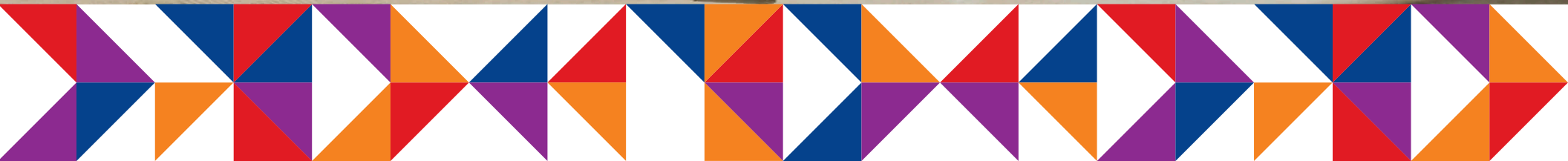




Inter-agency
Network for Education
in Emergencies

2019 ANNUAL REPORT



Message from the INEE Steering Group



Reading at the blackboard in Chad; GPE

Dear members of the INEE community:

We write this during the early months of the COVID-19 pandemic, a global emergency that, aside from forcing a delay in publishing this report, is sure to dominate all reports and retrospectives of the year 2020. That will come later. The focus of this report is the year 2019, during which the Inter-agency Network for Education in Emergencies (INEE) made significant progress toward achieving its goal of ensuring quality, safe, and relevant education for all those affected by emergencies and protracted crises.

We are pleased to share with you, in this 2019 Annual Report, 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.*

A shortlist of notable 2019 achievements that you'll find in this report includes: increasing the INEE membership by more than 1,300 new members; launching a fully redesigned website (inee.org); freshening up our logo and visual identity; holding our working groups meeting in virtual format for the first time; fortifying an education in emergencies learning agenda; hosting more than 20 webinars; playing a leading role in the first ever Global Refugee Forum, including making four pledges; publishing new tools on gender and teacher wellbeing; and much, much more!

We encourage you to click the many links in this report to read more about the results of our collective and cooperative efforts in 2019. Your engagement with INEE is critical, and we look forward to working together with you to face the challenges in the years ahead.

Sincerely,

Annina Mattsson
Dubai Cares
INEE Steering Group Co-Chair

Benoit d'Ansembourg
UNHCR
INEE Steering Group Co-Chair

STRATEGIC PRIORITY 1:

Provide thought leadership and global advocacy.



A student reading braille in class in Niger; Kelley Lynch/GPE

Community building

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

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 Partners Project* with the Global Education Cluster (GEC) and UNHCR, supported by Education Cannot Wait (ECW)

Member of the *Global Education Cluster* Strategic Advisory Group

Member of the *Latin America and Caribbean Regional Education Cluster*

Member of the Lusophone Network for the Right to Education

Formal partner of *The Alliance for Child Protection in Humanitarian Action*, supported by Education Cannot Wait (ECW)

Played a leading role in the first ever *Global Refugee Forum*, including making *four pledges*; December

Established a new financial partnership with *Global Affairs Canada*

Member of the *UNESCO International Teachers Task Force*

Member of the UNHCR Secondary Education Working Group

Convening

Convened a Reference Group for the *Global Partners Project*; January

Co-hosted an *Education in Crisis and Conflict Reception* at CIES; San Francisco, April

Established a new *task force on humanitarian-development coherence*; May

STRATEGIC PRIORITY 1 (CONT.):

Provide thought leadership and global advocacy.



