

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**PREVALENCE AND FACTORS RELATED TO GENDER BASED
VIOLENCE AMONG FEMALE STUDENTS OF HIGHER LEARNING
INSTITUTIONS IN MEKELLE TOWN, TIGRAY,
NORTHERN ETHIOPIA**

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Degree of Masters of Public Health**

By

YAYNSHET G/YOHANNES, BSc (Public Health)

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Ethiopia**

Dedicated with Heartfelt Gratitude to

All female students who are suffering from gender based violence

And

My beloved family

DECLARATION

I, the undersigned, declared that this is my original work, has not been presented for a degree in this or any other University, and that all sources of materials used for this thesis has been fully acknowledged.

Name: **YAYNSHET GEBREYOHANNES**

Signature_____

Place: **ADDIS ABABA, ETHIOPIA**

Date of Submission: **July 20, 2007**

This thesis has been submitted for examination with my approval as University Advisor

Name: **Dr. NEGUSSIE DEYESSA**

Signature_____

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ACRONYMS

AAU – Addis Ababa University
AIDS – Acquired Immune Deficiency Syndrome
DCH – Department of Community Health
FGD – Focus Group Discussion
GBV – Gender Based Violence
HIV – Human Immunodeficiency Virus
IE/BCC – Information, Education, Behavior Change Communication
MDG – Millennium Development Goal
MOH – Ministry of Health
NGO - Non Governmental Organization
PI-E – Pathfinder International Ethiopia
SPSS – Statistical Packages for Social Science
STI – Sexually Transmitted Infections
TRHB – Tigray Regional Health bureau
TVET – Technical Vocational Education and Training
UN – United Nations
USA – United States of America
USAID - United States Agency for International Development
WHO – World Health Organization

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ABSTRACT

Background: Despite the deleterious effects posing on the life of young women, the sensitiveness and stigma associated with Gender Based Violence (GBV) and lack of data have hampered full understanding and the development of appropriate interventions.

Methods: Cross-sectional institution based survey, using self-administered anonymous questionnaire and focus group discussion, was conducted among college female students found in Mekelle, Northern Ethiopia in March 2007 to determine the prevalence and associated factors of gender based violence. A total of 1024 female students were involved in the study. Prevalence was calculated using frequencies and logistic regression was used to estimate odds ratios and 95% confidence intervals using SPSS statistical packages.

Result: Among the respondents, the overall prevalence of GBV in lifetime and in the current year was found to be 62.1% (95%CI: 59.1, 65.1) and 40.2% (95%CI: 37.2, 43.2) respectively. Prevalence of sexual violence in lifetime, since joining college and in the current academic year was 45.4% (95%CI: 42.4, 48.4), 34.4% (95%CI: 31.5, 37.3) and 28.1% (95%CI: 25.3, 30.9) respectively where as the prevalence of physical violence in this order being 46.3% (95%CI: 43.2, 49.4), 32.3% (95%CI: 29.4, 35.2) and 26.4% (95%CI: 23.7, 29.1). Current year GBV was associated with female students who witnessed parental violence as a child, having boyfriend currently, who were sexually active at the time of the survey, with history of alcohol consumption and having drunken peers (males or/and females), whose childhood residence was in rural area and having poor school performance. In the focus group discussions both in female and male groups, it was underscored that officials' tolerance, traditions rewarding manliness and females' loss of confidence as how to negotiate about sexual relations were exposing girls to gender based violence even in higher learning institution.

Conclusion: Based on the findings of the survey, it is concluded that gender based violence is common and serious problem among college female students in the study area. Therefore, it is recommended that GBV needs due attention and remedial action from policy makers, college officials, non-governmental organizations, parents, students and other concerned bodies.

Programs aimed at preventing gender-based violence must address these identified factors or correlates of violence against female students.

1. INTRODUCTION

World report on violence and health defines violence as an intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (1, 2). One of the forms of violence is violence against women, also called Gender Based Violence (GBV). Gender based violence is defined as a form of violence that targets individuals or groups of individuals on the basis of their gender that results in or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liability, whether occurring in public or private life (3, 4, 5).

Gender based violence has gained increasing international attention since the ratification of the United Nation declaration on the elimination of violence against women in Vienna in 1993, followed by the International Conference on Population and Development in Cairo in 1994 and at the fourth World Conference on Women held in Beijing in 1995. These conferences adopted a plat form for action, and declared that violence against Women is an obstacle to the achievement of equity, development and peace. These conferences encouraged governments, research institutions, non-governmental organizations and other civic society organizations to promote research on the prevalence, causes and consequences of violence against women in order to mitigate the problem and measure effectiveness of interventions (6, 7, 8).

Since the above-mentioned international conferences and declarations, there has been great recognition of GBV and its high prevalence all over the world, developed as well as developing countries. There is increased acknowledgment that it can affect women at any stage of their life and can occur in various forms that may involve physical, sexual and psychological abuse. It has been recognized that violence against women is a crucial violation of human right to liberty and freedom from fear, and is now coming to the surface as a priority public health and human rights issue, and in meeting the Millennium Development Goals –MDG (9-13).

Despite the growing recognition of GBV as public health and human rights concern, and the obstacle it poses for development, yet more than 15 years have been elapsed since the landmark international conferences; it continues to have an unjustifiable low priority on the international development agenda (1). The sensitiveness and stigma associated with gender based violence, considering it primarily as a legal issue, and lack of data on the dimensions of abuse have hampered understanding and the development of appropriate interventions (14-16).

WHO multi-country study on women's health and domestic violence against women in 2004 documented the result of data from 10 countries (15 sites), including Ethiopia. It had shed a new light on the prevalence of violence against women in countries where few data were previously available. The high rates of gender based violence documented by the study (up to 62%) experienced by girls and women were of great concern, especially in the era of HIV epidemic (17, 18). Studies conducted in Sub-Saharan African countries showed varied alarming results about the problem of gender based violence; ranging from 20% to as high as 71% [Ethiopia] reported lifetime prevalence of sexual or/and physical violence (17 - 23).

In Ethiopia, like any other developing countries, published information regarding gender based violence is scarce. A recent (2006) study in Awassa college female students documented the lifetime prevalence of gender based violence as high as 59.9%. Other institution based studies on high schools and college students, mainly on sexual violence, had revealed that the problem is present in different faces and magnitudes ranging from 5% to 44%. These studies, in their recommendation, strongly call for further elaborative investigations on the diverse socio-cultural and population groups which can provide rich information for prompt actions by concerned bodies in order to end-up the cycle of gender based violence (24 - 31).

In countries like Ethiopia, where there are interlinked problems of HIV/AIDS epidemic and poverty, women and girls are found to be more vulnerable. Gender based violence is an additional burden and even at the centerpiece for hindrance to the efforts of the promotion of women's health, gender equity, and empowerment for which the government of Ethiopia and its national and international partners are committing themselves towards the achievement of

the MDGs. As a tool for development and a goal by itself to reduce illiteracy level and poverty, expanding female education at all levels has been a matter of emphasis by the government of Ethiopia in response to the international commitments (10, 11, 12).

Addressing the special health problems related to sexual and reproductive health needs of adolescents and women are among the priorities in the Ethiopian health policy. Ratifications and endorsements of UN conventions, adapted by the Ethiopian government, protect child right and all forms of sexual exploitation and sexual abuse are punishable under the Ethiopian law (32, 33, 34).

In spite of the present legal enacting and government efforts, anecdotal reports from different medico-legal cases shows that gender based violence is still a serious priority issue demanding prompt action. And especially in areas where gender based violence is common, there are inevitable negative effects on girls' education. It is very difficult for girls to continue their education as desired, hampering school enrolment and increasing dropping outs from schools (35).

Experiences from developed countries showed that public health approach to violence can make a difference through reproductive health interventions. Shortage of appropriate evidence easily handicaps intervention measures targeted at ending gender based violence. Therefore, the health sector should play more proactive role in responding the needs of women by undertaking action-oriented and culturally appropriate researches (19).

Generally speaking, evidences related to gender based violence in our country especially in college settings is scarce. To the best of our knowledge, studies related to gender based violence had not been conducted in the study area. In light of this, it is relevant to investigate and document the prevalence and multifaceted socio-cultural and behavioral factors linked to gender based violence. Our study, therefore, will provide further insight helpful in designing and implementing evidence-based interventions in regional as well as national programs by policy makers and any governmental or non-governmental organizations working with young people in creating conducive environment for women in general and girl students in particular, especially in teaching-learning institutions.

2. LITERATURE REVIEW

2.1 Magnitude of Gender Based Violence

Violence against women is perhaps the most pervasive but the least recognized human right abuse in the world. Gender based violence (GBV), in its different forms (Physical, sexual and psychological), is worldwide problem including developed as well as developing countries affecting every stage of women's life cycle (5, 21). No country is untouched by gender based violence. It is on our streets, in our homes, schools, work places and institutions.

An emerging body of epidemiological evidence suggests that gender-based violence is prevalent. Globally, it is estimated that at least one woman in every three faces some form of physical or sexual violence during her life time including childhood, in some cases leading to serious injury or death where one to two third of those victims are 15 years or younger (4, 5).

Community based surveys in the developed countries documented varied results on the different forms of gender based violence. Prevalence studies in the United States showed that at least 20% of adult women, 15% of college women and 12% of adolescents have experienced sexual abuse or assault during their lifetime (41). Among teenage girls in USA, 21-38% of the study participants were in physically and sexually abusive relationships (42).

Another national random survey from the United States, Barbados Canada, the Netherlands, New Zealand, and Norway revealed that 27 to 34% of the women interviewed have been sexually abused during childhood (43, 44). Cross –national researches on the prevalence of sexual assaults among college aged women revealed remarkable high rates of violation, between 19% and 27% of women surveyed in Canada, Korea, New Zealand, United Kingdom and the United States reported being the victim of completed or attempted rapes in their life time (14, 16).

Institution based retrospective survey of university students in Costa Rica revealed that 32% of women report sexual abuse (45). In Switzerland on National survey of 3,993 girls, ages 15-20, enrolled in schools or professional training programs, 19% of girls report sexual abuse (46).

Evidences from developing countries showed diverse results on the different forms gender based violence. In multi Country WHO study, prevalence of Physical or/and Sexual violence ranged from 5% (Japan), 61% (Peru) to 71% (Ethiopia). Highest level of non-partner physical violence was reported in Samoa (62%) with the next highest being in Peru, 28% and 32% in the city and province, respectively (17).

In Sub-Saharan Africa, the reported lifetime prevalence of gender-based violence ranges from 20-71% (14, 15, 16, 47). A study from Nigeria revealed that 15% and 27 % of young females reported forced penetrative and attempted rape respectively while 44% reported that they faced unwanted touches (48, 49). A study in Cape Town, South Africa on adolescences reported 11% of rape and 72% forced sex, while in other areas of South Africa, a survey confirmed alarmingly high incidence, between 28 and 30% forced sexual initiation among young women (50). Another finding among young women surveyed in southern Johannesburg, South Africa revealed that 20% reported a history of sexual abuse by the age of eighteen (51). A retrospective study on girls aged between 18 and 24 years from Ethiopia, Kenya and Uganda in 2006 revealed that majority of girls were sexually abused before the age of 18; 95% in Uganda, 85.2% in Kenya and 68.5% in Ethiopia (52)

2.2 Factors or Correlates of Gender Based Violence

Though they are not fully investigated, gender based violence is believed to be strongly related to different socio-cultural and behavioral attributes which can be at individual level, family and relationship level, community or institutions level, and society or policy level. World Report on Violence and Health, in its model devolved in 2002, cautions that gender based violence is complicated by the multiple forms it takes and the contexts in which it occurs, and by the fact that risk factors may vary in importance according to the life stage of the victim (1).

WHO Multi-Country Study on women's health and domestic violence against women in 2004 developed an *Ecological Frame Work* by further adapting the previous model, which can best be conceptualized in a diagram of four concentric circles overlapping each other (*Figure 1*). Therefore this ecological frame work helps to understand the interplay of personal, situational and socio-cultural factors which emphasizes no single factor alone can 'cause' violence against women, rather a number of interrelated factors work in combination at different levels increasing the likelihood of individual to engage in a violent action (17, 18).

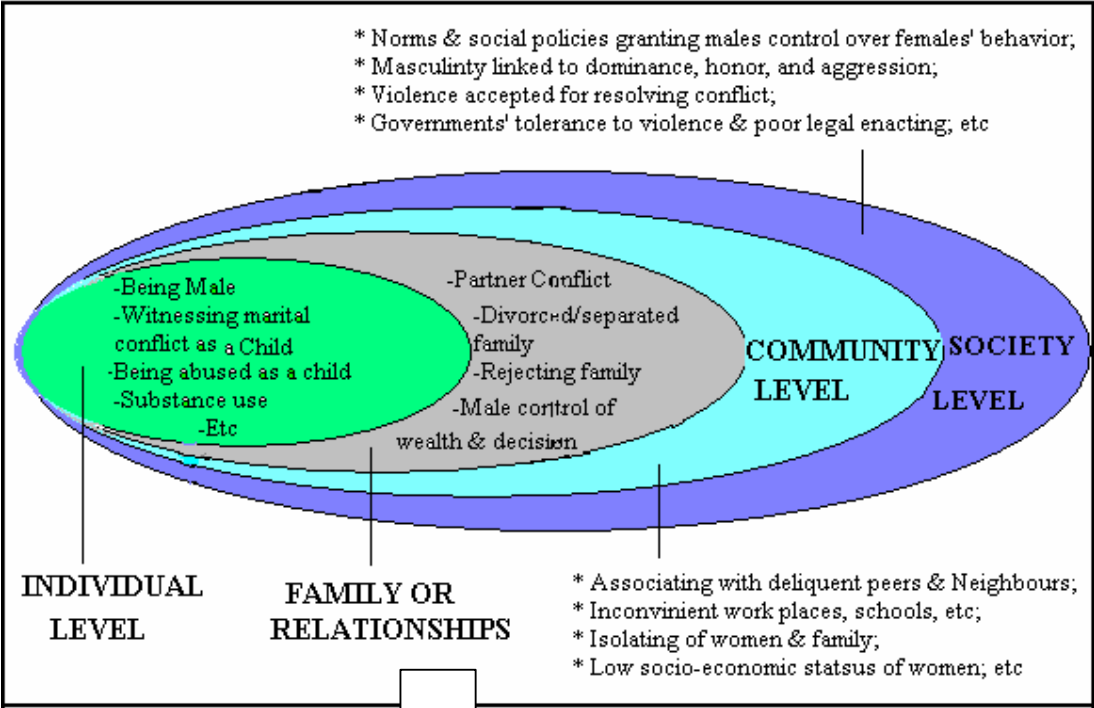
At an individual level (*inner most circle*), a number of factors were cited that may increase or decrease the vulnerability of women to gender based violence, namely socio-demographic and behavioral characteristics such as age, being male, educational status, witnessing marital conflict as a child, being abused as a child and substance use especially alcohol and drug consumption (1). The role of substance use, particularly alcohol in relation to sexual violence is multi-faced and complex. Alcohol may affect individuals behaviors while the social settings in which it is consumed, predispose to sexually violent behavior (54). Evidences found from the institution and community based surveys in Ethiopia documented many of the above-mentioned interrelated factors at an individual and family (relation) level which support the ecological frame work (24 - 31)

At family and relationship level, partner (husband or boyfriend) relationship, the status of control over wealth and decision making in the family or other acquaintance relationships were represented in the hypothesized factors for gender based violence in the *second shell from the inner* of the ecological frame work. The studies conducted in Ethiopia documented that female students having previous history of violence (sexual), living far from parents/guardian, and those having partners (especially boyfriend) were found to be at greater risk of sexual violence (24, 26, 29).

The third circle (from inner) represents the **community level** institutional and social constructs, both formal and informal, in which relationships are embedded – peer groups, neighborhood, workplace, social networks, school environment and women's associations.

The fourth (outermost) circle tries to deal with the **society and policy** at macro level such as the economic and social environment, cultural norms, women's empowerment status and law

and legislations. Cross cultural studies suggest that rigid gender roles, especially definition of masculinity linked to dominance, toughness or male honor are highly correlated with violence against women. The greatest cause of violence against women, it is argued, is government tolerance and inaction (53, 54) (*figure 1*).



FORMS (ACTS)

MECHANISMS

PERPTRATORS

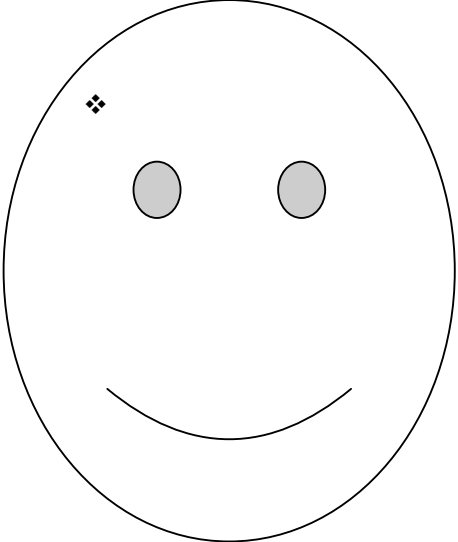
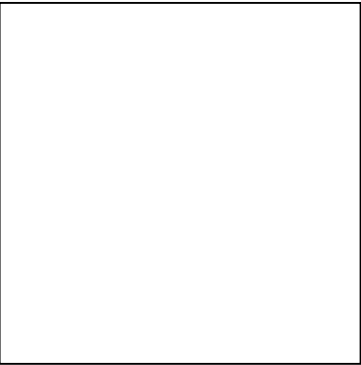
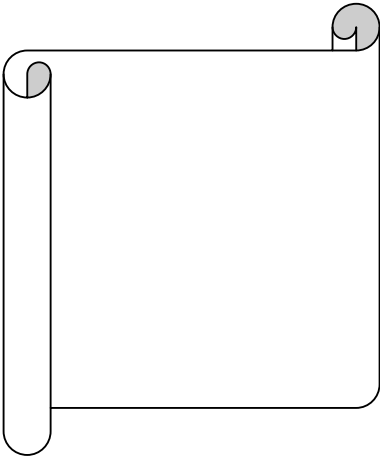


Figure 1: Conceptual frame-work for understanding gender based violence,

(Adapted from **Ecological framework** in References 13, 17, 18)

2.3 Consequences of Gender Based Violence

A growing body of evidence indicates that gender based violence in adolescents has short- and long-term medical, emotional, psychological and social consequences (2, 4). For every one who dies as a result of violence, many more are injured and suffer from a range of physical, sexual, reproductive, and mental health problems (2, 10). Forced sex can lead to health problems such as pregnancy and sexually transmitted infections (STIs), including HIV/AIDS (1, 14, 16).

