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gender

matters

achieving results

The Safe Schools Program
Ethiopia Assessment Report
April 26th-May 7th, 2004

July 16, 2004



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The Women in Development (WID) IQC

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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BCC	Behavior Change Communication
BESO	Basic Education System Overhaul
CBO	Community-based organization
CGPP	Community Government Partnership Program
EFA	Education for All
EWLA	Ethiopia Women Lawyers Association
FGC	Female Genital Cutting
FLE	Family Life Education
GAC	Girls Advisory Committee
GBV	Gender-based Violence
GC	Girls' Club
HAPCO	HIV/AIDS Prevention and Control Office
HIV	Human Immuno-deficiency Virus
MOE	Ministry of Education
MOH	Ministry of Health
NCTPE	National Committee on Traditional Practices of Ethiopia
NCWH	National Coalition of Women Against HIV/AIDS
NGO	Non-governmental Organization
PRA	Participatory Rural Appraisal
PTA	Parent Teacher Association
REB	Regional Education Bureau
RH	Reproductive Health
SCOPE	Strengthening Communities Through Partnerships for Education
SDA	School Development Agent
SMC	School Management Committee
SNNPR	Southern Nations, Nationalities and People's Region
SOW	Scope of Work
SRGBV	School-related gender-based violence
SSP	Safe Schools Program
TTC	Teacher Training College
TTI	Teacher Training Institute
USAID	U.S. Agency for International Development
UNAIDS	United Nations Program on HIV/AIDS
UNDP	United Nations Development Program
UNICEF	United Nations International Children's Fund
WID	Women in Development

Executive Summary

From April 26th to May 7th, a four-person team from the Washington, D.C.-based Safe Schools Program (SSP) traveled to Ethiopia to conduct a school-related gender-based violence (SRGBV) assessment. The Safe Schools Team was comprised of three DevTech Systems, Inc. employees: SSP Team Leader Meghan Donahue, Senior Gender and Reproductive Health Advisor Maryce Ramsey, Gender and Education Advisor Wendy Rimer, and one World Education employee - Qualitative Researcher Ji Sun Lee.

Objectives

The overall objectives of this first exploratory trip were to:

- Assess existing programs for their ability to address SRGBV;
- Gain understanding of the nature of SRGBV in Ethiopia; and
- Identify individuals and organizations from the key informant interviews to serve as local partners.

Methodology

Over the course of the visit, the Team collected data, reports, and materials, conducted open-ended interviews, and semi-structured focus groups with key stakeholders recommended by the USAID Mission and/or other informants. The Team examined programs/organizations and structures at multiple levels: national, institutional, community, and the individual, interviewing institutions/organizations such as the Ministry of Education (MOE), U.S. Agency for International Development (USAID) partners, other international donors and organizations, local Non-governmental Organizations (NGOs), and community level organizations (e.g. Parent Teacher Associations [PTAs]) to identify:

- (a) Types of gender-based violence;
- (b) Issues and gaps;
- (c) Promising programs/organizations; and
- (d) Recommendations.

The SSP's Strategic Approach

The purpose of the SSP is to create gender safe environments for all girls and boys that promote gender-equitable relationships and reduce SRGBV resulting in improved educational outcomes and reduced negative health outcomes.

Five key principles that guide the SSP's programming:

1. Take a social mobilization approach working at multiple levels: national, institutional, community and individual;
2. Address the three areas of the SSP SRGBV activities: prevention, reporting and response;
3. Take a gendered approach working with men and boys not only as perpetrators but also as potential victims as well as partners;
4. Have at least minimal support services in place before encouraging victims to come forward; and
5. Build on existing programs.

Issues and Recommendations

In Section IV. A, the Team provides a summarization of general issues and recommendations as reported by NGO staff, USAID partners such as World Learning and Save the Children, Ethiopian educational personnel, and local schoolteachers, parents and students. The Team augmented these issues and recommendations based on global literature on best practices. After analyzing the data and the general recommendations found in Section IV. A., the Team identified eight priority issues and recommendations that are proposed as the SSP's pilot program in Ethiopia. Guided by the SSP's key principles for programming as mentioned in Section I. C., the priority issues and recommendations were selected that address gaps at multiple levels: national, institutional, community and individual; and that address SRGBV in three areas of programming including prevention, reporting and response. In each of these three areas of programming, the Team also identified key organizations that could serve as potential partners. The recommendations are overlaid on the SSP's integrated model for addressing SRGBV in the table on the following page.

Geographic recommendation:

The SSP proposes to leverage the USAID/Ethiopia investments in BESO II communities that are now committed to improving gender equality thereby increasing the chances of success in addressing the sensitive and complex issue of SRGBV. It would be difficult to introduce sensitive issues such as GBV in schools where little school/community collaboration and trust exists and where parents and community leaders have not been sensitized to the benefits of girls' education and committed to achieving gender equality. In addition, Safe Schools has approximately three years to develop a pilot program and to show results. By leveraging the knowledge and capacity gained in the BESO II schools and communities, this will also help to develop and implement an effective model for addressing SRGBV within this timeframe.

Next Steps

The SSP Team will work with the USAID/Ethiopia team and EGAT/WID to develop a work plan for the SSP in Ethiopia based on the recommendations included in this report. The work plan will outline major areas of work, geographic focus, and provide a timeline for the first six months of implementation.

SSP's Proposed Pilot Program

National level recommendation

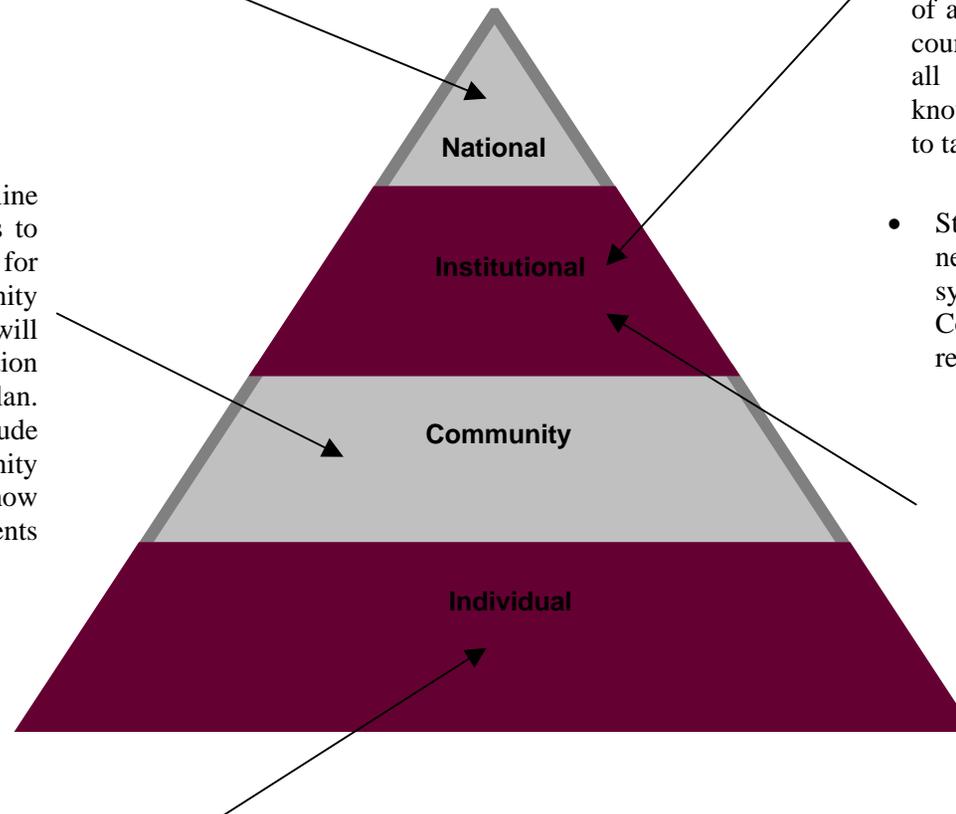
- Form a national network of advocates and link up with members of existing coalitions.

Community level recommendation

- Provide results of PLA and baseline survey on SRGBV in their schools to communities to serve as the basis for the development of a Community SRGBV Action Plan. The SSP will provide support for the implementation and monitoring of the Action Plan. Illustrative activities could include training for parents and community members on SRGBV – what it is, how to recognize it, how to report incidents of it and where to go for help.

Individual level recommendation

- Strengthen existing programs to support boys and girls in the creation of healthy relationships based on respect, responsibilities and rights. Strengthen clubs for students that work on issues related to GBV such as anti-HIV/AIDS, Girls' Clubs, civics and ethics, mini-media, etc. and integrate activities targeting SRGBV. Provide clubs for boys to address their needs, and have co-ed clubs where girls and boys can dialogue about issues and promote solutions to their own problems. Provide them with resource materials on the topic of SRGBV.



Institutional level recommendations

- Provide institutional support services at the school level and in TTCs/TTIs for victims of violence including the creation of a referral system. Provide training in counseling and reporting and ensure that all teachers and counselors are knowledgeable of the appropriate action to take in cases of abuse.
- Strengthen the Code of Conduct as necessary as well as the reporting system. Strengthen training on the Code of Conduct, SRGBV and reporting.
- Create a referral system to external support services through NGOs for victims of violence.
- Strengthen and/or integrate life skills, rights, SRGBV, sexual and reproductive health, HIV/AIDS, and relationship skills into existing curricula.
- Provide training for the Girls Advisory Committees on SRGBV awareness and prevention and related issues such as gender equity in the teaching/ learning environment and life skills for boys and girls. Provide resource materials (e.g. books, pamphlets, and posters) for the adults as well as for the students.

I. Framing the Issue

A. Global Context of School-Related Gender-Based Violence

According to the commitments that the international community made at the World Education Forum in Dakar in April 2000 to achieve Education for All (EFA), the goal of gender parity was set as a priority to be achieved by 2005. The EFA goal of gender equality is to be achieved in 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality (UNESCO, 2003). The Millennium Development Goals were also established in 2000 and "while achieving all eight of the goals is critical to development, two are considered to be central to all others – universal education and gender equality/empowering women" (UNDP, 2003, p. 6-7). It is widely acknowledged that investing in girls' education is a strategy that will fulfill the rights of all children to a quality education and propel all other development goals. However, after decades of commitments such as EFA, the goals of ensuring gender parity, gender equality, quality education for every child, and successful achievement and completion have not been reached, and girls continue to be systematically left behind.

In order to achieve quality education and gender equality, schools must become places children want to attend, and safe spaces where they can receive a relevant and meaningful education. The issue of gender-based violence in schools is a problem affecting school quality in many countries that receives little attention, yet threatens to erase hard-won gains.

School-related gender-based violence in developing countries takes place in a context of gender inequality and specific cultural beliefs and attitudes about gender roles, especially those concerning male and female sexuality, a pattern of economic inequality, and in some instances significant political unrest and violent conflict. This context is critical to a fuller understanding of the health and educational implications and consequences of gender violence in schools. (USAID, 2003, p. iii)

USAID's Office of Women in Development (WID) commissioned a literature review on SRGBV in developing countries. The literature review looks for evidence of the prevalence of SRGBV and discusses: patterns of economic inequality, cultural beliefs about sex and sexuality, and data on adolescent sexual activity; the consequences of SRGBV on health and educational outcomes; and programmatic and policy responses to address SRGBV. The literature review indicates that addressing SRGBV requires a holistic multi-faceted approach that must involve stakeholders at multiple levels including the schools, teacher training programs, the community, and ministerial policy and practice. The literature review also provides key recommendations for action at each level.

SRGBV is a frontier issue that demands focus in terms of research and programmatic interventions that directly address the impact of GBV on educational and health outcomes. Efforts to reduce SRGBV and its impact on education and health are imperative in order to achieve the Education for All goal for gender parity and gender equality in primary and secondary education.

B. Defining School-Related Gender-Based Violence

The Safe Schools Program seeks to define school-related GBV based on three important areas of intersection: **education** as both a location and a system; **gender** as a system of values and supporting structures; and **public health** (limited here to reproductive health and violence) as “a social institution, a discipline and a practice” (United Nations, 1994). The Venn diagram on the following page helps to visualize and define how these three areas intersect and by doing so distinguish what does and does not constitute SRGBV.

Defining SRGBV

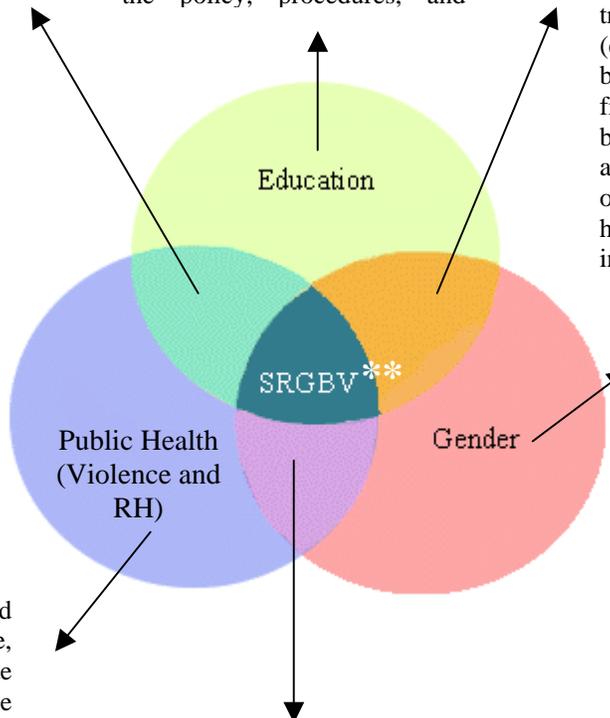
School violence can be viewed as a policy term reflecting societal values that schools should be a special place of refuge and nurturance for youth, and acts of violence that threaten school security are in fact attacking core values of the existing social system. School violence can take many forms including gang and drug related fights, individual fights, Columbine type shootings, etc.

Education and reproductive health overlap in several ways. The educational system is the setting where sexual relationships are often formed by adolescents, usually with other pupils but sometimes with teachers and administrators. Educational outcomes such as enrollment, retention and completion are severely impacted by unintended pregnancies, STIs and HIV/AIDS - negative reproductive health outcomes resulting from these relationships. Further the educational system offers the perfect opportunity to reach adolescents with the information and services

Public health is defined as organized efforts of society to protect, promote, and restore people's health. (See note 2) WHO defines **violence** 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, mal-development or deprivation... that compromise the well-being of individuals, families and communities." (See note 3)

Reproductive health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and its functions and processes."

This sphere encompasses the **entire educational system** including the definition of a school, as a physical structure and as a systemic culture. Includes the role of teachers, pupils, and administrators within the schools as well as all the policy, procedures, and



Gender and education come together as gender influences both learner and educator behaviors. Both are influenced by cultural specific ideologies that shape how they view each other, particularly with reference to gender differences that are reflected in stereotypical roles. Teachers have certain expectations about the behavior of boys and girls that impact on learning conditions. Various aspects of the curriculum maintain and reinforce traditional and expected gender differences (e.g. science or vocational subjects for boys and home economics for girls). Apart from the content of knowledge that is being transmitted, the school environment and social interactions influence learning outcomes. For example, girls who are harassed or intimidated by boys or adults in learning situations do not attain

Gender is a system of values that shapes the relationships between individuals of the same or different sexes, between individuals and society and between individuals and power. It must be seen not only as a set of values that are transmitted (across generations and cohorts) but also as a historical-social construction that affects as well is affected by social practices and the unconscious. (See note 6)

It is in the area of **gender and reproductive health** that we see how closely related gender relations and human sexuality are. Together they affect "the ability of men and women to achieve and maintain sexual health and manage their reproductive lives. Equal relationships between men and women in matters of sexual relations and reproduction, including full respect for the physical integrity of the human body, require mutual respect and willingness to accept responsibility for the consequences of sexual behavior. Responsible sexual behavior, sensitivity and equity in gender relations, particularly when instilled during the formative years, enhance and promote respectful and harmonious relationships between men and women." (See note 7) **Sexual violence** is a sex act completed or attempted against a victim's will or when a victim is unable to consent due to age, illness, disability, or the influence of alcohol or other drugs. It may involve actual or threatened physical force, use of guns or other weapons, coercion, intimidation or pressure. The intersection of violence and gender includes rape, incest, sexual harassment, domestic violence, violence between intimate partners, gay bashing, date rape. (See note 8) GBV can affect the ability of individuals to achieve their reproductive intentions and can result in numerous negative **reproductive health outcomes** such as mistimed or unintended pregnancies, increased maternal, fetal and infant mortality and morbidity, and STIs and HIV/AIDS.

****** SSP's focus is where education, gender and public health (violence & RH) come together in the form of **school-related gender-based violence**. SRGBV is violence that is based on gendered norms for roles and relationships. It can be either physical, sexual or psychological or combinations of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. SRGBV can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators. Both educational and reproductive health outcomes are negatively affected by SRGBV.

Explanatory Notes for the Venn Diagram on previous page

¹ United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Chapter VII: Section E, Adolescents.

² Institute for International Medical Education, www.iime.org/glossary.htm

³ PAHO/WHO, *World Report on Violence and Health: Summary* (Washington, DC: PAHO/WHO, 2002), 10-12.

⁴ United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Section A, Reproductive rights and reproductive health.

⁵ AnnMarie Wolpe, Orla Quinlan and Lyn Martinez, *Gender Equity in Education*. (Department of Education: South Africa, 1997), 46-49.

⁶ Nelly Stromquist, "Romancing the State: Gender and Power in Education," *Comparative Education Review* (November 1995): 428.

⁷ United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Section D, Human sexuality and gender relations.

⁸ Canadian Centre for Missing Children: Victims of Violence, (<http://www.victimsofviolence.on.ca/prsaa.html>).

