

**ONLINE SEXUAL ABUSE AND EXPLOITATION AGAINST
ADOLESCENT GIRLS IN SOME SELECTED SECONDARY
SCHOOLS IN GULELE SUB CITY, ADDIS ABABA.**

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**A Thesis Submitted to the School of Psychology, College of Education and
Behavioral Studies, Addis Ababa University in Partial Fulfillment of the
Requirements for the Degree of Masters of Arts in Social psychology**

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**Addis Ababa University
College of Education and Behavioral Studies
School of Psychology**

June 2024

Addis Ababa, Ethiopia

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This is to approve that the thesis prepared by Sisay Alemayehu entitled “Online Sexual Abuse and exploitation against Adolescent Girls in the Some Selected Secondary Schools in Gulele Sub city, Addis Ababa” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Social Psychology complies with the regulations of the University and meets the accepted standards.

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ACKNOWLEDGMENTS

With God's Mercy and Grace, I can accomplish It. Thank You My Father! This paper wouldn't be here without the persistent and positive academic guidance of my dear Advisor, Dr, Abera Tibebu. Doctor Abera, Please accept my heartfelt appreciation and gratitude. I would also like to extend my gratitude to Instructors and academic administration staff members of the Social Psychology department. Those students who passed through our time together, I have learnt a lot from each other and enjoyed your friendship all along.

My sweet and wonderful Wife, Sister, best Friend Eshet Legesse, you were always there when I buckled; you filled me with energy to go forward. You know I have always indebted to you and your presence in my life. My Mom, Bizunesh Reta, might not get a Diploma or Degree in the academic arena, but your life long hard work and resilience taught me a lifelong lesson- try and try to win in life. May God Give your Health and a long life! Finally, I would like to give credit to all Directors, Teachers, school guidance and counselors, students, my staff members and those people who have provided me with their respective support in this thesis. I thank you!

ABSTRACT

Online sexual abuse and exploitation against adolescent girls has risen globally, in Africa and in Ethiopia. The study examined the magnitude of online sexual abuse and exploitation against adolescent girls in selected secondary schools; identify typologies and who the potential perpetrators are. In order to investigate the magnitude of OSA among female adolescent, the researcher employed mixed research design. A sequential mixed research design was used. Quantitative and qualitative data from primary and secondary sources were collected. The target population comprised 2849 female students which were 51.87 % of the total population. 339 sample sizes with 95% confidence interval or 5% error margin were considered. A standardized questionnaire, with adequate construct validity and reliability were employed from the primary study samples. From qualitative data collection methods, focus group discussions guides and Document review checklist was used. Female students in the four Gulele Sub city secondary schools faced online sexual abuse and exploitation mostly by their peers. The result concluded that the magnitude of online sexual abuse ranges from 1.2 % to 40 % girls report as they face once form of abuse. The most reported type of on line sexual abuse against girls is Love bombing, with 132 (40 %) girls, followed by boy friending with 66 (20.5 %). The study recommends that government, schools, CRC committees, NGOs has to work in adolescents girls' safe internet utilization, having friendly speak up procedures, etc

Key Words: Sexual abuse, online sexual abuse and exploitation, Typology of OSA

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ACRONYMS AND ABBREVIATIONS

AAU Addis Ababa University

CSA Child sexual abuse

FGD Focus group discussion

ICT Information Communication Technology

MoE Ministry of Education

OSA On line sexual abuse

OCSEA Online child sexual abuse and exploitation

QOSSIA Online sexual solicitation and interactions with adults

SPSS Statistical Package for the Social Sciences

TFGBV Technologically facilitated gender based violence

UNESCO United Nations Educational, Scientific and Cultural Organization

UN CRC United Nations Convention on Right of Children

WHO World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background

According to the American Psychological Association (2002), the most obvious changes adolescence face is the hub around which the adolescent's world shifts from the family to the peer groups. Adolescence is the stage of development in which an individual shows change in physical, biological, psychological aspects. In general it is the time of transition from childhood to early adulthood (Steinberg, 2004). Adolescence is the intermediate phase of growth and development between childhood and adulthood period. The WHO defines the adolescent as person that is found between ages 10 and 19 years (Csikszentmihalyi, 2023).

Adolescent children and youths have been and still are victims of different forms of abuses, violence and exploitations in the world, Africa and Ethiopia in general. Sexual abuse is in particular make adolescent youth target for so many years. With the emergence of digital communication, and more specifically, the emergence of social media, on line sexual abuse is believed to be more apparent. (UNESCO, 2018) these technologies have allowed an interconnected society to develop that provides many benefits, but there are also potential negative effects. One particular area of risk concerns the sexual exploitation of children, directly and indirectly. Improving understanding of how perpetrators communicate with young people online could provide critical insight that can help prevent online sexual abuse (DeMarco et al, 2017).

Ethiopia as part of the global phenomena, exhibits the fast growth of internet and social media utilization (Amsale&Yemane, 2012). This fast growth in internet and social media usage highly related with social networking sites for the purpose of self-presentation, playing game, watching videos, pornographies and other sex related movies, not for educational or information (Amsale&Yemane, 2012).

Against these developments and of article 34 that declares child right to get protection from sexual abuse (United Nations Convention on Right of the Child , 1989), 1 in 10 internet-using children aged 12–17 were victims of online sexual abuse and exploitation, according to latest available Disrupting Harm data(ECPAT, 2022).Amnesty International exposed that female or women are highly vulnerable to online sexual abuse in UK. It reported that one in five females is victim of online sexual abuse. Similarly, a study conducted in 13 countries including Ethiopia revealed that female adolescents are prime victims of online sexual abuse. (Amnesty international, 2023) The researcher could not find any resources that contradict the above statement.

Therefore, the study examined the magnitude of online sexual abuse and exploitation against adolescent girls by taking 4 high schools as its target population; identify the major types of online sexual abuses and who the potential perpetrators are.

1.2 Statement of the Problem

Adolescent especially girls faced tough challenge when it comes to their age related development. Adolescent girls, at this period of their development faced with peer influence, substance abuse and as a result the preceding two factors come face to face

with youth and adult males' pressure either in the form of volunteer or forced sexual invitations (Csikszentmihalyi,2023).Legally and psychologically, this form of unwanted sexual pressure is called sexual abuse and exploitation. Sexual abuse involves forcing or enticing a child to take part in sexual activities. Activities may involve physical contact, such as genital fondling and sexual intercourse, and noncontact activities, such as indecent exposure, making children look at pornographic materials or encouraging children to behave in sexually inappropriate ways. (Kids help phone, 2023)Girls are disproportionately affected by sexual abuse.(McGill, 2012)

A very recent study conducted in Jazan University, Saudi Arabia showed that cyber bullying is highly prevalent among adolescents (Gohal et al, 2023). Adolescent girls are more vulnerable than adolescent boys when it comes to online sexual abuse. (Finkelhor etal, 2022)

Most importantly, in our country, there is the growing magnitude and occurrence of online sexual and non-sexual violence, harassment and exploitation of adolescents by their peer students, young and adults(Abera,2017). Reports that comes out from studies in 13 African countries clearly Even if there are some general studies that were done on the online sexual abuse, there aren't studies done on online sexual abuse and its magnitude especially done in secondary schools.Due to the growing magnitude of abuse and exploitation against adolescent girls, these girls might face multiple physical, psychological, emotional existential problems. Problems like stress, anxiety, panic attacks and sometimes suicide are exhibited in girls that were sexually abused

online (Amnesty international, 2023).Hence,if such a case is allowed to continue, it would bring a lot of damage to the girls, their families and society as a whole. The existing and growing damage inflicted on adolescents girls coupled with lack of awareness and knowledge gap with regard to the magnitude and typology of online sexual abuse enthused the researcher to conduct this research. Likewise, the researcher can't find any academic study that shades light on the principal perpetrators of online sexual abuse against adolescent female secondary students in Addis Ababa.

Hence, more needs to be explored to investigate the magnitude of online sexual abuse and exploitation as the number of social media out lets and other forms of online communication formats are fast growing with the introduction of new technologies and social media outlets(Kemp, 2023).

That is why the researcher planned to examine online sexual abuse and exploitation against adolescent girls in some selected secondary schools of Gulele; Dil Ber, Ketchene Medhanealem Public High schools and Lazarist Catholic and Amigonia private schools, identify the typology most frequently used by perpetrators and identify the top perpetrators.

1.4 Definitions of terms

This section presents definitions of key terms used in this study.

1.Girls' sexual abuse;- is defined as a girl's exposure to forceful, violent, or coercive experiences that aimed at obtaining sex or that accompanied sex that that she perceives as abusive, unwanted, or coercive.

2. The sexual exploitation of children and adolescents (SECA);- is a form of sexual abuse affecting the mental and physical health of millions of young people worldwide (Rafferty, 2013).
3. Online child sexual abuse and exploitation (OCSEA):- refers to CSEA that is facilitated or conducted either partly or entirely by ICT or digital technologies like social Medias and other internet means.
4. Typology of Online sexual abuse and exploitation: - tactics online sexual abusers and expositors use to manipulate adolescent girls in schools.
5. Perpetuators;- adolescents or adults who conduct sexual abuse and exploitation against adolescent girls through online or offline channels in selected secondary schools.

1.5 Objective of the study

1.5.1 General objective

The general objective of this study is to examine the online sexual abuse and exploitation against adolescent girls faced in selected four secondary schools of Gulele Sub City, Addis Ababa.

1.6 Research Questions

This study conducted to answer the following research questions;

- What is the magnitude of online sexual abuse and exploitation against female students in the study's target schools?

- What are the major types of online sexual abuses and exploitation female students face in the target four schools?
- Who are the major online sexual perpetrators in the target schools?

