![Inter-agency Network for Education in Emergencies logo] **Inter-agency Network for Education in Emergencies**
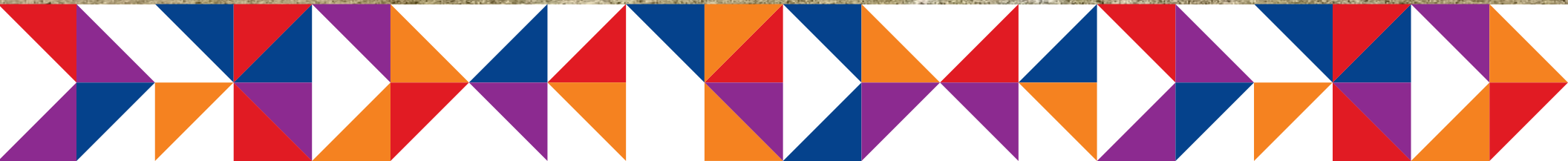
2020 ANNUAL REPORT

Message from the INEE Steering Group

Children-led activities at a school in Syria; NRC

Dear members of the INEE community:

2020 was a milestone year for the Inter-agency Network for Education in Emergencies (INEE). In the same year that we celebrated our 20th anniversary, we also faced the greatest global education crisis in history.

The COVID-19 pandemic, with its threat to health and safety and the resulting widespread school closures, imperiled hard-earned gains in the education in emergencies sector. It compounded the struggles of under-resourced education systems, especially those in crisis contexts, and it continues to threaten the education of millions of students who have lost months of learning and who have few prospects for getting it back.

COVID-19 challenged our sector like never before, but with our two decades of knowledge, tools, and vibrant membership, INEE was well placed to lead a response to the pandemic. We quickly curated and shared relevant resources, and we developed a range of new, pandemic-specific tools. The pandemic brought out the best of INEE's convening power; between March and September, we produced a webinar series on a variety of topics that reached thousands of participants.

And while the COVID-19 response took much of our attention, it was by no means the only thing we worked on last year. In this 2020 Annual Report, you will find a summary of the network's many activities and accomplish-ments, 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.

Your engagement with INEE, whether it's been for 20 years or as of more recently, is critical for ensuring that education continues in spite of crisis. 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

Cover photo:
IDP children from Lawng Hkang IDP camp have a sack race after school; Roi Ji/People in Need

INEE Membership Snapshot, 2020

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*.

17,940
Members, total
2000-2020

1,722
New members joined
in 2020

Organizations (4,000+ total)

Other organizations and institutions	14,698
No organizational affiliation	706
United Nations Children's Fund (UNICEF)	356
Save the Children	324
Norwegian Refugee Council (NRC)	153
United Nations Education, Scientific and Cultural Office (UNESCO)	138
Plan International	129
World Vision	115
United Nations High Commissioner for Refugees (UNHCR)	98
New York University (NYU)	92

Countries of residence (top 10, 199 total)

United States of America	3,659
United Kingdom	1,089
Kenya	728
Pakistan	661
Canada	499
India	337
France	334
Jordan	321
Nigeria	308
Switzerland	277

Languages spoken (top 10, 165 total)

English	13,709
French	3,570
Spanish	2,657
Arabic	2,041
Portuguese	685
German	314
Italian	198
Swahili	190
Hindi	180
Urdu	167

Note: Members may select multiple.

Organization types

NGO–International	2,939
No organizational affiliation	1,396
NGO–National	834
UN Agency	777
School–Primary	752
Other organization types	439
Government–Ministry of Education	331
Consulting Firm	280
Government Ministry or Agency	241
School–Tertiary	214

All data as of 31 December 2020.

STRATEGIC PRIORITY 1:

Provide thought leadership and global advocacy.

Al-Mishqafa School in Lahj governorate, Yemen; Mahmoud Al-Filastini/NRC

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)*

Member of the UNESCO Reference Group: *Strengthening EMIS and Data for Increased Resilience to Crises*

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

Member of the *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 Cluster*

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

Convening

Convened a new *INEE Girls' Education in Emergencies Reference Group*, May

Organized a series of *round tables with refugees* from different contexts, July

STRATEGIC PRIORITY 1 (CONT.):

Provide thought leadership and global advocacy.

