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About INEE

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

Guiding Principles

INEE believes that:

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

Vision

INEE envisions a world where:

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

Functions

INEE is an open, flexible network with minimal formal structure, with shared leadership, open noncompetitive membership, and strong inter-agency collaborative relationships, playing a facilitative as opposed to an operational role. INEE complements other more formal inter-agency mechanisms by employing the ‘soft power’ of convening and facilitating, not directing and competing, to draw agencies together, sustain commitment, and strengthen collaboration for education preparedness, emergency response, and post-crisis recovery.

INEE serves its members through community-building, convening diverse stakeholders, knowledge management, amplifying and advocating, facilitating and learning, and providing members with the resources and support they need to carry out their work on education in emergencies.

Learn more at [www.ineesite.org](http://www.ineesite.org).
Message from the INEE Steering Group Co-Chairs

Dear Members of the INEE Community:

As a vibrant community of practice, the Inter-Agency Network for Education in Emergencies (INEE) continues to serve its members through its core functions of community-building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing members with the resources and support they need to carry out their work in education in emergencies (EiE). All of INEE’s work can be classified according to one or more of these functions. Illustrative examples from 2016 include the following:

Community Building
• Two INEE Global Meet-Up events, January and October
• Network growth to more than 12,800 members

Convening
• EiE Global Consultation: a Common Platform, January
• Education in Protracted Crisis Learning Event, Amman, April
• INEE Working Group Meetings, April and November
• BMZ-INEE Conference—Education for forcibly displaced persons, Berlin, November

Knowledge Management
• Landscape Review on Technology and Education in Conflict and Crisis, February
• Training Pack for Teachers in Crisis Contexts, March
• Catalogue of Resources on Preventing Violent Extremism, June
• A New Research Envelope for EiE with Dubai Cares (E³), New York, September
• Paper on Psychosocial Support & Social and Emotional Learning, December
• Journal on Education in Emergencies, Volume 2, December

Amplifying & Advocating
• CIES Panels and Workshop, March
• World Humanitarian Summit, Istanbul, May
• Launch of Education Cannot Wait Fund, May
• Public-Private Partnership Roundtable, New York, June
• INEE Steering Group Blog Series, August

Facilitating & Learning
• INEE Minimum Standards Training of Trainers, February
• Webinar: Technology for Education in Emergencies, May
• INEE Minimum Standards contextualization workshop, Khartoum, June
• Webinar: TPD in Crisis Contexts, September
• Online Discussion: Training Teachers in Crisis Contexts, October
Providing

- INEE Minimum Standards contextualization in Democratic Republic of Congo—North Kivu, February
- Distribution of 700+ hardcopies of INEE materials in 4 languages

Among many other things, 2016 saw the launch of the Education Cannot Wait Fund, an education crisis fund designed to transform the global education sector, including both humanitarian and development responses. INEE played a critical role during the conceptualization of this fund through a two-phase global consultation that culminated in early 2016. And as a member of the Education Cannot Wait Fund’s High Level Steering Committee, INEE plays a leading role in ensuring adequate funding for education in emergencies. It is up to all of us to ensure that the fund meets its aim of transforming the global education sector.

In the year ahead, INEE looks forward to scaling up our engagement to meet the aspirations of our Strategic Plan 2015-2017, including launching a capacity building strategy, strengthening key partnerships, and fostering thought leadership. More than ever, INEE will play its part by serving as a global advocate, strengthening the evidence base, sharing knowledge, and fostering an inclusive membership.

We invite you to read this 2016 Annual Report keeping in mind that the important achievements highlighted here are the result of our collective and cooperative efforts. Your support of INEE is our true success and we look forward to working together with you to ensure girls, boys, women, and men affected by crisis and instability have access to quality, relevant, and safe education opportunities.

Sincerely,

Jennifer Sklar
International Rescue Committee (IRC)
INEE Steering Group
Co-Chair

Silje Skeie
Norwegian Refugee Council (NRC)
INEE Steering Group
Co-Chair
2016 in Review

Some of the highlights of the work of the INEE network in 2016 are included in the timeline below. Click on the titles to learn more.

For a complete history of key milestones and accomplishments of the network over the years, visit the new interactive timeline—http://timeline.ineesite.org.
INEE Working Group Meetings, Amman, hosted by UNWRA

Education in Protracted Crisis Learning Event, Amman

April 2016

INEE Minimum Standards contextualization workshop, Khartoum

Public-Private Partnership Roundtable, New York

Catalogue of Resources on Preventing Violent Extremism

May 2016

World Humanitarian Summit, Istanbul

Launch of Education Cannot Wait Fund

Webinar: Technology for Education in Emergencies

June 2016

July 2016

"Out of School, Out of Sight" ECOSOC Side Event, New York
A New Research Envelope for EiE with Dubai Cares (E³), New York

UNGA 71 — Education side events, New York

Webinar: TPD in Crisis Contexts

World Teachers’ Day
RFI Podcast - Teacher motivation in Crisis Contexts

Online Discussion: Training Teachers in Crisis Contexts

INEE Global Meet-Ups

August 2016

September 2016

October 2016

November 2016

BMZ-INEE Conference — Education for forcibly displaced persons

INEE Working Group Meetings, Berlin, hosted by BMZ
Paper on Psychosocial Support & Social and Emotional Learning

UNESCO Policy Dialogue Forum: Teacher Motivation in Crisis-affected Contexts, Siem Reap

Journal on Education in Emergencies, Volume 2

December 2016

2017

Education Cannot Wait Fund roll-out, international seminars, new EIE research envelope, interactive webinars, round tables, capacity development strategy, ICT Inventory, and much more to come!
Education Cannot Wait Fund

*Education Cannot Wait—a fund for education in emergencies* is an education crisis fund designed to transform the global education sector, including both humanitarian and development responses. Launched at the World Humanitarian Summit in May 2016, the fund aims to deliver a more collaborative, agile, and rapid response to education in emergencies in order to fulfill the right to education for children and young people affected by crises.

The Education Cannot Wait Fund is both about restoring hope to millions of children and demonstrating that the governments who signed the 2030 Sustainable Development Goal pledge intend to keep their promise.

**INESS and the Education Cannot Wait Fund**

During the conceptualization of a “common platform” that would become the Education Cannot Wait Fund, INEE led a global consultation to facilitate dialogue and collect inputs from all over the world. This consultation, which ran in two phases—*Phase 1* in May 2015, and *Phase 2* in January-February 2016—focused on how to operationalize solutions toward a new platform for global education in emergencies work.

In Phase 2 of the global consultation, INEE collected inputs focused on the conceptual framework, priority functions, and scale of several proposed solutions. To facilitate the dialogue, there were open feedback surveys and online discussion forums in INEE’s five working languages. There were also in-person consultations as part of INEE’s Meet-Up event, as well as country-specific consultations conducted by the ODI team in a number of crisis-affected countries. Overall, more than 500 people participated in the INEE global consultation process.

