

Addressing Gender Inequalities in and through Education in Emergencies, Post-Crisis and Contexts of Fragility

Workshop Report

Co-organized by IRC, INEE Gender Task Team/IASC Education Cluster Gender Working Group, UNGEI and UNICEF



September 16-18, 2008
Geneva, Switzerland



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Dedication

This Training Workshop was conceived by Dr Jackie Kirk, IRC Technical Advisor, and convener of the INEE Gender Task Team and IASC Education Cluster Gender Working Group. Jackie was tragically killed with three IRC colleagues in Afghanistan on 13 August 2008. This Workshop was dedicated to her memory as an educationalist and gender specialist who worked tirelessly to ensure the educational rights for girls and boys affected by crisis.

Workshop Overview

It is critical to establish gender-responsive education programs throughout the emergency relief to development continuum. Not only do girls and boys, women and men, experience conflict and natural disasters differently, but these crises contexts can also provide opportunities for systemic change that can increase gender equality with communities and national systems as they recover and rebuild.

This Workshop organized by the Inter-Agency Network for Education in Emergencies, the International Rescue Committee, the United Nations Girls Education Initiative, and UNICEF, brought together 21 participants representing government ministries, UN agencies, international NGOs and donor agencies (See Annex 1 for Participant List). The workshop provided a unique opportunity to bring together participants with a wide range of experience and expertise working in contexts as diverse as Afghanistan, Jamaica, East Timor and Zimbabwe. Participants were able to deepen their personal understandings of gender, and consider the gender dynamics created by emergencies and how this impacts on educational opportunities and experiences. The Workshop also introduced a number of new tools, strategies and processes for addressing gender disparities in and through education.

Specific Workshop Objectives:

- a. To bring together relevant actors from INEE, Education Cluster, IRC, UNGEI and UNICEF networks, as well as other relevant sectors and partners, to focus on the particular gender dynamics created by emergencies, post-crisis and fragile contexts, and their impacts on education opportunities and experiences for girls and boys;
- b. To present a range of gender theoretical frameworks, tools, strategies and processes (including the INEE Minimum Standards) for addressing gender disparities in and through education in emergencies, post-crisis and contexts of fragility;
- c. To share and discuss examples of good or promising practice from field experience of gender-related education policy and program development in contexts of emergency, post-crisis and fragility;
- d. To present and discuss key developments and initiatives in education in emergencies, post-crisis and contexts of fragility and discuss their implications from gender perspectives;
- e. To identify priority issues in gender equality in education in emergencies, post-crisis and fragile contexts and to develop a collaborative action plan and to make recommendations for the INEE Global Consultation (March 2009);
- f. To review a submission to the Committee on the Rights of the Child for the Day of General Discussion on the theme of the Right to Education in Emergencies, to be further circulated by the co-hosts and other partners as an Advocacy Brief; and
- g. To develop action plans for improved coordination and collaboration on priority issues between participants (at global, regional, national and local levels)

The two and half day workshop was concentrated but productive. Participants explored their own conceptualization of gender, discussed the links between gender, education and power, and considered gender mainstreaming as a strategy to promote gender equity. The *INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction* were introduced as a framework for holistic and sustainable approach to gender mainstreaming through all elements of education programming and policy development in crisis affected contexts. The Workshop also utilized more gender-focused tools such as the *IASC Gender Handbook in Humanitarian Action* and the *INEE Gender Task Team Strategy Sheets*. Participants were given time to discuss their own experiences of gender dynamics in educational programming through the development and sharing of case studies, which proved a valuable chance to not only hear of promising practices and lessons learnt, but also identify common challenges and develop strategies and indicators to tackle them. Issues relating to the necessity of coordination and cross-sectoral approaches to gender-responsive programming were discussed, and the Workshop ended with a planning session where participants individually and collectively identified next steps and priority activities for action. Collectively, a number of workshop outputs were also agreed upon, including the finalization of a training package based on the content of this course, a compilation of gender-focused case studies, and a facilitated e-discussion to allow further engagement on some of the issues raised.

