

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF GENDER STUDIES**

**FEMALE STUDENTS' HARASSEMENT AT THE PHILOSOPHY
AND SOCIOLOGY DEPARTMENTS OF THE ADDIS ABABA
UNIVERSITY: ITS EFFECTS AND MECHANISMS OF
RESPONSE**

Name of the student: Helen Hailu **signature**_____

Approved by

Chairperson Signature Date

Advisor Signature Date

Internal Examiner Signature Date

External Examiner Signature Date

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF GENDER STUDIES**

**FEMALE STUDENTS' HARASSEMENT AT THE PHILOSOPHY AND
SOCIOLOGY DEPARTMENTS OF THE ADDIS ABABA
UNIVERSITY: ITS EFFECTS AND MECHANISMS OF RESPONSE**

BY: HELEN HAILU

**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**

May, 2010

Addis Ababa

Table of Contents

	Page
Acknowledgement	i
Acronyms	ii
Abstract	iii
List of Tables	iv
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Objectives of the study and research questions	3
1.4 Significance of the study	4
1.5 Delimitation of the study	4
1.6 Limitations of the study	4
1.7 Method	5
1.8 Methodology	5
1.8.1 The study area	5
1.8.2 The nature of the sample	5
1.8.3 Sources of Data	6
1.8.4 Instrument used for data collection	6
1.8.5 Data collection procedure followed	6
1.8.6 Method of data analysis	7
1.9 Ethical considerations	7
CHAPTER TWO: RELATED LITERATURE REVIEW	8
2.1. Sexual harassment in general	8
2.1.1 Sexual harassment defined	8
2.1.2 What constitutes sexual harassment?	10
2.1.3 Why does sexual harassment occur?	11
2.1.4 Sexual harassment in higher educational institutions	12

2.1.5 Effects of sexual harassment in higher educational institutions	13
2.2 Theoretical framework	15
2.3 Sexual Harassment In Light Of The Legal Provisions Of Ethiopia	18
2.3.1 The constitution of Ethiopia	18
2.3.2 The revised criminal code of Ethiopia	18
2.3.3 International conventions ratified by Ethiopia	20
2.3.4 How does sexual harassment in higher education violate these laws?	22
CHAPTER THREE: RESEARCH FINDINGS	23
CHAPTER FOUR: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	39
4.1 DISCUSSION	39
4.1.1 What are the types of sexual harassments that are evidenced in the departments of Philosophy and Sociology?	39
4. 1.2 who are the perpetrators of sexual harassment in the departments of Philosophy and Sociology?	40
4.1.3 How are sexual harassment cases responded to by the responsible bodies of AAU?	43
4.1.4 What are the effects of harassments on female students educational development?	44
4.1.5 What can be done to help improve the situation?	45
4.2 Conclusions	47
4.3 Recommendations	49
References	52
ANNEXES	I
1. Questionnaire For female students in the AAU, Philosophy & Sociology department	I
2. Questionnaire for Male students in the AAU, Philosophy & Sociology department	Vi

Acknowledgements

First, I would like to thank the Lord Almighty for being there for me through out my whole life.

I am highly indebted to Prof. Habtamu Wondimu whose constructive comments were highly valuable for the completion of this research.

I would also like to extend my appreciation to my whole family and friends who have been helping me in many ways through out my studies.

Last but not least my special thanks go to my colleagues at Sida and the IGS staff.

Thank you all!!!

Acronyms

AAU	Addis Ababa University
CEDAW	The Convention on the Elimination of All forms of Discrimination Against Women
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
UNESCO	United Nations Educational Scientific and Cultural Organization
UDHR	Universal Declaration of Human Rights
WHO	World Health Organization

Abstract

Having an educated population is a prerequisite for developing a nation. By educating the population, we mean providing educational opportunities for both males and females to make sure that they both develop their country by competent and skilled performance. More and more female students are enrolled in the AAU every year. Their participation and success is affected by many factors. One of which is sexual harassment that is directed towards them by different actors i.e. male students, male teachers and male administrative staff mostly. Female students, administrative staff and teachers are also perpetrators although this study did not concentrate on it.

The objective of this paper was to find out the effects of sexual harassment on the educational development of female students and the university's response towards such acts. The writer used quantitative research method specifically survey questionnaire to address the research questions. All the female students of two randomly selected departments (Philosophy and Sociology) and randomly selected male students of the same departments participated. The secondary data was obtained from books, published and unpublished internet sources and journals. The research reveals that it is the perception of the students of the departments that male students are mostly the perpetrators of sexual harassment, it also reveals that the most frequent sexual harassment that female students face is verbal abuse (insult), that most of the sexual harassment cases are not reported to the relevant authorities and most reported cases may not be properly attended to by the appropriate bodies. Some recommendations are suggested to solve the problem.

List of Tables

Table 1- Respondents' by Sex and Department

Table 2 - Age Distribution among the Student Respondents

Table 3 - Respondent's years of Entry

Table 4 - What Constitutes Sexual Harassment for the Respondents

Table 5 - Male Students' View on Who the Perpetrators Are and harassed female students' view
of the same

Table 6- Student Respondents' View on Whose Fault It Is

Table 7- Students' Response on Whether They Would Report Sexual Harassment Cases

Table 8- Students' View on Disciplinary Measures on Instructors That Harass Students

Table 9- Students' Response on What Should Be Done to Alleviate the Problem of Sexual
Harassment in AAU

Table 10- Response of Female Students on Whether They Have Faced Harassment in the
University

Table 11- Types of Harassment Faced Frequently by the Female Students That Reported They
Were Harassed

Table 12- Female Students' Reply on Questions Asked If They Knew Someone Sexually
Harassed in the University

Table 13- Response of Female Students on Whether Incidents of Sexual Harassment That They Know About Are Reported to Appropriate Bodies

Table 14 - Reaction of the Harassed Person (Measures Taken by the Victim)

Table 15- Attitude of Instructors and Other Staff in the Respondents' Department Towards Sexual Harassment as Described by Female Respondents

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Having an educated population is a prerequisite for developing a nation. By educating the population, we mean providing educational opportunities for both males and females.

In line with this, more and more female students are enrolled in the AAU every year. Their participation and success is affected by many factors. One of which is harassment that is directed towards them by different actors i.e. male students, male teachers and male administrative staff.

Many sources reveal that sexual harassment can be defined in many ways, its scope is determined mainly on where it occurs and how it is perceived by the victim and the laws that govern it (Rice, 1994).

For our purpose sexual harassment can be defined as unwelcome sexual advances, requests for sexual favors, and other visual or verbal or physical conducts of a sexual nature whereby such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or academic status as will be explained further in this paper (Rice, 1994).

Sexual harassment is often raised by many female students as a problem in many occasions as one of the reasons for their lack of success in advancing their studies. The paper is an attempt to address this problem.

Although sexual harassment is known to occur in many setups, this paper will only be concentrating on those that occur in the higher educational institutions, taking Addis Ababa University (AAU) as the main area of study. The writer has picked up this institution especially the Sidist killo campus for many reasons. Some of the main reasons are the fact that the writer is

one of the graduates of the university and has been able to observe and hear rumors of such nature that can be termed as sexual harassment in the university. The writer was interested in the results of the occurrences in terms of the responses and reactions of the students and also the members of the university community. Whether or not these incidents were formally communicated, it was quite interesting reactions that were observed. The other main reason is the convenience for the writer to conduct such a research at the AAU. The third reason is that AAU is the largest and most experienced university in the whole of Ethiopia; its development in terms of responding to such issues like sexual harassment could and should be taken as lessons learned and points of departure for change both in the AAU and other institutions.

Based on this, the thesis will discuss: Sexual harassment in general; what constitutes Sexual harassment; why Sexual harassment occur in general; Sexual harassment in higher educational institutions; effects of sexual harassment in higher educational institutions; the theoretical framework, the methodology and design of the study in its first chapter. In its next chapters the findings are presented. Based on the data the writer has gathered and analysis of the same out of which the conclusions and recommendations are derived.

1.2 Statement of the Problem

In a developing country like Ethiopia, education is by all means the only way perceived to make sure that the country develops in a manner that it can compete with the rapidly developing and changing world. For students' to succeed in their studies, there is a need to improve the quality of education that is provided to them, there is also a need to make sure that school environments are free from different kinds of incidents that disturb the students' concentration in their studies and that could seriously damage the student's feeling of safety and peace. This is true for any

kind of education that is provided in the country, be it in the elementary, secondary or tertiary level.

The AAU is one of the renowned institutions in Ethiopia that provides tertiary education. It has a vast experience in the academic world in Ethiopia and has earned the respect of many international institutions and organizations for its graduates. With regards to sexual harassment though, it seems that not much of a progress has been noted yet in comparison to how far this institution has come to providing quality education. Quality of education should also include the safety and security of students and an environment free of sexual harassment. But many sources reveal that female students in higher educational institutions suffer from the effects of sexual harassment. Thus, to what extent this is true in AAU and what measures can be taken to minimize such problems should be of interest.

