

“I didn’t know what to do...?”

**Sexual Violence and Implementation of Reporting, Tracking, Referral and
Response (RTRR) Guidelines in the Busoga Sub-region.**

A Baseline Survey Report

January 2024



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“I didn’t know what to do...”

In the majority of the interviews, students who were victims of sexual violence often did not know what to do when it happened. They frequently said...“I didn’t know what to do...”

Note: This report contains stories of victims’ experiences of sexual violence within and outside schools. Some of the stories describe traumatic experiences which might be emotionally troubling for some readers.

This study was funded by a grant from AmplifyChange as part of a project titled “Raising Voices Against Sexual Violence”.

Abstract

Introduction: Studies done in Uganda indicate that Sexual Violence (SV) is both prevalent and a growing problem, ranging from 16.5% among boys to 35.3% among girls. SV has far-reaching effects on the physical, psychological, and social development of both male and female students. To address sexual violence, the Ministry of Education and Sports formulated the Reporting Tracking Referral and Response (RTRR) guidelines for schools. In the Busoga sub-region, there is a lack of adequate information about SV and little is known about the implementation of RTRR Guidelines.

Objective: The study assessed sexual violence and the implementation of RTRR Guidelines in 30 secondary schools in the Busoga Sub-region.

Methodology: The study used a cross-sectional design employing both quantitative and qualitative methods of data collection. Study participants included 2,493 students aged 12-24 and 19 teachers for quantitative data, 13 key informants, and 100 students for qualitative data. The study used a purposive sampling procedure to select 6 districts (Jinja, Luuka, Buyende, Namayingo, Kamuli, and Mayuge) and 30 secondary government schools for participation, while a simple random sampling procedure was used to select students. Data collection was through the interview method with the aid of a pre-tested structured questionnaire. Ethical approval was obtained from the Mildmay Institutional Review Board (IRB) and final clearance from the Uganda National Council for Science and Technology (UNCST). Permission to collect data from schools was obtained from the Chief Administrative Officer (CAO) in consultation with the District Education Officers (DEO and DIS). At the school level, permission was sought from school administrators, and at the individual level, consent and assent were sought from students.

Results: The majority of students and a considerable number of teachers had inadequate knowledge about the implementation of RTRR Guidelines in secondary schools in the Busoga sub-region.

Regarding rates, 4 out of every 10 students aged 12-24 in secondary schools in the Busoga sub-region experienced at least one form of sexual violence in the 12 months before the survey. The rates were higher among female students (50.7%) as compared to male students (40.5%). Overall, female students with disabilities experienced higher rates (50.8%) of sexual violence as compared to all categories of students.

According to districts, Mayuge had the highest rate of sexual violence with an overall rate of 58.7%. Other districts with high rates included Kamuli (47.2%), Buyende (46.7%), Jinja (43%), Luuka (42.6%) and lastly Namayingo (40.8%). Disaggregated by gender, Mayuge district still had the highest rate of sexual violence among female students at 62.2% and male students at 52.7%.

Results on the effects of sexual violence among students showed that 5.5% of victims experienced issues with their school attendance and academic performance, 4% experienced physical effects including physical injuries, contraction of STDs, getting pregnant, and forced abortions. Furthermore, 57.8% of all victims of sexual violence suffered psychological distress ranging from mild to severe. Additionally, the study found that the risk of experiencing psychological distress increased by 1.736 among victims of sexual violence as

compared to students who did not experience any form of sexual violence. In addition, 18.9% of sexual violence victims experienced some form of social and community effect and the most common of which were fear of trusting and associating with others, loss of friends, and social stigma.

The study also found that there is little to no implementation of the Ministry of Education and Sports recommended RTRR Guidelines in addressing Violence Against Children in Schools (VACiS) in the Busoga sub-region.

Recommendations: There is an urgent need for education officers and school administrators in the Busoga sub-region to ensure the implementation of RTRR Guidelines in the prevention and management of sexual violence among students in the region.

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Definition of Key Terms

Attempted Rape : An attempt to have sexual intercourse with a student without his/her consent by trying to insert an object or sexual organ into the students’ private parts without sexual penetration

- Covert Use of Mirrors** : Placing a small mirror under female adolescents’ legs to see their private private parts.
- Defilement** : An individual aged 18 and above having sex with a girl/boy who is under 18 years.
- Exhibitionism** : Forcing an unwilling student to touch themselves sexually as one watches, or exposing their private parts for an unwilling student to see.
- Forced Kissing** : Forcing an unwilling student to kiss him/her.
- Forced Marriage** : Forcing an unwilling student to marry another person.
- Incest** : Sex/sexual relationship between two people who are closely related, such as a parent, sibling, uncle, or other relative.
- Rape** : Having sexual intercourse with an adolescent without his/her consent, usually by force.
- Sex for Marks** : Sex/sexual relationship between a teacher and student/pupil in exchange for higher marks.
- Sexual Exploitation** : Forcing an adolescent to have sex with other people in exchange for money or other gifts.
- Sexual Rumours** : Rumours alleging a student had sexual intercourse with another person.
- Sexual Violence** : Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise direct another person’s sexuality using coercion, perpetrated by any person regardless of their relationship to the victim, in any setting, including but not limited to home and school.
- Unwanted Sexual/Marriage Requests:** Unwanted love/marriage requests to student
- Unwanted Sexual Touches:** Intentionally touching, grabbing, or pinching students’ private parts or forcing an unwilling adolescent to touch their private parts.