Workshop Agenda

Time	Description of Session	Presenters
Tuesday, September 16		
17:30– 19:00	<p>Opening Session</p> <ol style="list-style-type: none"> 1. Brief welcome remarks 2. Participants' self-introductions, expectations 3. Objectives of training 4. Framing the training: linkages and partnerships 	<p>Chairperson: Pierrette Vu Thi, UNICEF</p> <p>Cheryl Gregory Faye, UNGEI Jane Warburton, IRC</p> <p>Moira Wilkinson, UNICEF</p> <p>Yanghee Lee, Chairperson, UN Committee on the Rights of the Child Allison Anderson and Marian Hodgkin, INEE; Chen Ries, IASC Gender Sub-Working Group Co-Chair;</p>
19:00	Opening Reception – hosted by UNICEF and UNGEI	UNICEF Cafeteria (8th floor)
Wednesday, September 17		
09:00 –10:30	<p>Session 1: Conceptual Framing – Gender, Education and Power</p> <p>Conceptual framing of the key concepts and issues for education policy and programming. Exploration of personal attitudes and understandings.</p>	<p>Chairperson: Anita Amorim, ILO, member of UNGEI Global Advisory Committee</p> <p>Facilitator: Moira Wilkinson</p>
10:30	Nutrition Break	(Adjacent to Nassau Room)
11:00 – 12:30	<p>Session 2: Gender Mainstreaming – What it looks like in education in emergencies, post-crisis and contexts of fragility</p> <p>Gender concepts, processes, strategies in education in emergencies, post-crisis and contexts of fragility – situated in the broad context of education reform and sector development but related to specific tools such as the INEE Minimum Standards which support the development of context-specific, transitional strategies for safe, protective education provision for all affected children and youth</p>	<p>Chairperson: Anita Amorim, ILO, member of UNGEI Global Advisory Committee</p> <p>Facilitators: Allison Anderson and Marian Hodgkin</p>
12:30	Lunch Break	
13:30-15:00	<p>Session 3: Assessment Scenarios – Putting the Theory into Practice</p> <p>Application of gender concepts and gender mainstreaming approaches to specific situations – with a focus on different forms, levels and 'moments' of assessment</p>	<p>Chairperson: Allison Anderson</p> <p>Facilitators: Jane Warburton and Diksha Mudbhary-Sitaula, IRC</p>
15:00	Nutrition Break	
15:30– 17:00	<p>Session 4: Case Studies and Advocacy</p> <p>Opportunity for participants to share country case studies (prepared prior to the workshop according to parameters provided) and for sharing of strategies, resources, common issues, challenges, concerns.</p>	<p>Chairperson: Allison Anderson</p> <p>Facilitator: Moira Wilkinson</p>

Time	Description of Session	Presenters
	Thursday, September 18	
08:30– 10:30	Session 5: Scenarios continued – strategy development – with indicators Building on conceptual frameworks, gender mainstreaming strategies and approaches, on country case studies and examples, opportunity to continue to work on the scenarios but with assessment data provided to develop strategies and relevant indicators (different levels of intervention reflected in the case studies)	Facilitators: Marian Hodgkin and Allison Anderson
10:30	<i>Nutrition Break</i>	
11:00– 12:30	Session 6: Coordination to Promote Gender Equality Opportunity to learn from experiences of and strategies for ensuring attention to gender equality in education planning in emergencies, post-conflict and contexts of fragility – through coordination mechanisms such as Education Clusters and UNGEI	Facilitators: Cheryl Gregory Faye and Marian Hodgkin Speaker: Susan Nicolai, Global Education Cluster Support Unit
12:30	<i>Lunch Break</i>	
13:30-15:00	Session 7: Working with other sectors in emergency, post-emergency and fragile situations	Facilitators: Marian Hodgkin and Allison Anderson Speaker: Alison Joyner, Sphere Project
15:00	<i>Nutrition Break</i>	
15:30– 17:00	Session 8: Next Steps and Action Planning	Facilitators: Allison Anderson and Moira Wilkinson
17:00 – 17:30	<i>Closing Remarks</i>	Speaker: Cream Wright, UNICEF

