

# **Towards Integrated School Related Gender-Based Violence (SRGBV) Counselling Services at Universities.**

**Jephias Chimunhu\*, Selinah B. Chirisa\*\***

\* Department of Human Capital Development, Lupane State University

DOI: 10.29322/IJSRP.12.04.2022.p12453

<http://dx.doi.org/10.29322/IJSRP.12.04.2022.p12453>

Paper Received Date: 5th April 2022

Paper Acceptance Date: 20th April 2022

Paper Publication Date: 27th April 2022

***Abstract-** The theme of school related gender-based violence (SRGBV) vis -a -vis student services at universities have been generally neglected in terms of implementation research-based evidence. However, the looming crisis against the higher learning institutions continual growth and a global wave of multiculturalism has heightened the need for urgent action to create safe learning havens at universities. This article traces the path of research recommendations over the years to argue redeveloping and re-focusing university student counselling services to meet these academic, social or cultural level and gendered demands. The authors propose a holistic implementation of research and policy and a paradigm shift in design and implementation of SRGBV based university counselling services leading to the creation of efficient student services that are focused on flexible multi-layered activity based on local studies, programs, academic and non-academic staff, students and a redesigned student counselling services with postmodern counsellors. This article is a clarion call for active movement towards integrative SRGBV counselling services at universities and a proposal for re-authored university counselling services.*

**Index Terms-** SRGBV, Counselling, Student services, Post modernism.

## **Introduction**

Gender based violence is one of the most widespread human rights violence and often takes place within the schools and university settings. Issues of sexual abuse, exploitation and rape or intimate partner violence are almost always prevalent according to UNESCO (2015). Gender-based violence (GBV) occurs at alarmingly high rates among college students (Edwards, Waterman, Kagunda & Bikeri 2021). Heslop et al (2020) state that sexual and psychological acts of violence in and around schools are underpinned by unequal access to resources and power, and inequitable norms and stereotypes based on gender. Heslop et al (2019) adds that feelings of vulnerability, silenced by ignorance, fear and powerlessness in are present in university residential space (Mmahabeer 2020). Traditional-age (18–24 years old) college students often encounter crises— death of a parent, dating violence, relationship dissolution, and threats to academic performance. College counsellors will have to deal with these endemic crises including rising sexual violence. Research shows that universities across the world have been increasingly focused on responding to campus sexual violence (Beres and Trehame, 2019). At least one form of GBV is experienced by 89.1% of public and 84.8% private schools' students (Fawole, Balogun & Olayeye (2018). The crises at universities are highlighted by Mahaber 2021 who state that approximately 1 in 4 women is sexually assaulted in college, yet Parkes (2015) assert that there is still insufficient knowledge about what works to reduce violence, and weaknesses in processes of policy enactment which inhibit effective action. Universities

worldwide have overhauled their sexual assault policies, procedures, and resources (Holland & Cortina, 2017). Leung et al. (2019) highlight that existing sexuality programs and interventions may be inadequate and or ineffective. This article proffers a shift and movement towards integrated SRGBV counselling services at universities.

## Background

According to Heslop et al. (2019), SRGBV describes physical, sexual, psychological acts of violence in and around schools underpinned by unequal access to resources and power and inequitable norms and stereotypes based on gender. Universities have students whose sexual identity form the core of their developmentally guided actions and desperately need (Pachaud et al. 2019's) comprehensive CSE. Gender-based violence (GBV) is a crucial global health problem among all age groups, including adolescents. If acts of GBV endure at universities, then the need for responsive counselling services at universities has ever been present. Comprehensive Sexuality Education (CSE) increasingly gained traction within the international community. CSE is regarded as an important means of informing young people about their rights and sexual health, improving public health outcomes and contributing to sustainable development. Is "comprehensive" comprehensive? as Miedema and Le Mat (2020) posits. Comprehensive sexuality education (CSE) classes focus mainly on biology at the expense of contraception, gender and rights, despite students' desire for greater coverage of these topics. Teaching methods lack interactive activities necessary to develop necessary skills and values (Keogh and Leong, 2021). The growth of universities and the subsequent festering of multicultural enclaves has brought a need for reflexivity in university counselling services amid differing sexual rights cultures. Bartel (2003) in James (2015) highlight the changing global environmental demands. The student's prior knowledge on sexual rights run parallel to increasing sexual activity in age-'gendered multicultural settings. According to Collins and Arthur, (2007), counselors are increasingly called upon to work with diverse populations. Williams 2002 points out that student service units in community colleges are challenged by the increasing diversity of the student population. In

