



Research Consortium Archive

P(ISSN) : 3007-0031

E(ISSN) : 3007-004X

<https://rc-archive.com/index.php/Journal/about>



Integrating Women Safety Education into Public High School Curricula in Punjab, Pakistan: Perceptions of Teachers and Students

Dr. Shahbaz Hamid

Punjab Education, Curriculum, Training & Assessment Authority (PECTAA), Sharqpur.
aug_14pk@yahoo.com

Sobia Younas

Lecturer, Department of Education, GC Women University Sialkot. sobia.younas@gcwus.edu.pk

Dr. Ambreen Siddique

Assistant Professor, IPFP, Department of Education, GC Women University Sialkot.
dr.ambreen725@gmail.com

Publisher : EDUCATION GENIUS SOLUTIONS

Review Type: Double Blind Peer Review

ABSTRACT

The present study aimed to explore the perceptions of public high school teachers and students in Punjab regarding the inclusion of women's safety education in the curricula. Opinions of teachers and students were investigated on five important aspects of women's safety education, including awareness of women's safety education, inclusion of women's safety education into curricula, cultural and societal acceptability of women safety education, challenges and hurdles in the integration of women safety education into curricula and the overall effects of implementing women safety education. Public secondary school teachers and students of Punjab province were the target population of the study. The data was collected through a self-constructed structured questionnaire on a five-point Likert scale. Experts and peers validated the research instrument. The research tool was administered through Google Forms and remained open for 20 days. Two hundred and seventy-seven responses were received from all over the Punjab province. The results of the study were derived by analyzing the data using SPSS version 27. The major findings include that institutional support, teamwork, and ongoing development are crucial for the successful implementation of women's safety education in schools. Moreover, a safe and respected learning environment in schools can be ensured by introducing women's safety education. The study suggested that further research may be conducted on the implementation and outcomes of pilot programs for women's safety education in public high schools in Punjab.

Key Words: Curricula, Public high schools, Women safety education

Introduction

Nations around the world, especially those of developing countries, are too concerned about women's safety, where sociocultural factors are making things worse for women and girls (Khan et al., 2022). Countries of the world are also worried about the protection of women in educational institutions (UNESCO, 2019). Gender-based violence (GBV) is often supported in cultural and social institutions in Punjab, Pakistan, which is a hindrance to women's success and self-dependency (Ali & Khan, 2021).

A large number of female students have to face different safety issues like harassment, emotional torture, and physical assaults in Punjab, Pakistan. These issues hinder their routine life and academic success (Ali et al., 2023). The implementation of women's safety education has become increasingly important in addressing these harassment issues (Niaz, 2018). Schools can play a vital role in addressing and mitigating these challenges by incorporating women's safety education into their curricula, as they are crucial places to shape future generations.

According to the United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2023, education is one of the most important tools to tackle gender-based violence, which not only

raises awareness but also helps in developing better attitudes to tackle social issues. Students are equipped with confidence and practical skills to face violence and difficult situations, like self-defense, internet literacy, and legal safeguards.

As schools offer learning, socializing, and personal growth, these can play a key part in delivering this kind of education (Smith & Jones, 2023). Pakistan is home to traditional gender norms and male-dominant attitudes, so the concept of women's safety education in public high schools is comparatively new and less introduced (Rehman & Akhtar, 2022).

Although remarkable progress has been made in the educational policy, common issues regarding women's safety are still prevailing in public high schools of Punjab. Girls are facing harassment within schools and outside the schools, resulting in a loss in their academic performance and making them sick psychologically (Raza et al., 2021). Students cannot handle these situations as they are not provided with such safety education. The lack of training and resources on the teachers' side exacerbates this issue (Ahmed & Farooq, 2022).

Cultural and social barriers also hinder the implementation of women's safety education. Some parents and societal individuals oppose women's safety education, as they consider it contrary to their traditional beliefs and feel offended when discussing these issues (Hussain et al., 2023). These problems demonstrate that curriculum development must be highly sensitive to cultural and traditional values, as well as the requirements of current education systems.

