Dear members of the INEE community:

2020 was a milestone year for the Inter-agency Network for Education in Emergencies (INEE). In the same year that we celebrated our 20th anniversary, we also faced the greatest global education crisis in history. The COVID-19 pandemic, with its threat to health and safety and the resulting widespread school closures, imperiled hard-earned gains in the education in emergencies sector. It compounded the struggles of under-resourced education systems, especially those in crisis contexts, and it continues to threaten the education of millions of students who have lost months of learning and who have few prospects for getting it back.

COVID-19 challenged our sector like never before, but with our two decades of knowledge, tools, and vibrant membership, INEE was well placed to lead a response to the pandemic. We quickly curated and shared relevant resources, and we developed a range of new, pandemic-specific tools. The pandemic brought out the best of INEE’s convening power; between March and September, we produced a webinar series on a variety of topics that reached thousands of participants.

And while the COVID-19 response took much of our attention, it was by no means the only thing we worked on last year. In this 2020 Annual Report, you will find 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.

Your engagement with INEE, whether it’s been for 20 years or as of more recently, is critical for ensuring that education continues in spite of crisis. 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
INEE Membership Snapshot, 2020

INEE exists for and because of its members. We are an open, global network of individual members in nearly every country across the globe. Find out more about INEE membership at inee.org/members.

Members, total 2000-2020

<table>
<thead>
<tr>
<th>Country</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>3,659</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1,089</td>
</tr>
<tr>
<td>Kenya</td>
<td>728</td>
</tr>
<tr>
<td>Pakistan</td>
<td>661</td>
</tr>
<tr>
<td>Canada</td>
<td>499</td>
</tr>
<tr>
<td>India</td>
<td>337</td>
</tr>
<tr>
<td>France</td>
<td>334</td>
</tr>
<tr>
<td>Jordan</td>
<td>321</td>
</tr>
<tr>
<td>Nigeria</td>
<td>308</td>
</tr>
<tr>
<td>Switzerland</td>
<td>277</td>
</tr>
</tbody>
</table>

New members joined in 2020

<table>
<thead>
<tr>
<th>Organization type</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO–International</td>
<td>2,939</td>
</tr>
<tr>
<td>No organizational affiliation</td>
<td>1,396</td>
</tr>
<tr>
<td>NGO–National</td>
<td>834</td>
</tr>
<tr>
<td>UN Agency</td>
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</tr>
<tr>
<td>School–Primary</td>
<td>752</td>
</tr>
<tr>
<td>Other organization types</td>
<td>439</td>
</tr>
<tr>
<td>Government–Ministry of Education</td>
<td>331</td>
</tr>
<tr>
<td>Consulting Firm</td>
<td>280</td>
</tr>
<tr>
<td>Government Ministry or Agency</td>
<td>241</td>
</tr>
<tr>
<td>School–Tertiary</td>
<td>214</td>
</tr>
</tbody>
</table>

Countries of residence (top 10, 199 total)

Languages spoken (top 10, 165 total)

<table>
<thead>
<tr>
<th>Language</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13,709</td>
</tr>
<tr>
<td>French</td>
<td>3,570</td>
</tr>
<tr>
<td>Spanish</td>
<td>2,657</td>
</tr>
<tr>
<td>Arabic</td>
<td>2,041</td>
</tr>
<tr>
<td>Portuguese</td>
<td>685</td>
</tr>
<tr>
<td>German</td>
<td>314</td>
</tr>
<tr>
<td>Italian</td>
<td>198</td>
</tr>
<tr>
<td>Swahili</td>
<td>190</td>
</tr>
<tr>
<td>Hindi</td>
<td>180</td>
</tr>
<tr>
<td>Urdu</td>
<td>167</td>
</tr>
</tbody>
</table>

Note: Members may select multiple.

All data as of 31 December 2020.
STRATEGIC PRIORITY 1:
Provide thought leadership and global advocacy.

