

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF GENDER STUDIES

Challenges of Men to Participate in the Reduction of Gender-Based-Violence against School Girls in Addis Ababa: the Case of Gulele Sub-City Preparatory Schools

By: Fanuel Debalkie

June, 2010

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A Thesis Submitted to the Institute of Gender Studies in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Gender Studies

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Name of the student: **FANUEL DEBALKIE**

Signature_____

APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Chairperson	Signature	Date
 <u>Dr. HIRUT TEREFE</u>	_____	_____
Advisor	Signature	Date
 <u>Dr. EMEZAT HAILU</u>	_____	_____
Internal Examiner	Signature	Date
 <u>Prof. HABTAMU WONDIMU</u>	_____	_____
External Examiner	Signature	Date

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Acronyms

GAD: Gender and Development

GBV: Gender-Based-Violence

MoLSA: Ministry of Labor and Social Affairs

UNICEF: United Nations International Children's Emergency Fund

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNFPA: United Nations Fund for Population Activities

USAID: United States Agency for International Development

WID: Women in Development

Abstract

The study is to pave the way for different intervention mechanisms which need the contribution of male students, male teachers or/and men in general in the reduction of gender-based-violence against school girls.

The study used both quantitative and qualitative methods to obtain data from male student and male teacher survey respondents, female student focus group discussants and female teacher key informants of the selected preparatory schools. Moreover, the study obtained data from key informants in Gulele Sub-city Women Affairs Office and Police Department.

Regarding the participation of men, 175 (97.8%) male students and 38 (97.4%) male teachers and the three key informants said that men's participation is important to reduce gender-based-violence against school girls. However, in all of the focus group discussions among female preparatory students, there were discussants who said that male students, male teachers or/and men's participation couldn't bring change. According to these discussants, the reason why men's participation isn't important is that men don't understand the pain of the survivor so that they can't be participants to reduce GBV against school girls.

It was found out that the way men grew up, the societal attitude on men's participation, absence of policy framework about men's participation, lack of legal protection for those who participate to reduce gender-based-violence and fear of fighting with the perpetrator were the main types of challenges that prevent men from participating in the reduction of GBV against school girls. It was also found out that, awareness creation for the in-school and out-of-school community members, establishing and strengthening in-school and out-of-school gender-clubs, formulating policy about men's participation, strengthening legal protection for those who participate to reduce GBV were some of the suggested mechanisms the make men participants in the reduction of GBV against school girls.

In general, dealing with challenges of men to participate in the reduction of gender-based-violence against school girls doesn't imply men should be the main participants in the reduction campaign but it is to find ways which enable concerned bodies to tackle the challenges that prevent men so as to make them partners in the reduction of gender-based-violence against school girls.

Declaration

I declare that this thesis is my original work and hasn't been presented for a degree in any university and all the sources of material used for the thesis are duly acknowledged.

Name _____

Signature _____

Date of Submission _____

This has been submitted for examination with my approval as a university advisor.

Advisor's Name _____

Signature _____

Dedication

Losing the first person..... to receive First degree...

..... the second person..... Second Degree

The culture of lose and gain! 6 years in 6 kilo...

Mam- Dad, it is a dedication to you!

Chapter I

Introduction

1.1 Background

The study on challenges of men to participate in the reduction of gender-based-violence (GBV) is to pave the way for different intervention mechanisms which seek the collaboration of men in reduction of GBV campaign. It shows the different arguments on the importance of men's participation, the challenges that prevent men to participate and the mechanisms that make men participants in the reduction of gender-based-violence against school girls.

The relationship between gender and violence is complex. The different roles and behaviors of females and males, children as well as adults are shaped and reinforced by gender norms with in society. These are social expectations that define appropriate behavior for women and men. Differences in gender roles and behaviors often create inequalities, where by one gender becomes empowered to the disadvantage of the other.

Gender inequalities have a large and wide ranging impact on society. Often, inequalities in gender increase the risk of acts of violence by men against women. For instance, traditional beliefs that men have a right to control women make women and girls vulnerable to physical, psychological and sexual violence by men. They also hinder the ability of those affected to remove themselves from abusive situations or seek support.

Gender-based-violence is a term that is not limited to physical or sexual violence, but also indicates equally insidious forms of violence against girls such as economically coerced sex, sexual harassment, demeaning language that undermines self-esteem and even assigning girls to perform domestic tasks at school while others study (U.N. General Assembly, 1993, as cited in USAID, 2003).

Violence against women and girls is often referred to as “gender-based violence”. However, the use of the term “Gender-based violence” provides a new context in which to examine and understand the long standing phenomenon of violence against women.

It shifts the focus from women as victims to gender. Unequal power relationship between women and men created and maintained by gender stereotypes as the basic underlying cause of violence against women. Women have fought so hard to improve their status since the 19thc where the first feminist movement was started.

However, the notion of gender equality can't exist unidimensionally. It needs the presence if not the actual engagement of men as well. According to Chant and Guttmann (2000), among the various reasons why men participation is crucial factor is that men can have an important influence on other men. They further argued that in various cultural contexts men are more likely to listen to men including when it comes to gender.

In line with the above argument, it is also stated that men's support in eliminating gender-based-violence is essential because men hold the power to influence societal thinking in most parts of the world (UNFPA's 1999 study as cited in Alemu, 2007). It is from this perspective that the study was conducted to examine and find out the importance of men's participation, their challenges and mechanisms that make men participants in the reduction of gender-based-violence against school girls.

1.2 Statement of the Problem

When one is first presented with new and alternative ways of doing something, one has a few options. Oftentimes, it is easier to continue doing things as before because of old habits and established practice.

To act upon new knowledge or understanding may require some additional efforts or incentives, a motivation of tangible gains, and desired out comes. When this change is against the direction and grain of established social norms, the motivation for changed behavior is more difficult.

Kanji's (1995) study (as cited in Chant and Guttmann, 2000), found out that the argument of some people regarding men's participation is that any increase in women's power can only come about through a corresponding decrease in men's power. If this is the case, then it is possible that a man would voluntarily work to 'disempower' himself. Kanji also raised questions like; would the man do it out of pure altruism or are their personal benefits that he might reap? If indeed he does, for whatever reasons, are there any personal costs that such men must face as well?

He concluded that the process of getting men to realize the worth of changing gender relations that oppress them, changing them, may also not be so difficult as anticipated, if it is emphasized that empowering women doesn't necessarily mean disempowering men. For Kanji, the main factor that affects the participation of men is the societal attitude towards the relationship of men and women which is shaped by the established social norm.

One of the biggest questions which emerge from discussion about integrating men is whether this would reduce the prevalence of gender-based-violence or not. In a study by USAID (2003), it was found out that promoting gender equality and ending violence against women and girls require a concerted effort to actively engage men and boys as partners and agents because men may be the primary perpetrators of gender-based-violence, but they are a major part of the solution .

However, the transition from being a perpetrator to be part of the solution to reduce gender-based violence needs many rivers to cross because it requires transforming men out of the 'traditional gender box' where the behavior and action of men are guided by the socially established male gender norms. According to Ricardo & Barker (2008), as a result of the socially established gender norms, men may construct and assess "Successful masculinities" through on going acts of competition in relation to male peers, with a violent act considered as a sign of status.

The writer of this paper was "A master trainer" in 'Men as Partner Project' which was implemented in Addis Ababa Youth clubs in 2008. The main goal of the project was to reduce gender based violence and HIV transmission among urban youth by addressing male gender norms. One of the intervention mechanisms to reach this target group was through group discussion.

During the group discussions among youth clubs of Gulele and Kirkos sub-cities, it was mentioned that men encounter challenges in their participation to reduce gender inequality in general and reduction of gender-based-violence in particular. The main reason according to them is that their peers and community consider them as 'deviants' who are acting and behaving against the socially established standards of behavior. The experience with out-of school- boys and girls initiated the researcher to carried out a research in the school community particularly on teachers and students to gain knoweledge about the challenges of male students, male

teachers or/and men to participate in the reduction of gender-based-violence against school girls.

Moreover, many studies regarding gender-based-violence mainly focused on its prevalence and effect on people mainly on women and girls but not on how to make the perpetrators to be alliance by identifying their challenges to participate in the reduction of gender-based- violence.

Due to the above mentioned reasons, the issue of gender-based-violence can be seen from different dimensions. Therefore, the purpose of this research is to find out and examine the challenges prevent men from participating in the reduction of gender-based-violence committed against school girls.

The proposed guiding questions which tried to address the problems stated above were the following:

1. Why is men's participation important in gender-based violence reduction?
2. What are the challenges that prevent men to participate?
3. What are the mechanisms that would enable men to participate in the reduction of gender-based- violence?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study is to find out the challenges that prevent men from participating in the reduction of gender-based-violence against school girls.

1.3.2 Specific objectives

The specific objectives for the study are to:

1. Examine the relevance of men's participation in the reduction of gender-based-violence-against school girls.
2. Identify challenges that prevent men to participate in the reduction of gender-based- violence against school girls
3. Find out mechanisms that enable men to participate in the reduction of gender-based-violence against school girls.

1.4 Significance of the Study

The study will help to understand the challenges that prevent male teachers and students and men in general to participate in the reduction of gender-based-violence committed against school girls. It will also help to look at mechanisms that make male students and men in general to be participants to reduce gender-based-violence committed against school girls.

In addition, it will also be used as a source of information for other researchers who want to study about the challenge that prevent men to participate in the reduction of gender-based-violence against in-school and out-of-school-girls and about the mechanisms that make boys, girls, men and women participants in the reduction of GBV .

1.5 Limitation of the Study

The study on the challenges of men to participate in the reduction of gender-based-violence against school girls was conducted in two preparatory schools found in Gullele Sub-city of Addis Ababa.

Hence, in order to understand the challenges that prevent male students and male teachers or/and men in general, the data was obtained only from preparatory school students and teachers, concerned bodies from Women's Affairs Office and Police Department of the sub-city. It doesn't include the perspective of students and teachers from primary and secondary schools because of time and resource.

1.6 Operational Definition

Challenge: Challenge in this study refers to factors that prevent men to participate in the reduction of gender-based-violence committed against school girls.

Participation: Participation refers to preventing and stopping gender-based violence action committed against school girls.

Survivor: refers to the school girls who have encountered gender-based-violence.

CHAPTER II

Review of Related Literature

2.1. Overview of Gender-Based-Violence

The term violence is derived from the Latin word *vis*, which means force and refers to the notions of restraint and using physical superiority on the other person. Violence has existed on earth as long as humankind, assuming different, increasingly complex and at the same time more fragmented and articulated forms (Heise et al, 1999, as cited in Yohannes, 2008:12).

Violence against women is an ancient and universal problem occurring in every culture and social group. Power inequalities between men and women and the masculine culture are the major sources of this violence. In 1993, the United Nation offered the first official definition of such violence when the General Assembly adopted the declaration on the elimination of violence against women. Article 'one' of the declarations defines violence against women as:

Any act of gender based violence that results in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life which includes physical, sexual and psychological violence (UNICEF, 2000).

According to Orginal (2004), in order to understand the gender based violence, the social character of traits attributed to men and women should be accounted. She added that most female and male traits are cultural constructions and the products of society but not necessarily derive from culture. Men's role and behaviours are considered socially valuable. For example, violent responses are looked up on positively, and housework remains almost unnoticed to men, although justifying that it is carried out by women.

According to the National Committee on Traditional Practices in Ethiopia (2003), in Ethiopia, gender-based violence occurs under the pretext of tradition and culture and is thus condoned by the society. In the same study, it is stated that GBV appears to be accepted as a normal aspect of daily life, and the existing laws and policies have done little to address the matter.

2.1.1. School Related Gender-Based-Violence

“School-related” rather than “school-based” is used since not all violence against students is limited to the school itself. Even going to and from school or living in a dormitory setting away from home can place students at risk for rape and other sexual violence (USAID, 2003).

According to Elsabet (2006), in Ethiopia like other countries of the developing world, school related gender-based-violence is based on gendered norms. She added that it can be either physical, sexual or psychological or a combination of all the three.

A study by MOLSA and UNICEF (2005) indicated that in Ethiopia, sexual abuse and exploitation of children are highly prevalent in all regions and among all cultural groups.

One of the most recent and comprehensive study on violence against Ethiopian school girls and its impact on their education was published in 2008 by Save the Children Denmark, Ministry of Education & Ministry of Women’s Affairs. The study was conducted in all regions of Ethiopia. It found out that the perception on the level of violence is relatively higher among parents, teachers and students in Addis Ababa, Afar and Souther Nations Nationalities & Peoples Regions of Ethiopia.

The same study stated that the settings where violence against school girls is in school, on the way to & from school and at home. According to this study the types of violence committed against school girls are beating (not as corporal punishment), snatching of personal belongings of school girls, verbal insult, threats of harm, humiliation, name calling (in the form of violence), sexual harassment, seduction, rape and abduction. As the study revealed, all forms of violence are prevalent in Addis Ababa. Even abduction, which is thought to be ‘harmful’ traditional practice of the rural area is prevalent in Gulele sub-city particularly Kechene area (Save the Children Denmark et al, 2008).

Ethiopia has demonstrated its commitment to the cause of Ethiopian children by its endorsement and ratification of the convention on the rights of the child on Dec. 9, 1991 (CRC, 1999). Article-3, sub-article 2 of the convention stated that state parties undertake to ensure the child such protection and care as is necessary for his or her well-being.

2.2 Men and Masculinity

We can't think about how to change men's behaviour until we have a developed understanding of how masculinities are constructed in a given culture (Benno de Keijzer as cited in Oxfam GB, 2004). The dominant type of masculinity which had been given attention is the hegemonic masculinity.

According to Beynon's (2002) study (as cited in Lindsey, 2005), the notion of hegemonic masculinity asserts that a number of competing masculinities are enacted according to particular places (contexts) and particular times. The characteristics of masculinity that become the idealized norm are those acted out by the most powerful men, likely to be those who are white, middle class and heterosexual.

Beynon also added that hegemonic masculinity harms men in subordinate statuses (men of the color, poor men, nonheterosexuals) because it narrows their option to choose other enactments of masculinity. It also harms women because it positions masculinity in opposition to women-masculinity is superior to femininity (Gardner, 2002, as cited in Lindsey, 2005)

Hegemonic masculinity shows us that there are a number of ways masculinity (manliness) can be successfully acted out. These different enactments can be subsumed under several norms that serve as masculinity's norms. Some of these standards were identified as "rules" of masculinity (Brannon, 1976 as cited in Lindsey, 2005). These informal rules are now the institutionalized norms also referred to as standards, markers, or themes that have strengthened over the decades since they were formulated (Lindsey, 2005). Below mentioned are some of the male gender norms identified by this group of researchers.