List of Abbreviations

- CAO : Chief Administrative Officer
- CCUg : Community Concerns Uganda Initiative
- CDC : Centre for Disease Control and Prevention
- DEO : District Education Officer

DIS	: District Inspector of Schools
FGD	: Focus Group Discussion
GBSS	: Global Based School Surveys
GBV	: Gender Based Violence
IDI	: In-Depth Interview
IRB	: Institutional Review Board
KI	: Key Informant
MGLSD	: Ministry of Gender, Labour and Social Development
MoES	: Ministry of Education and Sports
NSP	: National Strategic Plan and Action on Violence Against Children in Schools
RE-AIM	: Reach, Effectiveness, Adoption, Implementation and Maintenance
RDC	: Resident District Commissioner
RTRR	: Reporting, Tracking, Referral and Responses
SPSS	: Statistical Package for Social Scientists
SRGBV	: School-Related Gender-Based Violence
STD	: Sexually Transmitted Diseases
SMT	: Senior Man Teacher
SV	: Sexual Violence
SWT	: Senior Woman Teacher
UDHS	: Uganda Demographic and Health Survey
UK	: United Kingdom
UNCST	: Uganda National Council of Science and Technology
UNICEF	: United Nations Children Fund
USAID	: United States Agency for International Development
VAC	: Violence Against Children
VACiS	: Violence Against Children in Schools
VHT	: Village Health Team
WHO	: World Health Organization

SECTION ONE: INTRODUCTION/BACKGROUND

1.1 Introduction

According to the World Health Organization (WHO, 2019), Sexual Violence (SV) can be defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments, advances, or acts to traffic against a person's sexuality using force irrespective of the relationship or setting. Globally, there is increasing evidence that SV among students is a growing public health problem (Esayas et al., 2023).

Worldwide, SV is more prevalent among women than men, and it is estimated that one in three women (30%) have experienced at least one episode of sexual violence in their lives (WHO, 2021). A study by Justino et al. (2015) reported that SV is very common and endangers the health and lives of millions of young people around the world. It is estimated that around 120 million adolescent girls have experienced forced intercourse or other forced sexual acts at some point in their lives. Although adolescent boys are also at risk of SV, there is no clear estimate due to limited data from different countries (UNICEF, 2014).

Despite these global estimates, SV among students is more prevalent in low and middle-income countries, particularly the sub-Saharan Africa region (Cantor et al., 2015). According to a study by Brown et al. (2009) under the Global Based School/Surveys (GBSS), the magnitude of SV in Namibia, Swaziland, Zambia, Uganda, and Zimbabwe ranged from 9% to 33%. In Uganda, the study found a sexual violence rate of 20%. A 2014 study conducted by Devries et al. revealed that the rate of sexual violence was 4% among boys and 13% among girls. A baseline study by Walakira, Dumba-Nyanzi, and Byamugisha (2013) found that the rate of SV in Jinja and Kitgum districts was 52.1% and 37% respectively. And a study conducted by the Ugandan Ministry of Gender, Labour, and Social Development (2015) in nine districts (Gulu, Lira, Oyam, Mukono, Bukomansimbi, Gomba, Mubende, Sembabule, and Rakai) revealed that 35.3% of girls and 16.5% of boys experienced sexual violence. However, it is difficult to generalize the findings of studies done in Uganda to districts in the Busoga sub-region since these studies have been limited in geographical scope.

SV has far-reaching effects on the physical, psychological, and social development of both male and female students in secondary schools. Evidence shows that SV leads to poor academic outcomes and is a predictor for school dropout (Nikische, 2014; Jordan et al., 2014; Potter et al., 2018). It has also been shown to increase the risk of substance abuse especially alcohol and marijuana, depression, and suicide ideation among adolescents (Exner-Cortens et al., 2012). In addition, SV predisposes victims to Sexually Transmitted Infections (STIs), unwanted pregnancies, abortions, and associated negative implications on the lives of young girls (Hulya et al., 2018). These effects may present immediately or may manifest many years after the incident occurred (Modin et al., 2016).

Although school environments have been reported as protective against SV among adolescents and young people (Julia, Amber & Tia, 2016), there is contrasting evidence portraying them as risky places for the occurrence of sexual violence (MGLSD, 2015; The African Child Policy Forum, 2014; UNICEF Kenya, 2013).

To address sexual violence in and outside schools, the United States Centre for Disease Control and Prevention (CDC), the United Nations Children’s Fund (UNICEF), and others developed and implemented Violence Against Children Surveys (VACiS) in multiple countries around the world (CDC, 2021).

In Uganda, following the VACS survey conducted in 2018 by MGLSD and UNICEF, the Ministry of Education and Sports (MoES) formulated the National Strategic Plan on Violence against Children in Schools (NPS, 2015-2020) to ensure that measures are in place to prevent, protect and respond to violence against children in schools. Earlier in 2014, the MoES, in collaboration with the MGLSD and UNICEF, developed the Reporting, Tracking, Response and Referral (RTRR) Guidelines on Violence against Children in Schools (VACiS). The RTRR Guidelines were developed against the background of a high prevalence of VACiS coupled with underreporting. The RTRR Guidelines provide the framework for managing cases of VACiS. They provide clear reporting, tracking, referral pathways, and responses that students, teachers, parents, members of the community, and schools need to take when they encounter cases of VACiS (MoES and USAID, 2017). They also guide law and order institutions mandated to protect children against violence in schools (such as the police and courts of law) on how to take appropriate action based on existing laws and regulations on VACiS. Moreover, the MoES (2015) reported that one of the gaps in implementing the NPS is the lack of adequate information regarding the rates, impact, and violence that takes place within the educational system itself.

1.2 Problem Statement

Although sexual violence among students in schools has gained increased attention from the government of Uganda and other actors (MoES, 2017), there is still a low rate of reporting among learners (Parkes et al., 2023). Studies done by Devries et al. (2009), Walakira et al., (2013), Devries, (2014), and the Ugandan Ministry of Gender and Social Development have shown sexual violence prevalence rates of 20%, 48%, 4-13%, and 35% respectively. They have also shown that sexual violence has both short and long-term effects related to reproductive mental health and social well-being. These studies were done in very few districts of Uganda and did not include most of the districts in the Busoga sub-region. Therefore, the exact magnitude and impact of sexual violence in this area is not known.

To address SV, the government of Uganda enacted laws that are aimed at protecting children and students from sexual violence. This includes the Children’s Amendment Act (2016), the National Strategic and Action Plan on Violence Against Children in Schools, and the Reporting, Tracking, Referral, and Response (RTRR) Guidelines on Violence Against Children in Schools (VACiS). However, to the best of our knowledge, no study has ever been conducted in the Busoga sub-region or the country at large about the implementation of RTRR Guidelines in secondary schools. Yet, comprehensive evidence on sexual violence against students is vital for legal, policy, and program development, implementation, monitoring, and evaluation of current policies. This study seeks to generate sub-regional information on the rates and effects of sexual violence and the implementation of RTRR Guidelines by secondary schools. This may contribute to the evidence base to improve policy advocacy on sexual violence against children and young people in schools

SECTION TWO: OBJECTIVES AND RESEARCH QUESTIONS

2.1 Main Objective

This study assessed sexual violence and the implementation of Reporting, Tracking, Referral, and Response (RTRR) Guidelines among 12-24-year-old students in secondary schools in six selected districts in the Busoga sub-region.