A student at the blackboard at Nyerere Primary School, Katavi, Tanzania; Kelley Lynch/GPE

Co-established the Initiative for Strengthening EiE Coordination (*ISEEC*) with the Global Education Cluster and UNHCR—a commitment to continue efforts started under the *Global Partners Project*, October

Renewed the membership of the *Gender Task Team*; 52% now from or based in the 'Global South', June

Established a multi-agency advisory group to guide the *collaborative work of INEE and The Alliance for Child Protection in Humanitarian Action*, April

Established a new *INEE Localisation Task Team*, October

Convened a new *INEE Measurement Library Reference Group*, October

Convened a new *INEE Distance Education Reference Group*, November

Convened a new *INEE EiE Data Reference Group*, December

Knowledge Management

Co-published a report with GEC and UNHCR: *Education in Emergencies coordination: Harnessing humanitarian and development architecture for Education 2030*, August

Amplifying and advocating

Published a *joint advocacy brief for COVID-19*, and a set of *advocacy messages*, April

Published the *Don't let COVID-19 stop progress on education for refugees blog* in observance of World Refugee Day, June

Published the *Weighing Up the Risks policy paper* and *blog*, with accompanying webinars in English and French, July

Launched a new blog series: *Committing to Change: Girls' EiE from Charlevoix to COVID-19* to promote accountability and progress in women's and girls' EiE, October

Co-authored a policy brief *COVID-19 and the Global Education Emergency: Planning Systems for Recovery and Resilience*, for the T20 Policy Forum, October

Spoke about INEE's COVID-19 response to *BBC Extra* in Arabic, October

Published collections of *INEE member stories* (essays, photos, videos), as part of the INEE 20th Anniversary celebration, November

Produced a *video* for the INEE 20th Anniversary event to illustrate the importance of education in emergencies, November

INEE 20th Anniversary

The Inter-agency Network for Education in Emergencies (INEE) turned 20 years old in 2020, and we celebrated this milestone in a number of ways. Read below and find out more at *inee.org/anniversary*.

INEE 20th Anniversary Report

In the report, *'20 Years of INEE: Achievements and Challenges in Education in Emergencies'*, we highlight both the monumental achievements of INEE over the past two decades as well as the continued relevance of our efforts in the face of persistent crises. The report presents new data showing that 127 million primary and secondary school-age children and young people living in crisis-affected countries were out of school in 2019. In addition to the full report, read the *report summary blog* and a *blog by the authors*.

INEE 20th Anniversary Event

On Monday, 9 November 2020, INEE hosted a commemoration event to look back over two decades of achievements and challenges in the field of education in emergencies. This virtual event featured panel discussions with *INEE founders*, youth and teachers, and EiE experts. This event featured simultaneous interpretation in Arabic, English, French, Portuguese, and Spanish, and a *recording is available in each language*.

Creative visualization of INEE's 20th Anniversary event, by Max Frieder of *Artolution*

INEE Member Stories

As part of the celebration, we collected stories–essays, photos, and videos–from INEE members and those they work with–students, youth, teachers, caregivers–on how education in the midst of crisis and upheaval has made a difference in their lives. Visit *inee.org/anniversary/ stories* to read the essays, see the photos, and watch the videos.

You can also watch subtitled versions of our INEE 20th Anniversary film in *Arabic*, *English*, *French*, *Portuguese*, and *Spanish* (access all video files *here*).

