

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



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Mission, Vision, Guiding Principles

Mission

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

Vision

INEE envisions a world where:

- All people affected by crisis and instability have access to quality, relevant, and safe education opportunities;
- Education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response;
- Governments and donors provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response and recovery;
- All education programs preparing for and responding to emergencies, chronic crises, and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

INEE's Guiding Principles

INEE believes that:

- Education is a basic human right of all people affected by crisis and instability.
- Education protects during crises and lays a sustainable foundation for recovery, peace and development.
- Education should be included in all humanitarian responses.
- Education policy and services must be actively sustained and coordinated across the humanitarian — development continuum before, during and in recovery from crises.
- Education, like other humanitarian and development endeavors, must adhere to clear standards of quality and be accountable for results.
- Crises that destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for positive change.

INEE is an open, flexible network with minimum formal structure, with shared leadership, open non-competitive membership, and strong inter-agency collaborative relationships, playing 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 for education preparedness, emergency response and post-crisis recovery.

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Message from the INEE Steering Group Co-Chairs

Dear INEE Community,

2014 was a busy year for the education in emergencies community, and INEE continued to carry out its mission of bringing together humanitarian and development actors, policymakers, researchers, donors, and individuals to ensure the right to education for all learners affected by crisis. As we approach 2015, when the international community makes a final accounting of the progress—and in some cases, the lack of progress—toward the Millennium Development Goals (MGDs) and the Education for All (EFA) goals, the work of INEE continues to be as relevant as ever.

We can celebrate that much progress has been achieved in education, including a significant reduction in the number of out-of-school primary children—from 102 million to 58 million since 2000. However, we also see that those left behind are precisely those in contexts of adversity: 58 million of primary school age and 63 million of secondary school age, not to mention the millions of older youth and university students adversely impacted by disasters and conflict.

In 2014, the Syria crisis raged on, impacting millions of learners and their families and effectively destroying Syria's vibrant education system; the Ebola outbreak in West Africa demonstrated how emergencies are not contained by political borders, as schools were closed indefinitely in at least three countries while communities grappled with the deadly virus; the conflict in Central Africa Republic remained unsolved, making attending school a risky proposition for many children and youth; meanwhile, schools were targeted by terrorists in Nigeria and Pakistan, resulting in hundreds of deaths and injuries, and the kidnapping of school children, particularly adolescent girls. Moreover, violence in and out of school in Central America continues to affect children and youth, years after peace accords were signed.

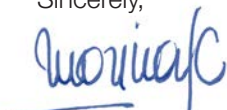
INEE continues to advocate that in the immediate lifesaving phase of emergencies, schools and communities are central to rapid response efforts. Education in emergencies strategies are needed to both minimize harm to children and youth, and also to maintain hope and purpose for recovery, self-fulfillment, and ongoing development after the crises. All interventions along the continuum of recovery and development are impossible without relevant, quality, and inclusive education for all. Education systems are foundational to rebuilding resilient and peaceful societies, to prevent, and if needed, to prepare populations to overcome future crises.

For INEE, 2014 was a year of celebration, self-reflection, and transition. The INEE Minimum Standards—the global benchmark for education policy and practice in emergency situations—reached a ten-year milestone, while continuing to be used in dozens of crisis contexts. Meanwhile, the year-long global consultation process helped us assess our contributions to the MDGs and to the field of education in emergencies, and it provided the foundation for our strategic planning for 2015 and beyond. INEE has become a key actor at global and national levels, and we will continue to build on this central position to ensure that financial, political, and technical resources are in place to provide education to all learners in all circumstances.

2014 saw the departure of INEE Director, Lori Heninger, and, in November, we welcomed Dean Brooks as the new INEE Director. INEE's membership surpassed 11,000 for the first time, and membership in the INEE working groups was strengthened. Across the globe, INEE practitioners, researchers, and policymakers continued to share knowledge, pose critical questions, and build resilient education systems, as well as, provide relevant education responses to cope with the absence of systems in many emergency contexts.

These are exciting times for the network. We look back with a sense of accomplishment, and we look forward with renewed confidence and energy to face the challenges and demands in the years ahead. We are grateful to have served as INEE Steering Group Co-Chairs during the past few years, and we are honored to be part of a community with such a vital mission and vibrant membership. To all of the more than 11,500 INEE members, working groups, task teams, steering group, and especially to each and every Secretariat staff, we extend a warm and heartfelt "THANK YOU!"

Sincerely,



Marina Anselme
RET



Joel Reyes
World Bank

New INEE Director



In November 2014, following an extensive global search, INEE welcomed Mr. Dean Brooks as the new INEE Director.

Dean has more than 20 years of international education experience, including in dozens of conflict, post-conflict, and disaster contexts—from Afghanistan to Guinea, Lebanon to Indonesia, Armenia to Uganda—and has been a dedicated member of INEE since soon after its inception.

"As emergencies continue to mount and quality education remains out of reach for millions of people affected by crisis, INEE has never been more important," Dean wrote when he took up his new role. "It is an honor for me to lead a network of such quality and committed members. Together we will continue to pursue our vital mission of ensuring access to quality, safe and relevant education for every person affected by crisis."

Dean's leadership style, professional expertise, and international reputation will be critical to the post-2015 activities and achievements of the network. Dean is based at the International Rescue Committee in New York City. He can be reached at dean.brooks@ineesite.org.

2014 Global Consultation



INEE 2014
GLOBAL
CONSULTATION

Starting in January 2014, INEE undertook a year-long [Global Consultation](#) process to develop a network-wide vision and strategic plan for education in emergencies for 2015 and beyond. The process included an academic analysis of INEE's strategic future, an online survey of all members, more than 70 consultative events around the world, a global synthesis event of key actors, and a strategic workshop. Based on the full year of inputs, INEE has developed a multi-year strategic plan, which will be launched during the first part of 2015.



Since its inception in 2000, INEE has held regular global consultations — network-wide events held every few years at which members come together to review the network's mandate and vision. The last global consultation took place in [April 2009 in Istanbul](#), with approximately 250 people in attendance.

Analysis of INEE's Strategic Future

In the context of the 2014 INEE Global Consultation, an in-depth analysis was undertaken by Professor Mary Mendenhall and her graduate students at Teacher's College, Columbia University (New York, NY, USA) to consider the strategic future of the network.

From January-May 2014, Dr. Mendenhall and her team conducted interviews and collected questionnaires from 77 key informants, developed a SWOT analysis, and wrote five Strategic Issues papers and accompanying Force Field Analysis models in an effort to help INEE identify and prioritize key challenges and opportunities confronting the network. The following key questions were identified as those that INEE must answer in order to successfully manage emerging challenges:

1. How can INEE improve its governance structure in order to enhance the functionality and sustainability of the network?

2. How should INEE adapt to the changing and complex field of Education in Emergencies, which increasingly spans the humanitarian relief development spectrum? Additionally, what will INEE's value added be to this new emerging space?
3. What role can INEE play to fill the research and evidence gaps within the field? How can the network use that research to drive and promote advocacy messages in order to ensure the right to education in all contexts?
4. What role should INEE play in knowledge sharing and capacity development in education across the relief-development spectrum?
5. How can INEE better develop, engage, and communicate with a diverse network of members?

A report entitled *"Shaping the Agenda: Strategic Issues & Recommendations to Guide the Future of the Network"* was written for internal use; and a [summary of the report's main findings](#) can be accessed on the INEE website.

Members Survey

In February, 335 INEE members participated in a voluntary survey to set the groundwork for the year-long global consultation process. The survey included questions on:

- The definition of "education in emergencies" (EiE)
- Topics and themes that will shape the future of EiE
- New partners, stakeholders and constituencies to EiE
- INEE's mission and functions
- INEE's greatest contributions
- Members' challenges and how INEE can better support their work

Results

Results from the survey were incorporated into a [Situational Analysis Report](#), which served as a starting point for discussions at the in-person consultative events. Below are some of the key findings from the survey.



