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Letter from the Co-Chairs

*Dear Colleagues and Members,*

INEE turned 10 years old in 2011. From its founding by Chris Talbot, Eldrid Mittung, Peter Buckland, Pilar Aguilar, and a handful of other committed, knowledgeable, passionate people, to a network of over 7000 individuals, INEE has developed into a powerful force that has made education in emergencies an ever-growing part of humanitarian response, and contributed to the professionalization of the field. Thank you to INEE’s founders, and to all those who have worked so hard these past 10 years to “put education in emergencies on the map of humanitarian response.”

**INEE has a new Strategic Plan (2011–2013)**

An important milestone in 2011 has been INEE’s new strategic plan that will guide the work over the next three years. The process involved a critical and frank analysis of where INEE had come from, the role it has played, where it was currently positioned and what is needed to happen for it to continue to add value to the global community. In the past 10 years, INEE has developed significant expertise and credibility in and through its network including convening capabilities, knowledge production, contextualization and application of tools and information gathering and dissemination. INEE coordinated its strategic planning process closely with that of the IASC Education Cluster, to ensure new directions for both groups to align and complement each other.

During the planning process, two major gaps were identified, and have led to new strategic focus areas; the first is *the need for more horizontal communication (between members)* and the second is *the need to focus at the national and regional levels*. Engagement at the regional and national levels began with disaster risk reduction work with the Ministry of Education in Vietnam, and will continue with the establishment of an INEE regional hub in Nairobi in 2012. Horizontal communication strategies are cited below. This work is in addition to the original network mandate of INEE.

**INEE has expanded its means and modes of communications to serve more members**

INEE has continued to grow and currently has over 7,000 members from over 170 countries. 2011 saw an increased presence on Twitter and Facebook and a new initiative, INEE Global MeetUps, was launched to allow members to engage directly with each other; in October, over 30 MeetUps were held. The activities within the INEE Language Communities have increased by expanding our listserv to disseminate information in Arabic, French, Portuguese and Spanish, and by translating key INEE tools and resources. In the coming year, the INEE website will be available in Arabic, French, Spanish and Portuguese for inclusivity and to enable better interaction among members utilizing the INEE Blog and discussion forums.
**INEE has reconvened its two Working Groups**

The two working groups of INEE, the Working Group on Education and Fragility and the Working Group on Minimum Standards, finished their mandates in 2010. Members of the two working groups recommended that the working groups continue and, as in the past, that open invitations for membership be disseminated and new member selection take place. New members such as the United States Institute of Peace, the Ministry of Education, Yemen and the Commonwealth Secretariat were selected, and the two working groups set new workplans aligned with INEE’s overall strategic plan; these can be found in the body of this report. INEE has produced new tools and guidance notes in addition to the Minimum Standards for Education and all tools have moved under the purview of the Working Group on Minimum Standards.

**INEE has renewed its relationship with the Sphere Project**

Over this past year, INEE and Sphere have worked to review the companionship relationship, since the existing Companionship Agreement was due to conclude in 2011. Discussions focused on how to better integrate and coordinate respective work, and to revise the Sphere-INEE Companionship Agreement. This work will culminate in a newly signed Companionship Agreement in March 2012.

**INEE has continued to strengthen its relationships with other global players in the field of education**

INEE has been active in coordinating with the Education Cluster through joint strategic planning process and synergistic workplans, and participating in many of their task teams and the Strategic Advisory Group. INEE also has a growing relationship with the Global Coalition on Protecting Education from Attack. INEE has Observer status on the Steering Committee, and in the fall of 2011 INEE co-sponsored a policy roundtable in Phuket, Thailand, which explored ways in which on-the-ground education programming can respond to and protect education from attack. INEE, through the Working Group on Education and Fragility, has a growing relationship with the Global Partnership for Education. It is hoped this will be further enhanced through the upcoming Pan-African Knowledge Hub.

**INEE has reviewed and diversified its funding sources**

INEE has secured funds from new as well as former donors. A new partnership with GIZ has provided funding for INEE’s first regional hub, the Pan-African Knowledge Hub, which is part of the German BACKUP Initiative—Education in Africa. The Open Society Foundation is providing support to ensure INEE’s website is available in multiple languages. Reach Out to Asia has funded the production of INEE tools in Arabic. UNICEF, the Canadian International Development Agency, the Norwegian Ministry of Foreign Affairs, USAID and Unbound Philanthropy have renewed support to INEE. INEE has also opened up the possibility for members to make individual contributions to INEE through our website.

**INEE is vibrant and effective due to the sustained commitment of its members and operational supporters**

INEE Steering Group members and Secretariat continue to be encouraged and motivated by the dedication and commitment of the many INEE members and operational supporters. As an open network, INEE relies on its members, and the Task Teams and Language Communities function because of members whose passion and hard work continues to move these initiatives forward.
The year ahead
2012 will bring continued change and growth within the INEE network. Establishing the Pan-African Knowledge Hub with GIZ, an advocacy campaign to further increase the visibility of education in emergencies, a focus on national-level work, a new website, the start of INEE’s Thematic Spotlights and continued Meet-Ups, will strengthen information dissemination, create stronger links between INEE members, and increase recognition that all people have the right to safe, quality, relevant education before, during and after crisis or conflict. We look forward to working with you in 2012.