1.7 Significance of the Study

This study would shade light on the knowledge gap that exists in relation with on line sexual abuse and exploitation in Ethiopia. More particularly, it would add some knowledge magnitude of online sexual abuse and exploitation that exists in secondary schools of Ethiopia. In addition, the study is thought to provide some insight on the typology of online sexual abuse and exploitation that female adolescent secondary school students experienced in Addis Ababa. Moreover, the research would add-on some knowledge on the identity of online sexual abuse and exploitation perpetrators in secondary schools of Addis Ababa.

Apart from the primary significance of the study to the academia, it is the hope of the researcher that the study would provide an essential information to those bodies who are working to avert the danger of sexual abuse in schools. Secondary schools, curriculum planners, government and Non-governmental organizations are secondary beneficiary of the findings of this research.

The completion of the study will help the governmental and non-governmental Organizations in the area of Child and Women affairs to use the finding as an input to inform and positively influence their intervention on online Child and female abuse

and exploitation prevention and protection. Moreover, the findings of the study will be used as reference to researchers who may want to work in a similar study in future.

1.8 Delimitation of the Study

The study was done in four high schools of Gulele Sub city. These Schools are governmental, one Private School and the other run by phase based Organization found in Gulele sub city, Addis Ababa. The selected schools were identified purposefully based on physical closeness to the researcher's work area and their physical closeness and convenience for follow up of study; hence that might cast shadow on the study findings.

1.9 Limitations

The overall purpose of this study is to examine the online sexual abuse and exploitation against adolescent girls faced, identify the online sexual typologies and identify the top perpetrators in selected four secondary schools. Therefore, since the study has asked female students to share their private activities through Questionnaire, there might be some level of limitation in enabling them disclosing their private matters through it.

To counterpart the shortcomings of the shortcoming, the researcher has conducted Focus group discussions using FGD guide and undertook document reviews on relevant in school and relevant stakeholders' policies, manuals, directories.

CHAPTER TWO

LITERATURE REVIEW

The aim of this chapter is to review different literatures relating to child sexual abuse, online sexual abuse and exploitation against adolescent females, typologies. It also reviews global and Africa level trend on the online sexual abuse, social media use and its relationship with online sexual abuse. This review of the literature will treat the social psychological theories that explain the online sexual abuse and exploitation well.

2.1 Child Sexual Abuse

According to definition of UNCRC article 1, a child is those persons below the age of eighteen years. (UNCRC, 1994) The UNCRC further Article 1 is drafted keeping in view the fact that in the national law of some States, majority can be attained at an early age.

African Charter on the Rights and Welfare of the Child while declaring the protection of children from sexual exploitation and abuse, defined Sexual exploitation against children as the inducement, coercion or encouragement of a child to engage in any sexual activity; the use of children in prostitution or other sexual practices; and the use of children in pornographic activities, performances and materials (ACRWC, 1990)

The sexual exploitation of children and adolescents (SECA) is a form of sexual abuse affecting the mental and physical health of millions of young people

worldwide (Rafferty, 2013). SECA is widely underreported, and accurate prevalence figures remain unknown (Redford, Allnock, & Hynes, 2015)

Some authorities referred Child sexual abuse as it includes a range of abusive acts: inappropriate touching, penetration, coerced sex, rape, attempted rape, online grooming, harassment, voyeurism, exhibitionism and producing or distributing indecent images of the child (Pinheiro 2006). The same authority underlined that it can happen in various settings; at home, outside, at school, in workplaces, in neighborhoods and communities, in social welfare, justice or state institutions and in travel and tourism facilities etc

2.2 Online sexual abuse

Online child sexual exploitation refers to the usage of the internet as a method to facilitate the sexual abuse of children and adolescents. This can take place directly online or through a combination of offline and online interactions (INHOPE, 2021).

Online sexual abuse occurs when someone is tricked or forced into watching, making or sharing a sexual video or viewing a sexual image, as well as taking part in sexual activities or sexual conversations online in written, verbal or live streamed forms (Allan, 2022).

A research into online sexual abuse and exploitation of children, has revealed that the gender difference that existed in the risks and use of the online world among girls and boys (Ainsaar and Lööf 2011; Livingstone and Haddon 2009; ROBERT

team 2012). In this study it was reported that girls were two to four times at greater risk of being sexually solicited by adults or peers online than are boys.

Online sexual abuse has become wide spread even in countries like Ethiopia. A study conducted on technologically facilitated Gender based violence (TFGBV) has revealed that a unanimous belief that TFGBV is becoming more widespread and extreme. Interviewees who participated in the study expressed their belief that every woman active online has likely experienced online harassment or abuse and that this is silencing women, forcing them to leave public forums(Finkelhor, Hal, & Durham, 2024,). The wide spread use of Social media has been intensified after the emergence of COVID-19. This has led to more adolescents in general and females in particular become targets of online sexual abuse and exploitation. (Owusu-Addo, B & M, 2022)

Another study conducted on 13 countries in particular revealed that adolescent girls are facing online sexual abuse and exploitation mostly by their peers; people they know, and people they meet online(ECPAT, 2022) More specifically it underlines that Children in Ethiopia are facing the harm and realities of online child sexual exploitation and abuse (OCSEA): 1 in 10 internet-using children aged 12–17 were victims of OCSEA, according to latest available Disrupting Harm data (ECPAT, 2022)

2.3 Online Sexual abuse and exploitation types

Online sexual exploiters use various tactics to manipulate people/their targets. (Kids Help Phone, 2023). The first tactic used by exploiters is grooming. It is

a tactic offenders use in order to befriend or develop a relationship with a minor in to gain their trust, lower their inhibitions and prepare them for sexual activity through compliments or by giving gifts or money (INHOPE, 2021)

The second tactic online sexual exploiters used are Boy friending/Girl friending. According to (Kids Help Phone, 2023),” it is when an exploiter manipulates you into thinking you’re in a relationship with them in order to win your trust.”

The third tactic used by exploiters is Blackmailing. Blackmailing happens with the help of self-generated images of that person in order to extort sexual favors, money, or other benefits from her/him under the threat of sharing the material beyond the consent of the depicted person” (Interagency Working Group, 2016)

Love bombing is the fourth tactic online sexual exploiters use. Love bombing, according to (Kids Help Phone, 2023), happens when an exploiter gives the victim an abundance of compliments and affection to gain her love and trust while Luring, a fifth style, is explained when a person uses online communication to contact someone they think is under 18, in order to make it easier for them to commit a sexual offence against that person.

According to Kids Help Phone, 2023, persistence is referred as type of online sexual abuse happens when someone keeps asking another person for something, even when that person repeatedly say “no.” If subject agrees to send sexual images, they may be used to blackmail victim in the future. On the other hand, using pity/guilt is labeled as a seventh style perpetrators use to make person feel sorry for perpetrator,

or guilty about something, in order to make it more likely the victim do what they want.

Sextortion is termed as a style of on line sexual exploitation when perpetrators employ non-physical forms of coercion to extort sexual favors from the victim. It refers to the broad category of sexual exploitation in which abuse of power is the means of coercion, as well as to the category of sexual exploitation in which threatened release of sexual images or information is the means of coercion(Wikipedia, 2024).

Finally, sending sexually explicit material is another style exploiters or abusers use according to (Kids Help Phone, 2023), is when they want to exploit online. Exploiters may send you unwanted sexually explicit material (pornography, nude photos of themselves, etc.) and try to convince you this type of unsolicited sexual behavior is acceptable.

2.4 Online sexual abuse and exploitation and its trend in the World, Africa and Ethiopia

2.4.1 Global Trend

Finkelhor et al (2022) in in their article highlighted that Technology has created new modalities for the sexual abuse and exploitation of children. Adults use social media to target children for illegal sexual activities. Dating partners and peers use digital devices to take and misuse sexual images of their friends. Many variations of these abuse dynamics have been identified by educators, physicians ,police ,and parents and have been labeled with names such as online sexual abuse, online sexual

solicitation ,online grooming ,image-based sexual abuse, child sexual abuse image production ,sextortion ,and non consensual sexting .

In Europe and the United States of America (USA), 5%–25% of children experience on-line bullying, see pornography, and engage in sexually explicit-it texting. Approximately 4 thousand child victims and 2 thousand OCSA offenders were detected by Interpol between 2009–2013 (Özçalık & Atakoğlu, 2021).

Finkelhor et al (2022) concluded that a substantial proportion of young people in US have experienced online child sexual abuse. Professionals planning prevention and intervention strategies for online sexual abuse must understand that dynamics include diverse episodes that are often extensions of dating abuse, sexual bullying, and sexual harassment, not only events perpetrated by adult internet predators.

Another study conducted in other continent has reached to similar conclusions. The results of this national survey study posted on (Finkelhor, Turner, & Colburn, 2022) suggest that a considerable portion of youth in US have experienced online child sexual abuse. Professionals planning prevention and intervention strategies for online sexual abuse should understand that dynamics include diverse episodes that are often extensions of dating abuse, sexual bullying, and sexual harassment, not only events perpetrated by adult internet predators.

2.4.2 African and Ethiopian Trend

However, Disrupting Harm data shows that in six African countries a significant proportion of children are already connected; on average, over half of

children aged 12–17 (or 56 per cent) had used the internet in the past three months(ECPAT, 2022). Internet access is uneven across countries; for instance, internet use for 12–17 year olds was as high as 81 per cent in Namibia and as low as 25 per cent in Ethiopia. However, due to the size of the respective populations, this still means that more children are going online regularly in Ethiopia than in Namibia(Kardefelt-Winter, 2023).

Along with the rise in internet access and use, the use of social media has proliferated among children and adolescents. Social media and instant messaging apps come with clear benefits such as allowing children to socialize and stay in touch with friends, to gain access to information, and to express themselves creatively. On the other hand, Disrupting Harm (ECPAT, 2022) data shows that social media platforms are the most common online space where children in these six countries experienced online sexual exploitation and abuse. Disrupting Harm further suggests that because social media is such a popular space for children, these findings suggest that perpetrators seek out children where they spend a lot of time. In all six countries, the most common form of online harm that children experienced on social media was receiving unwanted sexual images, followed by receiving sexual comments that made them feel uncomfortable.

