The African Child Policy Forum

Sticks, Stones and Brutal Words: The Violence Against Children in Ethiopia

The African Child
Policy Forum

Save the Children
Sweden

About The African Child Policy Forum

The African Child Policy Forum is an independent, advocacy organisation working for the realisation of child rights. Founded in 2003, the Forum is headquartered in Addis Ababa, Ethiopia. Its mission is to contribute towards the development and implementation of effective laws and policies to put African children on the public agenda. To this end, it will provide support where the political will exists and exert pressure where it is absent.

The work of the Forum is inspired by universal values, informed by global experiences and knowledge, and guided by the needs and conditions of African children.

Working in collaboration with other non-governmental organisations (NGOs), the Forum regularly publishes research that, along with its programmatic focus, aims to provide a forum for dialogue; contribute to improved knowledge of the problems that face African children; strengthen the capacity of child-rights and human-rights organisations; and finally, to assist governments, policy makers and NGOs in developing and implementing effective pro-child policies and programmes.

This publication and others published by The African Child Policy Forum are available online at: www.africanchildforum.org.

About Save the Children Sweden

Save the Children Sweden started working in Eastern and Central Africa in 1965. It has office in Addis Ababa, Ethiopia; Nairobi, Kenya; and Khartoum, Sudan. Save the Children fights for children's rights, delivering immediate and lasting improvements to children's lives worldwide. Save the Children works for a world:
- which respects and values each child;
- which listens to children and learns;
- where all children have hope and opportunity.

Save the Children Sweden is a non-governmental organisation that is an active member of the International Save the Children Alliance – a global movement for children's rights. Save the Children Sweden publishes books and reports to disseminate knowledge about the situation of children, to provide guidance and inspire new thoughts and discussions.

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PREFACE

State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

-- Article 19*,*
Convention on the Rights of the Child

State Parties... shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of a parent, legal guardian or school authorities or any other person who has the care of the Child.

--Article 16, *African Charter on the Rights and Welfare of the Child*

Violence against children remains a pervasive, but largely ignored issue in many parts of the world, particularly in Africa. This is certainly the case in Ethiopia, where children regularly face humiliating physical punishment and psychological abuse at home, in school and in the community-at-large. Children endure painful and harmful acts against them, primarily, and ironically, committed by those closest to them - parents, family members, neighbours, schoolteachers and peers. Violence comes in all shapes and forms including rape, beatings, bullying, sexual harassment, verbal abuse, abduction, early marriage, female genital cutting, committing children to abusive and exploitative labour, trafficking, and the use of children as weapons and targets of war.

There is little understanding, if any, of how harmful such violence can be to a child's development, growth and survival. Regrettably, too often and in too many African countries, cultural and traditional beliefs deeply rooted in society sanction violence as a way of disciplining children. In addition, there is no tradition or knowledge of alternative ways of disciplining children other than resorting to violent practices. Worse, is the fact that children remain powerless victims, their viewpoints and opinions generally ignored, with no formal or traditional recourse for redress or protection.

For these reasons, The African Child Policy Forum considers violence against children an important area of concern for those involved with the protection of children and the creation of an Africa truly fit for children. If there is to be a prosperous, peaceful Africa of laws and solidarity, it must start at home and there must be a change to the way children are treated. The African Child Policy Forum intends to contribute to this effort and vision.

The Forum has initiated a major programme of work on violence against children that combines research, advocacy and policy dialogue. One outcome of this programme is a major research study into the nature of the problem in Ethiopia in collaboration with Save the Children Sweden. The results of this study are available in three parts:
  (i)   Ending Physical and Humiliating Punishment against Children (separately published by Save the Children Sweden)
  (ii)   This current publication, Sticks, Stones and Brutal Words: The Violence Against Children in Ethiopia
  (iii)   Violence Against Ethiopian Children: Their Experiences in Their Words

These three studies come together to give only a glimpse of the type and extent of the violence Ethiopian children face including astounding statistics such as:

- More than 60 percent of adults in the study admitted to tying up a child with rope or electrical wire and 57 percent admitted to punching a child
- More than 70 percent of the children have been hit with a stick or other instrument
- 60 percent have personal knowledge of children being abducted
- 62.6 percent of adults admitted to forcing a child to inhale the smoke of burning chill peppers

While the statistics in the report are powerful on their own, hearing the children's own revealing comments and stories gives the study a particular significance and sets it apart from others. It is the third study that details the children's perceptions, allowing them space to explain how violence affects their everyday life and how it diminishes their basic development. Their own words dive deeper into the magnitude of the problem:

- "The teacher beat me with a stick. While doing so he knocked my head against the wall. As a result, my forehead was bruised." 15-year-old girl
- "I know a man who beat his stepdaughter with a hot iron." 14-year-old boy

This major study confirms that knowledge of the nature and extent of the problem of violence against children remains limited. The surveys and focus group discussions carried out in the context of these studies have only "scratched the surface."

Three conclusions emerge from this study: First, there is an urgent need to know more about the nature and incidence of violence, and the views and perceptions about it. Second, harmful and traditional attitudes toward violence must be addressed through concerted social mobilisation and vigorous advocacy. And third, there is an urgent need to formulate and implement effective policies and programmes to combat violence against children.

The Forum intends to engage governments, policy makers and local authorities in all three areas. This is an issue of overriding importance: We need to understand it; and we need to act. Fundamental to success is gaining better knowledge of the social beliefs that underpin the physical abuse and humiliation of children. To do this, it is imperative that children's views and experiences are heard, loud and clear, in any discussion or research on the topic.

Finally, I would like to thank the research team – Yoseph Endeshaw, Meberatu Gebeyehu, Getachew Assefa, Belete Reta, Tesfu Baraki, Kedrelah Idris – as well as the Forum's' staff, especially Kidist Alemu, the Project Office responsible for the project, Rakeb Messele, Manager, Technical Programmes, and our editorial team – Darcel Gabriel-Nelson, Antoinette Powell and Katie Taft – for making these studies happen.

Assefa Bequele, PhD
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The research team was composed of:

- Yoseph Endeshaw
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- Getachew Assefa
- Belete Reta
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ACRONYMS AND DEFINITIONS

Acronyms

AIDS	Acquired Immuno Deficiency Syndrome
ANPPCAN	African Network for the Prevention of and Protection against Child Abuse and Neglect
BOLSA	Bureau of Labour and Social Affairs
CBO	Community Based Organisation
CHADET	Children Aid Ethiopia
CPU	Child Protection Unit
CRC	Convention on the Rights of the Child
EWLA	Ethiopian Women Lawyers Association
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FSCE	Forum on Street Children Ethiopia
HIV	Human Immuno Deficiency Virus
HTP	Harmful Traditional Practice
ILO	International Labour Organisation
KMG	Kembatti Menti Gezzima-Toppe
M0LSA	Ministry of Labour and Social Affairs
NCTPE	National Committee on Traditional Practices of Ethiopia
NGO	Non-Governmental Organisation
SNNPRS	South Nations, Nationalities and Peoples Regional State
SPSS	Statistical Software
UN	United Nations
UNCRC	United National Convention on the Rights of the Child
UNICEF	The United Nations Children's Fund
WHO	World Health Organisation

Definitions

Woreda	An Ethiopian municipal area, or sub-city, within a city, town or region
Kebele	An Ethiopian municipal area within a Woreda
Idirs	Ethiopian community based organisations that act as support groups
Triangulation	The division of data into triangular formations for analysis

EXECUTIVE SUMMARY

"Ethiopia is not implementing her obligations under the international conventions relating to the rights of children." Extract from a story written by a 16-year-old student"

Approximately 99 percent of the children polled in this study said they had encountered violence in their home, school or community. Physical and humiliating punishment is a violation of children's fundamental human rights. The issue of violence against children and their entitlement to be protected from it is beginning to receive global attention. This is partly a result of organisations worldwide recognising the universality of human and child rights and the corresponding obligation to respect, protect and realise those rights. In addition, the United Nations (UN) has given the subject considerable weight as it is currently undertaking a global study on violence against children with the goals of:

- raising international visibility of all forms of violence against children;
- creating a better understanding of the causes of the problem and its impact on children, adults and societies;
- assessing existing mechanisms that address violence against children;
- identifying an international action plan to effectively end these abuses.

In light of this, The African Child Policy Forum in collaboration with Save the Children Sweden, conducted this study to generate national information on violence against children. It will act as a contribution to the global UN study on violence against children. It targeted Addis Ababa and the regional states of Oromia, Amhara, Tigray and the Southern Nations, Nationalities and Peoples Regional State (SNNPRS). The research focused on physical, psychological and sexual violence against children at home, in schools and in the community. The document is divided into several chapters that explore the:

- policy and legal framework and its implementation;
- public's perception and children's perception of violence against them;
- type, prevalence and magnitude of violence;
- perpetrators;
- causes and effects of violence against children;
- existing interventions and good practices that prevent and address the problem.

For the purpose of this study, data has been gathered using quantitative and qualitative methodologies and literature review. Different groups of children participated in the study as respondents, including school children, street children, orphans, children in foster institutions and children with disabilities. Parents, teachers, community leaders, representatives of child-focused organisations, as well as judicial and law enforcement officials also participated in the study as respondents. To address the ethical implications of asking children to recall their experiences of sexual violence, only young adults between the ages of 18 and 24, were asked to respond to that part of the study. Overall a total number of 2321 respondents participated, out of which 1873 were children.

Policy and Legal Framework

"Leniency of the law also contributes to violence against children." 17-year-old boy

The review of the national policy and legal framework demonstrated that the government has shown a clear commitment to put into place the appropriate foundation to promote children's general welfare and protect them from violence, but that implementation and enforcement has been unsuccessful. While policy documents – such as the National Education Policy, the Social Affairs Policy, and the Policy on Women – have not directly dealt with the issue, the Developmental Social Welfare Policy of Ethiopia enacted in 1996 has extensively dealt with violence against children. In addition, Ethiopia's National Plan of Action for Children for the period 2003 – 2010 and beyond, issued in June 2004, made protecting children from abuse, exploitation and violence one of its four key elements.

While these documents state what needs to be done to protect children, the unsuccessful implementation of policy and legal codes indicates that considerable work is still required to protect children from violence. The laws (the Revised Family Code and the Civil Code) authorising the administration of "necessary disciplinary measures" or "light bodily punishment" by parents or guardians of a minor are in direct conflict with Article 19.1 of the CRC. Also, the Ministry of Education and regional education bureaus issued school regulations that prohibit any form of corporal and emotional punishment against children. However, due to insufficient efforts and commitment by concerned bodies, these regulations do not adequately translate into action. Students still experience physical and psychological punishment. At the workplace, labour law recognises separate and favourable treatment of young workers – who could be as young as 14 – yet no government body makes any effort to monitor whether the provisions of this law are implemented. Even worse, small manufacturing and handicraft operations openly engage children younger than 14 years of age for arduous and back-breaking tasks for inhumanely low wages.

Perceptions of Violence

"When I experience violence, I wish I could disappear." 12-year-old boy

The study revealed that adults perceived violence against children as acts that inflicted injury or harm in an unacceptable manner or that transgressed the law. Children shared this perception, but added that violence was also a human rights issue. While the majority of adults considered sexual violence unacceptable under any circumstance, at the same time they were reluctant to consider female genital mutilation (FGM) and early marriage as unacceptable forms of violence. In contrast, children showed no tolerance for such harmful traditional practices. All forms of sexual violence were unacceptable to them, whether they are cultural or traditional. In the study, 48 percent and 38.7 percent of the children indicated that they personally know of cases of early marriage and FGM, respectively.

Adults considered certain forms of physical and psychological punishment as generally acceptable ways of disciplining a child as long as the discipline was not excessive. Beating was the most common form of punishment and instruments used included sticks, belts, plastic hose, rope, electric wire, etc. The study showed that 74.1 percent of children experienced being hit with a stick, while 63.7 percent have been whipped with a belt. Some children agreed with the adults in their acceptance of this type of punishment. Others, however, accepted only open discussion and advice, or official rebuke as alternative forms of discipline. For these children, milder forms of discipline such as pinching were acceptable, not because they believed in its consequence, but because they were accustomed to it. Adults perceived serious beatings and other types of punishment that result in physical injury, such as constraints and flogging, burning, and forcing a child to inhale the smoke of burning chilli pepper, as excessive.

Most adults expressed scepticism, resignation, and resentment to the official prohibition of corporal punishment at home, and especially in schools. According to them, the difficulty of finding alternative disciplinary methods resided in: large class sizes; the inability to study the background of each student in order to treat him or her accordingly; a lack of sufficient guidance and counselling professionals to deal with behavioural problems; and other similar factors. In fact, the inability to find effective alternatives, and the perceived weaknesses of known alternatives in shaping the behaviour of children, contributed to the endorsement of corporal punishment as the most effective and primary mode of disciplining children both at home and in schools. Children did not agree, however. Out of 1121 children reached through structured interviews, more than 70 percent stated that they have not learned from the punishment they endured, and that it would not compel them to stop committing the same offence again.

Types of Violence

"I know a man who beat his stepdaughter with a hot iron." 14-year-old boy

According to the results of the study, 60.8 percent of adults admitted to tying up a child with rope or electrical wire and 57 percent admitted to punching a child. Corporal punishment was widely used to discipline children at home, in schools, and in the community. Children faced corporal punishment whenever they were alleged to have committed an offence. The adults who ordered or administered the punishment were usually the only ones to determine whether or not a fault had been committed. In most cases, the adults took action without first consulting the children to try to understand their side of the allegation.

Adults inflicted different types of corporal punishment on children depending on (and sometimes irrespective of) the gravity of the offence as perceived by the adults. As stated before, beating was the most common type of punishment for which they used such instruments as sticks, belts, plastic hoses, rope, electric wire and even things like the hot iron stated above. Physical assaults using the hands and feet, such as pinching, slapping, boxing, head-punching, and kicking in the back, were also prevalent. Of those children experiencing violence in the community, 52.1 percent said they had experienced

someone kicking them. Some forms of corporal punishment followed different elaborate procedures that temporarily incapacitated children from reacting against the punishment and that aimed at teaching the child an unforgettable lesson. Adults generally practiced these types of punishments at home and they included constraining and flogging; burning different parts of the child's body with iron rods; forcing the child to inhale the smoke of burning chilli pepper; and denying the child food. For example, 72.2 percent of adults admitted to restricting food as a form of punishment.

Child labour was another prevalent form of physical violence faced by children at the study sites. It was mentioned as one of the worst forms of violent acts perpetrated against children. Worse still, child labour and exploitation were often accompanied by abuse and neglect by parents or other responsible adults, with the worst abuse committed against children who lived with extended family members rather than immediate family.

Psychological violence in the form of insults, shouting, and threats was widespread and was utilised by family members, teachers and other education officials, and people in the community. Psychological violence committed in the home, in school and in the community was considered more prevalent than physical violence. Although all children were perceived to be victims of psychological violence, boys experienced it more than girls; street children experienced it more than school children; and the harm inflicted on disabled children was more degrading than that inflicted on any other group of children.

All types of sexual violence including abuse, exploitation and harmful traditional practices were committed against children at all study sites, with little variation between urban and rural settings, and between different groups of children. In the study, 52.2 percent of children reported knowing about cases of rape and 42.5 percent said they knew of cases of "seduction." Sexual harassment and rape were more widespread than other forms of sexual violence. Street children and children with disabilities represented the group most at risk of rape and other forms of sexual violence. Harmful traditional practices such as abduction, FGM and early marriage, however, seemed to affect rural children and children of specific regions more than others. No information emerged indicating the prevalence of sexual violence against boys.

Perpetrators of Violence

"My stepmother does not give me enough food, but she gives a lot of food to her own son. I do not know why." Nine-year-old boy

The study identified different groups of individuals that inflict violence against children. At home, parents stood out as the principal perpetrators of physical and psychological violence. Children believed that the punishment administered by mothers was milder than that of fathers. Oddly however, the excessive punishment of forcing children to inhale the smoke of burning chilli pepper was most often practised by mothers. The total percentage of adults admitting to this act was reported at 62.6 percent. Older siblings, especially elder brothers, were reported to exercise physical and psychological abuse on younger siblings. As a result, these children were more submissive towards their older siblings than towards their parents. Stepfathers and stepmothers also were reported to

severely beat or verbally rebuke their stepchildren. Similarly, extended family members or distant relatives inflicted the most physical and psychological violence against children in the home.

In the past, teachers were the outstanding perpetrators of physical and psychological violence in schools. However, the promotion and enforcement of school administration regulations, and other reasons, have contributed to a decrease in the number of teachers as the main perpetrators. Other groups of perpetrators in school compounds included adolescent boys, classroom monitors, and guards. Even so, violence in the schools was still a widespread problem. For example, the study found that more than 80 percent of children experienced a teacher or other school official, hitting them on the head.

Girls and boys frequently experienced beatings, insults and various forms of harassment from neighbourhood adolescent boys. The police, for various reasons, also inflicted physical violence against children. They frequently abused children who engaged in informal street trading. In addition, there were times when they carried out mass arrests or beatings of street children. The study showed that street children were more at risk of violence. For example, street children were 20 percent more likely to be hit with a stick than school children.

The study found that fathers, stepfathers, and sometimes close relatives, such as uncles, sexually abused children. Other sexual-abuse perpetrators included male abductors of young girls for early marriage. Parents condoned this due to culture and tradition, particularly in rural communities.

Some students indicated that male teachers used their positions of authority to influence female students into having sexual affairs with them. Commonly, male students and neighbourhood adolescent boys also perpetrated sexual violence against female students. These boys used different means, including threatening the security of the girls, or of others dear to them, to compel them to have sexual relations. Girls even felt unprotected by their families, school authorities, or the police and hence fell victim to sexual violence from these perpetrators. Such instances occurred predominantly in junior and secondary schools and in larger cities.

Causes and Effects of Violence

"A low standard of living or poverty is one cause of violence against children." 12-year-old boy

Causes. The study revealed many causes of violence against children. These included:
- attitudes that don't value the views, best interests and dignity of children;
- a lack of awareness of children's rights and alternative ways of disciplining;
- poverty, with its accompanying variables such as a high rate of illiteracy, the spread of HIV/AIDS, unemployment and the inability of parents to meet the basic needs of their children;
- limited law enforcement;
- irresponsible parenting;
- parental death or divorce, resulting in single-parenting and orphaning

Causes of sexual violence included:
- the inability of schools and the community to protect young girl students;
- spousal violence;
- rural urban migration and family breakdown;
- harmful traditional practices such as early marriage, arranged marriage and polygamy;
- limited law enforcement of child sexual exploitation;
- gender-based violence.

Effects. The direct and grave consequences, revealed by respondents, of the prevailing harsh and ubiquitous physical and psychological violence against children included:
- permanent bodily injury and death;
- emotional distress such as unhappiness, humiliation, low self-esteem, and hopelessness;
- dropping out of school, lack of interest in their studies, low memory retention and low educational achievement;

The effects of sexual violence against children included:
- street-living and prostitution;
- unwanted pregnancies;
- sexually transmitted diseases including HIV/AIDS;
- immediate and permanent health problems such as fistula;
- dropping out of school and running away from home to join the sex trade.

Addressing the Problem

"The government does not take strict measures against child abusers. Even those that are doing terrible things like rape and abduction are treated leniently. Also parents go unpunished in most cases even when they do terrible things to their children." Focus group participants aged between 10 and 18 years old

In the study, 63.4 percent of children who were interviewed said that they consider violence against children as a human rights issue. Government and non-governmental organisations (NGOs) use various forms of interventions to address the problem of violence against children. These included programmes and projects on awareness-raising; data collection and research; initiating and supporting children's clubs in schools; initiating and supporting child protection units (CPUs) within police stations; caring for, and supporting victims and providing them with legal assistance. The practice of authorising children to correct their offences in schools instead of employing corporal punishment is a good practice worth mentioning from the Tigray region. The awareness-raising activities being undertaken by child rights clubs in schools also have proved to be very effective. Likewise, the significant role played by traditional institutions in eliminating harmful traditional practices such as FGM should be recognised.

Finally, the study recommended measures aimed at creating awareness; law reform and effective enforcement of existing laws; establishing mechanisms for effectively reporting violence; systematic data collection from children; providing support to victims of violence; and enhancing child participation in research and decision-making activities.

CHAPTER ONE: BACKGROUND AND OBJECTIVES

1.0 Background

The African Child Policy Forum, in collaboration with Save the Children Sweden, undertook this study on violence against Ethiopian children. Children in Ethiopia, like their counterparts in most countries, suffer from different kinds of violence. The poor socio-economic condition of the country and the existence of numerous harmful traditional practices put even more burdens on Ethiopian children. Although violence against children is common and widespread in the country, there is a shortage of information and analysis into its causes, manifestations, magnitude, and recommended measures to address the problem.

In addition to its contribution to efforts in protecting Ethiopian children from violence, the study intends to serve as a national contribution to the UN global study on violence against children, which is currently underway. The purpose of the UN study is to raise international visibility of all forms of violence against children; create a better understanding of the causes of the problem and its impact on children, adults and societies; assess the existing mechanisms that address violence against children; and identify an international action plan to effectively end these abuses.

This study focuses on physical, psychological and sexual violence against children at home, in schools and in the community. It attempts to examine the type, prevalence, magnitude, perpetrators, causes and effects of violence against children; the public's perception and children's perceptions of violence against them; and existing mechanisms that prevent violence against Ethiopian children provide them with therapy and to reintegrate them into society.

