

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



A teacher with disabilities in an informal afternoon school, Kroo Bay, Freetown, Sierra Leone. © Aubrey Wade

Table of Contents

Mission, Vision, Guiding Principles	01
Message from the INEE Steering Group Co-Chairs	02
INEE 15 Years On	04
2015 Global Consultation: Toward a Strengthened Response	08
Membership and Network Spaces	11
Journal on Education in Emergencies	17
Advocacy Working Group	18
Education and Fragility Working Group	20
Standards and Practice Working Group	22
Communications	24
Financials	27
Acknowledgements	28
Donate to INEE!	35

Mission, Vision, Guiding Principles



Mission

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

INEE's work is founded on the fundamental human right to education.

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.

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 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 serves its members through 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.

Message from the INEE Steering Group Co-Chairs

Dear Members of the INEE Community:

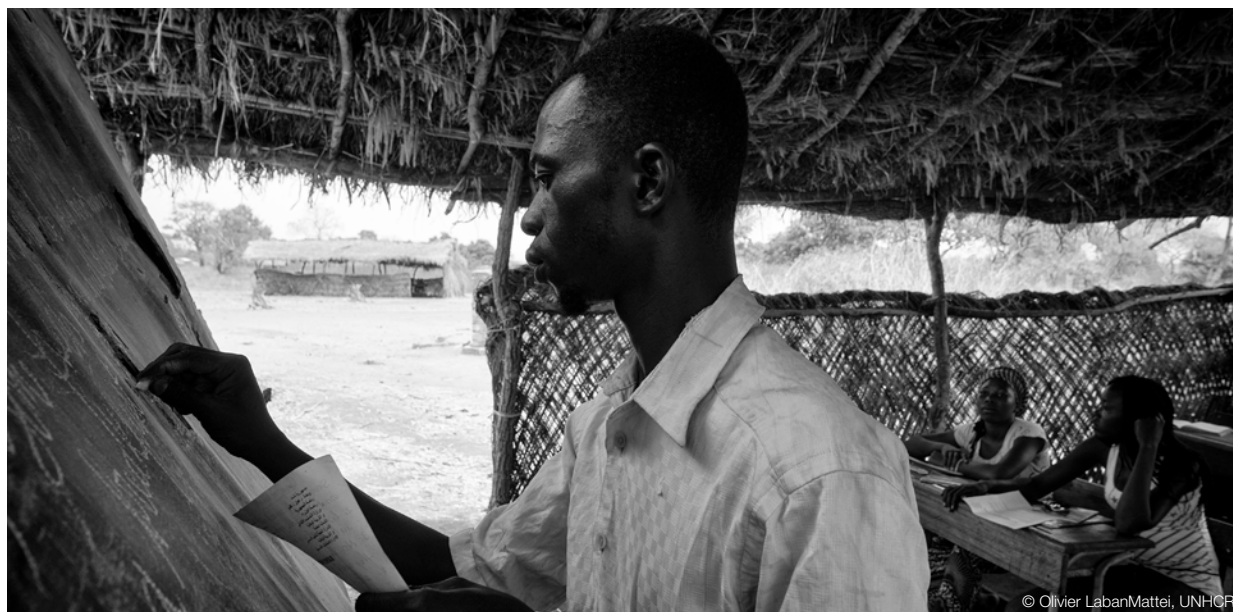
2015 was a big year for INEE! It was a year that saw the bright culmination of a decade and a half of advocacy at several global events. Since the 2000 World Education Forum in Dakar, in which INEE's roots lie, the network has strived to ensure that the right to education is fulfilled. With the [World Education Forum 2015](#) taking place in Incheon, Korea, INEE marked 15 years since it was first conceived. The adoption of the [Sustainable Development Goals](#) in September 2015, and the subsequent [Education 2030 Framework for Action](#), with the importance of education in emergencies highlighted throughout both forums, validated the important advocacy contributions INEE has made over the years.

INEE's influence was also apparent at the [Oslo Summit on Education for Development](#) where high-level discussions were held and commitments made to ensure the right to education in emergencies. The momentum continued to build throughout 2015, and this was most evident during the [UN General Assembly](#) where multiple side meetings took place with a focus on education in emergencies.

There is no doubt that education in emergencies is gaining attention like we have never seen in the past, and INEE continues to play an important role in amplifying the voices of its now more than 12,000 members, and reminding those new to the discussion of the important work that has gone before: the INEE Minimum Standards, the Global Education Cluster, the many tools and resources that many of you have contributed to developing, to name just a few.

Using this unprecedented global awareness and momentum, INEE actively engaged its members in 2015 in the strategic Global Consultation on a "[Common Platform for Education in Emergencies](#)" (launched as Education Cannot Wait in 2016). INEE's Steering Group has been actively following this process and has made the following recommendations for INEE's engagement with this work:

- Ensure transparency by including representation by INEE in the High Level Advisory Panel and Interim Executive Committee;
- Ensure key recommendations from INEE's wide-reaching consultation are integrated into the final platform design;
- Explicitly state the support the platform would provide to address the humanitarian-development divide;



© Olivier LabanMattei, UNHCR

- Define how the platform builds upon existing mechanisms and architecture; and
- Involve INEE in continued consultations and monitoring throughout the proposed platform process.

We support and very much look forward to the launch of this platform in 2016.

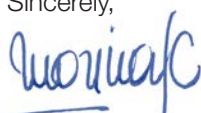
In the fall of 2015, INEE returned to where our first consultation took place in November 2000, UNHCR Geneva, where we were able to stop and reflect on the remarkable progress we have seen over these past 15 years. We were honored to have several founding members—Christopher Talbot, Wendy Smith, and Ellen Van Kalmthout—present to share their reflections on the achievements and learning we have seen over the past decade in a half.

2015 also saw the reorientation and renaming of INEE’s three active working groups; the changes were made to better reflect and address the priorities of the Strategic Plan 2015-2017. The Advocacy Working Group works to fulfill INEE’s role as a global advocate and thought leader, promoting education for all and in all circumstances. The Standards and Practice Working Group continues to build on the background, legacy, and strengths of previous

working group achievements, including the contextualization and application of the INEE Minimum Standards and capacity development. And the Education Policy Working Group contributes to enhanced interagency collaboration, information sharing, and building the evidence base for the field of education in conflict/crisis, resilience, and peacebuilding.

We believe INEE is needed now more than ever to help organizations and individuals build trust and come together as a vibrant and diverse community where we can combine efforts, strengthen partnerships, share knowledge, and amplify voices. We invite you to read this 2015 Annual Report with a sense of pride of what we have achieved. And we look forward to the years ahead with your continued, active engagement in making a positive difference for countless children, youth, and adults living in crisis and adversity.