© Mats Lignell, Save the Children, Afghanistan

Does the term "education in emergencies" describe the work you do?

- 51% of members who answered this question indicated that EiE was applicable or compatible with the work they do
- 38% of members indicated that EiE did not describe the work they do

What do you think INEE's greatest contribution(s) to the EiE field have been since its founding in 2000?

- Tools, training, technical assistance and materials, i.e. standardization (36%)
- Advocacy and awareness (31%)
- Networking and collaboration (17%)

Since its inception, INEE's mission has been 'to promote access to quality, safe, and relevant education for all persons affected by crisis.' Is this mission appropriate for the future?

The majority of members who answered this question (94%) believe that the current mission of INEE is appropriate for the future.

Who do you think the most important partners, stakeholder groups, or constituencies are to the future work of the EiE community?

Members most frequently indicated that the most important stakeholders and constituencies are national governments or ministries of education. NGO partners working at the local level were also cited as important stakeholders.

INEE undertakes a range of functions to promote and deliver a global public good — access to quality, safe, and relevant education for all persons affected by crisis. From the following list of functions, what do you see as the top priority areas for INEE?

Most INEE members saw capacity building as the top priority for INEE with 131 members selecting this area. Members also indicated strong support for INEE to prioritize these areas: influencing policy, advocacy, and promoting standards for the field.

How can INEE better support your work or that of your organization?

- Capacity building (19%)
- Developing and disseminating tools (17%)

Consultative Events



Between March and June, INEE members organized more than [70 in-person consultative events](#). The consultative events were opportunities for members to jointly consider the status and future of the field of education in emergencies (EiE) and the network's role in it. The discussions and outcomes of each consultative event contributed to the larger Global Consultation process.

Consultative events were organized and hosted by INEE members. All consultative events followed a similar structure based on a template that organizers adjusted to the interests of the participants and time available. Event reports and lists of participants can be found on the [INEE website](#).



Global Synthesis Event

On 29-30 September, more than 70 of INEE's most active members — members of the INEE Working Groups, Task Teams, and the Steering Group — came together for the Global Consultation Synthesis Event in Doha, Qatar. The event was hosted jointly by Protecting Education in Insecurity and Conflict (PEIC) and Reach Out to Asia (ROTA).

Over the two days, participants reviewed the data collected throughout the 2014 Global Consultation process and considered the network's strategic priorities and objectives for the coming years. These objectives, along with strategies to achieve them, were used to finalize the revised vision statement for the network and as the basis for the INEE Strategic Plan 2015-2017.

INEE Strategic Plan 2015-2017

INEE developed its new Strategic Plan 2015-2017 following a highly consultative yearlong process, engaging its diverse members and strategic partners to set the direction of the network. As a community of practice, INEE seeks to advance the rapidly evolving field of education in emergencies and meet the educational rights, needs, and aspirations of people affected by natural hazards, conflicts, and other situations of adversity. The INEE Strategic Plan 2015-2017 represents the members' plan for achieving the network's goal:

To enable quality, safe and relevant education for all in crisis, crisis-prone and development contexts through prevention, preparedness, response and recovery.

INEE believes this goal can be achieved through a focus on the following four strategic priorities:

- To serve as a global advocate and thought leader, promoting education for all and in all circumstances.
- To foster the strengthening of the evidence base through partnerships that inform research, policy and practice across humanitarian and development contexts.
- To increase the availability and accessibility of knowledge and information, which builds upon and improves capacities to deliver education for all.

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

In all its work, INEE employs collaborative, consensus-driven, and inter-agency approaches. The network serves its members through a number of functions (*community building, convening, knowledge management, amplifying and advocating, facilitating, and providing*). In the coming three years, these network functions will guide more explicitly the identification and prioritization of network activities.

The INEE Strategic Plan 2015-2017 will be formally launched during the first part of 2015.



Membership



INEE members—now more than 11,500 from all over the world—are INEE’s biggest asset. The network exists for and because of its members, and is structured to facilitate collaboration and participation at global, regional, and local levels. INEE members participate in network activities as both individuals and, in the case of INEE Working Groups, as representatives of their agencies and organizations.

INEE Member Facts:

- Over 11,500 of us work and study and teach and respond to the education needs of millions of people facing crisis situations;
- 1,210 new members joined INEE in 2014; an average of 3-4 new members every day;
- We are teachers and students and NGO workers and UN staff and donors and ministry officials and consultants, and more;
- We work in offices, refugee camps, universities, and under big mango trees;
- We are employed by hundreds of organizations, agencies, and institutions; and many of us work independently;
- We speak more than 80 listed languages and dialects;
- We live in more than 170 countries.

Find out more and contact other INEE members using the [INEE Member Database](#) (free login required).

YOU are INEE...and we want to see you!

Take this opportunity to update your INEE online profile by logging in to the INEE website at www.ineesite.org/login. Update your online profile ([help](#)) with your current email address, your job title and employer, a photo, your email subscription preferences, and any other details that will help you network with other INEE members.

My Profile

Need help with that? Have you forgotten your login email or password? Do not worry—it is very easy to [reset your password](#). If you need more help logging in, just write to memberservices@ineesite.org, and we will help you.





© Lindsay Stark, Uganda

Task Teams

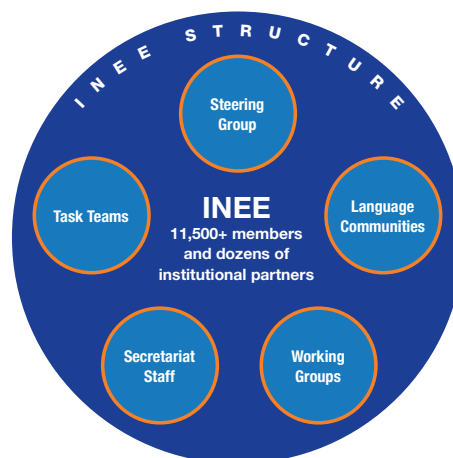


INEE Task Teams allow members to work collectively on specific areas of interest, advocating for key cross-cutting issues and collaboratively developing tools and resources. Task team membership is open to any INEE member. To join a task team, send a short email of introduction to the relevant task team email address listed on the INEE website — www.ineesite.org/task-teams.

In 2014, the *INEE Inclusive Education Task Team* (IETT) renewed its core membership and scope of work, including developing a guide for INEE members to engage with the 2014 Global Campaign for Education, which was on the theme of disability and inclusive education. The IETT also put out a call for and compiled case studies on disability and inclusive education in emergency contexts. The *INEE Gender Task Team* (GTT) helped review terms and definitions for INEE's forthcoming Education in

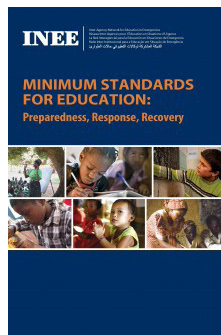
Emergencies Terminology Bank, and continued its work to connect scholars and practitioners to each other and to relevant tools and resources.

More details about the work of all of the INEE Task Teams can be found on the [INEE website](http://www.ineesite.org).



INEE Minimum Standards and Network Tools

2014 marked the 10th anniversary of the [INEE Minimum Standards for Education: Preparedness, Response, Recovery](#). Over the past ten years, the INEE Minimum Standards have expressed a commitment that all individuals — children, youth and adults — have a right to education. The standards articulate the minimum level of educational quality and access in emergencies through to recovery. They are now available in 29 languages and have been used in over 110 countries around the world to improve program and policy planning, assessments, design, implementation, monitoring and evaluation. The standards are also used for advocacy and as a tool for contingency and preparedness planning.