INEE History and Timeline

INEE was conceptualized in 2000 at the *World Education Forum* in Dakar where UNHCR, UNESCO, and UNICEF took forward Strategy Five of the *Dakar Framework for Action* and convened the first *Global Consultation on Education in Emergencies* (Geneva, 2000). INEE was founded on the basis that the right to quality education is universal and not suspended in times of emergency. This interactive *EiE Timeline* highlights many of the milestones of the network and shows some of the ways the field of EiE has evolved over the past twenty years.
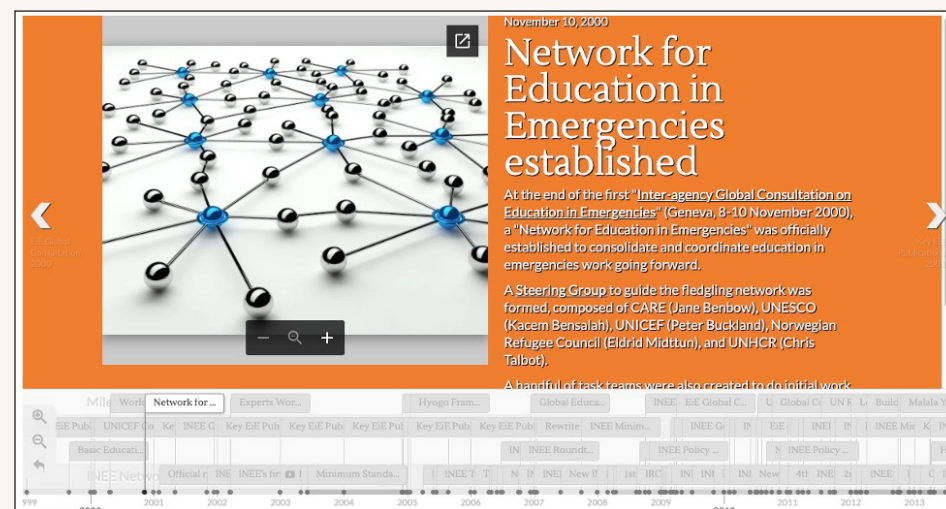
STRATEGIC PRIORITY 2:

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

Students in class at a secondary school in Sebeta City, Ethiopia; Alexandra Humme/GPE

Convening

Produced a *series of 25 COVID-19 webinars* in four languages to provide practical, technical support to EiE practitioners as they navigated the additional challenges of the pandemic; 4,700 live participants, 14,000+ views of the recordings, March–September

Continued a series of capacity development webinars on advocacy for EiE; in *English* and *Arabic*, April

Co-hosted with the EiE Regional Group for Latin America and Caribbean a Portuguese language *webinar on safe return to school*, August

Planned and facilitated an Arabic language *webinar for safe return to school* in the Middle East with NRC, UNICEF, Global Campaign for Education, September

Organized a series of four webinars, in collaboration with Indiana University's *Center for the Study of Global Change*, entitled *Teaching in Times of Crisis: A Global Initiative for Teacher Professional Development*, September

Knowledge management

Launched the *Education in Emergencies Competency Framework* in French, Spanish, Arabic, Portuguese and English, October

Published a cross-sector annex to the *Child Protection Competency Framework* and *EiE Competency Framework*, October

Amplifying and advocating

Launched a *blog series* about a set of conflict sensitive education trainings delivered as part of a 4-year project called "Never Too Late to Learn" in the Democratic Republic of Congo and Tanzania, January

Co-authored an op-ed with Education Cannot Wait and the Teachers in Crisis Contexts Collaborative, *Teachers Shoulder the Burden: Improving Support in Crisis Contexts* and compiled *supporting materials* for World Teachers' Day, October
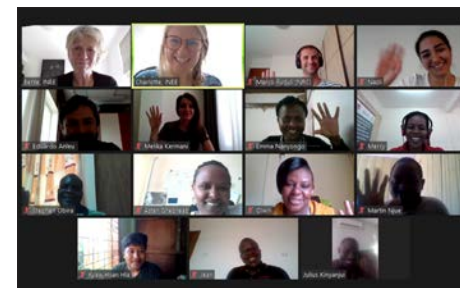
STRATEGIC PRIORITY 2 (CONT.):

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

Al-Zuqaireyah School in Mocha, Yemen; Mujahed Abdulqawi/NRC
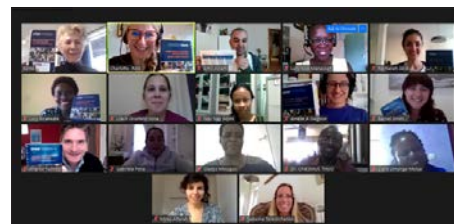
Facilitating and learning

