



IRC Healing Classrooms Initiative

Gender Dynamics in Education in Contexts of Crisis, Post-Crisis and State Fragility

Possible Strategic Protection Programming Strategies

'Strategic Protection'	Possible Programming Strategies
Is gendered - and particularly attentive to protection for girls from sexual abuse and exploitation, from early pregnancy and HIV/AIDS exposure	<ul style="list-style-type: none"> ▪ Classroom Assistant program ('Enhanced' from the learnings and recommendations of the HCI assessments) ▪ Girls clubs ▪ Boys clubs ▪ Mentoring for boys and girls ▪ Reproductive health and sex education provided in age appropriate single sex groups ▪ Codes of conduct developed and signed by all teachers and education personnel
Is age-specific and attentive to class, ethnicity and other differences	<ul style="list-style-type: none"> ▪ Separate trainings provided for teachers at different levels in the school ▪ Attention given to developing male and female youth friendly RH services and GBV response mechanisms
Recognizes how physical and cognitive protection promote psychosocial well-being	<ul style="list-style-type: none"> ▪ Training for teachers and CAs on different dimensions of protection
Considers relationships between girls and women	<ul style="list-style-type: none"> ▪ Training for CAs acknowledges and openly discusses different interests of women and girls but also collective priorities for gender equality women and girls work together on issues of mutual concern, e.g. GBV
Is attentive to women's and girls' empowerment	<ul style="list-style-type: none"> ▪ Provision of adult education for CAs ▪ Encouragement for CAs to become teachers ▪ Reproductive health and other trainings for CAs

	<ul style="list-style-type: none"> ▪ Workshops to critically considered the different messages being conveyed
Engages men and women in examination of their own gender identities, masculinities, femininities, strengths and vulnerabilities	<ul style="list-style-type: none"> ▪ Teacher workshops – perhaps single sex – where teachers talk about their multiple social roles, how these have changed and re changing, how this makes them feel
Promotes and relies on active participation and empowerment	<ul style="list-style-type: none"> ▪ Girls’ clubs and boys’ club discuss (map, draw etc) vulnerabilities and risks and identify solutions ▪ Girls and boys involved in participatory M&E processes
Involves girls and boys as “knowers” of their own protection needs	<ul style="list-style-type: none"> ▪ Infrastructural changes such as latrine construction ▪ Training and follow up support for teachers and other education personnel
Promotes institutional change	<ul style="list-style-type: none"> ▪ Developing school self assessment tools/ checklists, etc.
Is attentive to collective futures	<ul style="list-style-type: none"> ▪ Works with girls and boys groups on future oriented projects eg older girls mentoring younger girls; community service projects