A vast majority of young students in Punjab are getting an education in public high schools, which can become highly suitable places to introduce women's safety education. These programs will be highly beneficial for both female and male students as they create awareness about gender equality and respect for others. In this way, schools can become an ideal place to promote a safe and respectful environment for students by empowering them to address these issues (Nadeem & Qureshi, 2023).

Opinions of teachers and students are crucial in these circumstances, as they are the primary participants in the learning process. Students are the direct beneficiaries of any change in curriculum, and teachers serve as role models, facilitating knowledge. Gaining an understanding of their perspectives may help one better comprehend the opportunities and challenges involved in incorporating women's safety education into public high schools.

The primary objective of the study was to investigate the views of teachers and students regarding the integration of women's safety education into the public high school curricula of Punjab. Integrating women's safety education into the curriculum is also crucial for attaining gender equality and empowering the youth. Schools can play an important role in this regard, as they

can provide students with the information and skills they need to tackle safety issues. The study investigated the importance, feasibility, and potential impact of this type of instruction to highlight the main facilitators and the major obstacles to its adoption. Hence, the study contributes new knowledge by presenting grassroots opinions that are often overlooked in policy debates. The results of the study provide guidelines for policymakers, teachers, and other stake holders in formulating practical recommendations.

Research Objectives

The objectives of the present study were to:

1. Examine the level of awareness among teachers and students regarding women's safety education in public high schools in Punjab, Pakistan.
2. Assess the perceptions of teachers and students regarding the integration of women's safety education into the high school curriculum.
3. Evaluate the cultural and social acceptability of incorporating women's safety education in public high schools.
4. Identify the perceived barriers and challenges in implementing women's safety education and its potential impact on students and school environments.

Literature Review

Women's safety in educational institutions has become a pressing issue worldwide, as it impacts gender equality and societal development. Schools are important places to combat gender-based violence by creating awareness about women's rights (Smith and Jones, 2023). Many studies have concluded that education on safety enhances awareness and provides students with essential skills to face dangerous situations (Ali et al., 2023). However, this type of instruction is still in its initial stage of development in developing countries, including Pakistan, due to societal and institutional hindrances (Khan et al., 2022). Deep-rooted male-dominant norms and systematic problems are the main hurdles for women's safety in Pakistan. Issues, like harassment, abuse, and gender-based violence against female students, are prevailing in Punjab, which is the largest province in Pakistan in respect of population (Raza et al., 2021). A lack of knowledge about legal rights and inadequate institutional support have exacerbated the situation (Ahmed & Farooq, 2022). Moreover, conservative social norms and the culture of silence are also hindering the talk about women's safety (Hussain et al., 2023).

Research indicates that schools and other public places are not immune to these issues. According to reports, girls have to face harassment in schools and outside of schools, resulting in a high demand for safety education in curricula (Rehman & Akhtar, 2022). Female students can be empowered by providing them with training to deal with social media threats, physical assaults, and using their legal rights (UNESCO, 2023). Many nations have

achieved positive cultural change and gender equality by providing confidence to female students through women's safety education (Smith & Jones, 2023), which has reduced gender-based violence (Jones et al., 2020) and equipped girls to detect and respond promptly (Brown & Ahmed, 2017). Safety education in curricula is a key step towards fostering a respectful and equality-based culture (UNICEF, 2022). Safety education is highly essential for Pakistan, where people are more sensitive towards religion but rigid about women's rights (Khan et al., 2022).

Schools are suitable places to offer such a curriculum, which not only encourages students to respect local norms and beliefs but also gives female students the confidence to face the challenges of gender-based violence by addressing their specific needs (Nadeem & Qureshi, 2023).

Many countries worldwide have incorporated women's safety education into their school curricula. Sweden and Canada are exemplary countries that have prioritized women's safety education, women's rights, and sex education (Smith & Jones, 2023). Safety education programs offer various modules on self-defense, consent, and strategies to prevent harassment. The students getting such education have reported fewer experiences of harassment and gender-based violence (Ali et al., 2023). However, the case is entirely different in developing countries, as they face numerous problems in initiating safety education. Limited resources, a lack of trained and qualified teachers, and societal opposition are the primary hindrances to implementing safety education initiatives (Hussain et al., 2023). Different case studies demonstrate that women's safety education can be made more effective by implementing specific initiatives, such as teacher training and community involvement (Raza et al., 2021).