Supported a World Vision training on EiE in Addis Ababa, Ethiopia, February

Designed and co-facilitated a web-based training on PSS-SEL with the *No Lost Generation MHPSS Task Force*, May

Piloted web-based delivery of INEE Minimum Standards trainings, delivering 14 trainings in all INEE languages reaching **224 EiE practitioners from 63 different countries and more than 130 different organizations**. 94% of training participants reported an increase in their confidence using the INEE Minimum Standards in their work. July–December

Advised on the development and roll-out of the inter-agency e-learning course *Creando Aula* (Building Classrooms), designed to support the professional development of teachers in Latin American, in particular to respond to the educational needs that emerge during and after a crisis. In 2020, 2,435 teachers from 30 countries participated

Developed an *intermediate EiE e-learning module*, in partnership with Save the Children, Plan International, and others, November

Collaborated with the Global Education Cluster to provide an orientation to INEE and the INEE Minimum Standards as part of the GEC core coordination trainings in Burkina Faso, Ethiopia, ESARO region, and the ASEAN region, July–December

Providing

Launched an *INEE portal on Kaya* to be an e-learning gateway for the sector, hosting INEE content, but also linking to other open-access e-learning content by EiE actors, December

Supported the Education Cluster with translation and review of tools and strategic documents in Portuguese, May

Participated in the World Bank Expert Session on COVID-19 Response for Children with Disabilities, which informed a *policy paper*, May

2020 in numbers

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

INEE

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

Membership

- **17,940:** INEE members (as of Dec 2020)
- **199:** Countries of residence
- **165+:** Languages spoken
- **4,000+:** Organizations of INEE members

INEE publications

- **10:** New INEE publications in 2020
- **90,000+:** Downloads of INEE publications
- **1,000:** Downloads of the *EiE Competency Framework* in just 2 months

Social media

- **9,407:** Twitter followers, English
- **9,428:** Facebook fans, English
- **4,628:** LinkedIn followers, English
- **149:** Twitter followers, Arabic
- **437:** Facebook fans, Arabic
- **856:** Facebook fans, French
- **173:** Facebook fans, Portuguese
- **22:** Facebook fans, Spanish

INEE Minimum Standards

- **21:** Translations of the INEE Minimum Standards
- **12:** Contextualized versions of the INEE Minimum Standards
- **7,000+:** Downloads of the *INEE Minimum Standards handbook* (all languages)

Translations

- **125:** Translation jobs from English to Français, Español, Português, and العربية
- **230,000:** Words translated from English to Français, Español, Português, and العربية

Communications

- **21:** Email lists in English, Français, Español, Português, and العربية
- **19,211:** Total email subscribers
- **7,905:** New email subscribers in 2020
- **449:** Emails sent (all languages)

Website analytics

- **511,374:** Total visitors to inee.org
- **794,441:** Total pageviews on inee.org
- **90,035:** Total downloads from inee.org

Web events

- **29:** Meet-Ups events
- **25:** COVID-19 webinars
- **17:** Topical webinars & consultations
- **5:** Round tables
- **2:** INEE Working Group meetings

Trainings

- **14:** Trainings on the INEE Minimum Standards conducted
- **224:** Participants in the trainings on the INEE Minimum Standards (130 organizations, 63 countries)
- **12:** Partner trainings facilitated
- **2:** Online courses produced
- **3,841:** Downloads of the *PSS-SEL Training Module*
- **1,261:** Downloads of the *TiCC Training Pack*

Evidence

- **391:** E-Cubed research proposals received (2017–2019)
- **12:** E-Cubed research projects funded (2017–2019)
- **$6,999,960:** E-Cubed research funding granted (2017–2019)

STRATEGIC PRIORITY 3:

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

A mother, a teacher, a hero; mother of her child, teacher of her students, a hero of all. Myanmar; Roi Ji/People in Need

Community building

Continued to partner with New York University to host the *Journal on Education in Emergencies (JEiE)* and member of the JEiE Editorial Board

Convening

Convened a regional *INEE Learning Agenda* consultation in Dhaka, February

Convened a series of consultations to develop and strengthen the 2021 report—*Mind the Gap: The State of Girls' Education in Crisis and Conflict*, June, September

