Dear members of the INEE community:

We write this during the early months of the COVID-19 pandemic, a global emergency that, aside from forcing a delay in publishing this report, is sure to dominate all reports and retrospectives of the year 2020. That will come later. The focus of this report is the year 2019, during which the Inter-agency Network for Education in Emergencies (INEE) made significant progress toward achieving its goal of ensuring quality, safe, and relevant education for all those affected by emergencies and protracted crises.

We are pleased to share with you, in this 2019 Annual Report, a summary of the network’s many activities and accomplishments, which are organized by INEE’s four strategic priorities and six primary functions: community building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing.

A shortlist of notable 2019 achievements that you’ll find in this report includes: increasing the INEE membership by more than 1,300 new members; launching a fully redesigned website (inee.org); freshening up our logo and visual identity; holding our working groups meeting in virtual format for the first time; fortifying an education in emergencies learning agenda; hosting more than 20 webinars; playing a leading role in the first ever Global Refugee Forum, including making four pledges; publishing new tools on gender and teacher wellbeing; and much, much more!

We encourage you to click the many links in this report to read more about the results of our collective and cooperative efforts in 2019. Your engagement with INEE is critical, and we look forward to working together with you to face the challenges in the years ahead.

Sincerely,

Annina Mattsson
Dubai Cares
INEE Steering Group Co-Chair

Benoit d’Ansembourg
UNHCR
INEE Steering Group Co-Chair
Community building

Member of the Education Cannot Wait High Level Steering Group and Education Cannot Wait Executive Committee

Member of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)

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

Member of the multi-sectoral Humanitarian Standards Partnership (HSP) and representative of the HSP on Sphere’s Executive Committee

Member of the Global Partners Project with the Global Education Cluster (GEC) and UNHCR, supported by Education Cannot Wait (ECW)

Member of the UNESCO International Teachers Task Force

Convening

Convened a Reference Group for the Global Partners Project; January

Co-hosted an Education in Crisis and Conflict Reception at CIES; San Francisco, April

Established a new task force on humanitarian-development coherence; May
STRATEGIC PRIORITY 1 (CONT.):

Provide thought leadership and global advocacy.

Co-hosted with Finn Church Aid (FCA) and the University of Helsinki a conference on inclusive education in emergencies; Helsinki, May

Hosted an online dialogue about achieving SDG4 for children and youth affected by crisis; July

Co-hosted with the International Education Funders Group (IEFG) an UNGA side event on the role of philanthropy in education in emergencies; New York, September

Amplifying and advocating

Rested the INEE logo and brand identity; May

Produced an advocacy brief for the High Level Political Forum entitled Achieving SDG4 for Children and Youth Affected by Crisis; July

Celebrated the 30th anniversary of the Convention on the Rights of the Child; November

Facilitating and learning

Hosted a webinar on Using Human Rights in Advocating for Better Education in Emergencies; January

Presented INEE’s Conflict Sensitive Education approach at ICRC-PEIC Workshop on Education in Emergencies; Geneva, June

Children playing during a school break in El Rosario, Colombia; Juan Arredondo/IRC
STRATEGIC PRIORITY 2:

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

Amplifying and advocating
Hosted a webinar on Advocacy for Refugee Education; October
Published Teacher Stories: Education in Crisis and Displacement Contexts as a collection of vignettes and videos; October
Co-hosted with Translators without Borders a webinar on Language Solutions for Education in Emergencies, following a related survey of EiE practitioners; October
Conducted an orientation on the INEE Minimum Standards for 150 youth as part of the MENA Youth Capacity building in Humanitarian Action (MYCHA); Doha, November

Facilitating and learning
Gave an orientation on the INEE Minimum Standards at the SIDA high-level conference on education in emergencies, May
Conducted a full-day orientation on the INEE Minimum Standards for INEE Working Group members; Helsinki, May
Conducted a week-long orientation on the INEE Minimum Standards and PSS/SEL for Plan Indonesia and representatives from Ministry of Education; Jakarta, June
Hired the first ever INEE Capacity Building Coordinator and developed a capacity building strategy; July
Co-hosted with USAID Middle East Education Research, Training, and Support (MEERS) a 4-part webinar series on navigating education in emergencies data; July
Facilitated a training on the INEE Minimum Standards and PSS/SEL at the Geneva Summer School on Higher Education in Emergencies & Crises (related video); Nairobi, January and December

Students attending school in a village outside of Kabul, Afghanistan; Lynsey Addario/Save the Children
Provided an orientation on the INEE Minimum Standards for the University of Tromsø, February
Co-hosted with GBC-Education a webinar on business partnerships in education in emergencies; March
Published a series of case studies on Teachers in Crisis Contexts: Promising Practices in Teacher Management, Professional Development, and Wellbeing; October
Provided individualized technical assistance in response to more than 30 requests from network members
Translated more than 104 communications pieces and publications from English to Arabic, French, Portuguese, and Spanish; more than 742,000 translated words, in partnership with Translators without Borders

STRATEGIC PRIORITY 2 (CONT.):
Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.