Respondents overwhelmingly favored the establishment of a platform that focuses on the functions of inspiring political commitment and generating new and increased funding for education in emergencies and protracted crises. The platform should support the existing humanitarian architecture to more effectively carry out the functions of improving planning and response across the humanitarian-development continuum; building national and global capacity; and strengthening data collection and evaluation for learning and innovation.

Based on the feedback from the INEE community, and after extensive analysis by the Overseas Development Institute (ODI), which was commissioned to propose a way forward, the Education Cannot Wait Fund was created.

INEE will continue to support the Education Cannot Wait Fund and advocate for all network members in its role as an ex officio member of the ECW High Level Steering Group.

Find out more at [www.ineesite.org/education-cannot-wait](http://www.ineesite.org/education-cannot-wait).
World Humanitarian Summit

The May 2016 World Humanitarian Summit (WHS) in Istanbul was a tremendous gathering of humanitarian practitioners and policymakers set on charting the future of humanitarian action. WHS provided a historic opportunity to raise awareness about the important role that education plays in rebuilding lives during and after crises, and its unique role in bridging the gap between humanitarian and development action and actors.

Education in emergencies was highlighted again and again throughout the two-year WHS consultation process leading up to the summit. The October 2015 consultation process synthesis paper Restoring Humanity: Global Voices Calling for Action makes clear statements about the importance of education, both as a humanitarian intervention and as a necessity for all stages of societal development:

- “...Humanitarian action must serve the specific needs of children in all stages of preparedness and response, and prioritize education and protection for children affected by disasters or conflicts.” (p.037)
- “...Child protection and education in emergencies must be prioritized as lifesaving interventions alongside health, food, water and shelter.” (p.044)
- “There is also the potential to set minimum targets for specific issues, such as ensuring that no displaced child should lose a month of education.” (p.061)

At WHS, education was at the forefront of proceedings. The more than 9,000 WHS participants had many education-related events to choose from in the program, including dozens of side events and a high-level Special Session that saw the launch of the Education Cannot Wait: a fund for education in emergencies.

“We’ve been advocating for this for a very long time. So many people and organizations have come together to achieve this milestone for education in emergencies.”

—INEE Director Dean Brooks

INEE, alongside Jesuit Refugee Service, UNRWA, the Global Campaign for Education, Theirworld, and War Child, hosted a WHS side event entitled Delivering Quality Education in Emergencies: What Needs to Be Done? This event featured practitioners, philanthropists, and champions advocating for education for refugees and the forcibly displaced.

The unprecedented spotlight on education in emergencies at WHS did not happen out of the blue. The high-profile champions and non-traditional donors who have joined the effort during the past few years are building on decades of advocacy. The result is that today’s chorus of voices demanding education for the most marginalized learners is the loudest and most effective we have ever heard.
Membership and Network Spaces

INEE members—now more than 12,800 from all over the world—are INEE’s biggest asset. The network exists for and because of its members, and is structured to facilitate collaboration and participation at global, regional, and local levels. INEE members participate in network activities as both individuals and, in the case of INEE Working Groups, as representatives of their agencies and organizations.

**INEE Member Facts:**

- More than 12,800 of us work and study and teach and respond to the education needs of millions of people facing crisis situations;
- 1,068 new members joined INEE in 2016; an average of 3 new members every day;
- We are teachers and students and NGO workers and UN staff and donors and ministry officials and consultants, and more;
- We work in offices, refugee camps, universities, and under big mango trees;
- We are employed by hundreds of organizations, agencies, and institutions; and many of us work independently;
- We live in more than 190 countries and speak more than 100 listed languages.

View more details about the INEE membership in the latest [INEE Membership Snapshot](#) on the INEE website.

### Update your profile!

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

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

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

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

- **Working Groups** are formalized structures which help develop and promote specific work within INEE. Participation in Working Groups is on an institutional basis with individual representatives for each agency.

- **Task Teams** allow individual members to work collectively on specific areas of interest, advocating for key thematic issues, and collaboratively developing tools and resources to help practitioners provide inclusive, quality, and safe education for all affected by crisis. Each Task Team is convened by one or more individuals who commit to facilitating and coordinating it.

- **Language Communities** are groups of INEE members who work in languages other than English. The Language Communities seek to expand and share access to resources, tools, and experience in the non-English working languages of INEE, namely Arabic, French, Portuguese, and Spanish.

- A **Steering Group** provides strategic vision and overall governance for the network. In line with the INEE Strategic Plan, the INEE Steering Group sets goals and plans for the network; approves new working groups and task teams; and provides strategic guidance to the INEE Secretariat staff. In 2016, the Steering Group adopted a set of **INEE By-laws**, which outline the structures and procedures of the network. Steering Group members are senior representatives of organizations actively engaged in education in emergencies.

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

Task Teams

INEE task teams are formalized network spaces that allow members to work collectively on thematic areas of interest. Task teams are composed of individual INEE members (not institutional representatives) and are led by a small group of volunteer co-conveners (thematic experts with strong convening skills). The work of each task team revolves around a specific set of time-bound tasks and activities.

INEE’s most active task teams throughout 2016 were the **INEE Inclusive Education Task Team (IETT)** and the **INEE Technology and Education in Crises Task Team (TECTT)**. The IETT worked with the *Enabling Education Network* (EENET) to produce a special edition of the *Enabling Education Review 5*, which focused on inclusive education in emergencies.

The TECTT renewed its membership and work plan in 2016, tackling three objectives: 1. share knowledge and information, 2. maintain the ICT4EiE landscape, and 3. elevate the experience of people working on the ground. TECTT members actively en-
gaged in several flagship “ICT for education” events, including UNESCO’s Mobile Learning Week and the mEducation Alliance Symposium. The TECTT also contributed to several documents and resources relevant to the task team’s theme, including:

- **Landscape Review**: *Education in Conflict and Crisis: How Can Technology Make a Difference?*, led by BMZ/GIZ.
- **Innovation Competition**: EduApp4Syria, led by Norad
- **Interactive database**: ICT Inventory (in beta phase), led by TECTT members, set for completion in 2017.

Task team membership is open to any INEE member. To find out more and to join a task team, send a short email of introduction to the relevant task team email address listed on the INEE website: www.ineesite.org/task-teams.

### Language Communities

2016 was a busy year for the four INEE Language Communities, with an enormous amount of work done to translate and produce INEE communications, and provide a range of other services for INEE members in Arabic, French, Portuguese, and Spanish. Thanks to the efforts of the Language Community Facilitators, and the interns and volunteers who work with them, the INEE website remains a rich source of multilingual content (www.ineesite.org—click on the language prefix of your choice at the top right of the screen).

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

To join an INEE Language Community, just click on the corresponding INEE Group in your online member profile. If you are not yet an INEE member, you can join for free (in all five languages, of course!) on the INEE website—www.ineesite.org/join.
Facilitator, FLC members engaged in a wide variety of activities throughout the year, a few of which are noted below.

