

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
CENTER FOR HUMAN RIGHTS

**Gender Based Violence against Female
University Students in Ethiopia: The Case of
Bahir Dar University**

By

Melak Mengistab

**A Thesis Submitted to the Graduate School of Addis Ababa
University in Partial Fulfillment of the Requirement of the
Degree of Master of Arts in Human Rights**

January 2012

Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
CENTER FOR HUMAN RIGHTS

**GENDER BASED VIOLENCE AGAINST FEMALE UNIVERSITY STUDENTS
IN ETHIOPIA: THE CASE OF BAHIR DAR UNIVERSITY**

By

MelaK Mengistab

Approved by Board of Examiners:

| | Name | Signature | Date |
|----------------------|-------|-----------|-------|
| Chair Person, GC, AC | _____ | _____ | _____ |
| Advisor | _____ | _____ | _____ |
| External Examiner | _____ | _____ | _____ |
| Internal Examiner | _____ | _____ | _____ |

Acknowledgments

First and foremost I would like to thank the Almighty God who helped me to start and finish this paper.

I would like to confess that this paper would not be fruitful with out the relentless professional and technical assistance of my advisor, Dr. Guday Emirie.

I am also indebted to my friend Yohaness Mersha, instructor at Bahir Dar University, Institute of Gender and Development, who helped me in undertaking the FGD, distributing and collecting questionnaires and more importantly for his valuable encouragement and support in this paper from its inception. I want to extend my gratitude to all my friends for their moral and ideas especially, Andargachew Zerihun who assisted me in handling the questionnaires.

I am thankful to my respondents especial to all members of BDU Girls' Club, Gender Office and all other informants who have provided me with the necessary material and information to accomplish my study.

Last but no least, credits go to my sister Hiwot Mengisteab for her unreserved moral encouragement.

Table of Contents

| | |
|---|------|
| Acknowledgments | i |
| Table of contents | ii |
| Acronyms and Abbreviations | vi |
| List of Tables and Charts | vii |
| Abstract | viii |
| Chapter One..... | 1 |
| Introduction..... | 1 |
| 1.1. Background to the study..... | 1 |
| 1.2. Statement of the problem..... | 3 |
| 1.3. Objectives of the study | 5 |
| 1.3.1. General Objectives | 5 |
| 1.3.2. Specific Objectives..... | 5 |
| 1.4. Research Questions..... | 5 |
| 1.5. Scope of the study..... | 6 |
| 1.6. Limitations of the study | 6 |
| 1.7. Significance of the study..... | 6 |
| Chapter Two..... | 8 |
| Literature and Document Review | 8 |
| 2.1. The meaning of Gender Based Violence..... | 8 |
| 2.2. Types of Gender Based Violence..... | 11 |
| 2.2.1. Sexual Violence | 11 |
| 2.2.2. Physical Violence | 11 |
| 2.2.3. Emotional and Psychological Violence..... | 12 |
| 2.2.4. Socio-Economic Violence..... | 12 |
| 2.3. Gender Based Violence against Girls in Educational Institutions..... | 12 |

| | |
|--|----|
| 2.4. Causes of Gender Based Violence..... | 15 |
| 2.4.1. Poverty..... | 15 |
| 2.4.2. Discriminatory Culture..... | 16 |
| 2.4.3. Absence of Laws and Policies and Lack of Commitment to Enforce | |
| The Existing laws and policies..... | 17 |
| 2.4.4. Taking Alcohols and Other Stimulating Drugs..... | 19 |
| 2.5. Consequences of Gender Based Violence..... | 20 |
| 2.5.1. Health Consequences..... | 20 |
| 2.5.2. Psychological Consequences..... | 21 |
| 2.5.3. Educational Consequences..... | 21 |
| 2.5.4. Economic Consequences..... | 22 |
| 2.6. Strategies to protect Girls/Women against Gender Based Violence..... | 22 |
| 2.6.1. Promoting Gender Equality and Protecting the Rights of Women/Girls..... | 23 |
| 2.6.2. Formulating Laws on GBV..... | 24 |
| 2.7. Violence against Women and Human Rights..... | 25 |
| 2.7.1. Women’s Human Rights..... | 25 |
| 2.7.2. Gender Based Violence as a Violation of Human Rights..... | 26 |
| 2.7.2.1. International Legal Framework..... | 27 |
| 2.7.2.2. National Legal and Policy Framework..... | 30 |
| Chapter Three..... | 33 |
| Research Methodology..... | 33 |
| 3.1. Research Approach..... | 33 |
| 3.2. Sources of Data..... | 34 |
| 3.3. Description of the Study Area..... | 34 |
| 3.4. Data Collection Methods..... | 35 |
| 3.4.1. In-depth Interview..... | 35 |

| | |
|--|----|
| 3.4.2. Focus Group Discussion (FGD)..... | 36 |
| 3.4.3. Questionnaire | 37 |
| 3.4.4. Document Analysis | 38 |
| 3.5. Data Analysis and Interpretation..... | 38 |
| 3.6. Ethical Considerations..... | 39 |
| Chapter Four..... | 40 |
| Findings and Interpretations | 40 |
| 4.1. Types of GBV against Female students in BDU..... | 40 |
| 4.1.1. Sexual Violence..... | 40 |
| 4.1.2. Physical violence..... | 41 |
| 4.1.3. Psychological and Emotional violence..... | 42 |
| 4.1.4. Economic Violence..... | 43 |
| 4.2. The Causes of GBV against Female students in BDU and the available Legal Mechanisms protecting Female students against GBV | 54 |
| 4.2.1. Legal Challenges..... | 54 |
| 4.2.1.1. University Related Legal Vacuums..... | 54 |
| 4.2.1.1.1. Absence of clearly mandated Agency and Procedure of Conduct..... | 57 |
| 4.2.1.1. Government Related Challenges..... | 58 |
| 4.2.2. Structural Causes..... | 59 |
| 4.2.2.1. Society Related Causes..... | 59 |
| 4.2.2.2. University Related Causes..... | 61 |
| 4.2.2.3. State Related Causes..... | 61 |
| 4.2.2.4. Student Related Causes..... | 62 |
| 4.3. Some Prospects in BDU with Regard to Controlling GBV..... | 65 |
| 4.4. Consequences of GBV against Female Students in BDU..... | 66 |
| 4.4.1. Health, Physical and Psychological Consequences..... | 67 |

| | |
|--|----|
| 4.4.2. Lack of Feeling of Security/Safety..... | 69 |
| 4.4.3. Educational Consequences..... | 69 |
| Chapter Five..... | 71 |
| Summary and Recommendations..... | 71 |
| 5.1. Summary of Major Findings..... | 71 |
| 5.2. Recommendations..... | 73 |
| References..... | 75 |
| Appendices..... | 81 |
| Appendix I: Research Instruments..... | 81 |
| 1.1. Interview Guide..... | 81 |
| 1.1.1. Interview Guide for Female Victim Students..... | 81 |
| 1.1.2. Interview Guide to Key Informants..... | 83 |
| 1.2. Focus Group Discussion Guide..... | 85 |
| 1.3. Questionnaires..... | 87 |
| Appendix II: Profile of Research Participants..... | 92 |
| 2.1. Profile of Case Studies..... | 92 |
| 2.2. Profile of Key Informants..... | 93 |
| 2.3. Profile of FGD Participants..... | 94 |
| 2.4. Profile of Questionnaire Respondents..... | 96 |

Acronyms and Abbreviations

| | |
|--------|--|
| AIDS | Acquired Immuno-Deficiency Syndrome |
| BDU | Bahir Dar University |
| CEDAW | Convention on the Elimination of all forms of Discrimination against Women |
| DEVAW | Declaration on the Elimination of Violence Against Women |
| EWLA | Ethiopian Women’s Lawyers Association |
| FDRE | Federal Democratic Republic of Ethiopia |
| FGD | Focus Group Discussion |
| GBV | Gender Based Violence |
| GTZ | German Agency for Technical Cooperation |
| HIV | Human Immunodeficiency Virus |
| MoE | Ministry of Education |
| NGO | Non-Governmental Organization |
| OHCHR | Office of Higher Commissioner for Human Rights |
| SRVAW | Special Rapportuer on Violence Against Women |
| UN | United Nations |
| UNFPA | United Nations Populations Fund |
| UNICEF | United Nations International Children’s Fund |
| UNIFEM | United Nations Development Fund for Women |
| WHO | World Health Organizations |

List of Tables and Charts

Tables

| | | |
|---------|--|-------|
| Table 1 | Number of Students and Samples Taken..... | 39 |
| Table 2 | Frequency and Percentage Distribution of the type of GBV..... | 45-46 |
| Table 3 | Frequency and Percentage Distribution of Male Respondents on the Type of GBV.. | 46 |
| Table 4 | Frequency and Percentage Distribution of the Causes of GBV..... | 64 |
| Table 5 | Frequency and Percentage Distribution of Consequences of GBV..... | 72 |

Charts

| | | |
|---------|--|----|
| Chart 1 | Percentage distribution of respondents who has reported and doesn't..... | 65 |
| Chart 2 | The reasons for not reporting to concerned body..... | 64 |

Abstract

Gender based violence is one of the most frequent type of human rights violation against girls and women. Having this background, the major objectives of this research was investigating the types, cause and consequences of this gender based violence against female students in Bahir Dar University.

A qualitative study has been used predominantly to have a deep in-sight about the experiences of female students with regard to gender based violence (GBV). A case study design has been used, whereby the researcher investigates the respondents' perspectives on their experience of GBV. A focus group discussion has also been employed to give depth to the study through analyzing groups' consensus. Furthermore, in-depth interviews with key informants have been conducted to gather data on the prevailing norms and practices of the University in relation to GBV. Finally, beside the above major techniques, questionnaires have been distributed to female and male students to supplement the qualitative data with quantitative results.

The out come of the research confirmed that, different sorts of GBV are committed against female students in Bahir Dar University. Sexual harassment is the most frequent form of sexual violence perpetrated against female students. In addition, attempted rape and rape too were perpetrated against female students mainly outside of the University. Psychological and emotional violence are also inflicted against female students through insult, humiliation and embarrassment. Economic violence, denial of liberty and discrimination in the form of giving priority to male students, are the other types of GBV observed in Bahir Dar University. Female students are also victims of physical violence through slap, battering and kicking. The causes for such types of violence were identified as legal and structural constraints. The legal challenges associated with the University which failed to have a specific policy on the rights of girls and its failure in incorporating the rights of girls within the existing senate legislation. Furthermore, absence of any nationwide law that protects girls against campus based GBV is another challenge. The structural constraints include the discriminatory culture, and poverty which are related to the society. The physical environment, alcoholism and drugs abuses are the other challenges related to the University and the students, respectively. GBV has various consequences on female students' physical, emotional and psychological health and educational achievements. The study showed that GBV is one the major cause for female students' lower academic achievements. Finally, the study points out some recommendations.

Chapter One

Introduction

1.1. Background to the Study

Gender based violence against women is the most common and persistent problem throughout the world. Women suffer from such violence simply because they are women, no matter in what condition or context they exist. Gender based violence remained a denied fact at best or unwelcomed norm at worst. Facts from UNIFEM (2007:2) reveal that, at least one out of every three women around the world has been beaten, coerced in to sex, or otherwise abused in her life time.

Gender based violence against women is one of the most frequently committed type of human rights violation, to worsen the problem, till recent years, the issue has received little or no attention among the international community (Merry 2003:944). One of the manifestations of this assertion is the fact that, the term never appears in the 1973 Convention on the Elimination of All forms of Discrimination Against Women (CEDAW), which can be considered as the corner stone of women's human rights. There after, gender based violence against women in the 1993 Vienna World Conference on human rights, recognized as a violation of human rights that requires immediate action. Furthermore, the fourth World Conference on Women in 1994 gave priority to violence against women as it jeopardizes women's bodies, psychological integrity and freedom. For some scholars, one of the major achievements of women's movement is the conceptualization of violence against women and girls as a violation of human rights (Merry 2003:996).

Article 1 of the 1993 United Nations General Assembly Resolution Declaration on the Elimination of Violence against Women (DEVAW), defined violence against women as, "... 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 in private life." The declaration further includes types of gender based violence against women in its subsequent articles. The mode,

place and frequency of gender based violence is complicating from time to time. Currently, Universities and other higher education institutions are the major places for violence against women though they originally meant to achieve the reverse.

According to the UN Office of Higher Commissioner for Human Rights, gender based violence against girls in schools and beyond is a form of discrimination globally, of varying nature and prevalence but with far-reaching impact on girls' education. The report further noticed that violence against girls in educational institutions has direct impact on girls education, and indirect impact on their enjoyment of other human rights have been identified in several national contexts. The commission further noted that, the higher the threat or risk for assault and abductions, the higher the level of dropout which ultimately may discourage parents from sending their daughters to school. The report concluded that sexual and gender-based violence in schools and beyond is facilitated by governments' failure to enact and implement laws that provide students with explicit protection from discrimination. Violence against women in universities is now a global phenomenon that affects every countries of the world (UNHCHR: n.d:1-2).

Away from the international, the case of violence against women in developing countries is disturbingly very high (Morrison and Orlando 2004:2). In developing countries the twin effect of poverty and underdevelopment worsen the life of women. Women in such countries are less educated, not equally involved in decision-making, and tend to benefit less from the overall development process (ibid).

In Ethiopia though there are plenty of legal tools including the 1995 FDRE Constitution and international instruments that the country ratified, some studies (Save the Children Denmark and the FDRE MoE 2008;Terefe and Mengistu 1997) proved that there is still widespread violence against girls in all sphere of life including schools and colleges.

Modern form of higher education in Ethiopia is a recent phenomenon. According to existing studies, it started with the inauguration of the University College of Addis Ababa in 1950 with a total enrolment capacity of below 1,000 students and with less than 50 faculty members (Tesfaye n.d:64-65). Higher education in Ethiopia has shown expansion in the 1960s following the

opening of different colleges in different parts of the country (ibid). In contemporary time Ethiopia is among those successful countries in enhancing educational coverage through the joint efforts of state and privately owned higher education institutions. Though the 1995 FDRE Constitution, Article 35 has stipulated the equality of women and the legal base of women's human rights to be protected, violence against women is rampant in the country including higher education institutions. To sum up studies in Ethiopia, (Helen 2010; Bizu et al 2009), reveal the higher level of violence against women especially in colleges and universities

1.2. Statement of the Problem

Though international human rights outlaw GBV, the practice of GBV is still common in all walks of life. In this contemporary time, gender based violence has transcended the domestic confines and being committed in different institutions including universities. To such end, sexual violence on girls in college campuses has been the central concern of Western feminists since the reinvigoration movement of the 1960 (Luke 2009:79). In the same vein, Collins et al (2009:34) acknowledge that one of the greatest ethical challenges for academics in South African Universities is the increasing rate of gender based violence committed against female students. The majority of acts of violence are committed by men at every level.

Bizu Gelaye et al (2009) conducted a study on “Depressive symptoms among female college students experiencing gender based violence in 2006, in Hawassa, Ethiopia”. The study conducted on eight private colleges and one University in Hawassa in 2006. The objective of the research was to assess the risk of depression and depressive symptoms among 1,102 female undergraduate students who were victims of gender-based violence. The outcome of the research was inline with what researchers of the field has provided about the nexuses between gender based violence and the resulting posttraumatic stress syndrome, depression, anxiety, and low self-esteem (Bizu et al 2009). The study provide that the existence of gender based violence in universities which was aligned with previous researches and WHO 2005 report, which stated that in Ethiopia the prevalence of gender-based violence is among the highest in the world.

Helen Hailu (2010) has done her MA Thesis on “Female Students’ Sexual Harassment at the Philosophy and Sociology Department of Addis Ababa University: Its Effects and Mechanisms

of Responses". To conduct the study, the researcher has employed survey questionnaires distributed to all regular female students of the two departments and also for randomly selected male regular students too. The product of the study locate that, sexual violence against female students in philosophy and sociology departments is among the highest. Further more the researcher has showed the views and opinions of different groups of the university, and more importantly identified some perpetrators in her finding as male students, male administrative staff, male instructors, female instructors and others. Among perpetrators, male students committed 52% of the sexual harassment. The researcher further investigated the interests of victim girls to report to pertinent bodies of the university in cases of sexual harassment. Needless to say, she has also come up with the magnitude of the problem in the two departments. Her study revealed that 31% of the female respondents have experienced sexual harassment in the university and out of which insult constitutes 74% all sexual harassments in the campus. According to the finding of this researcher, about 56% victim respondents didn't report the case to the concerned body rather they tried to forget and learn from it, to worsen the situation 40% of male instructors are ignorant of the problem (Helen 2010).

She has identified some weaknesses related to Addis Ababa University in handling complaints by female students. Most female students acknowledge that they never go to reporting because of the fear that they will be blamed instead of helped. Consequently, some students prefer new and strong law to be legislated. In addition, the effect of sexual harassment on female students' educational development has been assessed.

The above researchers have followed the same methodology, they give over emphasis on the magnitude of the problem (through surveying) at the expense of some pertinent problems such as causes, types and effects of the violence on the rights' of girls through the lenses of international and national human rights instruments. In addition the latter researcher studied specific sexual harassment than looking the problem of female students through the broader lenses of gender based violence which furnish a causal link between different violence. Therefore, this study attempts to fill these gaps by studying the overall gender based violence female students in Bahir Dar University. Needless to say, absence of looking Gender based violence as a violation of women's human rights, in addition to the above gaps, has necessitated the researcher to conduct

the study. A human rights element which gives strong legal base for the protection of girls against campus based discrimination and violence. Investigating gender based violence through the lenses of international treaties and national laws, of human rights concerning girls and women and other principles and theories of human rights is the major objective of this study.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to investigate the types, causes and consequences of gender based violence against female students in Bahir Dar University.

1.3.2. Specific Objectives

- To identify the types of gender based violence committed against female students in Bahir Dar University.
- To investigate the causes of gender based violence against female students in Bahir Dar University.
- To identify and analyze the consequences of gender based violence against female students in Bahir Dar University.
- To examine available legislative mechanisms that protect female students from gender based violence in Bahir Dar University.

1.4. Research Questions

- 1) What are the types of gender based violence committed against female students in Bahir Dar University?
- 2) What are the causes of gender based violence against female students in Bahir Dar University?
- 3) What are the consequences of gender based violence against female students in Bahir Dar University?

- 4) What are the available legal mechanisms that protect female students against gender based violence in Bahir Dar University?

1.5. Scope of the Study

Though gender based violence is a type of violence which can be perpetrated on all sexes, in this research gender based violence on males was not covered. Furthermore, the scope of this study is only limited to third year female students of the main campus (Peda) of Bahir Dar University. In addition, summer, continuing and postgraduate students weren't addressed in this study.

1.6. Limitation of the Study

The major limitation of this study is the time constraint and the amount and type of data generated. Since the research involve both qualitative and quantitative data as well as secondary sources, keeping the amount of data generated from in depth interview, survey and secondary sources the researcher has faced with shortage of time that creates difficulty in translation of the Amharic data and triangulation. In addition because of the time constraint, the researcher has decided the number of male survey respondent not to exceed from fifty.

Needles to say, the word limitation in English (translation problem from the local language to English) is another challenge to show the whole experience of case studies in an elaborated manner. Last but not the least problem is the budget deficit that the researcher has faced while stayed in Bahir Dar University searching for victims/survivors for long time.

1.7. Significance of the Study

The study has the following significances:

- Creating awareness about the issue of gender based violence in higher education institutions with specific reference to Bahir Dar University.
- Helping the application of human rights instruments in handling violations of the rights of girls and women, mainly in higher education institutions.

- Enhancing the effective implementation of University legislations and the incorporation of women's human rights in University legislations.
- Serving as a springboard in formulating educational policies and strategies in higher education institutions.
- Stimulating further research in the area.

Chapter Two

Literature and Document Review

2.1. The Meaning of Gender Based Violence

GBV is undoubtedly one of the most widespread forms of violence in the world. GBV has devastating consequences not only for victims but also for society as a whole (Morrison and Orlando 2004:1). "GBV is any act or practice that results in physical, sexual, psychological or economic harm or suffering because of a person's gender or socially defined role. It is the manifestation of control and power, mostly by men over women, resulting from unequal power relations between the sexes" (A Hand Book for Journalist 2009:10).

Historical, unequal power relations between men and women led to discrimination against women by men. The resultant women's lack of social and economic power, accepted gender roles and the low value put on women's work perpetuate and reinforce this subordinate position (Johnson 2004:22; Bloom 2008:14). Such kinds of socially entrenched background make GBV the most difficult subject to study because of its sensitivity and the silent surrounds it (RHRC Consortium 2005: 17).