Young girl walks through Al-Meshqafa camp, Yemen; Mahmoud Al-Filstini/NRC

Translation jobs from English to Français, Español, Portugués, and العربية.

Translated words from English to Français, Español, Portugués, and العربية.
**Features of the new INEE website, launched in May 2019:**

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

**Top 10 Downloads**

- INEE Guidance Note on Gender (En) 1715
- INEE Minimum Standards 1305
- INEE Advocacy Brief 753
- INEE PSS-SEL Training Module Facilitator Guide 553
- TiCC Training Pack 535
- INEE PSS-SEL Training Module PPT 529
- INEE Guidance Note on PSS 467
- INEE Guidance Note on Gender (Fr) 237
- INEE Pocket Guide to Gender 221
- INEE Strategic Framework 216

**Average monthly downloads.**

- **18,540**
- **24,729**

**Average monthly visitors.**

- **30,193**

**Average monthly page views.**

**Visitors by Country**

- United States of America 39,339
- United Kingdom 11,012
- Kenya 4,337
- France 4,052
- Yemen 3,562
- Turkey 3,358
- Canada 3,331
- Jordan 2,556
- Netherlands 1,471
- Nigeria 1,351
STRATEGIC PRIORITY 3: Provide, curate, and organize knowledge to inform policy and practice.

Convening
Organized the *Education in Emergencies Data Summit* and produced a *long-term vision and action agenda* for EiE data, in partnership with NORRAG, the Swiss Agency for Development and Cooperation (SDC), and the USAID Middle East Education Research, Training, and Support (MEERS) program (related blog); Geneva, June

Published the *Journal on Education in Emergencies, Volume 5, Number 1*; December

Launched the *MENAT Measurement Library*, in partnership with the International Rescue Committee (IRC) and New York University (NYU) Global TIES for Children (related webinar); October

Amplifying and advocating
Ensured that education in emergencies was included in the *Abidjan Principles*, and reflected in a blog about the human rights obligations of States to provide public education; February

Facilitating and learning
Hosted a multilingual *series of webinars* to demystify the process of submitting and publishing manuscripts and *notes from the field* in the *Journal on Education in Emergencies (JEiE)*; February and October

Knowledge management
Redesigned the *EiE Toolkit* around the INEE Minimum Standards; May

Launched the 3rd call for *E-Cubed* proposals to strengthen the EiE evidence base; May

Facilitated consultations on the *INEE Learning Agenda* in partnership with Global Challenges Research Fund (GCRF); Amman, February and Bogota, December

Grade five students in a classroom at Phonsivilay Primary School, Meun District, Lao PDR; Kelley Lynch/GPE
Provided, curate, and organize knowledge to inform policy and practice.

Developed a training module on psychosocial support and social emotional learning (PSS_SEL) (related webinar); November

Provided more than 2,100 hard copies of INEE materials and resources to 61 members in 29 countries, including organizations, individuals, and MoEs for training, research, advocacy, program development, and personal use.

Updated the INEE website—inee.org—on a daily basis with resources, news, events, jobs, blogs, and other content; more than 709,000 page views by 278,000 new and returning users.

Sent 285 emails and newsletters in En, Ar, Fr, Es, and Pt via 21 mailing lists to more than 16,000 subscribers.

Published regularly on social media (Twitter in En and Ar; Facebook in En, Ar, and Fr; LinkedIn in En; and YouTube in En).

Published a landscape review on teacher well-being (related webinar); August.

GUIDANCE NOTE
GENDER
gender equality in and through education

Published the INEE Guidance Note on Gender, in collaboration with UNGEI (related webinar); July.

Providing

Launched a new, dynamic, responsive, and multilingual INEE website—inee.org; May.

