

Toolkit to Address Gender-Based Violence in Agricultural Colleges in Ethiopia



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Acronyms and Terms

- ATTSVE: Agricultural Transformation through Stronger Vocational Education
- ATVET: Agriculture Training Vocational Education and Training
- GBV: Gender based violence
- HIV: Human immunodeficiency virus
- AIDS: Acquired immune deficiency syndrome
- IPV: Intimate partner violence
- NPV: Non-partner violence
- IV: Interpersonal Violence
- SRGBV: School Related Gender Based Violence

Introduction

Gender Based Violence (SGBV) is a global concern affecting the health, psychosocial, and well-being of millions of girls and women around the world. Ending all forms of violence and discrimination against girls and women is included in the United Nations Sustainable Development goals.¹ There is a growing recognition that learning institutions should be places for transformation and where both men and women should have access to safe learning environments. For Ethiopia this means tackling the issues so that schools, agricultural colleges and universities are places where everyone can exercise their basic rights. Ethiopia is clearly a country that is making great strides to ensure gender equality. For example, in 2018 it developed its first 50/50 gender balanced cabinet.² But there is still more to do. Working with this toolkit in agricultural cultures in Ethiopia is yet another way that instructors, students and administrators can work together for gender equality.

1. UN. (2017). Ending Violence Against Women and Girls. Retrieved from <https://www.un.org/sustainabledevelopment/ending-violence-against-women-and-girls/>
2. Schemm, P. (2018, October 16). In Ethiopian leader's new cabinet, half the ministers are women. *The Washington Post*. Retrieved from https://www.washingtonpost.com/world/africa/ethiopia-reformist-leader-inaugurates-new-cabinet-half-of-the-ministers-women/2018/10/16/b5002e7a-d127-11e8-b2d2-f397227b43f0_story.html?noredirect=on&utm_term=.1fc05e21a525

How to use this Toolkit

Gender based violence (GBV) happens across the globe. It is never going to be easy to discuss GBV.

No matter where you live, it is important to know what GBV is, how to prevent it and what to do when it occurs.

This toolkit is written for...

It is written for an Ethiopian context. It is intended for everyone (students, instructors, administrators) because combating GBV is everyone's responsibility!

There is lots of information in this toolkit. Many people find it helpful to read the toolkit as a group, and to choose one section at a time to read together (for example, each week you could discuss a new section) or something. There are a number of discussion questions that are intended to help people think about the way they could combat GBV. There are also a number of scenarios to help the readers work through real life problems.

When a citation number is included in the title it means that all the information presented on that page was taken from the corresponding resource.

Goal

The goal of this toolkit is for readers to learn something new and then share the information with others. By sharing this information we get one step closer to combating gender based violence.



Important Message

- **Before reading through the toolkit please note that in the coming pages elements associated with gender based violence such as physical abuse, rape, and other sensitive topics will be discussed.**
- **It is meant as an educational tool to help people understand how they can play an active role in ending GBV.**
- **If you begin reading this document and you are overwhelmed, then take a break and at any time please seek help from a health professional, gender focal person, friend, or someone who you can trust and talk to.**



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Understanding Gender Based Violence

In this section:

- What is GBV
- Different Context for GBV
- Stats on GBV
- Factors that can Contribute to GBV
- The General Impact of GBV

What is Gender Based Violence (GBV)?

"

Violence against women shall be understood to encompass, but not be limited to, the following: (a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation; (b) Physical, sexual, and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution; (c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

"



- 1993 UN Declaration on the Elimination of Violence Against Women. ³

3. United Nations, General Assembly Article 2, *Declaration on the Elimination of Violence Against Women*, A/RES/48/104. (1993). United Nations. Retrieved from <http://www.un.org/documents/ga/res/48/a48r104.htm>

Different Contexts for GBV⁴

**Intimate Partner
violence (IPV)**

The perpetrator is in a relationship with the victim

**Non-Partner Violence
(NPV)**

The perpetrator could be a community member, a lorry driver, a landlord, a teacher, or a stranger

**Interpersonal
Violence (IV)**

The perpetrator is a friend or family member, or a classmate (someone the victim knows)

4. [iSchoolAfrica & iSchool Press Team]. (2015, August 31). *Inspiration: What is Gender Based Violence?* [Video File]. Retrieved from <https://www.youtube.com/watch?v=3AF9RjkiODE>

1 in 3 women worldwide have experienced physical or sexual abuse by a male partner.⁵

Note:

This number is a rough approximation because GBV doesn't only affect women and girls who have partners or that are in relationships.



5. Violence Against Women: Key Facts. (2017). World Health Organization. Retrieved from <http://www.who.int/news-room/fact-sheets/detail/violence-against-women>.

Gender Based Violence in Ethiopia

“49% of Ethiopian women report experiencing physical violence and 59% will experience sexual violence by an intimate partner in their life time”.⁶

Note that there are many cases that go unreported. Some women do not report an incident because they are afraid of what will happen, or they believe it is a normal societal practice.



*ATVETs Located on a Map of Ethiopia.*⁷

6. United Nations. (2010). "Women's World 2010 Trends and Statistics" in Girl Hub Ethiopia. (2015). What do we Know About Girls in Ethiopia. p. 23. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0ahUKewiN_J_t5TbAhVI7IMKHSBJBGAGQFahPMAM&url=https%3A%2F%2Fwww.girleffect.org%2Fdocuments%2F47%2FWhat_Do_We_Know_About_Girls_in_Ethiopia_2015.pdf&usq=AOvVaw21Bs8lVwLVOYYGURN9uq3U
7. ATVET Located on Map of Ethiopia. (1997). Magellan Geographix. Retrieved from https://gicop.files.wordpress.com/2015/04/atvet_locations_edit.jpg

Factors That can Contribute to GBV

GBV does not occur in isolation, “rather, it is a combination of several factors that increase the risk of a man committing violence and the risk of a women experiencing violence.”⁸ Examples include:

Individual Factors: low levels of education, age of marriage, previous experiences and exposure to violence (including childhood).

Example: a young woman who was not able to attend secondary school and experienced violence as a child may be at greater risk of GBV as an adult.

Relationship factors: participating in risky sexual behavior

Example: transactional sex, and relationships with many disagreements/arguments.

Community factors: Whether a community tolerates GBV and acts as though it is normal or whether a community does not tolerate GBV and takes action to support victims.

Example: women who live and work in poor rural areas are at higher risk of rape.

Economic Factors: Economic instability and poverty can lead to men taking out their anger regarding their situation on women.

Example: A man taking the money his wife earns and keeping it for his own use.

Societal factors: “Cultural and social norms that shape gender roles and unequal distribution of power between men and women”⁹.

Example: Women are expected to do all the cooking and cleaning.