The chance of becoming pregnant from a rape in the United States is estimated at 5% (56). In Mexico rape crisis report shows that 15 – 18 % of their clients become pregnant because of the rape (16). Among adolescents and young adults (up to age 30) in Lima, Peru, South America, females who had experienced sexual coercion were significantly more likely to report sexual health problems than others, as measured by unintended pregnancy or symptoms of STIs (57).

In some Middle East and Asian cultures the strain of rape is so great that women are driven to suicide or are killed by family members to cleanse the family honor (56). A study of female homicide in Alexandria, Egypt, revealed that 47% of women murder was carried out by family members following a rape (21). And almost 8% of all suicides in that city were women who committed suicide after sexually assaulted (16, 56). Women who are sexually abused in childhood are also at greater risk of being physically or sexually abused as adults (58). Although for some children the effects of sexual abuse are severe and long term, not all will experience consequences that present into later life (59).

Psychological consequences may include feeling of worthlessness and powerlessness, difficulty in trusting people, shame, fear and guilty feeling about sex; and mental health

problems (57). The social consequences of abuse can also be enormous; ranging from poor educational achievement to withdrawal from school, rejecting by family and/or friends, having multiple partners, drug and alcohol abuse, and in sever cases prostitution (15).

The studies in the Ethiopian high school and university girls observed several outcomes. In Addis Ababa and Western Showa, 26% of the 72 girls who reported rape had encountered the forced sex more than one occasion, 24% reported vaginal discharge, 17% reported an unintended pregnancy, and 14% reported an abortion (29). In the study in Addis Ababa University female students, vaginal discharge and unwanted pregnancy were reported respectively in 36 (46.2%) and 25 (30.1%) out of the 78 students who reported completed rape. Abortion was reported in 22 (88%) of the 25 students who encountered unwanted pregnancy (26). On the study among female high school students in Debark, health related consequences such as unwanted pregnancy, vaginal discharge and abortion were reported by 21%, 10.5%, and 5.3% of the reported rape cases respectively (28).

In Addis Ababa and Western Showa, 35% and 31% reported self-blame and anxiety respectively and 6% reported attempted suicide (29). Similarly the study participants in Addis Ababa University reported self-blame in 63% of the 78 cases who encountered sexual coercion, and suicidal attempt, suicidal ideation and hopelessness were reported in 1 (1.3%), 22 (28.2%) and 35 (44.9%) of them respectively (26).

In a recent (2006) study in Butajira High School and Technical School female students, among the seventy-five girls who reported to be raped 7 (9.5%) had abortion and 13 (17.3%) became pregnant. There was a tendency to self-blame and anxiety in 14 (18.4%) and in 22 (29.3%) of the victims respectively. Worthlessness, feel unhappy, thought of ending life, and bad sleep was reported in 10 (13.3%), 11 (14.7%), 7 (9.3%), and 7 (9.3%) respectively (24).

While limited in scope, there is compelling evidence of the deleterious effects of gender based violence on the educational outcomes for girls. Botswana provides ten years of free education and 52% of girls of secondary school age are enrolled. However, researchers uncovered evidence in one study that at least 11% of the girls surveyed were seriously considering dropping out because of ongoing harassment by teachers (60). In a study conducted by World Education (2001) in Peru found that the long distance girls must travel to and from school

increased their risk of being molested. The risk of sexual abuse, rape, and unintended pregnancy kept girls at home and contributed school absenteeism, grade repetition and abandonment of formal schooling (61). In the aftermath of sexual violence, girls in South Africa reported being unable to concentrate, not being interested in school, transferring to different school and for some leaving school altogether (62). A study in Ethiopia found school related gender based violence was a factor in both low enrollment and school drop- out for girls (35).

2.4 Ethiopian Situation

The magnitude of gender based violence in Ethiopian college female students is not documented adequately. However, there are recent evidences from Addis Ababa University and Awassa University. There are also few published studies on sexual violence in high school students as well as community based studies on domestic violence that indicated the presence of GBV in unacceptably high rates.

In a recent (2006) institution based cross sectional survey among College female students in Awassa, the prevalence of experiencing any form of gender based violence (physical or/and sexual) in their lifetime, since enrolling college and in the current academic year was reported by 59.9 %, 46.1% and 40.3% of the study participants respectively. The lifetime, since enrolling college and current academic year prevalence of sexual violence was reported by 54.9%, 40.8% and 35.3% of the girls participated in the study respectively while physical violence was reported by 46.2%, 26.3% and 22.5% in the order of the three time periods (25).

Another cross-sectional institution based survey on sexual coercion conducted among female students of Addis Ababa University in 2004 revealed that lifetime completed rape and attempted rape was reported respectively by 12.7% (95% CI, 10.06 - 15.33) and 27% (95% CI, 3.96 - 31.3) of the female students involved in the study. Sexual harassment in lifetime and 12 month period was reported in 58% and 41.8% of the students respectively (26).

Findings from female students attending Ethiopian high schools also showed correspondingly higher rates of the prevalence of GBV. A recent (2006) cross sectional institution based survey among female high school and technical school students in Butajira, Southern Ethiopia clearly revealed that the prevalence of sexual violence before joining high school, since

joining high school, in the current year and in lifetime was reported by 28.7%, 26.9%, 19.1% and 35.0% of the study participants respectively while physical violence was reported by 27.2%, 23.0%, 15.5% and 35.2% of the students in the order of the mentioned time periods respectively. The lifetime and current year prevalence of completed rape was 8.2% and 2.5%; likewise that of attempted rape was 23.2% and 10.7% while the case of sexual harassment being 28.2% and 15.4% respectively (24).

Cross-sectional institution based study on GBV among female students of Dabat High School (Northwest Ethiopia), in 2003 revealed that among the study participants, 20.4% have survived attempted while 44% were sexually harassed. Eleven percent of the students were sexually active out of these 33.3% were rape cases (27). Another high school based prevalence study among female students in Debark (Northwest Ethiopia), reported that the prevalence of performed and attempted rape was 8.8% and 11.5% respectively (27). Similarly a study on prevalence, attitudes and factors related to sexual violence among high school students of Addis Ababa and Western Shewa, lifetime completed rape and attempted rape was reported in 5.1% and 10.1% of female students included in the survey (29).

In Unpublished reports of the United Nations (UN) in 1999 done in Addis Ababa high school students revealed the prevalence of completed rape was 3%, attempted rape 11.6%, deceptive kiss 20.3% and verbal harassment 35.3% (30). In another study conducted among high school students in Harar, forced sexual intercourse was reported by 14.7% of female students (31).

Cross-sectional survey conducted among female street adolescents aged 10-19 years in Addis Ababa revealed that among the sexually active, one quarter of females under the study reported that they were coerced into their first sex. In the period of three months prior to the survey, completed rape, attempted rape and unwelcome kiss was reported by 15.6%, 20.4% and 16.4% of the study participants respectively (36).

Community based studies around Gondar in Northern Ethiopia and Butajira (Southern Ethiopia) showed that domestic violence is a common problem with serious consequences for women's health –about 32 to 49% of the women under study reported life time physical violence while forced sex was reported with wide range from 19.2% to 59% (17, 18, 39, 40).

Gender based violence is therefore the timely and priority public health, social and human right issue in every corner of the world, including our country. Therefore, our study will provide important evidences in documenting the magnitude and associated risk factors for GBV and will contribute a lot in minimizing the problem of shortage of evidences related to the issue under study.

3. OBJECTIVES

3.1 General Objective

The main objective of this study is to assess the prevalence and associated risk factors of Gender Based Violence (GBV) among female students of higher learning institutions in Mekelle town, Tigray, Northern Ethiopia.

3.2 Specific objectives

1. To determine the prevalence of gender based violence (Physical or/and Sexual) among female students of higher learning institutions in Mekelle town; and
2. To identify factors associated with gender based violence (Physical or/and Sexual) among female students of higher learning institutions in Mekelle town.

4. METHODS

4.1 *Study Area and Period*

The study was conducted in Mekelle town, the capital ‘city’ of Tigray Regional State located at a distance of 783 Km North of Addis Ababa, Ethiopia. In 2007, there were 12 Higher Learning Institutions in the town; 3 governmental (one university and two colleges), and the rest nine were private colleges. The total number of female students registered for the year 2006/07 in all the colleges was 8025. Fifty eight percent were in the government institutions while the rest 42% in the private colleges. Similarly 69% of the female students in the 2006/07 academic year were attending in the regular session (day class) and the rest 31% in the evening class.

The study work took a one-year period from July 2006 to June 2007 and data was collected in March 2007.

4.2 *Study Design*

The study design was mainly quantitative institution based cross-sectional. It was supplemented by qualitative methods in order to get deep insight about beliefs and attitudes of the students towards GBV as a priority issue in colleges, its underlying reasons, and the mechanism of prevention (*Section 4.7*).

4.3 Study Population

4.3.1 Source Population

The source population for the survey were all female students registered for the fiscal year 2006/07 in all of the colleges found in the study area. All female students registered for the year 2006/07 in all the colleges who stayed at least one semester were our study population.

Exclusions: Female students with less than a semester stay in the colleges were left out for the reason of not having enough experiences on the outcome variables of our study.

4.3.2 Sample Size Determination

Previous studies else were in Ethiopia reported varied figures related to the different forms of GBV. Magnitude of life time sexual violence in students varied from 5.1% to 12.7% for completed rape; 10% to 27.5% for attempted rape; and 58% to 74% for harassment (25, 28).

Single population proportion formula was used to calculate the sample size (this mainly allows to assess the first objective). The second objective was estimated by taking relatively larger sample in the first objective instead of calculating proportions for two populations (resulted in smaller sample size than that of the first objective). Therefore, the sample size required for this study was calculated based on the assumption that the prevalence of rape among female students in college female students to be 13% with maximum discrepancy of $\pm 2\%$ between the sample and the underlying population at 95% certainty level (26).

The formula used to calculate the sample size is $n = [Z_{\alpha/2}]^2 p (1-p)/d^2$, for large N

$$\text{And} \quad n_r = \frac{n}{1+n/N}, \text{ for } N \text{ less than } 10,000.$$

Where, N = Source population- all female students registered in all of the Colleges in Mekelle town.

n_r = Required Sample Size

$Z_{\alpha/2}$ = Value of the standard normal distribution corresponding to a significant level of alpha (α) 0.05, which is 1.96

p = Proportion of sexual violence (Rape) among female college students, which was assumed to be 0.13 or 13%

d = Marginal Error, considered to be 0.02 or 2%

By comparing the different findings on the previous studies and by using Epi-Info statistical sample size & power calculation for population survey, the figure that can yield relatively larger sample size at relatively reasonable cost was taken to be 13% so that the other attributes of violence may be captured, and helps for estimation of the second objective. Hence the sample size was calculated at 957 for total source population 8025, and adding 10% non responses, the total expected sample size was **1052**.

4.3.3 Sampling Procedure

Cluster sampling method was employed where each Departments/Sections were considered as clusters (sampling frame). Simple random sampling was used to include clusters after proportional to population size allocation to governmental and private colleges; and day-class and night-class students. After that all female students in the randomly selected Departments/Sections were included as study subjects (*Annex 1*).

4.4 Data Collection

4.4.1 Data Collection Tools

For the quantitative part of the survey, self-administered anonymous questionnaire was developed in English by adapting the pertinent variables and terminologies of the different forms of sexual and physical violence from the WHO Multi-Country Study on Women's Health and Life Events (17, 18, 19). Experts on GBV and other colleagues revised it repeatedly. Then, the English version was translated in to Amharic (National Language in Ethiopia) that was found to be universal for all the study participants. Back-translation was done by another expert to check the consistency of meanings. Pre-testing was done in another college (Mekelle Institute of Technology) on around 7% of the sample size and appropriate modifications were done mainly on the language simplicity and understandability of the questionnaire before final administration.

The questionnaire was designed to include socio-demographic/background characteristics, family history, history of substances use, sexual history in this order. Finally, violence

experiences (physical and sexual), their frequencies experienced before joining college, since joining college and in the current academic year, with some short term consequences of rape and physical violence were included. Perception questions related to gender based violence were also included in the last part of questionnaire. Sensitive questions such as substance use, sexual history and violence experiences were placed later in order to reduce some offensive reactions and for the minimization of non-response rates (*Annex 2 and 3*).

4.4.2 Measurements for Outcome Variables:

Six items were used to measure physical violence (*WHO, Conceptual frame work, figure 2*) in the time periods before joining college, since joining college and in the current academic year. These are intentional acts (**YES** responses) of pushing and slapping for mild form; and beating, kicking/dragging, burning/chocking, and threatening for the sever form of physical violence as reported by the respondents. Then physical violence was computed by aggregating these six items using SPSS 11.00 transformation functions. At least one **YES** response among the six items qualifies the respondent for being faced with any form of physical violence (17, 18).

Similarly from the reported acts (**YES** responses) of completed rape, attempted rape and sexual harassment (unwelcome touches, comments and jocks), sexual violence was computed for the three time periods. At least one **YES** response among the three forms (completed rape, attempted rape or sexual harassment) qualifies the respondent for being faced with any form of sexual violence. Finally, GBV was computed by aggregating the findings of ‘any form of sexual violence’ and ‘any form of physical violence’ acts in the three time periods (17, 18).

4.4.3 Data Collection Procedure

After random selection and identification of the Departments/Sections, all eligible female students in those chosen Departments/Sections were gathered in to their respective halls and made to seat separately. The participants were properly orientated by providing clear explanation on the purpose and usefulness of the study, then provided with the anonymous questionnaire after getting verbal consent. Further explanation was given on some of the

definitions of common terms. The questionnaires after being filled were returned (study participants put it themselves) to sealed collection box put at the gates of each hall.

Four persons (three of them were females) with diploma and above who had experience on data collection were selected as supervisors to assist the principal investigator. Other four female degree students were selected from the colleges students' council and female students' affairs in order to assist the supervisors for the non-technical facilitation activities. The supervisors were trained for two days on how to manage the data collection process.

4.4.4 Data Quality Control

Quality assurance measures were taken by providing adequate training and orientation for the supervisors, pre-testing the questionnaire and supervision during data collection. Study participants were clearly orientated about the purpose and usefulness of the survey and thereby creating friendly atmosphere to reduce their stress as the study touches sensitive issues.

4.5 *Data Processing and Analysis*

Quantitative data were entered using EPI-INFO version 3.3.2. In order to ensure the quality of data at the entry stage, random counter checking of already entered data with the hard copy was employed for 20% of the sample. Further cleaning was done at the end of data entry by running frequencies for each variable in order to identify and manage outliers, abnormal values and missing values or incompleteness. Some abnormal and missing values especially on the dependent variables were found to be non-differential and regarded as 'non- responses'.

The data after being ready for analysis was exported and analyzed using SPPSS 11.0 Statistical Packages. Descriptive analysis was done for each variable in the study by running frequencies. Prevalence of physical or/and sexual violence were determined (estimated) by running frequencies with their 95% Confidence Interval (CI) estimates. Then cross tabulation was done for each independent variable against the dependent variables to observe the relative proportional difference of values of positive estimates (female students who encountered

physical or/and sexual violence) compared to those who didn't come across violent life events.

For testing the strengths of the associations and their statistical significance, Odds Ratio (OR) and 95% CI were calculated for each independent variable against the dependent variables using binary logistics. Finally, multivariate analysis was employed using multiple regression models for categorical variables step by step (containing all those variables having significant association in the crude odds ratio and those variables considered as important factors) in order to account potential confounding factors and to observe the relative direct effect of independent variables against the dependent variables. Variables having P-values less than 5% were considered as significant covariates or factors.

4.6 *Variables*

4.6.1 **Independent Variables**

- ❖ Socio-demographic characteristics – such as age, residence, education level, religion, marital status, etc;
- ❖ Family History – family near-by, family help, marital status and educational status of family, perceived income level, witness of parental violence, etc;
- ❖ Sexual History – sexual activity, age at first sex, willingness at first sex and reasons for not willing, number of partners experienced, etc;
- ❖ Behavioral attributes - such as drinking alcohols, chewing chat, smoking, and their frequencies, etc; and
- ❖ History of childhood violent experiences (Physical and Sexual violence).

4.6.2 **Dependent Variables**

- ❖ Physical Violence in the current academic year;
- ❖ Sexual Violence in the current academic year; and
- ❖ GBV (Physical or/and Sexual Violence) in the current academic year.

4.7 *Methods for the Qualitative Part of the Study*

The quantitative survey was supplemented by qualitative methods in order to get deep insight and comprehensiveness of information about beliefs and attitudes of the students towards GBV.

Participants for the qualitative part of the study were purposively selected female and male students who can express and able to share their ideas freely. Females not filled the self-administered questionnaire were included in the FGD to avoid information leak and redundancy of ideas on the perception related questions of the self administered questionnaire. Accordingly, four Focus Groups (two groups from each sex), containing 6 to 8 participants each, were purposively selected from both sexes of the college students based on saturation of information.

A semi-structured discussion guide was prepared portraying probing questions or opinions towards the beliefs and attitudes of GBV (*Annex 4*). Participatory discussion techniques such as free listing, ranking, and open-ended stories were used. The data collection was conducted with a moderator assisted by a note-taker and it was tape-recorded.

For the analysis and data processing, the tape-recorded data were transcribed carefully in to Amharic and arranged with the written notes taken at the time of discussion. The information was translated in to English. Thematic or content analysis was employed in order to describe the exploratory ideas obtained from the FGD. Through this process, the information was reduced in to manageable chunks or themes. Finally it was incorporated with the quantitative findings in order to provide comprehensive and complete ideas about beliefs and attitudes of the students towards GBV as to why and how gender based violence occur among the college students.

4.8 *Operational Definitions*

Violence: is defined as, "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation." (1).

Gender Based Violence: defined as a form of violence that targets individuals or groups of individuals on the basis of their gender that results in or is likely to result in **Physical or Sexual Violence** or suffering to women or female student (3).

Physical Violence: is any form of violent act which can result in physical harm including **mild form** (slapping, and punching) or **sever form** (kicking/drugging, beating/hitting with any object, burning/chocking, and threatening using a knife or a gun etc) against women or girls (3).

Sexual Violence: is defined as acts that are done on a girl by intentional use of physical force or power, intimidation or threatening (making to fear) to have sex or to engage in acts of sex without the consent of the girl. It includes Completed Rape, Attempted Rape and Sexual Harassment (3, 5).

Completed Rape: is defined as any non-consensual penetration of the vagina, penetration obtained by physical body harm, by threatening or deception or when the victim is incapable of giving consent.

Attempted Rape: is defined as a trial to have sexual intercourse without consent by physical body harm, by threatening or deception or when the victim is incapable of giving consent but without actual penetration of the vagina.