Anita Anastacio, IRC
INEE Steering Group Co-Chair

Ian Macpherson
INEE Steering Group Co-Chair

Photo courtesy and copyright of Stephanie Hood, Liberia
**Highlights**

**INEE celebrated its 10th Anniversary in 2011!**

From the creation of the INEE Minimum Standards for Education—Preparedness, Response, Recovery, through our advocacy to establish the IASC Education Cluster, to the development of a number of good practice tools for the field available in the INEE Toolkit, and recent work on Education and Fragility, INEE has been a leader in moving education in emergencies from the back-burner of humanitarian response to a first-line intervention. Along the way, INEE has grown from a handful of dedicated people to a network of over 7,000 members in over 170 countries.

2011 was the first year of the implementation of INEE’s new three-year strategic plan. The plan was created at the same time as the IASC Education Cluster’s three-year plan to ensure coherence and clarity. INEE and the Education Cluster officially launched their plans in London in April. The INEE Strategic Plan can be found [here](#); the Education Cluster plan can be found [here](#).

2011 was a landmark year for both INEE Working Groups. The Working Group on Education and Fragility completed its first three-year mandate and, through the decision of Working Group members, was reconstituted to undertake a program of work over the next two years; for a list of member organizations, please click [here](#). The workplan for the new Working Group on Education and Fragility can be found [here](#).

The Working Group on Minimum Standards completed its fourth three-year mandate, and was also reconstituted; member organizations can be found by clicking [here](#). In addition to a new Working Group, it was decided that the group would now oversee all INEE tools in addition to the INEE Minimum Standards. This new mandate includes ensuring that tools are promoted, utilized, contextualized, applied and assessed.

**New Initiatives**

In addition to a new strategic plan, INEE introduced a number of new initiatives in 2011. From the data of the strategic planning survey, it became clear that INEE members were interested in more face-to-face meeting opportunities. To meet that need, the INEE Secretariat launched the INEE Global MeetUp, member-organized and facilitated get-togethers to allow for thematic discussion, socialization and information sharing. The inaugural MeetUps were held in October, with members getting together in 39 cities across 32 countries. People discussed subjects from the INEE Minimum Standards to education policy change to problems in the field; a summary document can be found [here](#). Because of the success of the first MeetUp, INEE will schedule two per year, one in March and one in October.
INEE also introduced “Thematic Spotlights,” a quarterly focus on a specific thematic area raised up by the members. The first Thematic Hub was on psychosocial health and intervention, and included a topical listserv message and a webinar, “Psychosocial Support through Education in Crisis Contexts,” featuring Mike Wessels from Columbia University speaking about Child Friendly Spaces, and Jennifer Sklar of the IRC talking about Healing Classrooms.

Arising from the expressed need of INEE members, a new Task Team on Quality Education was created. Task Team members have created a workplan and will begin to move that work forward in 2012.

INEE has expanded its fundraising opportunities. During the last quarter of 2011, INEE worked with IRC to develop a donations webpage designed to facilitate individual donations to INEE. The page is aimed at members and other supporters of INEE, and it is also used for the collection of suggested donations from people who order INEE tools, to offset the costs of shipping.
Working Group on INEE Minimum Standards and Network Tools

INEE Working Group on Minimum Standards and Network Tools

The 2009-2011 Working Group on Minimum Standards held its last meeting in Santiago, Chile and completed its 3-year workplan in August 2011. Based on INEE members’ feedback and recommendation by the INEE Steering Group, INEE established a new Working Group on Minimum Standards and Network Tools (2011-2013) with a renewed mandate and reconstituted membership. The new Working Group convened its first meeting in Hanoi, Vietnam, in September 2011. For more information on its strategic plan and membership, visit www.ineesite.org/WGMS.

INEE Minimum Standards Promotion and Translations

The INEE Minimum Standards Handbook has been translated into 18 languages, including Azeri, Bahasa Indonesia, Burmese/Myanmar Language, Dari, Japanese, Kyrgyz, Pashto, Serbo-Croatian, Turkish, Urdu and Vietnamese. To download the INEE Minimum Standards Handbook in various languages, please visit http://toolkit.ineesite.org/MShandbook.

INEE and partners supported the contextualization of the Standards for Afghanistan, Somalia, and Vietnam. For more information and guidance on how to contextualize the Standards, visit http://ineesite.org/MScontextualization.

The INEE Secretariat has disseminated over 7,500 hard copies of the INEE Minimum Standards. Over 60% of the English hard copies have been distributed to UN agencies (predominantly UNICEF), followed by international NGOs. The majority of the English hard copies have been distributed to Asia, Europe and Africa. The Handbook was also disseminated electronically to many websites and listservs.

INEE Minimum Standards Trainings and Capacity Development

More than 20 trainings on the INEE Minimum Standards were conducted globally in contexts as diverse and varied as Myanmar, Afghanistan, Ethiopia, Montenegro and Qatar. In addition, numerous
workshops and orientations were held worldwide. Reflective of INEE's wide and diverse membership, training, workshops and orientations were hosted by the INEE Secretariat, UN Agencies, International NGOs, the Education Cluster, National Authorities, Ministries, local civil society organizations and universities. Adaptations from a number of these trainings can be found on the Training Adaptations page. The Education in Emergencies training package can be found on the INEE Training and Capacity Development page.

To support these trainings and capacity development activities, the INEE Secretariat provided technical assistance to INEE members and partners through facilitation of trainings and supporting the development of training materials and tools.