Convened a series of Think Tank workshops with Harvard's *EASEL Lab* to discuss the work of the *PSS-SEL Adaptive Core Framework Project*, October–November

Knowledge management

Published two mapping reports on EiE measurement and assessment tools for *PSS-SEL* and *Academic Learning*, January

Published a *survey and analysis* on the availability and accessibility of EiE tools, guidance, and data sources for planning, programming, and coordination, February

Commissioned *research and analysis* on formal coordination approaches for EiE, conducted by the Overseas Development Institute, with the Global Education Cluster and UNHCR, May

Amplifying and advocating

Contributed to and promoted the work of the *PEER Network* (Political Economy of Education Research)

Presented the new *research and analysis* on formal coordination approaches for EiE at *GEC Global Partners Forum* meeting, May

Published a blog and infographic on *COVID-19: Gender and EiE– Key Points to Consider*, May

STRATEGIC PRIORITY 3 (CONT.):

Provide, curate, and organize knowledge to inform policy and practice.
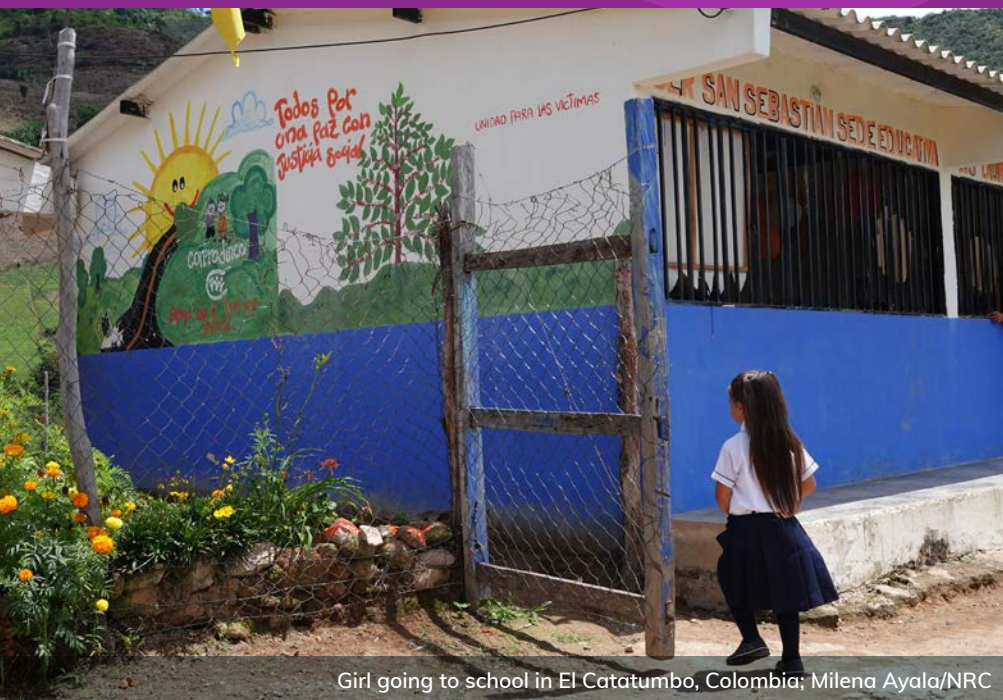
Girl going to school in El Catatumbo, Colombia; Milena Ayala/NRC

Facilitating and learning

Hosted a webinar on *Academic Learning and PSS-SEL Measurement and Assessment Tools in EiE* with Harvard EASEL and Unbounded Associates, April

Co-hosted with *UNESCO Beirut* an Arabic language webinar on *Ensuring Inclusive Education during COVID-19*, May

Hosted a *series of virtual CIES webinars* on EiE data, June–July

Hosted a virtual CIES webinar on *Strengthening the evidence base for EiE: Emerging outputs from the E-Cubed Research Fund*, July

Hosted a workshop on *How do we monitor and evaluate distance learning programs during COVID-19?*, which fed into the *Technical Note on Measurement for Education during COVID-19*, August

Providing

Developed a *COVID-19 section* of the INEE website, focused on *curated technical resources* for pandemic responses, March

