

Magnetide and Associated Factors of Gender Based Violence Among Female Students of High School and Preparatory in Mikewa Town, Oromia, Ethiopia in 2019

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Abstract: Background: Gender Based Violence refers to acts of sexual or physical violence inflicted on children in and around schools because of their sex or gender identity. It results in fatal and non-fatal injuries, unintended pregnancies, induced abortions, STIs and mental health problems. Schools are not isolated from traditions, culture, norms, customary laws and governmental policies that exist in the country and the community, nor from individual experiences of students and staff both outside and inside schools and educational institutions. If not addressed properly, schools can normalize a violent environment both in the classroom and outside it. Objective: To assess magnetide and factors related to Gender Based Violence among female students of high school and preparatory students in Mikewa town, Oromia, Ethiopia in 2019. Methods: Institutional based cross sectional study was conducted on female students of mikewa high school and preparatory. Cluster sampling was used and Data was collected using structured self administered questionnaire and entered into Epi info version 7 and SPSS version 16 for was used for data analysis. Both descriptive and inferential statistics was used to present data. Bivariate and multivariate logistic regression was computed to assess statistical association between the outcome variable and independent variable. The result was then displayed by using text, graphs and tables. Content analysis was implemented manually for the qualitative part. Result: The magnetide of GBV among study participants was 187 (46.6%). Students who are from extended family OR=0.42; (95%CI: 0.27, 0.66), students having drunken friend OR=2.44; (95%CI: 1.47, 4.04), having history of sexual intercourse OR=0.16 (95%CI: 0.03, 0.95), place near school where girls fear to go alone OR=2.09; (95%CI: 1.29, 3.41) history of discrimination or marginalization OR=0.29; (95%CI: 0.14-0.62) were the identified associated factor with GBV. Conclusion: The current study showed the magnitude of GBV is unacceptable. Variables like being being female students from extended family, having drunken female friend or boy friend, having history of sexual intercourse, place near school where girls fear to go alone, history of discrimination or marginalization were the identified associated factors. Recommendation: Identified factors associated with GBV of this study finding needs attention and corrective action from policy makers, school officials, community, parents, students, and other concerned bodies including programs aimed at preventing GBV.

Keywords: Physical Violence, Sexual Violence, GBV, Mikewa, Oromia

1. Introduction

Gender Based Violence has been increasingly recognized

around the world as a grave challenge for public health and development and as a violation of human rights. In Africa, as in other continents, GBV perpetrated against women and it is an extremely complex issue resulting from and perpetuated

by various societal, economic and cultural factors [1].

According to the UN population Fund, the primary victims of GBV are women and adolescent girls, but not only this situation; they also suffer from consequences as compared with what men endure. As a result of gender discrimination and their lower socio economic status, women have fewer options and less resource to avoid or escape abusive situations and to seek justice [2].

Overall, 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or non partner sexual violence. While there are many other forms of violence that women may be exposed to, this already represents a large proportion of the world's women; Most of this violence is intimate partner violence. Worldwide, almost one third (30%) of all women who have been in a relationship have experienced physical and/or sexual violence by their intimate partner. In Switzerland the prevalence was relatively shows increment that is 38% of women have experienced intimate partner violence [1, 3].

Global and national estimates on violence against women published by WHO show that one in three women worldwide have experienced either physical and/ or sexual violence by an intimate partner or non-partner sexual violence in their life time. This figure ranges from 27% in the WHO European country to 46% in the African country. Adolescent girls (15–19 years of age) and young women (20–24 years of age) also experience high levels of intimate partner violence in their life time with a prevalence of 29% and 32% respectively [3, 4].

Study conducted on IPV among adolescents and young women in nine countries including our country Ethiopia revealed that Ethiopian province 15-24 ages experienced physical and/or sexual violence during their life time and in the last 12 months was 65.7% and 57.4% respectively [5].

One of the study conducted on sexual violence among private college female students in Bahir Dar city, North Western Ethiopia revealed that the prevalence of sexual violence among female college students was 37.3% [6].

School-based efforts to reduce gender-based violence are most effective when supported by a whole-school approach promoting a safe and supportive learning environment. Taking a whole-school approach includes a focus on policy, practices, relationships, and partnerships as well as on the curriculum. In case World Health Organization's health promoting schools model is often used to guide whole-school approaches. It recognizes that it is important to take action in the three areas of: a) curriculum, teaching and learning; b) school organization, policy and relationships; and c) partnerships with parents, community and agencies [7, 8].

Various studies show that students may experience gender-based violence while they are walking to or from school or waiting for a bus or taxi [8, 9].

Gender based violence includes violence committed by transport drivers or by people on the street. In some locations, girls who have to travel especially long distances may be at higher risk for assault. In conflict or emergency affected areas they may be vulnerable to kidnapping or

trafficking. The experience of gender-based violence on the way to school can affect attendance. Parents may decide to remove their children from school if they feel that they cannot get them safely [10, 11].

Gender based violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately [12].

Various studies attribute patriarchy, economic status, class, age, disability; religion and culture intersect or intertwine with patriarchy to give violence against women. Other factors such as the systemic domination of women by men, as the root cause of violence against women across countries and cultures around the world [13, 14].

Many transgender young people drop out of school early due to stigma, discrimination and violence. These students often suffer from bullying when they do not conform to the gender norms of their biological sex. This impacts on school attendance, academic performance and achievement and limits future opportunities [15-17].

Study indicated that secondary schools in the area affected by gender based violence from time to time that interferes with retention rate of the girls. This was an indication that girls are discontinued, not enrolled or absented from school due to gender violence related issues [18].

What make gender based violence more difficult are 603 million women live in countries where intimate partner violence/domestic violence is not yet considered a crime. Governments need to have in place effective legislation which protects female students both in school and out of school and which is supported by appropriate policies and regulations. Some governments still lack a coherent legislative framework for tackling school related gender based violence [17, 19].

Another problem is women and girls are the main targets for perpetrators of conflict related sexual violence, and adolescent girls are particularly exposed to sexual violence such as rape, but also sexual exploitation, early and forced marriage, unintended or forced pregnancy, and forced abortion [20].

Violence against women is a widespread and also costly public health problem. It is rooted in gender inequality and is a violation of women's human rights that exists in all parts of the world. Violence against women has serious problem for women's health that include fatal and non-fatal injuries, unintended pregnancies, induced abortions, sexually transmitted infections (STIs) including HIV, and mental health problems (e.g. depression, anxiety, suicide) among others. The chance of having HIV was 1.97 times higher among women victims who have a history of lifetime partner violence when compared with women who are not victims [21].

Worldwide, 66 million girls are missing out on an education. Gender based violence is one of the major barriers they face during the way to school and in school. Nearly 1.5 billion children worldwide experience violence every year,

many of them is within the school. A recent review by UNICEF reveals that sexual violence is not uncommon in the lives of many girls. Data from 40 low and middle income countries shows that up to 10% of school adolescent girls aged 15–19 reported incidences of forced sexual intercourse or other sexual acts [22].