GBV is a grave human rights violation that can cause long-term and life-threatening injury and trauma to victims/survivors. Although the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) incorporated women into the sphere of human rights, the instrument didn't touch GBV against women as a violation of human rights. Such a problem results in absence of a clear definition for GBV against women. Specific concerns for this problem manifested in different World conferences such as; in the 1980 world conference in Copenhagen, the 1985 Nairobi conference, in addition in 1989, the committee for the CEDAW recommended member states report on violence against women (Rico 1997:11). Later at the expert meeting on violence against Women held, in 1991, determined that the existing instruments did not give due consideration to GBV and produced a draft declaration on the elimination of violence against women (ibid).

Violence against women has received growing attention at the United Nations as a form of discrimination and a violation of women's human rights. The international community has committed to the protection of women's rights. Therefore, such international recognition is the result of the twin efforts of women's rights activism and the United Nations initiative. In such a process certain historical landmarks were very significant, some of these incidents that help the development of international norms and standards and the creation of monitoring and reporting mechanism, include the United Nations Decade for Women (1976-1985) that linked women's organizations with the United Nations Agenda (UN Secretary 2006).

Consequently, GBV has been defined in a number of international and regional instruments. One of the most popular of such definition is the 1993 United Nations General Assembly Resolution Declaration on the Elimination of Violence against Women (DEVAW). Art.1 of the Declaration, defined violence against women as; "... any act of GBV 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 in private life" (General Assembly resolution 48/104). This definition of GBV was confirmed at the fourth world conference on women held in Beijing in 1995. The relevance of the declaration as stated by Eschborn (2003:2) is that:

Although the Declaration isn't legally binding for signatory states, it provides a valuable addition to our understanding of human rights, which are laid down in a binding form in various UN covenants, including: The right to life, and the right to liberty and security of persons (Articles 6 and 9 of the International Covenant on Civil and Political Rights); The right to just and favorable conditions of work (Article 7 of the International Covenant on Economic, Social and Cultural Rights); and the ban on discrimination (Article 16 and 26 of the International Covenant on Civil and Political Rights), which is elaborated further in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Earlier before the Declaration, the Committee on the Elimination of Discrimination against Women, in its recommendation No. 19, paragraph 6 defined GBV as follows: "violence that is directed against a woman because she is a woman or that affects woman disproportionately. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty".

The other major human rights instrument, defined GBV, is the Protocol to the African Human and Peoples Rights Charter on the Rights of Women in Africa though Ethiopia has not yet ratified. Article 1(J) defined Violence against women as, “all acts perpetrated against women which cause or could cause them physical, sexual, psychological, and economic harm, including the threat to take such acts; or to undertake the imposition of arbitrary restrictions on or deprivation of fundamental freedoms in private or public life in peace time and during situations of armed conflicts or of war”.

Conceptually GBV is a broader term than violence against women, because, GBV at least theoretically could also include violence that affect men, as long as it is conditioned up on or affected by men’s roles. In practice, however, GBV has come to be almost synonymous with violence against women as the adjective “gender based” frequently used to highlight the role of women’s subordinate status in society. Consequently, this view acknowledges that the overwhelming recipients of violence are female (Bott et al 2004; Morrison and Orlando 2004:5; USAID 2006). Similarly, Ellsberg and Heise (2005:11-12) agreed that gender based violence against women and violence against women used interchangeably to refer to “the full range of abuses recognized by the UN Declaration and other international agreements”. The same trajectory has been followed in this paper too.

Facts from UNIFEM (2000) shows that among women aged 15-44 years, GBV accounts for more death and disability than the combined effects of cancer, malaria, traffic injuries and war and more than 20 percent of women are reported to have been abused by men with whom they live. Thus, women who are victims of domestic violence are 12 times more likely to attempt suicide than those who did not experience such violence and it is estimated that 85 to 114 million women and girls in Africa, Middle East and Asia, have undergone female genital mutilation (UNIFEM Fact Sheet, 2000 No.5). Other researches throughout the world corroborate the chronic prevalence of GBV against women. For example, in the United States, a woman is battered every 15 seconds and 700,000 are raped every year, the case in India is also a disturbing one, as more than 40 percent of married women reported being kicked, slapped or sexually abused for reasons such as their husbands’ dissatisfaction with their cooking or cleaning, jealousy, and a variety of other motives such as disputes over dowry (Onyejekwe 2004:34).

Further more, in North Africa 6,000 women are genitally mutilated each day, in china in 2001 alone, more than 15,000 women were sold in to sexual slavery (ibid).

2.2 Types of Gender Based Violence

Article 2 of the Declaration on the Elimination of Violence against Women (DEVAW) and Recommendation 19 of the Committee has identified different forms of violence against women which can be grouped in to the following four major categories.

2.2.1. Sexual violence

Sexual violence includes actual, attempted or threatened rape, incest, marital rape, sexual abuse and exploitation; forced prostitution; transactional/survival sex; and sexual harassment, intimidation and humiliation (Johnson 2004:22). Further, sexual violence includes any act, attempt to obtain sexual comments or advances using coercion, by any person regardless of relationship to the victim in any setting. Sexual violence encompasses a large range of manifestations from verbal harassment to unwanted touch, molestation, assault and penetration (Bott et al 2004:8-10). In educational institutions sexual violence involve seduction, sexual harassment, rape/attempted rape (Save the children Denmark and MoE 2008:29).

Studies, particularly from Sub-Sahara Africa, indicate that girls' first sexual experience is often unwanted and frequently forced. The younger the girl is at first sexual intercourse, the more likely that sex is forced (Johnson 2004:22). Women and girls experience high levels of sexual violence by strangers in selected settings, notably situations of armed conflicts (ibid). In addition, sexual violence within marriage is also common, with approximately 10-13 percent of women reporting they have been forced by a partner to have sex against their will at some point (Bott 2004:9).

2.2.2. Physical Violence

Physical violence include actual, attempted or threatened, trafficking, physical assault or battery; slavery and slave-like practices, wife battering and assault, 'honour' killings, female infanticide, child assault by teachers are some of the examples of physical violence. The most widespread form of gender based violence is physical abuse of a woman by present or former intimate male

partner. Studies from a wide variety of countries show that, one quarter to more than half of women report such abuse, and Forty percent of all female homicide victims are killed by their intimate partners in the United Kingdom (Johnson 2004:22).

In Ethiopia, 49% of women have ever experienced physical violence by an intimate partner, rising to 59% ever experiencing sexual violence (WHO 2005).

2.2.3. Emotional and Psychological violence

Emotional and psychological violence are deeper and insidious levels of violence which make these kinds of violence as the harder forms of violence to be captured through quantitative studies (Johnson 2004:22). Emotional and psychological violence include: threats of violence, insult and name calling, humiliation in front of others, blackmail, cruel and degrading treatment, placing restrictions on liberty and freedom of movement and the threat of abandonment (UNICEF 2000:4; Johnson 2004:22). Facts from UNICEF (2004:5) showed that women and girls who are victims of GBV are subject to sever stress leading to a high incidence of suicide and suicide attempt. Suicide is 12 times as likely to be attempted by a woman who has been abused than by one who has not. For instance, in the United States, as many as 35 to 40 per cent of battered women attempt suicide (ibid).

2.2.4. Socio-economic violence

Socio-economic violence is characterized by discriminatory access to basic health care, low levels of literacy and educational attainment, inadequate shelter and food, economic deprivation, armed conflict, social exclusion, obstructive legal practices such as denial of the exercise and enjoyment of civil, social, economic, cultural and political rights to women and girls, and acts that involve denial of opportunities or services on the basis of sex, gender, or sexual orientation (Johnson 2004:23).

2.3. Gender Based Violence against Girls in Educational Institutions

According to Akibal et al (2002) cited in Wilson(n.d:3-4), school related gender based violence can be clustered into two overlapping categories: explicit gender (sexual) violence which includes sexual harassment, intimidation, abuse, assault and rape, and implicit gender violence,

which includes corporal punishment, bullying, verbal and psychological abuse. According to Abraham (2003) cited in USAID (2003), sexual harassment in schools is common and the perpetrators are both male educators and male students. Harassment by male students occurs in all areas of the school environment, including congested and quiet areas. Boys use any opportunity to touch and grab girls (breasts and genitalia) and often take the girls' money or food, using bullying tactics. A study showed that, 71% of public and elementary school students in the United States experienced at least one violent incident, and a number of factors are identified contributing to such incidences that includes: school levels (secondary schools witnessed more violent incidents), enrollment size (large school or small), Urbanicity (city schools or rural school) (Moore et al 2008:6). The same study showed that, in Korea and Japan, those students suffered from bullying and violence within their educational institutions display suicidal tendencies.

Based on their research in Swaziland and Zimbabwe, Mitchel and Mothobi-Tapela (2004:105) come up with the following school related GBV prevention methods into three intervention areas. First, school management related measures which include discipline and punishment of perpetrators. Second, measures related to environmental modification for instance video cameras, security guards and uniforms. The last measure forwarded is educational and curriculum based measures including conflict resolution and prevention programs. More importantly, the researchers acknowledge the fact that the ideal violence prevention strategy will likely be different for each school.

School-related GBV in developing countries takes place in a context of gender inequality and specific cultural beliefs and attitudes about gender roles, especially those concerning male and female sexuality, a pattern of economic inequality, and in some instances significant political unrest and violent conflict (USAID 2003: iii). Further more, in developing countries, the higher risk of HIV/AIDS also makes school related GBV sever. Violence against adolescent girls in schools especially in developing countries takes place against a backdrop of pervasive gender violence in society and stems in part from unequal power relation and strong patriarchal values. Such violence damages the girls' physical and psychological health, as well as, affecting attendance and academic achievement (Haffejee 2006:6).

The study of Terefe and Mengistu (1997) cited in USAID (2003:6) found that bullying and attempted rape were factors in low female enrollment rates in, and high dropout rates from secondary schools in Ethiopia. The study further identified that girls “dress” and behavior, school crowding and teacher apathy are some of the major causes of violence in schools. Another country wide comprehensive study by Save the Children Denmark and MoE (2008: ix) revealed that 24% of the student, 53% of teachers and 35% of parents reported that most sexual harassment occurs in school settings. The study further identified perpetrators as school boys, teachers, administrators, school guards, and counseling officers. Further, the study indicated that rape which is the worst form of sexual violence is also committed against school girls. Accordingly, 2.5% of school girls reported having experienced rape in school.

Beyond schools, in Universities and Colleges, the incidence of violence is shocking. According to Langford (2004:2), campus violence includes rape, assault, fighting, hazing, dating violence, sexual harassment, hate and bias-related violence, stalking, rioting, disorderly conduct, property crime, and etc. Studies in the United States and Canada have found an extremely high prevalence of physical assault on dating partners by University students. From the two countries, 20%-40% students report one or more assaults in every year (Straus 2004:791). Most researchers estimate that 12-15 percent of college women experience completed, forcible rape; 25-30 percent experienced tempted rape; and approximately 50 percent experience a range of physical and sexual harassment(Luke 2009:80).

According to the US Department of Justice (2002:2), higher education institutions are by no means crime free, girls face a high risk of sexual assault at every level. The department’s study further shows that nearly one in five girls experience rape during their college time. Nonetheless, vast majority of these crimes are very unlikely to be reported as a crime especially when the rape is between intimate partners and does not involve weapon and physical injury (US Department of Justice 2002:2). In the same vein Collins et al (2008:34) avowed the above finding by stating that in South Africa Universities, cases of rape that happened in campus residence bathroom usually remains rumors among students and campus staffs. Some of the reasons for not reporting campus based violence include the fact that victims initially do not recognize assault as a crime and in other cases victim girls do not want public disclosure (US Department of Justice 2002:8).

Though sexual violence toward girls in College campuses received attention of the academics and activists, the problem still remains a serious threat. Feminists explore a wide range of possible factors leading to campus based sexual violence that include biological differences between men and women, individual attitude, psychopathology, organizational structure, and patriarchy. Furthermore, they identified certain strategies for intervention such as penal reform, organizational change, policy innovation, development of rape crisis centers, installation of streetlights, and a critique of traditional gender norms(Luke 2009:79).

Studies in Ethiopia in different Universities showed that GBV is one of the most serious problems that girls have faced. A study in Jimma University revealed that 38% of female respondents admitted that sexual harassment is a serious problem and 26% of respondents believed that rape too is a challenge to campus girls' (Asresash et al 2002:5-6). In addition other problems encountered by female students have been identified by the researchers. These problems include: lack of facilities, workload, and academic performance. In particular, the awareness of gender based discrimination is 64% for female and 30 % for male (ibid). A study in Addis Ababa University (Helen 2010) showed that sexual harassment against female students in Addis Ababa University very high, and the major perpetrators are; male students who take the lion share, male teachers and administrative staffs, and female instructors too.

2.4. Causes of Gender Based Violence

2.4.1. Poverty

According to Heise (1999) cited in Heise and Ellsberg (2001:43), although violence cuts across all socio-economic groups and individuals of every sort, studies throughout the world indicate that women living in poverty are at higher risks of violence than those women with better economic conditions.

However, it is not clear as to why poverty increases women's risk of violence. GBV against women is a product of gender subordination of women which highly associated with four factors that are pertinent to women's poverty. These factors are norms of male entitlement and ownership of women; male control of wealth in the family; notions of "masculinity" that are tied

to dominance and honor; and male control of decision-making in the family (Heise and Ellsberg 2001:43; Human Rights Watch 1995: xv).

In the same way, girls in schools and colleges are not free from poverty induced GBV. In this regard, poverty often forces a girl to trade sex for money in order to support her family and pay school/college fees. One particular concern in this regard is the “sugar daddy” phenomenon, in which older men engage in sexual relations with younger girls. Such transactional sex is tended to be unsafe because school girls are very unlikely to be in a position to force the other sex mate to use condoms (The DTS Consortium 2003:14). Therefore, poverty and economic dependency exposed young girls to enter into exploitative and risky relationships to ensure some of their expenses.

Sexual abuse by teachers ranges from sexist jokes to forcing students to engage in sexual relations. The promise of good grades or the threat of failure is usually used by male teachers to achieve sexual relations with female students. In certain instances female students were engaged in sexual relations with teachers for money. School administrators usually consider such acts as harassment of teachers by students. In some countries, male students resented on the grading system that favored teachers “girl-friends” and included punishments for male students who approached these female students(The DTS Consortium 2003:6).

2.4.2. Discriminatory Culture

In many parts of the world, women are expected to be submissive and sexually available to their husbands at all times, and it is considered both as a right and an obligation for husbands to use violence in order to correct their wives. Till recent years, violence within the family is considered as a private matter in which outsiders, including government authorities, should not intervene. Such kinds of biased culture have a more devastating impact because a woman suffers from sexual violence preferred to remain silent than to risk the shame, stigma and discrimination that would result from disclosure (Ellsberg 2006:329).

In developing countries men have the right to discipline their wives by using force. Beating is considered acceptable as long as it is for a “just cause”. One of such causes is refusal of sex, transgression against other gendered norms (Heise and Ellsberg 2001:43).

Some of the cause of sexual violence are not psychological behaviors, and rather are the product of mainstream beliefs about women's role in sexual situations. Many men are socialized to believe that women initially resist sexual advances to preserve their reputation. In other words, some men are socialized to believe that, when a woman says no, a man is expected to proceed as if she said yes (Eschborn 2003:16; Sampson 2002:12). In the same vein, in many societies physical strength, aggressive behavior and threatening gestures in male children and young boys are approved and fostered as positive qualities. In contrary, girls are brought up to be compliant and considerate (Eschborn 2003:16). Violence against women cannot be understood in isolation from the norms that influence women's vulnerability to violence. Women's subordinate social, economic, and legal status in different settings often makes it difficult for them to get help once violence occurs, because violence is rooted in gender inequality (USAID 2006).

2.4.3. Absence of Laws and Policies and Lack of Commitment to Enforce the Existing Laws and Policies

CEDAW obligates states to undertake measures to respect, protect and fulfill the equal rights of women. Hence, states have an obligation to improve the existing status of women by devising different laws and policies. In addition, absence of such measures or the prevalence of stereotypes perpetuated through laws, social structures, institutions and individual actors will amount to a cause to the GBV against women (UN Women, 2011: vii). The CEDAW Committee in recommendation 19 emphasized that discrimination under the convention is not restricted to actions by or on behalf of governments but also includes GBV perpetrated by non-state actors. Universities as institutions are expected to take measures against GBV.

As a result, governments in OECD countries are now giving concern for formulating laws and guidelines to citizens in relation to appropriate behaviors between adults in positions of power including teacher-students relation. Representatives of the states acknowledge the formulations of laws that regulate sexual violence in educational institutions are an important land mark. In relation to this, in the United States, there is a law that allows victims of sexual assault to sue school boards (Moore et al 2008:9). Colleges have a legal duty to warn students of known risks and to provide reasonable protection. In alleviating this challenge, colleges are expected to make

efforts to protect students from sexual violence. In certain sexual offences such as rape, the college can be held liable for not sufficiently protecting girls (Sampson 2002:16).

In relation to this point, the DTS Consortium (2003:24) acknowledge that, “With out 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 based violence is a serious issue, one that cannot be ignored.” In developing countries, though sexual harassment at work place is receiving recognition, this is not the case for educational institutions. Schools and colleges need to have the means of reporting and recording incidences of violent behavior and hire counselors. Further more, educational institutions need to work with the Ministry of Education to develop policies and establishment of a special unit dealing with gender base violence (ibid).

Collins et al (2009:34), having studied the experiences of different witnesses in South Africa Universities, pointed out that victims/survivors are not interested to report incidents of GBV because of lack of trust in the system of Universities. Hence, “a number of witnesses maintain that their attempts at either reporting or participating in finding solutions were often frustrated by empty promise that the matter was being dealt with, or by shifting responsibility and referring each incident to a different office”(ibid). In colleges, over 40 percent of those who are raped did not report the incident because they feared reprisal by assailant or other (Sampson 2002:4). In addition, some serious sexual violence victims fear the emotional trauma of the legal processes itself. Consequently, the low rate of reporting in colleges is the reflection of the fact that few victims receive adequate help, and most offenders are neither confronted nor prosecuted (ibid). Protection of girls against GBV in campuses required, in addition to laws, strong institutional mechanisms. However, one of the major reason for massive under-reporting of campus based GBV is absence of such institutions. Collins et al (2009:36) confirm that, “there are systematic patterns better known to those who work with victims support than those who provide security services”.

With regard to school based policies that aimed at protecting adult girls; the US Department of Justice (2002:12) recommends that, “Policies should be reader friendly, easily accessible, and

widely distributed statement of the definition and expectations regarding sexual conduct.” The policy according to US Department of Justice (2002:12) should:

- *Clearly define all forms of sexual misconduct, including operational and behavioral definitions of what acts constitute sexual misconduct.*
- *Describe circumstances in which sexual assault most commonly occur.*
- *Advise what to do if the student or some one she/he knows is sexually assaulted.*
- *List resources available on campus and in the local community; identify specific person or office to contact when a sexual assault occurs.*
- *Strongly encourage victims to report the incident to campus authorities and to the local criminal justice system.*
- *Provide for and list available reporting options, including a confidential option and preferably including an anonymous option.*
- *Provide an official statement prohibiting retaliation against individuals who report rape or sexual violence.*
- *Provide an official statement noting the separate actions available to the victims, i.e. reporting; investigating the report, informal administrative actions, such as issuing a non contact order, formal adjudication on campus; and criminal prosecution.*

2.4.4. Taking Alcohols and Other Stimulating Drugs

In relation to alcohol/drug consumption, Sampson (2002:13-14) identified the following correlation between alcohol/drug and sexual violence; alcohol or drugs decreases the women’s ability to resist sexual violence such as rape. Correspondingly, alcohol and drugs also influence the attitude of men because, the taking of such products reduce a person’s capacity to analyze complex stimuli. Hence, some men believe that alcohol make them more sexualized and a drinking woman is more sexually available. Hence, in a number of circumstances, men use alcohol as a justification or an excuse for sexual violence including serious crimes against women such as rape (Sampson 2002:13-14).

The prevalence of heavy drinking is an additional factor that is frequently theorized to play a causal role in college women’s high risks of experiencing sexual violence. In this regard, “alcohol use by the perpetrators, victims, or both, occurs in approximately half (30-79 percent) of all sexual assaults, including those in college campuses” (Luke 2009:82). Some girls blame themselves for sexual violence they experience under the influence of alcohol (Jacobs and Wet

2011:37). The relation between alcohol use and sexual violence is bidirectional, i.e., a drunken girl or a drunk perpetrator-in both ways girls are extremely exposed to sexual violence. Many college students consider partying in the campus or in the bar as a major way of demonstrating their new found independence from parents and serves as a major source of entertainment. For college students, the positive, pleasure producing aspects are more salient and compelling than the risks, such as sexual violence (Luke 2009:82).