Children playing during a school break in El Rosario, Colombia; Juan Arredondo/IRC

Co-hosted with Finn Church Aid (FCA) and the University of Helsinki a [conference on inclusive education in emergencies](#); Helsinki, May

Hosted an [online dialogue](#) about achieving SDG4 for children and youth affected by crisis; July

Co-hosted with the International Education Funders Group (IEFG) an UNGA side event on the role of philanthropy in education in emergencies; New York, September

Amplifying and advocating

Redesigned the [INEE logo and brand identity](#); May



Co-hosted with the Accelerated Education Working Group a webinar on [Accelerated Education Programming: Experience from Uganda](#); June

Hosted a Spanish-language webinar on doing [EiE advocacy and programming in Latin America](#); July

Produced an advocacy brief for the High Level Political Forum entitled [Achieving SDG4 for Children and Youth Affected by Crisis](#); July



Celebrated the [30th anniversary of the Convention on the Rights of the Child](#); November

Facilitating and learning

Hosted a webinar on [Using Human Rights in Advocating for Better Education in Emergencies](#); January

Presented INEE's Conflict Sensitive Education approach at [ICRC-PEIC Workshop on Education in Emergencies](#); Geneva, June

STRATEGIC PRIORITY 2:

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



Students attending school in a village outside of Kabul, Afghanistan; Lynsey Addario/Save

Amplifying and advocating

Hosted a webinar on [Advocacy for Refugee Education](#); October

Published [Teacher Stories: Education in Crisis and Displacement Contexts](#) as a collection of vignettes and videos; October

Facilitating and learning

Gave an orientation on the INEE Minimum Standards at the SIDA high-level conference on education in emergencies, May

Conducted a full-day [orientation on the INEE Minimum Standards](#) for INEE Working Group members; Helsinki, May

Conducted a week-long orientation on the INEE Minimum Standards and PSS/SEL for Plan Indonesia and representatives from Ministry of Education; Jakarta, June

Hired the first ever INEE Capacity Building Coordinator and developed a [capacity building strategy](#); July

Co-hosted with USAID Middle East Education Research, Training, and Support (MEERS) a 4-part webinar series on [navigating education in emergencies data](#); July

Co-hosted with Translators without Borders a webinar on [Language Solutions for Education in Emergencies](#), following a related [survey](#) of EiE practitioners; October

Conducted an orientation on the INEE Minimum Standards for 150 youth as part of the [MENA Youth Capacity building in Humanitarian Action \(MYCHA\)](#); Doha, November

Facilitated a training on the INEE Minimum Standards and PSS/SEL at the [Geneva Summer School on Higher Education in Emergencies & Crises \(related video\)](#); Nairobi, January and December

STRATEGIC PRIORITY 2 (CONT.):

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



Providing

Provided an orientation on the INEE Minimum Standards for the University of Tromsø, February

Co-hosted with GBC-Education a webinar on [business partnerships in education in emergencies](#); March



Published a series of case studies on [Teachers in Crisis Contexts: Promising Practices in Teacher Management, Professional Development, and Wellbeing](#); October

Provided individualized technical assistance in response to more than 30 requests from network members

Translated more than 104 communications pieces and publications from English to Arabic, French, Portuguese, and Spanish; more than 742,000 translated words, in partnership with [Translators without Borders](#)



104

Translation jobs from English to Français, Español, Português, and العربية.



742,000

Translated words from English to Français, Español, Português, and العربية.

Features of the new INEE website, launched in May 2019:



- ✔ **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
- ✔ Re-tooled **EiE Toolkit**
- ✔ Interactive **Standards** section
- ✔ Dynamic feeds: **Jobs, Events, News**
- ✔ Enhanced **Member Directory**
- ✔ Member **upload capabilities**

Top 10 Downloads



INEE Guidance Note on Gender (En)	1715
INEE Minimum Standards	1305
INEE Advocacy Brief	753
INEE PSS-SEL Training Module Facilitator Guide	553
TiCC Training Pack	535
INEE PSS-SEL Training Module PPT	529
INEE Guidance Note on PSS	467
INEE Guidance Note on Gender (Fr)	237
INEE Pocket Guide to Gender	221
INEE Strategic Framework	216



18,540

Average monthly visitors.



30,193

Average monthly page views.



24,729

Average monthly downloads.