The [INEE Working Group on Minimum Standards](#) launched several initiatives to celebrate the important 10-year milestone, including the [INEE MS 10-Year Anniversary Interview Series](#) which captures 22 interviews with education in emergencies experts reflecting on how the INEE MS have

influenced the sector over the past decade. The Working Group also addressed a number of timely issues, including: reviewing the Liberian Ministry of Education response plan to the Ebola crisis; research, evaluation, and knowledge-sharing on good practices in education in emergencies; and support for the professional development of the next generation of EiE workers through a systematic approach at the graduate level.

INEE launched, in late 2014, a global [Education in Emergencies Essay Contest](#) in collaboration with Working Group member organizations, UNICEF and WarChild Holland. This essay contest encouraged

children, youth, and young professionals to respond to one of two essay prompts: “What has education meant to me in an emergency?” and “The importance of education in emergencies”. INEE received 720 submissions from 52 countries in English, French, Arabic, and Spanish from participants age 7 to age 68. The essays will be shared widely through various channels in 2015.

Supporting Quality Education at the Country Level



The INEE Minimum Standards are most relevant, meaningful, and effective when they are contextualized or adapted for a particular setting. This year, the *Lebanon Minimum Standards for Education in Emergencies* were completed and made available in [English](#) and [Arabic](#).

Based on the INEE Minimum Standards, this tool was developed for and by the Lebanese Ministry of Education and Higher Education (MEHE), school

principals, teachers, and UN and NGO representatives working in Lebanon. The Lebanon Standards join the [seven other country-level standards](#) contextualized from the INEE MS. These contextualized standards support quality, effective, and inclusive education policy and practice in the context of each country for which they are designed. Consultative contextualization processes were also initiated in Jordan and Bangladesh in 2014; the final sets of these standards to be available in early 2015.

Conflict Sensitive Education Capacity Building



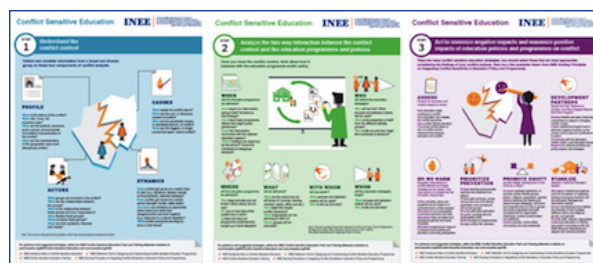
In 2013, INEE developed the [INEE Conflict Sensitive Education \(CSE\) Pack](#), a set of tools that promote an approach to education policies and programs that is informed by conflict analysis and delivered in a way that does not harm.

This year, in an effort to build capacity on CSE and support the sharing and implementation of the tools, INEE developed and piloted the [INEE Conflict Sensitive Education Training Package](#), a set of eight modules, each with a presentation, facilitator's guide and activity. Additional materials, such as an introductory 90-minute module, 'Frequently Asked Questions' document, template invitation letter, certificate and evaluation form were also developed and are available in the [INEE Toolkit](#) in English, Arabic, and French.



Based on the INEE CSE Pack and developed in coordination with INEE members, INEE launched a set of [whiteboard videos](#)

that illustrate conflict sensitive strategies for each of the domains of the INEE Minimum Standards. These videos are available in English, French, Spanish and Arabic. Finally, in order to further support advocacy and learning about CSE, INEE developed a [series of infographics](#) on topics related to conflict sensitive education.



Using the INEE Conflict Sensitive Education Training Package, INEE facilitated ten workshops in 2014 in order to support the integration of conflict sensitivity into education programmes and policies. The workshops benefitted 293 participants from more than 75 organizations in South Sudan, Uganda, Myanmar, and Pakistan, among others. INEE also hosted a series of live webinars to introduce and convey CSE concepts to INEE members. Webinar recordings are available on the [INEE website](#).

Journal on Education in Emergencies



2014 saw the establishment of the [Journal on Education in Emergencies](#), which seeks to publish groundbreaking and outstanding scholarly and practitioner work on EiE. This peer-reviewed journal was set up by INEE in response to the growing need for rigorous EiE research to strengthen the evidence base, support EiE policy and practice, and improve learning in and across organizations, policy institutes, and academic institutions.

The Journal is led by the Editor-in-Chief, Dr. Dana Burde of New York University, who is working with Managing Editor, Tzvetomira Laub, and a six-member editorial board. Two global calls for papers resulted in more than 40 submissions by the end of 2014. The first edition of the Journal on Education in Emergencies is due to be published in early 2015.

INEE Tools and Resources



Since its launch in June 2010, the second edition of the INEE Minimum Standards Handbook has been translated into 29 languages. This year, in response to feedback from Arabic speaking INEE members, the [Arabic translation of the INEE MS](#) was updated through a

“The INEE Minimum Standards have immensely increased the likelihood that children, young people, and adults will receive high quality education at all stages of a conflict or a natural disaster.”

.....
– Chris Talbot, Independent Education Consultant

collaborative process that involved the INEE Arabic Language Community, Arabic language experts, and other partners. The revised translation improves the accuracy and clarity of the language and technical EiE terms in a broader effort to enhance the applicability and use of the INEE MS across the Arab region.

The INEE Working Group on Minimum Standards launched the INEE Toolkit in January 2011 as a resource to aid educationalists, humanitarian workers and government officials working in education in emergency and crisis settings through to recovery. Since its launch, the number of visitors to the Toolkit has increased each year; in 2014, the INEE Toolkit received 13,990 unique visitors from 190 countries, viewing over 58,000 pages. A total of 19,680 tools and resources were downloaded. INEE has also continued to provide hard copies of INEE materials to INEE members. This year, 5,143 hardcopies of INEE materials in five languages were requested and distributed globally. Additionally, the INEE Secretariat provided more than 130 instances of guidance and support on EiE capacity development, INEE tools, INEE MS application, and other issues.

In 2014, INEE developed [Where It's Most Needed: Quality Professional Development for All Teachers](#). This publication, edited by Mary Burns (EDC) and James Lawrie (Save the Children), is based on the 2013 INEE [discussion series on teacher professional development in crisis](#). It aims to help fill the gap in resources and research available for practitioners on this topic. Along with the new publication and the discussion



series archive, an [annotated bibliography](#) of related resources is available.

INEE led a highly consultative, consensus-based process to develop an *Education in Emergencies Terminology Bank*, a definitive list of more than 300 technical terms and their definitions. The EiE Terminology Bank, which will be launched in an online platform in 2015, aims to support a common understanding of the key EiE terms and to support correct and universal usage of these terms.

INEE also published a report on the Syrian crisis, [Mapping the Education Response to the Syrian Crisis](#), an initiative of the INEE Working Group on Minimum Standards. The report provides an overview of the context, key issues, services offered and barriers to education service delivery in Syria proper as well as in Turkey, Jordan, Lebanon, Northern Iraq/Kurdistan and Egypt. Data was collected via an online survey from 34 respondents representing 27 different agencies working in the region.

“The INEE Minimum Standards have raised the profile of the importance of education in the contexts of emergency. Education helps people move forward, enabling a vision that goes beyond the conflict or the crisis. Tools like the INEE Minimum Standards enable practitioners to encourage thinking, reflection, and discussion to improve quality education and to raise the profile of education in a crisis or an emergency.”

.....
– Alberto Biancoli, UNRWA and member of the INEE Minimum Standards Working Group

Education and Fragility

The [INEE Working Group on Education and Fragility](#) contributes to enhanced coordination, information sharing, and evidence-based advocacy in the field of education and fragility. The Working Group members—26 bilateral donors, UN agencies, academics, and NGOs—play a major role in promoting conflict sensitive approaches to be applied in education programs and policies, as well as knowledge generation in various areas through studies and seminars.

