

Gender based Violence in Education



Gender-based violence in education refers to acts of eliminated violence, discrimination, bullying and harassment that target individuals based on their gender within educational settings.

A large blue downward-pointing arrow connects the first box to the second box.

Major components to reducing ways:

A large blue downward-pointing arrow connects the second box to the third box.

Promoting Gender Equality, Awareness and Empowerment, Legal Knowledge, Psychological and Emotional Support

Gender-based violence

- **Gender-based violence refers to any form of violence or discrimination that is based on an individual's gender, typically targeting women/ girls and sexual minorities .**
- **This violence takes various forms, such as physical, sexual, or psychological abuse, and it occurs in different settings, including homes, workplaces, schools, and public spaces.**
- **It is a global issue that affects societies across the world.**





According to the **United Nations** defines violence against women as **"any act of gender-based violence that results is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, force and deficiency of freedom, whether occurring in public or in private life."**

Some related data related to gender-based violence in education

- **Global prevalence: Gender-based violence in education is a widespread issue affecting both girls and boys, although girls tend to be disproportionately affected. According to a UNESCO report, around 246 million children worldwide experience gender-based violence in and around school in every year.**
- **In Nepalese condition also 85 percent of school-going adolescents' girls had suffered from some kind of sexual harassment like sexual gazing, sexual gestures, and blaming relation with others (Gyawali et al., 2020).**
- **In African countries , around 300 million women with age of under five years are forced toS genital Mutilation (UNWOMEN, 2017).**
- **Every one girl or women faced forcefully sexual intercourse around ten girls and women.(UNWOMEN, 2017)**

- **The prevalence estimates of lifetime intimate partner violence range from 20% in the Western Pacific, 22% in high-income countries and Europe and 25% in the WHO Regions of the Americas to 33% in the WHO African region, 31% in the WHO Eastern Mediterranean region, and 33% in the WHO South-East Asia region.**
- **Globally as many as 38% of all murders of women are committed by intimate partners. In addition to intimate partner violence, globally 6% of women report having been sexually assaulted by someone other than a partner, although data for non-partner sexual violence are more limited. Intimate partner and sexual violence are mostly perpetrated by men against women(WHO2021).**

According WHO 2021, Violence against women – particularly intimate partner violence and sexual violence – is a major public health problem and a violation of women's human rights.

Violence against women is preventable. The health sector has an important role to play to provide comprehensive health care to women subjected to violence, and as an entry point for referring women to other support services they may need.

Estimates published by WHO indicate that globally about 1 in 3 (30%) of women worldwide have been subjected to either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.

Violence can negatively affect women's physical, mental, sexual, and reproductive health, and may increase the risk of acquiring HIV in some settings.

Most of this violence is intimate partner violence. Worldwide, almost one third (27%) of women aged 15-49 years who have been in a relationship report that they have been subjected to some form of physical and/or sexual violence by their intimate partner.

Impact on girls' education

Gender-based violence hampers girls' access to education, retention, and academic achievement.



In many cases, girls face sexual harassment, assault, or threats on their way to school, within the school premises, or from teachers and peers.



This creates a hostile environment that discourages girls from pursuing education.

Efforts to eliminate address gender-based violence eliminate in education:

- Many countries and organizations are taking measures to combat gender-based violence illumination in education. Where includes implementing policies and legislation that protect students from violence and harassment, promoting safe school environments, providing Through: **comprehensive sexuality education with gender equality education** and training teachers and staff to address and prevent gender-based violence to eliminated GBV from schools and campus.

Long-term consequences: Gender-based violence elimination in education has long-term consequences for individuals and society.



It continues gender equalities, women's empowerment, and their opportunities for socio-economic advancement.