C. The SSP's Strategic Approach to Address SRGBV

In response to the need to address the frontier issue of SRGBV, USAID's Women in Development Office awarded a three-year contract through an Indefinite Quantity Contract to DevTech Systems, Inc. to implement the Safe Schools Program. Through this task order, DevTech Systems will carry out pilot activities in USAID-assisted countries that include Ethiopia, Ghana and Malawi, and additional countries possibly in Latin America and/or Asia. The purpose of the SSP is to create gender safe environments for all girls and boys that promote gender-equitable relationships and reduce SRGBV resulting in improved educational outcomes and reduced negative health outcomes.

The SSP's Strategic Approach:

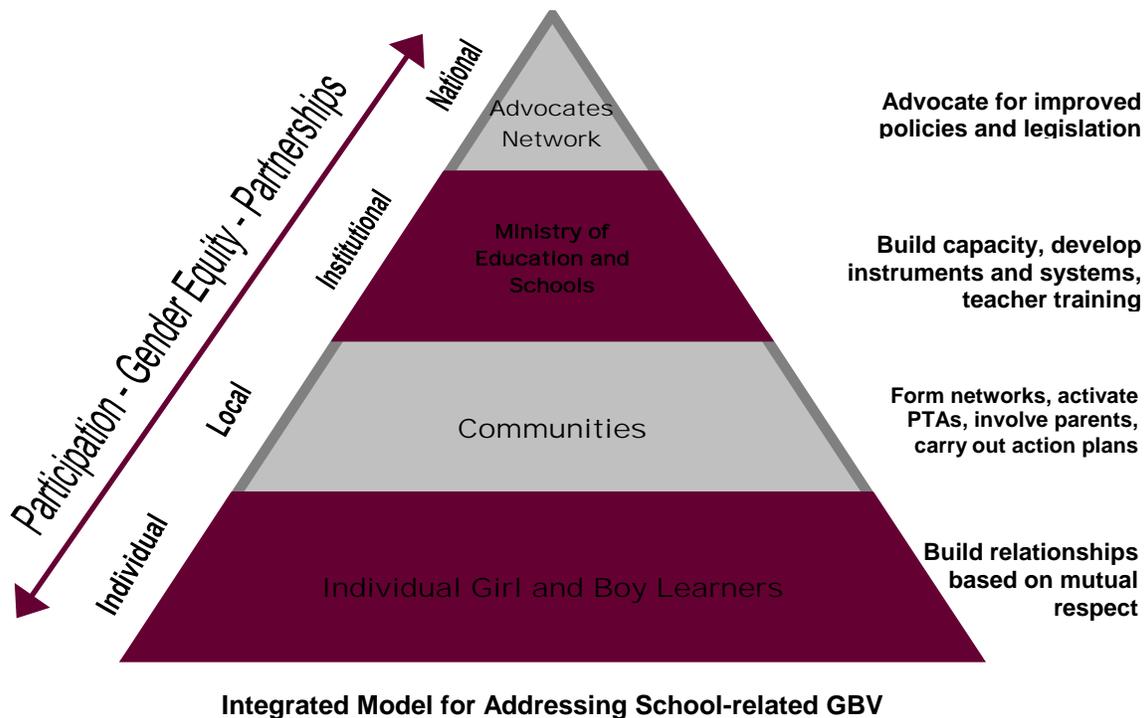
Five key principles that guide the SSP's programming:

1. Take a social mobilization approach working at multiple levels: national, institutional, community and individual;
2. Address the three areas of the SSP SRGBV activities: prevention, reporting and response;
3. Take a gendered approach working with men and boys not only as perpetrators but also as potential victims as well as partners;
4. Have at least minimal support services in place before encouraging victims to come forward; and
5. Build on existing programs.

1. Social Mobilization

It is clear based on global evidence that in order to achieve safe schools for every child, change will be required at many levels: individual, local, institutional and national. The SSP proposes to take a social mobilization approach, defined as "involving planned actions and processes to reach, influence and involve all relevant segments of society across all sectors from the national to the community level in order to create an enabling environment and effect positive behavior and social change." (CEDPA, 2000).

The Safe Schools Program’s social mobilization approach is illustrated on the following page in the Integrated Model for Addressing GBV in schools.



Adapted from PAHO (2003) *Violence Against Women: The Health Sector Responds*.

Through this social mobilization approach depicted in the pyramid, the SSP will work in partnership utilizing participatory methods at the individual level with learners; at the community level with parents, PTAs and School Management Committees (SMCs); at the institutional level with the Ministry of Education and schools; and, at the national level with an advocates network. A model for the SSP will be developed that provides a package of recommended strategies and interventions to address SRGBV at the various levels. The SSP will work closely with local stakeholders and partners in each country to identify effective programs related to SRGBV and will build on these existing programs introducing interventions to address the gaps according to the SSP integrated model for addressing SRGBV.

While the Safe Schools model shows the individual girl or boy child as the base of the model, another way of framing this is in the form of an ecological model with the individual boy or girl child in the center. Surrounding her or him are the layers of her/his life that in total make up her/his *enabling environment for behavior change*. This takes into account the relationship with parents and family members, the role of the community (peers, role models, clergy, etc.) and school (peers, teachers, headmaster) and, finally, the impact of society on the formation of norms.

2. Address the Three Areas of the SSP SRGBV Activities: Prevention, Reporting and Response

Virtually all of the literature both internationally and domestically on SRGBV recommends the same thing: that a holistic, multi-sectoral, and multi-leveled response is necessary. Violence is an issue with many roots and many branches: its causes are many – poverty, unequal power relations, gender inequality and discrimination to name a few - and its impact is great - lowered educational achievement, enrollment, and retention as well as negative health outcomes such as pregnancy, sexually transmitted infections and HIV/AIDS. To achieve the imperative to take a holistic, multi-sectoral and multi-leveled response, three areas of programming must be developed:

- *Prevention programs* including training for students, parents, communities and teachers, programs for redefining gender relations and norms of masculinity and femininity that put children at risk;
- *Response networks*, including services and referral systems for psychological counseling, medical support and services, and legal aid for victims and their families; and
- *Reporting systems* including policies, procedures and personnel from the policy level down through the schools to the local communities and police.

3. Establish Support Services First

The SSP has an ethical responsibility to establish systems of referral and support before encouraging either boy or girls victims of school-related gender-based violence to come forward. As noted by International Planned Parenthood Federation, “Researchers, policy-makers and health workers working with survivors of GBV may, in order to raise awareness of GBV, unintentionally increase the risk of violence experienced by women. Without sensitivity and attention to confidentiality and safety of the individual, survivors of violence may be put in both physical and psychological danger” (IPPF, 1998, Section 1.4). While the information and insights gained from individual examples of experiences with GBV are critical for planning purposes they also bring with them an ethical obligation to provide support services to the victims of SRGBV. Clearly, Safe Schools will not be able to provide the range of services that a victim of SRGBV might need whether medical, psychological or legal. The SSP may only focus on providing psychological support and counseling in the schools. However, in keeping with the desire to build on what exists, the SSP will partner with organizations that do provide comprehensive response and support services to which victims can be referred.

4. Take a Gendered Approach: Working with Men and Boys

In addition to needing to work at multiple levels in order to provide comprehensive prevention, response and reporting systems, a multi-leveled, holistic response is needed in order to create an enabling environment for positive behavior change. This behavior change will address not only norms for femininity but for masculinity as well. The SSP is more closely examining the *gender* aspect of GBV by trying to understand how the gender roles and relationships between women and men or boys and girls and the societal structures that support them may contribute to GBV. Global data clearly shows that the preponderance of GBV is committed by boys/men against girls/women. The SSP is not suggesting that work be done with boys *instead of* girls but *in addition to* working with girls (Instituto Promundo, 2004). But as noted in the literature review “while girls are subjected to gender violence more frequently, often in severe forms and with more severe consequences, boys are also vulnerable” (USAID EGAT/WID, 2003).

While it may be understood and readily accepted that notions of femininity put girls at risk by emphasizing a norm of passivity for girls, there is less understanding about risks to boys from notions of masculinity that may emphasize, for example, a norm of aggressiveness or hypersexuality for boys.

Research in Brazil, for example, “suggests that gender-based violence is often part of the ‘sexual’ or ‘gender scripts’ in which dating and domestic violence are viewed as justifiable by men” (Instituto Promundo and Instituto NOOS, 2004). Gendered notions of what is normal and masculine can harm boys. Boys may engage in sexual activity before they are ready or engage in risky behaviors such as sexual activity with multiple partners or unprotected acts of intercourse or just risky behaviors in general, in order to fulfill societal norms for masculinity. “Studies from around the world find that young men often view sexual initiation as a way to prove that they are ‘real men’ and to have status in the male peer group” (Marsiglio, 1998).

In addition, these norms for what are masculine can be enforced by acts of bullying by other boys, taking the form of either psychological or physical abuse. Further, boys may be subject to higher rates of physical abuse (excluding sexual abuse) in the home than that of girls (Instituto Promundo and Instituto NOOS, 2004). So this project will look not just at gendered norms for girls but for boys as well and how these norms affect GBV and the development of healthy relationships.

Global recommendations on the need to work with men and boys are clear:

Male and female pupils need to be encouraged to develop greater understanding and more constructive and consensual relationships, and to discuss gender roles and gender identity openly; boys need to be encouraged to take on less aggressive roles and to ensure that they are not always portrayed as the oppressor (which risks alienating them further) (Leach, 2003).

...eliminating gender violence needs the involvement of boys and men (including in an educational context male pupils and male teachers), who must be encouraged to engage in an analysis of power in gender relations in both the private and public arenas, to reflect on changing their own behavior, and to offer themselves as positive role models and mentors for others. At the same time, it is clear that mobilizing men to work towards gender equity will only be successful if men see benefits to themselves as well as to women (Leach, 2003).

Addressing power imbalances between men and women is central to preventing gender violence, and this process must begin in schools. Successful efforts must include both boys and girls. The lives of girls/women and boys/men are intimately interwoven, and working only with girls is, at best, only half a solution. Framing the issue in the polarizing language of girls versus boys, victims versus perpetrators, only exacerbates an already difficult situation and masks the complexity of the dynamics of gender and power. Education is not a zero sum game. Working with girls and boys – sometimes together and sometimes separately depending on the social context – is the only way to implement

approaches that can truly reshape the construction of gender roles. This transformative approach (Gupta 2001) is key to long-term success (USAID -, 2003).

The SSP proposes not to look simply at boys and men as perpetrators of violence nor as strategies for improving girls' lives, but rather as partners with girls and subjects of rights.

5. Build on Existing Programs

The SSP will build on what exists without “reinventing the wheel,” with a particular emphasis on current USAID priorities and programs. By referring to the social mobilization definition, it is clear that what is being proposed is not only individual behavior change but also a change in the enabling environment or social change. While this takes more of a time investment up front, it yields longer lasting sustainable change in the long term. The SSP will shorten the time needed by identifying and partnering with existing programs in the same or related fields. The end result of this synergistic programming will be an outcome greater than the sum of its parts as well as cheaper, more sustainable programming.

II. Scope of Work and Methodology

1. Scope of Work

The primary objective of the trip was to begin to understand the nature of school-related gender-based violence in the Ethiopian context. In order to achieve this, a Scope of Work (SOW) was prepared by the Safe Schools team through discussion and collaboration with the USAID/Ethiopia Mission (For the complete SOW, see Appendix A). The main objectives of the trip were to initiate the following:

- Assess existing programs for their ability to address SRGBV;
- Gain understanding of the nature of SRGBV in Ethiopia; and
- Identify individuals and organizations from the key informant interviews to serve as local partners.

All of the activities outlined in the SOW were completed while in Ethiopia. During the final debriefing to the Mission, the Team presented preliminary recommendations based on information collected at the interviews and focus groups that provided possible entry points for the Safe Schools Program. Since returning from Ethiopia, the SSP team has conducted a more complete analysis of the data collected and selected priority issues and recommendations based on the SSP strategic approach.

2. Methodology

The Safe Schools team collected data, reports, and materials, conducted open-ended interviews, and semi-structured focus groups to identify:

- (a) Types of school-related gender-based violence;
- (b) Issues and gaps;
- (c) Promising programs/organizations; and
- (d) Recommendations.

The team developed interview protocols for the different key informants (i.e. NGOs, ministry officials, etc). During each meeting, a Team member provided a brief overview on the SSP and recorded the informants name and title following the interview guide, probing as necessary. In meetings at the field level, the team focused on community members, teachers, PTA members, Girls' Club and Girls Advisory Committee (GAC) members, etc. as these stakeholders have a valuable perspective as key informants in the area of SRGBV.

The Team met with twenty-six organizations/stakeholders including seven schools (six primary and one high school) and two teacher-training colleges in two regions. The Team interviewed representatives from the MOE, Ministry of Health (MOH), Regional Education Bureaus (REB) and Woreda¹ officials, school directors and teachers, PTAs, representatives from GAC and Girls' Clubs, USAID contractors, and NGOs working on a range of related issues from girls' education to human rights, HIV/AIDS, and reproductive health. For a list of the contacts with whom the Team met, see Appendix B; for the complete itinerary for trip, see Appendix C.

The objectives of the meetings that the Team held over the course of the trip were to gain information about the organizations' programs and to ascertain individuals' perceptions regarding SRGBV. An exploratory meeting was held with the USAID education team to provide the Team with background information on current Mission programs as well as a historical overview of institutional programs within the Ethiopian context. The team learned how the Mission was responding to the Ethiopian government's plans to improve education through active girls' education campaigns as well as strategies to improve classroom teaching to keep girls in school; plans to strengthen teacher training colleges (TTCs) and teacher training institutes (TTIs) as well as strategies to attract more female teacher trainers and students to the programs; and plans to empower groups such as PTAs through different trainings. Results of this meeting helped form the language of the interview guides used with key informants and in focus group discussions.

Following the meetings at USAID, the Team divided into smaller teams to meet with local and international NGOs, MOE and MOH officials, and others recommended to the SSP. The primary purpose was to understand their existing programs, identify gaps and issues, and seek recommendations for the SSP. The Team also tried to assess whether the existing programs could address or potentially address SRGBV at the national, regional, and community/school levels. The team created matrices to accommodate the different kinds of information received for programmatic and GBV overviews. Interview notes were entered into the program matrices based on the potential of the existing activities to address SRGBV through prevention, reporting, and response activities. This information was synthesized and is presented in Section III. C.

After four days of interviewing in Addis Ababa and in Oromia at the Adama TTC, the Team split into two groups for field visits to USAID supported schools in SSNPR and Oromia as well as to REBs and Woreda offices. For PTAs, teachers, and school-related NGOs, the Team assessed the programs and what SRGBV meant in the school setting, what constituted SRGBV, and what should be done about it. (Schools visited are included in the programmatic overview matrices found in Section III. C. Interview questions can be found in Appendix D.)

¹ District administrative level

Once interviews in Addis Ababa, SNNPR, and Oromia were completed, the Team rejoined to identify initial findings and recommendations. Information from the interviews and focus groups that was most relevant to the SSP was compiled on a master matrix to facilitate analysis and synthesis. The findings regarding issues of SRGBV were entered into a matrix that separated types of SRGBV into three categories: sexual, physical and psychological abuse. This is found in Section III. B. Some information (especially on national and institutional policies and regulations) that was collected will be used as part of the baseline.

The Team reviewed critical documents that had been collected such as the *Situation of Girls' Education in Ethiopia* (Women's Affairs Department, MOE, 2004) in order to identify national level policies and strategies that address GBV. Based on the observations and recommendations made by interviewees and materials collected, the Team was able to identify gaps and needs in the implementation of policies and programs that address SRGBV. Preliminary themes that emerged across the various interviews were shared at the debriefing with the Mission. The complete assessment is contained in the following sections below.

III. Findings

A. The Context and Problem in Ethiopia

1. Background

Ethiopia is the second most populous country in sub-Saharan Africa, after Nigeria, with approximately 67 million people and an annual growth rate of 2.7% (Central Statistical Authority, 2000). The United Nations Development Program's (UNDP) Human Development Report places Ethiopia 169 out of 175 countries in the Human Development Index (2003). Life expectancy at birth is 45.7 (UNDP, 2003) and the adult literacy rate is 32.8%, 26.4% for females and 39.3% for males (MOE, 1997). Similar to the rest of the continent, the population of Ethiopia is very young with 44% of the population under the age of 15 and an additional 20% in the age group 15-24 (Central Statistical Authority, 2001). As one of the poorest countries in the world, Ethiopia maintains a traditional pastoralist society with an economy based on agriculture. The vast majority of the population does not have access to mass media. Only 11.2% of women and 23.8% of men listen to the radio, 1.7% of women and 6% of men read newspapers and those who have access to televisions is negligible (Central Statistical Authority, 2001).

NGO and other civil society involvement in social development did not exist or was negligible during the imperial and socialist era. During the Derg regime from 1974 until 1991, Ethiopia was a socialist state that was torn by bloody coups, wide-scale drought, and massive refugee problems. Under the Derg, community support structures did exist, such as Kebele² committees and Iddirs, but they were mainly the latter which are Community Savings Associations typically organized around funerals. While the civil society sector is growing, it is still relatively weak and underdeveloped (USAID/Ethiopia, 2003). As a result, there is a lack of government institutions, NGOs, or Community-based organizations (CBO) that are addressing the issue of GBV or SRGBV from the national level down to the local level.

² Community administrative level, the lowest level

Conflict, famine, and drought have led to widespread population movements and food insecurity causing a great challenge to development initiatives. There are over 1.6 million internally displaced people in the country and a significant number of refugees (United Nations Program on AIDS, 2002). In certain regions this causes high percentages of children to drop out of schools, as was the case in a school visited by the SSP Team in SNNPR. These external factors need to be taken into consideration when determining geographic locations for the SSP and implementing activities.

