

Gender and Violence in School: Current Phenomena and Copping Strategies

Tara N Poudel*

*PhD Scholar, Kathmandu University, School of Education, NEPAL.
E-Mail: poudel{at}kusoed{dot}edu{dot}np; poudelinsu{at}gmail{dot}com

Abstract—Although achieving success in the prevention of gender based violence in school is a complex because individual attitudes is less important than the broader social context and norms, which leads the gender roles. So this paper discuss about the existing nature, forms, prevalence and complexities of gender based violence in school along with some viable strategies to cope with the situation that has practiced in international context. This paper assume that understanding the nature, forms and prevalence of gender based violence in school is fundamental to change the behavior and attitudes of community members. A whole school approach and gender sensitive curricula is equally important along with a broad dissemination of the analysis of gender relations in schools and their complexity. The factors like, weak policy compliance, low resources, deep-rooted gender roles, failure of educational authorities to acknowledge the problem, and political ignorance to tackle this problem in national level playing crucial roles for the existence of gender based violence in school. So this paper suggests for the implementation of effective interventions from schools with additional resources and approaches so that future generations will not have to struggle with gender based violence.

Keywords—Discrimination; Gender based Violence; Gender Roles; School Violence; Social Norms.

Abbreviations—Education For All (EFA); Gender Based Violence (GBV); Millennium Development Goals (MDG); School Related Gender Based Violence (SRGBV).

I. INTRODUCTION

SEVERAL national and international campaigns are raising their efforts to increase child participation in school and getting satisfactory result as unprecedented numbers of children attending school in recent years [USAID, 2008B]. As more students attend school, what happens in and around the schools becomes a matter of concern for educational researcher and policy makers. In the mean time, the UN global study on violence against children concluded that violence in and around schools occurs worldwide in one or another way [Leach & Humphreys, 2007A]. More recently, Brock concluded that, in the course of violence on children, school violence is most pressuring educational issue worldwide and creates the significance risk to public education [Brock, 2009]. Among school violence, Gender Based Violence (GBV) in and around the school currently recognized as a serious global phenomena [University of Sussex, 2006]. Although, schools are considered the vital places to prevent sexual and gender violence because young people learn values from these institutions but they are also being the places where sexual

and gender violence are pervasive [Bhana, 2009]. It is also true that gender violence in education cannot be discussed without attention to the social conditions and processes that produce them, without men and boys and without understanding the effects on women and girls at the same time [Bhana, 2009].

Still in developing countries education for sons and daughters perceived differently that schooling for boys is perceived as necessary and give emphasis due to if the son is educated, then the return of it would be mostly consumed by parents. In contrast, parents do not consider schooling of their daughter as necessary because after marries they will go to the husbands house and the investment in their education will go waste. Girls are sent to school not because for the parents' awareness but for the incentive benefits that girl receives from school [Thapa Lama, 2007]. In some societies parents' often perceive daughters as responsible for household chores and childcare based on the ideology and the notion that women are naturally capable to raise and care of children as well as take care of their husbands and families [Rothchild, 2006]. Today, in developing countries, more children have access to schooling but still they have to fulfill the

responsibility at home, which hampers their study. The school environment may not be favorable for girls and or boys and they may be the victims to unseen discrimination

Although the violence can become a norm in families, communities and societies, previously the attention was given to some forms of violence such as intimate partner violence, trafficking and domestic violence etc [USAID, 2009]. But, in current years there has increasing research attention to violence within academia because education and violence are linked in multiple and complex ways. In theoretical sense, educational reform could prevent gender-based violence by increasing school safety, by empowering women through education, and by promoting better attitudes and practices among students [Bott et al., 2004]. Thapa Lama (2007) mentioned that the school is supposed to be a place for learning to be good citizens and a starting point for social transformation [CERID, 2004A] but it is not far from inequality. Schools are considered the vital places to prevent sexual and gender violence because young people learn values from these institutions but they are also the places where sexual and gender violence are pervasive [Bhana, 2009]. As a learning organization, schools should have two main goals; firstly to create an environment conducive to learning and secondly to ensure a safety of learners and educators [Gaustad, 1992]. Learners cannot learn and teachers cannot teach effectively in an unsafe environment and can lead to serious violent situations. So School safety continues to be an important and pressing topic in today's society [Brock, 2009].