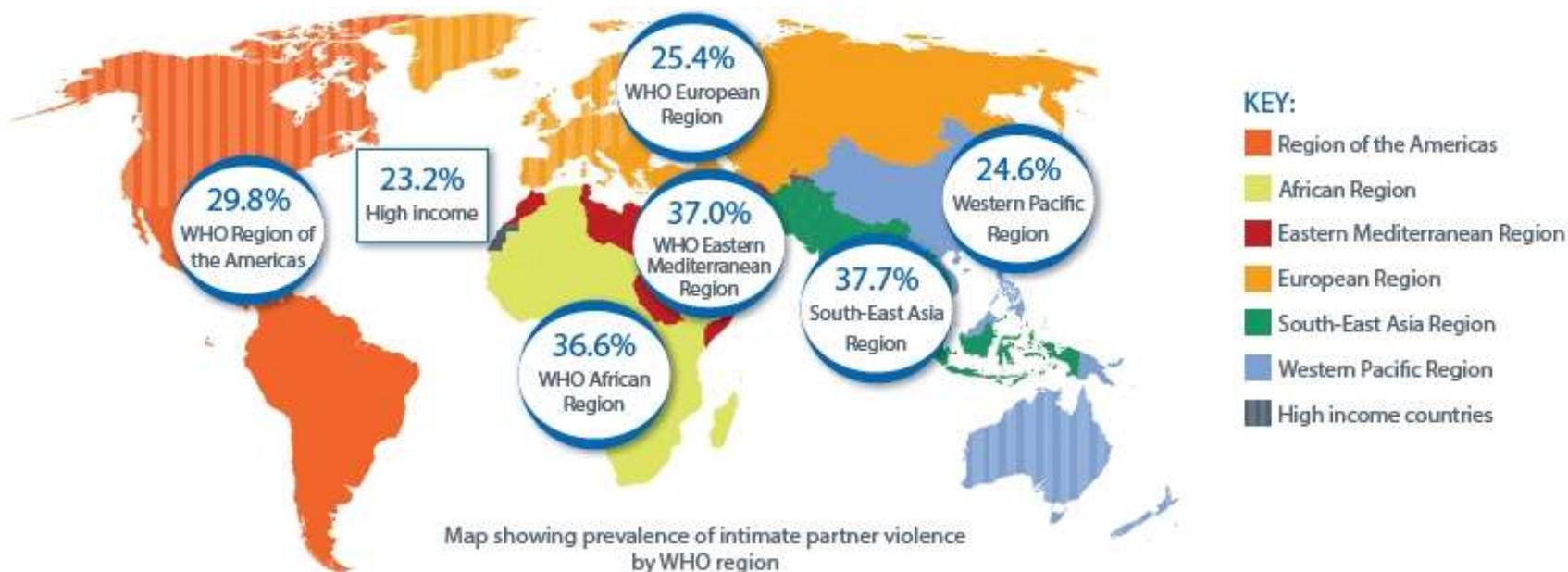


To achieve the Sustainable Development Goal 4 of providing inclusive and equitable quality education for all.

PREVALENCE →

1 in 3 women

throughout the world will experience physical and/or sexual violence by a partner or sexual violence by a non-partner



References:

- World Health Organization (WHO). (2021). Violence against women. <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>
- United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- United Nations. (2021). Gender-based violence. <https://www.un.org/en/sections/issues-depth/gender-based-violence/>
- United Nations Population Fund (UNFPA). (2021). Female Genital Mutilation. <https://www.unfpa.org/female-genital-mutilation>
- United Nations Office on Drugs and Crime (UNODC). (2021). Human Trafficking. <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

-
- UNESCO. (2019). Behind the numbers: Ending school violence and bullying. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368055>
 - UNESCO. (2015). Global Education Monitoring Report 2015/2016: Education for People and Planet: Creating Sustainable Futures for All. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
 - Gyawali, K (2020). Perpetrators and Common Places of Sexual Harassment Against Adolescent School Girls in Nepal. *Journals of Health Promotion*, 8: 15-28
 - Gyawali, K (2021) Sexual Harassment and its effects on the mental health of the Adolescents school girls in lalitpur and rupandehi. *Tribhuvan University Journal*, 35, No. 2: 72-88, December,

**This slide needs to be added by
edulab**

Module 2: Inclusive Education and Gender Equality

**Unit I: Inclusion - Sex and
Gender**



Concept of Inclusion

Meaning?

- INCLUSION?
- Exclusion?

Please, write down two
words



Concept of Inclusion

List of words

Diversity	Oppression	Democracy	Unemployment
Discrimination	Equity	Intolerance	Castism
Collaboration	Conflict	Prosperity	Gender stereotype
Access	Poverty	Segregation	Social justice
Equality	Cultural awareness	Development	Marginalization
Girl	Rich	Poor	Boy



Concept of Inclusion

Classify under
corresponding
theme.

Words that represent inclusion		Words that represent exclusion	



Concept of Inclusion

**Organizing
words under
different
themes**

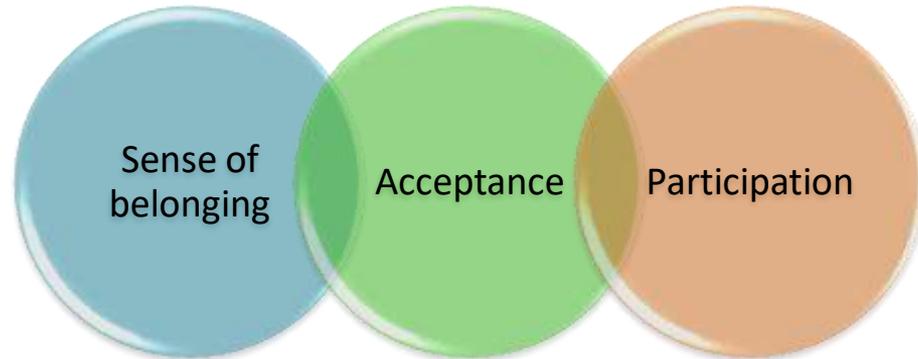
Words that represent inclusion		Words that represent exclusion	
Diversity	Development	Discrimination	Unemployment
Democracy	Equity	Intolerance	Castism
Collaboration	Prosperity	Conflict	Gender stereotype
Access	Social justice	Segregation	Poverty
Equality	Cultural awareness	Oppression	Marginalization
Rich	Boys	Poor	Girl



Concept of Inclusion

Creating an environment in which all children including girls, marginalized, disadvantaged, and disabled are treated equally regardless of their ability, gender, caste, ethnicity, sexual orientation, and any other attributes.