1.1 Objectives

By focusing on five selected regions in Ethiopia, namely, Addis Ababa, Oromia, Amhara, Tigray and SNNPRS, the study aims to generate information on violence against children in these territories. It shall particularly:

a) explore and identify the public's and children's views, experiences and perceptions of violence committed against them;
b) identify the nature, extent and effects of violence against children;
c) review the adequacy and applicability of policies and legal provisions in relation to violence against children; and
d) review programme interventions so as to identify failings and/or good practices with regard to violence against children.

1.2 Definitions

The conceptual understanding of violence against children varies depending on the cultural and socio-economic conditions of different societies. Thus, there is no universal consensus on the definition of violence against children.

This study, in line with the UN Study, uses the definition forwarded by the World Health Organisation (WHO) in its World Report on Violence and Health. According to this definition, *violence* is:

> *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, development or deprivation.*

The study focuses on violence that happens when someone uses his or her strength or his or her position of power to hurt someone else intentionally. Violence includes threats, acts which could possibly cause harm, and those that actually do. The harm can be to a person's emotional status, his or her sanity or intellect, general health and wellbeing, and to his or her body.

For the purpose of analysis, different types of violence against children are grouped into three major categories: physical, psychological and sexual.

Physical and psychological violence mostly occurs in the form of punishment. This study uses the definition adopted by Save the Children Alliance, which states as follows:

> *Physical and psychological punishment is the use of physical force or humiliating/ degrading treatment causing some degree of pain or discomfort, in order to discipline, correct, control, change behaviour or in the belief of educating/bringing up the child. Physical punishment can take many forms including hitting the child with a hand or other object, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping. Psychological punishment takes various forms such as humiliation, threat, neglect, degradation, demeaning and ridicule.*
> *– Save the Children 2003*

Child labour is also an important aspect of physical violence against children. Child labour is understood in this study as defined by ILO:

> *"Not teenagers working for a few hours to earn additional pocket money; not children helping on the family farm; not youngsters doing household chores; but children prematurely leading adult lives, working long hours for low wages under conditions damaging to their health, physical and mental development, sometimes separated from families, frequently deprived of meaningful educational and playing opportunities that would open for them a better future".* [1]

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1 As quoted in *Child Labor in Ethiopia with a Special Focus on Child Prostitution*, Save the Children Denmark, 2003, Addis Ababa

It may also be construed from the UNCRC that child labour is likely to be hazardous, or to interfere with the child's education, or to be harmful to the child's health, physical, mental, spiritual, or moral or social development.

Sexual violence is another form of violence committed against children. Sexual violence is understood here in a wider context constituting sexual abuses like rape and commercial sexual exploitation including child prostitution, pornography and trafficking. But also included are harmful traditional practices such as abduction, early marriage and FGM. It thus covers "all forms of sexual threat, assault, interference and exploitation" in violation of the fundamental right to personal security as recognised in international human rights laws and which inflicts serious harm and injury to the victims, their families and communities.[2]

1.3 Review of Available Domestic Literature

Recognition of violence against children and its harmful and destructive effects, as well as the acknowledgement as a social problem, is a recent occurrence. . The issue has become more visible in the last several decades as a result of the increased attention towards children and as part of the universality of human and child rights concerns. Globally speaking, violence against children has become a great interest among the research community, particularly after the 1962 classical work of Kempe and Silverman in which they termed the occurrence as "the battered child syndrome."[3]

In Ethiopia, according to one study, most of the written information on child rights and abuse originated in the wake of the Year of the Child (1979) and the adoption of the UN Convention on the Rights of the Child in 1989.[4] More surveys and studies on the different aspects of violence against children have surfaced, in particular, after the establishment of several child-focused NGOs in the 1990s. As a result, studies sponsored by institutions working for or with children represent the majority of the literature on violence against children in the country. The other sources of literature on violence against children in Ethiopia are papers presented at various workshops on children's rights and university theses written by both undergraduate and graduate students.

It is difficult to trace most of the studies and surveys, as the bulk of them are not published and some are only available in memo form in the hands of individuals and institutions, and not for public use. The studies that are available, touch upon a wide range of issues related to violence against children and have contributed significant information on the subject. The following points provide a general overview of the information:

- Most of the studies focus on specific types of violence such as corporal punishment, child labour, sexual violence, child prostitution and trafficking;

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2 *Sexual Violence Against Refugees: Guidelines on Prevention and Response*, UNHCR, Geneva 1995

3 M.A. Azevedo & V.N.de A. Guerra, *Hitting Mania: Domestic Corporal Punishment of Children and Adolescents in Brazil*, (Sao Paulo: IGLU EDITORA LTDA, 2001) at 21; T.C. dela Cruz & et al., *Evolving Definitions of Child Abuse Through Participatory Action Research*, University of the Philippines, 1999 at 4

4 "Focus on Children at Risk," *A Study on Child Rights and Abuse within the Family Environment in Addis Ababa*, 1998 at 4.

- Some of them target only specific groups of children such as street children and orphans;
- The majority of the surveys were conducted at specific and limited study sites;
- Most studies on corporal punishment focus on school settings;
- Child participation lacks in most of the studies;
- Time has lapsed since some of the studies were conducted, so the data in them may not represent the current situation.

It should be noted, however, that there is no comprehensive study on violence against children in Ethiopia covering all types of violence and settings with children's full participation.

1.4 Methodology and Data Collection Techniques

In order to validate the findings of this study, the research team has adopted a mixed methodological approach that allows for the application and combined use of qualitative and quantitative research strategies. This was accomplished through the use of various data sources and collection techniques, as well as recognising the study challenges and data requirements.

Individuals and institutions that participated in the study (as respondents) were chosen based on their status and role, and their relevance to the research. For the purpose of unearthing facts from different perspectives and backgrounds, the respondents were categorised into various research groups and subgroups and studied separately. Accordingly, the data sought from each research group was gathered by employing various data collection techniques. Table 1 below shows lists of the research groups studied, with the corresponding data collection techniques employed.

Table 1 - Research Groups/Subgroups and Data Collection Techniques

Main Group	Subgroup	Data Collection Technique
Children	Children in Schools	-Structured interview -Focus group discussions -Story telling/narrative research
	Street Children	
	Orphans	
	Children in foster institutions	
	Children with Disabilities	
Parents, teachers and community leaders	Parents	-Self-administered questionnaire -Focus group discussions
	Teachers in Government Schools	
	Teachers in Public Schools	
	Teachers in Private Schools	
	Community leaders	
Representatives of child-focused organisations	Government	-Self-administered questionnaire -Structured interview
	Community based	
	Others/NGOs	
Judicial and law enforcement officials		Unstructured interview

Main Group	Subgroup	Data Collection Technique
Young adults (female & aged between 18 and 24)		Self-administered questionnaire

In addition to the techniques and methods listed in Table 1, a review of secondary sources was undertaken to collect the required data for the study. As a rule, the study utilised both primary and secondary data gathered from various sources.

1.4.a The Structured Interview

The study used this instrument (Appendix 1) to obtain a rich and considerable amount of quantitative and qualitative data from children. For this purpose it was designed with both closed and open-ended questions through which perceptions, views, experiences and observations revolving around physical, psychological and sexual violence against children (including corporal and other inhumane and degrading punishments) were explored. The children conducted the interviews themselves after they received the necessary training organised for them by the consultants.

1.4.b The Self-administered Questionnaires

Like the structured interview, the self-administered questionnaire (Appendix 2 and Appendix 3) was also designed to generate quantitative and qualitative data through closed and open-ended questions intended to explore perceptions, views, experiences and observations revolving around physical, psychological and sexual violence against children. However, the target respondents of this instrument were: (1) parents, teachers and community leaders, (2) representatives of child-focused organisations, and (3) young female adults aged between 18 and 24. Depending upon the specific data needed from each research group, the content of the three self-administered questionnaires was developed with some degree of variation.

When approaching representatives of child-focused organisations with the questionnaire, some of them reported that they didn't have the time to fill it out, but they could spare some time for a brief interview. The consultants decided to respond to this flexibly by conducting interviews with some child-focused institutions using a customised self-administered questionnaire in a way to serve as a structured interview.

1.4.c The Unstructured Interview

This tool was used to gather data from judicial and law enforcement officials. Its aim was to gather qualitative data on the situation of violence against children and to identify failings and limitations in the existing legal framework and its implementation.

1.4.d Focus Group Discussions (FGD's)

As a means of capturing in-depth qualitative data that supported the data gathered from children, parents, teachers and community leaders through the structured interview and self-administered questionnaire, FGDs were organised separately for each research subgroup. The discussions were carried out by following guidelines prepared for such a purpose (Appendix 4). The consultants played a leading role in facilitating the discussions organised for all the research groups mentioned above.

1.4.e Narrative Research Method

In order to collect specific cases from children, a narrative method (Appendix 5) involving

essays and story telling was used. This involved conducting general discussions on violence against children with groups of children and asking them to write stories (actual or fictitious) depicting their understanding, perception and experience of physical and psychological violence.

1.4.f Review of Secondary Sources

Both published and unpublished literature related to violence against children was reviewed to develop the conceptual framework or understanding necessary to conduct the study, and to take stock of issues shaping data gathering instruments. A review of the literature supplemented the primary data gathered in the research and helped identify interventions and good practices related to violence against children.

Relevant official documents produced by various organisations were also consulted to review the policy and legal framework and other efforts made for preventing violence, treating victims of violence and reintegrating them into society.

The rationale behind employing a number of data collection techniques was to verify and ensure the accuracy and reliability of data collected from various sources and to finally submit valid findings and recommendations.

1.4.g Child participation in the research

Participatory research with children was an underlying principle that guided the design of the research. The research team made consistent and visible efforts to involve children at every stage of the research process. In fact, what distinguishes the current study from others is the degree and volume of child participation.

More specifically, children have participated in different capacities as advisors, respondents and co-researchers in the study. Their participation as advisors was related to their involvement in the pre-testing of the research instruments including questionnaires, FGD guidelines, storytelling checklists and identification of potential key-respondents. The bulk of information comes from children of various ages and social groups as can be observed from the profile of respondents. Lastly, children participated as co-researchers where they administered questionnaires, and arranged and facilitated FGDs and story-telling sessions with other children.

Unfortunately, children didn't have the opportunity to participate in the analysis of the data gathered, basically due to time limitation, which was beyond the control of the research team.

The national and regional consultations that were also organised as part of the research plan should also be mentioned here to show how child participation is at the core of the national and global study on violence against children.

1.4.h Research Sites, Sample Size and Selection

The research took place in the five regions selected for the study, namely: Addis Ababa, Oromia, Amhara, Tigray and SNNPRS which, together, represent a significant proportion of the national population and represent the major socio-economic, racial, ethnic, religious and related population characteristics of the country. Other factors taken into account in selecting the urban and rural research sites were: population size; socio-economic and

cultural diversity; settlement and residential patterns; urban-rural community connection in terms of geography; and possible variations in the intensity and level of violent acts against children as indicated in previous research findings or otherwise. Table 2 below lists the research sites selected.

Table 2 - Research Sites

Region	Site	
	Urban	Rural
Addis Ababa	-Gulele sub-city -Arada sub-city -Bole sub-city	
Oromia	-Nazareth town -Assella town	Rural communities adjacent to Nazareth and Assella towns
Amhara	-Bahir Dar town -Debre Berhan town	Rural communities adjacent to Bahir Dar and Debre Berhan towns
Tigray	-Mekele town -Adigrat town	Rural communities adjacent to Mekele and Adigrat towns
SNNPRS	-Awassa town -Dilla town	Rural communities adjacent to Awassa and Dilla towns

Sample selection with regard to respondents was carried out by employing a combination of stratified, purposeful and quota sampling techniques using gender, age, level of education, status, role, type of community and organisation as selection criteria. The tables below (Tables 3 and 4) summarise the sample size targeted and reached from each research group and subgroup through the various research instruments and techniques discussed earlier.

Table 3 - Children Targeted and Reached

Method	Sample targeted	Reached			Response rate/ Achievement
		Total	Male	Female	
Structured interview	1150	1223	635 (52%)	588 (48%)	106%
Focus group discussions	500	424	226 (53%)	198 (47%)	85%
Narrative/ story telling	100	226	115 (51%)	111 (49%)	226%
Totals	1750	1873 (82%)	976 (52%)	897 (48%)	107%

Table 4 - Teachers, Parents, CBO leaders, Young Adults and Representatives/Officials of Various Organisations Targeted and Reached

Method	Sample targeted	Reached			Response rate/ Achievement
		Total	Male	Female	
Self-administered questionnaire + interview	360	285	180 (63%)	105 (37%)	79%

Method	Sample targeted	Reached			Response rate/ Achievement
		Total	Male	Female	
Focus group discussions	200	148	101 (68%)	47 (32%)	74%
Unstructured interview	15	15	9 (60%)	6 (40%)	100%
Totals	575	448 (18%)	290 (65%)	158 (35%)	80.00%

The data presented in the above two tables (Tables 3 and 4) show that, with a 99.8 percent aggregate response rate, the study involved a total of 2321 people as respondents. Out of this total, 1873 (82 percent) were children and the other 448 (18 percent) were teachers, parents, CBO leaders, young adults and representatives or officials of child-focused institutions and law enforcement bodies. The proportion of male and female participants across all research groups was found to be 54 percent male (1266) and 46 percent female (1055).

1.4.i Data Analysis

All close-ended questions contained in the structured interview and self-administered questionnaires were categorised and labelled. A unique numerical code for each response type presented with the close-ended questions was then assigned for the easy incorporation and processing of responses into the SPSS statistical software. After entering all the collected data, statistical procedures such as frequency, sum and percentage were used to numerically analyse the data.

Responses to open-ended questions or feedback collected from focus group discussions were manually examined, categorised and analysed according to their content.

Having separately analysed both quantitative and qualitative data obtained through the various instruments, the consultants further analysed them by employing a triangulation approach. This was done with the aim of checking whether or not the results or initial findings of different data sources or instruments corresponded with each other. Finally, the findings that resulted from such an analysis were presented and discussed thoroughly with an interpretation of the data.

1.4.j Ethical Considerations

The study was conducted in line with the following research ethics that included the need to:

- give enough information and explanation to all research participants about the research (who it is for, its topic, purpose, objective, methodology, actual and potential benefits to various organisations, the institutions carrying out the research, the research team, research participants and their related populations);
- inform all research participants that they have the right not to partake in or to withdraw from the research at any stage;
- secure the informed consent of all respondents who participate in the research;
- protect research participants' anonymity and confidentiality.

Moreover, questions on the personal experiences of children in relation to sexual violence were excluded from research instruments designed to collect data from children. This was done to avoid the negative consequences (psychological or otherwise) of such questions on children. Instead, young adults (female and aged between 18 and 24) were included in the research groups and asked to reflect retrospectively on their experiences as children. Young male adults were not included in this group because of the potential difficulty of obtaining their consent and cooperation, due to cultural restrictions.

1.4.k Limitations

The major limitations of the research were:

- A limited sample size due to the impossibility of covering or surveying all the potential research sites and respondents from the five regions selected for the study.
- Lack of adequate pre-testing of research instruments due to time constraints. The consultants encountered a few meaningless responses that might be related to the lack of proper pre-testing.
- Delays resulting from exams and school closures during the period of the study, which made data collection from teachers and students difficult.
- Some respondents showed a lack of appreciation and interest, in particular those from child-focused institutions, which delayed response time. To some extent, this also affected the quantity and quality of primary and secondary data needed for the study.
- Sufficient time was not available to ensure active and meaningful child participation in the research. Participatory research with children requires prolific time and room for innovative research methods. Feedback to children on the findings of the research was also insufficient.

CHAPTER TWO: REVIEW OF POLICIES AND THE LEGAL FRAMEWORK ON VIOLENCE AGAINST CHILDREN

2.0 Introduction

Protecting children from violence requires, among other things, the existence of an adequate policy and legal framework that gives clear direction and facilitates the smooth implementation of programmes in this area. This chapter describes the existing policies and legal framework related to violence against children and evaluates their contents.

2.1 Policy and Legal Basis

The policy environment in Ethiopia concerning the protection of children from violence is best understood by examining a number of government policies, legal instruments and action plans.

The most relevant policy document is the Developmental Social Welfare Policy of Ethiopia enacted in 1996. This document emphasises the efforts and measures the government has taken so that children can live in an environment that is best for their development. It cites specific areas of focus that are aimed at ensuring children's welfare. It states, for example, that all efforts shall be made to implement all international and regional conventions and legal instruments concerning children's rights to which Ethiopia has acceded. The policy also contains a commitment that all necessary efforts shall be made to eliminate harmful traditional practices with regard to child rearing. It expresses the government's resolve to make all possible efforts to protect children from abuse and neglect, and to find appropriate and effective means of dealing with the problems of children with physical and mental disabilities. It also declares the government's commitment to make efforts to expand child development services and welfare organisations. In its parts dealing with family and women's welfare, the policy highlights priority issues and concerns that have immediate bearing on protecting children from different kinds of harm. For example, it states that programmes shall be designed to educate the public about the harmfulness of some traditional practices, such as the early marriage of girls. As policies serve as the beacon of measures that the government will take to realise changes, the existence of this policy and other policies demonstrates that the government is politically committed to dealing with abuse and violence against children.

The review of other documents, however, such as the National Education Policy, the Social Affairs Policy and the Policy on Women, revealed that these policies have not directly dealt with the issue of violence against children. In particular, the Education Policy omits the issue of discipline in schools.

Ethiopia's National Plan of Action for Children for the period 2003 – 2010 and beyond, issued in June 2004, is another important document that demonstrates the government's level of commitment and its approach to children's welfare. The plan focuses on four main points that include protecting children against abuse, exploitation and violence. It aims to protect children from all forms of violence, to provide some assistance to

children in especially difficult circumstances and to protect them from various harmful traditional practices. It also enumerates the strategies and activities intended to achieve these aims.

The government's policy towards ratifying relevant international instruments is another indicator of its commitment to children's welfare. Several important instruments have been ratified, the most important being the Convention on the Rights of the Child (CRC). The CRC contains several provisions related to protecting children from violence. The general principles of the CRC stipulate that in all actions concerning children, the best interests of the child should be a primary consideration (Article 3), and that there is an inherent right of every child to life and to survival and development. More specifically, Article 19.1 of the CRC protects the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. Article 28.2 requires school discipline to be consistent with the child's human dignity. Article 37 protects children from torture or other cruel, inhumane and degrading treatment or punishment. Article 39 also imposes on ratifying states an obligation to take steps to assist children who are victims of violence in their recovery and social reintegration.

The CRC provides for complete and wide-ranging protection of children from violence. Ethiopia ratified the CRC in 1991 and is bound by all its provisions. Moreover, as per article 9(4) of Ethiopia's Constitution, all the provisions of the CRC are considered as an integral part of the law of the land.

Another international instrument, to which Ethiopia is a participant, is the African Charter on the Rights and Welfare of the Child. One of the provisions of the charter deals with the abduction and trafficking of children. It requires the state to take measures to prevent the abduction, sale or trafficking of children for any purpose or in any form by any person. The charter also condemns the use of children in all forms of begging.

Ethiopia has also ratified ILO convention No. 182 on the worst forms of child labour. The convention calls for the elimination of all forms of slavery such as the sale and trafficking of children, debt bondage, and forced or compulsory labour, including the compulsory recruitment of children for use in armed conflict. By considering trafficking as one of the worst forms of child labour, it calls on states to take action as a matter of urgency. Ethiopia is also a party to ILO minimum age convention No. 138. All of these conventions are considered as an integral part of Ethiopian law pursuant to article 9(4) of the Constitution.

Turning to the Constitution of the Federal Democratic Republic of Ethiopia, there are pertinent provisions that deal with the issue of violence against children. Article 36 sets forth 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. The same article also stipulates that a child has the right not to be subjected to exploitative practices, or required to do work which may be hazardous or harmful to his or her education, health or wellbeing. In Article 35 that deals with the rights of women, the Constitution also

provides for the protection of women, including girls, against harmful traditional practices that cause physical and psychological harm.

An analysis of the policies and legal bases discussed above leads to two conclusions. On the one hand, the government has shown a clear commitment and determination to establish the appropriate policy and legal foundation to promote the general welfare of children and to protect them against violence. On the other hand, the government does not actively implement the policy and legal foundations. For example, the government's commitments stated in the Developmental Social Welfare Policy, published almost 10 years ago, does not seem to generate meaningful strategies and the actions needed to put them into effect. Some of the policy actions that are implemented are not monitored on a regular basis. One can cite the example of prohibitions against corporal and psychological punishment in schools. Responsible government bodies do not sufficiently follow up whether the rules are observed or violated, which consequently contributes to a decrease in the momentum to abolish corporal punishment outside of school.

2.2 Implementing Legislation

Detailed laws are necessary under the Federal Constitution and the Conventions in order to adequately implement the fundamental principles of the Developmental Social Welfare Policy. This section provides a broad examination of the pertinent legislation.

The 1957 and Revised Penal Codes
The 1957 Penal Code of Ethiopia is still in force although it will soon be replaced by the Revised Penal Code. There are a number of violent acts against children that are made punishable under the 1957 Penal Code. These include: infanticide (Article 527), exposure or abandonment (Article 546), maltreatment (Article 548), abduction (Article 560), failure to produce a child [when asked to present the child before a court of law, or keeping the child hidden from the public] (Article 562), rape (Article 589), sexual outrage (Article 594), seduction (Article 596), trafficking in infants and young persons (Article 605), incest (Article 621(2)), failure to maintain (Article 625), failure to bring up (Article 626,) and endangering children by giving them alcoholic beverages or intoxicating liquors (Article 514).