Relatively study conducted in South Africa, a recent national survey found that 8% of secondary school girls had experienced severe sexual assault or rape in the previous year while at school [18].

Study conducted in Ethiopia revealed that sexual violence among female secondary school students in Eastern Ethiopia showed that 68% experienced at least one type of gender based violence, in which sexual violence was 28.5% [23].

Again another study finding in Ethiopia revealed that girls often didn't disclose/report gender based violence due to lack of report system between student's school and health facilities. In addition lack of systems in school to support them after disclosure. Most girls were highly critical of sexual violence, and wanted more learning and teaching on sexuality related topics, including sexual violence [24].

All young people can experience violence at or around the school. But, experiences of violence can be different for girls and boys. Evidence suggests that boys are more likely to be the targets of physical violence and girls are more likely to be the targets of sexual violence and verbal harassment [11].

In general yet much of the scale and scope of gender-based violence in schools remains hidden. There is a lack of global comparable data on the various forms of School Related Gender Based Violence. Evidence across and within countries is uneven and incomplete. Wider studies on school violence have tended to focus on physical violence and bullying and do not always apply a gender perspective. Serious obstacles for documenting violence exist in many countries, including Ethiopia in general and study area in particular. In another way gender based violence is a social taboo and fear of repercussions limit the safe spaces available for children to acknowledge and report experiences of school-related gender-based violence [25].

To combat school related gender based violence advocated 'whole school approaches' that address areas such as leadership, policy development, curriculum planning, school ethos, pupil voice and partnerships with parents and local communities. Others are more doubtful about schools as sites for SRGBV interventions [24, 26].

Schools are not isolated from traditions, culture, norms, customary laws and governmental policies that exist in the country and the community, nor from individual experiences of students and staff both outside and inside schools and educational institutions. If not addressed properly, schools can implicitly legitimize and reinforce harmful gender norms. Schools can normalize a violent environment both in the classroom and outside it. Therefore this study contributes for high school and preparatory student's how to create safe and healthy school environments in collaboration with stakeholders, and implementation of the code of conduct on prevention of SRGBV and again on reporting and referral

systems in that responding to factors contribute for the gender based violence and the magnitude of gender based violence.

Completion of primary and secondary education is very important for everyone, regardless of gender, and can have a significant impact on future generations. Educated women tend to have healthier children. A mother with more education is likely to engage in family planning and have fewer children. Her children are more likely to survive infancy and will have fewer health problems if she is free from school related gender based violence and completed her secondary and preparatory school. For each additional year of education that a woman receives, there is a 7 to 9% reduction in infant mortality. An educated mother is better able to contribute to the family's economic situation [27, 28].

Even though gender based violence don't considered as core effort needed by reproductive health before, attention was given overtime, the magnitude of the problem and its factors were not well documented in Ethiopian in general and study area in particular.

The findings of the study will help policy makers, researchers, planners and for making consideration regarding gender based violence. It will also serve as a baseline for the future studies. Different studies showed that gender based violence were due to individual attitudes and behaviors but also those that exist at community, policy and broader societal levels. Therefore, this study will be used to identify factors associated with gender based violence. Finally, from this research Mikewa town Aleltu district north shoa Zone oromia regional state will beneficiary in designing, implementing and intervention on gender based violence.

2. Methodology

2.1. Study Area and Setting

This study was conducted in Mikewa town which is located at 55 kilometers to the North of Addis Ababa, the capital city of Ethiopia. According to Aleltu district administration office report the current Mikewa town 2018 to 2019 population projection was estimated to be 7,055 among half of them are female. There are two town kebeles' in the district. There is one government health center in the town. Regarding private health facilities there are three medium clinics and one drug store. Mikewa high school was inaugurated and started the teaching learning process in 2007 G.C and Mikewa preparatory were in 2014 G.C with 227 and 82 students respectively. Currently 641 males and 573 females; a total of 1214 attending their class in high school where as 124 males and 80 females' total of 209 preparatory students attending teaching and learning process [29].

2.2. Study Design and Study Period

Institutional based cross-sectional study in quantitative and content analysis of qualitative study was conducted in Mikewa high school and preparatory School from December 17-20, 2018.

2.3. Population

2.3.1. Source Population

All female students of Mikewa high school and preparatory School were the source population.

2.3.2. Study/Sampling Population

All female students of Mikewa high school and preparatory School who was attended their class during the study period.

2.3.3. Study Unit

Individual female student who were selected randomly and sit for questionnaire.

2.4. Sample Size Determination and Sampling Procedure

Proportion of gender based violence 39.2% ($p=0.392$) [23], Thus with 95% confidence level, and marginal of error 5%, 10% non response the sample size has been calculated using a single population proportion formulas follow

$$n = \frac{(Z_{\alpha/2})^2 P(1-P)}{d^2}$$

$$n = \frac{(1.96)^2 \cdot 0.392(1-0.392)}{(0.05)^2}$$

$$n=366$$

366, adding 10% non respondent rate total sample size required=403.

For qualitative part 4 FGDs in which 3 FGDs from female students with 18 participants were required and one FGD from different stakeholders (key informants).

Sampling Procedure: The students were selected from their as 9th, 10th, 11th and 12th. Then respondents were selected by using cluster sampling since study participants are homogeneous. On data collection date facilitator (home room teachers) orders male students to leave the class after awered the purpose of the study. Finally 403 female students were arranged on chair.

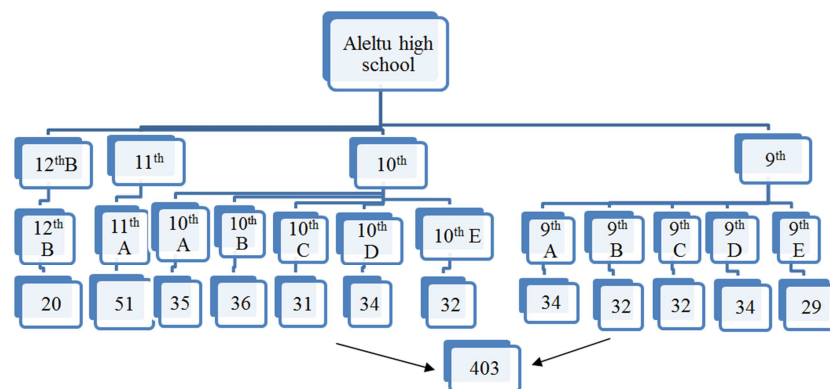


Figure 1. Schematic presentation of sampling procedure of study participants in Mikewa high school and preparatory students, Oromia, Ethiopia, 2018.

2.5. Inclusion and Exclusion Criteria

2.5.1. Inclusion Criteria

Female students from clustered section were included in the study.