Session Summaries

Opening Session: Introductions and Opening Remarks

The Workshop was opened by UNICEF's Deputy Director of the Office of Emergency Programmes, Pierrette Vu Thi. Ms. Vu Thi asked for a moment of silence in memory of Dr. Jackie Kirk, IRC staff member, and convener of the INEE Gender Task Team who conceived of this training and was tragically killed in August 2008. Jane Warburton, Director of the IRC's Children and Youth Protection and Development Unit then led a tribute to Jackie. Cheryl Gregory Faye Head of the UNGEI Secretariat welcomed participants and further paid tribute to Jackie's commitment to girls' education and inter-agency collaboration.

Participants were then invited to introduce themselves, give a little information about their experience working on gender and education in emergencies, and share their expectations for the workshop. Participant expectations included strong interest in learning from one another's experiences and a desire to gain examples of lessons learnt and innovative and successful gender equality programming. Monitoring and evaluation in gender equality programming as well as a need to focus on marginalized boys and men were mentioned as key areas of interest by a number of participants. Others emphasized interest in discovering new tools and research as well as networks and opportunities to engage with others working in the field.

Moira Wilkinson, UNICEF, summarized the objectives of the workshop, and tied these to the participants' expectations. Allison Anderson and Marian Hodgkin of the INEE Secretariat then briefly introduced the Network, and the work of the INEE Gender Task Team.

Yanghee Lee, Chairperson of the UN Committee on the Rights of the Child was introduced, and spoke about the importance of education for the most vulnerable in our world and the crucial role of education as an enabling right, that would be addressed at this year's CRC Day of General Discussion.

Chen Ries, from WHO spoke as the IASC Gender Sub-Working Group Co-Chair. Ms. Ries explained the work of the Sub-Working Group and introduced some of the tools that have been produced. She also commented that the Education sector was a model for other sectors in how it is working to mainstream gender-responsive programming practices into its work.

The Workshop closed for the day and participants joined a number of invited guests at a reception hosted by UNICEF and UNGEI.

Session One: Conceptual Framing – Gender, Education and Power

Anita Amorim, ILO and member of the UNGEI Global Advisory Committee opened the session and gave some brief remarks about ILO's work on gender and child labour in situations of crisis.

Moira led participants in an exercise that asked each individual to consider how gender is personalized and shaped by personal contexts. Participants worked individually and then in small groups to discuss a number of questions about gender. Moira highlighted how our understandings of gender can be contentious, difficult and complex. There was a lively plenary discussion where participants debated such questions as whether girls and boys needs in emergencies are the same, and the extent to which gender is a social construct or a biological distinction.

Moira then asked participants to consider how a human rights based approach allows us to challenge the gender-based inequalities that exist as a result of the social construction of gender and the resulting unequal distribution of resources, including education and its by-products. Evolving theories of gender were explored through the changing use of a number of words and concepts. For example, the use of the terms rape "victim", "target", and "survivor" was discussed. Moira concluded by challenging the participants to consider how they understand and experience gender, and how this impacts on how we undertake education programming.

Session Two: Gender Mainstreaming – What it looks like in Education in Emergencies, Post-Crisis and Contexts of Fragility

Allison led a discussion about the impact of emergencies on gender dynamics, and how girls and boys, men and women are affected differently by crisis. Access to, and the quality of, education is often negatively impacted by emergencies, and both supply and demand-side factors play a part in this, from parents keeping their female children at home due to security fears, to school facilities being inaccessible or over-crowded.

Marian presented the concept of gender mainstreaming as a method of ensuring that gender dynamics are considered in all phases of programming design, and throughout policy development, program implementation, monitoring and evaluation, advocacy and coordination. Marian highlighted that gender mainstreaming should *not* be just a one-off action, not just focused on women, and not just the responsibility of one focal-point within an organization.