II. GENDER BASED VIOLENCE IN SCHOOL: NATURE, FORM AND PREVALENCE

Although gender based violence is a global phenomena, the nature and forms of GBV is differ one context to another. In academic arena, gender based violence is existential subject to the policy and program of institutions and may different according to the specific culture of school and society. The nature and forms of gender violence are culturally specific [Leach & Humphreys, 2007B], however, against the contextual variations, the causes of gender violence are similar. In school they are rooted in the formal and informal processes of schooling, which serve to establish the gendered norms of behavior in what is commonly termed a 'gender regime' [Connell (2002), as cited in Leach & Humphreys 2007B]. Gender based violence in school can take many other forms; verbal and physical abusive and perpetrators may include teachers, school administrators, other school personnel as well as students and outsiders [Chege, n.d]. Mairead, Humphreys and Leach concluded that, not only formal aspects of the school which have impacted on access and participation, but also the informal school environment plays crucial roles in perpetuating gender differentiation in education [USAID, 2008C].

USAID (2008B) classified three major types of school related GBV namely; sexual, physical and psychological.

Sexual violence is the most commonly identified form of SRGBV which includes direct physical contact, such as unwanted physical touching of any kind or rape. Sexual violence can also be perpetrated verbally, through sexually explicit language or any repetitive, unwanted sexual attention such as teasing or taunting about physical appearance. Likewise, physical violence includes corporal punishment, forced labor, fighting, and bullying. Among these, corporal punishment is the most widely administered and tolerated. Psychological abuse includes harassment or exploitation on the basis of sex. Bullying is most cited type of violence within this theme, which can range from teasing to physical violence perpetrated by students or teachers, and it tends to occur as a pattern of behavior rather than an isolated incident. Observing violence against others can have a psychological affect on students, causing them to feel afraid or helpless [USAID, 2008B]. If a student experiencing harm on the basis of their sex in relating to schooling, it's adversely affect the quality of education and students' quality experiences (ibid). Hence, quality learning is a major problem in developing countries but quality learning cannot take place in unsafe situations [Mairead et al., 2004].

GBV can occur in any school areas like classrooms, latrines, corridors or during travel to or from school. The girls and boys both may be the perpetrators of violence in school although the form it takes may differ. Punishment in schools often manifests itself in gendered ways. Boys generally experience more frequent and severe physical punishment, while girls are more vulnerable to psychological forms of punishment [Plan International, 2012]. Gender violence in schools results sexual, physical, or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Violence can take place in school buildings, on school grounds, or going to and from school and may be perpetrated by teachers, students, or community members [USAID, 2008C].

So it is necessary to improve the institutional response to GBV at the school-level. Some viable situations to reduce this situation may: improve students' safety at and on the way to school; improve the attitudes, knowledge and skills of educators and staff to detect cases of GBV when they occur, improve educators ability to prevent GBV in the school environment; and include prevention of GBV in curricula [Dunne et al., 2003].

There is a wide range of gender violence in schools which is perpetrated by teachers, students, administrators and other school stakeholders. Benders et al., (1998) found insults and verbal abuse are frequently shaped in primary school. On the other hand, Bunwaree (1999) concluded high level of verbal abuse, which was particularly prevalent among female teachers, who often preferred to use it rather than corporal punishment in sub-Saharan African context. In south Asian context, the evidence of sexual violence is very sketchy. In

Nepal girls reported being harassed by boys at school and subject to inappropriate touching by male teachers which include touching on the buttocks and breasts, and undoing of girls' brassieres (Save the Children Fund, n.d. as cited in [Dunne et al., 2003]).