1.3 Objective of the study and Research Questions

The objective of this paper was to find out the effects of sexual harassment on the educational development of female students and the responses to Sexual harassment in AAU. The study tried to suggest some recommendations to improve the responses that the university should provide.

The writer had tried to meet the objectives of the paper by responding to the following research questions:

1. What types of sexual harassment are evidenced in the departments of philosophy and sociology?
2. Who are the perpetrators of harassment in those departments?
3. How are sexual harassment cases responded to by the responsible bodies of AAU?
4. What are the effects of sexual harassment on female student's educational development?

5. What can be done to help improve the situation?

1.4 Significance of the Study

The findings of this paper in the writer's view are very important because although it is known that many female students are enrolled in the university through the affirmative action plan that the Ministry of Education has launched, many of these female students have not reached the final year of their university studies or have barely done so. Although this could be the result of many reasons, it's heard many times that sexual harassment that occurs in the university is one of the reasons and needs further studies.

Perhaps, the findings of this study can be of some use in the efforts to mitigate the occurrence of sexual harassment in order to protect the female students from such unlawful acts.

1.5 Delimitation of the Study

Sexual harassment is mainly perpetuated by men against women. Although there are instances of sexual harassments that are perpetuated by women against men, this paper will not be covering this issue due to scope limitation.

1.6 Limitation of the Study

Due to time and resource limitations, this paper will also not be covering sexual harassment that occurs among persons of the same sex. Furthermore, it will not be covering all issues of harassment in collegial relations.

1.7 Method

The writer used quantitative research method to address the research questions. This is mainly due to the fact that quantitative research has the ability to effectively translate data in to easily quantifiable charts and graphs.(Hopkins,2000). The responses of students of the two randomly selected departments (Philosophy and Sociology) were covered through quantitative method.

1.8 Methodology

1.8.1 The study area

The researcher has selected randomly the two departments of philosophy and sociology in order to carryout the study. Based on the information obtained from the registrar office of Addis Ababa University, in the last semester, regular students registered in those departments were supposed to be 103 males and 44 females in the philosophy department and 170 male students and 65 female students in the sociology department of all entries yet because of some drop outs and others dismissed the exact number of the students in reality is reduced. The respondents were all female students of those departments and a few randomly selected male students in those departments. Thus it is on sufficient representation of the two departments that the study is conducted. (Bryman, 2004)

1.8.2 The nature of the sample

The researcher has distributed survey questionnaires to all regular female students of the two the above mentioned randomly selected departments. Male regular students of the same departments were also provided with questionnaires so that their views are also reflected in the results of the study, though their numbers are very limited as they were randomly selected and provided with

questionnaires. It was only the regular students that were considered to make the sample manageable (Russel, 2001). The writer has concentrated on the female students as the paper's objective was to show the effects of sexual harassment on female students. Hence, the whole female population of the regular students of the two departments are considered while the male students were randomly selected (Russell, 2001).

1.8.3 Sources of data

The writer has used both primary and secondary sources. The primary sources are the respondents to the quantitative data. Secondary sources include relevant documents such as books , unpublished and published research thesis, articles, journals and other internet websites.

1.8.4 Instrument used for data collection

The data collection tools used for the purpose of the study were different questionnaires. The questionnaires had in them both open and close ended questions designed to measure the students' understanding of what sexual harassment is , and the level of information flow among the students and the general opinions of the students regarding the issue of sexual harassment as well as the prevalence of sexual harassment in the selected departments. Pilot study was conducted before the collection of the main data, to test the effectiveness of the questions; based on the feedback obtained minor changes were made to the final questionnaires.

1.8.5 Data collection procedure followed

Out of 157 questionnaires that were distributed, only 119 were returned as the first 20 questionnaires were distributed to instructors of the departments and none were returned.10

students did not return the questionnaires and some 8 questionnaires are not used because they failed to respond to many of the main questions and were thus unusable.

1.8.6 Method of data Analysis

After the data collection was done, the results were coded and fed in to SPSS software to obtain the results. Depending on the nature of the questions and the data, percentages and tables were used to interpret the findings. Some students had failed to respond to some questions in the returned questionnaires thus the writer had used the actual number of students who have replied to the questions as a basis for calculating the percentage, and those missing ones are marked as such in the tables. Based on the findings discussions are provided as well as conclusions derived and recommendations are made.

1.9 Ethical Considerations

The writer had pointed out that she will be very cautious in maintaining confidentiality of the information they provide to the study; mainly the students and teachers of the campus even if it is only questionnaires that were filled out. The objective and purpose of the study were clearly explained to each respondent on the questionnaires.

CHAPTER TWO: RELATED LITERATURE REVIEW

2.1 Sexual Harassment in General

2.1.1 Sexual Harassment Defined

Different sources indicate slightly differentiated definitions for the term “sexual harassment”. The difference lies on where the context of this definition lies and perceptions of different individuals as well as communities attached to it.

Unwelcome sexual advances, requests for sexual favours and other visual, verbal or physical conducts of a sexual nature where 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic status; 2) submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or 3) The conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance or of creating an intimidating, hostile or offensive environment to work or to learn is considered as sexual harassment (Riggs, Murrell and Cutting, 1993).

Another writer, when defining sexual harassment, states that sexual harassment consists of an instrumental relationship through the introduction or imposition of sexist or sexual remarks, requests or requirements, in the context of a formal power differential. It further states that it can also occur where no such power differential exists, if the behavior is unwanted by or offensive to the woman (Rice, 1994). Thus, broadening its definition to what the victim feels as harassment becoming the defining factor.

When a formal power differential exists, all sexist or sexual behavior is seen as sexual harassment since the woman is in no position to object, resist, or give fully free consent. It is important to note here that sexual harassment is a form of sex discrimination that involves unwanted or unwelcome conduct and although most cases involve and allege that a male has harassed a female, harassment may also involve persons of the same sex or female to male (Fitzwater, 2003).

Verbal sexual harassment includes sexual innuendo or other suggestive comments; humor and jokes about sex or gender specific traits; sexual advances or propositions; insults and threats (Fitzwater, 2003).

Physical sexual harassment is the intentional touching of another's body (e.g. pinching, brushing, patting), kissing, the inappropriate display of a part of one's body, coerced acts of a sexual nature, demeaning actions or activities (e.g. pushing, blocking a pathway) based on sex (Fitzwater, 2003).

Non-verbal sexual harassment are much more difficult to prove and are defined as leering; whistling; suggestive or insulting looks, sounds, gestures, pictures, cartoons, or calendars; and the display or distribution of offensive or derogatory written materials (Fitzwater, 2003).

In the US, researcher Nan Stein defines sexual harassment in schools and universities as: "unwanted and unwelcome behavior of a sexual nature that interferes with the right to receive an equal educational opportunity" (Stein, 1995, p. 145-161).

2.1.2 What Constitutes Sexual Harassment?

Due to the vastness of the subject, sexual harassment and the possibility of defining it in many ways based on the definitions provided to it through different actors, it has become more and more difficult to provide what it constitutes for fear of exclusion of many other behaviors that can be considered as sexual harassment.

To mention some of the widely used and known behaviors that sexual harassment is supposed to constitute are (University of Iowa, 1991):

- Sexually explicit statements, jokes, comments, questions, innuendoes, anecdotes, or gestures;
- Rape or attempt to rape;
- Physical assaults or other touching, unnecessary patting, brushing against a person's body that is sexual in nature, or any other inappropriate touching of an individual's body
- Sexual advances, whether or not they involve physical touching
- Promising favorable treatment or threatening unfavorable treatment based on a person's response to sexual demands
- Displays of sexually oriented reading materials or pictures, including electronic materials
- Punishing a person for complaining of sexual harassment

It is important to note here that even though these actions are stated here as acts that constitute harassment, this is not an all inclusive list and there are many actions that constitute sexual harassment depending on the culture they are done in and the victim's definition. Thus culture is considered as an instigator for sexually harassing behaviors evidenced (Zindi, 1994).

Behavior which is sexual in nature and is clearly welcomed and reciprocated –such as flirting between peers – is not sexual harassment, unless the request is made persistently once it has been made clear that is not wanted (Panos, 2003).

2.1.3 Why Does Sexual Harassment Occur?

Many researchers claim that power difference is one of the main reasons why sexual harassment occurs. Due to the power provided to individuals pertaining to their field, they tend to use such power to influence helpless victims by threatening them and also convincing them that they should comply with their request which is sexual in nature. Non compliance is often related to punishment and embarrassment to the victim. It is known in many cultures that men are supposed to take the first steps when it comes to starting sexual relations. This is mainly true for third world countries especially in Africa.