- Worked on translation throughout the year, including ensuring that the INEE website is available and up-to-date in French—www.ineesite.org/fr.
- Facilitated the translation and review of numerous resources and tools, including the INEE Background Paper on Psychosocial Support and Social and Emotional Learning and the Training Pack for Primary School Teachers in Crisis Contexts (both resources will be published in French in 2017).
- FLC members provided input during the global consultation which led to the creation of the Education Cannot Wait Fund, one of EiE’s most valuable achievements in 2016.
- Supported members online and also answered phone interviews with members on capacity development for EiE practitioners. Support is usually given for convening, providing, and community building as well as sharing good practices and tool orientation.
- The FLC compiled monthly or bi-monthly resource updates throughout the year to inform members of news, trends, and events in the francophone sphere of EiE. Subscribe to receive French messages through your online INEE profile—www.ineesite.org/login.
- Meet-ups were organized in 10 francophone countries this year.
- The FLC Facebook page now counts 797 followers and ensures more direct and interactive contact with members.

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

Comunidade de Língua Portuguesa (Portuguese Language Community)
The INEE Portuguese Language Community (PLC) aims to facilitate access to relevant information related to education in emergencies (EiE) in Portuguese, and to bring to the global INEE network the knowledge and experience from EiE initiatives in Portuguese-speaking countries such as Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and Timor Leste. A part-time PLC Facilitator is based in Portugal with institutional support from the Institute of Education of the Universidade do Minho.

Throughout 2016, the PLC Facilitator and members engaged in a wide variety of activities at global, regional, and country levels, including:

- Representation: Portuguese Coalition of the Global Campaign for Education—Portugal; South-South Lusophone Countries Cooperation Program—Regional; supporting the establishment of the ReLus—Lusophone Network for the Right to Education; Meetings with potential partners at the national level: Camões, Instituto da Cooperação da Língua and Fundação Calouste de Gulbenkian—Portugal.
- Collaborations and events: Applications in partnership with the Universidade do Minho Resource Center for Cooperation and Development; Seminar “Cooperation, Education and Development: contexts, actors and agendas;” a Technical Workshop on Education In Emergencies, Protracted Crises And Fragile Contexts; INEE Fall Meetings in Berlin; and two Meet-Ups in Portugal with around 30 participants.
- INEE materials dissemination: Shipped 200 copies of the Portuguese version of the INEE Minimum Standards handbook to Angola, Brazil, and Portugal.
- Communications: Monthly resource updates and other listserv messages disseminated in Portuguese, including information about tools, resources, events, and news relevant from and to EiE work in Lusophone contexts. Subscribe to receive Portuguese messages through your online INEE profile—www.ineesite.org/login.
- Technical support: Support to EiE initiatives at the field level was regularly provided.
Translation: English-Portuguese-English translation was ongoing throughout the year, including reports, surveys, website content, documents, and much more.

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

Comunidad Hispana (Spanish Language Community)

During 2016, the Spanish Language Community (SLC) increased its membership to 640 members and continued to provide an open space for members to exchange and learn about education in emergencies (EiE) and disaster risk reduction (DRR) in the education sector, mainly in Latin American countries.

The SLC Facilitator continued to represent INEE in the Global Alliance on Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), participating in bi-monthly virtual meetings, and supporting the organization and implementation of GADRRRES activities. The primary GADRRRES initiative was to define the scope, mechanism, and strategy to spread the Worldwide Initiative on Safe Schools (WISS) and map Comprehensive School Safety (CSS) Policies in Latin American countries.

The part-time SLC Facilitator also represented INEE in Regional Education Cluster initiatives and meetings, which has helped to ensure that the priorities of INEE and other EiE global initiatives (INEE, GADRRRES, Education Global Cluster, WEF) were included in the group’s 2016-2017 work plan. INEE had a key role with other regional partners in Regional Education Cluster initiatives such as promoting the indicator system on DRR in the education sector and translation/contextualization of global WISS materials. Additionally, Regional Education Cluster members have provided input and information to be included in monthly Resource Updates disseminated in Spanish.

The SLC Facilitator also supported and provided technical support to the KIZUNA Program in the organization of a Latin American seminar focused on “school safety” held in Santiago, Chile in August 2016. Throughout 2016, the SLC Facilitator also continued to support the South American Regional Project “More Education, Less Risk.” This DIPECHO Project 2015-2016 is being implemented by a consortium that includes UNESCO, Plan International, and Save the Children in Bolivia, Colombia, Ecuador, Peru, and Paraguay.

Throughout 2016, new resources and tools were developed by a variety of actors in Latin American
countries, and these materials were regularly shared with INEE members through the monthly Spanish language resource updates and through updating the Spanish version of the DRR thematic page on the INEE website. Subscribe to receive Spanish messages through your online INEE profile—www.ineesite.org/login.

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

**INEE Global Meet-Ups**

INEE Meet-Ups are informal gatherings in all corners of the globe where INEE members and others can network, share experiences, and discuss relevant topics. INEE’s 2016 Global Meet-Up events took place in January and October. Hundreds of members gathered in more than 50 locations around the world during the events; participants came from a wide variety of backgrounds, including researchers, education professionals, NGO staff, students, professors, and more.

The 2016 Meet-Ups—all organized by volunteers—ranged from informal occasions around a meal or coffee, to outdoors gatherings, to more formal events with panel-led discussions and learning sessions. Meet-Up participants engaged in a variety of activities, including networking, discussions, presentations, poster designs, role plays, and interactive group work. The January 2016 Global Meet-Ups coincided with Phase 2 of the INEE-led Global Consultation on EiE, so organizers had the option of focusing on the discussion topics of the global consultation. Likewise, the October Global Meet-Ups had an optional theme of capacity development—some participants used this theme as an opportunity to discuss the education in emergencies (EiE) sector’s capacity needs, demands, and opportunities.
Journal on Education in Emergencies

The second edition of the Journal on Education in Emergencies (JEIE) was published in December 2016.

The second edition of the JEIE contains five articles—three research articles and two field notes—and three book reviews that cover a variety of scholarly/policy topics and types of research design. Topics include lessons from a psychosocial and trauma-focused approach in Gaza schools; norms, violence, and girls’ education in Afghanistan; and education and citizenship in Mali.