this regard, university SRGBV related organizational development requires proactive human intervention and an apparent whole campus approach (Beres & Trehame, 2019; Abbott, Chapman & Edwards, 1999). The need for comprehensive sexuality education and institutionally tailored guidelines for action is pervasive. Cobianu (2013) called for new curriculum development with more guidance and counselling services for university students. Keogh and Leong (2021) advocate for Age -gender appropriate, evidence-informed sexuality curricula that should reflect national and institutional context and will have a beneficial impact on creating a more flexible educational environment and bear more widely on adolescent and young people's health. Pro-active action to accommodate all students and to creating a safe learning environment, free from stigma and discrimination and violence at universities cannot be overemphasized. Noting that School related gender-based violence (SRGBV), including date rape is one of the most systematic, pervasive human rights violence in the world particularly in institutions of higher learning, and cognizant of the fact that both male and female students can be victims and perpetrators of violence to differing extents and forms, large university campuses are obviously in the eye of the storm with over 1000 students in the 17 to 27 age group. It is argued (Heslop et al. 2019) that there is little research globally on the implementation of national and local policy interventions to address SRGBV. Abbot, Chapman & Edwards (1999) in Gauser and Kennedy (2012) as earlier supported by Komives, Dudley & Woodard (2003) alluded to the changing context of the student experience in higher education, the evolution of the role of student affairs professionals, and the philosophies, ethics, and theories that guide the practice of student affairs work.

## Unpacking the Presenting Problem

According to Gavey (2005) sexual violence is a pervasive human rights violence in the world. UNESCO (2015, 2018), posit that SRGBV is a major obstacle to achievement of gender equality, has long lasting consequences on students' psychological, social and physical wellbeing and affect their ability to learn and stay in school. Cobianu (2013) had earlier noted that the theme of student services has generally been neglected in terms of policy debates. The need to

conduct research and draw lessons of good institutional practices as a basis for setting up universities strategic counselling recommendations for expanded efforts is necessary.

The university context, by its very nature as a higher learning institution with many multicultural students in the youth's category, is a probable festering ground for sexual violence. Komives, Dudley & Woodard (2003) noted the changing contexts of the student experience and the supposed evolution of the role of student affairs professionals and the philosophies, ethics, theories that guide the affairs of student affairs work. The case that no widely reported cases or precedents exists for such sexual misconduct may mean prevalence of stigma associated with sex assault, or absence of mental health help seeking behaviors or lack of accessible routes to help (protocol) or lack of helping resources and does not exonerate the University contexts, rather it exhorts the Universities to launch reflexive investigations first into any few reported cases and secondly be proactive and provide appropriate fora to discuss and report such issues and to create durable guidelines and policies to deal with a probably highly under reported prevalent scourge.

Universities are oftentimes multicultural hosts of students from diverse backgrounds (Williams 2002), with no existing diversity protocols adds to institutional dilemmas and a grave potential student crisis. The absence of protocols is a barrier to reporting and dealing with forms of already culturally stigmatized area of sexual violence and assault.

Re-institutionalizing a Participative and a Communicated University Counselling Action Plan  
There is an urgent need for universities to engage their stakeholders (university management and council, academic and service departments including campus security, campus medical units, student union, student services, local community leadership, Government representations, local council, lead Non-Governmental Organizations (NGO) representatives and Police to all stakeholders' meetings to discuss the potential SRGBV crisis. Burman, Davison, McDougall & Morton (2020) assert that coalition building in challenging gender-based violence in universities lays the groundwork to facilitate and support transformation in the complex, risk- adverse environment of higher education. Cross institutional, multi-partner coalition task teams of action should

remain intact including students, professionals and academic staff to avert the dangers of the SRGBV elephant in the room. Whilst arguing for a multi-ribbed and tiered strategy on campus that is responsive to students (Manic, 2021), Interventions and prevention support could be fortified beyond existing policy. The need for a review of policy guidelines and the continuous review on. The status action on the implementation of comprehensive sexuality education (CSE) is necessary.