According to the research finding released across the ECOWAS region, the risk factors for OCSEA are rife and increasing. This conclusion suggests that preliminary findings, based on existing industry reporting and interviews with government and non-government stakeholders in-country, indicate that OCSEA is more widespread across the focus countries of Cape Verde, Côte d’Ivoire and Ghana

than official data suggests. This would align with global trends, particularly in regions with weak OCSEA identification processes and high levels of under-reporting (Hoang & Wagner, 2023).

Disrupting Harm data highlights that, in two thirds of the 12 countries analyzed, between 9 per cent and 20 per cent of children reported that they had experienced at least one instance of clear online sexual exploitation and abuse within the year prior to being surveyed (UNICEF, 2022).

Ethiopia has ratified its own National Child Policy that states children are entitled to get protection from sexual abuse and violence (NCP, 2017). But the issue of online sexual abuse and exploitation is not separately treated.

2.5 Social Media and its connection with online sexual abuse

ICT have evolved at an unprecedented pace in the last two decades changing the way people live their lives (Barrie, 2009). Digital media have been responsible for some of the most wide-ranging changes in society over the past quarter-century (Schroeder, 2018). Culture is shaped by the internet mainly in terms of the micro level of everyday routines. Here the internet (and especially social media) makes for more dense and frequent relations of connectedness – or rather tetheredness, in keeping with the caging/exoskeleton idea already mentioned – to people and to information. The most widely experienced changes stemming from the internet, at least from the perspective of people's everyday lives, are that it provides more mediated engagement with others and with information (Schroeder, 2018).

Research has found that Social networking sites (SNSs) are used to initiate sexual interactions, provide a means of private communication between victims and perpetrators, access and disseminate information about or pictures of the victim, and get in touch with victims' friends (DeMarco,2017). In today's world, social media outlets like Facebook, Telegram, Instagram, Snapchat, etc. are widely reported as channel where perpetrators abuse children and mainly female adolescents (AÇAR, 2016)

2.6 Social Media utilization by adolescents

Currently, social media are used most intensively among younger and, in India and China, affluent urban populations. This online socializing now occupies much of people's free time, and it is distinct from economic online activity (shopping and the like) and from the use of online media for politics (Schroeder, 2018)

Social media for socializing are still changing, but a few are dominant across the globe. These include Facebook, Twitter, YouTube and their Chinese equivalents, but also others such as Pinterest and Instagram. (Schroeder, 2018). Social media as the one that have thrived since the early days of social network sites and they have become a routine or taken for-granted part of everyday life(Schroeder, 2018).

A study conducted in Addis Ababa Friehiwot secondary school confirmed that Social Medias channels like Face Book, You Tube, Telegram, etc. are widely used by secondary school students. (Mohammed, 2014)

2.7 Impact of Internet and Social media usage on adolescent sexual behavior

Currently Internet, especially social media has brought information to adolescent to their hands. They have created a situation where adolescents'

accessibility to wide variety of information is widely seen. They open internet sites that offer pornography because they are driven by their curiosity to know certain things about the sexuality of the opposite sex, or because of coincidental factors that may cause them to open these sites (Fransiska et al, 2021).

This finding of a research done on Addis Ababa secondary school- Frehiwot Secondary school, suggested that adolescents' sexual behaviors are influenced by the ways adolescents perceive their vulnerability to risks associated with their online Social media activities. This to say that adolescents who perceive invulnerability to risks that are associated with social media utilization are more likely to involve themselves in risky sexual activities (Mohammed, 2014)

The male adolescents have been known to open more pornography sites as compared to their female counterparts. Furthermore, websites containing this kind of content attracts their attention because the majority of the media offer videos and images that increase their interest and need to try out what they have seen in the real world (Fransiska et al, 2021).

Fransiska et al (2021), in her conclusion highlighted that there is prevailing increase in the number of adolescents who use smart phones to explore pornographic media and social networking sites and consequently provide relevant information on why they feel the need to access sexual content via various media. These sexual contents can have either have a positive or negative effect on these adolescents by either improving the knowledge they have on the sexuality of the opposite sex or leading them to risky or bad sexual behaviors respectively.

2.8 Social Psychological theories that explain online sexual abuse and exploitation

The principal social psychological theory that explains online sexual abuse and exploitation is the Social Exchange theory. The study considered Social exchange theory as the ideal social psychological theories that is highly related to the basic foundations of the issue of online sexual abuse is laid on. The basic foundation of this study is people interact with each other in order to gain social, psychological and sexual gratifications. Social media in particular and internet in general is just the medium that they found suitable to gratify their desires and needs.

Based on this foundation, various sources explain Social Exchange theory in their own way. According to Delamater (2006), social exchange theory has been explained as one the foundational theoretical perspectives of the disciple of social psychology. The theory has founded itself in the early philosophical and psychological directions coming from utilitarianism on one side behaviorism on the other. Social exchange is explained in Vaughan (2010), in the following manner; People often use a form of everyday economics when they weigh up costs and rewards before deciding what to do.

Homans (1961), on the other hand, described Social Exchange theory as an activity, tangible or intangible, and more or less rewarding or costly, between at least two parties. This same source further explained that cost was viewed as primarily in terms of alternative activities or opportunities foregone by the actors involved. Some researches link the social exchange theory with that of social status, influence, social

networks, fairness, coalition formation, solidarity, trust, affect and emotions (Delamater, 2006, p. 53).

Accordingly social exchange theory shares a common set of analytic concepts and certain assumptions. These comprise the basic elements of social exchange: the actors who exchange, the resources exchanged the structures within which exchange relations develop, and the dynamic process of exchange (Burke, 2006, p. 46).

Moreover, in relation to social exchange theory, economists' concept of exchange of commodities is broadened to include the exchange of social approval, love, gratitude, security, recognition and soon – a love affair, friendship ,job ,marriage will continue only if it is profitable to both parties (Habtamu & Dawit, 2014, p. 15).

Finally Burke (2006), it is explained that there was a clear connection between power and social exchange. It further elaborates that, some actors- perpetrators in a case of online sexual abuse and exploitation, control more highly valued resources like nude pictures, money, and power, than others and can lead to inequality in exchange as social debts are incurred and discharged by acts of subordination. Hence Subjugation by the less powerful like victim adolescent or domination by the more powerful (Perpetuators of online sexual abuse) often becomes self-perpetuating, forming the foundation of power inequalities in relations of exchange.

Hence, the researcher believed that the Social Exchange theory has explained well the relationship that exists between the abuser and victim of online sexual abuse. It is well explained there that the inequality relationship that exist between the victim and abusers will have an power imbalance and will have an adverse impact on the victims.

CHAPTER THREE

METHODOLOGY

3.1 Study Area

The study targeted adolescent girls in secondary school is carried out in Addis Ababa, Gulele sub city. Gulele sub city was selected purposefully due to its closeness and convenience to the researcher.

The target schools, which are located in Woreda 4 and 7 were selected purposely due to the schools' physical convenience, time and financial matters. Hence, Dil Ber and Ketchene Medianalem Secondary schools from Public Schools and Amigonia Private and Lazarist Catholic High schools were selected.

3.2 Study Design

In order to investigate the magnitude of online sexual abuse and exploitation among female adolescent, the researcher employed mixed research design. It has utilized a sequential mixed research design of that enables to collect both quantitative and qualitative data from both primary and secondary sources. Sequential mixed research design was selected primarily to triangulate the findings of quantitative design over the use of qualitative design. As it is described well in Vaughan (2010), survey method is well situated to undertake research on the attitudes, behaviors and opinions of large number of people.

3.3 Population, Sampling procedure and Sample size

3.3.1 Population

The population of the study is determined to be Female Students of the four high schools. Female adolescent students are selected purposefully since research findings suggest that female adolescent are the vulnerable ones when compared to male adolescent. (Finkelhor et al, 2022)

According to the four target secondary schools' record of 2023-24 A.Y, the target population comprises a total of 2849 number of female students. Proportionally, Female students in the four secondary schools are 51.87 % of the total population.

Schools	M	F	T
Amiginia	320	280	600
Lazarist	369	247	616
Ketchene	959	1100	2059
Dil Ber	996	1222	2218
	2644	2849	5493

Table 1; Schools data showing proportion of Female students

3.3.2 Sampling procedure

In order to make compatible with the selected mixed research approach the researcher used multistage probability sampling and non-probability sampling techniques. In the multistage sampling, at the first stage Gulele sub city was selected, followed by second stage sampling- schools. In the third stage in each grade, students were randomly selected.

The researcher employed the proportional random sampling technique to select samples for primary population and non-probability sampling to choose respondents for qualitative data collection.

Sampling of the total population was determined as per the set standards elaborated as follows;

3.3.2.1 The participants and sampling procedure

According to the 2023-24 Academic year records, the total population of the four secondary schools was 5493. Out of these, female students were found to be 2849, which is 51.87 %. It is well known that there are various formulas for calculating the required sample size. Due to its convenience and appropriateness, the researcher chosen application software that suggests the optimal sample size in a given population size, a specific margin of error and a desired confidence interval which were developed by Krejcie and Morgan (1970).

Formula for determining sample size

$$s = \frac{X^2 NP(1 - P) + d^2 (N - 1) + X^2 P(1 - P)}{d^2}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

Sample size of 339 was found for the population of 2849 based on the formula set by Krejcie and Morgan (1970). To calculate the sample size, 95% confidence interval or 5% error margin were considered.

Hence, based on the number of total study population (n=2849), proportional random distribution of sampling was done.