Teachers and students are the two primary pillars of a successful safety education implementation (Ahmed & Farooq, 2022). However, according to research, the majority of Pakistani teachers lack the required training to deal with GBV. There is a dire need to provide them with necessary training, opportunities for professional development, and quality education (Abbas et al., 2021; Arif et al., 2023; Jamil et al., 2024; Rehman & Akhtar, 2022).

Students are the primary beneficiaries of this type of education, and according to Ali et al. (2023), female students, in particular, have highlighted the need for such instruction in schools. It also benefits male students, as they develop a sense of respect (Naseem & Qureshi, 2023); the attitude of male students matters a great deal (Shah & Batool, 2020).

No resistance by society and acceptance of a violent culture are the major causes of female students' victimization (Memon, 2019). The situation is worse in rural areas due to opposition from parents and the community to introducing women's safety initiatives (Rehman & Akhtar, 2022).

Certain reasons have been reported for the failure of public high

schools to integrate women's safety education, including the perception that discussing women's safety is considered offensive; moreover, there is a cultural and societal resistance to this type of education (Hussain et al., 2023). A shortage of funds and infrastructure is also a major obstacle in schools to implementing new initiatives (Ahmed & Farooq, 2022). Moreover, the absence of a proper curriculum for safety education is another hindrance to implementing this type of instruction throughout the province.

Different steps can be taken to incorporate safety education in the public high schools of Punjab by minimizing obstacles. Cultural resistance and societal opposition can be minimized by collaborative work involving parents, teachers, legal representatives, and community leaders (Smith & Jones, 2023). Parents may be involved in workshops and awareness campaigns to create an encouraging environment for women's safety education (Hussain et al., 2023).

Teachers and students may have different perceptions about gender-based violence and its prevention (Khan et al., 2021). The Female Secondary School Stipend initiative in Bangladesh, aimed at addressing safety issues, has positively influenced the enrollment and retention of female students (Rahman, 2015). The Pakistani Govt experienced a similar initiative to enhance female enrollment (Baig, 2023). Researchers have suggested various steps to integrate women's safety education into curricula. For example, developing suitable courses (Farooq, 2020), equipping teachers with necessary tools (Ahmed & Zia, 2022), involving parents and the community to create a supportive environment for female students (Malik, 2021), and implementing laws that require safety instruction (GoP, 2023) are all effective measures.

Methodology

The present study employed a quantitative approach, as it was descriptive. A survey method was employed to gather the opinions of students and teachers from public high schools regarding the inclusion of women's safety education in their curricula. The data was collected through a self-constructed structured questionnaire on a five-point Likert scale. Experts and peers validated the research instrument. The questionnaire consisted of six sections, covering demographics, awareness, perceptions, cultural and social acceptability, challenges, and the overall impact of women's safety education. The target population for this study included teachers and students from public high schools in Punjab, Pakistan. Teachers were selected as they are key facilitators of curriculum delivery, while students, as primary beneficiaries, provide critical insights into the effectiveness and relevance of women's safety education. The questionnaire was shared in the WhatsApp groups of teachers and students across the Punjab province, and a total of 277 responses were received from both teachers and students. Ethical considerations, such as informed consent and confidentiality, were strictly adhered to throughout the data

collection process.

Quantitative data from the questionnaire were analyzed using SPSS 22 to obtain descriptive statistics. The results were as follows:

Results

Table 1: Awareness of Women Safety Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware of the concept of women safety education	2.9%	4.3%	2.9%	60.6%	28.9%
Women safety is a significant concern in our school environment	0.0%	2.9%	8.7%	40.4%	47.7%
Schools in Punjab currently provide sufficient education about women's safety	2.9%	26.0%	20.2%	40.4%	10.1%
I believe women safety education is necessary for high school students	0.0%	0.0%	0.0%	30.3%	69.3%
Students in my school are aware of laws and policies related to women's safety	4.3%	31.8%	20.2%	31.8%	11.6%

According to the above table 88.1% of respondents believe that women's safety education is a significant school problem, and the majority of respondents (89.5%) are aware of it. However, approximately 29% disagree, and only around half (50.5%) think that the existing instruction is sufficient. 99.6 percent of respondents are in favor of incorporating women's safety into the curriculum. However, there is a disparity in legal awareness as only 43% of respondents believe pupils comprehend pertinent laws, while over 36% disagree. The results generally demonstrate a high level of support for improved, structured instruction on women's safety in Punjab's high schools.

