

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

Gender Task Team Update: New TOR for 2011-2012! Sent to the INEE Gender Task Team 17 October 2011

Dear Gender Task Team Members,

Greetings from the new Task Team Convenors and INEE Secretariat Focal Points for Gender! We are excited about engaging with and reenergizing the work of the INEE Gender Task Team! The Gender Task Team has created a new draft [Terms of Reference](#) that outlines goals and objectives for 2011-2012. Please review the ToR and consider how these align with your work and the work of your organization.

Please take special note of our first action point! We are proposing a **Task Team conference call** to introduce ourselves, discuss the [ToR](#) and begin the process of developing a 2011-2012 work plan for the task team. Please let us know what times work for you via this [online poll](#). *Please note that the call time zone is EST.* We hope you can join us!

This is a time of great opportunity for the Gender Task Team and we hope that everyone can be involved at some level as we plan our activities for the coming months. We are eager to hear any and all ideas that you might have to move the work of the Task Team forward.

Let us introduce ourselves:

Elizabeth Archambault is currently a PhD student researching the topics of gender and anthropology within the post-war situation of Nepal through looking at the female Parliamentarians' experiences as they write a new constitution. Elizabeth has a Master's Degree in International Educational Development from Columbia University as well as over three years teaching experience. She has coordinated health curricula for children in the urban slums in Bangalore, served as Programme Manager for Child Protection and GBV in Chad, and has acted as a consultant for the Humanitarian Response Unit at UNFPA. Elizabeth is currently based in Shanghai.

Sarah Chakrin has a Master's Degree in Global Affairs from New York University, with a focus on human rights/humanitarian assistance and international education and development. Her thesis focused on education and social cohesion in post-conflict Guatemala. Sarah has over five years of teaching experience and has worked for Soccer without Borders in Guatemala to develop a program of community and confidence-building activities for girls. She has additionally worked in Malawi on HIV/AIDS education and prevention.

Jessica Colombo has a Master's Degree in Development Studies from Radboud University of Nijmegen in the Netherlands, as well as an Advanced Diploma in Post-War Reconstruction from the Istituto per gli Studi di Politica Internazionale (ISPI). Jessica is a Junior Consultant at [GenderConsult](#) in Milan working in the area of gender equality, protection, and gender-based violence (GBV) in emergency settings. She deals with technical and strategic advisory planning, research and analysis, and customized training development. Additionally, she has volunteered and performed research in Togo and Rwanda.

As we are all new to the Gender Task Team, please let us know if there were activities or ideas floating around that you would like to see resurrected. We are open to hearing any and all thoughts. Please drop us an e-mail if you have any ideas or glimmers of ideas! We would love to hear from you.

Please send all comments/suggestions regarding the ToR and work planning to Elizabeth at bspess@gmail.com and cc arianna@ineesite.org.

Please send all updates/tool/materials that you would like to share with the task team to Jessica at colombo.jessica@ymail.com and cc arianna@ineesite.org.

What's New?

Included in this update are the following:

- **Action: Task Team conference call** - Help us shape our 2011-2012 priorities and workplan!
- **Communication:** New INEE Gender Task Team Facebook page!
- **Call for case studies:** UNICEF calls for case studies on reintegrating out of school girls into secondary school
- **Tool:** Training package - Gender and Education in Emergencies and Post Crisis Recovery
- **Tool:** Gender Marker Tip Sheets
- **Report:** The Other Side of the Gender Equation: Gender Issues for Men in the Europe and Eurasia Region
- **Report:** *Make It Right: End the Crisis in Girls' Education*
- **Report:** *The Closing of the Gender Gap in Education - Does it Foretell the Closing of the Employment, Marriage and Motherhood Gaps*
- **Report:** Boys and Girls in the Life Cycle: Sex disaggregated data on a selection of well-being indicators, from early childhood to young adult
- **Findings:** Sex and Age Matter
- **Article:** Violence Against Women and Girls in the Horn of Africa: The Untold Story
- **Introducing:** New Members to the INEE Gender Task Team!