The Revised Penal Code, now adopted by the House of Peoples' Representatives and awaiting publication to come into force, has added to this list other types of violence against children that are deep-rooted in the traditions of the various communities in the country, but have not been criminalised. These include harmful traditional practices such as FGM, which includes putting stitches into female genitals, which can transmit diseases.

Apart from this, the Revised Penal Code has greatly improved protection against sexual violence, in particular by increasing punishments for sexual offences. Rape committed on a child between the ages of 13 and 18 will be punishable with rigorous imprisonment from five to twenty-five years under Article 620 of the code. Similarly, sexual outrage against a child of less than 13 years of age is punishable with rigorous imprisonment from five to twenty-five years under Article 626. If the act is committed against a child between 13

to 18 years of age the sentence is three to fifteen years. A new and concrete addition in this area is the criminalisation of FGM. Article 565 prescribes a minimum of three months imprisonment, or a fine of 500 Birr for the offence of female circumcision. It seems, however, that the fixed penalties for FGM are very low and will not deter commission of this crime. However, given that most FGM takes place in rural areas, a payment of 500 Birr for every mutilation would represent extreme hardship to those practising it and thus deter potential perpetrators.

Concerning corporal punishment, Article 36(1)(e) of the Constitution prohibits corporal punishment only "in schools and other institutions responsible for the care of children," which does not include the home of the child. This extends from the Penal Code of 1957 that recognises corporal punishment as a legitimate way of discipline. Under its Article 172, the Penal code states that a rebellious young offender may be subjected to caning of up to 12 strokes on the buttocks. However, the administration of corporal punishment as a way of criminal punishment is excluded from the Revised Penal Code.

The Revised Penal Code seems to have taken bold steps to criminalise ill treatment, neglect, over-burdening and/or the beating of minors by parents, legal guardians and other custodians (Article 576). It, however, legitimises the use of violence by parents or legal guardians against their children by entitling them to "the right to take disciplinary measure that does not contravene the law for the purpose of proper upbringing", indicating that Ethiopian legislature has not yet completely decided against allowing parents and other persons having similar responsibilities towards children to punish them physically and psychologically.

The Civil Code and Revised Family Code

Some provisions in the Civil Code tend to oppress the child and place it under dictatorial parental authority. The code, for example, empowers the guardian "to inflict light bodily punishment on the minor for the purpose of ensuring the latter's education" (Article 267(2)). Similarly, Article 2039 exempts a parent from liability when he or she inflicts "light bodily injury" on his or her child. In a similar manner, the Revised Family Code (Article 258 (2)) gives power to the guardian of a minor to take necessary disciplinary measures for the proper upbringing of the minor.

The right to inflict reasonable bodily punishment as stipulated under Articles 267(2) and 2039(c) of the Civil Code is ambiguous and invites confusion. The 'reasonable' standard stated in article 2039(c) holds the defendant to an 'objective' standard as to what is reasonable under the circumstances. It also imposes liability for purposefully, knowingly, recklessly, or negligently using excessive force on children. But it is difficult for a court to decide what is reasonable when a case is presented. Due to cultural differences, what is reasonable in one section of society may not be in another. In a supposedly familial atmosphere, it is very difficult to prove the motives and intentions behind excessive child disciplining.

In general, the authorisation of "necessary disciplinary measures" or "light bodily punishment" by parents or guardians of a minor in the Revised Family Code and the Civil Code is in direct conflict with Article 19.1 of the CRC. Moreover, the above stated provisions of these codes, apart from subjecting children to the so-called "light

punishments", may facilitate for perpetrating grave punishments by sending the wrong message that parents are legally allowed to severely punish their children.

School Regulations

The attempt to prohibit corporal punishment in schools in Ethiopia dates back to the 1920s. The school regulation issued in 1926 clearly prohibited the use of physical punishment against students. Instead, assigning tasks to students such as watering plants and ordering them to do physical exercise was recommended. Although the recommended alternatives might be considered as physical punishment in the current understanding of the concept, the initiative to challenge corporal punishment at that time should be praised. Little follow-up was done to implement this regulation and most teachers and students have been unaware of its existence.

The most recent school administration regulation was issued by the Ministry of Education in 1998. In this document corporal punishment was not included in the list of disciplinary measures and hence prohibited. However, the regulation does not specify the kind of measures that should be taken against a teacher who violates this prohibition. Most regional education bureaux also issued manuals or circulars that prohibited any form of corporal and emotional punishment against children. These documents make it a breach of disciplinary rules for a teacher to engage in any form of physical punishment and psychological abuse. This can be considered as a very positive development in the direction of abolishing physical and psychological punishment and encourages treatment of children with dignity.

However, when it comes to teachers and school personnel implementing these rules, much remains to be accomplished. Although teachers are aware of the rules and of the resolve against corporal punishment by the government, they still subtly engage in it. This indicates that considerable work needs to be done to change the attitudes of teachers, school principals and other school staff in order to achieve total abolishment of corporal and psychological abuses of children at school. This work should also be accompanied by strict follow-up measures to enforce implementation of the rules.

The Labour Code

Article 89 of Labour Proclamation No. 377/2003 stipulates that "It is prohibited to employ persons under 14 years of age", although it allows a person of fourteen years of age to enter into a contract of employment. Fourteen years of age is assumed to be an age when most children complete their primary education. Since this age is below the age of majority, it may be contended that the law allows child labour. Nonetheless, the labour law has provisions that differently and preferentially treat employees within the intermediary age of 14 to 18 years. It calls them "Young Workers." For these categories of workers, the regular working hours are restricted to seven, while for adults it is eight. They are prohibited from working over-time, and on holidays. Furthermore, there are some types of work that are considered too dangerous and are prohibited for young workers.

While the laws appear to have adequate provisions against child labour, the practical reality is far from reassuring. For example, the separate and favourable treatment of young workers emphatically stated in the law is often violated. In fact, no government organ makes any effort to monitor the implementation of the provisions of this law. Even worse is the exploitation of child labour by small manufacturing and handicraft workshops

in the country, which openly engage children younger than 14 years of age for very arduous and back-breaking tasks with inhumanely low pay. The government needs to provide alternative methods of childcare and support in order to take measures against enterprises that employ and exploit children. This is not easily achieved. Nevertheless, some steps should be taken to redress this situation.

2.3 Existing Laws and Regulations in Practice

As the review of laws and regulations in the above sections demonstrates, the problem of physical, psychological and sexual violence is, to a large extent, comprehensively addressed. Nevertheless, very few alleged perpetrators of violence are being reported. And those few that are reported are not properly and effectively prosecuted. According to the focus group discussions held with children and other groups of respondents, including interviews with law enforcement officials and judges, a number of factors seem to contribute to the problem. These include the following.

The relationship of victims with perpetrators. The nature of the relationship children have with perpetrators of violence discourages the children from reporting acts of violence to the police. In particular, children are not empowered to report their parents or older siblings to law enforcement bodies. The low status accorded to children in the home and the community contributes to such a state of affairs.

Culture and tradition. Some forms of violence against children are tolerated by most community members. More serious acts of violence, abduction for example, are considered culturally acceptable – sometimes even perpetrated by the family of the victim. In such an environment it would be difficult to expect children, who do not enjoy a dignified status in the family nor in the community, to report such cases to the police in order to change their own fate. The police, prosecution offices and courts sadly mention that those few cases reported and brought to justice are suspended half way through the procedure, after the girl (victim), at a later stage abandons the case by submitting official statements to the court asserting that she was never raped nor abducted by the accused. This usually happens under pressure from her parents who have settled the case with the accused through mediation with religious leaders.

Attitudinal problem of officials. As law enforcement officials are drawn from the community, it might be natural to expect them to display similar attitudes as any ordinary member of the community. While conducting the study, officials working in some police and prosecution offices openly stated that they are not happy, in the current Ethiopian cultural and historical context, to prosecute cases involving acceptable forms of corporal and psychological punishment[5] – particularly against those related to or closely associated with the victims, such as parents, siblings, teachers or other concerned members of the community.

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5 See Chapter Three for acceptable forms of punishment

Financial cost incurred by victims. At many of the study sites, due to a lack of adequate finance, victims of violence are required to bear the cost of medical care themselves, which is quite expensive for an ordinary Ethiopian. The fact that victims of violence (for instance, raped and assaulted girls) have to bear the cost of medical care themselves discourages many of them from obtaining medical proof to pursue their cases. As a result, vital evidence is irretrievably lost and cases consequently closed, perhaps never to be reopened.

CHAPTER THREE: PERCEPTION OF VIOLENCE AGAINST CHILDREN

3.0 Introduction

Most studies indicate that conceptual understanding and perceptions of violence against children usually vary from culture to culture or from society to society. For instance, Clapp suggests that to fully understand violence against children as it presents itself in any particular culture, one needs to consider "the attitudes, values, and philosophy that are prevalent in the society in which it occurs."[6] Issues such as what behaviours or acts are considered as violence against children; what acts or behaviours are regarded as acceptable or unacceptable; and more significantly, the degree of seriousness attached to a particular kind of violence against children, are inevitably affected or influenced by the values prevailing in a given society. Therefore, assessing how violence against children is conceptually understood and perceived by the public in Ethiopia is an important starting point to analyse the various aspects of the problem. Amongst other things, the outcome of such an exercise will have practical relevance in suggesting the kind of programme interventions required to address the problem, as some of the causes of the problem may relate to the perception the public has of the issue.

With the above view in mind, one of the objectives of this study was to assess how the Ethiopian public and children themselves perceive and understand violence against them. Accordingly, both children and adults were asked various questions using different methods with the view of ascertaining what they understand by the term 'violence against children', what acts they consider as violence against children, and the extent to which they appreciate the problem. For comparison, the perception of adults and children are presented separately.

3.1 Adult's Perception

3.1.a General Understanding of Violence Against Children

The opening question of the focus group discussions with adults was: 'What is your perception of violence against children?' Even though most respondents resorted to enumerating acts that they considered violence against children, they presented the following statements indicating their conceptual understanding of the term. The most commonly mentioned statements include:

- Practices or acts that hurt children physically and psychologically
- Unacceptable and inappropriate harm inflicted on children
- Inappropriate kinds of punishment on children
- Illegal acts perpetrated on children
- Acts that harm or attack the mental function or morale of a child

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[6] G.Clapp, "Child Abuse", *Child Study Research: Current Perspectives and Applications* (Toronto: Lexington Books, 1998) 143.

Important points can be drawn from an in-depth analysis of the above statements. One observation is that an act that hurts or causes harm to a child should be considered as violence. Harm is considered an important defining element of violence. Thus, violence against children is not about the act itself, rather about the negative effect it produces on the child. Regarding the kinds of harm, both physical harm and psychological harm are recognised.

Another important observation that can be drawn from the above statements is that not all harm towards a child is considered as violence. Most adult respondents qualified their statements using terms like "unacceptable", "inappropriate" or "illegal". Therefore, harm caused on a child is usually considered as violence only if it is inflicted inappropriately, in an unacceptable manner, or in a way that transgresses the law.

3.1.b Acceptable and Unacceptable Forms of Violence

In the focus group discussions with adults, they were asked what kind of violence their community considers to be acceptable and unacceptable. The main findings of this exercise are as follows.

Sexual violence against children, excluding those resulting from traditional practices such as early marriage and FGM, are considered absolutely unacceptable. In particular, rape is cited by respondents as the most serious form of violence against children, and hence the most unacceptable. This finding corresponds with the findings of other studies that indicate that most cultures in the world exhibit a lack of tolerance for sexual abuse against children.[7]

As indicated above, the degree of intolerance displayed for rape and other sexual relations between adults and children does not apply to sexual violence such as early marriage and FGM, which are performed as traditional practices. Although no respondent personally approved such acts in the discussions, most respondents expressed that these practices as such, are not considered as violence against children by a significant proportion of adults in their community, in particular in most rural areas. This assertion is supported by the high rate of these traditional practices occurring in the country, which are 54.5 percent for early marriage and 72.7 percent for FGM.[8] According to participants in the FGDs, some parents force their children into early marriage with the view of protecting them from being sexually abused or exploited. A young schoolteacher related her story as follows:

> When I was about 14 or 15 years old, my father told me that he had arranged
> for me to marry someone. I told him that I wanted to continue my education and
> that I was not yet ready to get married. But he did not take my interest seriously
> and he continued with the preparation for the wedding ceremony. I was an active
> participant in the girls' club in school and well familiar with my rights. Thus I made
> a complaint against my father to the relevant authorities. When he was asked by
> one of the women's affairs office workers, he argued that he was doing this to

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[7] Singapore Children's Society, *Research Monograph on Public Perceptions of Child Abuse and Neglect in Singapore* (1996)
[8] Report of the National Committee on Traditional Practices in Ethiopia (1995).

protect his child as he was worried that I would be abused if I stayed unmarried for long. Even the official in the women's affairs office, who was supposed to fight against such acts, agreed with my father and tried to convince me to go along with my father's plan. However, I strongly resisted and saved myself from the early marriage imposed on me, although I have not been on good terms with my father since then.

The fact that the officer in the women's affairs office had supported the idea of early marriage, disregarding her official duty to challenge such acts, is a prime indicator of how the public is highly tolerant of sexual violence against children that emanate from harmful traditional practices. It shows how the problem is deeply embedded in the culture and values of the society and that it requires a high level of awareness creation to bring about changes in attitudes.

A large proportion of adults considers physical and psychological punishment as an acceptable way of disciplining a child, as long as it is not excessive. Judging from the information gathered from the focus group discussions, light punishments such as caning, pinching, scolding, glaring at, shouting at, etc, are considered in most communities not only as acceptable, but also as a parents' right to bring up their children possessing good manners. However, almost all the adults contacted were against grave beatings and excessive punishments that result in physical injury, such as burning a child and forcing him or her to inhale the smoke of burning chilli pepper.

Punishing children is seen as a primary mode of teaching them how to behave and is regarded as necessary for the children's own good. It is believed that beating children and shouting at them sends a clearer message as to what is expected of them, then would advising them and discussing the problem. The reaction of both parents and teachers to the current efforts in the country to do away with corporal punishment in schools is a good example of the prevailing public perception that corporal and other forms of punishment are normal and effective means of disciplining children. Until recently, corporal punishment in schools was not even questioned, and was formerly taken for granted.

In principle, most teachers accept the abolition of corporal punishment in schools, but consider it to be too idealistic in the Ethiopian context. They think that it is unwise to completely abolish corporal punishment in schools without first creating the necessary conditions to implement alternatives. They are also unsure of the alternatives to corporal punishment as well as their effectiveness. As a result, teachers and some school principals concluded that some minor forms of corporal punishment are necessary in schools. They even confessed that they are still using them despite the official prohibition. In fact, 50.6 percent of the adult respondents to the self-administered questionnaire believed that the punishment they administered had helped to correct the punished children.

Evaluation of the focus group discussions also showed that some adults did not accept the idea of abolishing corporal punishment, even in principle. They also expressed their frustration and resentment at the whole rhetoric of children's rights in general, and the effort to do away with corporal and other forms of punishment in particular. The view of this group is represented in the following statement made by a teacher:

I will not physically harm a student to the extent of disabling him. However, I will beat or scold him within the limit. It is imperative that children are punished. I will continue with it. All the conditions necessary for abolishing corporal punishment are non-existent in this country. Currently there is much emphasis on the rights of children, but they are not aware of their responsibilities. They are spoiling their future. I am where I am today because I was punished and taught good manners as a child. Punishment is for children's own good.

Officials of regional education bureaux also confirmed that teachers and parents strongly believe that corporal punishment is a good way of disciplining children. They also reiterated the considerable resistance displayed by both teachers and parents to the rule of prohibiting corporal and emotional punishment in schools.

The teachers felt bad about the rule against punishment in schools. They said that this amounts to saying that teachers should simply watch schoolboys and girls get spoiled. There is a strong belief that corporal punishment is a good way of disciplining children and properly guiding their conduct. – Deputy Head, Tigray Bureau of Education.

During the meetings of parent/teacher partnerships and other forums, many parents complained that these days their children are not learning discipline in school as teachers are becoming reluctant to punish students. Parents are putting pressure on the teachers to use corporal and other forms of punishment. – Primary Education Expert, Amhara Bureau of Education.

It is also important to note that, in the focus group discussions, some other teachers and parents vehemently argued against corporal and other forms of punishment, even the minor ones. According to them, showing love, advising children and discussing problems with them are more effective ways of teaching good manners to children than punishment. However, only a minority held this opinion.

3.2 Children's Perception

3.2.a General Understanding of Violence Against Children
As with the adults, children were also asked about what they understand by the term 'violence against children.' Although they mainly responded by citing acts that they consider as violence, they also used the following statements to define violence:

- Actions that cause children pain
- Violence is an act which physically hurts children
- Psychological and physical abuse of children
- A harmful act one person causes to another
- A violation of the human rights of a child
  Inappropriately punishing or harming a child

The negative effect of an act or behaviour which is differently described as "pain", "harm", "hurt" or "abuse" is taken by children as the basic defining element of violence against children. Thus for children, like adults, violence against children is not about the act

itself, rather about the negative effect it produces on the child. It is important to note that compared to adults, the definitions put forward by children of the term are less frequently qualified by adjectives such as 'unacceptable' or 'inappropriate'.

The connection made by children between violence against them and violation of human rights is also an important point to be noted. Out of the 1120 children who responded to the structured interview, 63.4 percent said that they consider violence against children as a human rights issue.

3.2.b Acceptable and Unacceptable Forms of Violence
The FGDs with children made it very clear that they were strongly opposed to sexual violence, including that perpetrated through traditional practices. When asked to enumerate unacceptable forms of violence, sexual violence like rape, abduction, early marriage and FGM headed always on the top of the list. In the discussions and from the stories they wrote, they also clearly articulated the negative consequences of sexual violence.

When it came to acceptable and unacceptable forms of corporal and other forms of punishment, there was a division of opinion among the children. During focus group discussions, most children stated that any kind of punishment, even the milder ones, should not be exercised against children. "Advising is the only appropriate measure to be taken against children" 14-year-old girl

Some, however, expressed that minor acts of punishment may be necessary, especially when the child becomes difficult to correct through advice and discussion. They expressed that minor punishment is not a serious problem to them. "Pinching and minor beating with a stick is not violence at all" 14-year-old street boy

Children also exhibited an acceptance of milder forms of punishment out of a sense of realism or helplessness. "We accept pinching if we misbehave, since we are used to it. But we do not accept more than that" 13-year-old girl. For this girl, pinching is acceptable not because she believed in its consequence, but because she is accustomed to it and cannot prevent it.

Most children are not positive about the efficacy of corporal and other forms of punishment. Out of 1121 children reached through the structured interview, 74.2 percent stated that they have not learned from the punishment they received in terms of teaching them not to commit the same offence again. Thus there is a significant divergence of opinion on the efficacy of punishment between adults and children.

CHAPTER FOUR: TYPE, PREVALENCE AND MAGNITUDE OF VIOLENCE AGAINST CHILDREN

4.0 Introduction

This chapter attempts to deal with the type, prevalence and magnitude of violence against children at the study sites. It covers corporal punishment, child labour, psychological violence and sexual violence committed against children in different settings: homes, schools, and the community. Information on these types of violence was collected from various groups of respondents. However, the information on sexual violence was collected from young women between the ages of 18 and 24 to provide a retrospective view, rather than risk traumatising younger children with potentially embarrassing questions.

4.1 Physical Violence

4.1.a Corporal Punishment

4.1.a.1 - Type, Prevalence and Magnitude of Corporal Punishment at Home – Overview of the findings

> **Corporal punishment is widely and commonly experienced by children at home. The punishment ranges from the simple to the most severe types.**
> "*Slapping is common in our home. My mother also pinches me between my thighs. These are common practices in our neighbourhood*" 11-year-old girl.
> "*I had been forced to inhale the smoke of burning pepper by my mother*" 12-year-old boy.
> "*I know a man who beat his stepdaughter with a hot iron bar*" 11-year-old boy.
> "*My father used to beat me after tying my neck between my legs*" 14-year-old student.

Corporal punishment of children is a widely prevailing practice for disciplining them at home. Out of the total respondent children, only 17 (1.4 percent) of them noted that they have never experienced any type of corporal punishment in their lifetime.

As mentioned earlier, children are chastised at home whenever they are alleged to have committed an offence. The adults who order or administer the punishment are usually the only ones to determine whether or not a fault or wrongdoing has been committed. In most cases, they take action without first consulting the children to try to understand their side of the allegation. Adults inflict different types of corporal punishment on children depending on (and sometimes irrespective of) the gravity of the offence as weighed from the adult's perspective.

Beating is the most common type of punishment. Instruments used for beating include sticks, belts, plastic hoses, ropes, electric wires, etc. Physical assaults using the hands and feet include pinching, slapping, boxing, head-punching, and kicking in the back.

The results of the questionnaire given to children corroborate the above and indicate the proportion of children that have experienced hitting with a stick (74.1 percent), hitting the head (73.3 percent), slapping (70.3 percent), pinching (69.1 percent),

whipping with a belt (63.7 percent), and being forced to kneel down (53.1 percent) (see Table 5 below).