Classroom in southern rural Idlib, Syria; Save the Children
INREE Membership
Snapshot of New Members in 2019

16,404
Members, total
2000-2019

1,337
New members joined
in 2019

Organizations of new members in 2019

- Other: 693
- No organizational affiliation: 175
- Norwegian Refugee Council (NRC): 38
- Plan International: 31
- Save the Children: 33
- World Vision: 31
- Finn Church Aid: 13
- International Rescue Committee (IRC): 13
- Teachers College, Columbia University: 10

Countries of residence of new members in 2019

- United States of America: 253
- United Kingdom: 99
- Kenya: 51
- Nigeria: 47
- Jordan: 33
- Somalia: 29
- Yemen: 28
- Canada: 26
- Uganda: 24
- Ethiopia: 22

Languages spoken by new members in 2019

- French: 170
- Spanish: 129
- English: 116
- Arabic: 33
- Portuguese: 28
- German: 27
- Hindi: 26
- Swahili: 23
- Italian: 20
- Urdu: 18

Organization types of new members in 2019

- NGO–International: 405
- No organizational affiliation: 201
- UN Agency: 80
- NGO–National: 79
- School–Primary: 56
- Research Institution: 53
- Civil Society Organization: 49
- Other: 43
- School–Tertiary: 41
- Foundation: 24
STRATEGIC PRIORITY 4:

Strengthen and diversify INEE membership.

Community building
1,337 new members joined the network, expanding the membership to more than 16,000 members in 190 countries around the world.

Convening
Convened a workshop at the UKFIET Conference on strengthening INEE’s membership engagement and diversification; Oxford, September

Organized INEE Global Meet-Ups with 67 volunteers and 260+ participant in 19 locations; November

Facilitated a consultation with field-based Education Cluster Coordinators and UNHCR education staff on the Global Partners Project; November

Held INEE Working Group bi-annual meetings at the University of Helsinki (May) and as a virtual web event (November)

Knowledge management
Conducted a network-wide survey on INEE Strategic Priority 4 with the aim to strengthen and diversify the INEE membership; October
As a global inter-agency network, INEE is not an incorporated organization and it does not have a legal identity. This status allows INEE to maintain neutrality and maximum flexibility for adapting to a changing field of work and to stakeholder priorities. INEE’s administrative oversight and fiscal sponsorship are provided by our partners, the International Rescue Committee (IRC), a non-governmental organization with 501c(3) tax-exempt status in the United States, and the Norwegian Refugee Council (NRC), a non-government organization based in Norway; these organizations also receive funds on INEE’s behalf. All funds are subject to the fiscal accountability and auditing procedures of our partners.

This report includes the unaudited expenses incurred by INEE during calendar year 2019 - January 1, 2019 through December 31, 2019. The value of in-kind donations is not included in this report.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$1,052,034.57</td>
</tr>
<tr>
<td>Communications/Convening of Membership</td>
<td>$276,439.05</td>
</tr>
<tr>
<td>Travel/Conferences</td>
<td>$119,071.18</td>
</tr>
<tr>
<td>Working Groups</td>
<td>$84,385.33</td>
</tr>
<tr>
<td>Publications/Visibility</td>
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<tr>
<td>Other Direct Costs</td>
<td>$28,289.78</td>
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<tr>
<td>Evidence &amp; Data</td>
<td>$23,500.00</td>
</tr>
<tr>
<td>Staff Development</td>
<td>$1,964.55</td>
</tr>
<tr>
<td>Indirect Costs*</td>
<td>$131,354.32</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$1,754,290.85</strong></td>
</tr>
</tbody>
</table>

*Indirect costs are for INEE hosting agencies.
INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2019!

Funding support
INEE would like to thank all who provided support to the network during 2019. The network functions on funding received through grants, contracts, contributions, and in-kind donations. Direct financial support from which INEE drew funds in 2019:

- **Agence Française de Développement**: €50,000 (October 2018–July 2019)
- **Anonymous**: $475,000 (August 2018–July 2020)
- **Anonymous**: €300,000 (January 2019–December 2020)
- **Anonymous**: €681,000 (December 2019–January 2022)
- **Dubai Cares**: $100,000 (October 2018–April 2019) and $1,000,000 (August 2017–July 2022)
- **Education Cannot Wait Fund**: $100,000 (August 2018–July 2019)
- **Global Affairs Canada**: CDN 2,000,000 (October 2019–September 2021)
- **INESS Steering Group Member Support** (2019 direct financial support)
  - **Norwegian Agency for Development Cooperation**: NOK 3,161,735 (December 2018–December 2020)
- **Online Donations**: $990
- **Open Society Foundations**: $40,000 (July 2018–June 2020)
- **Swiss Agency for Development & Cooperation**: CHF 1,450,000 (January 2019–December 2021)
- **UNICEF**: $525,096 (February 2018–December 2019)
- **USAID**: $1,690,000 (January 2015–September 2021)