All of the work is guided by the overarching goal *“To influence education policies, planning, and practices to address crisis and conflict through analysis of research and contextualization of appropriate materials.”* The Working Group was reconstituted in 2014—with 14 members leaving and 14 new members joining—and the group has chosen to work on three focus areas: 1) critical debates on EiE professionalization; 2) evidence base and research; and 3) conflict/crisis sensitive education.

Below are highlights from the Working Group’s activities in 2014.

Objective 1—Facilitate a learning space for dialogue and information sharing on education’s role in peacebuilding:

- Continued [collaboration](#) with the Health and Fragile States Network (HFSN) following the [2013 roundtable](#) on “Health and Education in Conflict-affected and Fragile Contexts – Bridging the Development Gap and Enhancing Collaborations.”
- Produced a [paper](#) on “Private Sector Engagement in Education: Conflict-affected and Fragile Contexts.”
- Publicly shared information about education and fragility through the [INEE website](#) and via blogs and newsletters to INEE members.



Objective 2—Promote conflict-sensitive approaches to education in fragile contexts to influence decision-makers at all levels:

- Continued development and dissemination of the [Conflict Sensitive Education Pack](#) with the INEE Working Group on Minimum Standards and Network Tools.
- Organized and led roundtable discussions and panels to promote the conflict sensitive education approach at international conferences and meetings, including CIES, UKFIET, Education Cluster, UNESCO and others.
- Disseminated the conflict sensitive education approach and tools with the Working Group member organizations and partners, and in various programs at field level.





- Collaborated with the Global Partnership for Education (GPE) on the development of the [Guidelines for Education Sector Plan Preparation and Appraisal](#), and participated in the side events at the replenishment event in Brussels.
- Contributed to the development of the [program on crisis-sensitive planning and curriculum](#) led by Protect Education in Insecurity and Conflict (PEIC), the UNESCO International Institute for Educational Planning (IIEP), and the UNESCO International Bureau for Education (IBE).

Education Cannot Wait Advocacy

The education of millions affected by emergencies is in jeopardy.

An estimated 28.5 million primary age children who are out of school live in conflict and emergency affected areas.

Worldwide, children represent half of the 42.5 million people who are refugees or displaced.

During this decade, it is estimated that approximately 175 million children will be affected each year by natural disasters, and are likely to experience some level of disruption to their schooling.

Education receives less than 2 percent of all humanitarian funding, with many projects neglected and underfunded, which leaves communities and organizations unable to meet the needs of children in humanitarian emergencies and long-term crises.

In recognition of the serious underfunding of education in emergencies, since 2010 (when the UN General Assembly adopted resolution A/RES/64/290 on the right to education in emergency situations) NGOs, UN agencies, and other key organizations have come together under the banner of “Education Cannot Wait” and called for the percentage of humanitarian aid given through appeals for education to be increased to four percent (4%), a doubling of levels at the start of the decade.

However, donors have failed to reach this target and in 2013 education’s share of humanitarian funding through the appeals process stood at less than 2%. Limits in funding led to significant cuts in targeted beneficiaries throughout 2013 and 2014, with many projects having to eliminate beneficiary targets altogether. In all, UN-led education in emergencies initiatives fell short of their own beneficiary targets by an estimated 62%, and even further short

of meeting the needs of all 28.5 million children thought to be out of school because of a range of emergencies and disasters. For more information about financing education in emergencies, read the Education Cluster brief, [Financing Education in Emergencies—Challenges and Opportunities](#).

Education Cannot Wait

In September of 2012, The UN Secretary-General launched [Education First](#), a five-year education strategy that includes: “*Sustain education in humanitarian crises, especially conflict.*” as one of its goals. In support of Education First, the education in emergencies community came together and developed [Education Cannot Wait](#), a call to action created to ensure adequate funding for education in humanitarian emergencies, protection of education from attack, and emergency-sighted education sector plans.

Given the need to consolidate the energy around Education First and Education Cannot Wait, and at the request of member organizations, the [INEE Working Group on Education Cannot Wait Advocacy](#) was formed in 2012, and in March 2014, a coordinator was seconded through the Norwegian Refugee Council (NRC) NORCAP roster for one year. The Working Group consists of 20 institutional members, including UN, NGOs and governmental organizations.

Throughout 2014, the working group continued its collective efforts advocating for the 3 Ps—*plan, prioritize, and protect education in emergencies*—through a variety of initiatives.

GPE Replenishment Event

Prior to the Global Partnership for Education (GPE) Replenishment Pledging Conference in Brussels in June 2014, INEE submitted formal letters, signed by UN Special Envoy Gordon Brown, to the participants of the [September 2013 UN General Assembly side event](#). The letters requested further support and updates to the commitments that were made by donor governments in 2013. Emphasis was placed on the need for continuous support to ensure education in emergencies and to move the Education Cannot Wait agenda forward.

In June 2014, and with then nearly 500 days to go until the 2015 deadline to meet the Millennium Development Goal 2 (MGD2: universal primary education for all), the international community gathered in Brussels in the context of the GPE's second Replenishment Pledging Conference to make strong financing and policy commitments so that all children can receive a quality education.

In conjunction with the Replenishment, members of the INEE Working Group on Education Cannot Wait Advocacy co-sponsored the high-level event entitled [Education Cannot Wait: Protecting Children's and Youth's Right to Quality Education in Humanitarian Emergencies and Crisis](#). Part of the focus of the event was the importance of protecting schools, highlighting the recently launched Lucens Guidelines. Strong messages were also made encouraging

"Our message is not that children need education even in emergencies. It's that they need it especially in emergencies."

.....
– Queen Rania of Jordan

the allocation of donor government resources for education in emergencies; an [advocacy brochure](#) was also produced and widely disseminated. The event gathered more than 70 people, and it brought together high level speakers for the panel, including:

- Carol Bellamy (Former Board Chair, GPE)
- Minister Børge Brende (Minister of Foreign Affairs, Norway)
- Irina Bokova (Director-General, UNESCO)
- Souleymane Diabate (UNICEF Country Representative, Central African Republic)
- Kristalina Georgieva (European Commissioner for Humanitarian Aid and Crisis Response)
- Minister John Gai Yoh (Republic of South Sudan)
- Jan Egeland (Secretary General, Norwegian Refugee Council)

Advocacy Achievements

The INEE Working Group on Education Cannot Wait Advocacy played an active role in several significant achievements in 2014.

• **Belgium: Resolution on Education in Emergencies**

As a result of ongoing campaigning by UNICEF Belgium, a resolution to include education in the goals of Belgium's humanitarian aid was voted unanimously in the Belgian Senate on the 20 February 2014.

• **Norway: White Paper on Education**

On 13 June 2014, the Norwegian government released a [White Paper on global education](#), announcing their support to education in crisis and conflict and taking on a leadership role in global education. The key priorities under section 3.3 are disaster risk reduction in the education

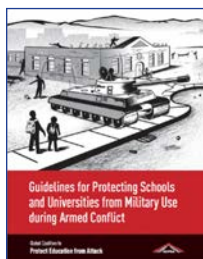


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sector, protecting schools in countries affected by armed conflict, and education in the humanitarian sector promoting the goal of reaching 4% of global humanitarian aid to education. The 4% target has raised awareness on the issue of funding for EiE, and Norway has committed to be an advocate for the 4% target.

- **Launch of Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict**

The Global Coalition to Protect Education from Attack (GCPEA), a member of the Education Cannot Wait Working Group, launched the [Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict](#) in December 2014.



The launch of the Guidelines followed a March 2014 [UN Security Council resolution \(Res. 2143\)](#) encouraging all states to take action to deter the use of schools by armed forces and groups in contravention of applicable international law.

- **Cooperation with the EFA Global Monitoring Report**

The Working Group is in regular discussions with the Education For All Global Monitoring Report (GMR) team, and will continue to pursue opportunities for incorporating education in emergencies in future GMR reports.