Table 5 – Children's Experiences of Corporal Punishment at Home

Types of punishment	Usually	Sometimes	Never
Hitting with a stick	18.9%	55.2%	26.0%
Hitting with a plastic tube or electric wire	7.4%	30.0%	62.6%
Whipping with a belt	16.5%	47.2%	36.3%
Slapping	18.9%	51.4%	29.6%
Punching	9.5%	26.6%	63.8%
Kicking	12.2%	40.9%	46.8%
Hitting on the head	21.2%	52.1%	26.6%
Pinching	18.9%	50.2%	30.9%
Forced to kneel down	15.4%	34.3%	50.3%
Tying with rope or electric wire	8.7%	21.1%	70.2%
Burning	6.6%	12.7%	80.6%
Forcing them to inhale the smoke of burning chilli pepper	8.7%	22.2%	69.1%
Forced to do manual work	15.1%	28.1%	56.8%
Forced to do painful physical exercise	9.4%	18.1%	72.6%
Denying food	12.7%	26.8%	60.5%
Twisting fingers with a pencil in between	8.6%	17.9%	73.5%

The reactions obtained from parents, community leaders and teachers on the issue reinforce the response acknowledged by children. As per their experience, these respondents mentioned hitting with a stick, whipping with a belt, slapping, hitting on the head, punching, and kicking as the most widespread forms of corporal punishment exercised against children (see Table 6 below).

Table 6 - Parents, Community Leaders and Teachers – Responses to the Prevalence of Corporal Punishment at Home

Types of punishment	Usually	Sometimes	Never
Hitting with a stick	73.3%	9.6%	7.4%
Hitting with a plastic tube or electric wire	44.1%	18.1%	18.9%
Whipping with a belt	75.9%	7.4%	6.7%
Slapping	73.0%	6.7%	5.2%
Punching	31.1%	25.9%	18.9%
Kicking	53.7%	13.0%	8.9%
Hitting on the head	64.8%	1.5%	6.3%
Pinching	74.1%	2.6%	5.6%
Forced to kneel down	52.6%	8.1%	4.8%
Tying with rope or electric wire	45.6%	15.2%	21.1%
Burning	21.5%	22.2%	29.6%
Forcing them to inhale the smoke of burning chilli pepper	52.6%	10.0%	20.7%
Forced to do manual work	48.9%	18.5%	13.0%
Forced to do painful physical exercise	21.5%	30.0%	20.0%
Denying food	57.8%	14.4%	14.4%
Twisting fingers with a pencil in between	17.4%	24.4%	19.3%

Children also experience less frequent but harsh forms of corporal punishment intended to teach them unforgettable lessons. These usually follow different elaborate procedures to prevent them from resisting the punishment. These include:

- **Constraints and flogging.** Children's hands are twisted and tied behind their backs with rope. They are then ordered to kneel-down with objects stuffed into their mouths and forced to stay in that position for long periods, or are flogged many times on the back.
- **Inhaling the smoke of burning chilli pepper.** Children are forced to inhale the smoke of burning chilli pepper, again tied up from behind and Forced to kneel down, their heads covered with an item to force them to inhale the concentrated smoke. Coughing and suffocation naturally follows.
- **Burning.** Burning different parts of a child's body, usually the hands, with fire or with a hot iron.
- **Denying food.** Parents drive children away from home and/or deny them food.

However, such kinds of harsh punishments are by-and-large imposed on children who have committed serious wrongs (such as theft) in the eyes of the parents or other family members and, hence, are not frequent.

4.1.a.2 - Type, Prevalence and Magnitude of Corporal Punishment in Schools – Overview of the findings

> **Corporal punishment is still practised in schools irrespective of legislation against its use. The types and frequency of the violent acts committed against children are as wide in range as those prevalent at home.**
> *"A teacher beat me with his belt saying that I talked with my friend in the classroom"* 14-year-old boy.
> *"I and my friend were discussing in class. Our class monitor accused us of disturbing the class and submitted our names to the school authorities. We petitioned against him for falsely accusing us. Anyway we apologised before the school director for a fault we did not commit and signed a document stating that we will not disturb the class again. Since the class monitor was not happy with our petition, he uses all kinds of excuses to beat us now and then"* 14-year-old girl.
> *"One day our teacher asked for all those who had not done their homework to come up to the front of the class. Unfortunately, I had not done mine on that particular day. So I went up. Then the teacher beat me with a stick. In the meantime, he knocked my head against the wall and bruised my forehead as a result"* 15-year-old girl.
> *"Accusing me of talking with my friend, my teacher ordered me to come up to the front of the classroom. He knocked my head against the blackboard. He kicked me hard on my leg and I fell down"* 13-year-old boy.

Corporal punishment has not been totally abolished in schools. A constitutional provision prohibits the corporal punishment of children in schools. Education authorities have also passed enabling regulations. Yet, corporal punishment is still practised in schools. According to responses from children obtained from the questionnaires, and

the outcome of the focus group discussions, children experienced corporal punishment in schools by **kneeling down (81.3 percent), hitting the head (77.8 percent), pinching (74.4 percent), slapping (72 percent), and hitting with a stick (60.8 percent) are the most widespread forms of punishment at school. Manual work, such as working on school farms or cleaning school compounds also exists in many of the schools contacted (see Table 7 below).

Table 7 – Children's Experiences of Corporal Punishment in Schools

Types of punishment	Usually	Sometimes	Never
Hitting with a stick	12.3%	59.7%	28.0%
Hitting with a plastic tube or electric wire	10.2%	30.7%	59.1%
Whipping with a belt	9.4%	29.3%	61.3%
Slapping	13.2%	49.8%	37.0%
Punching	7.9%	32.1%	60.1%
Kicking	11.9%	44.0%	44.0%
Hitting on the head	17.9%	59.9%	22.2%
Pinching	20.0%	54.4%	25.6%
Forced to kneel down	25.1%	56.2%	18.8%
Tying with a rope or electric wire	4.4%	15.8%	79.9%
Forced to do manual work	6.6.1%	27.8%	65.5%
Forced to do painful physical exercise	8.6%	33.2%	58.2%
Twisting fingers with a pencil in between	10.0%	51.9%	38.2%

Parents, community leaders and teachers agree on the prevalence of corporal punishment in schools. Their responses to the questionnaires indicate that it is a normal practice (see Table 8 below). On the other hand, in the focus group discussions held with teachers, most of them emphatically denied exercising corporal punishment. They added that monitors and guards practise it, if it exists.

Table 8 - Parents, Community Leaders and Teachers – Responses to the Prevalence of Corporal Punishment in Schools

Types of punishment	Usually	Sometimes	Never
Hitting with a stick	38.1%	18.5%	14.1%
Hitting with a plastic tube or electric wire	31.5%	24.1%	12.2%
Whipping with belt	35.6%	22.2%	10.7%
Slapping	58.5%	15.2%	3.7%
Punching	29.3%	26.3%	18.1%
Kicking	42.6%	17.4%	5.9%
Hitting on the head	54.8%	6.7%	1.9%
Pinching	64.4%	8.1%	4.1%
Forced to kneel down	64.4%	4.8%	3.7%
Constraining with a rope or electric wire	15.9%	27.8%	20.0%
Forced to do manual work	24.1%	31.1%	15.9%
Forced to do painful physical exercise	27.0%	23.0%	18.1%
Twisting fingers with a pencil in between	44.4%	21.1%	9.3%

And yet, responses and reactions from quite a lot of children in a number of schools do not always concur with the opinion of the teachers. During the focus group discussions held with students at different sites, the majority of them mentioned that some school

teachers still practise slapping, head-punching, pinching, and forced manual work, and school authorities tolerate it. The research team also came across some teachers carrying sticks while entering classes and moving around the school compound. It should be noted that the practice has noticeably decreased compared to previous years, and teacher's accountability has increased over time contributing to the decline in the practice of corporal punishment in schools and by teachers. However, corporal punishment is still a controversial issue not wholeheartedly accepted by teachers and education authorities. Most teachers said they believe simple punishments (like making children kneel down) should be administered because they do not result in serious injuries to the child. Some (including school principals) also said that corporal punishment should be reduced at home and in the community before it is abolished in schools.

As to the severity of punishments, certain types of punishment that are prevalent at home, such as forcing children to inhale the smoke of burning chilli pepper and Denying food, obviously do not exist in schools. In addition, it is largely accepted that the intensity of manual work and beatings that are disproportionate to the offence committed by children could sometimes constitute harsh corporal punishment. In line with this, some children and community leaders have pointed out cases where teachers have inflicted serious bodily injuries.

4.1. A.3 Type, prevalence and Magnitude of Corporal Punishment in the Community – Overview of the findings

> **Corporal punishment of children prevails in the community. These punishments are usually simple and less frequent.**

There are different forms of corporal punishment committed against children by community members outside the home and school environments. Students, parents and teachers indicated in the FDGs that adults shout at, beat and pinch children when they think they are exhibiting "bad" behaviour. Older children, in most instances, also exercise different types of corporal punishment against younger ones. They normally beat, punch, spit at and kick younger ones on the streets and at playgrounds. To a large extent, many children experience, though to varying degrees, such violence in their respective neighbourhoods.

The well established culture of accepting that neighbours and elders discipline children has perhaps contributed to the existence of physical violence against children in the community at most study sites. However, the prevalence of corporal punishment is less in the community compared to in homes and schools. At the same time, the decline of community responsibility in disciplining its children seems to have contributed to the decrease in community-level corporal punishment over time.

It is also common that children frequently come into contact with other individuals or peers such as vagrants[9] in the community, and at times, with the police who might physically

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[9] Vagrants are boys who loaf in the streets for most of their time. A vagrant boy can be anyone living on the street, with a family, or may or may not be attending school.

abuse them. Therefore, slapping, hitting on the head, kicking, and hitting with a stick are still exercised within the community in these instances. Nonetheless, the presence of such violent acts, by-and-large, is not as widespread as in the case of schools and homes (see Tables 9 and 10 below).

Table 9 – Children's Experiences of Corporal Punishment in the Community

Types of punishment	Usually	Sometimes	Never
Hitting with a stick	13.2%	34.4%	52.4%
Hitting with a plastic tube or electric wire	7.1%	26.8%	66.0%
Whipping with a belt	9.9%	25.5%	64.6%
Slapping	13.1%	40.5%	46.3%
Punching	11.3%	36.3%	52.4%
Kicking	16.4%	35.7%	48.0%
Hitting on the head	15.1%	38.6%	46.3%
Pinching	14.1%	35.1%	50.8%
Forced to kneel down	10.4%	25.5%	64.1%
Constraining with a rope or electric wire	5.3%	16.7%	78.0%
Burning	4.0%	12.3%	83.7%
Forced to do manual work	7.5%	26.2%	66.3%
Forced to do painful physical exercise	6.7%	20.1%	73.3%
Denying food	5.9%	13.1%	81.0%
Twisting fingers with a pencil in between	5.6%	19.3%	75.1%

Table 10 - Parents, Community Leaders and Teachers – Responses to the Prevalence of Corporal Punishment in the Community

Types of punishment	Usually	Sometimes	Never
Hitting with a stick	47.4%	6.7%	18.5%
Hitting with a plastic tube or electric wire	33.0%	13.7%	26.3%
Whipping with a belt	34.1%	13.7%	20.4%
Slapping	55.6%	6.7%	10.7%
Punching	53.7%	10.7%	17.8%
Kicking	40.7%	10.4%	15.9%
Hitting on the head	43.3%	4.8%	10.0%
Pinching	51.9%	3.0%	10.4%
Forced to kneel down	26.3%	7.8%	18.9%
Tying with a rope or electric wire	13.3%	16.3%	31.9%
Burning	15.9%	24.8%	28.9%
Forced to do manual work	21.9%	15.6%	31.1%
Forced to do painful physical exercise	13.3%	17.8%	29.3%
Denying food	11.9%	17.4%	28.9%
Twisting fingers with a pencil in between	15.9%	11.5%	25.6%

4.1.a.4 - Variation in the Prevalence and Magnitude of Corporal Punishment According to Gender, Region and Vulnerability of the Children

The questionnaires administered to children show slight regional variations. Physical abuse appears to be more prevalent in SNNPRS, whereas it is less prevalent

in the Tigray Region. At any rate, it would be unwarranted to speculate as to whether such factors as the level of education, culture, historical background, religion, etc are the possible reasons for the variation.

Table 11 – Children's Experiences of Corporal Punishment at Home by Region

Types of punishment	Addis Ababa	Oromia	Amhara	Tigray	SNNPRS
Hitting with a stick	48.0%	53.8%	60.5%	44.8%	70.2%
Whipping with a belt	48.6%	48.9%	48.0%	39.2%	50.5%
Slapping	46.3%	56.5%	55.4%	38.3%	58.9%
Kicking	32.0%	45.7%	48.5%	31.9%	44.5%
Hitting on the head	55.1%	52.3%	55.9%	41.8%	55.2%
Pinching	49.8%	52.0%	50.7%	42.5%	55.1%

Vulnerable children such as street and disabled children experience corporal punishment differently. Although the numbers might not be significant enough to corroborate this conclusion, experiences of physical violence are different for street children due to the status and position accorded to children at home and those on the streets. Street children, for instance, cannot usually talk of experiences of corporal punishment in schools and at home. Most of them have already quit school or rarely pursue their education. All of them, at least temporarily, do not have a decent shelter to live in. As a result, in the FDGs held with street children, most of them referred to the physical violence they experienced on the street. Table 12 below shows why street children are more susceptible to violence outside the home and school environments even though the figures in the table also contain experiences they might have encountered at home and in school before they began living on the street. In some areas where CPUs are functioning, street children have indicated that there has been some improvement in the behaviour of police officers who are among the major perpetrators of physical violence against them.

> *"The police beat us after tying our hands together."* 12-year-old street child

> *"People yell at us saying that we behave badly because we eat leftovers."* a street child

In contrast, the likelihood of children who are disabled experiencing physical punishment is minimal as compared to other groups of children. The reason is basically the sympathy members of the community show towards them due to their physical condition. And yet, there are reports of incidents showing that they are physically abused at home, at school and in their respective neighbourhoods. On the other hand, they usually experience more psychological punishment in the community than other forms.

Table 12 - Corporal Punishment in the Community at Large – Comparison Between School and Street Children

Types of punishment	Street children	School children
Hitting with a stick	67.1%	47.0%
Whipping with a belt	48.6%	34.4%
Slapping	71.7%	52.0%
Kicking	72.4%	50.8%
Hitting on the head	78.2%	51.3%
Pinching	68.0%	47.1%

Children between the ages of 16 and 18 experience more physical violence. Based on the feedback obtained from questionnaires administered to children, those aged between 16-18 reported more physical violence than those within the age ranges of four and nine, and 10-15. The figures indicated that children aged between four and nine are the least abused. The only physical abuse these children experience more frequently at school than the other types of physical violence is being forced to kneel down.

Experience of physical abuse against male children is slightly more frequent. Community members and other respondents reiterated that girls are corporally punished less severely than boys. The data collected from children who responded to the questionnaires also confirms this general illustration (see Table 13 below). Respondents indicated that this was due to the fact that female children usually stay at home and are more obedient to parents. However, some incidents were mentioned at different study sites where girls may experience severe physical maltreatment, particularly when they reach puberty and their every move is construed as 'their effort to sneak out from home and have fun'.

Table 13 – Children's Experiences of Corporal Punishment at Home by Gender

Types of punishment	Male	Female
Hitting with a stick	78.2%	62.9%
Whipping with a belt	66.5%	60.8%
Slapping	72.8%	67.5%
Kicking	57.4%	48.5%
Hitting on the head	78.0%	68.4%
Pinching	72.4%	65.6%

When children are physically punished it is not important that they agree that they have done wrong. Children mentioned quite a number of incidents when they were severely beaten and subjected to other types of cruel punishment for a reason they, or any third person, did not exactly understand. One child related her experience as follows.

> *"I went with my younger sister on a Sunday to attend mass in one of the Protestant churches in our neighbourhood. When my mother heard about it, she tied us up in a room, sprinkled powdered red pepper on a fire and locked the door. It was*

later that I learned the wrong we had committed was to go to a church to which we do not belong." 16-year-old girl

"I remember one day my uncle waking me up early in the morning. Then he started to severely beat me with his belt. I didn't know what wrong I had done. I will not forget that particular incident for the rest of my life." a 6th grade student

Street children, in particular, frequently experienced such misfortunes, at all of the study sites. Whenever theft is reported in the locality where they have settled, it is common that the police would round them up and incarcerate them. In most such cases, the police will beat them until the stolen or lost object is found. Another group that frequently experiences undue punishment is adolescent girls between 14 and 18 years of age. These girls' parents or other family members might continually harass, abuse and control their movements in the pretext of protecting them from sexual violence and fraud. A girl at one of the study sites, for instance, always misses her last session in school to arrive home early to avoid being beaten by her family. Her parents consider that a few minutes delay is a lack of discipline, believing that she was somewhere other than where she should have been.

Domestic workers are more vulnerable. Children have noted that domestic workers are extremely vulnerable to violence. As this group of children usually come from remote rural areas, they are left with no other choice than to tolerate different forms of violence exercised against them by their employers. The following stories, for example, are narrated by children.

"The family next door brought a girl from a rural area to work as a domestic. One Tuesday afternoon, she was not able to finish all she had been told to do. She explained to the lady that she tried her best. However, the lady screamed at her telling her that she does not feed her to sit idle. Then she tied her hand and leg with a rope. As if this was not enough, she forced her to inhale the smoke of burning pepper. From that day the girl fell very sick. The lady sent her back to the place she came from claiming that the girl was not going to recover enough from her injuries to continue working." an 8th grade student

"A girl who used to work as a domestic was preparing butter. When she finished, she put it somewhere in the corner. For some reason the butter spilled over. Then, her indignant employer beat her with steel a rod used for grinding coffee. The child's spine was broken and she become terminally handicapped." a 7th grade student

4.1.b Child Labour

> **Child labour was a widely prevalent form of physical violence at the study sites, often accompanied by abuse and neglect by parents or other responsible adults.**
>
> *"I lost my parents about four years ago. Children in the neighbourhood hate me and talk behind my back. I live with my brother but I am supposed to do heavy work. If I do not do the heavy work, he beats me." 13-year-old girl*

Respondents cited child labour as one of the worst forms of physical abuse perpetrated against children. In the focus group discussions held with community leaders, teachers and parents many of the respondents frequently mentioned child labour and exploitation as one of the worst forms of violent acts perpetrated against children. Community members believe that poverty contributes to the proliferation of such a problem. They noted that children engage in hard labour to support their poor families or to feed themselves. In the meantime, they may quit school and consequently damage their future prospects. To counter this in one rural school, authorities take every precaution not to enrol every child of a peasant family in the same shift so that at least one child can stay at home to toil on the farm and attend to cattle. Unfortunate children in poor families may lose the opportunity of attending school, perhaps for the rest of their lives.

Various studies indicate that child labour is highly prevalent in Ethiopia. According to the National Child Labour Survey[10], the total population of children between the ages of five and 17 in the country was 18,197,783. Out of this, 9,483,611 or 52.1 percent are economically active.

Moreover, children are also trafficked from rural areas to work as domestics in urban households. As these children have no family member around to look after their interests, they are invariably subjected to hard labour. Their employers seldom allow them to attend school. One study indicates that "many children are trafficked from rural to urban areas for purposes of domestic work. These children are toiling for long hours with little or no pay, frequently abused, and regularly deprived of the chance to play or go to school"[11].

Children who live with relatives and not with their parents suffer more. During the FDGs, children and other groups of respondents mentioned that children who live with relatives who are not their parents suffer child labour exploitation more severely. Even if the relatives have their own children, the responsibility of most of the domestic work is imposed on these children. The respondents also mentioned that such treatment has forced girls as young as 13 or 14 to run away from home, forcing them into prostitution. The following stories depict the plight of children living with their relatives.

> *"In Kebele 11, a girl of approximately 13 years of age was brought from a rural area by her relatives who promised to send her to school. However, she spent most of the time working. One day her employer found out that she sold injera[12] when nobody was at home and kept the money for herself. By way of punishment, they put red pepper in her eyes." a girl*

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[10] Ministry of **Labour and Social Affairs,** *National Child Labor Survey*

[11] IOM, International Organisation for Migration: *A situational analysis of child trafficking in east Africa.*

[12] A pancake-like bread made from *teff.*

"I have a friend in the neighbourhood who came from a rural area. She was brought here by her relatives to pursue her education. She is about 13-year- old, but she has never been sent to school." an 8th grade student

4.2 Psychological Violence

4.2.a Type, Prevalence and Magnitude of Psychological Punishment at Home – Overview of the findings

Psychological punishment is exercised against children by family members. It is more prevalent than physical punishment.
"I hate insults more than beatings. My brother is always angry with me and calls me 'prostitute'. He shouts at me all the time because I play and joke with boys. He does not understand that his behaviour does not help. One day he came to me and said that he has heard that I had intimate (sexual) relations with some of the boys. And without any evidence, he began to beat me severely. The beating was so severe that I was not able to control myself, and I wet myself. I will never forget that incident for the rest of my life." a 16-year-old girl

Psychological punishment, such as insults, shouting, and threatening is common at all study sites. Community members and parents noted that there is no child that has grown up without experiencing psychological punishment. Children indicated that it is so common that it may appear as a right of every adult with any kind of relationship with children. Discussions with community members also revealed that when defining violence participants seldom mentioned psychological punishment. It is when members of the research team drew their attention to psychological punishment specifically that they would start to discuss it.

Community leaders, parents and teachers consider psychological punishment less harmful to children. Nevertheless, in the opinion of many children, psychological punishment such as insulting and ridiculing is as severely damaging as the physical ones. Some children even prefer physical punishment, if they were given the choice.

Shouting at/glaring at, insults and threats are the most common forms of psychological punishments. Although the responses from children show that they have experienced all forms of psychological punishment, the most common ones are shouting at/glaring at (71.8 percent), insults (76.7 percent), and frightening/threatening (55.3 percent) (see Table 14 below). The questionnaire administered to community leaders, parents and teachers also confirms the children's responses. Hence, 77.8 percent, 74.4 percent, and 61.9 percent of the respondents mentioned that children usually experience the stated types of punishments respectively (see Table 15 below).