I. Antifeminine Norm

This powerful norm stigmatizes all stereotyped feminine characteristics and the qualities associated with them, including openness and vulnerability. It is closely tied to every other norm of masculinity. According to Lindsey (2005), males are socialized to adamantly reject all

that is viewed as feminine. Women and anything perceived as feminine are less valued than men and anything perceived as masculine.

II. Interpersonal Relations

Intimate friendship between males are discouraged and are relationship between intimate friendship between females are blocked by messages that tell men they will be judged negatively if they exhibit “too” much emotions or sensitivity and boys learn quickly from their peers that gestures of intimacy with other males are discouraged and that expressions of femininity, verbally or non-verbally aren’t tolerated (Strikwerda and May in Lindsey, 2005). To bolster their formative masculinity, boys strictly segregate themselves from girls in school. This segregation means that the intimacy with boys must be achieved in other culturally acceptable ways.

They also added that although men are thought that too much intimacy among males is forbidden, the human desire for informal interaction is powerful. The separate groups allow men to act out this human need in safety and according to masculinity’s antifeminine norm, otherwise people would be suspicious of such close male interaction. Men rarely talk about friendship in these groups. The antifeminine norm blocks the expression of the deepest feelings of affection between men.

Men may be guaranteed socio-cultural superiority over women, but at the enormous expense of remaining psychologically defensive and insecure (Chodorow, 1993 cited in Lindsey, 2005). Chodorow (1993) added that males of all ages are more likely to express feelings of uncertainty and anxiety to females, but the healthiest men are those who have an array of both male and female friends with whom they feel comfortable in expressing their emotions and concerns.

III. Aggression Norm

Boys learn that tearing the other cheek is less respected than fighting one’s way out of a difficult situation. Functionalists emphasize that by socializing boys in to masculinity with the aura of violence and aggression surrounding it, the soldier role, which they may eventually assume, will be easier to accept. In this view the aggression masculinity needed in war time is latently functional (Gerson, 1993 cited in Lindsey, 2005).

2.3 Men's Participation

There has been an increasing emphasis internationally, mainly in western countries, in policy and practice on participating men to promote and achieve gender equality. Beginning with the Beijing Declaration, adopted by the fourth world conference on women in 1995, a number of inter governmental plat forms such as the world summit on Social Development (1995), its review session (2000) and the special session of the general assembly on HIV/AIDS (2001), have focused on this issue.

According to UNESCO (2009), the rational why men have a stake in gender equality is that despite dominance rhetoric about manhood, many men suffer from socially-constructed gender stereotypes and hence have much to gain from gender equal society. It also added that such stereotypes put pressure on men to be 'tough', to be the bread winner and resulting in conditions of labour that are often harsh and that may involve injury, violence, crime and imprisonment.

There is a variety of valid arguments for the importance of involving men. Men are not only the predominant perpetrators of violence against women but their decision-making roles and power in the economic, political and social spheres necessitate their commitment to eradicating violence against women. An important aspect of the significance of involving men in efforts to eliminate violence against women is that men hold higher positions of power and decision-making in most communities in the world, making it crucial to garner their support and commitment in ending violence against women.

In addition, it is in men's interest to eliminate violence against women, because violence directly affects them, whether as witnesses, relatives, victims, and perpetrators. Men need to be involved in efforts to eliminate violence against women due to the socialization processes that support men taking on dominant behaviors toward women that allow them to exert power and control over women, as well as feel entitled to be privileged over women. Men need to be involved and incorporated because only then will the message spread that men need to take responsibility for their actions, choose not to use violence, and develop alternate norms of 'masculinity'.

According to a study by Oxfam GB (2004), over the past ten to 15 years, interest in men's involvement in gender equality has increased significantly which has been demonstrated by growing body of research, the emergence of websites and academic journals and the establishment of campaigns (the White Ribbon campaign) and educational programmes focusing on men and masculinities.

The White Ribbon Campaign, as the study noted it, started in 1991 in Canada by a small group of men. This campaign engages in public education in order to end men's silence about men's violence against women, to raise awareness among men and boys and to mobilize them to work for change through their schools, work places and communities.

According to this study, 'the role of men and boys in achieving gender equality' was one of the major themes addressed at the UN Commission on the status of women in its 48th session in March 2004. In this regard the study states:

The role of men and boys in achieving gender equality reflects long-standing debates within development policy and practice where a conceptual shift from focusing on 'Women in Development' (WID) ¹ to 'Gender and Development' (GAD) ². The extent to which this conceptual shift has been reproduced at grass root level is unclear, however, and in practice many projects and programs continue to target women without considering the need to transform men's attitudes and behaviour. The emphasis of GAD on 'gender relations' inevitably encourages a more active approach to men and masculinity issues than the past (p.4).

-
1. WID tends to focus on women as an analytical category, and envisages the setting up of separate organizational structures for the development of women-specific policies and projects.
 2. GAD suggests that 'gender relations' should be the key analytical framework and that a gender perspective should be integrated ('mainstreamed') in to all development activities and planning structures in order to transform the power balance between men and women within society

One of the contributors of this study, Michael Kaufman, puts the case for involving men and boys in working for gender equality. He argued that development interventions have usually failed to focus on men and boys, and that as a result male power remains dominant in gender relations, and women and women's struggle are marginalized.

Michael and Rahel (2003) on their part stated that male involvement can be most effective if the campaign begins at the grass root level particularly in educational programs that begins in elementary school and that have the strong and visible support of men inoculate male children against abuse well before they enter in to dating and marital relationships.

The study further stated that in New York in "men as partner project" which enable men to participate in the household several positive outcomes were obtained. For example many women who participated in the project reported that they had periods of leisure time during which some enrolled in literacy courses and engaged in other forms of self-improvement. As to them pertinent to these gains were men's inclusion in the project, for while it is true that 'women hold up half the sky both halves of the human family are necessary to sustain society equitably.

Michael and Rahel (2003) also suggested that settings for which male involvement could have important effects include religious communities, educational institutions and places of employment.

2.4 Theoretical Framework

Functionalist perspective, social constructionist perspectives, and radical feminist theory were used to generate data on the importance of men's participation, challenges of men and on the mechanism that make men participants in the reduction of gender-based-violence against school girls.

2.4.1 Functionalist perspective

This perspective emphasizes the way that parts of a society are structured to maintain its stability. One of the key figures in the development of this theory, Talcott Parsons saw any

society as a vast network of connected parts, each of which helps to maintain the system as whole (Schaefer, 2005). This implies that the male population which is part of the society contributes for the stability of the society by reducing and eliminating gender-based-violence. Therefore, this perspective used in the research to identify the contribution of the male population in reduction of GBV.

2.4.2 Social Constructionist Perspective

This perspective affirms that masculinities and gender norms are socially constructed rather than biologically driven. In this perspective, a gender norm emerge from prevailing patterns of hegemony and patriarchy and are in turn reinforced and reconstructed by families, communities and social institutions (Ricardo & Barker, 2008).

According to social constructionists, boys learn what manhood means by observing their families, media, schools, peer groups and other social institutions which may encourage them to risk-taking behavior, competition and violence and may ridicule boys who do not live to these social expectations.

This perspective used in the study to identify the challenges that prevent men to participate in the reduction of gender-based-violence against school girls

2.4.3 Radical Feminist Theory

Radical feminists offer a real challenge to and the rejection of the liberal orientation towards the public world of men. In radical feminism men as a group are considered to be the “main enemy” and all men are viewed as having power over at least some women. They perceive all men without exceptions sharing the benefit of the social system of male supremacy or patriarchy (Beasley, 1999).

This theory is used to obtain data in order to examine the reason that makes the participation of men difficult and the negative attitudes towards men’s participation in reducing gender inequality in general and reduction of gender-based-violence in particular.

Chapter III

Methodology

3.1. Study Area

Gulele sub-city is one of the ten sub-cities of Addis Ababa city administration of Ethiopia. It is bounded by Yeka sub-city in the east, Kolfe Keraneo sub-city in the west, Oromia Regional State in the north and Addis Ketema & Arada sub-cities in the south³. The offices selected to obtain information in order to carry out the study and to gain both primary and secondary sources are the sub-city's Women's Affairs Office, Education Office, Police Department and Preparatory schools.

According to the supervisor of the sub-city's Education Office, there are eight preparatory schools. Two of them are government and the remaining six are private schools. Medhanealem preparatory school (from government) and Lazarist preparatory school (from private) were selected for the study. These selected schools are located in the western and eastern end of the sub-city. Medhanealem preparatory school is established in 1932 and Lazarist preparatory school in 1925 (Field survey of February/March, 2010). The following table shows the distribution of students in each school based on grade level, sex and stream.

Table 3.1: Total Number of Students in the Sample Preparatory Schools of Gulele Sub-city

Name of the school	Grade level						Based on stream						
	11 th			12 th			Natural Science			Social Science			
	M	F	T	M	F	T	M	F	T	M	F	T	TM
Medhanealem	685	814	1499	723	523	1246	1075	905	1980	333	432	765	1408
Lazarist	45	43	88	50	33	83	69	32	102	26	44	70	95
Total	730			773									1503

Source: Field Survey of February/March, 2010

³<http://www.addismap.com>

3.1.1 The Rationale for Selecting the Study Area

The rationale for selecting the study area is that the level of gender-based-violence committed against school girls perceived to be highest in Addis Ababa. A study by Save the Children Denmark in collaboration with Ministry of Education and Women's Affairs (2008) in nine regions and two city administrations of Ethiopia revealed that the level of violence against school girls is to be the highest in Addis Ababa. The same study also stated that among the sub-cities of Addis Ababa, Gulele sub-city is the one where all types of GBV against school girls are committed.

In addition the study is a new way of intervention which tries to provide base line information for organizations and researchers to find solutions regarding gender-based-violence from the side of men's participation. Thus, this study was carried out in Addis Ababa which is the capital of Ethiopia in order to achieve the desired objective.

3.2 Methods

Both qualitative and quantitative methods were used. The strategy used to mix the qualitative and the quantitative methods is concurrent triangulation strategy. In this strategy, both the qualitative and the quantitative data obtained concurrently in one phase of the study (Creswell, 2003). Hence, the qualitative and the quantitative data were generated simultaneously in order to complement the weakness of one method by the other.

According to Seal (2004), combining more than one method in looking at a particular research question is used to crosscheck results for consistency and enhance confidence in research findings. To generate qualitative and quantitative data, key-informants interview, focus group discussions and structured and semi-structured questionnaires were used to make the data reliable. Below, listed, is the justification for using each technique and instrument.

3.2.1 Key Informants Interview

Interviews were conducted among key informants that enable the researcher to collect data on pertinent knowledgeable sources about the subject under study. The interviews were made with three government organizations; namely the sub-city Police Department's, Women's Affairs',

and teachers' representative of the selected schools who are thought to be the key-informants of these organizations regarding the study.

Guiding questions for the key-informant interview focused on the prevalence of gender-based-violence in the sub-city, activities done by the organizations to reduce gender-based-violence in the sub-city, the importance of participating men to reduce gender-based-violence against school girls, challenges that prevent men to participate in the reduction of gender-based-violence and mechanisms that make men to participate in the reduction of gender-based-violence (Look at Annexes 4-6).

In the key-informant interview, three participants were involved. The interviews took place in their respective work areas. The researcher made the interviews from forty to fifty minutes on average using tape recorder and short notes while interviewing.

3.2.2 Focus Group Discussion (FGD)

This technique used to generate data through group interaction. According to Morgan (as cited in Hesser-Biber, 2004), FGD also gives voice for group participation. The discussion was guided through a semi-structured questionnaire. Three focus group discussions were conducted in the two sample preparatory schools. In Medhanealem preparatory school there were two focus group discussions consisting of eight members each. In Lazarist preparatory school there was one focus group discussion consisting of six members. The recommended size for a group discussion, according to Somekh and Lewin (2005), is six to ten participants.

The Focus Group Discussants were school girls who were selected for the purpose of incorporating the perspective of the other gender about the participation and the challenge of male students and teachers to participate in the reduction of gender-based-violence. The reason why the researcher used this data collection technique for the school girls is to get the school girls' own words which were generated through group discussion. The focus group discussants were asked about the prevalence of GBV in their schools, the importance of male students and male teachers' participation in the reduction of GBV against school girls, the challenges that prevent male students and teachers to participate and about the mechanisms that make male students and teachers participants in the reduction of GBV against school girls. Hence, they were asked about students and teachers about the subject under study (look at Annex -3).

3.2.3 Questionnaires

The questionnaires were administered to male teachers and male students of Medhanealem and Lazarist preparatory schools. These structured and semi-structured questionnaires were first written in English and translated in to Amharic and then converted in English for analysis purpose.

The questionnaires were divided in four different sections. The first part deals with back ground of the respondents. Respondents were asked about their age, level of education, marital status and religion. In the second part respondents were asked about male students, male teachers or/and men's participation in the reduction of gender-based-violence. The third section is about the challenges of male students, male teachers or/and men to participate in the reduction of gender-based-violence against school girls and the fourth part is about mechanisms which enable male students, male teachers or/and men to participate in the reduction of gender-based-violence committed against school girls. Sample male students were asked about themselves and their teachers and sample male teachers were asked about themselves and men in general (Look at Annex-1 & 2).

3.3 Sample Size

3.3.1 Schools

Gulele sub-city is one of the ten sub-cities of Addis Ababa city Administration of Ethiopia. According to the sub-city's Education Office Supervisor, the sub-city has eight preparatory schools. The supervisor added that, among these schools, two (Yekatit 12 and Medhanealem Preparatory schools) of them are government and the rest six (Lazarist, Enat, St Merry, K/Andarge, Elshaday Holysevoir, and Meskaye Hizunan Medhanealem Monastery) preparatory schools are private. Out of these preparatory schools, one school from government and another one from private were selected purposively.

The Head and Supervisor of the sub-city's Education office helped to select the sample preparatory schools. These sample schools were selected in a way that captured possible variations among scattered schools. Thus, the selected government school is Medhanealem preparatory school and the Private School is Lazarist preparatory school.

The table below (Table 3.2) presents details about the samples used in the study.

Table 3.2: Sample Distribution by Schools

Schools	Total # of male Teachers	#sample Teachers	Total # of male students	# of sample male students
Medhanealem	124	31	1408	154
Lazarist	12	8	95	25
Total	136	39	1503	179

Source: Field survey of February/March, 2010

3.3.2 Students

Considering the homogeneity of the target population and other factors such as time and financial resources available, a total sample of 179 (11.9%) male students were considered enough to furnish reliable data for the study.

