

INEE GTT Update August 2010

Sent to the GTT Membership 20 August 2010

Dear Gender Task Team,

We hope this finds you well whichever season you are in the midst of! It has been a busy time for many of us, as we have launched the Gender Pocket Guide and been sharing it with colleagues all over the world.

We are pleased to share with you updates and some points for your action. As always, please, please send tools, resources and updates from your own work to share with the rest of the Team.

We would also like to take this opportunity to welcome new members to the Task Team, including **Marietou Dia**, who works for ActionAid in Senegal. Also joining us is **Bennah Mogambi** who works for Release Political Prisoners Trust (RPP) and a member of Creco (Constitution and reform education consortium) An organization that deals with issues of Constitutionalism and governance in order to promote constitutionalism, governance and institutional development. Bennah shared that she is passionate about joining the Gender Task Team because of her personal experience: "I come from a community where the girl child is looked down upon and no formal education is offered to her. I went and still go through a lot for me to get formal education. I hope INEE and other organizations that deal with these issues ensures education reaches these regions and see girls go through school and get education but not becoming wives and mothers at a tender age of 9 years or 13 years."

Our next new member is **Eva Ronhaar** who has a background in Political Science and Humanitarian Aid. Eva has worked and conducted research in various countries around the world (Hungary, Tanzania, Malawi, Australia, Israel, the occupied Palestinian territories, and Lebanon) and is am currently working in the Dominican Republic for UN-INSTRAW. Her specializations are "gender in humanitarian aid", "gender, peace and security" (UN SCR 1325), "security sector reform" (SSR), child protection, and psychosocial support. Eva says "I am really looking forward to learn from all of your experiences and inputs, and hope to contribute to the team."

And last but not least, we have **Kathleen Fincham** joining the Team. Kathleen just completed her DPhil at the University of Sussex, having previously worked as a teacher, teacher trainer, curriculum developer, gender analyst, materials writer and project/programme manager. Kathleen's research interests centre around the politics, sociology and cultural studies of education and learning. This research focus encompasses the production and regulation of identities (specifically gender, ethnicity, religion and class) and the processes of nation-building and globalisation in the contexts of international development and forced migration. My DPhil research explored how Palestinian youth construct, negotiate and contest their identities in the context of UNRWA refugee camps in south Lebanon. In specific, I explored how Palestinian youth in Lebanon understand and perform their identities vis-à-vis 'nationality', 'gender' and 'religion'.

Welcome to Marietou, Bennah, Eva and Kathleen!

Sincerely,

Nina (Gender Task Team Convener) and Marian (INEE Secretariat)

UPDATE: Gender Pocket Guide launched regionally!

The INEE Gender Pocket Guide has been launched at a number of regional events over the last month. Presentations and interactive orientation workshops have been well attended in Dakar, Nairobi, Bangkok, Washington DC, and New York. Further launches are also planned in Oslo, Geneva, Paris, and a few other locations. For more information about these launches, including pictures, launch reports, and the dates of upcoming launches, please visit: www.ineesite.org/launches2010. The Gender Pocket Guide has been extremely well received at all of these events, and Marietou and Bennah both joined the team as a result of the orientations! We hope that some other recruits to our team are also on the way.

ACTION: Over to you... Plan a Gender Pocket Guide Orientation

Apart from these regional launches, we would also like to encourage you, as Gender Task Team members, to plan an orientation session on the Gender Pocket Guide for your own colleagues or partners. This could be a simple 30min-1 hour event. We have powerpoints and facilitation materials prepared which can be adapted and easily used. Please send Marian and Nina an email if you would like to organise an orientation session, and we will be able to provide you with support, materials and ideas for how to adapt the session to your audience.

Find the materials here: www.ineesite.org/launches2010.

Please email Marian and Nina with your plans for orientation events - we will keep a running list and will perhaps even consider a prize for the Gender Task Team member who carries out the first orientation!

ACTION: Hard copies of the Gender Pocket Guide

Hard copies of the Gender Pocket Guide are now available in English and French! Please email marizen@ineesite.org if you would like to order copies. Please send us your full mailing address, the number of copies requested and the language needed. Translations are also underway for Spanish and Arabic versions.

BLOGS: Gender Task Team Member blogging about Gender!