In-kind support
INEE’s inter-agency success is in large part due to the enormous in-kind contributions from its members, including the time and resources that members and their agencies contribute to travel and accommodation, material production and translations, capacity-building and training activities, meeting/workshop support and much more. This includes both financial and in-kind contributions from organizations sitting on the Steering Group, and the in-kind donations of resources, time and talent from members of the Working Groups, Task Team Conveners, and members. The work would not be done without you.

INEE would like to extend particular gratitude to the International Rescue Committee, the Norwegian Refugee Council, RET International, Plan International Norway, Finn Church Aid, and UNESCO-IIEP for hiring and/or hosting INEE Secretariat staff in 2019.

And thanks is due to Finn Church Aid, in cooperation with the University of Helsinki, for hosting the INEE Working Group meetings in Helsinki in May 2019. We would also like to extend our thanks to the hosts of our Steering Group meetings throughout the year. Finn Church Aid hosted the May 2019 meeting in Helsinki and Dubai Cares hosted the November 2019 meeting in Dubai.

INEE Steering Group
inee.org/about-inee/who-we-are/steering-group

Dubai Cares, Annina Mattsson (Co-Chair as of May 2019) • Finn Church Aid, Jouni Hemberg • International Rescue Committee, Jennifer Sklar (Co-Chair through May 2019) • Norad, Randi Gramshaug • Norwegian Refugee Council,
In the image, there is a page from the INEE 2019 Annual Report. The page contains the acknowledgment section, where various organizations and individuals are recognized for their contributions. The text lists the names of the organizations and individuals, such as FHI360, Finn Church Aid, UNESCO, Finn Church Aid, and others. It also includes mentions of different projects and initiatives, including the Global Campaign for Education, the International Rescue Committee, and the World Vision International. The page also features photographs of students in a classroom setting and includes the acknowledgment section for the INEE Advocacy Working Group and the INEE Education Policy Working Group.
INEE Standards and Practice Working Group
inee.org/standards-practice-working-group
ChildFund, Janella Nelson, Isabelle E. Ereneta • Creative Associates, Eileen St. George, Janet Shriber • FHI 360, Annie Smiley, Emily Koester • Finn Church Aid, Minna Peltola, Helena Sandberg • Fordham University, Nadezhna Castellano, Brendan Cahill • Global Education Cluster, Anthony Nolan, Luca Fraschini • Global Partnership for Education, Fazle Rabbani, Alice Yang • International Rescue Committee, Kiruba Murugaiah, Rena Deitz • Jesuit Refugee Service, Greg St. Arnold, Roy Gebrayel • Mavi Kalem, Zeynep Sanduvac, Emine Filiz Ayha • Norwegian Refugee Council, Sonia Gomez, Camilla Lodi • Oxfam IBIS, Else Oestergaard, Irene Fredriksson • People in Need, Clare Sadd, Serena Borsani • Plan International Norway, Alison Joyner, Emilia Sorrentino • RET International, Veronique Ringot, Sophie Chambers • Reach Out to Asia – Education Above All, Zarmina Nasir, Arwa Musaaed • Save the Children International, Jeffrey Dow, Arlo Kitchingman • Save Youth Future Society, Mohammed Kalloub, Ibrahim Abdullatif Ashour • Teachers College, Columbia University, Mary Mendenhall, Susan Garnett Russell • UNESCO, Yayoi Segi-Vltchek, Fatou Niang • UNICEF, Lisa Bender, Lisa Deters • University of Geneva InZone, Barbara Moser-Mercer, Djemila Carron • UNRWA, Frosse Dabit, Caroline Pontefract • USAID, Ashley Henderson, Nina Papadopoulos • War Child, April Coetzee, Caroline Keenan • World Vision International, Salome Ndemi Mullei, Ghalia Kawwa

