A photograph of a wooden chair, possibly a school desk, in the foreground. The background is a wall with a pattern of colorful, out-of-focus light spots (bokeh) in shades of yellow, orange, and green, suggesting sunlight filtering through leaves or a window. The overall mood is warm and educational.

2017 Annual Report

INEE

Message from the INEE Steering Group



Helen Mould, Save the Children

Dear members of the INEE community:

As a vibrant community of practice, the Inter-Agency Network for Education in Emergencies (INEE) serves its members through its core functions of *community-building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing* members with the resources and support they need to carry out their work.

We are pleased to share with you, in this 2017 Annual Report, a summary of INEE's many activities and accomplishments, which are organized by the network's **strategic priorities** and **functions**. A few notable achievements include: increasing the INEE membership by more than 1,000 members; leading ground-breaking initiatives on psychosocial support, social and emotional learning, teachers in crisis contexts, preventing violent extremism, and conflict sensitive education; and fostering new partnerships with Education Cannot Wait, Dubai Cares, the Humanitarian Standards Partnership, UNHCR, and the Global Education Cluster.

You will notice that this report is more concise than in previous years, and we hope you find this format engaging. We encourage you to click the many links in the report to read more about the results of our collective and cooperative efforts in 2017.

Looking forward, INEE will be rolling out a new Strategic Framework which will guide and empower the network to play an even more effective role as a global advocate, while strengthening the EiE evidence base, sharing knowledge, and fostering an inclusive membership. Your engagement with INEE is our true success, and we look forward to working together with you to ensure all people affected by crisis and instability have access to quality, relevant, and safe education opportunities.

Sincerely,

Jennifer Sklar
International Rescue Committee
INEE Steering Group Co-Chair

Annelies Ollieuz
Norwegian Refugee Council
INEE Steering Group Co-Chair

Strategic Priority 1:

To serve as a global advocate and thought leader, promoting education for all and in all circumstances.



Christian Fuchs, Jesuit Refugee Service

Knowledge management

INEE paper on Preventing Violent Extremism, September

EiE advocacy talking points and calls to action, August



INEE Panel **'Providing alternative education opportunities in crisis-affected countries'** at UKFIET, Oxford, September

RECI conference on EiE, Bern, November

UNGA High Level Breakfast hosted by the Qatar Mission to the UN, New York, September

INEE speech at the **International Education Funders Group**, Amman, April

High-level SDG Action Event on Education, New York, June

Amplifying and advocating

CIES Panels on EiE, Atlanta, March

INEE at UNESCO's Mobile Learning Week, Paris, March

Education Cannot Wait High Level Steering Group meetings, New York, April and September

Panel discussion **'A Crisis Unfolding: Access to Education for Refugees and the Forcibly Displaced'** with Jesuit Refugee Services, Washington, DC, May

INEE presentation **'INEE Minimum Standards: Towards Supporting Education for Children on the Move'** at the Global Conference on Children On the Move, Berlin, June

Facilitating and learning

University of Geneva/InZone Higher Education in Emergencies Summer School, Geneva, June

WISE Summit panel on refugees, Doha, November

Providing

UNGA 2017—Education Side Events, September



Strategic Priority 2:

To foster the strengthening of the evidence base through partnerships that inform research, policy, and practice across humanitarian and development contexts.



Stephen Richardson, International Rescue Committee

Community building

Formation of **E-Cubed Advisory Panel**, November

Convening

Seminar on Education and Cooperation in Emergencies, Braga, April

INEE Round Table on Psychosocial Support and Social and Emotional Learning, Florence, October



Laura Davison, INEE

Amplifying and advocating

Launch of the **E-Cubed research envelope, a partnership between INEE and Dubai Cares**, September



Peter Transburg, INEE

Knowledge management

Launch of **Journal on Education in Emergencies, Volume 3**, June

E-Cubed call for proposals, new research envelope by Dubai Cares, September

Launch of the **Journal on Education in Emergencies** podcast "Behind the Pages," December



Strategic Priority 3:

To increase the availability and accessibility of knowledge and information which builds upon and improves capacities to deliver education for all.