To include the perspective of female students, 16 female students in Medhanealem preparatory school and 6 female students in Lazarist preparatory school participated in the study.

3.3.3 Teachers

In order to meet data needs of the survey, 31 sample male teachers from Medhanealem preparatory school and 8 from Lazarist preparatory school were included in the sample. Accordingly, a total of 39 (28.7 %) male teachers were considered adequate for the survey. In Medhanealem preparatory school, one female teacher was included as a key-informant because of her experience and position. In Lazarist preparatory school all of the teachers were males.

3.4 Quantitative Sampling Procedure and Techniques

The following procedures and techniques were followed to select the sample survey male students and male teachers.

3.4.1 Sample Male Students

The procedures used for selecting the sample students involved the following:

In Medhanealem Preparatory School

- The number of classes in grade 11 and 12 were identified in consultation with the Unit Leaders of the school;
- Four classes from grade 11 and six classes from grade 12 were randomly selected based on the total number of male students in each grade level;
- Lists of male students in each sampled class were obtained from the Unit Leaders of the school;
- Sixteen male students from each class were selected using systematic random sampling by taking every second male student in each class; and
- The questionnaires were administered to the sample students and 154 of the sample male students filled out and returned the questionnaires.

In Lazarist preparatory School

- In the school, there were only four classes (two grade eleven and two grade 12) and lists of the whole preparatory school students were obtained from the Deputy Director of the school and lists of male students were identified;
- Thirty-one male students were identified by taking every third student among the 95 male students using systematic random sampling; and
- The questionnaires were administered to twenty-five sample students who were voluntary to fill out the questionnaires and all of them filled out and returned the questionnaires.

3.4.2 Sample Male Teachers

The procedure used for selecting the sample teachers involved the following:

In Medhanealem Preparatory School

- Lists of teachers, stratified by departments, were obtained from the Deputy Director of the school and sample male teachers from each department were selected using stratified random sampling with proportionate to size, a measure of size being the number of male teachers in each department.

Table 3.3: Sample Teachers of Medhanealem Preparatory School by Departments

Department	Male	Female	Total	# of sample teachers
Amharic	8	4	12	2
English	15	7	22	3
Mathematics	12	5	17	3
Biology	9	3	12	2
Physics	11	2	13	3
Chemistry	12	1	13	3
Geography	6	1	7	1
History	8	1	9	2
Business & Economics	10	2	12	2
Civics &Ethical Education	14	2	16	3
Information communication Technology	6	2	8	2
Health &Physical Education	9	1	8	2
Technical Drawing	4	—	4	1
Total	124	31		29

Source: Field survey of February/march, 2010

-The researcher distributed thirty-six questionnaires to male teachers and thirty-one questionnaires were returned.

In Lazarist Preparatory school

In this school there are twelve male teachers. The questionnaires were distributed to ten voluntary male teachers and eight of them returned the questionnaires

3.5 Qualitative Sample Selection

3.5.1 Focus Group Discussants

3.5.1.1 Focus Group Discussants in Medhanealem Preparatory School

Sixteen female focus group discussants were purposively selected among voluntary female students from grades 11 & 12 in consultation with the Guidance & Counselor and Head of the Gender club (female teachers' representatives) and female students' representatives. Thus, two focus group discussions, one group consisting of eight members, conducted among the school girls.

3.5.1.2 Focus Group Discussants in Lazarist Preparatory School

There were four classes (two grade eleven and two grade twelve) in this school. Lists of female students in the classes were identified and fourteen students were selected using systematic random sampling by taking every fifth female student among the seventy-six female students. Therefore, six voluntary female students participated in one focus group discussion.

3.5.2 Key informants

The key informants were selected based on their duties and responsibilities they had in relation to gender-based-violence. The female teacher was identified as a key informant because she was the Head of the Gender-club, female teachers' representative and teachers' representative in the Parents' committee of the school.

The key informant in the sub-city's Women's Affairs Office was included because she was the legal officer of the office and also responsible for monitoring the Women's Affairs Office of the ten kebeles of Gulele sub-city.

A key informant from the sub-city's Police Department was included because the Department receives reports related to gender-based-violence from the five Police Stations of the Sub-city and the key informant was identified because he is the thought to be the key person to the subject under study and also representative of the Children and Women's Officer of the Police Department.

3.6 Validity and Reliability

A pilot survey was conducted in January 2010, in Meskay Hizunan Preparatory school male and female teachers and students (12 questionnaire, six for teachers and another six for students) Nethebrak youth club of Yeka sub-city (five for males and another five for females) & Federal Police Officers (three men officers) at Mexico Head Office of Addis Ababa and ten purposively selected parents of Gulele sub-city (kebele 02/03/04) of Addis Ababa city administration of Ethiopia. This helped the researcher to explore more sources about the challenges of men to participate in the reduction of gender-based-violence against school girls. In addition, it helped the researcher to incorporate feedbacks that were gained during the pilot study.

3.7 Data Analysis

Quantitative data were coded, entered in to an electronic data base, analyzed through Statistical Programs for the Social Science [SPSS] and presented in frequency and percentage. On the other hand the qualitative data were categorized in to themes based on the specific objective of the study and integrated with the quantitative results.

3.8. Ethical considerations

The Directors of the two sample schools (Medhanealem Preparatory and Lazarist Preparatory School) were contacted by showing a letter of cooperation written by the Institute of Gender Studies of Addis Ababa University along with a letter from the Sub-city's Education Office. Both of the school Directors were cooperative and allowed the researcher to contact the Unit Leaders of the school to carry out the study.

Consent of the sample students was asked and the purpose of the study was explained to them. Moreover, respondents were informed about the confidentiality of the information that they provided as the analysis would be made for the general population.

They were also informed that they have a full right to discontinue if they don't feel comfortable. However, none of them discontinued and they were given opportunities to ask questions before and while they were responding.

The key informants in the Sub-city's Women's Affairs Office and Police Department were also contacted after showing the letter of cooperation written by the Institute of Gender Studies of Addis Ababa University to the Administrative Head of both offices.

3.9 Fieldwork

The field work for this thesis was conducted from February 20 to March 13, 2010. The first task of the researcher was to contact the Administrative Head of the Education Office of Gulele sub-city to identify the sample preparatory schools in the sub-city and to have a letter of cooperation from the office along with the letter from the Institute of Gender studies of Addis Ababa University.

The researcher, in consultation with Supervisor of the Education Office of the Sub-city, recommended by the Administration Head, identified Medhanealem and Lazarist preparatory schools from government and private schools respectively as sample schools.

Therefore, the researcher spent two weeks in Medhanealem preparatory school to carry out the survey, focus group discussion & key informant interview and four days in Lazarist preparatory school for the survey and focus group discussion after receiving permission from the school Director due to the letters of cooperation from the University and the Education Office.

In addition, the researcher spent two days to undertake key informants interview in the sub-city's Police Department and one day in the Women's Affairs Office.

In general, all the respondents of the study were sensitive to share their experience since the study has tried to look gender-based-violence from a new dimension which made the respondents active participants through out the study.

Chapter IV

Findings and Discussion

The findings and discussions presented in this chapter are based on the qualitative and the quantitative data collected during field work, the reviewed literature and the theories used for the study.

The first part of this chapter presents the background characteristics of the respondents, the second part deals with prevalence of gender-based-violence against school girls and the third part is about male students, male teachers or/and men's participation to reduce GBV against school girls.

4.1 BACKGROUND CHARACTERSTICS OF RESPONDENTS

Table 4.1: Distribution of Male Students and Male Teachers by Age

Male Students			Male Teachers		
Age	Frequency	Percent	Age	Frequency	Percent
16	5	2.8	22-25	10	25.6
17	42	23.5	26-30	17	44.6
18	67	37.4	31-35	4	10.3
19	29	16.2	36-40	1	2.6
20	22	12.3	41-45	2	5.1
21	6	3.4	46-50	2	5.1
22	1	0.6	51-55	0	0
No Response	7	3.9	56-58	2	7.7
Total	179	100.0	Total	39	100.0

Source: Field Survey of February/March, 2010

As the above table (Table, 4.1) indicates, the minimum age for the sample male students is 16, the maximum age is 22 and the age of 160 (89.4 %) sample male students lies between 17-20. The minimum ages for the sample male teachers is 22, the maximum is 58 and 27 (70.2%) of the sample male teachers age lies between 22-30.

Out of the 179 sample male students 112 (62.6%) male students were grade 12, 61 (34.1%) male students were grade 11 and the rest 6 (3.4%) male students didn't mention their grade level. Out of the 39 sample male teachers, 38 (97.4%) male teachers have First Degree and one teacher has Second Degree. Among the sample male students, 120 (67%) male students were followers of Orthodox Tewahido religion, 30 (16.8%) Islam, 12 (6.7%) Protestant, 4 (2.2%) Catholic, 2 (1.2%) Jehovahwitness and the remaining 2 (1.1%) said, "No religion." Among the sample male teachers, 30 (76.9%) were followers of Orthodox Tewahido religion, 5 (12.8%) Protestant, 2 (5.1%) Catholic, and the rest 2 (5.1%) were followers of Islam religion. Regarding the marital status of sample male teachers, 25 (64.1 %) male teachers were unmarried and the remaining 14 (35.9%) were married.

4.2 Prevalence of Gender-Based-Violence against School Girls

Sample male students and male teachers were asked about their perception on the prevalence of beating (in the form of initiating sexual relationship), snatching personal belongings of school girls, verbal insult, threats of harm, humiliation, name calling (in the form of violence), sexual harassment, seduction, rape and abduction committed against school girls in school, on the way to and from school and at home.

To provide general overview on the prevalence, the data is summarized in the following table (Table 4.2). The table shows the percentage and frequency of sample students and sample teachers who have replied "yes" to whether the different types of violence, according to their perception, exists in school, on the way to and from school and at home. The table, therefore, presents the "yes" answers by the types of gender-based-violence.

Table 4.2: Perception of Male Students and Male Teachers on the Prevalence of Gender Based-Violence against School Girls

Types of GBV	Male Students			Male Teachers		
	In school	On the way to & from school	At home	In school	On the way to & from school	At home
Beating	56(31.3%)	88(49.2%)	50(27.9%)	8(20.5%)	30(76.9%)	7(17.9%)
Snatching properties	58(32.4%)	114(63.7)	34(19.0%)	17(43.6%)	29(74.3%)	5(12.8%)
Verbal Insult	122(68.2%)	131(73.2%)	80(44.7%)	27(69.3%)	30(76.9%)	13(33.3%)
Threats of Harm	85(47.5%)	116(64.8%)	51(28.5%)	15(38.5%)	24(61.5)	8(20.5%)
Humiliation	108(60.3%)	121(67.6%)	63(35.2%)	18(46.2%)	27(69.3%)	8(20.5%)
Name Calling	108(60.3%)	125(69.8%)	61(34.1%)	23(59.0%)	23(59.0%)	7(17.9%)
Sexual harrasment	85(47.5%)	110(61.5%)	55(30.7%)	12(30.8%)	31(79.5%)	8(20.5%)
Seduction	98(54.7%)	120(67.0%)	60(33.5%)	15(38.5%)	33(84.6%)	9(23.1%)
Rape	21(11.7%)	66(36.9%)	47(26.3%)	2(5.1%)	8(20.5%)	10(25.6%)
Abduction	7(3.9%)	45(25.1%)	10(5.6%)	1(2.6%)	13(33.3%)	1(2.6%)
Total number of respondents: 179 male students and 39 male teachers						

Source: Field Survey of February/March, 2010

As can be seen from the data in Table 4.2, for both the sample male students and male teachers, the prevalence of beating on the way to and from school is perceived to be the highest compared to in school and at home. Among the sample male students, 88 (49.2%) said, beating is prevalent on the way to and from school, 56 (31.3%) said, in school and 50 (27.9%) said, at

home. Among the sample male teachers, 30 (76.9%) said, beating is prevalent on the way to and from school, 8 (20.5%) said, in school and 7 (17.9%) said, at home.

The prevalence of snatching properties of school girls is also perceived to be the highest on the way to and from school compared to in school and at home. 114 (63.7%) sample male students said, snatching properties of school girls is prevalent on the way to and from school, 58 (32.4%) said, in school and 34 (19.0%) said, at home. Among the sample male teachers, 29 (74.3%) said, snatching properties of school girls is prevalent on the way to and from school, 17 (43.6%) said, in school and at home 5 (12.8%).

The prevalence of verbal insult is also perceived to be the highest on the way to and from school compared to in school and at home. 131 (73.2%) sample male students said, verbal insult is prevalent on the way to and from school, 122 (68.2%) said, in school and 80 (44.7%) said, at home. Among the sample male teachers, 30 (76.9%) said, verbal insult is prevalent on the way to and from school, 27 (69.3%) said, in school and 13 (33.3%) said, at home.

For both the sample male students and male teachers, the prevalence of threats of harm is perceived to be the highest on the way to and from school compared to in school and at home. 116 (64.8%) male teachers said that threats of harm is prevalent on the way to and from school, 85 (47.5%) said, in school and 51 (28.5%) said, at home. Among the sample male teachers, 24 (61.5%) said, threats of harm is prevalent on the way to and from school, 15 (38.5%) said, in school and 8 (20.5%) said, at home.

Like the other types of GBV against school girls, the prevalence of humiliation is perceived to be the highest on the way to and from school compared to in school and at home. Among the sample male students, 121 (67.6%) said, humiliation is prevalent on the way to and from school, 108 (60.3%) said, in school and 63 (35.2%) said, at home. Among the sample male teachers, 27 (69.3%) said, humiliation is prevalent on the way to and from school, 18 (46.2%) said, in school and 8 (20.5%).

The prevalence of name calling of school girls in the form of violence is also perceived to be the highest on the way to and from school compared to in school and at home. 125 (69.8%) male students said, name calling is prevalent on the way to and from school compared to 108 (60.3%) and 61 (34.1%) sample male students who said, in school and at home respectively. Among the

sample male teachers, 23 (59.0%) said, name calling is prevalent on the way to and from school, 23 (59.0%) said, in school and 7 (17.9%) said, at home.

Regarding sexual harassment, for the sample students and teachers, on the way to and from school is the setting where the act is perceived to be the highest prevalence compared to in school and at home. 110 (61.5%) sample male students said, sexual harassment is prevalent on the way to and from school, 85 (47.5%) said, in school and 55 (30.7%) said, at home. Among the sample male teachers, 31 (79.5%) said, sexual harassment against school girls is prevalent on the way to and from school, 12 (30.8%) said, in school and 8 (20.5%) said, at home.