Table 14 – Children's Experiences of Psychological Punishment at Home

Types of punishment	Usually	Sometimes	Never
Shouting at/glaring at	23.2%	48.6%	28.1%
Insults	27.0%	49.7%	23.3%
Frightening/threatening	16.1%	39.2%	44.5%
Ridiculing and embarrassing	13.7%	24.3%	62.0%
Isolating	10.9%	24.0%	65.1%

Table 15 - Parents, Community Leaders and Teachers – Responses to the Prevalence of Psychological Punishment at Home

Types of punishment	Usually	Sometimes	Never
Shouting at/glaring at	77.8%	5.9%	1.9%
Insults	74.4%	3.0%	3.3%
Frightening/threatening	61.9%	12.6%	8.9%
Ridiculing and embarrassing	37.8%	21.9%	11.1%
Isolating	10.9%	24.0%	65.1%

4.2.b Type, Prevalence and Magnitude of Psychological Punishment in Schools

Children are exposed to various types of psychological punishment in school
"In our school insulting students is common." 14-year-old girl

During the FDGs held with community leaders and children, most of them agreed that psychological punishment is still exercised in schools. Questionnaires administered to children provide clear evidence of this assertion. While many believe that corporal punishment in schools is declining, there seems to be no change in the use of psychological violence. Some respondents, particularly children, even noted that teachers are now resorting to psychological punishment more vigorously as a result of the official ban on corporal punishment. Nonetheless, teachers and school authorities at many study sites argue that psychological punishment is non-existent in schools or that it is decreasing.

Shouting at/glaring at, insults, threats, ridiculing and embarrassing, suspension from class, and forcing children to write words or sentences several times, are relatively more frequent. The responses from children illustrate that the most frequently exercised punishments at school are shouting at/glaring at (61 percent), insults (70.3 percent), frightening/threatening (54.3 percent), ridiculing and embarrassing (46.5 percent), and suspension from class (45.9 percent) (see Table 16 below). Community leaders, parents, and teachers also seem to agree with the children. Hence, most of them indicated that children usually experience such types of punishment (see Table 17 below). A story narrated by a female student illustrates her experience. She stated that her 8th and 9th grade teacher used to utter bad and discouraging words to her on a regular basis. When she went to the school library to study, he used to discourage her saying that she was there only to pass time. She added that she even wanted to discontinue her education because of his ceaseless nagging and abuse. The acts of this teacher made her develop a very negative attitude towards all teachers.

Table 16 - Children's Experiences of Psychological Punishment in Schools

Types of punishment	Usually	Sometimes	Never
Shouting at/glaring at	14.2%	46.8%	38.9%
Insults	20.9%	49.4%	29.7%
Frightening/threatening	11.3%	43.0%	45.7%
Ridiculing and embarrassing	12.0%	34.5%	53.4%
Isolating	7.6%	25.9%	66.5%
Suspension from class	11.4%	34.5%	54.0%
Denying break in between periods	10.9%	29.6%	59.5%

Table 17 - Parents, Community Leaders and Teachers - Responses to the Prevalence of Psychological Punishment in Schools

Types of punishment	Usually	Sometimes	Never
Shouting at/glaring at	59.3%	11.1%	3.3%
Insults	63.3%	10.0%	3.3%
Frightening/threatening	56.7%	9.6%	6.3%
Ridiculing and embarrassing	57.4%	14.4%	5.6%
Isolating	28.1%	22.6%	12.2%
Suspension from class	48.5%	14.4%	13.3%
Denying breaks between periods	29.6%	28.1%	12.2%

4.2.c Type, Prevalence and Magnitude of Psychological Punishment in the Community

General findings indicate that the magnitude and prevalence of psychological violence is lower in the community. All types of psychological violence are exercised in the community. Nonetheless, the magnitude and prevalence is much lower than that experienced at home and in schools. Respondents, particularly community leaders and parents, have noted that except for certain groups of children such as street children and girls, members of the community seldom psychologically abuse children. They noted that, unlike in the past, neighbours and community members no longer punish children. This trend has almost vanished in bigger towns. Children no longer respect adults as a result, which some parents regret.

Psychological violence is less frequent in the community. Although respondents noted that there is less physical violence outside the home and school compounds, psychological punishment is still prevalent in the community. Accordingly, children have experienced the following in the community: shouting at/glaring at (47.6 percent), insults (64.9 percent), frightening/threatening (57.2 percent), and ridiculing and embarrassing (42.8 percent) (see Table 18 below). Community leaders, teachers and parents concurred with children's opinions of their experiences of different forms of psychological punishment in the community.

> *"When we go out shopping, boys always threaten, insult and harass us."* 15-year-old girl

Table 18 - Children's Experiences of Psychological Punishment in the Community

Types of punishment	Usually	Sometimes	Never
Shouting at/glaring at	13.2%	34.4%	52.4%
Insults	20.8%	44.1%	35.1%
Frightening/threatening	17.4%	39.8%	43.8%
Ridiculing and embarrassing	12.7%	30.1%	57.2%

4.2.d Regional Variations in the Prevalence and Magnitude of Psychological Punishment

Addis Ababa shows a lower prevalence of psychological violence. According to the responses given by children, there is a relatively lower prevalence of psychological violence in Addis Ababa compared to other regions where it is uniformly prevalent. For the purpose of comparison, see Table 20 below in relation to the most frequent types of psychological punishment at home by region.

Table 19 - Psychological Punishment at Home by Region

Types of punishment	Addis Ababa	Oromia	Amhara	Tigray	SNNPRS
Shouting at/glaring at	60.8%	72.5%	78.3%	72.3%	76.8%
Insults	52.2%	80.8%	84.1%	77.6%	85.0%
Frightening/threatening	36.5%	59.0%	62.0%	64.6%	57.3%

Variations among child groups of respondents. With regard to the most prevalent forms of psychological punishment indicated above, students experience more psychological abuse than orphans, children with disabilities, and children at home care centres. However, street children experience a higher rate of psychological violence in all places compared to the other groups, including school children (see Table 21 below).

Table 20 - Psychological Punishment in the Community by Children Group

Types of punishment	Students	Street children
Shouting at/glaring at	48.5%	58.9%
Insults	64.1%	76.0%
Frightening/threatening	57.0%	67.1%
Ridiculing and embarrassing	43.9%	50.7%

Children with disabilities and orphaned children experience psychological violence differently. Although the questionnaire administered to children does not clearly show the specific psychological violence such vulnerable children experience, the FDGs revealed the discriminatory treatment they receive in the community. In most instances many of their peers and community members insult them and regard them as inferior. In particular, children with disabilities almost everywhere mentioned the low status accorded to them by the community. It is common for instance to hear from these children that whenever a guest comes to their house they are covered up or ordered by their parents to stay hidden in another room until the guest leaves. They are considered

an embarrassment to the family. Moreover, as confirmed by teachers, many are not encouraged to pursue an education. The parents in most cases prefer to keep them at home and, perhaps, out of view of the community.

Boys experience more psychological violence than girls. As with corporal punishment, boys experience psychological punishment more frequently than girls. This might be because girls are usually occupied in household chores, are thus not as visible and have little interaction with others inside and outside the home. Even though most girls are not allowed to go out and play as are their brothers, they accept it as a normal way of life. However, a significant number of girls at the study sites noted during the focus group discussions that keeping them at home to do housework while allowing boys to play outside amounts to discrimination and, in their opinion, might equally be considered as a type of psychological violence perpetrated against them.

Children between the ages of 16 and 18 experience more psychological violence than other age groups. Based on the questionnaires administered, children between the ages of 16 and 18 experienced psychological punishments more frequently than children between the ages of four and nine and 10 and 15. Also in accordance with the data, children between the ages of four and nine are the least abused. The only psychological abuse this group experiences more frequently than the other groups is insulting at home, in school and in the community.

4.3 Sexual Violence

> **Overview of the findings:** All types of sexual violence including abuse, rape, sexual harassment, exploitation and harmful traditional practices such as abduction, early marriage, and FGM are committed against children at all study sites. Girls are the primary victims. There is, however, some variation between urban and rural settings as well as between different cultures and traditions. The data also indicates that sexual harassment and rape are more widespread than other types of sexual violence. It further shows that some violent acts are increasingly reported to the police and the alleged wrongdoers are being tried in court. There is a general understanding among respondents, including law enforcement officials, that the prevalence of sexual violence is on the decrease compared to that of the previous years, perhaps due to increased public awareness, and the attention the government gives to the issue.

Sexual violence at home. Information obtained from FDGs and questionnaires administered to community leaders, teachers and parents indicate that sexual violence takes place at home although not as frequently as elsewhere (see Table 22 below).

Table 21 – Children's Knowledge of Sexual Violence Perpetrated Against Other Children at Home, in School and in the Community

Type of Violence	In School	At Home	In The Community
Abduction	10.0%	8.1%	60.8%
Unwanted sexual touching	17.5%	18.7%	33.5%
Rape	12.9%	10.6%	52.1%
Sexual harassment	15.9%	17.2%	33.2%
Inducing a child to have sex	18.1%	10.0%	42.5%

More often, domestic workers and girls staying with relatives other than their parents are more vulnerable to sexual violence at home. There are numerous incidents of sexual violence committed against them as narrated by a number of children. One child narrates her experience.

> *"I have a friend in the neighbourhood who was brought from a rural area by her relatives who promised to send her to school. She is about 13-years-old. She has never been to school. She works every day. One Saturday I was bored and went to her house to play with her. I called her name but she did not answer. Then I heard people whispering in one of the rooms. I opened the door. She was in bed with the father of the family." an 8th grade student*

Sexual violence in schools. Respondents noted that sexual violence also takes place in schools. According to FDGs held with children, the most frequent sexual violence at school is sexual harassment. Hence, such acts as rape and abduction rarely occur on school premises. Children have also noted that they personally know of actual incidents of sexual violence experienced by girls in school (see Table 22 above).

"The year is 1996. I had a good friendship with a teacher who was in charge of our class. He asked me to come to his place on Epiphany (a holiday). I didn't go. The next day he asked me why I did not appear. I told him that I could not make it. Then he asked me to come to a hotel. I did not go there either. Then he began to insult me in class. I told my mother. She said she would talk to him. But for some reason she was not able to go. Then the teacher asked me to bring my parents. I went with my brother. Within a week he asked me to bring my parents again. This time I went with my mother. Again he asked me to bring my parents within 15 days. My mother said that she could not do anything to help me. I felt helpless. I don't have the courage to tell my father. He will be angry with me." a 7th grade student

Sexual violence in the community. Data obtained largely from FDGs and questionnaires administered to children, parents, and community leaders show that sexual violence, such as abduction, rape, sexual harassment, seduction, unwanted sexual advance, early marriage, FGM, trafficking, and child prostitution exists in the community. For instance, children responded that they actually know children who had experienced abduction (60.8 percent), rape (52.1 percent), seduction (42.5 percent), sexual harassment (33.2 percent), and unwanted sexual advance (33.5 percent) in the community (see Table 22 above). Moreover, 48 percent and 38.7 percent of the children indicated that they know of actual cases of early marriage and FGM, respectively.

Community members also believe that these abuses are prevalent in their respective communities. Accordingly, they considered abduction (45.2 percent), unwanted sexual touching (46.3 percent), rape (55.9 percent), sexual harassment (55.9 percent), inducing a child to have sex (50 percent), early marriage (55.2 percent), FGM (47.4 percent), child trafficking (37.4 percent) and prostitution (63.7 percent) as prevalent (see Table 23 below).

Table 22 - Parents, Community Leaders and Teachers – Responses to the Prevalence of Certain Types of Sexual Violence

Types of violence	Yes	No
Abduction	45.2%	37.0%
Unwanted sexual touching	46.3%	18.9%
Rape	55.9%	22.6%
Sexual harassment	55.9%	18.5%
Inducing a child to have sexual intercourse	50.0%	23.0%
Early marriage	55.2%	33.3%
Female genital mutilation	47.4%	27.0%
Child prostitution	63.7%	16.3%
Child trafficking	37.4%	27.4%

Female respondents between the ages of 18 and 24 confirmed the above findings whereby 47.2 percent of them stated that they had experienced sexual violence while they were under the age of 18. Moreover, these respondents indicated that they had personally experienced early marriage, FGM, abduction, and unwanted sexual touching, (see Table 24 below) as well as rape, sexual harassment and prostitution.

Table 23 - Personal Experiences of Sexual Violence Against Girls between the Ages of 19 – 24

Types of violence	Respondents who replied 'yes'
Early marriage	6.8%
Female genital mutilation	33.3%
Abduction	2.2%
Unwanted sexual touching	52.3%

Statistics of reported and prosecuted cases of sexual violence against children were collected from some study sites. The statistics indicate that cases involving rape and abduction are more frequently reported than other forms of sexual violence. According to officials, this does not mean that the other forms of sexual violence do not occur. For various reasons other forms of sexual violence are not reported, giving the impression that they don't often occur. However, in some places, such as Debre Berhan, reporting rape and abduction to the police increases every year. For instance, regarding the rape of children between the ages of nine and 15, reported cases to the police increased from 65 in 1994 to 106 in 1996 E.C. Similarly, reports of abduction have increased from 53 in 1994 to 130 in 1996 E.C. The officials concerned explained that the figures may not actually reflect an increase in the commission of the offence. Instead, there appears to be an increase because people are becoming aware of their rights, leading them to report more of these crimes to the police.

> *"Three years ago I remember a girl who was harassed by a man who wanted to marry her. She refused. One day he forcefully took her to his home. She became pregnant. She dropped out of school as a result. Now she has two children and is living in a rural area leading a difficult life. She is so ashamed now that she does not want to meet us in the street and deliberately avoids us." a student*

Vulnerable groups. Street children and disabled children are more at risk of sexual violence than of the other groups. In the focus group discussions held with street children, they mentioned that street boys and drunken passers-by continuously harass street girls. Many of the girls also alleged that street boys frequently rape and gang-rape them. Similarly, disabled children also frequently experience sexual violence. In particular, if a girl is physically incapable of moving or visually impaired, she commonly experiences harassment and unwanted sexual advances since she is not in a position to immediately complain about the situation to third parties.

> *"They try to sleep (rape) with us. When they are not successful, they beat us." 15-year-old street girl*

> *"Around the hospital, boys touch my body. When I ask them to stop, they beat me." 15-year-old street girl*

> *"I have a girl friend who was raped by a street boy." 14-year-old street girl*

Consequently, focus group discussions held with different groups of children could provide a general picture that indicates that younger street children are also more vulnerable to sexual abuse than are older street children.

Rural children are more vulnerable to rape, FGM, abduction and trafficking. FDGs held at most of the study sites revealed that some types of sexual violence are more prevalent in rural communities. These include abduction, rape, FGM and trafficking. In many instances, participants in the focus group discussions in larger towns tended to rule out the presence of abduction in those towns. Conversely, sexual harassment and unwanted sexual touching seems to occur more often in towns than in rural communities. FDGs held with students and teachers in rural schools revealed that such violence does not frequently happen in their communities compared to larger towns, mainly because children are more reluctant to make close contact with others.

Sexual violence against boys. Although the study does not specifically address the issue of sexual violence perpetrated against boys, respondents at all study sites mentioned a number of incidents that indicate the prevalence of sexual abuse such as rape and sexual harassment against boys. Incidentally, researchers came across pending cases reported to the police in the Amhara region. One recent case that shocked the nation exposed that boys who live in childcare institutions may experience sexual violence. It was in 2003 that a foreigner who was in charge of an orphanage in the Amhara region was found guilty by the Federal High Court for sexually abusing 15 boys as young as 10 years old.[13]

One of the victims who testified against the accused before the court remembers: *"I had been sexually abused three times by two adult employees working in the orphanage. I had been drugged each time and would come to my senses only after the abuse had taken place."*

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[13] Federal High Court of Ethiopia: File No. 1/94. Judgement rendered on 30 June 1995 (E.C.)

CHAPTER FIVE: PERPETRATORS OF PHYSICAL AND PSYCHOLOGICAL VIOLENCE

The study identified different groups of individuals that inflict violence against children. The type and nature of perpetrators identified depend on the status of children in the community and the relationship they have with particular violators. As a result, the perpetrators could differ if a child is a girl or a boy, living in a rural or an urban area, living on the street or at home, etc. The relevant information has largely been collected from focus group discussions, interviews and children's narratives.

5.0 Perpetrators of Physical and Psychological Violence

At Home: Fathers, mothers, older siblings, stepparents, other family members
As explained in the previous sections, the study reveals that physical and psychological violence is prevalent in the home at all study sites. Children, in particular, have indicated that they have experienced physical or psychological violence in one way or another at home. Parents stand out as the principal perpetrators of such violence. A considerable number of children noted that the father, in particular, plays a primary role in this regard as he is responsible for disciplining children in the Ethiopian socio-cultural context. However, since mothers work most of the time in the home, they spend more time with their children than do fathers, and thus abuse the children more frequently than the fathers. Nonetheless, the children believe that the intensity of the punishment administered by their mothers is milder compared to that of their fathers, be it physical or psychological.

Children with older siblings have noted that they experience physical and psychological abuse from them in the home. As a result, these children are more respectful and submissive towards their older siblings than towards their parents.

Children who live with stepfathers or stepmothers suffer the most at home. Stepparents severely beat or psychologically rebuke their stepchildren. As one child mentioned, she would rather regularly miss her last lesson in school than suffer the worst from her stepmother.

Likewise, children living with extended families or distant relatives suffer greatly, physically and psychologically, according to stories recounted by children at different study sites.

At school: Teachers, guards, class monitors and grownup boys
Many school respondents, including children, agree that teachers have reduced their tendency to physically and psychologically abuse children. However, as stated in the previous section, teachers still continue to use physical and psychological punishment against students.

> *"I have been punished by a teacher who twisted two of my fingers after putting a pen between them."* a 13-year-old

In almost every school there are class monitors for each classroom. A good number of students participating in the focus group discussions stressed that these monitors commit physical and psychological abuse against them. They further expressed their concern that monitors use their positions of authority to take revenge on students who report them to their teachers.

Guards are the other group of people physically and psychologically abusing children in schools. Many opportunities bring security guards and students into contact with other, particularly before the start of lessons and anytime a child is not behaving according to the school standard outside the classroom situation.

> *"One day, I was a little bit late for school. I was running fast to arrive on time. When I arrived at the school gate, I tried to sneak in, but the guard came from no where and severely beat me on my back with a big stick. I fell down. I fully recovered only after visiting the doctor." a 7th grade student*

Another group of perpetrators of violence in school compounds is adolescent boys. These boys commit violent acts, particularly against females, for various reasons. Some simply want the girls to be their friends. If the girls decline their offer, the boys beat and threaten them. Sometimes boys may request girls who perform well academically to help them cheat on exams. If the girls try to resist, the boys may persistently beat and abuse them. It also is common that older boys physically abuse younger children of both genders for various reasons.

In the community: Neighbourhood (vagrant) boys, police, street children
In towns, girls frequently experience beatings, insults and various forms of harassment from neighbourhood boys. Older boys occasionally physically abuse and bully younger boys if they disregard their instructions.

As mentioned previously, the police inflict physical violence against children for various reasons. They frequently abuse children who sell items on the street. They might also carry out mass arrests of street children, such as when a theft is reported in the local area. The mere presence of children in the area may result in police beatings. It is also reported that the local militia does the same in semi-urban and rural settings. As a result, many street children noted that they live under continuous threat and fear of the police.

Older street boys frequently abuse other street children when they fail to comply with the street custom. Drunkards and the boyfriends of female street children also beat them.

> *"I was beaten by the police for begging." a street child*

> *"I was beaten by the police for sleeping on the sidewalks." a street child*

5.1 Perpetrators of Sexual Violence

At home: parents (fathers and stepfathers), other relatives
Although not frequent, respondents noted that there are few instances of sexual violence perpetrated against children in the home. However, the data gathered on this particular problem may not actually illustrate the real picture due to the fact that children and community members might not be daring enough to speak of such abuses to outsiders.

At any rate, the research has found that fathers, stepfathers, and sometimes close relatives such as uncles, sexually abuse children. Parents also tolerate, due to culture and tradition, early marriage and abduction, particularly in rural communities.

In schools: Teachers, older male students
In schools located in towns, teachers abuse their professional status in some isolated instances by harassing and sexually exploiting children. During focus group discussions, community members noted that male teachers frequently sexually abuse girl students. The responses given by children reinforce such assertions. Some students indicated that some teachers use their positions of authority to induce female students into having sexual affairs with them. The teachers retaliate by reducing marks when the female students decline their demands. Some students also stated that older male students engage in sexually abusive behaviour towards younger female students.

Older male students perpetrate sexual violence in schools. It was indicated during the focus group discussions that male students take identification cards and other belongings of female students, then use these items as leverage to compel the girls to talk to them, threatening not to return them if they refuse. Community members and girl students said that these boys harass, rape or seduce girls in schools. Such instances are predominant in junior and higher secondary schools, where if a girl does not comply with a boy's demands, he could make her life extremely difficult. Unfortunately, girls feel unprotected by their families, school authorities or the police and hence simply fall victim to such violence. Harassment is so commonplace that girls tolerate it. In rural schools, however, teachers said that it does not occur as frequently as in larger towns.

In the community: Neighbourhood (vagrant) boys, traditional healers, others
Most of the respondents agreed that young girls are susceptible to sexual abuse from vagrant neighbourhood boys. Many also agree that in larger towns it is normal for young girls to experience harassment in the community. Boys may coerce a friendship of the girls through use of intimidation. Ultimately, the boys seduce young girls or force them to agree to sexual intercourse to avoid further problems. If they refuse to comply, the boys could still rape or physically abuse them, as respondents noted.