To facilitate the knowledge sharing and capacity development on the INEE Minimum Standards, the Working Group also developed 10 new case studies on the application of the INEE Minimum Standards around the world, including:

- **INEE Minimum Standards Case Study: Setting up Child Friendly Spaces in Yemen (2011)**. This case study details the use of the INEE Minimum Standards for the establishment of Child Friendly Spaces (CFS) in North Yemen.

- **INEE Minimum Standards Case Study: Protecting adolescents and young refugees through quality education in eastern Chad (2011)**. This case study analyzes the post-primary education program in eastern Chad that Refugee Education Trust (RET) started for young Sudanese refugees. It describes how RET applied the INEE Minimum Standards in all phases of its intervention and indicates the standards and key actions that have been used to ensure quality education programming, community participation and accountability.

In response to member requests, the INEE Working Group on Minimum Standards developed a new webpage on Education Sector Contingency Planning. The webpage contains basic guidance on education sector contingency planning and lists over 25 sample education sector and multisector plans submitted by INEE members and partners from around the world. Some plans are modeled around the INEE Minimum Standards.
INEE Toolkit

The INEE Working Group on Minimum Standards launched the INEE Toolkit on January 13, 2011. This Toolkit contains over 800 practical, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials working in the field of education in emergencies through to recovery. Over the course of the year, 8,232 unique visitors from 183 countries/territories have accessed the Toolkit 12,742 times with 39,496 page views and over 13,500 document downloads. Of these visits, 61.73% are new. The average time spent on the Toolkit is 5:26 minutes and the average number of pages viewed is 3.10 per visit. Visitors log in all over the globe; however, the top countries include the United States, the United Kingdom, India, Pakistan, Canada, Kenya, Switzerland, Philippines, and France. The most-visited pages include the INEE Minimum Standards pages, the Guidance Notes on Teaching and Learning pages, and the INEE Advocacy Materials page. For additional statistics about the INEE Toolkit’s first-year usage, please see the Google Analytics Report.
Accessed from 183 countries and territories.

Each visitor downloads at least one tool.

New visitors account for 61% of the visits.

Visit at: http://toolkit.ineesite.org

Search at: http://toolkit.ineesite.org/toolkit/search.php


Introductory webinars conducted for members

Network Tools

In 2011, INEE and its partners translated the INEE Pocket Guide to Gender in Arabic, Bosnian/Croatian/Serbian, Spanish and French. The Guidance Notes on Teaching and Learning were translated in Arabic, Bosnian/Croatian/Serbian, and French. The Guidance Notes on Teacher Compensation were translated in Arabic. The Pocket Guide to Inclusive Education was translated in Arabic and the Pocket Guide to Supporting Learners with Disabilities was translated in Arabic and French. To download any of these translations, please visit www.ineesite.org/toolkit.

To promote the tools, INEE conducted webinars on the Reference Guide to External Education Financing, the Pocket Guide to Gender and the Guidance Notes on Teaching and Learning.

The INEE Secretariat distributed over 23,700 hard copies of the network tools, including the INEE Minimum Standards Handbooks. This number does not include hard copy distribution of some language translations managed by INEE partners.

**INEE-Sphere Companionship Agreement**

The original INEE-Sphere Companionship Agreement ended in October 2011 and the INEE Secretariat and the Sphere Project staff negotiated a renewed Companionship Agreement till December 2014, which ushers the two networks into stronger and closer collaboration. Through the Companionship Agreement, “both Parties recognize that education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. Education in emergencies is an integral component of humanitarian aid alongside assistance in water and sanitation, health, nutrition, shelter and protection. The right to education is both a human right, which applies even in emergencies, and an enabling right, allowing people to exercise their other rights, such as the right to health and the right to life with dignity.”
Working Group on Education and Fragility

INEE’s first Working Group on Education and Fragility completed its mandate in the spring of 2011. The Working Group, consisting of representatives from 20 organizations, spent three years breaking ground and leading international thought on the relationship between education and fragility. During those three years, the Working Group looked at the bi-directional relationship of education and fragility (fragility’s impact on education and education’s impact on fragility), including the development of four country case studies to explore bi-directional relationships in Liberia, Cambodia, Bosnia-Herzegovina and Afghanistan, prior to drafting a synthesis report which focused on the common and differentiating factors overall. The Working Group concluded that the area in need of most focus was that of education’s impact on fragility and resilience within countries and regions.

In low-income countries, including those in fragile situations, to better understand the ways in which donors provide education assistance, how various funding mechanisms work and why donors choose one funding mechanism over another to support education” (Reference Guide, p.4).

In addition to the case studies and synthesis report on education and fragility described above, the Working Group wrote or contributed to the development of the following papers:

- Contributed to issue paper on capacity development by GTZ and the European Training Foundation entitled Capacity Development for Education Systems in Fragile Contexts, released in 2009.
• Developed an in-depth analysis paper on financing modalities entitled *Appropriate and Effective Financing Modalities and Channels for Education in Fragile Situations* including six country desk studies of Afghanistan, Ethiopia, Nepal, Pakistan, Sierra Leone and Somalia.

• Contributed to European Commission’s *Study of Governance Challenges for Education in Fragile Situations*, including 8 country case studies and a synthesis report, released in 2009.

• Wrote a background paper on service delivery in fragile contexts to support the World Bank’s *World Development Report* (WDR) 2011 on security, conflict and development.