Unequal power relation, socio economic force, family institutions, fear and control over female sexuality, belief in the inherent male supremacy and legislative and cultural sanction are some of the factors which contribute for violence directed against women (Rover, 2002)

Economic dependence of women on men contributes a gross share for sexual harassment in general. Poverty, illiteracy and dependence as a whole has a lot to contribute for the prevalence of sexual harassment as people with these problems tend to submit to ill treatment in order to fulfill their basic needs. Some scholars stress the biological need for sexual pleasure as factors that instigate sexual harassment.

Under-representation of women in power and politics, in the media, legal and medical profession, a risk of challenging the status quo of religious laws, limited organization of women as a political force and less participation in organized political system are the political factors

that makes women incapable to do something to stop violence against them (Carillo, 1992) This is to mean that the fact that there is less real representation of women in politics and in different sectors has made sexual harassment as women's problem less recognized for there is no one better to tell of a women's problem than women themselves.

2.1.4 Sexual Harassment in Higher Educational

Institutions

Educational institutions are the main places where offences like sexual harassment tend to happen. This is mainly because of the power difference that exists between the teachers, the other staff and the male and female students of the same.

The same is true in higher education institutions as the students and teachers as well as other staffs are not in the same position and thus, it gives space for harassment. Female students are more vulnerable to sexual harassment since time immemorial. They are considered as weak and passive thus, encouraging those around them to make sexual advances toward them with possible consequences of losing marks and gaining them, threatening, physical assault etc...

The U.S. Department of Education has defined two types of sexual harassment in their Guidance under title 9 these are:

Quid Pro Quo Harassment--A school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid pro quo harassment is equally unlawful whether the student resists and suffers the threatened harm or submits and thus avoids the threatened harm.

Hostile Environment Sexual Harassment-Sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment.

2.1.5 Effects of Sexual Harassment in Higher Educational Institutions

Sexual harassment has both physical and psychological effects on the victims. According to psychologist Linda Manning, there are three kinds of effects of sexual harassment: 1) Effects on the victim 2) Effects on the harasser and 3) Effect on the university community.

1) Effects on the victim: In higher education institutions, studies show that students are traumatized and experience a variety of effects that are related to sexual harassment that have direct bearings in the way they perform in their studies like:

- Powerlessness
- Humiliation
- Stress
- Sense of betrayal
- Depression

As a result of sexual harassment a student might drop a course, change a major, quit a job, or perform poorly academically, have trouble sleeping, lose her/his appetite, decrease participation in class, avoid a study group, change schools, avoid the library, not go to a professor/ teaching assistant's office hours. Students may experience multiple effects or just

one. The wide range of experiences lowers the percentage of students who experience any particular effect.

The impact is worse for an individual when, as is often the case, no action is taken and a person has to meet his or her harasser on a regular basis at their school and institution (Panos, 2003).

There is increasing evidence of the impact of sexual harassment on academic results. The southern African Network of Tertiary Educational Institutions Challenging Sexual Harassment and Sexual Violence argues that the behavior by male students and teachers distorts female educational choices, restricts their movement and opportunities to contribute to university life and affects institutional performance (Panos, 2003).

Being subject to sexual violence or harassment is extremely threatening to a student's physical safety and psychological welfare, both immediately and in the long term (Panos, 2003). As already stated above, psychological effects include loss of self-esteem, depression, fear for personal safety, anger and an increased risk of suicide.

2) Effects on the harasser: If and when exposed, harassers will face consequences that are detrimental to their lives. These include:

- Embarrassment
- Loss of professional credibility
- Possible termination
- Lawsuits

3) Effects on the university community: Having a harassing staff member has negative effects on the university community on a variety of levels. These include:

- Public relations problems
- Possible loss of students
- Lawsuits
- Possible loss of federal funding (as the case may be)

The effect that sexual harassment has on the society as a whole is significant. This makes the issue of sexual harassment in the higher educational institutions a very serious issue to tackle in order to have a normal relationship between academicians and members of the society as a whole. One can see that survivors are affected of course, but so are their friends, colleagues, and acquaintances. Perpetrators, both those that are involved and those that who know about his/her action but can not- or do not- see a way of preventing the behavior, are affected (Bennett, 2002).

The general atmosphere on the campus is implicated, both by unreported attacks (where many know of what happens but no one can act against it) and by publicized attacks, which tends to polarize opinion and escalate tensions. In the long term, the whole profile of the institution is affected, through the development of a reputation in which the campus is known to be unsafe and management is spoken of as ineffective, or worse, as complicit (Bennett, 2002).

2.2 Theoretical Framework

Feminists largely indicate that sexual harassment of women by men is a manifestation of socialized male power and dominance. Thus they are concerned with sexual abuse in all forms that occur in different set ups like higher education institutions. Sexual harassment has implications on equality of the sexes and the principle of gender equality.

Sexual abuses like sexual harassment and rape are mostly directed at females by male teachers and students as well as members of the faculty. The radical feminist state that masculinity is not

a solution rather a problem due to its emphasis on aggression, competition and violence directed by men against women and feminized men (Peterson and Runyan, 1999). This is the main reason for them, especially the cultural radical feminists to resort to the strategy that re-values previously denigrated aspects of femininity, making them the norm to which all people should aspire in pursuit of a better world. For the radicals claim that the values that masculinity aspires to tend to have resulted in mass destruction that makes women sufferers. Radical feminists argue that:

A fundamental source of women's oppression is male domination of women's bodies, both ideologically (through pornography, demeaning stereotypes, sexist jokes) and practically (through andocentric marriage and property laws, denial of women's reproductive rights, sexual violence) (Peterson and Runyan, 1999, p. 169).

The writer agrees with this assertion in so far as it is manifested in the actions that are covered under the term sexual harassment. All feminist theories are ways forward to improve the lives of women as that is the main reason they are called feminist in the first place. Improving the educational lives of women, gender equality and equity is a purpose under most of these theories. The interrelated social patriarchy system allows men to exploit women and to provide an ideology which legitimize the oppression of women by men. Hence feminists in the west refer to the term gender based violence in order to focus on the importance of female gender as structural determinant to health and a significant marker of inequality, injustice and ill treatment associated with violence and abuse (Peterson and Runyan, 1999, p. 173).

Gender based violence is a systematic violence embedded in societal power relation based on male dominance supported by a continuum of force, which includes murder, rape, battery, and sexual harassment (Peterson and Runyan, 1999, p. 173).

The low quality of basic education has been recognized as a fundamental constraint on attempts to expand girl's education in virtually every county. From a gender-equality perspective, quality means creating a functioning and positive school environment in which girls can learn (Aikman and Unterhalter, 2005). Thus by eliminating the sexual intimidation and harassment of female students, and providing basic facilities for their safety and dignity, governments can make institutions 'girl –friendly', reduce female drop-out and improve girls' learning attainment.

Dealing with sexual harassment and intimidation of girl pupils is an uphill struggle in most countries, because it means challenging deeply entrenched male attitudes towards female sexuality; but, by the same token, it is very difficult to see how schools can become 'girl friendly' as long as such attitudes and practices are allowed to persist (Aikman and Unterhalter, 2005).

2.3 Sexual Harassment in Light of the Legal Provisions Of Ethiopia

2.3.1 The Constitution of Ethiopia

According to our constitution Article 9(1), the constitution is the supreme law of the land and any practice that contravenes it is of no effect. In the same constitution, international agreements ratified by Ethiopia are integrated as integral parts of the Ethiopian legal system.

Article 24(1) of the constitution states that everyone has the right to respect for his human dignity.

The constitution in its article 35(1) proclaims that women shall in the enjoyment of rights and protections provided for by the constitution have equal right with men. Thus, through this provision, the constitution entitles women with equal rights as men in all of the things that we can think of.

Another article that we can use as a basis for our topic at hand in the constitution is Article 41. In this article, it is stated that everyone has the right of access to education. In subsequent parts of this concept note we will try to see how sexual harassment is in clear violation of these provisions of the constitution.

2.3.2 The Revised Criminal Code of Ethiopia

Simply put, the revised criminal code of Ethiopia does not recognize sexual harassment as a crime on its self. But many of the acts constituting sexual harassment can be found to be punishable under this criminal code. From the acts constituting sexual harassment mentioned above, one can find that rape is explicitly covered under Article 620 (1) of this code. Under it, it is stated that “whoever compels a woman to submit to sexual intercourse outside wedlock,

whether by the use of violence or grave intimidation, or after having rendered her unconscious or incapable of resistance is punishable with rigorous imprisonment from five years to fifteen years”. Thus, rape, as such in the higher educational institutions is also addressed with this article no matter who the perpetrator in the case may be.

