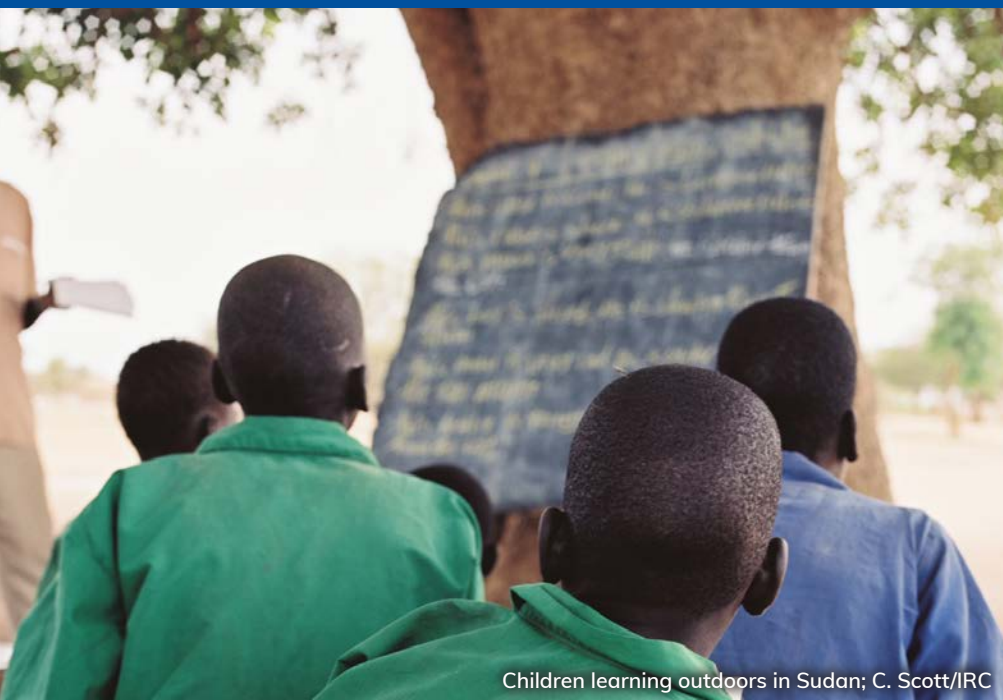




2018 Annual Report

INEE

Message from the INEE Steering Group



Children learning outdoors in Sudan; C. Scott/IRC

Dear members of the INEE community:

As a dynamic and trusted 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 2018 Annual Report, a summary of the network's many activities and accomplishments, which are organized by the network's strategic priorities outlined in the [INEE Strategic Framework 2018-2023](#). This framework guides the network—all of us!—to play an ever more effective role in the delivery of quality, safe, and relevant education for all those affected by emergencies and protracted crises.

A few notable achievements in 2018 include: increased the INEE membership by more than 1,100 members; established three new working groups; fortified a research and evidence agenda; published a new tool on psychosocial support; co-organized a global round table with the Alliance on Child Protection; and fostered new partnerships with the Agence Française de Développement (AFD), the Norwegian Agency for Development Cooperation (Norad) and the Swiss Agency for Development and Cooperation (SDC).

We encourage you to click the many links in this report to read more about the results of our collective and cooperative efforts in 2018. Your engagement with INEE is our true success, and we look forward to working together with you to face the challenges in the years ahead.

Sincerely,

Jennifer Sklar
International Rescue Committee
INEE Steering Group Co-Chair

Annelies Ollieuz
Norwegian Refugee Council
INEE Steering Group Co-Chair

Strategic Priority 1:

Provide thought leadership and global advocacy.



Students in Nyarugusu refugee camp in Tanzania; P. Biro/IRC

Community building

Established new financial partnerships with the [Agence Française de Développement \(AFD\)](#), the [Norwegian Agency for Development Cooperation \(Norad\)](#), and the [Swiss Agency for Development and Cooperation \(SDC\)](#)

Convening

Convened a [Global Reference Group for the Education Cannot Wait Global Partners Project](#); January



P. Transburg/INEE

Organized a [Seminar on Education in Emergencies](#) with Plan International Norway, OsloMet, Save the Children, the Norwegian Refugee Council (NRC), Norad, and the Norwegian Ministry of Foreign Affairs; Oslo, May