2.2 Specific Objectives

1. To assess the knowledge of 12-24-year-old students about RTRR Guidelines in secondary schools in six selected districts in the Busoga sub-region.
2. To estimate the rates of sexual violence among 12-24-year-old students in secondary schools in six selected districts in the Busoga sub-region.
3. To describe the effects of sexual violence among 12-24-year-old students in secondary schools in six selected districts in the Busoga sub-region.
4. To assess the implementation of RTRR Guidelines by secondary schools in six selected districts in the Busoga sub-region.

2.3 Research Objectives

1. What are the rates of sexual violence among 12-24-year-old students in secondary schools in six selected districts in the Busoga sub-region?
2. What are the effects of sexual violence among 12-24-year-old students in secondary schools in six selected districts in the Busoga sub-region?
3. What is the knowledge of 12-24-year-old students about RTRR Guidelines in secondary schools in six selected districts in the Busoga sub-region?
4. What are the ways in which secondary schools in the Busoga sub-region implement the RTRR Guidelines?

SECTION THREE: METHODOLOGY

This section describes an overview of the procedures that were used to undertake the study. It includes the study design, setting, population, sample size, sampling procedure, data collection method and tools, data management and analysis, and ethical considerations.

3.1 Study Design and Rationale

The study used a cross-sectional study design involving both quantitative and qualitative techniques. Specifically, the study employed a concurrent mixed methods design where the collection of both quantitative and qualitative data was conducted at the same time. The quantitative assessment used a survey descriptive design, while the qualitative assessment used a narrative design. The purpose of incorporating a mixed methodology was to triangulate the methods by comparing the quantitative results with qualitative findings. The methods were also used to enhance the description of the study variables while providing adequate and credible information for advocacy purposes. Although quantitative and qualitative data were analyzed separately, their results reported here were compared and merged for interpretation.

3.2 Study Setting and Rationale

The study was conducted in six of the eleven districts in the Busoga sub-region. The six districts included Jinja, Mayuge, Kamuli, Luuka, Namayingo and Buyende. According to the 2021/22 Uganda Bureau of Statistics, the Busoga sub-region has the biggest proportion of poor people in Uganda. The region has a poverty rate of 29.2% as compared to the national average of 20.3%. The region also has one of the highest rates of teenage pregnancy at 34% against the national average of 25% (Uganda Demographic and Health Survey, [UDHS], 2021). Among the six selected districts, a total of 30 schools were included, twelve of which are peri-urban-based secondary schools while 18 were rural-based secondary schools. All the 30 secondary schools had a minimum student population of 500. The main economic activities in the study area are sugarcane growing and subsistence food crop farming. The study setting was selected purposively as the districts are operational areas of the organization.

3.3 Study Population

The primary study population was 12-24-year-old students in secondary schools while teachers and selected members of the Child Protection Committees were the Key Informants (KI). The selection of this study population was based on the understanding that the majority of students in secondary schools in Uganda are adolescents and young adults.

3.3.1 Sample Size Determination

We used sample size tables to estimate the sample size for this study. We assumed the population of the school-going adolescents and young people in Busoga to be 256,869 (Uganda Bureau of Statistics, 2017) and the proportion of the problem being studied in the study population to be 35% (MGLSD 2015). These are critical factors needed to enable sample size estimation by sample size tables. Based on these assumptions, the sample size for the study was 2,626 at a 99% confidence interval. However, due to some challenges, we were only able to collect data from 2,493 respondents.

For qualitative data, the study included 13 Key Informants (KIs)—both community and school responders to sexual violence and 100 students drawn from four secondary schools through four Focus Group Discussions (FGDs).

3.4.2 Sampling Procedure

At the regional level, the six districts were purposively selected due to operational restrictions. The relative number of students to be recruited in each district was determined by the total population of secondary school students in the respective districts.

At the district level, the District Educational Officer (DEO) in consultation with the District Inspector of Schools (DIS) stratified schools based on geographical location (rural and peri-urban). From each stratum, using a simple random sampling method, individual schools were selected; three rural secondary schools and two peri-urban. Altogether, 18 rural and 12 peri-urban secondary schools were selected.

At the school level, the study used proportionate and simple random sampling procedures to select students. For qualitative data, purposive and convenience sampling were used to select Key Informants (KI).

3.4.3 Inclusion and Exclusion Criteria

3.4.3.1 Inclusion Criteria

All students aged 12-24 years in the 30 selected secondary schools who were available during the days of data collection were eligible to be included in the study.

3.4.3.2 Exclusion Criteria

The study excluded the following categories of study:

- All students in candidate classes who were very busy with their preparation for examinations.
- All students aged 12-17 who refused to give assent and those aged 18-24 years who refused to give informed consent.

3.5 Study Variables

3.5.1 Independent Variable

This included students' knowledge of RTRR Guidelines on VACiS and their implementation by their respective secondary schools.

3.5.2 Dependent Variable

A sexual violence event was the outcome variable; these were categorized as contact, non-contact, and quid pro quo events. The contact events included unwanted sexual touches, attempted rape, rape, forced kissing, incest, exhibitionism - 1¹, and defilement. Non-contact events included the covert use of mirrors to observe female private parts, exhibitionism-2, unwanted love/marriage requests, and sexual rumours. Quid pro quo events included sexual exploitation, sex for marks, and forced marriage.

¹ Two forms of exhibitionism were assessed by the study: Exhibitionism—1 and Exhibitionism—2. Exhibitionism—1 was defined as someone forcing the respondent to touch him/herself sexually, as they watched when they did not want to do it. Exhibitionism—2 was defined as someone exposing their private parts for the respondent to see when they did not want to.

3.6 Data Collection

3.6.1 Data Collection Method

3.6.1.1 Primary Data Collection

The study used structured interviews to collect data from respondents. Trained Research Assistants (RAs) organized face-to-face interviews with respondents in private places within respondent schools. RAs asked respondents questions with the guide of a structured questionnaire and provided ample time for respondents to provide appropriate responses which were entered into tablets/phones. Probing was done there and then to access additional information as required.