The other relevant provisions that are related to sexual harassment in the criminal code are articles 264 and 265. Article 264 covers sexual outrages on persons in hospital, interned or under detention. It is considered in this concept paper to be relevant to our purpose as it states that “whoever, by taking advantage of his position, office or state has sexual intercourse or performs an act corresponding to the sexual act or any other indecent act with an inmate of ...any establishment of education... who is under his direction, supervision or authority, is punishable, according to the circumstances of the case, with simple imprisonment not exceeding fifteen years.” This article clearly deals with the circumstances where a student is coerced to have sexual intercourse, or where acts which correspond to sexual intercourse is forced up on a student by the teacher or a person who has authority over the student including other support staffs, where they use their power unlawfully. The article also deals with what it calls “indecent acts” which it does not define or does not provide any interpretation to. While interpreting the law is the task of the courts, while preparing a case for the courts it can be interpreted to include those acts that are humiliating like touching, caressing etc... by the perpetrator.

The other article in the criminal code is article 625, which is a clear case that can be used to punish sexual harassment acts committed by teachers and others as stated in the article. It is slightly different from the above mentioned article as it mentions taking advantage of the distress and dependence of a woman. It is the most relevant one as it deals mainly with the violence that is directed against a female person. It is applicable only upon complaint and the offence is

punishable with simple imprisonment. The article covers also all other acts that constitute sexual harassment since it also uses the phrase “any other indecent act”.

Another provision of the criminal code that is related to sexual harassment is article 643 which deals with indecent publicity of and advertisement. According to its sub article 1, a person who displays in public indecent or immoral objects, products or works, is punishable with simple imprisonment for not less than one month, and fine. Sending of such objects by any means for persons not having solicited them or having no professional interest in them is also made punishable upon complaint with a fine not exceeding five hundred birr, or with simple imprisonment in its sub article 2. Considering the fact that an educational institution at any level is a public place, and even the offices with in such institutions are public, such displays by instructors and university staff to students can be addressed through this article as it constitutes one of the acts that constitute sexual harassment.

Although the wording “sexual harassment” is not explicitly used since some of the acts constituting sexual harassment are covered in these above mentioned articles, a student who is faced with such situations can avail herself of these articles and sue her perpetrators.

2.3.3 International Conventions Ratified by Ethiopia

As it is stated earlier, international agreements and conventions ratified by Ethiopia are integral parts of the laws of the country. Of these for the topic at hand the most relevant ones are the UN Charter and subsequent human right documents like the Universal Declaration of Human Rights (UDHR), The International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), The Convention on the

Elimination of All forms of Discrimination Against Women (CEDAW) and the UNESCO Convention Against Discrimination in Education.

Some of the provisions in the international instruments relevant to sexual harassment are the following:

- In the UDHR, Article 1 states all human beings are born free and equal in dignity and rights.
- The preambles of the ICCPR and ICESCR state that the inherent dignity and of equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.
- CEDAW provisions specifically prohibit discrimination against women. It is the first instrument which was able to entertain women's agenda in particular (Genet Adem, 2007). According to its provisions, any practice that has the purpose or effect of impairing women from exercising their rights on equal basis with men is inadmissible.
- DEVAW (Declaration on Elimination of Violence Against Women), which was devised as a resolution No. 48/604 by the 1993 Vienna Convention to unravel the incessant danger that women suffer, which provides under its preamble provides that gender based violence is the manifestation of historical gender inequality between male and female in power and other grounds. It states that this inequality makes women subordinate to males for their various wants and needs. It defines violence against women as any physical, psychological and sexual harm against women in public or private life owing to gender disparity between males and females. This definition is inclusive of sexual harassment.
- UNESCO Convention against Discrimination in Education prohibits sex discrimination in education that has the purpose or effect of restricting equal treatment in education. It

also states that imposing on any person conditions which are incompatible with the dignity of man is discrimination in education.

2.3.4 How Does Sexual Harassment in Higher Education Violate These Laws?

As sexual harassment reduces the status of women to sexual object having no right to choose as to when, where and with whom they have sexual relationships, it torments, degrades and humiliates them leading to the effects that are discussed in the previous chapter above. It generally rips off their human dignity and is therefore in violation of the supreme law of the land as well as the conventions and agreements that are ratified by our country. Sexual harassment, perpetuated by anyone in higher educational institutions or anywhere is a case of discrimination in education as it denies female students their right to participate in and benefit from the educational programmes provided in the institutions (Netsanet, 1999).

When the perpetrators impose sexual demands on the female students, they are in effect denying them equal treatment in education thereby having adverse effect on the academic fate of the student. All in all sexual harassment creates a hostile and abusive environment for the sexually harassed student. The constitution and the international conventions ratified by Ethiopia outlaw sexual harassment.

The need for the country to take legal measures including penal sanctions, civil remedies, as well as compensatory provisions against sexual harassment is inevitable as the country is one of the signatories of the CEDAW. Not only in the general laws of the country, but there is a need to adopt an anti-sexual harassment policy by all higher educational institutions to comply with the laws of the country.

CHAPTER THREE: RESEARCH FINDINGS

The writer conducted a research to address the research questions. For this purpose, the writer chose two departments randomly. The chosen departments were philosophy and sociology departments of the AAU. The writer had contacted the registrar office of the AAU in order to find out how many students were expected to be enrolled for the second semester (2009/10 academic year) in the selected departments. Since the sex disaggregated data for the second semester was not ready, I accepted the rough estimate from the first semester data as there were more students who would not be registered for the second semester for different reasons like withdrawal and dismissal. The plan was to reach the entire first, second, third and fourth year female students and to reach a few of the male students and a few instructors as well. This was done in order to present the points of views of all stake-holders and to show the disparities of thinking that the issue at hand would reveal.

Thus based on this, the writer distributed 130 questionnaires, the contents of which are annexed at the end, to 90 female and 40 male students of both departments. The writer was able to get 119 questionnaires that were filled out by the students. The total number of students who filled out the questionnaires are shown below on Table 1.

Table 1- Respondents' by Sex and Department

Department	Sex		Total
	Male	Female	
Phi;osophy	14	19	33
Sociology	20	66	86
Total	34	85	119
Percentage	29%	71%	100%

As can be gathered from the above table, 29% of the student respondents were male while 71% of the respondents were female students. The study has tried to get response from all the female students that are learning in those departments.

We have found that all the respondents are found with in the age range of 18-25, but most of the respondents are aged between 19-22. The respective age distribution of the student population is as shown below in table 2.

Table 2 - Age Distribution among the Student Respondents

Age	Frequency	percent
18	6	5%
19	31	27%
20	33	28%
21	22	19%
22	16	14%
23	6	5%
24	1	1%
25	1	1%
Total	116*	100%

* missing information = 3

The distribution of the respondents according to their year of school is as elaborated below in Table 3, which shows a fair distribution among all years of studies.

Table 3 – Respondent’s years of Entry

Year of Entry	No. of students	percentage
2007	26	22%
2008	30	25.4%
2009	31	26.3%
2010	31	26.3%
Total	118*	100%

* a respondent had failed to specify (missing information 1)

The writer tried to look in to the different points of views of the respondents taking in to consideration their sex differences and their experiences when it comes to sexual harassment.

Based on this, through the annexed questionnaire that was distributed to the male and female students of the two selected departments, the writer tried to capture the views of the respondents on many issues. Below are the raw data of the responses that the writer got from the respondents on the issues of sexual harassment which will be discussed in detail and analyzed in the next chapter.

Questions that are related to the male students and female ones were targeted at identifying to what extent they are familiar with the term sexual harassment and what in their view constitutes sexual harassment. The respondents replied stating their views on what constitutes sexual harassment as is elaborated below in Table 4. As can be seen in the table, there are a few who defined it as only rape, or just insult (verbal abuse). Most recognized that it is a forced act up on individuals but most in this group emphasized on that it is mainly women who face harassment. Others have said indecent touching and grabbing is taken as sexual harassment while some others have raised beating and other acts that are forceful. Some enumerated all of those acts that they considered harassment.

Table 4 - What Constitutes Sexual Harassment for the Respondents

Type of Harrassment	Sex		Total	Percentage
	Male	Female		
Rape	5	2	7	7%
Insult	0	2	2	2%
Force	8	23	31	30%
Touch	1	0	1	1%
Other	9	5	14	14%
All	11	37	48	46%
Total	34	69	103*	100%

* Missing information =16

Male students were asked if they believed that sexual harassment is a serious problem for female students in their department, about 15 % of them have stated that it is while 49% had said it is not and the rest 36% had stated that they do not know.

In the same manner, male students were asked the question who in their view, are perpetrators of sexual harassment in their department for which most of them have responded to. The majority of them, 52 % said that male students are perpetrators while 26% said its the male instructors, 9% responded that it is male admin staff, two students have stated that it is female administrative staffs while one student replied it is the male and female instructors as shown below in Table 5.

The female respondents that have stated that they were harassed in the university were asked to state who was the perpetrator. The result is also included in Table 5 below. Among the 24

female students that responded to this question, 79% replied that it was male students, 13% stated that the perpetrators are male administrative staffs, 4% of them stated that it is male instructors while still 4% stated its others that have power in the academic structure.

