



# **Indira Gandhi National Open University School Of Social Work**

## **Type, Cause and Impact of Sexual Violence among Adolescent Girls of Melkassa Secondary High School**

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**By**

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**November, 2014**

# **Type, Cause and Impact of Sexual Violence among Adolescent Girls of Melkassa Secondary High School**

**A Thesis Submitted to Social Work of Indira Gandhi National Open University  
in Partial Fulfillment of the Requirements for the Degree of Masters of Social  
Work (MSW)**

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**November, 2014**

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## **Declaration**

I, under signed, declare that this dissertation entitled Type, Cause and Impact of Sexual Violence among Adolescent Girls of Melkassa Secondary High school Which Submitted by me for partial fulfillment of masters of social work to Indira Gandhi National Open University, IGNOU New Delhi is my own original work and has not been submitted earlier to IGNOU or to another institution for the fulfillment of the requirement for any other program study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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## **Certificate**

This is to certify that Mr. Habtamu Regasa student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for his project work for the course of MSWP-001 his project work entitled Type, Cause and Impact of Sexual Violence among Adolescent Girls the Case of Awash Melkassa Secondary High School. Which he is submitting is his genuine and original work.

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## List of Acronyms

**A AUW:** American Association of University Women Educational Foundation:

**AIDS:** Acquire Immune Deficiency Syndrome

**B.A:** Bachelor of Arts

**DEBS:** District Education Board Secretary

**EU:** European Union

**FGD:** Focus group discussion

**GBV:** Gender-Based Violence

**GSH:** Global school Based Health Survey

**HIV:** Human Immunodeficiency Virus

**KII:** Key informant interview

**MoLSA:** Ministry of labor and Social Affairs

**NGO:** Nongovernmental Organization

**POE:** Provincial Education Officer

**PTSD:** Post Traumatic Stress Disorder

**SNNPR:** Southern Nation and Nationality People Region

**SRSG:** Office of Special representative of Secretary General

**STD:** Sexually transmitted diseases

**TSC:** Teacher Service Commission

**UN CRC:** United Nations Convention on the Rights of the Child

**UN:** United Nation

**UK:** United Kingdom

**UNICEF:** United Nations Children's fund

**WHO:** World Health Organization

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**Table 1-** Percentage distribution of sampled population by Sex, Age, Education and Marital Status

# 1. CHAPTER ONE: INTRODUCTION

## 1.1 Study Background

“According to UN Declaration on the Elimination of all forms of Violence against Women: the term “violence against women” means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. Accordingly, violence against women encompasses but not limited to the following: Violence could be perpetrated at family, community or state level in the form of battering, sexual harassment, marital rape, female genital mutilation and other traditional practice harm full to women (United Nations General Assembly 1994).

Article 19 of the United Nations Convention on the Rights of the Child (UN CRC) defines violence as "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse". A more extended definition offered in the World Report on Violence and Health (WHO, 2002) reads: “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation”. Both definitions indicate that violent acts include physical, sexual, and psychological abuse and neglect.

Gender-based violence occurs in every segment of society regardless of class, ethnicity, or country. Several studies indicate that violence is the result of the complex interplay of individual, relationship, social, cultural and environmental factors (Panos 2003; Belay Hagos 2005; UN 2005; WHO, 2002). For instance, traditions that approve of male superiority tolerate or even justify violence. In addition, the fact that sanctions imposed by the society against perpetrators are not tough may also contribute to the problem. Other factors such as poverty and the low status that is accorded to women in a society contribute to gender-based violence (GBV).

Studies on violence has predated that violence against school girls is so pervasive and of high public health concern. For instance according to study conducted by UN on violence against children, estimated that, around the world, some 150 million girls and 73 million boys under 18 years of age experienced forced intercourse or other forms of sexual violence during 2002 alone. According to the findings of this study children's exposure to sexual violence in and around the school setting are limited, since many victims are hesitant to report acts of sexual violence for fear of being shamed, stigmatized, or because they fear not being believed or will face retaliation from their aggressor or aggressors. Nevertheless, some available figures suggest that sexual violence in schools is a reality for a significant proportion of students.

Sexual harassment among student is a complex and widespread problem. According to the 1997 South African national study report, girls aged seventeen and under constitute approximately 40% of reported rape and attempt rape (GNU, 1997). In 1992 study of 400 primary schools, 49% of sexually active girls were reported to have had forced sex and 22% reported they had been gifts (Bangarukayo et al., 1993). A similar study, in Kenya, indicated that about 14% of girls reported their first initiations had been force (Heise et al., 1995).

Sexual violence against school girls is not only a problem and issue that remain in the other parts of the world rather it is one of the major problem women and girls in Ethiopia are encountering in educational settings. One grand study conducted in junior and senior schools in Addis Ababa by Dereje and Derese (1997) shows that physical violence and snatching property of school girls were most frequent among junior high schools (grades 7 and 8), bullying and attempted rape were more common among senior high school students. The study reported that there was a considerable amount of violence ranging from intimidation and minor physical attack to bullying, attempted rape, causing injury to sensitive organs, stabbing and even killing in schools and around schools. The study further stated that sexual violence is the act of forcing school girls to engage in sexually motivated activity without her consent and is often accompanied by other types of violence including physical and psychological ones (Dereje and Derese, 1997).

Research evidence collected from Action Aid International report indicated that In Ethiopia about 93% of male student respondents confirmed that they know violence against females is a criminal act and punishable by law. However, about 33% of them believed that it is right for male students to get whatever they want, either by charm or by force, and about 21% admitted to behaving this way themselves (Action Aid International 2000).

The purpose of this study is major types of sexual violence against adolescent girls in schools, asses the causes of sexual violence toward Adolescent girls and to study the social, physical, health and academic performance impact of sexual violence against adolescent girls in school and Recommend ways to reduce and eliminate violence against school girls.

## **1.2 Statement of the Problem**

Based on the Study conducted by UN on Violence against Children defines sexual abuse of children as including any kind of sexual activity inflicted on children, especially by someone who is responsible for them, or has power or control over them, and whom they should be able to trust. Sexual violence against children encompasses a wide range of acts, including forced sex in dating relationships, rape by strangers, systematic rape, sexual harassment (including demands for sexual favors in return for grades), sexual abuse of children, child marriage and violent acts against the sexual integrity of women, including female genital mutilation and obligatory inspections for virginity. Sexual violence is also increasingly perpetrated via the internet, which ‘has not only stimulated the production, distribution and use of materials depicting sexual violence against children, but has also become a tool for solicitation and “grooming” (securing children’s trust in order to draw them into a situation where they may be harmed)’, as well as harassment, intimidation and bullying (UN 2006: Para 80).

The first step to creating quality educational experiences is access. If education for girls is not equitable then academic learning is compromised and the psychological empowerment that education can confer is greatly reduced. It is imperative that girls stay in schools and remain safe to complete their educations.

The classroom must be a place of learning and cannot entertain the problem of school-related violence against girls. In schools where sexual violence against girls is the norm, the education system itself may increase a girl's chances of dropping out, interrupting her studies, experiencing an unintended pregnancy or becoming infected with HIV.

According to a recent report published by Human Rights Watch (2001), sexual violence in schools has a negative impact on the educational and emotional needs of girls and acts as a barrier to attaining education...Rape and other forms of sexual violence place girls at risk of contracting the HIV/AIDS virus which has in turn taken its toll on the educational system and disrupted education...especially for girls (2001:5).

Based on the study undertaken by the World Health Organization, sexual violence, including sexual harassment, frequently occurs in institutions assumed to be 'safe', such as schools, where perpetrators include peers and teachers. In studies from around the world, including Africa, South Asia, and Latin America, it has been documented that substantial proportions of girls are experiencing sexual harassment and abuse on the way to and from school, as well as on school and university premises, including classrooms, lavatories and dormitories, by peers and by teachers. In a study among primary schools in the Machinga district of Malawi, primary school girls reported experiencing various types of sexual harassment and abuse at school, including sexual comments (7.8%), sexual touch (13.5%), 'rape' (2.3%), and 'coerced or unwanted' sex (1.3%). That same study found that teachers at 32 out of 40 schools reported knowing a male teacher at their school who had propositioned a student for sex intercourse; while teachers at 26 out of 40 schools reported that a male teacher at their school had got a student pregnant. As an example from a high-income setting, a national representative (online) study of students in US middle and high schools found that out of 1002 female respondents, a majority of girls reported experiencing some form of sexual harassment at school during the 2010–2011 school years (WHO, 2012).

Increasingly, researchers (e.g., While and Kowalski, 1998; WHO, 2005; Crawford and Unger, 2000) have recognized that no single factor could cause violence against women and girls rather, several complex and interconnected factors all of them being manifestations of unequal power relations

between women and men (UNICEF, 2000) are involved. Researchers have identified many determinants of harassment, including individual characteristics, social cultural and other attributes of institutional environments. Though the nature of the relationship between these variables and violence's / harassment is to some degree open to the interpretation, the existence, the existence of relationship between. The effort to prevent violence, harassment, therefore, must take these variables in to account.

Many lines of research evidence indicate that sexual violence clearly interferes with female student's academic performance and achievement motivation. As Belcher (2006) comments one of the biggest dangerous about sexual harassment in the school is that it really creates a kind of environment where students feel unsafe, and thus they mostly miss schools. At the school setting victims experience fear, discomfort and embracement. Associated with this Shoop and Hayhow (1994) maintain that victims may become truant and less academically success full because the lives of girls targeted for violence are often severely compromised. At educational setting, sexual violence or harassment does not need to be severe to have negative consequences (Fisheretal, 2000). For example, a collage women who were sexually harassed even at "low level" reported feeling more negative feelings about themselves, their peers, their professors and their campus at large. These negative feeling, in turn will lower or affect their educational performances. Generally, significant numbers of female students who were sexually violated or harassed felt less competent academically and were more likely to leave the school (Crawford and Unger, 2000).

According to the study conducted by World Health Organization regarding sexual violence on children victims are likely to suffer from a range of psychological consequences, both in the immediate period after the assault and over the longer term. These include guilt, anger, anxiety, depression, post-traumatic stress disorder, sexual dysfunction, somatic complaints, sleep disturbances, withdrawal from relationships, attempted suicide and absenteeism from school... (p. 154).The report further indicated that sexual violence especially forced sexual intercourse Increases school girls' vulnerability to sexually transmitted diseases such as HIV/AIDS. Especially, those who suffer rape are considerably more susceptible to HIV than would be the case if the intercourse were not forced as it is likely to increase the likelihood of engaging in unprotected sex (WHO, 2002).



A qualitative study undertaken by Terefe and Mengistu, 1997 in Addis Ababa, Ethiopia found that bullying and attempted rape were factors in low female enrollment rates in, and high dropout rates from, secondary schools. There was public awareness and concern about this, but many families and schools felt helpless to bring about change. According to the findings of the researchers both male and female respondents in the study identified that girls' "dress" and their general behavior as a cause of the bullying and sexual violence. Respondents and researchers both noted that school crowding and teacher apathy further contributed to violent behaviors in schools (Terefe and Mengistu 1997).

Although sexual violence happens against women and girls around the globe both in developed and developing countries the magnitude and characteristics of sexual violence was not well studied and understood in our context. A number of young girls are victims of sexual violence and they are suffering from social, academic, psychological and physical consequences of the phenomenon. Based on those rationales and these studies mainly focus on assessing the type and cause and impact of sexual violence against adolescent girls in school environment of Awash Melkassa to significantly assess factors related to school policies, procedures, response given by school officials and other important factors that are aggravating the situation and its consequences on the life of the adolescent girls.

Thus, I'm confident that this study would provide the key conclusions and recommendations based on the results that would be obtained from respondents, and it delivers tremendous contribution to raise awareness of the key sectors such as community, school staffs, male and female students and all parties working to address violence against girls in schools. This study would also help fully to find out the type, causes and impacts of sexual violence that are taking place in schools. The study would be conducted in Awash Melkassa secondary high school. I'm also confident that the findings of this study create opportunity to mobilize the concerned bodies for decisive action to accelerate progress in violence prevention and elimination.