P. Transburg/INEE

Organized the [Round Table: A Framework for Collaboration between Child Protection and Education in Humanitarian Contexts](#) with the Alliance for Child Protection in Humanitarian Action (the Alliance); Nairobi, October

Amplifying and advocating

Finalized and began implementation of the [INEE Strategic Framework 2018-2023](#)

Presented and participated in [CIES panels on education in emergencies](#); Mexico City, March

Produced the video: [Voices of Teachers from Conflict Zones](#) with the Post Conflict and Peace Education Alliance; March

Presented at the regional seminar [‘Strengthening the Teaching Profession: Policies, Partnerships and Cooperation to Support the Education Agenda in the Americas’](#) organized by the Organization of American States and the Inter-American Teacher Education Network (ITEN); Panama City, April

Strategic Priority 1 (cont.):

Provide thought leadership and global advocacy.



A volunteer teacher with students in Tumaco, Colombia; Edgar León/NRC

Participated in the **Building Evidence in Education (BE2) working group meetings**; Denmark, April

Participated in the regional workshop '**Impacto de la Sociedad Civil en la Reducción del Riesgo de Desastres (RRD): Ruta hacia la resiliencia local**'; Santiago de Chile, May

Presented at the **Regional Conference on Financing Education 2030: Revisiting the role of Civil Society in the region of Middle East & East Europe**; Beirut, May

Participated in a round table at the **Second International Colloquium on Education and Development Cooperation: Contexts, Challenges and Agendas** with the University of Porto; Porto, May

Participated in the conference **Elevating Education in Emergencies: The Protective Role of Education**; Geneva, June

Participated in the **Education Cannot Wait** High Level Steering Group meetings; Washington DC, April; New York, September

Presented and participated in **UNGA 2018—Education Side Events**; New York, September

Presented at the **NORRAG Thematic Day—Education and Migration**; Bern, November

Presented at the **Agence Française de Développement (AFD)**; Paris, November

Presented at the **UNESCO Global Education Meeting**; Brussels, December

Providing

Updated and published the **INEE Thematic Paper on Preventing Violent Extremism** in Arabic, English, French, Portuguese, and Spanish; June



Strategic Priority 2:

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



Students at school in Iraq; E. Kinsley/IRC

Knowledge management

Developed and launched the [ICT Inventory: a database of technology resources for education in emergencies](#), with the [INEE Technology and Education in Crises Task Team](#); March

Presented at the [University of Geneva/InZone Higher Education in Emergencies Summer School](#); Nairobi, September

Hosted a [webinar: Peer Coaching for Teachers in Crisis Contexts](#); September

Facilitating and learning

Hosted a [webinar: Connected learning for refugee higher education](#), with UNHCR and members of the Connected Learning in Crises Consortium; January

Conducted a [training on the INEE Minimum Standards](#) with World Vision International; the Philippines, March

Conducted a [training on the INEE Minimum Standards and other tools](#); Bangladesh, March

Facilitated a [webinar: EdTech in Emergencies—What the evidence shows us](#); April

Conducted a training on the INEE Minimum Standards and INEE Conflict Sensitive Education Pack as part of the [Monterey Institute Summer Peacebuilding Program](#); California, USA, August



N. Brackett/INEE

Facilitated a [webinar: Advocacy for Education in Emergencies](#); October

Launched the [Conflict Sensitive Education Online Course](#); October

Conducted a [training on the INEE Conflict Sensitive Education Pack](#) with the Norwegian Refugee Council (NRC); Goma, DR Congo, October

Strategic Priority 2 (cont.):

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



Outdoor classes in Nduta refugee camp, Tanzania; Ingrid Prestetun/NRC

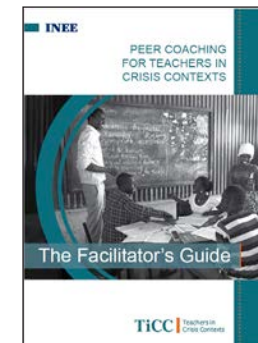
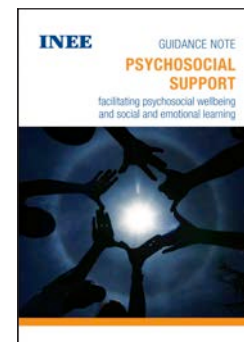
Conducted a **training on the INEE Minimum Standards and contingency planning** with UNICEF Netherlands and the Ministry of Education, Culture, Youth and Sport; St. Maarten, November