In South Asia, the vast majority of studies focus on sexual violence with varying methodologies, so it make difficult to estimate common prevalence rate of gender based violence in school. However, these studies offer a glimpse into the prevalence of School Related Gender Based Violence (SRGBV) with highlighting the research gaps in this field due to insufficient research on SRGBV [Allana et al., 2010]. However, Joshi (2002) noted that the data from developing countries like Antigua, Barbados, Columbia, Chile, Ecuador, Guatemala, and Sri Lanka reveals widespread prevalence of physical and sexual abuse on women. In a study of 796 women from Japan carried out by Domestic Violence Group (1993), 59% reported physical abuse, 66% emotional abuse and 60% reported sexual abuse. Studies from African countries, Kenya, Uganda and Tanzania reveal that 42% women are subjected to physical abuse at their homes. In China, a conclusive evidence of wife battering has been reported among 57% women [as cited in Sharma & Gupta, 2004)]. Similarly, the study conducted in 37 mostly industrialized countries focusing the school violence found that the violence in school widely prevalent [Akiba et al., 2002]. The World Bank country study of Ecuador (2000) reports that, in Latin America, 22 percent of adolescent girls were victims of sexual abuse in an educational setting [Dunne et al., 2003]. A Ghana survey of violence against women and adolescent girls reported that 49% of the 481 adolescent girls surveyed had been reported some forms of violence [Appiah & Cusack, 1999].

III. IMPACT OF GENDER BASED VIOLENCE IN SCHOOL

Over the past several decades educational institutions have focused efforts on making their institutions more equitable for men & women addressing gender issues, but yet impacted by gender inequities [Kelly & Torres, 2006]. In fact educational institutions could prevent GBV by increasing school safety, by promoting better attitudes & practices among educators and learners with regard to achieve Education For All (EFA). Unfortunately, a growing body of evidence suggests that sexual harassment is widespread in educational settings in many parts of the world [Mirsky, 2003; Leach et al., 2003, as cited in Bott et al., 2004]. Dunne et al., (2003A) as cited in Dunne et al., (2003) mention that within the traditional hierarchical power structures of schooling, gender-based violence is a principal means of control and regulation, used by both teachers and students in many forms. Gender based violence in school creates serious challenges in achieving gender equity along with quality experience, participation and performance of both boys and

girls. Which promote to sustain the gender gap in education [Dunne et al., 2003].

Violence in schools has both immediate and long term impacts on the mental and physical well-being of learners. A direct impact on education is that the quality of education is threatened through the loss of learning and teaching based on negative impacts on educators and on learners' ability to concentrate. Ultimately, quality learning cannot take place in an unsafe situation [United Nations Violence Study, 2006]. This impacts on learner performance negatively and increased drop-out rates because of the impact on learner self-esteem. Learners who are victims or witnesses of violence in schools may no longer see education as a priority and these situations directly affect gender equality in education [UNICEF, 2001]. On an individual level, gender-based violence has a strong impact on the victim's mental, psychological and physical, well-beings and in turn, affects the society as a whole. Gender-based violence is supposed to create a "culture of violence" [Heise, 2000] and it specifically results not only in irregular school attendance, underachievement and high drop-out rates, but also in poor quality of teaching and lower levels of educator professionalism [MIET Africa, 2009].

Gender violence in school impacts the educational status of students, whether they are affected directly as victims or indirectly as bystanders. There are several consequences of School Related Gender Based Violence (SRGBV) including lack of motivation among students, failing grades, absenteeism, and increased numbers of dropouts [USAID, 2008]. Furthermore, research conducted by USAID indicates that SRGBV also demoralizes students, affecting their ability to achieve their educational goals. Hence, school-related gender-based violence has a dual impact on children, increasing both their risk of educational failure and negative health consequences [USAID, 2008A].

Gender based violence in school creates serious challenges in achieving gender equity along with quality experience, participation and performance of both boys and girls. Which promote to sustain the gender gap in education [Dunne et al., 2003]. On the other hand, quality learning is the major problem in developing counties like Nepal, but quality learning cannot take place in an unsafe situation [Mairead et al., 2003]. Children who are harmed physically and psychologically cannot develop their full capacity [United Nations Violence Study, 2006]. Gender based violence reflects violence that exists more broadly in society and entails on a collective social responsibility. The incidence of violence in society and its spread out in schools have generated public concern about how safe are the schools being a learning organization [Washington & Avant, 2001].