Gender mainstreaming as a strategy for holistic and sustainable movement towards gender equity was then further explored, and the potential risks were also discussed. Participants raised such issues as gender being “mainstreamed out” – everyone, and thus ultimately no one, claims responsibility for gender issues – and gender becoming a “checkbox” item which is perfunctorily considered, but little action taken.

Allison then introduced participants to the INEE Minimum Standards as a tool that is grounded in a rights-based framework and that is explicit about the equal rights of women and girls, boys and men to equality in and through education. Gender is a cross-cutting issue throughout the Minimum Standards, and participants were asked to work in groups and examine one category of the Minimum Standards in search of both the explicit and implicit references to gender.

Having drawn the group work to a close, Allison summarized the parts of the Minimum Standards that explicitly reference gender, as well as instances where gender is implicit such as the Standards relating to participation of children and the community (i.e. including women and girls), and the attention given to teachers and other education personnel as people with needs also (i.e. the specific needs female or male teachers should be considered). Allison asked participants to provide feedback on some of the gaps that they saw in the Minimum Standards in relation to gender. One participant highlighted the absence of Security Council Resolution 1325, which calls for the inclusion of women in peace processes and peacebuilding, as a gap. Others said that some of the more implicit gender concerns should be made clearer and more explicit.

Session Three: Assessment Scenarios – Putting the Theory into Practice

Jane Warburton and Diksha Mudbhary-Sitaula gave an overview of the International Rescue Committee’s Healing Classrooms initiative as an example of an innovative programme that uses a gender lens throughout the programme cycle. The IASC Gender Handbook was then shared with participants, and the Education Chapter was reviewed. Facilitators were interested to note that for many of the participants, this was their first exposure to this tool, an indication that this workshop filled a significant gap in knowledge.

The facilitators gave an overview of points to consider when carrying out gender-sensitive programme assessment, and then asked the participants to work in four groups to address a number of scenarios that had been developed. The groups explored the following issues: A context in which there were concerns over the safety of children attending schools; A scenario where women’s’ participation in the school Parent and Teacher Association was limited; A scenario where there was a severe problem with the retention of boy students in school; A context where a sudden-onset disaster had created IDPs who needed educational provision.

A number of points were highlighted in plenary after the completion of the small group work. The importance of collecting data disaggregated by sex and age was an issue emphasized by all four groups. Similarly, the involvement of children in the collection and analysis of data was highlighted as an important

consideration. The facilitators also asked participants to consider the issue of bias in sampling, and discussed how to plan for and minimize bias in the assessment processes.

Participants then briefly discussed some of the challenges associated with assessment during crisis, including the central question of coordinated assessments in order to avoid over-burdening the affected population with multiple assessment teams asking similar questions. The role of the IASC Clusters in this coordination capacity was discussed, and the planned work of the IASC Education Cluster Joint Needs Assessment Tool was shared.

Session Four: Case Studies and Advocacy

This session, facilitated by Moira, allowed participants time to share their own experiences of gender issues in education programming. Prior to the Workshop, participants were requested to write a brief case study that provided details of a programmatic intervention that related to gender equality and education in emergencies, post-crisis or contexts of fragility (See Annex 2 for Case Study Format).

Participants divided into groups according to category of emergency (acute, chronic crisis, post-crisis, fragile state) and compared case studies and shared personal experiences. Participants looked for commonalities among the cases, focusing on challenges, good practices and lessons learnt. Participants were then asked to consider some key challenges and discuss actions to be taken to further the effectiveness of the interventions. The small groups also discussed the key advocacy points that were suggested by the case studies and considered advocacy strategies for the specific contexts.

Session Five: Developing and Applying Gender-Responsive Strategies and Indicators

Allison and Marian built upon the previous two sessions, asking participants to work in small groups to identify a common challenge described in the Case Studies, and develop a number of gender-responsive programmatic strategies and accompanying indicators.