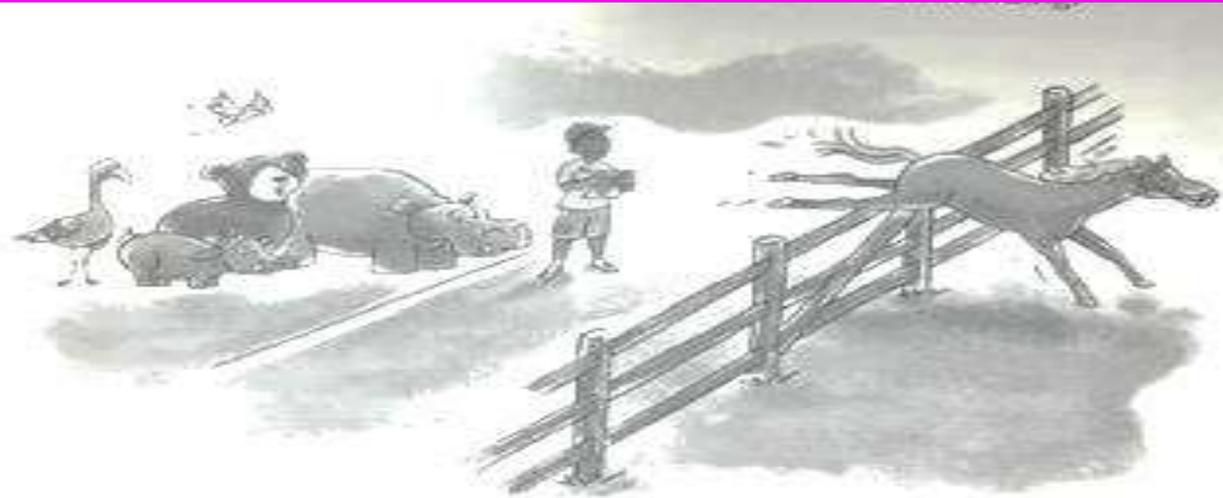
Meaning ?





Concept of Inclusive Education

Message
conveyed by
this picture ?



Can all students in our classroom achieve
determined objectives to a similar extent?

Concept of Inclusive Education

Due to individual differences, "**One Size Does Not Fit All**"



If so, let's think the questions given below:

- Do all learners including girls and children with disabilities have similar needs and interest?
- Can all students attain a list of objectives to a similar extent?
- Does the content selected within a curriculum is valid and significant for all students?
- Can all students get benefit from similar teaching strategies?
- Can all instructional materials be useful to all learners?
- Do all students get benefit from similar physical infrastructures?
- Can particular evaluation technique be useful for all students?
- Can all students learn content in same pace?



Concept of Inclusive Education

Nepal is a diversified country in terms of:

- ❖ Culture
- ❖ Religion
- ❖ Language
- ❖ Socio-economic status
- ❖ Caste
- ❖ Ethnicity
- ❖ Geographical location
- ❖ Ability and so forth.

- Such diversity has also been reflected in each classroom.
- Inclusive education can be the best alternative to address such diversity.



Concept of Inclusive Education

Meaning ?

Inclusive education is both a vision and a practice of welcoming, valuing, empowering, and supporting the diverse academic, social, and cultural learning of all students in shared environment – **Villa & Thousand, 2016.**

- Welcomes all children.
- Values their differences.
- Empowers them to be effective learners.
- Supports for their academic growth .
- Provides shared learning environment.



Concept of Inclusive Education

Meaning ?

Inclusive education is a form of social justice in education. It seeks fair and equitable educational practices for all students by breaking discrimination and prejudice based on specific differences – Zelta, 2016.

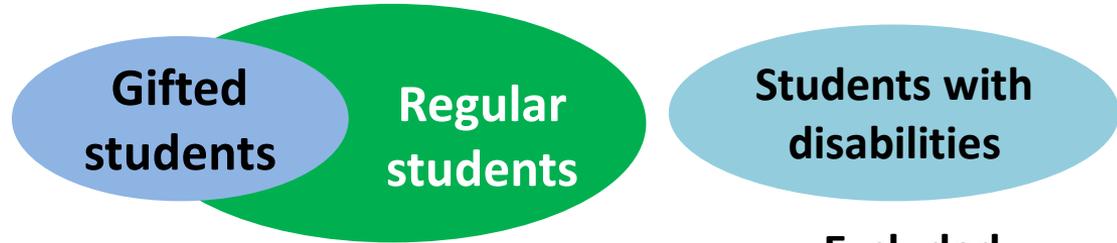


- Resources are equitably distributed.
- Attempts to ensure access and success.
- Provides equitable educational practices.
- Rejects any type of discrimination.

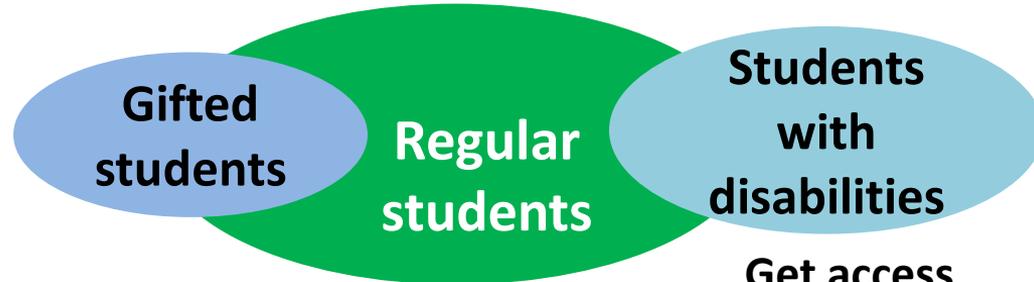


What is NOT Inclusive Education

Inclusive education is
not **mainstreaming**.