Gender violence is an important cause of poor performance at school and drop-out from school, although it is difficult to establish cause and effect [Dunne et al., 2003]. Research shows that sexual violence against girls within or in relation to schooling worries many parents who may decide to keep their daughter away from schools or marry of them early [International Labor Organization, 2001]. Bott et al.,

(2004) noted that the lack of school safety appears to reduce the enrolment of girls relative to boys in some settings. For example, parents' fears for daughters' physical and sexual safety appears to be a major reason for withholding girls from school in South Asia. It is obvious that an unsafe environment in school may discourage parents from enrolling children and / or may lead to increased rates of school abandonment [Leach & Humphreys, 2007A].

The study by Dunne et al., (2003) on the impact of gendered experiences on retention and achievement found that gender violence in the form of sexual intimidation, verbal abuse and physical assault was a significant contributor to irregular attendance and underachievement of students, especially of girls. Teachers' widespread use of verbal abuse generates low self-esteem in students. It was found by many pupils that verbal abuse was more hurtful than corporal punishment [Dunne et al., 2003]. Gender violence in school impacts the educational status of students, whether they are affected directly as victims or indirectly as bystanders. There are several consequences of School Related Gender Based Violence (SRGBV) including lack of motivation among students, increasing the risk of educational failure, failing grades, absenteeism, demoralizes students, affecting their ability to achieve their educational goals and increased numbers of dropouts [USAID, 2008A].

IV. VIABLE STRATEGIES TO COPE WITH GENDER BASED VIOLENCE IN SCHOOL

While scrutinize newspapers, televisions and online news portals; we see lots of incidents that evidencing the frequency of gender-based violence its forms, nature and prevalence all over the country. Some of these incidents are happening in society and some are in educational settings. However, the problem of GBV is growing and becoming complex day by day due to the negligence of this issue through different sectors. First and most importantly, states worldwide are failing to implement the international standards on GBV, and give the message that GBV is acceptable or normal [Jefferson, 2004]. On the other hand, there is a lack of political will to tackle the issue and much shifting of responsibility from one government office to another [USAID, 2008A]. In the academic arena, educational administrators and staff have no time and resources to implement strategies to make a school safe [Dunne et al., 2003A].

It is necessary to ensure access to quality education for all children, which is also integral to the Millennium Development Goals (MDGs), Education For All (EFA) and other related efforts. To do this, schools must provide the safe and welcoming environment for girls and boys, which is free of the threats of violence [United Nations Violence Study, 2006]. For this teachers are the key agents, therefore teacher must constantly be aware of the fact that his or her actions/attitude/behavior perspective/ approach /manner /outlook/ mind-set will help to shape a child's gender role. He

/ she may use multiple strategies and interventions to ensure that students have equal opportunities to both create and obtain their goals. Teachers are required to be serious about gender issues. In order to bring about a change in the society, the teachers should be given pre hand knowledge over the issue. Teachers need not only be gender sensitive to curricula and textbooks but also gender equality in education. Teachers can serve as role models for the students to spread both negative and positive impact in the society [Allana et al., 2010]. So the role of teacher is crucial to response with gender based violence in schools.

Development of the equitable curriculum would be supportive to address this issue but most curriculum and text book writers are males and are not sensitive to gender issues. Textbooks do not include topics or lessons chosen with the explicit aim of bringing gender balance in the family, society and nation [Bista, 2004]. These imbalances show that GBV in education is normal and acceptable and providing the same message to society. Save the Children and UNIFEM (2006) noted that to effectively address the patriarchal system and achieve positive socialization and change, it is essential to start work at early childhood development stages. This also involves development of curricula for both girls and boys that are based on non-violence and equity.