Conducted a training on the INEE Minimum Standards as part of Reach Out to Asia's (ROTA) **Youth Capacity building in Humanitarian Action (MYCHA) program**; Qatar, November

Conducted a **training on EiE and the INEE Minimum Standards for Standby Partners** with UNICEF, UNHCR, and NORCAP; Dakar, Senegal, December

Providing

Published the **INEE Guidance Note on Psychosocial Support**; July



Launched the contextualized **Iraq Minimum Standards for Education in Emergencies**; August

Developed the **Checklist for ICT Interventions to Support Education in Crisis and Conflict Settings** with the Education in Crisis and Conflict Network (ECCN); August

Launched the **Peer Coaching Pack for Teachers in Crisis Contexts**; September

Provided **individualized technical assistance** in response to more than 40 requests from network members.

Translated more than **60 communications pieces and publications from English to Arabic, French, Portuguese, and Spanish**, roughly 350,000 translated words, in partnership with **Translators Without Borders**

Strategic Priority 3:

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



Girls at school in Afghanistan; A. Quilty/IRC

Convening

Held a workshop on *Evidence for Education in Emergencies: Setting an EiE Learning Agenda* with NORRAG and the Journal on Education in Emergencies; September



Knowledge management

Launched the *E-Cubed call for proposals Round 2*; May

Published the *Journal on Education in Emergencies, Volume 4*; August

Completed an *Education in Emergencies Sector Mapping Survey* with Porticus; July



Amplifying and advocating

Launched a blog series: *Towards Evidence-Based Financing for Education in Emergencies*, with NORRAG; May

Presented at the *COOPEDU IV Conference on Cooperation and Quality Education*; Lisbon, November

Launched a new collection of **24 thematic webpages**; March

Providing

Published the report of the *INEE Round Table on Psychosocial Support and Social and Emotional Learning 2017*; March

Published translations of the *INEE Background Paper on Psychosocial Support and Social & Emotional Learning for Children & Youth*; June

Strategic Priority 3 (cont.):

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



Students in Mi Nan Ah village, Myanmar; NRC

Began work on the INEE rebrand and website redesign project, with a planned launch of a new www.inee.org in May 2019; August

Updated the *INEE Language Communities briefs and webpages*; September

Provided more than **2,100 hard copies of INEE materials and resources** to 76 members in 30 countries, including organizations, individuals, and MoEs for training, research, advocacy, program development, and personal use.

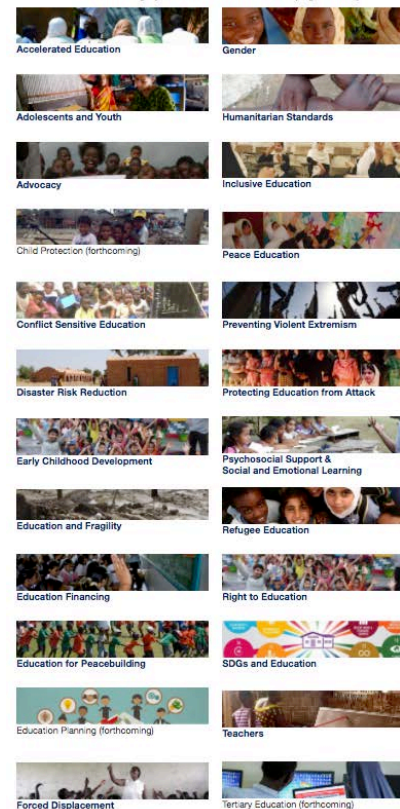
Updated the INEE website—www.ineesite.org—on a daily basis with news, events, jobs, blogs, and other EiE content; more than 901,000 pageviews by 110,000 new and returning users.

EiE Thematic Areas

As a field of work, education in emergencies (EiE) encompasses a wide range of thematic areas relevant to the delivery of education in crisis contexts.

The thematic areas listed below are some of the most important in EiE work, and they represent much of the core activities of the INEE network, past and present. Each title links to a webpage with the most up-to-date and relevant content about the thematic area, from a global perspective. Included on each page is background information, definitions, statistics, messages, activities, resources, and, of course, links to the latest and greatest content on the theme - all of this within a roughly 2-page format!