The prevalence of seduction is also perceived to be the highest on the way to and from school compared to in school and at home. Among the sample male students, 120 (67.0%) said, seduction is prevalent on the way to and from school, 98 (54.7%) said, in school and 60 (33.5%) said, at home. Among the sample male teachers, 33 (84.6%) said, seduction is prevalent on the way to and from school, 15 (38.5%) said, in school and 9 (23.1%) said, at home.

Regarding rape, for the sample students, on the way to school is the setting where rape has got the highest prevalence where as for the sample male teachers the setting where rape has got the highest prevalence is at home. Among the sample male students, 66 (36.9%) male students said, rape is prevalent on the way to and from school, 21(11.7%) said, in school and 47 (26.3%) said, at home. However, among the sample male teachers, 10 (25.6%) said, rape is prevalent at home, 2 (5.1%) said, in school and 8 (20.5%) said, on the way to and from school.

For both the sample male students and male teachers, the setting where abduction has got the highest prevalence is on the way to and from school. Among the sample male students, 45 (25.1%) said, rape is prevalent on the way to and from school, 7 (3.9%) said, in school and 10 (5.6%) said, at home. In addition, 13 (33.3%) sample male teachers said, abduction is prevalent on the way to and from school, 1 (2.6%) said, in school and another 1 (2.6%) said, at home.

From Table 4.2, one can understand that among the three settings (in school, on the way to and from school and at home) where gender-based-violence against school girls is committed, prevalence of all types of gender-based-violence is perceived to be the highest on the way to and from school except rape which is perceived to be the highest, by sample male teachers, at home compared to in school and on the way to & from school.

The sample male students' response also shows that verbal insult perceived to be the most prevalent types of gender-based-violence committed against school girls in school, on the way to and from school and at home. The findings of this study are in line with the study of Save the Children Denmark (2008) on *violence against girls in primary schools and its impact on girls Education in Ethiopia*. The study found out that the most prevalence types of violence against school girls perceived by students and teachers of Addis Ababa and regions of Ethiopia is verbal insult.

Teachers also perceived that verbal insult is the most prevalent in school and at home but on the way to and from school seduction is the most prevalent as perceived by teachers. Male students agree that abduction is the least prevalent types of GBV in school, on the way to and from school and at home. Male teachers also perceived that abduction is the least prevalent in school and at home but the least prevalent on the way to and from school for teachers is rape.

In addition to the survey respondents, the focus group discussants mentioned that, even if in one way or another they may be categorized under the above mentioned types of GBV, to put them in the words of the girls, threats of harm, making girls to be hated, touching the 'private body parts' of the girls, attempted to talk to girls without their consent, and making girls to join a group of boys to show acts without their willingness are the types of GBV committed against school girls.

According to the Children and Women's Officer of the Police Department of Gulele sub-city, based on the report from the five Police Stations of the Sub-city, the frequently prevalent types of GBV committed against girls are touching their body parts without their consent, rape or attempted rape and beating girls (in the form of initiating sexual relationships).

The female teacher, a key informant in Medhanealem preparatory school, also mentioned that sexual harassment is the most prevalent form of GBV committed against school girls. Even if it is beyond the objective of the study, in relation to the prevalence, the key informant tried to relate some factors which lead perpetrators to commit GBV.

According to her, girls' way of dressing and acting is one of the causes for the prevalence of GBV. She added that girls want to be accompanied by a group of boys to be seen by others so

that this invites boys & men to commit GBV in addition to their socialization. However, the key informants' argument is contrary to what the focus group discussants said.

4.3 Participation to Reduce GBV and respondents' understanding on the importance of Men's participation

Sample male students and male teachers were asked about responsible bodies to reduce GBV against school girls. Most of them said that the society as a whole should be responsible to reduce the act. The table below (Table 4.3) contains data on this.

Table 4.3: Understanding of Male Students and Male Teachers on the Responsible Bodies to Reduce GBV against School Girls

Response	Male students		Male Teachers	
	Frequency	Percent	Frequency	Percent
Women & girls	3	1.7	5	12.8
Men & boys	5	2.8	0	0
The Society as a whole	167	93.3	31	79.5
The society & government	3	1.7	2	5.1
Government	1	0.6	0	0
No Response	0	0	1	2.6
Total	179	100.0	39	100.0

Source: Field Survey of February/March, 2010

As can be seen from Table 4.3, 167 (93.3%) male student respondents said that the society as a whole should take the responsibility, 5 (2.8%) said, men and boys, 3 (1.7%) said, women & girls, 3 (1.7%) said, the society as a whole & government and the rest 1 (0.6%) said, government should take the responsibility to reduce GBV committed against school girls.

As the data obtained from sample teachers indicate, 31 (79.5%) of them said, the society as a whole, followed by 5 (12.8%) who said, women and girls, 2 (5.1%) of them said, the society as a whole and government and the remaining 1 (2.6%) male teacher didn't respond to the

question. From this it is possible to conclude that both men and women including boys and girls are perceived to be the responsible persons to participate in the reduction of GBV committed against school girls.

4.3.1 Men's Participation in the Reduction of Gender-Based-Violence against School Girls

Table 4.4: Understanding of Male Students and Male Teachers' on the Importance of Men's Participation to Reduce GBV

Response	Male Students		Male Teachers	
	Frequency	Percent	Frequency	Percent
Yes	175	97.8	38	97.4
No	3	1.7	1	2.6
Total	178	99.4	39	100.0
No Response	1	.6	0	0
Total	179	100.0	39	100.0

Source: Field Survey of February/March, 2010

Table 4.4, indicates that 175 (97.8%) male students and 38 (97.4%) male teachers said, men's participation is important to reduce GBV committed against school girls and only 3 (1.7%) male students and 1 (2.6%) male teacher said that men's participation is not important to reduce GBV against school girls.

Sample male students and male teachers were also asked about the reason for the importance of men's participation. The table below (Table 4.5) shows their response on this.

Table 4.5: Sample Male Students and Male Teachers’ Response on the Importance of Men’s Participation

Response	Male students		Male teachers	
	Frequency	Percent	Frequency	Percent
To engage the whole population	109	60.9	17	43.4
Men have the “social power” to influence the perpetrators	42	23.5	9	23.1
Men’s participation makes them not To engage in GBV acts	16	8.9	12	30.8
For all of the above three reasons	4	2.2	-	
No Response	8	4.5	1	2.6
Total	179	100.0	39	100.0

Source: Field Survey of February/March, 2010

Among the sample students 109 (60.9%) students said that the reason for the importance of men’s participation is to engage the whole population, 42 (23.5%) said, men’s participation makes them not to engage in GBV, 16 (8.9%) said, men have the ‘social power’ to influence the perpetrators and 4 (2.2%) said, the importance of men’s participation is for all of the above mentioned reasons.

Among the sample teachers, 17 (43.4%) said that the reason for the importance of men’s participation in the reduction of GBV is to engage the whole population, 9 (23.1%) said, they have the ‘social power’ to influence the perpetrators and the rest 12 (30.8%), said, their participation makes them not to engage in GBV.

Contrary to the 42 (23.5%) male student respondents and the 12 (30.8%), male teacher respondents who said that men’s participation in the reduction of gender-based-violence makes them not to engage in the act, a study by Promundo (2008) revealed that their participation doesn’t stop them from being a perpetrator.

According to the result of this study, the most obvious argument for the necessity for such a change is that helping the victimized women does not stop men from continuing to use violence⁴.

As can be seen from this finding, 109 (60.9%) male students and 17 (44.7%) male teachers said that the reason for the importance men's participation is to engage the whole population. This group of respondents' argument is similar to the functionalism perspective.

According to this perspective, society as a vast network of connected parts, each of which helps to maintain the system as whole (Schaefer, 2005). Hence, one can understand that one of the main reasons for the importance of men's participation in the reduction of gender-based-violence against school girls is that the participation of all members of a society contribute to reduce and then to eliminate gender-based-violence committed against school girls.

During the focus group discussions with Medhanealem preparatory school girls, the groups were divided in to two depending on supporting & opposing the participation of men in the reduction of gender-based-violence committed against school girls. The first group supports men's participation and the second opposes men's participation.

The first group of discussants argued that since men are the main perpetrators of GBV their participation make them not to engage in GBV and if they stop such acts, there won't be other "third gender" that commits GBV. As to this group of discussants, the same genders (men with men) can easily listen to each other. They explained this in the following way:

From our experience, someone who attempted to commit gbv or commit GBV listen to what boys & men tell him not to commit GBV or to stop the act. However, the perpetrators don't listen to girls & women when they tell them to stop the act. Therefore, men's participation can influence the perpetrators since most of the perpetrators are men (March 11, 2010).

The argument of this group of discussants is in line with Chant and Gutman (2000) who wrote about the importance of men's participation to reduce gender-based-violence.

⁴ http://www.promundo.org.br/controlPanel/materia/view/330?locale=en_US

According to them, among the various reasons why men participation is a crucial factor is that men can have an important influence on the other men. They further argued that in various cultural contexts men are more likely to listen to men including when it comes to gender.

It is also consistent with a study conducted by UNFPA's (1999) study (as cited in Alemu, 2007) which stated that men's support in eliminating gender-based violence is essential because men hold the power to influence societal thinking in most parts of the world.

Contrary to the above argument, the second group explained that male students and teachers and men in general shouldn't participate to reduce GBV committed against school girls since they are the main perpetrators of GBV. Making them to be participants in the reduction of GBV means, as to this group of discussants, increasing the prevalence of GBV because this can allow them to have closer links with girls in the name of participation & to commit more GBV than before.

This group of discussants believes that male teachers and students or men in general can't share the pain of the survivor because they can't understand how the survivor suffers due to their gender. However, as they mentioned, female students and teachers or women in general can share the pain of the survivor because they experience GBV at least once in their life time because of 'their gender.'

The argument of this group shares the ideology of the radical feminism. In radical feminism, men as a group are considered to be the "main enemy" and all men are viewed as having power over at least some women. They perceive all men without exceptions sharing the benefit of the social system of male supremacy or patriarchy (Beasley, 1999).

This argument implies that one of the negative attitudes of the society about men's participation in the reduction of gender-based-violence emerge from the belief that men are perpetrators of GBV and can't be participants to reduce the act.

The focus group discussants, who support men's participation in the reduction of gender-based-violence committed against school girls, argued that *if we say men shouldn't participate, who can participate to reduce GBV because almost all girls and women are victims of GBV even if the type and the degree differs.*

The Lazarist Preparatory school focus group discussants had also two different arguments regarding men's participation. Those who oppose the participation of male students and teachers or men in general said that this group of people can't understand the feelings and the pain of the survivor. To support their argument, they also said, *how one can understand the pain of a disease unless s/he exposed to it?* They were trying to conclude that being woman is the prerequisite to be active participants in the reduction of gender-based-violence committed against school girls.

The other group of discussants who supports the participation of male students and teachers or men in general said that we can't generalize about all men and women. As to this group of discussants, *we can't say all women are sensitive to girls and women problems or share and understand the pain of the survivor and all men can't understand and share the pain.*

They further argued that there are men who are sensitive to prevent or stop when GBV committed against school girls because they take the act as if it is committed against at least their sisters. However, the other group said that even if they take it as if it is committed against their sisters, they don't have the courage to prevent the act unless it is on their family members.

The female teacher's, who is a key-informant in Medhanealem preparatory School, argument is in line with the focus group discussants who supports the participation of male students and male teachers or men in general in the reduction of gender-based-violence committed against school girls. According to her, in addition to their "social power" which enable them to influence the perpetrators, their gender similarity with the perpetrators is also another advantage which make men not to commit GBV since most of the perpetrators are men.

According to the sub-city's Police Department Child and Women's Officer, the participation of men should be the same as women. As the officers said, their participation shouldn't be different from women's participation because it is the responsibility of the whole community to prevent gender-based-violence. The officer explained this as mentioned below:

An individual man has mother, sister, wife and daughter; therefore, GBV committed against girls affects the individual besides the primary victim due to this reason, their participation is important and they are participating in our sub-city. For example, in our sub-city, as the reports from the five Police Stations indicate, men report GBV acts committed in their locality,

provide their witness against the perpetrators and even bring the perpetrators to the police stations (February 26, 2010).

The sub-city's Women's Affairs Office legal Officer also supports this argument. According to her, because of the importance of men's participation to reduce gender inequality in general and GBV in particular, the title of Girls' Club in schools and Women's Affairs Departments in different sectors of the sub-city, which implement women's policy, have been changed in to Gender Clubs & Gender Offices since the beginning of 2002 E.C. (2009 G.C.). She added that the main objective of this transformation is for the inclusion of men in the activities that the different sectors carried out regarding gender equality.

The sample students and teachers were also asked whether they have personal experience on participation to reduce gender-based-violence. Table 4.6 contains data on this.

Table 4.6: Sample Students & Teachers' experience on participation to reduce GBV committed against school girls

Response	Male Students		Male Teachers	
	Frequency	Percent	Frequency	Percent
Yes	46	25.7	21	53.8
No	130	72.6	18	46.2
Total	176	98.3	39	100.0
No Response	3	1.7	0	0
Total	179	100.0	39	100.0

Source: Field Survey of February/March, 2010

The above table (Table 4.6) indicates that 130 (72.6%) male students and 18 (46.2%) male teachers didn't have experience on participation where as 46 (25.7%) male students and 21 (53.8%) male teachers had experience on participation to reduce gender-based-violence. The sample students and teachers also further asked about the reason that made them to participate and about the reason that made them not to participate to reduce GBV acts committed against school girls.

Among those students who have experience on participation, 30 (16.8%) them said, it is everyone's responsibility to prevent and stop such acts, 6 (3.4%) said, because they strongly oppose the tradition that perpetuate "male supremacy", 5 (2.8%) students said, the action was taken on their family members, 1 (0.6%) student said, "because I have a sister it will be against her" and another 1 (0.6%) said," *'Silasazenechign' the same as saying feeling sympathy...when I was walking to another school, there was a guy who disturbs a school girl. I went to them and told him to stop...but he refused...instead he replied "none of your business... she is my girl friend" but not. Even if she is his girl friend, that wasn't the right way to treat her*".

Unlike the focus group discussants who oppose the participation of men for not sharing the pain of the girls who face gender-based-violence, the response of this male student show, the reason that made him to prevent the act is, because he shares the pain of the school girl. Therefore, it is difficult to say that all men can't understand the pain of the survivor.

Moreover, among those sample teachers who have experience on participation 13 (33.3%) said, that it is everyone's responsibility to prevent and stop such acts followed by 6 (15.4%) who said that because the action was taken on their family members and 3 (7.7%) said that the reason for their participation is that they have negative attitude about that tradition which perpetuate male supremacy.