8. UNFPA and WAVE. (2014). “Causes of gender-based violence” in Strengthening Health System Response to Gender-based Violence in Eastern Europe and Central Asia: A resource package. UNFPA Eastern Europe and Central Asia, p. 29-30. Retrieved from <http://www.health-genderviolence.org/sites/default/files/download/WAVE-UNFPA%20English.pdf>

General Impact of GBV⁹



9. World Health Organization. (2013). Global and Regional Estimates of Violence Against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence. Retrieved from http://www.who.int/reproductivehealth/publications/violence/VAW_infographic.pdf

Healthy Relationships

In this section:

- Elements of a Healthy Relationship
- Consent
- Key Themes About Consent
- Consent in the Local Context

Elements of a Healthy Relationship

You have a right to feel safe in a relationship.

A healthy relationship requires both people to show respect and support. If you feel that your relationship is not healthy, there are things you can do:

- Talk to your partner (if you feel safe) and discuss how you can improve your relationship.
- Talk to a friend or gender focal person and share how you are feeling.
- Leave the relationship.
- Leaving an unhealthy relationship can be very difficult. You can ask for help from a friend or gender focal person.

Respect

Honesty



Intimacy

Support

Trust

Communication

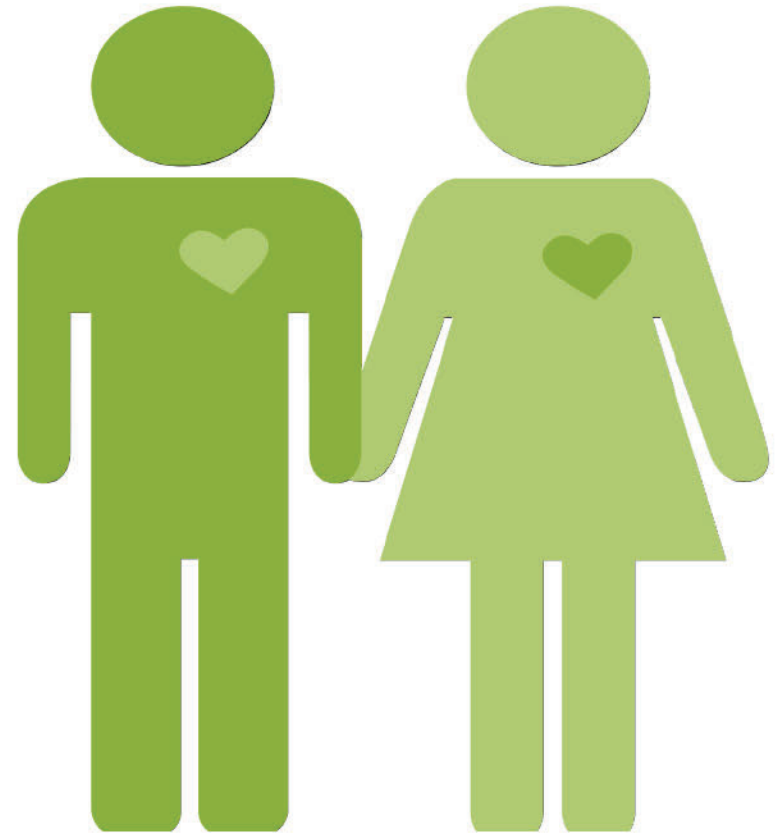
Independence

Compassion

Equity

Consent in Terms of Sexual Intercourse

Consent¹⁰ is when a person agrees to do something or gives permission for something to happen. It's important to ensure that both people consent to anything and everything that is happening in any type of relationship.



Knowing if Consent was Given

Someone can give you their consent by telling you that they agree to do something, BUT they can still change their mind at any point.

If you are unsure if someone has given you their consent, **STOP**. It is OK to ask about consent and make sure you both feel safe.



Key Ideas to Understand About Consent



Questions for Discussion:
What did you learn from the statements?

1. **DO NOT** force someone to do something sexual they do not want to be doing - that is **rape**.

2. Women and men can change their mind at any point in time. **(5 seconds, 5 minutes, or 5 years!) - even if they said yes, they can say no.**

3. The **way a woman dresses is never an invitation** to touch or talk to her, or assume she wants anything from a man.

4. Even if you are in a relationship with your partner **you can't assume** they want to have intercourse. People in relationships have the right to say no.

5. If your partner had a couple of drinks, by law, they cannot consent to anything. **A drunk yes is not consent.**

6. You **should never pressure someone** into having sexual intercourse.

7. If someone is **unconscious** they **cannot consent**. For example, if they are sleeping or sick or drunk, they cannot consent.

8. If you buy things for someone it **does not mean that you are entitled to have intercourse with them.**

Consent in the Local Context¹¹

The legal age of consent in Ethiopia is 18.



This means that anyone who is 17 and younger cannot consent to having any type of sexual intercourse.



This also means that even if someone under the age of 18 agrees to have sex with someone who is 18 years or older, the person who is 18 years of age or older can be prosecuted under statutory rape laws in Ethiopia because the minor (person under the age of 18) cannot consent.

This law rarely gets enforced unfortunately.

11. Age of Consent. (2018). Age of Consent in Ethiopia. Retrieved from <https://www.ageofconsent.net/world/ethiopia>

Scenarios Regarding Consent

Scenario 1:

Liya is from the same community as Barak. They are friends and she feels comfortable around him. Liya doesn't have romantic or sexual feelings for Barak, but Barak wants to have sex with Liya. Liya has sex with Barak because she is scared to lose him as a friend.

Scenario 2:

Lola is on her way to her field work site. A boy she knows from town approaches her. He asks her if it is ok if he walks her to her field site and she agrees. Along the way he kisses her. Lola says no and tells him to stop, but the boy doesn't listen and said she wanted him to to walk with her so why not also kiss.

Scenario 3:

Abel is a teacher. One of the female students in his class is failing. He tells her that she will not fail his class if she has sex with him.

Questions for Discussion

- Is consent present in any of these scenarios? Why or why not?
- What would you say if you could speak to any of the people from the scenarios? What would you say to the women? What would you say to the men?
- What do you think the female students are feeling in these scenarios?
- Do you know of someone who has been in a similar situation? What did they do? How did they get help? If they couldn't get help, why?

Patriarchy and Power

In this section:

- Why does GBV Happen?
- Patriarchy and Power
- GBV and the Vicious Cycle

Why does GBV Happen?¹²

- When someone hurts a girl or a woman because she is female, it is gender-based violence. There are many reasons why GBV happens, patriarchy is one of them.
- **Patriarchy** is a system of male domination in society (and households) where lineage is passed through a man or the men. Generally in a patriarchal system the man has control over the household finances and can dictate what happens in the household and how and who they can interact with both inside and outside the household.
- **Power** is the capacity or ability to influence or command others or a situation.

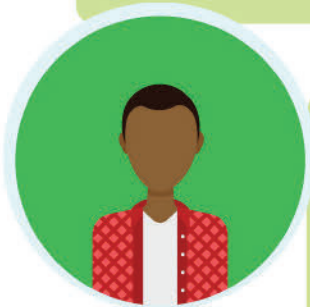


How does Patriarchy and Power Affect Women?

Boys are raised believing they are better, smarter, and stronger than girls and women. They also believe that their rights are more important than the rights of women and girls. They believe this is true because of messages from their family, friends, community, and culture.