Jonathan Hyams, Save the Children

Convening

Teachers in Crisis Contexts (TiCC)

became a formal sub-group of the INEE Standards and Practice Working Group, June



Launch of the **EiE Timeline** and **Key EiE Publications**, October

Launch of the **INEE-hosted "Learning for Peace" collection**, November

Translation of the **Conflict Sensitive Education Pack into Portuguese**, November

Addition of 100 key resources on Psychosocial Support to the **INEE Resource Database** and **INEE Toolkit**, February

Knowledge management

Initial mapping and analysis study of global capacity development in EiE, April

Background Paper on Psychosocial Support (PSS) & Social and Emotional Learning (SEL), July

Launch of the **EiE Crisis Spotlight on Hurricane Irma**, September

Amplifying and advocating

Whiteboard video on education's role in preventing violent extremism (PVE), May

Establishment of a new partnership with **Translators Without Borders**, November

Translation of 50+ communications pieces and publications from English to Arabic, French, Portuguese, and Spanish, roughly 200,000 translated words.



Andrea Naletto, Norwegian Refugee Council

Strategic Priority 3 (cont.):

To increase the availability and accessibility of knowledge and information which builds upon and improves capacities to deliver education for all.



Mercy Corps

Facilitating and learning

Workshop on the INEE Minimum Standards and crisis-sensitive planning, with the World Bank, UNESCO IIEP, and the Turkish Ministry of Education, March

Webinar: Action for Teachers of Refugees with the Carey Institute, March

Webinar: Supporting Education in Fragile and Conflict Affected Situations with the Global Partnership for Education, April

Webinar: Teacher Professional Development in Action—Using the Teachers in Crisis Contexts Training Pack, April

Conflict Sensitive Education Training of Trainers, Amman, July

Teachers in Crisis Contexts Training of Trainers, Amman, July

Webinars on Conflict Sensitive Education Learning Community support, **August** and **November**



Peter Hyll-Larsen, Finn Church Aid

Webinar: ICT for M&E of Education Programming for Refugee Populations, September

INEE Minimum Standards Training, Myanmar, November

Conflict Sensitive Education Training, Juba, November

MENA Youth Capacity Building in Humanitarian Action (MYCHA), Doha, November



Andrea Naletto, Norwegian Refugee Council

Providing

Development and launch of the **Humanitarian Standards Partnership mobile app**, September

Development and launch of the **Desk Review of Programming Guidelines for Adolescents & Youth in Emergencies**, INEE, MYAN, NRC, RET International, September

INEE website — www.ineesite.org — updated on a daily basis with news, events, jobs, blogs, and other EiE content. More than 746,000 page-views by 91,000 new and returning users.

Strategic Priority 4:

To foster an engaged, inclusive and diverse membership, and build strategic partnerships to achieve all other strategic priorities.



Susan Warner, Save the Children

Community building

Network growth to more than **14,000 members in 190 countries** around the world!

Launch of **INEE Membership Certificates**, May

Launch of **Conflict Sensitive Education Learning Community**, August



Emeline Marchois, INEE



Andrea Naletto, Norwegian Refugee Council

Convening

INEE Working Group Meetings at the University of Minho, Braga, Portugal, April and University of Florence, Italy, October