Sincerely,


Marina Anselme
 RET International


Jennifer Sklar
 International Rescue Committee

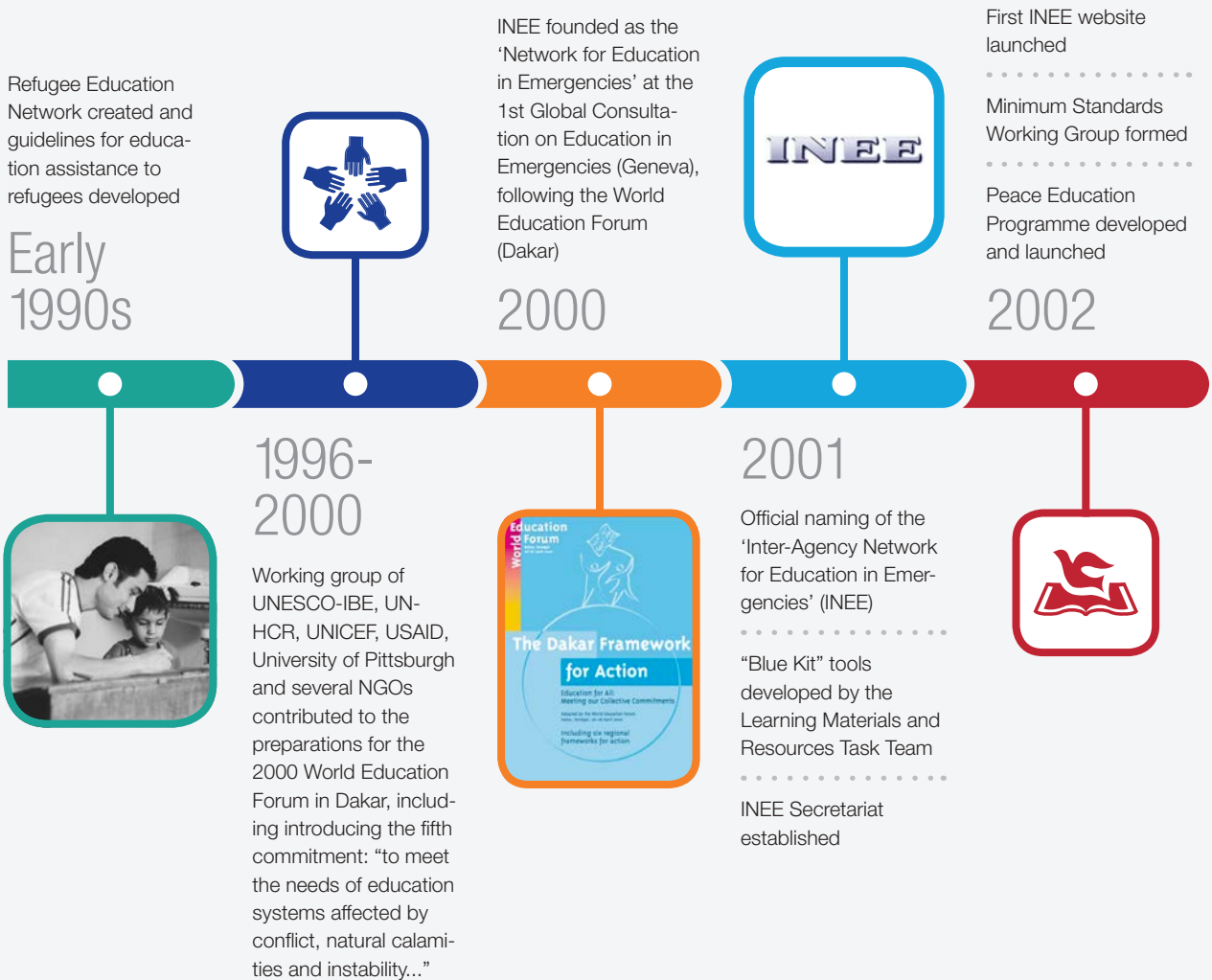
INEE 15 Years On

In November 2015, INEE celebrated its 15-year anniversary!

INEE was conceptualized during the Strategy Session on Education in Emergencies held at the 2000 World Education Forum in Dakar. With a commitment to advancing Strategy Five of the Dakar Framework, UNESCO, UNICEF, and UNHCR convened the first Global Consultation on Education in Emergencies (Geneva, November 8-10, 2000) with representatives from WFP, UNDP, the World Bank, bilateral donors, and more than 20 non-governmental organizations engaged in education in emergencies programming. INEE was launched during that consultation in order to build upon and consolidate existing partnerships and efforts.

Fittingly, a celebration of INEE's decade and a half of work was hosted by UNHCR in Geneva during the bi-annual working group meetings. A brief history of INEE's accomplishments was presented and speeches were given by some of the key founders and early members of the network.

A Brief History of INEE...





INEE Minimum Standards handbook launched

2nd Global Consultation on Education in Emergencies (Cape Town)

2004

Global Education Cluster launched

More than 175 practitioners trained on the INEE Minimum Standards around the world

Formation of 'INEE Linguistic Networks', which became the 'INEE Language Communities'

INEE Bi-Weekly Bulletin launched

2006

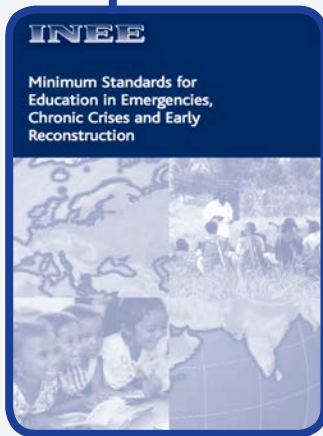


2003

INEE Teacher Training Kit, INEE Technical Kit, and INEE Good Practice Guides launched

Agreement on terminology: use of "education in emergencies" (EiE) in lieu of "emergency education"

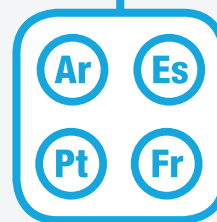
Teacher Training Task Team formed



2005

Gender Task Team formed

Teachers and Other Education Personnel Task Team formed



2007

Humanitarian Practice Network Paper 57 on INEE Minimum Standards application and evaluation published

First INEE Director, Allison Anderson

Membership growth to 2,300

INEE Minimum Standards Toolkit and Reference Guide launched

INEE Working Group on Education and Fragility formed

INEE and the Sphere Project signed a formal companionship agreement

INEE HIV/AIDS Task Team and INEE Early Childhood Task Team formed

2008



Updated INEE Minimum Standards for Education: Preparedness, Response and Recovery launched

INEE Pocket Guide to Gender and INEE Pocket Guide to Supporting Learners with Disabilities launched

EiE e-learning module, Learning is Their Future: Darfuri Refugees in Eastern Chad launched

Second INEE Director, Lori Heninger

Membership growth to 5,000 in more than 130 countries

2010



Education Cannot Wait advocacy campaign launched and Working Group formed

Pan-African Knowledge Hub launched in partnership with GIZ (Nairobi)

New multilingual website launched

Membership growth to 9,000 in more than 170 countries

2012

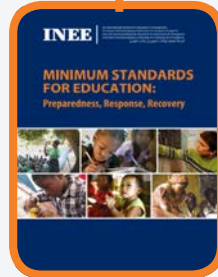


2009

3rd Global Consultation on Education in Emergencies (Istanbul)

INEE Pocket Guide to Inclusive Education, INEE Guidance Notes on Safer School Construction, and INEE Guidance Notes on Teacher Compensation launched

INEE Inclusive Education Task Team and INEE Adolescents and Youth Task Team formed



2011

INEE Toolkit launched

First INEE Global Meet-Up organized in 42 locations around the world

Ten case studies on the application of the INEE Minimum Standards developed

INEE Task Team on Quality Education formed





INEE internal global consultation process to reshape INEE's vision and strategic plan

INEE Conflict Sensitive Education Training Package launched

Third INEE Director, Dean Brooks

2014



2013

INEE Conflict Sensitive Education Pack launched

High-Level Symposium on conflict sensitive education (Paris)

EIE Crisis Spotlight Series launched on the INEE website

Online discussion series on teacher professional development in crises



2015

New INEE vision and INEE Strategic Plan 2015-2017 launched

Journal on Education in Emergencies (JEIE) published

The Brightest Hope: Essays from around the world booklet launched

4th Global Consultation on Education in Emergencies - Toward a Strengthened Response - online and in-person

Membership growth to 12,000 in more than 170 countries

Continue promoting access to quality, safe, and relevant education for all persons affected by crisis.

INEE

2015 Global Consultation: Toward a Strengthened Response



As part of broad, global efforts to strengthen the response to education in emergencies and protracted crises, INEE led a [global consultation](#) to facilitate dialogue and collect inputs from all over the world. This consultation, which ran in two phases—Phase 1 in May 2015, and Phase 2 in January–February 2016—focused on how to operationalize solutions toward a new platform for global education in emergencies work. INEE intends to build upon the important opinions and discussions shared during the global consultation process in the months and years to come, and looks forward to working closely with the roll-out in 2016 of the resulting [Education Cannot Wait: a fund for education in emergencies](#).

Global Consultation Phase 1

In May 2015, INEE facilitated a global consultation on education in emergencies and protracted crises in order to ensure broad input into an [issues paper on education in emergencies](#) that identified key challenges and potential solutions for the field of education in emergencies. The issues paper was developed by the Overseas Development Institute (ODI) and was intended to influence the [Oslo Summit on Education for Development](#) discussions and other 2015 events and agendas pertaining to education in emergencies and sustainable development.

Participants were asked, in both virtual and face-to-face forums, to reflect on five key questions:

1. What challenge needs the most attention by high level political actors at the Oslo Summit and beyond?
2. What are the top 2-3 issues in terms of response architecture that should be addressed in order to better ensure quality education is available to all children and youth in crises?
3. Would a set of principles agreed at a high political level make a difference? How could they be used to hold governments, UN agencies and other partners to account?
4. What will it take to guarantee that additional funds are in place to support education in crises? Is a global fund or financing mechanism for education and crises a good idea? If so, how should it be organized and used?
5. How might we better improve the functioning and capacity of current architecture?

Global consultation participants overwhelmingly voiced consensus around a number of challenges that require high-level political attention: lack of

funding; complex aid architecture; bridging the humanitarian/development divide; making the case for investing in education in emergencies; lack of capacity and support for capacity building, coordination and collaboration; and risk reduction and resilience. The majority of consultation participants also recommended both improving the existing architecture and establishing a new platform/fund for education in emergencies that is embedded in the existing system. There was overwhelming consensus that funding for such a new platform/fund should be accessible for the acute phase through the critical and oft-unfunded transition phase between the humanitarian and development phases, and it should support preparedness and prevention activities. Moreover, there was strong consensus that a platform/fund should deliver not only more funding but timely, predictable, flexible, and multi-year funding.