### **1.3 Significance of the study**

The study would provide some facts regarding types of sexual violence adolescent girls are encountering in schools compound. It will also indicate the causes of the problem and main actors of the problem in school compounds. The study result provides information regarding the major psychological, physiological, social and academic impacts that the victims of the phenomenon experience in their daily life. The research would cross check the awareness of male pupil and teacher's behavior on sexual violence toward girls in school. In addition the study findings are expected to provide valuable and tangible information on issues of sexual violence in schools against girls, for schools, community, NGO's and governmental bodies mainly the education, women and children affairs and justice sector. Moreover, the study also expected to add available literature that helps to enhance further research related to these topics.

### **1.4 Objective of the study**

#### **1.4.1 General objective of the study**

The general objective of the research is to study the type, causes and impact of Sexual Violence among Adolescent Girls in School focusing on the Case of Awash Melkassa Secondary High School.

#### **1.4.2. Specific objective of the study**

The Specific objectives of the study are:

- To assess & understand the major types of sexual violence against adolescent girls in Melkassa Secondary High School.
- To assess the causes of sexual violence among Adolescent Girls in Melkassa Secondary High School.
- To asses major Impacts of the sexual violence on the Adolescent Girls in terms of social , physical, health and academic performance in Awash Melkassa Secondary School .
- To cross check the understanding of male pupils and teachers on sexual violence against adolescent girls in Melkassa Secondary high School.
- Recommend ways to reduce and eliminate violence among girls in school.

## **1.5. Delimitation and Limitation of the study**

### **1.5.1 Delimitation of the study**

The study was conducted in Adama District Awash Melkassa Municipality specific to Awash Melkassa Secondary High School. The target populations of the study are only grade 10<sup>th</sup> Adolescent girls. Due to proximity of the area to the biggest town of Adama city, Wangi sugar factory and Sodere resort the vulnerability of girls might be high and this had made the researcher to focus on Awash Melkassa Secondary High School. In addition to this grade 10 adolescent girls are selected because of their stay in the school compound for more than one year as this study is going to be conducted at the beginning of the academic year which is early for grade 9<sup>th</sup> students.

### **1.5.2 Limitation of the study**

Despite all the effort made to accomplish this study, some practical limitations might encounter to inevitably be part of it. The sensitive nature of the study topic which is considered as taboo among the community and absence of research or paper's studied in the area by other organizations or researchers in the area would be challenged to have access to reference materials. The second challenge was related to lack of financial support from individuals, NGO's and governmental organizations to undertake the study. Besides; the researcher himself has covered all costs of this research.

## **2. CHAPTER TWO: REVIEW OF LITERATURE**

### **2.1 .Type's of sexual violence against adolescent girls in school**

#### **2.1.1. Seduction**

According to one grand research undertaken by joint effort of Save the Children Denmark, Ministry of Education and Ministry of Women's Affairs, violence in and outside school environment targeting school girls is not uncommon. According to this study, perpetrators employ several seduction and persuasion techniques so as arouse school girls sexually. Some of the common techniques are promise of marriage, being too much friendly, material incentives and gift offering which involve clothes and snacks, protection against naughty boys and promise of offering good grades are commonly identified in the FGD conducted with school girls (Save the Children Denmark, Ministry of Education & Ministry of Women's Affairs, 2012).

#### **2.1.2. Sexual Harassment**

According to a recent study conducted by AAUW's that was published in ( 2011) with the study title that is crossing the line conducted survey a nationwide survey in grade 7-12 find out that sexual harassment is wide spread in middle and high schools. According to the findings of Young and Colleagues (2008) 40 to 50 percent of students had experienced some form of sexual harassment in a single school year. According to this study when a longer period of time is examined the rate of sexual harassment is high. Based on the previous AAUW's study more than 80% of students reported that they had experienced sexual harassment at least once in their school career (AAUW's 1993, 2001).

The other study conducted by AAUW's also revealed that sexual harassment is common for girls that may fail to recognize it as sexual harassment when it happens. Physical harassment is less common than verbal harassment but it tends to have stronger negative effect on students (AAUW's, 2001). In addition to this the study under taken by AAUW's found out that about half 48 percent of students in grade 7-12 had experienced some form of sexual harassment at school during the 2010 and 2011 school year and nearly half of the students 44 percent encountered harassment through texting, e – mail, Face book and other electronic means. More girls experience sexual harassment than boy's which 56 percent to 40 percent.

The gender gap hold true for both in person harassment that is 52 percent for girls and 35 percent for boys and 34 percent for girls and 34 percent for girls and 24 percent for boys electronically.

### **2.1.3. Sexual Exploitation**

Sexual exploitation refers to any abuse of vulnerability, position of authority or trust, for sexual ends, with remuneration in cash or kind to the child or a third person, or social and political gain resulting from the abuse. Sexual exploitation in schools is a manifestation of corruption. The research finding revealed by UNICEF, Plan West Africa, Save the Children Sweden West Africa and Action Aid, 2010, indicated that sexual exploitation in west and central Africa that girls in school experience is mainly for transactional encounters such as good reports or good marks in exchange for sexual acts, or sexual relations as payment for school fees or supplies (girls can also be 'offered' by male students to teachers in return for reduced fees). The Data varies greatly across the region on the prevalence of sexual exploitation. In According to the study conducted in 2003 findings in Ghana, 6 per cent of the girls surveyed had been victims of sexual blackmail over their class grades, Male teachers, head teachers and other staff are the primary perpetrators of sexual exploitation in schools. according to most studies published in the region Sugar daddies (older wealthy men who give gifts or pay school fees and supplies to young children, usually girls, in return for sexual favors) are also prevalent in West and Central Africa. There is also an evidence of teachers or school staff's working collaboratively to harass pupils. The study finding indicated that indicates that in some instances sexual harassment becomes an ingrained part of the professional behavior of many school staff. The flip-side of sexual exploitation in schools is that teachers can also be subject to sexual harassment from girls who are using this as a survival or education success strategy. (UNICEF, Plan West Africa, Save the Children Sweden West Africa and Action Aid, 2010).

### **2.1.4. Rape**

Rape is the worst form of sexual violence committed against school girls. Its severity stems from the fact that it may leave scars on the body (like bruises, broken parts), psychological trauma and social stigma (e.g., lack of social acceptance) that are reminder of the horrors of rape. Rape is a severe expression of the dominance of males over females and occurs in unequal power relationships. Student respondents were asked if they ever encountered sexual assault and rape in school, on the way to and from school and at home.

Based on the information gathered from study conducted by joint effort of save the children Denmark, Ministry of Education and Ministry of Women's Affairs on violence against school girls school environment appears to be relatively safer for school girls compared to on the way to and from school and at home. It appear that the home is not as safe for the school girls as the school, implying that school girls are more vulnerable to rape and sexual assault at home than in school. Comparison of student responses with those of parents and teachers also showed similar patterns; although, the two groups' (especially teachers) assessment of the risk of sexual assault and rape were found to be higher as both were asked about their perceptions, not actual sexual assault and rape.

According to this study experienced girls were asked if they ever encountered rape in school, on the way to and from school and at home. Of those who were asked, 19 (2.5%) admitted that they actually had experienced rape in different settings. In addition to this most rape cases occurred in and around schools and School girls within the 10-19 age group were most affected. Students were also asked how often they thought girls in schools encounter rape. One observation is that those who indicated that school Girls face rape always represented a small proportion of the sample (6.7%) while more than Half (55.9%) of the respondents believed that school girls sometimes face rape. In this study a comparison across regions showed that the majority of respondents from Benishangul- Gumuz appeared to believe that school girls tend to experience rape sometimes (93.3%) while most Afar Respondents did not think that school girls are exposed to rape. (Save the children Denmark, ministry of education and ministry of women's affairs, May, 2012).

#### **2.1.5. Sexual violence through bullying and Cyber bullying**

**Bullying:** One study conducted in Zimbabwe by Boys would threaten and intimidate girls on a daily basis by going into the classrooms of the younger pupils during break time, accosting them in the corridors and grounds, trying to touch them on the breasts or buttocks, waiting for them in gangs after school and behaving and speaking in class in a manner intended to demean or humiliate them. If they wished to 'punish' a girl, they could wait for her after school hours outside the school gates or corner her during sports, when there was less surveillance from teachers, or take advantage of teachers being in the staff room to hit her.

Pupils and teachers alike saw such behavior as an inevitable and 'natural' part of daily life, and as it was regarded as routine, nobody sought to change it. For girls in the single-sex school, there was the possibility of abusive behavior by boys from the nearby all-boys' school as well as by sugar daddies and male strangers (Department for International Development, 2000).

**Cyber bullying:** That is a sexual violence committed through means of emails, online chat lines, personal web pages, text messages and transmission of images – is increasingly becoming a source of concern. For children around the world, innovative technologies offer opportunities to create new spaces of interaction and to develop new forms of socialization. At the same time, these technologies make children potentially vulnerable to harassment and bullying in guises and ways that are often difficult for adults – parents, caregivers, teachers and others – to detect and respond to, particularly since it is a phenomenon that tends to take place in spaces that do not come under adult supervision. Cyber bullying may have its origins in face-to-face social interaction in the learning environment; however children do not escape its influence at the end of the school day. Research is beginning to offer a greater understanding of the extent and nature of cyber-bullying. A study from the USA indicates that 4 per cent of students between the ages of 12 and 18 reported having been victims of cyber-bullying during the 2007-2008 school years. Another study found that approximately 13 per cent of students in grades 6 to 10 (between the ages of 11 and 16) reported being cyber-bullied (SRSG, 2011).

## **2.2 Causes of sexual violence in schools**

### **2.2.1 Socio-cultural factors**

Gender relations are extremely important in understanding sexual violence against children. Much violence in and around schools is situated within gender-based norms and gender-based socialization dynamics. According to a report published by a joint partners (UNICEF, Plan West Africa, Save the Children Sweden West Africa and Action Aid, 2010). Gender-based is prevalent in parts of West and Central Africa in which male violence is accepted and which promotes female submission and passivity. Based on the report African masculinities can be constructed on notions of virility, male sexual power and competitions which have direct negative consequences on girls and women. Gender inequality in patriarchal societies is rooted in the economic, political, social and educational culture of society.

Gender norms also have repercussions on the denunciation or under-reporting of sexual violence in schools. Some teachers may minimize young boys' negative attitudes towards girls, interpreting them as normal adolescent attitudes. Some girls may also accept a certain level of gender-based violence and discrimination in the school environment because that is aligned with what they experience and have been socialized to accept as 'normal' in the home and the community. Puberty is also not recognized as a distinct phase in the girl's lifecycle in West and Central Africa. The girl child becomes a woman as soon as she starts menstruating, and is expected to be fully responsible for her sexuality at an age when her body is still developing, her mind still maturing and when she is likely to still be lacking appropriate information on sex education. (UNICEF, Plan West Africa, Save the Children Sweden West Africa and Action Aid, 2010).

### **2.2.2 Economic factors and Sexual violence**

According to a report on school based violence in central and West Africa published by UNICEF, Plan West Africa, Save the Children, Sweden West Africa and Action Aid, 2010. "Too often in silence" The role of poverty, chronic in some parts of West and Central Africa, is not to be minimized in the occurrence of sexual violence, abuse and exploitation. Poor girls engage in transactional sex with teachers, school staff or other adults to financially support their education. According to the report in some cases parents may also turn a blind eye in their children's sexual relations with teachers or other adults to mitigate lack of cash to support their schooling. Girls also engage in risky relationships with sugar daddies either to support their education or in exchange of presents for themselves or contributions in kind to the family revenue. The report also depicted that the lack of economic power of teachers and other education staff (who receive low salaries and are sometimes posted to remote and poor areas) results in sexual favors from students being seen as a form of compensation. (UNICEF, Plan West Africa, Save the Children Sweden West Africa and Action Aid, 2010).

### **2.2.3 Alcohol and Sexual Violence**

According to the study conducted by Abbey, Carr and Andersen Approximately 50-70% of all sexual assaults involve alcohol. The relationship between alcohol and sexual violence is multifaceted and involves different pathways.



Alcohol can lower inhibitions, impair judgment and reaction time, diminish recognition of vulnerability, and reduce one's ability to obtain or give consent, and decrease the capacity to resist unwanted sexual activities. Alcohol fueled sexual aggression is anti-social behavior that harms thousands of students each year (Abbey, 2002 Carr & Andersen, 2004).