Community building
Member of the Education Cannot Wait High Level Steering Group and Education Cannot Wait Executive Committee
Member of the ad hoc Steering Group for Education Cannot Wait CSO election process
Member of the Education Cannot Wait Steering Committee for the Regional Multi-Year Resilience Programme for the Venezuela Situation
Member of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)
Member of the UNESCO Reference Group: Strengthening EMIS and Data for Increased Resilience to Crises
Participant in the Building Evidence in Education donor working group (BE2)
Member of the Humanitarian Standards Partnership (HSP) and representative of the HSP on Sphere’s Executive Committee
Member of the Global Education Cluster Strategic Advisory Group and Partners’ Forum
Member of the Latin America and Caribbean Regional Education Cluster
Member of the Lusophone Network for the Right to Education (ReLus)
Formal partner of The Alliance for Child Protection in Humanitarian Action
Member of the UNESCO International Teachers Task Force
Member of the UNHCR Secondary Education Working Group
Member of the Steering Committee of Karanga
Founding member of the Geneva Global Hub and member of its Steering Committee
Member of the EDJAM (Education, Justice, and Memory) Network Advisory Group

Convening
Convened a new INEE Girls’ Education in Emergencies Reference Group, May
Organized a series of round tables with refugees from different contexts, July
STRATEGIC PRIORITY 1 (CONT.):

Provide thought leadership and global advocacy.

Co-established the Initiative for Strengthening EiE Coordination (ISEEC) with the Global Education Cluster and UNHCR—a commitment to continue efforts started under the Global Partners Project, October

Renewed the membership of the Gender Task Team; 52% now from or based in the ‘Global South’, June

Established a multi-agency advisory group to guide the collaborative work of INEE and The Alliance for Child Protection in Humanitarian Action, April

Established a new INEE Localisation Task Team, October

Convened a new INEE Measurement Library Reference Group, October

Convened a new INEE Distance Education Reference Group, November

Convened a new INEE EiE Data Reference Group, December

Knowledge Management

Co-published a report with GEC and UNHCR: Education in Emergencies coordination: Harnessing humanitarian and development architecture for Education 2030, August

Amplifying and advocating

Published a joint advocacy brief for COVID-19, and a set of advocacy messages, April

Published the Don’t let COVID-19 stop progress on education for refugees blog in observance of World Refugee Day, June

Published the Weighing Up the Risks policy paper and blog, with accompanying webinars in English and French, July

Launched a new blog series: Committing to Change: Girls’ EiE from Charlevoix to COVID-19 to promote accountability and progress in women’s and girls’ EiE, October


Spoke about INEE’s COVID-19 response to BBC Extra in Arabic, October

Published collections of INEE member stories (essays, photos, videos), as part of the INEE 20th Anniversary celebration, November

Produced a video for the INEE 20th Anniversary event to illustrate the importance of education in emergencies, November
INEE 20th Anniversary

The Inter-agency Network for Education in Emergencies (INEE) turned 20 years old in 2020, and we celebrated this milestone in a number of ways. Read below and find out more at inee.org/anniversary.

INEE 20th Anniversary Report

In the report, ‘20 Years of INEE: Achievements and Challenges in Education in Emergencies’, we highlight both the monumental achievements of INEE over the past two decades as well as the continued relevance of our efforts in the face of persistent crises. The report presents new data showing that 127 million primary and secondary school-age children and young people living in crisis-affected countries were out of school in 2019. In addition to the full report, read the report summary blog and a blog by the authors.

Creative visualization of INEE’s 20th Anniversary event, by Max Frieder of Artolution

INEE 20th Anniversary Event

On Monday, 9 November 2020, INEE hosted a commemoration event to look back over two decades of achievements and challenges in the field of education in emergencies. This virtual event featured panel discussions with INEE founders, youth and teachers, and EiE experts. This event featured simultaneous interpretation in Arabic, English, French, Portuguese, and Spanish, and a recording is available in each language.

INEE Member Stories

As part of the celebration, we collected stories – essays, photos, and videos – from INEE members and those they work with – students, youth, teachers, caregivers – on how education in the midst of crisis and upheaval has made a difference in their lives. Visit inee.org/anniversary/stories to read the essays, see the photos, and watch the videos.

You can also watch subtitled versions of our INEE 20th Anniversary film in Arabic, English, French, Portuguese, and Spanish (access all video files here).