2.5.2. Exclusion Criteria

Female students suddenly sick during data collection was excluded from the study.

2.6. Variables

2.6.1. Dependent Variables

School Related Gender based Violence.

2.6.2. Independent Variables

- Socio demographic characteristics.
- Family History.
- Sexual History.
- Behavioral attributes.
- History of childhood violent experiences (Physical and Sexual violence).
- Safe way to school and at school.
- Teaching and learning strategy and discipline.
- Tolerance of sexual and physical violence in the community.

2.7. Operational Definitions

Violence: is use of physical force or power, threatened or actual, against oneself, another person, or sexual harassment escaped sex, unwelcome touch sexually and forceful sex that either results in or has a high likelihood of resulting in injury, death, psychological harm [30].

Substance use: defined in this document as chewing chat, cigarette smoking, Alcohol drinking, and drug use frequently.

Awareness: respondent answers greater than four out of six questions of school related gender based violence comprising of physical and sexual violence they are considered as aware.

Gender Based Violence: defined as a form of violence that targets individuals or groups of individuals on the basis of their gender that results in or is likely to result in Physical or Sexual Violence suffering female student [31].

Physical Violence: is any form of violent act which can result in physical harm including mild form (slapping, and punching) or sever form (kicking/drugging, beating/hitting with any object, burning/chocking, and threatening using a knife or a gun etc) against women or girls [31].

Sexual Violence: is defined as acts that are done on a girl by intentional use of physical force or power, forced sex that

escaped, sexual intercourse forcefully as well as unwelcome touch sexually (eg on breast, genitalia) verbal jocks, comments that did not wanted [31, 32].

2.8. Data Collection Methods and Tool

A structured self-administered with some modification to meet the research objective was adapted from the WHO Multi-Country study on women's health and life events [31-33]. Translated to Amharic and Afan Oromo was used according to the language the student can understand. Afan Oromo and Amharic version questionnaire was also translated back to English to check its consistency. For qualitative part a semi-structured discussion guide was prepared portraying probing questions or opinions towards the beliefs and attitudes of GBV.

Twenty facilitators (teachers) were selected from high School and four teachers from preparatory to facilitate the data collection under the supervision of the principal investigator. It was strictly forbidden for facilitator to see the questionnaire on female students hand to ensure their confidentiality and principal investigator strictly supervise the situation. The study participants were filled the questionnaire at the same time in six class room at morning and six classrooms at afternoon session. Only 30 Students sit in each classroom and one hour was given to complete the questionnaire. For qualitative part key informants was guided by facilitator and four FGDs in which three FGDs from students and one from different stakeholders (school administrator, health office, female and child affairs office, Justice office and community school board) each with 6 to 8 participants was undertaken in order to get deep insight and for comprehensiveness of information about beliefs and attitudes of the students towards Gender based Violence for one and half hour per group. Participants for the qualitative part of the study was purposively selected female students who can express and able to share their ideas freely. A participatory discussion technique such as free listing, ranking, and open-ended stories was used. The data collection was conducted with a moderator assisted by a note-taker and it was tape-recorded.

2.9. Data Processing and Analysis

For the quantitative part, data was entered in to EPI info version 7 statistical software and analyzed using SPSS version 16. Data cleaning was performed to check for accuracy, consistencies, missed values and variables to fix errors. Descriptive statistics was used to describe the study population in relation to relevant variables. Bivariate and multivariate logistic regressions were carried out to identify factors associated with GBV.

For the qualitative data, tape-recorded data was transcribed carefully in to Amharic and Afan Oromo and arranged with the written notes taken at the time of discussion. Information was translated in to English. The content analysis was employed in order to describe the exploratory ideas obtained from the FGD. Through this process, it was incorporated

with the quantitative findings in order to provide comprehensive and complete ideas about beliefs and attitudes of the students towards GBV as to why and how gender based violence occur in high school and preparatory students. Finally, the results were presented in narration by making triangulation with quantitative findings.

3. Result

3.1. Socio-demographic Characteristics

From the total of 403 female students who invited to participate in this study, 401 completed self administered questionnaires with respondent rate of 99.5%. From those 401 respondents, 334 (83.3%) were ≤ 20 years old and the rest 67 (16.7%) were > 20 years old. Concerning the religion, majority of the respondents were Orthodox which comprise 389 (97%) and 12 (3%) were others (See Table 1).

Table 1. Socio-demographic Characteristics of Female Students of Mikewa high school and preparatory school in North shoa, Oromia, March, 2019 (n=401).

Variables	Frequency	Percent (%)
Age		
≤ 20 year	334	83.3
> 20 years	67	16.7
Religion		
Orthodox	389	97.0
Others	12	3
Place of grow up before age 12		
Urban	141	35.2
Rural	260	64.8
Being from Extended family		
Yes	218	54.4
No	183	45.6
Education level		
Grade 9	177	44.1
Grade 10	172	42.9
Grade 11	29	7.2
Grade 12	23	5.7
Having currently married or have boy friend		
Married	10	2.5
Have boy friend	59	14.7
Not married & have no boy friend	332	82.8
Educational status of current male partner (n=59)		
Grade 9-12 com	17	24.2
Above grade 12	22	31.9
I don't know	22	31.9
Others	8	3.9
Employment status of current male partner (n=59)		
Student	34	49.3
Government Employee	17	24.6
Daily labourer	18	26.1

3.2. Family Characteristics

The study participants respond that most of them are living together with their parents 314 (78.3%) those who live with single parents (mother alive) 40 (10%), and father alive 8 (2%) the rest 39 (9.7%) are from divorced parents. The educational status of respondents parent's are literacy of this 136 (33.9%) can not read and the rest 143 (35.7%) can not write.

Most of the respondent families were close enough so that

they can easily visit them i.e 286 (71.3%). While 321 (80%) of the study participants said that their family expect their support in need of any help, however 274 (68.3%) of the study participants can not afford their educational and other demands because of lack of money.

The study participants perceive the control of their family as tighten is 279 (69.6%), Average is 114 (28.4%) and loose is 8 (2%). Similarly most of the study participants' perceive the income status of their parents as average is 213 (53.1%). From the finding through the discussion of this study most of the study participants 331 (82.5%) considered that the beat up of mothers and females by men is common for instance one of the participant who was from grade ten of 18 years old said "... my father is alcoholic he always drunk at night and used to beat and insult my mother when I begged him to stop such bad things he also beat me and said "females and donkeys are the same they both like stick" then I cried with my mother because we give up on his wrong attitudes on females that will not change ever".