According to the NIAAA College Task Force Report (April 2002), preconceived expectations about the effect of alcohol may be as important as the pharmacological effect of the drug. The influence of alcohol on behavior and judgment may increase misperceptions of sexual interest and lead to perpetrators ignoring refusal cues or victims disregarding risk cues. Alcohol is often used to blame victims, as a justification by offenders, and a frequent weapon in sexual violence. Thus, unwanted, pressured, and/or "regretted" sexual activities become a common occurrence among college students. A national survey indicated that approximately 44% of college students reported binge drinking (five or more drinks in a row for men and four or more in a row for women) in the last two weeks (Wechsler, et al., 2002).

#### **2.2.4 Psycho active Drugs and sexual violence**

In addition to alcohol, there are other psycho active drugs which alter the takers 'consciousness. Among these psychoactive drugs khat ( "chat" ) is highly consumed in Ethiopia. Though there is no research evidence regarding the implication of chat in sexual violence, many consumers reported that it increases libido. Generally, although the relationship between alcohol and or drugs and violence appears to be complex, as the perception, and thus the assessment of the situation may be obscured under the influence of subsistence abuse, one may concluded that such alcohol or drug abuse represents a risk factor of sexual violence against girls and women (Leather and Lawrence, 1999).

#### **2.2.5 Absence of Reporting by School girls on sexual violence**

According to the article reports published by The New York Times on victims of sex crimes molestation and statutory rape are commonplace in schools across Japan, and that victim rarely come forward because of the "rape myth" in Japan, which says that the victim of a rape is always to blame. As one national expert in classroom sexual abuse says, "Women are told that if you suffer molestation or groping, you have to be ashamed.

If you talk about it to anyone else, you are going to be tainted for the rest of your life.” Moreover, molesters are rarely punished even when they are identified and caught. However, recently, the public tolerance for rape has begun to change as a handful of victims or their families have pressed charges against classroom molesters. Yet there are mixed feelings about taking actions, as shown in the case of a 13-year-old girl who brought charges against her 51-year-old teacher in spite of her parents’ advice against it. In February 2003, the teacher was fired and given a two-year prison sentence for fondling the girl in a school office, though more than 40 teachers, friends, and colleagues signed a petition for leniency. The article indicates that there are no generally accepted statistics on classroom sexual abuse in Japan. According to figures compiled by the Education Ministry, which is said to reflect vast underreporting, in 1992 there were 27 reported cases of molestation by teachers, including cases in which teachers themselves were victims. The number of reported cases had risen to 122 by 2001. (French, Howard W. 2003. “Victims Say Japan Ignores Sex Crimes Committed by Teachers.” *The New York Times*, June 29.)

### **2.2.6 Absence of Policies and Procedures in school for combating sexual violence**

Without a clear policy framework that defines, prohibits, and carries penalties for acts of school-related gender-based violence, all other efforts will be less than optimally effective. Such policies signal that gender violence is a serious issue, one that cannot be ignored. Omale (2000) points out that in developing countries, sexual harassment guidelines do not exist in school settings as they sometimes do in the workplace. She emphasizes that while sexual harassment is receiving some official recognition in the workplace, this is not the case for schools; there remains a “policy vacuum” in education. The Support Kenyan Women against Sexual Harassment (SKWASH) forum has been active in raising awareness among managers, trade unions, and working-women’s associations. Accordingly, several organizations are now working on developing sexual harassment policy documents for the workplace, but nothing similar is happening in schools. Abigail Kidero of the Canadian International Development Agency (CIDA) and coordinator for SKWASH suggested that the focus must be on working with the Ministry of Education and on policy interventions that will improve the management of schools and colleges under its jurisdiction (Omale 2000).

Several other reports emphasize that regulations on gender-based violence and sexual harassment need to be developed, enforced, and widely disseminated in order to be effective and accessible (Fleischman 2003; Human Rights Watch 2001; Leach et al. 2002; Mlamleli et al. 2000; Omale 2000). Leach et al. (2003) conclude that schools need to have in place a means of reporting and recording incidences of violent behavior in schools and to hire counselors to respond to reports of violence. Schools also need to work with the Ministry of Education to develop policies on teacher misconduct, and the Ministry needs to establish a special unit dealing with cases of abuse. Furthermore, sexual relations between students and teachers should be prohibited, the reporting of such instances should be obligatory (HRW 2001), and access to avenues of redress for abuse and exploitation must be improved (Fleischman 2003).

### **2.2.7 Inadequate Response by School Officials**

The study undertaken by Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, indicated that reporting violence and harassment was useless for those girls interviewed in the study saying that “Teachers are hiding the problems of other teachers,” and covering up cases of sexual abuse by both teachers and students as a way of protecting the image of the school. The respondents of the study also reported that they had observed other cases of school-based sexual abuse and harassment that were reported in which the perpetrator was never punished, learning from such observation that reporting incidents of abuse is a pointless exercise. Only two of the girls we interviewed had personally reported a teacher who had sexually harassed her to another teacher (in one case the head teacher in her grade, in the other the guidance teacher). In both instances, the other teacher had a private conversation with the abusive teacher and told him to stop what he was doing. Neither of the perpetrators was disciplined. According to the study the teachers accused of sexual harassment or violence received no more than a warning and the action taken by the school to solve the problem is poor (Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, October, 2012).

## **2.2.8 Lack of Sexual Violence Prevention Programs in schools**

**Life-Skills-Based Sexuality Education Programs:** plays a vital role to address both boys' and girls' vulnerability to violence, traditional constructions of gender roles, and high rates of HIV transmission, "Mobilizing Young Men To Care," a joint intervention between Dram Aid (a South African NGO) and the University of Natal was recently carried out in two schools. It allowed single-sex group work and mixed-sex interactions, through which girls realized that it was not obligatory to have sex with assertive boys, while boys learned to take more responsibility for their actions, to better express their emotions, and to develop an understanding of the possibility of "doing masculinity" differently (Morrell 2001).

**Educating girls:** To resist stereotypes and become active, Girls' Power Initiative of Calabar, Nigeria works against gender oppression in a multidimensional fashion. Founded by Bene Madunagu and Grace Osakeu, Girls Power Initiative also promotes healthy sexuality by providing information on reproductive health and sexuality (USAID, 2003).

**Teacher Training:** Even the very best curricular materials are ineffective if the teachers using the materials are not comfortable with or competent in the subject matter. Teachers are part of the society and usually carry on the traditional constructions of gender roles. Thus, Mlamleli et al.(2000) stress that it is important for men to learn how women feel when they are harassed and for teachers to help raise the awareness of others about what is meant by sexual violence. Without adequate teacher training the success of school-based projects is severely constrained. Mirembe (2001) emphasizes that teacher training colleges need to include courses that explore ways in which gender discrimination can be challenged within schools. She notes that, while it is important for district employees to attend seminars on sexual harassment, they need first to familiarize themselves with basic theoretical and practical assumptions regarding gender.

## **2.3. Impact's of sexual violence on Adolescent girls**

### **2.3.1. Impact of sexual violence on girls Educational performance**

#### **2.3.1.1. Diminished academic performance**

A joint study conducted by Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, October, 2012 to assess Sexual violence against adolescent girls in Zambia's school, found out that girls those who experienced sexual violence at school often find themselves distracted, fearful, and unmotivated, unable to concentrate on their studies or to perform well in class. According to the U.N. Secretary-General, sexual violence in schools can lead to a "lack of motivation for academic achievement." sexual violence also contributes not only to an absence of motivation but also to poor performance at school. Based on the study result many of the girls interviewed in study reported that they suffered from a loss of concentration in school after experiencing sexual harassment or violence. In addition to these boys sexually harassing girls, one girl said, "The boys confused the girls' minds and it caused them lack of performance." After one girl was sexually harassed and abused by another student, she found that she "really couldn't concentrate at school . . . Writing exams, it was really hard to study." Other interviewees of the study who began dating relationships with teachers found themselves similarly distracted in class or became unmotivated to work hard because they believed that their teacher-boyfriends would ensure that they received good marks on their exams.

The study under taken also revealed that other factor may also contribute to Poor performance in school. In some cases where a girl rejected their teacher's advances or ended a relationship with him, the teacher retaliated against girls in various ways that impeded their access to education. Some teachers threatened to fail girls or give them bad marks, an act of retaliation that carries weighty consequences for a girl's educational opportunities, including preventing the girl from matriculating to the next level of class (Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, October, 2012).

### **2.3.1.2 Absenteeism and increased drop-out rates**

According to the finding of the study conducted by Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School, In some situations, sexual violence, harassment, or retaliation led girls to be absent from class or school. One high school student described her reaction after she was sexually harassed and then retaliated against by her teacher: “she woke up in the morning, saying she was not going to school because the teacher would beat her. She stayed at home for one week.” Another girl who described that she eventually transferred to a different school because of her teacher’s harassment. Several teachers retaliated against girls who had refused their advances or broken up with them by prohibiting them from attending the classes they were teaching saying things like, “When you see me, you go out,” or “You will not be in my class.” Due to these girls were thus wholly excluded from lessons that they needed to attend in order to advance academically (Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, October, 2012).

### **2.3.2 The Psychological Consequences**

The psychological consequences of sexual trauma among survivors have been widely studied, but research investigations continue, in part, because rates of violence against girls and women remain high. The National Violence against Women Survey found that 18% of women reported experiencing completed or attempted rape during their lifetime (Tjaden & Thoennes, 2000). Based on the finding of the research more than half (54%) of the rape survivors that responded to the survey were younger than age 18 when they experienced their first attempted or completed rape. Ongoing research attention to mental health outcomes is also driven by evidence that survivors’ responses are largely complex and unique to each individual (Briere & Jordan, 2004). Some individuals experience severe symptoms or long term distress, whereas others do not (e.g., Kendall-Tackett, Williams, & Finkelhor, 1993).

According to the American Psychiatric Association (1994), Survivors of childhood sexual trauma are at high risk of posttraumatic stress disorder (PTSD). The diagnostic criteria for PTSD include exposure to a traumatic event that invokes intense fear, helplessness, or horror and a range of symptoms, such as reoccurring recollections or dreams of the event, persistent avoidance of all things associated with the trauma, numbing and lack of responsiveness, and increased alertness to perceived threats. In a recent study, women who reported childhood sexual abuse were five times more likely to be diagnosed with PTSD compared to non victims (Coid et al., 2003). Another study showed that the lifetime rate of a PTSD diagnosis was over three times greater among women who were raped in childhood compared to non victimized women (Saunders et al., 1999). Survivors are also more likely to suffer from depression, suicide, and other mental health problems. In one study, the rate of lifetime depression among childhood rape survivors was 52% compared to 27% among non victims (Saunders et al., 1999). A separate investigation showed that childhood sexual abuse was associated with an increased risk of a serious suicide even after accounting for the effects of previous psychological problems and a twin's history of suicidal behaviors (Stratham et al., 1998). Survivors of childhood sexual abuse have also been shown to be at greater risk of problem alcohol use (Galaif, Stein, Newcomb, & Bernstein, 2001) and eating disorders (Wonderlich et al., 2001) later in life.

#### **2.3.4. Health consequences of sexual violence**

Evidence suggests that male and female survivors of sexual violence may experience similar mental health, behavioral and social consequences. However, girls and women bear the overwhelming burden of injury and disease from sexual violence and coercion not only because they comprise the vast majority of victims but also because they are vulnerable to sexual and reproductive health consequences such as unwanted pregnancy, unsafe abortion and a higher risk of sexually transmitted infections, including from HIV, during vaginal intercourse. However, it is important to note that men are also vulnerable to HIV in cases of rape (Understanding and addressing violence against women World Health Organization, 2012).

Reproductive health	<ul style="list-style-type: none"> <li>• Gynecological trauma</li> <li>• Unintended pregnancy</li> <li>• Unsafe abortion</li> <li>• Sexual dysfunction</li> <li>• Sexually transmitted infections including HIV</li> <li>• • Traumatic fistulae</li> </ul>
Mental health	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Post-traumatic stress disorder</li> <li>• Anxiety</li> <li>• Sleep difficulties</li> <li>• Somatic complaints</li> <li>• Suicidal behavior</li> <li>• • Panic disorder</li> </ul>
Behavioral	<ul style="list-style-type: none"> <li>• High-risk behavior (e.g. unprotected sexual intercourse, early consensual sexual initiation, multiple partners, alcohol and drug abuse)</li> <li>• • Higher risk of perpetrating (for men) or of experiencing subsequent sexual violence (for women)</li> </ul>
Fatal outcomes	<ul style="list-style-type: none"> <li>• Death from:</li> <li>• suicide</li> <li>• pregnancy complications</li> <li>• unsafe abortion</li> <li>• AIDS</li> <li>• murder during rape or for 'honor'</li> <li>• • infanticide of a child born of rape</li> </ul>

Source (Understanding and addressing violence against women World Health Organization, 2012).