Information sources for this section include: UNESCO 2014; UNHCR 2012; Save the Children 2008; and UNESCO Institute for Statistics 2013.

“Education is a compelling priority, but sadly the mobilization of resources is not following that priority. We are not even asking for the right amount of money.”

— John Ging, Office for the Coordination of Humanitarian Affairs (OCHA)

Language Communities

2014 was a busy year for the four INEE Language Communities, with an enormous amount of work done to translate and produce INEE communications, and provide a range of other services for INEE members in Arabic, French, Portuguese, and Spanish. Thanks to the efforts of the Language Community Facilitators, and the interns and volunteers who work with them, the INEE website remains a rich source of multilingual content (www.ineesite.org — click on the language prefix of your choice at the top right of the screen).

Highlights of the activities of each Language Community are listed below, with more information available on the INEE website — www.ineesite.org/language-communities.

To join an INEE Language Community, just click on the corresponding INEE Group in your online member profile. If you are not yet an INEE member, you can join for free (in all five languages, of course!) on the INEE website — www.ineesite.org/join.

Arabic Language Community



The INEE Arabic Language Community (ALC) is composed of 600 members, who mostly work in the Middle East and North Africa. With the support of the part-time ALC Facilitator, a number of activities were carried out in 2014, a few of which are highlighted below:

The year 2014 was active in relation to INEE's Arabic language work. ALCF attended EiE related events in the region, particularly in Lebanon in the first half of the year.

- INEE oversaw the consultative development and translation of the contextualized [INEE Minimum Standards Lebanon \(English version\)](#).

- The ALC Facilitator oversaw the translation to Arabic of a multitude of emails, reports, surveys, [tools](#), [key terms](#), [website content](#), an [advocacy video](#), whiteboard [videos on Conflict Sensitive Education](#), and much more, making accessible a vast amount of education in emergencies material to Arabic-speaking members for the first time.



- ALC members were active participants in the 2014 Global Consultation process, as well as the INEE Essay Contest to commemorate the 10th anniversary of the INEE Minimum Standards.

- The ALC Facilitator keeps Arabic speaking members up-to-date and engaged through the production of a monthly newsletter that highlights the latest resources, job and scholarships opportunities, and all relevant news and advocacy messages.

To find out more about the Arabic Language Community, please visit the INEE website — www.ineesite.org/ar/arabic.

French Language Community



The INEE French Language Community (FLC) continued in 2014 as INEE's largest language community with over 1,000 members. It is crucial for INEE to make materials, resources, and messages available in French to meet the needs of the community. We are grateful to rely on active members in francophone countries that take part in our consultations, our surveys or organized INEE events, physically or virtually. With the support of the part-time FLC Facilitator, FLC members engaged in a wide variety of activities throughout the year, a few of which are noted below.



- The FLC Facilitator facilitated the translation and review of numerous resources and tools, including an [advocacy video](#), the [Conflict Sensitive Education whiteboards videos](#), and the ongoing review of the French version of the [EiE Harmonized Training Package](#).

- The FLC team actively worked throughout the year to ensure that the INEE website is available and up-to-date in French (www.ineesite.org/fr), including most of the [EiE Crisis Spotlight profiles](#).
- The team also developed and moderated an active online discussion on [academic research and education in emergencies](#).
- The FLC Facilitator translated a wide variety of messages, documents, and surveys for the [2014 Global Consultation](#) and provided a critical link between French speaking members and the INEE Secretariat. A similar role was played for the [INEE Essay Contest](#), which commemorated the 10th anniversary of the INEE Minimum Standards, and which saw robust participation from FLC members.
- The FLC team produced monthly resource updates, which provide INEE members with French-language tools, resources, publications, and other materials, and function as a platform for sharing the work and best practices of INEE members around the world.
- INEE continued to increase its visibility and interaction with French speaking members through its [Twitter](#) and [Facebook](#) channels; the Twitter following tripled in size during 2014, while the Facebook page following grew from 350 to 640 during the year.

To find out more about the French Language Community, please visit the INEE website — www.ineesite.org/fr/francais.

Portuguese Language Community



The Portuguese Language Community (PLC) works to connect INEE members living and working in Lusophone countries, and to facilitate the exchange of information, news, resources, and experiences related to education in emergencies. The part-time PLC Facilitator works closely with the [Institute of Education](#) at the [Universidade do Minho](#), located in Braga, Portugal. Following its hosting of the May 2014 bi-annual INEE meetings in Braga, the Universidade do Minho offered to become the formal host organization of the PLC Facilitator position.



© Stacy Hughes, Brazil

Throughout 2014, the PLC engaged in a wide variety of activities, including:

- Facilitated the induction of the Institute of Education at the Universidade do Minho as the first Lusophone organization to join the INEE Working Group on Education and Fragility.
- Disseminated monthly resource updates and other email messages in Portuguese, including information about tools, resources, events, and news relevant to EiE work in Lusophone contexts.
- Distributed more than 200 copies of the INEE Minimum Standards Handbook in Portuguese to partners in Angola, Brazil, and Guinea-Bissau.
- The PLC Facilitator and other PLC members represented INEE in several meetings and initiatives, including: the [South-South Lusophone Countries Cooperation Program](#) meeting in São Paulo, Brazil in February; the Education in Emergencies panel in Braga, Portugal in May; the [International](#)

[Colloquium on Epistemologies of the South](#)

in Coimbra, Portugal in July; the INEE Global Consultation Synthesis Event in Doha, Qatar in September; and throughout the year in the [Global Campaign for Education](#).

- PLC members were active participants in the 2014 Global Consultation process; completing the survey and attending regional and global events.
- The PLC Facilitator oversaw the translation to Portuguese of a multitude of emails, reports, surveys, [website content](#), an [advocacy video](#), and much more, making accessible a vast amount of education in emergencies material to Portuguese-speaking members for the first time.

To find out more about the Portuguese Language Community, please visit the INEE website — www.ineesite.org/pt/portugues.

Spanish Language Community



During 2014, the INEE Global Consultation process was the driving force for many of the Spanish Language Community (SLC) activities led by INEE members at regional, country and local levels.

The SLC Facilitator continued to represent INEE in the [Regional Education Cluster](#), which is a space for exchange and learning about education in emergencies and disaster risk reduction in the education sector for Latin American countries. In 2014, this regional group adopted the [Comprehensive School Safety Framework](#), which provides a comprehensive approach to reducing risks from all hazards to the education sector.

With support from the SLC, several Ministries of Education in the region have continued to improve their technical capacities and participation in national platforms and civil defense structures. Chile, Peru, Ecuador, Colombia, Dominican Republic, Nicaragua, Paraguay, El Salvador, and Honduras now have specific units or departments within the Ministry of Education to deal with disaster risk management and emergencies that affect education. All of these units are actively developing emergency prepared-

ness plans to mitigate the effects on education of any future disasters.

Furthermore, with technical guidance from INEE, the Ecuador Ministry of Education elaborated in 2014 a set of key guidelines that includes: a contextualization of the [INEE Minimum Standards: format and directions to carry out damage and needs assessment](#) after emergency and disaster situation; and [Guidelines for Disaster Risk Management in School Facilities](#).

Throughout 2014, new resources and tools have been developed by a variety of actors in the Latin America context, and these materials were regularly shared with INEE members through the monthly Spanish language resource updates and through the [Resource Database](#) on the INEE website.

To find out more about the Spanish Language Community, please visit the INEE website — www.ineesite.org/es/espanol.



Communications

INEE members continued to utilize the network's myriad ways to share and receive vital information in 2014. With 18 specialized email lists in five languages, several social media channels, online discussion forums, and access to a wealth of information and resources on the INEE website—available in English, French, Spanish, Portuguese, and Arabic—INEE is well equipped to connect members all over the globe to the content they need to do their work.