Sexual Harassments: are unwanted sexual behaviors including physical contacts, verbal comments, jocks, questions and suggestions that are intentionally done on women or girls.

4.9 *Ethical Considerations*

Ethical clearance and approval was obtained from the Medical Faculty of Addis Ababa University. The relevant regional offices, university and colleges were approached through formal letter of cooperation from the Department of Community Health, Addis Ababa University for the ease of the study process.

All study participants were informed about the purpose of the study and the right to refuse filling the questionnaire at any stage when they wanted to do so and requested for their

consent prior to the distribution of the questionnaire. Effort were done to overcome ethical concerns of the participants due to the sensitivity of the issue under study by careful designing and structuring the questionnaire; clear explanation about the purpose and usefulness of the study and by excluding names and other identifying numbers from the questionnaire in order to assure confidentiality of information.

Additionally, Female Students' Affairs and Legal Assistant Officer from Mekelle University were with the principal investigator during the course of the data collection process in order to address concerns of the study participants in the course of the data collection time. Fortunately there was no major issue related to and no cases of violence reported except keen interest of explanation about the study objective and urge to know the outcome of the study.

5. RESULT

5.1 Background Characteristics of Respondents

5.1.1 Socio-demographic Characteristics

A total of 1024 female students completed the self-administered questionnaire out of the total 1064 students invited to participate in the study, with response rate of 96.2%. This high response rate can show us that there is great perception of the seriousness of the problem under study by the respondents and willingness to participate in spite of the sensitiveness on the issue. Some of the major reasons for not attaining the entire distributed questionnaire were discarding for having gross incompleteness of some important variables such as age and outcome variables and due to inconsistency, and some questionnaires not returned for unknown reasons.

Out of the total 1024 students involved in the study, 628 (61%) were from governmental colleges (including Mekelle University), 759 (74.1%) were attending their education in the day class and 636 (62.1%) were in the degree program. Around thirty eight percent of the students were year-three followed by year-two (31.6%) and year-one (25.1%), and the rest 5.2% were year-four and above.

The mean age and standard deviation of the study participants was 21.5 ± 3.3 years. The majorities 854 (83%) were orthodox Christians and 817 (79.8%) of the respondents reported that were grown in urban. Their residences before joining colleges were from Tigray, Addis Ababa, Oromiya and Amara comprising 618 (60.4%), 152 (14.8%), 102 (10.0%) and 97 (9.5%) respectively.

At the time of the survey, 524 (51.1%) of the study participants were living with peers (female friends), and 529 (51.7%) were residences of outside campus. Concerning the marital status of the respondents, 143 (14.0%) of them were married, 315 (30.8%) of them had boyfriend and the rest 566 (55.2%) had no partner at the time of the survey (*Table 1*).

Table 1: Socio-demographic Characteristics of College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Variable	N	%
College		
Mekelle University	510	49.8
Other governmental College	119	11.6
Private Colleges	395	38.6
Type of Class		
Day Class	759	74.1
Night Class	265	25.9
Program		
Diploma	388	37.9
Degree	636	62.1
Education		
Year - 1	257	25.1
Year - 2	324	31.6
Year - 3	390	38.1
Year - 4 ⁺	53	5.2
Age Group		
< 20 Years	230	22.5
20 – 24 Years	667	65.1
> 24 Years	127	12.4
Mean \pm SD (95%CI)	21.5 ± 3.3	
Religion		
Orthodox	854	83.4
Protestant	85	8.3
Moslem	60	5.9
Other	25	2.4

Childhood Residence		
Urban	817	79.8
Rural	207	20.2
Residence before Joining College		
Tigray	618	60.4
Addis Ababa	152	14.8
Oromiya	102	10.0
Amara	97	9.5
Other	55	5.3
Current Residence		
In Campus	495	48.3
Outside Campus	529	51.7
Current Siblings (Living with)		
With Family	266	26.0
With Female Friends	524	51.1
With Male Partner	109	10.6
Alone	101	9.9
With Others	24	2.4
Academic Performance (reported)		
Good and Above	124	12.1
Average	824	80.5
Poor	76	7.4
Current Marital Status		
Married	143	14.0
Boyfriend	315	30.8
No partner at all	566	55.2

5.1.2 Family History

Among the study participants, 617 (60.3%) of them were from parents living together, and they reported that 704 (68.8%) of their fathers and 573 (56.0%) of their mothers had attended formal education (grade one and above).

The majority of the students 746 (72.9%) reported that their families were in close proximity (near-by). Similarly, 734 (71.7%) of the students perceived that they can count on family members if they need any help. Thirty-six percent of the study participants perceived that they were not receiving enough money according to their demand for their education and other expenses and only 173 (16.9%) of the total respondents reported that they were from better-off families/guardian.

Among the study participants, 197 (19.2%) witnessed parental violence as a child (i.e. their mothers were beaten by husband or male partner). Free discussion about sexual and reproductive health issues with any of their family members were reported only by about half 528 (51.6%) of the study participants. Family controlling status over the students behavior were reported to be loose or free in 170 (16.6%) of the study participants (*Table 2*).

**Table 2: Family History of College Female Students in Mekelle Town,
Tigray, Northern Ethiopia, March 2007 (n=1024)**

Variable	N	%
Parents		
Living Together	617	60.3
Divorced/Separated	99	9.7
Only mother or father alive	269	26.2
Both mother & father not alive	39	3.8
Father's Education		
No formal education	230	22.5
Grade 1 to 8	275	26.8
Grade 9 to 12	119	11.6
Above grade 12	310	30.3
Don't know	90	8.8
Mother's Education		
No formal education	372	36.3
Grade 1 to 8	282	27.5
Grade 9 to 12	99	9.7
Above grade 12	192	18.8
Don't know	79	7.7
Family living Close (near-by)		
Yes	746	72.9
No	278	27.1
Family help if needed		

Yes	734	71.7
No	290	28.3
Enough money sent		
Yes	655	64.0
No	369	36.0
Family economic status		
Better-off	173	16.9
Average	680	66.4
Poor	171	16.7
Witness of Violence as child		
Yes	197	19.2
No	827	80.8
Family control over the student's behavior		
Tight	372	36.3
Average	482	47.1
Loose/free	170	16.6
Free discussion with family members		
Yes	528	51.6
No	496	48.4

5.1.3 Substance-use and Related Behaviors

Chewing chat, smoking cigarette/tobacco and drinking alcohol some day in their life was reported by 70 (6.8%), 33 (3.2%) and 253 (24.7%) of the respondents respectively. Fifty-one (5.0%) of the respondents reported that they were drunken some day in their lifetime. One hundred four (10.2%) of the respondents reported that they have either male or female friends who drunk currently (*Table 3*).

Table 3: History of Substance-use among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Variable	N	%
Ever chewing chat		
Yes	70	6.8
No	954	93.2
Chewing Frequency (n=70)		
Frequent*	13	18.6
Infrequent**	57	81.4
Ever smoking		
Yes	33	3.2
No	991	96.8

Smoking Frequency (n=33)		
Frequent	7	21.2
Infrequent	26	78.8
Ever drinking alcohol		
Yes	253	24.7
No	771	75.3
Drinking Frequency (n=253)		
Frequent	17	6.7
Infrequent	236	93.3
Ever drunken in life		
Yes	51	5.0
No	973	95.0
Have drunken peers		
Yes	104	10.2
No	920	89.8

***Frequent** - users of the substance on daily or more than two times a week basis

****Infrequent** - users of the substance on the basis of fortnightly, monthly or less

5.1.4 Sexual Experiences

Among the total 1024 respondents 357 (35%) admitted that they had experienced sexual intercourse with 15 (4.2%) of them before the age of 15 and another 69 (19.3%) between the ages 15 and 17. The mean age and SD for having the first sexual intercourse was found to be 18.8±2.7 years which was roughly seven years less than the average age of their first sexual partner.

Eighty three (23.2%) of the sexually active respondents reported that they have experienced more than one sexual partner in their lifetime. Twenty (5.6%) of these sexually active students admitted that they had more than one sexual partner at the time of survey (*Table 4*).

Table 4: Sexual Experiences among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007

Variable	N	%
Ever had sexual intercourse (n=1024)		
Yes	357	34.9
No	667	65.1
Age at first sexual intercourse (n=357)		
< 15 Years	15	4.2
15 – 17 Years	69	19.3

≥ 18 Years	247	69.2
Do not know	26	7.3
Mean ± SD	18.8±2.7	
Age of first sexual partner (n=357)		
< 18 Years	3	0.8
18 – 24 Years	138	38.7
> 24 Years	166	46.5
Do not know	50	14.0
Mean ± SD	25.5±5.0	
Willingness at first sexual intercourse (n=357)		
Yes	225	63.0
No	132	37.0
Number of sexual partners in lifetime (n=357)		
One	274	76.7
Two	47	13.2
Three	21	5.9
Four and above	15	4.2
Number of sexual partners currently (n=357)		
Only one	337	94.4
More than one	20	5.6

The first sexual initiation was against their will in 132 (37.0%) of the 357 respondents who were sexually active at the time of the survey. The frequent reasons they cited were family pressure for engagement in marriage 53 (41%), peer pressure 24 (18%) and false promise 23 (17%). Threatening was reported by 11 (8%) as a mechanism of engaging to unwanted sexual intercourse (*Figure 2*).

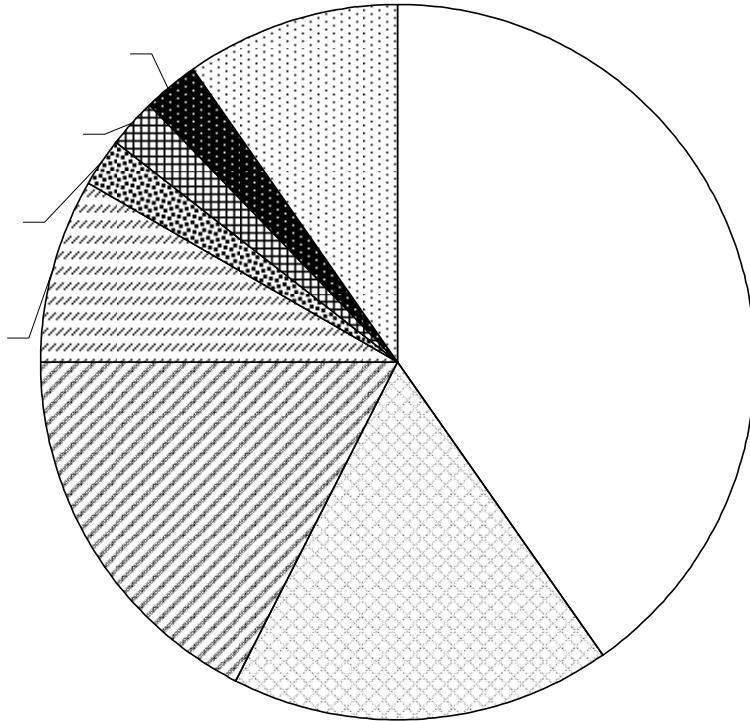


Figure 2: Reasons for the Violent (unwilling) Initiation of Sexual Intercourse among College Female Students in Mekelle town, Tigray, Ethiopia, March 2007 (n=132)

5.2 Magnitude of Gender Based Violence (GBV)

The prevalence of GBV (sexual or/and physical violence) among the study participants was found to be very high. It was reported by 636 (62.1%), 479 (46.8%) and 412 (40.2%) of the respondents in lifetime, since joining college and in the current academic year respectively.

The high magnitude of GBV was also perceived by the students in the FGD. Discussants from both sexes explained that gender based violence was common inside and outside the college settings. Female groups expressed that sexual violence especially those of verbal harassments and unwanted intentional body contacts on female students were considered as part of life.

They encountered such acts every day even in classes or while walking down the street in the campus compound or outside to the extent of assuming that sexual harassment is unavoidable.

5.2.1 Physical Violence

Among the total 1024 study participants, lifetime experience for at least one form of physical violence was reported by 474 (46.3%) while the mild and sever forms were reported by 402 (39.3%) and 303 (29.6%) of the respondents respectively. The prevalence of experiencing at least one form of physical violence in the current academic year, since joining college and before joining college was reported by 270 (26.4%), 331 (32.3%) and 439 (42.9%) of the respondents respectively (*Figure 3*).

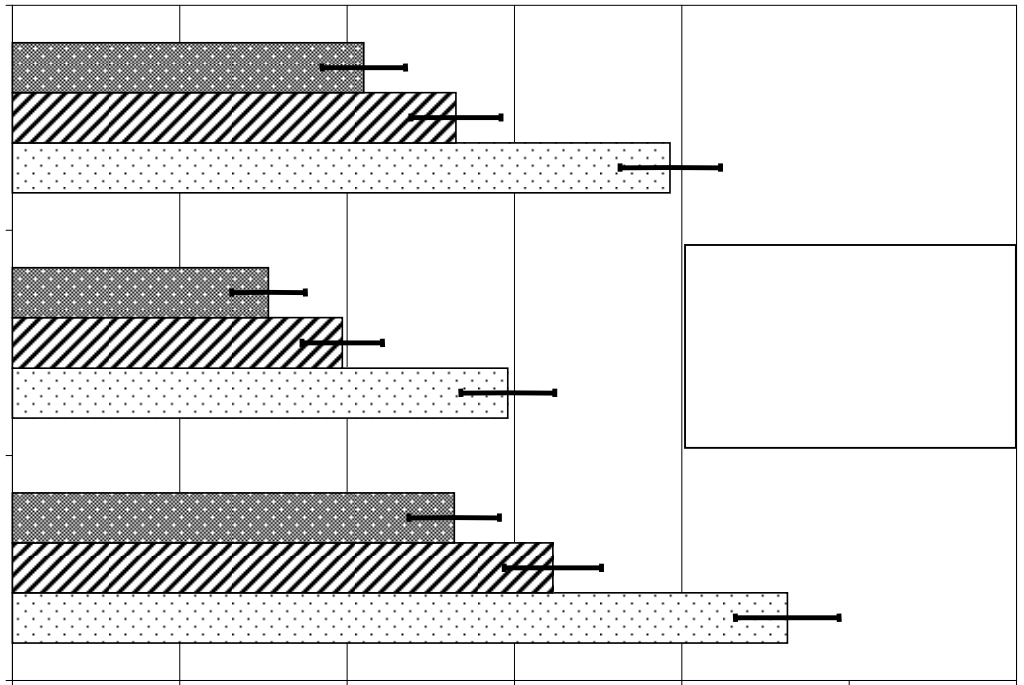


Figure 3: Prevalence of Physical Violence among College Female Students in Mekelle town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Consequences of Physical Violence

Around one-third of the victims of physical violence reported that they had tendency of disgusting people following the physical violence they have experienced. Other consequences such as poor achievement in school, withdrawal or failure from school, and temporarily body injury were reported by 67 (14.1%), 60 (12.6%), and 52 (11.0%) of the 474 students who ever

faced any form of physical violence respectively. Seven students (1.5%) reported that they have faced with sustained body injury on their eyes, teeth and other body parts following the physical violence while 136 (28.7%) of the victims reported to have no any negative influence (*Table 5*).

Table 5: Reported Consequences of Physical Violence among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007

Reported Consequences	N=474	%*
Disgusting people	143	30.2
Poor school achievement	67	14.1
Temporarily body injury	52	11.0
Withdrawal from school	41	8.6
School failure	19	4.0
Sustained disability (eye, teeth, etc)	7	1.5
Other [hopelessness, fear, etc]	33	7.0
No any influence	136	28.7

* Multiple responses possible, can not add up to 100%

5.2.2 Sexual Violence

Among the total respondents, lifetime prevalence of any form of sexual violence was reported by 465 (45.4%); while in the current academic year, since joining college and before joining college was reported by 280 (28.1%), 352 (34.4%), and 422 (41.2%) of the respondents

respectively. One hundred seven students (10.4%) reported that they had faced with completed rape in lifetime while 88 (8.6%) and 57 (5.6%) faced completed rape before joining college and in the current academic year respectively. Attempted rape and sexual harassment were reported by 345 (33.7%) and 363 (35.4%) in lifetime and by 197 (19.2%) and 217 (21.2%) in the current year respectively (*Figure 4*).

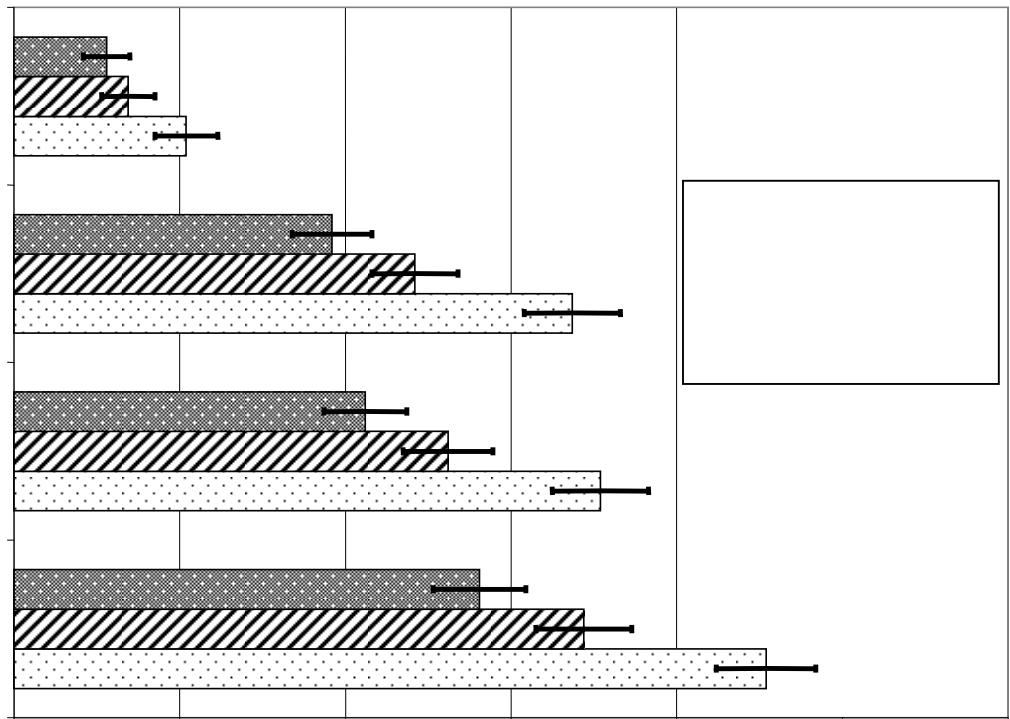


Figure 4: Prevalence of Sexual Violence among College Female Students in Mekelle town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Frequency and Tendency of Reporting about Sexual Violence

Out of these 107 rape cases, 53.2%, 17.8%, 14.0%, and 15.0% faced it once, two times, three times and four & above times respectively. Only 17 (15.9%) of these rape cases informed the condition to their family and only 5 (4.7%) reported to police. Different reasons were listed for not telling about the condition to any body such as feeling of shame/guilt (36.4%), fear of

reaction from family (20.6%), not knowing what to do all about (19.6%), fear of reaction from the community (16.8%) and fear of the perpetrator(s) in 9.3% of the rape cases (*Table 7*).