## **3. Chapter Three: Research Design and Research Method**

### **3.1. Research Design**

This study is qualitative cross sectional in its design. The qualitative research was used to get in-depth situation of phenomena and it is not rigidly limited to definable variables. The qualitative method helps to understand the meaning of situation, event, experiences, and actions of participants (Maxwell, 2005). The research area was delimited to Awash Melkassa Secondary high school of grade 10<sup>th</sup> adolescent girl students. Non Probability sampling especially purposive sampling method was used to draw the desired sample for the study. The data was collected through key informant interview and focus group discussion. The data gathered was analyzed qualitatively.

The qualitative research has the ability to provide complex textual descriptions of how people experience a give research issue. It provides information about the human contradictory behaviors, beliefs, opinions, emotions and relationship of individuals. Qualitative methods are also effective in assessing intangible factors, such as social norms, socio-economic status, gender roles, ethnicity and religion whose role in the research issue may not be readily apparent (Natasha et al., 2005:5). A descriptive study was conducted to assess the types, cause, and impacts of Sexual Violence against Adolescent Girls in Awash Melkassa secondary high School. A qualitative method was employed to collect relevant data on the areas of research question.

### **3.2. Research Area and universe of the study**

#### **3.2.1 Awash Melkassa municipality**

Awash Melkassa municipality is located in Adama Woreda which is found in East Shoa zone of the regional state of Oromia. The municipality is 117 km away from the capital city Addis Ababa with a total population of 20,050 people. Among the total population 9879 (49) % were females. The Municipality of Awash Melkassa falls in the middle of the main east Africa rift valley which extends from North to the south. The annual precipitation rate of the area is about 800 mm on an average and erratic in its nature of distribution. The topography of area is rugged and undulating with an altitude range of 1300- 1800 meters above sea level with dominantly lowland and some

mid high land mainly characterized with high soils erosion and degraded areas and gullies. The Municipality has 1 Kebele of administration. The main income source of the community of the area is based on subsistence farming and petty trades as it is locate near to Adama city.

### **3.2.2 Awash Melkassa Secondary high school**

The research area was delimited to Awash Melkassa secondary high school which is found Adama Woreda Awash Melkassa municipality 17 km away from Addis Ababa and 15km from Adama town. The high school was established by international NGO world vision Ethiopia Adama Area development program and participation of community of the area in 2009 according to European Calendar. Awash Melkassa secondary high school has a total of 896 students. Among these 112 Adolescent girls were attending grade 10<sup>th</sup> in this academic year. In addition to these the school has 34 teachers among 24 are male and 11 female.

### **3.3 .Sampling Techniques and Procedures**

Purposive sampling is the most common sampling strategies assumed, where participants of the study are selected according to pre-set criteria relevant to a particular research question (Natasha et al., 2005:6). The study used non-probability sampling technique. Purposive sampling techniques will be used to select appropriate and active respondents from Awash Melkassa grade 10<sup>th</sup> adolescent female students. According to the data obtained from the school registrar available there are 112 adolescent girls who are attending their education in this academic year in the school.

The study was qualitative in nature the sampling technique was not based on formula for sample size determination rather the concept of data saturation matters. The data was collected from the respondents until the satisfactory response is gathered in line with the objective of the study. With the objective of securing and cross checking the trust worthiness of the study one focus group discussion was conducted with male students and three FGD was conducted with adolescent girls and KII will be under taken with resource person in the school to indentify how male students and teachers in the area act toward girls sexually in the school.

### **3.4. Data Collection Techniques and Procedures**

A combined data gathering technique was used in this study that was key informant interview with semi structured interview method that was under taken with 21 adolescent girls on individual bases. Three focus group discussion with girls ranging 10 -15 members was conducted to in reach and supplement collected data through interview. In addition to this one Focus Group Discussion was conducted with male students and Key Informant Interview was also done with one teacher as resource person in the school. Since, the student's are permanently living in the area and attending class with shift of time they are going to be interviewed out of school time schedule in order not to affect their class schedule.

### **3.5. Data Collection Tools**

Key informant interview with semi structured interview and focus group discussion guide was prepared to collect the sought about the type, cause and impacts of sexual violence among adolescent girls in Awash Melkassa Secondary High School And together information about the socio demographic characteristics of the respondents. All questions and guides were designed and phased ahead of time based on available research literature and objective of the study. Therefore, KII interview question and FGD guide will be used for collecting the relevant data for analysis purpose. The school principal and selected female teachers under close supervision of the researchers facilitated the selection process of the sample before actual interview.

### **3.6. Data analysis Process**

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data” (Shamoo and Resnik, 2003).

During data analysis process, the following procedures and activities were carried out. Once the researcher decided the institution in which the study will be conducted, the data collected via Key informant interview and focus group discussion.

In this study, the specific type of qualitative data analysis that used was content analysis. The data was organized in a systematic manner based on questions used in the interview to probe the interviewee on type, cause and impact of sexual violence and the researcher will try to provide possible recommendations for concerned bodies on what should be done to make school environment safe and protected for girls from violence in schools.

### **3.7. Ethical Considerations**

Informed consent is the major ethical issue while conducting research. According to Armiger "it means that a person knowingly, voluntarily and intelligently, and in a clear and manifest way, gives his/her consent" .Informed consent is one of the means by which a patient's right to autonomy is protected. Beauchamp and Childress define autonomy as the ability for self-determination in action according to a personal plan. Informed consent seeks to incorporate the rights of autonomous individuals through self- determination. It also seeks to prevent assaults on the integrity of the patient and protect personal liberty and veracity (chemeng.iisc.ernet.in pdf).

Written and verbal consent was obtained from adolescent girls, male students and teachers who were selected as sample to let them know that they will be researched by their own will in order not to force them. The inclusion criterion was those selected Adolescent girls who are attending grade 10<sup>th</sup>. The informed consent incorporated the information such as the voluntary nature of research, purpose of the research, extent and procedures of confidentiality and anonymity. The informed consent also indicates the associated risks and how it was planned to handle it through none of the participants was demanding such type of arrangements.

Participants who completed the interview were provided with 'thank you' card and refreshment costs will be covered in order to indicate the appreciation of their valuable time and contribution to the existing literature through sharing their lived experience. The right to withdraw from the interview at any time with no loss of benefits was also part of the consent form.

### **3.8. Organization of the Thesis**

The thesis was planned to be classified in to five chapters. The first chapter is introductory part that defines, describes, and explains the general view of the study problem from global to national level how it is putting in danger the life of young girls socially, psychologically and economically. This chapter tries to give highlights on the statement of the problem, Significance of the study, Objective of the study, Limitation and Delimitation of the Study. The second chapter covers literature Review on areas of the causes; prevalence and impact of sexual violence on Adolescent girls at school compound its conceptual framework with its description. The third chapter depicts the methods and methodological approaches applied in the research. The fourth chapter try to present the major analysis and discussion of findings of the study. The fifth and the final chapter deal with summary and Recommendation part of the study.

### **3.9. Trustworthiness of the Study**

In order to fully describe how participants view and feel the phenomenon and counter early categorization, researchers must bracket out their own preconception and experience and this enable us to suspend belief throughout data collection and analysis (Creswell, 2007). To ensure the trustworthiness of the research, it would be crucial to know the possible threats and how to deal with that. The major challenges for trustworthiness of qualitative study will be the researcher and respondent's biases. Therefore, to minimize the respondent's bias, rapport building will be the alternative solution to bring engagement in structured interview before the actual data collection process.

### **3.10. Definition of Key Terms and Concepts**

- **Absenteeism:** Is a habitual pattern of absence from a duty or obligation.
- **Adolescent:** Is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood (age of majority).
- **Bullying:** Is the use of force, threat, or coercion to abuse, intimidate, or aggressively impose domination over others.
- **Cyber bullying:** That is bullying by means of emails, online chat lines, personal web pages, text messages and transmission of images – is increasingly becoming a source of concern.

- **Drop out:** Most commonly, dropping out refers to a student quitting school before he or she graduates or avoiding entering a university.
- **Harassment:** The European Commission of the EU defines sexual harassment as: Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of women and men at work. This includes unwelcome physical, verbal or nonverbal conduct.
- **Impact:** Consequence, effect, result, upshot, outcome, event, issue - a phenomenon that follows and is caused by some previous phenomenon.
- **Rape:** Is forced, manipulated or coerced sexual contact by a strangers, friend or acquaintance. It is an act of aggression and power combined with some form of sex. A person is forced in to sexual contact through verbal coercion, threats, physical restraint, and or physical violence. Consent is not given.
- **Seduction:** Is the act of alluring school girls with the intention of arousing sexual interest in them.
- **Sexual violence:** The World Health Organization (WHO) defines sexual violence as: ‘Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work’.
- **Sexual abuse:** Sexual abuse is a violation perpetrated by a person who holds, or is perceived to hold, power over someone who is vulnerable. The abuse may have physical, verbal and emotional components. It includes such sexual violations as rape, sexual assault, sexual harassment, incest, and sexual molestation. The victim experiences sexual activity that is neither wanted nor agreed to.
- **Study Area:** Is the place where the research was carried out.

## **4. Chapter Four: Presentation of Findings and Analysis**

The findings presented in this chapter are based on the primary qualitative data collected during field work. The findings were built on the perceptions of the key informants interview and focus group discussion conducted with adolescent girls, male students and school resource persons. As some of the issues are rather sensitive, it has not always been possible to ask for real experiences. An effort has however been also made to obtain concrete experiences from girls. In the first section of the chapter the overall background characteristics of the study population are presented including demographic and socio-economic characteristics. The description of background characteristics is presented to make the reader to easily understand the sampled population. In the second part, data analysis and finding of the research is presented in detail on areas of types, causes and impact sexual violence toward adolescent girls in the school compound.

### **4.1. Background Characteristics of the Study Population**

The target populations for this study were grade 10<sup>th</sup> adolescent girls who are attending their education at Awash Melkassa secondary high school. This population is the groups that are targeted for the assessment of the type, cause and impacts of sexual violence against adolescent girls in Melkassa Secondary High School. In the process of the study about 66 grade 10<sup>th</sup> adolescent girls were participated as a key informant and focus group discussion participants. In addition to these 12 male students were participated on the study through focus group discussion. Two staffs from the school have also participated on the study to cross check and substantiate the validity of data collected from female and male students.

The study population was selected by purposive sampling process rather than through random sampling method. Of course an attempt was made to maintain the heterogeneity of the data through deliberate diversification of study participants putting emphasis on demographic categories such as age, gender and educational performance for the representation of the targeted population.

## **4.1.1 Demographic and Socio Characteristic of the Respondents**

### **4.1.1.1. Sex composition, Age interval, Educational and Marital status distribution of sample respondents**

The total number of target population participated in this study were 80 (eighty). As indicated in table 1 below, among the total respondents covered in the study, 66 (82.5 percent) were females students and 2(2.5 percent) are female teachers. The remaining 12 (15 percent) are male students. Thus, three-fourth of the sampled respondent were females.

Regarding the sex category of the study participants out of the total 80 sampled population, 40 (50 percent) of them are found at the age of 16 which is the highest young group who were followed by 20 (25 percent) whose age group is 17. On the other hand, 12 (15 percent) of the research respondents were found at the age of 18. The number of respondents found at the age of 15 and above age of 18 were 5 (6 percent) and 3(3.75 percent) of the total respondents respectively.

With regards to Educational status as shown on the below table, out of 66 female student's 66 (82.5 percent) of them were attending grades 10. From the total of 12 (15 percent) of male respondent students 12 (15 percent) are attending grade 10. While teachers all 2 (2.5% percent) of the respondents were B.A degree holders.