Schools	M	F	T	% share	% share from Sample	Sample Grade level Distribution n
Amiginia	320	280	600	9.8	34	8.5
Lazarist	369	247	616	8.7	29	7.2
Ketchene	959	1100	2059	38.6	131	32.8
Dil Ber	996	1222	2218	42.9	145	36.3
	2644	2849	5493	100	339	

Table 2: Target population and sampling proportion

As the selected secondary schools have different number of populations, hence, they are assigned with proportional sample size. Then within each respective school, grades were assigned with equal sample size. In each grade level, random sampling was used. Thereafter, using proportional random sampling technique students were categorized in to grade levels; there by ensured that each grade level were represented with proportional sample size to its female population size indicated at Table 2.

3.4 Data Collection: Tools and Procedures

Questionnaires are an ideal data collection tool for such descriptive study designs (Marczyk, DeMatteo, & Festinger, 2005). Hence, the most appropriate form of quantitative data collection method- questionnaire was utilized to collect data from the primary study samples. From qualitative data collection methods, focus group discussions guides was used with students in one group, school directors, guidance and counselors and teachers in another group in order to triangulate and support the data found from primary samples.

At the outset of the study, the research took list of faculties and number of female students in each grade level. At the end of each class session, the randomly selected sample students were informed about the study participation in the study. Afterwards, a serial number starting from one was given for each female student independently. Then, samples were selected using proportional random sampling method proportional to the size of each and every grade level and proportional to size allocation technique were employed to obtain proportional sample of student respondents from each grade levels.

3.4.1 Questionnaire

A pre-tested standard questionnaire known as Questionnaire for Online Sexual Solicitation and Interactions with Adults (QOSSIA) with well tested construct validity, concurrent validity using Spearman's correlation, and factorial validity was used to get data from the four high school female students (Manuel et al,2017). This standard questionnaire was shown to have adequate construct validity and reliability

among Spanish adolescents (Gámez-Guadix et al, 2017). Internal consistency (Cronbach's α) in this sample was .69 (Manuel et al, 2017). This questionnaire had socio-demographic characteristics, sexual behavior and other non-sexual characteristics, Social media utilization behavior sexual abuse and violence and online sexual abuse and violence characters and practices.

The researcher gave orientation for one staff member from each secondary school on the procedures they have to follow on actual data collection. School Directors were oriented about the procedures to make them fully informed of the overall process of the study.

3.4.2 Focus Group Discussion guide

Focus groups discussions were well explained as an extremely useful technique for obtaining individuals' impressions and concerns about certain services, issues or products (Marczyk, DeMatteo, & Festinger, 2005). In order to gain supplementary information and triangulate the results of questionnaire, FGDs were made on the two groups that were drawn from the four secondary schools.

In the study, a total of two focus group discussions were conducted. One group was composed 12 participants that consists 1 teacher, 1 school guidance and counseling professionals and 1 Director from each school. The second FGD group was composed 8 members that consists 2 female students from each four secondary school. FGD participating students were purposefully selected on the basis of their

active participation in various extracurricular activities. The first group comprises 12 participants. The second group that was formed from female students had eight discussants.

Topics were prepared as FGD guide and used to facilitate the focus group discussions at Dil Ber Secondary school and notes were taken by the researcher.

3.4.3 Document Analysis Template/Checklist

The researcher identified and analyzed relevant published, unpublished school policy documents, guidelines, documents and related service support in order to generate pertinent supporting data to the categories of the pertaining theme.

3.5 Data Processing and Analysis

Following the completion of the data collection in all three instruments, the researcher primarily tried to know what percentage of the questionnaire was returned with the required data. Out of the distributed 339 questionnaires, 324 were returned with the essential data. After checking and verifying the completeness of the questionnaire and other tools of qualitative data collection, the quantitative data were entered into computer template and cleaning was done to maintain accuracy before any statistical test is run. The data analysis was done using SPSS. Descriptive statistics such as frequencies, percentages and graphs were used to describe the results.

The qualitative responses from focus group discussions and documentary analyses were transcribed. Afterwards, the qualitative findings were presented theme by theme in order to triangulate the findings of the quantitative aspect of the study.

3.6 Ethical Considerations

Getting an informed consent of the identified sample study participants is quite crucial part of the research process. Primarily the researcher contacted and briefed about the title of the research, its objectives, targets expected to participate in the process. Four of the Directors were well briefed and provided with the support letter given from the school.

Even if the issue to investigate was challenging to discuss with the students, directors were very cooperative and understanding of the relevance of the investigation and its findings. Even, they have given some account of the encounters they face in the course of their administration. So, they express their full cooperation to give a hand in undertaking the process of the research. They even assigned people/teachers to provide support.

During the administration of the questionnaire in all four schools, consent forms were distributed along/attached with it. The student is expected to put a tick to express her willingness to fill the questionnaire or put “x” to express her refusal to fill the questionnaire. Based on this manner, up to five students were able to express their unwillingness. So, we respect their desire and replace them with some others who are willing based on the random sampling method.

CHAPTER FOUR

FINDINGS

In this part of the study report, the data collected through questionnaire is presented in frequency and percentile tables. Primarily, the demographic characteristic aspects of the respondents are presented in frequency table. Moreover, social media utilization, interaction with online contacts, typology of on line sexual abuses and finally their contacts' or perpetrators' professional results are presented in frequencies and percentiles.

4.1 Data Presentation and Analysis

4.1.1 Demographic characteristic of Participants

Out of the sampled 339 students as indicated in table 3, 323 female respondents (95.28 %) returned their papers. Out of the returned papers 137 (42.4 %) were from Dil Ber while 123 (38.1) were from Ketchne Medhanialelem school, and the rest 2 (7.7 %) and 25 (7,7) were from Amigonia and Lazarist school, respectively.

In the study 94 (29,1 %) frequency registered from Grade 10 students while 94 of them that accounts (28.5 %) were from grade 11. Grade 9 and Grade 12 have a frequency of 77 (23.8 %) and 60 (18.6 %) respectively.

School	Frequency	Percent	Grade	Frequency	Percent
Dil Ber	137	42.4	9	77	23.8
Ketchene Medhanialelem	123	38.1	10	94	29.1
Amigonia	38	11.8	11	92	28.5
Lazarist	25	7.7	12	60	18.6
Total	323	100	Total	323	100

Table 3: School and grade 1

As it seen in table 4, the age group with high number of respondent registered is 17 years with 85 frequencies and 26.3 % of female students. This is followed by female students with 16 and 19 years having 71 numbers took the 22.0 % percent respectively. Females with 15 years were 56 in number that accounts 17.3 %, while Females with 19,14, 20 and 21 years were 20 (6.2 %),14 (4.3%), 3 (0.9 %), and 3 (0.9 %) respectively.

From the 223 respondents, as seen on table 4, a majority 268 (83.0 %) of them were followers of Orthodox Tewahido religion, while 35 (10.8 %) were Muslims. Protestant female students were 15 with 4.6 % and Catholics were accounted for 3 (.9 %) and those said as followers of other religion account for 2 (0.6 %).

Age	Frequency	Percent	Religions	Frequency	Percent
14	14	4.3	Orthodox	268	83
15	56	17.3	Muslim	35	10.8
16	71	22	Protestant	15	4.6
17	85	26.3	Catholics	3	0.9
18	71	22	Other	2	0.6
19	20	6.2	Total	323	100
20	3	0.9			
21	3	0.9			
Total	323	100			

Table 4: Age and Religion 1

No.	Questionnaire Items	6 and More times		Three to Five Times		Once to twice		Never		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	How do you characterize your internet use? I use Internet....	57	17.6	87	26.9	151	46.7	28	8.8	323	100
2	In the past 12 months, I have had online call, chat, and texting with men and women	51	15.8	74	22.9	153	47.4	45	13.9	323	100

Table 5: Internet utilization

The Overall Internet Use of Students

As it is seen in table 5, No. 1, it is found that 295 (91.3 %) female students reported that they use internet for various purposes rating from Once to twice to More than six times. This trend varies ranging from 151 (46.7 %) reported as people with Once to twice users, while 87 (26.9 %) report as they are Three to Five times users and 57 (17.6%) report as they use internet More than six times. The remaining 28 (8.8 %) report as they have not used Internet at all.

Online call, chat, and texting with men and women

As it is seen in table 5, No. 2, it is found that 278 (86.1 %) female students reported ranging from once to twice to more than six times, that they have internet interaction for various purposes. The report comprised 153 (47.4 %) reported as people with once to twice Internet Interaction, while 74 (22.9 %) report as they interacted using internet three to five times and 51 (15.8%) report as they interact using internet more than six times. The remaining 45 (13.9 %) report as they have not used Internet for any interaction at all.

Age Category	Frequency	Percent
Unknown	48	14.9
>-40	4	1.2
31-40	18	5.6
21-30	38	11.8
19-20	77	23.8
14-18	138	42.7
Total	323	100.0

Table 6: Age Category of Contacts

Internet interaction age group

Internet interaction age group seen on Table 6, 138 (42.7 %) respondents reported that people they interact with were between 14-18 years, while 77 (23.8 %) respondents reported that people they interact with were between 19-20 years. Moreover, 38(11.8%), 18(5.6%), & 4 (1.2 %) respondents reported that people they interact with were between 21-30 years,31-40 Years, and above 40 years respectively. Out of the total respondents, 48 (14.9 %) respondents reported that they could not tell as they didn't have interaction.

First Encounter

Respondents reported as it is seen on Table 7, that their first encounter with their internet interacting people were physical- 139 (43.0 %) while 128 (39.6 %) reported as their first encounter was online. The remaining 55 (17.%) reported as unknown.

Contact Medium	Frequency	Percent
Unknown	55	17.0
Physically	139	43.0
Online	129	39.9
Total	323	99.7

Table 7: contact medium

Contact request via the Internet or a mobile phone

For a question how often have you experienced contact request via the Internet or a mobile phone with a person or persons who is/are, or you suspect is/are as seen on Table 8, 18 years old or older, in aggregate 167 (51 %) of respondents reported that they encountered a request for contact. In particular 64 (19.8 %), 55 (17.0 %) and 48 (14.9 %) respondents reported as they encounter a request 1-2 times, 3-5 times, and more than 6 times respectively. The rest 156 (48.3 %) reported as Never.