3.3. Substance Uses

Majority of the respondents, 398 (99.3%) were free from chewing chat, smoke cigarette and using drug. Whereas 118 (29.4%) of study participants were drink alcohol frequently and the rest 30 (25.4%) use alcohol consumption sometimes. Female students asked whether they have female friends or male friends/ husband who drunk alcohol or not, 135 (33.7%) of them said that they had female friends or male friends who drink alcohol. Female students expressed their concerns during discussion, most of them were said that smoking cigarette and chewing chat was not their problem, drinking alcohol was their problem. One of female student with code - 14 of grade 10 said that "My mother is local alcohol drinking seller and it is the only means of her income. She also prepares good enjera due to this she have many customers. I and my elder sister always help her after school. Few of her customer's are invited us to drink alcohol forcefully, if we refuse to drink our mother fear they will change house so she also order us to drink only a cup of tella to satisfy their interest. They also beat the buttock of my elder sister in the absence of my mother. If she says something our mother will hear and fight with her customer and that customer stop to come to our house so she used to keep silent on fear of our mother lost her income.".

3.4. Sexual Experiences and Practices

From the total of study participants 18 (4.5%) were experienced sexual intercourse. Among those experienced sexual intercourse 6 (33.3%) of them were not willing to do so. On the other hand 12 (66.7%) of the respondent had more than one sexual partner.

3.5. Awareness Towards Sexual Violence

Most of the study participant's were aware of gender based violence that is 372 (92.8%) they give four and above response out of six Gender Based Violence questions where

as 29 (8.2%) of study participant's response less than four questions (See Table 2).

Table 2. Awareness of female students on school related gender based violence in Mikewa town, North Showa Oromia, Ethiopia March 2019.

Variables	Frequency	Percent (%)
Slapping, kicking and dragging is violence (n=401)		
Yes	371	92.5
No	30	7.5
Pushed or Shoved is violence (n=401)		
Yes	385	96
No	16	4
Chocked or burnt purposely is violence (401)		
Yes	384	95.8
No	17	4.2
Sexual intercourse forcefully is violence (n=401)		
Yes	400	99.8
No	1	0.2
Escaped to have Sex is a problem (n=401)		
Yes	392	97.8
No	9	2.2
Unwelcome touch sexually (n=401)		
Yes	379	94.5
No	22	5.5

Among study participants 368 (91.8%) of them said these school related gender based violence happened on female students are punishable. On the other way 304 (75.8%) of study participants consider that these problems are preventable. This finding is supported by FGD during discussion forwarded violence was practiced every where in the community, school, home, government office, even religion area and affects females for a long period of time.

One of female student age 19 code-5 from grade 12 said that "... Still there are female students who are not aware about some forms of gender based violence these female students only consider it as correction of behavior like verbal comments, most violence practiced in home and school".

Concerning the study participant's source of information about gender based violence most of the respondents' 234 (58.4%) do not get any source of information. Others are aware from different sources, some of them 187 (46.6%) from mass media, 118 (29.4%) of them from health personnel and the rest 112 (27.9%) are from their teachers.

Majority of the study participants 245 (61.1%) can not talk and freely discuss about their personal issues including reproductive health and gender based violence with their family.

The major reasons for school related gender based violence were male dominance over the female 354 (88.3%) and the other reason mentioned was poor family control and females' dressing style 110 (27.4%) and 141 (37.2%) respectively.

This quantitative finding was supported by qualitative part during deep discussion with FGD. In this group discussion female blamed male superiority in the family and community at large. One of 24 years old female from grade 10 said that: "...majority of responsibilities are accomplished by females in the home and in the community but males become superior in each task. Recognition given for females was also low in the family and community. Tolerance of government officials in putting the legal actions in to practice and failure

of taking strong legal measures on the perpetrators were the reason to control such act”.

Among study participants 378 (94.3%) of them reported legal enacting as a major means of solving gender based violence followed by creating awareness on male and strengthening clubs and association is about 224 (19.3) and 198 (49.4%) respectively. During FGD discussion agreed that it is possible to control but it needs multiple strategies and mechanism like practicing law strictly, taking action on criminals (perpetrators), empowering women, creating awareness for communities, mass community awareness, incorporating curriculum in teaching learning program, strict supervision on open fields and toilets on female students and teachers, creating meeting with students family and finally giving attention for female students (See Table 3).

Table 3. Reason and the way to solve school related gender based violence among female students in Mikewa town, North Showa Oromia, Ethiopia March 2019.

GBV happened on females are punishable (n=401)	Frequency	%
No	33	8.2
Yes	368	91.8
GBV problems are preventable (n=401)		
No	97	24.2
Yes	304	75.8
The reasons for GBV mentioned above are problems (n=772)		
Females' dressing style	141	37.2
Males' dominancy	354	88.3
Poor family control	110	27.4
Females low negotiation power	147	36.7
Other	20	5.0
What do you think to do to solve this problem (n=1163)		
Legal enacting	378	94.3
Creating awareness on females	84	20.2
Creating awareness on males	224	19.3
Creating awareness on family	102	25.4
Empowering females	116	28.9
Strengthening clubs and associations	198	49.4
Stopping females' appalling dressing	61	15.2

A lawyer of attorney office during discussion said that "...gender violence is a crime and violation of human rights in incase it is against Ethiopian constitutions since it is crime the criminals should have to be asked and reported to legal body or police. But most of the time criminals are laid by the community and other bodies who observed the crime. Laying the crime is by itself a crime this means a person who observed the crime must report the situation to legal body or police otherwise he/she is also a criminal so educating the community is very important".

3.6. School Related Factors of the Participants

Among study participants, 287 (71.6%) of them were said that gender based violence was common in thier school. Less than half of the study participants had access to learning materials and experiences that reflect equity and equality between men and women in the school where they follow learning and teaching process.

From the total of study participants, 199 (49.6%) were not feeling safe at their school toward GBV in addition many of

them were said that they were not in conducive environment.

Among study participants, 281 (70.1%) of them had no access to programs for students to learn about and discuss sexual harassment and sexual violence.

Table 4. School related factors of female students in Mikewa high school and preparatory in North shoa zone, Oromia, Ethiopia March 2019 (n=401).

Variables	Frequency	Percent (%)
In this school there is no any gender based violence		
Yes there is	114	28.4
No there is not	287	71.6
Learning materials and experiences on GBV		
Yes there is is	196	48.9
No there iis not	205	51.1
Are you feeling safe at this school toward GBV		
Yes	202	50.4
No	199	49.6
Are there programs for students to learn about and discuss sexual harassment		
Yes	120	29.9
No	281	70.1

Table 5. Community and societal related factors of Mikewa high school and preparatory in North shoa zone, Oromia, Ethiopia March 2019 (n=401) (See Table 5).