Reconstitution of the **INEE Gender Task Team** with UNGEI, August



Mary Mendenhall, Columbia University

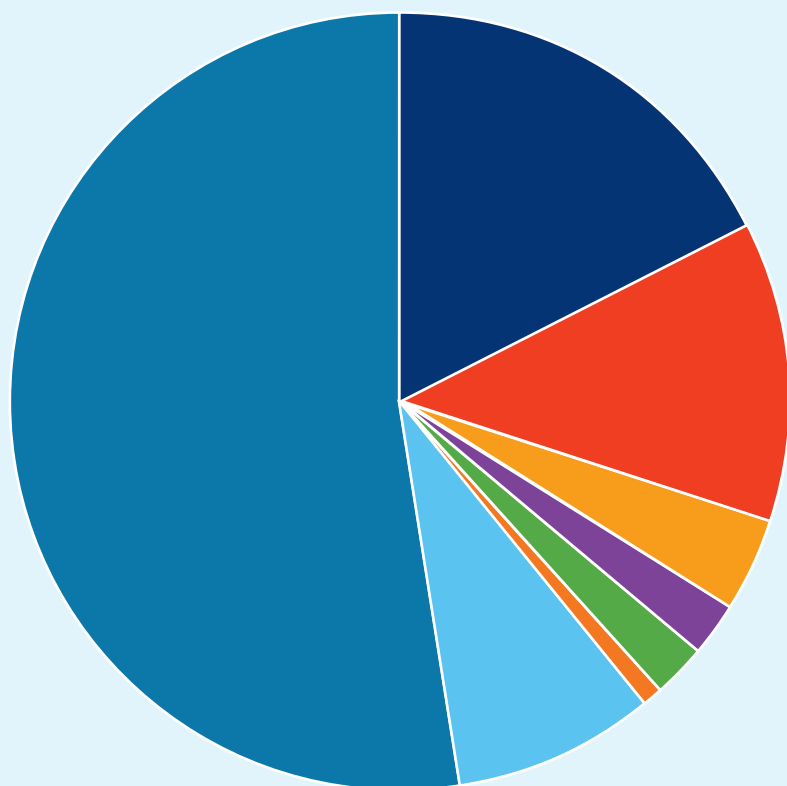
Amplifying and advocating

INEE Strategic Plan 2015-2017 Review Survey, December

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, a non-governmental organization with 501c(3) tax-exempt status in the United States, and the Norwegian Refugee Council (NRC), a non-governmental 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. We are grateful for the fiscal oversight and management provided by our partners, IRC and NRC.

This report includes the unaudited expenses incurred by INEE during calendar year 2017—January 1, 2017 through December 31, 2017. The value of in-kind donations is not included in this report.



Personnel	\$545,379
Consultant & Professional Fees	\$174,128
Travel/Conferences	\$94,942
Publications & Promotions	\$22,659
Other	\$7,407
Communications & Shipping	\$7,139
Supplies & Equipment	\$1,135
Indirect Costs*	\$69,588
Total Expenses	\$921,377

*Indirect costs are for INEE hosting agencies.

Acknowledgements



INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2017!

Funding support

INEE would like to thank all who have provided direct financial support to the network in 2017: **An anonymous donor** (via IRC, August 2016–July 2018), \$520,000 • **Columbia Group for Children in Adversity** (via IRC, June 2017 – February 2018) • **Dubai Cares** (via NRC, May 2017 – December 2017), \$100,000 • **Dubai Cares** (via NRC, August 2017–July 2022), \$1,000,000 • **Education Above All Foundation** (via IRC, February 2017–January 2018), \$150,569 • **Online Donations** (via IRC), \$3,566 • **Open Society Foundations** (via IRC, April 2017–December 2017), \$10,000 • **Save the Children** (via IRC, July 2016–February 2017), \$39,730 • **INEE Steering Group** (2017 direct financial support) \$113,500 • **UNICEF** (via IRC, February 2016–March 2017), \$49,786 • **USAID** (via IRC, January 2015–January 2018), \$690,000

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, the RET international, and Plan International Norway for hiring and/or hosting INEE Secretariat staff in 2017.

And thanks is due to the University of Minho, Institute of Education for hosting the INEE Working Group/Steering Group meetings in April 2017; to the University of Florence for hosting the INEE Working Group meetings in October 2017; and to the Norwegian Refugee Council for hosting the INEE Steering Group meetings in November 2017.