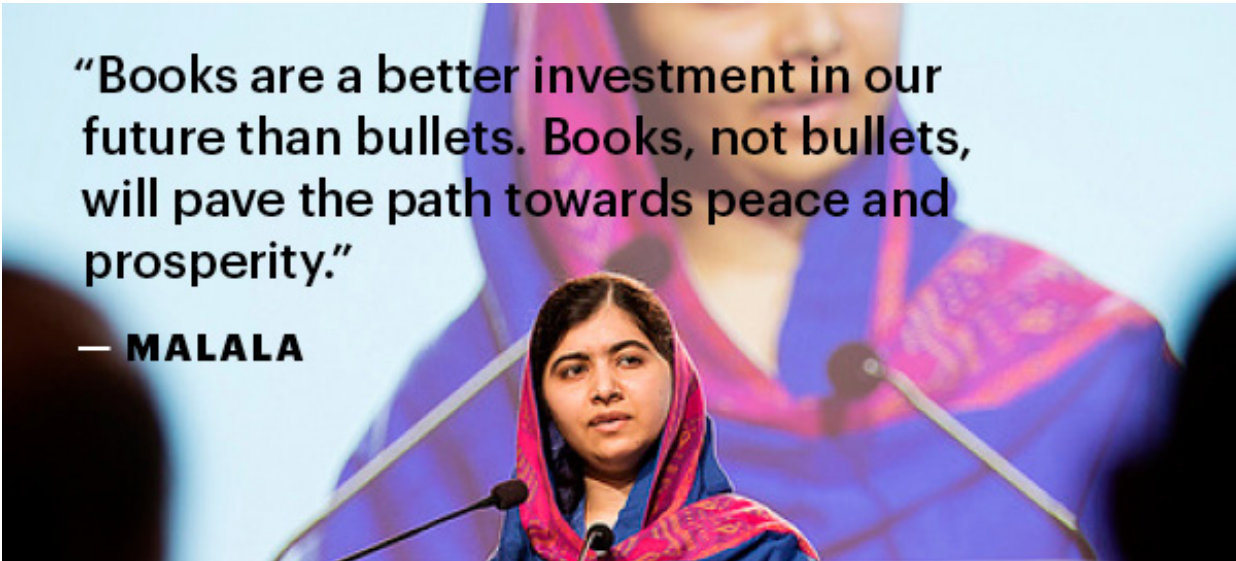
The [INEE Global Consultation Phase 1 Report](#) (available in English, Arabic, French, Spanish, and Portuguese) was shared with ODI for inclusion in the Oslo Summit education in emergencies background paper and other documents. INEE is grateful to the more than 130 contributors to this phase of the global consultation, representing multiple languages, perspectives and geographic contexts, who have brought greater depth and insight to the discussions.

Global Consultation Phase 2

At the Oslo Summit on Education for Development held in July 2015, senior representatives of international agencies, governments, and non-governmental organizations made a commitment to address the disruption of education and learning in countries experiencing emergencies and protracted crises. That decision was informed by [‘Education in Emergencies and Protracted Crises: Toward a strengthened response’](#), a paper that was produced by the Overseas Development Institute (ODI) in advance of the Summit, and which stemmed from Phase 1 of the INEE Global Consultation.

Energized by the high-level commitment, global partners mobilized to diagnose and address finance, coordination, and capacity gaps that hinder the provision of education in crisis contexts. These partners worked together to develop solutions that provided the basis for discussion and agreement ahead of the [World Humanitarian Summit](#) in May 2016.

ODI was commissioned to lead critical analysis of the next steps necessary to create a new “common platform” for education in emergencies and protracted crises. The overall purpose of a new platform is to generate political commitment and



“Books are a better investment in our future than bullets. Books, not bullets, will pave the path towards peace and prosperity.”

— **MALALA**



© Zereine Haddad, Jesuit Refugee Service, Jbeil, Lebanon

financial resources for meeting the educational needs of millions of children and young people affected by crisis.

As part of this process, INEE led Phase 2 of the global consultation that began in May 2015 to facilitate dialogue and collect inputs on the options proposed for the new platform. A broad, online consultation took place in January 2016, focussing on how to operationalise several proposed solutions. To facilitate the dialogue, there were open feedback surveys and online discussion forums in INEE's five working languages. There were also in-person consultations as part of INEE's Meet-Up event, as well as country-specific consultations conducted by the ODI team in a number of crisis-affected countries. Overall, more than 500 people participated in the INEE global consultation process; more than 315 people participated in in-person consultations and online discussion forums, and 192 individuals from 53 countries responded to the online survey.

The [INEE Global Consultation Phase 2 Report](#) highlights areas of consensus, concern, and recommendation pertaining to questions posed on the conceptual framework, priority functions, and scale of the proposed "Common Platform" for education in emergencies and protracted crises. Overwhelmingly, respondents favor the establishment of a platform that will focus on the functions of inspiring political commitment and generating new and increased funding for education in emergencies and protracted crises. The platform should support the existing humanitarian architecture to more effectively carry out the functions of improving planning and response across the humanitarian-development continuum; building national and global capacity; and data collection and evaluation for learning and innovation.

We encourage interested parties to visit the [INEE website](#) for more details about the global consultation process and its outcomes.

Membership and Network Spaces



INEE members—now more than 12,000 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:

- More than 12,000 of us work and study and teach and respond to the education needs of millions of people facing crisis situations;
- 920 new members joined INEE in 2015; an average of 3 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.

Membership update: In March 2015, INEE re-viewed its membership database dating back 15 years and identified around 800 profiles that were either duplicates or incomplete. After careful consideration, these incomplete profiles were removed from the database, effectively reducing INEE’s overall lifetime membership number to just over 11,000.

But given our continued rapid rate of growth throughout the year, we added 800 new members back into the membership, and then some! We are now more than 12,000 members, and we are more confident than ever in the integrity of our membership database.

Help us keep the INEE Member Database up-to-date!

Update your profile!

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.

Network Spaces



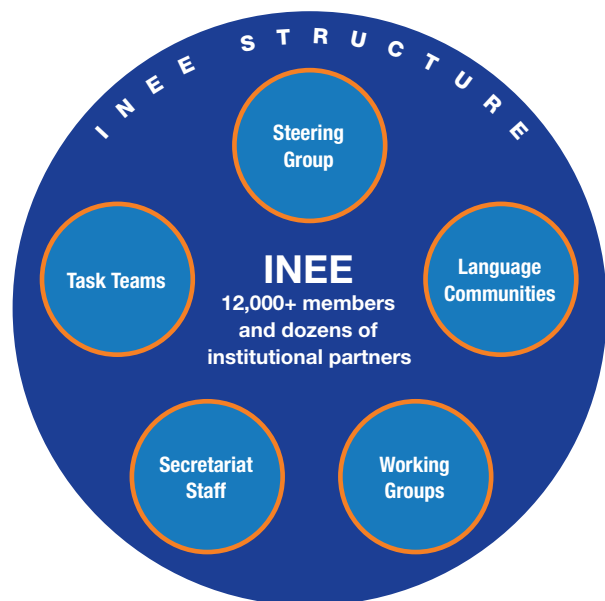
INEE is composed of individual members and distinct ‘network spaces’ that facilitate collaboration and participation at global, regional, and local levels. The network spaces—working groups, task teams, language communities—are designed to foster horizontal communication and collaborative action within the network membership and broader EiE community. Members engage with INEE as individuals and, sometimes, as representatives of organizations.

INEE’s network spaces vary in structure, modes of participation, focus, and degree of formality:

- [Working Groups](#) are formalized structures which help develop and promote specific work within INEE. Participation in Working Groups is on an institutional basis with individual representatives for each agency.
- [Task Teams](#) allow individual members to work collectively on specific areas of interest, advocating for key thematic issues and collaboratively developing tools and resources to help practitioners provide inclusive, quality and safe education for all affected by crisis. Task Teams are semi-formal structures and participation is open to any INEE member. Each Task Team is convened by one or more individuals who commit to facilitating and coordinating it.
- [Language Communities](#) are groups of INEE members who work in languages other than English. The Language Communities seek to expand and share access to resources, tools, and experience in the non-English working languages of INEE, namely Arabic, French, Portuguese, and Spanish.
- A [Steering Group](#) provides strategic vision and overall governance for the network. In consultation with the wider membership and in line with the INEE Strategic Plan, the INEE Steering Group sets goals and plans for the network; approves new working groups and task teams; and provides strategic guidance to the INEE Secretariat

staff. Steering Group members are senior representatives of organizations actively engaged in education in emergencies.

- A dedicated [Secretariat](#) ensures effective coordination; convenes and supports the members; builds linkages and connections; strengthens commitment, collaboration, and partnerships within the network; filters and shares information; enhances knowledge and capacity within and beyond the membership; and provides overall project management for network activities.



Language Communities

2015 was a busy year for the four INEE Language Communities, with an enormous amount of work done to translate and disseminate resources and information to 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).

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.

مجتمع اللغة العربية (Arabic Language Community)



The INEE Arabic Language Community (ALC) is composed of more than 600 members, who mostly work in the Middle East and North Africa. With the support of the part-time ALC Facilitator and an intern, a wide variety of activities were carried out in 2015, a few of which are highlighted below:

- INEE [interview](#) by *Al Arabi Al Jadid* about INEE's work, with a particular focus on the MENA region;
- Direct support to members in the region (Syria, Lebanon, Yemen, and Iraq) to identify and develop resources related to EiE;
- Supported the review and finalisation of the contextualisation of the INEE Minimum Standards for Jordan ([English](#), [Arabic](#));
- Ensured the active participation of ALC members in the [2015 Global Consultation process](#);
- The ALC Facilitator oversaw the translation to Arabic of a multitude of emails, reports, surveys, tools, key terms, website content, and much more, making accessible a vast amount of education in emergencies material to Arabic-speaking members for the first time.