3.6.1.2 Secondary Data Collection

Data was collected from respondents using an interviewer-administered guide. The researchers scheduled oral interviews with Key Informants (KIs), organized Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs) among selected students. The interviews were recorded verbatim using audio recorders.

3.6.2 Data Collection Tools

The study utilized five data collection tools including two questionnaires, two interview guides, and a records review checklist. The student and teachers' questionnaires were designed based on the dimensions of the RE-AIM planning and evaluation framework (Glasgow et al., 2019; Gaglio et al., 2013).

1. **Questionnaire for students:** A structured pre-tested questionnaire addressing the research questions of the study was used to collect primary data from students. The questionnaire included sections such as Demographic Data, Rates of Sexual Violence [Experiences and Perpetration], Effects of Sexual Violence, Knowledge of RTRR Guidelines, and Implementation of RTRR Guidelines. Some questions regarding sexual violence experience/perpetuation were adapted from the Conceptual Framework for Measuring School-Related-Gender-Based Violence (SRGBV) by RTI International (2016), the Child Sexual Abuse Survey Questionnaire designed by Halperin et al. (1996) with other parts of the questionnaire adapted from a study by Brown et al. (2009) and Onyinyechi et al., (2023). Questions regarding RTRR Guidelines were designed based on the RTRR Guidelines on VACiS by the Ministry of Education and Sports (MoES, 2014). Emphasis was put on the RTRR secondary school booklet and guidelines on monitoring and evaluation of the progress made in the application of RTRR Guidelines in schools by the (MoES, 2014).
2. **Questionnaire for Senior Woman/Man Teachers:** The questionnaire included sections such as Demographic Data, Knowledge on Implementation of RTRR Guidelines, Implementation of RTRR Guidelines by Schools, and Effects of Sexual Violence and Reporting among Students. Parts of the questionnaire were designed based on the RTRR Guidelines on VACiS by the Ministry of Education and Sports (MoES, 2014).
3. **Interview Guide for Key Actors:** This included open-ended questions largely adapted from the roles and responsibilities of key actors, and guidelines on monitoring and evaluation of progress made in the application of RTRR Guidelines on VACiS by the Ministry of Education and Sports (MoES, 2014).

4. **Focus Group Discussion Guides:** This included open-ended questions designed with direction from the guidelines on Monitoring and Evaluation of progress made in the application of RTRR Guidelines on VACis by MoES (2014).
5. **Checklist on Implementation of RTRR Based on RE-AIM Framework:** This documented information about on-going and/or one-time activities related to the implementation of RTRR Guidelines in schools by education authorities of the six districts.

3.7 Data Quality Control

3.7.1 Validity of the Tool

To improve accuracy, the validity of the data collection tools was ascertained by means of a comprehensive literature review to ensure that the questions formulated met the minimum expectations of the questionnaire. This approach was used for both questionnaires and interview guides.

After development, the formulated tools were pretested in Rehaboth Secondary School, Buikwe district. Pretesting was conducted to establish whether the designed questions would elicit responses to answer the research questions and whether they were easily understood by respondents. After pretesting, modifications were made to improve the clarity of the questions in all tools.

Furthermore, as part of the IRB proposal, the tools were reviewed by a panel of experts from the IRB. Suggestions to improve accuracy were made and Principal Investigators (PIs) made necessary changes as required until a final copy was approved for data collection.

3.7.2 Training Research Assistants (RAs)

A total of 15 RAs with a minimum qualification of a diploma plus at least one year of experience in data collection were hired and trained for five days. The training emphasized the qualities of a good researcher; expected roles and responsibilities during data collection; basics of sexual violence, including the different forms; research methodology, including sampling, data collection and management, and ethical considerations. They were also trained about secondary trauma and how best they could prevent, manage, and report it in case it occurred, and learned safeguarding practices based on CCUG's Safeguarding Policy, and Code of Conduct, and received instruction on procedures to follow should any concerns related to safeguarding occur.

3.7.3 Completeness of Collected Data

The primary data collection tool was digitized and designed in such a way that RAs had to first complete all the required fields before it was ready to be sent to the servers. In cases where researchers missed some information, the surveys could not be completed and they were instructed to go back to the participant to obtain the information before moving to the next respondent. After each day of data collection, the Principal Investigators held regular meetings with RAs to do a second-level check of completed data collection forms for data consistency, completion, and missing data.

3.7.4 Checking for Errors

The Principal Investigators routinely downloaded the collected data from the data collection software servers and checked for errors every two days. The data was exported to an Excel spreadsheet, where it was checked for errors. After verifications were made, the data was imported into SPSS Version 22 and 26 and a short descriptive analysis was conducted to further check for errors. When errors were identified, researchers were requested to provide information before the surveys were edited to ensure they were complete and ready for analysis.

3.7.5 Credibility

We applied source and methods triangulation to improve the credibility of the data. Source triangulation was achieved by comparing the responses of different types of survey participants to similar or related questions. For example, 12-24-year-old students, school and community responders to violence (Senior Woman/Man Teachers, Village Health Team [VHT] members, female local leaders) and district education officials were all asked about the implementation of RTRR Guidelines in secondary schools.

Methods triangulation was accomplished using a mixed methods design that enabled the collection of both qualitative and quantitative data. For example, students and teachers provided both qualitative (through FGDs and IDIs) and quantitative data (through answering/filling in questionnaires). Female local leaders provided qualitative data and district education officials provided confirmatory information about the adoption, supervision, and monitoring of schools that were implementing the RTRR Guidelines.

3.8 Data Management and Analysis

3.8.1 Data Management

After each day of data collection, collected data was synced and sent to the data collection servers for storage. The collected data was later exported through SPSS and Excel from where it was organized according to districts, stored on four laptops and two external drives, and uploaded on Google drive for future reference. For qualitative data, interviews were recorded verbatim, and audio files of recorded interviews were labeled based on the category of Key Informant (KI). The audio files were also stored on four laptops and two external hard drives.

3.8.2 Data Analysis

After cleaning and checking the data for completeness, it was exported into SPSS versions 22 and 26 for analysis at univariate and bivariate levels. The univariate level was used to describe the results through frequencies and percentages, mean, and standard deviation. Cross-tabulation and odds ratios were also performed to assess the relationship between variables.