INEE Steering Group

Dubai Cares, Annina Mattsson • **Finn Church Aid**, Jouni Hemberg • **International Rescue Committee**, Jennifer Sklar (Co-Chair) • **Norad**, Randi Gramshaug • **Norwegian Refugee Council**, Silje Sjøvaag Skeie (Co-Chair) • **UNESCO**, Kerstin Holst • **UNHCR**, Ita Sheehy • **UNICEF**, Friedrich Affolter • **USAID**, Nina Papadopoulos • **World Vision International**, Jonathan Miller

INEE Advocacy Working Group

A World at School/Theirworld, Kolleen Bouchane, Bethany Ellis • **Libraries Without Borders**, Allister Chang, Barbara Schack • **Education International**, Haldis Holst, Antonia Wulff • **Finn Church Aid**, Katri Suomi • **Global Coalition to Protect Education from Attack**, Amy Kapit, Diya Nijhowne • **Global Coalition for Education**, Anjela Taneja • **Global Education Cluster**, Lisa Sabot Schmid, Maria Agnese Giordano • **Global Education Monitoring Report**, Kate Redman • **INEE**, Dean Brooks • **International Rescue Committee**, Jamie Weiss Yagoda • **IPDT Sri Lanka**, Abdul Caffoor Zarook • **Norwegian Refugee Council**, Silje Sjøvaag Skeie • **Plan International**, Heather Saunders • **RET International**, Yazmina Zambrano, Marina Anselme • **Right to Education Project**, Delphine Dorsi, Maria Ron Balsera • **Right to Play**, Andrea Diaz-Varela • **Save the Children**, Charlotte Bergin, Emma Wagner (Chairs) • **UNICEF**, Morgan Strecker, Lisa Bender • **UNHCR**, Ita Sheehy, Barbara Zeus • **World Reader**, Colin McElwee • **Youth Envision**, Deborah Dimmett, Alberto Casellas

Acknowledgements (cont.)



INEE Education Policy Working Group

AVSI Foundation, Jackie Aldrette, Guido Calvi ▪ **Berghof Foundation**, Uli Jaeger, Anne Kruck ▪ **Education Development Trust**, Ruth Naylor ▪ **Children in Crisis**, Pete Simms ▪ **Concern Worldwide**, Shezleen Vellani, Amy Folan ▪ **DFID**, Emily Todd, Jennie Ekedahl ▪ **Education Development Center**, Cornelia Janke ▪ **European Commission**, Judit Barna, Jenny Hobbs ▪ **Global Education Cluster**, Maria Agnese Giordano ▪ **Global Partnership for Education**, Jesper Andersen ▪ **Education Above All Foundation-Protect Education in Insecurity and Conflict (EAA-PEIC)**, Jane Geraghty, Maleiha Malik ▪ **Save the Children**, Emily Echessa, Rachel McKinney ▪ **Search for Common Ground**, Fien De Baere, Rachel Walsh Taza, Saji Prelis ▪ **Sophia University**, Taro Komatsu ▪ **Teachers College, Columbia University**, Garnett Russell ▪ **UNESCO-IIEP**, Anna Seeger, Leonora MacEwen, Morten Sigsgaard ▪ **UNHCR**, Marie Maier-Metz, Martha Hewison, Miya Hashimoto ▪ **UNICEF**, Friedrich Affolter ▪ **University of Amsterdam**, Mieke Lopes Cardozo ▪ **University of Florence**, Giovanni Scotto, Silvia Guetta ▪ **University of Minho**, Júlio Gonçalves dos Santos ▪ **USAID**, Nina Weisenhorn ▪ **World Bank**, Joel Reyes ▪ **World Vision International**, Mark Chapple

INEE Standards and Practice Working Group

Action Aid, John Abuya, Tanvir Muntasim ▪ **ChildFund**, Janella Nelson, Anita Anastasio ▪ **Creative Associates**, Eileen St. George, Julia Finder ▪ **FHI 360**, Annie Smiley, Lori Mosher ▪ **Finn Church Aid**, Minna Peltola, Peter Hyll-Larsen ▪ **Global Education Cluster**, Tyler Arnot, Luca Frascini ▪ **Global Partnership for Education**, Fazle Rabbani, Jesper Andersen ▪ **Oxfam IBIS**, Irene Fredriksson, Else Oestergaard ▪ **International Rescue Committee**, Paul Frisoli, Rena Deitz ▪ **Jesuit Refugee Service**, Fr. Michael Smith, Nadezhna Castellano-Sosa ▪ **Jusoor**, Suha Tutunji, Maya Alkateb-Chami ▪ **Libraries**