Published the *Technical Note on Education During the COVID-19 Pandemic*; April
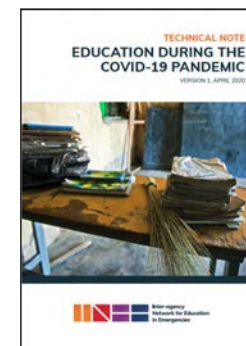
Launched the *4th call for E-Cubed proposals* to strengthen the EiE evidence base, May

Developed new resource collections on *Evidence* and *Data & Statistics*, August

Launched the *Gender quarterly newsletter*; subscribe via your *INEE profile*, August

INEE's Response to COVID-19

Schooling may stop, but learning must not.

Al-Mishqafa School in Lahj governorate, Yemen; Mahmoud Al-Filastini/NRC

2020 was a year marked by the COVID-19 global pandemic, an emergency of unprecedented scale that brought new challenges to the delivery of education in emergencies. As unprecedented and unpredictable as the pandemic showed to be across the globe, INEE drew on its rich experience, tools, and partnerships to support our members as they helped their governments, schools, teachers, parents, caregivers, and students mitigate the effects of the crisis and ensure the continuity of education for children and youth.

INEE's 2020 response to COVID-19 took a variety of forms:

- **Resources**—A curated collection of resources to support the provision of education in places affected by COVID-19. Browse by thematic collections in *English*, *français*, *español*, *português*, العربية.

- **Technical Note**—Based on the INEE Minimum Standards, this practitioner-oriented publication is aligned with the various phases of response to the pandemic. Key actions, suggested tasks, and practical resources are highlighted throughout. Available in *English*, *français*, *español*, *português*, العربية.

- **Measurement Technical Note**—A supplement to INEE Technical Note that focuses on distance education programs in light of the pandemic, this targeted technical guidance responds to needs identified by INEE members related to monitoring, evaluation, and learning. Available in *English*, *français*, *español*, *português*, العربية.

- **Policy Paper**—This paper is meant to help decision makers frame a holistic analysis of school closures on the wellbeing of children and young people, and to consider the safe reopening of schools. Available in *English*, *français*, *español*, *português*, العربية.

- **Advocacy messages**—Adaptable advocacy messages for governments, donors, practitioners, and communities to prioritize, protect, and plan for education during and after COVID-19. Available in *English*, *français*, *español*, *português*, العربية.

- **Advocacy Brief**—Explains how we can mitigate the impact of school closures and ensure learners can keep learning during COVID-19. Available in *English*, *français*, *español*, *português*, العربية.

- **Webinars**—INEE produced *a series of 25 webinars* in several languages to support EiE practitioners during COVID-19. More than 10,000 people registered for the webinars, with 4,700 participating live and the recordings viewed more than 14,000 times. Recordings and presentations from all webinars are available.

- **Blogs**—INEE commissioned and collected more than *50 blog posts* in several languages in an effort to use the collective wisdom of the EiE community gained over the past few decades to respond collectively to the global emergency. Each post provides practical advice and technical support to practitioners working in already difficult contexts, in order to help them navigate the additional challenges posed by COVID-19.

STRATEGIC PRIORITY 4:

Strengthen and diversify INEE membership.

Children drawing, Mérida state, Venezuela; UNICEF/UNI371988/Poveda

Community building

2020 was INEE's biggest year of growth with 1,722 new *members* joining; the year ended with a total of 17,940 members in more than 190 countries

Hired INEE's first ever *Member Engagement Coordinator*, August

Convening

Hosted a virtual *INEE 20th Anniversary event* to reflect on the achievements and challenges in the field of education in emergencies, November
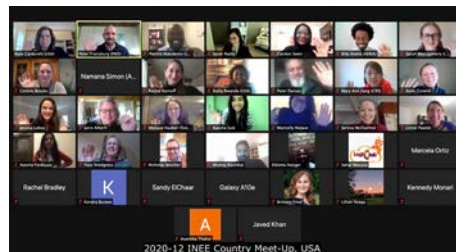
Organized the first-ever fully virtual *INEE Meet-Ups*, with 521 participants attending 29 events held in 7 languages, December