Table 2: Perceptions of Integration into Curriculum

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Women safety education should be a mandatory part of the high school curriculum	0.0%	0.0%	4.3%	44.8%	50.5%

Women safety education can help empower female students to handle unsafe situations	0.0%	2.9%	0.0%	49.1%	47.7%
The integration of women safety education will improve the overall safety environment in schools	0.0%	0.0%	2.9%	56.3%	40.4%
Teachers are equipped to teach women safety-related topics effectively	1.4%	18.8%	18.8%	41.9%	18.8%
The curriculum should include practical components like self-defense training and digital safety	0.0%	1.4%	1.4%	50.5%	46.2%

The opinions of the respondents regarding the inclusion of women's safety education in the high school curriculum are displayed in Table 2, "Perceptions of Integration into Curriculum." 95.3% of respondents agreed or strongly agreed that women's safety education should be required in the curriculum, demonstrating the broad consensus regarding its significance. Similarly, 96.8% of participants stated that this type of instruction may enable female pupils to navigate risky situations, indicating a strong belief in its effectiveness. Ninety-seven percent of respondents agreed that integrating women's safety education is a way to improve the general safety atmosphere in schools.

Although only 60.7% agreed or strongly agreed that instructors are prepared to teach women safety-related themes successfully, 18.8% remained neutral, and another 20.2% disagreed, indicating a rather low level of confidence in teachers' ability to convey such content. Finally, the majority of respondents (96.7%) expressed a strong preference for experiential, skill-based learning methods and backed the inclusion of practical elements in the curriculum, such as digital safety and self-defense training. Although teacher preparedness appears to be a possible area for improvement, overall, the statistics show significant support for the inclusion of women's safety education in the curriculum, with a call for both theoretical and practical content.

Table 3: Cultural and Social Acceptability

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Integrating women safety education aligns with the cultural and social values of Punjab	0.0%	4.3%	15.9%	59.2%	20.2%
Parents in Punjab would support the inclusion of women safety education in the curriculum	0.0%	2.9%	2.9%	65.0%	28.9%
Discussions about women's safety are encouraged in my school environment	1.4%	7.2%	17.3%	54.9%	18.8%
Introducing women safety education may face resistance due to cultural or societal norms	2.9%	10.1%	15.9%	60.6%	10.1%
Women safety education should address issues like harassment, abuse, and digital threats openly	1.4%	1.4%	2.9%	49.1%	44.8%

According to Table 3, "Cultural and Social Acceptability," women's safety education is viewed as appropriate and in line with Punjab's cultural and societal norms. A suitable climate for such educational reforms is suggested by the large majority of respondents (79.4%) who agreed or strongly agreed that incorporating women's safety education is in line with Punjab's cultural and social values. Additionally, 93.9% of Punjabi parents said they would be in favor of women's safety education being taught in schools, demonstrating widespread parental support. Regarding current school procedures, 73.7% of respondents stated that conversations about women's safety are welcomed in their school setting; however, a lower percentage (17.3%) expressed no opinion, and 8.6% disagreed, suggesting that open communication could be improved. Remarkably, 70.7% of respondents admitted that society or cultural norms may provide some opposition to adopting safety education for women, indicating possible implementation issues even in the face of widespread acceptance. Last but not least, a

significant 94.2% of respondents believed that women's safety education should directly address important topics like abuse, harassment, and online threats, reaffirming the need for an all-encompassing and open approach. Overall, the statistics indicate that women's safety education is widely accepted in society and culture; however, there may be some minor opposition based on long-standing customs that need to be addressed through campaigning and awareness-raising efforts.