Journal on Education in Emergencies—Volume 2, Number 1

Editorial Note

Editorial Board

EiE Research Articles

Finding a Way Forward: Conceptualizing Sustainability in Afghanistan’s Community-Based Schools
Michelle J. Bellino, Bibi-Zuhra Faizi, and Nirali Mehta

Will You Send Your Daughter to School? Norms, Violence, and Girls’ Education in Uruzgan, Afghanistan
Dana Burde and Jehanzaib Khan

Resilience of LGBTQIA Students on Delhi Campuses
Anjali Krishan, Apurva Rastogi, and Suneeta Singh

EiE Field Notes

A School Under Fire: The Fog of Educational Practice in War
Kathe Jervis

School-Based Intervention in Ongoing Crisis: Lessons from a Psychosocial and Trauma-Focused Approach in Gaza Schools
Jon-Håkon Schultz, Laura Marshall, Helen Norheim, and Karam Al-Shanti

Book Reviews

The Outcast Majority: War, Development, and Youth in Africa by Marc Sommers
Susan Shepler

Arab Dawn: Arab Youth and the Demographic Dividend They Will Bring by Bessma Momani
Elizabeth Buckner

Education and Empowered Citizenship in Mali by Jaimie Bleck
Yoby Guindo

The full JEIE Volume 2, Number 1, as well as the individual articles, can be downloaded for free from the INEE website. More about the second edition, including a note from the Editor and full abstracts of the articles, can be read on the INEE Blog.

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

The JEIE webpage was visited more than 3,000 times between December 2016 and February 2017, and the JEIE Volume 2, Number 1 file was downloaded 6,000 times during the same period.
The INEE Education Policy Working Group (EPWG) contributes to inter-agency collaboration, information sharing, and evidence-building in the field of education in emergencies and fragile contexts. EPWG members—25 UN agencies, NGOs, donor agencies, and academic institutions—play an important role in building knowledge and evidence related to education in conflict-affected and fragile contexts. This knowledge informs policies, planning, and the practices of field practitioners, implementing agencies, education ministries, and donors. The Working Group contributes to community-building, convening, and facilitating learning through international symposia and compiling and developing resources for international education policy and planning.

The EPWG has five objectives:

1. Serve as a community of practice for the field of education in crisis-affected and fragile contexts, resilience, and peacebuilding
2. Build evidence on key issues in education in emergencies and conflict-affected settings by shaping and facilitating learning on EIE
3. Contribute to knowledge-building in the field of education in emergencies by making research outcomes useable by practitioners working in crisis-affected contexts
4. Provide thought-leadership in the field of education in crisis-affected and fragile contexts for the INEE membership and partners in the field, including facilitating linkages between academics and practitioners
5. Enable the delivery of conflict-sensitive education in emergency and fragile contexts

Focus areas of INEE Education Policy in 2016
Based on the goals of the 2014-2017 INEE Education Policy Working Group, and in light of the INEE Strategic Plan 2015-2017, the EPWG identified four thematic areas of focus in 2016:

- Psychosocial Support (PSS) & Social and Emotional Learning (SEL)
- Youth, Violence & Peacebuilding
- Education & Forced Displacement
- Conflict-Sensitive Education (CSE)

Below are highlights from EPWG activities in 2016:

INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings
In 2016, the EPWG, together with the Standards and Practice Working Group, developed a new resource on Psychosocial Support (PSS) and Social and Emotional Learning (SEL) for children
and youth in emergency settings. The purpose of the INEE Background Paper is to clarify relevant terminologies and approaches relating to psychosocial well-being and social and emotional learning in education in crisis-affected contexts, and to explore how PSS and SEL relate to one another. The target audiences for this paper are education practitioners, academics, and policymakers working in education in emergencies and protracted crises. This Background Paper is a precursor to a practical guidance document, which will be available in 2017. At present, this paper is available in English. Arabic, French, Portuguese, and Spanish translations of the INEE Background Paper will be made available in summer 2017.

Workshops were organized around four key themes: urban refugee education, teachers working in contexts of forced displacement, psychosocial support and social and emotional learning in emergency education settings, and ICT for higher education and skill development. Keynote speeches were given by Joseph Munyambanza (COBUR-WAS International Youth to Transform Africa) and Dr. Mary Mendenhall (Teachers College, Columbia University). The full agenda, workshop summaries, speakers' presentations, meeting report, and video of the meeting can be found on the event webpage.

**ICT4EIE Webinar**

In May 2016, the EPWG, in collaboration with UNHCR, BMZ and GIZ, hosted a webinar on Information Technologies for Education in Emergencies (ICT4EIE) entitled Education and Forced Displacement—How can Technology Make a Difference. The objective of the webinar was to stimulate further exchange, identify ways forward, and improve existing practices to reach a larger number of children, youth, and teachers with ICT to support learning in situations of forced displacement. The webinar brought together more than 110 participants. Two panelists presented new and emerging research on ICT4EIE; they discussed the outcomes of two landscape reviews on ICT for Education in Conflict and Crisis and on Technology for Refugee and IDP Education. Additionally, findings were presented and discussed about a mobile-mentoring (or m-mentoring) initiative for refugee teachers in Kakuma refugee camp, Kenya. The initiative is a joint effort by Columbia University Teachers College, Finn Church Aid, and UNHCR.
As a follow-up to the webinar, INEE launched a discussion forum on the INEE website to enable participants and presenters to engage in further conversation. The newly re-formed INEE Technology and Education in Crises Task Team (TecTT) will be carrying this topic of ICT4EIE forward in 2017.

Webpage and Resource Catalogue on Preventing Violent Extremism
The EPWG compiled a catalogue of resources on education and preventing violent extremism (PVE). This database contains more than 100 resources on education and violent extremism. The aim is to make resources on PVE and education readily available for practitioners, academics, and all those working in the field of education in fragile and crisis-affected contexts. It is a ‘live’ catalogue and INEE encourages those interested to share additional resources via email: pve@inesite.org.

The EPWG created a new INEE thematic webpage on education and PVE, which provides an overview of the topic, summarizes INEE’s key activities, and contains links to news articles, key resources, and relevant websites.

Name Change of the Working Group
In light of the priorities of the INEE Strategic Plan 2015-2017, and in order to better reflect the functional focus of the group, the Education and Fragility Working Group changed its name to ‘Education Policy Working Group.’ With the approval of the INEE Steering Group, this change went into effect in early 2016. This better reflects the focus of the Working Group, which is to build evidence and inform policies relating to education in emergencies.
Standards and Practice Working Group

In September 2015, INEE inaugurated the sixth INEE Minimum Standards Working Group with a renewed mandate and reconstituted membership. The current group (2015-2017) includes 29 members from 20 countries, 19 are new members to the group. This group builds on the background, legacy, and strengths of the Working Group’s previous achievements, including in the areas of knowledge management, contextualization, and application of the INEE Minimum Standards, and capacity development. The group has been renamed the Standards and Practice Working Group (SPWG) to reflect the group’s focus on the INEE Minimum Standards and support for quality education at the field level. Based on the INEE Strategic Plan 2015-2017 the following outcomes have been prioritized by the INEE WG:

1. Education policies and programming strengthened due to an increased application, contextualization, and institutionalization of the INEE Minimum Standards and other good practice tools
2. Timely and contextualized knowledge on EiE, including on emerging issues and current crises, is generated and shared widely to inform advocacy, policy and practice
3. Greater accessibility and applicability of existing EiE-related research and knowledge through improved knowledge mobilization and knowledge sharing systems
4. Capacities of EiE professionals have been strengthened and the field further professionalized through the implementation of innovative and sustainable capacity development strategies
5. Increased engagement and partnerships with non-traditional players including the private sector, multinational companies operating in fragile contexts, non-traditional government partners, social innovators from the global North and South, and technology companies
6. Strengthened and more active relationships with humanitarian and development standards setting initiatives, INEE members in the field, and under-represented members

For more information on the WG’s strategic plan and membership see the WG Charter.