It was agreed in both sexes of the FGD that majority of rape cases didn't dare to report to legal bodies. This is because, victims suffer from shame and guilty for the acts done on them and they fear that they couldn't have respect and credibility from friends and the community especially if the attacker is close relative, boyfriend, acquaintance, or figurehead including teacher. They don't even share it with someone very intimate to them, because they can face problem in having husband in the future if they are known that they are raped.

Table 6: Frequency and Tendency of Reporting about Rape among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 (n=107)

Variables	N	%
Frequency of facing completed rape in life time		
One time	57	53.2
Two times	19	17.8
Three times	15	14.0
Four times or more	16	15.0
Family shared (knew) about the rape		
Yes	17	15.9
No	90	84.1
Rape applied/reported to the legal system or police		
Yes	5	4.7
No	102	95.3
Reasons for not sharing/telling to any body about the rape*		
Shared/told to some body	18	16.8
Feeling of shame/guilty	39	36.4
Afraid of families reaction	22	20.6
Didn't know what to do	21	19.6
Afraid of the public reaction	18	16.8
Afraid of the perpetrator	10	9.3
Other	6	5.6

* Multiple responses possible, can not add up to 100%

Perpetrators of Gender Base Violence

Around two-third of the perpetrators were known to the victims of physical violence. Out of the 474 students who have experienced life time physical violence, perpetrators were reported to be strangers [163 (34.4%)], family member or/and other relatives [109 (23%)], students

[101 (21.3%)], boyfriend/husband [68 (14.3%)], and Teachers [42 (8.9%)]. Others such as priest, and police men were also involved as reported by 6% of the victims of physical violence.

In contrast to the physical violence, the most frequent reported rapists were intimate partners (husband/boyfriend) in 45 (42.1%) of the rape cases followed by family members/other relatives 15 (14.0%). Strangers, teachers, and students contribute each for 14 (13.1%), 11 (10.3%) and 10 (9.3%) of the 107 completed rape cases. Others such as step fathers and acquaintances were also involved as reported by 7% of the victims of rape. Therefore, it was indicated that more than 80% of the rapists and more than 65% perpetrators of physical violence were known to the victims; supported during the focus group discussion (*Figure 6*).

Both sexes in the FGD agreed that in majority, rape is perpetuated by people who are known to the victims. Discussants explained that attackers most of the time know the detail background of the girl. They know and take the advantage of assisting the helpless, economically disadvantaged and loss of confidence in her study or educational performance. It was stated by both sexes that though there is no safe place for gender based violence, sexual violence especially rape is committed most of the time in the study rooms at night ('Space'), at the bushes around the campus and in hotels down the town.

Though the occurrence of forced sex (rape) is not compared with verbal and unwanted body contacts both sexes have mentioned its presence even inside the university). The female discussants reported that they knew a rape case some two months prior to the time of survey who is raped by her teacher. Both sexes stated that practices such as abduction and early marriage in the community especially in the rural areas are also common practices. A female discussant exclaimed that "By many, early marriage and abduction are assumed to be reduced or non-existent at this time and I know there is a law against that, but actually it is not! Families themselves are being cooperative and harboring these faults. I must witness that I am survivor of those misdeeds."

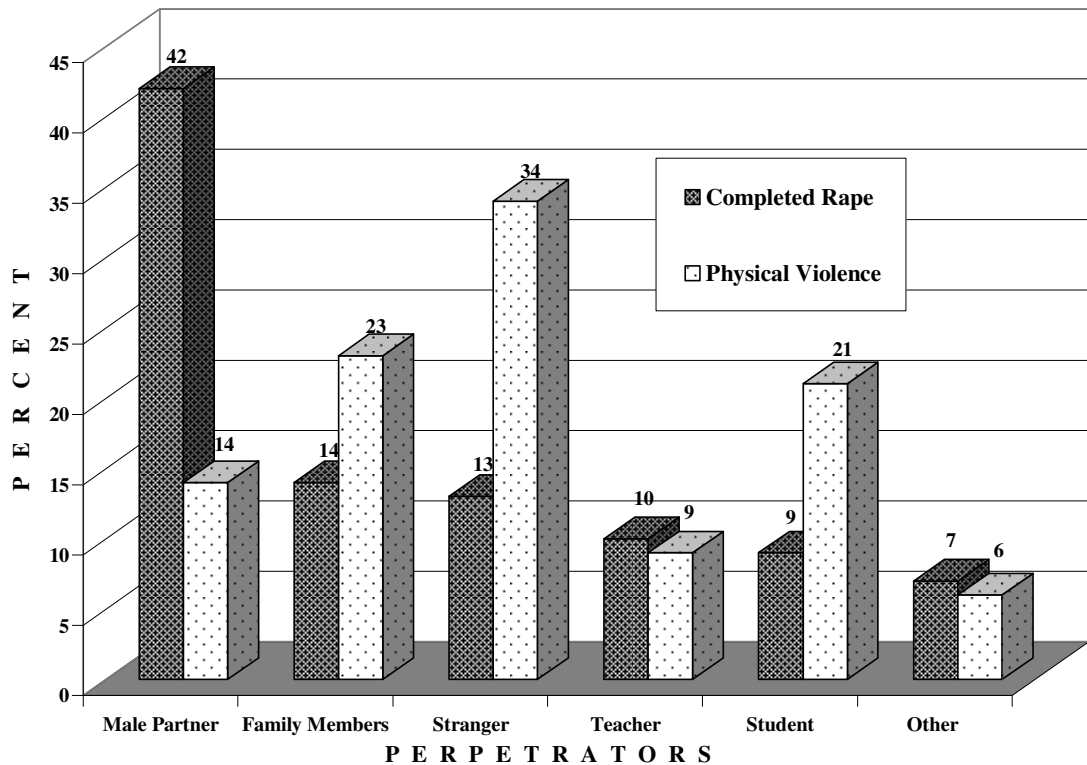


Figure 5: Reported Perpetrators for Completed Rape (n=107) and Physical Violence (n=474) among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 [Multiple responses possible, can not add up to 100%]

Consequences of Sexual Violence

Health related consequences of completed rape such as unintended pregnancy, swelling around the genitalia, and injury around the genitalia were reported by 24 (22%), 14 (13%), and 12 (11%) respectively out of the total 107 reported completed rape cases. Unusual vaginal

discharge and abortion were also reported by 12 (11%) and 9 (8%) of those reported completed rape cases respectively.

Psychological related consequences such as fear, hopelessness, self-blame and feeling of sadness were reported by 82 (77%), 45 (42%), 32 (30%) and 26 (24%) respectively out of the total 107 reported completed rape cases. Suicidal ideation and suicidal attempts were reported by 18 (17%) and 11 (10%) out of the reported rape cases respectively as the result of the completed rape.

Social related consequences of completed rape such as poor achievement or failure from school, withdrawal from school, rejection from family and rejection from friends were reported by 40 (37%), 24 (22%), 18 (17%) and 17 (16%) of the total 107 reported completed rape cases respectively. Others also reported for becoming sexual dependent, 7 (7%), having multiple sexual partner, 5 (5%), and alcohol dependency 4 (4%) (**Figure 6**).

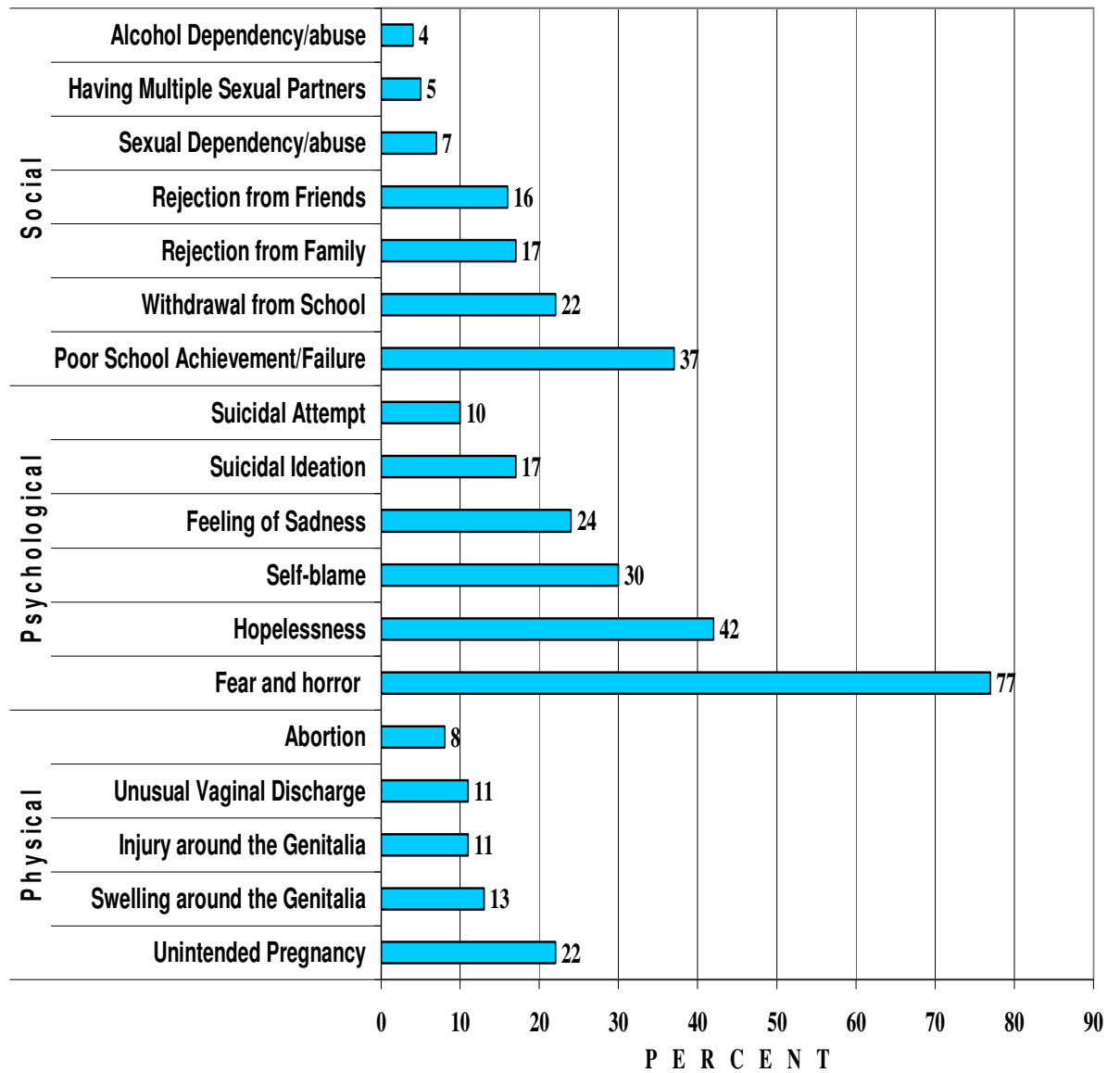


Figure 6: *Reported Consequences of Rape among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 (n=107)*
[Multiple responses possible, percents can not add up to 100]

5.2.3 Overlap between Physical and Sexual Violence

An overlap between physical and sexual violence was observed, that is students were exposed to both of these violent experiences. As illustrated by the following Venn diagram (*Figure 7*), the prevalence of experiencing both physical and sexual violence in the current academic year, obviously more severe form, were reported by 146 (14.3%) of the respondents. Among the study participants, 412 (40.2%) were found to be victims of gender based violence (physical violence or/and sexual violence), 270 (26.4%) victims of physical violence only and other 288 (28.1%) victims of sexual violence only in the current academic year.

The overlap between physical and sexual violence before joining college, since joining college and in lifetime were reported by 262 (25.6%), 204 (19.9%) and 303 (29.6%) of the respondents respectively.

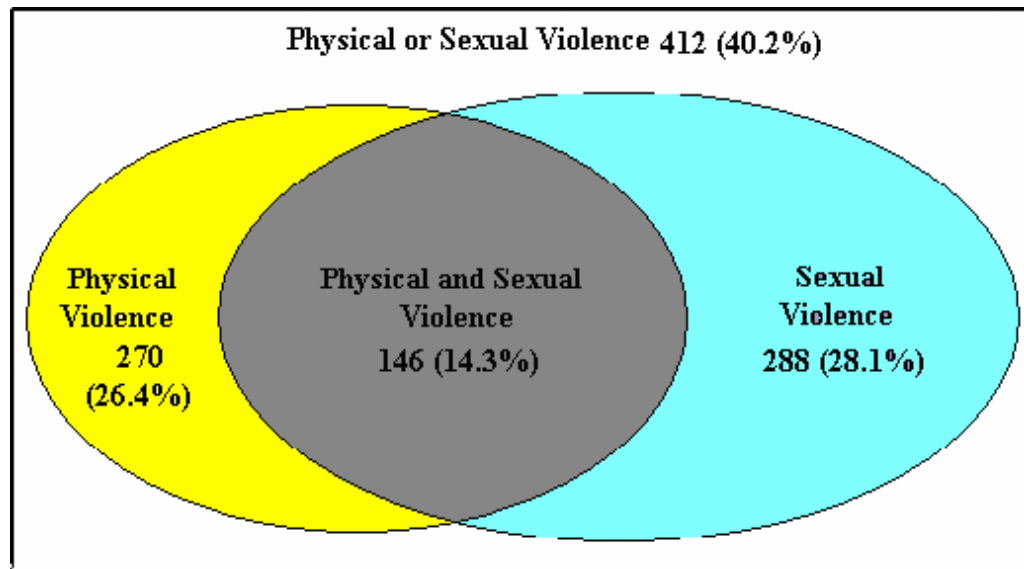


Figure 7: *Overlap of Physical and Sexual Violence in the Current Academic Year among College Female Students in Mekelle town, Tigray, Northern Ethiopia, March 2007 (n=1024)*

5.3 Factors Related to Gender Based Violence

Multivariate analysis was employed in order to control potentially confounding factors putting, step by step, in a model consisting of all the variables considered to be important

covariates¹ for GBV (Physical violence, Sexual violence, or both) in the current academic year (*Table 7 - 8*).

5.3.1 Physical Violence in the Current Academic Year

Adjusted Odds Ratio (OR) after multivariate analysis showed that female students reported to have poor academic performance in the semester prior to the survey time were found to be 2.51 times (95%CI: 1.29, 4.89) more likely to be physically violated in the current academic year compared to the students having good academic performance. Similarly, female students reported who were faraway from their family (OR=1.53; 95%CI: 1.09, 2.15), those who witnessed parental violence as a child (OR=1.87; 95%CI: 1.32, 2.66) and those who reported to have drunken peers (male or female friends) (OR=1.98; 95%CI: 1.26, 3.11) were found to be at a higher risk of experiencing physical violence in the current academic year compared to those having near-by family, who didn't witness parental violence as a child and those who didn't have drunken peers respectively (*Table 7*).

Religion, ethnicity, learning sessions (whether night or day class), age and educational level of the study participants didn't show any association with physical violence in the current academic year. Though all attributes of substance use (chewing chat, smoking and drinking alcohol) were found to be strong covariates of physical violence in the current academic year on crude OR, none of them were associated after multivariate analysis.

¹ Multivariate analysis was done step by step for each of the three dependent variables by equating all Socio demographic variables in **Model 1**, Family history related variables in **Model 2** and Sexuality and Behavioral (Substance use) variables in **Model 3**. Finally, from these **three Models**, all variables having p-value <5% and other variables of interest (from the ecological model & literatures) were included in **the same model**.

Table 7: Association between Selected Factors and Physical Violence among College Female Students in Mekelle town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Variable	Categories	Physical Violence in the Current Year		OR (95% CI)	
		n=1024	Prevalence (%)	Crude	Adjusted**
Age Group					
	> 24 Years	127	21.3	1.00	1.00
	20 – 24 Years	667	27.4	1.40 (0.89-2.21)	1.54 (0.87-2.73)
	< 20 Years	230	26.1	1.31 (0.78-2.19)	1.65 (0.85-3.24)
Residence (Childhood)*					
	Urban	817	25.7	1.00	1.00
	Rural	207	29.0	1.18 (0.84-1.66)	0.94 (0.65-1.37)
Residence (Current)					
	In campus	495	26.9	1.00	1.00
	Outside campus	529	25.9	0.95 (0.72-1.26)	2.30 (0.98-5.43)
Current Siblings (Live with)					
	With Family	266	22.2	1.00	1.00
	With Female Friends	524	27.5	1.33 (0.94-1.88)	2.03 (0.83-4.96)
	With Male Partner	109	27.5	1.33 (0.80-2.22)	1.36 (0.63-2.96)
	Alone	101	27.7	1.35 (0.80-2.27)	1.14 (0.64-2.04)
	With Others	24	37.5	2.11 (0.88-5.05)	1.82 (0.73-4.53)
Education Level					
	Year - 1	257	28.0	1.00	1.00
	Year - 2	324	24.4	0.83 (0.57-1.20)	0.79 (0.53-1.18)
	Year - 3	390	25.4	0.87 (0.61-1.25)	0.75 (0.50-1.12)
	Year - 4+	53	37.7	1.56 (0.84-2.89)	1.52 (0.76-3.04)
Type of Class					
	Day Class	759	27.0	1.00	1.00
	Night Class	265	24.5	0.88 (0.64-1.21)	1.02 (0.65-1.59)
School Performance*					
	Good and Above	124	23.4	1.00	1.00
	Average	824	25.2	1.11 (0.71-1.72)	1.24 (0.77-2.00)
	Poor	76	43.4	2.51 (1.36-4.65)	2.51 (1.29-4.89)
Current Marital Status					
	No partner at all	566	23.5	1.00	1.00
	Married	143	25.9	1.14 (0.74-1.73)	1.03 (0.51-2.05)
	Boyfriend	315	31.7	1.51 (1.11-2.06)	1.28 (0.90-1.83)
Family near-by (Closeness)*					
	Yes	746	24.0	1.00	1.00
	No	278	32.7	1.54 (1.14-2.08)	1.53 (1.09-2.15)
Witness of Violence as child					
	No	827	23.7	1.00	1.00
	Yes	197	37.6	1.94 (1.39-2.69)	1.87 (1.32-2.66)
Sexually active currently					
	No	667	24.1	1.00	1.00
	Yes	357	30.5	1.38 (1.04-1.84)	1.23 (0.83-1.82)
Chewing chat					
	No	954	25.1	1.00	1.00
	Yes	70	44.3	2.38 (1.45-3.90)	1.51 (0.87-2.63)
Alcohol consumption					
	No	771	24.0	1.00	1.00
	Yes	253	33.6	1.60 (1.18-2.18)	1.29 (0.92-1.82)
Have drunken friends					
	No	920	25.5	1.00	1.00
	Yes	104	43.3	2.36 (1.55-3.57)	1.98 (1.26-3.11)

* Based on the mere reports of the respondents,

** All the variables listed are equated in to one multivariate analysis model (See also Footnote 1)

5.3.2 Sexual Violence in the Current Academic Year

Sexual violence in the current academic year was statistically associated, on multivariate analysis, with females students who reported their childhood residence was in rural areas (OR=1.48; 95%CI: 1.03, 2.12), who are younger (age group between 20 to 24 years) (OR=1.79; 95%CI: 1.03, 3.12) and who witnessed parental violence as a child (OR=1.45; 95%CI: 1.02, 2.06) as risk factors compared to those grown in urban areas, older age (25 years and above) and those who didn't witness parental violence as a child respectively.