The Working Group held three consultative workshops on education’s relationship to fragility, one in Addis Ababa, Ethiopia with representatives from six East African countries; one in Juba, South Sudan just prior to the start of their education planning process; and one in Sarajevo, Bosnia-Herzegovina in conjunction with an INEE tools launch. Click on these links to read the reports.

Addis Ababa, Ethiopia  
Juba, South Sudan  
Sarajevo, Bosnia-Herzegovina

Members of the Working Group also realized that a cross-sectoral approach was needed if state fragility was to be impacted. At its final meeting, the Working Group reached out to the Health and Fragile States Network to explore the similarities and differences between the impact of health services on fragility and education on fragility. This was the start of a partnership that will grow in 2012.

At the final meeting of the Working Group, it was clear to all members that although a great deal of progress was made, much more work needs to be done. A decision was taken to reconstitute the working group with a new mandate. During the summer of 2011, applications were submitted and 25 organizations were chosen as members. The first meeting of the new Working Group took place in October in Brussels, Belgium, and a new workplan was developed.
INNE Task Teams

INNE Quality Education Task Team:
The INEE Task Team on Quality Education for Prevention, Preparedness, Response and Recovery was officially launched this year on World Literacy Day, September 8th. The overall aim of this Task Team is to improve the quality of teaching and learning for prevention, preparedness, response and recovery, through the collaborative efforts of its members.

Already with 40+ members, the first initiative of the Task Team was to develop a preliminary mapping of global initiatives, challenges and gap areas around Quality Education in order to inform Task Team’s future work.

In an effort to incorporate modules on teaching and learning within Minimum Standards trainings, the Task Team has developed, piloted and widely shared the INEE/Education Cluster harmonized training module on Teaching and Learning. This module was developed through a consultative process with the INEE Minimum Standards Working Group, the INEE Secretariat and Education Cluster. The module was piloted at an UNRWA training in Amman, Jordan.

The INEE Guidance Notes on Teaching and Learning, developed in 2010 have been made available this year in Arabic, Bosnian/Croatian/Serbian, Chinese, English, French and Spanish. A feedback survey on the Guidance Notes was sent to the Amman workshop participants.

In an effort to raise awareness on evidence-based, good practice related to quality education, the Task Team has organized panels to participate in the CIES and BAICE Conferences in 2012. In addition, the Task Team has created and launched its own online Moodle platform for future collaboration and information sharing. Read more at www.ineesite.org/qualitytaskteam

INEE Gender Task Team

This year the Gender Task Team grew to over 50 members and in September brought on board three new co-convenors; Sarah Charkrin, Betsey Archambault (University of Nova Gorica) and Jessica Colombo (GenderConsult).

The Task Team moved forward a variety of projects this year including the translation, printing and dissemination of the INEE Pocket Guide to Gender. INEE’s key tool on gender is now available in Bosnian/Croatian/Serbian, English, French, Spanish and Arabic. Webinar orientation sessions were held to introduce members to the tool, share how to effectively use it and to give participants the opportunity to connect with other INEE members.

The Gender Task Team launched its own Facebook page and ran a campaign to raise awareness through the page during the 16 Days of Activism against Gender Violence. The task team additionally has collected relevant articles, tools, events and initiatives to share with members in monthly resource updates. Finally, the task team is playing an important role inputting into the INEE/Educa-
tion Cluster Training Module on Gender which will be completed at the beginning of 2012. For more information see the Task Team webpage at www.ineesite.org/gender.

**INEE Adolescents and Youth Task Team**

The INEE Adolescents and Youth Task Team (AYTT) grew to over 150 participating individuals, representing more than 100 organizations. Based on the outcomes and recommendations of the 2010 INEE Policy Roundtable on youth, the AYTT re-convened and drafted a 2011–2012 action plan, focusing on: advocacy, knowledge management, resources for all and inter-agency coordination.

AYTT activities in 2011 included:

- Production of a two-page advocacy brief on *Education for Youth Affected by Crisis: Trends, Challenges, and Ways Forward* (available [here](#)).

- Participation in a side event to the UN High Level Meeting on Youth in July 2011 in New York.

- Finalization of a literature review on *Education for Crisis-Affected Youth* (available [here](#)).

- Preliminary research into the need for a guidance tool on engagement with youth-led organizations in emergency contexts.

- Beginning production of a training module on youth and education, to be part of the Education in Emergencies harmonized training package developed by INEE and the Global Education Cluster (available [here](#)).

- Wrote and disseminated regular AYTT Resource Updates for the AYTT membership, as well as a listserv message to the entire INEE membership on the occasion of International Youth Day in August.

- Inputs and participation in several global initiatives focused on adolescents and youth, including the IASC Global Education Cluster Working Group, the Education for All Global Monitoring Report (2012 focus on “Youth, Skills, and Work”), and the UNESCO/IIEP Policy Forum on “Planning for Youth Engagement” (2012).

The AYTT was convened in 2011 by the following INEE members: Nicolas Servas, Refugee Education Trust; Anna Seeger, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ); Josh Chaf-
The AYTT was also supported by several interns throughout the year, including Brooke Breazeale, Barbara Zeus, and Joshua Eshuchi.

More information about the AYTT, its activities, and past copies of its regular email bulletins are available on the INEE website: www.ineesite.org/youth.

INEE Inclusive Education Task Team

The INEE Inclusive Education Task Team was convened this past year by Helen Pinnock of Save the Children, UK. The Task Team created messages both for Task Team members, and for the larger INEE community; the latter lifted up Inclusive Education materials in the INEE Toolkit. The Task Team undertook a membership update, revising its database of names and emails to ensure everyone is receiving materials.