INEE History and Timeline

INEE was conceptualized in 2000 at the World Education Forum in Dakar where UNHCR, UNESCO, and UNICEF took forward Strategy Five of the Dakar Framework for Action and convened the first Global Consultation on Education in Emergencies (Geneva, 2000). INEE was founded on the basis that the right to quality education is universal and not suspended in times of emergency. This interactive EiE Timeline highlights many of the milestones of the network and shows some of the ways the field of EiE has evolved over the past twenty years.
STRATEGIC PRIORITY 2:
Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.

Convening
Produced a series of 25 COVID-19 webinars in four languages to provide practical, technical support to EiE practitioners as they navigated the additional challenges of the pandemic; 4,700 live participants, 14,000+ views of the recordings, March–September

Continued a series of capacity development webinars on advocacy for EiE; in English and Arabic, April

Co-hosted with the EiE Regional Group for Latin America and Caribbean a Portuguese language webinar on safe return to school, August

Planned and facilitated an Arabic language webinar on safe return to school in the Middle East with NRC, UNICEF, Global Campaign for Education, September

Organized a series of four webinars, in collaboration with Indiana University’s Center for the Study of Global Change, entitled Teaching in Times of Crisis: A Global Initiative for Teacher Professional Development, September

Knowledge management
Launched the Education in Emergencies Competency Framework in French, Spanish, Arabic, Portuguese and English, October

Published a cross-sector annex to the Child Protection Competency Framework and EiE Competency Framework, October

Amplifying and advocating
Launched a blog series about a set of conflict sensitive education trainings delivered as part of a 4-year project called “Never Too Late to Learn” in the Democratic Republic of Congo and Tanzania, January

Co-authored an op-ed with Education Cannot Wait and the Teachers in Crisis Contexts Collaborative, Teachers Shoulder the Burden: Improving Support in Crisis Contexts and compiled supporting materials for World Teachers’ Day, October
Facilitating and learning

Supported a World Vision training on EiE in Addis Ababa, Ethiopia, February.

Designed and co-facilitated a web-based training on PSS-SEL with the No Lost Generation MHPSS Task Force, May.

Piloted web-based delivery of INEE Minimum Standards trainings, delivering 14 trainings in all INEE languages reaching 224 EiE practitioners from 63 different countries and more than 130 different organizations. 94% of training participants reported an increase in their confidence using the INEE Minimum Standards in their work, July–December.

Developed an intermediate EiE e-learning module, in partnership with Save the Children, Plan International, and others, November.

Collaborated with the Global Education Cluster to provide an orientation to INEE and the INEE Minimum Standards as part of the GEC core coordination trainings in Burkina Faso, Ethiopia, ESARO region, and the ASEAN region, July–December.

Providing

Launched an INEE portal on Kaya to be an e-learning gateway for the sector, hosting INEE content, but also linking to other open-access e-learning content by EiE actors, December.

Supported the Education Cluster with translation and review of tools and strategic documents in Portuguese, May.


STRATEGIC PRIORITY 2 (CONT.):

Strengthen capacity to deliver quality, safe, relevant, and equitable education for all.
2020 in numbers

Much of what INEE does is not easily quantifiable, but here are some things that are:

**INEE**
- 20: Years since INEE was established
- 5: INEE languages: English, Español, Français, Português, and العربية

**Membership**
- 17,940: INEE members (as of Dec 2020)
- 199: Countries of residence
- 165+: Languages spoken
- 4,000+: Organizations of INEE members

**INEE publications**
- 10: New INEE publications in 2020
- 90,000+: Downloads of INEE publications
- 1,000: Downloads of the EiE Competency Framework in just 2 months

**Social media**
- 9,407: Twitter followers, English
- 9,428: Facebook fans, English
- 4,628: LinkedIn followers, English
- 149: Twitter followers, Arabic
- 437: Facebook fans, Arabic
- 856: Facebook fans, French
- 173: Facebook fans, Portuguese
- 22: Facebook fans, Spanish

**INEE Minimum Standards**
- 21: Translations of the INEE Minimum Standards
- 12: Contextualized versions of the INEE Minimum Standards
- 7,000+: Downloads of the INEE Minimum Standards handbook (all languages)

**Web events**
- 29: Meet-Ups events
- 25: COVID-19 webinars
- 17: Topical webinars & consultations
- 5: Round tables
- 2: INEE Working Group meetings