Table 4: Perceived Barriers and Challenge

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Lack of teacher training is a significant barrier to implementing women safety education	2.9%	1.4%	10.1%	54.9%	30.3%
There are insufficient resources available to support women safety education in schools	0.0%	10.1%	10.1%	56.3%	23.1%
The inclusion of women safety education may face resistance from some stakeholders (e.g., parents, community members)	2.9%	17.3%	17.3%	52.0%	10.1%
There is a need for collaboration between schools, government, and NGOs to implement women safety education	1.4%	0.0%	5.8%	49.1%	43.3%
Women safety education will require ongoing evaluation and adaptation to remain effective	0.0%	1.4%	5.8%	70.8%	21.7%

The difficulties and perceived obstacles to incorporating women's safety education into school curricula are shown in Table 4.

Insufficient teacher training is cited by a sizable majority of respondents (54.9% agree and 30.3% strongly agree) as a major barrier. In a similar vein, 23.1% strongly agree and 56.3% agree that schools lack the resources necessary to educate women about safety. Although a sizable portion (17.3%) is neutral or disagrees, there is significant concern about possible pushback from stakeholders, such as parents or community members, with 52% agreeing and 10.1% strongly agreeing to this challenge. There is broad agreement (49.1%) and strong agreement (43.3%) about the necessity of cooperation between schools, the government, and non-governmental organizations. The majority of respondents, 70.8% of whom agree and 21.7% of whom strongly agree, acknowledge the need for continual assessment and modification of women's safety education programs. The data show that, to successfully implement women's safety education in schools, institutional support, teamwork, and ongoing development are crucial.

Table 5: Overall Impact of Women Safety Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Women safety education can positively impact female students' confidence and awareness	0.0%	0.0%	2.9%	56.3%	40.4%
Including women safety education will contribute to a safer society in the long term	0.0%	1.4%	4.3%	60.6%	33.2%
Male students should also receive education about respecting women's safety and boundaries	0.0%	0.0%	4.3%	52.0%	43.3%
Women safety education should be integrated into other subjects (e.g., social studies, life skills)	0.0%	2.9%	5.8%	62.1%	28.9%
Implementing women safety education will reduce incidents of harassment and abuse among	0.0%	1.4%	5.8%	49.1%	43.3%

students

Table 5 illustrates the general perception of women's safety education in schools. There is broad agreement that this type of instruction improves the awareness and confidence of female pupils, with 40.4% strongly agreeing and 56.3% agreeing. Likewise, the majority (60.6% agree, 33.2% strongly agree) think that offering safety education to women will eventually make society safer. There is also broad support for the idea that male students should be taught to respect women's safety and limits; 52% of respondents agreed, 43.3% strongly agreed, and none disagreed. Sixty-two percent of respondents agree, and 28.9% strongly agree, that women's safety education should be incorporated into other disciplines, such as social studies or life skills. Additionally, 43.3% strongly agree and 49.1% agree that implementing such instruction will help reduce student harassment and abuse incidents. According to research, women's safety education is widely regarded as both beneficial and essential for creating a safe and respectful learning environment in schools.

Discussion

A vital and well-supported project is the inclusion of women's safety education in Punjab, Pakistan's high school curriculum. The study's results present a convincing and consistent case for this integration, highlighting both the perceived necessity and the institutional and cultural readiness for such change.

The awareness of stakeholders is well-established. The majority of people support including women's safety education in the curriculum, yet students' legal literacy is still inadequate. While there may be awareness of gender-based violence in Pakistani society, there is still a lack of information about legal protections, according to available literature (Ali & Gavino, 2008).

The study supports the consensus that women's safety education is essential, which aligns with UNESCO's 2021 findings that emphasize the importance of teacher preparation in the effective implementation of gender-sensitive curricula. Interestingly, the majority of respondents favor skill-based and experience learning methods, which reflects a global trend toward participatory pedagogy that gives pupils useful safety skills (UN Women, 2020) as twenty-first century and life skills have been emphasized in recent studies to be developed in the students (Ahmad et al., 2024; Jamil et al., 2024)

Women's safety education appears to be widely accepted in Punjabi culture; however, most respondents acknowledge that there may be cultural opposition, which is more of an implementation challenge than a deep-seated social rejection. According to Agha and Rasheed (2020), inclusive community participation and focused awareness efforts are frequently effective ways to overcome this kind of resistance.