2.5. Consequences of Gender Based Violence

Human rights are interdependent, interrelated and indivisible; as a result, the violation of one right is very likely to lead to the violation of other rights. Violence against women by itself is a violation of human rights and prevents women from enjoying their human rights and fundamental freedoms, such as the right to life and security of a person, to the highest attainable standard of physical and mental health, to education and participation in public life (UN In-depth Study 2006:57; DEVAW 1993; Beijing 1995).

2.5.1. Health Consequences

GBV against women causes different impacts on physical and psychological health of a woman. The physical injuries, range from cuts and bruises to more serious conditions like broken bones and loss of consciousness. Rape victims are very likely to suffer from injuries resulting in unconsciousness or in some cases death (UNFPA 1998:13). In the same vein, Eschborn (2003:13) identified the physical effects as malnutrition, gynecological problems and unwanted pregnancy.

Sexual victimization of women, through rape and sexual assault, usually results in unwanted pregnancy. Unlike other violence, sexual violence against women and girls has both profound and long lasting consequences. Hence, rape victims are more likely to be exposed to unintended pregnancy because in such circumstances perpetrators are less likely to use condoms or contraceptives. Rape victims experience a double injury to their health: the physical consequences of sexual assault and the equally debilitating psychological impacts (UNFPA 1998:13; population Council 2008:10). Lack of access to condom and contraceptive methods and

the serious health complication arises from illegal abortion to terminate unwanted pregnancy also further fuels the problem (UNFPA 1998:16; UN Secretary 2006:59).

GBV against women is one of the major factors for the spread of HIV/AIDS and sexually transmitted diseases (STDs) because women are being forced into sexual contacts that they would otherwise avoid. In addition, the physical force causes internal tissue damage that dramatically increases the likelihood of the virus' transmission (Collins et al 2009:36; UNFPA 1998:14; UN Secretary 2006:58).

2.5.2. Psychological Consequences

GBV against women has also long-lasting psychological impacts. In this regard, victims of rape showed persistent post-traumatic stress disorder (PTSD); the worst of all is that, rape victims are nine times more likely than non-victims to have attempted suicide and to suffer major depression (UNFPA 1998:13). According to the in depth study of the UN Secretary General (2006:59-60), depression is one of the most common consequences of sexual and physical violence. The study further identifies the following impacts on victims of GBV, high risks of anxiety, fear, and anguish. In addition 50 to 60 percent of the victims experience sexual dysfunction, including fear of sex and problems with arousal (UNFPA 1998:13). Furthermore, Victims of violence encountered with intimidation and harassment; witness the feeling of exploited, worthless, alone, scared, sick, powerless and guilty (Haffejee 2006:9). GBV also undermines a woman's self-respect, and exposed to post-traumatic depression, anxiety, sleeplessness and lapses of concentration, isolation, withdrawal (Eschborn 2003:13).

2.5.3. Educational Consequences

In educational institutions, besides the above effects, victims might also be subject to other multiple problems. A study by Collins et al (2009:34) reveal that most victim girls felt that they do not belong to the University; they hardly listened, and cared even they felt despised, this is an indication that Universities do not appreciate that violence as a human rights abuse. Therefore, the power of violence doesn't only manifest in the act itself but also in the disturbing effects it has on the witnesses' ability to establish a sense of safety.

Beyond safety and security, GBV could also affect the girls' academic achievement too. One of the major compelling evidence on the effects of GBV on the educational outcome of girls is that, on average 11 percent of victim girls wanted to quit school because a teacher asked them for sexual favor (The DTS Consortium 2002:17). In a similar fashion, Human rights Watch (2001) cited in the DTS Consortium (2002), stated that in South Africa because of sexual violence girls are unable to concentrate, not being interested in school, transferring to different school and in some cases leaving school altogether. In Ethiopia too a study by Save the Children Denmark and MoE (2008:55) signify that GBV was a factor to both low enrollment and school dropout for girls.

2.5.4. Economic Consequences

Apart from health, GBV against women has economic impact too. "In Canada, a nationwide study demonstrated that 30% of abused women give up work completely and 50% are temporarily unfit for work. The costs amount 1.6 billion dollars a year, including medical care and productivity loss" (Eschborn 2003:13). GBV reduces the capacity of victims/survivors to contribute to the family, the economy and public life and drain resources from social services, justice system and health care agencies (Heise and Ellsberg 2006:61;UN Secretary 2006:64).

2.6. Strategies to Protect Girls/Women against Gender Based Violence

Ending violence against women/girls requires not only a political commitment but also systematic and sustained action, backed by strong, dedicated and permanent institutional mechanisms. Furthermore, coordinating the efforts of NGOs and scaling up successful experiences of other countries would have tantamount importance in fighting against GBV (UN Secretary 2006: vi).

Paragraph 14 of the UN Secretary General report to the General Assembly, proposes six key areas for action to be taken at the national level, which are:

securing gender equality and protecting women's human rights: exercising leadership to end violence against women; closing the gaps between international standards and national laws, policies and practices; strengthening the knowledge base on all forms of violence against women to inform policy and strategy

development; building and sustaining strong multi-sectoral strategies coordinated nationally and locally; and allocating adequate resources and funding

2.6.1. Promoting Gender Equality and Protecting the Rights of Women/Girls

The promotion of gender equality and protection of women's/girls' human rights goes hand in hand with changing the biased cultural norms towards women. To such end Bloom (2008:185) argued that, Prevention of women and girls entails changing deep-rooted cultural norms and beliefs related to gender. Violence against women/girls is both a cause and consequence of discrimination against women/girls. Thus, measures aimed at securing gender equality and protect women's/girls' human rights should be taken urgently. States have an obligation to respect, protect, promote and fulfill all human rights including the right of women/girls to be free from discrimination (UN Secretary 2006:V).

The Preamble of the Declaration on the Elimination of Violence against Women accredited that;

...Violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.

One of the major mechanisms of promoting gender equality and thereby protecting women's sexual and reproductive health, is creating awareness at the community level on the effects of GBV and how GBV itself is rooted in unequal gender relations (Ellsberg 2006:329). Consequently, creating new synergies geared towards eradicating violence against women and building up the capacity of women to speak out about experiences of violence is the other area of concern (UNDP 2002:13).

With regard to the above point the US Department of Justice (2002) maintain that, to prevent campus based sexual assault the educational program should include a comprehensive education about gender based violence and engaging men in fighting against Campus based GBV against girls through Mentoring system. In addition the DTS Consortium (2002:22) find out that involving teachers and the society is essential to alleviate school based violence.

2.6.2. Formulating Laws on Gender Based Violence

For Bentham, real rights were legal rights, and it was the role of law makers to determine the content and limitation of the right. Unlike Bentham, contemporary scholar Amartya Sen believed that human rights are pre-legal moral claims (Clapham 2007:11; Sen 2004:320). However, Sen acknowledges the importance of human rights discourse in generating reasons for actions for agents who are in a position to help in promoting or safeguarding the underlying freedoms. Such obligations emanate from human rights include: the duty to give reasonable considerations to the reasons for actions and their practical implications with regard to relevant individual cases (Sen 2004:319). Therefore, once GBV is understood as a human rights violation, it is necessary legislating laws that guarantee the rights of women to be protected against such violence. In this regard, UNDP (2002:13) comments on criminalizing all forms of GBV and reforming the pre-existing discriminatory laws, policies, including traditional practices and, even in certain instances criminalizing extremely unacceptable traditional practices. The UNSRVAV (1996) cited in UN Women (2011: viii), provides for a model law that every law should comply with the international standard, establishing departments, programs and services to victims are some of the many measures. In higher education institutions as part of preventing GBV, Langford (2004:3) maintain that, “creating and enforcing strong policies, implementing comprehensive alcohol prevention efforts, and reviewing incidents with the aim of preventing future problems may expose institutions to legal actions”.

In addition to formulating campus based legislation and policies, there are also other school/university specific measures. Such strategies as proposed by Haffejee (2006:18-19) include three level interventions, i.e., school, parents and community, and government based measures. The school based strategies mainly focus on acknowledging the problem and taking all efforts to raise the level of awareness among the school community and more importantly suggest the effective implementation of school policies on GBV. In relation to this point, Collins et al (2009:38) uphold that universities should sponsor social events to create a healthy and vibrant social life and to discourage alcohol and drug consumption.

2.7. Violence against Women and Human Rights

2.7.1. Women's Human Rights

The concept of human rights is based on the recognition of the inherent dignity and worth of every human being. To such end, Article 1 of the Universal Declaration of Human Rights unequivocally recognized that “all human beings are...equal in dignity and rights.” However, this pronouncement for equality did not bring any substantive change in the lives of most women. The problems facing women have been caused by the convergence of culture, religion, and tradition, which represses meaningful legal reform (Ross 2009:391).

“Feminists criticized international law for its ‘gender myopia’. The core of these critiques has centered on the conceptualization of human rights as ‘men’s rights’ and the operational ‘ghettoization’ of the bodies responsible for women’s human rights” (O’Hare 1999:364). Feminists further criticized the traditional human rights concept, for its strict recognition of the public and private divide. Traditionally, human rights deal with the protection of the individual from absolute power of the state. Such a division, between the public as political, that deal with the interaction of the individual with the state or government; and the private which largely considered as apolitical devoid of power relation. This sort of understanding, according to feminists, leads to the failure in the international human rights law to protect the woman against brutal domestic oppression and violation of human rights (Cook 1993:231; Okin 1998:32; Libal and Parekh 2009:1480; O’Hare 1999:364).

However, current trends in human rights are now recognizing women’s rights as human rights. The Vienna Declaration was the landmark for explicit recognition of women’s human rights. The inclusion of the human rights element into women’s rights gives strength to the rights discourse. Such progresses enhance the universality of human rights in guaranteeing justice and equality to all with specific reference to gender.

International human rights law makes states the only legally accountable entities for breaches of international obligations. From the above understanding, it is possible to infer that, only a state and its agents can commit a human rights violation. Through the emergence of modern international human rights law, Ken Roth has explored the feasibility of applying different

theories of state accountability specifically in cases of violation of women's human rights by a non-state actor. Roth's theory stresses the limits of government complicit theory, to such end she came up with three distinct theories of government accountability: government agency, government complicit by failure to act, and government responsibility for the unequal application of the law. Roth argued that the same theories governmental accountability that was invoked for state complicit should also be applied to domestic violence against women. In other words, the theory of government agency treats an act of private violence as the act of a government agent and therefore requires that such violence be ended outright (Cook 1993:250).

2.7.2. Gender Based Violence as a Violation of Human Rights

Thanks to the relentless efforts of feminists, violence against women was formally recognized as a human rights violation at the Vienna World Conference in 1993. The conference not only marked the indivisibility of human rights for women but also strengthened enforcement mechanisms for protecting women's human rights (O'Hare 1999:364). Furthermore, the categorization of violence against women as a violation of human rights clarifies the binding obligations on states to prevent, eradicate and punish violation of such rights. These obligations arise from the duty of the states to take steps to respect, protect, promote and fulfill human rights. The human rights system allowed access to a number of tools and mechanisms to hold states accountable at the international and regional level. Hence, the human rights elements transform protection against violence from the realm of discretion to legal entitlements (UN Secretary General 2006:14). Viewing GBV from a human rights perspective helps to include a wide spectrum of abuses and violations (UNFPA 1998:6).

As mentioned above, addressing GBV as a human rights issue empowers women as active holders of rights, rather than, positioning them as passive recipients of discretionary benefits. In doing so, human rights provide a unifying set of norms that can be used to hold the state accountable for adhering to their obligations, to monitor progress and to promote coordination and consistency. Further, it enhances the participation of other human rights advocates, including men and boys who become stakeholders in addressing violence against women as part of building respect for all human rights. Understanding violence against women as a human right concern does not preclude other approaches to preventing and eliminating violence, such as

education, health, development and criminal justice efforts. More importantly, addressing violence against women as a human rights issue encourages an indivisible, holistic and multi-sectoral response that adds a human right dimension to work in all sectors. This broader understanding of GBV as a human rights concern is evolved as of 1990s. Consequently, the number and mandate of actors involved in addressing the impact of GBV are increasing in an alarming rate (ibid).

Different international human rights treaties recognized GBV as a crime and violation of fundamental human rights that deserve the duty of the state to prevent and protect women/girls from such violations. In cases of violations, the state is obliged to take appropriate measures to rehabilitate victims and punish perpetrators. Hence, the failure to protect women is considered as violation of the states' international obligation that emanates from international treaties.

2.7.2.1. International Legal Framework on GBV

The 1989 Convention on the Elimination of All forms of Discrimination against Women (CEDAW) is the first international human rights instrument on women's right. However, it does not refer specifically to GBV. Through the advocacy of feminists and NGOs, in 1992, to fill the gap of the convention, the CEDAW Committee adopted General Recommendation 19, which identifies GBV as a form of discrimination against women (Johnson 2004:24).

General Recommendation 19 defined GBV as a form of discrimination that seriously inhibits women's/girls' ability to enjoy rights and freedoms on a basis of equality with men. The recommendation interpreted the word "discrimination against women" in article 1 of the Convention, to include GBV directed against a woman because she is woman. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. The recommendation stipulates that GBV may breach specific provisions of the convention, regardless of whether those provisions mention violence (Para 6 of the recommendation).

Furthermore, at the international level human rights treaties set out a series of rights for the protection of women/girls against violence. The treaty bodies establish a monitor implementation, in this sense, the Committee on the Elimination of Discrimination against

Women, have addressed states' obligations to prevent, investigate and punish all forms of violence against women and address the structural causes of violence against women in general recommendations, concluding observations/comments and work under individual complaints and inquiry procedure (UN Expert Groups 2007:6).

The 1993 UN Conference on Human Rights in Vienna recognized women's rights as a human right. The Vienna Declaration and Program of Action affirm the universality of women's human rights and the elimination of violence against women/girls. The Vienna conference was also an important milestone for the later DEVAW. The Declaration is the first international document to deal explicitly and comprehensively on gender based violence against women. It, for the first time, provided that violence against women is the result of unequal historical power relation which ultimately nullifies and impairs women's enjoyment of their fundamental rights. Further more, the declaration identifies specific groups that are more prone to violence, these groups include women belonging to minority groups, indigenous women, refugee and migrant women, women in rural and conflict areas, and women with disability are among the many. The Declaration in Article 4 underlined the duty of the state to condemn violence against women irrespective of any custom, tradition or religious consideration. The Declaration in the same Article stipulated a number of duties up on the state which emanates from the four duties of the state stem from entering into international treaties: the duty to respect, protect, promote and fulfill.

On March 1994, the Commission on Human Rights adopted resolution for integrating the rights of women and elimination of violence against women into the human rights mechanism of the United Nations. To such end, the Commission appointed a Special Rapporteur on Violence against Women (SRVAW). The creation of this mechanism and the scope of its mandate was a hard-won victory for women's rights movements globally. Following its establishment, SRVAW cover a vastly neglected and obstacle ridden legal terrain-that of developing distinct legal doctrine for GBV (UN SRVAW 2009:1). The major function of the special Rapporteur on violence against women is to study the causes and consequences of violence against women. This mandate created an institutional mechanism for regular in-depth review and reporting on violence against women around the world. The SRVAW conducts its work within the framework of international human rights regime and includes recommendations on how to eliminate

violence against women and its causes and remedy its consequences. The special Rapporteur has raised awareness on the causes and consequences of violence against women through analysis, recommendations and country visits (UN Secretary General 2006:13).

The other vital instrument concerning the rights of women to be protected from violence against women/girls is the 1995 Beijing Declaration and Platform for Action which was adopted by 189 countries at the Fourth World Conference on Women in Beijing. It ensures the full implementation of the human rights of women and girls as inalienable, integral and indivisible part of all human rights and fundamental freedoms. The Plat Form of Action came up with a number of actions to be implemented by governments. The measures to be employed include enacting and enforcing legislation, administrative, educational and sensitization training are among the intended measures to be taken (Report of the Beijing Conference 1995).

In 1998, the Rome Statute in Art. 7(f) provided for the establishment of the International Criminal Court which defines crimes against humanity as including torture, rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization and any other grave acts on civilians. In addition the UN Resolution 1325 adopted in 2000 by the UN Security Council on the impact of conflict on women has covered GBV in time of conflict.

The protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa is another important legal document that clearly stipulates the notion of violence against women in a binding document. Though Ethiopia has only signed and not yet ratified, the optional protocol outlined state parties to adopt and implement appropriate measures to ensure the protection of every woman's right to respect for her dignity and protection of women from all forms of violence. It further included measures to be taken by member states to enact and enforce laws, identify the causes and consequences of violence, punish the perpetrators of violence against women, and establish mechanisms and accessible services for effective information, rehabilitation and reparation for victims of violence against women.

In conclusion, the Charter of the United Nations (1945), UDHR(1948), the Nairobi Forward-looking Strategies for the Advancement of Women (1985), International Covenant on Civil and Political Rights (ICCPR) (1966), International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966), UN Convention on the Rights of the Child (CRC) (1989), UN

Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (1984), UN Convention relating to the Status of Refugees (1951) and its optional Protocol (1967), UN Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990), and many others incorporated the idea of women's human rights and the elimination of violence against women.

2.7.2.2. National Legal and Policy Framework on Gender Based Violence

The 1995 FDRE constitution in Article 35 provides that women are entitled to equal rights with men. The provision recognizes the historical legacy of inequality and discrimination as a ground for contemporary inequality between men and women in political, social and economic life. Art. 35(4) also stipulated that the state shall enforce the rights of women to eliminate harmful laws, customs and practices that cause bodily and mental harm. Relevant to this topic, the Constitution in Article 9(4) also stipulated that; "all international agreements ratified by Ethiopia are an integral part of the law of the land." The provision allowed courts to apply international treaties ratified by the country.

The 2005 Criminal Law mentions violence against women and harmful traditional practices in Art. 564. Compared to the 1957 penal code, the 2005 penal code has incorporated a series of provisions dealing with sexual abuses (Alemayehu and Original 2005:49). Art. 555 and 556 incorporated, grave and common willful injuries respectively which have lots to do with the physical violence that women/girls suffer from. In addition art 556 covers in sub article (a) for physical violence too. Furthermore, Art. 557,558 and 558 address different types of violence. More importantly art.560 stipulates the notion assault. Art.564 of the code affirms that the above articles (555-560) to be applicable to a married couples too i.e. a violence committed by the husband against his wife.

The civil servant proclamation No.515/2007 addresses some forms GBV mainly those occurred at work places. To such end, Art. 68(13) explicitly integrate sexual violence as one of the offenses that entails rigorous penalties. Beside such explicit recognition, the proclamation further stipulates initiating physical violence and committing an immoral act at work place in Art.68(5) and (8) respectively. Both provisions enable to cover the physical and psychological violence against women. Art. 70 of the proclamation indicated some of the measure against the offenses

that includes suspension of the worker from his post. Sub art. C of the same article insist on, one of the circumstances led to such suspension is when the alleged offence is so graves to demoralize others and negatively affect the public trust of the civil servants. Here, sexual violence again is one of those incidents that undermine the reputation and prestige of particular institutions or its civil servants. Therefore, the proclamation entails almost all violence as serious breaches of disciplinary conduct.

Beyond the criminal code the Ministry of Education, based on the power vested to it by proclamation 650/2001 has passed a Directive to protect students from sexual harassment in Educational institutions, in November 2010. The motive of the directive is to protect higher education students from sexual harassment and punishing perpetrators. The directive aimed at reducing and eliminating sexual harassment in higher education institutions. The application of the directive is not limited to the institutions compound but also outside of those institutions as long as the harassment involves members of the campus community as perpetrator and victim.

For the purpose of the directive sexual harassment defined as any sexual (verbal or physical) advance by the academic community or administrative employee on other academic community or administrative staff using sex as a quid pro quo. The activities and types of sexual harassment elaborated under part two of the directive ranges from simple sexual harassment that include exposing ones body or showing body movement so as to seduce others, showing sexual magazines and notes, sexually charged jokes, comments, questions against the will of the other party, criticizing and embarrassing someone in a sexual manner, sending sexual pictures or text through electronic equipment such as mobile phones, sexual comments on ones body or ways of dressing and giving nicknames that humiliate and embarrass the other person. The stronger types sexual harassment include; using internet and electronics equipments to show the pictures of the campus community sexually, interfering on ones freedom of movement that causes psychological impact, using sex as a quid pro quo for grade or other benefits, trying to undertake sexual activity and snatching personal possessions through force, frequently committing simple harassment and inflicting simple sexual harassment on disabled persons is also labeled under this category.

The disciplinary measures included in part three are classified in to against students, teachers and administrative staffs. The disciplinary measure range oral warning to expelling from the institutions altogether. The directive incorporated that, administrative staff members to be governed by Article 67 of the federal civil servant proclamation No.515/2007.