Table 5 – Male Students’ View on Who the Perpetrators Are and harassed female students’ view of the same

Perpetrator	Frequency	%	Frequency	%
	Male response		Harassed females response	
Male students	12	52%	19	79%
Male administrative staff	2	9%	3	13%
Male Instructors	6	26%	1	4%
Others	2	9%	1	4%
Female instructors	1	4%	-	-
Total	23*	100%	24	100%

* missing information= 11

To look in to the attitudes that students have on whose faults that they think the problem of sexual harassment is, both female and male students were asked to state their view. The result as shown below shows that more male students believe that it is the fault of the female students while others said it is the fault of the perpetrator. Table 6 below shows the responses of the students’ distinguished by sex. Here we can see that most of the female students blame the perpetrator, some the university, and others blame all the parties, that is the university, female students and the perpetrators. There were other views that were reflected by the students in that some 5 students among the respondents had declared in their view that it is nature, society and socialization that brought up on sexual harassment.

Table 6- Student Respondents' View on Whose Fault It Is

The blamed body	Sex		Total	Percentage
	Male	Female		
Female students	11	6	17	18%
Perpetrators	10	26	36	40%
The University	4	12	16	18%
Other	1	4	5	7%
all	2	13	15	17%
Total	28	61	89*	100%

*Missing information =30

To find out how seriously male students take sexual harassment, the writer posed the question, “Do you think sexual harassment is a serious issue?” 63% of the male students who responded to this question replied that they think it is a serious issue while 37% of them have said it is not. We will get back to the more interesting analysis of how they have come to conclude this way in the next chapter when we come in to the discussion part of this thesis.

Both male and female students have been asked if they would report sexual harassment. They responded in the manner as shown below in Table 8. According to the results of the responses of the 112 male and female students who managed to answer this question, 53% of the male students replied that they would report sexual harassment while 44% of the male students stated that they will not report sexual harassment while the rest 3% had stated that they would report sexual harassment depending on the situation. Of the female students, 69% have replied stating they would report sexual harassment while 28% had responded stating that they would not report

sexual harassment. The rest, 3% had stated that they would report sexual harassment incidents depending on the situation with out providing any information on what circumstances it would actually depend on.

Table 7- Students' Response on Whether They Would Report Sexual Harassment Cases

Response	Sex		Total	%
	Male	Female		
Would report Sexual Harassment	17	55	72	64%
Would not report Sexual Harassment	14	22	36	32%
Reporting would depend the Situation	1	3	4	4%
Total	32	80	112*	100%

* missing information =7

Both the male and female students were asked if they think it is important that AAU should have laws in place against sexual harassment. 57% of the male students who responded to this question replied that there should be laws against sexual harassment while the rest, 43% had said that there should not be. Among the total of 84 female students who managed to reply to this question, 92% of the students are in favor of having a law against sexual harassment in AAU while the rest, 8% are against it. All in all 83 % of all the students who have responded to this question have favored having a law against sexual harassment while the rest, 17% have not favored it.

In the distributed questionnaire the students were asked if they thought corrupt instructors should be dismissed or other disciplinary measures should be taken against them. Students' response is summarized below in Table 8.

Table 8- Students' View on Disciplinary Measures on Instructors That Harass Students

Response	Sex		Total	%
	Male	Female		
Yes	14	73	87	86%
No	5	9	14	14%
Total	19	82	101*	100%

* Missing information 18

According to their responses, among the 101 students that responded to this question, 86% responded "yes corrupt instructors should be dismissed" or other disciplinary measures should be taken against them. Among the male respondents for this particular question, 74% of them had responded that corrupt instructors should be dismissed or other disciplinary measures should be taken against them while the rest, 26% have responded against this kind of measure. The female respondents who responded in favour of dismissing or taking other disciplinary measures against instructors are 89% while the rest 11% responded against it. Here we find the female students are more inclined to stronger measures than their male counterparts.

The respondents were requested to state what measures should be taken by the AAU and other concerned bodies in order to alleviate the problem of sexual harassment in their respective departments and the AAU as a whole. The responses varied considerably yet the researcher has tried to capture all the similar responses while different views will be discussed in the latter

chapter, for the sake of providing what directions the students' are in favor of, the researcher has summarized their responses in the following manner as shown on Table 9 below.

Table 9- Students' Response on What Should Be Done to Alleviate the Problem of Sexual Harassment in AAU

Measures recommended	Sex		Total	%
	Male	Female		
Enacting laws and policies	4	21	25	49%
Nothing	5	1	6	12%
Creating Institutions and bodies	0	6	6	12%
Other	2	12	14	27%
Total	11	40	51	100%

Among the 51 students who replied to this question, 40 (78%) were female while 11 (22%) were male. Of these students, 36% of the male students and 53% of the female students responded by saying we need to enact policies and laws in the university that should be strictly followed. 46% of the male students and 3% of the female students have stated that there is nothing that should be done, 15% of the female students have emphasized the need to strengthen already existing institutions and bodies that work on the harassment issues in the university and also where there are no such bodies establishing them, while 18% of the male students and 30% of the female students suggested other ways of alleviating the problem which can be summarized as: encouraging victims to report, awareness raising activities should be undertaken to students, administrative staffs and students alike, self defense courses for female students, emphasis on implementation of the laws and policies of the university by appropriate bodies, check and

balance on the grading system, providing female students with separate libraries during night time, establishing active clubs to raise awareness on sexual harassment and self assertiveness courses for female students to let them know that they can say no to sexual advances towards them, changing of the attitude of the society. These being some of the constructive ideas gathered the rest will be discussed in the next chapter.

To gather more concrete and factual information on the prevalence of sexual harassment in these departments the researcher asked more direct questions for the female respondents. One such question was if they were sexually harassed in the university. The responses are summarized in Table 10.

Table 10- Response of Female Students on Whether They Have Faced Harassment in the University

Faced Sexual Harassment (responses of female students only)	Frequency	%
Yes	26	31%
No	59	79%
Total	85	100%

As can be seen from Table 10, out of the 85 female students who replied to this question, 31% indicated that they were sexually harassed while the rest 79% replied that they were not. (These responses are highly dependent on the definitions provided by the students themselves on what constitutes sexual harassment).

Since it is important to know what kind of sexual harassment is very common at least in these departments, those that have reported that they have been harassed were asked to specify the type of harassment they have faced. Their response is summarized in Table 11.

Table 11- Types of Harassment Faced Frequently by the Female Students That Reported They Were Harassed

Types of sexual Harassment faced	Frequency	%
Insult	14	74%
Kissing	1	5%
Touching	3	16%
Other	1	5%
Total	19	100%

Table 11 indicates that among the 19 female students that replied that they were harassed, 74% stated they were verbally abused or insulted in the compound, 16% indicated that they experienced inappropriate touching of body parts , while 5% indicated that they were involuntarily kissed (1 person) and the remaining 5% stated that (1 person) she was slapped by the perpetrator.

Female students were asked to state if they were asked for sexual favors in return for grades and the results of this question are as illustrated below in Table 14. Out of the 85 female students that happened to reply to this question, only one student had stated that she was asked sexual favors in return for grades. This student was further asked to elaborate on what she has done about it and her response was that she told friends about it who have ignored the situation.

The effects that the incidents of sexual harassment had on the victims is of interest to the writer as the dimensions of the effect could vary from person to person. Thus, the effect that the sexual harassment had on those that reported that they have been harassed has been questioned the responses of the 15 female students that responded to this question was that they were psychologically affected by the harassment they faced.

Since there may be female students that we have not reached through these questionnaires, the writer had a question for the female students on whether they knew anyone who has encountered sexual harassment in their department. The result of their response is summarized below in Table 15.

Table 12- Female Students' Reply on Questions Asked If They Knew Someone Sexually Harassed in the University

Response	Frequency	%
Yes	35	42%
No	48	58%
Total	83	100%

The table above shows us that among the 83 female students that responded to this question, 42% replied that they do while the rest 58% replied that they don't. Those that said they do were asked further more questions to gather more information. One such question was if the incident was reported to the appropriate bodies in the university. The result is summarized in the table below (Table 13).

Table 13- Response of Female Students on Whether Incidents of Sexual Harassment That They Know About Are Reported to Appropriate Bodies

Response	Frequency	%
Yes	4	10%
No	35	90%
Total	39	100%

As shown clearly in Table 13, among the 39 female students who have managed to reply to this question, only four had stated that the incident is reported which only amounts to 10% of the total respondents. Another related question that was posed is for those that have reported that the incidents were reported was what were the reactions of the concerned bodies once the incident has been reported to them. The result was that only one student replied that the responsible bodies have taken action while the rest have replied that they have ignored it.

To have some ideas on the coping mechanism of the female students, the writer posed a question on how the harassed person had reacted to the situation. The result of the responses is illustrated below in Table 14.