Sample male students and male teachers were also asked about the reason that made them not to participate in the reduction of GBV against school girls. Based on this, 101 (56.4) said that they didn't come across GBV acts, 14 (7.8%) said, it is unusual for male students to participate, 5 (2.8%) said, they are perpetrators than participants to reduce the act, 2 (1.1%) said, fear of fighting with the perpetrator, another 2(1.1%) said that they are not old enough to participate and 1 (0.6%) respondents said that the reason for him not to participate was because he only came across verbal insult which he thought was not harmful for school girls.

Among those sample teachers who didn't have experience on participation to reduce GBV, 9 (23.1%) said, they didn't come across gbv acts, 4 (10.2%) said, it is unusual for men to participate and 2 (5.1%) said that the reason for them not to participate was because they also committed gender-based-violence against school girls.

4.4 Challenges of Men to Participate in the Reduction of GBV against School Girls

Besides what Lindsey (2005) stated about the masculinity norms as the cause for boys and men to be the perpetrators of violence than to be agents of change to reduce gender-based-violence in general, the Pilot survey result shows the following.

According to the result of the Pilot survey conducted in January 2010, in Meskay Hizunan Preparatory school teachers and students of both genders, Youth clubs of Yeka Sub-city & Federal Police Officers at Mexico Head Office of Addis Ababa and ten purposively selected parents of Gulele sub-city of Addis Ababa City Administration of Ethiopia, the challenges of men & boys in general and male teachers & male students in particular were understood to be the way men grew up, the negative attitude of the society towards men's participation, absence of policy framework about boys and men's participation, lack of appropriate measure on the perpetrators of violence bodies, the setting where GBV committed, the type of GBV committed and the type of perpetrator who is committing GBV and the act of GBV traditionally considered as “way of approaching” girls.

A. The Way Men Grew up

The way men grew up refers to the socialization process in which boys and men pass through the different socialization agents; namely, the family, the school, media, religion and peer groups. These agents have made boys men to behave and act in the way the male gender norms dictate (Connell, (1994) as cited in Ricardo & Barker, 2008). These often include ideas that men should take risks, endure pain, be tough or should have multiple sexual partners. Hence, these prevent men to participate in the reduction of gender-based-violence.

B. The Negative Attitude of the Society about Men's Participation

Kanji's (1995) study (as cited in Chant and Guttman, 2000) stated that the main factor that affects the participation of men is the societal attitude towards the relationship of men and women which is shaped by the established social norms. Any deviation from these established social norms invites a negative attitude towards men and boys. Thus, the participation of boys and men to reduce gender-based-violence against school girls invites negative attitude which prevent men to participate in the reduction of GBV.

C. Absence of Policy Framework about Men's Participation

To design projects and programs about boy' and men's participation which enable them participants in the reduction of gender-based-violence against school girls, there should be a policy framework which guides them. The result of the pilot study indicated that because of the absence of policy framework about boys and men's participation, there is almost not intervention mechanisms which make male students and male teachers or men in general participants to reduce GBV.

According to the Gulele sub-city Plice Department Children and Women's Officer, the Department's community policing strategy to prevent crimes in general and gender-based-violence in particular doesn't have gender specific objectives and activities regarding the participation of the community. This indicates that the differential impact and challenge that men and women have to participate in the reduction of gender-based-violence is not recognized. Thus, this prevents male students, male teachers and men in general to be participants in the reduction of GBV against school girls.

D. Lack of Aproprate Measure on the Perpetrators of GBV

This refers to the measure taken by legal bodies on the perpetrators of violence is not fitting compared to the type of GBV they committed. For instance, in the Revised Criminal Code of the Federal Democratic Republic of Ethiopia Proclamation No. 414/2004 (2005), for most of gender-based-violence acts, which are recognized as crimes, the punishment is simple imprisonment. Beyond this, in a patriarchal society where institutions are dominated by men, even those GBV acts which are recognized as crimes may not be considered as crimes. However, regarding rape the punishment is relatively strong. The following table (Table 4.7) shows the types of punishments provided in the Revised Criminal Code Ethiopian.

Table 4.7: Punishment Provided for the Different Types of GBV by the Revised Criminal Code of Ethiopia

	Article	Punishment
Assault including beating	560 sub-Art., 1	Not exceeding 300 birr and if the case is serious not exceeding 3 years.
Insult and humiliation	615	Simple imprisonment not exceeding 3 months Or fine not exceeding 300 birr.
Snatching or theft	665 sub-Art., 1	Simple imprisonment, or with rigorous imprisonment not exceeding five years.
Threats of harm or intimidation	580	Fine not exceeding 500 birr or simple imprisonment not exceeding 6 months.
Rape	620 sub-Art., 2	Rigorous imprisonment from five years to twenty years.
Abduction	587 sub-Art., 1	Rigorous imprisonment from three to ten years.

E. The Type of Gender-Based-Violence

The difference in the type of gender-based-violence creates a differential challenge on the participation of women in the reduction of gender-based-violence in addition to the above listed factors. According to the pilot survey result of this study, beating in the form of initiating sexual relationship, verbal insult, name calling (in the form of violence), and humiliation are considered as “normal” compared to rape and abduction.

Therefore, as the pilot study respondents said, it is difficult for men to prevent these acts which the society accepts them as “normal” and this prevents men to participate in the reduction of gender-based-violence against school girls.

F. The Types of Settings where GBV Committed

GBV against school girls committed in different settings. In a study on violence against school girls of Ethiopia by Save the Children Denmark in collaboration with Ministry of Education

and Ministry of Women's Affairs (2008) stated that the settings where gender-based-violence against school girls committed are in school, on the way to and from school and at home.

The study added that, the school is the setting where "modern gender norms" in the modern education system providing modern knowledge and ideas to boys and girls prevail but the traditional norms and values are practiced in a diffused manner, on the way to and from school is the place where the modern and the traditional gender norms exist and at home the prevalence of the traditional gender norms and it is the place where exposing GBV is considered as a taboo in such settings. Therefore, each of these settings has differential impact on the participation of men in the reduction of gender-based-violence against school girls.

G. Types of Perpetrators

The types of perpetrators differ across the type of settings where the GBV committed against school girls. The study by Save the Children Denmark (2008) indicated that teachers students, school Principals, Unit leaders, class monitors, Guards, Strangers, non-school boys, parents, step-parents, relatives, neighbors of both genders are the main perpetrators of gender-based-violence in school, on the way to and from school and at home.

The pilot survey result indicates that these different types of perpetrators are differential impact on the side of the participant male student, male teacher or/and men in general to prevent the act because they have differential effect on taking a revenge on those who prevent or stop the act.

H. GBV is Traditionally Considered as "Way of Approaching" Girls

Because of the male gender norms which contribute in shaping the behavior, role and action of boys and men, formal way of interpersonal relationship between boys and girls, women and men through respect is less valued.

According to Lindsey (2005), the masculine norms have the antifeminine norm, a powerful norm which stigmatizes all stereotyped feminine characteristics and qualities associated with them and informal relationships in the form of violence are strong than through respect. Therefore, this has dual effect on boys and men. First, the influence of these norms, which perpetuate informal relationships, in order not be transformed from perpetrator to an alliance to participate in the reduction of gender-based-violence and second, it is also difficult to be a

participant in an environment where gender-based-violence acts are considered as “normal” in spite of their negative effect on the life of girls and women.

4.4.1 Challenges of Male Students

Table 4.8 Perception of Male Students’ on the Presence of Challenges that Prevent them from Participating in the Reduction of GBV against School Girls.

Response	Frequency	Percent
Yes	73	40.8
No	102	57.0
Total	175	97.8
No Response	4	2.2
Total	179	100.0

Source: Field Survey of February/March, 2010

As can be seen from the above table, 73 (40.8%) male students reported that they have challenges to prevent GBV committed against school girls where as 102 (58.3%) said, they didn’t have challenges that prevent them to participate in the reduction of GBV against school girls and the rest 4 (2.2%) male students didn’t respond to the question.

Among the 73 (40.8%) male students, who said that they have challenges to participate, 64 (35.8%) of them mentioned the type of the challenges that prevent male students to participate in the reduction of gender-based-violence against school girls. Table 4.9 contains data on this.

Table 4.9: The Perception of Male Students on the Types of Challenges that the Prevent them to Participate in the Reduction of GBV against School Girls

Responses	Frequency	Percent
It allows me to fight with the perpetrator	35	19.6
Lack of appropriate measure on the perpetrators	6	3.4
I don't think my participation brings change	10	5.6
The way I grew up	5	2.8
The societal attitude towards me	1	0.6
It allows me to fight with the perpetrator & I don't think my participation brings change	3	1.7
Absence of policy framework on boys and men's participation	1	0.6
I think as if the act is based on the interest of the school girls	3	1.7
Total	64	35.8
No Response	115	64.2
Total	179	100.0

Source: Field Survey of February/March, 2010

As can be seen in the table, 35 (19.6%) male students reported that fear of fighting with the perpetrator is the challenge that prevent them to participate in the reduction of gender-based-violence committed against school girls, 10 (5.6%) said, the thinking that they have about their participation which they thought doesn't bring change to reduce GBV, 6 (3.4%) said, Lack of appropriate measure on the perpetrators, 5 (2.8%) said, the way the grew up, 3 (1.7%) said, fear of fighting with the perpetrator and the thinking that they have about their participation which they thought doesn't bring change to reduce GBV, 3 (1.7%) said, the thinking they have about the act which they thought the act is based on the interest of the girls and the remaining 1 (0.6%) said, absence of policy framework on boys and men's participation in the reduction of gender-based-violence. In the focus group discussion among school girls, it was mentioned that one of the challenges for male students to prevent gender-based-violence against school girls is the way male students grew up. The focus group discussants mentioned that their parents didn't

allow their young brothers to interact with girls rather they told them to segregate themselves from school girls so that these boys segregate themselves from girls in schools. Because of this segregation from their early childhood period, as the discussants said, they develop negative attitude about girls which make them not to share the problem that girls face and then to be perpetrators than alliance to prevent gender-based-violence committed against school girls. The findings of this study consistent with Lindsey's study about interpersonal relationship between boys and girls.

According to Lindsey (2005), to bolster their formative masculinity, boys strictly segregate themselves from girls in school. This segregation means that, as Lindsey noted it, intimacy with boys must be achieved in other culturally acceptable ways. Lindsey concluded that this segregation allows boys and men to act out the masculinity's antifeminine norm.

This finding is also in line with social constructionists' perspective. According to social constructionists, boys learn what manhood means by observing their families, media, schools, peer groups and other social institutions which encourage them to risk-taking behavior, competition and violence and this may ridicule boys who do not live to these social expectations (Ricardo and Barker, 2008).

The sample male students were further asked whether they encounter differential challenge due to difference in the type of gender-based-violence, type of settings where gender-based-violence is committed (in school, on the way to and from school and at home) and the type of perpetrator who committed gender-based-violence. The table below (Table 4.10) shows frequency and percentage of sample students who have replied "yes".

Table 4.10: Sample male students' differential challenge due to difference in the types of GBV, settings and perpetrators

Responses	Frequency	Percent
Difference in the types of GBV	55	30.7
Difference in the type of settings	56	31.3
Difference in the type of perpetrator	52	29.1
Total number of respondents = 179		

Source: Field Survey of February/March, 2010

As can be seen from the above table, 55 (30.7%) male students said that the difference in the type of gender-based-violence creates a differential impact, those who said the difference in the settings where the type of gender-based-violence committed a differential challenge were 56 (31.3%) of the sample male students and 52 (29.1%) of the sample male students said that the difference in the type of perpetrator has a differential impact on the participation of male students in the reduction of gender-based-violence against school girls.

The qualitative data also revealed that male students have differential challenges due to difference in the type of gender-based violence. In a focus group discussion among school girls, it was mentioned that when school girls were insulted verbally & humiliated, it isn't considered as harmful even if it brings psychological problem to the survivor and when male students see rape cases, seduction and sexual harrassments, they don't have the courage to expose or prevent the act because of fear of the perpetrator and lack of serious measure taken on the perpetrator.

The focus group discussants also added that the difference in type of perpetrator has also a differential impact on male students. According to them, the main challenge that male students encounter when the perpetrators are students is "labeling". When a male student attempted to prevent the act, as the discussants mentioned, the perpetrators and other students labelled him as "womanish," and 'Akabaji' ("someone who exaggerate things beyond what they have to be") and also blamed as " *he wanted her to be his girl friend!*" The discussants also stated, as male students encounterd differential challenge when the perpetrators are teachers. The main challenge regarding this, as the discussants said, is revenge in marks by the perpetrator teacher and including his/her friends and even dismissal from the school if the school administrators are on the side of the perpetrator .

The discussants further explained what they experienced in their school as mentioned below.

It was in the beginning of the second semester (2002 E.C.)...a male teacher was beating a school girl in school with no clear reason for her classmates...everybody kept silent...but one male student said him emotionally "she is a girl why you are beating her!"...the teacher stopped ... the Unit Leaders took the student to the office and he was being told" why you shouted at the teacher?" than to encourage the students effort to prevent the act (March 11, 2010)

It is in line with Kadzamira's (2001) study (as cited in USAID, 2003). This study stated, Some teachers are known to harass girls who refuse to have sexual relationships with them in such ways as being refused exit permits, punished for no clear reason at all, ill treated in class and blaming the students or simply encouraging them to "stay away" from harassing teachers.

In this study it is also stated that in African Countries, incidences of teacher sexual abuse were brought forward by male students who resented a grading system that favored teachers' "girl friends" and included punishments for male students who approached these female students and oppose their acts. From this one can understand that let alone exposing gender-based-violence committed by male teachers against school girls, failing to seduce school girls as mediators for male teachers invites punishment on male students.

4.4.2 Challenges of Male Teachers

Table 4.11: Perception of Male Teachers on the Challenge that Prevent them from Participating in the Reduction of GBV Committed against School Girls

Responses	Frequency	Percent
Yes	21	53.8
No	17	43.6
No Response	1	2.6
Total	39	100.0

Source: Field Survey of February/March, 2010

As can be seen in table 4.11, among the male teacher respondents, 21 (53.8%) respondents said that they have challenges that prevent them not to participate to reduce gender-based-violence against school girls, 17 (43.6%) said that they didn't have challenges that prevent them to participate and the rest 1 (2.6%) male teacher didn't respond to the question.

The male teachers were also asked about the type of challenges that prevent them to participate in the reduction of gender-based-violence against school girls. Among the 21 (53.8%) male teachers who replied "yes" to the above question, 20 (95.2%) male teachers mentioned the type of challenges that prevent them to participate. Table 4.12 contains data on this.

Table 4.12: Perception of Male Teachers on the Type of Challenges that Prevent them from Participating in the Reduction of GBV against School Girls.