This directive can be taken as a greatest leap forward in Ethiopian history of laws and proclamations on women/girls because it clearly stipulates definition of what constitute sexual harassment and the penalties and procedures to be followed. More importantly the directive in its part five calls for the establishment of ‘Sexual Harassment Inquiry Committee’ composed of 7 members: the representative of higher education institution (HEI) female students Union, representatives of the HEI Gender Office, representative of the Students’ Union, representatives of the Teachers Association, representatives of the Administrative Staff, the Students’ Dean, and a lawyer who represents the president. Part nine of section five of the directive outlines the major powers and functions of the Committee. Therefore, the committee is empowered to investigate alleged cases of sexual violence and give recommendation to the President. In conducting its investigation the committee has been given with plenty of powers that make its finding reliable and truthful.

The 1991 National Policy on Ethiopian Women acknowledged the fact that in the country women beside their contribution to the socio-economic development, cultural practices are hindering from enjoying the fruits of their work. Therefore, the creation of a new development policy free from discrimination was a must. The policy further outlined that the multifaceted problems of women can not be solved by women alone rather through the combined efforts of women, society and the government. Thus, the policy, *interalia*, has the objective of ensuring the democratic and human rights of women, and modifying or abolishing existing laws, regulations, customs and practices which aggravates discrimination against women. The guarantee of human and democratic rights has also been mentioned as a strategy to implement the policy. In addition a step by step elimination of prejudices and the legal protection of women have also been mentioned.

Chapter Three

Research Methodology

3.1. Research Approach

This research is predominantly qualitative. To such end, in-depth interview and focus group discussions are the major techniques employed to collect the qualitative data. A structured questionnaire was used to supplement the qualitative data with quantitative results. According to Ellsberg and Heise (2005:55), in researching gender based violence against women, “a survey may often provide fairly superficial information, and may not contribute much to understanding complex processes or their causes”. In this regard, Ritchie (2003:42) maintained that it possible to know the context and the consequences of something through quantitative measurement alone, but there often are occasions where the contexts or consequences need to be understood at a deeper level and for which a qualitative investigation needed. Hence, as the purpose of this research is primarily investigating the causes and consequences of GBV against female students through in-depth understanding of the problem female students have faced, the researcher preferred to use qualitative research techniques as a convenient design to answer the research questions.

In addition, survey may indicate how many women/girls experience violence but gives less information on how they experience GBV (Ellsberg and Heise 2005:55). Hence, the approach followed in this study is a human rights approach; it would have an invaluable advantage to see the whole phenomenon in a comprehensive manner through in-depth study. Slot et al (2005:1375) argued that, in studying gender based violence, the qualitative study supplement the human rights documentation, as it produce in-depth descriptions of participants’ experiences in their own words. In their experience sol et al (2000) in conducting research on the human rights violation of battered women they recommend four phase interviews i.e. with victims/survivors, testimonies, state agencies/key informants and conducting focus group discussion. In this study the researcher has attempted to follow the same trajectory. Henn et al (2006:150) accentuate that qualitative research is carried out in ‘real-life’ settings. He further noted that, in order to build-up an understanding of how people experience the world around them, and to identify what informs

their behavior, the researcher attempted to study action and talk as it naturally occurs. Similarly the UN Secretary in-depth study on violence against women (2006:77) verify that, qualitative research findings are useful in assessing women's needs and constraints, community needs, designing, prevention campaigns, planning and evaluating intervention.

Nevertheless, qualitative result help to understand the nuances and details of a complex social phenomenon the researcher can not say the finding is true for every other member of the group (Ellsberg and Heise 2005:55). Yet, Bloor and Wood (2006:94) mentioned that, the generalizability of qualitative research may be improved by using multiple methods combining qualitative and quantitative methods.

Therefore, at the end of the qualitative study, the researcher has conducted a quantitative survey so that the results obtained through qualitative techniques to be triangulated to increase the validity of the research findings. In this regard, different scholars such as Ritchie (2003) and Ellsberg and Heise (2005) maintain that the advantage of combining the two techniques is to investigate the underlying factors causing the phenomenon to occur.

3.2. Sources of Data

In conducting this research the researcher employed both primary and secondary data sources. The primary data sources were interviewees, focus group discussion participants and questionnaire respondents.

The secondary sources include relevant materials including books, journals, internet, and newspapers. In addition, international treaties on women's human rights, Declarations, Recommendations and resolutions and other national legal document including the 1995 FDRE constitution has been included as an important sources of data.

3.3. Description of the Study Area

Bahir Dar University (BDU) is one among the major Universities in the country that produce thousands of educated professionals in a number of fields of studies. According to BDU Registrar, in 2004 EC, Bahir Dar University has more than 33,000 students in all programs. Out of which regular undergraduate students constitute 11,117. Currently, the University comprised

the following faculties: Humanities, Social Sciences, Law, Education and Behavioral Sciences, as well as the following colleges: Agriculture and Environmental Sciences, Business and Economics, Medicine and Health Sciences, and Natural Science. In addition, the Engineering College is currently undergone through a new structural change (BDU 2011; BDU Registrar Office 2011).

The study area is Bahir Dar University which has been selected purposively because the researcher is an academic staff member of the university that gave him the chance to access to different institutional and practical set up. In addition the researcher in his stay for two years is well aware of the chronic problem of GBV against female students

3.4. Data Collection Methods

To conduct this research the researcher used in-depth interview, focus group discussion, and Questionnaire. In addition analysis of different documents has been made. In order to facilitate the processes of data collection, the researcher used Amharic as a medium of communication for all sorts of data collection instruments (interview, focus group discussion and questionnaire). Each of data collection method is briefly discussed below.

3.4.1. In-depth Interview

In-depth interview is the method which is more like conversations that allow the researcher to view and respect things from the participants' perspectives. In addition, the method is convenient for both feminist and human rights research as it allowed peoples opinion to be prevailed. As Ritchie and Lewis (2003) indicated, in-depth interview is important because it brings people face to face and helps the interviewer to get direct answer and, can the researcher ask questions that need further elaboration by the interviewee.

In-depth interview was conduct with seven female students who were victims/survivors of GBV. They have been identified through the University's Girls Union and others students. According to Hancock and Algozzine (2006:11) the insight collected from case studies can directly influence policy and procedure.

In addition to female students the researcher has conducted interview with key informants who are gender focal persons. Key informants are individuals with rich knowledge of the topic and are also senior specialists in the area to be studied (Bloor and Wood 2006:89). Therefore, one individual from each of the following bodies: Students Union, Gender Office, Students' Guidance and Counseling service, the University's discipline body, the campus police, girls club, Ipas officer¹ and Students' Dean office; has been interviewed. The informants from the above offices have been selected based on proximity to the issue and seniority (see Appendix 2.2).

The interview was aimed at gathering information on the types, causes and consequences of gender based violence against female students in Bahir Dar University. Further more, it has also been used to examine the available legal and institutional mechanisms that protect female students from gender based violence.

In conducting the interview, the researcher in addition to tape recorder, used note taking especially for victims. The medium of communication for interview was Amharic.

3.4.2 Focus Group Discussion

Focus Group Discussion (FGD) is a kind of data collection method that enables participants to reflect on what is being said by other participants. Therefore it helps to elicit a well-rounded view of the topic other than a one sided response. FGD gives information about groups of people rather than individuals. Therefore, FGD is designed to gather information that reflects what is considered normal in a particular community (Ellsberg and Heise 2005:133).

The researcher has conducted two FGDs involved 10 male and 10 female students from different departments (see appendix 2.3). The reason for maintaining homogeneity between groups is, as clearly indicated by Jupp (2006:121) to make sharing and comparing of experience very easy. The FGD has been used to obtain prevailing views, facts, opinions which otherwise are difficult to find through questionnaire. Similarly, Jupp (2006:122) argued that FGD is vital to study sensitive topics like violence against girls. In addition, FGD is chosen for the purpose of validating, building on and adding depth to the results obtained from other data sources. In

¹ Ipas is NGO that works in the area of Reproductive Health and HIV/AIDS in Collaboration with the campus Clinic

conducting the FGD, the researcher's role was as a moderator who facilitates communication without influencing the outcome. The FGD was conducted in Amharic based on the FGD guide and the discussion in addition to note taking was tape recorded with the consent of participants. To conduct all activities the researcher assigned an assistant from BDU department of gender and development staff member (see appendix 1.2).

3.4.3 Questionnaire

The researcher conducted a survey questionnaire on 100 female and 50 male third and above year students in different classes and departments to complete questionnaires (see appendix 2.4). Third year and above students were, purposively selected because of their seniority that enable them to have the knowledge of the topic at different stages. In conducting the survey the researcher has used the structured questionnaire (see Appendix 1.3) because as Kothari (2004:101) indicated, structured questionnaires are simple to administer and relatively inexpensive to analyze as the questions are presented in the same wording and order to all respondents. In developing the questionnaire, the researcher has used different prior studies and information gathered from focal points and the case studies.

The objective of the survey was to verify and validate the information gathered through in-depth interviews and focus group discussion and intended to gather numerical information on facts and opinions. The survey was also aimed at assessing the prevalence of gender based violence in Bahir Dar University. The survey served as an important source to include the views of male students about gender based violence, because one-third of the questionnaire respondents were male students. The researcher, for analysis, has used simple statistics such as frequency and percentage. In selecting the sample, the researcher used table 3.1 to maintain proportionality of samples between different faculties. The researcher selected more than 10% of the total female students in the study area.

Table1: The Number of Students and Samples Taken

| Faculties/Colleges | No. of Second year and Above Students | | Number of samples students | |
|------------------------------------|---------------------------------------|------|----------------------------|------|
| | Female | Male | Female | Male |
| Social Science | 282 | 458 | 27 | 7 |
| Behavioral and Educational science | 117 | 451 | 11 | 7 |
| Law | 110 | 486 | 10 | 8 |
| Humanities | 292 | 588 | 28 | 9 |
| College of Science | 252 | 1258 | 24 | 19 |
| Total | 1023 | 3241 | 100 | 50 |

Source: Bahir Dar University Registrar Office 2011

3.3.4 Document Analysis

Analyzing documents which are usually administrative decisions, programs, policies and legislations is also one source of data for this study. The decisions given to female students' complaints by concerned bodies such as the student dean office have been taken as a source of data for this research. In addition to the 2005 and 2011 Senate Legislation of BDU, the 2010 Ministry of Education (MoE) directives on Higher education, sexual harassment have been reviewed and analyzed.

3.5. Data Analysis and Interpretation

After finishing the data collection activity, the next task was translating the data from Amharic into English without losing their original meaning. Hence, the translated data have been thematically organized and interpreted in the light of international instruments, the FDRE Constitution, relevant studies, and laws and proclamations on the girls' human rights. The quantitative data has been analyzed through SPSS software so that some tables or graphical expressions have been drawn depending up on the specific objectives of the study. Finally, the data gathered through quantitative and qualitative methods as well as secondary sources has been triangulated to increase the validity and reliability of the research findings.

3.6. Ethical Considerations

Ellsberg and Heise (2005:42-43) argue that in conducting research on GBV against women, respect for persons at all stages of the research processes and minimize harm to respondents must be the major areas of emphasis. They further acknowledge two fundamental ethical principles from WHO which are respect for autonomy and protection of vulnerable persons. In conducting this research, the researcher has kept all personal information and data of respondents and informants confidential. This respect for all persons has extended to the whole processes of the research. Hence, participants weren't required disclosing their names during the interview instead, pseudonyms have been used in the processes of data analysis and interpretation. In conducting the study, the researcher has clarified the purpose of the study to respondents/informants so that they could involve through their informed consent. In addition, as respondents weren't comfortable to be identified in terms of their Department, the researcher decided to use their faculty only as their identification.

Chapter Four

Findings and Interpretations

4.1. Types of Gender Based Violence against Female Students in Bahir Dar University

4.1.1. Sexual violence

Sexual violence is the act of engaging school girls in to sexual activity with out their consent and often is backed by other types of violence including physical and psychological one (Save the children Denmark and MoE 2008:29). School girls are also prone to sexual harassment which is uninvited and unwelcome sexual attention and frequently occur between the relationships of unequal powers i.e. teachers-students. In the same token, results from FGD with female students indicate that, they have been touched, grabbed and even kissed with out their consent. One of the favorable conditions for such transgression is the interruption of electric light in the library. The acts of sexual violence by teachers using sex as a quid pro quo, is usually committed in different girls. FGD participant girls further confess that, they knew lots of girls in their dormitory and classes whom, has graduated with very good score by playing the sex card correctly in exchange for good grade. The key informant from the campus disciplinary body even if he refused to show the cases that they are dealing with, because of confidentiality; he acknowledged that most of the cases that they are currently dealing with are such kinds.

Further, an informant from the university gender office acknowledged that sexual violence, especially verbal harassment, is considered as a “right” of the boy against the girl and more regrettably, girls are contemplated to believe that verbal harassment is a normal state of affair in which a girl can do nothing. In the same vein, a key informant from the students’ union argued that, in some universities such as Haromaya, there is a law that regulates sexual harassment including verbal harassment that really helps girls to be protected; however, in BDU verbal harassment especially catcall is considered as a means of communication.

In addition, according to Langford (2004:2) and Luke (2009:80), College and University girls in rare occasions experience attempt or complete rape. In BDU, the key informant from Ipas revealed that there are a number of rape cases that students did not want to be publicized in fear of public disclosure that might undermine their social prestige and honor. The US Department of Justice (2002:2), similarly, concludes that the incidence of campus based violence is very unlikely to be reported when it is between intimate partners and involves alcohol. To such end, the informant told the following case:

I am not sure whether these girls are lying so that I could help them to undertake the abortion², two girls in the past year came and told me, they were pregnant because they have been raped by their fellow student outside of the campus with out their knowledge and through the involvement of alcohol

The quantitative result (see table 2 below P.44-45) also showed that verbal harassment is the most frequently committed type of GBV in BDU which happened on 87.6% of female respondents through insult and catcall. In addition, 56.7% of female respondents have received unwanted comment and criticism on their physical body, while 73.2% have been grabbed and touched without their consent. Another 12.4% have faced the trial by boys to make sex using fear and physical force. Attempted and complete rape constitutes 5.1% and 3.1%, respectively.

4.1.2. Physical Violence

Physical violence in schools directed at girls not as a form of corporal punishment but rather as a form of harassment initiating sexual relationship (Save the Children Denmark and MoE 2008:25). Similarly, FGD participant male students admitted that, they sometimes go to physical violence to accomplish the need to tame a girl for partnership. Some time, using crude physical force especially, when a girl refused for sexual and romantic relationship is considered normal. Studies (Eschorn 2003:16; Sampson 2002:12), similarly showed the justification of culture perpetuate using force for a girl who says 'no' to sexual question. However, female FGD participants maintain that male students' sexual desire drives them to hit girls' body especially in

² because according to article 551(1) (a) of the 2005 Ethiopian criminal code rape is one of the circumstance for which abortion is allowed

the buttock in the absence no one and darkest places. Some male students slap and beat girls for refusal of sexual intercourse. Finally, they concluded that, outsiders are the major perpetrators of physical violence.

The quantitative result (see table 2 p.44-45) showed that, physical violence is a rare occasion. Hence, 29.9% of respondents have been pressurized and terrorized through force, 4.1% faced battering, slapping and, beating occurred on 14.4% of respondents.

4.1.3. Psychological and Emotional Violence

Psychological and emotional violence includes threats of violence, insult and name calling, humiliation in front of others, blackmail, cruel and degrading treatment, placing restriction on liberty and freedom of movement and the threat of abandonment (UNICEF 2000:4; Johnson 2004:22). In relation to this, FGD with male students revealed that; there is a teacher who is very abusive and short of all professional qualities in dealing with girls, when he has class in the afternoon, *he usually says very degrading words like, you girls smell very bad in the afternoon.* Female FGD participants concluded that demoralizing insult especially by teachers is targeting at humiliating and embarrassing the girl in front of her classmate so that she would easily become his prey. They added that, male students too content using psychological violence through insult and other techniques so that they could be feared and get whatever they want when they ask for it.

Hand in hand with the emotional and psychological violence is the deprivation of liberty and discrimination which according the university gender office informant, is one of the major areas of discrimination. According to the officer a girl discriminated in time of assignment in which boys met whenever and wherever they want that doesn't consider the safety and security of the girl, the roots of such discrimination can be traced back to the role of teachers who usually assigned male students as group leaders. One of the informant added the following narrative;

two girls was assigned to conduct a group assignment with other four boys, the boys agreed to meet at 4:00 night, when the two girls went to the place of appointment, the boys tried to get them in to a darker room and the boys approaches staring from their greeting have been changed. Having understood the horrible end that would come, the two girls told their male

members, they came to their appointment not to work with them but to seek their approval for absenteeism as both of them were sick from common cold. In such a way the two girls survived that night.

In the same vein, informant from the students union affirmed that, *a campus girl is expected to pass different obstacles including the intentional deprivation of liberty by male teachers who attempt to achieve sexual end.* The deprivation of liberty usually highly linked with the effect of GBV that creates fear and lack of feeling of physical security.

The quantitative results (see table 2, p.44-45) indicate, psychological and emotional violence through humiliating and embarrassing occurred on 68% of female respondents and, 50.5% of the respondents have been impacted psychologically. With regard to deprivation of liberty and discrimination, the quantitative data confirmed that 69% of the respondents experienced violation of liberty and, 34% of them have acknowledged that males have been given priority over them.

4.1.4. Economic Violence

Economic violence is characterized by discriminatory access to social services, inadequate shelter, food, economic deprivation, etc (Johnson 2004:23). In addition, in Colleges and Universities, the economic violence is taking the form of trading sex for money to pay school payments and support ones family (the DTS Consortium 2003:3). A key informant from the campus police stated that, *usually girls come to us when their male partners snatched their mobile phones and memory cards.* Such incidences occur when either of the two couples decided to stop the relationship and following that the girl becomes prey as the boy takes her private stuffs as revenge. Similarly, an informant from girls' club confirmed that, she knew girls whose mobile has been snatched by males outside of the campus.

Slightly different from the above incidents, the Ipas officer shares that, *as part of my job I frequently deal with girls who enters in to sexual relationship with some one they do not know merely for financial reason.* In BDU some girls involve in to sexual relation with some one either to meet their financial needs or most frequently to enjoy in different places mainly bars

and hotels which otherwise are unaffordable to students. FGD participants further cite that this kinds of sexual encounters usually taken as a sign of modernity.

With regard to economic violence, the quantitative result showed the lowest rate compared to other violence, 6.2% of respondent girls' personal properties have been snatched and 4.1% of girls' personally properties have been taken by boys with out their consent (See table 2,below).

Table 2: The Frequency and Percentage Distribution of Female Respondents on the Types of Gender Based Violence in Bahir Dar University against Female Students

| Types of Violence | Frequency | Percentage |
|---|------------------|-------------------|
| Sexual Violence | | |
| Verbal Harassment (insults, catcalls etc) | 85 | 87.6 |
| Unwanted physical contact and grabbing | 71 | 73.2 |
| Commenting and criticizing on ones body | 55 | 56.7 |
| Attempt rape | 5 | 5.1 |
| Rape | 3 | 3.1 |
| Trying to have sex through creating fear by force | 12 | 12.4 |
| Total | 97 | 100 |
| Physical violence | | |
| Pressurizing and terrorizing through force | 29 | 29.9 |
| Battering | 4 | 4.1 |
| Slapping and beating | 14 | 14.4 |
| Total | 97 | 100 |
| Psychological violence | | |
| Humiliating and embarrassing | 66 | 68 |
| Imposing psychological impact | 49 | 50.5 |
| Total | 97 | 100 |
| Economic Violence | | |
| Snatching personal property | 6 | 6.2 |

| | | |
|---|-----------|------------|
| Taking personal property with out consent | 4 | 4.1 |
| Total | 97 | 100 |
| Discrimination and Denial of Liberty | | |
| Violate ones liberty | 67 | 69 |
| Giving priority to male students | 33 | 34 |
| Total | 97 | 100 |

Source: A survey Conducted by the Researcher in November 2011, BDU

NB: the disparity between the total number of respondents and the frequency is because students have faced and choose more than one GBV (see appendix 1.3)

Table: 3, below explain that the responses of male respondents who knew GBV against girls perpetrated by males. As a result, insult and embarrassment and humiliation constitute 64% and the psychological impact 46%. Sexual harassment 46%, the use of force to threaten girls witnessed by 30% and the economic violence against the girls' property 6%.