	Frequency	Percent
Never	156	48.3
1-2 times	64	19.8
3-5 Times	55	17.0
6 or more times	48	14.9
Total	323	100.0

Table:8 Contact request via the Internet or a mobile phone

No	Questionnaire Items	6 or more times		Three to Five Times		Once to twice		Never		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
6	My contact has offered me money or any kind of gift in exchange for continued online engagement (Grooming)	12	3.7	8	2.5	24	7.4	27	86.4	32	100
7	An adult threatened me to release pictures or videos of myself with sexual content(Blackmailing)	7	2.2	3	0.9	3	0.9	31	96	32	100
8	An adult asked me questions about explicit sexual content through the Internet or a mobile device.	13	4	9	2.8	19	5.9	28	87.2	32	100
9	An adult sent me photos or videos of himself/herself with sexual content.	6	1.9	9	2.8	25	7.7	28	87.6	32	100
10	I have sent an adult photos or videos with sexual content of me	3	0.9	0	0	2	0.6	31	98.5	32	100
11	I have been asked to have cybersex with an adult (e.g., via a webcam)	0	0	2	0.6	2	0.6	31	98.8	32	100
12	Adult asked me over the Internet to have offline sex.	2	0.6	6	1.9	26	8	28	89.5	32	100
13	Adult gave me an abundance of compliments and affection to gain my love and trust online.	49	15.2	26	8	57	17.6	19	59.1	32	100
14	Adult try to make me feel sorry for him, or guilty about something, in order to make it more likely I'll do what he wants online.	20	6.2	9	2.8	35	10.8	25	80.9	32	100

Table 9: Typology of OSAE

Grooming

For a question grooming seen on table 9, No. 6, 44 (13.6 %) reported as their contacts offered money or any kind of gift for continued online engagement. Specifically 12 (3.7 %) report they encounter More than six times, 8 (2.5 %) reported

as three to five times, and 24 (7.4 %) as Once to twice. The remaining 279 respondents (86.4 %) responded as they have not encountered any grooming at all.

Blackmailing

As seen on Table No. 9, No. 7 of the study questionnaire 13 (4%) reported that an adult has threatened them to release pictures or videos of them with sexual content. Out of these aggregate report, 7 (2.2 %) said blackmailing happened them More than six times while 3(.9 %) and 3 (.9 %) respectively reported as blackmailed three to five times and Once to twice. From the total 323 respondents 310 (96 %) reported they have not faced blackmailing at all.

Adult has asked them questions about explicit sexual content through the Internet or a mobile device

As it is seen on Table 9 No. 8, in the study questionnaire 41 (12%) reported that an adult has asked them questions about explicit sexual content through the Internet or a mobile device. Out of these aggregate report, 13 (4 %) said they were asked to send sexual explicit materials very Three to Five times while 19(5.9 %) and 9 (2.8 %) respectively reported as were asked to send sexual explicit materials Once to twice and three to five times. From the total 323 respondents 282 (87.3 %) reported they were not asked to send sexual explicit materials at all.

Adult Sending Sexually explicit materials

In the study, 40 (12.4 %) reported that an adult sent explicit sexual content through the Internet or a mobile device. Out of these aggregate report, 25 (7.7 %) said

adults sent sexual explicit materials Once to twice while 9(2.8 %) reported as adult did send sexual explicit materials three to five times. 6 (1.9 %) reported that adult sent sexual explicit materials More than six times. From the total 323 respondents 283 (87.6 %) reported they did not get sexual explicit materials from adults at all. See: Table 9 No.9

Sending an adult photos and videos with sexual content

In the study 5 (1.5 %) reported that they sent adult photos and videos with sexual content. Out of these aggregate report, 3(0.9 %) said they sent adult photos and videos with sexual content More than six times while 2(0.6 %) reported as they did send adult photos and videos Once to twice. From the total 323 respondents 318 (98.8 %) reported they did not sent adult photos and videos at all. See Table 9, No. 10

Asked to have cybersex with an adult

Four (4) (1.2 %) reported that they were asked to have cybersex with adults. Out of these aggregate report, 2(0.6 %) said they were asked often and same amount report as Once to twice. From the total 323 respondents 319 (98.8 %) reported they were not asked to have cybersex on internet at all. See Table 9, No. 11

Asked to have offline sex

In the study, 34 respondents (10.5 %) reported that they were asked to have offline sex by adults. Out of this aggregate report, 26 respondents (8.0 %) said they were asked once to twice and same amount report as once to twice. From the total 323

respondents 319 (98.8 %) reported they were not asked to have cybersex on internet at all. See Table 9, No. 12

Adult gave abundance of love and affection to get my love trust

In the study questionnaire 132 (40 %) reported that adults gave them an abundance of love and affection to get love and trust (Love bombing). Out of these aggregate report 57 (17.6 %) said adults gave them an abundance of love and affection to get love and trust Once to twice, while 49(15.2 %)& 26 (8.0 %) reported as adults gave them an abundance of love and affection to get love and trust More than six times and three to five times respectively. From the total 323 respondents 191(59.1 %) reported adults did not gave them an abundance of love and affection to get love and trust at all. See Table 9, No.13

Adult try to make sorry for him or guilt about something

In the study questionnaire 65 (19.8 %) reported that Adult tried to make sorry for him or guilt about something. Out of these aggregate report 35 (10.8 %) said adults tried to make sorry for him or guilt. Once to twice, while 20(6.2 %) & 9 (2.8 %) reported adults tried to make sorry for him or guilt more than six times and three to five times respectively. From the total 323 respondents 259 (80.2 %) reported Never. See Table 9, No. 14

No	Questionnaire Items	6 or more times		Three to Five Times		Once to twice		Never		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
15	I have maintained a flirtatious relationship with an adult online.	7	2.2	3	0.9	7	2.2	306	94.7	323	100
16	I talked about sexual things with an adult on the Internet	17	5.3	2	0.6	20	6.2	284	87.9	323	100
17	I have made an adult boyfriend/girlfriend I previously met on the Internet in person	18	5.6	8	2.5	40	12.4	257	79.6	323	100
18	We have met offline to have sexual contact	2	0.6	1	0.3	10	3.1	310	96	323	100

Table 10: Relationship Items

Maintained a flirtatious relationship with an adult

In the study 17 (5.3 %) reported that they maintained a flirtatious relationship with an adult. Out of these aggregate report 7 (2.2 %) said they maintained a flirtatious relationship with an adult. Once to twice and More than six times, 7 (2.2 %) said they maintained a flirtatious relationship with an adult more than six times while 3 (0.9 %) reported that they maintained a flirtatious relationship with an adult three to five times. From the total 323 respondents 306 (94.7 %) reported Never. See Table 10, No. 15

Talk about sexual things on Internet

In the study 39 (12.1 %) reported that they talk about sexual things on Internet with an adult. Out of these aggregate report 20 (6.2 %) report that they talk about sexual things on Internet with an adult Once to twice, 17 (5.3 %) reported as they talk

about sexual things on Internet with an adult they maintained more than six times while 2 (0.6 %) reported that they talk about sexual things on Internet with an adult three to five times. From the total 323 respondents 284 (87.9 %) reported Never. See Table 10, No. 16

I have made an adult boyfriend that I previously met on internet

In the study 66 (20.5 %) reported that they have made an adult boyfriend that they previously met on line. Out of these aggregate report 40 (12.4 %) report that they made an adult boyfriend that they previously met on line Once to twice, 18 (5.6 %) reported as they made an adult boyfriend that they previously met on line more than six times while 8 (2.5 %) reported that they made an adult boyfriend that they previously met on line three to five times. From the total 323 respondents 257 (79.6 %) reported never. See Table 10, No. 17

We have met offline to have sexual contact

In the study 7 (2.1 %) reported that they have made an adult boyfriend that they previously met on line. Out of these aggregate report 40 (12.4 %) report that they made an adult boyfriend that they previously met on line Once to twice, 18 (5.6 %) reported as they made an adult boyfriend that they previously met on line More than six times while 8 (2.5 %) reported that they made an adult boyfriend that they previously met on line Three to Five times. From the total 323 respondents 257 (79.6 %) reported Never. See Table 11.

	Frequency	Percent
Never	316	97.8
Once to twice	10	3.1
Three to Five times	1	.3
6 or more times	2	.6
Total	323	100.0

Table 11: met offline to have sexual connection

Sex with how many men

In the study 18 (5.5 %) reported that they had sex with at least one man they previously met on line. Out of these aggregate report 10 respondents (3.1 %) report that they had sex with one man they previously met on line, 3 (0.9 %) respondents report that they made sex 2 to 3 men they previously met on line, Moreover, 5 (1.5 %) respondents report that they made sex more than 5 men they previously met on line. From the total 323 respondents 305 (94.4 %) reported they did have sex with 0 men. See Table 12

	Frequency	Percent
0	305	94.4
1	10	3.1
2-3	3	.9
More than 5	5	1.5
Total	323	100.0

Table 12: Sex with how many men

Profession of men engaged

In school girls who participated in the study were asked to respond to the questionnaire item about the profession of men engaged in online contact. 107 (33.1 %) report their contacts were students, while 29 (9.0) report as their contacts were Business man, followed by 18 (5.6 %), 9 (2.8 %), 9 (2.8 %) and 5 (1.5 %) were GO workers, Health Professionals, Teachers

	Frequency	Percent
NGO worker	5	1.5
GO worker	18	5.6
Business man	29	9.0
Health Professional	9	2.8
Teacher	9	2.8
Student	107	33.1
Undisclosed	147	45.2
Total	323	100.0

Table 13: Profession of men engaged

4.1.2 Focus group Discussion Result Report

Focus group discussion (FGD) was one of the qualitative research design scheduled to be implemented in the study. In this study, FGD was made in order to triangulate the findings of mainly questionnaire administered to female students in the four secondary schools.