Without Borders, Muy-Cheng Peich, Barbara Schack ▪ **Mavi Kalem**, Zeynep Sanduvac, Emine Filiz Ayla ▪ **National Campaign for Education Nepal**, Raj Kumar Gandharba, Ram Gaire ▪ **Norwegian Refugee Council**, Andrea Naletto, Sonia Gomez ▪ **People in Need**, Clare Sadd, Zuzana Pernicova ▪ **Plan International**, Bente Sandal-Aasen, Lena Thiam ▪ **Qatar Foundation International**, Carine Allaf, Maggie Mitchell Salem ▪ **RET International**, Marina Anselme, Jennifer Roe ▪ **Reach Out to Asia**, Zarmina Nasir, Arwa Musaaed ▪ **Save the Children**, Ketil Vaas, Nora Charif Chefchaoui ▪ **Spark Syria**, Nasser Ishaq, Daphne Mulder ▪ **Teachers College, Columbia University**, Mary Mendenhall, Susan Garnett Russell ▪ **University of Geneva InZone**, Barbara Moser-Mercer, Erin Hayba ▪ **University of Tromsø**, Jon-Håkon Schultz ▪ **UNRWA**, Frosse Dabit, Caroline Pontefract ▪ **War Child**, April Coetzee, Nikki Whaites ▪ **World Vision International**, Marco Grazia, Kristy Smith

Gender Task Team

Convener: Emilie Rees Smith, UN Girls' Education Initiative (UNGEI)

Inclusive Education Task Team

Convener: Ingrid Lewis, EENET

Technology and Education in Crisis Task Team

Conveners: Negin Dahya, Stephen Richardson, Mona Younes

Acknowledgements (cont.)



INEE Secretariat

Mai Abu Moghli, *Arabic Language Community Facilitator*; Sonja Anderson, *Evidence for Education in Emergencies (E-Cubed) Coordinator*; Natalie Brackett, *Coordinator, Standards and Practice*; Dean Brooks, *Director*; Laura Davison, *Coordinator, Education Policy*; Lindsey Fraser, *Administration Officer*; Emeline Marchois, *French Language Community Facilitator*; Claudio Osorio, *Spanish Language Community Facilitator*; Bente Sandal-Aasen, *INEE Minimum Standards Support Specialist*; Andreia Soares, *Portuguese Language Community Facilitator*; Peter Transburg, *Senior Communications Coordinator*

INEE would like to acknowledge the service of Arianna Pacifico, *Coordinator, Standards and Practice*, who stepped down in 2017 to further her education.



Interns and Volunteers

Interns: Sonja Anderson, Kate Chung, Misa Kuniyoshi, Hang Le, Benil Mostafa, Asami Nei, Sarah Montgomery, Teresa Wolverton. All students and volunteers who supported INEE Working Groups meetings, including Portuguese Language Community members in Braga, Portugal: Ana Poças, Inês Almeida, Juliana Oliveira, Luis Freitas da Silva, Mariam Eissa, Nahed Nabhan, Sara Poças. Volunteers who translated the INEE Conflict Sensitive Education Pack into Portuguese: Inês Almeida, Júlio Santos, Sílvia Azevedo. Volunteers who reviewed the French translation of the TiCC training pack: Charlotte Berquin, Philippe Menkoue. Volunteer translator of the PSS and SEL Background Paper in French: Noële Belluard-Blondel.

Consultants

2D Studio, Lyndsay Bird, Columbia Group for Children in Adversity, Jo Kelcey, Cloe Liparini, Gustavo Payan Luna, Dody Riggs, Kelsey Shanks, Sally Stilwell.

We acknowledge the staff and volunteers of Translators Without Borders for their provision of excellent translation services.

The good people at Zaengle Corp and Creatrix Design Group provide backend support to our website and the INEE Toolkit, respectively. This report was designed by Eric Doyle of Rubicon Design Associates.



Children in IDP camp in Atmeh, Syria. Peter Biro, IRC

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 (EiE) 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 www.ineesite.org.