As sexual harassment and abuse are most common forms of GBV in schools, to tackle with this issue in school, the first and crucial step may be break the silence and get the issue talked about publicly by teachers, parents, communities, government officials and by children themselves [Leach & Sitaram, 2007]. Leach & Sitaram (2007) further noted that the schools need to be more gender friendly in terms of physical facilities and discriminatory behavior by teachers. Additionally, the commitment of educational authorities is also essential to develop effective policies and programs along with training to teachers to recognize and deal with violent activities.

It is also a silent reality on our context that men and boys, who have witnessed and have been victims of violence against women, are prone to use more violence against their female partners [Save the Children & UNIFEM, 2006]. Moreover, the exclusion of men and boys has in fact jeopardized a violence-free development and placed a heavier burden on women, not only to initiate change but to sustain it as well. Men's silence about violent behavior of men, further contributes to violence against women and children. So it is necessary to uncover the perceptions and feelings of both gender because form the one sided initiation, we could not address this problem. Likewise, to prevent gender based violence, we must change the social norms, gender roles, and power relations that feed into violence. To develop the capacity of local communities is essential for effective response of violence and encourage their ownership of the issue [Flood, 2011].

Men's involvement to tackle this problem would a solution but many debates, discourses and actions have been implemented through different initiatives including I/NGO's, women activists and even from the level of state but all these

initiatives are forgetting for men's involvement in such programs and targeted women only. Since men are the causes of violence, so to change their attitudes about the discriminatory norms and values would be the best option to tackle in this issue. Men have the capacities and attitudes that can play crucial roles as protectors, supporters, and partners and can utilize their positive influence gender power relations. But we could not adopted such intervention and continuing the traditional approaches to raise awareness among women and girls only excluding men and boys. As a result men and boys continue using violence in their lives [Save the Children & UNIFEM, 2006].

Additionally, to minimize the gender biases we need to start changing the mindsets of the younger generation of society as they are those who can bring about further change in society, with their innovative ideas, thoughts and practices. To do this we need good educated teachers who have a sound knowledge regarding gender issues. Teachers play a very important part in the early upbringing of the child and their ideas and beliefs can change the thought patterns of young students. It has been observed that teachers reinforce gender roles also in the different expectations that they have for boys and girls in their classes [Allana et al., 2010].

Implementing the effective programs from the schools along with the linkage of these programs to the school curriculum, engage the entire school community, and focus on creating a non-violent school environment would be the sustainable solution. Several organizations (mostly NGOs) have used mass-media campaigns to raise awareness of gender-based violence, promote nonviolent behavior and encourage women and men to be more supportive of their friends and family members who experience violence, for instance, the 16 Days of Activism Against Gender Violence Campaign [Bott et al., 2004], but these programs neither reach in schools nor in rural parts of the country where most of victims are situated and almost all the peoples have unknown about the gender issues. Some school based approaches like, improving school infrastructures, hiring more female teachers and promoting single sex schools for girls would be supportive to cope with the situation and can promote nonviolence and more equitable gender roles [Bott et al., 2004]. Likewise, some programs that have practices in international contexts to cope with violent situations in schools also can provide some sort of solutions to struggle with gender based violence in schools.

4.1. International Practices to Cope with Gender based Violence in School

A review of evaluations of school-based programs aimed at preventing gender based violence suggests that effective programs need to be implemented in schools along with the linkage of these programs to the school curriculum, engage the entire school community, and focus on creating a non-violent school environment. Several organizations (mostly NGOs) have used mass-media campaigns to raise awareness of gender-based violence, promote nonviolent behavior and encourage women and men to be more supportive of their

friends and family members who experience violence, for instance, the 16 Days of Activism Against Gender Violence Campaign [Bott et al., 2004], but these programs neither reach in schools nor in rural parts of the country where most of victims are situated and almost all the peoples have unknown about the gender issues. Bott et al., (2004) suggest for some school based approaches like, improving school infrastructures, hiring more female teachers and promoting single sex schools for girls would be supportive to cope with the situation and can promote nonviolence and more equitable gender roles.