The facilitators began by reminding participants of some of the tools available to them, which provide examples of best practice guidance from the field and indicators, as well as introducing a number of new tools. Apart from the INEE Minimum Standards and IASC Gender Handbook, a number of new resources were also shared including: IASC Guidelines for Gender Based Violence Interventions in Humanitarian Settings, IASC HIV/AIDS in Humanitarian Action Draft Education Action Sheet, IASC Mental Health and Psychosocial Guidelines and the INEE Gender Task Team Strategy Sheets.

Having had this introduction to a number of tools to use in the development of strategies, participants worked in small groups to complete a matrix that included the following information: Gender-Responsive Strategy, Key Indicators, Key Stakeholders, Timeline and Risk Analysis. Participants created a "Gallery" on flip chart paper and informally shared their strategies and indicators with one another over the tea break.

Session Six: Coordination to Promote Gender Equality

Marian introduced the session by summarizing how coordination amongst actors can ensure that aid is more efficient and effective, minimizing duplication of effort and avoiding gaps in delivery. In the context of a cross-cutting issue such as gender, coordination is even more crucial because gender is not a sector, and therefore addressing gender issues requires the cooperation and coordination of a range of actors. Joint planning and exchange of information and collaboration across agencies is crucial as no one agency can effectively address all the diverse needs of women and men, boys and girls.

Cheryl Gregory Faye, as Head of the UNGEI Secretariat, introduced the work of the UNGEI networks as a coordinating mechanism that allows for a more cohesive and efficient approach, that builds up on comparative advantages and reduces duplication. Cheryl outlined some of the global and regional gender disaggregated statistics, showing how the gender gaps in enrolment rates have narrowed significantly between 1990 and 2005. However, the gender gap at the secondary level is still acute. Cheryl gave an overview of the work of UNGEI, and described how they support national-level work on advocating for national plans and programs that are gender-sensitive. Finally, UNGEI's work in partnership with the Fast

Track Initiative was outlined, in particular the strengthening of attention to gender and other broader inclusion issues that have been addressed through the an Equity and Inclusion Tool and revised FTI Appraisal and Endorsement Guidelines which now require gender disaggregated data.

Susan Nicolai, Deputy Coordinator of the IASC Education Cluster Support Unit then addressed the Workshop. Susan gave some of the background to the Education Cluster, as one of 11 Clusters formed as part of the United Nations Humanitarian Reform processes. Susan described how the Education Cluster aims to improve the predictability of educational provision for those affected by crisis through strengthened capacity, leadership and accountability. Susan summarized the work of the Education Cluster to date, and explained that more systematic field support is a priority moving forward now that the Global Support Unit is in place.

There was a lively plenary discussion following the presentations by UNGEI and the Education Cluster Unit. The issue of funding for education in humanitarian response was raised by a participant, and Susan confirmed that the Education Cluster received a very limited amount of funding in the Consolidated Appeals Process (CAP), and that there are plans in place to conduct targeted donor outreach in order to advocate for the importance of the sector. Several participants were interested in how the Education and Protection Clusters were coordinating, given many of the shared issues. Susan explained that connections were beginning to be made between Clusters, and a representative of the Protection Cluster would be attending the first meeting of the Education Cluster Working Group meetings the following week.

Another point of discussion emerged around how we can move from concentration on gender parity, to educational quality more broadly. The Gender Strategy Sheets were highlighted as a particularly useful resource that not only consider statistics around access and enrolment, but consider more holistic approaches that also tackle issue of quality and educational content. Lastly, participants from Jamaica and Malaysia shared their experiences around the issue of boys' underachievement and participants were directed to some resources on the issue on the Commonwealth Secretariat website (www.thecommonwealth.org/news/160162/140207newbook.htm).

Session Seven: Working with Other Sectors

Allison led a brainstorm to open this session, asking participants how gender and education in emergencies intersects with other sectors such as protection, water and sanitation, camp management, health, shelter, nutrition and logistics.