INES Minimum Standards Training of Trainers
INEE organized a five-day training workshop in Washington, DC for 30 participants in March 2016
including NGO, UN, and Ministry of Education colleagues. The workshop, held in collaboration with Mercy Corps and Japan Platform, comprised a three-day overview of core INEE content and a two-day training of trainers. The training of trainers built capacity for emergency response, preparedness, and INEE Minimum Standards, and facilitated dialogue between Japanese and internationally-based education in emergencies partners. As a training of trainers, this workshop provided participants with the skills and knowledge needed to organize and deliver similar trainings themselves. INEE received more than 70 applications from 34 countries for this training.

Global Capacity Development Mapping and Analysis
The SPWG commissioned a global capacity development study to better understand the current needs of the EiE sector, the professional development demands of EiE practitioners, and the training and learning programs offered in the current marketplace. This research is part of a greater effort to improve inter-agency harmonization on EiE capacity development and to inform the development of a coherent INEE capacity development strategy. Data was collected through a survey in five languages, receiving 296 responses, 17 key informant interviews, and three Ministry of Education surveys. This results of this study are forthcoming in 2017.

INEE Minimum Standards Contextualization
In 2016, INEE and partners completed the contextualization of the INEE Minimum Standards in the Democratic Republic of Congo—North Kivu, making it the 12th contextualization to date. INEE is currently working with the Education Cluster on additional contextualizations, including in Iraq and Sudan. Visit the INEE website to access all language versions of the contextualized standards and for more information and guidance on the contextualization process.
**Humanitarian Standards Partnership**

INEE worked with the Sphere Project and other Companion Standards to launch the Humanitarian Standards Partnership (HSP) in 2016. This partnership is an effort to strengthen the previously existing network of humanitarian standards-setting initiatives, to improve linkages and collaboration on humanitarian standards work, and create space to expand this cooperation to other humanitarian standards initiatives. This platform builds strongly on the Sphere Companionship model, which aimed to promote complementarity, improved interaction across sectors and among organizations, and coherence among technical standards to support practitioners in principled humanitarian action.

**Conflict Sensitive Education**

In collaboration with the INEE Education Policy Working Group, the SPWG advanced the network’s work related to conflict sensitive education (CSE). In June 2016, INEE conducted a survey to build an evidence base on best practices in the application of conflict sensitive approaches in education. The survey was translated into INEE’s five languages and received 137 responses. Interviews were carried out with key informants in order to capture learning on the perceived strengths and weaknesses of the CSE pack and to document how to maximize the pack’s potential. Survey and interview results were analyzed and recommendations documented. The work on CSE will continue in 2017 and include a Training of Trainers on CSE followed by regional trainings supported by partner organizations.

**Training Pack for Teachers in Crisis Contexts**

The Training Pack for Primary School Teachers in Crisis Contexts responds to a critical gap in training materials that provide coverage of the foundational knowledge and skills required by teachers in humanitarian settings. The training pack builds basic teaching competencies for unqualified or under-qualified teachers often recruited to teach in refugee/IDP camps and in a range of other emergency settings. The pack was published in March 2016 by the inter-agency Teachers in Crisis Contexts Working Group (TICC), in close collaboration with INEE. It applies the recommendations from the INEE Minimum Standards, INEE Guidance Notes on Teaching & Learning, and the recommendations from the INEE Quality TPD publication.
INEE Toolkit and Materials Dissemination

Launched in 2011, and maintained by the SPWG, the INEE Toolkit is a publicly accessible database of vetted tools and resources for educationalists, humanitarian workers, and government officials. In 2016, the INEE Toolkit received 9,511 unique visitors (14,455 total visitors) from 189 countries, viewing 21,545 pages. A total of 16,889 tools and resources were downloaded.

INEE has also continued to provide hard copies of INEE materials to INEE members. In 2016, 720 hard copies of INEE materials in four languages were requested and distributed globally. This number is lower than other periods in the past due to a current lack of funds for shipping. Visit the INEE website to request hardcopies of INEE materials, or click on the images below to download the PDF versions for free.
Advocacy Working Group

The INEE Advocacy Working Group (AWG) was established in 2012 with a focus on reaching the goals set in the Education Cannot Wait: Call to Action, in addition to responding to emerging advocacy opportunities identified by its members. Since its re-constitution in 2015, the AWG is focused on supporting Strategic Priority 1 of the current INEE Strategic Plan: ‘To act as a global advocate and thought leader, promoting education for all and in all circumstances.’ With the continued emphasis on quality, equitable education for all in the Sustainable Development Goals (SDGs), and following several key global events that took place in 2015-2016, the AWG has a clear mandate going forward.

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

The AWG has four priority areas:

1. Financing
The AWG aims to ensure more and better financing for education in emergencies globally. It amplifies the importance of increased funding to EiE, including for research, and aims to use evidence to influence donors, policymakers, and national actors towards better funding. The AWG intends to influence platforms, including the new Education Cannot Wait Fund, ensuring that such initiatives are built on knowledge and expertise within the education in emergencies community.

2. Quality Education and the Promotion of the INEE Minimum Standards
The AWG continues to push for the use of the INEE Minimum Standards as a foundational tool for ensuring that children and youth in situations of crisis can access quality, inclusive, and protective learning opportunities. The INEE Minimum Standards are aligned with the Sphere Humanitarian Standards and are based on a human rights framework. They are most useful when contextualized, a process that has occurred in 12 countries thus far. Although many international actors and national governments are aware of the Minimum Standards, there remain challenges to their application and more evidence is needed that can inform targeted advocacy efforts.

3. Protracted Crises and Displacement
The AWG amplifies the importance of inclusive, quality education for refugees and other forcibly displaced populations. It shares positive examples and discusses ways around bottlenecks by convening actors, sharing learning, and facilitating understanding. The AWG aims to influence
policy and practice at the global level and is linking with the Education Policy Working Group on preparing advocacy messages and products on the topic of forced displacement.

4. Protection
The AWG is working towards a collaborative understanding of how education can be protective to learners, in order to better advocate for strengthening its protective elements. The AWG is developing a shared understanding of the core linkages between education and child protection together with the newly launched Alliance for Child Protection in Humanitarian Settings.

Thanks to strong and sustained advocacy from INEE and its member organizations over the past decade and a half, there have been significant gains for the field of education in emergencies, with a great deal of traction, in particular, in the last few years. Below are links to a few key milestones in the field of education in emergencies, where INEE has seen great impact from its advocacy efforts.