For the qualitative data, audio files were translated from the local language to English and listened to at least four times while re-reading the transcripts to establish the reliability of information extracted from audio files and transcripts. For each category of KI, a master sheet was developed, and each master sheet

was coded and then re-coded by different individuals to check for consistency of the codes and improve the reliability of the analysis. Later, themes and sub-themes were generated from the codes to summarize the codes generated. Analyzed qualitative data was used in comparison with the analyzed quantitative results to provide detailed meaning to the findings while improving their credibility.

3.8.3 Measurement of Variables

3.8.3.1 Rates of Sexual Violence

The measurement of SV against students aged 12-24 was based on 16 statements divided up according to the three forms of sexual violence assessed; Contact SV (eight questions), Non-Contact SV (four questions), and Something for Something (Quid Pro Quo) SV (four questions). Each statement had point scales ranging from 1 to 4 (Never=1, Once=2, A few times=3, and Many times=4). Responses to the 16 questions were transformed through SPSS into binary responses based on whether a respondent experienced any form or violence or not. Responses that showed a respondent experienced an event (response codes 2 – 4) were re-coded as “2,” while a response that showed that the respondent did not experience any form of sexual violence (*Never*) remained coded as “1”. For an overall rating, the scores to the 16 questions were computed to yield a total score ranging from 16 to 32, with 16 being the lowest and 32 being the highest. The scores were divided into five sections: Did not experience any form of SV (16), Experienced one form of SV (17), Experienced two forms of SV (18), Experienced three forms of SV (19), Experienced four or more forms of SV (20-32). Similarly, the measure of Perpetuation of SV against fellow students/other people was also based on 16 statements. Each statement had point scales ranging from 1 to 4 (Never=1, Once=2, A few times=3, and Many times=4). Responses to the 16 questions were transformed through SPSS into binary responses based on whether a respondent perpetuated any form or violence or not. Responses that showed a respondent perpetuated an event of SV (response codes 2 – 4) were re-coded as “2,” while a response that showed that the respondent did not perpetuate any form of SV remained coded as 1. For the overall rating, the scores to the 16 questions were computed to yield a total score ranging from 16 to 32, with 16 being the lowest and 32 being the highest. Higher scores of 17 and above meant that the respondent perpetuated one or more forms of SV, while a lower score of 16 indicated that the respondent did not perpetuate any form of SV. The total scores were divided into two sections; Did not perpetuate any form of SV (16) and perpetuated one or more forms of SV (17-32). The study adopted these measurements based on the definition of SV as described in the Conceptual Framework for Measuring School-Related Gender-Based Violence (USAID, 2016).

3.8.3.3 Implementation of RTRR Guidelines

The study used the RE-AIM planning and evaluation framework to assess the implementation of RTRR Guidelines in secondary schools in the Busoga sub-region. The RE-AIM framework is based on five dimensions which include Reach (R), Effectiveness (E), Maintenance (M)—which operate at the individual level (those who are intended to benefit), and Adoption (A), Implementation (I) and Maintenance (M), which focuses on the staff and setting levels. To assess the implementation of RTRR Guidelines based on the RE-

AIM framework, the study adopted the following evaluations based on the program/policy indicator measurements described by Glasgow et al. (2019).

Table 1: RTRR Guideline Assessment Based on the RE-AIM Framework

Element of RE-AIM	Definition and Measure	Evaluation Questions
Reach (R)	Definition: Number of key individuals who play a role in delivering RTRR Guidelines in secondary schools	What is the number of teachers (SWT/SMT), and female local leaders who have received information and guidance about utilization of RTRR Guidelines?
	Focus: The study emphasized teachers (SWT/SMT), local leaders, and school inspectors	What is the representativeness of trained teachers to the total number of teachers per school?
		What are the expectations and priorities of trained teachers/female local leaders in addressing violence in secondary schools?
Effectiveness (E)	Definition: The impact of utilizing the RTRR Guidelines in the prevention and case management of SV among students in secondary schools in the Busoga sub-region	What is the number of secondary schools in the Busoga-sub region with well-defined school rules and regulations that reference the RTRR Guidelines?
	Focus: The study assessed the available resources in schools to address SV based on RTRR Guidelines, such as well-defined school rules and regulations, child rights education/awareness, implementation of the Teachers' Code of Conduct, discipline policy for students, school collaboration with key agencies such as police, PSWO, and provision of psychosocial support to victims of SV at school. We also assessed the current documentation of SV cases, the skill set of teachers to implement the RTRR Guidelines, the need for training, mentoring, and support, and the costs associated with the implementation of the guidelines.	What is the number of secondary schools providing child/human rights education/awareness?
		What is the knowledge of students about child/human rights?
		What is the number of secondary schools implementing the Teachers' Code of Conduct in relation to SV perpetrated by teachers?
		What is the number of secondary schools with well-defined discipline policies detailing the various categories of violence, including punitive action and reporting procedures as per the RTRR Guidelines?
		What is the number of secondary schools collaborating with key agencies such as PSWO, police, and community agencies that address violence?
		What is the number of secondary schools that provide psychosocial support to victims of SV at school?
		How cases of SV are documented and what are the skill-set of teachers in implementing the RTRR Guidelines?
		What kind of support is provided by district education officials in support of the implementation of RTRR Guidelines?
Adoption (A)	Definition: Proportion of government secondary schools that adopted RTRR Guidelines, number of secondary schools that frequently conduct routine reporting of cases to the district education and social welfare offices. Frequency of supervision and support provided by district school inspectors and probation officers in ensuring that schools (that adopted the guidelines) adhere to set Ministry of Education and Sports protocols.	What is the number of secondary schools that have adopted the RTRR Guidelines?
		What is the number of secondary schools that frequently conduct routine reporting of cases based on RTRR Guidelines to the district education and social welfare offices?
		How often do district school inspectors and probation and social welfare officers supervise and support secondary schools (that adopted RTRR Guidelines) in adhering to set ministry standards?
Implementation (I)	Definition: Proportion of schools that adopted the RTRR Guidelines and are putting them into practice.	How well have schools that adopted the RTRR Guidelines been enforcing well-defined school rules and regulations?
		How well are schools that adopted the RTRR Guidelines enforcing the discipline policy?
	Focus: How well schools are enforcing well-defined school rules, regulations, discipline policy, and the Teachers' Code of Conduct; type of relationship they have with collaborating agencies, quality of psychosocial support provided and key documentation on sexual violence undertaken.	How well are schools enforcing the Teachers' Code of Conduct in relation to addressing violence in schools?
		What kind of relationships do schools that have adopted the RTRR Guidelines have with collaborating agencies?
		What is the quality of psychosocial support provided to victims of SV in schools that have adopted the RTRR Guidelines?
	What is the quality of documentation undertaken by schools that have adopted the RTRR Guidelines in regard to SV case reporting?	