2. Status of Women

The UNDP has ranked Ethiopia 139 out of 144 countries in terms of the status, treatment, and participation of women. Socially, women are subordinated. Cultural and religious customs support male over female rights, and gender/sexual violence is widely accepted. A number of harmful traditional practices disadvantage women such as female genital cutting, which 80% of all women have experienced (USAID/Ethiopia, 2003, p. 12).

While the Ethiopian Constitution guarantees gender equity, the legislative framework does little to prevent the abuse and disempowerment of women and girls. Cultural and religious laws discriminate against women, and the majority of women and men are unaware of their rights under the Constitution or of avenues through which to pursue them.

3. Education

Access to education for all Ethiopians is very limited. Although it has risen dramatically in the past few years, from 24.4% in 1994 to 45.8% in 1998, access rates still remain well below the average for sub-Saharan Africa. The education system is characterized by high drop out rates, poor student performance and teaching methods, declining numbers of teachers, inadequate facilities, and scarce teaching materials. Currently only 47% of primary-age children enroll into the education system, and of these only 64% reach grade 5 (UNDP, 2003). Enrollment of boys in the education system is greater than girls at all levels. In 1998/99, the gross enrollment rate for primary education nationally for boys and girls was 56% and 35% respectively (USAID/Ethiopia, 2001). Urban adolescents are significantly more likely than rural adolescents to be in school. Only 28% of rural girls are in school (Population Council, 2003). Although the Ethiopia Education Sector Development Program II (ESDP) Girls' Education Strategy includes affirmative actions provided for females within the TTCs and TTIs in order to increase the number of female teachers, female teaching staff comprise only 31.4% at primary and 7.6% at the secondary level (Women's Affairs Department/MOE, 2004).

In 1994, Ethiopia as part of its Education Sector Strategy set the year 2015 as the target for achieving the goal of good quality universal primary education. The New Education and Training policy, declared in 1994, addresses the importance of girls' education and states that, "education will be geared toward reorienting societies attitude and value pertaining to and contribution of women in development; and special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs" (Women's Affairs Department/MOE, 2004, p. 2). The Education Minister Genet Zewdie recently stated that the government is increasing the enrollment of girls by six percent each year (UNICEF, 2003). Despite these commitments and improvements,

gender equity in schooling continues to be a challenge that threatens the achievement of national and international goals (e.g. EFA) agreed to by the Ethiopian government.

4. Reproductive Health

“Public health coverage is limited and under-developed. Only 51% of the population has access to general health services (living within 10 kilometers of a health center)” (USAID/Ethiopia, 2003, p. 11). As mentioned previously, Ethiopia is a nation of young people who face many sexual and reproductive health problems such as sexual coercion, early marriage, polygamy, female genital cutting, unplanned pregnancies, closely spaced pregnancies, abortion, sexually transmitted infections (STIs), and AIDS. Lack of education, unemployment, and extreme poverty exacerbates the reproductive health problems.

Data indicates that a large proportion of youth are sexually active, yet only 41.2% of males and 30.5% of females have a comprehensive knowledge of HIV transmission and prevention. Sex, sexual and reproductive health, family planning, and concepts such as sexual responsibility are not openly discussed in Ethiopia and access to information and advice, particularly for out-of-school youth, is limited (MOH, 2002).

The Ethiopian government has not taken an aggressive and open stance policy towards combating HIV/AIDS as compared to other countries in sub-Saharan Africa that face similar traditional norms and cultural taboos of discussing sex in schools. However, the HIV/AIDS epidemic in Ethiopia is serious as 2.2 million people are living with HIV and AIDS and it has an adult prevalence of 6.6%. “The MOH now recognizes HIV/AIDS as one of the leading causes of adult morbidity and mortality in Ethiopia” (USAID/Ethiopia, 2003, p. 14).

Gender is a major constraint in terms of combating HIV/AIDS. “Traditional” male and female roles reinforce risky behaviors. For example, in some areas of Ethiopia, young men are expected to prove their masculinity by having a number of sexual partners. “Women have limited power to refuse sex, choose a sexual partner, or negotiate condom use” (USAID/Ethiopia, 2003, p. 13).

5. Gender-based Violence

The acceptance of gender violence reflects the low status of women in Ethiopia and the unequal power relations between the sexes. Practices such as rape and wife abuse are commonplace. “Women have limited choices in making reproductive health choices, making life choices and accessing services difficult” (USAID/Ethiopia, p. 13). Underreporting of acts of sexual violence is due to limited recognition of the rights of women and the severity of the offence. Many families and communities prefer to resolve the issue through traditional mechanisms such as arranging marriages or restitution to the families. Typically, much of the blame and stigma is placed on the woman (Anonymous, 1996).

The Family Guidance Association of Ethiopia conducted a situational analysis on GBV - and found that GBV, in all its forms, is prevalent in all areas of Ethiopia, which seriously affects the health and socio-economic status of women, girls and the whole society. Most forms of GBV are deep-rooted in religion and traditions. The kinds of GBV found in Ethiopia range from traditional practices like FGC, early marriage, forced marriage, abduction, parental discrimination of girls, polygamy, domestic and economic exploitation (parents using young

girls as a source of income), to a lack of property ownership by women. Other forms of GBV found were interpersonal abuses of power, such as rape, sexual exploitation, wife beating and men refusing to use contraception (IPPF/GTZ, 2003). Fifty-nine percent of Ethiopian women suffer from sexual violence, and 49% from physical violence by a partner at some point in their lives (Ethiopian Journal of Health Development, 2003).

In Ethiopia, gender-based violence occurs under the pretext of tradition and culture and is thus condoned by the society. It appears to be accepted as a normal aspect of daily life, and the existing laws and policies have done little to address the matter. Ethiopia has one of the highest reports in the world of physical assault by male partners (NCTPE, 2003, p. 43).

B. Overview of SRGBV in Ethiopia

The interviews and focus groups conducted by the Team in Addis, Oromia and SNNPR generated discussions that provided a preliminary picture of what school-related gender-based violence looks like in the Ethiopian context. Interview and focus group participants represented the perspectives of the MOE, MOH, teachers and head teachers, PTA members, Girls' Advisory Committee and Girl's Club members, as well as international and local organizations working in the fields of education, gender, law and health. Participants described situations constituting psychological, sexual and physical harm to female students and, to a much lesser degree, male students. The examples of SRGBV were based on first-hand knowledge of cases of abuse as well as participants' general impressions of schools throughout the country.

After conducting a systematic analysis of the interview and focus group notes, the Team identified a range of forms of SRGBV. Table 1 provides a summary of the notes (see table on page 18).

1. Psychological Abuse

Psychological Abuse - Girls: The Team heard that for girls, psychological abuse takes place in the home, community and school and is carried out by parents, elders, classmates and teachers. The types of psychological abuse seemed to fall into two categories: that which inspired fear in the girls and that which caused the girls to be demoralized. In the first group, abuse that inspires fear, the Team heard that girls live in fear of rape and abduction. Since virgins are targeted for abuse, most schoolgirls live in fear of abuse since they are virgins. It was stated that girls expect violence; they expect it from their peers, teachers and even the police. One practice that causes girls to be fearful is the receipt of a "love letter" from a boy as this action can signal impending abduction.

The impact that these fear inducing activities have on girls' lives is devastating. One clear impact stated by some is that parents take girls out of school or keep them from coming in the first place as a means of protecting them against harm. But this practice carries its own harm in that girls cannot complete or even start their education. For girls that do go to school, they live in fear of impending violence on the way to or from school and in school. Violence against girls was expressed as almost inevitable and within the realm of the expected. The result is that girls are afraid most of the time but certainly in relation to school. This clearly affects their performance. Outside of a few instances cited by the GACs and Girls' Clubs (GCs), few talked about what can

be done to prevent violence against girls or what could be done for victims of violence. So girls live with a constant fear of violence, a sense that nothing can be done to stop it and that nothing can be done for them should it happen. And if the violence that befalls them is rape or abduction, they may be forced to marry the perpetrator.

In addition to psychological abuse that is fear inducing, girls suffer from a myriad of abuse that is demoralizing and can result in them feeling “less-than.” This abuse takes place in their home, their community, and their school. The Team heard that parents do not treat their sons and daughters equally, that they keep their daughters from starting school when they should so that girls are behind when they do start or that parents keep girls home from school and encourage them to marry instead. One male student on the Girls’ Advisory Committee stated that he had finally realized that girls have a much harder time because they have no respect in the community but that for boys it is automatically given.

In addition to being made to feel less than in the home and community, girls face a disadvantage in the classroom as well. One male student member of a BESO school disciplinary committee noted that they had to discipline teachers for ridiculing girls in class causing the girls to feel, in his words, “demoralized.” A few girls from the Girls’ Club noted that teachers and students undermine a girl’s confidence by perpetuating stereotypes such as girls cannot perform well in school, etc. Teachers further undermine girls by discouraging their questions and participation in the classroom. All noted that both teachers and students harass girls in school. Each of these examples of demoralizing activities contributes to the cyclical nature of the shortage of female role models. Because girls are demoralized, they drop out of school. Because they drop out of schools, there are few successful female students to serve as role models within the schools or to go on to become female teachers that can serve as role models within the schools. And because there are few role models for girls to emulate, they drop out of school.

Psychological Abuse - Boys: An important caveat to any discussion of SRGBV as *experienced* by boys rather than as *perpetrated* by boys is that few think of SRGBV as being something that boys can experience. As in other countries, the Team heard little about boys’ experiences and mainly about boys as perpetrators. Even when people talked about instances where boys experienced SRGBV it was not stated as such. The experience of boys in relation to SRGBV will need to be further explored in the coming months.

As noted above, little was said about psychological abuse that boys experience. Mainly it was said that boys bully one another and that they “suffer insults.” There was no explanation or much description of what was meant by bullying or who was doing it to whom or why. One person provided an interesting perspective on how violence against girls can impact boys. He said that boys are harmed when they marry a girl that has suffered abuse especially female genital cutting (FGC) and sexual abuse. Having experienced this kind of violence was seen as a barrier for a girl to form a healthy relationship with a husband. The young husbands are harmed by this inability to form a healthy and loving relationship. Another noted that there is significant competition among boys for girls and that a boy that is refused is humiliated and embarrassed.

Psychological Abuse - Both Boys and Girls: The Team heard much about the vicious cycle of abuse. It was perceived by many that domestic violence is common in Ethiopia. And because it is

common, both boys and girls grow up seeing their mothers being beaten and may form their notions of male/female relationships based on their experiences within the home. It also reinforces the sense of the inevitability of violence and that this is normal and expected behavior by women and men.

The other main area of psychological harm to boys and girls is a result of the culture's perception of interactions between boys and girls. Many stated that all interactions between boys and girls are seen as being sexual in nature. There are no avenues for interacting that are perceived as innocent. This keeps boys and girls from forming friendships and from supporting one another, creating an environment ripe for stereotyping and abuse. Several students in a BESO II school noted with surprise how well it had worked when the boys and girls had worked together to support each other with their schoolwork. The girls especially liked it because the boys were more advanced in their studies and could help the girls. The boys were surprised to find that the girls were capable but had so many burdens that kept them from their schoolwork.

2. Sexual Abuse

Sexual Abuse – Girls: The range of sexual abuse experienced by girls in Ethiopia was wide and the impact deep. Many of the types of abuse were interrelated such as rape, abduction, arranged marriage, and “marriage by abduction.” Along with FGC, these were clearly the severest forms of sexual abuse the Team heard about. But some of these examples, such as rape, were mentioned on their own as well as in combinations. For example, a few talked about the problem of rape in urban centers as being distinct from abduction. Some talked about forced marriage, some about early marriage and some about arranged marriage. These are not necessarily distinct events. All of them share the element of lack of self-determination of the young bride.

The range of abduction was the most widely mentioned example of a sexual abuse in regards to young girls. One person mentioned that the notion of abduction could include an example where the girl really wanted to be taken by a boyfriend and is complicit in her “abduction.” This notion was downplayed by the Ethiopian Women Lawyers Association (EWLA) that stated that any reports of this were negligible and vastly outnumbered by real abductions. The Team heard about the concept of abduction as “sophisticated rape” especially in the south where a girl is likely to be forced to marry her abductor/rapist. Some form of abduction was mentioned in every interview.

Other forms of sexual abuse cited were FGC, trans-generational sex, sexual harassment by teachers and students, marriage inheritance and polygamy. The Team heard from multiple sources about the negative impact that all of these types of abuse have on both education and health. Early marriage of very young girls and often malnourished and underdeveloped girls can result in fistula³ when these girls give birth. The widespread practice of FGC is also linked to fistula. All of these types of sexual abuse – FGC, early marriage, forced marriage, abduction,

³ A fistula is hole between a woman's birth passage and one or more of her internal organs. This hole develops over many days of obstructed labor, when the pressure of the baby's head against the mother's pelvis cuts off blood supply to delicate tissues in the region. The dead tissue falls away and the woman is left with a hole between her vagina and her bladder (called a vesicovaginal fistula or VVF) and sometimes between her vagina and rectum (rectovaginal fistula, RVF), resulting in permanent incontinence (The Fistula Foundation, 2004).

trans-generational sex, rape, “sophisticated rape,” polygamy, and marriage inheritance can be linked to HIV/AIDS transmission as well as STIs.

Sexual Abuse – Boys: The Team heard of no specific examples of sexual abuse of boys. However, one respondent did note that it most likely happens but that it is not something that Ethiopians would be willing to talk about.

Sexual Abuse - Boys and Girls: The Team heard of no types of sexual abuse that were common to both boys and girls.

3. Physical Abuse

Physical Abuse – Girls: The main example of physical abuse cited by those interviewed was the heavy workload for which girls are responsible. Many said that mothers often press their daughters into this drudgery so as to lessen their own burdens. The Team saw young girls trudging up a long stretch of highway, bent double under the weight of loads of firewood. The heavy work burden threatens the girls’ educational future as well as their health. The girls on the highway were carrying their loads when they should have been in school. And even if the girls manage to remain in school, their schoolwork suffers. A few girls on the Girls’ Club talked about how ashamed and stupid girls feel because they cannot get their schoolwork done due to their heavy workloads. As a result the girls fall behind in school. Teachers and other students ridicule them. Instead of blaming their lack of time, they blame themselves, labeling themselves as “stupid”. Boys on one GAC said that they had thought that girls did not do well in school because they were not as smart as boys. From the girls on the committee they learned how much work the girls had to do and how it kept them from doing their homework causing them to fall behind in school. Young girls performing heavy labor end up malnourished and exhausted and may never fully develop as a result. These young girls are more at risk for fistula when they marry.

Physical Abuse – Boys: Physical abuse was the most common form of abuse heard in relation to boys. It was mainly expressed as “boys fight” with little context given and even less explanation. One person talked about violence as something that happens between boys in relation to abduction. It was not clear if or how physical fighting relates to bullying. Nor was it clear who was fighting whom or why. The Team witnessed one example of boys fighting when they saw a circle of boys formed around two others. The boys in the circle were pushing the two boys in the middle towards each other and appeared to be encouraging them to fight - which they subsequently did.

Physical Abuse - Boys and Girls: The most frequently noted form of physical abuse suffered by girls and boys is corporal punishment. Classroom monitors, usually boys, are armed with a stick and tasked with using it to keep other students in line. During one interview at a school in Oromia, children gathered outside the room where the interview was taking place, peering into the window and doorway and giggling. The school security guard came up and used a large stick to beat the children away from the door.

There were a few lesser-mentioned examples of physical abuse. Heavy workloads were discussed as something that both boys and girls struggled with but it was clear that girls carried a larger burden in general than boys. Both boys and girls may have responsibility for caring for

younger siblings even though they may be as young as six themselves. Some mentioned nutritional taboos that affect the health of boys and girls. One noted the impact of jhat chewing on both boys and girls. It was said that boys that chew jhat do not do their work causing the girls to have to take up the slack and that boys who chew can also become violent.

Table 1: Examples of “School-related Gender-based violence” as heard in interviews in Ethiopia

	Girls	Boys	Both
Psychological Abuse	<ul style="list-style-type: none"> • Fear of rape and abduction keeps girls from coming to school. • Families fear of violence against their daughters caused them to keep girls from school. • Girls expect violence from their peers, teachers and even the police. • Girls who are virgins are targeted for abuse. • Boys send “love letters” to girls that can precede abduction. • Teachers ridicule girls in class causing them to be demoralized. • Teachers discourage girls’ questions and participation in the classroom. • Teachers and students “undermine” girls confidence by perpetuating stereotypes. • Teachers and students harass girls. • Since most girls drop out of school, there are few women at higher levels for girls to emulate. • Girls have so much work to do that they cannot do well in school and they feel stupid. • Boys have automatic respect in the community and girls do not. • Parents do not treat girls and boys equally. • Parents keep girls from starting school when they should so they are behind when they do start. • Parents keep girls home from school and encourage them to get married instead. 	<ul style="list-style-type: none"> • Boys bully one another. • Boys suffer insults. • Boys are humiliated and embarrassed when a girl refuses them. • Boys are unable to form a healthy relationship with a bride that has been physically abused. 	<ul style="list-style-type: none"> • Because domestic violence is common, many boys and girls grow up seeing their mothers being beaten. • Any time that a boy and girl are together it is seen as sexual rather than innocent. This acts as a barrier to girls and boys forming healthy relationships and perpetuates stereotypes.
Sexual Abuse	<ul style="list-style-type: none"> • Rape. • Rape (especially in urban centers). • Abduction. • Marriage by abduction. • Abduction as “sophisticated rape” in the South where the girl is forced to marry her abductor/rapist. • Forced marriage. • Early arranged marriage –as young as 7-11 which ends the educational opportunities and can result in fistula. • Trans-generational sex. • Widespread practice of FGC, which is linked to fistula. • Sexual harassment male pupils and teachers. • Marriage inheritance. • HIV/AIDS transmission to girls from FGC, rape, early marriage, forced marriage, abduction and polygamy. 		