Table: 3 Frequency and Percentage Distributions of Male Respondents on the Types of Gender Based Violence against Female Students in BDU

| Types of GBV | Frequency | Percentage |
|--|------------------|-------------------|
| Insult, embarrassment and humiliation | 32 | 64 |
| Creating psychological impact | 23 | 46 |
| Sexual harassment(unnecessary jokes and body touching etc) | 23 | 46 |
| Attempted rape | 0 | --- |
| Complete rape | 0 | --- |
| Creating fear through the use of force | 15 | 30 |
| Slapping and beating | 0 | --- |
| Battering | 0 | --- |
| Taking or snatching girls' personal possession without their consent | 3 | 6 |
| Total | 50 | 100 |

Source: A Survey Conducted by the Researcher in November 2011, BDU

NB: the disparity between the total number of respondents and the frequency is because students knew and choose more than one types of violence (see appendix 1.3)

The following cases show the different types of GBV against female students in Bahir Dar University and also illustrate how victims/survivors experienced GBV. The cases encompass all sorts of gender based violence such as sexual violence, physical violence, psychological violence

and economic violence within different context and by different perpetrators. Studies (Save the Children Denmark and MoE 2008:29) confirmed the same result; perpetrators exert multiple violence, in a single girl owing to achieve sexual end.

Case One

It is the case of a twenty years old law faculty student. Currently she is third year. She has faced the following GBV when she was first year student. The girl experienced sexual violence in the form of harassment backed by psychological violence.

The teacher who was giving us a certain course was nagging me all the semester so that I could go to his office for support. He even asked me to go to his office and see my mid exam result; in his word 'I scored the least in the class'. Though he said so, later when I checked, it was not as least as he portrayed. Beside all his pushes I remained stubborn not to meet him personally. However, in the day of the final exam by using my absence from class during the eve of "Gena³" as pretext, he fired me out of the exam hall. Needless to say, while he removed me out of the exam hall insulted me as idiot, dirty and "niftam⁴" even he said that I missed the class because I was sleeping here and there with different boys.

However, through the efforts of other students looking me crying outside of the hall, the teacher came to me and told me that the only thing I was trying to do was bringing "Dekalla⁵". There after, he allowed me to sit for the exam and ordered me to report to his office. When I went to his office, by closing the door he tried to kiss me in my lip but when I turned my face it happened in my cheek. Then, before anything bad happened I forcefully opened the door and run away ignoring his warning behind. This teacher has been caught while he did the same thing on other female student and was fired from his post.

³ Ethiopian Christmas

⁴ Amharic derogatory word for some one whose nose's tip is not free from mucus (runny nose)

⁵ *Dekalla* is a blasphemous Amharic term. It denotes, a child born out of wedlock.

Case Two

The following is the incident of a third year humanities' faculty student who is currently twenty years old. Her story is relatively similar to the first case, except the context.

I came from a rural area. Though I am among those who exert all their efforts to study and focus on my education, I can't see myself greater than a middle level student. One day while I was taking a mid exam the teacher took my ID card and told me to come to his office to get it back. On the first day he chased me out of his office because I was with my friends. Consequently, he called me on my mobile phone and told me to come to his office at night 3:00⁶. He further warned me by saying my result would be "F" and as an advice he added that "A" and "B" couldn't be easily achieved with out sacrifices. Having understood his motives, I decided not to go his office again and to get a replacement ID as if it was lost.

The teacher one day got me outside and asked me where I came from and when I told to him, he yelled that it is better to be born in urban cities than being a mud and dirty rural and peasant girl like me. At the end of the semester, like other students, I went to his office to see my result. He told me and flattered himself through agitation like; he could get me out of my mud life and made me live a modern and luxurious life. Finally, since we were leaving the campus as it was the end of the academic year, I begged him in the name of God to give me what I deserved. Though I got "C" I took it as a blessing in disguise. Because I was sure he would give me "F".

The two cases illustrate how and what types of violence the two girls have experienced. In both cases, the teachers using sex as a quid pro quo forced girls to engage in to sexual violence. Nevertheless, when the two girls remain rigid, perpetrators exert emotional and psychological violence through insult and humiliation, for instance, in the first case the teacher called her "niftam" and the second case has been called as "a mud" simply because

⁶ All times are in local time

she came from a rural area so that she could be embarrassed who she is. As elaborated above, both male and female FGD participants acknowledged the presence of such a variety of violence. In the second case, the teacher not only used psychological and emotional violence, but also economic gadget to manipulate the girls' economic vulnerability. Studies (the DTS Consortium 2003:6) showed the same trend, that female student, in addition to grade, they also entered in to sexual relation with their teachers for money.

Case Three

The following third year humanities student, has experienced multiple violence including physical violence. She is 21 years old.

A student from poly-campus⁷ always came to the main campus so that he could ask me to be his girl friend. I constantly told him, that I couldn't be his girl-friend. One day when I told him again about my stand, he shouted that, kicking a girl is like "peeling an onion" so he slapped me in the face once and gone. In addition, at night he called me in my mobile phone and frustrated me. One day he caught me around the tele-center in the main campus and warned me by showing a dagger, he would kill me, if I insist to refuse.

In another day, he got me at the main gate and accidentally, he slapped me in the face and took my mobile phone. When he was asked by the police he denied and created a totally false story that, he took the mobile as collateral for the money he borrowed to me, to carry out abortion. Through different investigation techniques of the police, he admitted that he did all these awful things because I rejected him persistently. The concerned body punished him not to reach the main campus and around me till graduation. Even if he was punished, I am not still feeling free to move and do every thing I want.

Case three clearly demonstrates the nexus between sexual violence and physical violence and in certain circumstances economic violence too. The student in order to achieve the sexual objective, he slapped and even tried to frustrate her using a sharp tools, however, when he

⁷ College of Technology

failed to do so he intended to snatch her mobile phone. In the same way, FGD participant male and female students as visibly stated above, under the physical violence sub-section, male students usually use physical force owing to accomplish sexual goals. According to informants, girls go to different bodies of the University while they have been forced and battered by male students when they refused for sexual or a romantic quest.

Case Four

The following is a case of a twenty years College of Natural Science student, who is currently a third year student at Bahir Dar University. The case is about sexual harassment and physical violence.

One day my friend and I, after spending sometimes outside of campus, were entering in to the campus door. The time was around 3:30, night. Four boys were also getting in the campus, after we passed the University gate, the four guys started to harass us verbally and when we reached in a darkest and silent place one of the four guys kicked one of my friends' buttock with his hand. My friend angrily replied "ooooof what is wrong with you?" Having heard that, he returned and answers back, are you saying "ooooof" to me? And he slapped her in the face and kicked her leg till it was covered with blood being injured. We couldn't help her, as he kicked one of my friends, who was tried to settle the brutal episode. The rest of his friends laughed and scream on us. Without any bodies help, my friend cried till two girls came from the outside. The two girls frustrated the guy, if he wasn't let us moved, they would call a police. In such a way we survived that night.

The violent confrontation on case four is a sexual harassment. The perpetrator content to wield physical force as a response for being rejected by the victim/survivor, however unlike case three they did not intend to pursue the girl to come to the track. Similar results from FGD with male students have been produced. The administrative decision that the researcher accessed from the Students' Dean indicated that two intoxicated prospect graduate male students, forcefully took a girl out of the library in the mid-night, and they beat and badly injured her.

Case Five

Case five is about, a 22 years old and third year Education and Behavioral Science faculty student. The case is about sexual harassment.

The teacher was an invigilator in our final exam to which the course instructor was his friend. Since I was very sick, I couldn't do my exam properly and on the same speed with the rest students. All students have finished and left the teacher and me in the class. Then after, he brought to me the exam sheet of the cleverest student in the class and told me to copy his answer. I decided only to copy the multiple choice part as it would be enough to get a passing mark, but the teacher agitated me to copy the calculation part too (since the course was a common course, it has calculation part).

After finishing, he asked me to wait him till he puts the exam sheets in his office. When he returned, he asked to take me outside the University so that he took me to a clinic to get medical treatment. In addition, he tried to appease me by promising that all my results in other subjects too would be improved. However, whatever he said, I decided not to go out with him. As a result, he warned me that, as the course instructor's closer friend, my grade would be "F". Since, the time was both the end of the academic semester and the year; I went home without getting arranged all the misery that was revolving around me. When I came back in September, I scored "D" and I have nothing to say than sitting and crying bitterly.

This case demonstrated the complex nature of GBV perpetrated against girls which are even sometimes intricate to handle through the formal legal measures. The girl in this case has entered into sexual violence through an academic crime that challenges her not to seek legal remedy for the problem. Like the other cases, the teacher used economic incentive in addition to grades. The economic incentive was in the form of promise of medical expense coverage.

Case Six

She is 22 years old and third year Social Science student. She has experienced the following sexual harassment when she was a first year student.

While I was a first year student, a certain teacher gave me special attention that at first I didn't notice. All my boy classmates distanced themselves from me, as the teacher was showing them a clear hatred. One day he called me to his office and asked me to be his girl-friend. I insist, I already have my own boy-friend then he warned me, if I refused my result would be "F". I remained rigid and finally the teacher gave me what I deserved. Nonetheless, students' rumor was the major challenge I came across as they gossip each other about me. Some of their chitchat and gossip include, I have been given the answer sheet to exams and he added mark to my result.

Like the above cases, case six too involves sexual violence which is softer compared to others but a bit open and left the girl at the mercy of the students' psychological pressure through gossip and rumor. Case six designate that GBV makes girls subject to multiple jeopardy, both direct and indirect. The direct one from their perpetrator, whom by using sex as a quid pro quo affects their life and academic achievements, not less than the direct impact; girls also suffer a lot from the resulting social exclusion and stigma.

Case Seven

The next narration is the most devastating experience of a 22 years Humanities faculty student. Though she is currently a third year student, the following incidence happened when she was a first year student. The type of sexual violence is attempt rape.

While I was eating my dinner at 1:00, night, some body called me in my mobile phone and told me that he brought to me "Besso"⁸ and "Kollo"⁹ from my family. When my friend and I arrived to the place of appointment, we found Land Cruiser and a black boy with a decayed teeth waiting for me. Afterwards, he and his two intoxicated friends took us to a hotel where they could invite us something to drink or eat. However, having chased out my friend, they held me by snatching my ID and meal card till 4:00 night (the time on which the campus door is closed). I tried to subdue them through begging and

⁸ A flour made up of barley used as a food usually when people travel far from their home

⁹ A snack made of roasted grains, usually barley, wheat, peas and beans.

even tried to run to the nearby Bajaj¹⁰ but they caught and, kicked and dragged me on the asphalt. In the mid night while they took me to kebele¹¹ 01, the earlier Bajaj driver saved me from the horrible ending I probably might have. Finally, through the relentless efforts of the campus police, two of the perpetrators who were graduating students, have been caught and punished.

As shown in the sexual violence sub-section above, attempted and complete rapes are among the sexual violence that college and university students are encountered. Likewise, case seven has suffered from an attempt rape. In the university female students face rape especially when they went to rural areas where their family belong and in certain circumstances after female students spending time in the bar while intoxicated. Yet, student-to-student rape is usually take place mainly outside of the campus but as shown above the university directly involved in handling such incidences as they are sponsored from inside the campus.

One of the major similarities among the above cases is the multiple nature of the violence they have faced. The sexual desire of perpetrators is always backed by other measures including physical, psychological and economic violence. The other issue is the fact that girls experience more violence at their first year of university which is the reflection of their lack of knowledge on campus life. Further more, it signals the weakness of the campus bodies in orienting female students about the possible challenge they might faced through the years ahead. In relation to this point, informants maintain that, girls with weak academic performance are also more prone to violence as they easily strained and appeased either through fear of loosing what they deserve (threat of failure) or, through the promise of good grade beyond their accomplishment. The propensity of the girl's resistance to sexual violence especially involves sex as quid pro quo is highly related with her academic performance. The weaker, the academic performance of the girl the higher the possibility to be easily prey for sexual quest of the perpetrator.

¹⁰ A three wheel vehicle that serve as a taxi in Bahir Dar City

¹¹ The lowest administrative unit in Ethiopian local government

DEVAW Art.3(C) incorporated the protection of the liberty and security of girls. Correspondingly, the FDRE Constitution Art.16 lay down the right to security of a person to be protected from bodily harm; however as made known from case four and seven female students are victims/survivors of different violence including the physical one. Not far from the above incident, Macovei (2002:8) maintain that, guarantee of personal security, underline the interpretation of the right to liberty. Personal liberty is fundamental condition to the enjoyment of many other rights including freedom of association, movement and expression. Deprivation of liberty exposes the person to torture and inhuman and degrading treatment. In the absences of physical liberty it is very difficult to imagine personal security. Here, the link between the two rights further witnessed in the resultant deprivation that girls came across, the following experience ascertain the above fact.

Case two because the teacher took her ID card she could not move outside of the university. Similarly case four as she suffered from fear and trauma of that night her movement was only during day time including library hours. Moreover, one way or the other way all victim/survivor student have suffered from violation of different rights including equality and non-discrimination. To sum up, the Irish Consortium on Human rights (2005:21) retain that, “GBV happens when a woman’s right to equality, liberty and security and the right to be free from discrimination, torture and degrading and inhuman treatment are violated systematically over long periods of time.” In addition the scare of violence lingers on girls’ liberty which apparently constrained by fear of being beaten, slapped, kissed or harassed by some one.

The other major common characteristic among all the cases is the deprivation of their human rights recognized under Art. 24 of the FDRE Constitution, Sub Art. 1 of the said Art provides that; “every one has the right to respect for his human dignity, reputation and honour.” Nevertheless victims/survivors as proved above, have been subject to malicious psychological violence in the form of insult some of those derogatory words infringe the dignity and reputation of girls includes “niffam”, mud, “Dekalla” and the like.

Last common violation of human rights observed on victim/survivor girls is discrimination. According to CEDAW Art. 1, which by virtue of recommendation 19 included GBV, as shown above and the definition given in the said Art., GBV impair and nullify the enjoyment of human

rights. In same token the Convention in its preamble revealed that discrimination against women violates the equality and dignity of women. Therefore, all types of GBV are discrimination against women. The fact that girls become prey of GBV is a sufficient fact to be discriminated against their fellow male students simply because they are female.

The above cases clearly demonstrates a violation of women's rights especially the right to receive ones education which recognized in different international instruments including FDRE Constitution Art. 41(3) and (4) which lay down getting public funded social services such as education is a right that every one is entitled with. In a more pronounced manner CEDAW in Art. 10 hold that; "state parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women." However, the acts of the teacher impede girls from enjoying the above rights provided under the constitution and CEDAW which ultimately impairs the enjoyment of other rights.

4.2. The Causes of GBV against Female Students in BDU and the Available Legal Mechanisms Protecting Female Students against GBV

The researcher, after analyzing the data from both qualitative and quantitative sources, categorized the causes of gender based violence against female students in two parts: legal and structural.

4.2.1. Legal Challenges

Again the challenges related to legal issues can also be categorized as university related and government related.

4.2.1.1. University Related Legal Vacuums

One of the main causes of gender based violence in Bahir Dar University is the absence of laws and policies intended at protecting girls from violence. Though Bahir Dar University is one among the major public universities in the country, it surprisingly doesn't have any policy on

girls in a broad-spectrum. Needless to say, even the existing Senate Legislation (2005)¹² is very shy with regard to girls' rights in general and GBV in particular. In a nutshell, except few provisions which address indirectly the rights of women, it is possible to say that the legislation is blind towards the rights' of girls. Though the legislation doesn't mention GBV per se, some of those insightful provisions can be broadly interpreted. As a result, with regard to rules and disciplinary matters of the academic staffs, Art 53.1.3 and Art. 53.1.5, incorporate causing serious embarrassment to the university-the last phrase of the articles may provide an insight "causes unjustified embarrassment to the University". Hence, a broader understanding of this article may allow including gender based violence as one aspect of those embarrassing event to the university. Art. 53.1.6 also includes provisions on the abuse of positions without specifying those actions. However, since it says violation of professional ethics and principles –it is possible here also to include GBV as one aspect which is conducted by academic staff in violation of professional ethics.

With regard to students' disciplinary measures, it is stated in chapter twenty one of the legislation. In this regard one of the major weaknesses of the University's legislation is the elimination sex as a major ground of discrimination for actions like assault which is stipulated under Art.166.1.2. of the legislation. In addition, art.166.1.6 has relevant provision with regard to theft and misappropriation of ones property.

The qualitative data and open-ended part of the questionnaire confirmed that, besides such shortcomings the legislation is also short of being communicated to both students' and academic staff so that they could abide themselves through refraining from doing what is prohibited and behaves in accordance with the law. In relation to this the gender officers recommend that orientation on GBV will help students that, they couldn't escape from being liable for what ever action they did including verbal harassment.

The Legislation doesn't address on the proper behavior of conducted with regard to non-academic staff, it seems like that the legislation took the stand that these members of the University to be governed by the federal civil servant proclamation.

¹² The senate legislation is comprised of seven parts, twenty two chapters and 176 articles

Beside this legal vacuum, the University does not seem ready to incorporate and formally implement the newly devised directory on sexual harassment. As a result, among the 7 sexual harassment inquiry committee, according to the campus disciplinary body, so far only the legal personnel who is the appointee of the President has been approved. Such issues further deteriorate the trust of not only victims/survivors but also of individuals who work in different gender focal point bodies. One of such key informants revealed that, there is a rumor among the campus community on the delay of the enforcement and establishment of the necessary body for the directory because doing so will persecute one of those high ranking campus officials, who is accused of sexual assault, and whose case is now being seen by pertinent bodies. Though legally speaking the above assertion doesn't seem plausible as the directory itself stipulates in paragraph 22 about non-retroactivity, the dynamic of the above contention is very important in understanding the underlying attitudes and beliefs. Such delays, whether intentional or not as we shall see below will deteriorate the already fragile trust of students towards the campus's coping mechanisms and marks the vicious circle of lingering causes.

This absence of trust further indicated by female focus group discussion participants, who argued that all bodies work in the area of GBV are affiliates of the university and only have limited independence that de-motivate them from reporting because they usually delay their cases and eventually forget it altogether that makes the victim more prone to further retaliatory action or in their word; *justice delayed is justice denied*. Some students with regard to the universities legal system are skeptical, female student FGD participants maintain that the university failed to acknowledge the chronic presence of GBV against female students. One of the reflection of this view is the view of the respondent from the campus discipline body whom stated that in the university there is no any pronounced GBV against female students, the only thing is the sexual harassment of female students by their teachers. A closer look at of the above claim, confirm that the reason for girls lose of trust and confidence in the university system. Such lack of recognition of the problem reflected in the legal vacuum of the university i.e. the failure of the university to acknowledge the living fact of GBV and take steps mainly in formulating policies and laws which in turn is the sine qua none for the prevailing GBV. The causes of GBV against female students in BDU are highly interrelated and reinforce each other or have a 'domino effect' i.e. one gap further generates a favorable condition for other causes.

4.2.1.1.1. Absence of Clearly Mandated Enforcing Agency and Procedure of Conduct

Beside the presence of plenty of institutions, that work on girls' rights especially reproductive health, there lacks a clear procedure of conduct. An informant from gender office revealed that there are four NGOs working in the area of Reproductive Health and HIV/AIDS in BDU. In addition, the University itself has its own specialized institutions such as Gender Office, Gender Club, Students Union, Campus Disciplinary Office, Girls Union and Students' Dean. Nevertheless, the mandate and authority of such institutions is not clearly stated. This predicament has weakened the implementation of the existing senate legislation. One of its manifestations is the researcher as part of his data source has tried to find any relevant decision made by concerning bodies on GBV against female students, to date the researcher only found a decision on two students who has committed physical violence. It is a clear indication that, in combating GBV the campus remains latent.

In addition, FGD with boys and girls revealed that the existing gender focal points including the gender office and the students' union are very dependent and have only their domain which would be allowed by the administrative body of the University. One of these symptoms is in cases where the accused is within the power circle; all gender focal points become paralyzed. Rather than struggling for the protection of the rights of the victim/survivor girl, they prefer to stay silent.

Absence of a clear procedure of conduct even for the existing meager provisions has further fueled the problem. For example, two years before there was a new administrative decision, to supplement the legal vacuum on GBV, which restricts the movements of boys and girls together at night, out of the main roads especially in dark areas. Beside all the positive aspects, the provision has created problem on students as it putts them at the mercy of the police who acts as the enforcer and interpreter of the decision. In this regard, a FGD with male students indicated that; there was this incidence that a boy accidentally found with a girl not far from the main road but it was dark because of the interruption of electric power. The police took their ID card and told them to go to their Dormitory, but latter the police called her and informed that if she wants her ID card she could come at 5:00 am for obvious reason of sexual violence through power abuse. In relation to this, case one and five acknowledged that they didn't look for any remedy to

their problem because of absence of procedure of conduct that helped to triumph their grievance. In addition, a key informant from the girls' union also confirmed that girls who has faced violence in the absence of testimonies, make their effort of getting remedies difficult and worst of all exposed them for further retaliatory violence.