Teachers in Crisis Contexts Collaborative
inee.org/collaboratives/ticc

Psychosocial Support and Social Emotional Learning Collaborative
inee.org/collaboratives/pss-sel
Child Fund, FHI 360, Finn Church Aid, Global Education Cluster, International Rescue Committee (Co-chair), Mavi Kalem, Norwegian Refugee Council, Oxfam, PIN, Plan Norway, Right to Play, Save the Children (Co-chair), UNICEF, UNRWA, USAID, University of Geneva, World Vision, War Child

Data and Evidence Collaborative
inee.org/collaboratives/data-evidence
Acknowledgments (cont)

Early Childhood Development Task Team
inee.org/task-teams/early-childhood-development
Katie Murphy (International Rescue Committee), Nada Elattar (UNICEF), Sweta Shah (Aga Khan Foundation), Anita Anastacio (Lego Foundation and Moving Minds Alliance)

Gender Task Team
inee.org/task-teams/gender
Conveners: Emilie Rees Smith, UN Girls’ Education Initiative (UNGEI), Ellen Chigwanda (CARE)

Inclusive Education Task Team
Conveners: Benjamin Bach (International Rescue Committee), Charlotte Berquin (UNHCR), Davide Coltri (War Child Holland)

Technology and Education in Crisis Task Team
inee.org/task-teams/technology
Conveners: Negin Dahya (University of Toronto), Nina Wine, (Worldreader), Mona Younes (Independent)

INEE Secretariat
inee.org/about-inee/who-we-are/secretariat
Sonja Anderson, Coordinator, Evidence for Education in Emergencies; Charlotte Bergin, Coordinator, Capacity Development; Margi Bhatt, Coordinator, Education Policy; Natalie Brackett, Coordinator, Standards and Practice; Dean Brooks, Director; Laura Davison, Senior Coordinator, Policy and Partnerships; Lindsey Fraser, Administration Officer; Peter Hyll-Larsen, Coordinator, Advocacy; Emeline Marchois, French Language Community Facilitator; Sarah Montgomery, Coordinator, Knowledge Management; Kate Moriarty, Sr. Advisor, Strategic Engagement and Dialogue; Claudio Osorio, Spanish Language Community Facilitator; Ayman Qwaider, Arabic Language Community Facilitator; Bente Sandal-Aasen, INEE Minimum Standards Support Specialist; Andrea Soares, Portuguese Language Community Facilitator; Peter Transburg, Senior Communications Coordinator. Special thanks to Mai Abu Moghli and Mais Zuhaika who facilitated the Arabic Language Community during 2019 before transitioning to other opportunities.

Interns and Volunteers
Interns: Jamie Bowen, Tess Brennan, Alexa Castellano, Sagen Eatwell, Percy Greywood, Anna Herrero-Tejada, Mohammed Ali Hojaij, Benil Mostafa Brown, Isabella Solheim, and Elana Wolpert. Special thanks to students and volunteers who supported INEE Working Group meetings.

Consultants and Service Providers
2D Studio, Beehive Press, Lyndsay Bird, Kayla Boisvert, Jennifer Flemming, Jose Guevara Fino, Lauren Gerken, Sonia Gomez, Youssef Hammoud, Sebastien Hine, Benil Mostafa, Dody Riggs, Ben Steiner, Taoti Creative, Taylor Made Graphics LLC, The Wall Street Group, Zaengle Corp. We acknowledge the staff and volunteers of Translators without Borders for their provision of excellent translation services.
The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of UN agencies, NGOs, donors, governments, universities, schools, and affected populations working together to ensure all persons the right to quality education in emergencies and post-crisis recovery. INEE’s work is founded on the fundamental right to education and is bolstered by a number of international legal conventions.

Guided by a multi-year strategic framework, governed by a set of by-laws, and supported by a Secretariat, INEE engages a multi-stakeholder strategy of education in emergencies that spans traditional boundaries of development and humanitarian action.

INEE strives to be an open, flexible network with minimal formal structure, shared leadership, open non-competitive membership, and strong inter-agency collaborative relationships. INEE plays a facilitative as opposed to an operational role. INEE complements other more formal inter-agency mechanisms by employing the ‘soft power’ of convening and facilitating, not directing and competing, to draw agencies together, sustain commitment, and strengthen collaboration.

INEE is shaped by and serves its members through a handful of functions: community building, convening diverse stakeholders, knowledge management, advocating and amplifying ideas and knowledge, facilitating collective action, and providing members with the resources and support they need to carry out their work on education in emergencies.

Find out more and join at inee.org.