- Education Cannot Wait Fund (2016)
- Education Cannot Wait Campaign (2012)
- UNESCO GMR Report—The Hidden Crisis: Armed Conflict and Education (2011)
- Education Cluster (2006)

For a complete history of INEE milestones and accomplishments over the years, visit the new interactive timeline.
Communications

Throughout 2016, INEE members utilized the network’s myriad ways to share and receive vital information. With 18 specialized email lists in five languages, several social media channels, online discussion forums, and access to a wealth of information and resources on the INEE website—available in English, French, Spanish, Portuguese, and Arabic—INEE is well equipped to connect members all over the globe to the information, knowledge, tools, and people they need to do their work.

Website — www.ineesite.org

The INEE website continues to be the go-to source for content relevant to the field of education in emergencies. The website, which is fully accessible in English, French, Spanish, Portuguese, and Arabic, contains more than 180 pages of material. And the website’s ‘dynamic’ feeds contained a wealth of new content on a daily and weekly basis throughout 2016.

In terms of web traffic, 2016 was INEE’s busiest year to date, with more than 726,500 total pageviews (+11% from 2015) and 87,000 unique visitors (+18% from 2015). The vast majority of visitors access the website while browsing in English, but French, Spanish, Arabic, Portuguese, and German are other popular languages. Visitors come from all over the world, with the USA, the UK, Kenya, France, Canada, Mexico, Switzerland, Philippines, Germany, and Jordan rounding out the top ten countries of origin.

Data indicate a growing number of visitors are accessing the INEE website on tablets and mobile devices (around 20%), emphasizing the need to redesign the site to make it responsive to all platforms. Pending funding, this process will be carried out in 2017.

Email Communications

Newsletters and emails continue to be a critical part of INEE’s communications strategy. Many members, especially those with limited access to the internet, rely on the regular messages from INEE for information, news, tools and resources on education in emergencies.
In 2016, INEE managed 18 mailing lists of more than 8,000 subscribers, and sent 205 email messages, including bulletins, newsletters, job announcements, and a host of other news and updates in English, Arabic, French, Portuguese, and Spanish.

Particularly valued by members is the Bi-weekly Bulletin, with its handful of easily accessible news, resources, and publications, as well as the weekly Jobs message, which includes a filtered list of new job vacancies in the field of education in emergencies. Likewise, the monthly Language Community Resource Updates make accessible a plethora of non-English content to INEE members with much of the content submitted for dissemination by members themselves.

Subscribe to any of INEE’s email lists when you join INEE; email preferences are embedded in the join form. If you already receive emails from INEE, you can modify your email subscriptions by editing your INEE profile or by clicking on the link at the bottom of any email you receive from INEE.

Social Media

INEE continues to capitalize on the popularity and ease-of-use of several social media channels to reach INEE members and non-members alike, in both English and French. Followers of INEE social media channels are kept aware of relevant activities, news, jobs, multimedia, infographics, and other resources on a real-time basis. The platforms complement other INEE communications channels and are ideal mechanisms for sharing content generated by INEE’s many partners and members.

In 2016, the INEE English Facebook page saw an increase in followers from 4,923 to 5,940 (+20%); the English Twitter channel, from 3,240 to 4,523 (+40%); and the LinkedIn page, from 1,659 to 1,839 (+11%).

Meanwhile, the INEE French Facebook and Twitter channels have continued to grow their smaller but equally engaged followings, from 733 to 797 (8+) and 60 to 69 (+1%), respectively.

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

Social Media Followers in 2016

Blog

The INEE Blog (www.ineesite.org/blog) continues to be an important forum for sharing current events and relevant opinions about the world of education in emergencies. In 2016, INEE published 136 blog posts in English, French, Spanish, and Portuguese. Many INEE partners and members took advantage of the platform to publish and comment on topics relevant to the wider community—contributors ranged from displaced youth to Special Advisers to the UN Secretary General.

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

Highlights from the 2016 blog include:

- **Education and displaced populations: with not for**, by Ruth Naylor, Education Development Trust
- **TPD in Crisis Contexts: Where We Have Come From and Where We are Going?**, by Paul Frisoli, International Rescue Committee
- **The Brightest Hope youth essay**, by Mahikan Desiree
- **Out of School, Out of Sight**, by Karen AbuZayd, Special Adviser of the UN Summit for Refugees and Migrants
- **World Humanitarian Summit — A milestone for education in emergencies**, by Peter Transburg, INEE
- **We have a heavy workload: 263 million children and youth are out of school**, by Silvia Montoya, Director of the UNESCO Institute for Statistics, and Aaron Benavot, Director of the Global Education Monitoring Report, UNESCO
- **Refugees are more than just numbers**, by Salam Al-Nukta, youth Advisor to the GEM Report
- **When is state funding of private schools a violation of human rights?**, by Sylvain Aubry, Global Initiative for Economic, Social and Cultural Rights
- **Contextualizing the Minimum Standards for Education to the context in Sudan**, by MaisElReem S. Zuhaika, independent consultant
- **Virtually Educated: The Case for and Conundrum of Online Higher Education for Refugees**, by Martha K. Ferede, Consultant GEM Report, Lecturer in International and Comparative Higher Education, Sciences-Po
- **No more excuses. Provide education to all forcibly displaced people**, by the GEM Report and the UNHCR Education Section
- **Working in EiE: Transitioning into a career in humanitarian response after academic training**, by Anna Wilson, Coordinator of the Network for Research in Education, Conflict, and Emergencies
- **One size does not fit all—Non-formal education approaches in the Syria context**, by Silje Skeie, Education Advisor at the Norwegian Refugee Council
- **Delivering education to children affected by the conflict in Syria**, by Joseph Nhan-O’Reilly, Head of Education Policy & Advocacy at Save the Children

…and many more at [www.ineesite.org/blog](http://www.ineesite.org/blog).
Financials

This unaudited report represents the expenses incurred by INEE during calendar year 2016—January 1st through December 31st. INEE’s inter-agency success is in large part due to the 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, office space for INEE Secretariat staff, and much more. The monetary value of in-kind donations is not included in this report.

INEE’s fiscal administration and oversight is provided through our partners, the International Rescue Committee, a nongovernmental organization with 501c(3) tax-exempt status in the United States, and the Norwegian Refugee Council (NRC), a nongovernmental organization based in Norway; these organizations also receive funds on INEE’s behalf. All funds are subject to the fiscal accountability and auditing procedures of our partners.
Acknowledgements

Funding support

INEE would like to thank all who have provided support to the network during 2016. The network functions on funding received through grants, contracts, contributions, and in-kind donations.