3.9 Ethical Considerations

Ethical approval to conduct the study was obtained from the Mildmay Uganda Research Ethics Committee (MUREC), and Uganda National Council for Science and Technology (UNCST). Permission from different

Districts where the research was conducted was obtained from the Chief Administrative Offices (CAO) in consultation with District Education Officials (DEO) and Resident District Commissioners (RDC).

At the school level, permission from school administrators was sought. Information about the study, including its benefits and risks was communicated to school administrators and the concerned teachers (Senior Woman/Man Teacher). In addition, informed consent and assent from 12-24-year-old students was sought. Interviews were held in safe and private places within the school compound to ensure the confidentiality of the responses provided.

In circumstances where participants experienced psychological distress including psychological breakdown, psychological first aid was provided while in other cases additional support including accessing other relevant services such as medical and support to report were provided.

SECTION FOUR: STUDY FINDINGS



This chapter presents the study results as obtained from analyzed data in relation to the research questions. The study sought to assess sexual violence and the implementation of Reporting, Tracking, Referral, and Response (RTRR) Guidelines in 30 secondary schools in six selected districts in the Busoga sub-region. For quantitative data, the study involved 2,493 school-going students aged 12-24 and 19 teachers; for qualitative data, the study included 13 KI such as Senior Women/Men teachers, Village Health Team Members, and female local leaders from 11 villages around 11 secondary schools. It also included 100 students through four FGDs from four secondary schools. In this chapter, results are presented in the following categories: Demographic Data, Knowledge of Students about the Implementation of RTRR Guidelines, Rates of Sexual Violence (SV), Effects of SV including School Attendance and Performance (SAP), and Physical, Psychological, Social, and Community Effects.

4.1 Demographic Data

4.1.1 Representation of Respondents per District

Table 2: Distribution of Secondary School Teachers Included For Quantitative Data

District	Number of Teachers Included
Buyende	2
Jinja	4
Kamuli	3
Luuka	5
Mayuge	2
Namayingo	3
Total	19

Altogether, 22 teachers were given questionnaires to fill in. However, only 19 teachers completed and returned the questionnaires giving a response rate of 86.4%.

Table 3: Distribution of Students According to Districts

S/N	Name of School	District	Students Included		Total
			Female	Male	
1.	Budiope Secondary School	Buyende	37	41	78
2.	Buyende Seed Secondary School	Buyende	36	19	55
3.	Kidera Secondary School	Buyende	35	29	64
4.	St. James Kagulu Secondary School	Buyende	52	52	104
5.	St. Peter's Secondary School—Namulikya	Buyende	31	30	61
	Total		191	171	362
6.	Busedde Seed Secondary School	Jinja	74	01	75
7.	Buyengo Secondary School	Jinja	36	19	55
8.	Lubani Secondary School	Jinja	62	51	113
9.	Pilkington Secondary School	Jinja	50	28	78
10.	St. Gonzaga Secondary School	Jinja	38	06	44
	Total		260	105	365
11.	Balawooli Secondary School	Kamuli	54	22	76
12.	Buzaaya Secondary School	Kamuli	43	15	58
13.	Matuumu Secondary School	Kamuli	27	25	52
14.	St. Peters' Mbulamuti	Kamuli	51	44	95
15.	St. Peters' Namwendwa Secondary School	Kamuli	22	27	49
	Total		197	133	330
16.	Busalaamu Secondary School	Luuka	96	24	120
17.	Busiuro Secondary School	Luuka	68	18	86
18.	Kiyunga Secondary School	Luuka	66	35	101
19.	Nakabaale High School	Luuka	86	40	126
20.	Walibo Seed Secondary School	Luuka	84	44	128
	Total		400	161	561
21.	Bunya Secondary School	Mayuge	60	25	85
22.	Kaluuba High School	Mayuge	30	24	54
23.	Malongo Secondary School	Mayuge	90	58	148
24.	St. John Buwaya Secondary School	Mayuge	30	19	49
25.	Waitambogwe Secondary School	Mayuge	65	35	100
	Total		275	161	436
26.	Buhemba High School	Namayingo	69	46	115
27.	Buswale Secondary School	Namayingo	58	30	87
28.	Kifuyo Secondary School	Namayingo	102	30	133
29.	Mutumba Seed Secondary School	Namayingo	25	22	46
30.	St. Phillip Secondary School--Lwangosha	Namayingo	28	29	58
	Total		282	157	439
	Overall Total		1,605	888	2,493

Table 1 shows that the highest number of students who participated in the study (561 or 22.5%) were from Luuka district, Namayingo (439 or 17.6%), Mayuge (436 or 17.5%), Jinja (365 or 14.6%), Buyende (362 or 14.5%); Kamuli district had the lowest number of participants (330 or 13.2%). The majority of students who participated in the study (1,605 or 64.4%) were female; a little over a third (888 or 35.6%) were male.

Table 4: Distribution of Key Informants (KI)

District	Category of KI	Number	Total
Buyende	School Responder	1	1
Jinja	School Responder	2	2
Luuka	School Responder	1	4
	Community Responders	3	
Mayuge	School Responder	3	4
	Community Responder	1	
Namayingo	School Responder	1	1
Total			13

Altogether, 13 first responders to sexual violence in and out of schools were involved in the study. Of these, nine were School-Based First Responders to sexual violence while four were Community-Based Responders.