Table 14 - Reaction of the Harassed Person (Measures Taken by the Victim)

Reaction	Frequency	%
Got Depressed	7	21%
Tried to leave Campus	4	12%
Tried to forget and learn from it	19	56%
Dropped the course	1	3%

Other	2	8%
Total	33	100%

Table 14 shows that out of the 33 female students that managed to reply to this question, 21% stated that the victims got very depressed, 12% stated that the victims tried to leave campus, 56% stated that the victims tried to forget the incident and learn from it, 3% (1 person) of them reported that the victim had dropped the course while 8% (two persons) reported that the victims had cooperated with the perpetrator for lack of a better choice.

The writer thought it important to know also the level of communication on the issues of sexual harassment among female and male students as well as between students and instructors. Thus questions which are in one way or another related to this idea were posed to the respondents. One such question posed was how the female students would describe the attitude of the majority of the male students in their departments regarding sexual harassment. The thoughts of the female students regarding the attitude of male students as they have gathered it from their day to day interaction with them. Among the 83 respondents who managed to reply to this question, 64% of the respondents have stated that they think their male counterparts are ignorant of the issue of sexual harassment, 18% reported that they think the male students are concerned about the situation of sexual harassment while 18% have stated that it is hard for them to determine what the male students' attitude is towards this issue as they have not discussed with them the issue before thus have chosen to state that they don't know. Similarly, the same question was asked with regard to the views of the female students in relation to the attitudes of the majority of the instructors and other staffs in their department regarding sexual harassment. Their response is summarized as illustrated below in Table 15.

Table15- Attitude of Instructors and Other Staff in the Respondents' Department Towards Sexual Harassment as Described by Female Respondents

Attitudes of male instructors in view of the female students	Frequency	%
Ignorant	33	40%
Concerned	29	35%
Do not know	21	25%
Total	83	100%

The respondents who managed to reply to this question were 83, out of which 40% stated that they think instructors and other staffs in their department are ignorant of sexual harassment, 35% stated that they believe they are concerned about sexual harassment while the remaining 25% found it hard to judge their perspectives in this area.

The writer tried to reach out to the instructors in the departments selected to get their perspectives on the issue of sexual harassment yet with very little success. Among the 20 questionnaires that were prepared none were returned.

Some of the qualitative questions where students were asked to provide their views on matters of sexual harassment are addressed in the quantitative manner as well, yet the writer believes that there are some ideas that the students mentioned that should not be left unsaid. Thus to start from the responses that were forwarded by the students regarding what constitutes sexual harassment, students have raised that it is related to abuse of power which shows us how far wide the definition can extend which could be further discussed in the next chapter.

The other question which was qualitative in nature was the question regarding what should be done besides enacting laws and policies to alleviate the problem of sexual harassment in the AAU. While most of the responses were captured in the above illustration of the qualitative data in Table 9, the very few that were left out are: That there should be measures taken country wise to change the attitude of the society, uniform clothing system be introduced in the universities, encouraging students to report. Here the students mentioned that some students are discouraged to report because, even if the person that perpetrated against them has been dismissed his friends will make sure that the victim will not pass in the subject they teach as revenge for telling.

The other qualitative information gathered from the questionnaire was on the issue of whose faults it is. Where students have raised issues like the clothing style of some female students instigates the perpetrators, nature is also blamed for this issue because as one female student puts it, 'girls are always weak and boys will always be boys'.

CHAPTER FOUR: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

4.1 Discussion

The research questions that this research was supposed to respond to as noted in the first chapter were: What are the types of sexual harassments that are evidenced in the departments of Philosophy and Sociology? Who are the perpetrators of sexual harassment in these departments? How are sexual harassment cases responded to by the responsible bodies of AAU? What are the effects of sexual harassments on female students' educational development? What can be done to help improve the situation?

These questions will be responded to in light of the findings derived from the students' perspectives respectively.

4.1.1 What Are The Types of Sexual Harassments That Are Evidenced in the departments of Philosophy and Sociology?

Table 11 in the last chapter has shown clearly that verbal abuse is the most common type of sexual harassment that is known in the University especially in those two departments that the writer has picked as samples. A very distant second is inappropriate and intentional touching of body parts while involuntary kissing and beating are also experienced in some cases.

Previous researches conducted in this university also show that threatening female students with daggers and similar weapons was a common phenomenon. The fact that such incident was not revealed in this research does not mean that this kind of sexual harassment has disappeared from the university. Surely there will be more and more kinds of harassment that are faced daily by the

female students of AAU yet not covered under this thesis due to the limitations that are clearly stated in the beginning of the thesis. This shows us that there is a need to do a wide range covering research that will reveal all types of harassments that are evidenced in the university as are indicated by female students, male students, instructors and administrative staffs as a whole and to have a guiding policy that will protect all female students from all acts of sexual harassment by anyone. As we had seen in the last chapter, the students' definition of what constitutes sexual harassment greatly varies. Some tend to stick to just one aspect of sexual harassment in effect not considering all other acts that may constitute sexual harassment as sexual harassment. A clear example could be those who said that rape is considered as sexual harassment, these students may have chosen this particular phenomena because of the graveness they attach to it yet they may not be able to report for instance other incidents of grave sexual advances since what they have engraved in their mind is that sexual harassment is only rape. Thus having a clear definition on the policies of what may constitute sexual harassment is very important for us to know for sure what kind of sexual harassment is prevalent in the university. While framing such a definition, one may consider the female student's view of what act they feel is degrading or makes them uncomfortable in order not to miss out in the list.(Zindi, 1994).

4.1.2 Who Are the Perpetrators of Sexual Harassment in the departments of Philosophy and Sociology?

According to the results of the research as is stipulated in the previous chapter, most respondents have said it is the male students of the university that perpetuate sexual harassment mostly. Then male administrative staff and male instructors are indicated as distant seconds. One may wonder why this is so. The questions posed to male students on how serious they feel is sexual harassment, if they think sexual harassment is a problem for female students in their department

and also if they think there should be laws against sexual harassment in the university were posed to have some idea on their line of thinking. As is shown in the previous chapter, we find that although male students believe that sexual harassment is a serious issue, and they have admitted that it results in the demoralization of their female counterparts, most don't believe that it is a serious issue for the female students in their department. A significant number of them stated that they don't know if it is a problem. Most male students don't think there should be laws governing the issue in the university. A significant number of the respondents have responded in the questionnaire that they believe it is actually the female students who should be blamed for the act as they have 'asked for it' through their dressing style and their attitudes. This attitude is also reflected in other literatures where by teachers, like many parents and even students adhere to the idea that girls 'bring it on themselves' and are to blame for violence and harassment (Panos, 2003). This most certainly should not have been the line of thinking of educated students as it is now evident in this society that women are to be as free as their male counterparts. All the laws that are mentioned in the second chapter of this paper indicate that this is so. Thus the fact that the female students dress in a certain way should not be considered by any means as a reason to harass them. This thinking of trying to dominate the girls' way of dressing and their behavior can be considered as what the radical feminists refer to as the strive by the males to dominate the women's bodies.

Looking in to the responses of the female students on the questions on whether they have been harassed, what their view is regarding the attitudes of male students and instructors and other university staff is on sexual harassment, we found that most girls think these bodies are ignorant while some believed they are not as concerned as they should be but they are aware and a significant number of the respondents have stated that it is hard to say because they never discuss

this issue to indicate their attitude. This can be interpreted in a lot of ways but one good interpretation could be that there is a big communication gap between the male and female students, instructors and other staffs of the university regarding this matter. Information is not shared freely among these groups either because the issue is not given much thought or there just have not been a forum for such. It is found through studies that universities can help to create situations for more open dialogue between the sexes. In situations where there is more communication between women and men, a macho reputation- which can predispose to gender violence- may be deemed less impressive and gender violence is unlikely (Panos, 2003). Thus, communication between the students should be supported regarding this matter through providing the forums for this purpose. Perhaps such communication could serve the purpose of re-valuing aspects of femininity to which all parts of the university community should aspire to in pursuit of a better condition for all. This means that the communication among the groups of students and the instructors as well as the other staffs in the university could develop a much more improved understanding of the feelings of each other and help the coexistence of all. Such is the method that the Radical feminists have advocated for and which can be tried in this setup to bring about understanding among the males and the females.

The writer came across some interesting comments from male students especially that clearly indicated that they believe sexual harassment is an issue but it should not be researched up on as there are more important issues to be discussed. This shows the extent of ignorance or willingness to lay the issue aside by the majority of the male students. Thus, this calls for major awareness raising activities to be done by the university's gender office.

4.1.3 How Are Harassment Cases Responded to by the Responsible Bodies of AAU?

The first step for responding to this question should be are there policies that cover the occurrence of sexual harassment in the university, for which we have found that there is no policy that is directed at tackling the problem of sexual harassment at all. But there are provisions here and there in the rules of the university that touch up on the issues of sexual harassment. How far these rules are communicated to the university community is still questionable because as can be gathered from the responses of the female students when asked if they knew about the existence of a policy which deals with the issue, the majorities have replied that they are not aware. Although such a policy does not exist, the probability of them knowing it if it ever existed is much low because of the information gap they have pointed out.