In rural areas, however, abduction and rape occur more frequently than other types of sexual violence in the community. At some study sites, men and boys abduct young girls for the purpose of marriage and take them far away from their neighbourhoods. Girls have an equal chance of being abducted whether or not they attend school.

There seems to be a discernible variation between rural and urban communities regarding FGM. As noted earlier, the FDGs held with community leaders seem to indicate that traditional healers still practice FGM in rural neighbourhoods and not so frequently in urban communities.

People also may rape or abuse girls in rural communities when they are attending cattle or working on the farm.

CHAPTER SIX: CAUSES AND EFFECTS OF PHYSICAL AND PSYCHOLOGICAL VIOLENCE

6.0 Causes of Physical and Psychological Violence

Culture and attitude. In the majority of Ethiopian communities, children are generally viewed as parental property. Usually, parents seem to have every right to do whatever they like with their children. Due to such attitudes, neither society nor the government scrutinises parents, although they are sometimes abusive. In general, children are not treated as human beings having their own interests and the capacity to make decisions for themselves.

FDGs conducted with children provided their views on how they think parents and community members regard the discipline of children. They noted that parents want children to passively listen to them when being scolded or insulted. If, on the other hand, children display a tendency to argue or to show any kind of disagreement, parents would take it as an offence and beat them. Parents generally believe that children must obey them, and consider those who argue with them as deviant and misbehaving. With such an attitude in family situations where parents supposedly care for and love their children, the treatment of vulnerable groups, such as street children, is probably more serious given the absence of parents.

The fact that most Ethiopian parents are illiterate (more than 60 percent)[14] perpetuates the prevalence of the community's appalling attitude towards children. Children have reiterated that one of the main reasons for the existence of abusive and violent punishment against them is their parent's and society's ignorance. Most of the students in the group discussions agreed that, since their parents and the community are very traditional, physically and psychologically "disciplining" children are considered acceptable and correct means of chastising, allegedly for the good of the children. Since parents experienced the same types of treatment during their childhood, they seem to have innocently accepted these same ways as the correct methods of nurturing children.

Lack of awareness about alternative ways of disciplining. Relevant individuals such as judges and prosecutors, government bodies such as the police and social affairs offices, and child-focused NGOs, emphatically stated that one of the major reasons for the widespread practice of violence against children is society's lack of awareness of alternative ways of disciplining them. As expressed above, individuals who perpetrate corporal and psychological punishment against children indulge in these acts because they have grown up experiencing or witnessing such forms of punishment. People have not practised or internalised alternative methods of disciplining. As a result, they may not be fully aware of the emotional impact of physical and psychological punishment on children. There is a widespread belief that parents must make children feel physical and emotional pain in order to effectively correct them. Many respondents stated that alternative ways of disciplining such as advising children and discussing problems with them might not be effective on their own, probably because parents exercise them wrongly. Therefore, many people tend to believe that physical and psychological punishment brings about the desired results more effectively.

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14 Human Development Index, UNDP Human Development Report, 2002

Also pointed out in previous sections, even in schools where corporal punishment is officially prohibited, teachers are not familiar with alternative methods of disciplining. In FDGs with teachers, they revealed that, although they acknowledge the prohibition of corporal punishment, school authorities are not aware of alternatives available to discipline children, or are not confident of their effectiveness. Teachers are, therefore, concerned about the disposition of students in their schools saying that, in the absence of corporal punishment, they find it very difficult to manage students. As a result, some have confessed that they still practice corporal punishment despite the official prohibition.

Poverty. Many children in Ethiopia experience different types of child labour abuses largely due to economic problems. Children stated during the FDGs that the main reason for child labour is their parent's poverty. In poor families, children have to work extensively to support their families or to feed themselves. In particular, children with economic difficulties are vulnerable to trafficking and are ultimately forced to work in homes, in private businesses such as shops, restaurants, and weaving and garment factories. In rural families, children are normally required to engage in heavy agricultural activities right from their early childhood.

> *"On January 18th of this year, I was serving dinner to my family. My uncle called me from his room and I went there. He asked me why I didn't clean the house and then he slapped me and beat me with his belt. In the meantime, I thought about running away from home. But where would I go? " 14-year-old girl*

The loss of parents due to HIV/AIDS results in family disintegration, and consequently, in large numbers of working children. Orphaned children expressed how their situation became one of the main causes of abuse and violence against them. In this connection they referred to stories of their close friends who have lost their parents and now live with relatives (sisters, brothers, aunts, uncles, grandparents, etc) whereby they suffer from a lack of food, hard labour, and physical abuse.

> *"I know a girl whose parents died due to HIV/AIDS. Afterwards she went to live with her aunt. She was responsible for taking care of her aunt's children. I always see her do heavy work. If she declines, she is always beaten. When she washes her clothes together with those of the children, the aunt would shout that she is not equal with her kids, and orders her to wash her own clothes some other day and to do other tasks immediately." a 6th grade student*

Moreover, some children hinted that a parent's inability to fulfil their children's basic material needs may cause the children to misbehave, and this in-turn triggers immediate violent "disciplining" from the parents. The demands that children request from their parents usually include basic necessities such as food, clothing, playthings and school materials. Hence, it's possible to relate the problem of violence to the economic strength of the parents.

Violence is also linked to poverty caused by unemployment. Vagrants who physically abuse girls and boys in the community often indulge in such violence because they have no other activity to occupy them. Their major preoccupation becomes, as many community leaders noted, loafing around and abusing children. Accordingly, about

59.1 percent of children and 57 percent of community members (parents, teachers and community leaders) respectively consider unemployment a cause of abusive behaviour (see Table 25 below).

Table 24 - Possible Causes that Contribute to Physical and Psychological Violence Against Children

Possible causes	Children	Parents, Teachers and Community Leaders
Alcohol	74.1%	68.7%
Drug	68.9%	76.0%
Negative attitude towards vulnerable (e.g. street) children	68.8%	69.3%
Poverty of perpetrators	56.9%	71.7%
Low level of education or awareness of perpetrators	61.0%	77.7%
Absence of protective laws	61.6%	66.0%
Lack of commitment to implement the existing protective laws	58.8%	58.0%
Unemployment of perpetrators	59.1%	57.0%
Society's loss of moral values	59.9%	63.7%
Perpetrators themselves being abused during childhood	52.3%	57.3%
Behaviour of abused children	48.6%	48.7%
Influence of culture	47.1%	40.0%
Media content	23.1%	44.0%
Other causes	35.1%	37.3%

Problems related to law enforcement. As stated previously, the review of relevant laws in Ethiopia gives a general picture that the existing legal framework provides protection from physical and psychological violence against children. The Constitution, the CRC and the Penal Code clearly prohibit corporal punishment, excluding minor punishment by parents. However, physical and psychological violence committed against children is not usually brought to justice. In particular the study found that corporal punishment exercised against children by parents is neither reported nor properly prosecuted when it is reported. Even in rare cases when children report their parent's brutality to the police, the children are subsequently reluctant to pursue the case saying that it would create problems in the relationship. This has created the impression on a large number of respondents that no legal framework exists in Ethiopia that prohibits and penalises physical and psychological violence. This leads to a proliferation of violence. Respondents mentioned that authorities never question parents, except in serious cases such as when a child dies or is severely injured. Children also hold the opinion that the absence of legal measures against abusive parents encourages them to maintain their abusive practices.

Alcoholism. The results of FDGs held with other respondents and children in the form of narratives indicated that a lot of children experience violence due to their parents' abuse of alcohol. Many children and parents relayed that drunken parents frequently abuse their children. Many child participants of the focus group discussions ran away from home and lived in the streets because they could not tolerate the violence. According to the results of the questionnaires administered to children, more than 74.1 percent of the children, for instance, identified alcoholism as one of the causes of physical and psychological violence against them, while more than 68.7 percent of parents, teachers and community leaders expressed similar opinions (see Table 25 above).

*"My grandfather beats my 3-year-old brother whenever he gets drunk." a
student*

Other factors. As stated previously, the average Ethiopian family is relatively large[15].
Maintaining big families, apart from the financial implications, has an adverse impact
on raising children. In other words, parents cannot give serious attention and time to
accommodate all of their children's needs and interests and to follow up their performance.
As a result, a high probability exists where children may develop deviant and unwelcome
behaviour resulting in physical abuse from their parents. The FDGs showed that children's
wrong doing or misbehaving is generally the most common reason cited by both parents
and teachers for punishing them. The problem of size is also reflected in classroom
situations whereby teachers are unable to study the background of each student in order
to properly assist them. A lack of counselling services also contributes to the problem.[16]

6.1 Causes of Sexual Violence

Religion, culture and attitude. There is a general attitude in Ethiopian society that
women are inferior to men. Society views women as incapable of making decisions that
affect their own lives. Age-old traditions and culture have contributed to this view. This
has resulted in various forms of sexual violence such as abduction, rape, early marriage
and sexual harassment in many Ethiopian communities. Only rarely do victims report
cases of sexual violence to the police which, consequently, are rarely prosecuted.

Problems related to enforcing relevant laws. The review of relevant laws in Ethiopia
provides a general picture that the present legal framework, despite minor flaws, provides
acceptable protection from sexual violence. While the existing legislation penalises acts
of sexual violence, the laws are not enforced. Cultural traditions and attitudes of the
community hinder the enforcement of the laws, especially those prohibiting abduction,
early marriage and harassment.

Other factors. Most of the points mentioned in the previous section recounting causes
for physical and psychological violence are also equally relevant for sexual violence
according to the respondents. The rape and harassment of street girls, for instance, may
also be the consequence of such problems as family breakdown and poverty. Moreover,
some forms of sexual violence may result from other forms of violence. For example,
child prostitution is often the result of early marriage, arranged marriage and polygamy.

6.2 Effects of Physical and Psychological Violence

Bodily injury and death. Corporal punishment may cause temporary or permanent
injuries to children. In some extreme cases it may even result in death. There are incidents
where children have suffered from unconsciousness, bleeding, broken backbones, lost
limbs and fingers, etc, as a result of physical abuse. Participants of FDGs have mentioned
real cases involving grave physical punishment that resulted in deaths and permanent
injuries to children. In the Amhara Region for instance, 1386 cases of permanent, and

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[15] USAID: *http://www.usaid.gov/our_work/global_health/pop/countries/ethiopia.html, last revised April 10, 2005*
[16] As many as 60-90 students are accommodated in a single classroom at most of the study sites

1252 cases of temporary bodily injury on children were reported to the police in 1995 (E.C.) and 1996(E.C.) respectively, whereas 66 and 138 cases involving deaths were reported in the same years.

> *"I know a lady who lives with her nephew in my neighbourhood. He tends the cattle and does all the domestic work. But this boy has the habit of stealing food from the house. One day the lady tied his hands and put them on fire. He lost his fingers and recovered only after a long treatment." a 9th grade student*

> *"In our classroom there was an intelligent girl. Our teacher likes her very much. Our class monitor was not happy with this and was rather jealous. One day, he reported her name to the school authorities claiming that she behaved badly in the class. However, it was found out that the accusation was without grounds. He blamed her for this incident and waited for her as she was going home from school when he punched her in her face. As a result, he broke two of her teeth." a 13-year-old*

Emotional effect. Physical and psychological violence usually results in unhappiness, humiliation, low self-esteem, sadness, shame, feelings of hopelessness, depression, anxiety, anger and vindictiveness.[17] Respondents noted that a child that experiences physical and psychological punishment, even if he or she survives without visible physical injuries, would find his or her mental and emotional development adversely affected. They noted that he or she would lack self-confidence and may develop similar abusive tendencies towards other children when he or she gets the chance. Violence also undermines health by increasing self-destructive behaviours, such as smoking and substance abuse.[18]

> *"I hate insults more than beatings. My brother is always angry with me and calls me prostitute. He shouts at me everyday saying that he has seen me playing and joking with boys." 16-year-old girl*

Street living and prostitution. When physical and psychological punishment becomes intolerable, it may lead to the child running away from home. Discussions with street children indicate that a number of them started living on the street due to experiences of physical and psychological violence at home. Other studies also confirm this assertion. For instance, a study on street children in four major towns in Ethiopia found that family conflict is the second largest reason for street dwelling (11.3 percent of the cohorts[19]). Girls tend to become prostitutes when they run away from home.

Dropping out of school. Although no accurate figures exist, education bureaux officials expressed their concerns that corporal punishment might be one of the main reasons for children dropping out of school. Violence in the form of child labour also contributes to the drop-out rate. Most children that are exploited through child labour do not usually

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17 Save the children, *Corporal/Physical and Psychological Punishment of Girls and Boys in South and Central Asia Region,* pp. 25, 2004

18 Lori Heise, Mary Ellsberg and Megan Gottemoeller *Ending Violence Against Women* Population Reports, Series L, No. 11 Baltimore: John Hopkins University School of Public Health, Population Information Program, December 1999.

19 Ministry of Labor and Social Affairs, UNICEF Ethiopia, University College, Cork, Ireland, *Study on Street Children in Four Selected Towns of Ethiopia,* Forum on Street Children Ethiopia, December 1992 *Proceedings of Training on the Concept of the Effects of Corporal Punishment in Addis Ketema Comprehensive Secondary School*, 15-16, Central Shoa Hotel, Dec, 2003.

go to school, perhaps for their entire lives. The children in the focus group discussions further indicated that they have been exposed to several hazards and injuries at work. Some have lost their limbs as a result of bad working conditions.

Lack of interest, low memory retention and low educational achievement. Physical and psychological abuse may also have a damaging effect on the child's motivation, interest and ability to learn and grow.[20] Respondent children related stories of other children that live in unfavourable and abusive situations and whose educational performance became poorer as result.

Long-term effect on the nation. The effect of combined violence against children may lead to a society full of emotionally and physically damaged citizens. A significant increase in the number of street children and prostitutes is another future impact on the country. Violence may also affect still more low achievers in schools, adversely affecting their futures as productive citizens. The negative impact of violence against children on the future of Ethiopia is thus easily discernible.

Studies also indicate that children who have experienced physical violence in their early years often become violent when they become adults.[21] This situation perpetuates a cycle of violence in the family as well as in the society. Participants in FDGs share a common view that the effect of physical violence also hinders positive personal development. They concurred with the opinion that such a state of affairs would affect the overall strength of the nation in coping with various forms of social problems.

6.3 Effects of Sexual Violence

Health problems. Participants in FDGs concurred with the view that grave sexual violence results in serious consequences for the lives of affected girls. When female children are raped and abducted they could simultaneously be exposed to unwanted pregnancy and sexually transmittable diseases including HIV/AIDS. The participants recounted actual stories of rape in which the victims had been exposed to HIV infection. Early marriage may also result in a lifetime of fistula problems. FGM and other similar practices affect the physiological and sexual life of the girl victim as well. Girls who have been sexually assaulted and/or battered are significantly more likely than other girls to commit suicide.[22]

Prostitution. Abduction, rape and early marriage may ultimately lead many girls to prostitution. Early marriage and abduction seldom produce successful marriages. In fact,

such relationships are short-lived. As a result, most of these young girls run far away from their husbands in an attempt to start a new and happier life elsewhere. Unfortunately, many of them end up as prostitutes.

Dropping out of school. In areas where abduction and early marriage is prevalent, girls are forced to quit school despite their interest in pursuing their education. The family

20 Save the children, *Corporal/Physical and Psychological Punishment of Girls and Boys in South and Central Asia Region*, p.26, 2004.
21 *Ibid*, p.26, 2004.
22 Lori Heise, Mary Ellsberg and Megan Gottemoeller *Ending Violence Against Women* Population Reports, Series L, No. 11 Baltimore: John Hopkins University School of Public Health, Population Information Program, December 1999.

expects them to take care of the home and the children, leaving no time for attending school. Cases of rape that result in unwanted pregnancies also may cause girls to leave school. Sexual harassment in schools and in the community, although it may not lead to dropping out of school, could in most cases result in the girls losing interest in their studies.

A Case Study

A 10th grade student walked to and from school everyday until a boy started to trouble her. One day he came and grabbed her hands and said to her "I am chewing chat with my friends. Come and make us coffee." She refused and ran away. This continued on a daily basis. Whenever he made her late for school, she went back home. When her brother tried to intervene, the harasser and his friends chased him away. Her family asked for the help of a policeman they knew. He was also forced to stay away when they threatened his life. The girl stopped going to school for a year solely for this reason. When the police detained the harasser for a few days, his friends threatened her that they would make her pay if he was not released. After a year, she had to find another school, far away from her parents and relatives.[23]

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[23] Forum on Street Children Ethiopia *Proceedings of Training on the Concept of the Effects of Corporal Punishment in Addis Ketema Comprehensive Secondary School* pp. 15-16, Central Shoa Hotel, Dec. 2003.

CHAPTER SEVEN: PROGRAMME INTERVENTIONS AND GOOD PRACTICES

7.0 Introduction

This chapter discusses programme interventions for the prevention and protection of violence against children and the treatment and reintegration of child victims of violence. Due to limited space and a lack of detailed information, it is not intended here to make a complete inventory of programmes and activities being carried out by different actors in the country who address the problem of violence against children. Rather an attempt will be made to highlight the nature of major interventions, actors and innovative practices in the area, as well as deficiencies and limitations. Relevant information on programme interventions by various child-focused institutions was collected from self-administered questionnaires, interviews, and secondary sources.

7.1 Major Areas of Interventions and Actors

7.1.a Awareness Creation

Various institutions make a significant effort to raise public awareness about children's rights in general and their rights to be protected against violence in particular. The Ministry of Social and Labour Affairs (MOLSA) and its regional counterparts, BOLSAs, regional education bureaux, the Ministry of Information and the Ministry of Justice are the major government bodies engaged in raising public awareness on child rights issues, including violence against children. A significant number of NGOs are also working to promote children's rights among the public, although it is difficult to list all of them. However, the NGOs that are engaged in promoting public awareness specifically in the area of violence against children include ANPPCAN – Ethiopia Chapter, Forum on Street Children (FSCE), Children Aid Ethiopia (CHADET), National Committee on Traditional Practices of Ethiopia (NCTPE), Save the Children Sweden, Norway and Denmark.

The objectives of the awareness-raising programmes are to:

- Promote and disseminate the principles and contents of the CRC
- Raise public awareness of the harmful consequences of traditional practices like abduction, early marriage, and FGM
- Raise public awareness of other types of sexual violence such as rape, sexual harassment, child prostitution, etc; and
- Raise awareness of the negative consequences of corporal punishment.

The strategies or mechanisms mainly employed to raise public awareness include:

- Publishing and disseminating materials on child rights issues and violence against children. For instance, the CRC was translated into 12 national languages and disseminated to all regions in the country. Training sessions

and workshops are frequently used to raise public awareness about children's rights and protecting children from violence. Various institutions conduct workshops and training sessions targeting schools, parents, communities, CBOs, law enforcement bodies and other government officials.

- Mass media: Both government institutions and NGOs use print and electronic media to sensitise the public and create awareness of violence against children. They use special TV and radio programmes as well as press columns on various child issues.

Although these institutions carry out extensive awareness-raising programmes, they focus mainly on rural areas. They also tend to target violence in schools, rather than violence in other settings.

7.1.b Conducting Research and Surveys

The design and implementation of appropriate and effective policy and intervention programmes to address the problem of violence against children requires data and information on the various aspects of the problem, such as its nature and type, prevalence and magnitude, causes and effects, etc. However, there is a dire shortage of data and research on the subject. As a result, MOLSA and several NGOs have been attempting to resolve these failings and have conducted limited studies on child prostitution and trafficking, street children, corporal punishment, child labour, etc. However, there are still serious limitations to obtaining adequate and reliable data on various issues related to violence against children, and hence an urgent need for carrying out extensive research and surveys.

7.1.c Initiating and Supporting Clubs in Schools

With a view to promoting child participation and to enabling children to protect their own rights, some NGOs are helping to establish and support various kinds of clubs in schools such as child rights clubs, girls clubs, media clubs, etc. NGOs like ANPPCAN-Ethiopia are actively engaged in these programmes. They have so far facilitated the establishment of child rights clubs in more than 200 schools. With technical and material support from ANPPCAN-Ethiopia, these clubs have been promoting child participation and children's rights in their schools and communities. However, these clubs have not been established in the majority of schools in the country.

7.1.d Protection Programmes

Protecting citizens from violence is the primary responsibility of the police and other law enforcement bodies. However, adequate protection requires the participation and cooperation of community members and concerned institutions, even more so in the sensitive and delicate cases involving violence against children. The nature of cases involving violence against children usually necessitates special procedures and methods to deal with them. There are limited intervention programmes in this regard. The establishment of child protection units (CPUs) in police stations in some major towns is a case in point. CPUs are established in collaboration with the police and NGOs such as FSCE and Radda Barnen. One of the objectives of these units is to better protect children by dealing with cases of violence committed against them in a sensitive and efficient manner.

Women's affairs offices at different administrative levels, NGOs like the Ethiopian Women Lawyers Association (EWLA), and the National Committee on Traditional Practices of Ethiopia (NCTPE) are actively engaged in protecting girls from sexual abuse. Some of the protection activities these organisations undertake, in collaboration with the police and other government bodies, include reporting sexual abuse cases, following up the prosecution and punishment of sexual offenders, and taking measures to stop planned FGM and early marriage.

Despite various efforts to encourage people to report child violence, large numbers of cases still go unreported. Therefore, there is a need for extensive intervention in this area.