Variables	Number	Percent
Do girls feel safe traveling to and from school violence		
No	187	46.6
Yes	214	53.4
Is there mechanism girls usually report incidents of physical sexual violence		
No	252	62.8
Yes	149	37.2
Is there a place in or near the school where it is not safe for girls to go alone		
No	246	61.3
Yes	155	38.7
Is there any situation happened to you discriminated marginalized because		
No	343	85.5
Yes	58	14.5
Where did this situation happen to you (n=155)		
At school	15	25.9
At home	16	27.6
On the way to school	24	41.4
Both at school and home	3	5.2
Is there adequate and affordable legal advice and representation if se		
No	283	70.6
Yes	118	29.4
Do you think Is there adequate victim survivor and witness protection mechanism		
No	268	66.8
Yes	133	33.2
Do you think is there legal framework including national traditional c		
No	211	52.6
Yes	190	47.4

3.7. Community and Social Factors

Among study participants 187 (46.6%) of them do not feel safe during traveling to and from school toward gender based violence. This finding is supported by FGD the discussants argued that walking alone is difficult for female students because of fear of rape and violence. *One of female student coded- 12 from grade 11 said that "It is difficult to go alone when I come to school and returned to home after school there are many small scale industries on the raod that process 'Misir and kick' all those processers are male adults.*

They comment us or insult when we are walking on the road to home or school. In addition there are many houses or stores of these small scale industries on the way to school they are always closed and no one live in it, no body hears you even you shouted in this area we fear this area not safe at all due to female students raped in this area sometimes”.

The finding of this study shows 252 (62.8%) of study participants said that there is no mechanism to girls usually to report incidents of physical/sexual violence when they experience it or witness it.

Out of total study participants 155 (38.7%) of respondents said that there is a place in or near the school where it is not safe for girls to go alone and the rest 246 (61.3%) said there is no any place to go alone near the school or a place where it is not safe for girls to go alone.

Among total of study participants 343 (85.5%) of them were no situation discriminated/ marginalized because of they are female and fail to respect their right. The rest 58 (14.5%) of them faced situation of discrimination/ marginalize because of they are female and fail to respect their right. Discussants told us gender based violence start at birth and continued at school entry which affects female.

...“I am from the rural community when I was asked to go school as my age was enough to school my family refused me to go to school they said “females are no need to learn you will fail and return to this community as a result no one can

marry you at that time and you live lonely. Rather it is better to you if marry early and live with your husband”. One of the traditional speech said in the community was “whatever females learned she will never reach some where” Said one of the female 19 years old, code-4 and from grade 11 student.

Among these study participants faced this situation about 24 (41.4%) of respondents were on the way to school followed by at home and at school 16 (27.4%) and 15 (25.9%) respectively. On the other way 283 (70.6%) of the study participants had not adequate and affordable legal advice and representation if they seek in the school or out of school.

Another important issues is about victim/survivor and witness protection mechanisms to protect gender based violence and this finding reveals 268 (66.8%) of the study participant had no adequate victim survivor and witness protection mechanisms. In addition among study participants only 211 (52.6%) had legal framework including national, traditional, customary and religious law.

3.8. Physical Violence of the Respondents

Among study participants majority of them was victim of slapping followed by pushed or shoved, being beaten and kicking or dragging consists of value 31.2%, 17.2, 12.5% and 11.7% respectively.

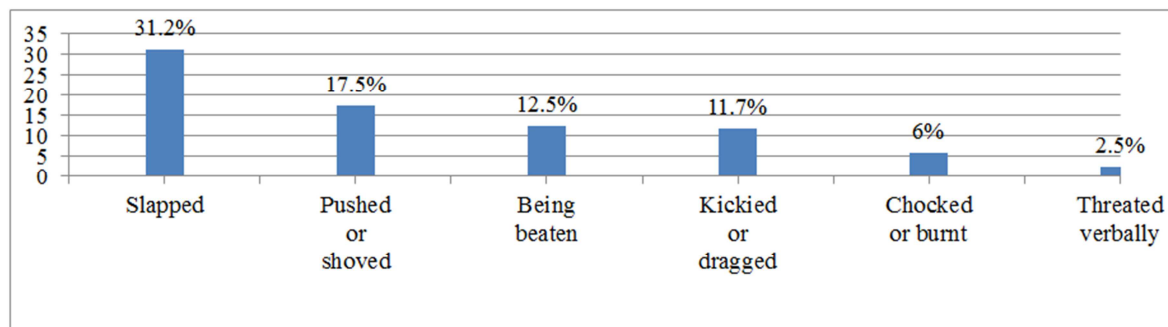


Figure 2. Forms of physical violence experienced by study participants of Mikewa high school and preparatory in North Shoa, Oromia, Ethiopia 2011 (n=401).

Generally among study participants 174 (43.4%); [95%CI: (0.39, 0.48)] of the respondents were victim of at least one forms of physical violence.

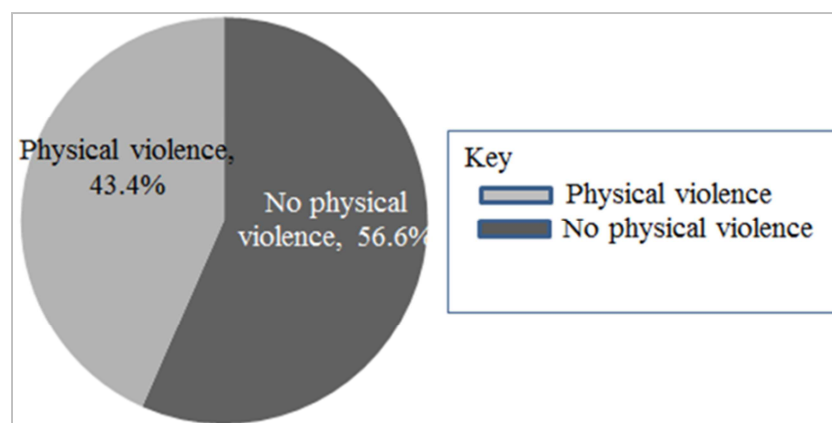


Figure 3. Physical violence of study participants of Mikewa high school and preparatory in North shoa zone, Oromia, Ethiopia in March 2019 (n=401).

3.9. Sexual Violence of Participants

Among study participants sexually violated, 11% of them were victim of unwelcome touch sexually, where as verbal jocks, comments and forced to have sex that they have escaped was 7.5% and sexual intercourse forcefully was 3.5%.

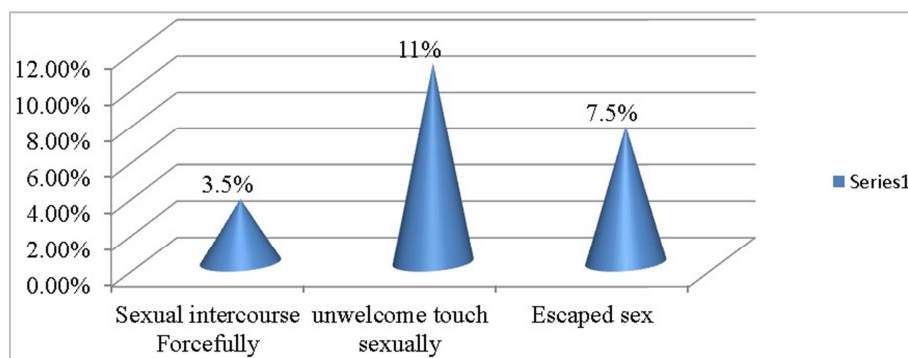


Figure 4. Forms of Sexual violence experienced by study participants of Mikewa high school and preparatory in North Shoa, Oromia, Ethiopia March 2019 (n=401).

