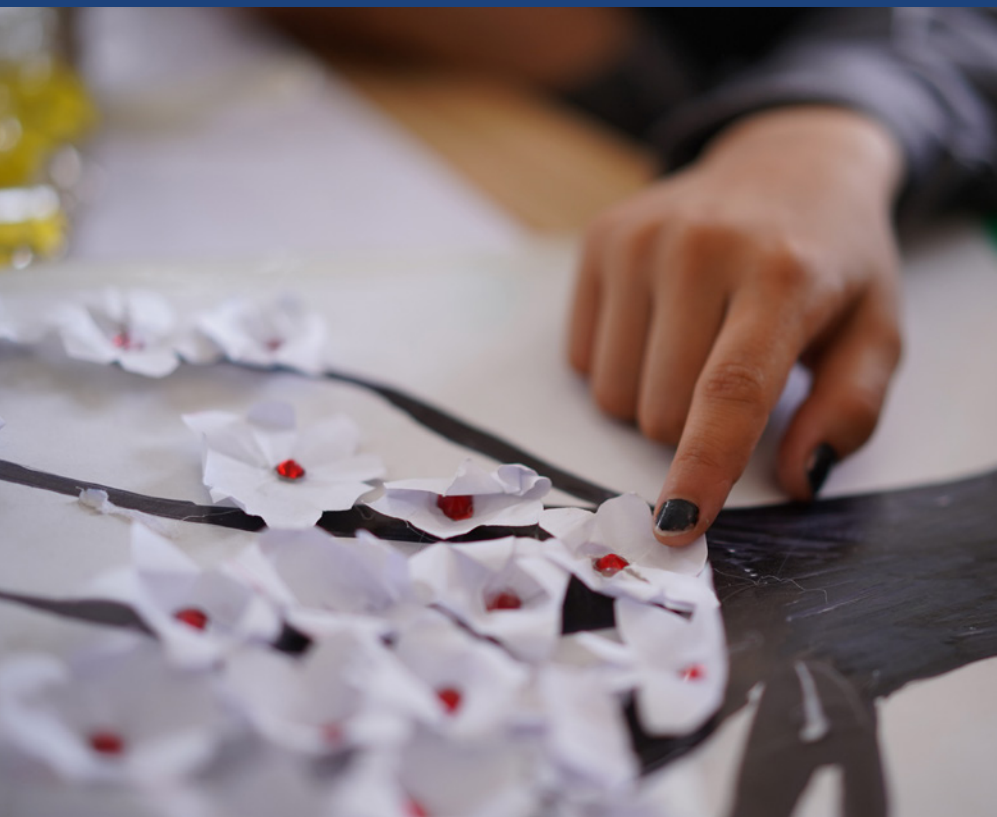




# Foreword



Making art in Yemen. © Saleh Hayyan/Gabreez Productions

Cover photo:  
A young student plays with learning materials in Vanuatu. © GPE/Arlene Bax

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*

**Jennifer Sklar**  
International Rescue Committee  
INEE Steering Group Co-Chair

*Linda Jones*


**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](https://inee.org/members).




## 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
United Nations Children's Fund (UNICEF)	475
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

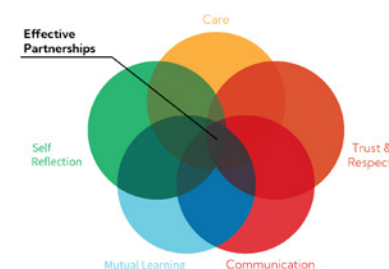
The **Accelerated Education Working Group**, previously led by UNHCR, came under the INEE umbrella, January

### 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



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

Presented at the **Summa KIX Conference on Educating in Times of Crisis and Emergency**, June