This leads to girls and boys being treated differently in society. **This situation often leads to women and girls feeling like they are powerless.**



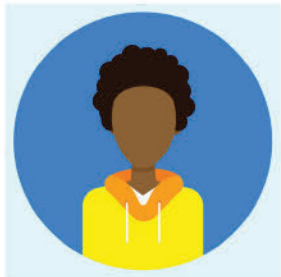
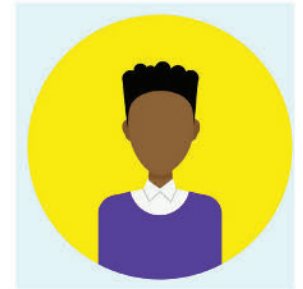
Because women and girls are seen as not being able to do the things that men and boys can do, and women and girls do not have the resources or freedom to do many of these things (example, go to school, own property, have a good job), men and boys end up having more power than girls and women.

Examples Patriarchy and Power



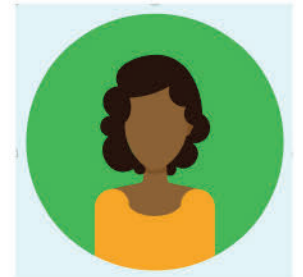
The administrator at Fana's school tells her that she has to do a favor for him in order for her to get an internship.

Yonas tells his daughter she cannot become a teacher because that would mean that she needs to move out of the household.

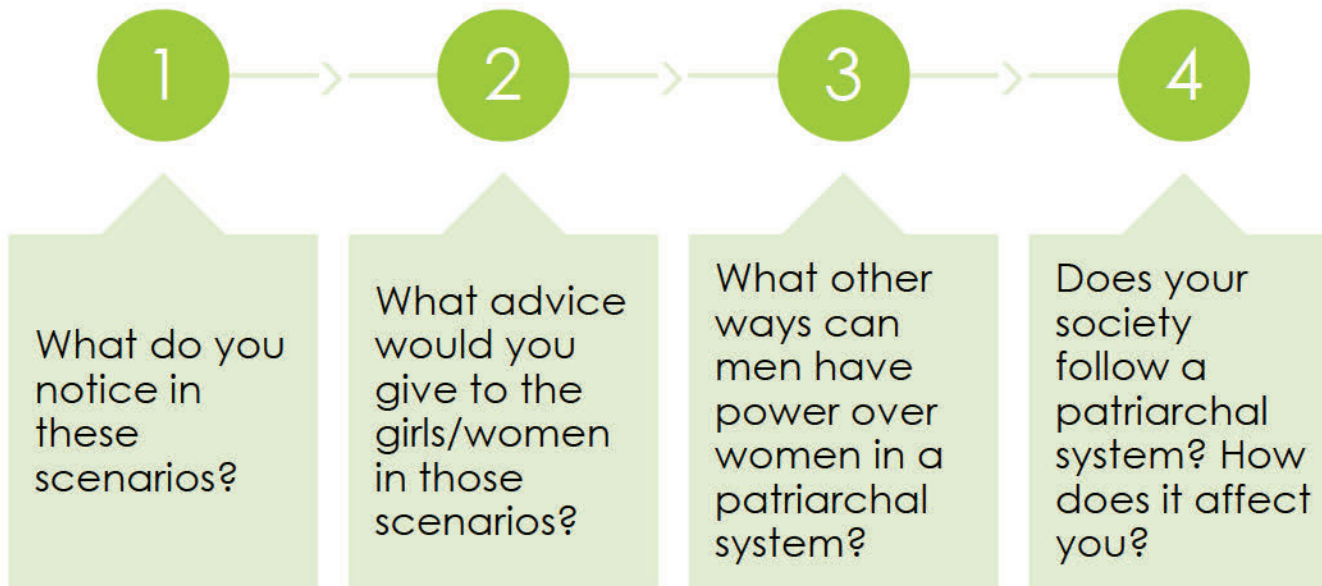


Halima's boyfriend hits her. He always apologizes but also says that no one else will ever love her like he does.

Behati earns her own income but her husband does not let her keep the money that she makes.



Questions to Think About and Discuss:



Power CAN and SHOULD be shared EQUITABLY

More Scenarios for Discussion Regarding Patriarchy and Power¹³



You are a male student at your ATVET. You know the female students have been having difficulties because there is no kitchen on campus, only rented kitchens in the community. The female students have been missing classes and unable to study because of their cooking duties. You offer to cook dinner for a couple of your female friends one night as a thank you for their hard work. The next day, some of the male students at the ATVET hear that you cooked for the female students. They hit you and call you names, and say that you are not a real man because you cooked. You decide to turn to a friend for some support.



You are a female student at your ATVET. You have made a deal with a male student to share a rented kitchen off campus to use to cook food for yourselves. The male student pays you the rent in advance, and tells you he will not be cooking or cleaning, and that you have to cook and bring him food. He says that it is what he has paid for. You feel very stressed because of the extra cooking work. You recently missed two classes in a row because you were busy with cooking duties. You can only miss one more class before you fail. You feel overwhelmed and reach out to a friend for some support.

GBV and Girls: A Vicious Cycle

1. When a girl is born into a family, she is often treated as a second class citizen in a patriarchal home and community.

2. In patriarchal families, boys are given priority in terms of receiving an education, while girls stay at home and help with the chores. When families are poor, the limited resources are used for food and education for boys.

3. With a lack of education, girls often have a hard time finding employment.

4. While some girls have the opportunity to attend school, they often miss large portions of their studies because they are expected to perform other tasks such as prepare meals for others.

5. Throughout their studies they may also face sexual, physical, and emotional abuse.

6. This may lead to them struggling to keep up with school and thus dropping out, facing unplanned pregnancies, contracting a disease, or dealing with all of these challenges.

7. Some girls end up missing out on an education and their parents instead marry them off at a very young age.

8. When these girls get married they often suffer many health issues and begin to have children at a young age which makes completing their own education more difficult.



Abuse

In this section:

- Types of Abuse and Rape

Types of Abuse¹⁴

Physical

Hitting, kicking, beating, or causing physical harm in some way. Sometimes victims may have bruises, cuts, black eyes, broken bones, etc.



Isolation

Preventing someone from seeing their family and friends, often through lies and manipulation. This is also done through human trafficking.



Emotional/
Verbal

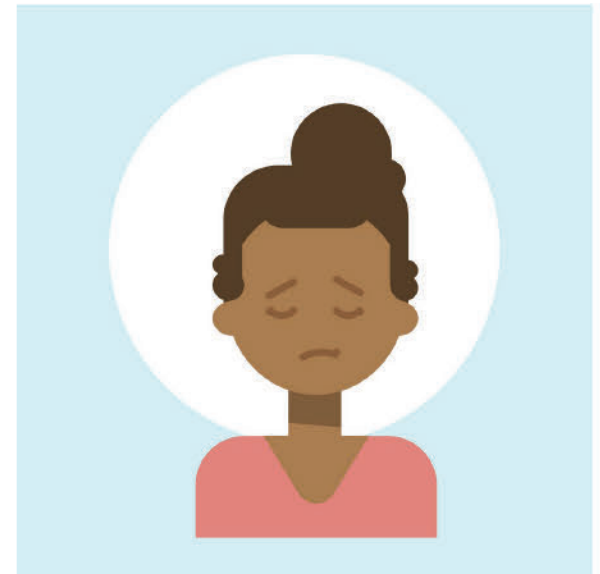
Making someone feel like they are worthless, for example by telling them that no one loves them or saying horrible things to them or about them.