Among the total study participants 17.5% [95%CI:(0.14, 0.21)] were victim of at least form of sexual violence where as 82.5% of them were not affected by sexual violence.

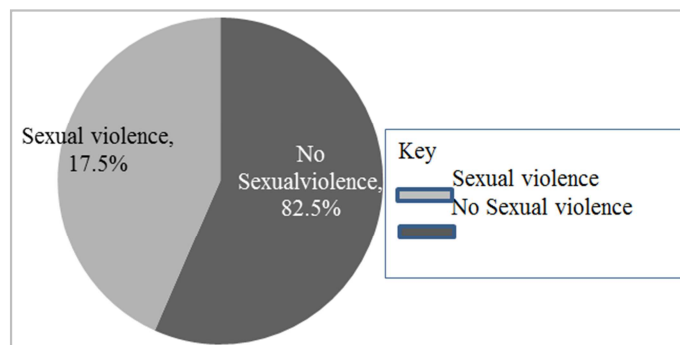


Figure 5. Sexual violence of study participants of Mikewa high school and preparatory in North shoa zone, Oromia, Ethiopia in March 2019 (n=401).

3.10. Gender Based Violence and Associated Factors Among Female Students in High School and Preparatory

School related gender based violence among study participants was 187 (46.6%); [95%CI: (0.42, 0.52)].

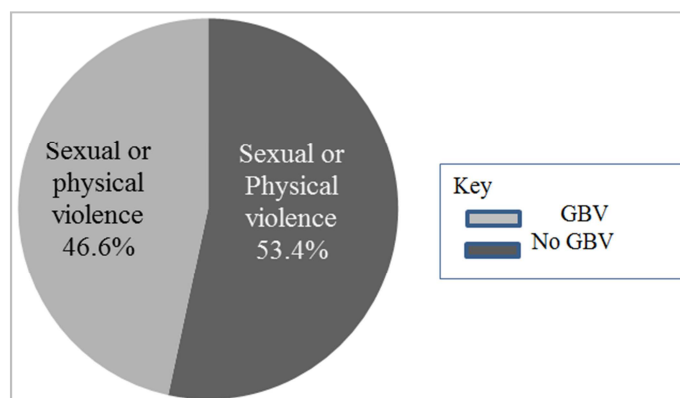


Figure 6. Gender based violence of female students in Mikewa high school and preparatory in North Shoa zone, Oromia, Ethiopia in March 2019 (n=401).

In Binary logistic regression, variables like, female students who are from extended family (COR=0.38, 95%CI: 0.25, 0.56), Female students reported having drunken female friend or boy friend (COR=2.31, 95%CI: 1.52, 3.53), Marital status of students those have boy friend

(COR=1.99, 95%CI: 1.13, 3.51), Mother being beaten (COR=0.55, 95%CI: 0.32, 0.92), alcohol consumption (COR=2.06, (95%CI: 1.33, 3.18), History of sexual intercourse (COR=0.21, 95%CI: 0.07, 0.63), Discrimination or marginalization (COR=2.65, 95%CI: 1.48, 4.72), place

near school females to go alone (COR=0.61, 95%CI: 0.41, 0.93), family income status of average (COR=3.23, 95%CI: 1.49, 7.01), (COR=3.23 95%CI: 1.49, 7.01), mother educational status (COR=2.11 95%CI: 1.21, 3.65) were

significantly associated with GBV.

Candidate variables with p- value of less than 25% were selected and entered to multivariate analysis to determine the association and to minimize confounding variables.

Table 6. Bivariate analysis association between Selected Factors and GBV among Female Students in Mikewa town, Oromia, Northern Shewa zone, Ethiopia, March 2019 (n=401).

Variable Categories	School related gender based violence		Crude OR (95%CI)	P.value
	Frequency	Percentage (%)		
Place of birth				
Rural	260	64.8	0.95 (.63, 1.43)	0.79
Urban	141	35.2	1.00	0.91
With whom currently living				
With friend and husband	18	4.5	0.86 (0.48, 1.54)	0.66
With my family	296	73.8	0.50 (0.08, 2.96)	0.45
With relatives	33	8.2	0.50 (0.13, 1.86)	0.31
Alone	54	13.5	1.00	1.00
Extended family				
Yes	218	54	0.38 (0.25, 0.56)	0.001
No	183	46	1.00	1.00
Marital status of students				
Married	10	2.5	1.27 (0.36, 4.48)	0.71
Have boy friend	59	14.7	1.99 (1.13, 3.51)	0.01
Not married & have no boy friend	332	82.8	1.00	0.02
Mother being beaten				
Yes	331	83	0.55 (0.32-0.92)	0.02
No	70	17	1.00	0.15
Alcohol consumption				
Yes	118	29	2.06 (1.33-3.18)	0.001
No	283	71	1.00	0.004
Having friend drunk				
Yes	135	34	2.31 (1.52-3.53)	0.001
No	266	66	1.00	0.003
History of Sexual intercourse				
Yes	383	96	0.21 (0.07-0.63)	0.005
No	18	4	1.00	0.11
Discriminated or marginalized				
Yes	343	86	2.65 (1.48-4.72)	0.0001
No	58	14	1.00	0.0006
Place near school girls fear to go Alone				
Yes	246	61	0.61 (0.41-0.93)	0.01
No	155	39	1.00	0.005
Family closeness				
No	214		0.85 (0.55, 1.31)	0.46
Yes	187		1.00	0.93
Family Income status				
Poor	155	39	2.00 (1.30-0.08)	0.009
Average	213	53	3.23 (1.49-7.01)	0.016
Better off	33	8	1.00	0.0002
Marital status of student				
Married	10	2	1.44 (0.41-5.07)	0.71
Have boy friend	59	15	1.83 (1.05-3.20)	0.017
Not	332	83	1.00	0.02
Father educational status				
Uneducated	136	33.9	1.05 (0.63, 1.75)	0.86
Grade 1-8	123	30.7	1.16 (0.68, 1.95)	0.59
Grade 9-12	30	7.5	1.21 (0.54, 2.74)	0.64
I don't know	104	25.9	0.40 (0.08, 2.10)	0.28
Above grade 12	8	2.0	1.00	0.33
Mother Educational status				
Un educated	143	36	1.60 (0.94, 2.72)	0.04
Grade 1-8 complete	120	30	2.11 (1.21, 3.65)	0.003
Grade 9-12 complete	32	8	1.35 (0.59, 3.06)	0.13
Above grade 12	8	2	0.66 (0.13, 3.43)	0.58
I don't know	98	24	1.00	0.003

Variables with p.value of less than 20%, confidence interval excluded 1 and odds ratio less than or greater than one were selected and entered to multivariate analysis to determine the association.

