoît d’Ansembourg (UNHCR); Kelly Loewer (US Bureau of Population, Refugees, and Migration); Debbie Lanis (USAID); Elizabeth Drevlow (USAID/OFDA); Katie Seabourne, Nicola Griffiths (War Child UK); Marco Grazia (World Vision International)

INEE Coordinator: Rachel McKinney

INEE MS Update Reference Group

Co-Chair: Rachel Lumley (Plan International)

Members: Barbara Moser-Mercer (AHEEN); Jisun Jeong (George Washington University); Abdullahi Muse (Independent); Dima Radwan (Independent); Bente Sandal-Aasen (INEE Secretariat); Jeffrey Dow, Wisam Zeidan (International Rescue Committee); Mamadou Traore (Plan International Nigeria); Jennifer Roberts (UNHCR); Alissar Yordanov (War Child)

INEE Coordinator: Andrew Armstrong

Decolonising INEE Commissioning Group

Munia Islam Mozumder (Independent); Sonia Gomez (Independent); Jess Oddy (Independent); Sumbal Bashir, Dean Brooks, Lauren Gerken, Rachel McKinney, Rachel Smith, Ariel Solari (INEE Secretariat); Georges Bissiengolo (Plan International); Sahar Bani Mustafa (Save the Children)

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Acquilina Nawire (#climate-and-eie); Ananda Galapatti (#mhpss-and-sel); Ariel Solari (#ms-update); Asim Latif (#distance-education); Ayman Qwaider (#التعليم-الجامعي); Bilal Khalifa (#التعليم-الخارج); Emeline Marchois (#fr-general); Hani Ahmad (#ليبيا); Laura Tiana (#es-general); Lauren Gerken (#gender); Lea Gabay (#teachers); Lois Gichuhi (#kenya); Mara Sofia Pinto (#pt-geral); Maria Benavides (#early-childhood-development); Maria Fernanda Regis (#pt-geral, #brasil); Myriam Jaafar (#inclusive-education); Nathalie Bienfait (#fr-general); Oula Abu-Amsha (help Channels, #en-general); Rachel McKinney (#child-protection); Rachel Smith (#mhpss-and-sel); Sahar Bani Mustafa (#jordan-الاردن); Sarah Montgomery (#measurement-library, #research-evidence); Siran Mukerji (#higher-education); Sonja Anderson (#data); Sumbal Bashir (#jobs-emplois-empregos-empleos-وظائف); Talot Bertrand (#haïti-ayiti); Tom Lowe (#myanmar-ုမန်); Yovana Veerasamy (#higher-education); Zouheir Bitar (#teachers)

INEE Coordinator: Rachel McKinney

INEE Country Focal Points

Bangladesh - Musharraf Tansen; Bangladesh - K.M. Enamul Hoque; Bolivia - Martín Villarroel García; Brazil - Irmã Maria de Lourdes; Brazil - Francisca Santana dos Santos; Cameroon - Bana Barka; Colombia - Lizeth Estephy Cardozo Rodriguez; Colombia - Maritza Lucumi Moreno; Democratic Republic of Congo - Jonas Habimana Seruvugo; Haiti - Talot Bertrand; Indonesia - Dr. Rina “Okta” Suryani Oktari; Jordan - Sahar Bani Mustafa; Kenya - Lois Gichuhi; Libya - Hani Ahmed; Mexico - Pedro Alejandro Tena Moreno; Mozambique - Lopes Nazaré Lopes; Mozambique - Oliva María Catique Bvunza; Nigeria - Isaac Olugbenle; Nigeria - Tosin Victoria Apirila-Ajayi; Spain - Pilar Lopez Dafonte Suanzes; Spain - Mikel Egibar; Venezuela - Carmen América Affigne Oropesa; Syria - Bilal Khalifa; Yemen - Ahmed Al-Qadhi

INEE Secretariat

Oula Abu-Amsha, Coordinator, Community of Practice; Natalie Akstein, Coordinator, Member Engagement; Faiz Alkozai, Operations Associate; Andrew Armstrong, Communications Support (transitioned in
Acknowledgments (Cont.)

Consultants

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EiE Hub Secretariat: Odile Blanc, Event Management; Anne-Laure Jollivet, Finance & Administration Manager; Etienne Lacombe-Kishibe, Communications Specialist; Nicole Riedel, Partnerships & Policy Engagement Manager

Consultants: Damian Lilly, Holly Jane Howell, Claire Frances Mahon, Andrea Naletto, Laura Ochoa Foschini, Dody Riggs, Lisa Beth Walker-Kuuskler

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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.