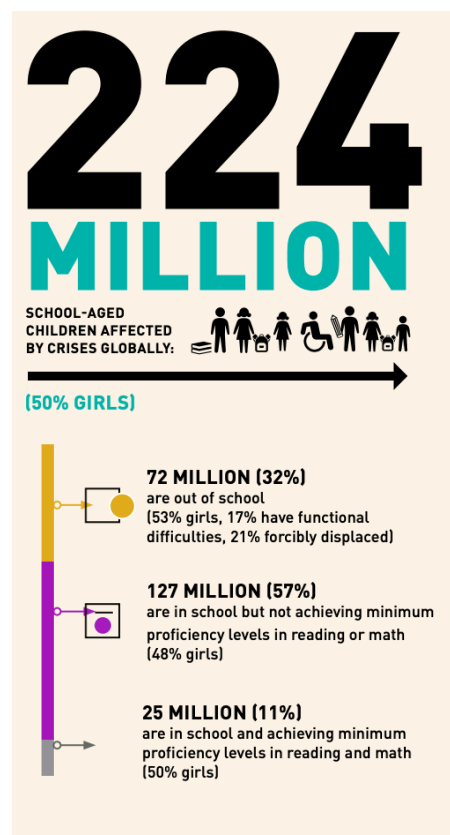
Contributed to the updated estimate of **222 million crisis-impacted children in urgent need of educational support**, June (updated to **224 million** in 2023), June

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:

## INEE publications

- 30 New INEE publications in 2022

## Translations

- 135 Translation jobs from English to Français, Español, Português, and العربية
- 467,000 Words translated from English to Français, Español, Português, and العربية

## INEE Minimum Standards

- 2,900+ Downloads of the **INEE Minimum Standards handbook** (all languages)
- 1 New Translation of the INEE Minimum Standards (Korean)
- 1 New Contextualization of the INEE Minimum Standards (North East Nigeria)

## Web events

- 42 Web events in all languages
- 1,942 Number of web event participants
- 8 'Ask Me Anything' (AMA) events
- 3 CoP Community Conversations
- 105 Meet-Ups organized
- 2039 Meet-Ups participants

## Learning and Development

- 27 INEE Minimum Standards trainings (all languages)
- 12 Participants in the INEE Certified Trainer Program
- 5 National and regional workshops on accelerated education
- 608 Downloads of the PSS-SEL Training Module
- 1,100 Downloads of the TiCC Training Pack
- 308 Downloads of the TiCC Peer Coaching Pack
- 677 Downloads of the Gender Training Module

## Social media

- 939 new, 11,873 total followers, **Twitter - English**
- 458 new, 10,102 total followers, **Facebook - English**
- 4,350 new, 11,719 total followers, **LinkedIn - English**
- 363 new, 2,043 total followers, **YouTube - English**
- 25 new, 244 total followers, **Twitter - Arabic**
- 112 new, 1,059 total followers, **Facebook - Arabic**
- 73 new, 978 total followers, **Facebook - French**
- 39 new, 159 total followers, **Twitter - French**
- 141 new, 475 total followers, **Facebook - Portuguese**
- 69 new, 175 total followers, **Facebook - Spanish**

## Communications

- 21 Email lists in English, Français, Español, Português, and العربية
- 2,698 new, **10,676 total** email subscribers\*
- 651 Email campaigns sent (all languages)
- 1.6 million Individual emails sent (all languages)

## Surveys

- 11 Surveys conducted
- 2,819 Survey respondents

\*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.



## STRATEGIC PRIORITY 2:

# Strengthen capacity to deliver quality, safe, relevant, and equitable education for all

### 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

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

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



Teacher wellbeing workshop in Palestine. © Chris Henderson

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



## INEE Community of Practice

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.



# 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	409
#inclusive-education	394
#jobs-emplois-empregos-empleos-وظائف	333
#child-protection	322
#research-evidence	305
#data	302
#gender	277
#anti-racism-decoloniality	225
#measurement-library	157
#teachers	111

### CoP members by INEE language

English	1,216
Arabic	293
French	257
Spanish	156
Portuguese	81



## INEE Help Desk

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.



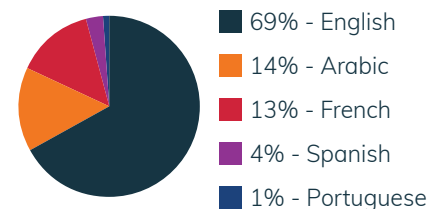
# 76

Total Requests

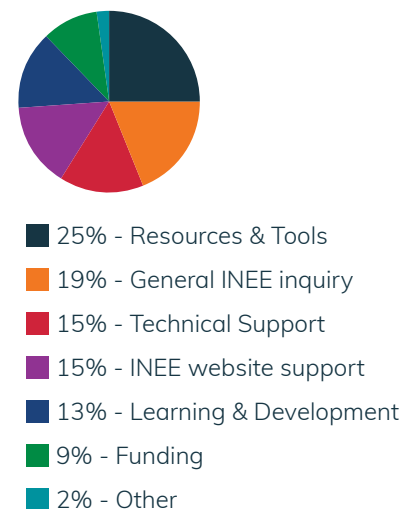
### Topics of requests (if noted)