One of the school related program to cope with the violent situation in educational settings is "The fourth R program". It is a curriculum-based program for building healthy gender relationships among grade 9 students in Ontario, Canada. It is a 21-lesson skill-based curriculum delivered by physical and health education teachers and designed to promote healthy relationships and targets violence, substance use and risky sexual behavior among adolescents, and includes components addressing the school, parents and the larger school community. The effect of this program shows that students in Fourth R schools had significant gains in knowledge and attitudes related to violence [The fourth R, 2010]. Likewise, another school based program implementing to reduce the violence among school children is the "Roots of Empathy" program, delivered to the students of Kindergarten to grade 8 in Australia, Canada, New Zealand, United States, Ireland and Scotland. It is also an evidence-based classroom program that has shown effects in reducing levels of aggression and violence among school children while raising social/emotional competence and increasing empathy. In this program, students practically drawing/painting art, which plays a large role as children paint their inner feelings which they cannot say with words. It speaks to everyone regardless of language or culture and builds solidarity. Violence preventions, emotional literacy and perspective talking are major pillars of this curriculum based program [Roots of Empathy Program, n.d].

Public awareness campaigns are designed to change community-level norms and individual-level attitudes, although few have been subjected to rigorous evaluation. "Neighbors, Friends and Family" is a public awareness campaign that has been implemented in almost 40 cities in Ontario, Canada. The focus is on raising awareness of the signs of intimate partner violence and where to go for help so people close to an abused woman or an abusive man can intervene to prevent violence. The key message of the campaign is that violence against women is preventable and that neighbors, friends and family have a crucial role to play [Neighbours Friends and Families, 2011]. On the Other hand, living values program is an international anti-violence program implemented in many parts of the world. UNESCO is involved in an international anti-violence initiative in schools and called Living Values Education Program. Now this program is running in 66 countries and 4000 sites, many of which are schools. It has a rights-based approach to fostering positive self-development and social cooperation in

children and young people. This program offers a variety of experiential activities for teachers and parents to help them teach children and young adults to develop twelve critical social values: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance and unity [Living Values Educational Program, 2010].

The raising voices program is another school based program aimed to promote non violent activities among school children. This program was practiced in Uganda to cope with the situations existed in the academic arena. This program was very effective to promote non violent activities in community and change their behavior, knowledge and attitudes about gender discrimination. The main features of the program were initiated in five thematic stages. (a) Conducting a community assessment to gather information on attitudes and beliefs about gender based violence and build non violence relationships in the community, (b) Raising awareness within the community and professional sectors; social services, health services, teachers, religious communities etc, about the negative consequences of gender based violence, (c) Building networks of support within the community and professional sectors, (d) Integrating action against gender based violence into everyday life and within institutions, and (e) Consolidating programs and activities to ensure their sustainability, continued growth and progress [Bott et al., 2004].

This clears that preventing violence against women required sustained and systematic efforts at the levels of families and relationships, communities, institutions, and societies. Flood (2011) noted that men must be engaged in this work: as participants in education programs, as community leaders, as professionals and providers, and as advocates and activists working in alliance with women. To prevent violence against women, working with men has demonstrated significant potential changes in attitudes and behaviors associated with violence against women. The program and policy interventions can bring about positive change among men though still most violence prevention work with men has been local in scale and limited in scope. To make progress in preventing violence against women, changing the attitudes, identities, and relations among men is fundamental. For instance to stop the physical and sexual assault of women and girls, we must oxidize the cultural and collective supports for violence found among men and boys and replace them with norms of consent, sexual respect, and gender equality. Only then we must foster just and respectful gender relations in relationships, families, and communities (Flood, 2011). Additionally, many schools have trained the educators aiming to improve educators' attitudes, knowledge and practices in regards to gender discrimination and to teach courses promoting gender equitable norms and non violence among students [Bott et al., 2004]. They suggest that mobilizing the parents and community members to school safety would be viable approach because they can pressure schools to ensure students safety [Bott et al., 2004].