In addition to the above impediments, there is also fear that a punished perpetrator may content to inflict retaliatory actions against victims/survivors. In this regard, case three maintained that; *The University's decision making bodies were very eager to punish him a more coercive and balanced punishment but I begged them, because, unless he is in the university, I knew he will not hesitate to kill me.* Therefore, the university as part of the law enforcement machinery lacks to have a system of protection for witnesses and victims/survivors in handling cases of GBV against female students. The finding of a focus group discussion with girls proved the same result that girls don't report GBV because of fear of retaliation when they leave the campus compound for whatever reason.

4.2.1.2. Government Related Challenges

In the United States starting from 1990, the congress has legislated different federal laws to regulate campus based sexual assault (US Dpt. Of Justice 2002:1). In Africa, South Africa has such laws (Center for Human Rights 2009:56). In the contrary, the Ethiopian government till 2010, failed to pass legislation that regulate the behavior of the campus community towards GBV against female students. In addition, CEDAW in Art.2 which in recommendation 19 of the committee has included GBV against women requires member states to take legislative measures that protect the rights of women. The Convention requires that public authorities and institutions to act in conformity with this obligation. Therefore, as part of its international obligation the government is expected to make sure that Universities have policies that aimed at promoting the rights of girls and women. One of the *raison d'être* for the current GBV in BDU is correlated with the failure of the government to have specific law in universities that protect female students against GBV by their fellow students or other member of the university. Though the government has formulated a directive in November 2010 on sexual harassment, it failed to make sure whether universities are implementing and incorporating the directory in their conduct.

4.2.2. Structural Causes

This part of the problem consists of society related, university related, state related, and Student related structural challenges that cause GBV against female students in Bahir Dar University.

4.2.2.1 Society Related Causes

I) Biased Culture towards Girls and Women

One of the major cause for all the problems that girls are encountering with, are the biased culture they live in. In the same manner DEVAW (1993) in its preamble recognized that GBV against women is the manifestation of past unequal relationship between men and women, such relations are obviously the result of biased culture towards women. Thus, CEDAW in Art. 5(a) gives emphasis to the modification of cultural and social patterns that perpetrated prejudice against girls. Cultural values that jeopardized the equality of girls incorporated in the UDHR and the subsequent Conventions are violation of women right that open the door for further violation of other rights because of the indivisibility and interdependence of human rights.

One of the major explanations, for the high rate of GBV in Bahir Dar University against female students, is the prevailing attitude cultivated through discriminatory culture towards girls and women. In this regard, case four maintained that; *since it was dark I didn't know those people, but even if I knew them, I would very unlikely to report the case to the concerned body because the prevailing norm in the campus would put me at a risk being prone to critics as I was found at night around the gate.*

In similar way, focus group discussion participant girls argued that a boy who is late to enter into the campus gate at night would have a chance to get-in ,if he has any credible reason, but guards would never allow entrance for a late girl because of the established cultural belief that; in the first place why a girl stayed outside of the campus like a boy, i.e. traditionally and still a girl is supposed to be 'domestic pet' who has nothing to do with the outside world even in the University. The participants further elaborated that, the surprising part of this belief is the fact that female guards are stronger towards their fellow female students and they portrayed them as

*set asedabe*¹³ for acting outside the time-honored norm. In this instance, the researcher acknowledged that, staying till night out side of the campus is unsafe for students wellbeing, however, the way the issue handled by the guards is in violation of the equality of men and women which is recognized in the UDHR, ICCPR and in an elaborated manner in CEDAW Art. 5, as cited earlier, clearly prohibit such conducts.

II) Poverty

As it can be seen from both case two and five perpetrators, in addition to mark and grade they also employ economic resources as instrument of sexual violence. Case two has been promised by her teacher to improve her mud like life and case five to be given with medical treatment for her ailment. Though the two cases handled the problem they have faced through fierce strength, according to key informants, there are plenty of other girls who easily became prey for sexual violence for economic reason. In this regard, Ipas officer in the University Clinic maintained that, *some students who seek my assistance are girls who usually go out with sugar daddies for mere reason of getting money. Those students need the money badly to buy jewelleries and cosmetics which are usually possessed by other members of their dormitory.*

The same worldwide studies (Heise and Ellsberg 2001; the DTS consortium 2003) showed that poverty is one of the major factor for violence against women especially violence against school and college girls. An informant from Bahir Dar University girls union confirmed that *some students please to dress, to have and to wear if possible more than others if not just like other catchy girls.* In Amharic saying, she putted it as, *Sew ende betu enig ende gore betu ayadrim* (a person can only live just like his capacity not like his neighbors).

¹³ A girl who doesn't act like girls, who humiliate and distort the image of all women by conducting activities which are common to men

4.2.2.2. University Related Causes

Physical Environment

The girl who worked in Ipas point out, that the location of boys' dormitory in front of the students' lounge and on the way to girls' dormitory highly fuelled violence against girls, especially verbal harassment and psychological violence. To such end, the place where boys sit in group in front of their dormitory is known as "Tefatet¹⁴". A girl or group of girls who bypasses through it whether she likes or not, she will face a minimum of verbal harassment from a group of boys who always sit in front of the building. In relation to this, male focus group participants identify that; there is the same kind of place in College of Business and Economics too, which is called "Case man¹⁵".

Prominently, some students and informants noted that there were circumstances in which boys enter into girls' room. Sad to say, two buildings (one boys' and one girls' building) don't have any compound demarcating which side belongs to whom. Worst of all, till recent time, both boys and girls share the same television room for satellite TV programs. According to the Ipas officer, *to avoid the resultant sexual violence because of the insecure nature of female students' dormitory, there was a time we have been forced to issue announcement on the notice board which says; 'girls please lock your dorm before sleeping'.*

4.2.2.3. State related Causes

The Failure to Protect and Fulfill Female Students' Human Rights

The state as part of its international obligation has the responsibility to respect, protect and fulfill women's human rights. In this regard paragraph 8 and 9 of recommendation 19 clearly indicate that, the Convention applies to violence perpetrated by non-state agencies too. In relation to this, the recommendation cited Art. 2(e), 2(f) and 5 of the Convention that makes states responsible for failing to protect girls and women's against gender based violence perpetrated by third party.

¹⁴ A place that confront peoples

¹⁵ A boy who is interested in a certain girl come and sit there so that he could mess up her life while she get in and out of her dorm

From the above framework, it is possible to infer that the state is not free from the obligation of gender based violence against female students in Bahir Dar University. Furthermore, absence of actions aimed at respecting, protecting and fulfilling the rights of girls in Bahir Dar University clearly amounts for failure to meet its international obligations.

In addition to taking legal measures, the state has an obligation to take positive measures in such institutions, such as sensitization of gender and women's human rights, and the provision of counseling and rehabilitation for victims. The provision in CEDAW undoubtedly shades some light on the role to be played by government in protecting girls from discrimination including GBV in schools and other educational institutions. Nevertheless, in conducting this research the researcher observed that government measures are limited with regard to combating GBV against female students. In a nutshell one of the key informants hold that; *most of the time there is a belief that girls' rights, reproductive health, HIV/AIDS and such issues are domains of NGOs not of the government.*

4.2.2.4 Students Related Causes

Though drinking alcohol and taking *chat*¹⁶ and other stimulant drugs is illegal, some students still chew *chat*, and come to University while intoxicated. The experience of case four showed that; *One of the main reason for their misbehavior, based on their smell, is they were drinking "Tella"¹⁷ or "Areke"¹⁸ or both.* The influence of alcohol and drugs in GBV against female students according to the Luke (2009) is bidirectional-both a drunken perpetrator and a drunken girl fuel the problem. In the first case, i.e. a drunken perpetrator as shown in case four and case seven, creates a favorable condition for GBV against girls. Virtually, a drunken girl too has also an important impact in aggravating the incidence of GBV against herself (Luke 2009).

In the same vein, the Students' Dean utter that beside all the efforts they have tried to, students themselves are exposing themselves to sexual and physical violence. Female students after

¹⁶ a locally grown stimulant green leaf, its scientific name is *khat*

¹⁷ A locally brewed beer made from grains and hops

¹⁸ Locally made liquor stronger than tella

drinking and getting intoxicated could be easily manipulated immersed in the kind of life which otherwise they wouldn't do normally. Furthermore, a respondent from Ipas added some of female students who seek her counsel have been entered in to sexual intercourse with some one they didn't know pushed by the power of alcohol.

In relation to the above causes, the quantitative result (see table 4 p.63) also confirmed that 69% of female and 68% of male respondents believe that absence of the enforcement of existing laws is the cause of GBV. In addition, 62% of female and 78% male respondents acknowledge consumption of drug or alcohol as a cause; society's out look towards girls and women is considered a cause by 72.2% and 56%, female and male respondents, respectively.

Table 4: Percentage Distributions of Possible Causes of Gender Based Violence against Female Students in Bahir Dar University

| Possible Causes of Gender Based Violence in Bahir Dar University | No. of students | | Percentage | |
|--|-----------------|------|------------|------|
| | Female | Male | Female | Male |
| Absence of knowledge on the rules and regulations of the University | 15 | 6 | 15.5 | 12 |
| Absence of enforcement of the rules and regulations of the university | 67 | 34 | 69 | 68 |
| The reflection of society's outlook on the inferiority of women | 70 | 28 | 72.2 | 56 |
| Taking drugs, <i>chat</i> and alcohol | 61 | 39 | 62.9 | 78 |
| Absence of awareness on gender based violence among the campus community | 42 | 23 | 43.3 | 46 |
| The pressure of female students | 16 | 26 | 16.5 | 52 |
| The need to get higher mark from teachers | 31 | 35 | 32 | 70 |
| The sexual motivation of perpetrators | 53 | 38 | 54.6 | 76 |
| The female students' interest to get money and other gifts | 31 | 29 | 32 | 58 |
| Total | 97 | 50 | 100 | 100 |

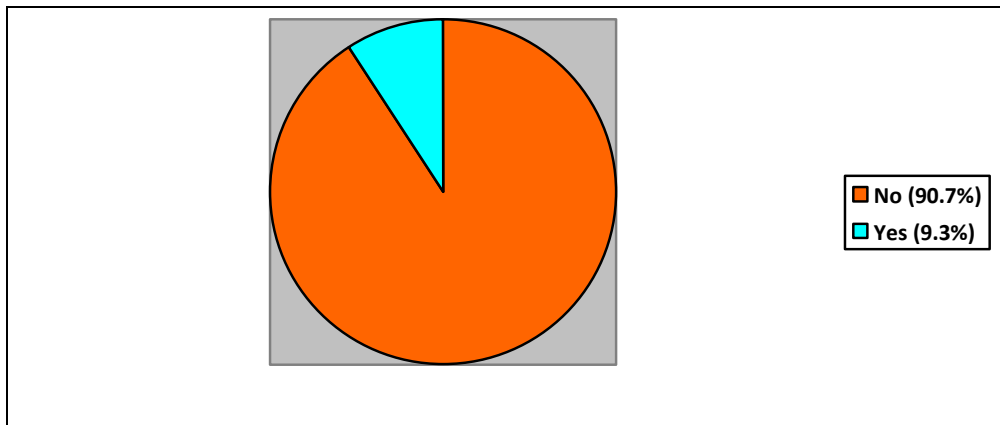
Source: A survey conducted by the researcher in November, 2011, BDU

NB: the disparity between the total number of respondents and the frequency is because students believe and choose more than one possible cause for GBV in BDU (see appendix 1.3)

In relation to this, Chart 1 below shows, out of the surveyed 97 female students only 9 students have reported to the concerned bodies when they have faced GBV in campus. Out of these reported cases, five reported to the Gender Office, three to the Students Union and one to the

Proctor. Among them, one has greatly satisfied with the decision she got and two of them characterized it as satisfactory and the rest are disappointed with the decision.

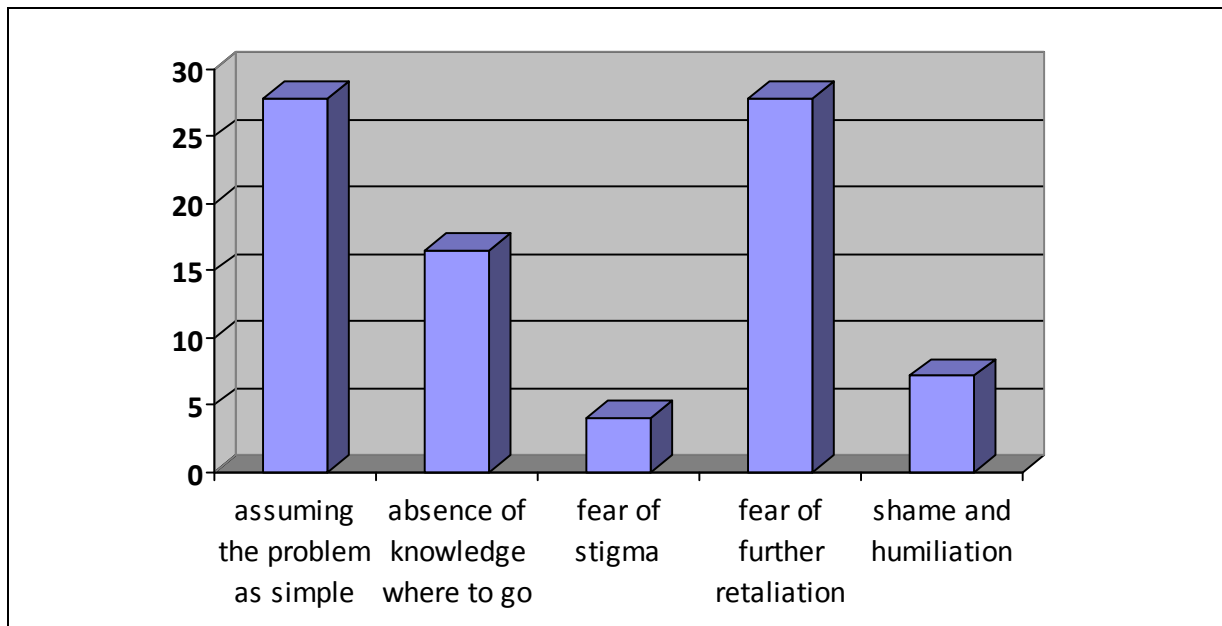
Chart 1: Frequency and Percentage Distribution of Respondents whether they did Report to the concerned body or not



Source: A survey conducted by the researcher in November 2011, BDU

From Chart 2 below, some of the reasons for not reporting include fear of further retaliation (27.8%), and assuming the problem as simple (27.8%). Absence of knowledge where to go amounts 16.5%, and, shame and humiliation 7.2%. In addition, 4.1% is the fear of stigma.

Chart 2: The Reason Why Girls didn't Report When they Face Gender Based Violence



Source: A survey conducted by the Researcher in November 2011, BDU

4.3. Some Prospects in BDU with Regard to Controlling GBV

The decision of the Ministry of Education in formulating legislation to combat campus based sexual harassment is an astonishing move forward in eliminating GBV against female students. The directive is a breakthrough as it for the first time proved the growing attention given to sexual harassment in higher education institutions. Albeit the lingering tension, delay and lack of willingness, in BDU there are some prospects in incorporating the directive and establishing the 'sexual harassment inquiry committee'. Thus, the absence of a sound law or specialized body on sexual violence would be narrowed, up on the inauguration of the committee.

The attempt to establish a forum that involves all stakeholders both in campus and outside of the campus is one of the prospects to get rid of GBV. According to the University guidance and counselor, the forum is comprised of the city police, health bureau, city administration, bar and hotel owners and from the campus representatives of teachers, students, the gender office, the students guidance and counseling, the university administrators etc. The key intent of the forum is to follow a comprehensive and holistic approach to fight GBV against female students both in campus and out side of the campus. Though the forum isn't yet established, the idea up on which

the forum is to be established has a tantamount importance in addressing GBV against female students.

According to case three and seven, and the informant from the campus police, the security forces of the university beside some shortcomings, are paying attention in collaborating with the Bahir Dar city Police to protect students even for the problem students have faced outside of the university. In this instance, the informant revealed a number of cases where the university police got involved in, out side of the campus so as to protect girls from sexual and physical violence. Such commitments went to the extent of firing their own member who abuses his position.

In Bahir Dar University, in collaborating with NGOs that works in the compound, there is a trend of giving training to girls in all departments so that they could become mentors. The essence of the mentorship is giving assistance to girls when they have faced with any sorts of problems including GBV, which ushered a new modus operandi in addressing the problems from its roots. In addition, girls by their own effort through monthly contribution have established a girls' club which comprised of different sub-clubs one of which is the committee on sexual harassment and anti-ethical conduct which provide a panacea to the specific problem.

Almost all key informants confessed that GBV against female students is a violation of human rights and they also added that in handling GBV, their respective office consider the issue as a violation of women's human rights. In this regard, the Student Dean aptly maintain, *GBV against female students is really a violation of human rights and even some of them are crimes. Hence, our department indeed takes the issue seriously so that every girl is protected from any sorts of campus based assault.* In a similar way, an informant from gender office argued that; *it affects the girl's right to move, to express herself and in overall affects her entire life. Therefore GBV is a violation of the girl's human rights.*

4.4. Consequences GBV against Female Students in Bahir Dar University

GBV against female students inflicts a number of healths, social, psychological and even sometimes economic snag on victims'/survivors' life. Reminiscent of the UN Secretary General in-depth study, the researcher deem that violence against girls and women is both the cause and

consequences of discrimination against girls and women. Therefore, the violation of girls' human right amounts for the violation of further rights.

4.4.1. Health, physical and Psychological Consequences

As the key informant from Ipas clearly specify, though so far practically occurs on no one, girl usually after spending a night with some one they don't know with peer and alcohol pressure, stick with the fear that whether they could be exposed to different sexually transmitted disease (STDs) including HIV/AIDS. The exposure to unwanted pregnancy is the other living impact of GBV against female students. World wide researches (Collins et al 2009; UN secretary 2006) also illustrate the same correlation.

In addition, physical injuries are also witnessed on some victims, the experience of case seven is a good example, she maintains that; *if I let you see, you wouldn't not believe whether it is my body or a body of a man who survived from a battle field. My body especially in the back is full of scars resulted from the wounds that I acquired from that night.* Case four also has scars on her leg as she has been beaten by the perpetrator.

Beyond such physical wounds and injuries, the most devastating consequence is the insidious and the invisible psychological and emotional impact results from GBV (UNFPA 1998; Haffejee 2006; Eschborn 2003). In this regard, case two stated that;

When the teacher called me a mud, peasant and dirty girl, I was so shocked and I couldn't sleep for a number of nights. In the following days, I couldn't communicate with my friends; I hated and lost trust in old peoples including those I found in the church. Frankly, all aspect of my life has been deteriorated. Worst of all I was depressed and lost confidence on who I am and, on the kind of life I have.

Such kinds of feelings are also observed in case five, after she had been deceived by her teacher, she was in a total moral dilemma and blames herself for all things that happened to her, even sometimes she confess that she hated herself.

Case seven after experiencing the brutal physical and sexual violence she expressed her feeling as follows:

In the next day, though the Bajaj driver saved me from the horrible ending that I might had in that night, the campus in the morning was talking about me, being gangly raped by strangers. More than the physical pain I came across, I was dying every day seeing that students pointing their hand at me and whisper about me and the perpetrators. I couldn't sleep properly and I lost trust in my friends. Since then, I am spending all the rest years alone and I am so desperate about what happened to me.

Case six, in a similar way, has shared the devastating influence of the sexual violence she has expressed her experience as; *I was sandwiched between the student's baseless rumors and the teacher's push for sexual relationship that deteriorated my 'freshman' year's memory.*

As show in the above cases, most students beside the direct impact they faced from perpetrators they also likewise suffer from the attitudes that their fellow students attributed to their tragedy. To sum up, loose of self-confidence, sleeplessness, depression, anxiety, social exclusion etc. are some of the psychological and emotional consequences that victims/survivors came across.

All the above physical and psychological consequences proved that GBV, in addition to being a violation of human rights, it fuels the violation of other rights. As DEVAW Art. 3(f) underscore, the right to highest standard of attainable physical and mental health of the respondents has been violated. In the same vein the International Covenant on Economic Social and Cultural Rights in Art. 12 recognized that the rights of every one to the enjoyment of the highest attainable standard of physical and mental health. Further more, besides those international instrument, the above actions violate Art.35(4) of the FDRE constitution which state that “the state has an obligation to enforce the rights of women so that they could protected from harmful customs, laws and practices that causes bodily and mental harm to women”. In addition Art.16 and 18(1) of the constitution addresses the rights of individuals to be protected from bodily harm, and cruel, inhuman and degrading treatments. As a result, the acts committed against those girls are clearly in violation of their human rights recognized in the constitution and other international instruments which by virtue of Art. 9(4) are part and parcel of the law of the land up on their ratification.