The responses to the questions on whether those sexual harassment cases faced by the respondents or other students they may know have been reported shows us that its only an insignificant number of cases that are reported. This shows that there is some kind of information gap as well as some fear of reporting as expressed by certain students who filled out the questionnaires. The fear we are referring to are related to the fact that some students are afraid of being blamed themselves instead of being helped when they report, others fear that the body they report to may not be neutral in that the friends of the perpetrator may take actions against them. Some had pointed out that since harassment is perpetrated by those people that are at higher places in the university, any reporting or action would be too late for the victim.

The fact that the very few incidents that are reported to the responsible bodies are not acted up on at all or in time discourages both that have reported the incident and those that were planning to report. Most of the respondents that have stated that they know someone harassed and the

incident has been reported have stated that they would not report sexual harassment. This trend shows us that because the incidents that they know about are not acted up on they are not willing to report in the future as they have lost faith in the responsible bodies as clearly stated by one of the respondents.

4.1.4 What Are the Effects of Sexual Harassments on Female Students Educational Development?

Questions related to the reactions of female students when faced with sexual harassment issues, and the effects it has on them are the ones that we look in to answer this research question. Almost all students that have answered to the question what kind of effect the sexual harassment had on them had replied that they had been affected psychologically. In relation to their coping mechanisms we have seen that the majority of these students have either been very depressed or just tried to forget and learn from the incident, some have tried leaving the campus and dropped courses. This result shows that the incidents have affected greatly their studies. Psychological problems like depression and relating incidents happen to male students also but it is even more so when it comes to the female students who are harassed which can greatly determine the students' concentration on their studies.

Leaving campus and dropping courses will have impact on the career choices of the students and their being able to follow on their studies as normally as other students. Their self confidence and self impression will deteriorate immensely which will have its own impacts on their future. The minds of harassed students would be quite disturbed which leads to long lasting depression. Apart from that most of the effects of sexual harassment that were discussed in Chapter two are also effectively evidenced. This finding is similar to the findings that many studies derived in

different places. Devastating loss of self self-esteem and hence competence, suicidal thoughts and depression, psychotic attacks, immune system depression are evidenced by survivors of sexual harassment. (Bennett, 2002)

4.1.5 What Can be Done to Help Improve the Situation?

The responses that the writer got for this question are varied and important ones. While the complete list of what has been said had been elaborated in the previous chapter, enhancing policy texts, improving medias of communication of the laws and regulations of the university, training the whole of the university community on the effects and consequences of sexual harassment, making the responsible bodies quite visible and available to the students are some of the most important suggestions that need to be carried forward. The need for enhancing policy texts is crucial because policies must not only spell out that sexual violence and harassment are unacceptable and will not be tolerated with in an institution, but also should include an explanation of what constitutes unacceptable behavior, procedures for dealing with it -including sanctions- and should assure confidentiality and protection of the rights of all parties (Panos, 2003).

Some of the students have stressed that enacting laws only does not help but that it has to be strictly implemented. They have stated that this will encourage the students to report and know their rights.

Efforts to address cultural and social constraints that inhibit women from exercising their rights and that looks up on females as inferior should be a shared responsibility of other bodies outside of the university to start advocating for changes at grass root level.

Structures like female students library should be points to look in to when considering prevention of sexual harassment as some students have reported that there is a need for such a structure because female students are mainly harassed during the night time when on their way to and from the libraries.

CONCLUSION

Having an educated population is a prerequisite for developing a nation. By educating the population, we mean providing educational opportunities for both the male and female parts of the population to make sure that they both develop their country. This by far is no more a debate among scholars of the world.

In line with this, more and more female students are enrolled in the AAU every year. And through this study we have tried to see if their participation and success is affected by harassment that is directed towards them by different actors i.e. mainly male students, male teachers and male administrative staffs.

Many sources reveal that sexual harassment can be defined in many ways, its scope is determined based on where it occurs and how it is perceived by the victim and the laws that govern it. The writer so far has tried to provide definitions that are provided by scholars as well as by the students themselves in the different parts of this research. This could help to address the issues of sexual harassment by capturing the different meanings provided to it by the different communities in the university while the concerned bodies try to create a policy towards it.

For the purpose of this research sexual harassment has been defined as unwelcome sexual advances, requests for sexual favors, and other visual or verbal or physical conducts of a sexual nature where by such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or academic status.

Sexual harassment is often raised by many female students as a problem in many occasions as one of the reasons for their lack of success in advancing their studies. The paper was an attempt to have first hand information from the students themselves and also to capture the perspectives of their male counter parts as well as the instructors and to suggest ways to address this problem.

Although sexual harassment is known to occur in many setups, this paper had only concentrated on those that occur in the higher educational institutions, taking the Addis Ababa University (AAU) as the main area of study and randomly picking the sociology and philosophy students .

Based on this, the thesis has discussed: Sexual harassment in general, what constitutes sexual harassment? Why sexual harassment occur? Sexual harassment in higher educational institutions, effects of sexual harassment in higher educational institutions, theoretical framework, results of the findings based on the data the writer has gathered and analysis of the same.

Its important to note here that some of the expected results were not attained achieved. These are: perspectives of the instructors were not included as the instructors in those departments although approached were not able or willing to return the questionnaire in time for the writer to include the results in the analysis the other is for lack of time and proper informants willing to be interviewed.

All in all, the research paper has tried to show the different perspectives regarding sexual harassment among male and female students of the selected departments and the problems that are mostly faced by female students with respect to sexual harassment, and their suggested remedies.

RECOMMENDATIONS

The writer seconds the recommendations of the students as stated in chapter three and four of the research paper. These can be summarized as stated below:

- Enhancing policy texts: although there are rules here and there in the overall university regulation, it is important to look in to the loopholes and try to improve them based on the realities of the students and the university community as a whole. There is also a need to have a separate policy regarding sexual harassment in the university which specifically addresses the issues that are raised both in this paper and also in other researches on the topic. The writer is aware of the fact that such a policy is being drafted by the gender office of the university which can be said a positive move towards achieving a sexual harassment free environment for the university community.
- Improving media of communication of the laws and regulations of the university, this simply refers to the actions to take in order to make known the existence of the policy to the university community once the policy is formulated. Clubs and group discussions are recommended as well as fliers that inform the students of their rights under this policy and procedures to follow when sexual harassment cases occur, and most importantly definitions of what sexual harassment.
- continuously training the whole of the university community on the effects and consequences of sexual harassment: this is something that the gender office does in some occasions but the importance of having such trainings as often as possible is inevitable as refreshing the memories of those that already took those trainings and adding new information and new participants is logical. There are many new students as well as new

staffs that join the university as a whole and these people need to be informed of the rules and regulations as well as the consequences of sexual harassment.

- Making the responsible bodies quite visible and available to the students: Although the findings of this paper are based on the responses of two departments in Addis Ababa University, it is possible that most of the students in the university as most of the respondents of this paper, do not know which bodies are responsible to handle issues of sexual harassment. Thus it is important to let the university community know these bodies and make them easily accessible.
- Strict implementation of laws: This refers to the need to follow what is written on the policy once it is adopted. If this not done, students and the whole university community will lose trust on the system. Thus, in order not to make the policy a paper tiger, we need to emphasize on the strict implementation of the rules incorporated in the policy with a proper follow up mechanism.
- Encouraging students to report incidents of sexual harassment: This is important but it can only done by making sure the process of investigating the sexual harassment claims are as confidential as possible and also by building trust that the student would not feel that s/he will not be discriminated against in the process of investigation.
- Addressing cultural and social constraints that inhibit women from exercising their rights and that looks up on females as inferior: This calls for a long term plan to address the issue of sexual harassment from the root. The root as explained by few students in their responses can be traced back to the societal view that females are inferior, male dominance and the like. Thus this needs to be addressed by making sure such perceptions are discarded from the very beginning, which of course will take a very long time.

- Providing assertiveness trainings and self defense classes to female students helps as a short term plan.
- Further researches that incorporate the views of the academic staff as well as the administrative staff of the university regarding this issue are also important to capture the views of the same.

References

AAUW Educational Foundation. (2001). *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in Schools*.

Aikman, S. and Unterhalter E. (Ed) (2005). *Beyond Access: Transforming Policy and Practice for Gender Equality in education*, Oxfam GB. Oxford (UK)

Almaz Eshete (2003). Women in Faculties of Teacher Training Institutions in Ethiopia. Addis Ababa: UNESCO IICBA

Asresash Demise, Ruth Shinebaum and Kassahun Melesse. *The problems of female students at Jimma University, Ethiopia, with some suggested solutions*.

Bennet, J. (2002). *South African Higher Educational Institutions Challenging Sexual Harassment: A Handbook of Resources*. South Africa. African Gender Institute: All Africa House. University of Cape Town

Bryman, A. 2004 (2nd ED). *Social Research Methods*. Oxford University Press Inc. New York

DevTech Systems, Inc. (2004). *The Safe Schools Program Ethiopia assessment report*, Washington, DC: U.S. Agency for International Development.