Alison Joyner, Project Manager of Sphere, then presented to the group. Alison gave an overview of the Sphere Handbook, including the Humanitarian Charter and the Sector-specific chapters. She spoke about the increased linkages being made between the INEE Minimum Standards and the Sphere Minimum Standards, and how education is now increasingly seen as a crucial component of humanitarian response. Alison provided a handout for participants which highlighted where Gender, as a cross-cutting issue within Sphere, is most explicit in each of the four key areas of response. Participants commented that education can fall off the agenda during a crisis partly because it is not included in the Sphere Handbook and asked if education could be included in Sphere Training. Alison agreed that this was problematic, and explained that the Sphere Project and INEE were working together to ensure that an Education Module is included in the latest Sphere Training Package, which will be an e-learning tool.

Allison Anderson gave a brief presentation on the Gender Capacity Standby Project, an initiative of the IASC Gender Sub Working Group, and administered by the Norwegian Refugee Council. Participants were encouraged to submit requests to the GenCap Secretariat for education-focused secondments, as well as considering submitting their CVs if they were interested in serving on the gender roster. Participants expressed interested in learning further about GenCap and the 'sister' mechanism ProCap.

Session Eight: Next Steps and Action Planning

This session allowed participants time to consider how they planned to implement the strategies and apply relevant learning moving forward. In order to facilitate peer support and, potentially, collaboration, participants worked in regionally-based groups to discuss their planned next steps and develop action plans. Allison, as facilitator, asked participants to consider a number of questions as they worked together, including the key gender challenges and opportunities in their region, and what tools and good practices explored during the workshop might be useful to integrate into their work moving forward.

Full action plans were not shared in plenary, but a number of volunteers gave examples of planned activities. The participants working in Pakistan and Afghanistan worked together, and discussed the possibility of carrying out a gender and education in emergencies training in their region. Participants working in Malaysia and Timor Leste had an interesting planning session as they discovered that many of the challenges they faced were mirror-images, for example, Malaysia has a shortage of male teachers, whereas Timor Leste faces a shortage of female teachers. The participant from Jamaica gave an example of her plan to more fully integrate education into the national disaster preparedness plans using the INEE Minimum Standards as a framework.

The Group then discussed the next steps to be taken collectively, and it was agreed that the co-hosts would work to finalize a training package that would be shared with participants, which could then be adapted and used if they wanted to carry out a similar training in their regions. The Co-Hosts also requested that participants work to finalize the Case Studies they developed in preparation for the workshop, so the good practices and lessons learnt might be shared with a wider audience. UNGEI and INEE also agreed to host an e-discussion on the issue of gender and education in emergencies, post crisis, and contexts of fragility, in order to provide a space to debate some of the issues that were cut short due to lack of time in this workshop, but also so as to widen the debate, and engage with other actors who were not able to participate in this training. Given the high level of interest and debate about the connections between protection and education, INEE offered to work with the Education and Protection Clusters to develop a brief that discusses the linkages and makes the case for close collaboration between these actors at both field and global levels. Finally, participants were reminded that the discussion recorded throughout the workshop as well as the agreed upon outputs would be shared during the INEE Global Consultation, where there would be a number of gender-focused panels, and opportunities for further engagement and collaborative action planning.

Closing Session

The hosts, UNICEF Geneva were warmly thanked for providing a venue. Special thanks were also extended to Diksha Mudbhary-Sitaula (IRC) and Jennifer Mungai (UNICEF), who did a huge amount of preparation and planning in order to make the workshop a success. The participants were thanked for their attendance, engagement and the wealth of experience they shared, and were asked to convey thanks to their organizations for their commitment of staff time and resources to this training.

Cream Wright, Chief of Education, UNICEF, made closing remarks.