Sexually active female students were 1.82 times (95%CI: 1.24, 2.67) more likely to face sexual violence in the current academic year compared to those students who were not sexually active at the time of the survey. Similarly, female students who ever drink alcohol (OR=2.14; 95%CI: 1.54, 2.98) and having female or male friends who drunk (OR=2.22; 95%CI: 1.41, 3.49) were at a higher risk of experiencing sexual violence in the current year as compared to the female students who have never drunk alcohol and having no drunken peers respectively (*Table 8*).

Religion, ethnicity, learning sessions (whether night or day class), current residence (in campus or out side), academic performance, family near-by and educational level of the study participants didn't show any association with sexual violence in the current academic year.

Table 8: Association between Selected Factors and Sexual Violence among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Variable	Categories	Sexual Violence in the Current Year		OR (95% CI)	
		n=1024	Prevalence (%)	Crude	Adjusted**
Age Group					
	> 24 Years	127	24.4	1.00	1.00
	20 – 24 Years	667	30.0	1.33 (0.86-2.05)	1.79 (1.03-3.12)
	< 20 Years	230	24.8	1.02 (0.62-1.69)	1.78 (0.92-3.44)
Residence (Childhood)*					
	Urban	817	26.1	1.00	1.00
	Rural	207	36.2	1.61 (1.17-2.23)	1.48 (1.03-2.12)
Residence (Current)					
	In campus	495	27.3	1.00	1.00
	Outside campus	529	28.9	1.08 (0.83-1.43)	0.96 (0.39-2.36)
Current Siblings (Live with)					
	With Family	266	25.6	1.00	1.00
	With Female Friends	524	27.5	1.10 (0.79-1.54)	0.92 (0.36-2.34)
	With Male Partner	109	30.3	1.26 (0.77-2.07)	1.34 (0.61-2.96)
	Alone	101	33.7	1.48 (0.90-2.43)	1.06 (0.60-1.86)
	With Others	24	37.5	1.75 (0.73-4.18)	1.41 (0.56-3.53)
Education Level					
	Year - 1	257	24.5	1.00	1.00
	Year - 2	324	31.2	1.40 (0.96-2.02)	1.26 (0.85-1.88)
	Year - 3	390	26.9	1.14 (0.79-1.63)	0.89 (0.59-1.33)
	Year - 4 ⁺	53	35.8	1.72 (0.92-3.23)	1.38 (0.67-2.82)
Type of Class					
	Day Class	759	27.5	1.00	1.00
	Night Class	265	29.8	1.12 (0.82-1.52)	1.31 (0.84-2.02)
School Performance*					
	Good and Above	124	27.4	1.00	1.00
	Average	824	27.5	1.01 (0.66-1.54)	1.17 (0.74-1.86)
	Poor	76	35.5	1.46 (0.79-2.69)	1.52 (0.77-3.00)
Current Marital Status					
	No partner at all	566	25.3	1.00	1.00
	Married	143	26.6	1.07 (0.71-1.62)	0.58 (0.28-1.18)
	Boyfriend	315	34.0	1.52 (1.13-2.06)	1.05 (0.74-1.51)
Family near-by (Closeness)*					
	Yes	746	26.7	1.00	1.00
	No	278	32.0	1.29 (0.96-1.75)	1.33 (0.94-1.87)
Witness of Violence as child					
	No	827	26.0	1.00	1.00
	Yes	197	37.1	1.68 (1.21-2.33)	1.45 (1.02-2.06)
Sexually active currently					
	No	667	23.5	1.00	1.00
	Yes	357	36.7	1.88 (1.42-2.49)	1.82 (1.24-2.67)
Chewing chat					
	No	954	26.2	1.00	1.00
	Yes	70	48.6	2.60 (1.59-4.25)	1.46 (0.84-2.56)
Alcohol consumption					
	No	771	23.1	1.00	1.00
	Yes	253	43.5	2.56 (1.90-3.46)	2.14 (1.54-2.98)
Have drunken friends					
	No	920	25.7	1.00	1.00
	Yes	104	50.0	2.90 (1.92-4.38)	2.22 (1.41-3.49)

* Based on the mere reports of the respondents,

**** All the variables listed are equated in to one multivariate analysis model (See also Footnote 1)**

5.3.3 Physical or/and Sexual Violence in the Current Year

Gender Based Violence (physical or/and Sexual) in the current academic year was also calculated by aggregating the separate physical and sexual experiences reported by the study participants. Therefore, current year GBV was statistically associated, on multivariate analysis, with females students who are younger (age group 20 to 24 years) (OR=1.71; 95%CI: 1.03, 2.85), who reported having poor school achievement in the last semester prior to the survey time (OR=2.09; 95%CI: 1.10, 3.97) and with having boyfriend at the time of the survey (OR=1.46; 95%CI: 1.05, 2.02) as compared to those in the age group 25 years and above, those who reported their last semester school achievement was good and above, and those having no any sexual partner at the survey time respectively.

Regarding family history, those who reported their family were far and those who witnessed parental violence as a child were found to be 1.43 times (95%CI: 1.04, 1.98) and 1.54 times (95%CI: 1.10, 2.16) more likely to experience gender based violence in the current academic year as compared to the students having near-by (in close proximity) families and those who didn't witness any parental violence as a child respectively.

Sexually active female students were found to be 1.44 times (95%CI: 1.01, 2.07) more likely to face gender based violence in the current academic year as compared to those students who were not sexually active at the time of the survey. Similarly, female students who ever drink alcohol (OR=1.97; 95%CI: 1.43, 2.71) and having female or male friends who drunk (OR=2.63; 95%CI: 1.65, 4.18) were at a higher risk of experiencing GBV in the current year as compared to the female students who have never drunk alcohol and having no drunken peers respectively (*Table 9*).

Table 9: Association between Selected Factors and Gender Based Violence among College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007 (n=1024)

Variable	Categories	Physical or/and Sexual Violence in the Current Year		OR (95% CI)	
		n=1024	Prevalence (%)	Crude	Adjusted**
Age Group					
	> 24 Years	127	33.1	1.00	1.00
	20 – 24 Years	667	43.0	1.53 (1.02-2.28)	1.71 (1.03-2.85)
	< 20 Years	230	36.1	1.14 (0.72-1.81)	1.57 (0.86-2.88)
Residence (Childhood)*					
	Urban	817	38.2	1.00	1.00
	Rural	207	48.3	1.51 (1.11-2.06)	1.35 (0.95-1.90)
Residence (Current)					
	In campus	495	40.6	1.00	1.00
	Outside campus	529	39.9	0.97 (0.76-1.25)	1.53 (0.66-3.55)
Current Siblings (Live with)					
	With Family	266	36.1	1.00	1.00
	With Female Friends	524	41.2	1.24 (0.92-1.68)	1.32 (0.55-3.14)
	With Male Partner	109	40.4	1.20 (0.76-1.89)	1.04 (0.50-2.17)
	Alone	101	42.6	1.31 (0.82-2.09)	0.96 (0.56-1.63)
	With Others	24	54.2	2.09 (0.90-4.85)	1.71 (0.71-4.12)
Education Level					
	Year - 1	257	38.1	1.00	1.00
	Year - 2	324	40.7	1.12 (0.80-1.56)	1.01 (0.70-1.46)
	Year - 3	390	39.2	1.05 (0.76-1.45)	0.82 (0.57-1.18)
	Year - 4 ⁺	53	54.7	1.96 (1.08-3.56)	1.64 (0.83-3.23)
Type of Class					
	Day Class	759	41.0	1.00	1.00
	Night Class	265	38.1	0.89 (0.67-1.18)	1.02 (0.68-1.53)
School Performance*					
	Good and Above	124	37.1	1.00	1.00
	Average	824	39.4	1.10 (0.75-1.63)	1.29 (0.84-1.98)
	Poor	76	53.9	1.99 (1.11-3.55)	2.09 (1.10-3.97)
Current Marital Status					
	No partner at all	566	35.2	1.00	1.00
	Married	143	39.2	1.19 (0.81-1.73)	1.00 (0.52-1.92)
	Boyfriend	315	49.8	1.83 (1.38-2.42)	1.46 (1.05-2.02)
Family near-by (Closeness)*					
	Yes	746	37.9	1.00	1.00
	No	278	46.4	1.42 (1.07-1.87)	1.43 (1.04-1.98)
Witness of Violence as child					
	No	827	37.6	1.00	1.00
	Yes	197	51.3	1.75 (1.28-2.39)	1.54 (1.10-2.16)
Sexually active currently					
	No	667	36.0	1.00	1.00
	Yes	357	48.2	1.65 (1.27-2.15)	1.44 (1.01-2.07)
Chewing chat					
	No	954	38.5	1.00	1.00
	Yes	70	64.3	2.88 (1.74-4.78)	1.60 (0.91-2.80)
Alcohol consumption					
	No	771	35.0	1.00	1.00
	Yes	253	56.1	2.37 (1.78-3.17)	1.97 (1.43-2.71)
Have drunken friends					
	No	920	37.3	1.00	1.00
	Yes	104	66.3	3.32 (2.16-5.09)	2.63 (1.65-4.18)

*** Based on the mere reports of the respondents,
** All the variables listed are equated in to one multivariate analysis model (See also Footnote 1)**

5.4 Practice, Attitude & Knowledge towards Gender based Violence

Among the 1024 study participants, 811 (79.2%) responded that sexual violence is a major problem for female students in colleges, and 898 (87.7%) perceived that it can be prevented. Two hundred (19.5%) students reported that sexual violence is not criminal offense, which signifies the lack of information on sexuality and violence related issues even in higher learning institutions (**Table 10**). This was also highly supported during the FGD session.

The study participants, who considered sexual violence as a major problem, were responded to questions of the possible causes of sexual violence. Accordingly, males' dominancy, females' dressing style and drinking alcohol took the rank from first to third, as reported by 454 (44.3%), 395 (38.6%) and 323 (31.5%) of the 811 respondents respectively (**Table 10**).

These quantitative findings were supported and discussed deeply in both sexes of the FGD sessions. Female discussants bitterly blamed the traditions that maintain male superiority and female inferiority at family as well as community level. They agreed that the main reason for gender based violence is due to the dominant behavior of males started at home (family) level and later on rewarded by the community, and finally the tolerance of the government officials in putting the legal actions in to practice and failure of taking strong legal measures on the perpetrators. Lack of confidence and life skills on how to negotiate violent sexual relationships, feeling of dependency on male students, appealing dressing styles were also stated as major triggering reasons for the problem.

Female students expressed their concerns on what is being done practically on the legal actions against rapists. A female discussant expressed "A person in authority, if find guilty of corruption, is being taken up on a serious and fast measures as much as possible. In contrary to this, a raped woman, her life is ruined in many ways – HIV infection, psychological trauma, unwanted pregnancy and its complications/ consequents like abortion- the measures are very silly. It is usual to see perpetrators, for different reasons, being released free after a few stay in prison"

There is a belief among the male students that the sole reason for a girl student to be harassed or approached violently is due to her appealing dressing styles, her way of romantic approach, and her dependency on males due to different reasons such as for passing exam (mark) and for financial support or need of luxurious materials like for buying mobile phones. They said that it was this advantage that made males to rape girls. This was also supported by some of the female group discussants.

In the quantitative part of the survey (*Table 10*), mass-media was reported as major source of information in 620 (60.5%) of the respondents, followed by friends, 357 (34.9%) and video-films and internet, 355 (34.7%). This was frequently cited during the focus group discussion.

Both sexes concluded that extreme lack of appropriate information related to sexuality and how to challenge violent acts are exposing females students to gender based violence. They argued as follows: “In the campus life there are many new things happening and for most of the students it is the first time to be out of their home and lead independent life exposing to rush for having strange boyfriends which are the common perpetrators. New behaviors such as drinking alcohol, chewing chat and smoking cigarettes are adapted as the result of having new friends and new environment which are contributing factors for violent behaviors, especially in males.”

A 20-year female stated “I used to receive sexuality related information from different mass-medias before. But since I joined to this campus (Mekelle University), I am not getting any information. Instead of strengthening and improving, it is being stopped. In the campus life, there are many new things happening. It is not clear to me why activities in elementary and high schools are better than that of this University.”

Both sexes underlined that in contrary to the receiving of the right health education on sexuality, exposures to wrong information such as seeing pornographic films and unnecessary sketches on the walls of classrooms are common phenomena which drive both male and female students to gender based violence.

The mechanisms of prevention were reported as legal enacting, community awareness, and educating females as proposed respectively by 539 (52.6%), 449 (43.8%), and 427 (41.7%) of the 898 students responded to the question of prevention mechanisms. Other mechanisms such as creating awareness on males, stopping females' appealing dressing styles, empowering females and strengthening clubs and associations were also reported (*Table 10*).

Different prevention mechanisms were suggested during the focus group discussion. The following major points were summarized from the separate reports of the four groups:

1. Awareness creation on gender based violence at college level such as mini-media and youth friendly services
2. Awareness creation on GBV at community level focusing on early marriage, rape, abduction and their consequences
3. Creating conducive environment for female education and empowerment so that they are able to develop confidence and courage on decision making and leading their lives.

“We females have everything- the dreams, the talents, and the capacity to work and support our livelihood as any citizen can do. But the perceptions of women's inferiority should be abandoned so that we can have the opportunity to bring our dreams to the surface.” *Suggested by a 22- year female junior student*

4. Close collaboration among different sectors of the society including family, community leaders, religious leaders, police, non-governmental organizations & associations (e.g. women association), and colleges (teachers and officials
5. Females should avoid tempting dressing styles, which are outside our culture. “Some times we ourselves are found to be the ‘causes’ for the transgressors. Our dressing some times is very transparent to the extent that our body seems naked. The most important thing at this time should be to become what we are, rather than to seem others.” *Suggested by a 23-year female discussant.*
6. Legal measures taken on the attackers should be firm and educative. What is stated under the law should be effectively translated in to practice.
7. Gender based violence should be considered as a main development agenda in every activities. Only talking can't solve the problem of females unless there is practical

commitment; and involvement of female students in decisions affecting the life of females.

Table 10: Perceptions of Practice, Attitude and Knowledge (PAK) of Sexual Violence as Reported by College Female Students in Mekelle Town, Tigray, Northern Ethiopia, March 2007

Description		N	%
Sexual Violence (n=1008)	Perceived as Major Problem	811	80.5
	Not Perceived as Major Problem	197	19.5
Sexual Violence (n=1017)	Perceived as Preventable	898	88.3
	Perceived as not Preventable	119	11.7
Sexual Violence (n=1014)	Perceived as Criminal Offense	814	80.3
	Perceived as not Criminal Offense	200	19.7
Possible Reasons for Sexual Violence (n=811)	Males' dominancy	454	44.3
	Females' dressing style	395	38.6
	Drinking alcohol	323	31.5
	Females' low negotiation power	261	25.5
	Chewing chat	173	16.9
	Smoking cigarette	138	13.5
Mechanisms of Prevention for Sexual Violence (n=898)	Poor family control	128	12.5
	Legal enacting	539	52.6
	Creating awareness on family/community	449	43.8
	Crating awareness on females	427	41.7
	Creating awareness on males	377	36.8
	Stopping females' appealing dressing style	338	33.0
Sources of Information (n=1013)	Empowering females	337	32.9
	Strengthening clubs and associations	286	27.9
	From mass media (TV, radio, newsletters)	620	60.5
	From friends	357	34.9
	From video/film/internet/books	355	34.7
	From health personells (health institution)	283	27.6
	From family	220	21.5
	From teachers (school)	168	16.4
	No any source of information	159	15.5

NB. Percentages can not add up to 100 because of multiple answers.

“un U” ʔʔAUM ʔL ʔpU& Ó” ʔ¼ʔ<eÖʔ” ʔʔ<ØŠ u²=I ʔʔ[kf LĂ Teð` eK%MY<~ ʔʔ<eÖʔ” kKM wKAUM:: ʔʔU un uʔʔ@ ʔ¼Ă[cʔ< uK?L ʔʔÇĂĂ`e ʔLKG<:: u`~M” u`~M” ʔLKG<:: uc?,,< LĂ ʔʔ¼Ă[c ÁKʔ< Ønf Ăwn::” This can be literally translated as follows:

“I don’t know what can I say; but this helped me to relieve [from concern] by expressing what I have inside. I should say that it must not be repeated what had been committed on me. Build up your efforts. End up violence that is being perpetrated on females.” *A 19-year old survivor of rape*

6. DISCUSSION

The socio-demographic characteristics of the respondents such as age, religion and marital status were similar with the source population. This was also found to be comparable with previous studies conducted on similar populations in Awassa and Addis Ababa (25, 26).

Gender based violence among college female students in Mekelle town was found to be very common phenomenon. The prevalence of gender based violence (physical or/and sexual) was found to be 62.1% in lifetime and 40.2% in the current academic year. The prevalence of any form of sexual violence was reported to be 45.4% in lifetime and 28.1% in the current academic year while that of any form of physical violence was 46.3% in lifetime and 26.4% in the current academic year.

A study conducted in Awassa College female students in 2006 revealed that the prevalence of gender based violence in the current year, since enrolling college and in life time to be 40.3%, 46.1% and 59.9 % respectively which is in consistent with the corresponding values of our findings (25). But our finding on sexual violence is higher as compared to the 2006 study conducted in Butajira among female high school and technical school students that revealed to be 19.1% in the current year and 35.0% in lifetime (24). This could be due to the age differences between the target populations.