At scientist practitioners' perspectives, it is opined that continuous applied research on the prevalence of sexual violence forms at the Universities is key to unlocking the jigsaw of this potential crisis. Continuing Surveys should be carried out at institutional and campus levels and be comprehensive in design and should provide clear data and evidence on the prevalence, nature and reporting of sexual assault and sexual harassment at specific universities. Morgan (2012) called for examination of the effectiveness of services and policies that address sexual assault and sexual harassment on campus and make locally generated recommendations for areas of focused response action and reform.

The proposed rolling researches should give accurate pictures on the preponderance (nature and extent) of sexual assault and harassment and recommend how each university and or campus needs to respond to this potential crisis. The studies could possibly be done as a local university survey by departments or through an open call for research consultancy submissions from professionals within and without the university on the nature, state and extent of sexuality, sexual violence and sexual harassment at university level. Other local sub- studies may also test on student knowledge of sexual violence, services available and policy guidelines or steps to take after such an assault. A university research task team of professionals may be formed locally to direct and coordinate such studies after the initial all stakeholders' meetings. An overall university task team on sexuality may also be formed at this onset. The need to address sexual violence immediately may be more pressing and resources permitting, an independent consultant investigator may be required since sexuality issues among students may also involve staff members. This should enable reasonable, honest and bias free findings to be presented.

## **Rolling the Action Ball of Counselling Services As Necessities for University Students**

- a. Drafting of sexual health protocols- what students can and should do in such cases. This includes programs, handbooks, manuals and website content of university and campus policies and procedures (Holland & Cortina, 2017).
- b. Provision of channels of communication in sexual rights materials and statistics. Access to knowledge should be a priority in this regard to reduce risk and techniques to protect self. Workshops and seminars to teach sexual rights for all study levels and forming age graded groups focus group discussions on the topic (Graham, Mallinson, Krall & Annan, 2021)
- c. Inclusion of sexual rights information in possibly compulsory academic modules and or provision of psychoeducational material on sexuality and sexual harassment through workshops for staff and students (Burman et al. ,2020).
- d. Create sexual assault response and prevention centers for provision of individual counselling, confidential group sessions and or crisis response 24/7 365 services with free access response hotlines and through Digital response Technology (Barter & Koulu, 2021).

## **Reforming Institutional and Campus Level Pillars**

Both the collegial process and executive authority area acknowledged as necessary to position the university to bring about substantive, integrated, university-wide internationalization in response to pervasive and rapidly changing global environmental demands (Bartel 2003). University campuses may have to ensure that all departments have reporting channels that are easily accessible for handling and reporting of sexual assault cases. Departments must teach students what to do when sexually assaulted and also provide federal routes to necessary services. Higher institutions of learning must draft student and staff codes of conduct and disciplinary protocols. There is need to improve Campus access and student contact restrictions where possible and ensure provision of accommodation for victims of sexual misconduct. Programs to avoid misconduct and repeat misconduct should be supported by a "dignity and respect policy "and complaints procedures publicized. Strengthening the student union and student services

departments to lead guidance activities on sexual rights is a necessary boon. The increase in visible security guard patrols and publishing crime statistics within the institutional parameters ensures a harassment free environment and a safe stay climate. Each University may have to increase access to educational and informational forums and programs including online campus safety applications to teach on sexual violence particularly intimate partner violence and date rape to help reduce exposure and to offer free, accessible emergency information. Such programs may include information on how to intervene to avoid a possible by-stander effect as shown by few reported cases normally received. Creation of sexual health awareness periods (week/month) to sensitize, students and build student capacity to protect selves and prevent sexual abuse and harassment amongst student populations. Universities may have to consider partnering with other campuses or other higher education institutions (HEI) with regards to create clusters of coordinated action and provision of CSE. The need to involve local communities and parents to offer safe havens for students is paramount. The trust of the cultivated community that university settings can provide a good sexual violence free environment should be gained through guided tours for community on policy, procedures and resources to deal with sexual violence and to publish and maintain policies for resolving complaints and make these accessible on university websites. This indicates a culture of care and respect for the student body politic. Policies for mandatory prevention programs for new students against the scourge of sexual harassment in all its forms and active participation by student body in these activities through "respect now and always" campaigns.