INEE Gender Task Team member Siobhan Foran has been blogging on UNICEF's Back on Track website, with a series of blogs on gender and education in crisis contexts. Please take a look and comment with your ideas!

[Gender Matters – Achieving Equality in Education and Emergencies](#)

[The new IASC Gender Marker Initiative](#)

You can find all the posts in one place [here](#).

UPDATE: Gender Task Team represented at InterAction Forum in Washington D.C.

In June, Narges Nemat, a youth advocate from Afghanistan, spoke on behalf of the INEE Gender Task Team on a panel focused on mainstreaming gender in humanitarian response at the InterAction forum in Washington, DC. According to Narges, the greatest barrier to girls and young women accessing education in Afghanistan is not cultural ideology but rather issues of security and poverty, which combined, keep girls and young women out of school. Narges also shared her personal experience working closely with religious and community leaders to advance gender equality in education, including the development of a reproductive health guide for youth. Her presentation was well received by the audience of around 35 InterAction forum attendees, who were also informed about the development of the INEE Gender Pocket Guide.

Other resources and news...

UNGEI Leader Series

To mark its 10th anniversary, UNGEI has produced the Leaders for Education series which aims to raise the profile of girls' education and gender equality. This series features 10 global leaders from various sectors, including government, sport, business, and civil society whose personal and professional stories are sources of inspiration to promote quality education for all. The leaders include:

- Her Majesty Queen Rania Al Abdullah of Jordan
- Sir Ben Kingsley, award-winning actor
- Dr. Paul Farmer, UN Deputy Special Representative for Haiti
- John T Chambers, CEO and Chairman Cisco
- Ana Ivanovic, tennis star
- Hilde F. Johnson, Deputy Executive Director of the United Nations Children's Fund (UNICEF)
- Angélique Kidjo, singer and songwriter and UNICEF Goodwill Ambassador
- Navanethem Pillay, the United Nations High Commissioner for Human Rights
- Ela Bhatt, the founder of the Self-Employed Women's Association (SEWA)
- Zainab Salbi, co-founder and CEO of Women for Women International.

The series can be viewed on the UNGEI website at www.ungei.org.

Dakar Declaration on Accelerating Girls' Education and Gender Equality

This was adopted on the 20 May 2010 by the delegates of The E4 Engendering Empowerment: Education and Equality conference in Dakar, Senegal.

We the participants of the United Nations Girls' Education Initiative global conference 'Engendering Empowerment: Education and Equality', assembled in Dakar in May 2010, call for urgent action in support of girls' rights to education, gender equality and empowerment opportunities.

The rights of girls and women are guaranteed by the Convention on the Rights of the Child, the Convention on the Elimination of all Forms of Discrimination against Women, the Convention against Discrimination in Education and the Beijing Platform for Action.

In Jomtien in 1990, we established the Education for All Framework; in Dakar in 2000, we strongly endorsed the need for targets for education, especially for girls.

Since then, there has been considerable progress: about 22 million more girls enrolled in primary schools from 1999 to 2007, and gender gaps in primary school enrolments have narrowed in many countries.

Despite the progress that has been made, poor quality of education, extreme poverty, structural inequality and violence against girls continue to jeopardize the achievement of the education- and gender-related Education for All and Millennium Development Goals by 2015.

Powerless and poor girls make up the most disadvantaged group in education. Achieving equity in education will entail putting in place a rights-based empowerment framework that will target the most vulnerable and transform power hierarchies in learning spaces, communities and policy structures in order to give poor and vulnerable girls a voice and ensure that their right to quality education is sustained.

Read the full declaration [here](#).

PODCAST: Poverty, conflict and girls' right to education

For the 10th anniversary of the United Nations Girls' Education Initiative (UNGEI), UNICEF Radio podcast moderator Amy Costello spoke with Bob Prouty, Head of the Secretariat of the Education for All – Fast Track Initiative, a global partnership between donor and developing countries to speed progress towards the Millennium Development Goal of universal primary education by 2015; and Suaad Allami, Iraqi lawyer and human rights activist.

The podcast discussion covered the ways poverty affects girls' and boys' access to education across the globe.

Listen to the podcast [here](#).

Read the full article [here](#).

