

# LAUREN GERKEN

New York, NY (925) 303 9019 [gerken.lauren@gmail.com](mailto:gerken.lauren@gmail.com) [laurengerken.com](http://laurengerken.com)

Multilingual gender and education professional with international experience developing tools and resources for teachers and education practitioners in humanitarian and development contexts. Credentials from Teachers College, Columbia University with experience in facilitation, project management, and grant writing.

## KEY QUALIFICATIONS

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- **Technical expertise** in gender and education in emergencies.
- Secured **\$5M in funding** for the expansion of INEE's strategy for gender in education in emergencies.
- Provided **strategic direction and project management** support to the [INEE Gender Working Group](#), INEE Reference Group on Girls' Education in Emergencies, and INEE Secretariat.
- Demonstrated ability in **advocacy**, facilitation, and public speaking.
- Strong competence for **proposal and report writing**, and grants management.

## PROFESSIONAL EXPERIENCE

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### Inter-agency Network for Education in Emergencies (INEE) – New York, NY

*Gender and Education in Emergencies Coordinator; Gender Consultant*

October 2019 – Present

- Produced and hosted the [Educate Us! podcast](#), which amplifies the voices of young women and girls affected by conflict and crisis. The podcast centers on interviews with youth advocates, and includes episodes on gender-based violence, child marriage and adolescent pregnancy, menstrual health, and sexual and reproductive health and rights.
- Managed the development of INEE's annual [Mind the Gap](#) report and [Closing the Gap](#) policy paper series on women's and girls' rights, wellbeing, and education in emergencies.
- Developed INEE's internal gender strategy, which mainstreams gender across INEE's network spaces, initiatives, and ways of working and includes internal and external advocacy and capacity building around gender.
- Managed two inter-agency working groups on gender and girls' education, including coordinating the development and dissemination of key resources, developing and maintaining workplans, managing communications, and planning and facilitating meetings and events.
- Developed and maintained gender partnerships to promote humanitarian-development collaboration.
- Represented INEE at meetings and events, strategically positioning and promoting INEE's work in gender.
- Managed INEE's online presence around gender equity, girls' education, and sexual orientation, gender identity, and expression (SOGIE), including developing evidence-based advocacy materials, maintaining [dashboards](#), and supporting knowledge management efforts.
- Provided technical support to INEE and partner organizations on the development of gender tools and resources, such as the [Menstrual Hygiene Management in Emergencies toolkit](#), and the [EiE-GenKit](#).
- Ensured regular communication with and between gender-focused working groups, the INEE Secretariat, INEE members, and relevant donors.
- Developed and maintained grant tracking and reporting documents for grants relating to gender and EiE.

*Consultant: Grants Management & Systems Strengthening*

January 2019 – October 2019

- Managed INEE's online fundraising presence through regular updates to INEE's [Contributors](#) webpage.
- Coordinated and led on narrative proposal development and grant reporting. Provided regular reports on INEE activities and achievements to the INEE Director, INEE Secretariat, and relevant donors.
- Developed resources for donors and partner organizations outlining INEE's ways of working, capacity, added value, and fiscal and administrative hosting. Developed systems for drafting new grant proposals, proactively tracking project progress, and ensuring timely and accurate reporting.
- Managed publication processes and supported the development of resources for the [Global Partners Project](#) including drafting syntheses and collating feedback from review groups.

*Program Management Intern*

June 2018 – December 2018

- Collaborated with the INEE Secretariat and Steering Group to develop, design, and disseminate the [INEE Strategic Framework 2018-2023](#), which outlines INEE's strategic priorities, thematic focus areas, and theory of change.
- Supported the planning of the INEE-Child Protection Alliance Roundtable and Fall 2018 Working Group meetings.

**Accelerated Education Working Group – New York, NY**

*Curriculum Development Intern*

May 2018 – October 2018

- Created a professional development curriculum to provide guidance to Accelerated Education teachers and school leaders on age-appropriate teaching and learning strategies for over-age learners and multi-age classes.
- Taught mock lessons to measure learning outcomes and refine activities.
- Presented the curriculum content, structure, and development process at in-person and online events in order to raise awareness and encourage uptake.