*Not all types occur at ATVETS

14. Soul City. (2016). "We Want to be Free: A book about gender-based violence, your rights, how to handle GBV, how to stop it". p. 7-9. Retrieved from <https://www.soulcity.org.za/media/materials/violence/we-want-to-be-free/view>

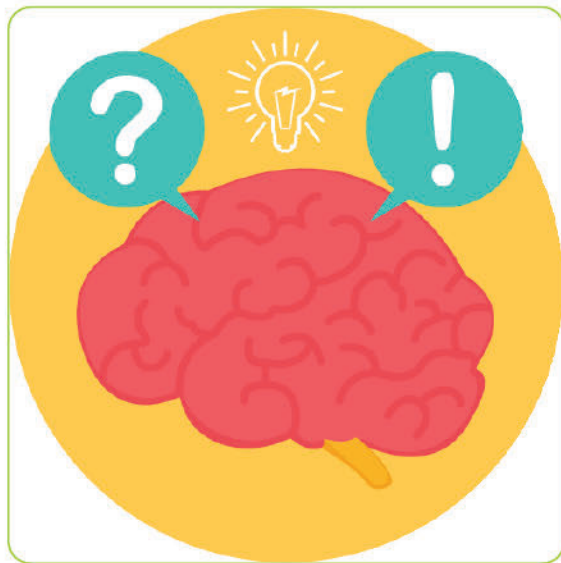
Types of Abuse (Continued)

Sexual	<p>When a man takes advantage of a woman by forcing her to have sex or performing sexual acts without their consent.</p> <p><u>Transactional sexual abuse</u>¹⁵: When a man tells a woman that if she wants something from him then she must perform a sexual act for or to him.</p>
Patriarchal	<p>When men treat women as though they are property or slaves OR when a man uses his position of power to force a woman to do something she does not want to do.</p>
Economic	<p>When a man controls the income in the relationship and prevents a woman from being economically independent.</p>



*Not all types occur at ATVETS

GBV is a Clear Violation Against Women and Girls' Human Rights



Men abuse women and girls to **CONTROL** and have **POWER** over them.

Discussion Question:

How do these different types of abuse affect women?

Sexual Violence

There are a number of different definitions of sexual violence, which can make it even more difficult for the victim to report the incident.

Similar terms include:
Sexual assault, rape,
and sexual abuse.¹⁶



What is Rape?

United Nation (UN) Women defines rape as “sexual violence including... some form of penetration of the victim’s body, marital rape and attempted rape”.¹⁷

However, this definition solely focuses on penetration, when rape can happen with or without the act of penetration.

In 2005 Prosecutor v. Kvočka et. al., Case No. IT/98-30/1-T, stated:

“The Tribunal considers sexual violence, which includes rape, as any act of a sexual nature which is committed on a person under circumstances which are coercive. Sexual violence is not limited to physical invasion of the body and may include acts that do not involve penetration or physical contact.”¹⁸



17. UN Women. (n.d.). “sexual violence”. Gender Equality Glossary. Retrieved from <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&fullsearch=0&page=3>
18. Sellers, P, V. (n.d.). “Prosecutor v. Akayesu, Judgment, Case No. ICTR-96-4-T” in The Prosecution of Sexual Violence in Conflict: The Importance of Human Rights as a Means of Interpretation. p. 5. Retrieved from https://www.ohchr.org/Documents/Issues/Women/WRGS/Paper_Prosecution_of_Sexual_Violence.pdf

Sometimes Abuse is NOT Present in a Relationship From the Start...



Kofi and Jamila have been in a five year relationship. Recently Kofi failed a class. He started drinking because he thinks he is not smart enough to go to college. Jamila continues to do very well in school. Kofi is jealous and starts to beat Jamila. One night he managed to get into Jamila's living quarters, beat her and force Jamila to have sex with him.

Discuss:

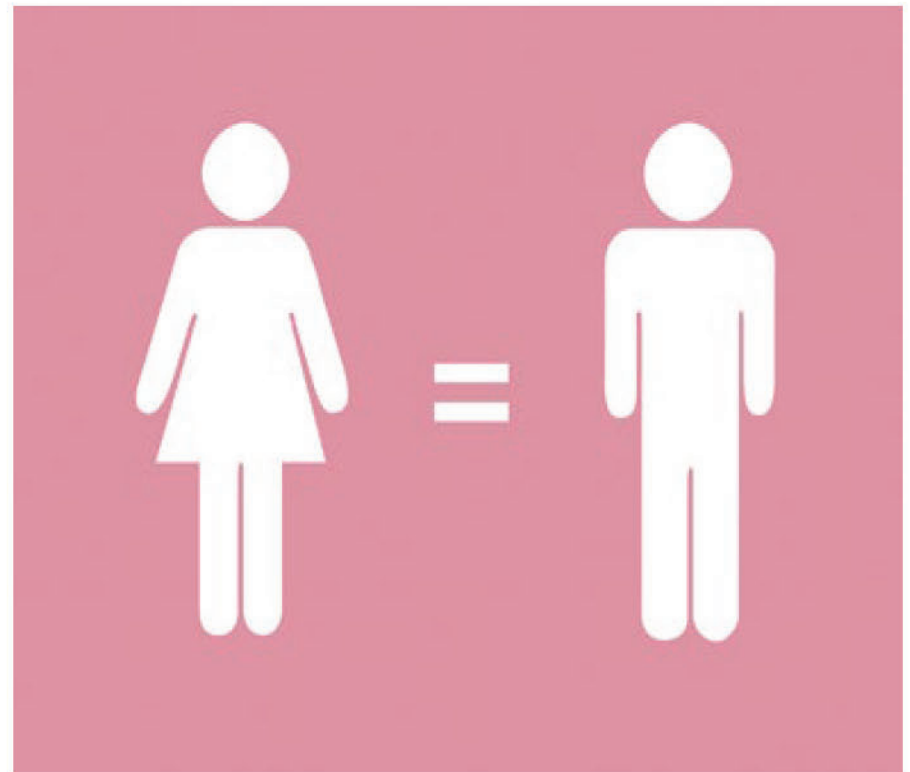
Is this situation a problem? What should Jamila do?

Violence is NEVER the Solution

Relationships change over time. If you feel that your relationship is getting worse or changing in a way that you don't like, there are things you can do:

Talk to your partner if you feel safe

Talk to a friend or gender focal person about how you are feeling



Other Forms of GBV

In this section:

- HIV and AIDS
- Drugs and Alcohol
- Abduction

Other Types of Gender Based Violence

Child, Early & Forced Marriage¹⁹

A marriage in which one partner is below the legal age of consent (18 years). A person younger than the legal age of consent is considered a child, and cannot consent to marriage or sex. Marrying a child violates their rights.