Website — www.ineesite.org

Following the launch of INEE's redesigned website in December 2012, the INEE communications team continued to build on the functionalities of the new platform, which, among other things, affords access and content in all five of INEE's principal languages.

In 2014, the INEE website expanded to more than 175 pages of education in emergencies content. And members continued to make use of the frontend upload forms for “dynamic” content; 316 [jobs](#), 210 [resources](#), 933 [news](#) items, 69 [blog](#) posts, 48 [videos](#), and 117 [events](#) were activated on the website in 2014. INEE also expanded the [Education in Emergencies Crisis Spotlights](#) series to include the Philippines, South Sudan, and Ebola-West Africa with the existing 14 crisis profiles. Meanwhile, the Facebook and Twitter buttons on most pages made sharing our content even easier with a wider audience.

In terms of web traffic, 2014 was INEE's busiest year to date, with 647,776 total pageviews and 85,862 unique visitors. The vast majority of visitors access the website while browsing in English, but French, Spanish, Arabic, and German are other popular languages. Visitors come from all over

the world, with the USA, the UK, France, Canada, India, Kenya, Switzerland, Lebanon, Philippines and Germany rounding out the top ten countries of origin.









Email Communications



Newsletters and emails continue to be a crucial part of INEE's communications strategy. Many members, especially those with limited access to the internet, rely on the regular messages from INEE for information, news,

tools and resources on education in emergencies. In 2014, INEE managed 18 distinct mailing lists and sent over 320 email messages, including bulletins, newsletters, job announcements and a host of other news and updates in English, Arabic, French, Portuguese and Spanish.

Particularly valued by members is the [Bi-weekly Bulletin](#), with its handful of easily accessible news, resources, and publications, as well as the weekly Jobs message, which includes a filtered list of new job vacancies in the field of education in emergencies. Likewise, the monthly Language Community

Country ?	Sessions ? ↓	% New Sessions ?	New Users ?
	162,150 % of Total: 100.00% (162,150)	52.95% Avg for View: 52.90% (0.09%)	85,862 % of Total: 100.09% (85,785)
1.  United States	36,606 (22.58%)	48.54%	17,767 (20.69%)
2.  United Kingdom	10,369 (6.39%)	46.00%	4,770 (5.56%)
3.  France	6,241 (3.85%)	53.92%	3,365 (3.92%)
4.  Canada	5,973 (3.68%)	49.19%	2,938 (3.42%)
5.  Switzerland	5,127 (3.16%)	29.24%	1,499 (1.75%)
6.  Kenya	4,728 (2.92%)	43.80%	2,071 (2.41%)
7.  India	4,277 (2.64%)	73.95%	3,163 (3.68%)
8.  Pakistan	3,687 (2.27%)	58.72%	2,165 (2.52%)
9.  Philippines	3,144 (1.94%)	73.25%	2,303 (2.68%)
10.  Netherlands	2,793 (1.72%)	52.74%	1,473 (1.72%)

This table shows the top ten of nearly 200 countries in which users accessed the INEE website in 2014. A total of 85,862 users visited nearly 650,000 pages in 162,150 visits during the year.

Resource Updates make accessible a plethora of non-English content to INEE members with much of the content submitted for dissemination by members themselves.

Visit our email manager to [sign up for INEE email communications](#) or to [change your subscription settings](#). You can also change your settings by clicking on the link at the bottom of any email you receive from INEE

Social Media



INEE continues to capitalize on the popularity and ease-of-use of several social media channels to reach INEE members



and non-members alike, in both English and French. Followers of INEE social media channels are kept aware of relevant activities, news, jobs, multimedia, infographics, and other resources on a real-time basis.



The platforms complement other INEE

communications channels and are ideal mechanisms for sharing content generated and shared by INEE's many partners and members.

In 2014, the INEE English [Facebook page](#) saw an increase in followers from 3,240 to 4,129 (+27%); the English [Twitter channel](#), from 1,458 to 2,413 (+65%); and the [LinkedIn page](#), from 927 to 1,274 (+37%). The INEE [YouTube channel](#) currently has 51 subscribers and more than 7,800 views.

Meanwhile, the INEE French [Facebook](#) and [Twitter](#) channels have continued to grow their smaller but equally engaged followings, from 409 to 638 (+56%) and 23 to 48 (+101%), respectively.

To follow INEE on any of its social media channels, just click on the links above, or visit the [INEE website](#) and click on the social media icons at the top right of any page.

Blog



The INEE Blog (www.ineesite.org/blog) continues to be an important forum for sharing current events and relevant opinions about the world of education in emergencies. In 2014, INEE published 69 blog posts on the website in English, French, Spanish, and Portuguese. Many INEE partners and members took advantage of the platform to publish and comment on topics relevant to the wider community, and a lot of posts in 2014 reflected on the importance of the INEE Minimum Standards during this tenth anniversary year.

INEE Blog posts are short, accessible pieces that highlight ongoing work and current opinions, providing an excellent venue for INEE to showcase the efforts of smaller organizations and individuals to a global audience. Blog posts are regularly highlighted in the INEE Bi-weekly Bulletin and on social media channels to increase readership and engagement.

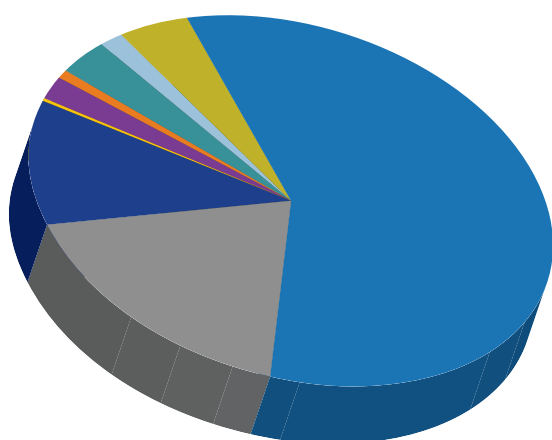
Highlights from the 2014 blog include:

- *Education Saves Lives!*, by Shaharazad Abuel-Ealeh, Global Campaign for Education
- *Infusing the INEE Minimum Standards within Organizational Policy*, by Silje Sjøvaag Skeie, Norwegian Refugee Council
- *Mapping the Education Response to the Syrian Crisis*, by INEE Secretariat
- *A Reflection on the Application of the INEE Minimum Standards in Post-Conflict Liberia*, by Howard Williams, American Institutes for Research
- *The INEE Minimum Standards: A Decade of Advancement*, by Allison Anderson, international education consultant and former INEE Director
- *The INEE Minimum Standards Operationalizing Education as an Enabling Right*, by Wendy Smith, World Vision
- *A Foundational Approach to Education in Emergencies*, by Dr. Carine Allaf, Qatar Foundation International
- *The INEE Minimum Standards: A Platform for the EIE Community*, by Ellen van Kalmthout, Global Education Cluster
- *Getting it Right: Balancing Pragmatism and Accountability in Education in Emergency Response*, by Peter Hyll-Larsen, ActionAid
- *Ebola and the Lost Children of Sierra Leone*, by Cherner Bah, Global Partnership for Education
- *Bringing relief through education in Palestine*, by Bilal Hamaydah, UNESCO
- *Voice from field: Incorporating peacebuilding curriculum in your programmes*, by Cynthia Koons, INEE Secretariat
- *The right to education: a daily challenge*, By Delphine Dorsi, Right to Education Project
- ...and many more at www.ineesite.org/blog.

Financials

INEE's fiscal administration and oversight is provided through our partners, the International Rescue Committee, a nongovernmental organization with 501c(3) tax-exempt status in the United States, and the Norwegian Refugee Council, a nongovernmental 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. INEE does not have its own legal status, but operates as a network with the flexibility to adapt to the priorities of its membership.