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

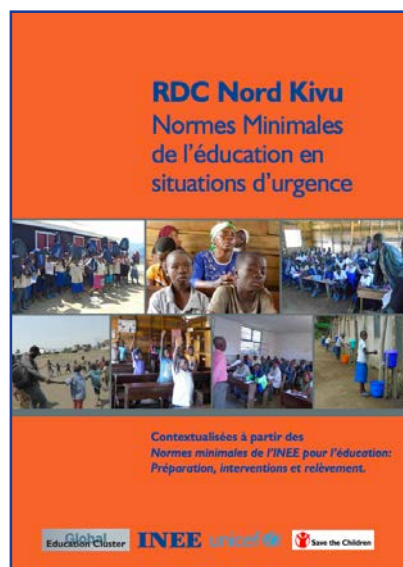
Communauté de langue française (French Language Community)



The French Language Community (FLC) continued in 2015 as INEE's largest language community with over 1,000 members. 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.

- Ensured the active participation of FLC members in the [2015 Global Consultation process](#);
- The FLC Facilitator led the workshop for the [INEE Minimum Standards contextualization in South-Kivu, DRC](#); the [handbook](#) was published in early 2016;
- The FLC team actively worked on translation throughout the year, including ensuring that the INEE website is available and up-to-date in French—www.ineesite.org/fr;
- Supported FLC members through email correspondence and phone interviews on various topics, including the European refugee crisis and inclusion of refugees in education;
- Compiled and disseminated regular resource updates to inform members of news, trends, tools, and events in the francophone sphere of EiE;
- [Meet-ups](#) were organised in several francophone countries;
- The [FLC Facebook page](#) now counts 756 followers and ensures more direct and interactive contact with members.

To find out more about the French Language Community, please visit the INEE website—www.ineesite.org/fr/communaute-de-langue-francaise.



Comunidade de Língua Portuguesa (Portuguese Language Community)



The INEE Portuguese Language Community (PLC) aims to leverage education in emergencies work in Portuguese-speaking countries—Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe and Timor Leste—by facilitating information, news, resources, experiences and knowledge sharing and networking amongst education professionals, academics, donors, civil society, UN Agencies and governmental representatives within this countries.

A part-time PLC Facilitator is based in Portugal with the institutional support of the [Institute of Education of the University of Minho](#).

Throughout 2015, the PLC facilitator engaged in a wide variety of activities at global, regional, and country levels, including:

- Trainings in [Brazil and Angola](#) on disaster risk reduction and contingency planning linked with INEE Minimum Standards;
- Meet-Ups in [Portugal and in Guinea-Bissau](#) with around 40 members engaged;
- Institutional representation in regional and national key events and networks: [Portuguese Coalition of the Global Campaign for Education](#); [South-South Lusophone Countries Cooperation Program](#); [Conference on the Post-2015 Agenda Challenges](#); partner meetings with [Camões, Instituto da Cooperação da Língua](#) and [Fundação Calouste de Gulbenkian](#); and trainings: [“Building a Better Response”](#);
- Dissemination of nearly 500 copies of the INEE Minimum Standards in Portuguese to members in Angola, Brazil, Cape Verde, Mozambique and Portugal;
- Fostering PLC members participation in the [2015 Global Consultation process](#) and other INEE events and initiatives;



- Compilation and sharing monthly resource updates to inform members of news, trends, tools, and events on Education in Emergencies within Portuguese speaking countries;
- Translation and review in English-Portuguese-English: reports, surveys, website content, documents, etc.

To find out more about the Portuguese Language Community, please visit the INEE website—www.ineesite.org/pt/comunidade-de-lingua-portuguesa.



© Andrea Naletto, Colombia

Comunidad Hispana (Spanish Language Community)



Throughout 2015, the Spanish Language Community (SLC) increased its membership and continued being for members an open space to exchange and learn about education in emergencies (EiE) and disaster risk reduction (DRR) in the Latin America context.

The SLC Facilitator represented INEE in the [Global Alliance on Disaster Risk Reduction and Resilience in the Education Sector](#) (GADRRRES), participating in bi-monthly meetings and supporting the organization of GADRRRES activities, including as part of the [World Conference on Disaster Risk Reduction](#) (WCDRR) and the [World Education Forum](#) (WEF). INEE also participated in several workshops to formulate a package of guidance materials for community-based safe school construction and to develop targets and indicators for the Comprehensive School Safety Framework (CSS). The primary initiative of GADRRRES in 2015 was to define the scope, mechanism, and strategy for spreading the [Worldwide Initiative on Safe Schools](#) (WISS).

The part-time SLC Facilitator continued to represent INEE in [Regional Education Cluster](#) initiatives

and meetings, which has helped ensure that INEE and others global EiE initiatives and priorities were included in the group's 2015 work plan. INEE played a key role in several Education Cluster initiatives, including: piloting a DRR indicator system in Ecuador and Guatemala and translating/contextualizing global WISS materials.

The SLC Facilitator supported the South American Regional Project [“More Education, less risk”](#), a [DIPECHO Project 2015-2016](#), which is being implemented by a consortium of UNESCO, Plan International, and Save the Children in Bolivia, Colombia, Ecuador, Peru, and Paraguay. One of the activities included in this project is the contextualization of the INEE Minimum Standards in at least two countries.

Throughout 2015, new resources and tools have been developed by a variety of actors in the Latin America countries, 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/comunidad-hispana.



International workshop on DRR and Education in Lima, Peru. © Claudio Osorio

INEE Global Meet-Ups



INEE Meet-Ups are informal gatherings in all corners of the globe where INEE members and others can network, share experiences, and discuss relevant topics. INEE's 2015 Global Meet-Up events took place from 14-26 May and throughout the whole month of November. Hundreds of members gathered in more than 40 locations around the world during each event; participants came from a wide variety of backgrounds, including researchers, education professionals, students, professors, and more.

The 2015 Meet-Ups—all organized by volunteers—ranged from informal occasions around a meal or coffee, to outdoors gatherings, to more formal events with panel-led discussions and learning sessions. Meet-Up participants engaged in a variety

of activities, including networking, discussions, presentations, poster designs, role plays, and interactive group work. The May 2015 Global Meet-Ups coincided with the INEE-led Global Consultation on EIE, so organizers had the option of focussing on the discussion topics of the global consultation.

Overall, Meet-Up organizers and participants felt the events were a success. Participants in Bissau shared their general concerns about the education sector and made recommendations on how to improve it, including: create a joint UN and government funding pool for education; and increase the governmental annual budget for education. Participants in London said that the Meet-Up helped them “keep the dialogue going, develop collaboration, and exchange lessons between professionals working on education in the context of emergencies.”



INEE Global MeetUp in Gaza. © Bilal Hamaydah



INEE MeetUp in Islamabad, Pakistan. © Abdul Jahan



INEE MeetUp in Braga, Portugal. © Sandra Fernandes



INEE MeetUp in Bangui, Central African Republic. © Gilberte Amari Agnimemel

Journal on Education in Emergencies

The first edition of the *Journal on Education in Emergencies (JEiE)* was published in October 2015!

[JEiE Volume 1, Number 1](#) contains four articles—three research articles and one field note—and one book review that cover a variety of scholarly/policy topics and types of research design. Topics include a review of research on history education in countries affected by conflict, the impact of psychosocial program interventions, and instructional techniques for teachers working with refugees.

Journal on Education in Emergencies—Volume 1, Number 1, October 2015

Editorial Note

by Dana Burde

EiE Research Articles

“Whether and How?” History Education about Recent and Ongoing Conflict: A Review of Research

Julia Paulson

Improving the Quality of School Interactions and Student Well-Being: Impacts of One Year of a School-Based Program in the Democratic Republic of the Congo

Catalina Torrente, Brian Johnston, Leighann Starkey, Edward Seidman, Anjali Shivshanker, Nina Weisenhorn, Jeannie Annan, and John Lawrence Aber

Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings

Mary Mendenhall, Sarah Dryden-Peterson, Lesley Bartlett, Caroline Ndirangu, Rosemary Imonje, Daniel Gakunga, Loise Gichuhi, Grace Nyagah, Ursulla Okoth, and Mary Tangelder

EiE Field Note

Conflict-Sensitive Teacher Education: Viewing EDC’s Experience with the South Sudan Teacher Education Project through a Conflict-Sensitive Lens

Lainie Reisman and Cornelia Janke

Book Review

From Classrooms to Conflict in Rwanda by Elisabeth King

Elizabeth Cole

The full first edition, as well as the individual articles, can be downloaded for free from the [JEiE web-page](#). More about the first edition, including a note from the Editor and full abstracts of the articles, can be read on the [INEE Blog](#).