	Girls	Boys	Both
Physical Abuse	<ul style="list-style-type: none"> • Girls have a very heavy workload, often sharing in their mother's burden. This is linked to poor performance in school, school dropout, underdevelopment and fistula. 	<ul style="list-style-type: none"> • Boys fight with one another. • Boys fight especially in relation to abduction. 	<ul style="list-style-type: none"> • Both boys and girls experience corporal punishment in the classroom, particularly at the hands of the classroom monitor. • Nutritional taboos keep children from nutritious foods. • Both boys and girls have to work often looking after younger siblings when they are as young as six themselves. • Boys jhat chewing decreases their productivity, increases girls workload and increases boys' violence.

As the team moves forward in identifying communities for work and delving deeper into the scope and breadth of SRGBV as experienced by students within those communities, it can be seen from the previous page that more research needs to be done to identify SRGBV as experienced by boys. It is unclear what the role of boys as perpetrators and *especially as victims* of school-related gender-based violence in Ethiopia is. The Team heard much more about SRGBV as experienced by girls than by boys. There are numerous possibilities as to why that is. Perhaps boys do not experience SRGBV. Yet we know that boys do experience SRGBV in other countries. There are more likely explanations. The Team spoke with many people working on girls' education programs that are naturally more focused on girls' issues. The Team did not speak with NGOs offering programming for boys. The notion of SRGBV as being something boys can experience and not just perpetrate is very new; therefore, when asked about boys, many responded with their role as perpetrator. And, finally, although parents and teachers spoke about experiences of boys that are quite likely to be examples of SRGBV, they did not frame them as such. It is in relation to boys that we most often heard about bullying.

As the SSP moves further in defining school-related GBV in Ethiopia by talking with students, it will be important to carefully craft questions to better understand the types of violence that boys face in schools, as well as their role in perpetrating violence against both girls and other boys. In general, the Team will need to carefully consider the needs of boys and how best to meet those at all levels of programming. It will be important to develop programs for boys that help them to redefine notions of masculinity that can put themselves and others at harm.

C. Programmatic Overview

The Safe Schools team met with a variety of stakeholders and key organizations to begin to identify complementary programs, potential partners for program implementation, and individuals to serve in an advocacy network to address SRGBV. The Team met with government officials from the MOE at the national level and at the regional and Woreda level in two regions - Oromia and SNNPR. At the national level, the Team met with the Vice Minister's Office, the Women's Affairs Office, and the Planning and Programs Department. At the regional and Woreda level, the Team met with Heads of the Regional Education Bureau, education and capacity building officials at the Woreda office in Awasa, SNNPR, the Adama and Awasa Teacher Training Colleges, and six primary schools and one high school. The Team met with one official from the MOH whose position is Head of the Family Health Department. The Team will need to do more follow-up visits with the MOH to learn further about curricula and programs that address HIV/AIDS and Family Life Education (FLE). In addition to the government institutions, the Team also met with local NGOs and international donors that are working in the SRGBV related areas such as gender, education, legal rights, and HIV/AIDS prevention. These include local NGOs such as the EWLA and the National Committee on Traditional Practices of Ethiopia (NCTPE), as well as international donors and USAID contractors such as Pact Inc., World Learning, Save the Children, and Pathfinder International.

In order to comprehensively address the issue of SRGBV and follow the key principles that guide the SSP's programming, the Team proposes three areas for program implementation: prevention, response, and reporting activities. While there are a few organizations that have programs to support female victims of violence such as the EWLA and the National Coalition for

Women Against HIV/AIDS, there are no organizations to the Team's knowledge that are currently implementing programs directly addressing SRGBV. The majority of the organizations that the SSP spoke with do not have programming in either SRGBV or domestic violence, but offer programs in fields that are related to or are of interest to those working in SRGBV: children's rights, girls' education, HIV/AIDS prevention, and gender.

The following table provides a summary of the activities of interest that each local and international NGO or governmental institution offers. This programming is classified according to three areas of SRGBV programming that they fall under. It is important to note that with the exception of the few organizations mentioned above, that programs are classified based on their *potential* to offer programming in one of the SRGBV areas.

With that caveat in mind, it is evident from this programmatic overview that there is a gap in terms of those organizations that provide or could potentially provide assistance to victims in the reporting of abuse and seeking redress. In addition, it is clear from the overview that there are few organizations that help to respond or could potentially help to respond to the problem of GBV through the provision of support services to the victims. Most of the organizations interviewed could most likely provide some type of prevention activity through various kinds of training and provision of curricula for stakeholders at the national, institutional, and community level. However, the Team recognizes the need to follow-up with some of the organizations listed in the overview to gather more information on the potential for integrating prevention, reporting and responses activities into their on-going activities. The Team has incorporated the need for follow up with organizations in section VI.

Programmatic Overview

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
MINISTRY OF EDUCATION (MOE)					
MOE Vice Minister's Office	X			Addis Ababa	<ul style="list-style-type: none"> Female participation is low and gender parity is not achieved at primary, secondary, or tertiary levels. Working to increase female teachers at the primary, secondary and tertiary levels and also teaching faculty at TTIs and TTCs in order to achieve gender parity that is one of the EFA 2015 goals. Strategies to achieve gender parity are not adequate and need to build upon existing efforts, therefore are interested to learn about other countries' experiences to improve gender parity.
MOE Women's Affairs Department	X	X		Addis Ababa	<ul style="list-style-type: none"> Conducted an assessment looking at dropout and violence was one of the factors that prevented girls from going to school due to abduction. As part of TESO, integrating gender into pre and in-service teacher training. Assigned gender focal points in each institution to ensure implementation of guidelines to achieve gender equity. Developed Education Management Guidelines for PTAs, principals, etc. on how to attract and retain more girls in school. Guidelines also specify that rape is a crime and warrants dismissal as well as harassment. Developed assertiveness training as part of orientation for trainees in the TTIs/ TTCs. REBs in five regions conducted a situational analysis on the gender gap. There is a code of conduct for teachers that outlines duties and responsibilities. Teachers can be dismissed; there was a case in Tigray where a teacher raped a female teacher and was dismissed. Education Training Board is responsible.
MOE/ Planning and Programs Department	X	X	X	Addis Ababa	<ul style="list-style-type: none"> Coordinates with international donors working on education. Coordinates with Gender Focal Point within various Ministries. Mandates Gender Focal person at the region and district levels. Prepares an annual plan; ensures gender is mainstreamed that is reflected in the ESDP. Works with REBs to address gender issues through a) women's committees that try to prevent early marriage, promote assertiveness, provide assistance to girls, (e.g. educational material); and b) social courts to address abduction. Infuses gender sensitivity into curricula and mandates assertiveness training for girls. Works on African Girls Education Initiative that includes and meets monthly with donors supporting the program. Six regions are included in this program.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
MOE-Regional Education Bureau	X			Awassa, SNNPR	<ul style="list-style-type: none"> • Sent experts to field to investigate current situation, i.e. abduction, latrines etc. • Working to connect teacher promotion (e.g. salary increase) with evaluation nationally; results based partially on teachers' support for girls' education. • All principals in grades 1-8 will be trained by regional office. MOE will deliver the same training to secondary level principals. • Produces materials and literacy campaigns for Woredas who then share them among cluster schools. • Trying to upgrade TTIs and TTCs with more qualified teachers at diploma level. • Has gender focal person who has developed a book on women to help students see women as role models. • Trying to tackle issue of increasing access to schooling especially for girls through non-formal schools. Students go to non-formal school and finish 4 yr program in 3 years. Students enter formal school at 5th grade that gives some girls a chance to finish school.
MOE-Regional Education Bureau	X			Oromia (headquarters located on outskirts of Addis Ababa)	<ul style="list-style-type: none"> • Oversees primary school curricula (grades 1-8) and teacher training in the region. • REBs hires and fires principals at secondary level. • Gender gap is 33% in Oromia that is the third greatest gender gap in the country. • One factor for gender gap is the distance of schools from community; parents fear sending children due to rape or abduction. Response from REB is to build at least one primary school in each Kebele and plan to build 1,500 schools in next 3 years. • Code of conduct developed in collaboration with the National Teachers Association that is same for all regions. All teachers are introduced to the code of conduct through TTC/TTI.
MOE-Woreda Office	X	X		Awassa, SNNPR (There are 70 <i>Kebeles</i> under this <i>Woreda</i>)	<ul style="list-style-type: none"> • Education is decentralized to the Woreda level and the schools. Woreda has power to hire and fire principals. Recruits, places and fires teachers. Supervises schools. • Responsible for conducting promotion activities to advise parents to send and keep girls in school; working with UNICEF who is main actor in this region. • Provides in-service training during the summer and have block grant funds that can be assigned for in-service training based on school needs. • Created a special week for Girls' Education; provide books and stationery to schools that have recruited and retained girls at school.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
					<ul style="list-style-type: none"> • Conducts community awareness campaign in July and August to recruit girls prior to start of school year. • Created plan to minimize abductions. Discuss issue of rape with elders, Kebele leaders and parents to raise awareness and to encourage people to bring cases forward.
Awassa Teacher Training College	X	X		Awassa, SNNPR	<ul style="list-style-type: none"> • Assisted by USAID via BESO II/AED. This is the first year of the Teacher Education System Overhaul (TESO) project, which used to be a two-year program that admitted students with 12 years of basic education (12 + 2) but now the system is 10 + 3 years with courses taught in Amharic. • TESO has 5 streams: math, social sciences [including civic education, ethics and gender], natural science, language, and music and art [including PE and health]. All students must take life skills and gender conceptual framework courses. • The Gender Focal Unit conducts workshops on gender awareness/sensitization; HIV/AIDS training, assertiveness training, and harmful traditional practices. Held in-service training workshops in the summer, separating men and women to discuss sensitive issues. • Starting affirmative action program to hire more women for the teaching staff. • Provides tutorial sessions for female students that are open to male students as well. • Responsibilities of teachers are to help community in all aspects and participate in development. • Responsibilities of TTC involve students' welfare but their primary task is to train teachers.
Adama Teacher Training College	X	X		Adama, Oromia	<ul style="list-style-type: none"> • Have a Gender Focal person as part of guidance and counseling services that provides tutorials and assertiveness training for the female students. She also provides personal counseling services but she has no formal training in rape/abuse counseling. Would like to extend her services to include boys in the gender training. • Have affirmative action to enroll and retain female students. Converted dormitories into classrooms to increase spaces for more students. Have a significant increase in number of female students and 53% of 1st year class is females. However, female students now renting housing in nearby community and have difficulties studying. • Need to increase number of female faculty as only five out of 65 staff are female. • Have clubs for students such as anti-HIV/AIDS club that uses a student activity guide developed by WHO/UNESCO and adapted by MOE in 1995. • Organizes cluster school workshops for in-service training on subjects such as action research, active learning, continuous assessment, etc.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
MINISTRY OF EDUCATION (MOE) Schools					
Awash Melka Grades 1-8 (BESO II/Save the Children program)	X			Oromia Region, Alemgena Woreda	<ul style="list-style-type: none"> • Involves the community in the schools through the PTA by raising money, improving school infrastructure, and sensitizing the community. • Involves the girls themselves in activities such as educating and sensitizing parents about abduction and early marriage. Other activities include intervention in forced marriages, education and sensitization of both boys and girls, and tutorials to improve student performance through the GCs. As a result, girls are more active, have higher self-esteem, and better retention. Boys are more sensitive and teachers are learning to treat students equally.
Chitu Primary School, (BESO II/Save the Children program)	X			Oromia Region, Wonchi Woreda	<ul style="list-style-type: none"> • Created tutorial classes for girls run by the GAC who also award girls who are ranked first in their class. • GAC discourages boys from sending love letters to girls that are seen as harassing or threatening to the girls. • The Girls' Club prepares dramas, provides some economic support for the more financially struggling students, teaches about HIV/AIDS, and introduces simple hygiene and children's rights. • The enrollment has increased in 2003 with 217 more girls at the school and the drop out rate has gone from 57 to 19.
Haba Primary School in Sodo Zuria Woreda (BESO II/World Learning program)	X			SNNPR Region, 15 km outside of town of Sodo	<ul style="list-style-type: none"> • As part of World Learning program, School Development Agents (SDAs) provide technical support to PTA and Kebele. Identify students who are out of school and try to enroll them; give priority to female students if there is a limitation of space. • Other activities include: holding a monthly meeting with zone coordinator on how to involve community to improve education; training school administrators how to provide support to PTA and know their responsibility, prepare school improvement plans, identify school problems, prioritize problems, and find solutions, and improve girls' education. • The GAC advises students on many issues including staying in school and tutorial courses; is attempting to reorganize and include boys and male teachers to teach them how to behave appropriately towards girls and women. • The PTA works with Director and staff to support school by raising funds to pay for blackboards, guard salary, and maintenance of school equipment. The PTA tries to talk to parents to reenroll students that have dropped out.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
Lemen Primary School (BESO II/Save the Children program)	X	X		Oromia Region, Wonchi Woreda	<ul style="list-style-type: none"> • GAC sensitizes community to girl's education issues and tries to stop abductions, early marriages, and reduce the workload of girls. • Works with the GAC, the Girls' Clubs, and the community to dig wells, raise funds, conduct tutorial funds, and counsel both girls and parents in the issues for girls at school and individual problems of some of the girl students. • Discourages harmful traditional practices and have worked with the local leaders, SDA, and law enforcement to prevent abduction and return girls when they have been abducted.
Senkole Primary School (BESO II/Save the Children program)	X	X		Oromia Region, Wonchi Woreda	<ul style="list-style-type: none"> • Built separate latrines for girls and boys. • Girls' Clubs trained students on reproductive health, pregnancy, and menstruation and have provided tutorial classes for the girls who are low achievers. • Reporting by girls of harassment or abduction is increasing with girls knowing that they can report problems to Girls' Clubs, who report them to GAC, who report them to schools, the PTA, and the community leaders and parents. • PTA works to counter traditional harmful practices such as early marriage. PTA uses Gada system (in which an elder is needed to solve dispute in the community) to convince the parents not to marry their daughters off at a young age and to keep them in school. Convinced the elders to pass a traditional law that would make many harmful practices illegal. The punishment is to condemn and shun the person committing these crimes.
Sodo Comprehensive High School	X			SNNPR Region, town of Sodo	<ul style="list-style-type: none"> • School covers grades 9-12. Grades 11-12 are preparatory. Has 4,000 students but only 1,200 are female students. • There are 12 clubs in this school that include Girls' Club, anti-drug, art and mini-media, civics and social, reproductive control, anti-HIV/AIDS, etc. Boys and girls are active in all clubs except Girls' Club. • Started Girls' Club because girls' education was not supported and education was not as important for girls. The patron of the Girls' Club is a female teacher who helps to counsel girls on teaching and learning process. The Girls' Club follows up with students to ensure they do not drop out and provides support to them academically and socially.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
					<ul style="list-style-type: none"> • Supports the mini-media club that involves promoting and transmitting new ideas for and by students. Have a number of programs involving radio, drama, and music to promote anti-HIV/AIDS, to control early marriage and abduction. • FAWE supports 45 of the poorest girls from the rural area at this school who receive a stipend of 125 birr/month for each girl. Counselors speak with Kebele leaders to help secure safety of girls.
Tefki School (BESO II/Save the Children program)	X	X		Oromia Region, Alemgena Woreda	<ul style="list-style-type: none"> • Trained in sensitization, capacity building, proposal writing, and behavior change, the PTAs conducted workshops to train teachers in these skills. • GACs and GCs work with the community to try to stop or prevent abductions. • The GAC and GC activities include: counseling sessions with students on gender equality, student and teacher tutorials, dramas to change discriminatory behavior, and sensitization of people about “good” culture (e.g. respect for one another) and “bad” culture (e.g. harmful traditional practices such as FGC, abduction, etc.). • Formed a Discipline Committee (with a male student representative) that conducted the following activities: advising teachers on the rules, preventing disruption of the teaching/learning environment, and counseling the teacher not to discourage students from asking questions, especially girls. • Formed an HIV/AIDS club and although not formally trained, sensitizes the community and students about transmission modes and how to protect themselves using both formal and informal gatherings and songs and dramas to explain the connection between harmful practices and HIV/AIDS infection in girls such as abduction, rape and FGC.
MINISTRY OF HEALTH (MOH)					
MOH	X			Addis Ababa	<ul style="list-style-type: none"> • Started a forensic documentation program with Good Samaritan organization, to identify and track instances of disease and abuse. • Sensitizes the medical community and the law enforcement community to issues of GBV. • Provides service providers training in dealing with GBV. • Introduced an awareness campaign about issues dealing with preventive health and services.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
NATIONAL AND LOCAL ORGANIZATIONS (NON-GOVERNMENTAL AND GOVERNMENTAL)					
Ethiopia Women Lawyers Association (EWLA)	X	X	X	Addis Ababa	<p>Has intervention at three levels:</p> <ol style="list-style-type: none"> 1. Legal Research: On criminal code, gaps within legal provisions, proposing amendments to penal code and other laws, and advocating for changes and more consistency in sentencing concerning discrimination against women. 2. Public Education: Uses radio and other media to educate public. Has a program with high school students in Addis that consists of assertiveness training, building confidence, reproductive rights, and women's rights in general. 3. Legal Aid: To victims of violence, abuse, and rape. Channels cases through the legal system and also uses the cases as a vehicle for advocacy. Services are provided free of charge. No counseling, but referred to international organizations. Trains paralegals and works with Action Professionals – a group of lawyers that tries to provide legal aid in general to the poor. Also trains police on abuse sensitivity.
National Coalition for Women Against HIV/AIDS	X	X		Based in Addis Ababa and has regional representatives in all regions.	<ul style="list-style-type: none"> • There are 13 founders with 90 regional representatives and members include female Parliamentary members, two medical doctors, the First Lady and the Prime Minister. Implementing partners at the regional level include the Women's Affairs office and Women's Associations. • Current activities support the following objectives: <ol style="list-style-type: none"> 1. Providing political leadership and commitment to champion HIV/AIDS issues from national to Kebele levels as an emergency issue and bring about attitudinal and behavioral changes to address root causes of HIV/AIDS. 2. Fighting HIV/AIDS by addressing gender and gender-related causes. 3. Using an inclusive approach in which men and women together advocate for women's rights, gender, traditional and cultural causes to address HIV/AIDS. 4. Educating young children (ages 5-15) in 60% of primary schools about reproductive and sexual health, equip them with life skills to reduce risk of acquiring HIV infection. Examples of activities include: development of in-school and out-of-school children's innovative reproductive health and sex education, HIV/AIDS and counseling programs; a peer education program through universities that involves training and mobilizing 400 university students who will educate students on HIV prevention at secondary schools. 5. Providing teachers with in-service training on in-school and out-of-school reproductive health, sexual education, HIV/AIDS and counseling programs and life skills.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
National Committee on Traditional Practices of Ethiopia	X			Works in all regions	<ul style="list-style-type: none"> Established in 1987 under the Ministry of Health to create awareness of the consequences of harmful traditional practices. Partners with all Ministries but especially Ministry of Women's Affairs. Focused on violations of the rights of women and children by encouraging the use of customary rather than formal laws but also trying to establish an enabling environment at national and local levels. Conducts activities including national baseline survey of violations of the rights of women and children; community mobilization; advocacy such as rallies, conferences, and celebrations; organizing; educating national leaders on violations of the rights of women and children; and integrating harmful practices information into education curricula. Establishes School Clubs in all parts of the country involving youth in all activities and focuses on child-to-child activities and children's rights. Clubs work with students as future parents and leaders to protect themselves and act as change agents by engaging in dramas, songs, community theatre, folk media and other activities. Works with EWLA on a Legal Awareness program: EWLA is working with Parliament to revise the Penal Code to include FGC, early marriage and abduction and to create legal awareness.
Progynist, Women Empowerment, Indigenous NGO	X			<p>Based in Addis Ababa.</p> <p>Works in urban slums in Addis near the Merkato.</p> <p>Also works in SNNPR in Gurage that borders Addis.</p>	<ul style="list-style-type: none"> Promotes women's issues, combats violence against women, and facilitates their access to resources by mobilizing communities and networking among gender institutions. Programs are based on these pillars: education for girls; microfinance and training for women; health, sanitation, and potable water; advocacy; and ascertaining human rights. Established seven alternative basic education centers for girls that did not have access to schooling. The goal is to transition the students into a formal government school by third grade. Help the girls to pass the entrance exam for admittance to formal schools. Provides training to students' parents at alternative schools three times a year. Introduces parents to women's issues, including familiarizing them with the rights of women at the national level and family law, as well as children's rights issues. Works in fourteen schools in Addis and have children's rights committees to provide services and support. Provides training to teachers and students to open dialogue about gender roles and health and sanitation. Construct separate latrines for boys and girls. Produces advocacy messages through posters that are distributed at the school.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
INTERNATIONAL DONORS AND ORGANIZATIONS					
Basic Education System Overhaul (BESO II) funded by USAID and implemented by the Academy for Educational Development	X			Work in all 9 regions and administrative zones.	<ul style="list-style-type: none"> Promotes and trains teachers in active learning methodology. School-based training for teachers is organized through school cluster satellites. One school is chosen as the research center and training is provided there. In addition, training is provided at cluster resource center (CRC) where representatives are sent for a TOT. Strengthens curriculum by training teacher trainers in new ways of learning including computers, libraries, and social skills. Trains teachers in prescribed curricula and have extracurricular activities (e.g. HIV/ AIDS and some topics on violence).
Community-Government Partnership Program (CGPP) BESO II with World Learning and Save the Children	X	X		Works in Amhara, SNNPR, and Benishangul-Gumuz Regions	<ul style="list-style-type: none"> Hired School Development Agents (SDA) who brought ideas to the schools and worked with PTAs as a technical trainer and advisor. With the partnership of various NGOs, the SDAs have become enormous agents of change. Created Girls Advisory Committees (GAC), provides grants to schools, and tracks attendance of girls at school. The GAC is a forum for girls to discuss issues that affect them and have confronted the parents and convinced them to send their girls to school. Works on access and enrollment among primary schools students with the BESO program. Has potential to sensitize the community through the GAC and Girls' Clubs by infusing content changes that might not be part of the formal curriculum such as gender issues, HIV/AIDS education, life skills, family planning, etc.
Pact Inc.	X			Based in Addis Ababa. Covers all regions with programs.	<ul style="list-style-type: none"> Encouraged MOE to allow children from alternative schools to attend formal schools, which was not the case before. Attendance for girls is higher in alternative schools because the girls typically do not have to travel as far as they would if they attended the formal schools. Funds and participates in the training program for the facilitators at alternative schools. The teachers at alternative schools are not certified teachers but facilitators instead. Created the alternative school curriculum which can include more issues related to gender, healthy relationships, rights, family life skills, etc. The curriculum was adopted by the MOE. Curriculum includes PLA training and participation. Administered the East Africa Ambassadors Girls Scholarship program in 2003 which provided funds to 3,180 girls to help pay for school costs. Created the Gender Network with Ethiopian Women Lawyers Association that brought together 18 member organizations to discuss gender issues.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
Panos Ethiopia	X	X		Based in Addis Work in five regions: Oromia, Tigray, Amhara, SNNPR, and Afar.	<ul style="list-style-type: none"> Implements a Gender Forum that is conducted in the five regions where they work outside Addis Ababa. Activities include: <ol style="list-style-type: none"> White Ribbon Day November 25th as part of campaign to organize men to help end violence against women. End Violence Against Women Campaign: A program that has been running for three years with a radio program that broadcasts once a week and covers areas around Addis in local language and Amharic. Held discussions and television programs on assertiveness. Have seen a change in the willingness of men to participate in activities against violence. Court of Women: Program that holds public hearings for women who are victims of violence and give live testimonies that are sometimes broadcast on TV and radio. Conducts workshops with law enforcement on laws regarding women and the penal code that are related to violence against women. Organizes a panel to give presentations on issues of violence and how to end violence. The panel includes students from Unity College and two high schools in Addis and involves both males and females. Organized the high school students that developed a drama regarding abduction. (Cokebe Tsibah High School and Menelik High School)
Pathfinder International	X		X	Tigray, Amhara, Oromia, Addis Ababa, SNPPR	<ul style="list-style-type: none"> Provide services at the community level through community-based educators and local NGOs such as maternal and child health, family planning, reproductive health, HIV/AIDS, post abortion care. Provide capacity building for local NGO partners. Gender programs include: forming GCs, funding the National Committee on Traditional Practices of Ethiopia, gender mainstreaming activities, mentoring programs to bring role models to the schools, promote girls education, and advocacy. Programs with the Ethiopian Women's Lawyers Association include in-school and workplace programs, programs with SMCs promoting reproductive health and rights issues and training in legal literacy, and legal aid to victims of GBV.