Excluded

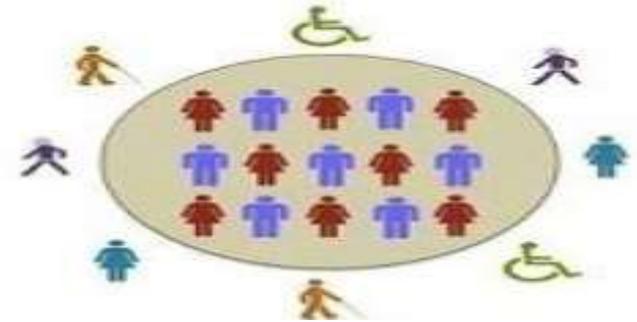


Get access
to education



What is NOT Inclusive Education

Inclusive education is not **integration**.



Exclusion



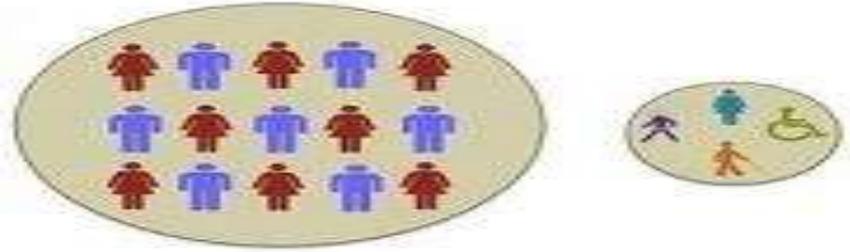
Integration





What is NOT Inclusive Education

Inclusive education is not automatically grouping students with disabilities.