The JEiE was established in response to the growing need for rigorous education in emergencies research to strengthen the evidence base, support EiE policy and practice, and improve learning in and across organizations, policy institutes and academic institutions. The JEiE facilitates EiE knowledge generation and sharing, thus contributing to the further professionalization of the EiE field.



Advocacy Working Group



The [INEE Advocacy Working Group](#) (AWG) was established in 2012 with a focus on reaching the goals set in the [Education Cannot Wait: Call to Action](#), in addition to responding to emerging advocacy opportunities identified by its members. In 2015, the AWG focused on supporting Strategic Priority 1 of the current [INEE Strategic Plan](#): *'To act as a global advocate and thought leader, promoting education for all and in all circumstances.'* With the continued emphasis on quality, equitable education for all in the [Sustainable Development Goals](#) (SDGs), and following several key global events that took place in 2015, the AWG has a clear mandate going forward.

The AWG works in an integrated, dynamic, consultative and transparent manner, ensuring linkages between individual organizations' advocacy campaigns and the overall goals of the group. Each member of the AWG is highly engaged in advocacy within his/her own organization, and the aim of the AWG is to engage in strong, concerted advocacy with the potential to have an even greater positive impact on policies and programming that improve the lives of the most vulnerable children and youth.

In 2015, much of the AWG's activity focused on the reconstitution of the group itself. In August, a new Advocacy Coordinator, seconded by the Norwegian Ministry of Foreign Affairs/[NORCAP](#), joined the INEE Secretariat. A new Charter for the AWG was drafted and a new set of priorities were developed. A call for membership was disseminated and new members were selected to join a reconstituted and rejuvenated AWG by the fall of 2015.

During the latter half of 2015, the AWG shaped messages resulting from the [INEE Global Consultation](#) (May) and the [Oslo Education for Development Summit](#) (July). The AWG also supported INEE's

participation in the Technical Strategy Group of the newly launched [Education Cannot Wait Fund](#). This support continued into 2016 as the development of the Fund accelerated. The Advocacy Coordinator also took part in the SDG 4 Regional Consultation for West and Central Africa, organized by UNESCO Dakar in November 2015, where she presented on how the INEE Minimum Standards could be used to support inclusion of education in emergencies in national education plans.

During the INEE meetings held in Geneva in October 2015, the AWG identified four key priority areas for its work in 2015-2017:

- 1. Prioritization of Education**, including advocating for increased political will and funding for education in all phases of an emergency. This priority has been closely linked to the launch of a new Education Cannot Wait Fund at the [World Humanitarian Summit](#) in May 2016. Education remains one of the most underfunded sectors in humanitarian responses globally, despite the repeated and continued requests for education by affected populations. Thankfully, strong and sustained advocacy efforts globally, led by key



Burundian refugees demanding education. © Eduardo Garcia Rolland Mtabila

influencers like Gordon Brown and Julia Gillard, have raised the profile of education in emergencies and protracted crisis to the highest levels of governments, donors, and the mass media. With this unprecedented attention, there is hope that the ambitious targets set in the [Education 2030 Framework for Action](#) will be realized, providing access to quality, inclusive education for millions of children and youth living in crisis.

- 2. Quality Education, including Promotion of the [INEE Minimum Standards](#)** as a foundational tool. The INEE Minimum Standards are aligned with the Sphere Humanitarian Standards and are based on a human rights framework. They are most useful when contextualized, a process that has occurred in a dozen countries to date. Although many international actors and national governments are aware of the INEE Minimum Standards, there remain challenges to their application and more evidence is needed that can inform targeted advocacy efforts. In addition to promotion of the INEE Minimum Standards, thematic areas within the definition of 'quality

education' are also in focus, including psycho-social support and socio-emotional learning and conflict sensitive education.

- 3. Displacement and Protracted Crises**, as the AWG recognizes the importance of focusing global attention on the plight of underfunded crises, as well as the challenges faced by protracted crises and, in particular, refugee and IDP situations which last, on average, 17 years, according to new statistics.
- 4. Protection**, and the variety of key issues to be incorporated into an integrated definition of how education provides protection through learning, including concepts of resilience, life skills, prevention of attacks against educational infrastructure and personnel, protection of the right to education, and the protection provided through safe places to learn and play for children and youth living in crisis. Thus, the AWG will address protection both in the sense of protecting education, but also through the message the learning is itself protection.

Education and Fragility Working Group



The [INEE Working Group on Education and Fragility](#) (EFWG), now in its third constitution, contributes to enhanced inter-agency collaboration, information sharing, and evidence-based advocacy in the field of education in emergencies and fragile contexts. The Working Group consists of 26 UN agencies, NGOs, donor agencies, and academic institutions, who each contribute to achieving the goals of the group through active engagement.

The EFWG has four objectives, which build on the achievements of the [2nd Working Group from 2011-2014](#):

1. Serve as a community of practice for the field of education in conflict/crisis, resilience and peacebuilding.
2. Contribute to building the evidence base by shaping and facilitating research/learning on EiE.
3. Provide thought-leadership in the field of education in conflict/crisis for the INEE membership and partners in the field, including facilitating linkages between academics and practitioners.
4. Bridge the academic-practitioner divide, by making research outcomes useable by practitioners working in crisis-affected contexts.

Below are highlights from the EFWG's activities in 2015:

Round Table on Countering Violent Extremism and Urban Violence

On 21st October 2015, the INEE Working Group on Education and Fragility organized a [Round Table on "The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism"](#). This event, which was hosted by UNHCR at its headquarters in Geneva, Switzerland, brought together more than 70 participants from INEE's three

working groups, academics, practitioners, and policymakers working in the field of urban violence and violent extremism.

The event aimed to foster a better understanding of both the positive and negative roles that education can play in mitigating, preventing, and exacerbating the active engagement of young people in forms of violence and violent extremism.

The specific objectives of the round table were two-fold:

1. To share research and experience on the intersection of education, urban violence and violent extremism;
2. To articulate priority areas for research and programming, and discuss possible INEE engagement in the field of education, urban violence and violent extremism.

Framing sessions on each of the topics (urban violence and violent extremism) were led by academics and expert practitioners in these fields. Six case studies, presented by UN agencies, NGOs and donor agencies, provided evidence and examples of education interventions designed to reduce the existence of urban violence and violent extremism in specific contexts ranging from Afghanistan to South Africa to Yemen. The round table also in-

cluded youth participants who were invited to share their experiences of violence or violent extremism.

The event resulted in an increased understanding among participants of the role of education in mitigating or exacerbating forms of violence and violent extremism and contributed towards enhanced evidence on the current policies, programmes, and research that address these issues.

The EFWG produced a [report](#) of the event and is continuing to pursue its aim of increasing the evidence base around education interventions to counter or prevent violent extremism. To that end, the EFWG is developing a catalogue of relevant resources to share throughout the network. And, in 2016, the EFWG will carry out desk research and interviews with practitioners and stakeholders to further increase the evidence base on education programmes interventions to prevent violent extremism.

Focus areas of INEE Working Group on Education and Fragility

Based on the goals of the [2014-2017 INEE Working Group on Education and Fragility](#), and in light of the [INEE 2015-2017 Strategic Plan](#), in early 2015, the EFWG drafted a new work plan and identified thematic areas of focus for 2015-2016:

- Forced Displacement and impact on education
- Conflict-Sensitive Education
- Youth, Violence, and Peacebuilding
- Psychosocial Support (PSS) & Social and emotional learning (SEL), for children & youth in fragile states

The EFWG fed into the initial drafts of the forthcoming DfID Topic Guide to Refugee and IDP Education, which will be published in 2016. Building on emerging research, the EFWG will organize a round table in 2016 to highlight key issues affecting displaced populations' pursuit of education and challenges to providing education to those affected by crisis.

The EFWG teamed up with the INEE Standards and Practice Working Group to enhance the work carried out on [conflict-sensitive education \(CSE\)](#). A

mapping and analysis of CSE implementation was initiated, and will continue in 2016, with the aim of identifying mechanisms to expand the use of the CSE pack and develop a work plan for increased use based on assessments and learning organisations applying the CSE pack.

Finally, an inter-working group was formed with the INEE Standards and Practice Working Group to address socio-emotional learning and psychological support responses for those affected by emergencies and protracted crises. This work will continue in 2016, with the aim of enhancing understanding of how these two approaches intersect, and to provide practical guidance to practitioners working in these fields.

Extended Mandate of the Working Group

During its bi-annual meeting in October 2015, the INEE Steering Group approved the extension of the EFWG's mandate by one year from October 2016 to September 2017 to enable the completion of the work plan in line with grants that currently support EFWG activities. The current membership of the EFWG will continue during the extension period and the group will reconstitute with a new membership in October 2017 through an open application process.

In light of the priorities of the INEE 2015-2017 Strategic Plan and to better reflect the functional focus of the group, the Education and Fragility Working Group decided to change its name to the '**Education Policy Working Group**'. With the approval of the INEE Steering Group, this change will go into effect in early 2016.