On multivariate analysis, female students who are from extended family are 58% times [AOR=0.42, 95%CI: (0.27, 0.66)], less likely to experience school related gender based violence when compared to those not from extended family.

Female students reported having drunken female friend or boy friend are 2.44 times (95%CI: 1.47, 4.04) more likely to have experience school related gender based violence among substance use female students.

Having history of sexual intercourse are 84% times AOR=0.16 (95%CI: 0.03, 0.95) less likely experience

physical or sexual related violence as compared to female students who are not from extended family among sexual history of female students in the study participants.

Concerning school related factors, those who reported place near school where girls fear to go alone are found to be 2.09 times (95%CI: 1.29, 3.41) more likely to experience gender based violence when compared to female students don't fear to go alone.

Regarding to community and societal factors that shows association in multivariate logistic regression female students who report history of discrimination or marginalization are 0.29 times (95%CI: 0.14, 0.62) less likely to experience physical or sexual violence when compared to those who have not report history of discrimination or marginalization.

Table 7. Association between Selected Factors and School related gender based violence among Female Students in Mikewa town, Oromia, Northern Shewa zone, Ethiopia, March 2019 (n=187).

Variable Categories	Physical or sexual violence		OR (95%CI)	
	Frequency	(%)	Crude*	Adjusted
Extended family				
Yes	218	54	2.88 (1.92-4.33)	0.42 (0.27, 0.66)**
No	183	46	1.00	1.00
Mother being beaten				
Yes	331	83	0.56 (.33-.94)	0.69 (0.382, 1.28)
No	70	17	1.00	1.00
Alcohol consumption				
Yes	118	29	2.07 (1.34-3.20)	1.16 (0.68, 1.98)
No	283	71	1.00	1.00
Having friend drunk				
Yes	135	34	2.73 (1.78-4.19)	2.44 (1.47, 4.04)**
No	266	66	1.00	1.00
History of Sexual intercourse				
Yes	383	96	0.16 (.05-.57)	0.16 (0.03, 0.95)**
No	18	4	1.00	1.00
Discriminated or marginalized				
Yes	343	86	3.25 (1.78-5.96)	0.29 (0.14, 0.62)**
No	58	14	1.00	1.00
Place near school girls fear to go alone				
Yes	246	61	1.69 (1.12-2.54)	2.09 (1.29, 3.41)**
No	155	39	1.00	1.00
Family Income status				
Poor	155	39	1.75 (1.15, 2.673)	0.50 (0.21, 1.21)
Average	213	53	2.57 (1.19-5.56)	0.88 (0.38, 2.06)
Better off	33	8	1.00	1.00
Marital status of student				
Married	10	2	1.27 (.36-4.48)	0.26 (0.04, 1.79)
Have boy friend	59	15	1.99 (1.13-3.51)	1.19 (0.62, 2.27)
Not	332	83	1.00	1.00
Mother Educational status				
No formal education	143	36	1.76 (1.03-2.98)	1.42 (0.78, 2.56)
Grade 1-8 complete	120	30	2.30 (1.33-3.99)	1.83 (0.98, 3.39)
Grade 9-12 complete	32	8	1.88 (0.84-4.22)	1.29 (0.51, 3.27)
Above grade 12	8	2	0.63 (0.12-3.28)	0.15 (0.02, 1.06)
I don't know	98	24	1.00	1.00

Hint: * at p value ≤ 0.2 and ** means @ p value $< 5\%$

4. Discussion

The magnitude of at least one forms of physical violence was 43.4% among study participants where as sexual violence was 17.5%. The earlier study conducted in Debre

Marcos town North West Ethiopia showed that prevalence of physical violence and sexual violence was 54.8% and 24.2% respectively [34]. The prevalence of physical and sexual violence was greater than the current study. Most of college students are living away from their family and live with their female friends or alone where there is no family control and

help where as majority of high school students are living with their family.

In general the prevalence of physical or sexual violence was found to be 46.6% among study participants in Mikewa high school and preparatory. Study conducted on young women in nine countries including our country Ethiopia revealed those 15-24 ages experienced physical and/or sexual violence was 65.7% in Ethiopia [6]. The prevalence was greater than our study. This may be due to socio cultural difference. From country to country many and wide socio culture will exist but in this study since study is in specific area socio cultural difference may cease.

The current study showed the prevalence of gender based violence was 46.6%. This study was comparable with prevalence of findings conducted in Sub Saharan Africa Zimbabwe revealed that the prevalence of Gender based violence was 44.7% [16].

In the current study the prevalence of forced sex was 3.5%. But WHO multi country study showed that the prevalence of forced sex in Ethiopia before the age of 15 years was 14% the greater the likelihood that, over 30% of women who reported first sex described that sexual experience as forced in our country Ethiopia [32].

Magnitude of Sexual violence in our study is 17.5% where as gender based violence is 46.6%. Study conducted in Butajira Eastern Ethiopia showed that gender based violence among female secondary school students was 68%, in which sexual violence was 28.5% [23]. This study is not inline with our study. This difference could be due to geographic location between study participants. The study conducted in Butajira was only rural community where as in current study both urban and rural female students were included.

The magnitude of sexual violence in our study was 17.5%. One of the study conducted on sexual violence among private college female students in Bahir Dar city, North Western Ethiopia revealed that the prevalence of sexual violence among female college students was 37.3% [5]. The prevalence was greater than the current study. This might be due to difference in school students are in one district and with their family but college students are from different district and they face many problem including GBV.

Our study showed magnitude of forced sex was 3.5%. Data from forty low and middle income countries showed that up to 10% of school adolescent girls aged 15–19 reported incidences of forced sexual intercourse or other sexual acts [22]. This finding is higher than our finding socio cultural difference may be possible explanation for this different finding.

Our finding showed prevalence of physical violence among study participants was about 43.4%. This finding is incomparable with study finding with WHO Global School-based Student Health Survey conducted on 66 developing countries has different prevalence of Physical violence ranges widely from a low of 13% in Costa Rica to 59% in Ghana. Countries over half of girls had been physically violated included: Ghana (59%); Egypt (57%); Botswana (56%); and Tanzania (53%) Ghana (59%). Costarica (13%) [26]. Socio

cultural difference between study targets may be the possible explanation.

Sexual violence in the current study was significantly associated with marital status and alcohol drinking. The odds of high school girls who have a boyfriend were 2.4 times more likely to had sexual violence. This study is similar with study conducted in mankorer high school sexual violence was significantly associated with relationship status [34]. Having boy friend was related with condition of violent behavior since it is the interest of male or female only might be possible explanation.