4.4.2. Lack of Feeling of Security/Safety

Lack of feeling of security/safety is the other major problem observed on victim/survivors girls. After experiencing GBV, the day to day activities of girls would be bounded in a certain areas that have an overwhelming impact on the enjoyment of all rights including freedom of movement and their right to education. The experience of case four is a very good example in this instance. She said that, *for a month, none of us have moved our legs outside of the campus, even if there were a number of compelling reasons to go out of the campus.* Case two has experienced the same kind of deprivation. She putted it as; *during the time in which he caught my ID card, I couldn't move any where including Churches. And my life was totally limited and distorted.*

Similarly, female focus group participants stressed that the equality of boys and girls is rhetoric in the presence of a fear of being kicked or harassed by someone. The above fact holds true for girls who wanted to study at night in the library. Since there is fear, they are not in a position to stay till the time limit they want. These misconducts unequivocally hamper the enjoyment of their right to education.

Such acts are in violation of girls' human rights to liberty and security of a person, recognized in the International Covenant on Civil and Political Rights in Art.9. Furthermore, the FDRE constitution in Art. 16 stipulate protection against bodily harm, 17(1) the right to liberty not to be deprived arbitrarily and Art.25 about equality of men and women. The above acts are clearly breach those provisions of the FDRE Constitution.

4.4.3. Educational Consequences

This consequence is highly related with the previous ones. Studies (Save the Children Denmark and MoE 2008; Human Rights Watch 2001; DTS Consortium 2002) highlight that GBV against girls is one of the major factors for girls' lower academic achievement. In the same vein, case one stated that, *during that time I spent the whole day obsessed with the action of the teacher whether he would give me "F" or not, I was not in a position to focus and concentrate. Truthfully, the teacher's sexual push has affected all my freshman year results.* The same sort of impact was observed on all the remaining cases.

The Above consequence is clearly a violation of Art. 10 of the CEDAW which affirms, states to take measures to eliminate discrimination against women so as to ensure the equal rights of girls' in the field of education. Such discrimination in the form of GBV hinders girls from the enjoyment of their right to education on equal footings. In additional it also jeopardized the enjoyment of Art. 41(3) and (4) of the 1995 FDRE constitution which states about the right to public funded services including education.

The quantitative result below depicts that, 56.7% of female students are deprived of the rights to do whatever they want; 41.2% of victims experience psychological problems in the form of the stress and lack of happiness. The lack of feeling of security amounts 41.2% and, 58.8% of girls fear to move in the campus freely.

Table 5: Frequency and Percentage Distribution of the Consequences of GBV against Female Students in BDU

| Consequences of Gender Based Violence on Victim/survivor Female Students | Frequency | Percentage |
|---|------------------|-------------------|
| Fear and lack of feeling of security | 40 | 41.2 |
| Frequent absenteeism from class | 5 | 5.1 |
| Facing problems in engaging in to education | 19 | 19.6 |
| Lessening academic achievement | 16 | 16.5 |
| Alienating oneself from the Campus social life | 16 | 16.5 |
| Physical injury | 0 | – |
| Disagreement with teachers | 15 | 15.5 |
| Fear to move freely ,in the campus, where and when one pleases | 57 | 58.8 |
| Encountering with psychological problems (stress, lack of happiness etc.) | 40 | 41.2 |
| Successive disagreement with students | 16 | 16.5 |
| Absence of freedom to do what one wants | 55 | 56.7 |
| Total | 97 | 100 |

Source: A survey conducted by the researcher in November 2011, BDU

NB: the disparity between the total and the frequency is because students experience and choose more than one consequences (see appendix 1.3).

Chapter Five

Summary and Recommendation

5.1. Summary of Major Findings

This study visibly showed that female students in Bahir Dar University are exposed to different types of GBV that are committed in diverse settings and by different perpetrators . Interview with victims/survivors, focus group discussion and the survey clearly indicated that most female students face different kind of GBV. The types of violence are different and complex as there are discrete perpetrators. Interview with all cases showed that a girl deal with; multiple violence at a time such as a perpetrator to achieve a sexual end may inflict psychological violence and even in some circumstances physical and economic violence too. In Bahir Dar University, almost all forms of GBV against female students are committed; these include physical, sexual, psychological and economic violence. In addition discrimination through giving priority to male students and deprivation of liberty are also witnessed in some female students.

Sexual violence, especially in the form of sexual harassment is the most common form GBV against female students. Sexual harassment is usually perpetrated by teachers using sex as a quid pro quo. In addition, male students perpetrate sexual violence such as grabbing, touching and even sometimes kissing female students without their consent. The rate of such violence ranges from the most frequent form, i.e., verbal harassment in the form of insult and catcall, to complete or attempted rapes which are the rare type of sexual violence against female students.

The physical violence inflicted against female students in BDU includes pressurizing and provoking girls to do something which otherwise they are not willing to do, battering, slapping and kicking. Male students and outsiders are the major perpetrators of physical violence. The experiences of victim/survivor female students and informants clearly exhibit that, comparing to sexual harassment, the rate of physical violence is very small in BDU. Psychological and emotional violence is the other violence committed against female students in BDU. The psychological and emotional violence perpetrated as one of the informant from the university gender office stated; “it happened impliedly which affects female students from the inside and blow their life”. Hence, its impact is very shocking. Some of the manifestations of this violence

are: humiliating and embarrassing and in certain instances causing psychological impact by using other means. The other violence linked to psychological and emotional violence is the deprivation of liberty and discrimination in the form of giving priority to boys. Economic violence in BDU involves the snatching and taking of female students' personal property without their consent and, undertaking sexual relation with someone in return for money.

The researcher found out that the chief causes for the aforementioned types of violence against female students in BDU are legal and structural challenges. The legal challenge is the absence of sound policy on girls in general and GBV in particular. The absence of gender sensitivity in the University's legislation and the absence of a clear mandate and authority for the existing gender focal point institution is also another serious challenge. In addition, lack of clear procedure of conduct further worsens the problem. Beyond the University, till recent years, the federal government failed to legislate laws that protect girls against campus based violence. With regard to structural problems, the researcher has identified those problems related to the university, students, the state and the society as a whole. The university related problem is the physical environment that prone girls to violence. With regard to students, drinking alcohol has been identified as creating a favorable condition for GBV. Albeit, the efforts of the state to protect and respect the rights of girls and women, it fall short of protecting and fulfilling girls human rights at the University level as the research revealed that so far no attempt has been made for that matter by the concerned state body. Owing to the society, the existing biased culture and the rampant poverty has been identified as a major challenge.

Beside the constraints, there are some appealing developments in culminating GBV against female students in BDU. One of which is the approach followed by different bodies working on GBV in the University. Almost all offices, clubs and organizations, working on students acknowledged that GBV against female students is a violation of human rights. The other step forward is the attempt to establish a forum on the problem of female students by the university in collaboration the Bahir Dar City administrative bodies and NGOs so as to find a comprehensive panacea. The mentorship by female students for female students is the other achievement. Further, the campus police's familiarity in working in collaboration with the Bahir Dar city police is one more land mark to protect girls from all types of violence both inside and outside of

the University. Last but not least is the commitment of the Ministry of Education for formulating a directive on sexual harassment will provide a sound policy and institutional support for the legal gap.

The major consequences of GBV against female students identified in this research are health, physical, psychological, security and educational. The health consequences of GBV against female students range from physical injuries to psychological implications that adversely affect the life of female students. Not far from this consequence is the effect on the feeling of security/safety on girls' campus life. Lack of feeling of security/safety restricted the movement and daily activities of girls and there by impede them from enjoying their right to liberty. The combination of all consequences results in lower academic attainment of female students.

In general the findings imply that:

- In BDU female students are prone to different types of gender based violence.
- Absence of laws and policies on GBV contribute a lot to the violence female students are suffering from.
- The awareness of BDU students, teachers and other staff on girls' human rights in general and gender based violence in particular is very low.
- Female students when faced with GBV preferred to remain silent because of lack of trust in the system
- Victim female students suffered from physical and psychological problems
- GBV is one of the causes for female students' lower academic achievements.

5.2. Recommendations

Based on the findings of the study, the following points are suggested:

- In order to close the legal gap, BDU need to reconsider its decisions and take proactive role in acknowledging the existing fact of GBV against female students, by implementing the newly legislated directory on sexual harassment.

- Giving comprehensive training and orientation to students, teachers and other non-academic staff members on GBV with especial emphasis to female students would help to culminate the occurrence of GBV against female students. In relation to this, the emerging students' clubs like girls' club need to be encouraged since such clubs, because of their proximity to the student, could help a lot in fighting the problem from its source.
- Punishing perpetrators of GBV against female students and giving protection to victims and testimonies from retaliatory actions need to be given special consideration.
- Giving the necessary counseling and rehabilitation services to victim female students so as to reduce the possible consequences of GBV is another area that needs stress.
- Respect for girls' human rights: -there should be activities to make girls' human rights visible to all communities of the University. The project of respecting the rights of girls should start with effectively implementing the practice of affirmative action recognized in the constitution.
- Conducting further action researches on the issue at hand also needs attention.

References

- Abebayehu, A. (1998). "Problems of Gender Equality in Institutions of Higher Education in Ethiopia". In Amare Asgedom, *et al.* (Eds.). *Quality of Education in Ethiopia: Visions for 21st Century*, Institute of Educational Research, Addis Ababa University
- AKIDWA (2008) "Understanding Gender Based Violence: An African Perspective." www.akidawa.ie/GenderViolence.pdf(24/06/11)
- Alemayehu Areda and Original W/Giorgis (2008) "National Survey on Domestic Violence." Berchi Ethiopian Women Lawyers Association, Issue 7.Pp.8-89
- Amnesty International (2010) "Amnesty International Contribution to the Consultation on an EU Strategy for Combating Violence against Women 2011-2015."EU Office.www.amnesty.eu/static/documents/20/10/AlcontribVAW.pdf(Accessed 23/09/11)
- Athil, Cathrine and Jyotsna Jha (2009) *The Gender Responsive School: An action guide*, CommonwealthSecretariats.www.amee.org/.../AMEE%202011%20Finan%20programme.pdf(Accessed 10/11/11)
- Asresash Demise, Ruth Shinebaun and Kassahun Melese (2002) "The problem of Female Students at Jimma University, Ethiopia, with some suggested solutions."Ethioian journal HealthDev., Vol.16,No.3,Pp.47-53.
- Bloom, Shelah S.(2008) "Violence against Women and Girls: A compendium of Monitoring and Evaluation Indicators." U.S. Agency for International Development (USAID) Under the terms of Cooperative Agreement.
- Bott, Sarah,Andrew Morrison and Mary Ellsberg(2004)" Preventing and Responding to Gender Based Violence in Middle and Low Income Countries: A multi-sectoral Literature review and analysis."Raising Voices and UN HBITAT.

- Center for Human Rights (2009) *The Impact of the Protocol on the Rights of Women in Africa on Violence against Women in Six Selected Southern African Countries: An Advocacy Tool*. Cape Town: ABC Press.
- Cook, Rebecca J. (1993) "Women's International Human Rights Law" in *Human Rights Quarterly* Vol.15, No.2, Pp.230-261
- Creswell, John W.(2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. Los Angeles: Sage Publications.(third edition).
- Ellsberg, Mary and Lori Heise (2005) *Researching Violence against Women: A Practical Guide for Researchers and Activities*. Washington DC: World Health Organization.
- Deveaux, Monique (2006) *Gender and Justice in Multicultural Liberal State*. New York: Oxford University Press.
- Geraldin, Terry (2007) *Gender based violence*. Oxford: Oxfam.
- GTZ (2005) "Strengthening Women's human Rights: Ending Violence against Women and Girls-protecting human rights." Deutsche Gesellschaft für: Eschborn
- Guedes Alessandra (2004)"Addressing gender Based Violence from the Reproductive Health/HIV Sector: A Literature Review and Analysis."The Population Technical Assistance Project: Washington Dc.
- Hancock, Dawson and Bob Algozzine (2006) *Doing Case Study Research: A Practical Guide for Beginning Researchers*. New York: Teachers College Press.
- Helen Hailu (2010) "Female Students' Sexual Harassment at the Philosophy and Sociology Department of Addis Ababa University".MA Thesis (Unpublished).
- A Hand Book for Journalist (2009) *Reporting Gender Based Violence*. Johannesburg: Inter Press Services.

- Ireland Consortium (2005) “Consortium of Irish Human Rights, Humanitarian and Development Agencies and Development Cooperation: Gender Based Violence Study.”Ireland. www.irisshaid.gov.ie/.../GBV%20Response%20Brochure%20LR.pdf
- Johnson, Tina (2004) “Gender Based Violence.” journal of Common Wealth Magistrates and judges Association, Vol.15, No.3, Pp.22-30.
- Jupp, Victor (2006) *The Sage Dictionary of Social Research Methods*. London: Sage Publication.
- Kothari, C.R.(2004) *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers
- Langford, Linda (2004)”Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach.”The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.
- Libal, Kathryn and Serena Parekh (2009)”Reaffirming Violence Women as a Human Rights Violation: Evan Stark’s Coercive Control.” Sage publications.
- Luke, Kathrine P. (2009) “Sexual Violence Prevention and Technologies of Gender among Heavy Drinking college.” *Social Service Review*, Vol. 83, No. , Pp. 79-109.
- Macovei, Monica (2002) “The Right to Liberty and Security of a Person: A Guide to Implement Article 5 of the European Convention on Human Rights”. *Human Right Handbooks*,No.5.Council of Europe.
- Miller, Alice M. (2004) “Sexuality, Violence against Women, and Human Rights: Women Make Demands and Ladies Get Protection.”*Journal of Health and Human Rights*,Vol.7,No.2,Pp.16-47.
- Mithell,Claudia and Iwani Mothobi-Tapela (2004) “Taking Action: Gender Based Violence in and around School in Swaziland and Zimbabwe.” UNICEF ESARO.
- Molyneux, Maxin and Shahra Razavi(2002) *Gender Justice, Development, and Human rights*. New York: Oxford University Press.

- Morrison, Andrew R. and Maria Beatriz Orlando (2004) "The Cost and Impacts of Gender Based Violence in Developing Countries: Methodological Considerations and New Evidence." [www.worldbank.org/INGENDER/.../costs and impacts of gbv.pdf](http://www.worldbank.org/INGENDER/.../costs_and_impacts_of_gbv.pdf)
- O'Hare, Ursula (1999) "Realizing Human Rights for Women." *Human Rights Quarterly*, Vol.21, No.2, Pp.364-402.
- Onyejekwe, Chinez J. (2004) "Violence against Women: An Issue of Health and Human Rights." *Nebula*, Vol.1, No.1, Pp.32-37
- Okin, Susan M. (1998) "Feminism, Women's Human Rights, and Cultural Differences." *Hypatia*, Vol.13, No.2, Pp.32-52
- Page, Elspeth and Jyotsna Jhh (2010) "Exploring the Bias: Gender and stereotyping in Secondary schools". Commonwealth Secretariats.
- Ritchie, Jane and Jane Lewis (2003) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: Sage Publication.
- Save the Children Denmark and MoE (2008) "A Study on Violence against Girls in Primary Schools and Its Impacts on Girls Education in Ethiopia." Addis Ababa. www.ungei-orgg/.../study_on_violence_Against_schoolgirls_fenal.pdf
- Slot et al (2005) "Battered Mothers Speak out: Participatory Human Rights Documentation as a Model for Research and Activism in the United States". In *Violence against Women*, Vol.11, No.11, Pp.1367-1395.
- Song, Sarah (2007) *Justice, Gender, and the Politics of Multiculturalism*. New York: Cambridge University Press.
- Straus, Murray (2004) "Prevalence of Violence against Dating Partners by Male and Female University Students World wide." *Violence against Women*, Vol.10, No.7, Pp.790-811.
- Steinitz, Maya (2001) "The Role of International Law in the Struggle against sex-based and gender based violence against refugee women." Consultancy report submitted to

the International Rescue Committee and to the Reproductive Health for Refugees Consortium, March 2001.

Tesfaye Semela (2005) "Higher education Expansion and the Gender Question in Ethiopia: A case study of Women in a Public University" Proceedings of the Conference on the Future Direction of Higher Education in Ethiopia.Pp.63-86

Treuthart, Mary pat (2009) "Ross, Women's Human Rights: The International and comparative Law Casebook" in pace law Review, Vol.29,No.391 2,Pp.390-416

UN Secretary General (2006) "Ending Violence against Women: From Words to Action." Study of Secretary General: UN Publication.

UNICEF (2000)"Domestic Violence against Women and Girls." innocenti Digest,No.6, innocenti Research Center Florence, Italy.

UN Expert Groups Meeting (2007)"Indicators to Measure Violence against Women." Organized by UN Division for the Advancement of Women, UNECE, UNSD in collaboration with UNECA, UNECLAC, UNESCAP, UNESCWA. Geneva, Switzerland, 8 to 10 Oct. 2007

UNOHCHR (2011) "the rights to Education-Violence Women and girls in Schools". Note Info. www2.ohchr.org/English/issues/women/pdf (Accessed 12/06/11)

UNIFEM (2003) "Not a Minute More: Ending Violence against Women." www.unifem.org/news_events/story_detail.php?storyID=160.pdf

USAID (2006)"Addressing Gender-based Violence through USAID's Health Programs: A Guide for Health Sector Program Officers. Washington D.C.

DTS Consortium (2003) "Unsafe Schools: A Literature Review School Related Gender Based Violence in Developing Countries." USAID: Arlington, Virginia. www.usaid.gov/our_work/.../unsafe_schools_litrature_review.pdf(Accessed 21/08/11)

U.S. Department of Justice (2002) "Sexual Assault on Campus: What Colleges and Universities are Doing about it" National Institute of Justice: Washington D.C. www.ncjrs.org/pdffiles1/nij/grants/196676.pdf (Accessed 17/10/2011)

UNSRVAW (2009) "15 Years of the United Nation Special Rapporteur on Violence against Women (1994-2009), its Causes and Consequences: A Critical Review." www.ohchr.org/.../issues/women/15YearsReviewofVAWMandate.pdf (Accessed 17/07/11)

Wilson, Felicia (2008) "Gender based violence in South African Schools." Working Document: UNESCO. www.unesco.org/iiep/HP2008/PDF/papers/FWilson.pdf. (Accessed 12/09/2011)

Other Instruments

AU (2003) Protocol to the African Charter on Human and Peoples Rights on the Rights of Women in Africa. Second Ordinary Session of the Assembly of the Union, Maputo.

BDU (2005) "Senate Legislation of Bahir dar University." BDU: Bahir Dar.

_____ (2011) "Senate Legislation of Bahir Dar University." BDU: Bahir Dar.

Beijing (1995) "The United Nations Report of the Fourth World Conference on Women." Beijing, 4-15 September 1995.

General Recommendation 19 (1992) "Violence against Women." UN GAOR, Doc. No. A/47/38.

____ (1993) "General Assembly Declaration on the Elimination of Violence Against Women" New York: UN

____ (1979) Convention on the Elimination of All Forms of Discrimination against Women New York: UN.

FDRE (2003) Higher Education Proclamation, No. 351/2003, Addis Ababa, Birhanena Selam.

____ (1995) The Constitution of the Federal Democratic Republic of Ethiopia. Federal Negarit Gazeta Vol.1 No. 1

____ (2004) The Criminal code of the Federal Democratic Republic of Ethiopia. Federal Negaret Gazeta No.414.

Appendices

Appendix I: Research Instruments

1.1 Interview Guide

1.1.1 Interview Guide for Female Victim Students

General Introduction: The purpose of this interview is to gather information related to the prevalence, types, cause and consequences of Gender Based Violence on female students of Bahir Dar University. The data to be collected will be solely used for academic purposes. Dear participant, your response will be kept confidential and I kindly request you to participate voluntarily in this study. The quality of this study depends up on your genuine response. So that, I would like to ask your consent. Thank you in advance for your kind cooperation.

I. Research Site and Personal Information

1.1. Research Site

Site Name _____ Date _____
Faculty/Institute _____ Place _____

1.2 Personal Information

Age _____ Religion _____
Program _____ Ethnic Group _____
Faculty/Department _____ Place of Birth _____

I. Issues to be raised during the Interviews

1. How do you describe the prevalence of gender based violence against female students in Bahir Dar University?
2. Do you think that gender based violence is a serious problem in Bahir Dar University? If yes, why?
3. Did you experience gender based violence in Campus? What is/are the types of violence that you had faced? What do you think are the causes for this violence?
4. How did the violence affect your life and academic performance?
5. Have you ever got assistance and remedy?

- i. If yes, please describe the available institutional and legal mechanisms?
 - ii. If no, why don't you seek for remedy and assistance?
6. What do you think are the conditions that exposed female students to gender based violence in Bahir Dar University?
7. Do you think that gender based violence against female students is a violation of human rights? If yes, how? If no, why not?
8. Have you ever been informed about gender based violence in the campus by the university or other bodies through orientation and brief training? If yes, please describe its importance?
9. In your opinion what should be done to prevent gender based violence against female students in Bahir Dar University?
10. Any additional points/opinions/ideas related to the issue at hand?