Have a lovely October everyone. Until the next update, we would like to hear from you and hope you will join us for the conference call!

Warm Regards,
Elizabeth, Sarah and Jessica, Gender Task Team Convenors
Liz and Arianna, INEE Secretariat Focal Points for Gender

ACTION: Task Team Conference Call - Help us shape our 2010 priorities and workplan!

In order for us, Jessica, Sarah and Elizabeth, the new GTT co-convenors, to get to know you all better and to engage the entire Task Team in planning our work for 2011-2012, we are proposing a Conference Call to introduce ourselves and brainstorm priority issues to be addressed by the Task Team.

We hope you will be able to join us - this Task Team is a collaborative initiative, and really relies on your inputs: the work we do should be relevant to you and driven by your collective inputs. If you plan on staying engaged with the Task Team this year, we highly recommend your involvement in this workplanning stage.

Please click [here](#) and let us know which of the call times works for you.

We will choose the day with most people available, and will circulate call-in details and an agenda in advance. If you can't attend any of these days/times for any reason, please let us know so that we can find other ways to get your inputs.

COMMUNICATION: New Gender Task Team Facebook Page

The Gender Task Team now has a [Facebook page](#)! "Like" the page to share thoughts, ideas and resources quickly and to follow developments in the field. Another objective is to create a platform to engage members and to bring the GTT's work to the attention of a broader audience. We hope to build a conspicuous number of fans soon, so spread the voice around! If you do not have easy access to Facebook on a continuous basis, do not worry: it will be our responsibility to collect the major inputs and put them all together in the Task Team updates.

TOOL: Training Package - Gender and Education in Emergencies and Post Crisis Recovery In 2009-2010, the IRC, with the participation of INEE, UNGEI & UNICEF developed a training package based

on Gender Task Team trainings. The training package is now available on-line and on CD-Rom and includes:

- Facilitators' Guide
- Training Session Power Points
- Handouts and Background Resources
- Existing gender frameworks, tools and strategies
- Links to INEE Minimum Standards, Sphere Minimum Standards and IASC Guidelines

The full package is available online [here](#). Limited hard copies are available. To request a CD-Rom from INEE please email materials@ineesite.org with your full mailing address and the number of copies required.

TOOL: Revised IASC [Gender Marker Tip Sheets](#) and [FAQ](#)

The IASC Gender Marker is a tool that codes, on a 0-2 scale, whether or not a humanitarian project is designed well enough to ensure that women, girls, men and boys will benefit equally from it or that it will advance gender equality in another way. If the project has the potential to contribute to gender equality, the marker predicts whether the results are likely to be limited or significant. Based on feedback from the rollout in 2010, a revised set of guidance materials was created for the 2012 CAP season including 12 sector/cluster specific tip sheets.

Tip Sheets are designed to help Cluster/Sector Leads and their partners design quality projects that reflect the distinct needs of girls, boys, women and men. The aim is to:

1. Train users in GM coding skills and provide an opportunity to practice with the Vetting Form
2. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes.

REPORT: [The Other Side of the Gender Equation: Gender Issues for Men in the Europe and Eurasia Region](#), USAID 2011

While a great deal of information and analysis is available on the major gender issues women in the E&E region face, very little has been written about gender issues as they impact men. The purpose of this report is to help fill that gap. This report discusses: (a) the male role and expectations of men in the region, including major geographic, religious, and ethnic differences; (b) current threats to social definitions of masculinity and the male role, and men's responses to these threats; (c) major gender issues facing men in the region; and (d) activities that USAID could implement that would address these issues either as stand-alone programming or as a component of programs across multiple sectors. The Executive Summary for this report is also available [here](#).

REPORT: [Make It Right: Ending the Crisis in Girls' Education](#), *Global Campaign for Education and RESULTS Educational Fund, 2011*

This report highlights the reality of girls' education. Once girls get into school they face numerous challenges and are far less likely than boys to keep attending, achieve learning outcomes, and make progress to secondary education. Using a rights-based framework, the report first examines the efforts of 80 low income countries in making a full cycle of education available to girls.