## **Re-focusing Student Services Department Responses**

The student services and student life counsellors are the pillars and full-time operatives in this should offer ongoing talk services and implement a comprehensive university strategy for addressing sex violence and address rape culture. This student services department has a major part to play in deconstructing societal attitudes that normalize date rape, teaching how to avoid it and avoiding being perpetrators. Techniques for self-defense, and teachings to avoiding

intoxication and general respect for self and others and support student engagement in these activities to inculcate responsible behavior, help ongoing self-assessment and open communication policies. Sexual violence taskforces or working groups may be formed by the student body. The need for continuous engagement with student population in issues that affect them at university including highlighting rules of confidentiality of services offered is paramount and to train peer educators give students a voice and explain to such students the difference between love and sexual violence for boundary setting purposes and for them to be able to actuate behavior boundaries, take preventive action and be advocates for their sexual and gender rights. The availability of and the choice of criminal report procedures to campus security and national police and emergency numbers should be easily accessible as free hotlines. Specific attention should be given to campaigns to end and avoid or be able to take action and report date rape or acquaintance rape and to espouse that know each other casually in society and as students is not a passport to sexual violence. A felony is a felony and must be prevented and social stigma, judgement, disbelief, victim blaming is prevalent for college students who are most vulnerable and they must be able to rise and shine individually and as a collective as student youth with the help and comprehensive mothering support from university authorities. The availability of consistent safe travel modes for students into and out of campus may help alienate dangers of solitary uncoordinated movements. Medical help professional, services and trusted friends and family should be highlighted for victims and crisis or rape hotlines and ongoing therapy should be made known to be available at all times. The role of the student life Counsellor needs to be re-authored; it is challenged that university authorities have to participate in averting rather than responding to potential crises using university counselling services. Proactive Intervention by creating spaces for information sharing and a university charter of promised counselling services should become leading statements of intent to diffuse the melting pot of sexual rights violations at university levels. Erecting visible bill boards at all entry points promising intention to create a safe, sexual rights guaranteed learning haven for students and laying out crisis intervention steps, where to access related services

(physical, forensic and psychological), laying out legal option procedures and services and post trauma care and support for victims is paramount. It is recommended that the setting up of a visible helpline center or one -stop resource center for victims of university related gender-based violence (SRGBV) should be prioritized. Digital Reporting Technology function as an important gateway in connecting survivors with appropriate therapeutic support when disclosing sexual violence. Hewes, Heydon and O'Neil (2021). It is also advocated that university authorities should commit to provide continuous funding and perennial partnerships with lead sexual rights NGOs like UNESCO in the potential crisis response strategy and in the ultimate goal to making universities become focal points for gendered, sexual rights violations prevention and changing culturally determined norms.

### **Remodeling the Universities Counsellor Roles**

Mannell & Ahmad (2018) posit that student life counsellors should challenge patriarchal social structures and create conditions that contribute to positive story telling. Storytelling and the presence of a sympathetic, non-judgmental listener and a supportive social environment can create new opportunities for psychological healing from sexual violence (Mannell & Ahmad, 2018). Universities ought to use a new existential counsellor capable of creating a new narrative in multicultural students at universities capable of using and interacting using modern technologies skill to destigmatize SRGBV. The need to set up and inculcate a collaborative multi stakeholder forum environment with extensive student participation as part of early intervention and innovative solutions (Adjukovic, Car, Paivinen & Sala Bubare, 2021). The growing universal tide of worsening student mental health issues and emotional well-being calls for investing in interactive exercises and using innovative resources and time to support and enhance students' life at university. Adjukovic et al. (2021) state that building competencies of teachers and other professionals in the university to recognise and intervene timely to SRGBV may be mandated to the student life counsellor. The mental and emotional well-being of students should be valued by the counsellor who should take a proactive role in