An Inclusive Education in Emergencies training module for the Education in Emergencies Harmonized Training Package was created and vetted by Task Team members, and is available for use. Finally, the Task Team’s poster, “Supporting Learners with Disabilities,” was translated into Arabic, printed and distributed.

INEE Early Childhood Development Task Team

The INEE Early Childhood Development Task Team, convened by Mary Moran of ChildFund International and Vijaya Singh from UNICEF had a very productive year. Task Team members:

- Fed into UNICEF’s forthcoming Guidance Note on Integrating ECD into Nutrition Interventions in Emergencies;
- Taped a lecture on integrating ECD into Nutrition Interventions in Emergencies for CPC lecture series;
- Worked on an ECD in Emergencies advocacy plan which is expected by the end of April 2012;
- Continued work on a Best Practices in ECD in Emergencies publication which is expected to be released in May 2012;
- Are preparing for a panel presentation on ECD in Emergencies at the ACEI Conference March 2012—NAEYC and Save will also be presenters—and an updated resource list will be developed in time for the presentation;
- Are updating the Annotated Bibliography on ECD in Emergencies;
- Will prepare for the ECD and Peacebuilding meeting in March 2012
- Are creating a short podcast on ECD in Emergencies that can go on CG and INEE websites.

INEE HIV/AIDS Task Team

During 2011, INEE conducted a survey of its members in part to determine the relevance of current Task Teams and the need for new ones. Survey results and conversations with the HIV/AIDS Task Team Facilitator concluded that the work of the Task Team had been completed with the production of the INEE Thematic Brief (available here) and the Guidance Note on HIV/AIDS (available here). HIV/AIDS will continue to be an area of focus for INEE listserv messages and Bi-Weekly Bulletins.
2011 was a busy year for all four INEE Language Communities, with an enormous amount of work done to translate INEE tools and to continue providing services to INEE’s Arabic-, French-, Portuguese- and Spanish-speaking members through dedicated listservs and webpages. Each of the Language Communities played an active role in translating, disseminating, and responding to the two INEE-wide surveys conducted in 2011—the Membership Engagement Survey and the INEE Minimum Standards Assessment.

The INEE toolkit was expanded to reach an even wider multi-lingual audience. Each of the INEE Language Communities Facilitators, along with several language reference groups and funding partners, worked on the translation and production of the following INEE tools:

- **INEE Minimum Standards Handbook**—Portuguese
- **INEE Minimum Standards Reference Tool**—Arabic and Portuguese
- **INEE Pocket Guide to Gender**—Arabic and Spanish
- **INEE Pocket Guide to Inclusive Education**—Arabic
- **INEE Pocket Guide to Supporting Learners with Disabilities**—French
- **INEE Guidance Notes on Teaching and Learning**—Arabic and French
- **INEE Guidance Notes on Safer School Construction**—French
- **INEE Guidance Notes on Teacher Compensation**—Arabic
- **INEE Reference Guide to External Education Financing**—Arabic

**Arabic Language Community (ALC)**

The Arabic Language Community (ALC) grew from 250 to 433 members in 2011. Throughout the year, the ALC Facilitator collated and disseminated monthly Resource Updates, which provide ALC members with tools, resources, and news stories in Arabic, and also served to update the membership on the work of the ALC.

As noted above, numerous Arabic translations of INEE tools were completed in 2011, with the support of several Review Groups made up of ALC members who provide inputs on the translation of key technical terms. Among the tools translated and printed are: the **INEE Guidance Notes on Teaching and Learning**, the **INEE Guidance Notes on Teacher Compensation**, the **INEE Pocket Guide to Inclusive Education**, the **INEE Pocket Guide to Gender**, and the **INEE Minimum Standards Reference Tool**. Translation of the **Guidance Notes on Safer School Construction** and the **INEE Pocket Guide to Supporting Learners with Disabilities** is underway.

In conjunction with the production of the Arabic language tools, and as part of the 2010 INEE tools launch agenda, the final regional launch occurred in Amman, Jordan in May 2011, with support from Middle East and North Africa offices of UNESCO, UNICEF, Save the Children, the International Rescue Committee, UNRWA, and Reach out to Asia of the Qatar Foundation. The event, which featured
four newly-produced Arabic-language INEE tools, served as an excellent face-to-face networking opportunity for members of the ALC.

Finally, the work of ALC members extended beyond the tools and activities of INEE, with the ALC Facilitator and other members helping translate several tools and publications of partners organizations, as well as providing education expertise to the 2011 revision of the Sphere Handbook.

**French Language Community (FLC)**

The French Language Community (FLC) is INEE’s largest Language Community with over 1,150 members—nearly double the size from the previous year. With most of the key INEE tools already translated and produced in French, more emphasis was placed on promoting these tools and reaching out to new members in the francophone world. Even so, French versions of the following INEE tools were finalized in 2011: the *INEE Guidance Notes on Teaching and Learning*, the *Guidance Notes on Safer School Construction*, and the *INEE Pocket Guide to Supporting Learners with Disabilities*.

The FLC Facilitator produced monthly resource updates, which provided the broader FLC membership with French-language tools, resources, publications, and other materials. FLC members submitted several case studies on use of the INEE Minimum Standards, including from work being done in Haiti and Chad. Additionally, the FLC Facilitator translated the Education Cluster video, *Education Can’t Wait*, and did technical reviews of many translations of education in emergencies materials, including the Education Cluster’s Joint Education Needs Assessment Toolkit, which was developed and launched in West Africa.