Visitors by Country



United States of America	39,339
United Kingdom	11,012
Kenya	4,337
France	4,052
Yemen	3,562
Turkey	3,358
Canada	3,331
Jordan	2,556
Netherlands	1,471
Nigeria	1,351

STRATEGIC PRIORITY 3:

Provide, curate, and organize knowledge to inform policy and practice.



Grade five students in a classroom at Phonsivilay Primary School, Meun District, Lao PDR; Kelley Lynch/GPE

Convening

Organized the [Education in Emergencies Data Summit](#) and produced a [long-term vision and action agenda](#) for EiE data, in partnership with NORRAG, the Swiss Agency for Development and Cooperation (SDC), and the USAID Middle East Education Research, Training, and Support (MEERS) program (related [blog](#)); Geneva, June



Facilitated consultations on the [INEE Learning Agenda](#) in partnership with Global Challenges Research Fund (GCRF); Amman, February and Bogota, December

Knowledge management

Redesigned the [EiE Toolkit](#) around the INEE Minimum Standards; May

Launched the 3rd call for [E-Cubed](#) proposals to strengthen the EiE evidence base; May

Launched the [MENAT Measurement Library](#), in partnership with the International Rescue Committee (IRC) and New York University (NYU) Global TIES for Children (related [webinar](#)); October

Published the [Journal on Education in Emergencies, Volume 5, Number 1](#); December

Published [research findings on use of the INEE Conflict Sensitive Education Pack](#); December

Amplifying and advocating

Ensured that education in emergencies was included in the [Abidjan Principles](#), and [reflected in a blog](#) about the human rights obligations of States to provide public education; February

Facilitating and learning

Hosted a multilingual [series of webinars](#) to demystify the process of submitting and publishing manuscripts and [notes from the field](#) in the Journal on Education in Emergencies (JEiE); February and October

STRATEGIC PRIORITY 3 (CONT.):

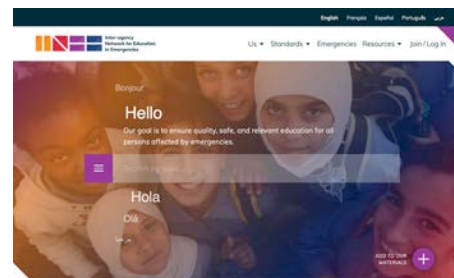
Provide, curate, and organize knowledge to inform policy and practice.



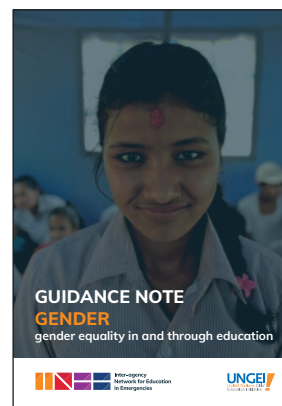
Classroom in southern rural Idlib, Syria; Save the Children

Providing

Launched a new, dynamic, responsive, and multilingual INEE website—inee.org; May



Published the *INEE Guidance Note on Gender*, in collaboration with UNGEI (related [webinar](#)); July



Published a *landscape review on teacher well-being* (related [webinar](#)); August

Developed a *training module on psychosocial support and social emotional learning (PSS_SEL)* (related [webinar](#)); November

Provided more than **2,100 hard copies of INEE materials and resources** to 61 members in 29 countries, including organizations, individuals, and MoEs for training, research, advocacy, program development, and personal use

Updated the INEE website—inee.org—on a daily basis with **resources, news, events, jobs, blogs**, and other content; more than 709,000 page views by 278,000 new and returning users

Sent 285 emails and newsletters in En, Ar, Fr, Es, and Pt via 21 mailing lists to more than 16,000 subscribers

Published regularly on social media (Twitter in **En** and **Ar**; Facebook in **En, Ar**, and **Fr**; LinkedIn in **En**; and YouTube in **En**)