addressing sexual rights and overall mental health of student clients. Such a counsellor should be strongly driven by the belief that mental health is a key essential peg towards the creation of a well-rounded academic and a fuller social experience at university comes through pre-emptive and participative sexual education. The remodeled counsellor will aim to break the cycle of study and life challenges and to give an impetus to student voices in sexual rights issues and in their emotional well-being and to make student life better in aggregate. A multicultural university student life counsellor accepts and fosters diversity in his practice through intercultural activities and sharing of languaged life stories and meanings. A harmonious multicultural society springs acceptance of multicultural rights including age-gendered sexuality rights from which the counselor models engagement, acceptance and respect of differences and therefore tapping the rich different cultural backgrounds of university students to foster student emotional well-being development into a richer, new and unique university culture. The new cultivated university culture is one that uses innovative modern techniques in learning using effective scientific practitioner models and approaches to develop a framework of cooperation and understanding among people of different backgrounds.

### **Redrawing a New University Counselling Services Model**

Education programs and intervention programs may be inadequate and or ineffective (Leung, Shek, Leung & Shek, 2019). Universities should move out of therapist-patient roles for counselling services and students but use collaborative and participatory models to reach all clientele and to manage stigma around psychological wellness support through various strategies:

- a. Make mental health services accessible to all students, at all times, for all student needs. Student life support services should be available on online platforms, through SMS, email, voice calls and various social media platform and use interactive activities, over and above the traditional person to person 24-hour walk-in open-door services (UNESCO 2015, 2018).
- b. A university should strive to offer comprehensive guidance on welfare issues, mental health, sexual and

human rights issues and ensure that it provides holistic pastoral care for students, offer student counselling services and traditional therapy, support academic departments and monitor student academic progress, and to provide a viable effective and accessible communication and service link to other available agents within and outside the University for holistic mental health service (Panchaud, Keogh & Stillman, 2019).

c. Universities should provide a continuous, consistent information and feedback system offering supporting systems to student life services, building on peer support systems, social clubs/societies to gauge and ultimately plan the management of stigma ethos among students (Edwards et al. 2021).

d. A new model university should seek to initiate programs and encourage students' participation in activities such as mental health weeks and the use of student friendly methods such as music, film and art festivals among many other youths driven activities. Crook et al. (2019) as quoted in Adjukovic et al. (2021), highlight the importance of creating such programs.

e. UNESCO (2019) aptly point to the need to build capacity of students to be responsible for their behavior. The inclusion of sexual rights education has to be formalised and supported through comprehensive student life support structures as well as be simple, easily accessible to university students of different age and gendered students. Edwards et al. (2021) acknowledges the particular contribution that student representative Council (SRC) make in GBV awareness.

### **Re -energizing and Re-Authoring University Counselling Services**

The need for re -authored integrative SRGBV counselling at universities has become more apparent. There is need to acknowledge the earlier clarion call by Abbott, Chapman & Edwards (1999) who had proffered a holistic approach integrating existing resources and dealing with student as a whole person and demanding services and academic staff to work together for joint solutions to common student problems. A gendered and comprehensive sexual rights education and provision of related services following global guidelines on SRGBV and continuous review of universities status of

implementation of international and national policies cannot be overemphasized. The acceptance of Morgan (2012)'s collaborative action by both non-academic and academic staff for student wellness. Pre-crisis intervention action plans including peer support and using peer leaders in student services, orientation and residence life (Edwards et al. 2021) The setting up local task teams and engagement forums with all stakeholders on sexuality issues to bridge the gap on performances on SRGBV alongside axes of power and discrimination on the university setting (Tsouroufli, 2020). The crisis aversion programs against the risks of violent sexual practices is paramount and active student participation should be an inalienable right and the re-authoring of SRGBV counselling at university will help reduce the other accompanying ills such as drug abuse and alcoholism (Clowes & Shefer, 2009). Calls for university support and SRC involvement in design and implementation of GBV programs need to be heeded (Edwards et al. 2021). Comprehensive sexuality education should be all inclusive and provision of sexual rights and protocols at universities has to become inevitable rally focus.