Table 5: Demographic Characteristics of Primary Respondents

Students' Age	Frequency (n=2493)	Percentage (%)
12-15 years	428	17.2
16-18 years	1,662	66.7
19-21 years	380	15.2
22-24	23	0.9
Respondents' Gender		
Male	888	35.6
Female	1,605	64.4
Respondents' Class of study		
Senior One	724	29.0
Senior Two	836	33.5
Senior Three	773	31.0
Senior Four	32	1.3
Senior Five	109	4.4
Senior Six	19	0.8
Disability among Respondents		
No	2,388	95.8
Yes	105	4.2
Type of disability among respondents		
	n=105	
Cognitive disability	2	1.9
Hearing impairment	17	16.2
Physical disability	31	29.5
Speech impairment	02	1.9
Visual impairment	45	42.9
Others	08	7.6
Primary caregiver of respondents		
Father only	125	5.0
Mother only	476	19.1
Both parents	1355	54.4
Guardian	20	0.8
Grandmother	236	9.5
Grandfather	43	1.7
Aunt	85	3.4
Uncle	34	1.4
Sister	48	1.9
Brother	30	1.2
I stay alone	11	0.4
Others	30	1.2

The majority of respondents (1,662 or 66.2%) were in the age bracket of 16-18 years with a mean age of 17 and a standard deviation of 1.6. Regarding gender, about two-thirds (1,605 or 64.4%) of respondents were female. Nearly all participants were studying in Senior One, Two or Three (roughly one third in each level, ranging from 29% in Senior One to 33.5% in Senior Two); only 6.5% were studying in levels Four, Five or Six combined.

One hundred five students (4.5%) had a disability, the most common of which was visual impairment (45 or 42.9%). When asked who they were living with, more than half of the study participants (1,355 or 54.4%) were living with both parents.

4.2 Knowledge of Implementation of RTRR Guidelines

This section provides information about students' awareness of components used in measuring the implementation of RTRR Guidelines in secondary schools. These include hearing about RTRR Guidelines, the definition of violence at school, awareness of two types of violence at school, the importance of reporting an incidence of violence at school, and awareness of two children's/human rights. The section also describes information about respondents' knowledge of two circumstances of sexual violence that students need to report, things that students should check while reporting cases of SV at school, supporting victims of SV and services they might need, as well as the importance of tracking and referring cases of SV.

Table 6: Hearing about RTRR, Violence, and the Importance of Reporting Violence at School

Hearing about RTRR	Frequency (n=2493)	Percentage (%)
Yes	429	17.2
No	2,064	82.8
Meaning of RTRR	n=429	
Guidelines to schools to improve prevention and management of violence against children	291	67.8
Guidelines for schools to teachers	29	6.8
Policies that guide students in schools	99	23.1
Others	10	2.3
Responses on what constitutes violence at School		
Actions that cause pain like beating, using bad words, and caning	1,579	63.3
Actions that make students sad	640	25.7
I don't know	263	10.5
Others	11	0.4
Respondents' knowledge of 2 types of violence that occur at school	(n=4,986²)	
Physical Violence	870	17.4
Emotional Violence	632	12.7
Sexual Violence	1,078	21.6
Neglect	03	0.1
Caning	843	16.9
I don't know	1,531	30.7
Knowledge rating of students on 2 types of violence that occur at school		
Lacked knowledge of any type of violence	375	15.0
Knew at least 1 type of violence	810	32.5
Knew 2 types of violence	1,308	52.5
Whether it is important to report violence at school		
Yes	2,396	96.1
No	97	3.9
Importance of reporting cases of violence at School	(n=2,396)	
To identify the perpetrator	256	10.8
To seek help	1,340	55.9
To document what happened and determine the best services for the victim	67	2.8
To identify ways to prevent such an incident from happening	546	22.8
I don't know	25	1.0
To seek justice for the victim	68	2.8
Others	92	3.8
Reasons why it is not important to report cases of violence at School	(n=97)	
Nothing much will be done	61	62.9
I fear retaliation from perpetrators	14	14.4
I don't know where or to whom to report	07	7.2
It is ashaming/embarrassing to report	15	15.5

² Respondents were requested to provide 2 responses and they were combined during presentation thus doubling of the sample size.

Table 6 shows that only 17% (429) of students were familiar with RTRR; the overwhelming majority (2,064 or 82.8%) had never heard of it. Of the 429 who had heard of it, two-thirds (291 or 67.8%) mentioned that RTRR is a guideline for schools to improve the prevention and management of violence against children.

When asked about their understanding of violence in school, the majority of respondents (1,579 or 63.3%) indicated that they are actions that cause pain like beating, using bad words, and caning; about 10% (263) did not know what actions constitute violence. Regarding students' knowledge of violence at school, a little over half of respondents (1,308 or 52.5%) knew of two types of violence, 32.5% (or 810) were aware of at least one type of violence, while (375 or 15%) were not aware of any category of violence at that occurs at school.

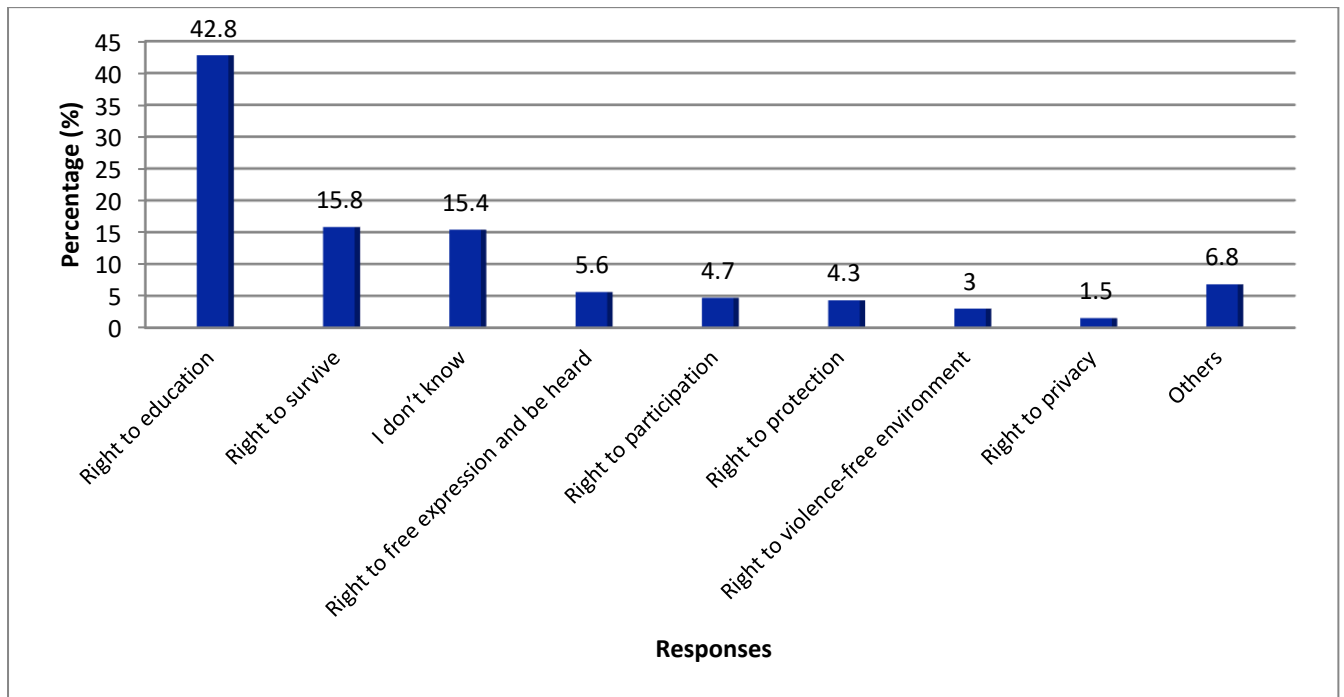
When asked whether it is important to report violence at school, an overwhelming majority of respondents (2,396 or 96.6%) agreed. Of those, 1,340 (or 55.9%) mentioned that reporting cases of violence at school helps victims obtain help. Of the 97 students who didn't think it is important to report cases of violence at school, 62.9% (or 61) felt that nothing much would be done once one reports.