Thank You very much for your valuable information!!!!

1.1.2 Interview Guide to Key Informants

General Introduction: The purpose of this interview is to gather information related to the prevalence, types, cause, Consequences of gender based violence in Bahir Dar University and to identify legal and institutional mechanisms protecting female students from gender based violence and identifying available legal and institutional structures for Gender Based Violence. The data to be collected will be solely used for academic purposes. Dear participant, your response will be kept confidential and I kindly request you to participate voluntarily in this study. The quality of this study depends up on your genuine response. So that, I would like to ask your consent. Thank you in advance for your kind cooperation.

I. Research Site and Personal Information

1.1. Research Site

Site Name _____ Date _____

Place _____

1.2. Personal Information

Sex _____ Position in the University _____

Age _____ Department/institute _____

Academic Status _____ How long you stayed in this position _____

II. Issues to be Raised during Key Informant Interviews

1. Could you please describe the existing gender relations between female and male students and/or teachers in Bahir Dar University?
2. Could you please explain the prevalence of gender based violence against female students in Bahir Dar University?
3. What are the most frequent types of gender based violence against female students in Bahir Dar University?
4. How do you characterize the trend of gender based violence in different periods (past and present)? Is it decreasing or increasing? If it is decreasing, how? If it is increasing, why?
5. How do you handle complaints of gender based violence against female students? Does your office treat gender based violence against female students as a violation of the human rights of female students?

6. What do you think are the major causes of gender based violence against female students in Bahir Dar University? What specific conditions are creating favorable environments for gender based violence against female students in Bahir Dar University?
7. Could you please describe the consequences of gender based violence on female university students?
8. What are the major measures taken to protect female students against gender based violence in Bahir Dar University?
9. Do you think that, the available legal and institutional mechanisms in Bahir Dar University are sufficient to deal with gender based violence against female students? If yes, what are they? If no, why not?
10. Could you please describe the role(s) of different bodies (gender focal points) in the campus in protecting female students against gender based violence? In your opinion what should be done to effectively implement the existing legal and institutional mechanisms in Bahir Dar University?
11. Any additional points related to the issue at hand?

Thank you very much for your valuable information!!!!

1.2 Focus Group Discussions Guide

General introduction: The purpose of this Focus Group Discussion (FGD) is to gather information related to “**Gender Based Violence against Female University Students in Ethiopia: the Case of Bahir Dar University**”. The data to be collected will be solely used for academic purposes. Your response will be kept confidential. I kindly request you to participate voluntarily in this study. The quality of this study depends up on your genuine response. So that, I would like to ask your consent. Thank you in advance for your kind cooperation.

I. Research site Identification and Personal Information

1.1. Research Site

Site Name _____ Date _____

Place _____

1.2. Focus Group Discussion Participants personal data

Name _____ Students, Faculty/Department _____

Sex _____ Year _____

Age _____ Program _____

I. Issue to be Raised during the Discussions

1. Could you please describe the existing gender relation between female students and male students or teachers in Bahir Dar University?
2. In your opinion, how prevalent is gender based violence against female students in Bahir Dar University?
3. Could you please describe the major types of gender based violence against female students in Bahir Dar University?
4. What are the major causes of gender based violence against female students in Bahir Dar University?

5. Could you please describe the available legal and institutional mechanisms protecting female students against gender based violence in Bahir Dar University? Are they effective? If not, why not?
6. In your opinion, what specific conditions are contributing to the prevalence of gender based violence against female students in Bahir Dar University?
7. Have you ever attended any training or orientation on gender based violence against female students? If yes, Could you please explain its importance and relevance?
8. Could you please describe the consequences of gender based violence? Do you think that gender based violence against female students violates the human rights of female students? If yes, how? If no, why not?
9. Any additional points related to the issue under discussion?

Thank you very much for your valuable information!!!

1.3 Questionnaire

ወድ የመጠይቅ ተሳታፊ

የዚህ መጠይቅ አላማ በባህዳር ዩኒቨርሲቲ ወስጥ በሴት ተማሪዎች ላይ የሚደርሰውን የታዊ ጥቃት መጠን፣ አይነት፣ መንስኤና የሚያስከትለው ተፅእኖ በተመለከተ መረጃ ለማስባሰብ ነው፡፡

በመሆኑም ለዚህ ጥናት ስኬታማነት የአንተ/ቺ በቅንነትና በተአማኒነት መረጃ መስጠት እጅግ ወሳኝ ነው፡፡ በዚህ መጠይቅ የሚሰበሰበው መረጃ በሚሰጥበት የሚጠበቅ ሲሆን የሚወለደውም ለዚህ ጥናት አላማ ብቻ ነው፡፡ በዚህ መጠይቅ ላይ በየትኛውም ገፅ ላይ ስም መጻፍ አያስፈልግም፡፡

ጊዜህን/ሽን ሰውተህ/ሽ ለጥናቱ መሳካት ቀና ትብብር በማየትህ/ሽ በቅድሚያ ክልብ አመሰግናለሁ፡፡

መሠሪያ: የሚከተሉት ጥያቄዎች ለተማሪዎች የተዘጋጁ ናቸው፡፡ እንደ ጥያቄው ዓይነትና ባህሪ በባዶ በታው ላይ በመጻፍ፣ በማንበብ ወይም ምልክት (√) በሚደግ መልስ/ሺ፡፡

NB: ይህ መጠይቅ አራት ክፍሎች ያሉት ሲሆን ወንድ ተሳታፊዎች የሚወለዱት በክፍል I፣ II እና IV ያሉትን ጥያቄዎች ብቻ ነው፡፡

ክፍል I የተማሪው/ዋ የግል ሁኔታ መግለጫ

- 1.1 ፆታ 1) ወንድ 2) ሴት
- 1.2 እድሜ _____
- 1.3 ፋኩልቲ _____ የት/ክፍል _____
- 1.4 አሁን ያለህበት/ሽበት የት/ደረጃ (ስንተኛ ዓመት ነህ/ሽ?)

ክፍል II በሴት ተማሪዎች ላይ ስለሚፀም የታዊ ጥቃት አይነትና መንስኤ ለመረዳት የሚደግ ጥያቄዎች፡፡

- 2.1 በግቢ ወስጥ በሴት ተማሪ ላይ የተፈፀመ የታዊ ጥቃት አጋጥሞ/ሽ ያወቃል?
 - 1) አዎ 2) አያወቅም 3) እርግጠኛ አይደለሁም
- 2.2 ከላይ በ"2.1" ለቀረበው ጥያቄ መልስህ/ሽ "አዎን" ከሆነ ያጋጠሙ/ሽ የታዊ ጥቃት ከሚከተሉት የትኛው/ኞቹ እንደሆነ /ኑ ምረጥ/ጭ
 - 1. ስድብ፣ ማጥላላት፣ ማዋረድ 6. በጉልበት ማስፈራራት
 - 2. የአካል ድብደባ 7. የሴትን ልጅ የግል ንብረት ማሥቅ ወይም መንጠቅ
 - 3. ጥፊ፣ ካልቾ 8. የስነ ልቦና ጭ ማፍጠር
 - 4. አስገደዶ መፈረር 9. ወሲባዊ ትንኮሳ (አላስፈላጊ ቀልድድ አካላዊ ንክኪ ወዘተ)
 - 5. የአስገደዶ መፈረር መክራ

2.3 በዩኒቨርሲቲ ውስጥ በሴት ተማሪዎች ላይ ለሚፈፀሙ የታዊ ጥቃቶች መንስኤ የትኞቹ ናቸው፡፡

| ተ. ቁ | መንስኤዎች | አዎን | አይደለም |
|------|---|-----|-------|
| 1 | የዩኒቨርሲቲው ደንብና ስርዓት አለማወቅ | | |
| 2 | የዩኒቨርሲቲው ደንብና ስርዓት አለመተግበር | | |
| 3 | ህብረተሠቡ ለሴቶች የሚሰጠው ዝቅተኛ ቦታ | | |
| 4 | አደንዛዥ እያችን፣ ጫና አልኮልን መጠቀም | | |
| 5 | በዩኒቨርሲቲው ውስጥ የታዊ ጥቃት ግንዛቤ አናሳ መሆን | | |
| 6 | የሴት ተማሪዎች ግፊት | | |
| 7 | መሣሪያ ጥሩ ወጠቆ እንዲሰጡ ማዘጋጀት | | |
| 8 | የጥቃት ፈፃሚዎች ለወሲባዊ ፍላጎት መሳሰሉት | | |
| 9 | የሴት ተማሪዎች ገንዘብና ሌሎች ስጦታዎችን ለማግኘት ፍላጎት መኖር | | |
| 10 | ሌሎች ካሉ ግለፅ/ጭ _____ | | |

ክፍል III ለሴት ተማሪዎች ብቻ

የሚከተሉት ጥያቄዎች በዩኒቨርሲቲው ውስጥ በሴቶች ላይ የሚፈፀሙ የታዊ ጥቃት አይነቶችና የማይሳደሩትን ተፅእኖ ለመረዳት ይረዳሉ፡፡

3.1 ከታች በሠንጠረዥ ከተዘረዘሩት ጥቃቶች በአንድ ላይ የታሸን ምክንያት በማድረግ የትኛው የጥቃት አይነት በማን አጋጥሞ ያወቃል፡፡

| ተ. ቁ | የታዊ ጥቃት አይነት | በወንድ ተማሪዎች | በወንድ መሣሪያ | በወንድ የግቢ ሰራተኞች | ሌሎች ግለጭ |
|------|-----------------------------------|------------|-----------|----------------|---------|
| 1 | ስድብ፣ ለከፋ፣ ዘለፋ | | | | |
| 2 | ማንቋሽሽ፣ ማዋረድ | | | | |
| 3 | የስነ ልቦና ተፅእኖ መፍጠር | | | | |
| 4 | አካላዊ ድብደባ | | | | |
| 5 | ጥፊ፣ ካልቻ | | | | |
| 6 | አስገደዶ የመድፈር መክራ | | | | |
| 7 | የአስገደዶ መድፈር ጥቃት | | | | |
| 8 | በጉልበት ማስገደድ እና ማስፈራራት | | | | |
| 9 | የግል ንብረትን መንጠቅ ወይም መሰረቅ | | | | |
| 10 | የግል ንብረትን ከፍቃደኝነት ወይም መወሰድና ማሰባሰብ | | | | |
| 11 | በማስፈራራ ወሲብ ለማድረግ መሞከር | | | | |

| | | | | | |
|----|------------------------------------|--|--|--|--|
| 12 | አላስፈላጊና ከፈቃደኝነት ወጭ አካልን መንካትና መጨበጥ | | | | |
| 13 | ተክለ ሰውነት/አቋም ላይ ሁል ጊዜ ትችት መስጠት | | | | |
| 14 | መበትን መጋፋት | | | | |
| 15 | ለወንድ ቅድያ መስጠት | | | | |
| 16 | ሌላ ካለ ግለጭ _____ | | | | |

3.2 ከላከይ በ"3.1" ከተዘረዘሩት ጥቃቶች ወስጥ አንዱ ወይም ከዚያ በላይ ባንች ላይ ተፈፅሞብሽ ያወቃል?

- 1) አዎን
- 2) አያወቅም

3.3 ለጥያቄ "3.2" መልስሽ "አዎን" ከሆነ ከሚመለከተው አካል እርዳታ ጠይቀሽ ነበር?

- 1) አዎ
- 2) አልጠየኩም

3.4 መልስሽ ለጥያቄ "3.3" "አዎን" ከሆነ ወደየትኛው አካል አመለከትሽ?

- 1) ዲፓርትመንት
- 2) የፋኩልቲ ዲን
- 3) ለዩኒቨርሲቲው ፖሊስ
- 4) ለተማሪዎች ህብረት
- 5) ለተማሪዎች guidance እና counseling
- 6) ለጀንደር ቢሮ
- 7) ለተማሪዎች ክሊኒክ
- 8) ሌላ ከሆነ ግለጭ _____

3.5 መልስሽ ለጥያቄ "3.3" አልጠየኩም ከሆነ ከሚመለከተው ምክንያቶች የትኛው ነበር ወደሚመለከተው ክፍል እንዳትሄጁ ያገደሽ?

- 1) ችግሩ ቀላ ነው ብሎ ማሰብ
- 2) የትኛው አካል ጋር እንደሚኬድ አለማወቅ
- 3) መለልን መፍራት
- 4) ሌላ ተጨማሪ ጥቃት ይገጥመኛል ብሎ መስጋት
- 5) ሀፍረት ወይም መሻማቅ
- 6) ሌላ ምክንያት _____

3.6 ለጥያቄ 3.3 መልስሽ አዎ ከሆነ ከሚመለከተው አካል ያገኘሽውን ድጋፍ እንዴት ትገልጭለሽ

- 1) በጣም የሚረዳኝ
- 2) በቂ
- 3) እርግጠኛ አይደለሁም
- 4) ከበቂ በታች

3.7 ስታዊ ጥቃቱን ተከትሎ ከሚመለከተው ወስጥ የትኛው/ኞቹ ተፅእኖ/ዎች ባንች ህይወት ላይ ተከስተዋል?

- 1) ፍርሃትና የደህንነት ስሜት ያለመስማት

- 2) ወደ ክላስ በተደጋጋሚ መቅረት
- 3) በትምህርት ላይ ችግር መጠየቅ
- 4) የወጠኑ ማሸቆልቆል
- 5) ከግቢው ማህበራዊ ህይወት ራስ ማግለል
- 6) የአካል ጉዳት
- 7) ከመምህር ጋር ያለመገባባት
- 8) በግቢው ውስጥ በፈለጉት ቦታና ጊዜ ለመንቀሳቀስ መፍራት
- 9) የስነልቦና ችግር መጠየቅ (stress, ደስታ ማጣት)
- 10) ከተማዎች ጋር ያለ መገባባት
- 11) የፈለጉትን ለማድረግ ነፃነት ማጣት
- 12) ሌላ ካለ ግለ ጭ

ክፍል IV: የሚከተሉት ጥያቄዎች በግቢው ውስጥ ስታዊ ጥቃትን አስመልክቶ ስላሉ ፖሊሲዎች፣ ደንቦችና መመሪያዎች እንዲሁም ተቋማትን ለመረዳት የሚገለግሉ ናቸው

4.1 በዩኒቨርሲቲው ውስጥ ሴት ተማሪዎችን ከስታዊ ጥቃት የሚከለክሉ ፖሊሲዎች፣ ደንቦችና መመሪያዎች እንዲሁም ተቋማት መኖራቸውን ታወቃለህ/ሽ?

- 1) አወቃለሁ
- 2) አላወቅም

4.2 ከላይ ለቀረቡት ጥያቄ "2.4" መልስህ/ሽ "አዎን" ከሆነ ሴት ተማሪዎችን ከስታዊ ጥቃት ለመጠበቅ የወጡትን የዩኒቨርሲቲው ፖሊሲዎች፣ ደንቦችና መመሪያዎች እንዲሁም ስታዊ ጥቃትን መከታተል የሚጠበቅባቸውን አካላት ዘርዘር/ሪ _____

4.3 በዩኒቨርሲቲው ውስጥ በሴት ተማሪዎች ላይ ለሚፈጸሙ ጥቃት ምክንያት ነው ብለህ/ሽ የምታሰብውን/ቢውን ግለ ጥ/ጭ _____

4.4 በዩኒቨርሲቲው ውስጥ በሴት ተማሪዎች ላይ የሚፈጸመውን ጥቃት ለማስቆም ይረዳሉ የምትላቸውን/ያቸውን የመፍትሔ ሀሳቦችን ጠቁም/ሚ _____

4.5 በዚህ መጠይቅ ያልተካተቱና ይበጃሉ የምትላቸው/ያቸው ነገሮች አሉ? ካሉ ዘርዘር/ሪ _____

ጠቃሚ የሆነ መረጃ ስለሰጠኸኝ/ሽኝ ከልብ አመሰግናለሁ!

Appendix II: Profile of Research Participants

2.1 Profile of Case Studies

| Name of cases | Age | Faculty | Year |
|----------------------|------------|----------------------------------|-------------|
| Case one | 20 | Law | Third |
| Case two | 20 | Humanities | Third |
| Case three | 21 | Humanities | Third |
| Case four | 20 | Science | Third |
| Case five | 22 | Education and Behavioral Science | Third |
| Case six | 22 | Social Science | Third |
| Case seven | 22 | Humanities | Third |

2.2. Profile of Key Informants

| Code of Informant | Age | Educational level | Institute/Dept. | Position | Duration in office |
|-------------------|-----|-------------------------|-------------------------------|---|--------------------|
| Informant G | 35 | Fourth year LLB student | Gender Office | Gender executive head | Two years |
| Informant S | 21 | Third year BA student | Student Union | Academic and girls cases representative | One year |
| Informant D | 43 | PhD | Students' Dean | Students service Work Processing owner | Five months |
| Informant P | | --- | Metropol campus Police | --- | --- |
| Informant U | | Third year BA Student | Girls Union | | One year |
| Informant C | 49 | BA | Guidance and Counseling | Students' guidance and counselor | Three year |
| Informant E | 30 | BA | Disciplinary follow up office | Ethics Liaison Officer | One year |
| Informant I | 22 | BA | Ipas(NGO) | Reproductive health expert | One year |

2.3. Profile of FGD Participants

FGD 1: Female Participants

Place: Bahir Dar Aleshaday Café

Date: November 15, 2011

| Code of participants | Age | Faculty | Year |
|----------------------|-----|------------------------------------|-------|
| Participant:1 | 22 | Humanities | Third |
| Participant:2 | 23 | Law | Fifth |
| Participant:3 | 23 | Law | Fifth |
| Participant:3 | 21 | Social Science | Third |
| Participant:4 | 22 | Humanities | Third |
| Participant:5 | 23 | Behavioral and Educational Science | Third |
| Participant:6 | 22 | Social Science | Third |
| Participant:7 | 20 | Science | Third |
| Participant:8 | 21 | Science | Third |
| Participant:9 | 21 | Science | Third |
| Participant:10 | 21 | Behavioral and Educational Science | Third |

FGD 2: Male Participants

Place BDU

Date November 18, 2011

| Code of participants | Age | Faculty | Year |
|-----------------------------|------------|------------------------------------|-------------|
| Participant:1 | 22 | Law | Third |
| Participant:2 | 22 | Science | Third |
| Participant:3 | 22 | Science | Third |
| Participant:3 | 21 | Social Science | Third |
| Participant:4 | 21 | Humanities | Third |
| Participant:5 | 21 | Science | Third |
| Participant:6 | 23 | Humanities | Third |
| Participant:7 | 20 | Behavioral and Educational Science | Third |
| Participant:8 | 24 | Law | Fifth |
| Participant:9 | 21 | Behavioral and Educational Science | Third |
| Participant:10 | 22 | Social Science | Third |

2.4. Questionnaire Respondents

Female Respondents

Place BDU

Date: the first days of December

| Age | Faculties of Respondents | | | | | Total |
|--------------|--------------------------|----------------|---------|----------------------------------|------------|-----------|
| | Law | Social Science | Science | Behavioral & Educational science | Humanities | |
| 19 | -- | 1 | -- | -- | 1 | 2 |
| 20 | 2 | 5 | 7 | 2 | 7 | 23 |
| 21 | 3 | 11 | 10 | 5 | 13 | 42 |
| 22 | 3 | 8 | 5 | 3 | 5 | 24 |
| 23 | 1 | --- | 1 | 1 | ----- | 3 |
| 24 | 1 | 1 | | ----- | ----- | 2 |
| 25 | | | | | | |
| Total | 10 | 26 | 23 | 11 | 26 | 96 |

NB. Some students did not provide information on some issues

Male Respondents

| Age | Faculties of Respondents | | | | | |
|--------------|--------------------------|----------------|---------|----------------------------------|------------|-----------|
| | Law | Social Science | Science | Behavioral & Educational science | Humanities | Total |
| 19 | -- | -- | 1 | -- | | 1 |
| 20 | -- | 1 | 2 | 2 | 2 | 7 |
| 21 | 2 | 3 | 4 | 2 | 2 | 13 |
| 22 | 3 | 3 | 5 | 1 | -- | 12 |
| 23 | 2 | -- | 4 | 1 | 2 | 9 |
| 24 | 1 | -- | 2 | 1 | 2 | 6 |
| 25 | -- | -- | -- | --- | -- | -- |
| Total | 8 | 7 | 18 | 7 | 8 | 48 |

NB. Some students did not provide information on some issues

Letter of Declaration

I the undersigned graduate student declare that this thesis is my original work and has never been defended in any undergraduate or graduate program of any university. I have also credited accordingly the references I have used in this work.

Name: _____

Signature: _____

Date: _____

I confirm that this thesis has been submitted for examination with my approval as the university's advisor

Advisor's Name: _____

Signature: _____

Date: _____