With regards to the Marital status of the respondents, from the total of 66 female students 63 (78.75 percent) of them were single and 3 (3.75 percent) of respondents have reported they are married. . From the total of 12 (15 percent) of male student's 12 (15 percent) of them reported they are single. From the male students none of them are married. While from the total of 2 (2.5 percent) of resource person respondents 2 (2.5 percent) of them are married. Considering the marital status, from the total of 80 (100 percent) respondents, the majority of the respondents 75 (93.75 percent) of them are single while only 5(6.25 percent) are married.



**Table1 Percentage distribution of sampled population by Sex, Age, Education and Marital Status**

Categories of Sample	Sex	Frequency	Percentage (%)	Remark			
Female Student	Female	66	82.5				
Male Student	Male	12	15				
Teachers	Female	2	2.5				
Total Sample		80	100				
Categories of Sample	Age Interval in years						Remark
	15 years	16 years	17 years	18 years	above 18	Total	
Female students	5	38	18	4	1	66	
Male students	-	2	2	8		12	
Female Teachers	-	-	-	-	2	2	
Total	5	40	20	12	3	80	
Percentage (%)	6.25%	50%	25%	15%	3.75%	100%	
Categories of Sample	Grade level			Frequency	Percentage (%)	Remark	
Female students	Grade 10 <sup>th</sup>			66	82.5%		
	Total			66	82.5%		
Male students	Grade 10 <sup>th</sup>			12	15		
	Total			12	15 %		
Teachers	Diploma			-	-		
	B.A degree			2	2.5%		
	Total			2	2.5 %		
<b>Total</b>				<b>80</b>	<b>100%</b>		
Categories of Sample	Marital Status			Frequency	Percentage (%)	Remark	
Female students	Single			63	78.75 %		
	Married			3	3.75 %		
	Total			66	82.5%		
Male students	Single			12	15%		
	Married			-	-		
	Total			12	15%		
Teachers	Single			-	-		
	Married			2	2.5%		
	<b>Total</b>			2	2.5%		
<b>Total</b>				<b>80</b>	<b>100%</b>		

## **4.2 .Types Sexual Violence against Adolescent Girls in School compound**

### **4.2.1. Common types of sexual violence Adolescent girls facing in Melkassa Secondary High School**

According to the data gained from the Adolescent girls, male students and teachers the majority of the participants of FGD and KII unanimously indicated that violence against Adolescent girls is very common phenomenon in the school. And most of them replied that girls experience sexual violence in the school compound. While few of the respondents reported adolescent girls did not face sexual violence in the school. Regarding the common type of sexual violence girls suffered with most the respondents of the study have depicted verbal insult that include name calling and disseminating false story about abused girls sexual life in front of students, inside and outside the class room and touching private parts such as breast, heaps and buttocks of girls are common. In the second place bullying and cyber bulling (though mobile and public phone and letters on exercise books and text books of girls are common one. Moreover, forced kissing, hugging and touching and holding hands of girls were reported to be common types of sexual violence that are taking place inside the school compound. While the participants of the study refrain from reporting the case of rape and attempted rape inside the school compound.

*A Female student of 16 years of age who participated in the FGD in the school said that, “*

*“Although girls are not willing to have a relationship with boys most of the time the male student’s verbal abuse and text message is becoming a common phenomenon in the school to convince the girls they wanted by telling his and her friends as he has sexual business with girl and now he pay no attention to her because she is jealous about his relationship with other girls”.*

*One of the focus group discussion respondents of 17 years old expressed that:*

*“In our school boys touches girl’s breast and heaps accidentally and keep silent as nothing happened and they don’t ask for forgiveness. It is shame and humiliating action for me and I hate such boys in the school”.*

*One of the focus group discussion participant from the male students and 17 years old have also expressed his feeling*

*“It is not new and common to touch the body of a girl you want to have sexual relationship with and it is also one way of saying I need you and let us talk”.*

To sum up verbal insult, touching sensitive parts of girl’s body, bullying and cyber bullying, forced kissing, touching and hugging and throwing of things were common types of sexual violence adolescent girls are experiencing in the school compound. The case of rape and attempted rape was not reported by the study participants.

#### **4.2.2 Main perpetrators of sexual violence against adolescent girls in the school**

According to the data obtain from KII and FGD the main sexual perpetrators of school girls in the school was identified. The data obtained from respondent’s shows that the majority of them perceived male students as the main perpetrators of the sexual violence in the school. In addition to this some of respondents indicate the school teachers as perpetrators of sexual violence against girls in school. According to the data obtained few respondents have revealed that girls act as a mediator between boys and girls to get involved with other boys for various reasons including for money, to get help with home work, exam answer or to get a boy friend and the school girls themselves are among the perpetrators. Simply to put, the qualitative data from both female and male students indicate that the male students play lions share in instigating the act of violence against school girls in Melkassa Secondary School. Male students are main perpetrators of sexual violence toward girls in school compound.

*15 years old adolescent girl expressed that: “in our school sexual harassment is common among most of boys those who think it is symbol of modernization and only very few teachers are doing this un ethical act. Those teachers even share common character with those students”.*

*A respondent with similar age of 15 years from girls also expressed her feeling saying that: “ some girls those who are friends with abusive boys and teachers in the school compound also play significant role in creating conducive environment for boys and teachers to target girls they want to have relationship. In return for that they get money, marks and grades and answers of assignment”.*

To sum up, the KII and FGD result obtained from most of the respondents describe that main perpetrators of sexual violence against adolescent girls are male students and teachers and conspiring female students.

#### **4.2.3 Places where sexual violence occurs against adolescent girls in the school compound.**

The data collected during the study brought out various places where sexual violence occurs in the school compound toward adolescent girls. The information collected from the respondents of Key Informant interview and Focus group discussion participants on sexual violence bring out those places such as unfinished buildings around, water points, toilets, bushes in the school compound and class rooms, sport fields, at the gate of the school, open houses in the compound . In addition to this the respondents explained that sexual violence mainly committed on the way to and from school.

*One of the FGD respondents 16 years old expressed that “Boys usually use the opportunity harass girls at various locations among water point in the school compound is the best for them when girls go there to drink water at break time, through forwarding un wanted sexual comment’s, spraying water and avoiding girls from using the water un less they speak to them”.*

*One of the male students of focus group discussion participants said the following: “Usually school boys commit sexual violence toward girls in the school compound in sport fields mainly by commenting their shape, touching their private physical parts in a form of accident calling on their name and insult using taboo and humiliating words. In addition to this he also added other place were sexual violence committed within the school compound includes bushes and trees that are planted in the school for beautification but not cleared and serve as hiding”.*

*In addition to this one of the school resource person who have participated in the study said that“ the place where sexual violence conduct against school girls around the school compound mainly in the empty and open newly constructed houses at the time when morning and afternoon sections exchange their shift, break time and late comers intention to engage themselves to deal with girls they need to have a relationship with”.*

To sum up, the sexual violence in the school compound takes place at various places where it seems normal. Majority of the respondents who take part in the study have claimed sport fields, toilets, bushes in the school compound, entry gates and unfinished constructions inside and outside the school by government and the community for office and residence purpose which aggravates the phenomenon. Therefore, different places in the school compound creates opportunity for Perpetrator and risky for victims through creating unsafe environment.

### **4.3 Cause of sexual violence in school**

#### **4.3.1 The main causes for sexual violence among adolescent girls in school**

Concerning the causes of sexual violence within the school compound, anonymously the response of the majority of the participants in this study showed that socio - cultural factors like men thinking of superiority, and believe that they have the right to ask and get response of any girl they want as main cause for male students and teachers to exercise the violence toward girls. While the rest of the respondents replied economic factors as the causes of sexual violence in the school compound towards adolescent girls. According to them Poor girls engage in transactional sex with teachers, school staff, male students or other adults to financially support their education, purchase cell phone, mobile cards and women's staff's for themselves. In addition to this some of the respondents also reported absence of clear and visible policies and procedures in school for combating sexual violence as a cause of the problem. A small number of the respondents have also replied that teachers also use mark as a method for forcing girls to start relationship with them.

*One of the FGD participant girls of age 17 said that “In our community males consider that they are superior and entitled to do whatever they want. One day a boy asked me for dating and sex. I declined. He proposed for the second time though I did not change my mind. Then he turned to insulting and threatening me wherever he found me alone. He said “you cannot do me anything even if you appealed to the school principal or kebele officials! You waste your time for nothing for my request will remain firm. If you do not change your mind, I will break your legs into pieces. And this verbal threatening really affected my learning and academic performance”.*

*A 16 year old girl expressed: saying “boys use every opportunities they gained to commit sexual violence against adolescent girls in the school compound. I have personally faced sexual violence at the water point when I went to drink water at the break time and free period but no one talk to them to stop this behavior” if I say something I will be the one to be accused as it was my mistake and I’m the one who committed the problem.*

*One of the school resource people who have been participated in the key informant interview has revealed that “the cause of sexual violence in the school compound was due to age difference that occurs between male and female students. According to the respondent most of the male students are matured than girls and they force girls to have sexual relationship and if not they use force and threat them in unethical way and made them to change their mind”.*

To sum up, concerning the main causes of sexual violence toward adolescent girls in school compound most of the study respondents have mentioned that factors such as social and economic factors, teacher’s intention of using mark and grade for sexual exploitation and lack of legal procedure and policies to tackle the phenomenon as the main causes of sexual violence in the school compound.

### **4.3.2 Existence of policies and procedures for tackling sexual violence in the school**

Based on the data gathered through KII and FGD among School girls who have experienced sexual violence and harassment at school face multiple barriers to obtain solution and justice to their problem due to various factors. These include absence of clear policies and procedures for preventing and responding to sexual violence cases, wrong attitudes among school authorities that minimize abuse or blame the girl student , in adequate or in appropriately lenient response by school teachers and administrators, in sufficient support service for children who are subjected to abuse and preference for resolving cases of abuse internally rather than reporting to the legal bodies such as police and civil authorities in appropriate cases .

With Regards to existence of policies and procedures for tackling sexual violence cases of Melkassa Secondary High School majority of the respondents reported they didn't know or told by any means. While some of male respondents also replied they don't have any information about the existence of policies and procedures for tackling sexual violence in the school compound. Regarding the response of the key informant person's response all of them reported there is a policy and procedure for fighting sexual violence in the school compound.

*A respondent with code no 03 and 16 years old of the key informant group said that:*

*“I have learned in this school for the past one and half year nobody told me about policies and procedures for preventing and complaining about sexual violence that we encounter in the school. There is no written document like pamphlet, manual and guide line given to us by the school management”.*

*A respondent with code no. 011 and age 16 from the FGD participants explained:*

*“To tell the truth I have no idea that there is a policy and procedure for handling sexual violence cases that are happening in the school compound towards adolescent girls by teachers and male students in the class room and outside the class room session. Me and my friends keep silent and consider it as normal when we encounter sexual violence in any form because no one told us about the policy and procedures for presenting our cases to the school management”.*

A respondent with code no.068 and 16 years old said that:

*“I know boys who are interested in and doing sexual violence in the school without any fear and feeling of being punished by insulting, touching girls body parts, bullying and snatching property without the willingness of the girls but nothing happen to them and I have seen no body reporting to the teachers or to the school management. During my stay in this school no one told me and gave me materials talking about sexual violence on the gathering, classrooms and sport fields”.*

One of the resource people (teacher) who participated in the study said that:

*“Yes there is a written policy and procedure for combating sexual violence toward girls in the school compound; she said for example there is a policy for punishing student who commit physical attack against anyone in the compound by suspending from education for 2 years. But there is no policy and procedure for punishing the school staffs mainly the teachers. However if the teacher found guilty of any violence depending on the type of the case s/he might be punished up to 3 month salary penalty but no single teacher was punished in such a way”.*

From the above result we can see that except the school resource persons both girls and male students who take part in the FGD and KII are not aware of school policies or procedures that are in place to address sexual violence orally or in written form. In this way, there is existing barriers to redress for sexual violence became obstacles to reporting, which further prevented girls from obtaining redress. In addition to this the school doesn't have clear and documented policy and procedure for tackling sexual violence for both students and teachers. There for, there was no policy and procedure developed and availed to students and teachers regarding sexual violence in Awash Melkassa secondary high school. The finding of this study was similar to study conducted by Omale in (2000).