Response	Frequency	Percent
It allows me to fight with the perpetrator	2	5.1
Lack of appropriate measure on the perpetrators	2	5.1
I don't think my participation brings change	1	2.6
The way I grew up	5	12.8
The societal attitude towards me	5	12.8
Absence of policy framework about men's participation	2	5.2
The way I grew up & the societal attitude towards me	1	2.6
lack of legal protection for those who want to prevent GBV	2	5.2
Total	20	51.3
No Response	19	48.7
Total	39	100.0

Source: Field Survey of February/March, 2010

As can be seen from the above table, among the 20 (51.3%) male teachers, 5 (12.8%) said that the challenge that prevent them to participate in the reduction of GBV against school girls is the way they grew up, 5 (12.8%) said, the societal attitude towards male teachers' participation, 2 (5.1%) said that it allows them to fight with the perpetrator, 2 (5.1%) said, lack of appropriate measure on the perpetrators, 2 (5.1%) said, absence of policy framework about men's participation, 2 (5.1%) said, lack of legal protection for those who want to prevent GBV, 1 (2.6%) said that he doesn't think his participation brings change and another 1 (2.6%) said that the way he grew up together with the societal attitude towards men's participation prevents him to participate in the reduction of gender-based-violence against school girls.

Sample male students were also asked whether male teachers have challenges that prevent them not to participate to reduce GBV committed against school girls. The majority of the sample

male students said that male teachers have challenges that prevent them to participate in the reduction of GBV. Table: 4.13 contains data on this.

Table 4.13: Understanding of Male Students’ on the Challenges that Prevent Male Teachers’ Participation

Response	Frequency	Percent
Yes	156	87.2
No	21	11.7
Total	177	98.9
No response	2	1.1
Total	176	100.0

Source: Field Survey of February/March, 2010

The data on Table 4.13 shows that 156 (87.2%) male students said that male teachers have challenges that prevent them to participate in the reduction of gender-based-violence committed against school girls. The sample male teachers and sample male students response on the challenge that prevent male teachers to participate in the reduction of gender-based-violence against school girls show difference. It was 21 (53.8%) male teachers who said that male teachers have challenges but the sample male students who said that male teacher have challenges to participate in the reduction of gender-based-violence committed against school girls were 156 (87.2%). Even if the sample size is different, the percentages of the two groups of respondents show 33.6% gap.

The male students were also asked about the types of challenges. The following table (Table 4.14) shows, frequency and percentage of male students who replied “yes” to the different types of challenges.

Table 4.14: Understanding of Male Students about the Types of Challenges that Prevent Male Teachers' Participation

Types of challenges	Frequency	Percent
The way male teachers grew up	134	74.9
Absence of policy framework about men's participation	71	39.7
Negative attitude of the society about men's participation	96	53.6
Lack appropriate measure on the perpetrators	95	53.1
Lack of information because the victims may be silent due to shame or fear of the perpetrator	121	67.6
The type of GBV being committed	98	54.7
The Settings where the actions are committed	124	69.3
The type of perpetrator who is committing the act	107	59.8
The actions are traditionally considered as "way of approaching" girls	98	54.7
Total Number of respondents=179		

Source: Field Survey of February/March, 2010

As can be seen from the above table (Table 4.14), among the sample male students 134 (74.9%) said, the challenge that prevent male teachers in the reduction of GBV against school girls is the way male teachers grew up, 124 (69.3 %) said, the difference in the settings where GBV actions are committed, 121 (67.6 %) said, lack of information because the victims may be silent due to shame or fear of the perpetrator, 107 (59.8%) said, the type of perpetrator, 98 (54.7%) said, the actions are traditionally considered as "way of approaching girls", 98 (54.7 %) said, the type of GBV being committed, 96 (53.6%) said, negative attitude of the society about men's participation, 95 (53.1%) said, lack appropriate measure on the perpetrators, and 71 (39.7%) said, absence of policy framework about men's participation in the reduction of GBV against school girls. The type of challenge that contains the highest percentage both in the sample male teachers and students' response is the way male teachers grew up or their

socialization and absence of policy framework about men's participation understood to be the least challenge compared to others that prevent male teachers to participate in the reduction of GBV against school girls

In addition to the above listed challenges, in Table 4.14, the sample male students also mentioned that absence of organized group of people to reduce GBV, lack of legal protection for those who participated to prevent GBV, lack of transparency both on the side of the teachers & and students regarding GBV, and the perpetrators & the victims behaviour at the time when GBV is being committed were understood to be the challenges that prevent male teachers to participate in the reduction of GBV against school girls.

Sample male teachers were also asked whether the difference in the types of GBV, in the type of settings and in the types of perpetrators have differential challenges that prevent them to participate in the reduction of GBV against school girls. The table below (Table 4.15) shows the frequency and the percentage of sample male teachers who replied "yes".

Table 4.15: Male Teachers' Differential Challenge due to Difference in the Types of GBV, Settings and Perpetrators

Responses	Frequency	Percent
Difference in the types of GBV	19	48.7
Difference in the types of settings	26	66.7
Difference in the types of perpetrator	21	53.8
Total Number of respondents=39		

Source: Field Survey of February/March, 2010

The above table indicates that out of the total sample male teachers, those who said that difference in the types of GBV have differential challenge were 19 (48.7%), those who said that difference in the types of setting have differential challenge were 26 (66.7%) and those who said difference in the types of perpetrators have differential challenge were 21 (53.8%).

In the focus group discussion among school girls it was mentioned that the way male teachers' grew up or their socialization was understood as a challenge that prevents male teachers to participate in the reduction of gender-based-violence against school girls.

The discussants explained this in the following way:

Even if they are teachers, they couldn't escape the traditional gender norms which perpetuate gender inequality because teachers also passed through different socialization agents; namely, the family, the school, religion, media...which perpetuate gender inequality and this prevent them to participate in the reduction of GBV against school girls and to see the action as "normal" so that it is difficult for them to prevent the act where the society accept it as a "norm" particularly in the case of verbal insult, name calling (in the form of violence), threats of harm and humiliation (March 11,2010).

In line with the above argument the focus group discussants also mentioned that "being men" is the challenges that make male teachers not to understand the pain of the survivor. The type of setting where GBV committed is also another challenge that the discussants raised during the discussion. According to them, when GBV is committed in the school, fear of "disturbing" relationship with the perpetrator, when it is on the way to and from school, fear of fighting with the perpetrator or/and lack of legal protection, and when it is at home, the cultural taboo has differential challenges on male teachers or men in general.

4.4.3 Challenges of Men

Table 4.16 Understanding of Male Teachers about the Presence of Challenges that Prevent Men's Participation

Responses	Frequency	Percent
Yes	22	56.4
No	16	41.0
Total	38	97.4
No Response	1	2.6
Total	39	100.00

Source: Field Survey of February/March, 2010

As can be seen from the above table (Table 4.16), Among the total sample teachers, 22 (56.4%) male teachers said that men have challenges that prevent them to participate in the reduction of GBV against school girls, 16 (41.0 %), said that men don't have challenges that prevent them to reduce GBV and the rest 1 (2.6 %) male teacher didn't respond to the question.

The sample male teachers were also asked about the types of challenges that prevent men to participate. The following table (Table 4.17) shows frequency and percentage of male teachers who replaid "yes" to the different types of challenges that prevent men to participate in the reduction of GBV against girls and women in general and school girls in particular.

Table 4.17: Understanding of Male Teachers about the Types of Challenges that Prevent Men's Participation

Types of challenges	Frequency	Percent
The way men grew up	21	53.8
Absence of policy framework about men's participation	16	41.0
Negative attitude of the society about men's participation	17	43.6
Lack of appropriate measure on the perpetrators	11	28.2
Lack of information b/c the victims may be silent due to shame or fear of the perpetrator	15	38.5
The type of GBV being committed	13	33.3
The settings where the actions are committed	13	33.3
The type of perpetrator who is committing the act	9	23.1
The actions are traditionally considered as "way of approaching" girls	19	48.7
Total Number of respondents=39		

Source: Field Survey of February/March, 2010

As can be seen from Table 4.17, among the sample male teachers, 21 (53.8%) male teachers said, the way men grew up prevent them to participate in the reduction of GBV against school

girls, 19 (48.7%) male teachers said, the actions are traditionally considered as a “way of approaching” girls, 17 (43.6 %) said, negative attitude of the society about men’s participation, 16 (41.0%) said, absence of policy framework about men’s participation, 15 (38.5%) said, lack of information because the victims may be silent due to shame or fear of the perpetrator, 13 (33.3 %) said, the types of GBV being committed, 13 (33.3 %) said, the types of settings where GBV being committed, 11 (28.2%) said, lack of appropriate measure on the perpetrators and 9 (23.1%) said, the types perpetrators who commit the act are understood to be the types of challenges that prevent men to participate. From the perception and understanding of sample male students and sample male teachers about the challenges that prevent male students, male teachers and men in general, the way men grew up perceived and understood to be the highest compared to the other types of challenges.

The qualitative data also revealed similar findings. In a key-informant interview with female teachers’ representative and head of the Gender office of Medhanealem preparatory school, it was mentioned that formal relationships through respect between boys and girls or men and women are not valued by the society rather than informal relationships which later invite gender-based-violence. She further argued, this informal and traditional “way of approaching” girls prevent men to participate in the reduction of GBV when someone commits against girls and women. In line with the above argument, the focus group discussants also further mentioned that a GBV act between intimate partners is more difficult for men to prevent the act. The discussants explained this as mentioned below:

A girl may have a boy-friend... and she may walk together with him in school or on the way to and from school but this doesn’t mean she accepts every question of him related to love...because she has “her own time” to accept and reject. In spite of the fact that the girl has the right to decide in her relation with her intimate partner, the boy may harass her without her consent as the same time the society doesn’t allow men to stop the act because it is understood to be the girls fault (February 25, 2010).

This finding is consistent with Lindsey’s study on cultural norms of masculinity. According to Lindsey (2005), the masculine norms have the antifeminine norm, which is a powerful norm that stigmatizes all stereotyped feminine characteristics and qualities associated with them, and informal relationships in the form of violence are strong than through respect.

The female teacher key-informant also added that the negative attitude of the society and even the police have a negative attitude towards men's participation. According to her, when men took perpetrators to the Police Stations they encountered challenges both from the society and the Police. She explained this in the following way:

On the side of the society, men were being told, "you are a man it is none of your business and it will be against you when you commit the act" and on the side of the Police, when men took the perpetrators, they were asked eye witness and sometimes the might taken as perpetrators because the Police are also part of the society whom they think men are perpetrators than alliance to prevent GBV (March 10, 2010).

However, the Child and Women's officer of Gulele Sub-city Police Department said that in the five Police Stations of the Sub-city, men who provide witness on perpetrators and those who brought perpetrators to the Stations have been encouraged since prevention of crime in general and GBV in particular is the responsibility of every citizens of Ethiopia regardless of difference in gender.

4.5 Mechanisms that Make Men Participants in the Reduction of GBV

4.5.1 Mechanisms that Make Male Students Participants to Prevent Gender-Based-Violence Committed against School Girls

Table 4.18: Perception of Male Students about the Mechanisms that Enable them to Participate in the Reduction of GBV

Response	Frequency	Percent
Yes	124	69.3
No	29	21.8
Total	163	91.3
No response	16	8.9
Total	179	100.0

Source: Field Survey of February/March, 2010

As can be seen from the table, Out of the total sample male students, 124 (69.3%) said that there are mechanisms, 39 (21.8%) said that there are no mechanisms that enable male students to

participate in the reduction of GBV committed against school girls and the rest 16 (8.9%) male students didn't respond to the question. According to those sample students who said that there are mechanisms, 108 (87.1%) mentioned the types of mechanisms that enable male students to participate in the reduction of GBV against school girls.

Table 4.19: Types of Mechanisms Suggested by Male Students

Types of Mechanisms	Frequency	Percent
Creating awareness among male students from their early childhood period about the impact of gender-based-violence by establishing Ant-GBV in-school clubs starting from the primary school level up to higher education	34	19
Teaching the society about the importance of boys' and men's participation through Medias in order to make them to have positive attitude about boys' and men's participation	9	5.0
Presence of policy framework about of boys' and men's participation	10	5.6
Taking serious measure on the perpetrators of GBV	17	9.5
Strengthening the provision of legal protection for those who participate in the reduction of GBV	12	6.7
The male students must take the action as if it is committed against their sisters	11	6.1
Reporting to the Police or other concerned bodies(school administration or other people who can prevent the act) than involving directly to stop the act while someone is committing GBV	8	4.5
Open discussion about GBV through school Mini-Medias	7	3.9
Total	108	60.3
No Response	71	39.7
Total	179	100

Source: Field Survey of February/March, 2010

The above table (Table 4.19) shows that among the sample male students who mentioned the type of mechanisms, 34 (19.0%) said, awareness creation by establishing anti-GBV in-school clubs from the primary up to higher education, 17 (9.5%) said, taking serious measure on the perpetrators, 12 (6.7%) said, strengthening the provision of legal protection for those who participate in reduction of GBV, 11 (6.1%) said, taking the action as if it is committed against their sisters, 10 (5.6%) said, presence of policy framework about boys and men's participation, and the rest suggested mechanisms focus on awareness creation about the importance of boys and men's participation for the society as a whole.

In a focus group discussion among school girls, it was mentioned that like school girls who get training about how to prevent GBV in Girls Clubs of their school, school boys should get trainings on how to prevent GBV by establishing Boys' clubs. According to them, this can be the mechanisms that make male students active participants in the reduction of GBV against school girls.

Among the 39 (21.8%) sample male students who said that there are no mechanisms that make male students participants in the reduction of GBV committed against school girls, six of them provided their justification. The following table (Table.4.20) contains data on this.

Table 4.20: Male Students Justification about the Absence of the Mechanisms that Enable them to Participate

Reason for the absence of mechanisms	Frequency	Percent
GBV committed against school girls is secretly done & the girls are also not willing to tell about the action	1	0.6
Even some legal bodies like city-police, don't want to stop GB while someone is committing. They give their back as if they didn't see it. Therefore, such situations don't make men to be participants, especially, while the action is committed on the way to and from school.	1	0.6
Let alone male students, female students and teachers, who are the primary victims couldn't participate actively	2	1.1
The society doesn't treated girls as human beings who have their own right to decide about themselves. Thus, if I try to prevent GBV committed against school girls, both the school the outside community labeled me as "Girls' guard"	2	1.1
Total	6	3.4
No response	173	96.6
Total	179	100.0

Source: Field Survey of February, 2010

As can be seen in Table 4.20, the justifications of this group lie in four categories. The secrete nature of the act, negligence of concerned bodies like Police to prevent the act while someone is committing the act, lack of active participation of female students and female teachers to reduce the act and the society has already negative attitude toward girls are the reasons that made them to say “there are no mechanisms” that make male students to participate in the reduction of gender-based-violence committed against school girls. However, the mechanisms suggested by the group who said, “There are mechanisms” that make male students to be active participants, were thought to be mechanisms to reduce and solve the above mentioned “problems” in Table 4.20.