#### **Universities Recommended Student Life Pledge:**

- a. To continue to offer high quality student life services through qualified staff recruitment, retraining and upgrading to a new student life counselling model and to increase departmental effectiveness, reduce waiting lists and initial assessment times whilst improving student services departmental retention lists. The hope is for them to meet the ever-increasing student community through seminars, workshops for planning and supporting and managing student life transitions into and out of the university, supporting student academic work -life balance schedules so that they can deal with pressure from assignments, exams and personal life issues (social and economic). We have various career assessments and career planning fairs services programmed for our students in penultimate study years.
- b. Be dynamic and proactive and welcome new technologies and cultural sensitivities and therefore hope to increase the use of group online sessions and platforms and encourage online social media platforms and to use youth friendly websites to access greater youth net target audience to our counselling

services and to implement new applications like teleconferencing and video conferencing for group sessions.

- c. Above all, foster a strong sense of community through student and all staff over and above multisectoral participation and collaborative intra and interdepartmental working teams to create a vibrant and conducive atmosphere with an ever-visible student life counsellor so that students do not lose themselves in the wake of an ever increasing huge and multicultural student population and the clients increasing demand for student life services and student counselling. The need for reactive one to one counselling has been severely weakened by the need for proactive student life counselling model
- d. Make use of reauthored student life counselling services, ensure access to sexual rights education as an integral participative right in both formal and informal activities.

#### **Conclusion**

The need for a paradigm-shift towards holistic SRGBV counselling at universities is envisaged if the crises of SRGBV is to be averted. Low (2009) called for dealing with external, system and personal challenges. External challenges come from popular culture, globalization, societal trends and multiculturalism at universities. System challenges are driven by programs implementation in ministries, universities and schools, while personal challenges are prevalent in the needs and skills of the counsellor, both in training and in their supervision. This article asserts and calls for recognition and use of alternative mental health models particularly when dealing with SRGBV as alluded to by Mannel & Ahmad (2018). Bio models of trauma recovery were found to be poorly suited for gendered violence while narrative story telling approaches can create a meaningful reality when dealing with SRGBV while Tsouroufli (2020) adds that this is especially significant when dealing with intersections of gender with constructs of ethnicity, culture, religion and sexuality norms prevailing at university settings. Noting that the presence of GBV in the school setting is well documented, (Adjukovic et al. 2021), and the inadequacy and ensuing crises of relevant action in existing models (Leung 2019; Unesco 2019, Miedema & Lemat, 2020), against the view that sexual assault

survivors perceive the helpfulness of university affiliated resources (Graham, Mallinson, Krall & Annan, 2021), the movement towards integrated SRGBV counselling services at universities has become a pressing necessity. Clowes and Shefer (2009) had proposed re-authoring of SRGBV counselling at universities in the hope of reducing alcohol and drug abuse among other accompanying ills. This article calls for active implementation of such a proposal. More research with regards to ensuing relationships between integrated models of SRGBV counselling at university and drug abuse or alcoholism is recommended.