Segregation

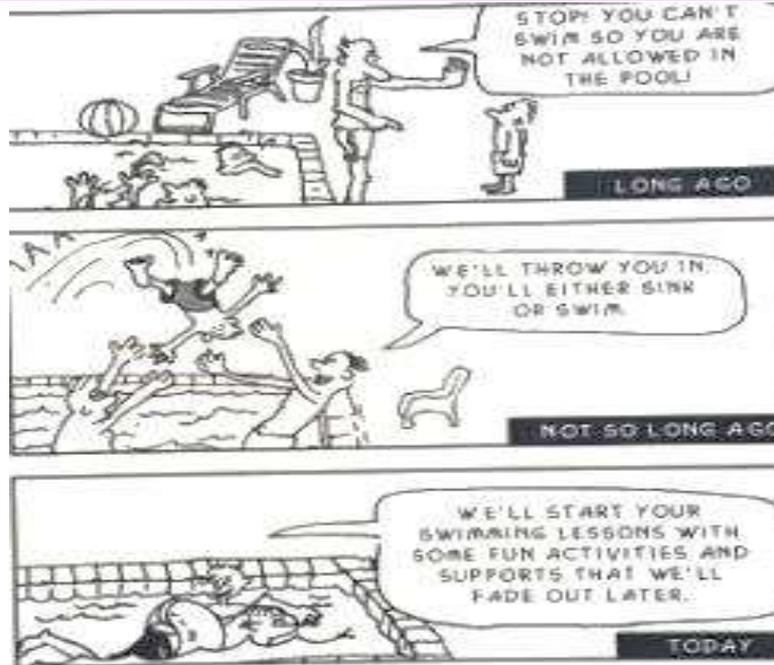


Inclusion



Concept of Inclusion

Evolution of inclusion concept



Segregation

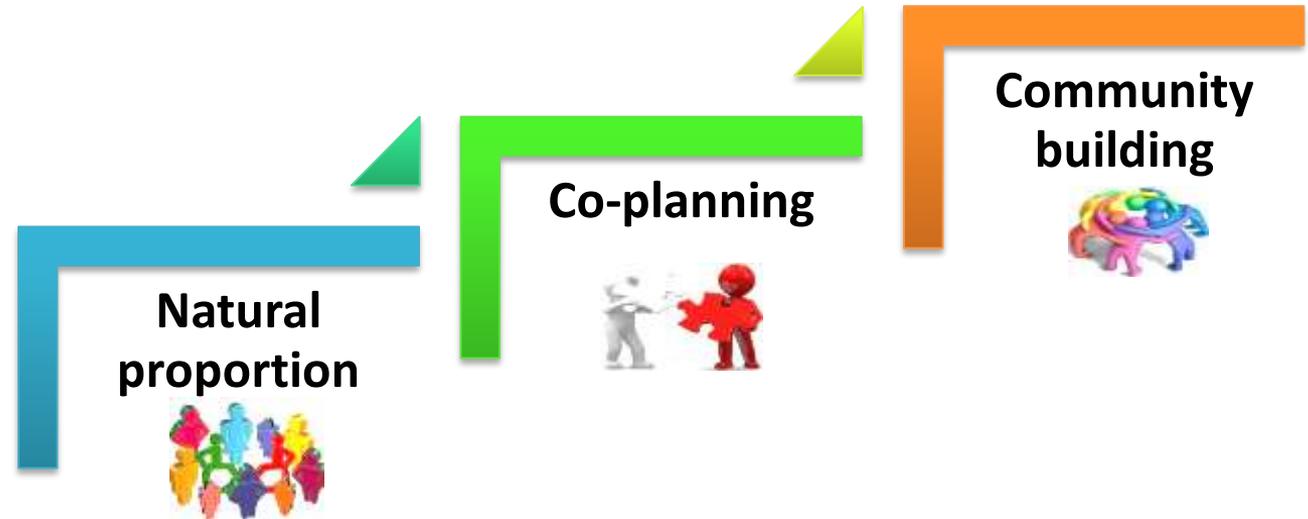
Mainstreaming

Inclusion



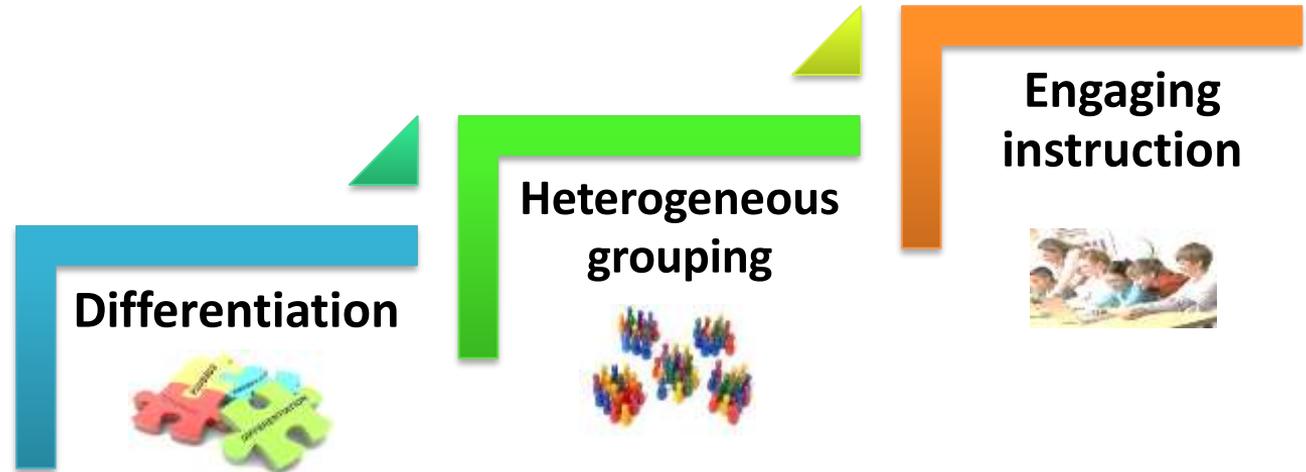
Concept of Inclusive Education

Indicators of
Inclusive
Classroom.



Concept of Inclusive Education

Indicators of
Inclusive
Classroom.



Source: Villa, R. A., & Thousand, J. S. (2016). *The inclusive education checklist: A self-assessment of best practices*. Dude Publishing.



**Need to be added by
edulab**

Gender based Violence in Education



Types of Violence Against Woman

- PSYCHOLOGICAL
-
-



- **Gender-based violence in education refers to acts of violence, discrimination, or harassment that target individuals based on their gender within educational settings.**
- **It includes various forms such as physical, sexual, or psychological violence, as well as bullying or harassments.**

Gender-based violence

- **Gender-based violence refers to any form of violence or discrimination that is based on an individual's gender, typically targeting women/ girls and sexual minorities .**
- **It is a global issue that affects societies across the world, including Nepal, India, and other countries.**
- **This violence takes various forms, such as physical, sexual, or psychological abuse, and it occurs in different settings, including homes, workplaces, schools, and public spaces.**
- **Understanding the types and examples of gender-based violence in different countries can help shed light on the extent and nature of the problem.**

- **The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."**

Some related data related to gender based violence in education

- **Global prevalence: Gender-based violence in education is a widespread issue affecting both girls and boys, although girls tend to be disproportionately affected. According to a UNESCO report, around 246 million children worldwide experience gender-based violence in and around school every year.**
- **In Nepalese condition also 85 percent of school-going adolescents girls had suffered from some kind of sexual harassment like sexual gazing, sexual gestures, and blaming relation with others (Gyawali et al., 2020).**
- **79 percent of girl students in Kathmandu valley had experienced sexual harassment in public transport (Mishra and Lamichhane ,2018)**
- **In African countries , around 300 million women with age of under five years are forced for genital Mutilation (UNWOMEN, 2017).**
- **Every one girl or women faced forcefully sexual intercourse around ten girls and women.(UNWOMEN, 2017)**

- **According WHO 2021, Violence against women – particularly intimate partner violence and sexual violence – is a major public health problem and a violation of women's human rights.**
- **Estimates published by WHO indicate that globally about 1 in 3 (30%) of women worldwide have been subjected to either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.**
- **Most of this violence is intimate partner violence. Worldwide, almost one third (27%) of women aged 15-49 years who have been in a relationship report that they have been subjected to some form of physical and/or sexual violence by their intimate partner.**
- **Violence can negatively affect women's physical, mental, sexual, and reproductive health, and may increase the risk of acquiring HIV in some settings.**
- **Violence against women is preventable. The health sector has an important role to play to provide comprehensive health care to women subjected to violence, and as an entry point for referring women to other support services they may need.**