Forced Labor²⁰

Work that someone does against their will or because they are being threatened or intimidated. For example, telling someone that they must work to pay off a debt is forced labor. It is illegal for children to work, and so child labor is an example of forced labor.

Human Trafficking²¹ and Abduction²²

Human trafficking entails illegally transporting someone from one place to another for the purpose of forced labor or sexual exploitation.

Abduction happens when a female is taken by an individual or a group of people without her consent.

19. UN Women. (2014). Preliminary Gender Profile of Ethiopia. p. 58. Retrieved from [http://www2.unwomen.org/-/media/field%20office%20africa/attachments/publications/2015/12/preliminary%20gender%20profile%20of%20ethiopia%20nov%2017%20final%20\(003\).pdf?la=en&vs=3356](http://www2.unwomen.org/-/media/field%20office%20africa/attachments/publications/2015/12/preliminary%20gender%20profile%20of%20ethiopia%20nov%2017%20final%20(003).pdf?la=en&vs=3356)
20. United Nations. (2010). "Women's World 2010 Trends and Statistics" in Girl Hub Ethiopia. (2015). What do we Know About Girls in Ethiopia. p. 36. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esc=s&source=web&cd=4&ved=0ahUKewiN_J_tv5TbAhVlZlMKHSBJBGAQFghPMAM&url=https%3A%2F%2Fwww.girleffect.org%2Fdocuments%2F47%2FWhat%20Do%20We%20Know%20About%20Girls%20in%20Ethiopia%202015.pdf&usq=AOvVaw21Bs8lVwLV0YYGURN9uq3U
21. p.6.
22. Ibid.

GBV and HIV/AIDS

“...participants viewed HIV transmission as a form of gender-based violence in its own right.”²³

- A study in 2012 stated that women who were at risk of having HIV were more likely to experience sexual violence or physical violence or both, caused by their intimate partner.²⁴
- Furthermore, some women in the study state that they could not “afford to protect themselves from either gender-based violence or HIV because of gender inequality and poverty.” In order to survive, some women resorted to prostitution and sexual exploitation outside of their committed relationship which increased their risk of getting an STI or HIV.²⁵

In Ethiopia, “4.2 percent of the urban population and 0.6 percent of the rural population are HIV positive.”²⁶



23. Raghallaigh, M, N., Morton, S., Allen, M. (2017). HIV transmission as a form of gender-based violence: Experiences of women in Tigray, Ethiopia. *International Social Work*, 60 (4). p. 941. Retrieved from DOI: 10.1177/0020872815594224

24. p. 942.

25. p. 941. & p. 943.

26. p. 942.

GBV Through HIV Transmission

A female student was working at her field site and was attacked and raped by a man who knew he was HIV positive. The female student fell ill and found out that she is now HIV positive.

“Transmission of the HIV virus from [person to person], sexual partners..., [i]s a form of violence in itself”.²⁷

THIS IS WRONG.

THIS IS RAPE.

This is gender based violence.

THE MAN SHOULD BE PROSECUTED.

27. Raghallaigh, M, N., Morton, S., Allen, M. (2017). HIV transmission as a form of gender-based violence: Experiences of women in Tigray, Ethiopia. *International Social Work*, 60 (4). p. 950. Retrieved from DOI: 10.1177/0020872815594224.

Women who are HIV Positive and Women who have AIDS²⁸

Fear Abandonment

Fear Abuse

Fear facing the negative stigma if they disclose their status

Fear loss of support (financial, emotional, and other forms of support)

Women who are HIV positive or who have AIDS often fear going to a clinic and getting the help they need. Many of these women are unable to leave abusive or unhealthy relationships due to risk of violence or loss of economic support. It is important to address the stigma surrounding HIV so that women (including female students) can receive care and manage their own health.

Discussion:

Turn to the person sitting next to you and discuss what can be done to help and support women in these circumstances? What can you do? What can your school do? What can the community do?

28. Raghallaigh, M, N., Morton, S., Allen, M. (2017). HIV transmission as a form of gender-based violence: Experiences of women in Tigray, Ethiopia. *International Social Work*, 60 (4). p. 943. Retrieved from DOI: 10.1177/0020872815594224.

GBV, Drugs and Alcohol

Gender based can occur when someone is intoxicated and under the influence of alcohol, or (illicit/illegal) drugs.



- Studies have proven that “those who drink alcohol were more likely to test HIV positive than those who were non drinkers due to their probability of being exposed to unprotected sex”.²⁹

In some areas, common drugs in Ethiopia include:
Cannabis, Heroin, and Cocaine.³⁰

These drugs are illegal substances and should not be consumed.

The legal age to consume alcohol in Ethiopia is 18. ³¹

29. K4Health. (n.d.). Alcohol Consumption in Ethiopia: Literature Review. John Hopkins University Center for Communication Programs. p. 14. Retrieved from <https://www.k4health.org/toolkits/jhuccpethiopiabcc/alcohol-consumption-ethiopia-literature-review>

30. Abebe, W. (2016). “Illicit Drugs in Ethiopia: A Remark Motivated by the NDAFW Observance in US”. Retrieved from <http://www.zehabesha.com/illicit-drugs-in-ethiopia-a-remark-motivated-by-the-ndafw-observance-in-us/>

31. p.17.

GBV on Campus

In this section:

- GBV on college campuses
- Students' reactions

GBV on Campus

In Awassa, Ethiopia, approximately 1/3 of 1,330 female university students responded to a survey stating that they had experienced GBV.³²

1

Students tend to learn the behavior and “repeat what they have ‘learned’ and to regard it as acceptable”.³³

2

Students may feel pressured by a teacher or other faculty members.

3

Students may feel unsafe in their classes on their campus, and in their field sites.

4

Students may fear the repercussions of speaking out against a teacher, an administrator, or fellow student.

32. Johnson, S., Mitchell, C., and Starr, L. Final GBV Survey Analysis. (2018). [PDF]. p. 13.

33. UNESCO and UN Women. (2016). Global Guidance: School-Related Gender-Based Violence. United Nations Educational: New York. p. 13. Retrieved from <https://www.soulcity.org.za/campaigns/gbv/resources/global-guidance-on-addressing-school-related-gender-based-violence/view>

How some People have Experienced GBV on Campus

Female students feel unsafe in dormitories and in reading rooms.

Safety is of a high concern for female students on every campus.

Female students end up missing a lot of class to prepare food.

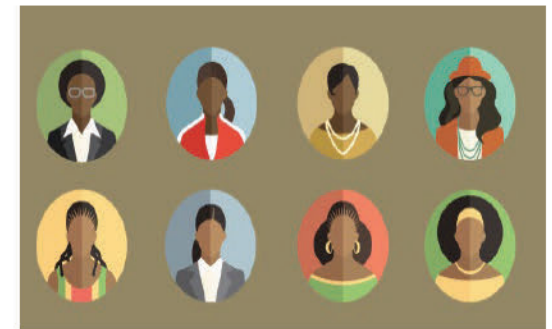
Female students on campus have been verbally assaulted.