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
Save the Children USA BESOH/SCOPE Project	X	X		Somali, Afar, Oromia, Gambella	<ul style="list-style-type: none"> • Promotes community/government partnership in the context of decentralization and democracy building. Focuses on PTAs – builds institutional capacity and institutionalize the relationship with the Woredas and Board. • Activities include: training for PTAs, school grants, school feedings in drought areas, school kits, and summer schools to continue education and feeding of students year-round; creating GACs; constructing latrines; and capping salaries of School Development Coordinators (SDCs).
Save the Children – US All other programs besides SCOPE	X			<p>Oromia – 29 schools (2 high schools and 27 elementary)</p> <p>Addis Ababa – 48 schools (20 elementary, 28 secondary)</p>	<ul style="list-style-type: none"> • Empowers in and out of school youth through the Adolescent Reproductive Sexual Health (ARSH) Programs. Activities include: school clubs, TOT for schools trainers, encouraging parents to talk with their children, community mobilization, training parents as peer educators for other parents, and participatory youth radio programs. • Teaches skills for girls about reproductive health, communication with parents, delaying sex, HIV/AIDS, etc. through the Family Life Education (FLE) program. • Establishes Informal Education Partnerships with local NGOs that is intergenerational – early childhood, primary and early adult partnerships offered. Children who complete can then attend formal school. • Capacity building including Training of Trainers for facilitators in localizing curriculum and active learning. Train community leaders before beginning non-formal education program so they agree to 50% female enrollment, having females on the PTA, and recruiting female facilitators. • Support communities in the building of schools and working with NGO partners in management, finance, etc.

IV. Issues and Recommendations

In Section A below, the Team provides a summarization of general issues and recommendations as reported by NGO staff, USAID partners such as World Learning and Save the Children, Ethiopian educational personnel, and local schoolteachers, parents and students interviewed. The Team augmented these issues and recommendations based on global literature on best practices. At each of the national, institutional, community, and individual levels there is a description of the issues and recommendations for action.

After analyzing the data and the general recommendations found in Section IV. A., the Team identified eight priority issues and recommendations that are proposed as the SSP's pilot program in Ethiopia. The priority issues found in Section IV. B., were selected for a variety of reasons: those most suited to Safe Schools mission and scope; those issues most often identified by interviewees; those that meet global recommendations for school-related GBV programs; and those best suited to provide a holistic response.

A. General Issues and Recommendations

1. National Level

A. Lack of Application and Enforcement of Laws

Issue:

Although laws exist ensuring rights to citizens, a gap in the application renders the laws useless. This inconsistency is pervasive throughout the legislative process ranging from issues of due process starting from arraignment all the way through to the sentencing guidelines. In the current system due to the prosecutors' heavy caseload, pressing charges takes four years. The EWLA states that in addition to the time, the responses from the justice system can be very hostile and sporadic, which further tends to discourage victims of violence from coming forward. Different judges provide different sentences for the same criminal offense. With one judge a rape conviction can garner ten years, while under another judge the same indictment may carry a sentence of only one year in prison. The Constitution also protects children from harmful traditional practices and excessive labor; however, communities and organizations stated over and over again that early marriage, forced marriages, abduction, and child labor were common occurrences. The focus groups conducted with primary school personnel also yielded instances of corporal punishment and demoralization present within the schools.

Currently in Article 37 of the Ethiopian Constitution (1994), it clearly states that, "Everyone has the right to bring a justiciable matter to, and to obtain a decision or judgment by a court of law or any other competent body with judicial power." However, this legal right is not being exercised due to lack of knowledge, frustrations over inefficiency, and instances of outright hostility. Specifically in relation to children's rights, Article 36 (d) of the national Constitution (1994) states that "Every child has the right not to be subjected to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well being." Article 36 (e) (1994) further delineates that "every child has the right to be free of corporal punishment or cruel and inhumane treatment in schools and other

institutions responsible for the care of children.” Although these laws exist, the enforcement of these written statutes unfortunately does not.

Recommendations:

- Strengthen rule of law within the Ethiopian society that is the responsibility of governmental institutions.
- Achieve greater consistency in application of the laws and policies that already exist, and a commitment from the government to ensure their execution and implementation.
- Strengthen governmental agencies to aid in prevention of violence rather than wait for violations to occur.

B. Lack of Mechanisms to Ensure Proper Application of Laws

Issue:

The law and the mechanisms to properly implement the law do not necessarily correspond in Ethiopia. A prime example of this disjoint arises in relation to the consent law. Legislators recently amended the Constitution (1994) to state that the legal age of marriage would now be 18 years. However, a procedure to record births does not exist nor was one created, so no documentation existed to actually verify the legal age of an individual, thereby making this law impossible to enforce.

Recommendations:

- Ensure that all the laws within the system correlate and support each other.
- Create or enhance the mechanisms for reporting and responding to violations of the law in order to ensure compliance and efficacy of every law.

C. Decentralization

Issue:

Over the next few years, the Ethiopian government has made a commitment to devolve its central power, allowing its regions greater control. However, as decentralization progresses, the policies developed at the federal level for the entire nation do not filter down to the regional, Woreda, or Kebele level. An excellent example of this non-transference is the polygamy law. National level policy makers decided that as a nation, Ethiopia would support and encourage single spousal marriage. This national strategy did not filter down to the regions, although a national law exists outlawing such practices. The region of Oromia, where polygamy is a customary practice, elected not to ban this practice. The region did not explicitly legalize the practice against the mandate of the central government, but its silence on the matter allows for the practice to continue.

Recommendations:

- Implement laws at all levels through advocacy at the national, regional and local levels.
- Tailor solutions and programs for the various contexts in each region; while at the same time ensure they are promoting the rights and laws imbued by the Constitution.

D. Classification of Criminal Offenses

Issue:

Crimes of violence against women and children are not classified as “serious crimes,” therefore its attention and importance within the community is severely compromised. Five years ago, the national government did amend the criminal code to finally include rape as a serious offense, comparable to murder. However, many judicial institutions still only consider the charge of rape when the victim is a virgin. In a case brought before a regional court in Oromia, the judge did not believe that a rape had occurred because there was no proof that the victim was a virgin. The president of the court announced, "I don't think she was abducted or raped . . . The health report did not specify that she was a fresh virgin. No one wants to rape anyone who is not a virgin. Maybe they were just in love. This case has no evidence" (Wax, 2004). Placing the burden of proof on the victim during such difficult circumstances demonstrates the prejudice Ethiopian society holds against women and children who are victims of violence, and the lack of importance society places in such crimes committed.

Due to this mind set embedded within this society, the government needs to take the lead in creating ideological changes. By classifying crimes of violence against women and children as serious violations against the safety of the nation, the government is publicly acknowledging the importance of women to the development of the entire country.

Recommendation:

- Reclassify crimes against women and children as serious offenses. The government needs to create a sense of urgency, and aid society in accepting these changes.

2. Institutional Level

A. Lack of Awareness and Prevention of SRGBV at the Institutional Level

Issue:

Gender awareness and thus an understanding of SRGBV are gaps found throughout the different institutional levels: at local schools, teacher training colleges and institutes, governmental ministries both at the central and regional levels, and at police and medical facilities. The concept of gender awareness embodies an understanding of the negative impacts of gender issues and the need to address the inequalities that arise from them.

The Ethiopian Government has recently taken steps to include women in various aspects of governmental policy. The government has attempted to increase the number of women and girls through affirmative action measures requiring schools to favor females in the recruitment process for incoming faculty and students. Since the community respects educational institutions, the government hopes that by facilitating social change in the educational community, attitudes towards acknowledging the contribution of women will pass into other sectors of society. However, programs designed to address gender issues such as awareness campaigns, trainings, and establishment of a gender focal person or unit in all institutions, (Women’s Affairs Department/MOE, 2004) still do not adequately challenge the existing male-centered norms prevalent within the society. The two teacher training colleges (TTCs) the team visited, for example, had one gender focal person at the TTC in Oromia for more than 8,000 students, and at

the SNNPR TTC at Awasa, there were five focal persons in the gender unit for more than 11,000 students. The gender focal person often acted as the guidance counselor for both male and female students instead of focusing on duties to support and enhance gender issues. The Regional Education Officer in Awasa, SNNPR, stated that the gender focal person was often given this task over and above his/her duties; therefore, he/she could not be fully committed. The officer also said that the person was not always “gender aware” for the trainings received were unclear.

Recent changes in policy may put more women at risk. Last year, all dormitories on the campuses of the TTCs and teacher training institutes (TTIs) were converted into classrooms to allow for increased female student enrollment. The government also mandated that all TTCs shift from a 12 + 1 year (e.g., finish 12 years of secondary and attend one year in the TTC) to a 10 + 3 system, which allowed for more students to enter the TTCs at a younger age. Additionally, female students were accepted with lower grade point averages. All of these changes brought more and younger girl students into the schools, but the pupils were unable to live on campus. Students were required to live off-campus unsupervised and often times in unsafe places. The Dean of Students at one of the TTCs told the SSP team that there were no issues of GBV on campus. This may be a true statement, but a future increase in GBV crime within the larger community will not be surprising with so many young people living alone and far from the support structures that are familiar to them.

When female students report abuse using the proper channels, their complaints are not taken seriously. In one interview with a high school principal, the SSP team was told that 45 female scholarship students told him that they were afraid to come to school (they were living in town as there was no secondary school near their homes). The principal told the girls he would take care of it, and went to the Woreda educational board following proper procedures. However, the officials decided to do nothing, and told the girls that they had taken care of the problem. With the principal as their only resource, the girls were left with very limited opportunities having to decide between personal safety and educational attainment. Hence lack of gender awareness can ultimately lead to dangerous situations of SRGBV.

Recommendations:

- Assess the impact of the new policy of not having dormitories in the TTCs/TTIs on girls’ ability to stay in school.
- Increase the number of gender focal person (s). They also need to be fully dedicated and trained to be effective at all levels within the institutions to retain girls and women, to increase their participation, and to make them more visible.
- Train parents, teachers, principals, deans, students, community members, Woreda and Kebele members in gender awareness and in the promotion of gender equality through policies (i.e. affirmative action, sexual harassment) and interventions (i.e. improving facilities; changing attitudes and practices) that minimize barriers for girls and boys to attend school.
- Develop gender sensitive curricula and teaching practices. The MOE needs to ensure that gender sensitive curricula is created, textbooks are produced depicting equal gender roles,

and teachers graduating from the TTCs/TTIs are trained in equitable child-centered techniques so that all children are included in the learning processes.