In our study, completed rape and attempted rape in lifetime were reported by 10.4% and 33.7%, respectively which are comparable results with a survey on sexual coercion conducted among female students of Addis Ababa University in 2004 that revealed to be 12.7% and 27% respectively (26). But our findings were higher than the findings from female high school students conducted in Dabat in 2003, in Debarq in 2000 (both in Northwest Ethiopia) and in Addis Ababa and Western Showa in 1996; where the findings fell between the ranges 5.1% to 8.8% for completed rape and between the ranges 10.1% to 20.4% for attempted rape (27, 28, 29). This might be due to the differences in age and in socio-cultural factors between the study targets. Similar argument could also be made in the findings from United Nations study in 1999 in Addis Ababa high school students in which the prevalence of completed rape was

3%, attempted rape 11.6, and in the study conducted among high school students in Harar, where forced sexual initiation was reported by 14.7% of the sexually active students (30, 31).

Our findings of completed rape and attempted rape in the current academic year were lower than the findings from street adolescents aged 10-19 years in Addis Ababa that revealed 15.6% and 20.4% respectively in the period of three months prior to the survey. Differences in study targets and study setting might be the explanation for the difference of findings.

Our findings on current year and life time completed rape were lower than the community based studies conducted around Gondar in Northern Ethiopia and Butajira (Southern Ethiopia) where sexual violence was reported with wide range from 19.2% to 59% (17, 18, 39, 40). This might be due to the difference in socio cultural characteristics of the study targets and the contexts of forced rape (domestic violence). Another explanation could be our study is institution based and the prevalence is among survivors hence subjected to underestimation.

In our study the magnitude of life time completed rape was 10.4% which is inconsistent to a study conducted in USA among adolescents reported to be 12 % (41). Our finding of attempted rape, which was 33.7%, is comparable with findings from the national surveys in the United States, Barbados Canada, the Netherlands, New Zealand, and Norway revealed that 27 to 34% of the women interviewed have been sexually abused during childhood (43, 44). It is also inconsistent with an institution based retrospective survey of university students in Costa Rica that revealed 32% of women reported sexual abuse (43).

Our finding is comparable with the findings from cross-national studies that revealed a life time attempted rapes between 19% and 27% among college aged women surveyed in Canada, Korea, New Zealand, United Kingdom and the United States (14, 16). But ours is higher than the findings from Switzerland on National survey of 3,993 girls, ages 15-20, enrolled in schools or professional training programs that revealed 19% for sexual abuse (46). This difference might be either due to the age variation or the variations in socio cultural contexts between the study populations.

Our findings are comparable with the findings from Nigeria among young females that revealed 15% and 27 % of reported forced penetrative and attempted rape respectively (48, 49). A survey in South Africa confirmed between 28% and 30% forced sexual initiation among young women which is comparable with our findings (51).

Our finding on physical violence showed that life time and current year prevalence were reported by 46.3% and 26.4% of the respondents respectively; where 29.6% in life time and 15.3% in the current year were the sever forms of physical violence. These findings are comparable with the study among teenage girls in USA, where 21% to38% of the study participants were in physically and sexually abusive relationships (42). It is also comparable with findings from Peru in the WHO-Multi Country Study; where non-partner physical violence was reported by 28% and 32% in the city and province, respectively (17).

Prevalence study from Butajira High School and Technical School female students on physical violence revealed 15.5% in the current year and 35.2% and in lifetime, which is lower compared to our findings of 26.4% in the current year and 46.3% in lifetime (24). This might be explained by the differences in age and socio-cultural contexts between the study populations.

The findings of prevalence of experiencing physical violence in lifetime, 46.3%, is inconsistent with the findings from previous domestic violence studies done in Butajira, 49% in 2003, and 45% in 1996 (17, 18, 39). But ours is higher than the findings from previous domestic violence study done in Gondar, North West Ethiopia, 32.2% in 2003 (40). The difference could be attributed to the difference in the contexts where physical violence occur (domestic versus non-partner) and the socio-cultural factors between the target groups.

These evidences show that that gender based violence is highly prevalent in all stages of female students' educational level, before joining college, since joining colleges and current academic year. This signifies that there is no violence free period (stage) in the life of female students. Different socio-cultural and behavioral factors were hypothesized to expose girls for

GBV which could be at individual, family or community level (*Figure 1: Ecological frame work*).

Based on the ecological frame work (literatures), our study has assessed some associated factors which are stated as contributing factors for gender based violence. Though cause and effect relationship could not be established, gender based violence in the current year was significantly associated with poor school performance, which was supported by the discussion in the focus groups of both sexes. It was also reported in the quantitative study that 37% of the victims of rape reported they had poor school achievement and 22% faced withdrawal from school following their victimization. Similar findings were reported in studies from Universities and High Schools in Addis Ababa, Awassa and Butajira studies in Ethiopia (24, 25, 26, 35)

Sexual violence in the current year was significantly associated as risk factors with female students whose child hood residence was in rural areas, who witnessed parental violence as a child, having history of alcohol consumption and having drunken peers (males or/and females). Similar findings were reported from a study in Addis Ababa and Western Showa in 1999, Addis Ababa in 2004, Awassa and Butajira in 2006, and in South Africa, which support the theory explained in the ecological frame work (1, 17, 24, 25, 26, 29, 50)

Being sexually active and having boyfriend at the time of the survey was associate with experiencing gender based violence currently, which was also reported in the study in Addis Ababa University in 2004 and Addis Ababa and Western Showa in 1996 (26, 29).

Sexual violence in the current year was also significantly associated as risk factors with female students who are younger (in the age group 20-24 years) as compared to the older ones (above 24 years age). These groups of girls might be targeted by the perpetrators due to the fact that they are no more adolescent and also not yet adult, which is the right time for establishing friendship. In a study in Addis Ababa and Western Showa High School girls, age group 20 and above were reported to be at a higher risk for victimization of rape (29).

Physical violence in the current year was associated as risk factors with female students who were currently far-away from parents, which was also similar to the finding from Addis Ababa University (26). This was evidenced by the large proportion of perpetrators of physical violence reported to be strangers. This might be due to loss of confidence and filling of newcomer in the colleges they are learning. This was also supported during FGD session in both sexes.

Witnessing parental violence as a child and having male or female friends who drunk were found to be consistently associated as risk factors for physical violence, sexual violence or gender based violence in the current year. These factors were supported during the focus group discussions both in female and male groups as traditions rewarding maleness to control females' behavior and prejudice started early in the family were exposing males to be violent later on even in higher learning institution. Female discussants added that males in later age even in colleges are doing what they were seeing and practicing early at family level; violent behaviors at home are being repeated outside including at schools or colleges.

”... u²=I [ÑÉ ÁK”< <Ó` uw³f G<K<”U ””É< v”MU }w³—”<” ””É ¾uLÁ’f ¶”ÇK”< ¶“ c?f u””É e` J“ ¶”Éf· eKT>ðMÓ uϕK?í Á[í ¾}KÁ¿ }î• Kc?f^aU ¾T>ÁÁ’Ñ”< ¾>ÿvu=”<” ¾>e}ÇÁÑ<” ¾u?~” G<’@ ¶Á¾ eKT>S× ÁÑ—f” c?f Mí ¶’ÁðKÑ”< KTE[Ó ÁV;^M:.” A 21 –year old graduate student

Different problems following rape were reported among the victims ranging from suicidal attempt (10%) to hopelessness (42%) and sense of fear (77%). Other problems such as unintended pregnancy, abortion and symptoms of sexually transmitted infection were also reported widely. Both sexes in the focus group discussion underscored these negative implications affecting the life of the female students including HIV/AIDS and a series of emotional disturbances throughout the life of the victim.

“Ál Ønf ¾c?f ¶,%,%<” H>”f ¾T>ÁÚMU ”<: Ke”f }LT Øk”< ¾}<f” c?,,< u>”É>”É UÓv[-wMg< ””É< ¶¾}ðIS ÁK”< ’Ñ` uxU Ád”M:.” A 23-Year old male student

Among the respondents, sexual violence was believed as a major problem in 79.2%. But 12.3% reported that it can not be prevented and around 20% didn't know whether it is criminal offense or not. There was also high information gap among the respondents as

reported by 15.5% of them not getting any information concerning gender based violence or other sexuality issues currently. This was supported by the FGD in both sexes that there was no source of appropriate information for young girls and boys; instead they were being exposed to unnecessary information such as seeing pornographic films that fuel up violence activities.

This study signifies that the problem of gender based violence is sustained and aggravated because of stigma, social conformation and poor enforcement of the law especially in effecting in to practice. It is clear from this study that GBV is a significant problem among female students in colleges. Starting at early age, as early as 10 years, females were shown to be victims of various forms of sexual and physical violence which ranges from unwelcome remark and unwanted touch to brutal physical punishment and forced sexual intercourse.

7. STRENGTHS AND LIMITATIONS OF THE STUDY

7.1 Strengths

Combination of quantitative and qualitative methods of data collection and involvement of male in the qualitative method (FGD) could considered as a strength for this study, which capture a more complete and complementary picture of the problem under study. The study is internally valid for the following major reasons:

1. Study participants were selected randomly;
2. The questionnaire was pre-tested and based on standard WHO Multi-country study (dealing about theoretical frame work);
3. The questionnaire was closed ended, anonymous and self administered;
4. Large numbers of study participants were involved to increase precision; and
5. Logistic regression (Multivariate) was done to minimize confounding.

7.2 Limitations

- The magnitude of gender based violence might be underestimated. This is because the information was collected only from the survivors during the data collection time. Students could probably drop out or absentee from the college because of the victimization of the violence.

- As any cross sectional study cause and effect relationship was not possible to establish for the factors dealt in the study because it is difficult to know which occurred first the exposure or out come variable. For example in our study we have found that current GBV (sexual or/and physical violence) among female students was significantly associated with reported poor school achievement and with drinking alcohol, but it is difficult to know whether theses factors or the outcome variable occurred first.

8. CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

Gender based violence among females students in the study area was found to be very widespread. Though it is among survivors and under reporting couldn't be ignored, the prevalence is high. Nearly two-third of the respondents reported having faced with some form of Sexual or/and physical violence in lifetime, and nearly one-third reported having faced with both sexual and physical violence which clearly shows the severity of the problem.

Gender based violence in the current year was associated with female students whose childhood residence was in rural area, having poor school performance, whose parents were currently faraway, who witnessed parental violence as a child, sexually active, having boyfriend currently, having history of alcohol consumption and having drunken peers.

In the FGD sessions, both male and female participants stressed on the harmful traditions and cultural practices that favored males' dominance and aggression as a sign of courage and manliness. This is started at home (family) level and later on rewarded by the community, and finally the failure or the tolerance of the government officials in putting the legal actions in to practice fuels the problem of GBV even in higher learning institutions. There is a belief among the male students that the sole reason for a girl student to be harassed or approached violently is due to her appealing dressing styles and her dependency on males due to different reasons such as for passing exam (mark) and for the need of money. This is also supported by some female students in the FGD. Both groups underscored the problem of low self-esteem and negotiation power of female students in challenging unwelcome sexual relations.

Such very common prevalence of gender based violence in higher learning institutions (colleges and universities) and in the twenty-first century is very shocking and unacceptable. This is because the life of young girls is being ruined in many ways as a result of sexual violence (especially rape), such as dropout from their education, unwanted pregnancy, abortion, STIs and psychological disturbance, which is against the strategy and consensus of universal education for women and girls and adolescent health stated in the Millennium Development Goal (MDG).

“... 'Ñ` Ó” ›Ç=f c?f }Áô^ IÃ` fª uw²< ›Ã'f S”ÑÉ c=ULi' u›?‹ ›Ã y=' ue'Mx“ ‹Ó' u`Ó“` Y³U “<Í uSdcK<f efÔÇ ¾T>“cÁ”< UÍ U” ›Ã'f ”<; ÃI 'Ñ` u×U ÃÑ`S—M:: U— c?„‹ KHÑ^<” ¾Ë`v ›Ø”f ¶ÁSJ“<” SÖ” T”—“<U lw]cw dÁÑK” uıY<M'f K=Á¾” ÓÉ“ ÓÉ ÁKªM:: c?„‹ ¶Á T”U c`” ¾SwLf ›pS<U IMS<U ›K”:: c?f TKf GÑ' ¶f ¶f' Mİ T>ef efJ” ¶Èf ß”pLf [Ö?— ›Ua] ÁK”< c”< c?f” ÄÔÇM!?”

This paragraph can be read as follows:

“... a girl if raped, her life is spoiled in many ways; HIV, psychological problems, pregnancy then follows abortion and its complications, what kind of measures are being taken? This is very miserable to me. For the fact that we females are the back bone of our country, the society shouldn't discriminate us, rather it is must to be treated equally. Females as a human being have all the capacity to work and lead our livelihood with all the dreams for bright future. A woman is a country, a mother, a sister, a wife and a daughter. How can a 'normal' minded person hurt a woman?!” *Exclaimed by a 23-year female student in sophomore class*

8.1 Recommendations

Finding from this study confirmed that gender based violence among college female students is very common which deserves the following interventions from concerned bodies.

1. Colleges should secure effective education or awareness strategies in short and in the long ran targeting both girls and boys with special emphasis on girl students that help them in developing confidence and life skills useful in challenging or negotiate sexual relations. This can be done through developing curriculum on the education systems and by organizing and strengthening clubs, youth friendly services and via existing associations such as Women Association of Tigray (WAT) and Youth Association of Tigray (YAT).
2. College officials should build strong collaboration and integration mechanisms with community leaders, local administrators, policy makers, law enforcing bodies, women advocates, and other stakeholders in order to work on avoiding traditional harmful gender norms, putting legal actions in to practice in taking appropriate and educative measures on the perpetrators.
3. Colleges should have their own polices and strategies that help in addressing the problem of gender based violence at college levels.
4. College officials, NGOs, and other civic society organizations working on gender and violence should tailor their programs according to the risk factors identified. These include giving priority to the younger, girls from rural areas, having sexual partner and not yet married and those who are faraway from their families.
5. Secondary prevention measures such as victim support programs should be started to take care of students affected by GBV from the immediate physical and psychological sufferings they are facing with and to rehabilitate further. These interventions can be making access to proper counseling services, STI diagnosis and treatment and emergency contraception. This can be done through establishing min-clinic or/and opening psychological guidance offices in the colleges and linking referral systems with other near-by health institutions.

6. Expanding and strengthening of information, education and behavior change communication (IE/BCC) activities aimed at preventing gender based violence in the college level as well as in the community.
7. Future larger scale longitudinal studies are recommended to deeply assess socio-cultural factors, consequences and possible prevention mechanisms for gender based violence.

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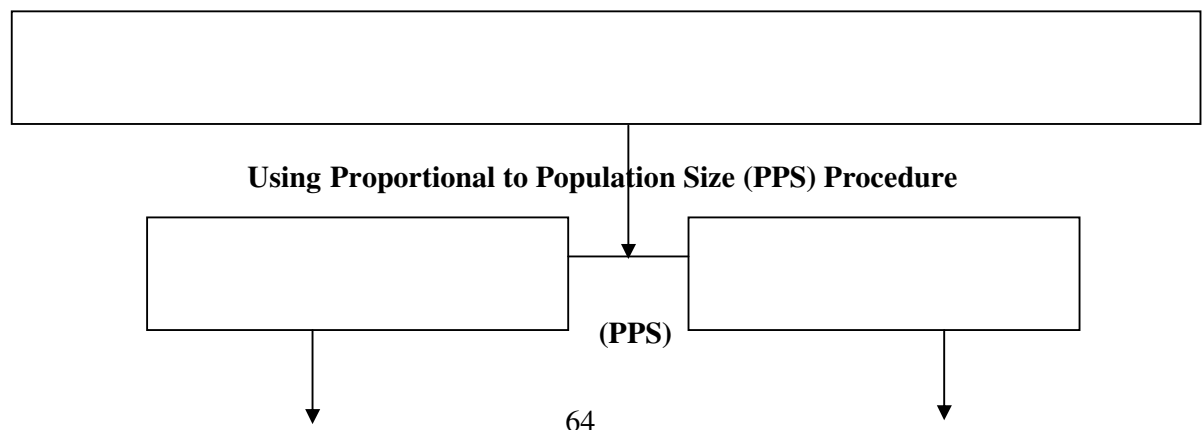
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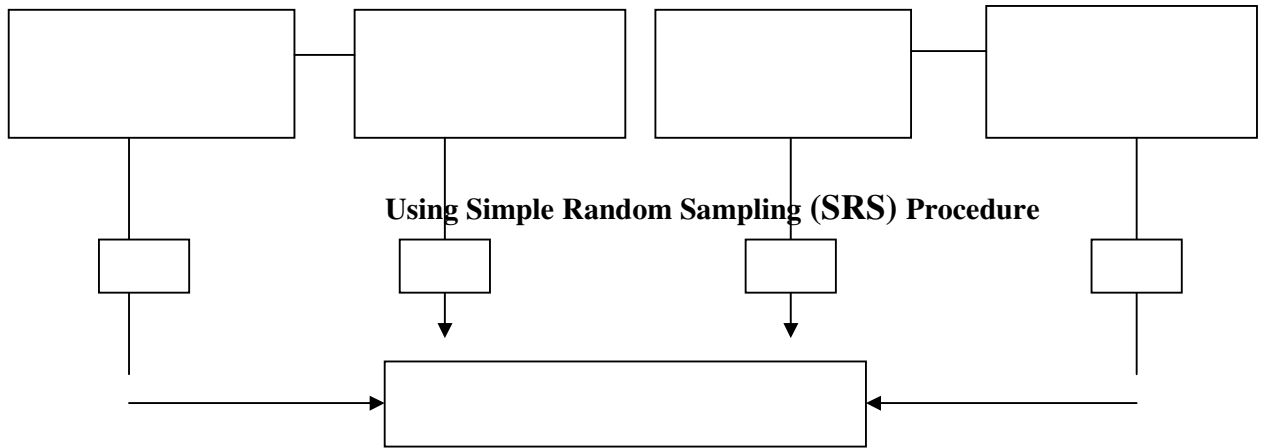
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ANNEXES

Annex 1: SCHEMATIC ILLUSTRATION OF THE SAMPLING PROCEDURE





Annex 2: SELF-ADMINISTERED QUESTIONNAIRE (English Version)

A Self-Administered Questionnaire Prepared to Assess the Prevalence and related factors for Gender Based Violence (GBV) among Female Students of Higher Learning Institutions in Mekelle Town, Tigray Regional State, Northern Ethiopia, 2007.

INTRODUCTION:

I am a public health post graduate student at Addis Ababa University. Now I am working on a research that tries to address social and health problems of female students in higher learning institutions. You have been selected to participate in the study by random selection method.

The findings of the study will be used for better understanding of the problems of female students so that it can be helpful for planning and intervention on the issue under study. Therefore, I am requesting you to fill this questionnaire by yourself. There is no right or wrong answer in all the questions. The questions include very personal issues which may be difficult to talk about, but for many, it is found to be useful opportunity to talk.