4.5.2. Mechanisms that Make Male Teachers or/and Men Participants to Prevent GBV against School Girls

Sample male teachers were asked whether there are mechanisms that enable male teachers or/and men to be participants. The table below (Table 4.21) contains data on this.

Table 4.21: Male Teachers Perception on Mechanisms that Enable them or/and Men Participants in the Reduction of GBV

Response	Frequency	Percent
Yes	28	71.8
No	3	7.8
Total	31	79.5
No Response	8	20.5
Total	39	100.0

Source: Field Survey of February/March, 2010

As can be seen in Table 4.21, 28 (71.8%) male teachers said that there are mechanisms, 3 (7.8%) said that “there are no mechanisms” that make male teachers or/men in general active participants in the reduction of GBV against school girls and the rest 8 (20.5%) male teachers didn’t respond to the question.

Among the 28 (71.8%) male teacher respondents, who said that there are mechanisms, 23 (59.0%) male teachers provided the “type of mechanisms”, that make male teachers and men in general participants. The table below (Table 4.22) contains data on this.

Table 4.22: Types of Mechanisms Suggested by Male Teachers

Types of Mechanisms	Frequency	Percent
Awareness creation about the importance of men's participation for men themselves and for the society as a whole	9	23.1
Formulating policy about men's participation and serious follow up of their implementation	3	7.7
Inviting men to observe the participation of women and girls in the reduction of GBV	1	2.6
Establishing anti-GBV men clubs and providing training on how to prevent GBV committed against school girls	5	12.8
Arranging community discussions about the impact of GBV to aware men and the other community members and telling them as the action is committed against their sisters, daughters, wives and their mothers	3	7.7
Strengthening legal protection for those who participate in the reduction of GBV	2	5.1
Total	23	59.0
No Response	16	41.0
Total	39	100

Source: Field Survey of February/March, 2010

As the above table (Table 4.22) indicates, the mechanisms are mainly targeted at awareness creation about the impact of GBV and the importance of men's participation by establishing clubs and making community discussions. 9 (23.1%) male teachers said, awareness creation followed by 5 (12.8%) male teachers who said that establishing anti-GBV men clubs. The formulation of policy about men's participation & its proper implementation and strengthening legal protection for those who participate in the reduction of GBV are also other suggested mechanisms that make male teachers and men in general participants in the reduction of GBV.

On the other hand, among the 3 (7.7 %) sample male teachers who said that there are no mechanisms that make men active participants, 2 (5.1%) male teachers provided their justification. According to these two sample male teachers, *men need to continue their behaviour as it is what ever mechanisms we use and there is no well defined measure taken against the perpetrators of GBV.*

The qualitative data further revealed as changing institutional structures in schools and in different sector offices are mechanisms that make boys and men participants in the reduction of GBV school girls.

According to the Legal officer of the Women's Affairs office of Gulele Sub-city, changing women's offices in different sector offices and Girls' clubs in primary, secondary and preparatory schools of the sub-city can be one of the mechanisms that make male students and male teachers and men in general participants in the reduction of GBV against school girls.

The Legal Officer added that in the beginning of the present Ethiopian year (2002E.C.), the Women's Affairs office, received a letter from the Women's Affairs Office of Addis along with Education Office of Addis Ababa City Administration in order to change the title of the Women's offices to Gender Offices and the girls' clubs to Gender clubs.

She explained this in the following way:

The Women's affairs office is strongly working with schools to establish Gender Clubs in private and government schools across different levels to make male students members inorder to make them aware about gender equality from the early childhood period before the traditional gender norms ingrained in their mind.

The purpose of establishing Gender Office in the ten keble offices, Five Police stations, health Stations, Education Office of the Sub-city is to make men participants to reduce gender inequality in general and GBV in particiular because from our experience in women's office men are reluctant to participate (March 12, 2010)

The female teacher, key-informant from Medhanealem preparatory school, explained that beyond establishing Gender Clubs in schools, efforts have to be made to work effectively with both female & male students and teachers to make them change agents so as to

reduce traditional gender-norms which perpetuate GBV. The key-informant added that both girls & women and boys & men should be aware about the effect of these traditional gender norms. She explained this as mentioned below.

Even if men are the main perpetrators of violence, girls and women also contribute to the prevalence of the problem because of their socialization which makes them to grow up by “acting like a girl!” A campaign should be there on awareness both on the side of the two genders to make them active participants because making one gender, in this case boys and men, doesn’t make one gender active participant and also can’t bring change (March 10, 2010).

Another key-informant, the Child and Women’s Officer of Gulele Sub-city Police Department explained that the Police Department together with its five Police stations in the sub-city has “Community Policing strategy”, to make the community active participants to prevent crimes in general and gender-based-violence in particular.

The key-informant added that awareness creation programmes through Community Policing has made the community members to report GBV actions to the near by Police Stations. According to the officer, there are no especial programmes for men about this participation because, as the key-informant said, preventing criminal acts is the responsibility of every citizen regardless of difference in gender. The Officer explained this as mentioned below.

In the past two years (2000 & 2001 E.C.), we were strongly working with the community including men to reduce GBV. This shows us a difference compared to other years. Hence the community is reporting even domestic violence cases to the Police Stations, which were considered as a taboo to expose the acts. Thus, to make men and the community in general active participants the reduction of GBV, the Sub-city Police Department has a plan to scale up its intervention together with its five Police Stations to make both men and women active participants to reduce GBV (March 26, 2010).

Therefore, the suggested mechanisms by the study participants will contribute a lot in making male students, male teachers or/men in general, participants in the reduction of GBV against school girls.

5. Conclusions and Recommendations

5.1 Conclusions

Men, as part of the society and as a masculine being, can contribute in the reduction of gender-based-violence against school girls. As part of the society they have their own share for the stability of the whole system and as a masculine being they have the “social power” which enables them to influence the perpetrators of GBV. Contrary to this, the study revealed that men can’t be active participants because they can’t understand the pain of the survivor.

It is difficult to say that all women can understand the survivors’ problems which enable them to participate in the reduction process and all men can’t. Being a girl or a woman shouldn’t be the prerequisite to participate in the reduction of gender-based-violence against school girls and making men part of the solution than making only part of the problem is better to end GBV. However, men have challenges that prevent them to participate.

Based on the findings of this study, the challenges that prevent men to participate in the reduction of gender-based-violence against school girls can be broadly categorized into three sources. First, the challenges that emerge from the male student, male teachers or men themselves due to the way they grew up, the second is the challenge from the society and the third is from the government.

Male students and male teachers and men in general grew up in the way the society sets standards that limit the behaviour of men on how to behave or act to be the society’s “ideal men”. These standards are the male gender norms constructed by the society and perpetuate “superiority” for boys and men over girls and women.

Even if the study is conducted in Addis Ababa where different awareness raising programs are implemented by both governmental and non-governmental organizations to reduce the traditional gender norms and values which perpetuate gender inequality, the finding of this study revealed that these norms prevent male students and teachers to transform from perpetrators to non-perpetrators and to be partners in the reduction of gender-based-violence against school girls.

For those who are perpetrators, it requires them to cross two paths so as to be participants in the reduction of gender-based-violence against school girls.

First they should break the rules of these norms which make them perpetrators and second it needs them to transform from non-perpetrators to partners to reduce GBV. Moreover, being presented in new situation, from being a perpetrator or from non-perpetrator to be participant in the reduction of gender-based-violence isn't as such easier compared to continuing in doing things as before because of the established traditional gender norms.

Even for those who don't obey the rules of these norms, there is another challenge because of the negative attitude of the society about men's participation. The society's "ideal men" expected to behave and act in line with the standard of behavior the society sets and participation to reduce gender-based-violence means a 'deviation' from the standard.

Therefore, those who want to be participants and those who are already participants to reduce gender-based-violence aren't accepted by the society. Thus, this has become additional challenge for male students, male teachers or men in general.

On the government's side the absence of policy framework about men's participation, lack of legal protection for those who participate in the reduction of gender-based-violence and lack of legal provisions which take appropriate measure on the perpetrators are taken as challenges.

Absence of policy framework implies the differential impact of men's participation in relation to women in the reduction of gender-based-violence isn't recognized so that this doesn't encourage men to participate in an environment where there is no policy framework to design and guide programs and projects about men's participation. Taking simple measure on the perpetrators also shows lack of commitment on side of the government. For example, the 2004 Revised Criminal Code of Ethiopia provides simple imprisonment for most types of GBV which are recognized as crimes (Article; 560, 580, 587, 615, 665). Therefore, this can't initiate those who want to participate in the reduction of gender-based-violence against school girls.

To be participants in the reduction of GBV, male students, male teachers and men in general need to believe that their participation brings change and there is a need to have strong networking among the Sub-city's Police Department, Women's Affairs Office and the Education Office in order to make them active participants in the reduction of GBV against school girls. It also seeks the responsibility of the government to formulate policy about men's participation so as to achieve this end.

In general, dealing about the challenges of men to participate in the reduction of gender-based-violence against school girls, doesn't imply men should be the only participants. However, it is from the perspective that studying the challenge that male students, male teachers and men in general face which prevent them to participate, will contribute in providing direction on how to make perpetrators non-perpetrators and the non-perpetrators partners to girls and women in the reduction of gender-based-violence against school girls.

5.2 Recommendations

Based on the findings of the study the following recommendations have been put forward to various concerned bodies.

1. Schools should establish and strengthen Gender clubs. These clubs shall be initiated and recruit both female and male students and teachers to create awareness on their members and other members of the school community about the impact of gender-based-violence and contribution of men's participation in the reduction of GBV against school girls.
2. The schools should create networks with out-of-school Gender Clubs to create awareness on the society about the contribution of men's participation.
3. Schools should use their mini-medias to raise awareness of the school community about the impact of traditional gender norms which perpetuate gender inequality.
4. The Women's Affairs Office of Gulele Sub-city should provide professional and material support to the sub-city's in-school and out-of-school Gender Clubs in order to raise awareness of the members of these clubs about the differential impact of boys, girls, men and women's participation in the reduction of GBV. The members of these clubs should also work closely to prevent GBV against school girls.
5. The Sub-city Police Department together with its five Police Stations should be responsible to launch awareness creation campaign about the differential impact of women's and men's participation in the reduction of GBV against school girls.
6. The government should formulate policy about men's participation which recognizes the differential contribution of men in the reduction of GBV.
7. The government should strengthen the provision of legal protection for those who prevent and stop GBV against school girls.

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Addis Ababa University
School of Graduate Studies
Institute of Gender Studies

Annexes

Annex 1: Survey Questionnaire for Medhanealem and Lazarist preparatory school Male Teachers of Gulele sub-cty of Addis Ababa

Introduction

The questionnaire is used to assess the challenges of men to participate in the reduction of gender based violence. The information that you provide will be used only for research purpose and for the partial fulfillment of Master of Art in Gender Studies. All the information will be kept confidential & anonymous. The information that you will provide contributes a lot for the achievement of the objectives of the study.

The specific objectives of the study are to:

1. Examine the importance of men's participation in the reduction of gender-based-violence against school girls.
2. Identify the challenges that men prevent to participate in the reduction of gender-based-violence against school girls.
3. Find out mechanisms that enable men to participate in the reduction of gender-based-violence against school girls..

Instructions

Respond to the questions by circling your answers for the close-ended questions and write your explanation on the space provided for the open-ended questions.

I Respondents' Background

1. Age _____
2. Level of education
 1. Certificate

2. Diploma

3. Degree

4. Masters

3. Do you think the following actions are being committed against school girls in your locality?

Respond to the questions by putting (✓) under **Yes**, or **No**.

No.	Actions	In school		On the way to and from the school		At home	
		Yes	No	Yes	No	Yes	No
1.	Beating (As a form of initiating sexual relationship)						
2.	Snatching personal belongings of school of girls						
3.	Verbal insult						
4.	Threats of harm						
5.	Humiliation						
6.	‘Name calling’ (in the form of violence)						
7.	Sexual harassment						
8.	Seduction						
9.	Rape						
10.	Abduction						
11.	Other(please specify)_____						

4. Marital Status

1. Unmarried 2. Married 3. Divorced 4. Widowed

5. Religion

1. Orthodox 2. Islam 3. Protestant 4. Catholic 5. Other (Specify) _____

II Gender-Based-Violence and Men's participation

6. Who should participate actively to reduce gender-based-violence committed against school girls?

1. Women and girls 2. Men and boys 3. The society as a whole

4. Other (specify) _____

7. Do you think men's participation in the reduction of gender-based-violence is important?

1. Yes 2. No 3. I don't know

8. If your answer is **yes** for question number "7", why it is so?

1. To engage the whole population

2. They have the 'social power' to influence the perpetrators

3. Their participation makes them not to engage in gender-based-violence?

4. Other (specify) _____

9. If your answer is **No** for question number "7", what could be the reason?

1. Their socialization don't enable them to participate

2. The society has negative attitude towards their participation

3. It is only women who share the pain that brings change

4. Other (specify) _____

10. Have you ever participated to reduce gender-based-violence against school girls?

1. Yes 2. No 3. I don't know

11. If your answer is **yes** for question number "10", which one of the following can be the reason for your participation?

1. The action was taken on my family members

2. I strongly oppose the tradition that perpetuate male supremacy.

3. It is everyone's responsibility to prevent and stop the acts

4. Other (specify) _____

12. If your answer is **No** for question number “10”, which one of the following can be your reason?

1. I didn’t come across such acts

2. I also share these acts

3. It is unusual for men to participate

4. Other (specify) _____

III Challenges of Men to participate in the reduction Gender-Based-Violence (GBV) committed against school girls

13. Do you think you have a challenge to participate in the reduction of gender-based-violence committed against school girls?

1. Yes 2. No 3. I don’t know

14. If your answer is **yes** to question number “13” what do you think is your challenge?

1. The way I grew up

2. The societal attitude towards men’s participation

3. Lack of appropriate measure on the perpetrators

4. Other (specify) _____

15. Do you think the challenges that you encounter differ depending on the type of gender-based violence committed against school girls?

1. Yes 2. No 3. I don’t know

16. Do you think the challenges that you encounter differ depending on the settings (in school, on the way to and from school and at home) where GBV committed against school girls?

1. Yes 2. No. 3. I don’t know

If your answer is yes to question number 16, respond to the questions 17-19 if not go to question number 20.