**Trainings**
- 14: Trainings on the INEE Minimum Standards conducted
- 224: Participants in the trainings on the INEE Minimum Standards (130 organizations, 63 countries)
- 12: Partner trainings facilitated
- 2: Online courses produced
- 3,841: Downloads of the PSS-SEL Training Module
- 1,261: Downloads of the TiCC Training Pack

**Translations**
- 125: Translation jobs from English to Français, Español, Português, and العربية
- 230,000: Words translated from English to Français, Español, Português, and العربية

**Communications**
- 21: Email lists in English, Français, Español, Português, and العربية
- 19,211: Total email subscribers
- 7,905: New email subscribers in 2020
- 449: Emails sent (all languages)

**Website analytics**
- 511,374: Total visitors to inee.org
- 794,441: Total pageviews on inee.org
- 90,035: Total downloads from inee.org

**Evidence**
- 391: E-Cubed research proposals received (2017–2019)
- 12: E-Cubed research projects funded (2017–2019)
- $6,999,960: E-Cubed research funding granted (2017–2019)
STRATEGIC PRIORITY 3:
Provide, curate, and organize knowledge to inform policy and practice.

Community building
Continued to partner with New York University to host the *Journal on Education in Emergencies (JEiE)* and member of the JEiE Editorial Board

Convening
Convened a regional INEE Learning Agenda consultation in Dhaka, February
Convened a series of consultations to develop and strengthen the 2021 report–*Mind the Gap: The State of Girls’ Education in Crisis and Conflict*, June, September
Convened a series of Think Tank workshops with Harvard’s EASEL Lab to discuss the work of the PSS-SEL Adaptive Core Framework Project, October–November

Knowledge management
Published two mapping reports on EiE measurement and assessment tools for PSS-SEL and Academic Learning, January
Published a survey and analysis on the availability and accessibility of EiE tools, guidance, and data sources for planning, programming, and coordination, February

Amplifying and advocating
Commissioned research and analysis on formal coordination approaches for EiE, conducted by the Overseas Development Institute, with the Global Education Cluster and UNHCR, May
Contributed to and promoted the work of the PEER Network (Political Economy of Education Research)
Presented the new research and analysis on formal coordination approaches for EiE at GEC Global Partners Forum meeting, May
Published a blog and infographic on COVID-19: Gender and EiE—Key Points to Consider, May

A mother, a teacher, a hero; mother of her child, teacher of her students, a hero of all. Myanmar; Roi Ji/People in Need
STRATEGIC PRIORITY 3 (CONT.):
Provide, curate, and organize knowledge to inform policy and practice.

Facilitating and learning
Hosted a webinar on Academic Learning and PSS-SEL Measurement and Assessment Tools in EiE with Harvard EASEL and Unbounded Associates, April

Co-hosted with UNESCO Beirut an Arabic language webinar on Ensuring Inclusive Education during COVID-19, May

Hosted a series of virtual CIES webinars on EiE data, June-July

Hosted a virtual CIES webinar on Strengthening the evidence base for EiE: Emerging outputs from the E-Cubed Research Fund, July

Hosted a workshop on How do we monitor and evaluate distance learning programs during COVID-19?, which fed into the Technical Note on Measurement for Education during COVID-19, August

Providing
Developed a COVID-19 section of the INEE website, focused on curated technical resources for pandemic responses, March

Published the Technical Note on Education During the COVID-19 Pandemic; April

Launched the 4th call for E-Cubed proposals to strengthen the EiE evidence base, May

Developed new resource collections on Evidence and Data & Statistics, August

Launched the Gender quarterly newsletter; subscribe via your INEE profile, August
INEE’s Response to COVID-19
Schooling may stop, but learning must not.

2020 was a year marked by the COVID-19 global pandemic, an emergency of unprecedented scale that brought new challenges to the delivery of education in emergencies. As unprecedented and unpredictable as the pandemic showed to be across the globe, INEE drew on its rich experience, tools, and partnerships to support our members as they helped their governments, schools, teachers, parents, caregivers, and students mitigate the effects of the crisis and ensure the continuity of education for children and youth.

INEE’s 2020 response to COVID-19 took a variety of forms:

• **Resources** - A curated collection of resources to support the provision of education in places affected by COVID-19. Browse by thematic collections in English, français, español, português, العربية.