- Identify and promote role models within the communities, the schools, TTCs, and nationally that encourage girls to speak up and speak out.

B. Lack of Awareness and Procedures for Implementing Code of Conduct

Issue:

A gap appears between the existence of the code of conduct developed by the MOE and the implementation of that code within the educational system. Some of the people interviewed acknowledged the existence of a code of conduct, but were also very uncertain as to its contents and/or how the code manifested itself within the schools. Although officials from the MOE clearly delineated that the code explicitly forbids sexual misconduct and harassment, whether the code provided avenues of redress once a violation had occurred was unclear. And yet regardless of the expressed mandate, the interviews delineated that few truly understood what constituted sexual harassment, or that any form of SRGBV should be considered wrong. The team heard dismissive statements made by people in authority (i.e. the Dean and the Principal) regarding issues of SRGBV.

The Women's Affairs Department of the MOE in their situational analysis of girl's education in Ethiopia stated that "general policies, strategies and guidelines have been developed to address gender-based violence in the education system; a student or a member of staff who insult or attempt to beat a female would be suspended for one or two years and could be readmitted to the school on the basis of the PTA comment on his behavioral improvement and change; and a person who raped a female would be dismissed from the school" (Women's Affairs Dept, 2004). Clearly, the MOE is starting to address GBV within the schools, but how this policy statement actually manifests itself within the actual code of conduct is unknown. Furthermore, within the individual schools, the BESO II program has indirectly aided in the implementation of a code of conduct through the creation of the Girls Advisory Committees. At one primary school focus group, a participant announced that the school created a disciplinary committee that included teachers and students. The student on this committee present at the focus group stated that they had reprimanded teachers for unfair treatment based on gender and demoralizing students in class. However, it was unclear as to how this disciplinary committee linked with the official code of conduct.

Recommendations:

- Strengthen adherence to the code of conduct within the institutions to send a message that GBV will not be tolerated.
- Review the official Code of Conduct and investigate how the code is implemented, ensuring a stronger focus on preventing, reporting, and responding to GBV.
- Determine whether a reporting system exists. If it does not, then develop one. If it does, then strengthen it.
- Provide support and/or training on the implementation (what it is, what it means and how to report violations) of the code.

- Create stronger linkages between the schools and the Woredas in order to enforce the code as Woredas have the authority to hire and fire teachers.
- Provide institutional support services for victims of violence. The MOE could provide training in counseling and reporting and ensure that all teachers/counselors are knowledgeable of the appropriate action to take in cases of abuse.

C. Inadequate Curricula and Teaching Related to Prevention of SRGBV

Issue:

One of the key objectives of the Safe Schools Project is to help boys and girls find ways to build healthy gender-equitable relationships. In keeping with its guiding principle to build on and complement programs that already exist, the team sought to identify existing curriculum and programs that would be appropriate both in terms of their existing content's ability to contribute to the formation of healthy gender-equitable relationships and their appropriateness for integrating SRGBV. Key avenues could include curricula dealing with gender, sex education, HIV/AIDS, life skills, human rights, and ethics to name a few. The objective of helping to form healthier gender-equitable relationships is not confined to relationships among students but also between students and teachers as well as between teachers. Therefore, the team looked for opportunities to reach teachers as well as students.

Teachers' negative beliefs and attitudes towards girls' achievement in school can cause girls to lose interest in their studies and drop out. For example, teachers may not call on them or teachers believe that girls do not like subjects such as math and that they give up easily. Female and male teachers propagate these gender stereotypes of boys and girls in the classroom and there is a need to sensitize them to these negative attitudes and practices. Students need gender-equitable role models in the classroom in order to form healthy relationships with their own peers. In one school visited by members of the Team, a male student who was part of the disciplinary committee had reported a teacher's derogatory attitudes towards girls in his classroom and measures were taken to improve this situation.

Both the MOE and MOH have responded to the Government of Ethiopia's plans to improve education and address HIV/AIDS. The MOH recognizes that HIV/AIDS is one of the leading causes of mortality in Ethiopia and has responded to gaps in the national strategy to improve support services and has created curricula to address youth. The MOE plans to enhance courses such as HIV/AIDS and life skills, already in the curricula, to confront the current shortfalls of the educational system; i.e. the large gender gap and the impact of HIV/AIDS on teachers and students. Students also need to be taught sex education and family planning. However, sex is considered a taboo subject in the community, and therefore, students are not taught this and are not well educated. There is lack of coordination between the MOE and MOH on their activities focused on youth, therefore, it is unclear how the new life skills curriculum developed by the MOH has been utilized by the MOE or how successful it has been. Schools and health care centers should make use of current curricula developed by both the MOE and MOH in a concerted effort to actively ensure that youth receive pertinent information regarding healthy choices and adolescent reproductive health.

Recommendations:

- **Curricula:**
 - a. Embed gender into the primary through secondary curricula where it is not already integrated.
 - b. Implement life skills curriculum to teach decision-making, critical thinking, negotiation, interpersonal communication, personal responsibility and the recognition of individual rights, and conflict resolution.
 - c. Integrate GBV into the RH and sex education curricula and integrate information on building healthy relationships between students.
 - d. Integrate GBV into the HIV/AIDS manuals.

- **Teacher Training:**
 - a. Review the gender sensitization component of the pre and in-service teacher training and provide training on gender where possible.
 - b. Train teachers in human rights to promote rights-based education.
 - c. Use the civics and ethics curricula at the TTCs to discuss GBV with teachers.
 - d. Produce/adapt materials, brochures, and video clips on GBV that teachers can use in the classroom, the GAC, and through clubs such as the Girls' Clubs.
 - e. Establish Disciplinary Committees with student and teacher representatives to monitor classroom-teaching practices in order to promote a gender-equitable teaching/learning environment.

3. Community level

A. Lack of Awareness and Prevention of SRGBV by the Community and Parents

Issue:

In Ethiopia, low levels of education and weak civil society limit participation at the community level. There was little evidence of community mobilization being used to sensitize people to SRGBV to prevent the negative educational and health outcomes such as early pregnancy, HIV/AIDS and school drop out. Key stakeholders in the community such as PTA members, health care providers, elders, traditional leaders and religious leaders had not been sensitized to SRGBV.

There is a lack of transmission of information about important topics such as reproductive health, sex education, and life skills due to a lack of awareness and knowledge as well as cultural biases in which topics such as sex and HIV/AIDS are taboo subjects. Healthy relationships are developed through open communication and are based upon mutual respect and these skills and values need to be taught to adults as well as children. Anti-HIV/AIDS campaigns are needed in order to raise awareness and change attitudes and behaviors that condone trans-generational sex based on traditional norms such as polygamy that places young married girls at greater risk of contracting HIV/AIDS.

Community participation in schools has been strengthened as a result of BESO II programs such as World Learning's CGPP and Save the Children's SCOPE Project through the activation of PTAs, GACs and Girls' Clubs and technical support and training provided by School

Development Agents. PTAs have been mobilized and are active in sensitizing parents and community leaders about the importance of keeping girls in schools and ending harmful traditional practices against girls such as abduction. PTAs have introduced education policies that require the communities to take an active role in their school. The PTAs and communities have developed a sense of self-reliance that enables them to come together to tackle problems identified by the school community. GACs that are represented by teachers, students, and parents have conducted counseling sessions with students on gender equality and how it relates to the school environment and have dialogued with mothers on the importance of girls' schooling. The GACs and PTAs have implemented such activities to respond to obstacles girls face at school without any training or resource materials on issues related to SRGBV such as gender equity, HIV/AIDS, and life skills. SDAs received training in gender but this gender training was not cascaded down to the PTAs or GACs. While GACs and GCs were implementing a variety of activities on gender issues that inhibit girls' participation in school, they were doing so with no funding, no training and no materials. They expressed a great deal of enthusiasm and had achieved much with nothing.

Recommendations:

- Provide training for parents (e.g. PTA members) and community members focusing on SRGBV prevention by addressing topics such as harmful traditional practices, national and family law, women's and children's rights, gender equity, sexual and reproductive health, and HIV/AIDS utilizing interactive participatory theater, PLA, presenting female role models, and other methods to change attitudes and behavior. Provide resource materials (e.g. books, pamphlets, and posters) as well.
- Train PTAs to work with traditional leaders to pass new community laws against SRGBV and related harmful practices.
- Provide training for the Girls Advisory Committees targeting issues directly related to the awareness and prevention of SRGBV such as gender equity in the teaching/learning environment and life skills for boys and girls. Provide resource materials (e.g. books, pamphlets, and posters) for the adults as well as for the students.
- Strengthen school/community collaboration to address SRGBV through community mobilization: Strengthen PTAs, GACs, and Girls' Clubs capacity to disseminate information and awareness to the community (e.g. through participatory theater). Encourage community participation in the school that invites health and youth service providers to conduct Behavior Change Communication (BCC) activities focused on prevention (e.g. sexual and reproductive health and the risks of early pregnancy and HIV/AIDS).
- Take a whole community approach to address the issue of SRGBV through awareness raising, problem identification, action planning, and monitoring and involve all relevant organizations such as local government (Woreda, Kebele, and REBs), elders, religious leaders, NGOs, and CBOs or informal networks such as the Iddirs (a funeral association). PLA activities can be organized to involve key stakeholders in conducting a situational analysis of SRGBV at the community level.

- Strengthen parent’s abilities to communicate effectively with their children to address children’s concerns and provide them with knowledge (i.e. reproductive health, HIV/AIDS, etc.)
- Use radio and public forums to deliver messages on prevention and to promote community awareness.
- Provide capacity building for NGOs/CBOs that can provide services to support victims of SRGBV.

B. Lack of Support Services for Victims of SRGBV within the Community

Issue:

It is evident from the initial assessment that there are major gaps in the overall systems of support and response to victims of violence in Ethiopia. The government has limited institutional capacity within the legal system, law enforcement, and medical and social services to provide even the most basic support such as counseling and medical attention. Within the MOE at the school level, there are no Guidance Counselors or School Health Officers to provide immediate attention to victims of SRGBV.

The Safe Schools Program cannot address the lack of institutional capacity across the various institutions in multiple sectors that are needed to create a system of support and response to victims of SRGBV. However, it is essential to provide support services and establish systems and procedures for referral within the school system that are supported by the key stakeholders such as School Directors, teachers, PTAs, and Woreda education officers. While GACs in the SCOPE and CGPP Programs assist students who report to the GAC problems they encounter such as harassment and fear of abduction, no formal training has been given to anyone (i.e. counseling) to handle cases of SRGBV.

Within communities there are few or no places that a child who is a victim of SRGBV can go to access support services through government institutions or youth-serving NGOs or CBOs. The police force has not been sensitized to handle cases of sexual violence against children and women nor does it recognize women’s issues such as rape as a valid case. The court system is weak and takes years for victims’ cases to be heard that are then often times thrown out. There are no social workers that are trained to provide counseling for victims of abuse. Since the majority of the population does not have adequate access to health services, there is often times no medical attention available at schools nor in the nearby community, therefore a victim of rape might have to travel for one to two days to access a health clinic that might be able to provide emergency contraception, a rape kit or conduct pregnancy testing. There is an obvious lack of a network of support for victims of SRGBV and appropriate service providers need to be trained to handle these cases.

Since it is not likely that the MOE and the MOH will be able to provide support services for victims of SRGBV at the school level, it is necessary to identify partners for referral for counseling, medical and legal aid in the communities where the SSP will be implemented. For

example, the Team identified an effective adolescent reproductive health and family planning program implemented by Pathfinder International in five regions in which community-based educators are trained in counseling to deliver health care services. These community-based educators could be linked to the schools to provide these services to victims of SRGBV.

Recommendations:

- Provide support services to victims of violence through NGOs. This would require a mapping of existing external support services (those that exist for SRGBV and those that could be modified to respond to SRGBV) and the creation of a school-based referral system to external support services through NGOs.
- Ensure that support is in place before encouraging children to report abuse (e.g. link social services to the schools to provide counseling to victims or others who report it). Need to work with many partners to establish a network of support that encourages victims to come forward to report abuse and provide the necessary response.
- Provide training and sensitization to service providers (e.g. medical community, law enforcement, legal services, and social work) on SRGBV and how to respond to victims. In addition, involve traditional leaders and Woreda level officials to handle and prosecute cases of abuse.

4. Individual Level

A. Girls and Boys Lack of Self-efficacy

Issue:

Students lack self-efficacy to confront potential perpetrators of violence, give voice to their rights, and report abuse when they have been victimized.

Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations. Self-efficacy influences the choices we make, the effort we put forth, how long we persist when we confront obstacles, and how we feel (Bandura, 1986).

Need for students' knowledge of their rights

Girls and boys are vulnerable as they do not know their rights and they may not understand that abuse is wrong. Due to economic hardships, they may find themselves in situations where they are preyed upon or discriminated against and risk a variety of negative outcomes. Girls are particularly vulnerable due to harmful traditional practices such as FGC, early-arranged marriage and abduction that result in physical, sexual and psychological abuse. Neither boys nor girls have any recourse to prevent sexual, physical or psychological abuse from happening when the community, parents and peers offer either explicit or tacit approval sending the message to the child that what is happening is normal and right. Children's rights programs have demonstrated that knowledge of one's own rights can be a very empowering experience allowing a child to know, claim and defend her/his own and other's rights.

Need for development of students' self-esteem to give voice to their rights

Both boys and girls are vulnerable to SRGBV because they cannot give voice to their concerns either because they do not have the language to be able to talk about their issues, they do not have outlets where they can safely talk, they feel they do not have the right to talk, or they do not have an accepted role in the community.

“ . . . traditional norms bestow life on one and prey on others, sparing no one. Where voiceless children are taken in stealth, having no status or power to resist” (translated from Amharic) (NCTPE, 2003, p. 67).

The inability to challenge authority allows for abuse by adults in violation of rights such as the right to be free from corporal punishment or inhumane treatment in schools. Boys may be victims of physical and psychological abuse in schools through, for example, bullying by their peers or abusive behavior by school administrators or teachers that try to enforce rules through excessive or harsh physical punishment.

Several girls who were members of the Girls' Clubs reported that the most important thing that they had learned was to not be afraid to raise their hands and stand before the class and give answers. These same girls were very reluctant to speak before strangers. If girls do not have the self-esteem to be able to speak in class in front of their peers, they will not be strong enough to challenge a teacher's behavior or report being violated to a stranger or even the head teacher.

In cases where girls have been sexually assaulted and the child and her parents come forward to report the case, the victim is usually the one to suffer due to the inadequacies of the justice system. If a girl that is strong enough to report a violation does not achieve justice, then victims with even weaker sense of self will be too afraid to come forward.

Need for knowledge of how to use the reporting system to come forward and report abuse

Currently within the Ministry of Education, there is no policy and formal reporting system for GBV at the school level that holds teachers and administrators accountable for the welfare of the students. However, through BESO II programs that support GACs and Girls' Clubs in schools, there are now informal mechanisms at the school level that provide a means for girls and boys to report inappropriate behavior of teachers and students to prevent and address SRGBV. For example, when a girl receives love letters from a boy, this could be perceived as a threat of abduction. At schools that the Team visited, girls who were receiving these letters were going to drop out of school for fear of abduction. However, the girls presented the letters to the GAC who then followed up with the boy and his parents and warned them not to do this anymore. In some cases, this was resolved within the school through the GAC or sometimes it was taken to the Woreda and the police. While in some cases this form of intervention has helped to prevent SRGBV, there needs to be greater awareness of codes of conduct that students and teachers are held accountable to and students and parents need to be empowered through GACs, Girls' Clubs, Disciplinary Committees, etc. to come forward and report abuse.

Need for opportunities and support for students to build healthy relationships with their parents, teachers and their peers

Informants perceived that children have a difficult time forming platonic boy/girl relationships. When boys and girls are together, this is perceived by society as sexual making it difficult to

form friendships on a platonic level. Boys and girls are not taught in school how to interrelate and communicate effectively because they have limited opportunities to interact with the opposite sex through sports, clubs, or in class by supporting one another in their studies.

Neither children nor parents are comfortable talking with one another about sex. As a result, children lack basic information on the reproductive system (e.g. menstruation) and awareness of reproductive health and the dangers of risky behaviors that can lead to pregnancy, STIs and HIV/AIDS. While there are school-based anti-HIV/AIDS clubs and reproductive health clubs, there is a lack of sufficient information in the formal curricula on reproductive health and sex education. If students should have a concern regarding their reproductive health or an amorous relationship, there are no guidance and counseling services available in the schools or through social services where they can turn for informed advice or support.

Both boys and girls lack sufficient role models of strong and gender-equitable adults after whom they can model their current behavior and future achievement. Parents don't often see themselves as role models who encourage their children to achieve their full potential. The girl child especially needs role models since gender stereotyping teaches her from a very young age that she is limited to certain roles in the family and community. Although girls may hear about the value of education and the possibility of achieving success through education, it is hard to believe when they see no female teachers that can demonstrate that value. At the community level, there are few female leaders. While women may participate in the PTA they are limited in number and they may be reluctant to speak. At the national level, there are few women visible in the government.

Although boys do have more role models in education, careers, and economic spheres, most boys have few role models in terms of gender-equitable males. There is a need for role models for boys; especially in schools where male teachers and classmates may be perpetuating negative behaviors that encourages boys to continue the cycle of violence. If boys are in schools where male teachers harass and abuse girls, those men serve as the models for the boys' relationships with female pupils. Even if the boys do not behave in abusive ways to their female classmates, they may through their silence offer tacit approval for others to do so. And if boys are seeing violence played out domestically within their own homes, they become more likely to perpetrate violence themselves. Boys need role models to help them understand how to build positive relationships with healthy interaction based on rights, responsibility and respect.