Your response is completely confidential. You do not need to write your name and will never be used in connection with any of the information you give. You are kindly requested to answer every question and you may stop filling the form at any time you want to. However, your honest answers to these questions will help for understanding of Gender Based Violence greatly. There can be more than one answer as given on the alternative choices or opinions. The total time needed for filling this questionnaire is about thirty minutes.

Would you be willing to participate? Yes No

If you are willing, please insert the questionnaire yourself in the sealed box around the gate of this hall after you fill it complete.

THANK YOU!!

SECTION 1: BACKGROUND CHARACTERISTICS

Q. No.	Questions (Q) and Filters	Answers and Alternative Choices for Responses
101	How old are you?	[____] Years
102	What is your religion?	1. Orthodox 2. Catholic 3. Protestant 4. Muslim 8. Other (Specify) _____
103	Where were you living before joining this college?	1. Tigray 2. Amara 3. Oromiya 4. Addis Ababa 5. SNNPR 8. Other (Specify) _____
104	Where do you grow up (before age 12 where did you live longest)?	1. Urban 2. Rural
105	Where are you living currently?	1. In the Campus 2. Outside the Campus
106	With whom are you living currently?	1. Alone 2. With my family 3. With Husband/Boyfriend 4. With female friends 5. With Relatives 8. Other (Specify) _____
107	What is the type of the College in which you are currently learning?	1. Governmental – Mekelle University 2. Governmental – Other Colleges 3. Private College
108	In which type of class are you following your education currently?	1. Day Class 2. Night/Evening Class
109	What is your current education program?	1. Certificate 2. Diploma 3. Degree
110	What is your education level now?	1. Year 1 2. Year 2 3. Year 3 4. Year 4 and above
111	What was your last semester education result?	1. GPA [_____] or [_____%] 9. I don't know
112	Where do you place your educational (Grade) status currently?	1. Good and above 2. Average 3. Poor
113	Have you ever been married or lived with male partner?	1. YES 2. NO
114	Are you currently married or have boyfriend?	1. YES, Married 2. YES, Boyfriend 3. NO → Skip to Q 201

115	What is the educational status of your current male partner (husband or boy friend)?	<ol style="list-style-type: none"> 1. No formal Education 2. Grade 1 - 8 complete 3. Grade 9 – 12 complete 4. Above grade 12 9. I don't know
116	What is the employment status of your current male partner (husband or boy friend)?	<ol style="list-style-type: none"> 1. Student 2. Employed - Teacher 3. Other employee _____ 4. Unemployed

SECTION 2: FAMILY HISTORY

Q. No.	Questions (Q) and Filters	Answers and Alternative Choices for Responses
201	Are your father and mother living together currently?	<ol style="list-style-type: none"> 1. YES 2. Divorced/separated 3. Only Mother alive 4. Only Father alive 5. Both of them not alive
202	What is the educational status of your father?	<ol style="list-style-type: none"> 1. No formal Education 2. Grade 1 - 8 complete 3. Grade 9 – 12 complete 4. Above grade 12 9. I don't know
203	What is the educational status of your mother?	<ol style="list-style-type: none"> 1. No formal Education 2. Grade 1 - 8 complete 3. Grade 9 – 12 complete 4. Above grade 12 9. I don't know
204	What is your birth order?	<ol style="list-style-type: none"> 1. [_____] 9. I don't know
205	Do any of your families of birth live close enough so that you can easily see/visit them?	<ol style="list-style-type: none"> 1. YES 2. NO
206	When you need help or have a problem, can you usually count on family members for support?	<ol style="list-style-type: none"> 1. YES 2. NO
207	Do you think that you are receiving enough money (e.g. for education materials) according to your demand?	<ol style="list-style-type: none"> 1. YES 2. NO
208	How do you perceive the income status of your family or guardian?	<ol style="list-style-type: none"> 1. Better-off 2. Average 3. Poor
209	How do you perceive the control of your family made on you?	<ol style="list-style-type: none"> 1. Tight 2. Average 3. Loose/free
210	When you were child, have you seen your mother being beaten by her husband or male partner?	<ol style="list-style-type: none"> 1. YES 2. NO

SECTION 3: SUBSTANCE USE

Q. No.	Questions (Q) and Filters	Answers and Alternative Choices for Responses
301	Have you ever chewed chat?	1. YES 2. NO → Skip to Q 303
302	How often do you chew chat?	1. Every day or nearly every day 2. Once or twice a week 3. 1 – 3 times a month 4. Occasionally, less than once a month
303	Have you ever smoked tobacco/cigarette?	1. YES 2. NO → Skip to Q 305
304	How often do you smoke?	1. Every day or nearly every day 2. Once or twice a week 3. 1 – 3 times a month 4. Occasionally, less than once a month
305	Have you ever consumed alcohol (beer, areke, tella, tej)?	1. YES 2. NO → Skip to Q 310
306	How often do you drink alcohol (beer, areke, tella, tej)?	1. Every day or nearly every day 2. Once or twice a week 3. 1 – 3 times a month 4. Occasionally, less than once a month
307	Have you ever been drunk in your life?	1. YES 2. NO → Skip to Q 310
308	Have you been drunk since you joined this university/college?	1. YES 2. NO
309	Have you been drunk in this academic year?	1. YES 2. NO
310	Do you have female or male friend(s) who drunk?	1. YES 2. NO → Skip to Q 401
311	Have you ever been used drugs or substances like cocaine?	1. YES 2. NO
312	How often do you use drug?	1. Every day or nearly every day 2. Once or twice a week 3. 1 – 3 times a month 4. Occasionally, less than once a month

SECTION 4: SEXUAL EXPERIENCES

Q. No.	Questions (Q) and Filters	Answers and Alternative Choices for Responses
401	Have you ever had sexual intercourse?	1. YES 2. NO → Skip to Q 408
402	How old were you when you had Sexual intercourse for the first time?	1. [_____] Years 9. I don't know
403	How old was the person with whom you had the first sexual intercourse?	1. [_____] Years 9. I don't know
404	Have you been willing when you have the first sexual intercourse?	1. YES → Skip to Q 406 2. No
405	What was the reason for having sexual intercourse unwillingly (without your consent)?	1. Family pressure/Marital engagement 2. Peer pressure 3. Threatened 4. False promise 5. For financial support (money) 6. To pass exam 7. Made me drunken 8. Other (Specify)_____
406	Do you have more than one sexual partner currently?	1. YES 2. NO
407	How many sexual partners have you ever experienced until now?	1. One 2. Two 3. Three 4. Four or more
408	Can you freely discuss about your personal issues including reproductive health with your family members?	1. YES 2. NO

SECTION 5: PHYSICAL VIOLENCE STATUS

Please respond genuinely to the following important questions on life events made at you by any body including your boyfriend or husband.

Q. No.	Questions (Q) and Filters	Before Joining College	Since Joining College	This Year
		1=YES 2=NO	1=YES 2=NO	1=YES 2=NO
501	Have you ever been Slapped or thrown something at you that could hurt you?	1 2	1 2	1 2
502	Have you ever been Pushed or Shoved?	1 2	1 2	1 2
503	Have you ever been Beaten with a fist or with some thing else that could hurt you?	1 2	1 2	1 2
504	Have you ever been Kicked or Dragged?	1 2	1 2	1 2
505	Have you ever been Chocked or Burnt on purpose?	1 2	1 2	1 2
506	Have you ever been Threatened verbally or actually by using a gun, knife, or other weapon against you?	1 2	1 2	1 2
		If nothing happen to you → Skip to Q 601		
507	Who did those things mentioned above (Q 501 – Q 506) to you? (More than one answer applicable)	1. Boy friend/Husband 2. Family member 3. Other relative 4. Teacher 5. Student 6. Stranger 8. Other (specify) _____		
508	What was the implication of the above life events (Q 501 – Q 506) on you? (More than one answer applicable)	1. No any influence 2. Poor school achievement 3. School failure 4. Withdrawal from school 5. Disgusting people 6. Temporarily body injury 7. Sustained disability (eye, teeth, etc) 8. Other (Specify) _____		

SECTION 6: SEXUAL VIOLENCE STATUS

Please respond genuinely to the following important questions on life events made at you by any body including your boyfriend or husband.

Q. No.	Questions (Q) and Filters	Before Joining College	Since Joining College	This Year
		1=YES 2=NO	1=YES 2=NO	1=YES 2=NO
601	Have you ever been faced with unwelcome Touch sexually (e.g. on breasts, genitalia etc.), Verbal jocks, Comments; or made you some thing that you didn't want to?	1 2	1 2	1 2
602	Have you ever been Forced to have sex that you have Escaped?	1 2	1 2	1 2
603	Have you ever been had Sexual intercourse Forcefully or by any means that you didn't want to or against your interest?	1 2	1 2	1 2
		If nothing happen to you → Skip to Q 701		
604	Who was the person who forced you for that unwanted sex? (More than one answer applicable)	1. Boy friend/Husband 2. Family member 3. Other relative 4. Teacher 5. Student 6. Stranger 8. Other (specify) _____		
605	How many times have you faced Forced Sex?	1. One time 2. Two times 3. Three times 4. Four times or more		
606	Did you share to your family when Forced Sex happened?	1. YES 2. NO		
607	Have you ever applied/reported to the legal system or police?	1. YES 2. NO		
608	When you faced with Forced Sex, why didn't you share or tell to any body? (More than one answer applicable)	1. I have shared/told to some body 2. Didn't know what to do 3. Feeling of shame 4. Afraid of parents reaction 5. Afraid of the public reaction 6. Afraid of the perpetrator 8. Other (Specify) _____		

609	Have you ever experienced any of the following conditions as the result of having Forced sex? (More than one answer applicable)	<ol style="list-style-type: none"> 1. Unusual vaginal discharge 2. Swelling around the genitalia 3. Injury around the genitalia 4. Pregnancy 5. Abortion 8. Other (Specify) _____
610	Have you ever experienced any of the following conditions as the result of having Forced Sex? (More than one answer applicable)	<ol style="list-style-type: none"> 1. Self blame 2. Fear 3. Anxiety 4. Hopelessness 5. Depression 6. Suicidal ideation 7. Suicidal attempt 8. Other (Specify) _____
611	Have you ever experienced any of the following conditions as the result of having Forced Sex? (More than one answer applicable)	<ol style="list-style-type: none"> 1. Poor Achievement/failure from school 2. Withdrawal from school 3. Rejection from family 4. Rejection from friends/peers 5. Alcohol dependency/abuse 6. Sexual dependency/abuse 7. Having multiple sexual partners 8. Other (Specify) _____

SECTION 7: PERCEPTION TOWARDS SEXUAL VIOLENCE

Q. No.	Questions (Q) and Filters	Answers/Choices for Responses
703	Do you think that sexual violence is preventable?	<ol style="list-style-type: none"> 1. YES 2. NO
704	Do you think that sexual life events like rape, sexual harassment, sexual assault, etc without consent of a female (sexual touches, etc) for female college students is a problem that is answer applicable	<ol style="list-style-type: none"> 1. Legal enacting 2. Crating awareness on females 3. Creating awareness on males 4. Creating awareness on family/community 5. Empowering females 6. Strengthening clubs and associations 7. Stopping females' inappropriate dressing style 8. Other (Specify) _____
705	What do you think are the reasons for those above mentioned problems? Do you think those things happened on females are punishable?	<ol style="list-style-type: none"> 1. YES Females' low negotiation power 2. NO Drinking alcohol
706	(More than one answer applicable) From where do you get sexuality and related information?	<ol style="list-style-type: none"> 1. No Smoking cigarette 2. From teachers (at school) 3. From family/persons (health institution) 8. Others (Specify) _____ 5. From friends 6. From mass media (TV, radio, newsletters) 7. From video/film/internet/books 8. Other (Specify) _____

If you have any comments related to the issues in the questionnaire, please write here briefly.

**STOP AIDS,
KEEP THE PROMISE!!**

The End - Thank You Very Much for Your Cooperation!

Annex 3: *SELF-ADMINISTERED QUESTIONNAIRE (Amharic Version)*

**አዲስ አበባ ዩኒቨርሲቲ
የሕክምና ፋኩልቲ
የሕብረተሰብ ጤና ቢሮ ክፍል**

**መቐለ ሃይለማርያም ስራ ምክር ቤቅ ስርዓተ ጥናት ለግንኙነት ምርመራ
ገጠመ ምክር ቤቅ በተመለከተ ፅንሰ ስርዓት ምርመራ ስርዓተ ጥናት ለግንኙነት ምርመራ
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 uUfVÄuf Ñ>²?U ¼ÓMi" Ndw w%i" Ji SS<L f ÁeðMÒM:: }ÖnLÄ SÖÄI" KSS<L f በግምት 20 ደቂቃ
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□"ScÓ"K"!

ገጽ 1:- ጸጋይላ ሰጠ

Ø.I	ፀጻ (Ø)	SMስ/ጥጭ
101	እድሜሽ ስንት ነው?	[] ሙት
102	ሃይማኖትሽ ሆይ "ፎ" ምን?	1. እርቶዶክስ 3. ፕሮቴስታንት 2. ካቶሊክ 4. ሙስሊም 8. ሌላ (ÄÑKê)
103	ፆ=G < ቀK?፤ ሃሰፊሽ በፊት ¼f 'u[¼Uf•] <?	1. f□^Ä 4. ፡Ç=e ፡uv 2. ፡T^ 5. Äu<w 3. *aT>Ä 8. ሌላ (ÄÑKê)
104	Äደግሽበት አካባቢ ሆን ለት ነው?	1. ከተማ 2. ገጠር
105	u>G<' < ፊ>²? ¼f እየኖርሽ ነው?	1. "Uûe " <eØ 2. □"Uûe " <ß
106	u>G<' < ፊ>²? ከማን ጋር እየኖርሽ ነው?	1. ብቻላን 2. ሃህን?}cxŠ ጋር 3. ከባለቤ./ፊፆ፣ፋፊ ጋር 4. ከ□ □ ጓደ ፊŠ ጋር 5. ከዘመዶቹ ጋር 8. ሌላ (ÄÑKê)
107	uU" ለ'f ቀK?፤ ፆ፣ፊ፣ፊ ሽ ነው?	1. ¼S"Öef – ሙቆለ ፊ' >B' c=+ 2. ¼S"Öef – K?L ቀK?፤ 3. ¼ÓM ቀK?፤
108	u¼f— < ፊöK ፊ>²? ነው ¼Ufፊ] <?	1. uk" 2. uፊፊ
109	u¼f— < ፊyaÓ^U ነው ¼Ufፊ] <?	1. uc}òÿ?f 2. uÇ=yKAT 3. uÇ=Ó]
110	የስንተኛ ፊSf ተማሪ ነሽ?	1. 1ፊ ሙት 3. 3ፊ ሙት 2. 2ፊ ሙት 4. 4ፊ ሙት ፊ³ uLÄ
111	የባለፈው ሰሚስተር አጠቃላይ ውጤትሽ ስንት ነበረ?	1. GPA [] ለÄU ሆ% [] 9. አላውቅም
112	u>G<' < ፊ>²? ¼fUI'f " <Ö?fሽ uU" ÄSÄVM?	1. ሃፊ}— ፊ³ uLÄ 2. S"YK— 3. 'p}—
113	ከአሁን በፊት ፊፆ፣ፋፊ/ባል ኖሮሽ ያ' < ቃል;	1. አዎን 2. የለም
114	u>G<' < ፊ>²? ፊፆ፣ፋፊ/ባል ፊKሽ;	1. አዎን አግብቻለሁ. 2. አዎን ፊፆ፣ፋፊ ፊK 3. ምንም የለም → ወደ Ø.ቁ201 ይሂዱ.

115	፳፭G<'< ስፀፈኛ/ባለቤት-ሽ የትምህርት ደረጃ ምን ይመስላል?	<ol style="list-style-type: none"> 1. SÁu— f/f ÁM}ÿÛK 2. ከ 1^ኛ - 8^ኛ ክፍል 3. ከ 9^ኛ - 12^ኛ ክፍል 4. ÿ 12^ኛ ክፍል ሀLÄ <p>9. አላውቅም</p>
116	፳፭G<'< ስፀፈኛ/ባለቤት-ሽ ፳፭e^ G<'@ ምን ይመስላል?	<ol style="list-style-type: none"> 1. }T] "'< 2. >e}T] "'< 3. K?L e^ >K "'< _____ 4. e^ ፳፭K "'<U

፳፭ 2:- □□ □□□□ G<'@ □□□□□□

፳.፲	፳Á□ (፳)	SMስ/፳^፳፱
201	□□□□ □□ አባት-ሽና እናት-ሽ አንድ ላይ እየኖሩ ነው?"	<ol style="list-style-type: none"> 1. አዎን 2. }ó□M/ተለያይተዋል 3. □, w%o ሀLÄ "f >K<
202	፳፭vፈሽ የትምህርት ደረጃ ምን ይመስላል?	<ol style="list-style-type: none"> 1. SÁu— f/f ÁM}ÿÛK< 2. ከ 1^ኛ - 8^ኛ ክፍል 3. ከ 9^ኛ - 12^ኛ ክፍል
203	፳፭fሽ የትምህርት ደረጃ ምን ይመስላል?	<ol style="list-style-type: none"> 1. SÁu— f/f ÁM}ÿÛK< 2. ከ 1^ኛ - 8^ኛ ክፍል 3. ከ 9^ኛ - 12^ኛ ክፍል
204	ለቤተሰባችሁ ስንተኛ ልጅ ነሽ?	<ol style="list-style-type: none"> 1. [_____ ኛ] 9. አላውቅም
205	በቅርብ የሚኖሩና በቀላሉ ፳፭Uታገኚያቸው (፳፭UፈÖÄmÁ†<) የሰጋ ዘመዶች አሉ?	<ol style="list-style-type: none"> 1. አዎን 2. የለም
206	ችግር ቢያጋጥምሽና እርዳታ ቢያስፈልግሽ የሰጋ ዘመዶችሽ እርዳታ የምታገኝ ይመስልሻል?	<ol style="list-style-type: none"> 1. አዎን 2. የለም
207	u>G<'< ጊዜ KፈUፈ'ፈ Sፈ'Á" KፈSፈK<ፈ "Ü ፳፭T>J" ሀm ፳፭"²w ፳፭Á፳-ሽ ፳፭SeMaM;	<ol style="list-style-type: none"> 1. አዎን 2. የለም
208	፳፭u?}cw'ሽ/፳፭dÇ፳>ሽ ፳፭፳u= G<'@ ፳፭U" ፳፭SeLM?	<ol style="list-style-type: none"> 1. ፳፭}hK 2. S"ÿK— 3. ÉG
209	ባንቺ ላይ የሚደረገው የቤተሰቦችሽ ቁጥጥር ምን ይመስላል?	<ol style="list-style-type: none"> 1. ጥብቅ 2. መካከለኛ 3. ልል (ነፃ)
210	እናትሽ በ□□□□□□/ሀፀፀ[—†< ሲደበደቡ አይተሽ ታውቂያለሽ?	<ol style="list-style-type: none"> 1. አዎን 2. የአይ