Without a clear policy framework that defines, prohibits, and carries penalties for acts of school-related gender-based violence, all other efforts will be less than optimally effective. Such policies signal that gender violence is a serious issue, one that cannot be ignored. Omale (2000) Points out that in developing countries, sexual harassment guidelines do not exist in school settings as they sometimes do in the workplace. She emphasizes that while sexual harassment is receiving some official recognition in the workplace, this is not the case for schools; there remains a “policy vacuum” in education.

### **4.3.3 The school management response toward sexual violence cases reported**

The study undertaken by Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, indicated that reporting violence and harassment was useless for those girls interviewed in the study saying that “Teachers are hiding the problems of other teachers,” and covering up cases of sexual abuse by both teachers and students as a way of protecting the image of the school. The respondents of the study also reported that they had observed other cases of school-based sexual abuse and harassment that *were* reported in which the perpetrator was never punished, learning from such observation that reporting incidents of abuse is a pointless exercise. ( Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, October, 2012).

As compared to the above study the qualitative data result obtained from the respondents of this study showed that out of all girls participated in the study only two of them responded they have observed girls have reported case of sexual violence and the case was closed though light warning given to those perpetrators. While from all male respondents none of them observed reported case of sexual violence by girls and actions taken by the school management. Whereas all key informants from the school resource person reported they have information regarding the reported case of sexual violence and response of the school management and it was not enough for changing the behavior of the perpetrator.

*One of the resource persons (teacher) who participated in the study said that;*

*“The school management had worked on the cases of reported sexual violence by adolescent girls in our school. The case of male student’s and one teacher was managed through school discipline committee by involving the parent of the student who engaged in the violence. Based on the magnitude of the problem final warning was given to the student and all teachers were informed together not to commit violence on school girls as warning”.*

*A respondent with code no 036 and 17 years old said that:*

*“Yes I know a girl who always suffers from sexual violence that was committed by one of our teacher. She always kept silent because she afraid of reporting the case to the school management because of the fear that most of the teachers are friends and she could never find a solution to her problem. Because of her ignorance to the request made to her by the teacher and her refusal to accept the offer for sexual relationship the girl was given least mark by the teacher and forced to repeat the same class”.*

*A male student with code no 027 and 16 years old FGD participant said that:*

*“When I think about reporting sexual violence case to school management by girls in the school it is difficult phenomenon because it is all about the secrete of the victim and she might be affected in several ways for example the accused student might harm her outside the school or the school community may consider her as violent and insult her by any chance the contact with her inside and outside the school environment. It is all about her dignity and choice of losing once own freedom and better for her to keep silent”.*

To some up, regarding the response of the school management to reported cases of sexual violence against adolescent girls all respondents of the study revealed that the response of school management on reported sexual violence case was poor and not supported by legal document. In addition to this the reported case on sexual violence was easily managed through school discipline committee and decision taken was more of based on judgment that is maximum of warning for student and salary penalty for teachers .Therefore, it can be concluded that the school management action toward the reported case of perpetrator of sexual violence was not strong and serious.

#### **4.3.4 Existence of School based life skill sexual violence prevention program**

Concerning the availability of school based sexual violence prevention program, all of the girls and male students who have participated in FGD and KII explained that they have received no life skill based sexuality education program organized and facilitated by Melkassa Secondary High School. No intervention was done in a form of work shop or training to enhance the knowledge and awareness of the School community. In addition to this the resource persons of the School who take part in the study reported that there were no teachers training and girl's education on the topics of sexual violence prevention program implemented by the school. Regarding existence of organized girls club and youth groups to combat sexual violence in the school. All girls and male respondents and resource persons reported there is girls club operating in the school compound but the club is not working on sexual violence issue. In addition to this the KII and FGD participants explained that totally there is no youth group organized and operating to struggle sexual violence in the school compound

*A respondent with code no.01 and 16 years of girls key informant groups expressed her feeling as: “ In our school there is no school based sexuality education that can enhance our perception and awareness about various types of sexual violence that were conducted by teachers and male students. However sometimes we were informed about HIV and AIDS issues through school mini media and Anti-AIDS clubs”.*

*A respondent with code no. 071 and 17 years of age and grade 10 students said that “ thanks to this question today is my first day to hear about various types of sexual violence that are targeted towards girls in and outside the school compound by teachers and male students. I haven’t heard about this issue in our school and I can fully guarantee you that there is no life skill school based education program provided to me and my class mates”.*

A respondent with code no.030 and age 17 said that:

*“I have been participating in the girls club since I have joined this school. The club mainly works on gender issue and supporting girls who are academically poor to enable them to be competitive with other students and score good results and the girls club did not work on areas of sexual violence. About the youth group issue I haven’t heard and seen until today”.*

To some up, regarding the Existence of School based life skill sexuality education; teachers training and girl’s education on sexual violence prevention programme there was no school based life skill program designed for students, no training program provided for teachers and there was no education provided to girls on the topic of the study. In addition to this the result of the study demonstrated that there was no youth group organized for combating sexual violence in the school compound.

The existing girls club in the school doesn’t work on areas of sexual violence. There for, there is no school program designed, planed and implemented to address the issue of sexual violence through students and teachers in Melkassa secondary high school and this can be direct cause for occurrence of sexual violence as result of low awareness of the school community about the subject.

#### **4.3.5 Psycho active drugs and alcohol as a cause of sexual violence in the school**

Concerning the male students and teacher's consumption of alcohol before coming to school that possibly will contribute to their engagement in sexual violence activities the majority of the respondents of this study explained that they have observed few numbers of teachers and male students come to school after drinking alcohol. In addition to this some of the respondents said students ignore their class for drinking local drinks such as "tella", "areke" "draft" beer and beer and they returned to class room for spending their time.

Regarding the practice of teachers and male student's utilization of psycho active drugs in the school and coming to school after consumption of psychoactive drugs most of the respondents of the study said that male students involved more in consumption of "chat" and "shisha" "out side and inside the school compound. In addition to this some of the respondents explained that the students and teachers also use tobacco.

*One of the respondents with code no.019, age 18, said that "It is not new for boys and some teachers to come to the school after drinking "tella" "areke" and other drinks and chewing "chat" leave that encourage them to commit sexual violence such as verbal harassment, bullying and touching private parts of girls without any shame and fear in side class room and school compound."*

*Similarly, another focus group discussion participant girl with Code no 032 and age of 16 expressed her feeling saying. "Some times boys come to class after they used drugs such as "chat" and alcohol and engaged in violent activities that initiate us for sexual arousal by worming up our body and holding our hands on our back as a means of communication and initiation. They also tried to change our mind by showing us money and luxury mobiles".*

Let us sum up, concerning the practice of psycho active drug and alcohol utilization and coming to school by male students and teachers that might become driving force for the cause of sexual violence in the school compound the study result indicated that the adolescent girls and research participants have revealed that students and teachers come to school after chewing psycho active drug “chat” and smoking cigarette and “shisha”. In addition to these the respondents of the study also revealed male student’s and some teachers come to school after drinking local alcohol’s such as “Tella,” “areke” and draft beer. The respondents also replied that students went out of the school for drinking and using psychoactive drugs. Therefore, there is a tendency of coming to school after using and leaving class for using drugs and alcohol by students and few teachers that can be cause of sexual violence in the school compound.

#### **4.4. Impact’s of sexual violence Against Adolescent girls**

##### **4.4.1. Adolescent girls Feeling after being violated sexually**

Concerning the feeling of adolescent girls after being violated sexually in different forms, almost all 66 (82.5) of the girls those who participated in the study FGD and KII replied that girls come across several feelings that may hamper their day to day life. Accordingly the common feelings experienced by most of Adolescent girls include; feeling of extreme anger, sadness, feeling of hating about their fate of being a woman, feeling of worry, fear, tension, being forced toward un wanted things, loneliness, hating for being insulted, feeling of inferiority, in secured, feeling of shame, and disturbance. In addition to this some of the male respondents also explained that girls mostly feel unhappy and ashamed of being violated sexually.

*A respondent code no 01 and 16 years old explained that: “In our context I can say that girls are always subjected to sexual violence the whole day at school, home and in the village. Mostly I have faced sexual violence through verbal insult and this costs me a lot on my mood. I feel very disappointed and confused and I complain why I was created as a girl. I used to cry for longer time and I won’t tell my story to my family and friends because I knew that they are going to blame me as the reason and it is common and not new thing”.*

A respondent with code no.052 and 16 years old said that:

*“When somebody touches my body without my willingness I feel irritated and tensioned I can’t concentrate and become normal easily. When somebody insulted me verbally I feel ashamed of the words and it takes me longer time to forget the words and makes worry about the next day”.*

One of the male students of 16 years old replied that:

*“I have a friend who is familiar with verbal insult against girls inside and out side school he is known by girls for his words that are taboo and shocking for girls. When they saw him girls prefer to go back or wait for someone to come with until they cross him. To tell you they can’t even walk normally and they don’t know which direction to go. I can see from their condition that they were tensioned and feel inferior in front of the perpetrators and even agree with them without their interest to be free from insult and verbal abuse”.*

To sum up, in relation to the feeling of adolescent girl’s after being exposed to sexual violence most of the respondents of study mainly the adolescent girl’s replied that they suffer from feeling of extreme anger, sadness, feeling of hating becoming a girl, feeling of worry, feeling of fear, tensioned, being forced toward unwanted things, loneliness, hating for being insulted, feeling of inferiority, feeling of insecurity, feeling of shame, feeling of disturbance, feeling of unhappiness and crying. Therefore, the sexual violence that committed toward girls have multi dimensional impact on educational, social, psychological and physiological aspects due to the wide range of feelings they overwhelmed by and the like.

#### **4.4.2. Impact of sexual violence on Adolescent girl’s academic performance**

According to the U.N. Secretary-General, sexual violence in schools can lead to a “lack of motivation for academic achievement.” sexual violence also contributes not only to an absence of motivation but also to poor performance at school.

Based on the study result many of the girls interviewed reported that they suffered from a loss of concentration in school after experiencing sexual harassment or violence (Women and Law in Southern Africa-Zambia Avon Global Center for Women and Justice at Cornell Law School Cornell Law School International Human Rights Clinic, October, 2012).

Similar to the above study regarding the impact of sexual violence on girls academic performance all respondents of the study girls, male students and school resource person who has participated on the study responded yes sexual violence have direct impact on academic performance of girls. Some of the respondents reported that sexual violence impact girl's school attendance, lower academic performance; reduce girl's motivation and interest of competency. While some of the respondents of the study reported that girls suffer due to lack of concentration on their education and scores poor results.

*A respondent of 16 years expressed her feeling as:*

*“My academic performance was affected because I used to think about the sexual violence issue most of the time I cannot focus on my education, I have suffered a lot due to lack of concentration to study and these ended with poor grade and my concern was just one thing about the sexual violence I might in counter every day”.*

*The other respondent with code no.039 of 15 years old explained about the impact of sexual violence on her academic performance saying “ I always worry to much when some one from teachers and students try to approach me in the school for sex related issue and I think what if I would be raped or what if I get harmed physically, such kind of thinking comes to my mind when I stay in the class . Always my body was present physically in the class room but I can't listen to the teacher. I found myself thinking about what will be my last fate”.*

*One girl with code no.047 expressed her feeling as: “It is like handling two assignments at the same time and it makes me not to attend my education properly and my concern is about the boy. And it is like being in the middle of confusion. I know a girl who has changed her school at semester due to frequent sexual violence she has faced from students and teachers because she is beautiful but it is not her need to start relationship with any one”.*



With regard to adolescent girl's interest about coming to school after being violated sexually by male students and teachers most of the adolescent girls have said that they have no interest of coming to school. In addition to this the male students and key informant from school resource person explained majority of girls were absent from school the next day when they encounter sexual violence.

*A respondent with code no.044 and 15 years old said that:*

*“ I ’ m not interested to come to school after being sexually violated especially when it is in front of students or school community because I don’t want to see the person be it the teacher or the student for some time un till I try to for gate the case and become normal. I even hate the school”.*

Let us sum up, concerning the impact of sexual violence on the academic performance of adolescent girls the result obtained from KII and FGD participant showed that different types of violence and abuse experienced by school girls significantly affect their academic performance. Girls who experienced violence and abuse tend to be less motivated, poor in performance and lack of concentration. This causes repetition, less class participation absenteeism and drop out. Therefore, sexual violence has direct negative impact on the academic performance of adolescent girls inside and out side the school.