INEE Membership

Snapshot of New Members in 2019



16,404

Members, total
2000-2019



1,337

New members joined
in 2019

Countries of residence of new members in 2019

United States of America	253
United Kingdom	99
Kenya	51
Nigeria	47
Jordan	33
Somalia	29
Yemen	28
Canada	26
Uganda	24
Ethiopia	22

Languages spoken by new members in 2019

French	170
Spanish	129
English	116
Arabic	33
Portuguese	28
German	27
Hindi	26
Swahili	23
Italian	20
Urdu	18

Organizations of new members in 2019

Other	693
No organizational affiliation	175
Norwegian Refugee Council (NRC)	38
Plan International	31
Save the Children	33
World Vision	31
United Nations Children's Fund (UNICEF)	29
Finn Church Aid	13
International Rescue Committee (IRC)	13
Teachers College, Columbia University	10

Organization types of new members in 2019

NGO–International	405
No organizational affiliation	201
UN Agency	80
NGO–National	79
School–Primary	56
Research Institution	53
Civil Society Organization	49
Other	43
School–Tertiary	41
Foundation	24

STRATEGIC PRIORITY 4:

Strengthen and diversify INEE membership.



A student helps her friend to class in Katavi Region, Tanzania; Kelley Lynch/GPE

Community building

1,337 new members joined the network, expanding the membership to more than 16,000 members in 190 countries around the world.

Convening

Convened a workshop at the UKFIET Conference on *strengthening INEE's membership engagement and diversification*; Oxford, September

Organized *INEE Global Meet-Ups* with 67 volunteers and 260+ participant in 19 locations; November

Facilitated a consultation with field-based Education Cluster Coordinators and UNHCR education staff on the *Global Partners Project*; November

Held INEE Working Group bi-annual meetings at the University of Helsinki (May) and as a *virtual web event* (November)

Knowledge management

Conducted a network-wide survey on *INEE Strategic Priority 4* with the aim to strengthen and diversify the INEE membership; October