We encourage you to use and share these pages widely.



Strategic Priority 4:

Strengthen and diversify
INEE membership.



Community building

1,100 new members joined the network, expanding the membership to more than **15,000 members in 190 countries** around the world.

Opened a **call for applications** for **2018-2020 INEE Working Groups**, and confirmed new membership; January

Opened a **call for applications** for the INEE Steering Group, and confirmed new membership; February

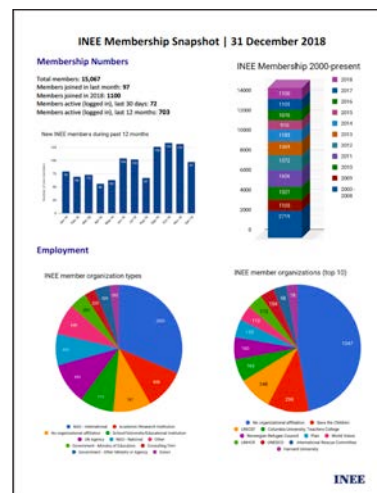
Facilitated open recruitment of new members to reconstitute the **INEE Inclusive Education Task Team**; June



Community building

Held **INEE Working Group** bi-annual meetings at OsloMet in Oslo (May) and at Kenyatta University in Nairobi (October)

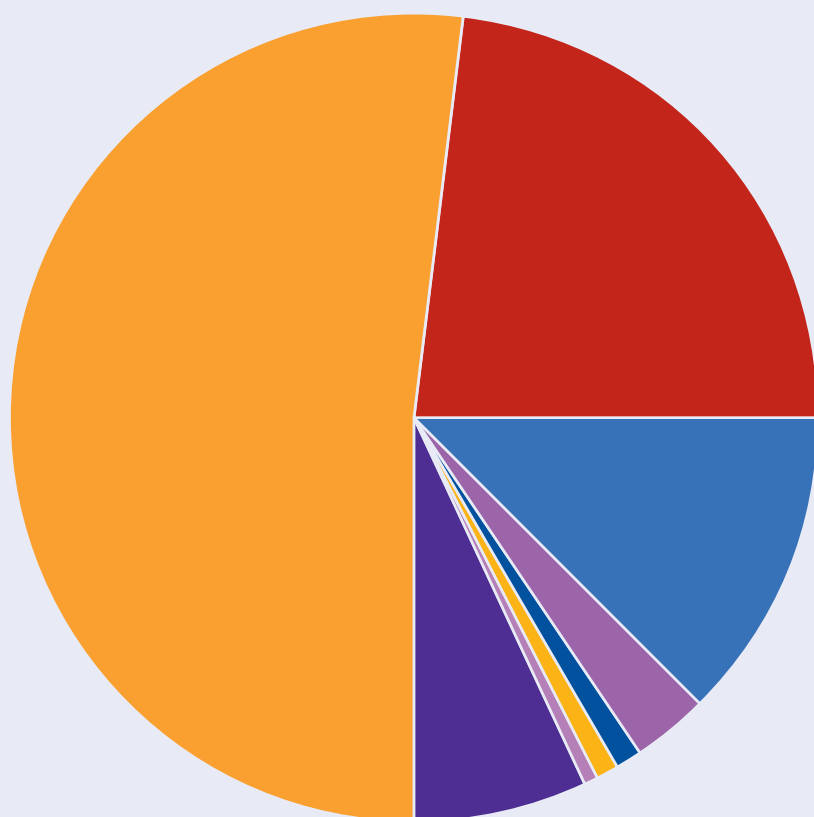
Organized INEE Global Meet-Up events in **April**, with 480 participants in 36 locations, and in **December**, with 370 participants in 37 locations



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-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 2018 - January 1, 2018 through December 31, 2018. The value of in-kind donations is not included in this report.



	Personnel	\$649,468.85
	Consultant & Professional Fees	\$290,452.66
	Travel/Conferences	\$153,788.95
	Publications & Promotions	\$39,086.25
	Supplies & Equipment	\$12,555.18
	Other	\$12,293.33
	Communications & Shipping	\$8,864.29
	Indirect Costs*	\$83,396.12
	Total Expenses	\$1,249,905.63

*Indirect costs are for INEE hosting agencies.