This unaudited report represents the expenses incurred by INEE during calendar year 2014.



Personnel	\$ 875,127
Consultant & Professional Fees	\$ 250,149
Travel	\$ 167,356
Facilities	\$ 304
Communications & Shipping	\$ 21,684
Supplies & Equipment	\$ 6,698
Publications & Promotions	\$ 50,033
Other	\$ 17,663
Indirect Costs	\$ 110,483
Total Expenses	\$ 1,499,501

Acknowledgements



Funding Support

INEE would like to thank all who have provided support to the network during 2014. The network operates with funding received through grants, contracts, contributions and in-kind donations.

Direct financial support from which INEE drew funds in 2014:

- Anonymous (via IRC, August 2012–July 2014) USD 525,000
- Anonymous (via IRC, August 2014–July 2016) USD 525,000
- Department for International Development (via IRC, August 2014–March 2015) GBP 45,979
- Education Above All Foundation (via IRC, January–December 2014), USD 100,000
- Frankel Family Foundation (via IRC, January–December 2014), USD 35,000
- Norwegian Ministry of Foreign Affairs (via NRC, April 2013–March 2014) NOK 500,000
- Open Society Foundation (via NRC, September 2013–August 2014), USD 70,620
- Open Society Foundation (via NRC, November 2014–January 2015), USD 15,000
- INEE Steering Group (2014 direct financial support) USD 60,000
- Reach Out to Asia (via IRC, October 2012–September 2014) USD 429,103
- Save the Children UK (via IRC, September 2013–March 2014) USD 19,791
- Save the Children UK (via IRC, February 2014) USD 3,000
- UNHCR (via IRC, May–December 2014) USD 19,795
- UNICEF (via IRC, September 2012–December 2014) USD 655,294
- UNICEF Early Childhood Development (via IRC, May 2014–January 2015) USD 19,710
- UNICEF MENARO (via IRC, August 2013–August 2014) USD 19,879

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 extends special thanks to the Institute of Education at the University of Minho in Braga, Portugal for hosting the May 2014 Steering Group meeting and Secretariat retreat, and to the INEE Portuguese Language Community Facilitator, Andreia Soares, for coordinating the arrangements.

INEE is grateful to Protect Education in Insecurity and Conflict (PEIC), a program of the Education Above All Foundation, and Reach Out to Asia (ROTA) for hosting and underwriting the costs of the INEE 2014 Global Consultation Synthesis Event in Doha, Qatar in September 2014. The two-day Synthesis Event and subsequent Steering Group meeting and Secretariat retreat provided key opportunities for many of INEE's most active members—participants in INEE Working Groups, Task Teams and the Steering Group—to validate the analysis of the data received through the 2014 Global Consultation process and, from this, to build consensus around INEE's vision, strategic priorities, objectives, and activities for the coming years.

INEE would like to extend particular gratitude to the International Rescue Committee, the Norwegian Refugee Council, UNICEF, and UNHCR for hiring and/or hosting INEE Secretariat staff in 2014. We specifically acknowledge Sarah Smith of the International Rescue Committee for her many hours of work facilitating the search, selection, and hiring of the new INEE Director in 2014.

INEE Groups

INEE would like to acknowledge the organizations and individual representatives of the INEE Steering Group for their leadership and commitment to inter-agency collaboration.

INEE Steering Group

- ChildFund International, Anita Anastacio
- International Rescue Committee, Jennifer Sklar
- Open Society Foundation, Ian Macpherson
- RET, Marina Anselme (Co-Chair)
- Save the Children Alliance, Rachel McKinney
- UNESCO, David Atchoarena, Kerstin Holst
- UNHCR, Ita Sheehy
- UNICEF, Brenda Haiplik
- USAID, Nina Papadopoulos
- World Bank, Joel Reyes (Co-Chair)

INEE Working Group on Minimum Standards and Network Tools (2013-2015)

- ActionAid, John Abuya, Kenya and Peter Hyll-Larsen, Senegal
- American Institutes for Research (AIR), Howard Williams and Markus Broer, United States
- Basic Education for Afghan Refugees (BEFARe), Shakir Ishaq and Asma Malik, Pakistan
- Development Alternatives Inc. (DAI), Anne Simmons-Benton, United States
- Family Health International 360 (FHI360), Ken Rhodes and Annie Smiley, United States
- INTERSOS, Serena Campogrande, Italy

- Independent Member, Carine Allaf, United States
- Mavi Kalem Social Assistance and Charity Association, Zeynep Turkmen Sanduvac and Filiz Ayla, Turkey
- Ministry of Education — Yemen, Khalil Muhammad Ali, Yemen
- Norwegian Refugee Council, Silje Sjovaag Skeie and Andrea Naletto, Norway and Oscar Rodriguez, Colombia
- Plan International, Sweta Shah, United States and Yona Nestel, Canada
- Reach Out to Asia (ROTA), Essa Ali Al-Mannai and Zarmina Nasir, Qatar
- Save the Children Australia, Marla Petal and Nora Cherchaoui, Australia
- Save the Children Norway, Bente Sandal-Aasen, Sri Lanka
- Soluciones Prácticas, Illari Aguilar Sanguinetti and Francisco Rengifo, Peru
- Teachers College, Columbia University, Mary Mendenhall and Susan Garnett Russell, United States
- UNESCO, TBD
- UNICEF HQ, Caroline Keenan, United States
- UNICEF, TBD
- UNRWA, Caroline Pontefract and Gabriel El Khili, Jordan
- WarChild Holland, Jonathan Penson and April Coetzee, The Netherlands
- World Vision International, Wendy Smith and Kerin Ord, United States
- INEE Senior Coordinator for Minimum Standards and Network Tools, Tzvetomira Laub, United States
- INEE Deputy Coordinator for Minimum Standards and Network Tools, Arianna Pacifico, United States

INEE Working Group on Education and Fragility (2011-2014)

- American Institutes for Research (AIR), Grace Akukwe, United States
- Center for Universal Education, Brookings Institute, Rebecca Winthrop
- CfBT Education Trust, Ruth Naylor, United Kingdom
- Comic Relief, Kamela Usmani, United Kingdom
- Creative Associates International (CAI), Jane Millar Wood, United States
- Department of Foreign Affairs, Trade and Development Canada (DFATD), Jessica Oliver, Canada
- Department for International Development (DFID), Martyn Shannon, United Kingdom
- Education Development Center (EDC), Sarah Nogueira Sanca, United States
- European Commission, Graça Sousa, Belgium
- Family Health International Development 360 (FHI360), Kurt Moses, United States
- GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), Ronja Hölzer, Germany
- Global Partnership for Education (GPE), Jean-Marc Bernard, United States
- Harvard Graduate School of Education, Sarah Dryden-Peterson, United States

- IBIS, Karina Kleivan, Denmark
- International Rescue Committee (IRC), Jennifer Sklar, United States
- Netherlands Ministry of Foreign Affairs, Charles de Vries, The Netherlands
- Save the Children, Martha Hewison, Tanzania
- Swisspeace, Sidonia Gabriel, Switzerland
- UNESCO — International Institute for Educational Planning (IIEP), Lyndsay Bird, France
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- UNHCR, Ita Sheehy, Switzerland
- UNICEF, Friedrich Affolter, United States
- United States Institute for Peace (USIP), Elizabeth Cole, United States
- University of Florence, Giovanni Scotto, Italy
- University of Toronto — Comparative, International & Development Education Center, Karen Mundy, Canada
- USAID, Yolande Miller-Grandvaux, United States
- WG Expert Resource Person, Margaret Sinclair — Education Above All, Qatar
- WG Expert Resource Person, Mary Kangethe — Kenyan Ministry of Education, Kenya
- INEE Coordinator for Education and Fragility, Naoko Arakawa, Switzerland