This study showed being from extended family setting is more experience school related gender based violence which is inline with study conducted in Kano, Nigeria the polygamous family setting was associated with increased risk of gender based violence and also extended family setting was associated with increased risk of gender based violence [35].

Sexual violence victimization among female secondary school students in Eastern Ethiopia Showed discriminatory norms and unequal balance of power between girls, women, boys and men are the overarching root causes which is consistent with our findings gender discrimination and marginalization is one of the contributing factors [23]. Discriminated or marginalized females are less powerful to protect them selves. So easily violated if they refuse to do what they are ordered is a possible explanation.

Another study conducted by plan international shows inequitable gender norms and discriminatory practices seen at home, in school and in the community shape and reinforce the child's individual attitudes towards gender roles and violence this study is similar with the current study that discrimination and a marginalization is associated with gender based violence [11].

In this study, fear of female students to go alone around school is consistent with the study by UNESCO in 2014 in countries such as Afghanistan, Pakistan and Papua New Guinea reported fear for girls' to go alone during journey to school is associated with school related gender based violence [10]. Female students fear to go alone is because of the way to school is not safe from GBV might be possible explanation. Female discussants added that female students fear to go alone due to fear violence.

One of female student coded 9 from grade 12 said that.... " *It is unsafe to go alone to the school also to return back to home due to many reasons especially what is risk for we girls is around the school there are daily laborer who involved in different activities most of them want to have affairs with us and even to rape girls if they get us alone.*

Among those factors our study reveals that having boy friend or female friends who drink are associated with gender based violence; this finding is comparable with study conducted in Menkorer high school in Debre Markos town northwest Ethiopia that shows female students who are currently living with their boyfriend and alcohol drinking were associated with sexual violence [36]. Possible explanation may be most of the time drinkers don't recognize

what is right and wrong after drink. Violence committed during this time is normal for them. This study is supported by FGD.

One of the 22 years old female student coded-2 of grade 12 said that ...” I have a friend who have fiancé he is alcoholic he used to beat and slap her when he drunk. However he only treats and give her true love when he is normal.

This study shows history of sexual intercourse was associated with school related gender based violence. Study conducted in nine countries revealed first sexual intercourse being forced significantly associated with gender violence among young women in urban Bangladesh, rural Ethiopia, Urban Namibia, and urban and rural Peru [6]. This study is comparable with the current study. The first sexual intercourse may be forced sex and it is violence might be the possible explanation.

5. Strength and Limitation of the Study

5.1. Strength

Pretest was done first before conducting the data collection process.

Qualitative data triangulation was also used to complement with the quantitative data findings.

5.2. Limitation

Unable to participate male students in the study area is one limitation to obtain comprehensive evidence and information.

6. Conclusion and Recommendation

6.1. Conclusion

This study found that gender based violence is a common problem among high school and preparatory female students. The prevalence of sexual violence and/or physical violence among female students was high. In addition half of female students and or almost half of female students reported that they have experienced GBV. This shows how much GBV was severe in the study area.

Variables like being female students from extended family, having drunken female friend or boy friend associated with gender based violence. In addition, having drunken female friend or boy friend was a risk factor for gender based violence, while being from extended family was found to be protective against gender based violence. Place near school where girls fear to go alone was also a risk factor for gender based violence, history of discrimination or marginalization, history of sexual intercourse were the identified associated factors.

6.2. Recommendations

Finding from this study showed that gender based violence among school female students were very common which

deserves the following interventions from concerned bodies.

6.2.1. For Female Students

1. It should better if they report the incidents of school related gender based violence to their families or close friends otherwise to legal body like police, and etc.
2. Students should better to be careful if they have alcohol drinker boy friend or female friend or husband and they have to change the behavior of their colleagues.

6.2.2. For School

1. School officials should build strong collaboration and integration mechanisms with community leaders, local administrators, policy makers, law enforcing bodies, women advocates, and other stakeholders in order to work on avoiding gender based violence, putting legal actions in to practice in taking appropriate and educative measures on the perpetrators.
2. School Directors should give attention on program that minimize risk of gender based violence to the younger females, girls from rural areas, having sexual partner and not yet married and those who are far away from their families.
3. To promote gender-friendly environment and facilitate to engage parents in the process of enhancing gender equality at family and community levels.
4. Place near the school female students fear to go alone should never be tolerated by female students and school directors.

6.2.3. For Community

1. It is important to aware community on cultural and traditional practices that discriminate and marginalize female students because of they are females.
2. Community must actively participate to avoid school related gender based violence in the school their children attend teaching and learning process.

Finally future larger scale longitudinal studies are recommended to deeply assess socio-cultural factors, consequences and possible prevention mechanisms for gender based violence.

Lists of Abbreviation and Acronyms

AA	Addis Ababa
AIDS	Acquired Immune deficiency Syndrome
BSc	Bachelor of Science
CDC	Center for Disease Control
Dr.	Doctor
EDHS	Ethiopian Demographic Health Survey
GBV	Gender Based Violence
GDP	Gross Development Production
HIV	Human Immune Virus
IPV	Intimate Partner Violence
MCH	Maternal and Child Health
MoWCYA	Ministry of Women, Children and Youth Affairs
MPH	Masters of Public Health
MSc	Masters of Science

PI	Principal Investigator
SPSS	Statistical Package of Social Science
SRGBV	School Related Gender Based Violence
SRS	Simple Random Sampling
STI	Sexually Transmitted Infection
UN	United Nation
USAID	United State of America Aid
VAW	Violence against Women
WHO	World Health Organization

Ethical Approval and Consent

Ethical approval was obtained from Ethical Review Committee of Debre Berhan University, College of Health Sciences. All study participants was informed about the purpose of study and the right to refuse filling the questionnaire at any stage when they wanted to do so and requested for their consent prior to the distribution of the questionnaire. Effort was made to overcome ethical concerns of the participants due to the sensitivity of the issue under study by careful designing and structuring the questionnaire; clear explanation about the purpose and usefulness of the study and by excluding names and other identifying numbers from the questionnaire in order to assure confidentiality of information.

Availability of Data and Materials

The finding of this study is generated from the data collected and analyzed based on stated methods and materials. The original data supporting this finding were available from the corresponding author on reasonable request.

Conflict of Interest

The authors declare that they have no competing interests.

Authors' Contribution

1. DG was designed the study, coordinated the data collection, performed statistical analysis, interpreted the result and took part in preparing draft manuscript for important intellectual content.
2. AB and WA were assisted the whole research work, reviewed and revised the final draft of the manuscript.
3. HA was critically revising the research paper, preparing the manuscript and revised the final draft for important intellectual contents. All authors read and approved the final version of the manuscript.

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