The process of conducting the FGD was so challenging to very start since the topic at hand was so uncomfortable and kind of taboo to talk about especially with the students group. With persistent explanation and encouragement from the researcher's side, they began to open up and able to express themselves in focus group discussion.

In general FGD participants were asked to discuss on social media and sexuality.

The first FGD question item that was forwarded to the FGD participants was if what they think about the presence of online Sexual Abuse against girls in the school. All of the participants have agreed on the presence of online sexual abuse. They have explained that they have observed growing magnitude of online sexual abuse in their respective schools. From their discussion, it was able to determine that children mostly female students are victims of online sexual abuse since they have various factors that made them vulnerable.

The Participant of the FGD was presented with the question guide asking which online sexual abuses are most prevalent in school. Mostly student participants have express their idea that primarily they give girls so much attention and affection, lots of kindness, gifts, money in order to make them ready for next stage (i.e. grooming), that would be followed by giving an abundance of love and affection (love bombing) to make girls stay with them online and extend their relation to physical contact. They all said that Love bombing and grooming are widely used in the primary stages of the relationship.

According to the FGD participants, once online sexual abusers develop confidence their target girls are in their hands, they would, then ask their victim to send picture; first normal pictures, followed by partial nude pictures through texts and voice messages. To motivate and encourage girls to post and send their pictures of sexual contents (nude body), abusers would send sexual content pictures from different digital sources. This is a prevalent tactic abusers usually do in relation to their target adolescent girls. That would be followed by nude pictures of abuser themselves.

As per the FGD discussion finding, in the target schools even if it is not as prevalent as that of love bombing and grooming, men abusers are reported to use the tactic of making girls feel sorry for them and make them their girlfriends for short time and rarely for life. As they have elaborated well, participants of the FGD further stress that abusers will employ sextortion, persistence and blackmailing to force girls to send nude pictures of them, do online sex and offline sex. Participants especially from the two Public schools (Dil Ber and Ketchene Medhanialem secondary school) described well that there were girls affected by persistence and blackmailing tactics psychologically and mentally. These affected girls mostly isolate themselves, loose interest and focus in attending classes and be on the edge.

In relation to the question that asks if Schools do have any preventive mechanism to reduce the magnitude of on line sexual abuse against girls; the private school and faith based school directors and teachers have stressed that they have a

strict school code of conduct that even forbids students to carry mobile apparatus in the school compound. Since this case is current development, the two private schools confirm that they don't have a relevant law and regulations.

One of the public schools, Dil Ber Director said that; "We have the same policy with private schools on carrying mobile apparatus to school. If any student is found carrying apparatus, it will be confiscated."

The Director has given an instance where a girl and boy were found using mobile in school. And their mobiles were confiscated. Later, he said, their parents were called and given a final notice.

Even if the four schools revealed as they don't have an appropriately development law and regulation to the issue, the four school Directors and teachers report that they are making their students know and be aware of the existing danger and provide education on their rights. In all schools, FGD participants disclosed that they use banners and public speeches to make students aware of generic sexual abuse in schools and outside. They, however, disclosed that schools are not making students be aware of their right particularly in relation with online sexual abuse and exploitation.

With the FGD question that asks if there is there any mechanism where students report abuses including online sexual abuse anonymously, participants in both categories mentioned that there are some existing mechanisms where victims of online and generic sexual abuse. Teachers, homeroom teachers, Unit leaders, School guidance and Counseling office and girls'/gender clubs that are mostly lead by female

teachers, and school administrations were listed as elements in the mechanism. Participants of the FGD were also asked if the school have Speak Up mechanism that keeps the victims unanimous. They all agree that they don't have such a mechanism in all 4 schools. However, students are told as they can report any sexual abuses directly to school Directors. Students told the researcher that they don't have a confidence on the process since their identity might be revealed to perpetrators and other students, they rather prefer keeping silent than facing humiliation and bullying by their fellow students.

Participants in female students' FGD have mentioned fellow students and teachers as prime abusers, followed by merchants and business men and Government employees. Teachers, guidance and counseling and Directors have on their side named business men and government employees as prime abusers. Male students were mentioned as a second prominent on line sexual abusers.

One Female participant explained her view in the following manner;

“The most dangerous online sexual abusers that might impact you to life is a teachers. Once you are engaged with them on line, there is no return back, If you dare to get back, he will for sure made your schooling life quite miserable..” (FGD with Female Students, Addis Ababa)

Since the phenomenon is becoming widely observed in recent years, in both FGDs, it was reported that schools are not that much prepared for online sexual abuse survivors. Any case in relation to online sexual abuse is obliged to be treated in the service centers and providers that are trained, prepared to provide support service for generic sexual abuse.

4.1.3 Checklist on Document Review

As it is clearly seen in the checklist, the four target school directors confirm that that have no policy document, which is in relation with online sexual abuse. However, the researcher confirmed that Addis Ababa City Administration Education Bureau has distributed a manual that guides the overall extra-curricular activities of clubs, including gender club. This manual gives direction mandates of each clubs that includes Gender clubs. Gender club is tasked with narrowing gender gap between males and females. It is also given with a task of conducting awareness raising works in order to minimize sexual abuses against female students. The manual generically treats on-line sexual abuse with other forms that happen through media. Online sexual is not treated specifically on its own as a separate entity.

No safe guarding policy is found in the four target schools. The code of conduct that the researcher observed and reviewed is in relation with general disciplinary and social conducts including sexual abuse. No mention of on line sexual abuse in any of the four schools.

With regard to the service directory, the researcher couldn't find any service directory that inform students about the on line sexual abuse service provision, complaint and speak up process and addresses to reach for.

The reviewed Ethiopian Education and development road map (2018) did not mention any of the on line sexual as a problem in its contents.

√ if there is, x if not					
S.No	Type of Document/Element	Dil Ber school	Ketchene Medhanialem school	Lazarist school	Amigonia
1	Policy/Manual on prevention of sexual abuse	√	√	√	√
2	Policy/Manual on prevention of on line sexual abuse	X	x	x	X
3	Safeguarding Policy that includes OSA	X	x	x	X
4	Code of Conduct for teachers and school admin	√	√	√	√
5	Code of Conduct for students	√	√	√	√
6	Does the teachers' and school admin Code of conduct have specific items in relation with on line sexual abuse	X	x	x	X
7	Does the Student' Code of conduct have specific items in relation with on line sexual abuse	X	x	x	X
8	Service Directory to combat on line sexual abuse	X	x	x	X
9	Does the curriculum/road map say anything about online sexual violence as topic	X	x	x	X

Table 14: Document review checklist

CHAPTER FIVE

DISCUSSION

This chapter is dedicated to disclosing finding of the study and discussions in line with the research questions. The discussion would look back to previous study findings and discuss in contrast and comparison with this study.

RQ 1: What is the magnitude of online Sexual abuse and exploitation against female students in the study's target schools?

According to Disruptive behavior (ECPAT, 2022) reported that the proportions of children subjected to OCSEA in the past year (2019) varied from 1% in Viet Nam to 20% of children in the Philippines. This figure reveals that there is some inert country variation in magnitude of on line sexual abuse. Yet another study reveals that Online child sexual abuse, in a broad category ,had a prevalence rate of 15.6% (SE, 1.0%) of the sample in US. (Finkelhor, Turner, & Colburn, 2022) Moreover, as per the report of Disruptive behavior (ECPAT, 2022) internet using children aged 12-17 were victims of on line sexual Exploitation and abuse. As per this study that was conducted on four high schools of Gulele Subcity of Addis Ababa female high school students were reported to face online sexual abuse and exploitation. The result of the quantitative study showed that the at least adolescent girls have experienced online sexual abuse ranging from 1.2 % to 40 %. Likewise, the FGD participants have explained that they have observed growing magnitude of online sexual abuse in their respective schools. From their discussion, it was able to determine that children

mostly female students are victims of online sexual abuse since they have various factors that made them vulnerable.

- RQ 2: What are the major types of online sexual abuses and exploitation female students face in the target four schools?

Studies conducted in different parts of the world come up with their respective prevalent type of online sexual abuse. A study conducted in US reported that image-based sexual abuse is the most prevalent type of online abuse with the prevalence rate of 11.0% followed by self-produced child sexual abuse images 7.2%, nonconsensual sexting, 7.2%; online grooming by adults, 5.4%; revenge pornography, 3.1%; sextortion.% (Finkelhor, Turner, & Colburn, 2022)

In this study conducted in four secondary schools of Addis Ababa, Gulele Sub City, it was found out that the most experienced type of on line sexual abuse against girls is Love bombing, with 132 (40 %) girls reporting, that adults gave them an abundance of love and affection to get love and trust. Following love bombing, with 66 (20.5 %) girls reporting as boyfriending is the second experienced online sexual abuse. A third type with high magnitude is with 65 (19.8 %) girls reported is Adult tried to make sorry for him or guilt about something. Grooming with 44 (13.6 %) is reported as a fourth type online sexual abuse followed by adults sending sexual explicit materials 12.4% of girls report. From the FGD, it was concluded that primarily they give girls so much attention and affection, lots of kindness, gifts, money in order to make them ready for next stage (i.e. grooming), that would be followed by giving an abundance of love and affection (love bombing) to make girls

stay with them online and extend their relation to physical contact. They all said that Love bombing and grooming are widely used in the primary stages of the relationship.

RQ 3: Who are the major Online Sexual perpetrators in the target schools?

According to a study conducted in US (Finkelhor, Turner, & Colburn, 2022) disclosed that the in most categories of online sexual abuse and exploitation dating partners, friends, and acquaintances not online strangers, are predominantly perpetrator of adolescents. Another study report released on Disruptive Harms declared that up to 60 % of cases in most of the target 13 countries, offenders of OCSEA were more likely to be someone the child already knows in person. Surprisingly, the most common offender was found to be an older friend or someone the child knew from before (aged 18+), followed by a friend under 18.