**Teachers for Teachers – New York, NY**

*Research Assistant*

October, 2017 – September 2018

- Input and analyzed qualitative data on peer coaching and mobile mentoring programs in Kakuma, Kenya.
- Assessed Teachers for Teachers' Monitoring and Evaluation framework, data collection methods and materials.

**St. Giles – San Francisco, CA**

*Director of Studies, Senior Teacher*

September 2016 – August 2017

- Coordinated the teacher professional development program and facilitated professional development workshops.
- Recruited and managed on and off-site teachers and provided support to teachers regarding teaching materials, classroom and technology issues, and student progress.
- Managed all communications regarding academics, testing, scheduling, internships, and discipline.
- Developed an "English for Tech" curriculum to support English language learners to develop the vocabulary and communication skills needed to navigate technology spaces in Silicon Valley.
- Created promotional materials for new academic courses and content for the school website and social media.
- Taught communicative, learner-centered group and private English classes to international students.
- Maintained student and course tracking documents for accreditation boards and St Giles Headquarters.

**American Language Center – Rabat, Morocco**

*Adult Program Coordinator, English Language Teacher*

September 2013 – August 2016

- Developed and maintained learner-centered resources for teachers, including: a collection of song lyric worksheets, templates, and corresponding audio and video files; level specific Jeopardy review games; and, a compilation of communicative activities, games and projects to introduce and reinforce grammar and vocabulary.
- Developed curriculum and course materials for an Advanced Proficiency Applied Linguistics course. Taught linguistic theory and facilitated discussions on their application in a Moroccan context.
- Planned and facilitated professional development workshops on learner-centered teaching for adult learners.
- Mentored new teachers in school policies, teaching methods, curriculum, and assessment.
- Taught learner-centered English language classes to children, adolescents, and adults.

**St. Giles – San Francisco, CA**

*English Language Teacher*

March 2013 – August 2013

- Taught communicative, learner-centered English classes to international students.
- Collaborated with teachers to develop resources, curricula, and professional development opportunities.

## RELEVANT PROJECTS

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**[Educate Us! Women and Girls on Learning in Humanitarian Crises.](#)** This podcast series features a range of stories and perspectives on women's and girls' education in emergencies, with guests including researchers, practitioners, governments, youth advocates and displaced women and girls. Episodes center on the unique challenges and opportunities women and girls experience while living and learning in humanitarian contexts. This series is a broad and intimate invitation for listeners to hear the stories behind the statistics, from the women and girls who live them.

**[Bridging the Gap: Strengthening the Evidence Base for Gender-Responsive Education in Emergencies.](#)** This advocacy brief highlights key gaps in the evidence base on gender and education in emergencies, provides strategic guidance and thematic content for new research initiatives, and aims to promote collaborative action and knowledge sharing among key actors working in gender and education in emergencies.

**[Gender-Based Violence and Girls' Education: Protecting Girls' Rights in and around Schools.](#)** This policy brief provides an overview of evidence and gaps related to school-related gender-based-violence and recommends actions and measures to protect women's and girls' rights within education.

**Social and Emotional Learning for Sexual and Reproductive Rights.** Developed a peer learning curriculum for WISER Girls School Muhuru Bay, Kenya, which supports young women to develop SEL competencies and strengthen their abilities to make informed decisions and advocate for their sexual and reproductive rights.

## PROFESSIONAL ASSOCIATIONS

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Inter-agency Network for Education in Emergencies (INEE)	2017 - Present
Comparative International Education Society (CIES)	2018 - Present
Kappa Delta Pi – International Honors Society in Education	2018 – Present
Society of Gender Professionals	2020 – Present

## EDUCATION

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<b>Teachers College, Columbia University – New York, NY</b> <i>Master of Arts in International Educational Development</i> <ul style="list-style-type: none"><li>President of Kappa Delta Pi International Honor Society – Kappa Chapter</li></ul>	December 2018
<b>St Giles, San Francisco, CA</b> <i>Certificate in English Language Teaching to Adults (CELTA)</i>	February 2013
<b>University of California, Berkeley, CA</b> <i>Bachelor of Arts in Linguistics</i> <ul style="list-style-type: none"><li>President of the Society for Linguistics Undergraduate Students</li></ul>	March 2011

## LANGUAGES

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English – Native speaker	French – Upper Intermediate	German – Pre-Intermediate
American Sign Language - Beginner		