#### **4.4.3. Psychological and Health consequence of sexual violence on Adolescent girls.**

Concerning the psychological impacts of sexual violence on the life of adolescent girls after being victim of the phenomenon, the majority of the respondents of FGD and KII of this study explained that most of girls have suffered from different psychological problems such as tension, excess fear, disturbance, head ache, sadness, stress and post traumatic stress disorder. In addition to these very few of the respondents have explained that girls become depressed, commit suicidal attempt and suicidal after being victim of sexual violence.

*One of the respondents of the study with code number 055 and 17 years explained that: “We come to the school looking for education to change our future life and some times things become different and the opposite happens. I knew a girl who was raped by student who is not known while she went back to her home alone from school on the week end. The girl didn’t tell the name of the perpetrator and finally she commits suicide and this is the most difficult problem that goes beyond control of some girls”.*

*Another respondent from girls with code number of 0 21 said that: “It is the most difficult thing to explain about our daily challenges that we face in the school and village. Violence is the most horror thing in life and I feel inferior and useless when I listen to the verbal abuse and boys and teachers effort to buy sex with money and marks. I prefer to keep silent and make secret and deal with my problem rather than being beaten”.*

In relation to Health related impact of sexual violence on adolescent girls similar to the psychological impact all respondents of the study reported that adolescent girls encounter several problems that affect their health well being. Most of the participants of the study explained that girls after being violated sexually encounter headache, loss of appetite, unwanted pregnancy and high risk of being infected by STD diseases and abortion that highly put at risk their life.

*A respondent with code no.017 and 16 years old said that:*

*“I have experienced sexual violence in the school compound one day when I was coming back from toilet un expectedly someone called me on my mobile and asked me for sexual offer in the toilet and if not he told me it would be easy in the bush or un finished buildings which are located near the school compound. The next day I was absent from school and spent most of the nights with sleep difficulties and bad dreams”.*

A respondent with code no.08 and 15 years old said that:

*“One day when I come to the school one of the student approached me and he touches my face and then he also touches my breast. After being harassed I don’t remember anything rather I just went to my home and suffered from extreme fear that followed by head ache and vomiting for two consecutive days. I don’t want to remember the case again”.*

Similar to this one of the Key informant from the adolescent girls explained that:

*“I knew a girl who has suffered a lot from sexual violence as she becomes pregnant on early of her sixteen by male students of her class mate. The boy refused her and replied he knew nothing about her pregnancy. The girl borrowed money from her friend and commit abortion. . After the abortion process she has experienced very difficult pain and mental sickness”.*

To sum up, concerning the psychological and Health related impact of sexual violence towards adolescent girls, most of the respondents depicted that they frequently suffer from psychological problems such as excessive fear, anxiety, stress, depression, mood fluctuation, loss of concentration, night mares and negative attitude towards male students and teachers inside and out side school. In addition, most of the respondents expressed that they also suffer from health related problems including head ache, loss of appetite, unwanted pregnancy and high risk of being infected by HIV and AIDS and sexually transited diseases and unsafe abortion. Therefore, adolescent girls are vulnerable to psychological and health related problems that arise from sexual violence inside the school compound.

## **Chapter Five: Summary and Recommendation**

### **5.1 Summary**

The study has focused on assessing the type, cause and impacts of sexual violence among adolescent girls the case of Awash Melkassa Secondary High School. The study presents the findings that indicate girls are subjected to certain types of sexual violence, main causes and impacts of sexual violence that are taking place inside the school compound.

Among the total respondents covered in the study three-fourth of the sampled participants were females. Out of the total sampled population 50 percent of them are found at the age of 16 which is the highest young group. With regards to educational status 97.5 percent of them were attending grades 10.

Regarding the common types of sexual violence Adolescent girls of Melkassa Secondary High School encountering verbal insult of with demeaning sexual connotations, bullying, cyber bullying, unwelcomed touching, forced kissing and hugging were common types that are practiced by male students as well as male teachers inside the school.

In relation to the issues of main sexual perpetrators of Adolescent girls the KII and FGD result obtained from the participants of the study shows in Melkassa Secondary High School male student's play the main role on perpetuating girls sexually . The respondents of the study also revealed few teachers are also accountable for sexual violence committed on girls inside the school compound. In addition to this the other important points revealed on the study was the involvement of girls themselves as perpetrators of sexual violence towards other girls for playing broker role to get some advantages like money, marks and answers for assignment and exams from teachers and male students.

Regarding the locations where sexual violence takes place in the school compound various settings where identified by the study participants. Most of the respondents claim sport fields, toilets, bushes and forests in the school compound, entry gates, and unfinished constructions inside and out side the school that belongs to Government and the community for office and residence purpose are the main locations in Melkassa Secondary High School compound for sexual violence.

Concerning the main causes of the sexual violence toward adolescent girls in the school compound majority of the respondents depicted socio cultural factors, economic factors, absence of policies and procedures for tackling the problem, less motivation of girls for reporting the case, in adequate response by the School management on reported cases of sexual violence are main causes for sexual violence occurrence in Melkassa Secondary High School. In addition to this lack of life skill sexuality based education for students and teachers, absence of girls club participation to deal with the phenomenon and lack of organized youth groups for fighting sexual violence in the school and male students and teachers practice of coming to school after using psycho active drugs and alcohol as other causes for occurrence of sexual violence in the school.

About the existence of policies and procedures to combat sexual violence in Melkassa Secondary High School except the school resource persons both girls and male students who take part in the FGD and KII are not aware of School policies or procedures that are in place to address sexual violence either orally or in written form. There is existing barriers to redress sexual violence and became obstacles for reporting, which further prevented girls from obtaining redress. In addition to this based on the observation of the researcher the school doesn't have clear and documented policy and procedure for tackling sexual violence for both students and teachers. There for, there was no policy and procedure developed and availed to students and teachers regarding sexual violence in Awash Melkassa secondary high school.

On the subject of the school management response to reported cases of sexual violence by girls all respondents of the study revealed that the response of school management on reported sexual violence case was poor and not supported by legal document. In addition to this the reported cases on sexual violence was easily managed through school discipline committee and decision taken was more of based on judgment that was maximum of warning for student and salary penalty for teachers . There for, it can be summarized that the Melkassa Secondary High School management response toward the perpetrator of sexual violence is not strong and lacks legal base.

Concerning the existence of School based life skill sexuality education; teachers training and girl's education on sexual violence prevention programme in Melkassa Secondary High School all respondents girls, male students and teachers reported that there was no school based life skill program designed for students, no training program provided for teachers and there was no education provided to girls on the topic. In addition to this the result of the study showed that there was no youth group organized for combating sexual violence in the school compound. Finally all respondents of the study revealed that there is girls club functional in the school however they don't work on areas of sexual violence. There for, there is no school program designed, planned and implemented to address the issue of sexual violence through capacitating students and teachers in Awash Melkassa Secondary High School and this became a result for occurrence of sexual violence and lack of awareness of the school community about the subject.

Concerning the practice of psycho active drug and alcohol utilization practice of students and teachers and coming to school that are driving force for the cause of sexual violence in Melkassa Secondary High School adolescent girls and study participants have revealed that students and teachers come to school after chewing psycho active drugs "chat", cigarette and smoking "shisha". In addition to these the respondents also open male student's and some teachers come to school after drinking local alcohol's such as "Tella," "areke" and draft beer. Some respondents also replied that students went out of the school for drinking and using psychoactive drugs. Therefore, there is a tendency of coming to school after using and leaving class for using drugs and alcohol by students and few teachers that can be cause of sexual violence in the school compound.

In relation to the feeling of adolescent girls after being exposed to sexual violence most of the respondents of the study mainly the adolescent girls replied that they suffer from feeling of extreme anger, sadness, feeling of hating becoming a girl, feeling of worry, feeling of fear, feeling of tension, being forced toward unwanted things, loneliness, hating for being insulted, feeling of inferiority, feeling of insecurity, feeling of shame, feeling of disturbance, feeling of unhappiness and crying. Therefore, the sexual violence that committed toward girls have multi dimensional impact on educational, social, psychological and physiological aspects due to the wide range of feelings they overwhelmed by and the like.

Regarding the impact of sexual violence on the academic performance of adolescent girl's majority of the participant on KII and FGD proofed that different types of violence and abuse experienced by school girls significantly affect their academic performance. Accordingly girls who have experienced violence and abuse tend to be less motivated, poor in academic performance, lack concentration, tend to retain, poor class participation, absenteeism and drop out of school.

Concerning the psychological and health related impact of sexual violence towards adolescent girls, most of the respondents explained that victims of sexual violence frequently suffer from psychological problems such as excessive fear, anxiety, stress, depression, mood fluctuation, loss of concentration, night mares and negative attitude towards male students and teachers inside and out side school. In addition, some of the respondents articulated that the victims also suffer from health related problems including headache, loss of appetite, unwanted pregnancy and high risk of being infected by HIV and AIDS and Sexually transmitted diseases and conduct unsafe abortion. With this adolescent girls are vulnerable to psychological and health related problems that arise from sexual violence.

## **5.2 Recommendation**

Education is a key agent of change capable of breaking the cycle of violence, not just against children but among adults, too. It can encourage children to learn self-respect, respect for others and how to express their feelings and negotiate for what they want without resort to physical or psychological violence. The following recommendations are intended to support Governments, nongovernmental organizations, community based organizations, education authorities, Schools, teachers, students, parents and communities as they seek to create nonviolent schools.

The following recommendations are made based on the findings of this study that was conducted at Awash Melkassa Secondary high school on Type, Cause and Impacts of sexual violence against adolescent girls. The recommendations are designed to ensure that education methods, curricula, program and services uphold the existing problems and guarantee the existence of safe environment for girls and boys in the school.

- **Develop and enforce Policies and procedures on sexual violence :** The government / ministry of education, the school and other concerned partners should formulate and put in to effect professional code of conduct, policies and procedure for Awash Melkassa and other school teachers, school employees, students both male and females that prohibit all forms of sexual violence and harassment at Schools, establishes that this prohibition extends to relationships between teachers and students at their school regardless of the student's age or whether she consented to the relationship, and require teachers to comply with the code of conduct as a condition of employment.

Design and implement guidelines for schools on responding effectively and expeditiously to reports of sexual violence and for disciplining teachers or students found to have engaged in such conduct, including by instituting anonymous mechanisms for reporting cases of sexual violence and measures to protect students from retaliation Widely distribute and publicize the codes of conduct, guidelines, and other policy documents among all teachers, students, and other participants in the education system. In addition to these Enforce punishments for sexual violence and harassment that are proportionate with the offense, including the mandatory dismissal of teachers and students who are found to have sexually violated student's both girls and boys.

- **Create friendly and safe school environment:** The finding of this study shows that the Melkassa Secondary High School environment was unsafe and conducive for sexual violence. Accordingly the school environment needs to be improved through clearing the bushes, forests, in the compound, building separate toilets and water points for boys and girls with reasonable distance and constructing fences. In addition to this empty class and offices should be closed or should be used for other purposes rather than keeping them open. The School should work closely with the surrounding community and found solution to the opened and unfinished houses that create conducive environment and aggravates the case of sexual violence on girls inside and out side the school.



- **School Management Response:** The school management should respond effectively and provide quick response to reports of sexual violence or harassment, in a very short period of time and take appropriate disciplinary measures on the perpetrators .In addition to this the School management should report sexual violence cases to the higher level of educational structure including district, zonal, regional and federal office, police and other legal authorities to complex and cases beyond its capacity for further actions and solutions.
- **Sexual Violence Prevention Programs in schools:** School must develop comprehensive capacity building program, plan and implement on areas of life-skills-based sexuality education girls education, teachers and community training continuously through providing orientation, organizing workshops, forums, preparing and disseminating materials and manual for reading in library, reading corners and building bill board that speaks about types, causes and impacts of sexual violence. In addition to this the school community should be educated about the value of girl’s education and reminded about their role of having to supervise the case instead of leaving this responsibility to teachers only. This will enable parents and concerned bodies to counsel girls and boys on the consequences of engaging in sex at an early age and how they should protect themselves from the problem.
- **Advocacy and Awareness creation:** School mini media in Melkassa Secondary High school should be used to spread awareness on types, causes and impacts of sexual violence on the victims and perpetrators. Continuous debates and discussions with participation of girls and boys should be made regularly through media in order to enhance knowledge, awareness and sensitivity of sexual violence issues.
- **Providing Counseling and Guidance Service:** To overcome and help girls who are subjected to psychological, social and health consequences of sexual violence or any other problems Melkassa Secondary High School should ensure that adolescent girls and vulnerable groups in the school have access to private and confidential counseling, complaints and reporting mechanisms when they or others be subjected to violence in school or in any other locations. Similarly, the school should ensure that all school staff is aware of how to recognize cases of violence and know whom to approach and refer violence cases.