- **Over a quarter of women aged 15-49 years who have been in a relationship have been subjected to physical and/or sexual violence by their intimate partner at least once in their lifetime (since age 15).**
- **The prevalence estimates of lifetime intimate partner violence range from 20% in the Western Pacific, 22% in high-income countries and Europe and 25% in the WHO Regions of the Americas to 33% in the WHO African region, 31% in the WHO Eastern Mediterranean region, and 33% in the WHO South-East Asia region.**
- **Globally as many as 38% of all murders of women are committed by intimate partners. In addition to intimate partner violence, globally 6% of women report having been sexually assaulted by someone other than a partner, although data for non-partner sexual violence are more limited. Intimate partner and sexual violence are mostly perpetrated by men against women (WHO 2021).**

Impact on girls' education

- **Gender-based violence hampers girls' access to education, retention, and academic achievement.**
- **In many cases, girls face sexual harassment, assault, or threats on their way to school, within the school premises, or from teachers and peers.**
- **This creates a hostile environment that discourages girls from pursuing education.**

Efforts to address gender-based violence in education:

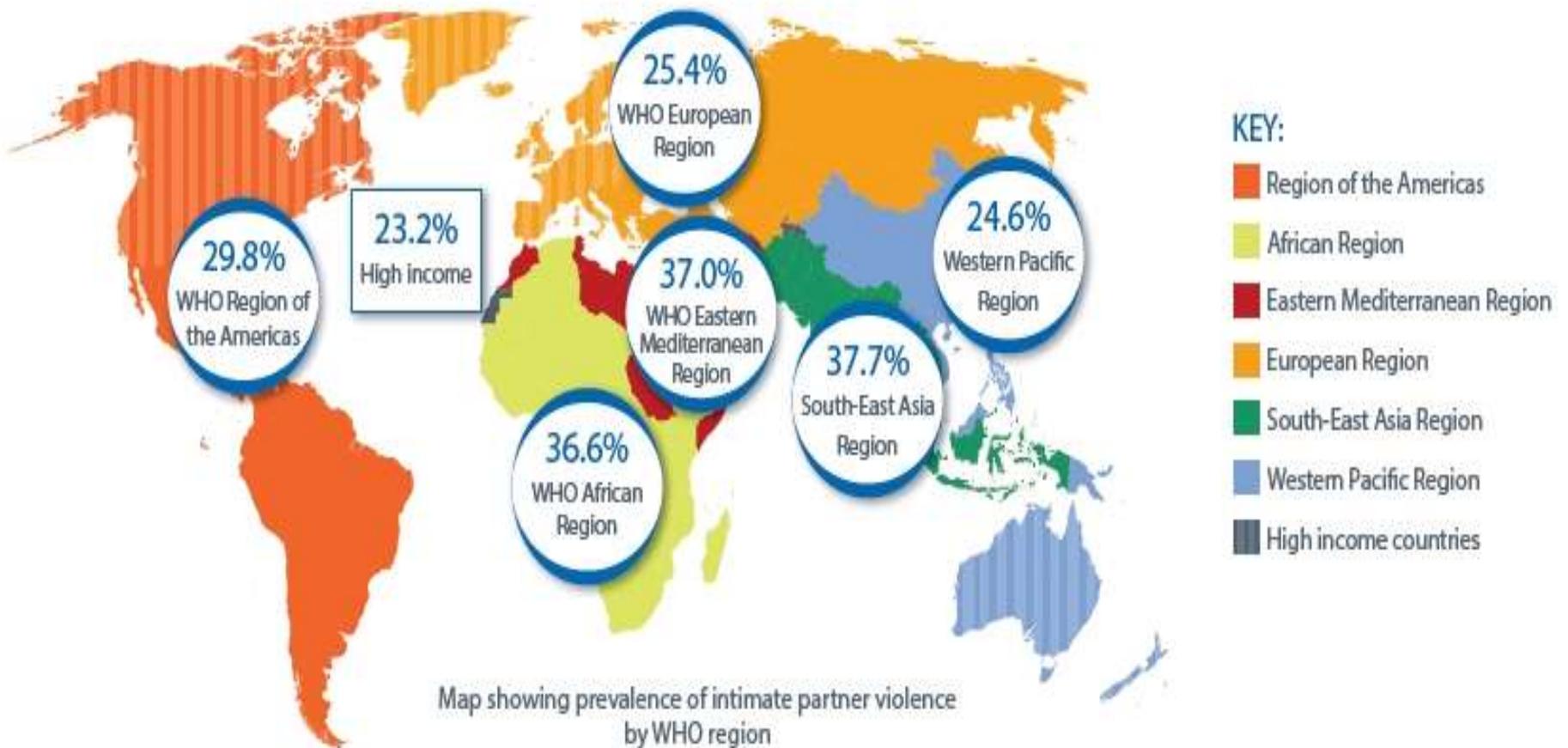
- Many countries and organizations are taking measures to combat gender-based violence in education. This includes implementing policies and legislation that protect students from violence and harassment, promoting safe school environments, providing comprehensive sexuality education, and training teachers and staff to address and prevent gender-based violence.