For more news and resources on girls' education initiative, visit <http://www.ungei.org/news/index.html>

NEWS: Palestinian girls take science project from UN School to Silicon Valley

Three teenagers studying in a United Nations-funded school in a refugee camp in the West Bank have been chosen to join 1,500 finalists, Nobel Laureates and leading scientific minds in the world's largest pre-college science fair where their prototype of an electric cane could win a \$50,000 grand prize.

"They are the Albert Einsteins of tomorrow," the UN News Centre was told today by Chris Gunness, spokesperson for the UN Relief and Works Agency for Palestine Refugees in the Near East ([UNRWA](#)), the agency that provides basic services to about 4.7 million registered refugees.

"In the male-dominated world of science, for three refugee girls to find recognition on the international stage is incredible," Mr. Gunness said.

Asil Shaar, Nour Al-Arda and Asil Abu Lil, all aged 14, teamed up for a science project at UNRWA's Askar Girls' School in Nablus, north of Jerusalem, after seeing one of their visually impaired uncles struggle to walk on the region's hilly terrain.

While most electronic canes can tell what is in front, the girls devised a wooden walking stick that has a "seeing" sensor below – so it beeps when the surface changes, such as near stairs, holes or water, up to 30 inches away.

To perfect their prototype, the girls also visited organizations that work with visually impaired people and scoured electronic stores that were some 45 minutes and two Israeli checkpoints away from their homes. The idea was nurtured at the UNRWA school by the girls and their teacher, Jameela Khaled, who said she felt like she had planted a tree and "now I take the fruit."

The girls' cane was chosen out of 56 Palestinian projects to attend next month's Intel International Science and Engineering Fair in San Jose, California, where they will meet with hundreds of leading scientists and researchers, and potential future employers.

"Intel and UNRWA both believe that if you empower the next generation, they will be able to meet any global challenge. Teaching children to think about problems rationally and creatively is an important contribution to peace and stability in the Middle East," said Mr. Gunness, adding that the girls are among the first Palestinians to take part in the fair.

The girls' selection to attend the Intel fair was bittersweet. There was only enough money to send two of the girls. The three flipped a coin, agreeing to leave Ms. Shaar behind.

Calling it "crazy" that all three could not attend, UNRWA staff began a collection and raised enough money to send Ms. Shaar as well. The good news was announced yesterday to the girls' classroom, amid tears and lots of hugging.

"I was happy for my friends, but I was also very sad. I'm very happy now because I'm going to represent UNRWA in California and go with my friends and teacher," Ms. Shaar told the UN News Centre by telephone.

"I am most excited about seeing our project in the contest with all the others. Everyone here is supporting us. I hope to come back with a win."

The girls are now in the process of getting their paperwork. For two of them, this will be the first time to leave the West Bank.

“Everyone concerned has really pulled together, UNRWA, the parents, also the American consulate in Jerusalem,” Mr. Guinness said.

For more details go to UN News Centre at <http://www.un.org/news>

VIDEO: It takes a community to educate a girl, or a boy, in Benin (UNICEF)

Going to school can be a long, lonely walk for a young girl in Benin. That’s if her parents even let her pursue an education. But a UNICEF-supported scheme of ‘big sistering’ in 16 districts of this West African country makes the journey enjoyable – and serves as a monitoring system to ensure that girls get to school each day. ‘Big sisters’ are older girls who volunteer to pick up one to three younger ones every morning. They walk together to and from school, and the elder girl looks after the younger ones at play time. Many of the senior students in the school also act as monitors. If someone in their neighbourhood does not make it to school, that student visits the family to find out why and then reports back to the headmaster. They also look for children who have never enrolled and encourage them to attend.

The UNICEF-supported community education initiative in 645 schools around the country makes education the responsibility of elected leaders as well as educators, parents and students themselves.

Watch the video [here](#)

NEWS: Unique education programmes brighten the future for Afghanistan’s young women

The story of an innovative community-based school in Afghanistan. The school’s principal, Aziza Popal, established an innovative girls’ sports forum at Gowarshad with UNICEF support. In addition to practicing sport, young students at the forum debate passionately about the challenges that face them – including their future as women in one of the most traditional and conservative societies in the world. Read more here.