REPORT: [The Closing of the Gender Gap in Education - Does it Foretell the Closing of the Employment, Marriage and Motherhood Gaps?](#), *Harvard University, 2011*

This paper examines several dimensions of gender disparity for a sample of 40 countries using micro-level data. In general, the study shows that while there seems to be a relationship between the decline of the education gap and the reduction of the other gaps, the link is rather weak and highly heterogeneous across countries.

RESOURCE: [Boys and Girls in the Life Cycle: Sex disaggregated data on a selection of well-being indicators, from early childhood to young adult](#), UNICEF 2011

This new report from UNICEF highlights significant gaps in areas such as education and health, mostly favoring males, as boys and girls in developing countries grow older. This report is the most comprehensive compilation to date of sex-disaggregated statistics on children and young people in the developing world.

REPORT: [Sex and Age Matter](#), Tufts University, 2011

This study's overall objective is to provide information on the collection and use of sex and age disaggregated data (SADD) and gender and generational analyses of SADD. It is intended to inform assessment processes by humanitarian actors responding to natural disasters and situations of armed conflict. The report concludes that SADD considerations matter in each phase. Omitting them at the beginning is particularly dangerous because if SADD is not considered in Phase I while designing the tools, then it is likely that the information gaps will continue.

ARTICLE: [Violence against Women and Girls in the Horn of Africa: The Untold Story](#), Sarah Costa, 2011

Sarah Costa, executive director of the Women's Refugee Commission, wrote August 31 in the *Huffington Post*, "It's time to put the lives and safety of women and girls at the top of the humanitarian agenda."

INTRODUCING: New members of the INEE task team!

Welcome to our new Gender Task Team Members!

Silja Rajander

Silja has a background in education (PhD, University of Helsinki, 2010), gender studies, and cultural studies. She worked as a Gender & HIV Coordinator for UNESCO in Cambodia in 2007 and 2008. She was also involved in development aid as a consultant, working on short-term assignments with CBOs including the Pacific Islands AIDS Foundation, the Cambodian Community of Women Living with HIV, and UNDP's regional HIV Task Force, and Gender and Development in Cambodia. Since January 2011, Silja has taught qualitative research methodology at the Education Department of the Royal University of Phnom Penh and has provided technical support to various local NGOs on volunteer basis.

Mary Styliadi

Mary is currently a PhD candidate at Harvard University studying the management of vulnerable groups in natural disasters and war. In addition, Mary has recently completed her MSc in Transcultural Nursing from the Faculty of Nursing of the National and Kapodestrian University of Athens. Mary also hold a position in the Ministry of Education and Religion Affairs in Crete.

Megan Nobert, JD

Megan is a PhD candidate in Law at Tilburg University, the Netherlands where she received her master's of International and European Public Law. Her thesis was entitled "Creating International Accountability: The Non-Prosecution of Sexual Violence Post-Conflict as a Violation of Women's Rights." Megan has an upcoming piece that will be published in the Pace international Law Review entitled, "Children at War: The criminal Responsibility of Child Soldiers."

Jordan Steiner

Jordan is currently pursuing a Master's in International Educational Development at Teacher's College, Columbia University, focusing on International Humanitarian Issues and African Education. She currently works full time at the International Rescue Committee, as the Immigration Program Coordinator, focusing on ESL/Civics education and immigration issues. She spent two years in the Peace Corps in Benin, West Africa from 2007-2009, and has also done work with displaced youth in Uganda, and refugee/asylum/immigrant populations in San Francisco and Harlem in New York.

Mbagnick Faye

Mr. Faye has worked in the education sector in Senegal for the past 23 years in addition to having experience in the financial services arena. Mr. Fay holds a degree in Education and Social Sciences and in Public Administration. He is currently completing a Master's degree in International Relations.

Welcome Silja, Mary, Megan, Jordan and Mbagnick!