7.1.e Providing Support to Victims of Violence

More often than not, violence against children results in physical injury or emotional damage, or both. It is necessary to minimise the traumatic effects of violence in children's lives and to help victims to reintegrate into society. Understanding this situation, MOLSA, in collaboration with other institutions like UNICEF, Italian Cooperation, Radda Barnen, etc, has been running rehabilitation programmes for children in especially difficult circumstances. Moreover, other NGOs like ANPPCAN-Ethiopia, Radda Barnen, FSCE, CHADET, etc, run support programmes for vulnerable children and child victims of violence. Some of these institutions run drop-in centres for victims. The support and services provided by these institutions include counselling, legal aid, medical services, education and training, and temporary shelter.

Rehabilitating and reintegrating child victims of violence into society require considerable resources. The support currently provided by the various institutions is insignificant when seen in light of the magnitude of the problem. There is a wide disparity in the amount of support that victims need and the actual support available.

7.2 Good Practice Examples

Digum Elementary School. Digum Elementary School is situated off the road to Hawzen in Tigray regional state. Some three years back there was an acute disciplinary problem with students in the school. At times students used to attack and beat teachers. To solve this serious problem, the school administration brought together teachers and students. Among other things, the school community agreed that students should participate in enforcing discipline in the school. This resulted in the students themselves enforcing discipline, without any problems. Consequently, the school no longer uses corporal or other forms of punishment against children and has not faced any significant problems since then. The school is not even surrounded by a fence, yet no student leaves the school compound erroneously. This was accomplished by the students agreeing that their consciences would act as the school fence. Tigray Bureau of Education considers the school an example for a peaceful undertaking of school discipline.

Child Rights Clubs: A significant number of child rights clubs and other kinds of clubs such as media and girls clubs exist in schools in different parts of the country. In particular, child rights clubs, with the support of some NGOs and school administrations, engage in various activities towards minimising and ultimately abolishing physical and psychological punishment in schools and other places. Some of the activities they carry out include raising awareness among the school community, advising and counselling fellow students, discussing with abusive parents, representing abused children, and

receiving abuse complaints and reports conducted in schools. These clubs also promote child participation and empowerment to minimise punishment in schools. Some studies indicate differences between schools with and without child rights clubs with regard to the prevalence of punishment. In most schools where child rights clubs operate a significant decrease in corporal punishment has occurred in the past few years. However, how much of this change is attributable to the child rights clubs is not clearly known, since some people attribute the transformation to the new Ministry of Education regulation prohibiting corporal punishment. At any rate, establishing child rights clubs is a model of good practice that merits replication.

Involving community and religious leaders. Hundee, a local NGO working with rural communities in Ethiopia, is currently active in addressing the problem of sexual violence including abduction, rape and FGM. At one of its intervention sites in Wolmera Woreda, the practice of FGM is nearly universal since girls must be circumcised before marriage. To deal with this particular problem and other forms of sexual violence, the organisation was able to mobilise community and religious leaders, who have spiritual authority in the locality, against the practice. Consequently, these influential people deliberated on the issue at a meeting on May 12, 1996 EC, at the end of which they swore that they would no longer allow the practice of FGM and other types of sexual violence in their community. They subsequently pronounced a customary law prohibiting such practices. At the same time, they formed a team that would be responsible for monitoring the implementation of the newly established law. This includes reporting violations of the law to the kebele and to the police. It appears that the intervention is bearing fruit. According to data obtained from Hundee, as many as 55 girls due for circumcision were not circumcised within three months after the intervention.

Using harmful tradition and culture in a positive way. Kembatti Menti Gezzima-Toppe (KMG), a women-focused organisation established in 1997, carries out pilot projects in a few woredas in Ethiopia. Its mission and objectives include influencing attitudes whereby women's values and rights are recognised and respected so that the rate of harmful traditional practices declines. In the Kembata area, where KMG works, the period from August to September is traditionally 'harvesting time,' during which every girl between the ages of 16 and 18 undergo FGM. Also during that time, young men between 18 and 20 are circumcised. Then in mid October young women and men experience a coming-out period when they announce their womanhood and manhood. Girls change their dress styles, hairstyles and general appearance to display how well they have been cared for during their recovery and healing period after the FGM cutting ordeal. This marks their transition to marriageable young women, and to adulthood.

For countless generations, October has been a month of celebration when these emerging young women are invited to visit relatives such as aunts and grandparents who give them gifts. Most importantly, they are also given new names that assure their ability to marry and their adulthood. Within the family, younger siblings start to show a degree of respect for the young women. This is considered the courting season when they are exhibited to the most desirable suitors and their families. KMG wants to keep the annual season of celebration as traditional as possible, but as a new tradition celebrating the young women's wholesomeness, whole body, and healthy life, along with the celebration of their transformation. KMG also encourages a revival and honouring of positive local customs and traditions that have eroded due to the advent of colonial practices, foreign development models and other external factors.[24]

24 DENDINAM, Kembatti Menti Gezzima-Toppe (KMG), Kembata Women's Self help Centre, Vol. 4 NO. 1, October 2004, pp 4

CHAPTER EIGHT: CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

The following major conclusions have been drawn from the study.

Problems related to perception and attitude. Children and other respondents contacted at the different study sites seem to have a comprehensive perception concerning physical, psychological and sexual violence against children. However, many people still consider that appropriate physical and psychological punishments exist that could still be exercised against children. These include punching, beating and slapping. Such an attitude may demonstrate the limited level of awareness of the problem. With regard to sexual violence, there is almost a consensus among respondents that all types of sexual violence violate children's rights. Nonetheless, individuals and the community at large seem to tolerate certain sexual violent acts such as abduction, early marriage, FGM and sexual harassment.

Physical, psychological and sexual violence are prevalent everywhere. The study revealed the presence of every type of violence against children at all the study sites, although with slight variations in prevalence and magnitude. Corporal punishments like hitting with a stick, punching, whipping with a belt and insulting are commonly practised at all study sites. Insulting, shouting at and ridiculing are some of the frequent psychological punishments. The study also confirms the prevalence of physical and psychological violence at home, in schools and in other places. Child labour continues to be a problem in Ethiopia and is viewed by children as an unacceptable form of violence. All types of violence are prevalent everywhere in the country, except that certain violent acts such as abduction and early marriage are more prevalent in rural communities.

Violence has a devastating effect on children. The study found a number of negative consequences of violence against children at all study sites. Physical and psychological punishment can result in children incurring various forms of bodily injury, death, becoming street children, dropping out of school, and being emotionally disturbed for the rest of their lives. With regard to sexual violence, which primarily affects girls, children are susceptible to a variety of health problems including HIV infection, unwanted pregnancy, fistula, and so on. The girls may also end up quitting school and becoming prostitutes.

Problems related to the legal framework. The legal framework by-and-large protects children against violence. The FDRE Constitution contains provisions relating to violence against children in conformity with the CRC, which Ethiopia has ratified. Ethiopia has also ratified other international instruments that provide for the protection of children against violence. National legislation such as the Penal Code of 1945, the revised draft penal code and the revised family laws of the different regions, protect children against physical, psychological and sexual violence. And yet, there are still a number of provisions that leave children exposed to different forms of violence. For instance, existing penal codes and the revised draft penal codes seem to allow, in contravention of the CRC, the administration of corporal punishment against children if it is meant for

their proper upbringing. Such provisions can, ultimately, lead to maintaining all corporal punishment.

Absence of proper intervention by all relevant actors. The study came across a number of interventions by governmental and non-governmental bodies aimed at addressing the problem of violence against children. Awareness-raising activities and some practical measures such as the official prohibition of corporal punishment in schools are noteworthy. There are few effective interventions that use awareness-creation activities to empower actual and potential victims and communities and that result in a sustainable attitudinal change. The interventions are, for the most part, unsystematic and uncoordinated and rarely reach those rural communities where the problem is extensive. Rehabilitation and reintegration programmes have limited coverage when compared to the number of victims.

Infrequent reports of violations by victims. Respondents and officials of relevant government agencies admit that few victims report cases of violence, in particular corporal punishment and sexual violence such as rape, abduction and harassment. Although the problem might be attributed to culture and tradition, the problem might equally be due to the current reporting mechanism that actually discourages victims and witnesses.

8.2 Recommendations

Based on the findings of the study, the following measures are recommended to address the problem of violence against children.

Awareness creation. Taking into account the prevalence of physical and psychological punishment, the existing interventions aimed at awareness creation are not comprehensive and effective enough to address the problem of violence. As the problem of violence is deeply rooted in culture and tradition, the necessary change may not materialise with a simple introduction of the rights of children in the community. Measures should go beyond this. In particular, education programmes geared towards empowering children and leading to sustainable change should be designed and implemented, also to deter the superficial behavioural modification that some teachers display in schools. It also should be comprehensive enough to effectively cover rural areas, consistent with local particularities. The intervention should, as a matter of fact, target children as well as other relevant actors who may, in one way or another, exert influence–such as teachers, parents, opinion-formers, community and traditional leaders.

Effective enforcement of existing laws. The current laws, to a large extent, address the issue of physical and sexual violence against children. However, despite law enforcement bodies and the judiciary acknowledging the prevalence of corporal and sexual violence, very few alleged perpetrators are brought to justice. The major problem relates to the justice machinery that is unable to cope with the problem, despite the constitutional provisions that provide for all government agencies, the judiciary and the executive, to effectively enforce existing laws. Apparently, these agencies are not fulfilling their obligations effectively to enforce the laws of violence against children. Therefore, the government should demonstrate a real commitment to involve other actors, to collaborate with other interventions, and to deploy the required human and material resources to fulfil its obligation of ending violence against children.

Establishing mechanisms for effectively reporting violence. As a component of enforcing the existing laws protecting children, practical work needs to be carried out to improve the mechanisms or processes of reporting violent acts against children. This involves dealing with traditional attitudes, which are a major stumbling block against change. Victims or any member of the community usually will not report such crimes as early marriages, abductions and corporal punishment exercised by parents, however severe. Although other interventions such as effective awareness-raising strategies about children's rights will gradually address these problems, making it mandatory to report violent acts could result in an immediate impact. Other initiatives such as combining reporting with counselling, both for the perpetrators and the victims, may well be explored. The overall objective is to prevent violence, not simply punish the perpetrators. Bringing both parties together for discussion may help pre-empt future acts.

Systematic data collection. A lack of comprehensive data on violence against children hinders the development of interventions and remedial programmes. Hence, the need for regularly and systematically collecting and analysing relevant data. Such information could serve as a basis to effectively design and implement intervention strategies. In this regard child participation and participatory research methods should be key when collecting data.

Providing support to victims. Currently, only a few interventions exist that help victims of physical and sexual violence. Extending meaningful support to emotionally distressed street children and child prostitutes by rehabilitating them from their traumas and integrating them back into society are ways of addressing the problem of violence against them. Therefore, practical work needs to be carried out in schools and in communities to help them.

Enhancing child participation. The CRC gives special attention to child participation. Participation enables children to claim and fight for their rights. Interventions that exclude children's participation are not likely to succeed. In the current state of affairs, Ethiopia's culture relegates its children to a low social status where they have no say on issues affecting their lives. For example, an abducted or raped child who subsequently agrees to marry her perpetrator clearly demonstrates that society does not value children's wishes and opinions on crucial matters affecting their lives. Unless efforts are made to challenge these attitudes, problems affecting children may not be effectively addressed. Therefore, practical activities using effective, systematic and sustainable mechanisms need to be implemented to enhance children's participation at all levels.

Law reform. As mentioned above, the current situation concerning the problem of violence against children is more an issue of enforcing existing laws than creating new legislation. The obvious incompatibility of the CRC, the penal code of 1945, and the revised draft penal code should not be overlooked. The legalisation of corporal punishment, combined with Ethiopian society's prevalent attitude of corporal punishment, may give the wrong impression to victims and potential abusers that corporal punishment is legally sanctioned. On the other hand, defining the extent of the type of punishment legally allowed may not be easy and therefore the law could be breached against the interests of children. The Ethiopian government should comply with its obligation under the CRC to make legislative measures towards realising the provisions of the convention. Therefore, despite the protection accorded in existing legislation, some other legal reforms that affect children's rights and interests should be implemented without delay.

LIST OF DATA COLLECTION TOOLS

Appendix 1

Interview Schedule Designed to Collect Data from Children for the National Study on Violence against Children

Part I: Introductory Remarks

The interviewer introduces himself/herself, thanks the interviewee for showing an interest in participating in the research. Then the interviewer briefs the interviewee about the reason for the research, what it is all about, who it is for, its potential benefits, why and how the interviewee has been selected and the research team's ethical obligation and commitment to protect the respondent's anonymity and the confidentiality of her/his responses.

Part II: Region, Research Site & Group, and Interviewee's Details

1. **Region**
    1. Addis Ababa
    2. Oromia
    3. Amhara
    4. Tigray
    5. SNNPS
2. **Research Site**
    1. Urban   2. Rural
    Woreda_____
3. **Interviewee's Gender**
    1. Male
    2. Female
4. **Interviewee's Social Category**
    1. Student
    2. Vulnerable child (street child)
    3. Child in foster institution
    4. Orphan in the community
    5. Child with a disability
5. **If Interviewee is a student, Type of School**
    1. Government
    2. Public
    3. Private
6. **Interviewee's Age**
    _____Years
7. **Interviewee's Grade level**
    _____Grade

Part III: Questions on issues related to violence against children

8.   **Which of the following do you consider as violence against children?**
(*The interviewee will be asked to answer using the following checklist by saying 'yes' or 'no'. Please use numerical code* **1** *to indicate a '***yes***' response, and* **2** *for a '***no***' response in the table below*).

Checklist	Perpetrators				
	Parents Yes=1 No=2	**Other family members & relatives** Yes=1 No=2	**Teachers/ directors/ unit leaders** Yes=1 No=2	**School guards/ class monitors** Yes=1 No=2	**Neighbours/ Community members** Yes=1 No=2
I: Physical Violence					
8.1 Hitting a child with a stick, whip, plastic tube or electric wire					
8.2 Hitting a child with the hand, foot or fist					
8.3 Pinching a child's ear or other parts of his/her body					
8.4 Tying up a child with rope, electric wire or rubber					
8.5 Pushing or throwing a child					
8.6 Burning parts of a child's body					
8.7 Choking a child with the hands or objects					
8.8 Forcing a child to inhale the smoke of burning chilli pepper			N/A	N/A	N/A
8.9 Spitting on a child					
8.10 Throwing objects at a child					
8.11 Ordering a child to kneel down					
8.12 Ordering a child to do manual work					
8.13 Ordering a child to do painful physical exercise					
8.14 Denying a child food			N/A	N/A	N/A
II: Psychological Violence					
8.15 Shouting at and/or glaring at					
8.16 Insulting					
8.17 Threatening					
8.18 Ridiculing and embarrassing, especially in front of his/her peers					

8.19	Isolating					
8.20	Ignoring (denying love, affection and participation)					
8.21	Destroying a child's belongings					
8.22	Suspending a child from class	N/A	N/A			
8.23	Denying a child permission to go out during school breaks	N/A	N/A			
8.24	Ordering a child to write words/sentences several times	N/A	N/A			
III: Sexual Violence						
8.25	Early marriage			N/A	N/A	
8.26	Female genital mutilation			N/A	N/A	
8.27	Abduction	N/A	N/A			
8.28	Unwanted sexual touching					
8.29	Rape					
8.30	Sexual harassment					

9.   Do you consider violence against children as a human rights issue?
  1. Yes   2. No   3. I don't know

10.   What do you think are the negative consequences of violence against children?

_____

_____

_____

11.   Do you personally know of sexual violence committed against other children?   1. Yes   2. No (*If 'yes', the respondent will be asked to identify the type of sexual abuse faced by other children, and to indicate where it happened based on the checklist presented in the matrix below. Please use the following numerical codes to record responses: 1=At home   2=At school   3=Elsewhere*)

11.1	Types of sexual violence	11.2 Where did it happen?		
		At Home	At School	Elsewhere
1	Abduction			
2	Unwanted sexual touching			
3	Rape			
4	Sexual harassment			
5	Inducing a child to have sex			

11.3   Do you personally know of early marriage committed against other children?
  1. Yes   2. No

11.4   Do you personally know of FGM committed against other children?
  1. Yes   2. No

12. **Have you ever experienced any of the following as an act of punishment/ discipline?** (*If 'yes', the respondent will be asked to indicate the frequency and location of events based on the checklist presented in the matrix below.*

12.1 Acts of punishment	At home			In school			Other places		
	Usually	Some-times	Never	Usually	Some-times	Never	Usually	Some-times	Never
Hitting with a stick									
Hitting with a plastic tube or electric wire									
Whipping with a belt									
Slapping									
Punching									
Kicking									
Hitting on the head									
Pinching the ear or other parts of the body									
Forced to kneel down									
Tying up with a rope, electric wire or rubber									
Burning									
Forcing to inhale the smoke of burning chilli pepper				N/A	N/A	N/A	N/A	N/A	N/A
Manual work									
Painful physical exercise									
Denying food				N/A	N/A	N/A			
Twisting fingers with a pencil in between									
Shouting at and/or glaring at									
Insulting									

12.1 Acts of punishment	At home			In school			Other places		
	Usually	Some-times	Never	Usually	Some-times	Never	Usually	Some-times	Never
Frightening and threatening									
Ridiculing and									
Isolation									
Suspension from class	N/A	N/A	N/A				N/A	N/A	N/A
Denied permission to go out during breaks	N/A	N/A	N/A				N/A	N/A	N/A
Forced to write words/ sentences several times	N/A	N/A	N/A				N/A	N/A	N/A

12.2   What caused your punishment? (reasons for punishment)
_____
_____
_____

13.   What is your opinion on the appropriateness and proportionality of the punishment you have received? (*The respondents will be asked to indicate on the checklist below*)

	At home		In school		Other places	
	Yes	No	Yes	No	Yes	No
Have you been punished for a reason that you do not accept as an offence on your part?						
Have you experienced unnecessary and excessive punishment?						

14.   Have you learned from the punishment in terms of causing you not to commit the same offence again?

1. Yes   2. No

14.1   If 'no', what alternative methods of disciplining do you suggest?
_____
_____
_____

15.   Who commits most physical and psychological violence against children? At home: _____
_____

At School: _____

_____

In the community/neighbourhood: _____

_____

16. **Who commits most sexual violence against children?**
    At home: _____

    _____

    At School: _____

    _____

    In the community/neighbourhood: _____

    _____

17. **Which group of children (in terms of gender, age and situation) are most vulnerable to physical, psychological, and sexual violence?** (*The interviewee will be asked to answer using the following checklist: Please print numerical code in the matrix below*)

	17. 1 Gender 1. Male 2. Female	**17.2 Age 0-9 10-15 16-17**	**17.3 Circumstances Students; street children; orphans; disabled children**
Physical violence			
Psychological violence			
Sexual violence			

18. **What factors do you think contributed to the practice of violence against children in your community?** (*The interviewee will be asked to answer using the checklist presented in the matrix below by saying 'yes' or 'no' or 'I don't know'. Please use the following numerical codes to record responses: 1 for 'yes'; 2 for 'no' and 3 for 'I don't know'*)

18.1 What are the causes/factors?	**18.2 For Physical and Psychological Violence? Yes=1 No=2 I don't know=3**	**18.3 For Sexual Violence? Yes=1 No=2 I don't know=3**
Alcoholism		
Drug addiction		
Unemployment		
Poverty/ Social exclusion		
A low level of education/ Lack of awareness		
Absence of specific laws that protect children		
Lack of interest and commitment to enforce existing laws		
Negative attitudes towards vulnerable children (e.g. street children)		

Having been a victim of violence during one's own childhood		
The media		
The child's behaviour		
Religious beliefs		
The loss of moral values		
Other		

18.4 If 'other', the interviewee will be asked to describe it.

_____
_____

19. How do you assess the practice/prevalence of corporal punishment in the last 3 years?
1. Increasing   2. Decreasing   3. No change at all

19.1   If 'decreasing' or 'increasing' the interviewee will be asked why.

_____
_____
_____

20. How do you assess the practice/prevalence of sexual violence in the last 3 years?
1. Increasing   2. Decreasing   3. No change at all

20.1   If 'decreasing' or 'increasing' the interviewee will be asked why.

_____
_____
_____

21. In your opinion, what measures should be taken to address the problem of violence against children?

_____
_____
_____
_____

22. Do you have an unforgettable story of violence against children?
1. Yes   2. No

22.1   If 'yes', what it is it?

_____
_____
_____

Appendix 2

Questionnaire Designed to Collect Data from Parents, Teachers and Community Leaders for the National Study on Violence against Children

Part I: General Instructions

This questionnaire contains closed and open-ended questions. You are provided with multiple choices for the close-ended questions to which you are required to circle or put identifiable signs/symbols (X or √) corresponding to your answers. In the case of open-ended questions, you are expected to write the answer in the blank space provided for this purpose. Please also read the specific instructions presented with some of the questions.