#### REFERENCES

- [1]. Ajduković, D; Car, I; Päivinen, H; Sala-Bubaré, A; Vall, B & Husso, M (2021). Building Capacity for Prevention of Gender-Based Violence in the School Context. *Front. Psychol.* 12:720034. doi: 10.3389/fpsyg.2021.720034
- [2]. Ajduković, D.;Car, I; Päivinen, H; Sala-Bubaré, A; Vall, B & Husso, M (2021).Building Capacity for prevention of Gender Based Violence in the School Contexts: *Frontiers in Psychology* 11, 4499.
- [3]. Baiocchi, M; Friedberg, R; Rosenman, E; Amuyunzu-Nyamongo, M; Oguda, G; Otieno, D & Sarnquist, C (2019). Prevalence and Risk Factors for Sexual Assault Among Class 6 Female Students in Unplanned Settlements of Nairobi, Kenya: Baseline Analysis from the IMPower & Sources of ...*PLoS one* 14 (6), e0213359.
- [4]. Baiocchi, M; Friedberg, R; Rosenman, E; Amuyunzu-Nyamongo, M; Oguda, G; Otieno, D & Sarnquist, C. (2019). "Powerless and Afraid, I felt They Let Me Down": Reflections of a First-Year Student on Gender-Based Violence at a University in South Africa.*PLoS one* 14 (6), e0213359.
- [5]. Barter, C & Koulu, S (2019). Digital Technologies and Gender-Based Violence-Mechanisms for Oppression, Activism and Recovery: *Journal of Gender-Based Violence* 5 (3), 367-375.
- [6]. Bartell, M (2003). Changing Global Environmental Demands: *Higher Education* 45 (1), 43-70.
- [7]. Beks,T; Cairns, S.L; Smygwyty, S; Olga A.L; Osorio, M & Hill, S.J (2020). Counsellor-in-Residence: Evaluation of a Residence-Based Initiative to Promote Student Mental Health [Record]
- [8]. Beres, M. A; Treharne, G. J & Stojanov, Z (2019). Sexual Assault Survivors' Perceived Helpfulness of University-Affiliated Resources. *Journal of Higher Education Policy and Management* 41 (6), 646-662.
- [9]. Burman, M; Dawson, K. L; McDougall, L; Morton, K & Nokhbatolfoghahai, F (2020). Collaborating for Change: Transforming Cultures to End Gender-Based Violence in Higher Education, 173.
- [10].Ciobanu, J (2013). The Role of Student Services in the Improving of Student Experience in Higher Education: *Procedia-Social and Behavioural Sciences* Volume 92.169-173.
- [11]. Collins, S & Aurther, N (2007). A Framework of Enhancing Multimational Competency in Counselling: *Journal of Counselling and Psychotherapy* 41(1).
- [12]. Clowes, L; Shefer, T; Fouten, E; Vergnani,T & Jacobs, J (2009). Coercive Sexual Practices and Gender-Based Violence on a University Campus: *Agenda*, 23:80, 22-32, DOI: 10.1080/10130950.2009.967623.
- [13]. Edwards, K. M; Waterman, E. A; Kagunda, J & Bikeri, C (2021). Responding to Gender-Based Violence in Universities Study: *Journal of interpersonal violence* 36 (19-20), 9838-9849.
- [14]. Fawole, O, I; Balogun, O. D & Olaleye,O (2018).The Code of Conduct on Prevention of School-Related Gender-Based Violence: A Study of Policy Enactment in Ethiopia: *Ghana Medical Journal* 52 (2), 66-73.
- [15]. Fawole, O. I & Balogun, O.D (2018). Experience of Gender Based Violence to Students in Public and Private Secondary Schools in Nigeria:*Ghana Medical Journal* 52 (2) 66-73, 2018.
- [16].Gavey, N (2005). Violence Against Women, Beyond Gender Neutrality: *Women Commentary Wellington* 3-6.
- [17].Gauser, S.R & Kennedy, T.L (2012). New Directions for Higher Education 157, 17-29.
- [18].Graham, A; Mallinson, C; Krall, J. R & Annan, S. L (2021). Crisis Intervention at College Counseling Centers: Violence Against Women 27 (10), 1758-1773.
- [19]. .Heslop, J; Parkes, J; Johnson Ross, F; Alito, F & Turner, E; (2019). The Code of Conduct on Prevention of School-Related



Gender-Based Violence: A Study of Policy Enactment in Ethiopia: UCL Institute of Education: London, UK. Green Open Access.

[20]. James, S (2015). "The Role of Gender and Education in the Perpetration and Prevention of School-related Gender-based Violence". Master's

Theses126.<https://repository.usfca.edu/thes/126>

[21]. Komives, S.R; Dudley, B & Woodard, J.R (2003). Student Services: A Handbook for The Profession. John Wiley & Sons.