FLC members were highly active in the inaugural INEE Global MeetUp event in September 2011, with ten events being hosted by volunteers in francophone countries. Finally, in preparation for the 2012 upgrade and redesign of the overall INEE website, the FLC Facilitator did a preliminary overhaul of the site’s existing French language content.
Portuguese Language Community (PLC)

Throughout 2011, the Portuguese Language Community (PLC), which grew from 70 to 198 members, was led by colleagues at the Unit for Education and Development Studies (GEED) at the School of Education of Viana do Castelo Polytechnic Institute, Portugal. With the outlook to hire a full-time PLC Facilitator in early 2012, the PLC team worked to define a strategic work plan and to build new partnerships within the lusophone world, including with colleagues from the Center for African Studies at the University of Porto.

The PLC helped finalize the translation of the revised INEE Minimum Standards handbook and disseminated it to partners and actors in Angola, Guinea Bissau, Cape Verde, Mozambique, and East Timor. The PLC leadership team also played a big advocacy role with the Portuguese government, lobbying for the recognition and adoption of the INEE Minimum Standards as a work tool in all of its overseas development programs.

In the second half of 2011, the PLC team worked specifically on the dissemination and promotion of the INEE Minimum Standards in Portuguese, Cooperation and Development programs in Angola and Guinea Bissau, in close coordination with national and local authorities. In November, the INEE Minimum Standards also started to be used in a new education training program in Guinea-Bissau under a partnership with the NGO Effective Intervention.

During this time, GEED’s team also made serious efforts to respond to the requested translations, such as: survey documents, Call for Volunteers, Thematic Spotlights, posters and others.

Spanish Language Community (SLC)

The Spanish Language Community (SLC) more than doubled in size—from 300 to 800 members—in 2011. The SLC finalized the translation and printing of the INEE Pocket Guide to Gender, to complete the full kit of INEE tools in Spanish.

In addition to producing regular resource updates for the SLC, including a bi-monthly joint newsletter with CRID (the Regional Disaster Information Center for Latin American and the Caribbean), the SLC Facilitator played an active networking role with various partners and governments throughout Latin America. In October 2011 the SLC Facilitator represented INEE in the Regional Conference on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean, an inter-governmental initiative supported by UNICEF, UNISDR, Plan International and others. SLC members also represented INEE during the Workshop on Disaster Risk Reduction and Emergency Response in Early Childhood in Latin America and the Caribbean, organized by UNICEF, Plan International and Child Fund.

The SLC began work in 2011 on a translation of the full INEE/Education Cluster education in emergencies harmonized training package, with a projected release date in mid-2012.
INEE Membership

2011 was INEE’s fastest growing year ever, with 1,690 new members joining the network during the 12-month period. This represented a growth in membership of 30%, bringing the total number of INEE members to 7,250.

INEE members live and work in 170 countries and speak more than 50 noted languages. While growth in INEE’s five primary languages—Arabic, English, French, Portuguese, and Spanish—was most prominent, there were also notable increases in the number of INEE members who speak Hindi, Urdu, Swahili, Russian, and German.

The all-INEE membership engagement survey conducted in June, and the launch of the new INEE Global MeetUp event in September and October help account for the spikes in new members during those months.

A drive for new members and to update current member profiles is planned for the first half of 2012, in conjunction with the launch of a redesigned INEE website, including new members profile features and controls.

INEE launched a new initiative to increase member-to-member interaction. The INEE Global MeetUp is an informal networking event for INEE members worldwide; a chance to meet fellow INEE members face-to-face and build relationships with other colleagues at a local level. The inaugural event in September 2011 saw volunteers organize MeetUp events in 39 locations around the world. Most events were informal gatherings at restaurants, bars, and offices, but some volunteer organizers developed programs that included speakers and capacity building aspects. The participant feedback was positive, and it is anticipated that INEE Global MeetUp events will continue to happen twice annually. More information, including individual event reports can be found on the INEE website.

Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>59%</td>
</tr>
<tr>
<td>Arabic</td>
<td>14%</td>
</tr>
<tr>
<td>Spanish</td>
<td>10%</td>
</tr>
<tr>
<td>French</td>
<td>9%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>5%</td>
</tr>
<tr>
<td>Arabic</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

INEE Membership in Dec 2011

- New Members in Dec 2011
- Members in 2011 (to date)
- Members in 2010
- Members in 2009
- Members in 2008 and prior
### Top 20 INEE Member Countries of Residence

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Members</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>1462</td>
<td>23.80%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>368</td>
<td>5.99%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>366</td>
<td>5.99%</td>
</tr>
<tr>
<td>Kenya</td>
<td>242</td>
<td>3.94%</td>
</tr>
<tr>
<td>Canada</td>
<td>213</td>
<td>3.47%</td>
</tr>
<tr>
<td>France</td>
<td>153</td>
<td>2.49%</td>
</tr>
<tr>
<td>India</td>
<td>134</td>
<td>2.18%</td>
</tr>
<tr>
<td>Uganda</td>
<td>130</td>
<td>2.12%</td>
</tr>
<tr>
<td>Congo, Democratic Republic of the</td>
<td>127</td>
<td>2.07%</td>
</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>99</td>
<td>1.61%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>94</td>
<td>1.53%</td>
</tr>
<tr>
<td>Sudan</td>
<td>89</td>
<td>1.45%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>88</td>
<td>1.43%</td>
</tr>
<tr>
<td>Australia</td>
<td>83</td>
<td>1.35%</td>
</tr>
<tr>
<td>Italy</td>
<td>80</td>
<td>1.30%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>77</td>
<td>1.25%</td>
</tr>
<tr>
<td>Jordan</td>
<td>76</td>
<td>1.24%</td>
</tr>
<tr>
<td>Norway</td>
<td>72</td>
<td>1.17%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>69</td>
<td>1.12%</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>68</td>
<td>1.11%</td>
</tr>
</tbody>
</table>