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



### Types of requests





## 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)



INEE Minimum Standards update workshop in Colombia. © INEE

- 6 workshops in all INEE languages
- Thematic workshops on distance education and school safety

- 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

Co-convened with IRC, PAL Network, NYU, UNHCR, and Global Affairs Canada a two-part event series at the Transforming Education Pre-Summit and Summit on Education Data for Crisis-Affected Populations - **No transformation Without Information**, June & September

## 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, Colombia, Jordan

Continued to host the **Journal on Education in Emergencies (JIEiE)**, 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 **Reimagining 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

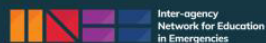
Hosted a webinar on the **INEE Minimum Standards Anti-racism and Decolonisation Thematic Review Findings**, June

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



## Contextualizing the INEE Conflict Sensitive Education Training in Goma, DRC: A Case Study



Hosted a webinar on the **ACCESS research project**, September

## 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

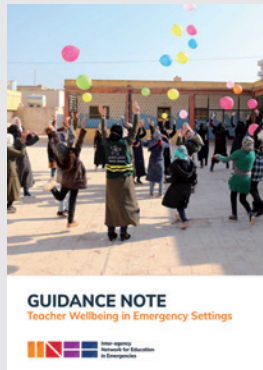
Published the **LGBTQIA+ Resource Collection**, June

# INEE Publications

During 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](https://inee.org/resources).



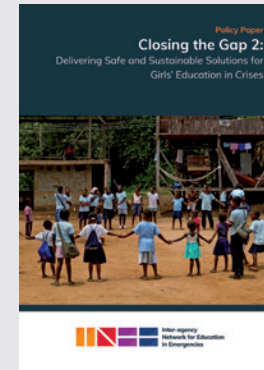
**Accelerated Education in the Democratic Republic of Congo, South Sudan, Tanzania and Uganda**  
En | Fr



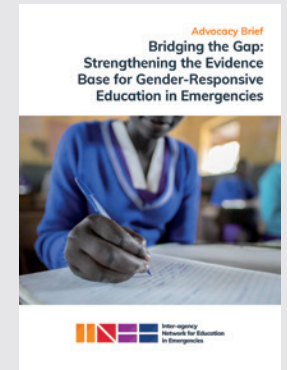
**Guidance Note for Teacher Wellbeing in Emergency Settings**  
En | Ar | Fr | Pt | Sp



**Mind the Gap 2: Seeking Solutions for Girls' Education in Crises**  
En | Fr



**Closing the Gap 2: Delivering Solutions for Girls' Education in Crises**  
En | Ar | Fr | Pt | Sp



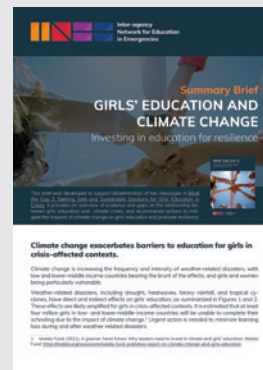
**Bridging the Gap: Strengthening the Evidence Base for Gender-Responsive Education in Emergencies**  
En | Ar | Fr | Pt | Sp



**Gender-based violence and girls' education**  
En | Ar | Fr | Pt | Sp



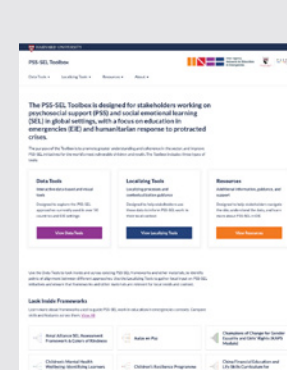
**Distance education & the digital divide**  
En | Ar | Fr | Pt | Sp



**Girls' education and climate change**  
En | Ar | Fr | Pt | Sp



**The Impact of COVID-19 School Closures on Child Protection and Education**  
En | Sp



**PSS-SEL Toolbox**  
En



# INEE Publications

(cont.)