Direct financial support from which INEE drew funds in 2016:

- Anonymous Donor (via IRC, August 2014—July 2016), $525,000
- Anonymous Donor (via IRC, August 2016—July 2018), $520,000
- Dubai Cares (via NRC, January 2016—December 2016), $100,000
- Education Above All Foundation (via IRC, October 2015—September 2016), $100,000
- Mercy Corps (via IRC, December 2015—March 2016), $69,499
- Online Donations (via IRC), $2,700
- Save the Children, (July 2016—February 2017), $39,730
- Steering Group (2016 direct financial support) $70,000
- UNICEF (via ICR, December 2015—March 2016), $58,592
- UNICEF (via IRC, February 2016—March 2017), $49,786
- USAID (via IRC, January 2015—January 2018), $690,000

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 for travel, 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 thank the Open Society Foundations for hosting the INEE Steering Group meeting at their New York headquarters in mid-April 2016. INEE extends special thanks to the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) for hosting the INEE Working Group meetings in Amman, Jordan in late April 2016.

INEE is grateful to the UNHCR Education Section for hosting the Fall Steering Group meetings at their new location at UN City, Copenhagen, Denmark in December. The Fall Steering Group meeting was followed by
a conference symposium in Berlin, Germany entitled “Education for a better future – creating prospects for displaced populations” co-sponsored by the German Federal Ministry for Economic Cooperation and Development (BMZ) and INEE. BMZ hosted the meetings and GIZ graciously provided the venue and logistics for the INEE Working Group meetings which followed the conference. Thank you to BMZ and GIZ, particularly Sophia Palmes and Domenica Edriss.

INEE would like to extend particular gratitude to the International Rescue Committee, the Norwegian Refugee Council, UNHCR, and RET International for hiring and/or hosting INEE Secretariat staff in 2016. We are also indebted to NORCAP for seconding Jessica Hjarrand to the INEE Secretariat to fulfill the role of Advocacy Working Group Coordinator. NORCAP is administered by the Norwegian Refugee Council and funded by the Norwegian Ministry of Foreign Affairs. Special thanks to Save the Children Norway (Redd Barna) for seconding Cleopatra Chipuriro to INEE as an interim Standards and Practice Working Group Coordinator during Arianna Pacifico’s maternity leave. Thank you to all.

INEE Groups

**INEE Steering Group**

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

- International Rescue Committee, Jennifer Sklar (Co-Chair)
- Norad, Randi Gramshaug
- Norwegian Refugee Council, Silje Sjøvaag Skeie (Co-Chair from October 2016)
- Open Society Foundations, Kate Lapham
- RET International, Marina Anselme (Co-Chair)
- UNESCO, Kerstin Holst
- UNHCR, Ita Sheehy
- UNICEF, Friedrich Affolter
- USAID, Nina Papadopoulos
- World Vision International, Linda Hiebert

We extend a thank you to Brenda Haiplik, UNICEF; Aleesha Taylor, Open Society Foundations; and Wendy Smith, World Vision International, who represented their respective organizations until mid-year. We are grateful for the guidance and service that you offered during your tenure.


- ActionAid, South Africa—John Abuya and Peter Hyll-Larsen
- ChildFund International, USA—Janella Nelson and Anita Anastacio
- Creative Associates International, USA—Eileen St. George and Joy du Plessis

**INEE Standards and Practice Working Group (2015-2017) © INEE**
• Family Health International (FHI 360), USA—Dr. Anne Smiley and Lori Moser
• Finn Church Aid, Finland—Minna Peltola and Mary Tangelder
• Global Education Cluster, Switzerland—Tyler Arnot
• Global Partnership for Education (GPE), USA—Fazle Rabbani and Jesper Andersen
• IBIS, Denmark—Irene Fredriksson
• International Rescue Committee (IRC), USA—Paul Frisoli and Rena Deitaa
• Jesuit Refugee Service, Italy—Fr. Joaquin Martinez, S.J. and Nadezhna Castellano-Sosa
• Jusoor, USA—Suha Tutunji and Maya Alkateb-Chami
• Libraries without Borders, USA/France—Muy Cheng Pelch and Barbara Schack
• Mavi Kalem SACA, Turkey—Zeynep Turkmen Sanduvac and Emine Filiz Ayla
• National Campaign for Education Nepal, Nepal—Raj Kumar Gandharba and Ram Gaire
• Norwegian Refugee Council (NRC), Norway—Andrea Naletto and Ariel Alejandro Rivera Solari
• People in Need, Czech Republic—Zuzana Pernicová and Marie Skalova
• Plan International Norge, Norway—Bente Sandal-Assen and Lena Thiam
• Qatar Foundation International, USA—Carine Allaf and Maggie Mitchell Salem
• RET International, Switzerland—Marina Anselme and Jennifer Roe
• Reach Out to Asia (ROTA), Qatar—Essa Ali Al-Mannai and Zamina Nasir
• Save the Children, Norway/Australia—Ketil Vaas and Nora Charif Chefchaouni
• Save Youth Future Society, Palestine—Rosa Smolinska and Ibrahim Ashour
• Spark Syria, Netherlands—Nasser Ishaq and Daphne Mulder
• Teachers College, Columbia University, USA—Mary Mendenhall and Susan Garnett Russell
• UNESCO Abuja Office, Nigeria—Ngozi Amanze
• University of Geneva, Switzerland—Barbara Moser-Mercer and Simon Hug
• University of Tromsø, Norway—Jon-Håkon Schultz
• UNRWA, Jordan—Frosse Dabit and Caroline Pontefract
• WarChild, Holland/Canada—April Coetzee and Nikki Whaites
• World Vision International, USA—Marco Grazia
• INEE Coordinator, Standards and Practice, USA—Arianna Pacifico
• INEE Coordinator (interim), Standards and Practice, Zimbabwe— Cleopatra Chipuruio

• AVSI Foundation, USA—Jackie Aldrette
• Berghof Foundation, Germany—Uli Jäger and Dagmar Nolden
• Education Development Trust (formerly CfBT), UK—Ruth Naylor
• Children in Crisis, UK - Peter Simms
• Concern Worldwide, USA—Jenny Hobbs and Lincoln Ajoku
• Department for International Development (DFID), UK—Kate Greany, Jessica Prout, and Kirsty Newman
• Education Development Center, USA—Cornelia Janke and Gustavo Payan
• European Commission, Belgium—Judit Barna
• GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), Germany—Sophia Palmes
• Global Partnership for Education (GPE), USA—Jesper Andersen
• Protect Education in Insecurity and Conflict (PEIC), Qatar—Margaret Sinclair and Susanne Bohm-Langford
• Plan International, USA—Sweta Shah
• Save the Children, South Africa & UK—Veronique Ringot and Emily Echessa
• Search for Common Ground, US—Rebecca Herrington and Lakhshitha Saji Prelis
• Sophia University, Japan—Taro Komatsu
• Teachers College, Columbia University, USA—Susan Garnett Russell
• UNESCO - International Institute for Educational Planning (IIEP), France—Morten Sigsgaard, Anna Seeger, and Leonora McEwen
• UNHCR, Denmark—Marie Maier-Metz and Ita Sheehy
• UNICEF, USA—Friedrich Affolter
• University of Amsterdam, The Netherlands—Mieke Lopes Cardozo
• University of Florence, Italy—Giovanni Scotto
• University of Minho, Institute of Education, Portugal—Júlio Santos
• USAID, USA—Nina Weisenhorn and Nina Papadopoulos
• World Bank, USA—Joel E. Reyes and Dina Abu-Ghaida
• World Vision International, Jordan—Mark Chapple
• INEE Coordinator, Education Policy, Switzerland—Laura Davison