Fitzwater L. T. (2003). *The Manager's Pocket Guide to Preventing Sexual Harassment*. Mombai: Jaico Publishing House

Genet Adem (2007). *Legalizing prostitution: The Lesser Evil to Fight Violence Against Prostitutes*. Mekele University. Law faculty: Unpublished

Hopkins, W.G. (2002). Quantitative Research Design: department of physiology and school of physical education, University of Otago. Retrieved March 10, 2010 from SPORTSCIENCE perspectives/ Research resources: [http:// www.sportsci.org /index.html](http://www.sportsci.org/index.html)

Netsanet Fekade (1999). *Sexual harassment against women at work places and schools: the law and the practice in Ethiopia*. AAU. faculty of law: unpublished

Pajares, F. (2007). *Elements of a proposal*: Emory University

Panos Report No. 47. (May, 2003), *Beyond victims and villains: addressing sexual violence in the education sector*. London (UK)

Peterson, V.S. and Runyan, A.S(1999), *Global gender issues*

Policy on harassment , [www.clafin.edu /Audit/sexual-harassment](http://www.clafin.edu/Audit/sexual-harassment)

Prime Minister Office/Women's Affairs Sub Sector (2004). *A National Report on Progress made in the Implementation of the Beijing Platform for Action (Beijing + 1)*. Ethiopia: Prime Minister Office

Rice, S. (1994). *The evolution of the concept of Sexual Harassment in higher education*. (Eric document reproduction). Retrieved on October 20, 2009 from <http://www.eric.ed.gov>

Riggs, O. Robert, Murrell, H. Patricia and Cutting, C. JoAnn (1993). *Sexual harassment in higher education: from conflict to community: ASHE- ERIC higher education report No. 2*. (Eric document reproduction). Retrieved on October 20, 2009 from <http://www.eric.ed.gov>

Russell, L. (2001) *Some practical guidelines for effective sampling size determination*. University of Iowa. Retrieved March 11 2010 from <http://www.stat.uiowa.edu/tr303.pdf>

Sexual Harassment in Education. (n.d). Retrieved October 21, 2009 from Wikipedia: http://en.wikipedia.org/wiki/sexual-harassment_in_education

Sexual harassment university of Maine at Presque Isle. Retrieved November 05, 2009, from <http://www.umpi.edu/security/sexual-harassment>

Stein N, (1995). 'Sexual Harassment in School: the Public Performance of Gendered Violence'. *Harvard Educational Review*, 65(2)

Tong P. Rosemarie (1998). *Feminist Thought*. (2nd Ed.). West View Press.

University of Iowa. *The University of Iowa Policy on Sexual Harassment and Consensual Relationships*. Iowa City: University of Iowa, 1991.

Worku, Y. (2000) *Addressing gender in higher education in Ethiopia*. Ministry of Education, Addis Ababa.

Zindi F. (1994), *Sexual harassment in Zimbabwe's institutions of higher education*, Research report.

Laws and Codes

Federal Democratic Republic of Ethiopia Constitution (1995)

The criminal code of the Federal Democratic Republic of Ethiopia (2005)

The Universal Declaration of Human Rights (UDHR) (1948)

The international Covenant on Civil and Political Rights (ICCPR) (1966)

The International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966)

The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) (1979)

The UNESCO Convention against Discrimination in Education. (1960)

ANNEX 1

ADDIS ABABA UNIVERSITY
INSTITUTE OF GENDER STUDIES
POST – GRADUATE PROGRAM

Questionnaire for female students in the _____ department, AAU

Dear Student,

The objective of this questionnaire is to assess the effect of harrasment on the educational development of female students and its responses in AAU. Please complete the questionnaire properly and honestly. Thank you in advance for your cooperation.

INSTRUCTION

1. Do NOT write your name on the paper.
2. Try to be as honest as possible in your replies and with out consulting others.

Part 1. State the information required in the space provided.

1. Year of school _____

2. Age _____

3. Place of birth _____

Part 2. Provide the correct answer in the space provided and circle your choice

1. What constitutes sexual harassment in your view?

_____.

2. Have you ever been sexually harassed in the university?

A) Yes (1)

B) No (2)

3. If you answered “yes” to the above question, who was the perpetrator?

A) Male Students (1)

B) Male Administrative staff (2)

C) Male instructors in your department (3)

D) Other (Specify) (4)_____

4. What was the nature of the sexual harassment that you faced?

_____?

5. Have you ever been asked for sexual favours in return for grades? _____

A) Yes (1)

B) No (2)

6. If you have answered “yes” to the above question, what have you done about it?

A) Did nothing (1)

B) Complied with the request (2)

C) Tell friends (3)

D) Report to the appropriate bodies in the University (4)

E) Other (please state) (5) _____

7. What was their reaction? _____

A) They took action (1)

B) Ignored it (2)

C) Do not know (3)

8. Describe what kind of effect the incident had on you?

_____.

9. Do you know any one who has encountered sexual harassment in your department?

A) Yes (1)

B) No (2)

10. Was the incident reported to the concerned bodies? _____

A) Yes (1)

B) No (2)

11. If "yes", what were the responses of the concerned bodies? _____

A) They took action (1)

B) Ignored it (2)

12. How did the sexually harassed person react to the situation?

A) Got very depressed (1)

B) Tried to leave the campus (2)

C) Tried to forget and learn (3)

D) Dropped the course (4)

E) If other (5), specify_____

13. Whose fault do you think it is that sexual harassment occurs?

A) Female Student's (1)

B) Perpetrators' (2)

C) University(3)

D) Others(4), please specify_____

14. Do you know if the AAU has an existing policy against harassment?

A) Yes (1)

B) No (2)

15. Do you think there should be laws against sexual harassment in the AAU?

A) Yes (1)

B) No (2)

16. Would you report sexual harassment?_____

A) Yes (1)

B) No (2)

17. How would you describe the attitude of the majority of male students in your department regarding sexual harassment?

A) They are ignorant of the situation(1)

B)They are concerned about the situation(2)

C) If other (3), please sepecify_____

18. How would you describe the attitude of the majority of instructors and other staffs in your department regarding sexual harassment?

A) They are ignorant of the situation (1)

B)They are concerned about the situation(2)

C) If other (3), please sepecify_____

19. Do you think corrupt lecturers involved in sexual harassment should be dismissed or any other disciplinary measure should be taken against them?

A) Yes (1)

B) No (2)

20. Besides enacting laws and policies, what do you think should be done by the AAU and all other concerned bodies in order to prevent the problem of sexual harassment in the department?

21. Any additional comments will be appreciated

Thank you.

ANNEX 2

ADDIS ABABA UNIVERSITY

INSTITUTE OF GENDER STUDIES

POST – GRADUATE PROGRAM

Questionnaire for Male students in the _____ department, AAU

Dear Student,

The objective of this questionnaire is to assess the effect of harrasment on the educational development of female students and its responses in AAU. Please complete the questionnaire properly and honestly. Thank you in advance for your cooperation.

INSTRUCTION

1. Do NOT write your name on the paper
2. Try to be as honest as possible in your replies and with out consulting others

Part 1. State the information required in the space provided.

1. Year of school _____
2. Age _____
3. Place of birth _____

Part 2. Provide the correct answer in the space provided and circle your choice

1. What constitutes sexual harassment in your view?

2. Do you believe sexual harassment is a serious problem for female students in your department? _____

A) Yes (1)

B) No (2)

C) Do not know(3)

3. Who in your view are mostly perpetrators of sexual harassment in the department?

A) Male students (1)

B) Male administrative staff (2)

C) Male instructors in your department (3)

D) If others (4), please specify _____

4. Whose fault do you think it is that sexual harassment occurs?

A) Female Student's (1)

B) Perpetrators' (2)

C) University (3)

D) Others (4), please specify _____

5. Do you think sexual harassment is a serious issue?

A) Yes (1)

B) No (2)

Why?

_____?

6. Do you think that there should be laws against sexual harassment in the AAU?

A) Yes (1)

B) No (2)

7. Would you report sexual harassment? _____

A) Yes (1)

B) No (2)

8. Do you think corrupt lecturers involved in sexual harassment should be dismissed or other disciplinary measures should be taken against them?

A) Yes (1)

B) No (2)

9. Besides enacting laws and policies, what do you think should be done by the AAU and all other concerned bodies in order to alleviate the problem of sexual harassment in the department?

10. Any additional comments will be appreciated

Thank you.

DECLARATION

I, the undersigned, declare that this is my original work and not been presented for a degree in any other university. All references used for this thesis have been duly acknowledged.

Name: Helen Hailu

Signature: _____

Date: _____

Confirmed by the advisor

Name: Prof. Habtamu Wondimu

Signature: _____

Date: _____