- **Long-term consequences: Gender-based violence in education has long-term consequences for individuals and society.**
- **It perpetuates gender inequalities, restricts women's empowerment, and limits their opportunities for socio-economic advancement.**
- **It also undermines efforts to achieve the Sustainable Development Goal 4 of providing inclusive and equitable quality education for all.**

PREVALENCE →

1 in 3 women

throughout the world will experience physical and/or sexual violence by a partner or sexual violence by a non-partner



References:

- World Health Organization (WHO). (2021). Violence against women. <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>
- United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- United Nations. (2021). Gender-based violence. <https://www.un.org/en/sections/issues-depth/gender-based-violence/>
- United Nations Population Fund (UNFPA). (2021). Female Genital Mutilation. <https://www.unfpa.org/female-genital-mutilation>
- United Nations Office on Drugs and Crime (UNODC). (2021). Human Trafficking. <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

- UNESCO. (2019). Behind the numbers: Ending school violence and bullying. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368055>
- UNESCO. (2015). Global Education Monitoring Report 2015/2016: Education for People and Planet: Creating Sustainable Futures for All. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
- Gyawali, K (2020). Perpetrators and Common Places of Sexual Harassment Against Adolescent School Girls in Nepal. *Journals of Health Promotion*, 8: 15-28
- Gyawali, K (2021) Sexual Harassment and its effects on the mental health of the Adolescents school girls in lalitpur and rupandehi. *Tribhuvan University Journal*, 35, No. 2: 72-88, December,



Co-funded by the
Erasmus+ Programme
of the European Union



AURORA

Gender in Society: Issues on Education and Property Ownership



Co-funded by the
Erasmus+ Programme
of the European Union



AURORA

Outline of the Presentations

- Introduction
- Learning Outcomes
- Learning Readings
- Learning Activities
- Learning Resources



Co-funded by the
Erasmus+ Programme
of the European Union



Introduction

Goals stated in the 2030 agenda for sustainable development of united nations

- Ensure inclusive and equitable quality education, promote lifelong learning opportunities for all and achieve gender equality,
- Empower all women and girls, and undertake reforms to give women equal rights to economic resources as well as access to all kinds of property ownership

Gender differences are still issues in society

- To give quality education for all to provide equal right in the access of property ownership for women

Learning Outcomes

- Explore the gender issues associated with the education in society
- Analyze the women access to ownership and control over land and other forms of properties with respect to gender perspective in society.



Co-funded by the
Erasmus+ Programme
of the European Union



AURORA

Learning Readings

Sex and Gender

- Associated to characterize men and women
- **Sex** represents the biological differences of being male and female
 - Female only can get pregnant and breast feeding for the children
 - Males have more possibility of having mustache than female
- **Gender** represents the social differences of being men and women
 - Males are supposed to provide economic support to the family
 - Females are the caretaker of the family
- **Gender difference in education**
 - Is a potential issue
 - Still gaps or inequalities or differences in getting access to education
 - Increasing attention has been given to the importance of increasing gender equality in education



Gender equality in education

- Equal rights, responsibilities, and opportunities of men and women in education
- Interests, needs and priorities of both women and men are taken into consideration,
- Recognizing the diversity of different groups of women and men.

Gender equity in education

- Process of allocating resources, program and decision making from the perspective of social justice
- Address the needs of both men and women without any bias on sex
- Educational institution needs to address any imbalance in the benefits available to males and females
- Ensure everyone has access to all opportunities to achieve the social, psychological, and physical benefits in the field of education.



Co-funded by the
Erasmus+ Programme
of the European Union



Gender Issues in Education

- Ensuring equal access to both boys and girls for all levels of education with equality or equity principles according to context of the society.
- Providing equal preference, access, and opportunities for both boys and girls in enrollments, selection of academic courses, demonstration of performance, and choice of academic institution (private/government).
- Promoting women or girls in the employment of academic institution and removing cultural barriers.
- Eliminating gender-bias/stereotypes in overall teaching and learning process in educational institutions, particularly in rural/marginalized society.
- Making and implementing gender-friendly curriculum and eliminating all kinds of women discrimination/violence in curricular and co-curricular contexts of academic institution.



Co-funded by the
Erasmus+ Programme
of the European Union



- Strengthening women or girl's capacity to empower them in academic activities from school to higher level of education to ensure job for them in the global market.
- Removing cultural, social, and religious barriers and disparities, particularly for women, in getting quality education from school to higher education level.
- Adopting gender-friendly pedagogy and inclusive education, particularly in rural/marginalized community.
- Promoting healthy relationships in the classroom irrespective with gender and ensure equal participation in reflecting, sharing, interacting and in overall activities of classrooms.



Co-funded by the
Erasmus+ Programme
of the European Union



Property Ownership in Society

- Property ownership is the recognition of one or more people's rights and control over certain kinds of property
- If the ownership is documented legally then certain responsibilities and rights are defined over property to the individual who has its ownership.
- In a society, the people have access, rights, and control over certain kinds of property including the right and control over land, food, house, water, jungle, car, and other productive and economic resources.
- If a person owns a property, then it is called individual property ownership and if more than one person owns the property then it is called joint property ownership.
- The person who has ownership over property is called the owner of the property. Thus, the owner has right and control over the property.