Recommendations:

- Train students on their rights and what kinds of behaviors are inappropriate and unacceptable by adults in regards to physical, psychological, and sexual abuse.
- Teach students assertiveness and promote self-efficacy in order for them to protect themselves and be empowered to report cases of abuse.
- Strengthen clubs for students that work on issues related to GBV such as anti-HIV/AIDS, civics and ethics, mini-media, etc. and integrate activities targeting SRGBV. For example, mini-media clubs can hold student forums where they can learn about GBV, how to identify it, and how to report it to a teacher or school official. Extend club activities into the community (e.g. dramas) to raise greater awareness.

- Strengthen Girls' Clubs through training, and provision of materials to continue the good work that they have implemented under BESO II.
- Provide clubs as well for boys to address their needs, and have co-ed clubs where girls and boys can dialogue about issues and promote solutions to their own problems. Provide them with resource materials on the topic of SRGBV.
- Teach life skills through integration in the curricula and through clubs for boys and girls.
- Teach sexual and reproductive health and about relationships through the curricula and/or clubs.
- Provide training for the Girls Advisory Committees (that includes students) that need formal training on gender equity, GBV and especially in terms of issues for girls. Provide them with resource materials on the topic of SRGBV.
- Identify and involve role models and mentors for male and female students.
- Use peer education and promotion to communicate messages on students' rights and what constitutes SRGBV, sexual and reproductive health, HIV/AIDS prevention, and gender equity.
- Train parents/children in effective communication.

B. Proposed Safe Schools Program

Guided by the SSP's key principles for programming as mentioned in Section I. C., priority issues and recommendations were selected that address gaps at multiple levels: national, institutional, community and individual; and that address SRGBV in three areas of programming including prevention, reporting and response. The Team has also provided a summary of the key organizations that could be potential partners with the SSP based on their promising programs in the three areas of prevention, reporting and response. The SSP's proposed pilot program is outlined below according to the three areas of programming and the recommendations are also overlaid on the SSP's integrated model for addressing SRGBV (see page 52).

The SSP's Advocates Network: Ensuring a holistic approach and implementation of prevention, reporting and response activities to SRGBV

Many of the issues and recommendations identified at the national level in the previous Section A. are beyond the scope of the SSP. However, to raise awareness of SRGBV among key stakeholders and government officials at the national level and to promote advocacy on the issue at all levels for prevention, reporting and response to SRGBV, the SSP will create an Advocates Network. As the Advocates Network begins to prioritize its agenda, the members can look toward the many recommendations suggested by the participants of this initial assessment. For example, key stakeholders within USAID/Ethiopia and the National Coalition of Women Against HIV/AIDS (NCWAH) all stated that Ethiopia needed to develop a national policy on SRGBV. In addition, the Advocates Network can develop their action plan based on input from the community assessments of SRGBV that will be conducted in the communities where the SSP will be implemented.

Many of the NGOs interviewed expressed the need for a national forum to share ideas and best practices. For many infant NGOs these contacts and ideas emerged as a far more important necessity than financial support. The stakeholders interviewed reiterated the importance of having an idea that people cared about to mobilize communities. Many NGOs also understood the need for Ethiopian organizations to be a part of the greater international community in combating their most pressing developmental issues. They stated the need to be apart of international activism, such as the 16 Days of International Activism. Those NGOs that are already active in combating GBV and/or SRGBV can be incorporated into the Advocates Network that will serve as a national forum to strengthen and build upon their efforts.

Currently in Ethiopia a few organizations do exist combating a narrow range of issues that could participate in the Advocates Network. Some organizations' programs focus only on prevention, while others also address reporting and response to SRGBV. These organizations include: the NCWH, the NCTPE, and EWLA. For more information on these organizations' programs, see the programmatic overview in section III. C.

Development of Community Action Plans: Ensuring Participation and Ownership

The SSP plans on carrying out Participatory Rural Appraisal activities in all intervention and control schools for the purpose of identifying how boys and girls experience SRGBV in all of its forms - psychological, physical and sexual - how they talk about it and where they turn for assistance. Based on these PRAs, a baseline survey will be developed and administered in each school to capture knowledge, attitudes and behaviors related to abuse as well as incidents of abuse. Data from the PRAs and baseline will be shared with communities to determine how they would like to respond. The SSP will provide support to the communities to develop, implement and monitor their Community SRGBV Action Plans. Desired actions could include prevention, reporting and response activities. Relevant partners will be identified once community level activities take shape within the action plans. Therefore, in the following prevention, reporting and response sections, there are no community level recommendations

1. Prevention

In order to address the issue of a lack of awareness and prevention of SRGBV within educational institutions and by the communities, parents, and students, the Team proposes that the Safe Schools Program:

- Provide training for the Girls Advisory Committees targeting issues directly related to the awareness and prevention of SRGBV such as gender equity in the teaching/learning environment and life skills for boys and girls. Provide resource materials (e.g. books, pamphlets, and posters) for the adults as well as for the students.
- Strengthen existing programs to support boys and girls in the creation of healthy relationships based on respect, responsibilities and rights. Strengthen clubs for students that work on issues related to GBV such as anti-HIV/AIDS, Girls' Clubs, civics and ethics, mini-media, etc. and integrate activities targeting SRGBV. Provide clubs for boys to address their needs, and have co-ed clubs where girls and boys can dialogue about issues and promote solutions to their own problems. Provide them with resource materials on the topic of SRGBV.

- Provide opportunities and support for students to build healthy relationships and develop their self-esteem and self-efficacy by teaching life skills, rights, sexual and reproductive health, and about relationships through integration in the curricula.

The Team could collaborate with some of the following organizations that are already implementing promising prevention programs in Ethiopia: the MOE/Women’s Affairs Department, the MOH, USAID/BESO II - Save the Children SCOPE Project and World Learning Community Government Partnership Program (CGPP), National Committee on Traditional Practices of Ethiopia (NCTPE), Save the Children – Adolescent Reproductive and Sexual Health Program (ARSH), Pathfinder International, National Coalition for Women Against HIV/AIDS, PANOS, EWLA, Forum for African Women Educationalists, Prognist, Pact Inc. For more information on these organizations’ programs, see the programmatic overview in section III. C.

2. Reporting

To address the lack of awareness and procedures for implementing the code of conduct in educational institutions that results in underreporting of cases of SRGBV, the Team proposes that the Safe Schools Program:

- Provide support and/or training on the implementation of the code of conduct (what it is, what it means and how to report violations), ensuring a stronger focus on SRGBV.
- Create/strengthen reporting system and provide students, teachers, principals, and parents with knowledge of how to use the reporting system to come forward and report abuse.

There is a void in programming within the MOE and NGOs to address the lack of implementation of the code of conduct. The Team could link with the following organizations that can play an important role: TTCs and TTIs, The MOE/Regional Education Bureaus and Woreda Education Offices, the Ethiopian Teachers’ Association. Although the Team did not meet with the Ethiopian Teachers’ Association, it could serve as a potential partner to reach a large number of teachers. For more information on the other organizations’ programs, see the programmatic overview in section III. C.

3. Response

To address the lack of support services for victims of SRGBV within the educational institutions and the community, the Team proposes that the Safe Schools Program:

- Create a referral system to external support services through NGOs for victims of violence.
- Provide institutional support services at the school level and in TTCs/TTIs for victims of violence. Provide training in counseling and reporting and ensure that all teachers and counselors are knowledgeable of the appropriate action to take in cases of abuse. Work with the MOE/Women Affairs Department as well as with the Gender Focal Units.

The Team could collaborate with any of the following organizations that are implementing promising programs that could be tailored to serve victims of SRGBV: Pathfinder International,

National Coalition for Women Against HIV/AIDS, EWLA, PANOS, and Women For Justice. This last organization was mentioned by Progynist that noted its work with victims of domestic violence in the community. The group networks with the court and the police to help access services for victims. For more information on the other organizations' programs, see the programmatic overview in section III. C.

SSP's Proposed Pilot Program

Institutional level recommendations

National level recommendation

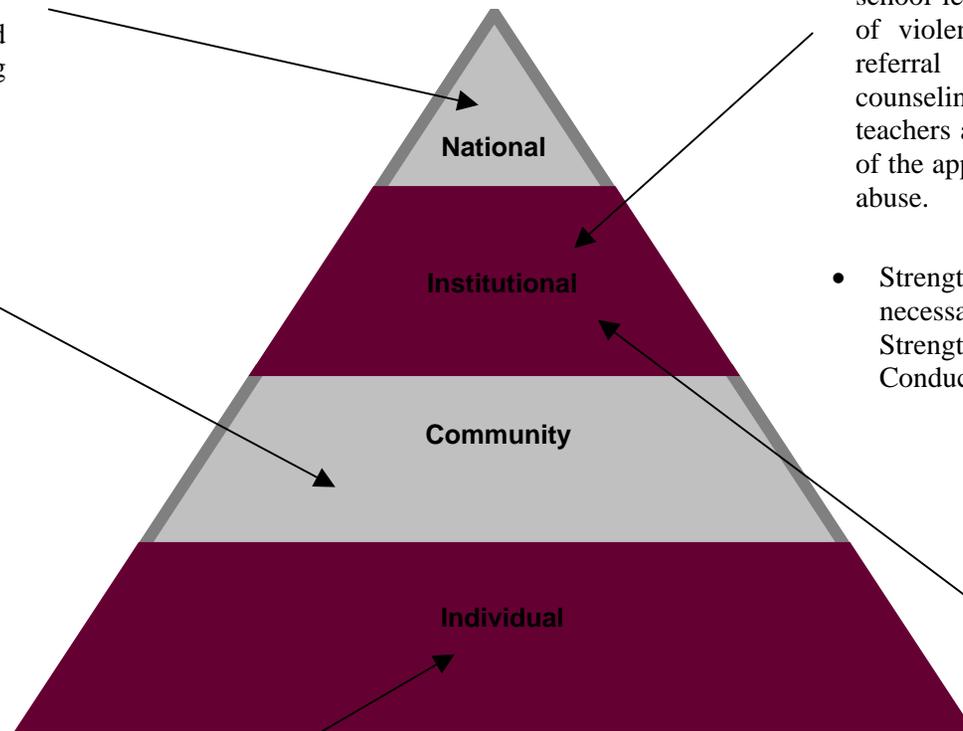
- Form a national network of advocates and link up with members of existing coalitions.

Community level recommendation

- Provide results of PLA and baseline survey on SRGBV in their schools to communities to serve as the basis for the development of a Community SRGBV Action Plan. The SSP will provide support for the implementation and monitoring of the Action Plan. Illustrative activities could include training for parents and community members on SRGBV – what it is, how to recognize it, how to report incidents of it and where to go for help.

Individual level recommendation

- Strengthen existing programs to support boys and girls in the creation of healthy relationships based on respect, responsibilities and rights. Strengthen clubs for students that work on issues related to GBV such as anti-HIV/AIDS, Girls' Clubs, civics and ethics, mini-media, etc. and integrate activities targeting SRGBV. Provide clubs for boys to address their needs, and have co-ed clubs where girls and boys can dialogue about issues and promote solutions to their own problems. Provide them with resource materials on the topic of SRGBV.



- Provide institutional support services at the school level and in TTCs/TTIs for victims of violence including the creation of a referral system. Provide training in counseling and reporting and ensure that all teachers and counselors are knowledgeable of the appropriate action to take in cases of abuse.
- Strengthen the Code of Conduct as necessary as well as the reporting system. Strengthen training on the Code of Conduct, SRGBV and reporting.
 - Create a referral system to external support services through NGOs for victims of violence.
 - Strengthen and/or integrate life skills, rights, SRGBV, sexual and reproductive health, HIV/AIDS, and relationship skills into existing curricula.
- Provide training for the Girls Advisory Committees on SRGBV awareness and prevention and related issues such as gender equity in the teaching/ learning environment and life skills for boys and girls. Provide resource materials (e.g. books, pamphlets, and posters) for the adults as well as for the students.

V. Recommended Geographic Focus

The SSP proposes to leverage the USAID investments in these communities that are now committed to improving gender equality that will increase the chances of success in addressing the sensitive and complex issue of SRGBV. USAID/Ethiopia has invested in community involvement in education to improve quality and gender equity through World Learning's Community-Government Partnership Program and Save the Children's SCOPE Project (Strengthening Communities through Partnership in Education). Capacity building has been provided to PTAs and Woreda Education Offices that includes for example, training in community mobilization, gender mainstreaming in schools, and school management. The Girls Advisory Committees and Girls' Clubs demonstrated an enthusiasm and willingness to tackle very difficult issues with little to no support and already serve as sounding boards and advisors for girls. These are the kinds of programs that the SSP will want to build on and increase the effectiveness by working with girls and boys to achieve individual behavior change and help young people build healthier relationships.

It was clear from interviews conducted in BESO II participating schools that these schools and communities are committed to improve the quality and gender equality of the education services provided to their children. They have successfully completed the initial steps of community organizing, PTA activation, and work within the schools on girls' education issues to change the existing norms. It would be difficult to introduce sensitive issues such as GBV in schools where little school/community collaboration and trust exists and where parents and community leaders have not been sensitized to the benefits of girls' education and committed to achieving gender equality.

Safe Schools has approximately three years to develop a pilot program and to show results. By leveraging the knowledge and experience gained in the BESO II schools and communities, this will also help to develop and implement an effective model for addressing SRGBV within this timeframe. Given that BESO II is being implemented virtually throughout Ethiopia, the Safe Schools Team will work with the Mission to determine a geographic focus keeping in mind the pilot nature of this program, budget and travel concerns.

VI. Next Steps

The SSP team will work with the USAID/Ethiopia team and USAID/WID to develop a work plan for the SSP in Ethiopia based on the recommendations included in this report. The work plan will outline major areas of focus for the SSP activities, identify the geographic focus, and provide a timeline for the first six months of implementation.

On the second trip that is proposed for sometime in August, the SSP team will:

1. Develop a work plan with the Mission for the first six months of implementation of SSP in Ethiopia based on the recommendations from the programmatic assessment.
2. Set up an office in order to begin to implement activities in Ethiopia.

3. Hire local staff including a Country Coordinator, a Facilitator and a Financial and Administrative Officer.
4. Follow-up with organizations and key individuals who may be potential advocates for the Advocates Network and meet with additional relevant organizations that could serve as partners.
 - Follow up with the organizations that were identified as having promising programs that can be integrated and adapted to address SRGBV.
 - Review more closely the activities and materials developed by these promising programs to determine how to build upon the existing resources and integrate SRGBV into them or incorporate certain materials that have proven to be effective.
 - Obtain key documents mentioned by relevant organizations such as the life skills curriculum developed by the MOH.
5. Meet with recommended organizations or individuals with whom the SSP did not have a chance to meet on the first trip to determine whether they are relevant partners or could form part of the Advocates Network. These organizations recommended include:
 1. Ethiopian Teachers' Association
 2. HAPCO: Government coordinating body on HIV/AIDS.
 3. Miz-Hasab Research Center: Dr. Aklilu Kidanu, Director
 4. FHI/Impact: National Youth Network program
 5. Ethiopian Media Women's Association
 6. Faith-based organizations such as: Ethiopian Orthodox Church Development and Ethiopian Muslim Development Agency
 7. FGAE: Family Guidance Association of Ethiopia
 8. Women's Self-Help Centre in Kembatta, Ethiopia:
 9. Alem Nesh Haile, AED Gender Specialist
6. Begin to identify pilot communities.

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Appendix A: Scope of Work

Ethiopia Field Visit- April 27-May 7, 2004.

The Safe Schools Program is a global education project that will improve quality in the teaching/learning environment by creating welcoming, safe and healthy schools for all girls and boys. The Safe Schools Program will work in partnership at multiple levels to protect children from psychological, physical and sexual harm by promoting healthy relationships based on rights, responsibility and respect for self and others.

Overall Objective:

- The purpose of the initial country trip is to begin developing a relationship with the Mission staff, gain a better understanding of the Mission's programs, and gain an initial understanding of SRGBV in Ethiopia.

By the end of the trip, the team will have:

- Conducted a "scan" or assessment of programs; e.g. who is doing what vis-à-vis SRGBV or related areas such as domestic violence, child abuse, women's legal rights, etc through key informant interviews and focus group discussions.
- Brainstormed with the Mission technical team possible areas in which to work and complement

SOW Safe Schools Team April 27-May 7, 2004

1. April 27, 2004 (Tuesday): Meet with USAID to discuss their experiences, objectives of the SSP, develop shared vision, and identify potential partners and entry points. Brainstorm for meeting with Ministries for the following day, Wed. April 28..

April 28-30, 2004

2. April 28, 2004: Meeting with ministry officials arranged by the Mission. Will brainstorm this with the Mission to present the SSP.
3. Identify Advocates: Begin seeking experts in the fields of gender, GBV, human rights, health, education, law, media and private sectors to identify national level experts to inform the activity and participate in the Advocates Network.
4. Conduct interviews with key informants in Addis Ababa from the Ministries (Youth and Sports, Education and Health), USAID, UNICEF and other donor agencies, NGOs, to inform the team of the programs that exist as well as to investigate, when possible, the extent of the problem of GBV and how people are addressing it. In addition, the team will begin to identify the gaps from the informants' perspective and therefore where are good entry points for the SSP. In addition, the key informant interviews will serve to identify local partners who can form the Advocates Network. Information gathered will be typed, coded and discussed every evening.