፳፭ 3:- □□ □□□□ □□□□□□/□□□□□□ □□□□□□

ቃል (Q)	SMከ/ጥጭ
301 ጫት ቅመሽ ታውቂያለሽ?	1. አዎን 2. የለም → ወደ ቆ.ቁ303 ይሂዱ
302 በአሁኑ ስድስት ወር ላይ ጫት ትቅሚያለሽ?	1. በየቀኑ 2. በሳምንት ሃ 1 - 2 ጊዜ w% 3. በወር ከ 1 - 3 ጊዜ w% 4. በወር ከ 1 ጊዜ በታች
303 ትምህርት ወይም ሲጋራ አጭሰሽ ታውቂያለሽ?	1. አዎ 2. የለም → ወደ ቆ.ቁ305 ይሂዱ
304 ሁለት ወር ላይ ስድስት ወር ታጨሽያለሽ?	1. በየቀኑ 2. በሳምንት ሃ 1 - 2 ጊዜ w% 3. በወር ከ 1 - 3 ጊዜ w% 4. በወር ከ 1 ጊዜ በታች
305 የአገር/የአካባቢ ጥበቃ ለማስጠበቅ የሚያስፈልጉትን ስራዎች ማድረግ የቻልሁትን ይጠቅሙ?	1. አዎን 2. የለም → ወደ ቆ.ቁ310 ይሂዱ
306 የአገር ጥበቃ ለማስጠበቅ በአሁኑ ስድስት ወር ውስጥ የሚሰሩት ስራዎች ከኩነቶች አንዱ ለመሆን ይችላሉ?	1. በየቀኑ 2. በሳምንት ሃ 1 - 2 ጊዜ w% 3. በወር ከ 1 - 3 ጊዜ w% 4. በወር ከ 1 ጊዜ በታች
307 ለአገር ጥበቃ ለማስጠበቅ የሚያስፈልጉትን ስራዎች ማድረግ የቻልሁትን ይጠቅሙ?	1. አዎን 2. የለም → ወደ ቆ.ቁ310 ይሂዱ
308 እርስዎ የሚሰሩት ስራዎች ከኩነቶች አንዱ ለመሆን ይችላሉ?	1. አዎን 2. የለም
309 ለአገር ጥበቃ ለማስጠበቅ የሚያስፈልጉትን ስራዎች ማድረግ የቻልሁትን ይጠቅሙ?	1. አዎን 2. የለም
310 ሁለት ወር ላይ የሚሰሩት ስራዎች ከኩነቶች አንዱ ለመሆን ይችላሉ?	1. አዎን 2. የለም
311 የአገር ጥበቃ ለማስጠበቅ የሚያስፈልጉትን ስራዎች ማድረግ የቻልሁትን ይጠቅሙ?	1. አዎን 2. የለም → ወደ ቆ.ቁ401 ይሂዱ
312 በአሁኑ ስድስት ወር ላይ የሚሰሩት ስራዎች ከኩነቶች አንዱ ለመሆን ይችላሉ?	1. በየቀኑ 2. በሳምንት ሃ 1 - 2 ጊዜ w% 3. በወር ከ 1 - 3 ጊዜ w% 4. በወር ከ 1 ጊዜ በታች

ቅጽ 4:- የትምህርት ደረጃ በተመለከተ

Ø.1	ፀጰ (ፀ)	SMስ/ፀጰ
401	የግብረ ስጋ ግንኙነት ሳይገኝ ምን ይባላል?	1. ሳይገኝ 2. የለም → ወደ Ø.ቁ408 ይሂዱ
402	ለመጀመሪያ ጊዜ የግብረ ስጋ ግንኙነት ስትጀምሩ ዕድሜዎ ሆኖ ስንት ነበር?	1. [] 9. ሳይገኝ
403	ለመጀመሪያ ጊዜ የግብረ ስጋ ግንኙነት ሲጀምሩ ስድስት ወራት ውስጥ ስንት ነበር?	1. [] 9. ሳይገኝ
404	የመጀመሪያዎን የግብረ ስጋ ግንኙነት ሲጀምሩ ስንት ወራት ሆኖ ነበር?	1. አለም → ወደ Ø.ቁ406 ይሂዱ 2. የለም
405	KU"É" 'u` ÁKöLÖf" የግብረ ስጋ ግንኙነት ሲጀምሩ ስንት ወራት ሆኖ ነበር?	1. uu?}cw ግፊት /በጋብቻ 2. በአቻ/ጓደኞቹ ግፊት 3. / 4. ያልሆነ ተስፋ. / 5. ግንዛቤ ድጋፍ ለማግኘት 6. ፈተና ለማለፍ/ለማርክ 7. በመጠጥ/ስካር ተገፋፍቼ 8. ሌላ (ÄÑKé) _____
406	ግብረ ስጋ ግንኙነት ሲጀምሩ ስንት ወራት ሆኖ ነበር?	1. ሳይገኝ 2. የለም
407	የግብረ ስጋ ግንኙነት ከጀመርኩ አንስቶ በጥቅል ስንት ወራት ሆኖ ነበር?	1. ሳይገኝ 2. G<Kf 3. Zef 4. ሳይገኝ ሆኖ ነበር
408	የግብረ ስጋ ግንኙነት ሲጀምሩ ስንት ወራት ሆኖ ነበር?	1. አለም 2. ሳይገኝ

ገጽ 5:- አካላዊ የህይወት ገጠመኞችን በተመለከተ

አሁን ደግሞ ሀገራችንን ለማሻሻል ለሚያስፈልገን ጥያቄዎች ታስፍሮ ዘንድ ትብብርሽን እንጠይቃለን።

ፀ.1	ፀላ (ፀ)	SMስ/ፕላጭ		
		ቁጥር ከመግባት በፊት	ቁጥር ከገባት ወዲህ	የትምህርት ዓመት
		1 = አዎን 2 = የለም	1 = አዎን 2 = የለም	1 = አዎን 2 = የለም
501	ሀገራችንን ለማሻሻል ነገር ይደረግባቸዋል?	1 2	1 2	1 2
502	ፓዎታ ገዢዎችን ለማሻሻል ማን ይደረግባቸዋል?	1 2	1 2	1 2
503	በግልጽ (በሌላ የሚሰጥ ገንዘብ) ማን ይደረግባቸዋል?	1 2	1 2	1 2
504	በግልጽ ማን ይደረግባቸዋል?	1 2	1 2	1 2
505	ፓዎታ ገዢዎችን ለማሻሻል አዎን ይላሉ?	1 2	1 2	1 2
506	ፓዎታ ገዢዎችን ለማሻሻል (በግልጽ) ማን ይደረግባቸዋል?	1 2	1 2	1 2
		ከላይ ከተጠቀሱ ምንም ካልደረሱብሽ → ወደ ፀ.ቁ601 ሂጂ		
507	ከላይ (ቁ501-506) የተጠቀሱትን ገጠመኞች ማን ነበረ ይደረግባቸዋል? (ፀፀፀፀ ፀፀፀ ፀፀፀ ፀፀፀፀ ፀፀፀፀ)	<ol style="list-style-type: none"> 1. ሀገራችንን? 2. የቤተሰብ አባል 3. ገንዘብ ሰጪ 4. ገንዘብ 5. ገንዘብ 6. ፓዎታ ገዢ 8. ግል (ፕላጭ) 		
508	ከላይ (ቁ501-506) የተጠቀሱትን ገጠመኞች ማን ላይ ያሳክታል ማን ነበረ? (ፀፀፀፀ ፀፀፀ ፀፀፀ ፀፀፀፀ ፀፀፀፀ)	<ol style="list-style-type: none"> 1. ምንም ተፅዕኖ አልነበረውም 2. የት/ቤት ዝቅተኛ ውጤት 3. ከት/ቤት መውደቅ 4. ከት/ቤት ማቋረጥ 5. ሰውን የመጥላት ሁኔታ 6. ጊዜያዊ የሆነ የአካል መሳደት 7. ዘላቂ የሆነ የአካል ስነ-ምግባር (ዓይን ጥርስ ወዘተ) 8. ግል (ፕላጭ) 		

ገጽ 6:- ወሲብ ነክ የህይወት ገጠመኞችን በተመለከተ

አሁን ደግሞ uõp[—ñ/vKu?f'ñ" ÚUa uT"—<U ""É ¾}ðìS<w'ñ" አስፈላጊ የሆኑ "c=w 'j የህይወት ገጠመኞችን በቅንነት/ገጥሞ በሚከተሉትን ጥያቄዎች ታሰፍሪ ዘንድ ትብብርን እንጠይቃለን።

Ø.I	ØÁ□ (Ø)	SMስ/ጥጭ		
		ቁK?ገ ከመግባት በፊት	ቁK?ገ ከገባ ወዲህ	□□□□ የትምህርት ዓመት
		1 = አዎን 2 = የለም	1 = አዎን 2 = የለም	1 = አዎን 2 = የለም
601	YðñÉi "<Ü KÓw[eO uT>Ów' SMÿ< ገላ" ¾/""i "ÁU ¾Kÿðì/የገፈብሽ c"< □□□;	1 2	1 2	1 2
602	YðñÉi "<Ü ¾Ów[eO Ó"—<'f KSðçU S<ÿ^ }Á'Ówi J•U Ó" É`□~ dÃðìU ¾k[u]f Ñ>²? 'u[;	1 2	1 2	1 2
603	uTeÑÁÉ ' uTeð^f ' uTíKM "ÁU uK?L Uj"Áf YðñÉi "<Ü ¾Ów[eO Ó"—<'f }ðéVwi Á"<nM;	1 2	1 2	1 2
		ምንም ካልደረሰብሽ → ወደ Ø.ቁ701 ሂጂ.		
604	የአስገድዶ (YðñÉi "<Ü) መደፈሩን ÑÖS" ማን ነበረ ያደረሰብሽ? (□□□□ □□□ □□□ □□□□ □□□□)	<ol style="list-style-type: none"> 1. õp[—Á/vKu?, 2. የቤተሰቤ አባል 3. K?L □SÉ 4. }e}T] 5. }T] 6. ¾TL"<k"<c"< 8. ሌላ (ÃÑKê) 		
605	አስገድዶ (YðñÉi "<Ü) መደፈሩን ulÃ"ፊñ Ke"ፊ Ñ>²? ÁIM }ÒØVገM?	<ol style="list-style-type: none"> 1. }É Ñ>²? 2. G<Kf Ñ>²? 3. Zef Ñ>²? 4. }^f Ñ>²? " ÿ³ uLÃ 		
606	አስገድዶ (YðñÉi "<Ü) መደፈሩን c=ÁÓØUi Ku?}cx'ñ }"Ó[ñ ነበረ?	<ol style="list-style-type: none"> 1. }-ገ 2. የለም 		
607	ስለ አስገድዶ (YðñÉi "<Ü) መደፈሩን KT>SKÿ}"< jöM/pK=e }SM;}ñ 'u[?	<ol style="list-style-type: none"> 1. }-" 2. ¾ለም 		
608	አስገድዶ (YðñÉi "<Ü) መደፈሩን c=Á`ewi KU"É" 'u□ KT"U ÁMj"Ñ`□"<? (□□□□ □□□ □□□ □□□□ □□□□)	<ol style="list-style-type: none"> 1. }"Ó_ÁKG<" 2. TÉ[Ó ¾ነበረብኝ" vKT"o 3. ሐፍረት/"<" SeKA~ 4. ¾u?}cxŠ Ý" cÓŠ 5. ¾Q/cu< Ý" cÓŠ 6. ðÑT>"</-‡ eLeð^Λ~ 8. ሌላ (ÃÑKê) 		

609	<p>ጥላባጥ (YöñÉi "Ü) መደፈሩን ¼}d □}²f G<'@- "eØ □□□□ □>ØS"ci 'u[? (□□□□ □□ □□ □□□□ □□□□)</p>	<ol style="list-style-type: none"> 1. ÁM}KSÁ ¾wMf ðdi 2. uwMf >□vu= [wÖf 3. uwMf >□v□ መገዳት 4. [Ó“ 5. “<í 8. ሌላ (ÄÑKê) _____
610	<p>ጥላባጥ (YöñÉi "Ü) መደፈሩን ¼}d □}²f G<'@- "eØ □□□□ □>ØS"ci 'u[? (□□□□ □□ □□ □□□□ □□□□)</p>	<ol style="list-style-type: none"> 1. [e" SØLf 2. ö`Nf" É"ÖÖ? 3. ß"kf 4. ተስፋ መቁረጥ 5. □□□ N²" 6. [e" ¾SÓÁM ስሜት 7. [e" ¾SÓÁM S<ÿ^ 8. ሌላ (ÄÑKê) _____
611	<p>ጥላባጥ (YöñÉi "Ü) መደፈሩን ¼}d □}²f G<'@- "eØ □□□□ □>ØS"ci 'u[? (□□□□ □□ □□ □□□□ □□□□)</p>	<ol style="list-style-type: none"> 1. የት/ቤት ዝቅተኛ ውጤት/መውደቅ 2. ከት/ቤት ማቋረጥ 3. ከቤተሰቦቹ SÑKM 4. ከጓደኞቹ SÑKM 5. የአልኮል ስላሽ መሆን 6. የግብረሰጋ ስላሽ መሆን 7. ከተለያዩ/በዙ ሰዎች መዳራት 8. ሌላ (ÄÑKê) _____

ገጽ 7:- ስለ ወሲባዊ ገጠመኞች ያለውን አመለካከት በተመለከተ

ፀ.ገ	ፀላ (ፀ)	SMስ/ፕጭ
701	<p>በአሁኑ ጊዜ በኮሌጅ ሴት ተማሪዎች ላይ የሚሰጠው የ"ፍ" ወሲባዊ ስሜት (አስገደድ/ከፍቃድ ውጪ መድፈር ፣መከራ ማድረግና የሴቶች ገላ መጠጠት "ÄU መላክፍ/ማሸፍ) ለ— ችግሮች ናቸው ብለሽ ታስቢያለሽ?</p>	<ol style="list-style-type: none"> 1. ጎደን 2. የለም → ወደ ፀ.ቁ703 ይሂዱ
702	<p>ከላይ ለተጠቀሱ "c=w" ችግሮች ምክንያታቸው ምን ይመስልላል? (□□□□ □□ □□ □□□□ □□□□)</p>	<ol style="list-style-type: none"> 1. ¾ሴቶች የአለባበስ ስታይል 2. የወንዶች የበላይነት ስሜት 3. የሴቶች" የመደራደር wnf ማነስ 4. አልኮል መጠጣት 5. ሲጋራ ማጨስ 6. ጫት መቃም 7. የቤተሰብ ደካማ ቁጥጥር 8. ሌላ (ÄÑKê)

703	በሴት ተማሪዎች ላይ የሚደርሱ (ከላይ ¼ተጠቀሱ) "c=w'j ችግሮች" መከላከል/SqxÖ` የሚቻል ይመስልሻል?	<ol style="list-style-type: none"> 1. ሃዎን 2. የለም → ወደ Ø.ቁ705 ይሂዱ.
704	በምን መንገድ መከላከል የሚቻል ይመስልሻል? (□□□□ □□ □□ □□□□ □□□□)	<ol style="list-style-type: none"> 1. ¼QÓ ÝKL ¶Ç=· uTÉ[Ó 2. ሴቶችን በማስተማር 3. ወንዶችን በማስተማር 4. ቤተሰብንና ሕ/ሰቡን በማስተማር 5. የሴቶችን ¾ኑሮ አቅም በማሳደግ 6. ማህበራትና ክበቦችን በማሰፋፋት 7. ¾c?„‹ ›Ñ<M ›Kvue uTqU 8. ሌላ (ÃÑKé) _____
705	በሴት ተማሪዎች ላይ የሚደርሱት እኑህን "c=w'j ችግሮች uQÓ ¾T>ÁekÖ< ይመስልሻል?	<ol style="list-style-type: none"> 1. ሃዎን 2. የለም
706	¾e'-ዎታ" ተያያዥነት ያላቸው "c=w'j ጉዳዮች ኢንፎርሜሽን ከየት ነው ¾ምታገኘው? (□□□□ □□ □□ □□□□ □□□□)	<ol style="list-style-type: none"> 1. ምንም ሳይሆን "ö`Tñ@" አላገኝም 2. ከአስተማሪዎች (ከትምህርት ቤት) 3. ከጤና ባለሙያዎች (YÖ?" ተቋማት) 4. ከቤተሰቦቼ 5. ከጓደኞቼ 6. ከመገናኛ ብዙሃን (ቴሌቪዥን/ሬድዮ) 7. ከቪዲዮ/ሬዲዮ/ኢንተርኔት 8. ሌላ (ÃÑKé) _____

ማንኛውም አስተያየት ካለ ።=I LÄ vB\ ይጻፍልን:-

“?Ée” ¶’Ó’ nL”” ¶’Öwp!!”

ይፀፀS – Kfww`i ÝMw ¶“ScÓ“K”!

Annex 4: SEMI-STRUCTURED FGD GUIDE

Semi –structured discussion guide prepared to assess practice, attitude and beliefs of college students towards Gender Based Violence in Mekelle town, Tigray, Northern Ethiopia

Males **OR** Females Number [_____]

1. Introduction:

- ✓ Greeting and introducing the moderator and note taker with participants;
- ✓ Introducing the main objective of the study;
- ✓ Introducing the main theme of the discussion;
- ✓ Obtaining consent; and
- ✓ Creating conducive atmosphere- life in colleges, education, relation with boys/girls, and the like.

2. Core Issues or Questions in the Discussion:

- ✓ List (Rank) five main problems for female students in the colleges. (provide paper and pen on which to write)
- ✓ Have you ever heard about gender based violence?
Physical Violence- Probe, Probe, Probe.....
Sexual Violence (Rape, Attempted rape, Harassment) Probe, Probe, Probe...
- ✓ Have you ever seen any such practices in this college? What? Why?
- ✓ What do you think the main reasons why female students are facing such events? Probe, probe, probe.....Can you list or rank them?
- ✓ Do you think that these problems are preventable? How? Probe, Probe, Probe...
- ✓ What do you think the mechanism of prevention? Probe, Probe, Probe ..., Can you list or rank them?
- ✓ Is there a system of safeguarding female students from such problems in the college? What? How?

3. Summarizing the Discussion:

- ✓ Accepting any questions, comments or suggestions; and

- ✓ Showing appreciation for participants and closing the discussion.