Implementation issues are also apparent from the study's findings, as many respondents cite insufficient teacher preparation as a

primary obstacle to effective teaching. The majority of respondents believe that schools lack sufficient resources. Stakeholder resistance worries emphasize the necessity of institutional backing even more. The broad support for cooperation between NGOs, the government, and schools, as well as the requirement for ongoing evaluation, however, suggests that these obstacles are ready to be addressed through organized, multi-sectoral strategies.

Lastly, the study highlights the potential benefits of women's safety education. It leads to a safer society in addition to boosting girls' self-esteem and awareness, which has significant importance (Anwer et al., 2015). Crucially, the findings affirm that teaching boys to respect women's boundaries is a good idea, highlighting the fact that this is a problem that affects the entire society and not just women. International frameworks that support gender equality through inclusive education align with these findings (UNESCO, 2015).

Conclusions

All of the information points to Punjab's communities, schools, and society at large as being not only prepared but also keen to adopt women's safety education. Systemic changes, capacity building, and stakeholder cooperation can help solve the lingering issues with teacher readiness, resources, and cultural opposition. By incorporating thorough, useful, and rights-based women's safety education, schools can become safer and more welcoming environments, setting the stage for broader social change.

Recommendations

- Future research should evaluate the execution and outcomes of pilot programs for women's safety education, particularly in high schools. This involves assessing how students' knowledge, attitudes, and actions around women's safety have changed.
- The precise training needs, knowledge gaps, and attitudes of educators toward providing women's safety education should all be investigated in future research. This can influence the creation of successful professional development modules.
- Addressing cultural resistance and building community support for women's safety education in schools can be facilitated by gaining a deeper understanding of how parents and community members perceive these initiatives.
- To determine the challenges and possibilities of formally incorporating women's safety education into the provincial curriculum, further research should examine the current institutional frameworks and educational practices.

References

- Abbas, M., Tariq, S., & Jamil, M. (2021). Continuous professional development (CPD) and quality education of primary school teachers: A quantitative study in Lahore, Punjab. *Global Educational Studies Review*, 6(4), 206-212.
- Ahmed, S., & Farooq, R. (2022). Teacher preparedness for addressing gender-based issues in Pakistani schools. *Journal*

- of Education and Practice*, 13(4), 45-53.
- Agha, S., & Rasheed, M. A. (2020). Cultural challenges in implementing gender-sensitive curriculum in Pakistan. *Asian Journal of Education and Social Studies*, 13(3), 18-26. <https://doi.org/10.9734/ajess/2020/v13i330329>
- Ahmed, S., & Zia, N. (2022). Empowering girls through education: A case for gender-sensitive curricula in Pakistan. *Educational Review*, 34(2), 45-67.
- Ali, M., Khan, S., & Tariq, N. (2023). Women's safety challenges in Pakistan: A sociological perspective. *South Asian Journal of Social Sciences*, 12(3), 98-112.
- Ali, T., & Khan, R. (2021). The role of education in mitigating gender-based violence in Pakistan. *Journal of Social Policy*, 29(4), 112-129.
- Ali, T. S., & Gavino, M. I. B. (2008). Violence against women in Pakistan: A framework for analysis. *Journal of Pakistan Medical Association*, 58(4), 198-203.
- Anwer, M., Jamil, M., Farooqi, T.K., Akram, M., & Mehmood, N. (2015). How does Job Satisfaction relate with self-esteem of teachers. *AYER*, 41), 52-57.
- Arif, R., Jamil, M., & Naseer, B. (2023). Challenges of instructional supervision faced by primary school heads. *Pakistan Journal of Law, Analysis and Wisdom*, 2(3), 189-196.
- Baig, S. (2023). Assessing the effectiveness of school safety policies in Punjab: A policy review. *Policy Studies Quarterly*, 41(3), 78-101.
- Brown, L., & Ahmed, F. (2017). *Girls' education and safety: Lessons from South Asia*. *Gender and Education*, 22(1), 89-107.
- Farooq, M. (2020). *Gender equality in education: Challenges and opportunities in Pakistan*. *International Journal of Education Development*, 36(2), 123-140.
- Government of Pakistan. (2023). *National education policy: Ensuring safety for all*. Islamabad: Ministry of Education.
- Hussain, A., Shah, N., & Javed, T. (2023). Addressing cultural barriers to gender-sensitive education in Punjab. *Pakistan Journal of Education*, 29(1), 33-47.
- Jamil, M. ., Zahra, H. ., & Fida, F. . (2024). Integrating Life Skills in Secondary Education: Teachers' Perspectives and Challenges. *Journal of Social & Organizational Matters*, 3(4), 01-10.
- Jamil, M., Sewani, R., & Muhammad, N. (2024). Leadership practices of head teachers: Primary school teachers' perspective in public schools of Punjab. *Leadership*, 6(1), 83-92.
- Jones, P., Smith, R., & Taylor, K. (2020). *School-based interventions for reducing gender-based violence: A global perspective*. *World Education Journal*, 18(3), 45-67.
- Khan, F., Zafar, H., & Malik, R. (2022). Gender dynamics in public schools of Pakistan: Challenges and solutions. *Asian Education Review*, 11(2), 67-80.