Standards and Practice Working Group



In September 2015, INEE inaugurated the sixth INEE Minimum Standards Working Group with a renewed mandate and reconstituted membership. The current group (2015-2017) includes 29 members from 20 countries, 19 are new members to the group. This group builds on the background, legacy, and strengths of previous working group achievements, including around knowledge management, contextualization, and application of the INEE Minimum Standards and capacity development.

To better reflect the functional focus of the group, it was renamed the [Standards and Practice Working Group](#). Based on the INEE Strategic Plan (2015-2017) the following outcomes have been prioritized by the INEE WG:

1. Education policies and programming strengthened due to an increased application, contextualization, and institutionalization of the INEE Minimum Standards and other good practice tools;
2. Timely and contextualized knowledge on EiE, including on emerging issues and current crises, is generated and shared widely inform advocacy, policy and practice;
3. Greater accessibility and applicability of existing EiE-related research and knowledge through improved knowledge mobilization and knowledge sharing systems;
4. Capacities of EiE professionals have been strengthened and the field further professionalized through the implementation of innovative and sustainable capacity development strategies;
5. Increased engagement and partnerships with non-traditional players including the private sector, multinational companies operating in fragile

contexts, non-traditional government partners, social innovators from the global North and South, and technology companies;

6. Strengthened and more active relationships with humanitarian and development standards setting initiatives, INEE members in the field, and under-represented members.

For more information on the WG's strategic plan and membership see the [WG Charter](#).

INEE Minimum Standards Contextualization

The INEE Minimum Standards are most relevant, meaningful, and effective when they are contextualized or adapted for each local setting. The INEE Minimum Standards have been contextualized in 11 countries to-date. In 2015, INEE and partners completed the contextualization of the INEE Minimum Standards in Jordan (available in [English](#) and [Arabic](#)), Bangladesh (available in [English](#) and [Bangla](#)), and initiated the contextualization process in the Democratic Republic of Congo—North Kivu (published in [French](#) in 2016). INEE is currently involved in four additional cluster-led MS contextualization processes in Iraq (Kurdistan), Iran, Sudan, and Ecuador. Visit the INEE website for more information and guidance on how to [contextualize the INEE Minimum Standards](#).

Early Childhood Development in Emergencies Module

INEE, in collaboration with Unicef and Education Cluster partners, developed a 120-minute training module on Early Childhood Development in Emergencies (ECDiE) as part of the [INEE-Education Cluster EiE Training Package](#). At the end of the session, participants will be able to: describe what is ECDiE; explain the rationale for ECDiE; describe some key program components of ECDiE; and explain potential partnerships in ECDiE. The development of this module was a collaborative, inter-agency effort based on input from a technical reference group and feedback from eight pilot trainings. The [ECDiE module](#) includes a PowerPoint, facilitator guide and supplemental interactive activities.

The Brightest Hope: Essays from around the world on the importance of education in times of crisis

Drawing from INEE's 2014 global [Education in Emergencies Essay Contest](#), in 2015 INEE designed a collection of twelve of the most powerful essays in a booklet entitled, [The Brightest Hope: Essays from around the world on the importance of education in times of crisis](#). To promote these important stories, INEE worked with Unicef's Beyond School Books Podcast to develop an [episode](#) featuring two of the essayists: Ivy Kimtai, 21, from Kenya and Jephthah Temona, 19, from Nigeria. In November, INEE in collaboration with the UN Secretary General's Global Education First Initiative (GEFI) organized the [The Brightest Hope Launch Event](#) at the United Nations in New York that focused on education in crisis situations and the supporting role of technology and innovation to reach the most marginalized learners. The event helped build partnerships and shared understanding across the education and humanitarian, and the scientific and technology communities. A webcast of the event is available [here](#).

Global Humanitarian Standards Partnership

Since 2008, INEE has worked with the Sphere Project and other Companion Standards to explore ways to strengthen the network of humanitarian standards-setting initiatives, to improve collabora-

tion, and to expand the cooperation with all humanitarian standards. A 2015 scoping study showed widespread support for a proposed partnership among humanitarian practitioners. The study articulates the rationale for developing a common standards platform, including the needs it will respond to and the deliverables expected. And thus was born the Global Humanitarian Standards platform, which will be launched in 2016.

INEE Tools and Resources

INEE completed a highly consultative, consensus-based process to develop an [Education in Emergencies Terminology Bank](#) designed to support a common understanding and correct and universal usage of key EiE terms. The EiE Term Bank is now part of the INEE Toolkit and includes functionality that allows content to be browsed alphabetically or by thematic area, and searched by keyword.

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 crisis contexts. In 2015, the INEE Toolkit received 14,495 unique visitors from 192 countries, viewing over 50,044 pages. A total of 15,905 tools and resources were downloaded. INEE has also continued to provide hard copies of INEE materials to INEE members; in 2015, 2,490 hardcopies of INEE materials in five languages were requested and distributed globally.

INEE also led a global survey to shed light on member use of the Toolkit and to gather member ideas on how to improve the Toolkit. The survey received 169 usable responses and its findings will inform future updates to the INEE Toolkit.



© Shahzad Ahmad, Norwegian Refugee Council, Khyber Pakhtunkhwa, Pakistan

Communications



Throughout 2015, INEE members utilized the network's myriad ways to share and receive vital information. 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 information, knowledge, tools, and people they need to do their work.

Website — www.ineesite.org



The INEE website continues to be the go-to source for content relevant to the field of education in emergencies.

The website, which is fully accessible in English, French, Spanish, Portuguese, and Arabic, contains more than 150 pages of material. And the website's 'dynamic' feeds contained a wealth of new content on a daily and weekly basis throughout 2015: *308 jobs, 102 resources, 718 news items, 84 blog posts, 26 videos, and 67 events.*

EiE Crisis Spotlights



INEE also expanded its [Education in Emergencies Crisis Spotlights](#) series to include a profile on the devastating earthquake in Nepal. The aim of the *EiE Crisis Spotlights* series is to provide up-to-date information about the impact of natural disasters and conflicts on education around the world, in order to raise awareness and to advocate for increased response. This series primarily highlights crises that are outside the mainstream media ("forgotten"); some high-profile crises are also included. INEE members are encouraged to contribute to the upkeep of these profiles by sending updates.

In terms of web traffic, 2015 was INEE's busiest year to date, with more than 654,000 total pageviews and 74,000 unique visitors. The vast majority of visitors access the website while browsing in English, but French, Spanish, Arabic, Portuguese, and German are other popular languages. Visitors come from all over the world, with the USA, the UK, France, Canada, Kenya, Switzerland, India, Mexico, Jordan, and Germany rounding out the top ten countries of origin.

Data indicate a growing number of visitors are accessing the INEE website on tablets and mobile devices (around 20%), emphasizing the need to redesign the site to make it responsive to all platforms. Pending funding, this process will be carried out in 2016.

Email Communications



Newsletters and emails continue to be a critical 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 2015, INEE managed 18 distinct mailing lists and sent more than 310 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 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 [subscribe to 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 by INEE's many partners and members.



© UNICEF, Ganta Town, Liberia

In 2015, the INEE English [Facebook](#) page saw an increase in followers from 4,129 to 4,923 (+20%); the English [Twitter](#) channel, from 2,413 to 3,240 (+35%); and the [LinkedIn](#) page, from 1,274 to 1,659 (+30%). The INEE [YouTube](#) channel currently has 126 subscribers (+100%) and more than 22,500 views (+20%).

Meanwhile, the INEE French [Facebook](#) and [Twitter](#) channels have continued to grow their smaller but equally engaged followings, from 638 to 733 (+13%) and 48 to 60 (+25%), 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 2015, INEE published 84 blog posts 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 the contributors ranged from displaced students to former prime ministers.