Acknowledgements



L. Davison/INEE



N. Brackett/INEE

INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2018!

Funding support

INEE would like to thank all who have provided direct financial support to the network in 2018: **Agence Française de Développement** (via NRC, October 2018–July 2019), €50,000 • **Anonymous donor** (via IRC, August 2016–July 2018), \$520,000 • **Anonymous donor** (via IRC, August 2018–July 2020), \$475,000 • **Columbia Group for Children in Adversity** (via IRC, June 2017–February 2018), \$25,320 • **Dubai Cares** (via NRC, October 2018–April 2019), \$100,000 • **Dubai Cares** (via NRC, August 2017–July 2022), \$1,000,000 • **Education Above All Foundation** (via IRC, February 2017–April 2018), \$150,569 • **Norwegian Agency for Development Cooperation** (via IRC, January 2015–December 2018) \$40,000 • **Norwegian Agency for Development Cooperation** (via IRC, December 2018–December 2020), NOK 3,161,735 • **Online Donations** (via IRC), \$245 • **Open Society Foundations** (via IRC, July 2018–June 2020), \$40,000 • **Swiss Agency for Development & Cooperation** (via IRC, March–July 2018) CHF 50,000 • **INEE Steering Group** (2018 direct financial support), \$105,363 • **UNESCO** (via IRC, May–August 2018), \$10,000 • **UNICEF/Education Cannot Wait Foundation** (via IRC, August 2018–July 2019), \$100,000 • **UNICEF/Education Cannot Wait Foundation** (via IRC, February 2018–June 2019), \$525,096 • **USAID** (via IRC, January 2015–September 2021), \$1,690,000 • **Vitol Foundation** (via IRC, September–November 2018), \$25,000

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, RET International, Plan International Norway, Finn Church Aid, and UNESCO-IIEP for hiring and/or hosting INEE Secretariat staff in 2018.

And thanks is due to Plan International Norway, in cooperation with OsloMet, Save the Children, Norwegian Refugee Council, Norad, and the Norwegian Ministry of Foreign Affairs for hosting the INEE Working Group meetings in Oslo in May 2018; to Kenyatta University for hosting the INEE Working Group meetings in Nairobi in October 2018. We would also like to extend our thanks to the hosts of our Steering Group meetings throughout the year. UNHCR hosted the Spring 2018 meeting in Copenhagen and UNESCO hosted the Fall 2018 meeting in Paris. A special thanks goes to Lyndsay Bird who hosted a special session of the Steering Group in January 2018 at her home in London.

Acknowledgements (cont.)



INEE Advocacy Working Group, Oslo; P. Transburg/INEE



INEE Education Policy Working Group, Oslo; P. Transburg/INEE

Thanks to Save the Children Norway (Redd Barna) for their support to the production of JEIE podcasts and the reprinting of several INEE tools.

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, Annelies Ollieuz (Co-Chair) and Silje Sjøvaag Skeie (outgoing in 2018) • Swiss Agency for Development and Cooperation, Sabina Handschin • UNESCO, Kerstin Holst • UNHCR, Ita Sheehy (outgoing in 2018) and Benoit d'Ansembourg • UNICEF, Friedrich Affolter (outgoing in 2018) and Linda Jones • USAID, Nina Papadopoulos (outgoing in 2018) • World Vision International, Jonathan Blair-Miller

INEE Advocacy Working Group

CARE US, Ellen Chigwanda, Lotte Renault • Development Alternatives Inc. (DAI), Gustavo Payan, Sakil Malik • Global Campaign for Education (GCE), Vernor Munoz, Kira Boe • Global Coalition to Protect Education from Attack (GCPEA), Diya Nijhowne, Amy Kapit • Global Education Cluster (GEC), Lisa Sabot-Schmid, Thorodd Ommundsen • International Rescue Committee (IRC), Jamie Weiss-Yagoda, Anita Reilly • Plan International, Alison Wright, Ben Sadek • Protect Education in Insecurity and Conflict (PEIC), Jane Geraghty, Katia El Dali • 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