The Arabic Language Community maintained active WhatsApp and Telegram groups for resource and knowledge sharing, collaboration, and support

Knowledge management

Conducted 42 surveys of the INEE membership in all INEE languages on a variety of topics, with 1,510 respondents

Amplifying and advocating

Published a *Statement on Anti-racism and Racial Equity*, with an initial list of commitments through which INEE seeks to move toward becoming an actively anti-racist network, October

Maintained *social media presence* in five languages, including new Facebook pages in Portuguese and Spanish, with thousands of followers worldwide

INEE Website—inee.org
2020 Data

Features of the INEE website:

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

Top 10 Downloads

1. *INEE Minimum Standards*
2. *INEE Technical Note on Education during COVID-19*
3. *INEE PSS-SEL Training Module*
4. *EiE Competency Framework*
5. *Weighing up the risks: School closure and reopening during COVID-19*
6. *Learning Must go on: COVID-19 Advocacy Brief*
7. *INEE Minimum Standards Map*
8. *INEE Guidance Note on Psychosocial Support*
9. *Guidance for COVID-19 Prevention and Control in Schools*
10. *Covid-19 and Education: Initial Insights for Preparedness, Planning and Response*

42,615
Average monthly visitors.

66,203
Average monthly page views.

7,502
Average monthly downloads.

Visitors by Country

United States of America	103,168
United Kingdom	36,695
Mexico	31,637
France	19,890
Canada	13,498
Kenya	11,879
Turkey	10,821
India	9,908
Jordan	8,101
Netherlands	7,946

Financials
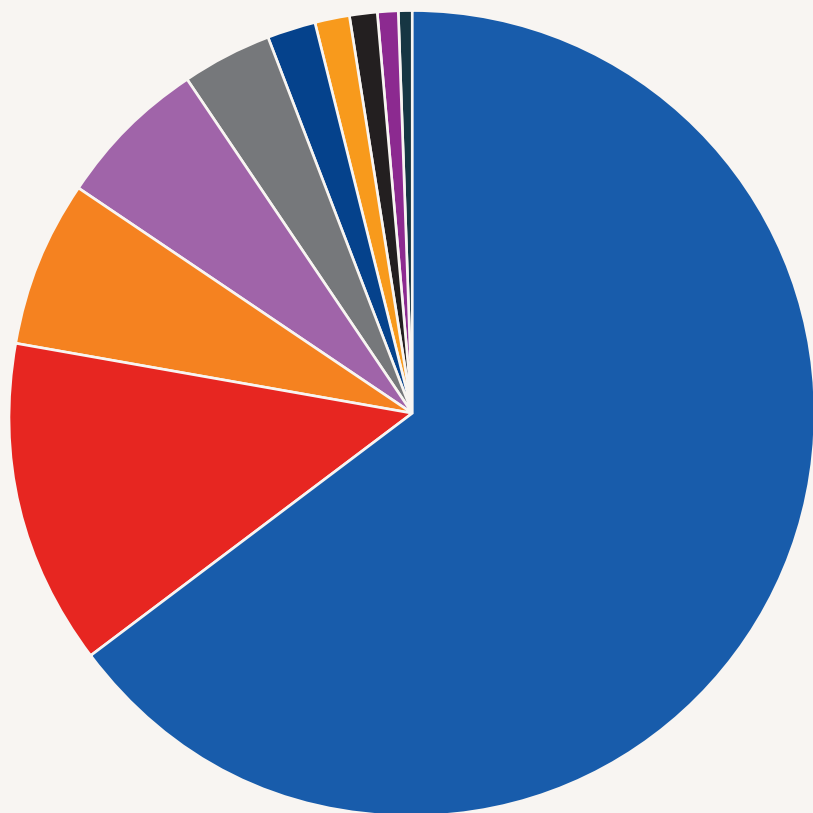
As a global inter-agency network, INEE is not an incorporated organization and it does not have a legal identity. This status allows INEE to maintain neutrality and maximum flexibility for adapting to a changing field of work and to stakeholder priorities. INEE's administrative oversight and fiscal sponsorship 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 2020—January 1, 2020 through December 31, 2020. The value of in-kind donations is not included in this report.