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 2015 blog include:

- [4 Things Your Institution Can Do to Support Education in Crisis](#), by Jon Grosh, Publications Manager at the Institute of International Education
- [The War on Education](#), by Silje S. Skeie, Special Advisor on Education at the Norwegian Refugee Council



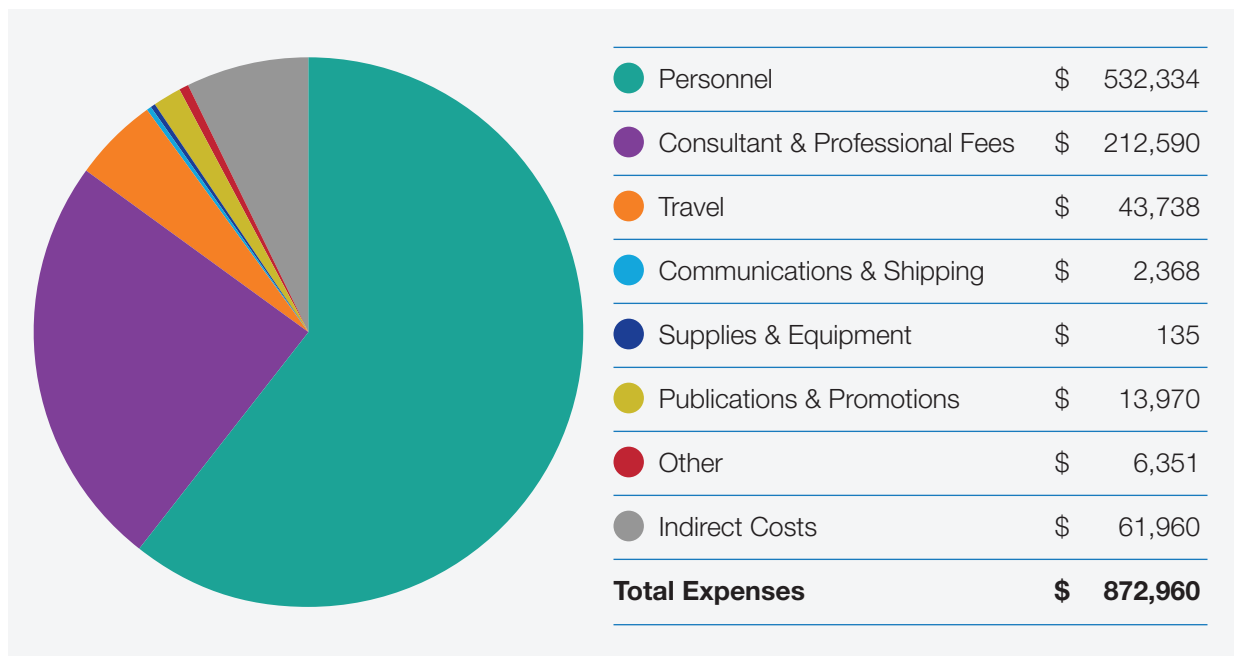
Girls at the Hearing Impaired Foundation of Afghanistan, a school that helps prepare children to attend mainstream schools. © Karin Beate Nosterud, Save the Children

- [Four poor excuses for neglecting children's education in crises – and what to do about it](#), by Susan Nicolai, head of the Development Progress project at the Overseas Development Institute
- [Why Standards Matter in Humanitarian Response](#), by the INEE Working Group on Minimum Standards and Network Tools
- [Dear Teachers, Please come back to school](#), by Ivy Kimtai
- [6 Reasons to Elevate the Importance of Tertiary Education in Emergencies](#), by Heather Donald and Sandra Steiger, graduates of the inaugural Higher Education in Emergencies course
- [Education: A Lifeline, Not a Luxury](#), by Dr. Sarah Smith, Senior Director, International Rescue Committee
- [Reflections on emerging trends for financing education post-2015](#), by Aleesha Taylor, Deputy Director, Open Society Foundations
- [Education cannot wait, and yet it always does](#), by Kate Redman, Communications and Advocacy Specialist, EFA Global Monitoring Report
- [Gypsy in Geneva](#), by Madeeha Ansari
- [Education is the key to integrating refugees in Europe](#), by Christian Bodewig, Program Leader, World Bank
- [How can Teachers be Supported to Provide Quality Learning in Emergency and Conflict Situations?](#), by John J. Lujang Wani, Ministry of Education, South Sudan
- ...and many more at www.ineesite.org/blog.

Financials

This unaudited report represents the expenses incurred by INEE during calendar year 2015—January 1 through December 31. The value of in-kind support to the network is not included in this report.

INEE’s fiscal administration and oversight is provided through our partners, the International Rescue Committee (IRC), a nongovernmental organization with 501c(3) tax-exempt status in the United States, and the Norwegian Refugee Council (NRC), 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 these partners.



Acknowledgements



Funding Support

INEE would like to thank all who provided support to the network during 2015. The network functions on funding received through grants, contracts, contributions, and in-kind donations.

Direct financial support from which INEE drew funds in 2015:

- Anonymous (via IRC, August 2014—July 2016) \$525,000
- Concern Worldwide (via IRC, January—December 2015), \$6,200
- Department for International Development (via IRC, August 2014—March 2015) £45,979
- Education Above All Foundation (via IRC, October 2015—September 2016), \$100,000
- Mercy Corps (via IRC, December 2015—March 2016), \$69,499
- Norwegian Ministry of Foreign Affairs (via NRC, June 2014—September 2015), NOK 781,000
- Online Donations (via IRC), \$1,522
- Open Society Foundation (via NRC, February 2015—July 2015), \$10,000
- Steering Group (2015 direct financial support) \$90,000
- UNICEF (via IRC, May—July 2015), \$28,205
- UNICEF (via ICR, December 2015—March 2016), \$58,592
- UNICEF Early Childhood Development (via IRC, May 2014—February 2015) \$19,710
- USAID (via IRC, January 2015—January 2018), \$690,000
- World Bank/Global Partnership for Education (via IRC, May—August 2015), \$32,129

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 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 and Task Teams. The work would not be done without you.

INEE extends special thanks to Teachers College, Columbia University in New York City for hosting the INEE Working Group and Steering Group meetings in late April 2015. We are indebted to Mary Mendenhall, EdD, and Julie Dunn, for coordinating the arrangements at Teachers College. Thank you to also Teachers

College for providing refreshments during our breaks and to UNICEF for underwriting the catering costs for lunches during the meetings.

INEE is grateful to UNHCR for hosting the Working Group meetings and the round table sessions on the “Role of Education and Youth in Preventing Urban Violence and Violent Extremism” at their headquarters in Geneva in October 2015. Secretariat staff member, Laura Davison, is to be commended for her efforts organizing the logistics at UNHCR and finding a cake to help INEE celebrate our 15th anniversary! We also thank UNESCO for underwriting the costs of the reception to launch the *Journal on Education in Emergencies* while we were gathered together in Geneva for the Working Group meetings. The International Institute for Education Planning (IIEP) at UNESCO printed copies of the Journal on Education in Emergencies to distribute at the reception. Thank you.

Thank you very much to RET International and Marina Anselme for hosting the Steering Group meeting in October at the RET office in Geneva.

INEE sends a special thank you to Marc Engle for his pro bono graphic design services throughout the year.

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 2015. We are also indebted to NORCAP for seconding Ronit Cohen and Jessica Hjarrand to the INEE Secretariat to fulfill the role of Advocacy Coordinator. NORCAP is administered by the Norwegian Refugee Council and funded by the Norwegian Ministry of Foreign Affairs. Thank you to all.

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

- International Rescue Committee, Jennifer Sklar (Co-Chair)
- NORAD, Randi Gramshaug
- Norwegian Refugee Council, Silje Sjøvaag Skeie
- Open Society Foundations, Aleesha Taylor
- RET International, Marina Anselme (Co-Chair)
- UNESCO, Kerstin Holst
- UNHCR, Ita Sheehy
- UNICEF, Brenda Haiplik
- USAID, Nina Papadopoulos
- World Vision International, Wendy Smith

We extend a thank you to Ian MacPherson who was Open Society Foundations' Steering Group representative until mid-year. We also thank the following organizations and representatives who cycled off the Steering Group in the Spring of 2015: ChildFund International, Anita Anastacio; Save the Children Alliance, Rachel McKinney; and World Bank, Joel Reyes, who also served as co-chair. We are grateful for the guidance and service that you offered during your tenure.

INEE Advocacy Working Group (2015-2017, renamed October 2015)

- Association pour la Réhabilitation des Sinistrés (ARS), Burundi—Pierre Justin Nkunzimana and Jean Claude Karerwa
- ChildFund International, USA—Anita Anastacio and Janella Nelson
- Education Cluster, Switzerland—Ellen van Kalmthout
- European Commission, Belgium—Helena Soares
- Frankel Family Foundation, USA—Mimi Frankel
- Global Coalition to Protect Education from Attack (GCPEA), USA—Diya Nijhowne
- Global Partnership for Education (GPE), USA—Jesper Andersen and Margarita F. Licht
- Independent Member, Switzerland —Pilar Aguilar
- Independent Member, Spain—Zuki Karpinski
- Mavi Kalem Social Assistance and Charity Association, Turkey—Zeynep Turkmen Sanduvac and Dr. Filiz Ayla, Turkey
- NORAD, Norway—Randi Gramshaug
- Norwegian Refugee Council (NRC), Norway—Silje Sjoavaag Skeie
- Plan International, USA—Sweta Shah
- Protect Education in Insecurity and Conflict (PEIC), Qatar—Margaret Sinclair
- RET, Switzerland—Jennifer Roe & Zeynep Gunduz
- Save the Children Norway (Redd Barna), Norway—Bergis Joelsdottir
- Save the Children, UK—Claire Mason & Phillippa Lei
- Save the Children, US—Rachel McKinney
- UNESCO—International Institute for Educational Planning (IIEP), France—Lyndsay Bird
- UNICEF, USA—Brenda Haiplik
- UNRWA, Jordan—Gabriel El Khili
- A World at School, USA—Kolleen Bouchane
- INEE Coordinator for Education Cannot Wait Advocacy, Norway—Jessica Hjarrand
- INEE Director, USA—Dean Brooks
- INEE Senior Coordinator, Communications, USA—Peter Transburg