Most females are afraid to report acts of violence.

Many female students that were surveyed at various ATVETs stated that they fear sexual harassment on campus.³⁴

67% of female survey respondents stated that a recent sexual act of violence had occurred to them.³⁵

Many female students who become pregnant (unwillingly), have difficulties focusing on their studies. Some students are forced to drop out of school because they are pregnant. These female students are at greater risk of becoming sex workers to survive.³⁶



34. Mitchell, C., and Starr, L. (2018) Final GBV Survey Analysis (ATTSVE). Participatory Cultures Lab. Montreal. McGill University. p. 100, 111, 123, 125.

35. p. 102, p. 114, p. 126, p. 135.

36. p. 30, 32.

What Would you do?

Discuss: In groups of two or more, read the following reactions to GBV on campus. Talk about how you feel about what you are reading. Then talk about how you think these situations can be prevented, stopped, and where support can be given.

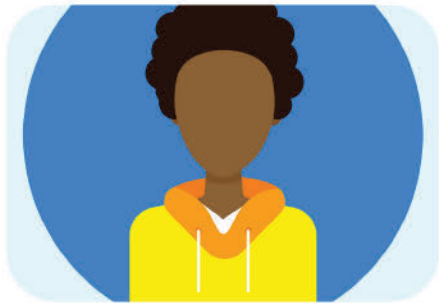
What would you do in this scenario?

- It hurts to see the pain and suffering that female students are going through on campus. They have so many extra responsibilities such as: shopping for food, preparing food, and fetching water, for example, which prevents them from investing their time and energy into their studies. If they miss a certain number of classes they are not allowed to complete their exams and forced to re-apply the following term. ³⁷
- They also face a lot of harassment and abuse from male students, guards, lorry drivers, teachers and others. Students have even committed suicide after finding out about their unplanned pregnancies. ³⁸

37. Mitchell, C., and Starr, L. (2018) Final GBV Survey Analysis (ATTSVE). Participatory Cultures Lab. Montreal. McGill University. p. 31.

38. p. 31 , p. 64-65.

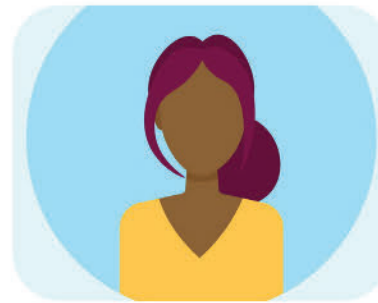
Short Stories of GBV



Dani needs to complete her field placement. A boy from the village approaches her and they start talking. He asks if she wants to date and she says no. After that he begins to tell people lies about her.



Kaleb just started dating Nayala. They had sex once but Nayala said she is not ready to have sex again. Kaleb tells her that since they already had sex she should want to have it again.



Zuri is a female student, and her instructor's name is Amari. Recently Amari asked Zuri if she wanted to earn some extra credit. Zuri is proud to accept this position. However, Amari tells her that she has to perform sexual acts for him and if she tells anyone he will fail her.



Jamila is falling behind on some of her classes. She wanted to spend the afternoon working on her school work but Kojo, her male friend expects her to make him lunch.

Discussion Questions



1. Who is generally blamed for GBV?
2. Who should be blamed and held responsible for GBV in each of these stories?
3. What are they doing that is wrong?
4. What should be done instead?
5. What can you do with the resources you have on campus?
6. Does GBV happen in your community, neighborhood, among your friends?
7. What can you can do to stop GBV on your campus?

Combating GBV

In this section:

- Bystander intervention
- What to do in situations of abuse
- The Law and Student's Rights
- Reporting a case of abuse
- Getting help from a friend

Combating GBV Requires a Multistep Approach

- Active Bystanders
- Reporting the Abuse
- Women's and Students' Rights
- National and International Law
- Knowing the ATVET's Code of Conduct
- Seeking Help
- Health Education
- Awareness
- Resources



Stand up to end GBV

As a society, we need to strive to do better.

We need to ensure that every girl gets a **proper education**, that every girl and woman is **protected by the law**, that they **feel and are safe in their communities** and homes, and that they are **able to realize their full potential** without prohibitive barriers.



What to do in Situations of Abuse?



The Victim

- Get help from someone you trust.
- Seek professional medical help as soon as possible (the first 72 hours is crucial).³⁹
- Report the case of abuse.
- If you live with the abuser, remove yourself from the environment and go somewhere you feel safe (examples: a family members house or a shelter).

It is important to recognize that getting help and doing something about abuse can be difficult for the person being abused. This list simply provides suggestions of where one could start to end abusive situations.

The Bystander

- Offer support to someone who needs your help.
- Listen to the person who is seeking help
- Report a case of abuse if someone is in danger.
- Help remove the victim leave the dangerous situation without risking your own safety.
- Let the person decide what they want to do.
- Be aware that you are not a professional and if you cannot handle a situation just make sure the victim is getting help from someone else.
- Be a witness for the victim when they are reporting their case.
- Be aware of the different types of abuse and signs that indicate that abuse could be happening.

What is a bystander?



A bystander is someone who witnesses an event but is not directly involved in the event.

Two Types of Bystanders



Active Bystander

An active bystander is someone who sees any type of abuse occurring and speaks up. They will stand up for a person or people who are being abused. They may physically and verbally confront the abuser, and they make sure the victim is removed from the situation. They realize they have a role to play in stopping abuse all forms of abuse. ⁴⁰

Passive Bystander

A passive bystander is someone who sees or hears abuse occurring and does nothing about it. Sometimes people are passive bystanders because they fear getting hurt themselves. Yet, there are ways to help a victim that don't put you in danger.

Example: If a man is abusing his wife and all the neighbors could hear then a group of neighbors should report the abuse together and help/save the victim. If they don't then they are being a passive bystander.

Being an active bystander is everyone (MEN and WOMEN's) responsibility

Bystander Effect and Intervention

Bystander Effect

- The bystander effect occurs when violence is happening and there are a number of witnesses and each witness does not do anything because they think someone else will step in. 41

Bystander Intervention

- When you see someone or hear someone acting harmful to another person, you can and should interrupt and stop the harmful behavior. 42

Discussion: What type of bystander are you and why?

41. Samuel Merritt University. (n.d.). Bystander Intervention & Prevention. Retrieved from https://www.samuelmerritt.edu/sexual_violence/bystander

42. Colorado State University. (n.d.). Bystander Intervention. Retrieved from <https://wgac.colostate.edu/education/anti-violence-strategies/bystander-intervention/>

A few Bystander Intervention Techniques⁴³

When speaking to a victim

- Remove the blame from the victim.
- Example: instead of saying “how could you let this happen to yourself?” the bystander should say “how could we let this happen to you in our community?”