INEE Working Group on Education and Fragility (2014-2016, constituted October 2014)

- ActionAid, Peter Hyll-Larsen, Senegal
- AVSI Foundation, Jackie Aldrette, United States
- Berghof Foundation, Uli Jäger, Germany
- CfBT Education Trust, Ruth Naylor, United Kingdom
- Children in Crisis, Peter Simms, United Kingdom
- Concern Worldwide, Lincoln Ajoku, United States
- Department for International Development (DFID), Katrina Stringer, United Kingdom
- Education Development Center, Sarah Nogueira Sanca, United States
- European Commission, Graça Sousa, Belgium
- GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), Bianca Nadine Rohrbach, Germany
- Global Partnership for Education, Jesper Andersen, United States
- Protect Education in Insecurity and Conflict (PEIC), Margaret Sinclair, Qatar
- Plan International, Sweta Shah, United Kingdom
- Save the Children, Veronique Ringot, South Africa
- Search for Common Ground, Lakhshitha Saji Prelis, United States

- Sophia University, Taro Komatsu, Japan
- Swisspeace, Sabina Handschin, Switzerland
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- University of Florence, Giovanni Scotto, Italy
- University of Minho, Institute of Education, Júlio Santos, Portugal
- USAID, Yolande Miller-Grandvaux, United States
- World Bank, Joel E. Reyes, United States
- World Vision International, Lucy Strickland, Switzerland
- INEE Coordinator for Education and Fragility, Naoko Arakawa, Switzerland

INEE Working Group on Education Cannot Wait Advocacy

- Association pour la Réhabilitation des Sinistrés (ARS), Pierre Justin Nkunuzimana & Jean Claude Karerwa, Burundi
- ChildFund International, Anita Anastacio & Janella Nelson, United States
- Education Cluster, Ellen van Kalmthout, Switzerland
- European Commission, Helena Soares, Belgium
- Frankel Family Foundation, Mimi Frankel, United States
- Global Coalition to Protect Education from Attack (GCPEA), Diya Nijhowne, United States
- Global Partnership for Education (GPE), Jesper Andersen & Margarita F. Licht, United States
- Mavi Kalem Social Assistance and Charity Association, Zeynep Turkmen Sanduvac & Dr. Filiz Ayla, Turkey
- NORAD, Randi Gramshaug, Norway
- Norwegian Refugee Council (NRC), Silje Skeie, Norway
- Plan International, Sweta Shah, United States
- RET, Jennifer Roe & Zeynep Gunduz, Switzerland
- Save the Children Norway (Redd Barna), Bergis Joelsdottir, Norway
- Save the Children UK, Claire Mason & Phillippa Lei, United Kingdom
- Save the Children US, Rachel McKinney, United States
- UNESCO—International Institute for Educational Planning (IIEP), Lyndsay Bird, France
- UNICEF, Brenda Haiplik, United States

- UNRWA, Gabriel El Khili, Jordan
- A World at School, Kohleen Bouchane, United States
- Pilar Aguilar — Independent, Switzerland
- Zuki Karpinski — Independent, Spain
- Margaret Sinclair — Independent, Qatar
- INEE Coordinator for Education Cannot Wait Advocacy, Ronit Cohen, Norway
- INEE Director, Dean Brooks, United States

Adolescents and Youth Task Team Conveners

Nicolas Servas and Minna Peltola, Finn Church Aid; Caroline Schmidt, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ); Rachael Reilly, Women's Refugee Commission (WRC); Catherine Gladwell, Refugee Support Network (RSN); Barbara Zeus and Jennifer Roe, RET; and Ally Krupar and Nina Weaver, INEE Volunteer and Intern, respectively.

Early Childhood Task Team Conveners

Mary Moran, Independent Consultant; and Vijaya Singh, UNICEF

Gender Task Team Conveners

Jessica Colombo, GenderConsult; and Sarah Chakrin, Independent Consultant

Inclusive Education and Disability Task Team Conveners

Ingrid Lewis, Enabling Education Network (EENET)

INEE Secretariat

- Dean Brooks, Director (Hosted by IRC, NYC)
- Lindsey Fraser, Administration Officer (Hosted by IRC, NYC)
- Tzvetomira Laub, Senior Coordinator, Minimum Standards and Network Tools (Hosted by UNICEF, NYC)
- Arianna Pacifico, Deputy Coordinator, Minimum Standards and Network Tools (Hosted by IRC, NYC)
- Joanna Watkins, Program Assistant, Minimum Standards and Network Tools (Hosted by IRC, NYC)
- Ronit Cohen, Coordinator, Education Cannot Wait Advocacy (Hosted by NRC, Oslo)
- Peter Transburg, Senior Coordinator, Communications (Hosted by IRC)
- Mai Abu Moghli, Arabic Language Community Facilitator (based in London and Palestine)
- Emeline Marchois, French Language Community Facilitator (based in France)
- Andreia Soares, Portuguese Language Community Facilitator (based in Portugal)
- Claudio Osorio Urzúa, Spanish Language Community Facilitator (based in Chile)

INEE would like to acknowledge the service of its staff members who transitioned to other professional opportunities during the course of 2014: Dr. Lori Heninger, former Director; Kerstin Tebbe, former Deputy Director; Andy Oh, former Webmaster; Maysoun Chehab, former Arabic Language Community Facilitator, and Jaci Wamberg, former Minimum Standards Program Assistant. As 2014 drew to a close, we also bid farewell to Naoko Arakawa, Coordinator for Education and Fragility and Cynthia Koons, CSE Cap Dev Project Coordinator. INEE appreciates the quality contributions and hard work that each of these Secretariat members have provided throughout this past year, and in some cases for several years. We wish each of them continued success in their future endeavors. A special thank you is also extended to Chris Talbot who came on board as an external adviser during the interim period between INEE directors. His advice, guidance, perspective, and representation at international events were invaluable to the Secretariat staff and Steering Group.

Interns and Volunteers

INEE is fortunate to have a group of talented interns and volunteers who offer their skills and time throughout the year in order to gain experience in education in emergencies and the humanitarian field. We strive to provide them with a valuable work experience, and we gain so much from them in return. Intern tasks include research, writing, editing, updates to the website, communications, fulfilling materials requests and more.

Those who worked with us in 2014 include: Erica Aizza, Olivier Arvisais, Furwa Baig, Sarah Bellotti, Emily Bishop, Ryan Burbach, Cindy Christensen, Sophie d'Aoust, Sarrah El Moumouhi, Véronique Quach Hong, Allyson Krupar, Monroe Lacerte, Vân Leduc, Shannon Hyuna Lee, Bryce Loo, Sarah May, Dieudonné Amisi Mutambala, Tanya Mutepfa, Namesh Nazar, Claire Nerenhausen, Stéphanie-Rose Nyot, Meredith Saucier, Lna Sawalha, Nina Sawhney, Alena Sims, Varalika Singh, Nina Weaver, Mary Winters, and Katie Zaroni.

Consultants

Consultants are invaluable to the work of INEE, as their specific knowledge, research, and expertise complements that of the Secretariat and helps INEE accomplish its goals and objectives. We would like to acknowledge the following individuals who worked with us during 2014: Odile Adjavon, Ali Barada, Dana Susan Burde, Mary Burns, Mohammed Elmeski, Nadine Farran, Rachel Goldwyn, Michelle Hollett, Tom Lent, Gary Ovington, Chris Talbot, and Zeena Zakharia.

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The good people at [Zaengle Corp.](#) and [Creatrix Design Group](#) provide high-quality backend support to our website and the INEE Toolkit, respectively.

This report was designed by Eric Doyle of [Rubicon Design Associates](#).

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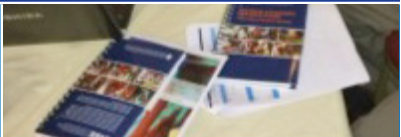




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