Nov 2019 Meet-Up in Kodaikanal, India



Nov 2019 Meet-Up in Thessaloniki, Greece



Nov 2019 Meet-Up in Abuja, Nigeria

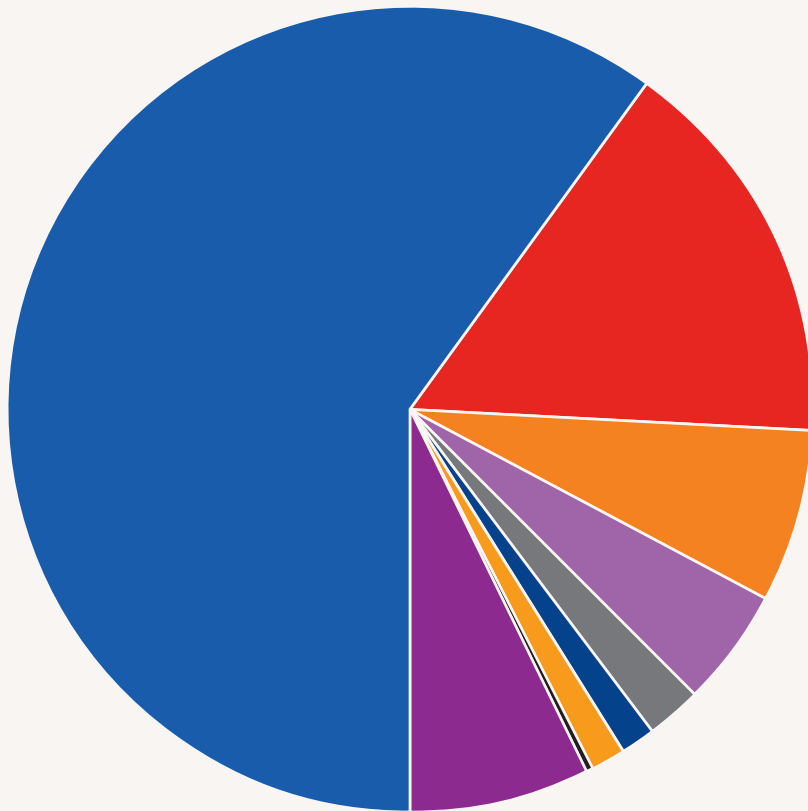


Nov 2019 Meet-Up in Madrid, Spain

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, 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 2019 - January 1, 2019 through December 31, 2019. The value of in-kind donations is not included in this report.



Personnel	\$1,052,034.57
Communications/Convening of Membership	\$276,439.05
Travel/Conferences	\$119,071.18
Working Groups	\$84,385.33
Publications/Visibility	\$37,252.07
Other Direct Costs	\$28,289.78
Evidence & Data	\$23,500.00
Staff Development	\$1,964.55
Indirect Costs*	\$131,354.32
Total Expenses	\$1,754,290.85

*Indirect costs are for INEE hosting agencies.

Acknowledgments



Classroom in Yemen, Lahij Governorate, Yemen; NRC



Classroom in Noe Kwar Village, Myanmar; NRC

INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2019!

Funding support

INEE would like to thank all who provided support to the network during 2019. The network functions on funding received through grants, contracts, contributions, and in-kind donations. Direct financial support from which INEE drew funds in 2019: • **Agence Française de Développement** €50,000 (October 2018–July 2019) • **Anonymous** \$475,000 (August 2018–July 2020) • **Anonymous** €300,000 (January 2019–December 2020) • **Anonymous** €681,000 (December 2019–January 2022) • **Dubai Cares** \$100,000 (October 2018–April 2019) and \$1,000,000 (August 2017–July 2022) • **Education Cannot Wait Fund** \$100,000 (August 2018–July 2019) • **Global Affairs Canada** CDN 2,000,000 (October 2019–September 2021) • **INEE Steering Group Member Support** (2019 direct financial support) • **Norwegian Agency for Development Cooperation** NOK 3,161,735 (December 2018–December 2020) • **Online Donations** \$990 • **Open Society Foundations** \$40,000 (July 2018–June 2020) • **Swiss Agency for Development & Cooperation** CHF 1,450,000 (January 2019–December 2021) • **UNICEF** \$525,096 (February 2018–December 2019) • **USAID** \$1,690,000 (January 2015–September 2021)

In-kind support

INEE's inter-agency success is in large part due to the enormous in-kind contributions from its

members, including the time and resources that members and their agencies contribute to travel and accommodation, material production and translations, capacity-building and training activities, meeting/workshop support and much more. This includes both financial and in-kind contributions from organizations sitting on the Steering Group, and the in-kind donations of resources, time and talent from members of the Working Groups, Task Team Conveners, and members. The work would not be done without you.

INEE would like to extend particular gratitude to the International Rescue Committee, the Norwegian Refugee Council, RET International, Plan International Norway, Finn Church Aid, and UNESCO-IIEP for hiring and/or hosting INEE Secretariat staff in 2019

And thanks is due to Finn Church Aid, in cooperation with the University of Helsinki, for hosting the INEE Working Group meetings in Helsinki in May 2019. We would also like to extend our thanks to the hosts of our Steering Group meetings throughout the year. Finn Church Aid hosted the May 2019 meeting in Helsinki and Dubai Cares hosted the November 2019 meeting in Dubai.

INEE Steering Group

inee.org/about-inee/who-we-are/steering-group

Dubai Cares, Annina Mattsson (Co-Chair as of May 2019) • **Finn Church Aid**, Jouni Hemberg • **International Rescue Committee**, Jennifer Sklar (Co-Chair through May 2019) • **Norad**, Randi Gramshaug • **Norwegian Refugee Council**,

Acknowledgments (cont.)