4 THINGS YOU CAN DO TO TAKE A STAND

- 1 Distraction**
Call your friend's cell to ask her a question or suggest it's time to go. You can also distract the guy harassing her: “Hey man, didn't I see you at [fill in the blank]?”
- 2 Group Intervention**
Ask your/her friends to help out with distraction or separation. They can pull her aside to check in. Or they can say to him: “We see what you're doing and it's not okay.”
- 3 Get an authority**
Ask the bartender, bouncer, or any other authority figure to help support the intervention
- 4 Prepare Yourself**
Be aware of the pressures men face not to take a stand and choose what kind of man you want to be.

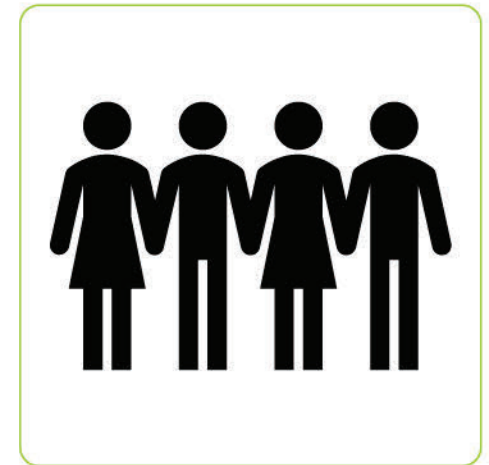
WHERE DO YOU STAND?

Staying safe While Being an Active Bystander⁴⁴

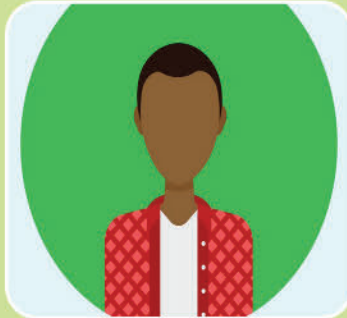
Do not approach a victim alone - bring someone you trust so that you are safe if the abuser might be present

Do not give the abuser any indication of where you are taking the victim

Delegate the task to someone who feels safe approaching the situation



Scenarios About Being a Bystander⁴⁵



1. You are a male student at your ATVET. One night, after going out for a few drinks to celebrate the end of exams, you are walking back to your dorm and you hear the sounds of a woman struggling. You see a woman across the street being groped and pushed around by a group of 3-4 men. You see them holding her hands behind her back and touching her body. They find her phone in her pocket and take it. They walk away laughing. You were too nervous about also getting attacked to go and stop the interaction, but you go up to her and make sure she can get home ok. You are still thinking about it the next day, and feeling badly about what happened. You decide to talk to a friend about how you're feeling.



2. You are a male student at your ATVET. You and your friends are hanging around outside the library and you see a female classmate walk outside. You and your friends walk towards her and start yelling inappropriate comments and throwing rocks. You can see the girl is very uncomfortable. After she leaves, you feel bad about what has happened. You confront your friends and they start calling you names instead and tell you that you're too emotional and that you cannot hang out with them anymore. You are upset and confused. You were trying to do the right thing and now you feel alone. You decide to talk to a different friend about how you're feeling.

Seeking Help and the Law

In this Section:

- Getting help at a clinic
- Why report a case of abuse
- National laws pertaining to women
- How the law protects female students in Ethiopia
- Campus-based recommendations
- Gender clubs
- Media campaigns
- Different ways to combat GBV in Ethiopia
- Helpful resources and organizations.

Getting Help at a Clinic

- It is most crucial to seek medical help in the first 72 hours after someone is raped especially if they may have contracted HIV.
- Medical professionals suggest not to shower but instead go straight to a clinic to seek medical attention.⁴⁶
- If the rape victim doesn't shower the clinic can collect a sample and have more proof against the rapist.⁴⁷
- The criminal code of Ethiopia allows a woman to terminate a pregnancy in the case of rape. ⁴⁸



46. Gopal, T. (2009). "Raped: what to do". Health24. Retrieved from <https://www.health24.com/Lifestyle/Woman/Your-life/Raped-what-to-do-20120721>

47. Ibid.

48. The Criminal Code of the Federal Democratic Republic of Ethiopia. (2005). Article 552. – Procedure of Terminating Pregnancy and the penalty of Violating the Procedure. Retrieved from <http://www.wipo.int/edocs/lexdocs/laws/en/et/et011en.pdf>

Why Report a Case of Abuse to the Police

Due to the fact that many abuse and rape cases go unreported, there is a lack of knowledge to understand how pervasive GBV is in the Ethiopian context.

Unfortunately, many people do not report their case of abuse because: they fear the police will not be helpful; they fear that they will continue to get abused if their abuser is not prosecuted; and they fear negative social attitudes.⁴⁹

As a community we have to stand with people who report cases of abuse as well as report an incident when we notice it.

Discussion: What are some ways in which you can help someone file a report at the police station?



49. Jemal, J. (2012). The Child Sexual Abuse Epidemic in Addis Ababa: Some Reflections on Reported Incidents, Psychosocial Consequences and Implications. *Ethiopia Journal of Health Science*, (22), 1. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3437980/pdf/EJHS2201-0059.pdf>

National Laws Pertaining to Women

Article 35 of the Ethiopian Constitution outlines the rights of women⁵⁰:

- They should have equal rights and protection as men in every sphere (economically, politically, and socially).
- Protection against harmful traditional practices.
- They have the right to own, administer, acquire and control land.



"Domestic violence is illegal, but government enforcement of laws against rape and domestic violence is inconsistent"⁵¹

The Criminal Penal Code, enacted in 2005, criminalized domestic violence, extra-martial rape, child marriage, trafficking of women and children, and abduction.⁵²

50. Constitution of The Federal Democratic Republic of Ethiopia. (1994). Article 35 Right of Women. Retrieved from <http://www.wipo.int/edocs/lexdocs/laws/en/et/et007en.pdf>

51. United Nations. (2010). "Women's World 2010 Trends and Statistics" in Girl Hub Ethiopia. (2015). What do we Know About Girls in Ethiopia. p. Retrieved from https://www.google.com/url?sa=t&rcf=i&q=&esrc=s&source=web&cd=4&ved=0ahUKewiN_J_tY5TbAhV7IMKHSBJBGAQFqhPMAM&url=https%3A%2F%2Fwww.girleffect.org%2Fdocuments%2F47%2FWhat_Do_We_Know_About_Girls_in_Ethiopia_2015.pdf&usq=AOvVaw21Bs8lVwLVOYYGURN9uq3U

52. Ibid.

How the Law Protects Female Students in Ethiopia

Discussion: Does your college have any rules that protect the rights, health and safety of women and girls?

If so, discuss the rules and how you can enforce them as a student, administrator, teacher, or gender focal person.

If not, then take 5 minutes to come up with a few rules to protect women on your campus. Explain how you would enforce these rules.