	Personnel	$1,568,557
	Network Activities	$316,740
	Communications/Convening of Membership	$163,125
	Admin Fees to Fiduciary Hosts	$151,048
	Training/Capacity Building	$88,076
	Evidence & Data	$41,605
	Travel/Conferences	$38,279
	Staff Development	$26,528
	Other Direct Costs	$16,915
	Publications/Visibility	$12,280
	Total Expenses	**$2,423,153**

Acknowledgments

A blind student taking an exam, Sebeta, Oromia, Ethiopia; Kelley Lynch/GPE

A teacher and her students in class, Nepal; Kelley Lynch/GPE

INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2020!

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 the organizations on the INEE Steering Group, and the resources, time, and expertise from members of the many INEE network spaces, including the E-Cubed Research Fund Advisory Panel and all those listed below. The work would not be done without you.

INEE would like to extend particular gratitude to the International Rescue Committee, RET International, and Plan International Norway for hiring and/or hosting INEE Secretariat staff in 2020. Thanks also to CARE US for hosting the INEE Secretariat retreat at their headquarters in Atlanta, Georgia in February 2020.

Funding support

INEE would like to thank all who have provided direct financial support to the network in 2020:

- **Agence Française de Développement** €50,000 (Oct 2020–Aug 2021)
- **Anonymous** $475,000 (August 2018–Jul 2020)
- **Anonymous** $350,000 (August 2020–Jul 2022)
- **Anonymous** €300,000 (Jan 2019–Dec 2020)
- **Anonymous** €681,000 (Dec 2019–Jan 2022)
- **Dubai Cares** $100,000 (Aug 2020–Jul 2021) and $1,000,000 (Aug 2017–Jul 2022)
- **Education Cannot Wait Fund** $400,000 (Jan 2020–Apr 2021) and $200,000 (Sep 2020–Aug 2022)
- **Global Affairs Canada** CDN 2,000,000 (Oct 2019–Dec 2021)
- **INEE Steering Group Member Support** (2020 direct financial support)
- **Lego Foundation** $750,000 (Jul 2020–Jun 2022)
- **Norwegian Agency for Development Cooperation** NOK 3,161,735 (Dec 2018–Dec 2020)
- **Online Donations** $990
- **Open Society Foundations** $40,000 (Jul 2018–Jun 2020) and $150,000 (May 2020–Dec 2021)
- **Plan International** EUR 26,660 (Jul–Sep 2020)
- **Swiss Agency for Development & Cooperation** CHF 1,450,000 (Jan 2019–Dec 2021)
- **UNICEF** $50,000 (Apr–October 2020)
- **USAID** $2,440,000 (Jan 2015–Sep 2021)

Acknowledgments (cont.)

Borderless Education for Refugees Project, Dadaab, Kenya; Hawa Sabriye

NRC

INEE Steering Group
inee.org/steering-group

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INEE Advocacy Working Group
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Data and Evidence Collaborative
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Distance Education Reference Group
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EiE Data Reference Group
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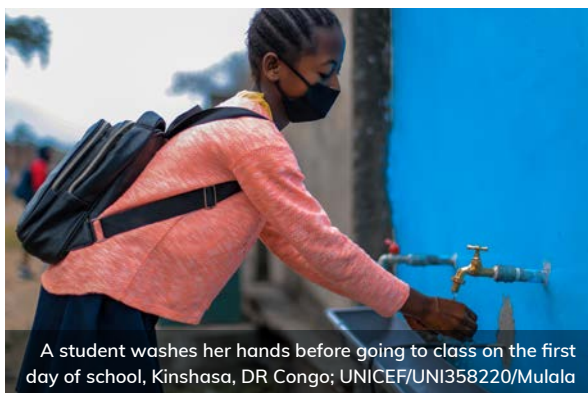
A student washes her hands before going to class on the first day of school, Kinshasa, DR Congo; UNICEF/UNI358220/Mulala

Girls' Education in Emergencies Reference Group

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Measurement Library Reference Group
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PSS-SEL Framework Project Reference Group
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Girl studying in her tent in an informal settlement in the Bekaa Valley, Lebanon; Sam Tarling/NRC

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.

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