The result of this study showed almost similar finding with the two studies conducted in US and 13 targeted countries. From the study it was able to know that 138 (42.7 %) respondents reported that people they have online sexual interaction were between 14-18 years, while 77 (23.8 %) respondents reported that people they interact with were between 19-20 years. Moreover, 38(11.8%), 18(5.6%), & 4 (1.2 %) respondents reported that people they interact with were between 21-30 years,31-40 Years, and above 40 years respectively. On the other hand in relation to professional identity of online sexual contacts, from girls who participated in the study 107 (33.1 %) School girls revealed that their on line contacts were their fellow students, while 29 (9.0 %) respondents reported that their online sexual contacts were Business man, followed by 18 (5.6 %),9 (2.8 %), 9 (2.8 %) and 5 (1.5 %) were GO workers, Health Professionals, and Teachers. Almost similar results were found from the FGD.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The finding of this study has revealed that Female students in the four Gulele Sub city secondary schools faced online sexual abuse and exploitation mostly by their peers. The result of the study concluded that the magnitude of online sexual abuse and exploitation ranges from 1.2 % to 40 % girls report as they face once form of abuse.

The research further concluded that the most reported type of on line sexual abuse and exploitation against girls is Love bombing, with 132 (40 %) girls, followed by boy friending with 66 (20.5 %). 65 (19.8 %) girls reported the type of abuse that adult tried to make sorry for him or guilt about something stands as third type of online sexual abuse type experienced by girls. Female students in the four Gulele Sub city secondary schools faced online sexual abuse and exploitation mostly by someone they know especially their peers and some businessmen whom they don't have prior

6.2 Recommendations

The school administration must develop safeguarding policy that takes into consideration the issue of on line sexual abuse and exploitation. The safeguarding policy would include policy of the school on any form of abuse and exploitation including online sexual abuse and exploitation against adolescent girls.

Teachers and admin staff must sign code of conduct that emanates from the safe guarding policy.

Students must be provided with continuous awareness and education on the presence of the online sexual abuse and its preventive mechanisms on various modalities, like Peer education, mass education on safe internet day celebrations, IEC/BCC materials like Bill boards, using social and mainstream medias. Apart from the code of conduct for teachers and students, it should have service directory in connection with handling such abuses and exploitations.

Parents and male siblings must be notified and informed of the danger their female children are in and promote open family discussion through intervention like community wide events, peer to peer sessions, innovative interventions that involve social media and mass media.

Convention on the right of Children (CRC) committees and its members like Women and Children affairs office, Police, CBOs, GOs and NGOs etc must be on-board to activate the functionality of the system from prevention of Online sexual abuse, building and boosting the confidence of female adolescent students on Speak-up mechanism.

Build the capacity of the law enforcement bodies like police, attorneys and judges through trainings and establishment of friendly and trusted law enforcement environment so as to enable them handle cases with online sexual abuse and exploitation.

Education Bureau of Addis Ababa and Ministry of Education of Ethiopia has to integrate the prevention, control and handling of issue related with technologically

assisted or on-line sexual abuse in its educational curriculum and extracurricular comprehensive sexual education.

Ethio-telecom, Safari com and other telecom service providers have to design more effective prevention technology platforms and resources to provide 'safety by design' to deter perpetrators through Pop-up warnings and Chabot.

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Appendices I

Addis Ababa University

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

School of Psychology

Questionnaire to be filled by Adolescent girls

Purpose of the questionnaire: this questionnaire is intended to collect data on the magnitude of online sexual abuse and exploitation against adolescent young girls and its psychosocial impact on their life in Dil Ber and Ketchene Medhanialem high schools of Gulele Sub City from Public schools and Lazarist and Amigonia schools from Private high schools. It is expected to be filled by adolescent girls at the four target schools.

The information that you are going to give is strictly confidential supported by written consent .and you are not required to write your name; so that, you are expected to give the actual (right) information with in the given time.

Thank you for your cooperation

Instruction

Dear respondents! All of the following items contain alternative response types that are asking information about online sexual violence of among adolescent young girls and its psychosocial impact on their life. Please, read each items carefully to respond to each item's question.by putting (x) under the labeled number given in front of each item. Moreover, for those open ended Items, please write your replies briefly on the space provided.

Part one: demographic information

1. Your Grade: A/9 B/10 C/ 11 D/12

2. Age: -----

3. Gender: A/ Female B/Male

4. Religion: A/ Orthodox B/ Muslim C/ Protestant D/ Catholic E/ If any other, please specify -----

Part II. Questionnaire for Online Sexual Solicitation and Interaction with Adults (QOSSIA)

Instruction: Please Put tick(√) mark in rating of your choice for each question the following questions; and answers briefly for those open ended questions.

Rating Scale: 3: 6 or more times 2: 3-5 Times 1: Once or twice 0: Never

S/No	Questionnaire Items	3	2	1	0	Specify
1	How do you characterize your internet use? I use Internet....					
2	In the past 12 months, I have had online call, chat, and texting with men and women					
3	If your response is affirmative to Question #2, in which category of age your contacts fall?	14-18	19-20	21-30	31-40	≥40
4	How did you meet your contacts for the first time?	Online	offline			
5	In the past 12 months, how often have you experienced contact request via the Internet or a mobile phone with a person or persons who is/are, or you suspect is/are, 18 years old or older?	6 or more times	3-5 times	1-2 times	Never	
6	My contact has offered me money or any kind of gift in exchange for continued online engagement					
7	An adult threatened me to release pictures or videos of myself with sexual content					
8	An adult asked me questions about explicit sexual content through the Internet or a mobile device.					
9	An adult sent me photos or videos of himself/herself with sexual content.					
10	I have sent an adult photos or videos with sexual content of me					

11	I have been asked to have cybersex with an adult (e.g., via a webcam)					
12	An adult asked me over the Internet to have offline sex.					
13	An adult gave me an abundance of compliments and affection to gain my love and trust online.					
14	An adult try to make me feel sorry for him, or guilty about something, in order to make it more likely I'll do what he wants online.					
15	I have maintained a flirtatious relationship with an adult online.					
16	I talked about sexual things with an adult on the Internet					
17	I have made an adult boyfriend/girlfriend I previously met on the Internet in person					
18	We have met offline to have sexual contact					
19	How many persons of older than 18 years did the occurrences mentioned in the previous question involved?	More than 6 persons	4 or 5 persons	2 or 3 persons	1 person	None

20. From Your engagement in online sex with adults, can you tell the profession/work?

Please put tick (✓) mark in the space provided.

1. NGOs..... 2. Government Employees..... 3. Merchants 4. Health Professionals.... 5. Teachers....6. Student 7. Other

21. What measures should you think would be taken by each of the following parties to reduce the impact of online sexual abuse among the adolescent girls? Please write them in short.

- a. School.....
- b. Family/Community.....
- c. Government.....
- d. Others (Specify).....

Thank You!

Appendices II

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Social Psychology Graduate Program

FGD Guide

Purpose of the FGD guide: It is intended to collect data about the online sexual abuse and exploitation in your school by conducting FGD among school administrators, teachers and guidance and counseling staff members.

The information that you participants of the FGD are going to give is strictly confidential and you are not required to give your name and sign informed consent to express your willingness to participate in the FGD. You are encouraged to use your time economically. If you are not comfortable with the FGD, you have the right to withdraw.

Thank you for your cooperation Instruction

I. FGD Guiding Questions

1. What do you think about the presence of online Sexual Abuse against girls in the school?
2. Discuss on the prevalence of online sexual abuse in your school?
3. Which online sexual Abuses do you think most prevalent in your school?
 1. Does the school have any preventive mechanism to reduce the prevalence of on line sexual abuse against girls? Does the school inform students of their rights?
4. Is there any mechanism where students report abuses including online sexual abuse anonymously?
5. Who do you think the online sexual abusers are in your school?
6. What are the services available for online sexual abuse survivors?

Appendices III

Document Review Checklist

S.No	Type of Document/Element	√ if there is, x if not			
		Dil Ber school	Ketchene Medhanialem school	Lazarist school	Amigonia
1	Policy/Manual on prevention of sexual abuse				
2	Policy/Manual on prevention of on line sexual abuse				
3	Safeguarding Policy that includes OSA				
4	Code of Conduct for teachers and school admin				
5	Code of Conduct for students				
6	Does the teachers' and school admin Code of conduct have specific items in relation with on line sexual abuse				
7	Does the Student' Code of conduct have specific items in relation with on line sexual abuse				
8	Service Directory to combat on line sexual abuse				
9	Does the curriculum/road map say anything about online sexual violence as topic				

Appendices IV

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና ስነሰርዓት ጥናቶች ኮሌጅ

የሳይኮሎጂ ት/ቤት

የሶሻል ሳይኮሎጂ ድህረ ምርቃት ፕሮግራም

የጽሁፍ መጠይቅ

የጽሁፍ መጠይቅ አላማ:

ይህ ጽሁፍ መጠይቅ በድል በር ፣ ቀጨኔ መድሃኒያለም አሚኒያ እና ላዛሪስት ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በበየን መረብ አማካኝነት ስለሚፈጸሙ ወሲባዊ ጥቃቶች የስርጭት መጠን ለማወቅ፣ በተጠቀሰው ላይ ስለሚያደርሰውም ስነልቦናዊ እና ማህበራዊ ተጽእኖዎች ለማጥናት በተዘጋጀ የሁለተኛ ደግሪ ማሟያ ምርምር ጽሁፍ መረጃ ለመሰብሰብ የተዘጋጀ ነው። መጠይቁ በት/ቤቶቹ ውስጥ በሚገኙ ሴት ተማሪዎች የሚሞላው።

የሚሰጡት መረጃ በጥብቅ ሚሲጢር የሚያዝ ሲሆን ስምዎትን እንዲሰጡም አይገደዱም። በውይይቱ ላይም ለመሳተፍ የእርሶን ፈቃደኝነት የሚገልጹበትን መግለጫ ምልክት እንዲያደርጉበት በአክብሮት እጠይቃለሁ። የተሰጠውን ግዜ በአግባቡ በመጠቀም የሚሰማዎትን ሀሳብ ላይ መረጃ እንዲሰጡ እጠይቃለሁ።