### INEE Membership by Country in 2011

[Map of INEE membership by country in 2011]

- **Number of Members**
  - > 300
  - 100 - 300
  - 50 - 100
  - 15 - 50
  - < 15
  - No data
Knowledge Management and Communications

Website
The INEE website (www.ineesite.org) continues to serve as the virtual hub of the INEE community. Content was continuously updated over the course of the year, with pages added to reflect the major initiatives undertaken by the network, including the INEE 10th Anniversary, the Quality Education Task Team, and the INEE Global MeetUp, among others. The most popular pages in terms of online traffic remain the Jobs page, the Online Resource Database and the INEE Minimum Standards pages.

In INEE’s Strategic Plan 2011–2013 and resultant Communications Plan, email and web-based communications continue to be the backbone of the network’s communications strategy, but renewed emphasis is placed on increasing the interaction with members—both between members and the INEE Secretariat, and between members themselves. In response, during the second half of 2011, a major upgrade and redesign of INEE’s content management system and public website were launched. The redesign project includes the development of an INEE branding package, a harmonization of INEE’s e-communications, and a complete overhaul of INEE’s website. The project will culminate with a launch of the new multi-lingual and more robust website in mid-2012.

Social Media
INEE actively makes use of Facebook, Twitter, and LinkedIn. These social media forums have allowed INEE to engage with its members and partners in ways that complement its other communications activities. INEE regularly posts new items and jobs in these spaces, and also shares the postings of its partners on these media platforms and on the INEE Blog and listserv. By the end of 2011, INEE had 1,349 Facebook followers, 251 Twitter followers, and 48 members in its LinkedIn group.

Blog
The INEE blog (www.ineesite.org/blog) continued to develop in 2011, with many partners and members taking advantage of the platform to publish and
comment on topics relevant to the wider community. Highlights from the 2011 blog include:

- Empowering communities through relevant education
- Achieving universal quality education for all children
- Ensuring Education Continues in Pakistan’s Flood Zone
- 100 girls in school, but what about boys?
- On World Teachers Day, three educators share their unique perspectives
- Equal education opportunities for children with disabilities
- New UNICEF podcast: Young people assess the needs of their peers
- Education in Pakistan—one year after the monsoon floods
- Drought in Horn and East Africa—how are you responding?
- Treating education as a life saver in emergencies
- As Southern Sudan looks to nationhood, education is pivotal
- Education a catalyst: a conversation with Nobel Laureate Mairead Maguire
- Girls’ Education in Afghanistan—Nazifa’s story
- Participate! Global Campaign for Education’s Global Action Week
- INEE 10th Anniversary!
- Japan Earthquake and Tsunami: Resources & Call for Information

The INEE blog has become a well-used space to share reports and studies in a short, accessible format that busy INEE members can easily digest and respond to. It has also allowed the work of smaller organizations and individuals to be highlighted and shared with the global membership. Blog posts are regularly highlighted in the INEE Bi-weekly Bulletin to increase exposure.
Listserv

The INEE listserv continues to be the centerpiece of INEE’s communications strategy; it is the primary vehicle for delivering timely and valuable information directly to over 7,000 members worldwide. In 2011, INEE sent over 184 listserv messages, including bi-weekly bulletins, weekly job messages, and a host of other important news and updates. Particularly valued by members are the bi-weekly bulletin, with its handful of easily accessible news, resources, and publications, and the weekly jobs message, which includes a filtered list of new job vacancies in the field of education in emergencies.

The listserv has been an effective platform to inform members not only about INEE initiatives, but also to share information in all five INEE languages about key international events, conferences, campaigns, news, and emergencies. In July and August, INEE worked with the Education Cluster on a series of messages covering the drought crisis in the Horn of Africa, providing members with a snapshot of the situation, the work being done, and the gaps in the interventions. Similar timely messages were shared with the membership concerning the emergency situations in Japan, Libya, and Cote d’Ivoire.

In 2011, INEE wrote special messages around the occasions of World Health Day (Apr 7), World Refugee Day (Jun 20), International Youth Day (Aug 12), International Literacy Day (Sept 8), World Teacher’s Day (Oct 5), World Mental Health Day (Oct 10), International Day for Natural Disaster Reduction (Oct 13), International Day for the Elimination of Violence Against Women (Nov 25), and Human Rights Day (Dec 10).

The listserv also proved to be an effective mechanism for engaging members, with over 300 members responding to the INEE Engagement Survey launched in June and over 700 respondents to the INEE Minimum Standards Assessment Survey in the last two months of the year.