Teaching Afghan refugee and Pakistani girls in Kot Chandana refugee village, Pakistan; NRC & UNHCR Pakistan



Kasimba Primary School, Mpanda District, Katavi Region, Tanzania; Kelley Lynch/GPE

Annelies Ollieuz (Co-Chair through Nov 2019) • **Swiss Agency for Development and Cooperation**, Sabina Handschin • **UNESCO**, Kerstin Holst • **UNHCR**, Benoit d'Ansembourg (Co-Chair as of Nov 2019) • **UNICEF**, Linda Jones. • **World Vision International**, Jonathan Blair-Miller (outgoing in 2019), Marco Grazia

INEE Advocacy Working Group inee.org/advocacy-working-group

CARE US, Ellen Chigwanda, Lotte Renault • **Development Alternatives Inc. (DAI)**, Gustavo Payan, Craig Geddes • **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, Charlotte Beyer • **Plan International**, Alison Wright, Anna Darling • **Protect Education in Insecurity and Conflict (PEIC)**, Boran Choi, Maleiha Malik • **Right to Education Initiative (RTE)**, Erica Murphy, Delphine Dorsi • **Save the Children**, Emma Wagner, Patricia Tibbetts • **Xavier Project**, Edmund Page, Donald Anduvateh

INEE Education Policy Working Group inee.org/education-policy-working-group

Agence Française de Développement, Audrey Nirrengarten, Suvi Mellavuo Bonnet • **Education Development Center**, Cornelia Janke, Tim Haskell • **European Commission**, Nicolas

Herbecq • **FHI360**, Paul Frisoli, Kathleen Denny • **Finn Church Aid**; Ikali Karvinen, Jussi Ojala • **GIZ**, Christa Crusius and Erfan Diebel (until May 2019) Kathrin Schmid and Rebecca Fobbe (as of May 2019) • **Glocal Education Cluster**, Maria Agnese Giordano, Nicolas Servas (until May 2019), Thorodd Ommundsen (as of May 2019) • **Global Partnership for Education**, Nilse Ryman, Anna-Maria Tammi • **ICRC**, Filipa Schmitz Guinote, Geoff Loane • **International Rescue Committee**; Silvia Diazgranados, Sheree Bennett • **Jusoor**, Christina Peebles, Hani Jesri • **NORRAG**; Patrick Montjourides, Gita Steiner-Khamsi • **Plan International Canada**, Dianne Denton and Pete Simms (through May 2019), Fe Nogra Abog (as of May 2019) • **Porticus**, Gerhard Pulfer, Jessica Hjarrand • **RET International**, Marina Anselme, Jenny Roe • **Save the Children International**, Charlotte Bergin (until May 2019), Julia Finder Johna, Marie Tamagnan (as of May 2019) • **Swiss Development Cooperation**, Muriel Gschwend, Davide Vignati • **UNESCO**, Francesc Pedro (through May 2019), Hilaire Mputu, Gwang-Chol Chang (as of May 2019) • **UNESCO GEM Report**, Yuki Murakami • **UNESCO IIEP**, Leonora MacEwen • **UNHCR**, Ingvill Morlandstoe and Sanja Heric (outgoing), Jennifer Roberts and Ellen Maree Al Daqqa (incoming) • **UNICEF**, Bassem Nasir, Linda Jones • **University of Massachusetts Amherst**, Jacqueline Mosselson, 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, Salome Ndemi Mullei

Acknowledgments (cont.)