Appendix One: Participant List

Name	Organization	Email Address
Ruthi Hoffman Hanchett	World Vision International (California, USA)	Ruthi_Hoffman@wvi.org
Antonietta Romano	COOPI (Ituri, Democratic Republic of Congo)	maji78it@yahoo.it
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Marlen Mondaca	Save the Children Canada (Toronto, Canada)	mmondaca@savethechildren.ca
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Johanne van Dijk	UNRWA Gaza	j.van-dijk@unrwa.org
Bartholomeus Vrolijk	UNICEF East Timor	Bvrolijk@unicef.org
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Josephine Runesu	UNHCR (Harare, Zimbabwe)	runescu@unhcr.org
Maria Malevri	UNESCO (Paris, France)	m.malevri@unesco.org
Facilitation Team		
Cheryl Faye	UNICEF HQ (New York, USA)	cfaye@unicef.org
Moira Wilkinson	UNICEF HQ (New York, USA)	mwilkinson@unicef.org
Allison Anderson	INEE (New York, USA)	allison@ineesite.org

Marian Hodgkin	INEE (Geneva, Switzerland)	marian@ineesite.org
Diksha Mudbhary-Sitaula	IRC HQ (New York, USA)	Diksha.Mudbhary-Sitaula@theirc.org
Jane Warburton	IRC HQ (New York, USA)	Jane.Warburton@theirc.org
Pilar Aguilar	UNICEF (Geneva, Switzerland)	paguilar@unicef.org
Invited Speakers		
Yanghee Lee	Chairperson, UN Committee on the Rights of the Child	Available upon request
Chen Ries	IASC Gender Sub-Working Group Co-Chair, WHO	reisc@who.int
Susan Nicolai	IASC Education Cluster Support Unit	susan@savethechildren.ch
Roger Wright	IASC Education Cluster Support Unit	rwright@unicef.org
Alison Joyner	Sphere Project	Alison.Joyner@ifrc.org
Anita Amorim	ILO, member of UNGEI Global Advisory Committee	Available upon request
Cream Wright	Chief of Education, UNICEF Headquarters	cwright@unicef.org
Pierrette Vu Thi	Deputy Director of the Office of Emergency Programmes	pvuthi@unicef.org

Appendix Two: Case Study Format

Addressing Gender Inequalities in and through Education in Emergencies, Post-Crisis and Contexts of Fragility

As a participant in the Workshop co-organized by IRC, INEE Gender Task Team/IASC Education Cluster Gender Working Group, UNGEI and UNICEF training workshop on 'Addressing Gender Inequalities in and through Education in Emergencies, Post-Crisis and Contexts of Fragility', you are kindly requested to contribute a short case study on your or your organizations' work related to gender equality, education and education in emergencies and post-emergencies.

Your case study will be compiled into a post-workshop output, circulated amongst the participants, to the other members of the INEE Gender Task Team and posted on the INEE website for further dissemination. It will also be made available to participating organizations to post on their websites, to circulate, and to use as a resource for training, capacity building and program development.

Please use the format below to prepare your case study, perhaps by adapting a report that you have prepared for another purpose.

Length: approximately 500 words

Your case study should be returned to Diksha diksha.mudbhary-sitaula@theirc.org by **Friday 12th September, 2008**.

To include in Case Study:

- Project/ intervention name
- Lead organization/ partners involved
- Location of the intervention
- Case study author
- Case study author position in the organization
- Time frame of the intervention (when it took place? Is it still ongoing?)
- What was the context in which you were working e.g. acute emergency response, chronic crisis, transition and post-crisis, fragile situations?
- The key gender issue/s to be addressed
- The details of the intervention. Please be as specific as possible, you might like to address:
 - Who is the target of the intervention
 - What kind of resources were necessary (human and physical capital)?
 - How was it funded, has funding source changed over time?
 - What kind of monitoring mechanisms, if any, are in place?
 - Is the intervention still operating?
- The results reported or observed? (be as specific as possible)
- What were some of the challenges you faced?
- How were the challenges met?
- What were the successes?
- Any lessons learned / recommendations

For any questions, please contact: Diksha: diksha.mudbhary-sitaula@theirc.org