Gender in Property Ownership

- Ownership over the property creates the power and control over not only property but almost all things and activities in society.
- It is becoming a gender issue in society because the ownership of almost all property belongs to men.
- Men are more likely to own property than women (Gaddis et al., 2020).
- Improving the property rights of women is a matter not only of human rights and gender equality; it is a fundamental principle that underlines economic development for all people (Rebenhorst & Bean, p. 20).
- Property ownership (for example the ownership of house) is protective for women from domestic violence (Bhatta et al., p. 100).



- Women's disadvantage in property ownership limits their bargaining power within the marriage and their feedback options on the dissolution of marriage or on the death of husband (Gaddis et al., 2020).
- These disadvantages are due to discriminatory property laws for women.
- The results of (Gaddis et al., 2020) further suggests that equal right to own property and laws providing for the valuation of non-monetary contributions may matter more for married women's property ownership than inheritance rights and laws mandating equal remuneration for equal work.
- The women in the developing countries have been faced several barriers related to have property ownership in society including in Nepal.
- International Organization for Migration (2016) shows that the social and cultural barriers are still a major challenge for women in Nepal to have land ownership and other property rights.
- Because of patriarchy system, the male member in the family who gets all the parental property and is also at the forefront of all land-related transactions (Ibid).
- The study further reveals that the lack of proper legal and administrative support has been further aggravated the situation on the land ownership for women.
- However, the provision of tax exemption, to some extent has promoted land registration in women's name.



Gender Issues Associated with Property Ownerships

- Making equitable access to resources including land, financial resources, and other assets in the family for both women and men.
- Eliminating cultural, religious, traditional, and legal discrimination, particularly for women, to optimize their economic potentials.
- Valuing contribution of women in economic development of society, particularly in developing countries.
- Empowering women rights, access, and control over property in society and eliminating the domestic violence for women.
- Enhancing women leadership and sensitizing them into social, political, technological, cultural, religious, educational, and economical awareness in society to remove gender discrimination on property ownership.
- Motivating governmental and non-governmental organization to promote women empowerment in society in all sectors including employments and economic fund generation activities to secure life.



Co-funded by the
Erasmus+ Programme
of the European Union



Learning Activities

- Facilitate students to discuss the concepts of sex and gender in society and motivate them to share ideas on such concepts with examples in their own contexts
- Help students to explore the issues related to gender in education and list such issues in global contexts.
- Encourage students to find the ways of minimizing and addressing gender issues in education in their own contexts
- Guide students to analyze the property ownership with respect to gender issues in society and motivate them to explore the women access and control over land, house, and other form of properties in their own contexts.
- Empower students to explore the societal barriers to women for property ownership in their own context and find the possible ways of promoting women empowerment in getting access, right and control over property in society.
- Motivate students to prepare a reflective note on gender issues related to education and property ownership in society.



Co-funded by the
Erasmus+ Programme
of the European Union



AURORA

Learning Resources

- OECD Reports (2011). *Reports on the gender Initiatives: Gender Equality in Education, Employment and Entrepreneurship*. Retrieved from: <https://www.oecd.org/education/48111145.pdf>
- National Council of Educational Research and Training (2006). *Gender Issues in Education*. Publication Department: India. Retrieved from: https://ncert.nic.in/pdf/focus-group/gender_issues_in_education.pdf
- Bertocchi, G. & Bozzano, M. (2019). *Gender Gaps in Education*. IZA- Institute of Labor Economics. Retrieved from: <https://docs.iza.org/dp12724.pdf>
- Abdulkadri, A. Aloye, S. J., Mkrtyan, I., Gonzales, C., Johnson, S. & Floyd, S. (2022). *Addressing Gender Disparities in Education and Employment*. United Nations Publication. Retrieved from: https://repositorio.cepal.org/bitstream/handle/11362/48155/5/S2200495_en.pdf
- Gudjonsdottir, H. & Oskarsdottir, E. (2016). *Inclusive Education, Pedagogy and Practices*. Retrieved from:
https://www.researchgate.net/publication/318775330_Inclusive_education_pedagogy_and_practice/link/5c797e1792851c69504c191b/download
- Rabenhorst, C. S & Bean, A. (2011). *Gender and Property Rights: A critical Issue in Urban Economic Development*. Washington, D. C. Retrieved from:
<https://www.urban.org/sites/default/files/publication/27491/412387-Gender-and-Property-Rights.PDF>
- Bhatta, N., Chakraborty, S. & Duvvury, N. (2006). *Property Ownership and Inheritance Rights of Women for Social Protection- The South Asia Experience*. International Center for Research on Women. Retrieved from: https://www.academia.edu/78917947/Property_Ownership_and_Inheritance_Rights_of_Women_for_Social_Protection_The_South_Asia_Experience
- Gaddis, I., Lahoit, R. & Swaminathan, H. (2020). *Women's Legal Right and Gender Gaps in Property Ownership in Developing Countries*. Retrieved from:
<https://openknowledge.worldbank.org/server/api/core/bitstreams/a7487402-9d25-588e-9018-44686af15266/content>
- International Organization for Migration (2016). *Barriers to Women's land and Property Access and Ownership in Nepal*. Retrieved from:
https://www.iom.int/sites/g/files/tmzbdl486/files/our_work/DOE/LPR/Barriers-to-Womens-Land-Property-Access-Ownership-in-Nepal.pdf