Donate to INEE

During the last quarter of 2011, INEE worked with IRC to develop a donations webpage, designed to facilitate individual donations to INEE. The facility is aimed at members and other supporters of INEE, and it is also used for the collection of suggested donations from people who order INEE tools, to offset the costs of shipping. INEE ran a donations campaign, comprised of three email messages during the month of December 2011. The messages introduced the “Donate to INEE” page, suggested giving a gift during the holiday period, and reminded members that donations to INEE are tax-deductible at the end of the year. No further active promotion of the page has been done, but the Donate to INEE icon is on the INEE homepage and links to the page are found in various locations on the INEE website and in many Secretariat members’ email signatures.
INEE Membership
Over 7,500 members working in over 170 countries worldwide

**INEE Steering Group**
- ChildFund International
- International Rescue Committee (IRC)
- Save the Children
- Open Society Foundation
- Refugee Education Trust
- USAID
- UNESCO
- UNHCR
- UNICEF
- World Bank

**INEE Secretariat Staff**
- Director (Hosted by IRC, NYC)
- Coordinator for Knowledge Management and Partnerships (Hosted by UNESCO, Paris)
- Coordinator for Minimum Standards and Network Tools (Hosted by UNICEF, NYC)
- Coordinator for Education and Fragility (Hosted by UNHCR, Geneva)
- Coordinator, Pan-African Knowledge Hub (Hosted by IRC, Nairobi)
- Administration Officer (Hosted by IRC, NYC)

**INEE Language Communities**
- Arabic Language Community
- French Language Community
- Portuguese Language Community
- Spanish Language Community

**INEE Task Teams**
- Adolescents & Youth Task Team
- Disability and Inclusive Education Task Team
- Early Childhood Task Team
- Gender Task Team
- Quality Education Task Team for Prevention, Preparedness, Response, and Recovery

**INEE Working Group on Minimum Standards**
- Association for the Development of Education in Africa (ADEA)
- American Institutes for Research (AIR)
- ActionAid
- BFARe
- Family Health International 360
- Mavi Kalem Social Assistance and Charity Association
- Ministry of Education Afghanistan
- Ministry of Education Yemen
- NORAD
- Norwegian Refugee Council (NRC)
- Plan International
- Reach out to Asia (ROTA)
- Save the Children Australia
- Save the Children Norway
- War Child Holland
- UNESCO
- UNICEF HQ
- UNICEF Ethiopia
- World Vision International

**INEE Working Group on Education and Fragility**
- American Institutes for Research (AIR)
- Canadian International Development Agency (CIDA)
- Center for Universal Education, Brookings Institute
- CiBT Education Trust
- Comic Relief
- Commonwealth Secretariat
- Creative Associates International (CAI)
- Education Development Center (EDC)
- European Commission
- Family Health International (FHI) Development 360
- GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit)
- Global Partnership for Education
- Harvard Graduate School of Education
- IBIS
- International Rescue Committee (IRC)
- Netherlands Ministry of Foreign Affairs
- Save the Children
- Swisspeace
- UNESCO—International Institute for Educational Planning (IIEP)
- UN Interagency Framework Team for Preventive Action
- UNHCR
- UNICEF
- United States Institute for Peace (USIP)
- University of Florence
- Comparative, International & Development Education Centre, University of Toronto
- USAID
- Education Above All
Acknowledgement of Support

INEE would like to thank all who have provided support to the network during 2011. As in past years, the network functions both on direct and in-kind contributions. Direct contributions from which the network drew funds in 2011:

**Anonymous** (via IRC, December 2010 to July 2012) $180,000
**Care** (via NRC, January–December 2011) $10,000
**ChildFund International** (via IRC, January–December 2011) $10,000
**CIDA** (via IRC, April 2010–March 2013) CAD150,000
**Norwegian Ministry of Foreign Affairs** via NRC, August 2010–March 2011, $79,000. Via NRC, May 2011–April 2012, $80,000.
**International Save the Children Alliance** (via NRC, January–December 2010) $10,000
**Refugee Education Trust** (via NRC, January 2010—December 2010) $10,000
**Reach Out to Asia** (via IRC, March 2011–December 2011) $53,179
**Save the Children Sweden (MENA)** (via NRC) $3,000
**Unbound Philanthropy** (via IRC, October 2008–October 2011) $599,995
**USAID** (via UNESCO, January 2010–December 2011) $230,000
**USAID** (via IRC, September 2011 to September 2013) $460,000
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**UNESCO-Iraq** (via NRC) $1,000
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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 all organizations sitting on the Steering Group, Working Groups, INEE Task Team Conveners, and members. The work would not be done without you.

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- Save the Children Norway, Bente Sandal-Aasen, Norway
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- World Vision International, Patricia Hartasanchez, United States

INEE Working Group on Education and Fragility

- American Institutes for Research (AIR), Grace Akukwe, United States
- Canadian International Development Agency (CIDA), Jessica Oliver, Canada
- Center for Universal Education, Brookings Institute, Rebecca Winthrop, United States
- CfBT Education Trust, Susy Ndaru hutse, UK
- Comic Relief, Kamela Usmani, UK
- Commonwealth Secretariat, Florence Malinga, UK
- Creative Associates International (CAI), Jane Millar Wood, United States
- Education Development Center (EDC), Sarah Nogueira Sanca, United States
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• Netherlands Ministry of Foreign Affairs, Corien Sips, Netherlands
• Save the Children, Martha Hewison, Tanzania
• UNESCO - International Institute for Educational Planning (IIEP), Lyndsay Bird, France
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• UNHCR, Ita Sheehy, Switzerland
• UNICEF, Jordan Naidoo, United States
• United States Institute for Peace (USIP), Elizabeth Cole, United States
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