17. What would be the challenge that you encounter when gender-based-violence is committed in school?

1. It disturbs my relationship with the perpetrator
2. It is difficult to oppose because I also commit such acts in the school
3. I don't think it is my responsibility
4. Other (specify) _____

18. What would be the challenge that you encounter when gender-based-violence is committed on the way to and from school?

1. It allows me to fight with the perpetrator
2. Lack of appropriate measure on the perpetrators
3. I don't think my participation brings change
4. I also share this act if it is in a place where no one knows me
5. Other (specify) _____

19. What would be the challenge that you encounter to prevent and stop gender-based-violence acts when they are committed at home?

1. It is a taboo to expose such domestic violent acts
2. It is difficult to prevent and stop since it is secretly done
3. It is the place where I learn men's "superiority" over women
4. Other (specify) _____

20. Do you think the challenge that you encounter differ depending on the perpetrators who committed gender-based violence against school girls?

1. Yes 2.No 3. I don't know

If your answer is "yes" to question number "20", respond to the questions 21-23 if not go to question "24"

21. Do you think the challenge that you encounter in the school differ depending on the perpetrators who committed gender-based-violence against school girls?

1. Yes 2.No 3. I don't know

22. Do you think the challenge that you encounter on the way to and from the school differ depending on the perpetrators who committed the GBV against school girls?

1. Yes 2.No 3. I don't know

23. Do you think the challenge that you encounter at home differ depending on perpetrators who committed GBV against school girls?

1. Yes 2.No 3. I don't know

24. Do you think men have challenges that prevent them to participate in the reduction of gender-based-violence against school girls?

1. Yes 2. No 3. I don't know

25. If your answer is **yes** for question number “24”, do you think that the following factors can be the challenge that make men not to participate in the reduction of gender-based-violence committed against school girls? Respond to the question by putting (√) under (1) Yes (2) No (3) I don't know.

N.B. If you think that there are other types of challenges in addition to below mentioned, please write them in the space provided (No.10-13).

No.	Challenges	Response		
		1	2	3
1	The negative attitude of the society towards men's participation			
2	The way men grew up			
3	Absence of policy framework about men's participation			
4	Lack of appropriate measure on the perpetrators			
5	Lack of information because the victims may be silent due to shame or fear of the perpetrators			

6	The type of gender-based-violence being committed			
7	The setting (in school, in the way to and from school and at Home) where the actions are committed.			
8	The type of perpetrator who is committing the act			
9	The actions are traditionally considered as a way of approaching Girls			
10				
11				
12				
13				

26. Do you think there are mechanisms that enable men to participate in the reduction of gender-based-violence against school girls?

1. Yes 2.No 3. I don't know

27. If your answer is **yes** for question number "26" what are the mechanisms that enable men to participate actively in the reduction of gender-based-violence against school girls?

28. If your answer is **No** for question number "26", why is it so?

Thank you for taking the time to fill out this questionnaire!

Addis Ababa University
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Institute of Gender Studies

Annex 2: Survey Questionnaire for Medhanealem and Lazarist preparatory school male students of Gulele sub-cty of Addis Ababa

Introduction

The questionnaire is to be used to assess the challenges of male students and male teachers to participate in the reduction of gender based violence committed against school girls. The information you provide will be used only for research purpose & for the partial fulfillment of Master of Art in Gender Studies. All the information will be kept confidential & anonymous.

The specific objectives of the study are to:

1. Examine the importance of men's participation in the reduction of gender-based-violence committed against secondary school girls.
2. Identify the challenges that men encounter to participate in the reduction of gender-based-violence against secondary school girls.
3. Find out the mechanisms that enable men to actively participate in the reduction of gender-based-violence committed against secondary school girls.

Instruction

Respond to the questions by circling your answers for the close-ended questions and write your explanation on the space provided for the open-ended questions.

I Respondents' Background

1. Age _____

2. Gender _____

3. Religion

1. Orthodox 2. Islam 3. Protestant 4. Catholic 5. Other (Specify) _____

II Gender-Based-Violence and Men's participation

4. Do you think the following gender-based-violence actions are committed against school girls in your locality? Respond to the questions by putting (✓) under **Yes**, or **No**.

No.	Actions	In school		In th way to and from school		At home	
		Yes	No	Yes	No	Yes	No
1.	Beating (As a form of initiating sexual relationship)						
2.	Snatching personal belongings of school g						
3.	Verbal insult						
4.	Threats of harm						
5.	Humiliation						
6.	'Name calling' (in the form of violence)						
7.	Sexual harassment						
8.	Seduction						
9.	Rape						
10.	Abduction						
11.	Other (please specify)_____						

5. Who should participate actively to reduce gender-based-violence against school girls?

1. Women and girls 2. Men and boys 3. The society as a whole

4. Other (specify) _____

6. Do you think men's participation in the reduction of gender-based-violence is important?

1. Yes 2. No 3. I don't know

7. If your answer **Yes** for question number “6”, why is it so?

1. To engage the whole population
2. They have the ‘social power’ to influence the perpetrators
3. Their participation makes them not to engage in gender-based-violence
4. Other (specify) _____

8. If your answer **No** for question number “6”, what could be the reason?

1. Their socialization don’t enable them to participate in the reduction of GBV
2. The society has negative attitude towards their participation
3. Other (specify) _____

9. Have you ever participated to reduce gender-based-violence against school girls?

1. Yes
2. No

10. If your answer is **yes** for question number ”9” which one of the following could be the reason for your participation?

1. The action was taken on my family members
2. It strongly oppose the tradition that perpetuate male supremacy.
3. It is everyone’s responsibility to prevent and stop GBV
4. Other (specify) _____

11. If your answer is **No** for question number “9”, which one of the following can be your reason?

1. I didn’t come across such acts
2. I also share these acts
3. It is unusual for men to participate
4. Other (specify) _____

III.Challenges of men to participate in the reduction of gender-based-violence

12. Do you believe that you encounter a challenge to participate in the reduction of gender-based-violence against school girls?

1. Yes 2.No. 3. Other (specify)_____

If your answer is **yes** for question number “12”, respond to the questions number “13-16, if not go to number 17.

13. Which of the following can be the challenge that prevents you not to participate in the reduction of gender-based-violence against school girls?

1. It allows me to fight with the perpetrator
2. Lack of appropriate measure on the perpetrators
3. I don't think my participation contribute brings change
4. The way I grew up
5. Other (specify) _____

14. Do you believe that the challenges that you encounter to participate in the reduction of gender-based-violence differ depending on the type of gender-based-violence?

1. Yes 2.No 3. I don't know

15. Do believe that the challenges that you encounter to participate in the reduction of gender-based-violence differ depending on the type of perpetrator?

1. Yes 2.No 3. I don't know

16. Do the challenges that you encounter to participate in the reduction of gender-based-violence differ depending on of the type of setting where the actions are committed?

1. Yes 2.No 3. I don't know

17. Do you think male teachers have challenges to participate in the reduction of gender-based-violence against school girls?

1. Yes 2. No 3. I don't know

18. If your answer is “Yes” to question number “ 18 “,do you think that the following factors can be the challenge that male teachers encounter to participate in the reduction of gender-based-violence committed against school girls? Respond to the questions by putting (√) under **Yes**, or **No**.

N.B. If you think there are other types of challenges in addition to below mentioned, please write them in the space provided (No.10-13).

No.	Expected ‘challenges’	Response		
		Yes	No	I don’t know
1	The negative attitude of the society towards men’s Participation			
2	The way men grew up			
3	Absence of policy framework about men’s participation			
4	Lack of appropriate measure o the perpetrators			
5	Lack of information because the victims may be silent due to shame or fear of the perpetrators			
6	The type of gender-based-violence being committed			
7	The setting (in school, on the way to and from school and at home) where the actions are committed.			
8	The type of perpetrator who is committing the act			
9	The actions are traditionally considered as ‘way of Approaching’ girls			
10				
11				
12				
13				

19. Do you think there are mechanisms that enable you to be participant in the reduction of gender-based-violence against school girls?

1. Yes 2.No 3. I don't know

20. If your answer is **Yes** for question number “19”, what are these mechanisms?

21. If your answer is **No** for question number “19”, what is your reason to say so?

Thank you for taking the time to fill out this questionnaire!

Addis Ababa University
School of Graduate Studies
Institute of Gender Studies

Annex 3: Focus Grup Discussion Guide Questions for female students of Medhanealem and Lazarist Preparatory Schools of Gulele Sub-city of Addis Ababa.

Introduction

The Focus Group Discussion is used to asses the challenges of male students and male teachers to participate in the reduction of gender based violence committed against school girls. The information that you provide will be used only for research purpose & the partial fulfillment of Mater of Art in Gender Studies. All the information will be kept confidential & anonymous.

The specific objectives of the study are to:

1. Examine the importance of men's participation in the reduction of gender-based-violence against school girls.
2. Identify the challenges that men prevent to participate in the reduction of gender-based-violence against school girls.
3. Find out mechanisms that enable men to participate in the reduction of gender-based-violence against school girls.

I. Respondants' Background

1. How old are you?
2. Which Grade are you?

II. Gender-Based-Violence and Participation of Men

3. What are the different types of Gender-based-violence that are committed in your school against school girls?
4. Who are the perpetrators of Gender-based-violence against school girls?
5. Who do you think should take the responsibility to reduce gender-based-violence against school girls?

6. Is male students' participation in the reduction of gender-based-violence against school girls important?

6.1 If yes, why it is important?

6.2 If not, why not?

7. Is male teachers' participation in the reduction of gender-based-violence against school girls important?

7.1 If yes, why it is important?

7.2 If not, why not?

8. Have you ever seen while male students are participating in the reduction of gender-based-violent against school girls?

8.1 If yes, did they encounter challenges?

9. Have you ever seen while they male teachers are participating in the reduction of gender-based-violence against school girls?

9.1 If yes, did they encounter challenges?

10. What are the mechanisms that make male students participants in the reduction of gender-based-violence against school girls?

11. What are the mechanisms that make male teachers participants in the reduction of gender-based-violence against school girls?

Thank you for taking your time to participate in the Focus Group Discussion!

Addis Ababa University
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**Annex 4: Key informant interview guide question for Gulele Sub-city Police Department
Children and Women's Officer**

Introduction

The questionnaire is used to assess the challenges of men to participate in the reduction of gender based violence. The information that you provide will be used only for research purpose and for the partial fulfillment of Master of Art in Gender Studies. All the information will be kept confidential & anonymous.

The specific objectives of the study are to:

1. Examine the importance of men's participation in the reduction of gender-based-violence against school girls.
2. Identify the challenges that men prevent to participate in the reduction of gender-based-violence against school girls.
3. Find out mechanisms that enable men to participate in the reduction of gender-based-violence against school girls.

Guiding questions

1. Could you please tell me your position and experience in the institution?
2. How do you know whether a given act is gender-based-violence or not?
3. Who should take the responsibility to reduce gender-based-violence against school girls?
4. Do you have the experience where men participate to reduce gender-based-violence against school girls?

- 4.1 If yes, could you please tell me how they participate?

5. Why men's participation is important in the reduction of gender-based-violence against school girls?

6. Do you think men have challenges to participate in the reduction of gender-based violence against school girls?

6.1 If yes, what are these challenges?

7. Did the office carried out activities that make the community to participants in the reduction of gender-based-violence against school girls?

7.1 If yes, could you please tell me about these activities?

7.2 If yes, what were the roles of men in these activities?

8. Did the office make especial campaign to make men participants in the reduction of gender-based-violence against school girls?

9. How do you relate the way men grew up and their participation in the reduction of gender-based-violence committed against school girls?

10. How do you relate the attitude of the society towards men and their participation in the reduction of gender-based-violence committed against school girls?

11. What are the mechanisms that make men active participants in the reduction of gender-based-violence against school girls?

Thank you for taking the time to provide this information!

Addis Ababa University
School of Graduate Studies
Institute of Gender Studies

**Annex 5: Key informant interview guide questions for Gulele Sub-city Women's Affairs
Office representative**

Introduction

The questionnaire is used to assess the challenges of men to participate in the reduction of gender based violence. The information that you provide will be used only for research purpose and for the partial fulfillment of Master of Art in Gender Studies. All the information will be kept confidential & anonymous.

The specific objectives of the study are to:

1. Examine the importance of men's participation in the reduction of gender-based-violence against school girls.
2. Identify the challenges that men prevent to participate in the reduction of gender-based-violence against school girls.
3. Find out mechanisms that enable men to participate in the reduction of gender-based-violence against school girls.

Guiding questions

1. Could you please tell me your position and experience?
2. How you are working to reduce gender-based-violence against the school girls in your sub-city?
3. Who are your partners to reduce gender-based-violence against school girls?
4. Do you think men's participation is important to reduce gender-based-violence against school girls?
 - 4.1 If yes, why it is important?

4.2 Are you working to allow men to participate in the reduction of gender-based-violence committed against school girls?

5. Do you think men have challenges to participate in the reduction of gender-based-violence committed against school girls?

5.1 If yes, what are these challenges?

6. What are the mechanisms that make men participants in the reduction of gender-based-violence against school girls?

7. What should be done to increase the participation of men to reduce gender-based-violence committed against school girls?

Thank you for taking the time to provide this information!

Addis Ababa University
School of Graduate Studies
Institute of Gender Studies

Annex 6: Key informant interview guide questions for Female Teachers' Representative of Medhanealem Preparatory school of Gulele Sub-city.

Introduction

The questionnaire is used to assess the challenges of men to participate in the reduction of gender based violence. The information that you provide will be used only for research purpose and for the partial fulfillment of Masters of Art in Gender Studies. All the information will be kept confidential & anonymous.

The specific objectives of the study are to:

1. Examine the importance of men's participation in the reduction of gender-based-violence against school girls.
2. Identify the challenges that men prevent to participate in the reduction of gender-based-violence against school girls.
3. Find out mechanisms that enable men to participate in the reduction of gender-based-violence against school girls.

Guiding questions

1. Could you please tell me your position and experience?
2. What are the types of gender-based-violence that are committed against school girls?
3. Could you please tell me the activities that your school carried out to reduce gender-based-violence against school girls?
4. Do you think that men's participation is important to reduce gender-based-violence against school girls?
 - 4.1 If yes, why it is important?
 - 4.2 If not, why not?

5. Do you believe men have challenges that prevent them to participate in the reduction of gender-based-violence against school girls?

5.1 If yes, what are these challenges?

6. Do you think that there are mechanisms that make men participants to reduce gender-based-violence against school girls?

6.1 If yes, what are these mechanisms?

6.2 If not why not?

Thank you for taking the time to provide this information!