Agence Française de Développement, Audrey Nirrengarten, Caroline Jolly • Education Development Center, Cornelia Janke, Tim Haskell • European Commission, Judit Barna, Stijn DeLameilleure • FHI360, Paul Frisoli, Kathleen Denny • Finn Church Aid; Ikali Karvinen, Jussi Ojala • GIZ, Christa Crusius, Erfan Diebel • Glocal Education Cluster, Maria Agnese Giordano, Nicolas Servas • 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, Pete Simms • Porticus, Gerhard Pulfer, Jessica Hjarrand • RET International, Marina Anselme, Jenny Roe • Save the Children International, Charlotte Bergin, Julia Finder • Swiss Development Cooperation, Muriel Gschwend, Davide Vignati • UNESCO, Francesc Pedro, Hilaire Mputu • UNESCO GEM Report, Sebastien Hine, Yuki Murakami • UNESCO IIEP, Leonora MacEwen, Morten Sigsgaard • UNHCR, Ingwill Morlandstoe, Sanja Heric • UNICEF, Friedrich Affolter, Linda Jones • University of Massachusetts Amherst, Jacqueline Mosselson, Adane Miheretu • University of Massachusetts Boston, Zeena

Acknowledgements (cont.)



INEE Standards and Practice Working Group, Oslo;
P. Transburg/INEE



INEE Working Group members convened in Nairobi;
P. Transburg/INEE

Zakharia, Francine Menashy • **USAID**, Nina Weisenhorn, Meghan Mattern • **World Bank**, Peter Darvas, Dina Abu-Ghaida • **World Vision International**, Mark Chapple, Salome Ndemi Mullei

INEE Standards and Practice Working Group

ChildFund, Janella Nelson, Isabelle E. Ereneta • **Creative Associates**, Eileen St. George, Joy de Plessis • **FHI 360**, Annie Smiley, Emily Koester • **Finn Church Aid**, Minna Peltola, Helena Sandberg • **Fordham University**, Nadezhna Castellano, Brendan Cahill • **Global Education Cluster**, Tyler Arnot, Luca Fraschini • **Global Partnership for Education**, Fazle Rabbani, Alice Yang • **International Rescue Committee**, Kiruba Murugaiah, Rena Deitz • **Jesuit Refugee Service**, Fr. Michael Smith, Greg St. Arnold • **Mavi Kalem**, Zeynep Sanduvac, Emine Filiz Ayla • **Norwegian Refugee Council**, Sonia Gomez, Andrea Naletto • **Oxfam IBIS**, Else Oestergaard, Irene Fredriksson • **People in Need**, Clare Sadd, Serena Borsani • **Plan International Norway**, Sigbjorn Ljung, Emilia Sorrentino • **RET International**, Abeer Gazzawi, Youmma Ghosn • **Reach Out to Asia—Education Above All**, Zarmina Nasir, Arwa Musaaed • **Save the Children International**, Jeffrey Dow, Ronit Cohen • **Save Youth Future Society**, Roza Smolinska, Ibrahim Abdullatief 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**, Marco Grazia, Kristy Smith

Gender Task Team

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

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

Conveners: Negin Dahya (University of Washington), Stephen Richardson (Norwegian Refugee Council), Mona Younes (Independent)

Acknowledgements (cont.)



PBiro, IRC, Atmeh, Syria



Classroom in Colombia; J. Arredondo/IRC



School furniture distribution, Myanmar; Zaw Min Latt/NRC

INEE Secretariat

Mai Abu Moghli, Arabic Language Community Facilitator; Sonja Anderson, Coordinator, Evidence for Education in Emergencies; 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; 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; Emily Varni, Interim Coordinator, Education Policy

Interns and Volunteers

Interns: Brittany Brown, Kate Chung, Lauren Gerken, Amber Heuvelmans, Rachel Johnson, Hang Le, Sarah Montgomery, Ben Steiner, Emily Varni, Teresa Wolverton. Special thanks to students and volunteers who supported INEE Working Group meetings.

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2D Studio, Allison Anderson, Sonja Anderson, Lyndsay Bird, Columbia Group for Children in Adversity, Joe-Youssef Hammoud, Rashid Saib Kabwire, Peterkin Mshambala, Dody Riggs, Sally Stilwell, The Language Shop, The Wall Street Group, Taoti Creative, TI Consulting, Alison Joyner, Emily Varni.

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This report was designed by Eric Doyle of Rubicon Design Associates.



INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

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.