May 2-5, 2004

5. May 2 travel day: Leave for school visits to conduct interviews with key informants at the local and community level organizations (e.g. PTAs, TTCs) to inform the team of the

kinds of programs (e.g. Girls' Advisory Committees) that exist at the local level for boys and girls. If possible, find out how GBV is manifested at the local level. Identify the gaps from their perspective, promising programs and therefore where are good entry points for the SSP. In addition, the key informant interviews will serve to identify local partners who can form the Advocates Network. Information gathered will be typed, coded and discussed every evening.

6. May 5 travel day: Regroup and prepare for debrief by sharing experiences and evaluating current institutional response and promising programs at all levels of the pyramid.
7. May 6, 2004: Debrief for technical team and front office (two different debriefs) to present initial findings; follow on meetings with informants if necessary
8. May 7, 2004: Brainstorm with technical team; follow on meetings with informants if necessary.
9. Depart May 7, 2004

Methodology

The team will conduct open-ended, in-depth interviews over the two-week period with key informants who have been recommended by the USAID Mission and/or other informants.

- The team has developed interview guides for the different types of key informants (i.e. NGOs, ministry officials, etc). During each meeting the safe schools team member will provide a brief blurb on the SSP, get the informants name and title and follow the interview guide, probing as necessary. When meeting with USAID partners at the field level, the team will stress that they are meeting with the community members, teachers, PTA members, etc since they are USAID partners and have a valuable perspective as key informants in this area (SRGBV)
- The team will ensure that the information collected is accurate and complete. Some information you collect this time maybe used as part of the baseline—most appropriate is probably the baseline at the institutional level (i.e. national-level policies and regulations).
- Information from the interviews that is most relevant to the SSP will be compiled on a master matrix, which will facilitate analysis and synthesis.

The team will meet with:

- USAID and other donor agencies to understand historical/current priorities; and to
- discuss current and future funding; and justification
- NGOs to find out what services they offer (e.g. training, etc.) and what impact/effectiveness they have
- MOE to understand the structure of the Ministry at the national, regional, and local/school level. To understand the organization/ administration of the schools.
- MOH to find out where RH, life skills education, HIV/AIDS falls within Ministries and to learn about the curricula, programs, etc.
- Ministry of Youth to find out where RH, life skills education, HIV/AIDS falls within Ministries and to learn about the curricula, programs, etc.
- Ministry of Capacity Building
- The team also plans to visit schools to triangulate information gathered at the MOE.

Appendix B: Individuals Met With (By Institution)

MINISTRY OF EDUCATION (MOE)

Dereje Terefe, Vice Minister

Women's Affairs Office

Fantanesh Tilahun, Deputy Head

MOE/Planning and Programs Department

Alemayehu Worku, Deputy Head

MOE Regional Education Bureaus (REB)

1. Mr. Obbo Darajjee Asfaawu, Deputy Head - **Oromia**
2. Redwan Hussein, REB Head – **SNNPR**

Woreda Office in Awasa

Desta Ledamo, Education Office Manager

Belay Belguda, Capacity Building Manager

Teacher Training Colleges

1. Adama Teachers College

Mr. Habtamu Kebu, Dean of TTC

Dame Abera, Head of Staff Development Unit

Finehiwut Tebessa, Gender Focal Point Coordinator

Fetene Degassa, Academic and Research Dean

2. Awasa Teacher Training College

Mr. Ato Abebe Hlmariam, Dean of Students

Primary and Secondary Schools

1. Habu Primary School in Sodo Suria Woreda, SNNPR Region

Mr. Lateno Luku, School Director

Ms. Almaz Bancha Bante, School Development Agent for Woiyta zone, Zuriya Woreda

Ms. Amarah Tszgaye Wilmarrayam, School Development Agent, Dauro Zone, Marka Woreda

Thomas, Field Coordinator for World Learning

Primary school teacher named Maza who is member of Girls Advisory Committee

2. Awash Melka Grades 1-8, Oromia (BESO II/Save the Children program)

3. Chitu Primary School, Oromia (BESO II/Save the Children program)

4. Lemen Primary School, Oromia (BESO II/Save the Children)

5. **Senkole Primary School, Oromia (BESO II/Save the Children program)**
6. **Tefki School, Oromia (BESO II/Save the Children program)**
7. **Sodo Comprehensive High School, SNNPR**
Ato Anbessu Halabo, School Director

MINISTRY OF HEALTH (MOH)

Dr. Tesfanesh Belan, Head of the Family Health Department

NATIONAL AND LOCAL ORGANIZATIONS (NON-GOVERNMENTAL AND GOVERNMENTAL)

Ethiopia Women Lawyer Association

Meaza Ashenafi, Executive Director

National Coalition for Women Against HIV/AIDS

Merat Kebede, Project Coordinator

Netsannet Asfaw, Coalition Member

National Committee on Traditional Practices of Ethiopia (NCTPE)

Abebe Kebede, Executive Director

Progynist

Mrs. Netsanet Mengistu, Executive Director

INTERNATIONAL DONORS AND ORGANIZATIONS

USAID Ethiopia

William Hammink, Mission Director

Karen Freeman, Deputy Mission Director

Cheryl Kim, Director, Human & Institutional Development Office, Democracy & Governance

Aberra Malonnen, Team Leader, Human & Institutional Development Office, Democracy & Governance

Tinbit Sahlesellasia, Deputy Activity Manager, CGPP

Yeshiareg Dejene, Gender Specialist

Holly Fluty Dempsey, HIV/AIDS Officer

Mary Ann Abeyta-Behnke, Health, Population & Nutrition Office

Academy for Educational Development

Basic Education System Overhaul (BESO II) Project

Tom Tilson, Chief of Party

Dr. Johnson Odharo

Pact International

Leslie F. Mitchell, Director

Panos Ethiopia

Timket Asmamaw, Finance Officer

Indra Biseswar, Coordinator of the Gender Forum

Pathfinder International

Tilahun Giday, Country Representative

Bogalech Alemu, Team Leader

Save the Children US

BESO II Strengthening Communities through Partnerships for Education (SCOPE)

Sophie Makonnen, Chief of Party

ARSH and other programs

Margaret Schuler, Deputy Office Field Director

World Learning

BESO II Community-Government Partnership Program (CGPP)

Bob Gurevich, Chief of Party

Tahir Gero, Training Director

Appendix C: Itinerary

	Tues Apr 27	Wed Apr 28	Thurs Apr 29	Fri Apr 30	Sunday May 2
AM	USAID Mission, HID/DG Office. Met with Cheryl Kim, Aberra Makonnen, and Tinbit Sahlesellasié. (The SSP Team)	PACT/ PACT office in Addis Ababa Met with Leslie Mitchell (Ji Sun and Meghan)	MOE/Planning and Programs Department. Met with Alemayehu Worku, Deputy Head. (Ji Sun and Wendy)	Adama TTC in Oromia: Met with Dean Habtamu Kebu, the Gender Focal Point Coordinator, Head of Staff Development Unit, and Academic and Research Dean. (Ji-Sun and Wendy) All day visit	
AM	World Learning Met with Bob Gurevich, COP and Tahir Gero, Training Director (The SSP Team)		Pathfinder International Tilahun Giday, Country Representative Bogalech Alemu, Team Leader FP/RH HTP (Maryce)		
AM	Ministry of Education Met with Dereje Terefe, Vice Minister (The SSP Team and USAID) Women’s Affairs Department, Fantanesh Tilahun, Deputy Head. (The SSP Team)		National Coalition for Women Against HIV/AIDS, Met with Netsannet Asfaw, Ministry of Information and Merat Kebede, Project Coordinator. (Wendy, Maryce, Ji Sun)	AED BESOI/II Tom Tilson – Chief of Party Johnson Odharo (Meghan and Maryce)	
PM	Save the Children US BESOI/SCOPE Project Sophie Makonnen, Chief of Party (Maryce and Ji Sun)	Regional Education Bureau, Oromia. Met with Mr. Obbo Darajjee Asfaawu, Deputy Head (Ji Sun and Wendy)	Ministry of Health, Met with Dr. Tesfanesh Belan and Mary Anne Abeyta-Behnke (USAID) (Wendy, Maryce, Ji Sun)	USAID Yeshiareg Dejene, Gender Specialist (Meghan and Maryce)	Meghan and Wendy travel to SNNPR Maryce and Ji Sun travel to Oromia
PM	Progynist, Met with Mrs. Netsanet Mengistu (Meghan and Wendy)	Save the Children US Margaret Schuler, Deputy Field Office Director (Meghan and Maryce)	National Committee on Traditional Practices of Ethiopia. Met with Abebe Kebede, Executive Director. (Maryce, Wendy, Ji Sun)	USAID Mary Ann Abeyta-Behnka, Health, Population & Nutrition (Meghan and Maryce)	
Notes:		Changed hotels in the morning.			

	Mon May 3	Tues May 4	Wed May 5	Thurs May 6	Fri May 7
AM	Haba Primary School in Sodo Zuria Woreda, SNNPR (Meghan and Wendy)	Woreda Office in Awasa: Met with head of Capacity Building and head of education (Meghan and Wendy) Tefki Primary School Alemgena Woreda Orimiya (Ji Sun and Maryce)	The SSP Team entered data into matrices.	Debrief with USAID Front Office with William Hammink and Karen Freeman. (The SSP Team)	Debrief with HID/DG Office Gave Presentation and Q&A. (The SSP Team)
AM	Senkole Primary School Wonchi Woreda Orimiya (Ji Sun and Maryce) Chitu Primary School Wonchi Woreda Orimiya (Ji Sun and Maryce)	Regional Education Bureau SNNPR: Met with Redwan Hussein, REB Head (Meghan and Wendy)		Ethiopia Women Lawyers Association (EWLA) (Ji Sun and Maryce)	
PM	Sodo Comprehensive High School. Met with School Director, Ato Anbessu Halabo (PACT supports Girls' Clubs) (Meghan and Wendy)	Awasa TTC: Met with Dean of Students, Ato Abebe HImariam (Meghan and Wendy)	The SSP Team met to share information collected and prepare for debrief with USAID Front Office.	Prepare for debrief meeting and presentation on Friday.	Check out of hotel and prepare for travel.
PM	Lemen Primary School Wonchi Woreda Orimiya (Ji Sun and Maryce)	Awash Melka Primary School Alemgena Woreda Orimiya (Ji Sun and Maryce)			
Notes:		Travel back to Addis Ababa in afternoon			

Appendix D: Interview Protocols

Illustrative Questions for In-Country Interviews (with USAID and other international donor agencies)

Start with spiel of Safe Schools, emphasizing the different areas that we cover so that they know that our interest in programming is broad and covers rights, education, girls' education, gender work, programming with boys, reproductive health, life skills, and HIV/AIDS.

Purpose: To understand historical/current priorities; where invest funding; and justification (programs).

Make sure you get the full name and title of the people interviewed and the contact information for the organization (especially phone and e-mail address).

USAID specific questions:

- How is the Mission organized?
- The Mission expressed interest in this pilot. What motivated this?
- What programs/complement? Key partners, local NGOs etc.
- Current/future trends? Future RFAs/RFPs? Time?
- Recent assessments health/ed/HIV/AIDS/gender?
- Newspaper files on ed/health/gender/HIV/AIDS issues? Boys/girls programs?
- Curricula on E/H? Gender?
- Sex-disaggregated data?
- Specific questions

Questions for UNICEF:

- Funding priorities? Why?
- Complementary programs to the SSP?
- Programs health/ed/gender? Where? Purpose?
- Recent assessments health/ed/HIV/AIDS/gender? Boys/girls programs?
- Time period
- Sex-disaggregated data? reports?
- *Specific questions*

Illustrative Questions for In-Country Interviews

Start with spiel of Safe Schools, emphasizing the different areas that we cover so that they know that our interest in programming is broad and covers rights, education, girls' education, gender work, programming with boys, reproductive health, life skills, and HIV/AIDS.

Make sure you get the full name and title of the people interviewed and the contact information for the organization (especially phone and e-mail address).

Illustrative List of Questions for NGOs

Program Info:

- Describe your organization's vision/mission and programs.
- Where do you get funding?
- Where do you work and implement programs/activities (regions/cities)?
- What age group(s) does your program work with?
- What kinds of people does your program serve, e.g., women, men, in-school youth, out-of-school youth, males, females, urban, rural, married, unmarried, etc?
- How is gender integrated into your program?
 - How do you work with girls/women?
 - How do you work with boys/men?
- Do you promote equitable participation and involvement of males and females in your programs? If so, do you face any challenges in reaching
 - young men?
 - young women?
- Which of your projects are working well?
- Are you facing challenges in any of your programs? If so, why?
- What are the key messages your program is trying to deliver? What communication channels do you use?
- What other NGOs do you collaborate with and in what way? Any networks?
- What government ministries do you collaborate with and in what way?
- What role and to what extent can parents, communities, churches, and schools play in assisting youth?
- What are some good programs that you know of which are working with parents, churches, schools, and communities?

- What materials (e.g. training materials), research, newspaper articles, newsletters, or reports has the organization published related to the issues of SRGBV that could be helpful for the SSP? (ask if can get a copy)

SRGBV Info:

- What do you think are the main challenges girls face in terms of SRGBV?
- What do you think are the main challenges boys face in terms of SRGBV?
- Are there national policies related to SRGBV (youth, rights, violence/GBV, reproductive youth and HIV prevention)? If so, do national policies have a strong influence on how local programs operate?

Programmatic Response to SRGBV Info:

- Are there any existing programs addressing or that could potentially address SRGBV?
- Are they effective?

Issues/Gaps Info:

- What do you think are the top three issues/gaps, priorities for boys and SRGBV programming?
- What do you think are the top three issues/gaps, priorities for girls and SRGBV programming?

Recommendations:

- What recommendations for the SSP do you have?
- Who else or what other organizations would you recommend that we speak with?
- Any recommended reading materials?

Protocol for MOE

Organization:

1. How is the Ministry of Education organized?
2. What areas are under the ministry's jurisdiction?
3. What studies/programs have the ministry conducted recently?
4. Which other ministries do you work closely with?

Responsibilities:

1. What are the duties of the Ministry??
2. What do you require from your principals/head teachers?
3. What do you require from your teachers?

Curriculum:

1. How is the curriculum developed?
2. Who decides what is included in the national curriculum?
3. What are the levels of communication with administrators, teachers, parents, and students?

Philosophy/Purpose:

1. What is the educational philosophy/mission of Ethiopia?
2. How was this philosophy developed? Rationale.
3. How is this philosophy disseminated?

Education in Ethiopia:

1. How is a location chosen to build/develop a school?
2. How are the schools organized?
3. Who hires the principals, teachers, and non-teaching staff?
4. What are the admissions policies for the schools?
5. What is the schedule for a primary student? Secondary students?
6. Is there a national discipline policy?
7. Is there a national code of conduct for Teachers/ Head Teachers/non teaching staff?
8. What types of training/professional development does the MOE offer?
9. What is your interaction with teacher training colleges? How are they monitored?

Violence Issues:

1. Have there been reported incidences of violence within schools?
2. How has the ministry responded?

**Semi-structured Interview with
Parent Teacher Associations and SMC's (or the equivalent):**

Program Info.:

1. What is the overall role of the PTA/SMC and what are the general programs/activities carried out by the group?
2. Who are the members of the PTA/SMC? (Male to female ratio) How do you become a member of a PTA/SMC? Do you promote equitable participation and involvement of males and females on the PTA/SMC?
3. Where do you get your funding?
4. How is gender integrated into your program?
 - a. How do you work with girls/women?
 - b. How do you work with boys/men?
5. What type of training/capacity building have the PTAs/SMCs received through the BESO II Project (by World Learning)? What effect has this training had on their organization and on the school/community?
6. How does the PTA/SMC collaborate with the Girls Advisory Committee? Does a representative of the PTA/SMC sit on the Girls Advisory Committee?
7. How do you collaborate with the community and the school?
8. What are the most important issues and problems at the school that the PTA/SMC is concerned about and is trying to address?
9. If the PTA perceives something as a problem/issue, what role do they see themselves being able to play to address the issue?
10. What action can be taken by the community to address the issue?
11. What role and to what extent can parents, communities, churches, and schools play in assisting youth?

SRGBV info:

1. What do you think are the main challenges girls face in terms of SRGBV?
2. What do you think are the main challenges boys face in terms of SRGBV?
3. Are there policies at the local and school level related to SRGBV (violence/GBV, reproductive health and HIV prevention)?

Programmatic Response to SRGBV info:

1. Is the PTA/SMC working to address SRGBV?
2. How have they been effective in addressing it?

Issues/Gaps Info:

1. What do you think are the top three issues/gaps for boys and SRGBV programming?
2. What do you think are the top three issues/gaps for girls and SRGBV programming?

Recommendations:

1. What recommendations do you have for the Safe Schools Program to help address SRGBV?
2. Who else or what other organizations do you recommend that we speak with?

Protocol for MOH

Organization:

1. How is the Ministry of Health organized?
2. What areas are under the ministry's jurisdiction?
3. What studies/programs have the ministry conducted recently?
4. Which other ministries do you work closely with? Esp. Education?

Philosophy/Purpose:

1. What is the mission of the Health Ministry in Ethiopia?
2. How was this philosophy developed? Rationale.
3. How is this philosophy disseminated?
4. What do you think are the main Public Health Issues facing Ethiopia today?
5. What are the main issues that you think will be a priority for the Health Ministry within the next 5/10 years?
6. What issues have you been tackling for the last 5/10 years?
 - a. Studies conducted and data collected.

Responsibilities:

1. What are the duties of the Ministry?
2. How do you carry out those responsibilities?

Health and the National Curriculum:

1. Is there a RH/Sexuality component to the national curriculum?
2. What do you think is the intersection between public health and education?
3. What do you think students, teachers, parents, school officials know about RH and sexuality?
4. How do you think education/schooling effects public health?
5. How have the Health Ministry interacted with schools, TTC, educational institutions?