V. CONCLUSIONS

Although achieving success in the prevention of gender based violence is a complex and challenging task. However, to address the gender based violence individual attitudes actually may be less important than the broader social context and social norms. So, despite the international efforts to achieve gender equality in education, the lack of school safety, sexual violence in school and distribution of education by sex plays crucial roles in perpetuating gender differentiation in education [Poudel, 2014]. In order to achieve change in attitudes and behavior, it is important to address familial, organizational, community and societal norms, traditional gender role attitudes, and structural relations and social practices [Flood and Pease, (2006) as cited in Johnson, 2007]. Additionally, the comprehensive strategies are needed that involve social institutions, cultural norms, attitudinal change at the individual level, and supports for victims. However, in tackling gender violence in schools, a whole school approach involving management, teachers, pupils and the curriculum is necessary to ensure that the messages are consistent and reinforced by teachers and students. Teachers can be key instruments for change, though they have their own experiences as gendered beings. To play an effective role in addressing gender-based violence, teachers need to understand and confront their own attitudes and experiences regarding gender and violence. Teachers must make efforts to foster a positive environment in their classroom. Additionally, it is also important that all text, reading material and books be free of notion of gender inequality as bias is embedded in textbooks, lessons and teachers' interactions with students. This type of gender bias is part of the hidden curriculum taught implicitly to students through the everyday functioning of their classroom.

A gender responsive school is one where the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. The academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction and management of academic processes, should be gender responsive. In the school level, school administration, teachers and other staffs can play a role in addressing SRGBV. School code of conduct, responsive with gender based violence including a discussion of codes of conduct in teacher training curricula is also important for addressing SRGBV. It is also necessary to incorporate gender, rights and violence prevention contents in the curriculum of schools and universities [Bott et al., 2004]. Likewise, some countries approached to train students, teacher, community leaders and community to prevent and respond to school-related gender violence in their communities [Mlamleli et al., 2001]. To promote the enrolment rate of females in schools, some programs have practiced by establishing single sex schools, hiring more female teachers, building separate latrines or canteens for girls, reducing the distance that girls must travel to receive an education, and/or providing in-service gender sensitivity

training to educators and administrators [UNICEF, 2004; as cited in Bott et al., 2004].

Hence, several developed countries have adopted different strategies and programs to cope with the violent situations in academic arena. For instance, the roots of empathy program, the forth R program, public awareness program, living values program and white ribbon campaign, raising voices programs are implemented in academic settings to reduce the violent activities in schools and to make learning environment more equitable. Some of these programs are implemented in public spheres and some are implemented solely in the schools and curriculum as well. But we have big gap between the practices and existing phenomena of gender based violence in our schools due to the lack of research.

Still, there is a need for further research on school violence from the perspective of school stakeholders along with educators and learners as a first step in decreasing violent activity on school because some crucial issues of gender based violence are still needs to uncover in relating to school due to the failure of educational authorities to acknowledge the existence of GBV in schools and to address it, and due to the weak policy compliance, low resources and deep-rooted gender roles. So, to prepare effective interventions against gender-based violence in schools, it is important that broad dissemination of the analysis of gender relations includes violent behaviors in schools and their complexity (nature forms and prevalence) as well as further research using an accepted gender sensitive framework of analysis is essential.

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Tara N Poudel, is a PhD Scholar of Kathmandu University (KU), School of Education, Nepal. His PhD specialization is Educational Leadership and PhD research focused on "Gender based Violence in Education/School". He has earned M. Phil. Degree in 2010 from KU. He has published several research articles in national and international journals, magazines and newspapers. He has presented the papers in a number of international conferences and national workshops and seminars. Since last five years he has involved with several national and international non-government organizations and with governmental agencies as a consultant/independent researcher and headed more than a dozen of research projects successfully. He has published the research book from Lambert Academic Publishing, Germany. His some international recognition includes, Editorial board member of "Journal of Research in Peace Gender and Development (ISSN: 2251-0036) and Honorary Peer Reviewer of Global Journal Inc. USA, UK & India. His research interest includes, gender based violence, discrimination, social inclusion and exclusion, educational leadership, gender equality etc.