• **Technical Note** - Based on the INEE Minimum Standards, this practitioner-oriented publication is aligned with the various phases of response to the pandemic. Key actions, suggested tasks, and practical resources are highlighted throughout. Available in English, français, español, português, العربية.

• **Measurement Technical Note** - A supplement to INEE Technical Note that focuses on distance education programs in light of the pandemic, this targeted technical guidance responds to needs identified by INEE members related to monitoring, evaluation, and learning. Available in English, français, español, português, العربية.

• **Policy Paper** - This paper is meant to help decision makers frame a holistic analysis of school closures on the wellbeing of children and young people, and to consider the safe reopening of schools. Available in English, français, español, português, العربية.

• **Advocacy messages** - Adaptable advocacy messages for governments, donors, practitioners, and communities to prioritize, protect, and plan for education during and after COVID-19. Available in English, français, español, português, العربية.

• **Advocacy Brief** - Explains how we can mitigate the impact of school closures and ensure learners can keep learning during COVID-19. Available in English, français, español, português, العربية.

• **Webinars** - INEE produced a series of 25 webinars in several languages to support EiE practitioners during COVID-19. More than 10,000 people registered for the webinars, with 4,700 participating live and the recordings viewed more than 14,000 times. Recordings and presentations from all webinars are available.

• **Blogs** - INEE commissioned and collected more than 50 blog posts in several languages in an effort to use the collective wisdom of the EiE community gained over the past few decades to respond collectively to the global emergency. Each post provides practical advice and technical support to practitioners working in already difficult contexts, in order to help them navigate the additional challenges posed by COVID-19.
STRATEGIC PRIORITY 4:
Strengthen and diversify INEE membership.

Community building
2020 was INEE’s biggest year of growth with 1,722 new members joining; the year ended with a total of 17,940 members in more than 190 countries.

Hired INEE’s first ever Member Engagement Coordinator, August.

Convening
Hosted a virtual INEE 20th Anniversary event to reflect on the achievements and challenges in the field of education in emergencies, November.

Knowledge management
Conducted 42 surveys of the INEE membership in all INEE languages on a variety of topics, with 1,510 respondents.

Amplifying and advocating
Published a Statement on Anti-racism and Racial Equity, with an initial list of commitments through which INEE seeks to move toward becoming an actively anti-racist network, October.

Maintained social media presence in five languages, including new Facebook pages in Portuguese and Spanish, with thousands of followers worldwide.

Organized the first-ever fully virtual INEE Meet-Ups, with 521 participants attending 29 events held in 7 languages, December.

The Arabic Language Community maintained active WhatsApp and Telegram groups for resource and knowledge sharing, collaboration, and support.
INEE Website – inee.org

2020 Data

Features of the INEE website:

- 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, Blogs
- Enhanced Member Directory
- Member upload capabilities
- New measures in the Measurement Library

Top 10 Downloads

1. INEE Minimum Standards
2. INEE Technical Note on Education during COVID-19
3. INEE PSS-SEL Training Module
4. EiE Competency Framework
5. Weighing up the risks: School closure and reopening during COVID-19
7. INEE Minimum Standards Map
8. INEE Guidance Note on Psychosocial Support
10. Covid-19 and Education: Initial Insights for Preparedness, Planning and Response

Visitors by Country

- United States of America: 103,168
- United Kingdom: 36,695
- Mexico: 31,637
- France: 19,890
- Canada: 13,498
- Kenya: 11,879
- Turkey: 10,821
- India: 9,908
- Jordan: 8,101
- Netherlands: 7,946

42,615
Average monthly visitors.

66,203
Average monthly page views.

7,502
Average monthly downloads.
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 2020 – January 1, 2020 through December 31, 2020. 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>
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<tr>
<td>Network Activities</td>
<td>$316,740</td>
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<tr>
<td>Communications/Convening of Membership</td>
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<td>Admin Fees to Fiduciary Hosts</td>
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<td>Training/Capacity Building</td>
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<td>Evidence &amp; Data</td>
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<td>Travel/Conferences</td>
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<td>Staff Development</td>
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<td>Other Direct Costs</td>
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<td>Publications/Visibility</td>
<td>$12,280</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$2,423,153</strong></td>
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</table>
INEE thanks all who provided support, guidance, inspiration, expertise, and energy to the network during 2020!