Part II: Region, Research Site & Group, and Interviewee's Details

1. **Please circle the number representing the region where you reside and then go to question number 3.**

    1. Addis Ababa
    2. Oromia
    3. Amhara
    4. Tigray
    5. SNNPS
2. **Research Site (to be filled in by researchers)**
    1. Urban
    2. Rural
    3. Woreda _____
3. **Are you male or female? (Please circle and Go To question number 5)**
    1. Male   2. Female
4. **Respondent's Research Group (to be filled in by researchers)**
    1. Parents   2. Teachers   3. CBO leaders
5. **Please circle the number representing the type of organisation/institution you are working for or attached to.**
    1. Community based organisations (CBO) or idirs as they are called in Ethiopia, youth and women's associations, etc
    2. Government office
    3. Government school
    4. Public school
    5. Private school
    6. Other
6. **Respondent's Age**
    _____Years
7. **Respondent's education level**
    _____

Part III: Questions on issues related to violence against children

   8. Which of the following do you consider as violence against children?

   (*Please read each of the acts in relation to the perpetrators and indicate your response by saying 'yes' or 'no' in the table below. Please use numerical code 1 to indicate a 'yes' response and 2 for a 'no' response.*)

Checklist	Perpetrators				
I: Physical Violence	**Parents** Yes=1 No=2	**Other family members & relatives** Yes=1 No=2	**Teachers/ directors/ unit leaders** Yes=1 No=2	**School guards/ class monitors** Yes=1 No=2	**Neighbours/ Community members** Yes=1 No=2
8.1 Hitting a child with a stick, whip, plastic tube or electric wire					
8.2 Hitting a child with the hand, foot or fist					
8.3 Pinching a child's ear or other parts of his/her body					
8.4 Tying up a child with rope, electric wire or rubber					
8.5 Pushing or throwing a child					
8.6 Burning parts of a child's body					
8.7 Choking a child with the hands or objects					
8.8 Forcing a child to inhale the smoke of burning chilli pepper			N/A	N/A	N/A
8.9 Spitting on a child					
8.10 Throwing objects at a child					
8.11 Ordering a child to kneel down					
8.12 Ordering a child to do manual work					
8.13 Ordering a child to do painful physical exercise					
8.14 Denying a child food			N/A	N/A	N/A
II: Psychological Violence					
8.15 Shouting at and/or glaring at					
8.16 Insulting					
8.17 Threatening					
8.18 Ridiculing and embarrassing, especially in front of his/her peers					

8.19	Isolating					
8.20	Ignoring (denying love, affection and participation)					
8.21	Destroying a child's belongings					
8.22	Suspending a child from class	N/A	N/A			
8.23	Denying a child permission to go out during school breaks	N/A	N/A			
8.24	Ordering a child to write words/sentences several times	N/A	N/A			
III: Sexual Violence						
8.25	Early marriage			N/A	N/A	
8.26	Female genital mutilation			N/A	N/A	
8.27	Abduction	N/A	N/A			
8.28	Unwanted sexual touching					
8.29	Rape					
8.30	Sexual harassment					

9.   Do you consider violence against children as a human rights issue?
2.   Yes   2. No   3. I don't know

10.   What do you think are the negative consequences of violence against children?

_____
_____
_____
_____

11.   How do you assess the prevalence of sexual abuse in your locality/ community?
(*Please read each of the types of sexual violence listed in the table below one by one and confirm whether or not it is prevalent by ticking under the '**yes**' or '**no**' or '**I don't know**' columns which are found below question number* **11.2** *in the same table*)

11.1 Types of sexual violence	11.2	Is it prevalent?	
	Yes	**No**	**I don't know**
Abduction			
Unwanted sexual touching			
Rape			
Sexual harassment			
Inducing a child to have sexual intercourse			
Early marriage			
Female genital mutilation			
Child prostitution			
Child trafficking			

12. **Do you personally know of sexual violence committed against children?** (*If 'yes', please identify the type of sexual abuse you know among the list presented in the table below and indicate where it happened by writing 'yes' or 'no' under the 'At Home', 'At School' and 'Elsewhere' columns which are found below question number 12.2 in the same table*)

12.1 Types of sexual violence	12.2	Where did it happen?	
	At Home	At School	Elsewhere
Abduction			
Unwanted sexual touching			
Rape			
Sexual harassment			
Inducing a child to make sex			

12.3 Do you personally know of early marriage committed against other children?

1. Yes   2. No

12.4 Do you personally know FGM committed on other children?

1. Yes   2. No

13 **How do you assess the prevalence of physical and psychological violence against children in your locality/community that has been committed as an act of punishment/discipline?** (*Please read each of the acts of violence listed in the table below one by one and confirm whether or not it is prevalent by ticking under the 'yes' or 'no' or 'I don't know' columns which are found below question number 13.2 in the same table*)

13.1 Acts of punishment	13.2 Is it prevalent?								
	At home			In school			Other places		
	Yes	No	I don't know	Yes	No	I don't know	Yes	No	I don't know
Hitting with a stick									
Hitting with a plastic tube or electric wire									
Whipping with a belt									
Slapping									
Punching									
Kicking									
Hitting on the head									
Pinching the ear or other parts of the body									
Forced to kneel down									
Tying up with a rope, electric wire or rubber									
Burning									
Forcing to inhale the smoke of burning chilli pepper				N/A	N/A	N/A	N/A	N/A	N/A
Manual work									

Painful physical exercise									
Denying food				N/A	N/A	N/A			
Twisting fingers with a pencil in between									
Shouting at and/or glaring at									
Insulting									
Frightening and threatening									
Ridiculing and embarrassing, especially in front of peers									
Isolation									
Suspension from class	N/A	N/A	N/A				N/A	N/A	N/A
Denied permission to go out during breaks	N/A	N/A	N/A				N/A	N/A	N/A
Forced to write words/ sentences several times	N/A	N/A	N/A				N/A	N/A	N/A

14.1 Did you use physical or psychological punishment on a child in the past month? If 'yes', could you please list them in the table below and describe the types of punishment you used, the cause or reasons behind it, where it happened, and on whom you used it.

Types of punishment used	Causes/reasons for punishment	Where did it happen?	On whom?
1.			
2.			
3.			
4.			
5.			

14.2 Has the punishment you used helped you to correct the child? (please circle)
1. Yes 2. No

15. Do you believe in the continued use of corporal punishment? (please circle)
1. Yes 2. No

15.1 If 'no' what alternative ways of disciplining a child do you suggest?
_____
_____

16. Who commits most physical and psychological violence against children?
At home: _____
_____

At School: _____
_____

In the community/neighbourhood: _____

17. Who commits most sexual violence against children?

At home: _____

At School: _____

In the community/neighbourhood: _____

18. Which group of children (in terms of gender, age and situation of children) are most vulnerable to physical, psychological, and sexual violence?
(Please print the numerical code in the matrix below)

	18. 1 Gender 1. Male 2. Female	18.2 Age 0-9 10-15 16-17	18.3 Circumstances: Students; street children; orphans; disabled children
Physical violence			
Psychological violence			
Sexual violence			

19. What factors do you think contributed to the practice of violence against children in your operational area and/or in your locality/community? (*Please answer using the checklist presented in the table below by writing '**yes**' or '**no**' or '**I don't know**' in the blank space provided under question* **19.2** *and* **19.3** *for each possible cause/factor*)

19.1 What are the causes/ factors?	19.2 For Physical and Psychological Violence?	19.3 For Sexual Violence?
Alcoholism		
Drug addiction		
Unemployment		
Poverty/Social exclusion		
A low level of education/Lack of awareness		
Absence of specific laws that protect children		
Lack of interest and commitment to enforce existing laws		
Negative attitude towards vulnerable children (e.g. street children)		
Having been a victim of violence during one's own childhood		
The media		
The child's behaviour		
Religious beliefs		
The loss of moral values		
Other		

19.4   If 'other', please describe below.
_____
_____

20.   How do you assess the practice/prevalence of corporal punishment in the last 3 years?
1. Increasing   2. Decreasing   3. No change at all

20.1   If 'decreasing' or 'increasing' what factors do you think contributed to this?
_____
_____

21.   How do you assess the practice/prevalence of sexual violence in the last 3 years?
1. Increasing   2. Decreasing   3. No change at all

21.1   If 'decreasing' or 'increasing' what factors do you think contributed to this?
_____
_____

22.   In your opinion, what measures should be taken to address the problem of violence against children?
_____
_____

23.   Do you know of a case story that depicts the prevalence and magnitude of violence against children in general and corporal punishment in particular? (please circle)
2. Yes   2. No

23.1   If 'yes', what it is about?
_____
_____
_____
_____
_____

   THANK YOU VERY MUCH FOR TAKING PART IN OUR PROJECT!

Appendix 3

Questionnaire Designed to Collect Data from Child-focused Institutions for the National Study on Violence against Children

Part I: General Instructions

This questionnaire contains closed and open-ended questions. You are provided with multiple choices for the close-ended questions to which you are required to circle or put identifiable signs/symbols (X or √) corresponding to your answers. In the case of open-ended questions, you are expected to write the answer in the blank space provided for this purpose. Please also read the specific instructions presented with some of the questions.

Part II: Region, Research Site & Group and Interviewee's Details

1. **Please circle the number representing the region where you reside**
    1. Addis Ababa   2. Oromia   3. Amhara   4. Tigray   5. SNNPS

2. **Name of the Institution and Position of the Respondent**
    _____

3. **Address of the Institution**
    _____

4. **Are you male or female?**
    1. Male   2. Female

5. **Please circle the number representing the type of organisation/institution you are working for or attached to.**
    1. Government organisations (sectoral offices/ministries/bureaux)
    2. Non-governmental organisations (NGOs)

Part III: Questions on issues related to violence against children

6. **How do you assess the prevalence of sexual abuse in your operational area and/or in your locality/community?**
    (*Please read each of the types of sexual violence listed in the table below one by one and confirm whether or not it is prevalent by ticking under the '**yes**' or '**no**' or '**I don't know**' columns which are found below question number 6.2 in the same table*)

6.1　　　　Type of sexual violence	6.2　　　Is it prevalent?		
	Yes	No	I don't know
Early marriage			
Genital mutilation			
Abduction			

Unwanted sexual touching			
Rape			
Sexual harassment			
Inducing a child to have sexual intercourse			
Child trafficking and prostitution			

7. **How do you assess the prevalence of physical and psychological violence against children in your operational area and/or in your locality/community that has been committed as an act of punishment/discipline?** (*Please read each of the acts of violence listed in the table below one by one and confirm whether or not it is prevalent by ticking under the '**yes**' or '**no**' or '**I don't know**' columns which are found below question number **7.2** in the same table*)

	7.1 Acts of violence (punishment/discipline)	7.2 Is it prevalent?		
		Yes	**No**	**I don't know**
1	Hitting with a stick			
2	Hitting with a plastic tube or electric wire			
3	Whipping with a belt			
4	Slapping			
5	Punching			
6	Kicking			
7	Hitting on the head			
8	Pinching the ear or other parts of the body			
9	Forced to kneel down			
10	Tying up with a rope, electric wire or rubber			
11	Burning			
12	Forcing to inhale the smoke of burning chilli pepper			
13	Manual work			
14	Painful physical exercise			
15	Denying food			
16	Twisting fingers with a pencil in between			
17	Shouting at and/or glaring at			
18	Insulting			
19	Frightening and threatening			
20	Ridiculing and embarrassing, especially in front of peers			
21	Isolation			
22	Suspension from class			
23	Denied permission to go out during breaks			
24	Forced to write words/sentences several times			

8. **Do you believe in the continued use of corporal punishment in limited form? (please circle)**
1. Yes   2. No

8.1. **If 'yes', why?**
_____
_____

8.2 **If 'no' what alternative ways of disciplining a child do you suggest?**
_____

9. **Who commits most physical and psychological violence against children?**
At home: _____

_____

At School: _____

_____

In the community/neighbourhood: _____

_____

10. **Who commits most sexual violence against children?**
At home: _____

_____

At School: _____

_____

In the community/neighbourhood: _____

_____

11. **Which group of children (in terms of gender, age and situation of children) are most vulnerable to physical, psychological, and sexual violence?** (*Please print numerical code in the matrix below*)

	11. 1 Gender 1. Male 2. Female	11.2 Age 0-9 10-15 16-17	11.3 Situation students; street children; orphans; disabled children
Physical violence			
Psychological violence			
Sexual violence			

12. **What factors do you think contributed to the practice of violence against children in your operational area and/or in your locality/community?** (*Please confirm against the checklist presented in the table below by saying 'yes' or 'no' or '**I don't know**' in the blank space provided under question **12.2** and **12.3** for each possible cause/facto*r)

12.1 What are the causes/factors?	12.2 For Physical and Psychological Violence?	12.3 For Sexual Violence?
Alcoholism		
Drug addiction		
Unemployment		

Poverty/Social exclusion		
A low level of education/Lack of awareness		
Absence of specific laws that protect children		
Lack of interest and commitment to enforce existing laws		
Negative attitude towards vulnerable children (e.g. street children)		
Having been a victim of violence during one's own childhood		
The media		
The child's behaviour		
Religious beliefs		
The loss of moral values		

12.4   If 'other', please describe below.

_____

_____

13.   How do you assess the practice/prevalence of corporal or humiliating punishment in the last 3 years?

1. Increasing   2. Decreasing   3. No change at all

13.1   If 'decreasing' or 'increasing' what factors do you think contributed to this?

_____

_____

14.   How do you assess the practice/prevalence of sexual violence in the last 3 years?

1. Increasing   2. Decreasing   3. No change at all

14.1   If 'decreasing' or 'increasing' what factors do you think contributed to this?

_____

_____

15.   In your opinion, what measures should be taken to address the problem of violence against children?

_____

_____

16.   Do you know of a case story that depicts the prevalence and magnitude of violence against children in general and corporal punishment in particular? (please circle)

1.   Yes   2.   No

16.1   If 'yes', what it is about?

_____

_____

_____

Part IV: Experience in the Area

17.   Is there something that your organisation/institution has done or is planning to do about the problem of violence against children in general and corporal punishment in particular? (please circle)
        1. Yes   2.   No

17.1   If 'yes', could you please describe below what has been done/achieved to date, problems encountered/lessons learned in the process and your current intervention programmes/projects and future plans, if any?
        Work done/achievement to date:
        _____
        _____
        _____

        Problems encountered/lessons learned:
        _____
        _____
        _____

        Current intervention programmes/projects and future plans:
        _____
        _____
        _____

18.   Are there intervention programmes/projects in the area by other organisations that you are aware of? If yes, could you please give details below:
        _____
        _____
        _____

19.   Is there an intervention by your organisation or other organisations or the community that you could cite as best practice in fighting violence against children in general or corporal punishment in particular? If yes, could you please give the details below:
        _____
        _____
        _____

20.   Suggestions for future interventions in the area
        _____
        _____
        _____

THANK YOU VERY MUCH FOR TAKING PART IN OUR RESEARCH PROJECT!

Appendix 4

Guidelines for Focus Group Discussion with Children

Region_____ Woreda_____
Site (town/Kebele, school)_____ No. of participants_____ Age_____
Gender_____Children category_____

1. Introduction

    a) Welcome each participant as they arrive and introduce yourself.
    b) Introduce the subject, objectives and purpose of the study as well as the FGD.
    c) Ask the consent of each participant to take part in the discussion.
    d) Suggest the following ground rules and ask the participants if they want to add anymore.
- Respect the ideas of every group member.
- Keep what comes up in the group confidential.
- Take turns talking one-at-a-time.
- Listen to the person talking.

2. Focus Group Questions on Violence against Children in General

1. What do you understand by violence and what acts do you consider as violence against children?
2. Do you consider violence as a critical problem in the life of children?
3. What are the most common forms of violence that are committed against children in your community, school and at home? Who are the common perpetrators?
4. What kind of violence does the community consider acceptable or inappropriate? Are there any violent practices that you consider acceptable or fair depending on the relationship to the perpetrator or the kind/severity of the violence?
5. Which groups of children (in terms of age, gender, level of education or living situation) are most vulnerable or exposed to the different kinds of violence- physical, psychological and sexual?
6. What do you think are the major factors contributing to the continued prevalence of physical, psychological and sexual violence against children?
7. What are the perceived or actual effects of violence on children in relation to their survival, development and participation? What do you feel when violence is committed against you?
8. Do you know of any measures or programmes being carried out to fight violence against children in your school or community as well as at a national level? Have the measures brought changes in the prevalence of violence against children?
9. What additional measures and interventions do you think should be taken to address the problem of violence against children? By whom?

10. Do you know of particular cases of violence against children widely known in the area.
11. What role should children play to address the problem of violence against children?

3. Focus Group Questions on Corporal Punishment

1. What are the most common ways of disciplining children in school, at home and in the community?
2. How prevalent are physical and psychological punishments at home and in schools?
3. What are the most common forms of physical and psychological punishments at home, in schools and the community?
4. How do you see corporal or psychological punishment as a means of disciplining children? Is there any form of corporal or psychological punishment that you consider acceptable or proper?
5. What personal experiences of corporal or humiliating punishments do you recall? What did you feel about them and what effects have they had on you?
6. What do you suggest as an alternative to corporal punishment?

Guidelines for Focus Group Discussion with Parents, Teachers and CBO Leaders

Region_____ Woreda_____
Site (town/Kebele, school)_____ No. of participants_____

1. Introduction

a) Welcome each participant as they arrive and introduce yourself.
b) Introduce the subject, objectives and purpose of the study as well as the FGD.
c) Ask the consent of each participant to take part in the discussion.
d) Suggest the following ground rules and ask the participants if they want to add any.
- Respect the ideas of every group member.
- Keep what comes up in the group confidential.
- Take turns talking one-at-a-time.
- Listen to the person talking.

2. Focus Group Questions on VAC in General

1. What do you understand by violence and what acts do you consider as violence against children?
2. Do you consider violence as a critical problem in the life of children?
3. What are the most common forms of violence that are committed against children in your community, school and at home? Who are the common perpetrators?
4. What kind of violence does the community consider acceptable or inappropriate?
5. Which groups of children (in terms of age, gender, level of education or living situation) are most vulnerable or exposed to the different kinds of violence-physical, psychological and sexual?
6. What do you think are the major factors contributing to the continued prevalence of physical, psychological and sexual violence against children?
7. What are the perceived or actual effects of violence on children in relation to their survival, development and participation?
8. What measures and interventions do you think should be taken to address the problem of VAC? By whom?
9. Do you know of particular cases of violence against children widely known in the area.

3. Focus Group Questions on Corporal Punishment

1. What are the most common ways of disciplining children in school, at home and in the community?
2. How prevalent are physical and psychological punishments at home, in schools and the community?
3. What are the most common forms of physical and psychological punishment at home, in schools and the community?
4. How do you see corporal or psychological punishment as a means of disciplining children? Is there any form of corporal or psychological punishment that you consider acceptable or proper?
5. What personal experiences of corporal or humiliating punishment do you recall from your childhood? What did you feel about them? What effects have they had on you?
6. What do you suggest as an alternative to corporal punishment?

Appendix 5

Guidelines for Collecting Stories from Children through Narrative Research Methods

1. Brief introduction about the objectives of the study.
2. Brief discussion about violence against children – meaning, forms, causes and effects.
3. Asking the participating children to write actual or fictitious stories on violence that occurred to a child. Children should be told not to write about sexual violence they personally experienced.
4. Content or outline of the story:
   - Profile of the victim and the perpetrator
   - Nature of the relationship between the victim and the perpetrator
   - Description of the violent act (where, how and when it happened)
   - Physical and emotional effects on the victim

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LIST OF INSTITUTIONS CONTACTED

AMHARA REGIONAL STATE

Amhara Region Bureau of Labour and Social Affairs
Amhara Region Bureau of Education
Amhara Region Police Commission
Amhara Region Bureau of Justice
North Shoa High Court
Debre Brihan Woreda (district) Court
Debre Brihan Woreda (district) Justice (prosecution) office
North Shoa Labour and Social Affairs department
Forum on Street Children (Bahir Dar branch)
Cheesier Foundation – Bahir Dar Branch
The National Committee on Traditional Practices in Ethiopia – Bahir Dar Branch
Zenzelema Elementary School
Dil Chebo Elementary School
Catholic Elementary and High School
Bakelo Elementary School
Zereyakob Elementary School
Debre Birhan High School

SOUTHERN NATIONS, NATIONALITIES AND PEOPLE REGIONAL STATE (SNNPRS)

SNNPRS Labour and Social Affairs Bureau
Tabor School - Awassa
SOS Awassa
Ethiopia Tikdem Awassa
EWLA Awassa Branch
Chichu School
Atse Dawit School Dilla
Dilla Comprehensive High school
Women's Affairs Dilla
Dilla Zone High Court
Dilla Zone Police

TIGRAY REGIONAL STATE

Tigray Region Bureau of Education
Tigray Region Bureau of Labour and Social Affairs
Debub Woreda (district) Prosecution Office - Mekele
Debub Woreda (district) Court – Mekele
Zone Justice Department – Adigrat
Zone High Court – Adigrat
Zone Women's Affairs Department – Adigrat
Adigrat Woreda (district) Prosecution Office

SOS Children Village – Mekele
Yohannes IV Comprehensive Secondary School – Mekele
Kesate Brihan Selama Elementary and Secondary School – Mekele
Agazi Comprehensive Secondary School – Adigrat
Tsenseta Lemariam Secondary School – Adigrat

ADDIS ABABA

Ministry of Labour and Social Affairs
Addis Ababa Police Commission
Save the Children Alliance
Forum on Street Children Ethiopia
ANPPCAN-Ethiopia
Kembatti Menti Gezzima-Toppe
Hundee
Arbegnoch Elementary School
Africa Andenet No. 1 Elementary School
Medehanialem Elementary School
Menelik Elementary School
Abebech Gobena Orphanage

OROMIA REGIONAL STATE

Oromia Region Bureau of Labour and Social Affairs
Oromia Region Bureau of Education
Oromia Region Police Commission
Forum on Street Children Ethiopia-Nazareth branch
Goal-Ethiopia-Nazareth branch
OSSA-Nazareth branch
Vision-Ethiopia- Nazareth branch
Wegen Le Wegen
St. Joseph School – Nazareth
Adama No. 1 Elementary School
Adama No. 4 Elementary School
Welenchite Elementary School
Alem Elementary School – Assela
Chilalo High School – Assela
Arsi Zone High Court