- For a young women or student the law states that the abuser's punishment is **5-20 years of imprisonment**.⁵³
- Where the rape has caused grave physical or mental injury or death, **the punishment shall be life imprisonment**.⁵⁴
- If a person rapes their subordinate, such as a teacher or administrator raping a student, then their crime is punishable with imprisonment. If the student is a minor (below 18 years of age) **then the crime is punishable with imprisonment (hard labor)**.⁵⁵

53. The Criminal Code of the Federal Democratic Republic of Ethiopia. (2005). Article 620. – Rape – 2b. Retrieved from <http://www.wipo.int/edocs/lexdocs/laws/en/et/et011en.pdf>

54. The Criminal Code of the Federal Democratic Republic of Ethiopia. (2005). Article 620. – Rape – 3. Retrieved from <http://www.wipo.int/edocs/lexdocs/laws/en/et/et011en.pdf>

55. The Criminal Code of the Federal Democratic Republic of Ethiopia. (2005). Article 626. – Sexual Outrages on Minors between Ages of 13 and Eighteen Years – 4. Retrieved from <http://www.wipo.int/edocs/lexdocs/laws/en/et/et011en.pdf>

Campus Based Recommendations⁵⁶

Include female voices and leadership in implementation of these recommendations

- Implement mandatory sexual assault and gender based violence education and training for everyone
- Implement and create awareness of the ATVET Anti-Harassment Code of Conduct
- Create female only spaces on campus
- Create more effective Gender Offices, better lighting around campus, more access to counselling services on campus and better security on campus
- Create a safe reporting service for victims of abuse
- Raise awareness about being an active bystander on campus
- Increase the opportunities for students to access financial support
- Allow female students to have kitchen equipment in their dormitories

Can you think of any other recommendations? How would you implement them?

Gender Clubs

Their Goal: Building knowledge to combat gender based violence through interactive initiatives on campus.

What Gender Clubs can do to combat GBV:

- Training on gender based violence in relation to HIV/AIDS
- Poster Presentations
- Dramas on GBV
- Group Discussions
- Campaigns (Example: T-Shirts, Photo Voice, Posters)
- Produce Cellphilms
- Photovoice Activities



Media Campaigns

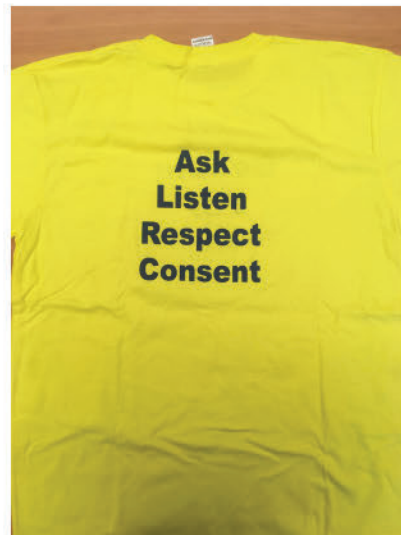


Members of gender clubs partake in a number of media campaigns to end SRGBV on their campus.

- Cellphilms
- Photovoice Exhibitions
- Broadcasting
- Flyers
- Publishing statements on the internet/Blogging
- Sharing the content of other work they do as a gender club.

Example: Creating, directing, acting, filming and uploading a drama for International Women's Day (March 8th) or World AIDS day (December 1st).

Creating Awareness on Campus



Combating GBV in Ethiopia

- Prevention campaigns
- Change in social attitudes regarding women
- Removing the stigma of HIV
- Healthy Family Planning
- Supporting females to easily access school
- Advocating for women and girls' leadership
- Defending women and girls' rights as human beings and citizens
- Prosecuting abusers according to the law



What you can do



Support	Support women and girls by advocating for their health and safety
Join or Start	Join or start an equitable gender club on your campus
Use Your Skills	Use your skills; speaking, singing, drawing, sports, to advocate and support gender equity initiatives
Celebrate	Celebrate International Women's Day on your campus
Work	Work with security forces on campus that you trust
Training	Have training personnel as well as teachers and administrators attend workshops or training on gender based violence on campus
Contact	Contact local organizations to give talks at your college
Spread	Spread the word about gender based violence and how you can combat it on your campus
Participate	In the 16 days of activism

**Share the knowledge you just gained.
Be an active and effective bystander.**

Helpful Resources and Organizations

Association for Women's
Sanctuary and
Development

Addis Ababa
info@awsad.org
+251116672290
<https://awsad.org/>

Tsotawi Tekat Tekelakay
Mahiber

Addis Ababa

UNFPA (United Nations
Population Fund)

Addis Ababa (and 4 other locations)
ethiopia.office@unfpa.org

Mother and Child
Rehabilitation Centre
(MCRC)

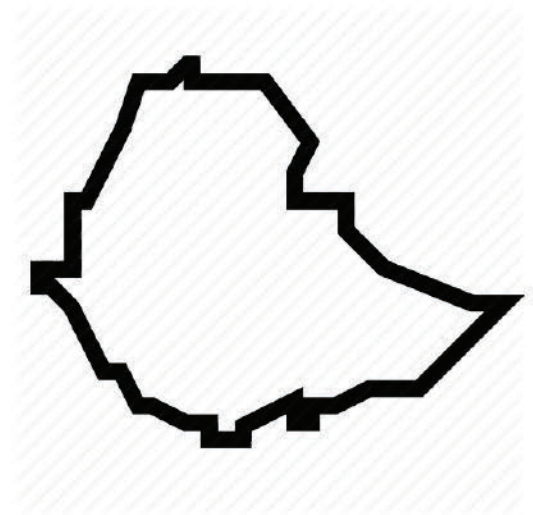
Wereda 6, House No. 506
Team.mcrc@icloud.com

the National Council on
Gender-Based Violence
(NCGBV)

taskteamnspgbv@googlegroups.com

Shelters for Women and
Girls who are Survivors of
Violence in Ethiopia

<https://www.peacewomen.org/sites/default/files/shelters-for-survivors-of-violence-ethiopia.pdf>



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3. United Nations, General Assembly Article 2, *Declaration on the Elimination of Violence Against Women*, A/RES/48/104. (1993). United Nations. Retrieved from <http://www.un.org/documents/ga/res/48/a48r104.htm>.
4. [iSchoolAfrica & iSchool Press Team]. (2015, August 31). *Inspiration: What is Gender Based Violence?* [Video File]. Retrieved from <https://www.youtube.com/watch?v=3AF9Rjki0DE>
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16. "Types of Sexual Violence". (n.d.). Rainn.org. Retrieved from <https://www.rainn.org/types-sexual-violence>
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19. UN Women. (2014). Preliminary Gender Profile of Ethiopia. p. 58. Retrieved from [http://www2.unwomen.org/-/media/field%20office%20africa/attachments/publications/2015/12/preliminary%20gender%20profile%20of%20ethiopia%20nov%202017%20final%20\(003\).pdf?la=en&vs=3356](http://www2.unwomen.org/-/media/field%20office%20africa/attachments/publications/2015/12/preliminary%20gender%20profile%20of%20ethiopia%20nov%202017%20final%20(003).pdf?la=en&vs=3356)
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21. p. 6.
22. Ibid.

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