• A World at School/Theirworld, USA—Kolleen Bouchane and Bethany Ellis
• Bibliotheques San Frontiers, France & USA—Allister Chang and Barbara Schack
• Education Cluster, Switzerland—Marie Agnese Giordano and Lisa Sabot Schmid
• Education International, Belgium—Haldis Holst and Antonia Wulff
• Finn Church Aid, Finland—Katri Suomi
• Global Coalition to Protect Education from Attack (GCPEA), USA—Amy Kapit
• Global Coalition for Education (GCE), India & UK—Anjela Taneja
• Global Education Monitoring Report (GEM), France—Kate Redman
• International Rescue Committee (IRC), USA—Jamie Weiss Yagoda
• IPDT Sri Lanka, Sri Lanka—Abdul Caffoor Zarook
• Norwegian Refugee Council (NRC), Norway—Silje Sjøvaag Skeie
• Plan International, UK & USA—Heather Saunders
• RET International, Ecuador & Switzerland—Yazmina Zambrano and Marina Anselme
• Right to Education Project, UK—Delphine Dorsi and Maria Ron Balsera
• Right to Play, Canada—Andrea Diaz-Varelai
• Save the Children, UK—Charlotte Bergin
• UNICEF, USA—Morgan Strecker and Lisa Bender
• UNHCR, Denmark—Ita Sheehy and Barbara Zeus
• World Reader, USA—Colin McElwee
• Youth Envision, USA—Deborah Dimmett and Alberto Casellas
• INEE Coordinator, Advocacy, Norway—Jessica Hjarand
• INEE Director, USA—Dean Brooks

Adolescents and Youth Task Team Conveners
Minna Peltola (Finn Church Aid); Rachael Reilly (Women’s Refugee Commission); Catherine Gladwell (Refugee Support Network); Jennifer Roe (RET International); Caroline Schmidt (GIZ)

Gender Task Team Conveners
Sarah Chakrin (Independent); Aya Takemoto (College Board); Jan Edwards (Independent)

Inclusive Education and Disability Task Team Convener
Ingrid Lewis (Enabling Education Network—EENET)

Technology and Education in Crisis Task Team Conveners
Stephen Richardson (Independent); Negin Dahya (University of Washington); Tony Bloome (USAID)

INEE Secretariat
• Dean Brooks, Director (Hired and hosted by IRC, NYC)
• Laura Davison, Coordinator, Education Policy (Hired by IRC Geneva and hosted by UNHCR and RET International, Geneva)
• Lindsey Fraser, Administration Officer (Hired and hosted by IRC, NYC)
• Jessica Hjarrand, Coordinator, Advocacy (Seconded and hosted by NRC, Oslo)
• Arianna Pacifico, Coordinator, Standards and Practice (Hired and hosted by IRC, NYC)
• Cleopatra Chipuriro, Interim Coordinator, Standards and Practice, Jun-Nov 2016 (Seconded and hosted by Save the Children Norway, based in Zimbabwe)
• Peter Transburg, Senior Communications Coordinator (Hired by IRC, based in California)
• Sonja Anderson, Interim Communications Coordinator, Dec 2016–Mar 2017, (Contracted by IRC, based in California)

INEE would like to acknowledge the service of Secretariat members who transitioned to other professional opportunities during the course of 2016. INEE appreciates the quality contributions made by Jessica Hjarrand, Advocacy Working Group Coordinator, and we wish her continued success. Thank you also to Cleopatra Chipuriro who stepped in as interim Standards and Practice Working Group Coordinator during Arianna Pacifico’s maternity leave.

**INEE Language Community Facilitators**

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

• Mai Abu Moghli, Arabic Language Community Facilitator (based in London and Palestine)
• Emeline Marchois, French Language Community Facilitator (based in France and Colombia)
• Andreia Soares, Portuguese Language Community Facilitator (based in Portugal)
• Claudio Osorio Urzúa, Spanish Language Community Facilitator (based in Chile)
Interns and Volunteers
INEE is fortunate to have a group of talented interns and volunteers who offer their skills and time throughout the year in order to gain experience in education in emergencies and the humanitarian field. We strive to provide them with a valuable work experience, and we gain so much from them in return. Intern tasks include research, writing, editing, updates to the website, communications, fulfilling materials requests, and more.


Consultants
Consultants are invaluable to the work of INEE, as their specific knowledge, research, and expertise complements that of the Secretariat and helps INEE accomplish its goals and objectives. We would like to acknowledge the following individuals who worked with us during 2016: Allison Anderson, Sonja Anderson, Vania Alves, Charlotte Balfour-Poole, Stephen Richardson, and Dody Riggs.

Journal on Education in Emergencies
We would like to acknowledge the effort of the following individuals for their assistance with the Journal on Education in Emergencies (JEIE): Dana Susan Burde, PhD, New York University, Editor-in-Chief; Heddy Lahmann, New York University, Managing Editor; and Elizabeth King, PhD, New York University, Book Review Editor. Special thanks to the JEIE interns and technical editors Kylie Garner, Sarah Haroun Sualehi, and Pamela Montalbano. Thanks to New York University for housing the journal and providing a small grant from the International Education program director’s research budget to cover student staff stipends.

Thank you, too, to Dean Brooks, Lindsey Fraser, and Peter Transburg at INEE, to our copy editor, Dody Riggs, to our JEIE designer, Erik Ramirez, and to our many anonymous reviewers who will be acknowledged by name in subsequent issues of the JEIE. Finally, we wish to note that, as with most journals, JEIE board members and reviewers volunteer their time to read, review, and offer feedback on all articles. Members of the JEIE Editorial Board include Carine Allaf, PhD, Qatar Foundation International; Ragnhild Dybdahl, PhD, Oslo and Akershus University College of Applied Sciences; Mark Ginsburg, PhD, FHI360; Elisabeth King, PhD, New York University; Mary Mendenhall, EdD, Teachers College, Columbia University; Susan Garrett Russell, PhD, Teachers College, Columbia University; Sweta Shah, PhD, Bernard Van Leer Foundation; and James Williams, EdD, George Washington University.

The good people at Zaengle Corporation and Creatrix Design Group provide high-quality backend support to our website and the INEE Toolkit, respectively.

This report was designed by Eric Doyle of Rubicon Design Associates.
Donate to INEE!

Help provide quality education in emergencies.

With more than 12,800 members in over 190 countries, INEE serves a diverse group of practitioners, students, teachers, UN and NGO workers, government officials, and affected populations. Like our members, INEE is committed to ensuring all persons their right to quality, safe, and relevant education in emergencies and crisis-prone contexts.

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