- Khan, H., Shah, N., & Iqbal, Z. (2021). *Barriers to girls' education in rural Pakistan: A case study of Punjab province*. *Pakistan Journal of Education*, 39(1), 34-56.
- Malik, S. (2021). *Community involvement in gender-based violence prevention: The role of schools*. *Journal of Social Education*, 47(2), 78-92.
- Memon, R. (2019). *Challenges in implementing women's safety education in Pakistani schools*. *Education and Society*, 28(4), 112-134.
- Naseem, S., & Qureshi, A. (2023). Promoting gender equity through educational reforms in South Asia. *International Journal of Educational Development*, 45(1), 15-28.
- Niaz, A. (2018). Women's empowerment through education: A qualitative analysis. *Gender and Society*, 19(2), 67-89.
- Rahman, K. (2015). *Female education in Bangladesh: A model for South Asia?* *Asian Journal of Education*, 12(3), 56-78.
- Raza, A., Jameel, M., & Iqbal, H. (2021). Psychological impacts of harassment on female students in Pakistani schools. *Journal of Behavioral Studies*, 18(2), 121-135.
- Rehman, A., & Akhtar, M. (2022). Policy gaps in addressing women's safety in education sectors of Pakistan. *Policy and Development Review*, 10(4), 89-103.
- Shah, F., & Batool, A. (2020). *Cultural perceptions and gender-based violence in South Asia*. *Journal of Gender Studies*, 31(3), 102-118.
- Smith, L., & Jones, P. (2023). Education as a tool for combating gender-based violence: A global perspective. *Global Education Review*, 15(1), 5-20.
- UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4*. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>.
- UNESCO. (2019). *Gender-based violence in education: Global strategies for prevention*. Paris: United Nations Educational, Scientific and Cultural Organization.
- UNESCO. (2021). *Global guidance on addressing school-related gender-based violence*. <https://unesdoc.unesco.org/ark:/48223/pf0000246651>.
- UN Women. (2020). *Gender-responsive pedagogy: A toolkit for teachers and schools*. <https://www.unwomen.org/en/digital-library/publications/2020/07/gender-responsive-pedagogy-toolkit>.
- UNESCO. (2023). *Gender equality and education: Empowering women through schools*. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org>
- UNESCO. (2023). *Policy frameworks for gender equality in education: Progress and challenges*. Paris: United Nations Educational, Scientific and Cultural Organization.
- UN Women. (2020). *Gender-responsive pedagogy: A toolkit for*

teachers and schools. <https://www.unwomen.org/en/digital-library/publications/2020/07/gender-responsive-pedagogy-toolkit>.

UNICEF. (2022). *Girls' safety and education: A global priority*. New York: United Nations Children's Fund.