A Venezuelan family displaced in Cúcuta, Colombia;
Andres Brenner/IRC



Recess at Institution Mixte Nid Douillet in Port-au-Prince, Haiti;
Susan Warner/Save The Children

INEE Standards and Practice Working Group

inee.org/standards-practice-working-group

ChildFund, Janella Nelson, Isabelle E. Ereneta • Creative Associates, Eileen St. George, Janet Shriberg • FHI 360, Annie Smiley, Emily Koester • Finn Church Aid, Minna Peltola, Helena Sandberg • Fordham University, Nadezhna Castellano, Brendan Cahill • Global Education Cluster, Anthony Nolan, Luca Frascini • Global Partnership for Education, Fazle Rabbani, Alice Yang • International Rescue Committee, Kiruba Murugaiah, Rena Deitz • Jesuit Refugee Service, Greg St. Arnold, Roy Gebrayel • Mavi Kalem, Zeynep Sanduvac, Emine Filiz Ayla • Norwegian Refugee Council, Sonia Gomez, Camilla Lodi • Oxfam IBIS, Else Oestergaard, Irene Fredriksson • People in Need, Clare Sadd, Serena Borsani • Plan International Norway, Alison Joyner, Emilia Sorrentino • RET International, Veronique Ringot, Sophie Chambers • Reach Out to Asia—Education Above All, Zarmina Nasir, Arwa Musaaed • Save the Children International, Jeffrey Dow, Arlo Kitchingman • Save Youth Future Society, Mohammed Kalloub, Ibrahim Abdullatif Ashour • Teachers College, Columbia University, Mary Mendenhall, Susan Garnett Russell • UNESCO, Yayoi Segi-Vltchek, Fatou Niang • UNICEF, Lisa Bender, Lisa Deters • University of Geneva InZone, Barbara Moser-Mercer, Djemila Carron • UNRWA, Frosse Dabit, Caroline Pontefract • USAID, Ashley Henderson, Nina Papadopoulos • War Child, April Coetzee, Caroline Keenan • World Vision International, Salome Ndemi Mullei, Ghalia Kawwa

Teachers in Crisis Contexts Collaborative

inee.org/collaboratives/ticc

Aflatoun, Child Fund, Columbia University's Teachers College, Creative, Fordham University (Co-chair), FHI 360, Finn Church Aid, International Rescue Committee, Jesuit Refugee Service, Jusoor, Libraries Without Borders, Norwegian Refugee Council, People in Need, Plan International, Relief International (Co-chair), Save the Children, War Child Holland, UNICEF, UNHCR, UNESCO-IIEP, World Vision

Psychosocial Support and Social Emotional Learning Collaborative

inee.org/collaboratives/pss-sel

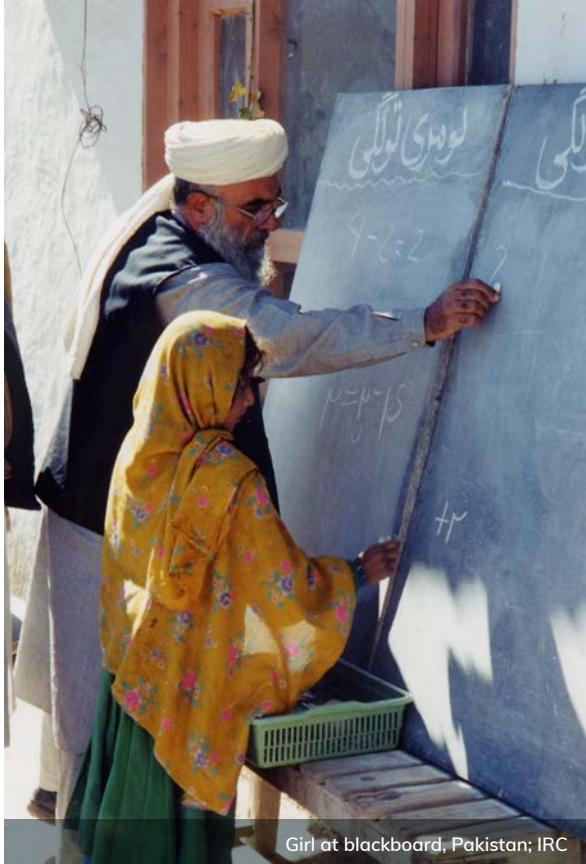
Child Fund, FHI 360, Finn Church Aid, Global Education Cluster, International Rescue Committee (Co-chair), Mavi Kalem, Norwegian Refugee Council, Oxfam, PIN, Plan Norway, Right to Play, Save the Children (Co-chair), UNICEF, UNRWA, USAID, University of Geneva, World Vision, War Child