INEE Education and Fragility Working Group (2014-2016)

- AVSI Foundation, USA—Jackie Aldrette and Clémentine Cholat
- Berghof Foundation, Germany—Uli Jäger and Anne Romund
- CfBT Education Trust, UK—Ruth Naylor and Susy Ndaruhutse
- Children in Crisis, UK—Peter Simms and Amy Parker

- Concern Worldwide, USA—Lincoln Ajoku and Jenny Hobbs
- Department for International Development (DFID), UK—Katrina Stringer and Martyn Shannon
- Education Development Center, USA—Sarah Nogueira Sanca and Gustavo Payan-Luna
- European Commission, Belgium—Stijn De Lamei
- GLZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), Germany—Sophia Palmes and Athisia Muir
- Global Partnership for Education, USA—Jesper Andersen
- Protect Education in Insecurity and Conflict (PEIC), Qatar—Margaret Sinclair and Mark Richmond
- Plan International, USA/UK—Wendy Wheaton and Sweta Shah
- Save the Children, South Africa—Veronique Ringot and Emily Echessa
- Search for Common Ground, US—Lakhshitha Saji Prelis, Vanessa Corlazzoli and Rebecca Herrington
- Sophia University, Japan—Taro Komatsu and Miki Sugimura
- Swisspeace, Switzerland—Sabina Handschin and Sidonia Gabriel
- Teachers College, Columbia University, USA—Susan Garnett Russell and Mary Mendenhall
- UNESCO—International Institute for Educational Planning (IIEP), France—Lyndsay Bird and Morten Sigsgaard
- UNHCR, Switzerland—Ita Sheehy, Sonia Gomez and Marie Maier-Metz
- UNICEF, USA—Friedrich Affolter and Brenda Haiplik
- University of Amsterdam, The Netherlands—Mieke Lopes Cardozo and Sean Higgins
- University of Florence, Italy—Giovanni Scotto and Sabbiano Cunsolo
- University of Minho, Institute of Education, Portuga—Júlio Santos and Rui Manuel Ferreira da Silva
- USAID, USA—Yolande Miller-Grandvaux and Nina Weisenhorn
- World Bank, USA—Joel E. Reyes and Luis A. Benveniste
- World Vision International, Switzerland—Lucy Strickland and Layal T.E. Sarrouh
- INEE Coordinator for Education and Fragility, Switzerland—Laura Davison
- INEE Director, USA—Dean Brooks
- INEE Administration Officer, USA—Lindsey Fraser

INEE Standard and Practice Working Group (2015-2017, constituted/renamed October 2015)

- ActionAid, South Africa—John Abuya and Peter Hyll-Larsen
- ChildFund International, USA—Janella Nelson and Anita Anastacio
- Creative Associates International, USA—Joy du Plessis and Wendy Wheaton
- Family Health International (FHI 360), USA—Dr. Anne Smiley and Lori Moser
- Finn Church Aid, Finland—Minna Peltola and Mary Tangelder

- Global Partnership for Education, USA—Fazle Rabbani and Jesper Andersen
- IBIS, Denmark—Irene Fredriksson and Bent Jahns
- International Rescue Committee (IRC), USA—Paul Frisoli and Rena Deitz
- Jesuit Refugee Service, Italy—Fr. Joaquin Martinez, S.J. and Nadezhna Castellano-Sosa
- Jusoor, USA—Suha Tutunji and Maya Alkateb-Chami
- Libraries without Borders, USA/France—Barbara Schack and Muy Cheng Pelch
- Mavi Kalem, Turkey—Zeynep Turkmen Sanduvac and Filiz Ayla
- National Campaign for Education Nepal, Nepal—Raj Kumar Gandharba and Ram Gaire
- Norwegian Refugee Council, Norway—Andrea Naletto and Ariel Alejandro Rivera Solari
- People in Need, Czech Republic—Zuzana Pernicová and Marie Skalova
- Plan International, USA—Sweta Shah and Lena Thiam
- Qatar Foundation International, USA—Carine Allaf and Maggie Mitchell Salem
- RET, Switzerland—Marina Anselme and Jennifer Roe
- Reach Out to Asia (ROTA), Qatar—Essa Ali Al-Mannai and Zarmina Nasir
- Save the Children, Norway/Australia—Bente Sandal-Aasen and Nora Charif Chefchaouni
- Save Youth Future Society, Palestine—Rosa Smolinska and Ibrahim Ashour
- Spark Syria, Netherlands—Nasser Ishaq and Daphne Mulder
- Teachers College, Columbia University, USA—Mary Mendenhall and Susan Garnett Russell
- UNESCO Abuja Office, Nigeria—Ngozi Amanze
- University of Geneva, Switzerland—Barbara Moser-Mercer and Simon Hug
- University of Tromsø, Norway—Jon-Håkon Schultz
- UNRWA, Jordan—Frosse Dabit and Caroline Pontefract
- WarChild, Holland/Canada—April Coetzee and Nikki Whaites
- World Vision International, USA—Wendy Smith
- INEE Coordinator, Standards and Practice, USA—Arianna Pacifico

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

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

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

Adolescents and Youth Task Team Conveners

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); Jennifer Roe, RET; and Nina Weaver, INEE Intern

Gender Task Team Conveners

Sarah Chakrin, Independent Consultant; Aya Takemoto, College Board; Jan Edwards, Independent Consultant; and Joshua Eshuchi, Afghan Ministry of Education

Inclusive Education and Disability Task Team Convener

Ingrid Lewis, Enabling Education Network (EENET)

INEE Secretariat

- Dean Brooks, Director (Hosted by IRC, NYC)
- Laura Davison, Coordinator, Education and Fragility (Hosted by UNHCR, Geneva)
- Lindsey Fraser, Administration Officer (Hosted by IRC, NYC)
- Jessica Hjarrand, Coordinator, Advocacy (Hosted by NRC, Oslo)
- Arianna Pacifico, Coordinator, Standards and Practice (Hosted by IRC, NYC)
- Peter Transburg, Senior Coordinator, Communications (Hosted by IRC, San Francisco)

INEE would like to acknowledge the service of Secretariat members who transitioned to other professional opportunities during the course of 2015: Tzvetomira, Laub, Senior Coordinator, Minimum Standards and Network Tools; Ronit Cohen, Coordinator, Education Cannot Wait Advocacy; and Joanna Watkins, Program Assistant, Minimum Standards and Network Tools. INEE appreciates the quality contributions they have made to the network and we wish each of them continued success in their future endeavors.

INEE Language Community Facilitators

A special thank you to our Language Community Facilitators who provided support to the multilingual outreach services of the network and provided additional support to the Global Consultation on Education in Emergencies that will ensure better support and financing for education in emergencies.

- 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)

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.

Interns who worked with us in 2015 include: Cindy Christensen, Kylie Garner, Celine Gest, Margo Goll, Micah Houston, Derya Kaygisiz, Van Leduc, Manar Marouf, Kate Min, Sarah Mitchell, Kasumi Takahashi, Abdou Seye, Lna Sawalha, Carey Utz, Nina Weaver, Mary Winters, and Anna Zuzek.

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 2015: Allison Anderson, Caroline Keenan, Heddy Lahmann, Tom Lent, Sue Lightfoot, Dody Riggs, and Jamie Weiss-Yagoda.

INEE Journal on Education in Emergencies

We would like to acknowledge the effort of the following individuals who contributed their time to help ensure the quality and success of the first issue of the *Journal on Education in Emergencies*: Dana Susan Burde, PhD, New York University, Editor-in-Chief; Heddy Lahmann, New York University, Managing and Technical Editor; Jo Kelcey, New York University, Technical Editor; and members of the Editorial Board - Carine Allaf, PhD, Qatar Foundation International; Mark Ginsburg, PhD, FHI360; Elisabeth King, PhD, New York University; Mary Mendenhall, EdD, Teachers College, Columbia University; Susan Garnett Russell, PhD, Teachers College, Columbia University; Sweta Shah, Plan International; and James Williams, EdD, George Washington University. A special thank you to the many anonymous reviewers who also contributed their time.

The good people at [Zaengle Corporation](#) 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](#). Special thanks to Eric for his patience!

Donate to INEE!

DONATE NOW
SUPPORT LEARNERS IN CRISIS

Help provide quality education in emergencies.

With more than 12,000 members in over 170 countries, INEE serves a diverse group of practitioners, students, teachers, UN and NGO workers, government officials, and affected populations. Like our members, INEE is committed to ensuring all persons their right to quality, safe, and relevant education in emergencies and crisis-prone contexts.

Your tax-deductible gift will help INEE continue to provide the necessary resources, tools, and information that make learning possible for millions of the world's poorest people.

Give the gift that can never be lost, broken, or taken away! Donate now.

www.ineesite.org/donate



Visit ineesite.org to learn more and join INEE | For any inquiries, please contact info@ineesite.org

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