**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 the organizations on the INEE Steering Group, and the resources, time, and expertise from members of the many INEE network spaces, including the E-Cubed Research Fund Advisory Panel and all those listed below. The work would not be done without you.

INEE would like to extend particular gratitude to the International Rescue Committee, RET International, and Plan International Norway for hiring and/or hosting INEE Secretariat staff in 2020. Thanks also to CARE US for hosting the INEE Secretariat retreat at their headquarters in Atlanta, Georgia in February 2020.

**Funding support**

INEE would like to thank all who have provided direct financial support to the network in 2020:

- **Agence Française de Développement** €50,000 (Oct 2020–Aug 2021)
- **Anonymous** $475,000 (August 2018–July 2020)
- **Anonymous** $350,000 (August 2020–July 2022)
- **Anonymous** €300,000 (Jan 2019–Dec 2020)
- **Anonymous** €681,000 (Dec 2019–Jan 2022)
- **Dubai Cares** $100,000 (Aug 2020–Jul 2021) and $1,000,000 (Aug 2017–Jul 2022)
- **Education Cannot Wait Fund** $400,000 (Jan 2020–April 2021) and $200,000 (Sep 2020–Aug 2022)
- **Global Affairs Canada** CDN 2,000,000 (Oct 2019–Dec 2021)
- **INEE Steering Group Member Support** (2020 direct financial support)
- **Lego Foundation** $750,000 (July 2020–June 2022)
- **Norwegian Agency for Development Cooperation** NOK 3,161,735 (Dec 2018–Dec 2020)
- **Online Donations** $990
- **Open Society Foundations** $40,000 (Jul 2018–Jun 2020) and $150,000 (May 2020–Dec 2021)
- **Plan International** EUR 26,660 (Jul–Sep 2020)
- **Swiss Agency for Development & Cooperation** CHF 1,450,000 (Jan 2019–Dec 2021)
- **UNICEF** $50,000 (Apr–October 2020)
- **USAID** $2,440,000 (Jan 2015–Sep 2021)
INEE Steering Group
inee.org/steering-group

Dubai Cares, Annina Mattsson (Co-Chair) • Finn Church Aid, Jouhi Hemberg • International Rescue Committee, Jennifer Sklar (through September 2020), Jamie Weiss-Yagoda • Norad, Randi Gramshaug • Norwegian Refugee Council, Annelies Ollieuz • Swiss Agency for Development and Cooperation, Sabina Handschin • UNESCO, Kerstin Holst • UNHCR, Benoît d’Ansembourg (Co-Chair) • UNICEF, Linda Jones • World Vision International, Marco Grazia

INEE Advocacy Working Group
inee.org/working-groups/advocacy

CARE US, Ellen Chigwanda, Lotte Renault • Development Alternatives Inc. (DAI), Gustavo Payan, Craig Geddes • Global Campaign for Education (GCE), Vernor Munoz, Elsy Wakil • Global Coalition to Protect Education from Attack (GCPEA), Diya Nijhowne, Marika Tsolakis • Global Education Cluster (GEC), Nancy Kanwal, Thorodd Ommundsen • International Rescue Committee (IRC), Jamie Weiss-Yagoda, Anita Reilly • Oxfam/IBIS, Kira Boe, Charlotte Beyer • Plan International, Alison Wright, Anna Darling • Protect Education in Insecurity and Conflict (PEIC), Boran Choi, Maleiha Malik • Right to Education Initiative (RTE), Erica Murphy, Delphine Dorsi • Save the Children, Emma Wagner, Patricia Tibbetts • Xavier Project, Edmund Page, Donald Anduvateh

INEE Education Policy Working Group
inee.org/working-groups/education-policy

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INEE Standards and Practice Working Group
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Service Providers
20/20 Captioning; 2D Studio Ltd.; HootSuite; Google Workspace; Interprefy; MailChimp; Overseas Interpreting; Prezi; Slack; SoundCloud; Submittable; SurveyMonkey; Taoti Creative; Youssef Hammoud; Zaengle Corp.; Zoom Video Communications. 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.