- **Partner's collaboration:** Strong working relationship should be structured between Melkassa Secondary High School and Other partners through mobilization of available resources at hands. Schools, Non Governmental Organizations, Community Based Organizations, local institutions, PTSA's (parent teacher associations), community and School clubs to conduct wide-ranging awareness creation campaigns inside and out side school community and deal with policy makers to put in place policies and procedures and also support the victims of sexual violence those who suffered from serious social academics, psychological and Health related problems.
- **Research and Studies:** The focus of this study was mainly on Melkassa Secondary High School girls. As a result of this, the type, cause, and impact of sexual violence against primary school, Colleagues and Universities were not studied well due to this, there is a need for undertaking further study on the phenomenon. In addition to this the focus of this study was limited to inside the school compound and I recommend for further studies to be conducted by other researchers, Governmental and Non Governmental Organizations concerning the problem of sexual violence out side the school compound that girls are suffering from.

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## Appendix 1

### INFORMED CONSENT

Dear Respondent,

Good morning/good afternoon. My name is Habtamu Regasa and I'm Studying Masters of Social Work at IGNOU, which is hosted by St. Mary's University College. I am studying on Type, Cause and Impact of sexual violence against Adolescent girls the Case of Awash Melkassa secondary high school. . My role in this interview will be facilitating the whole interview session. The overall objective of this study is to ask you some questions and conduct assessment related to types of sexual violence that adolescent girls encounter in the school compound, the study also assess the causes of sexual violence. In addition to these you will be also asked on the impacts of sexual violence. This interview questions are designed to collect primary data through semi structured interview for key informant interview and FGD with Adolescent girls, male students and teachers. Participation in this study is voluntary and everything you say will remain confidential. The response given by the respondents including you will be primarily used for academic purposes. Thus, your genuine and complete response is of paramount importance for the success of the study and help to understand mainly the type, cause and impact of the sexual violence against Adolescent girls in the area. To this end your genuine and reliable information helps the study to draw sound recommendation for concerned bodies to overcome the situation.

Your name will not be written on this form, and will never be used in connection with any of the information you tell me. You do not have to answer any of the questions that you do not feel comfortable with, and you may end this talk at any time you want to. You will be contacted again if the researcher needs additional information. I would greatly appreciate your help in responding to the interview and participation in the focus group discussion. The interview will take 20-30 minutes and the FGD take from one hour to one and half hour. Would you be willing to participate?

Agree [  ] Disagree [  ]

## Appendix 2

Interview questions for key informant interview for the study of the Type, Cause and Impact of Sexual Violence among Adolescent Girls the Case Awash Melkassa Secondary High School.

### General Information

- Respondent's Code \_\_\_\_\_
- Time of Commencement of an interview-----
- Ending Time-----
- Interviewer's Name-----
- Name of the coordinator -----

#### I. Demographic and Socio-Economic variables

- ❖ Sex: \_\_\_\_\_
- ❖ Age: \_\_\_\_\_
- ❖ Grade: \_\_\_\_\_
- ❖ How long have you been in the school?\_
- ❖ Do you have Mobile Phone to contact you?(Yes/No), If No, do you have other mobile phone to contact you?(Yes/No)

#### II. Type's of sexual violence against adolescent girls

1. Do you believe that girls in your school are experiencing sexual violence in the school compound? -----  
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2. Have you faced any type of sexual violence (rape, seduction, harassment, sexual exploitation, bullying and cyber bullying) since you started learning in these schools yes/No? -----  
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3. Can you mention any type of sexual violence you have experienced frequently in your school?-----  
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4. Can you please mention the responsible person for your sexual violence in the school?  
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5. Can you please identify the location of where you have face sexual violence in the school?----  
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**III. Cause of sexual violence in the school**

1. What do you think about the main causes for sexual violence against Adolescent girls in your school? Please mention the detail? -----  
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2. Do you know or told that there is a policy and procedure for sexual violence in the school by the school? If Yes? Can you please mention some of the rules and procedures?-----  
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3. Have you or do you knew any adolescent girls who have reported case of sexual violence to the school management? If yes? Can you please tell me the response of the school management? -----  
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4. Is there any sexual violence prevention program (Life-Skills-Based Sexuality Education, girl's education or teachers training) provided to girls and boys in your school? If yes how often? -----  
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5. Is there any girls club or youth group organized in your school for fighting sexual violence towards adolescent girls in your school?-----  
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6. Do male students and teachers in the school uses or come to school after using drugs that initiate them for sexual violence? If yes what are the common drugs they are using frequently? -----  
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7. Do male students and teachers in the school uses or come to school after using alcohols that initiate them for sexual violence? If yes what are the common alcohols they are using frequently?-----  
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**IV. Impact's of sexual violence Against Adolescent Girls**

1. Please tell me what you feel after being violated sexually in any form in the school? -----

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2. Do you think that your exposure to any type of sexual violence in the school impacts your Academic performance? If yes? In what way?

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3. Do you feel ok and interested to come to school after being violated sexually in school if No? why please mention the detail?-----

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4. Have you faced any psychological problem after being victim of sexual violence in the school ?-----

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5. Have you faced any Health related problem after being victim of sexual violence in the school ?-----

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***Thank you for your participation!***



## Appendix 3

### Guiding questions for Focus group discussion with Adolescent girls

#### General Information

- Total number of FGD participants \_\_\_\_\_
- Time of Commencement of FGD -----
- Ending Time of FGD-----
- FGD Facilitator Name -----
- Name of the FGD coordinator -----

#### I. Demographic and Socio-Economic variables

- ❖ Sex: \_\_\_\_\_
- ❖ Age: \_\_\_\_\_
- ❖ Grade: \_\_\_\_\_
- ❖ How long have you been in the school?\_
- ❖ Do you have Mobile Phone to contact you?(Yes/No), If No, do you have other mobile phone to contact you?(Yes/No)

#### II. Type's of sexual violence against adolescent girls

1. Do you believe that girls in your school are experiencing sexual violence in the school compound?
2. What are the type's of sexual violence that adolescent girls in your school are facing mainly ( rape, attempt rape ,seduction, harassment , sexual exploitation , bullying and cyber bullying )
3. From the types of sexual violence listed on question number 2 can you mention the type of sexual violence that are occurring frequently in your school toward adolescent girls?
4. Can you please mention the main perpetrators of sexual violence in your school compound?
5. Can you please identify the location of where adolescent girls face sexual violence in the school compound mainly?

### **III. Cause of sexual violence in the school**

1. What are the main causes for sexual violence against Adolescent girls in your school? Please mention them in detail?
2. Do believe that the girls are victims of sexual violence due to socio cultural factors? If yes how?
3. Do you know or have you been told about policy and procedure for sexual violence in the school by the school management? If Yes? Can you please mention some of the rules and procedures?
4. Have you or do you knew any adolescent girls who have reported cases of sexual violence to the school management? If yes? What was the response of the school management?
5. Have you been participated on sexual violence prevention program (Life-Skills-Based Sexuality Education, girls education or teachers training) provided to girls and boys in your school? If yes how often?
6. Is there any club in your school for fighting sexual violence towards adolescent girls in your school?

### **IV . Impact's of sexual violence Against Adolescent Girls**

1. Please tell me what do adolescent girls feel after being violated sexually in any form in the school compound?
2. Do you knew and girl who quite her education due to sexual violence in the school? If yes what is the reason for quitting?
3. Do you feel ok and interested to come to school after being violated sexually in school if No? Why please mention the detail?
4. Do any of you face any Health related problem after being victim of sexual violence in the school?
5. What do you suggest for improvement of the situation in the school regarding sexual violence please mention in detail?

***Thank you for your participation!***

## Appendix 4

### Guiding questions for Focus group discussion with male students

#### General Information

- Total number of FGD participants\_\_\_\_\_
- Time of Commencement of FGD -----
- Ending Time of FGD-----
- FGD Facilitator Name -----
- Name of the FGD coordinator -----

#### I. Demographic and Socio-Economic variables

- ❖ Sex:\_\_\_\_\_
- ❖ Age:\_\_\_\_\_
- ❖ Grade:\_\_\_\_\_
- ❖ How long have you been in the school?\_\_
- ❖ Do you have Mobile Phone to contact you?(Yes/No), If No, do you have other mobile phone to contact you?(Yes/No)

#### II. Type's of sexual violence against adolescent girls

1. What are the common types of sexual violence that male students used toward girls in your school?
2. Can you please mention the type of sexual violence that is occurring frequently in your school against adolescent girls?
3. Who do you think are main perpetrators of sexual violence in your school the male student or teacher compound?
4. Can you please identify the location of where adolescent girls face sexual violence in the school compound mainly by male students or teachers?

#### III. Cause of sexual violence in the school

1. What are the main causes for sexual violence against Adolescent girls in your school?  
Please mention the detail?
2. Do believe that the males are advantageous to violate girls sexually due to socio cultural factor? Yes/No
3. Do you know or have you been told about policy and procedure for sexual violence in the school by the school management?
4. Have you or do you knew any male student accused of sexual violence by a girl to school management? If yes? What was the response of the school management?

5. Have you been participated on sexual violence prevention program (Life-Skills-Based Sexuality Education) provided to girls and boys in your school? If yes how often?
6. Do you participate in club for fighting sexual violence towards adolescent girls in your school?

#### **IV. Impact's of sexual violence Against Adolescent Girls**

1. How do adolescent girls feel after being violated sexually by male students in any form in the school compound?
2. Do you knew or have you heard any girl who quite her education due to sexual violence that she has faced in the school? If yes what is the reason for quitting?
3. Do you think that girls those frequently experience sexual violence were interest to come to school.
4. What do you suggest for improvement of the situation in the school regarding sexual violence please mention in detail?

***Thank you for your participation!***

## Appendix 5

### Interview question for Key informant for school resource person.

#### General Information

- Total number of KII participants \_\_\_\_\_
- Time of Commencement of KII -----
- Ending Time of KII-----
- KII Facilitator Name -----
- Name of the KII coordinator -----

#### I. Demographic and Socio-Economic variables

- ❖ Sex: \_\_\_\_\_
- ❖ Age: \_\_\_\_\_
- ❖ Grade: \_\_\_\_\_
- ❖ How long have you been in the school? \_
- ❖ Do you have Mobile Phone to contact you?(Yes/No), If No, do you have other mobile phone to contact you?(Yes/No)

#### II. Type's of sexual violence against adolescent girls

1. What are the common type of sexual violence that girls in your school experience ?-----  
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2. Who do you think is main perpetrators of sexual violence in your school the male student or teacher in the school compound? -----  
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3. Can you please identify the location of where adolescent girls face sexual violence in the school compound?-----  
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#### III. Cause of sexual violence in the school

1. What are the main causes for sexual violence against Adolescent girls in your school? -----  
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2. Do you believe that girls are victims of sexual violence due to socio cultural factors? If yes how? -----  
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3. Does the school have policy and procedure for handling occurrence of sexual violence? Have you been received or provided orientation to the school community on policy and procedures? -----  
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4. Have you or do you knew any male student or teacher accused of sexual violence behavior by a girl to school management? If yes? What was the response of the school management? -  
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5. Have you been participated on sexuality education prevention program (teachers training) in your school? For combating sexual violence If yes how often? -----  
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6. Is any club for fighting sexual violence towards adolescent girls in your school?-----  
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**IV. Impact's of sexual violence Against Adolescent Girls**

1. Do you knew any girl in the school who quite her education due to sexual violence that she has faced in the school? -----  
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2. What are the main psychological problems girls encounter after being violated sexually in the school compound?-----  
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3. What are the main health related problems girls faced due to sexual violence in the school?---  
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4. What do you suggest for improvement of the situation in the school regarding sexual violence please mention in detail? -----  
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*Thank you for your participation!*