[22]. Leung, H; Shek, D; Leung, E & Shek, E (2019). Existing Sexuality Education Programs and Interventions Programs May be Inadequate or Ineffective. International Journal of Education

[23]. Loney-Howes, R; Heydon, G & O'Neill, T (2021). Popular Opinion Leaders' Perspectives on Preventing Gender-Based Violence and Problem Drinking Among Kenyan College Students: A Brief Report Current Issues in Criminal Justice, 1-18.

[24]. Low, P. K (2009). Considering the Challenges of Counselling Practice in Schools: International Journal for the Advancement of Counselling 31 (2), 71-79.

[25]. Mmahabeer, P (2020). Prevalence and Risk Factors for Sexual Assault Among Class 6 Female Students in Unplanned Settlements of Nairobi, Kenya: Baseline Analysis from the IMPower & Sources of ... Agenda 35 (1), 29-41.

[26]. Manik, S (2021). We Don't Deal with Paper Work; We do Counselling': Gender-Based Violence Support Services at a South African University: Creating Effective Teaching and Learning Spaces: Shaping Futures and Envisioning Unity in Diversity and Transformation, 163.

[27]. Mannel, J; Ahmad, A (2018). Narrative Story Telling as Mental Health Support for Women Experiencing Gender Based Violence in Afghanistan: Social Science & Medicine 214, 91-98

[28]. Miedema, E & Lemat, M.J (2020). But is It Really Comprehensive? Unpacking The Comprehensive in Sexuality Education: Health Education Journal.sagepub.com

[29]. Miedema, E & Marielle, L. J. E (2020). Upgrading the Comprehensive in CSE: Health Education Journal 79(7), 747-762.

[30]. Morgan, M (2012). The Evolution of Student Services in the UK: Perspectives, Policy and Practice 16(3), 77-84.

[31]. Ottens, A. J; Black, L. L & Klein J. F (2000). Connecting Survivors to Therapeutic Support and Criminal Justice Through Informal Reporting Options: An Analysis of Sexual Violence Reports Made to a Digital Reporting Tool in ... Crisis Intervention Handbook: Assessment, treatment, and Research, 152-173.

[32]. Parkes, J (2015). Gender Based Violence in Education, UNESCO.

[33]. Parkes, J (2015). Gender Based Violence in Education. UNESCO. A Whole Campus Approach to Sexual Violence: The University of Otago Model.

[34]. Panchaud, C; Keogh, S.C; Stillman, M; Awusabo-Asare, K; Motta, A; Sidze, E & Monzón, A. S (2019). Towards Comprehensive Sexuality Education: A Comparative Analysis of the Policy Environment Surrounding School-Based Sexuality Education in Ghana, Peru, Kenya and Guatemala: Sex Education 19 (3), 277-296, 2019

[35]. Tsouroufli, M (2020). School Related Gender Based Violence, A Intersectoral Approach: Interdisciplinary Perspectives on Equity and Diversity 6 (1) 2020 United Nations Educational, Scientific and Cultural Organization

[36]. (UNESCO). (2018). International Technical Guidance on Sexuality Education. Paris, France: Author. Google Scholar

[37]. UNESCO and UN Women (2016). Global Guidance on Addressing School Related SRGBV. Paris, UNESCO

[38]. UNESCO (2019). Connect With Respect: Preventing Gender-based Violence in Schools. Classroom Programme for Students in Early Secondary School (Ages 11-14). Paris: UNESCO.

[39]. Williams, T. E (2002). Challenges in Supporting Student Learning and Success Through Student Services: New Directions for Community Colleges (117), 67-76

Authors

**First Author – About the authors**

**1. Jephias Chimunhu is a Masters in Counselling Psychology Degree holder and an independent counselling consultant, a former university lecturer and Psychologist in the Zimbabwe public service. Email; chipersoni@gmail.com**

**lecturer at Lupane University, Zimbabwe. Email; Selinahchirisa@gmail.com**

**Second Author –**

**2. Selinah Bekezela Chirisa is a Masters in Human Resources Management degree holder and a Business Management**

**Correspondence Author – Selinah B. Chirisa, email:selinahchirisa@gmail.com, contact number. +2637734261825**