Data and Evidence Collaborative

inee.org/collaboratives/data-evidence

FHI 360 (Co-chair), Finn Church Aid, Global Coalition to Protect Education from Attack, Global Education Cluster, Global Partnership for Education, International Rescue Committee, *Journal on Education in Emergencies*, Jusoor, NORRAG (Co-chair), RET International, Right to Education Initiative, RTI International, World Bank, UNESCO

Acknowledgments (cont.)



Early Childhood Development Task Team

inee.org/task-teams/early-childhood-development

Katie Murphy (International Rescue Committee), Nada Elattar (UNICEF), Sweta Shah (Aga Khan Foundation), Anita Anastacio (Lego Foundation and Moving Minds Alliance)

Gender Task Team

inee.org/task-teams/gender

Conveners: Emilie Rees Smith, UN Girls' Education Initiative (UNGEI), Ellen Chigwanda (CARE)

Inclusive Education Task Team

Conveners: Benjamin Bach (International Rescue Committee), Charlotte Berquin (UNHCR), Davide Coltri (War Child Holland)

Technology and Education in Crisis Task Team

inee.org/task-teams/technology

Conveners: Negin Dahya (University of Toronto), Nina Wine, (Worldreader), Mona Younes (Independent)

INEE Secretariat

inee.org/about-inee/who-we-are/secretariat

Sonja Anderson, *Coordinator, Evidence for Education in Emergencies*; Charlotte Bergin, *Coordinator, Capacity Development*; Margi Bhatt, *Coordinator, Education Policy*; Natalie Brackett, *Coordinator, Standards and Practice*; Dean Brooks, *Director*; Laura Davison, *Senior*

Coordinator, Policy and Partnerships; Lindsey Fraser, *Administration Officer*; Peter Hyll-Larsen, *Coordinator, Advocacy*; Emeline Marchois, *French Language Community Facilitator*; Sarah Montgomery, *Coordinator, Knowledge Management*; Kate Moriarty, *Sr. Advisor, Strategic Engagement and Dialogue*; Claudio Osorio, *Spanish Language Community Facilitator*; Ayman Qwaider, *Arabic Language Community Facilitator*; Bente Sandal-Aasen, *INEE Minimum Standards Support Specialist*; Andreia Soares, *Portuguese Language Community Facilitator*; Peter Transburg, *Senior Communications Coordinator*. Special thanks to Mai Abu Moghli and Mais Zuhaiqa who facilitated the Arabic Language Community during 2019 before transitioning to other opportunities.

Interns and Volunteers

Interns: Jamie Bowen, Tess Brennan, Alexa Castellano, Sagen Eatwell, Percy Greywood, Anna Herrero-Tejada, Mohammed Ali Hojaij, Benil Mostafa Brown, Isabella Solheim, and Elana Wolpert. Special thanks to students and volunteers who supported INEE Working Group meetings.

Consultants and Service Providers

2D Studio, Beehive Press, Lyndsay Bird, Kayla Boisvert, Jennifer Flemming, Jose Guevara Fino, Lauren Gerken, Sonia Gomez, Youssef Hammoud, Sebastien Hine, Benil Mostafa, Dody Riggs, Ben Steiner, Taoti Creative, Taylor Made Graphics LLC, The Wall Street Group, Zaengle Corp. We acknowledge the staff and volunteers of Translators without Borders for their provision of excellent translation services.



Student writing on a makeshift desk in El Castillo, Colombia; Juan Arredondo/IRC



**Inter-agency
Network for Education
in Emergencies**

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.