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



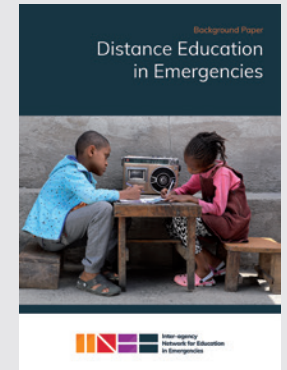
Promising Practices in Teacher Professional Development  
En | Ar | Fr | Pt | Sp



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



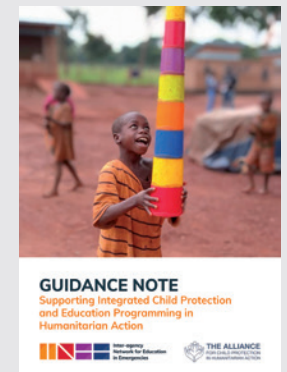
Impact of COVID-19 on Accelerated and Alternative Education Programs  
En | Ar | Fr | Sp



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





**581,305**

Total visitors to  
inee.org



**1,301,091**

Total pageviews on  
inee.org



**79,281**

Total downloads from  
inee.org



**232**

Origin countries/  
territories of visitors

### 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](#)

## STRATEGIC PRIORITY 4:

# Strengthen and diversify INEE membership

## 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.



INEE Country Focal Points in 2022

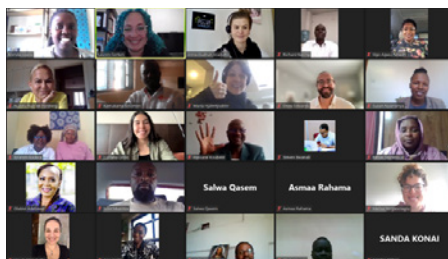
Selected 18 new **INEE Country Focal Points**, March

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



October 2022 INEE Meet-Up on gender-responsive training

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

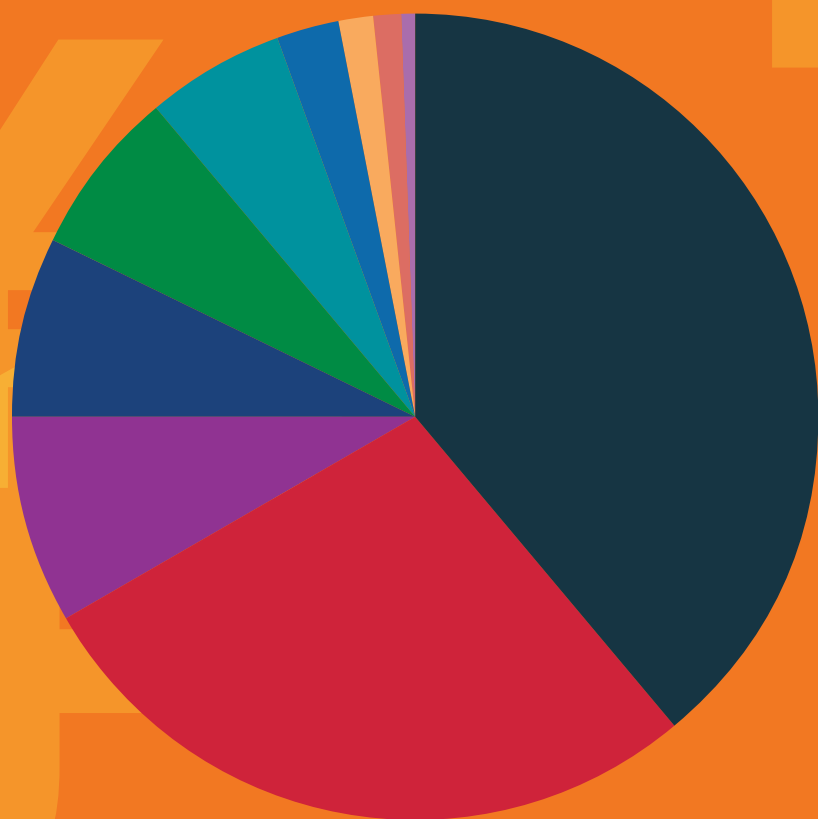
## Amplifying and advocating

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



October 2022 INEE Meet-Up in Mexico.  
© INEE

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

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

# 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; **Nile Hope**, Simon Buony; **Swiss Agency for Development and Cooperation**, Sabina Handschin, Sonja Novikov-Bruderhofer; **UNESCO**, Paula Klenner; **UNHCR**, Jennifer Roberts; **United States Agency for International Development**, Nina Weisenhorn

## Accelerated Education Working Group

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

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Drawings by Afghan evacuee children in their hotel housing in Mexico City. © IRC/Andrew Oberstadt



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](http://inee.org).