ስለትብብሮት በጣም አመሰግናለሁ።

አጠቃላይ መመሪያ

ውድተሳታፊ

ከእዚህ በታች የሚገኙትን ሁሉም ጥያቄዎች በየመረብ አማካኝነት በሚፈጸሙ ወሲባዊ ጥቃቶች ዙሪያ ስርጭት እና የሚያደርሱትን ስነልቦናዊ እና ማህበራዊ ተጽእኖዎች ላይ የሚያጠነጥኑ ሲሆኑ አማራጭ መልሶች ተካተውባቸዋል። ስለዚህ ሁሉንም ጥያቄዎች በጥንቃቄ በማንበብ ይመልስልኛል የሚሉት አማራጭ ላይ በኤክስ (x) ምልክት ያደርጉበት። አጭር መልስ በሚሹት ጥያቄዎች ላይም መልሶትን አጠር አድርገው በመጻፍ ይመልሱ።

	ሰዎች እድሜ በአብዛኛው በየትኛው የእድሜ ክልል ውስጥ ናቸው?	18	20	30	40	
4	ትውውቅ ካደረጉት ሰው/ች ጋር ለመጀመሪያ ጊዜ የተገናኙት በየትኛው መንገድ ነው?	በበዩን መረብ	በአካል			
5	ባለፉት 12 ወራት ጊዜ ውስጥ እድሜያቸው 18 እና ከ 18 ዓመት በላይ ይሆናቸዋል ብለሽ ከምትጠረጥሪያቸው ሰዎች በበዩን መረብ የግንኙነት ለመፍጠር ምን ያህል ጊዜ ጥያቄዎች ቀርበውልሻል ?	6 ጊዜ እና ከ ናከዚ ያበላ ይ	3—5 ጊዜ	1—2 ጊዜ	በጭራሽ	
6	በበዩን መረብ የተዋወኩት ሰው የበዩን መረብ ግንኙነቱን እንድቀጥል ለማግባባት የገንዘብ እና መሰል ቁስ ስጦታዎች ሰጥቶኛል።					
7	በበዩን መረብ የተዋወኩት አዋቂ ሰው ወሲብ ነክ የሆኑ የእኔን ምስሎች እና ተንቀሳቃሽ ምስሎች (ቪዲዮ) በበዩን መረብ እንደሚለቅ አስፈራርቶኛል።					
8	በበዩን መረብ የተዋወኩት አዋቂ ሰው ግልጽ የሆኑ ወሲብ ነክ ጉዳዮችን በዩን መረብ ላይ ጠይቆኛል።					
9	በበዩን መረብ የተዋወኩት አዋቂ ሰው ወሲብ ነክ ይዘት ያላቸውን የራሱን ምስሎች እና ተንቀሳቃሽ ምስሎች ልኮልኛል።					
10	በበዩን መረብ ለተዋወኩት አዋቂ ሰው ወሲብ ነክ ይዘት ያላቸውን የራሴን ምስሎች እና ተንቀሳቃሽ ምስሎች ልኬያለሁ።					
11	በበዩን መረብ ከተዋወኩት አዋቂ ሰው ጋር በዩን መረብን (በጭብካም) በመጠቀም የሚካሄድ ወሲብ አድርጌአለሁ።					
12	በበዩን መረብ የተዋወኩት አዋቂ ሰው በአካል ወሲብ እንድንፈጽም በበዩን መረብ ጠይቆኛል።					
13	የተዋወኩት አዋቂ ሰው ከኔ ፍቅር እና እምነትን					

	ለማግኘት ሲል ብዙ አድናቆት እና መውደድን አሳይቶኛል።					
14	የተዋወኩት አዋቂ ሰው እሱ የሚፈልገውን ማናቸውም ነገሮች በበየን መረብ እንድሰራለት በማሰብ ስለ እሱ እንዳዘገለገሉት ወይም የጥፋተኝነት ስሜት እንዲሰማኝ ለማድረግ ሞክሯል።					
15	ከተዋወኩት አዋቂ ሰው ጋር ወሲብ ቀስቃሽ በሆነ ሁኔታ ግንኙነት አለኝ።					
16	ስለወሲባዊ ጉዳዮች በበይነ መረብ ከተዋወኩት አዋቂ ሰው ጋር በበየን መረብ አማካኝነት አውርተናል።					
17	ቀደም ሲል በበየን መረብ ከተገናኘሁት አዋቂ ሰው ጋር በወንድ /ሴት የፍቅር ጓደኝነት መስርቻለሁ።					
18	ቀደም ሲል በበየን መረብ ከተገናኘሁት አዋቂ ሰው ጋር በአካል በመገናኘት ወሲባዊ ግንኙነት ፈጥረናል።					
19	ከላይ በጠቀሰው ጥያቄ ውስጥ ያለውን ክስተት (ወሲባዊ ግንኙነት) ከምን ያህልከ18 አመት በላይ ከሆኑ ሰዎች ጋር ተከስቷል?	ከ 6 ሰዎች በላይ	4-5 ሰዎች	2 ወይም 3 ሰዎች	1 ሰው	ምንም

20. በበየን መረብ አማካኝነት ከአዋቂ ሰዎች ጋር በነበሮት ግንኙነት የለዎቹን ሞያ መገመት ይችላሉ?

- 1. በጎ አድራጎት ድርጅት ሰራተኛ.....2. የመንግስት ሰራተኛ.....3. ነጋዴ 4. የጤና ባለሞያ5. መምህር.... 6. ተማሪ 7. ሌላ.....ይግለጹ.....

21 . በታዳጊ ሴቶች ላይ የሚደርስን በበየን መረብ የሚደረግ ወሲባዊ ጥቃት ተጽእኖን ለመቀነስ ከእዚህ በታች በተዘረዘሩ ባለድርሻ ወገኖች ሊወሰዱ የሚገባቸው እርምጃዎች ምን ይሁኑ? አጠር አድርገው ሀሳቦችን ይግለጹ።

- ሀ. ትምህርት ቤት.....
- ለ. ቤተሰብ እና ማህበረሰብ.....
- ሐ. መንግስት.....
- መ. ሌሎች ወገኖች ይዘርዘሯቸው.....

Appendices: V

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና ስነባህሪ ጥናቶች ኮሌጅ

የሳይኮሎጂ ት/ቤት

የሶሻል ሳይኮሎጂ ድህረ ምርቃት ፕሮግራም

የትኩረት ቡድን ውይይት መመሪያ

የትኩረት ቡድን ውይይት መመሪያው አላማገጅም መመሪያ በበይነ መረብ አማካኝነት ለሚካሄዱ ወሲባዊ ጥቃቶች ከትምህርት ቤት አስተዳዳሪዎች፣ መምህራን እና የጋይዳንስ እና ካውንሰሊንግ ባለሙያዎች መረጃ ለመሰብሰብ የተዘጋጀው።

የእዚህ ትኩረት ቡድን ተሳታፊዎች በውይይቱ ወቅት የሚሰጡት መረጃ እና ውይይት በጥብቅ ሚስጢር የሚያዝ ሲሆን ስምዎትን እንዲሰጡም አይገደዱም። በውይይቱ ላይም ለመሳተፍ የአርሶን ፈቃደኝነት የሚገልጹበትን መግለጫ እንዲፈርሙም በአክብሮት እጠይቃለሁ። የተሰጠውንም ጊዜ በአግባቡ እንዲጠቀሙ ይበረታታሉ። በትኩረት ቡድኑ ውይይት ወቅት ምቹት ካልተሰማዎት በየትኛውም ጊዜ ማቋረጥ የሚችሉ መሆኑን በማክበሮት አሳውቃለሁ።

ስለመልካም ትብብሮት አመሰግናለሁ።

ሲሳይ አለማየሁ

የትኩረት ቡድን ውይይት ጥያቄዎች

1. በትምህርት ቤቶች ውስጥ በሴቶች ተማሪዎች ላይ ይደርሳል ስለሚባለው በይነ መረብን መሰረት ያደረገ ወሲባዊ ጥቃቶች ምን ይላሉ?
2. በትምህርት ቤቶች ውስጥ ይደርሳል ስለሚባለው በይነ መረብን መሰረት ስለአደረጉ ወሲባዊ ጥቃቶች ስርጭት ብዛት ውይይት አድርጉ።

3. የትኛው የበይነ መረብን መሰረት ያደረገ ወሲባዊ ጥቃት አይነት በእዚህ ትምህርት ቤት ውስጥ በብዛት የሚታይ ይመስሎታል?
4. በትምህርት ቤቶች ውስጥ የሚታየውን የበይነ መረብን መሰረት ያደረገ ወሲባዊ ጥቃት ስርጭት ለመቀነስ የሚያስችል የመከላከያ ስልቶች ት/ቤቶች አሉትወይ? ት/ቤቶች ተማሪዎች ከተማሪዎች መብት መጠበቅ አኳያ ስለመብታቸው ያሳውቃቸዋል?
5. በበይነ መረብን መሰረት ያደረገ ወሲባዊ ጥቃት የገጠማቸው ሴት ተማሪዎች ማንነታቸው ሳይታወቅ ለሚመለከታቸው የት/ቤቱ አካላት የሚያሳውቁበት መንገድ አለ?
6. በትምህርት ቤቶች ውስጥ በበይነ መረብን መሰረት ያደረገ ወሲባዊ ጥቃት አድራሾች እን ማንናቸው ብለውያስባሉ?
7. ትምህርት ቤታችሁ ውስጥ በበይነ መረብን መሰረት ያደረገ ወሲባዊ ጥቃት ደርሶባቸው፤ከጥቃቱ ለተረፉ ተማሪዎች የሚሰጡ አገልግሎቶች የትኞቹ ናቸው?