However, the majority of both school and community responders agreed that it is very important to report cases of violence at school. They indicated that reporting cases of violence helps in reducing the prevalence of sexual violence and also ensures that students get justice.

“When you report a case of sexual violence and it is handled, it will be a reference for other students to also report because they base on the previous case you handled and they will have that confidence in you to also report because they know that you are going to help them. And in the long run, the rates of violence will reduce.” (Interview VII: Community Responder)

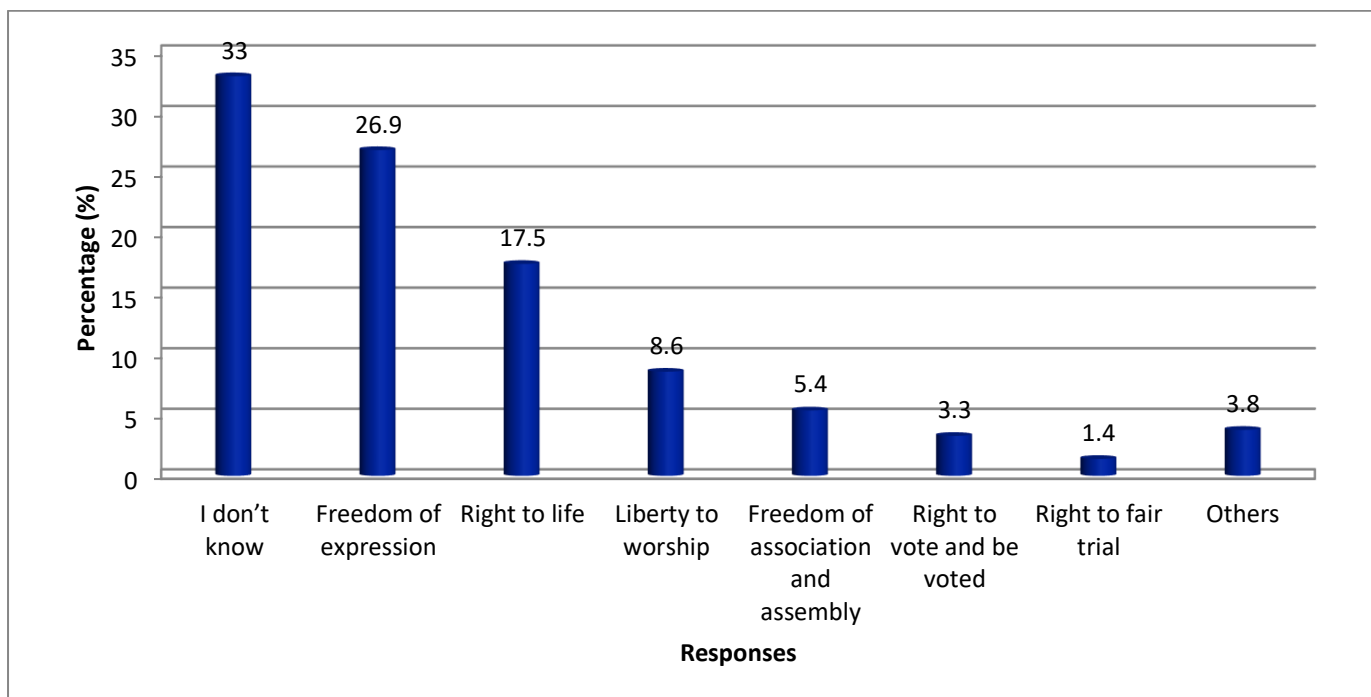
“When students report sexual violence, it is important in helping to reduce the number of cases that happen among students. Additionally, it enables students to get justice.” (Interview XI: School Responder)

Figure 1: Respondents' Knowledge of 2 Children's Rights (n=3,362³)



Results presented in Figure 1 above show that the highest number of students aged 12-17 (42.8% or 1,439) knew of their right to education, while only a few (50 or 1.5%) were aware of their right to privacy. Altogether, about six in ten respondents (62.7% or 1,054) correctly named two children's rights, and 30.2% (or 507) knew at least one example of children's rights. Only 7.1% (or 120) could not name any right of children.

Figure 2: Respondents' Knowledge of at Least 2 Human Rights (n=205⁴)



³ This sample size is for the 1,681 students who were aged 12-17. Only students in this age group were asked about children's rights and each provided two responses. During analysis, their responses were combined, which doubled the sample size to 3,362.

⁴ This sample size is for students aged 18-24. Only students in this age group were asked to list two examples of human rights.

Four hundred thirty-seven students who were aged 18 and above (33%) could not identify any example of a human right, while (23 or 1.4%) mentioned the right to a fair trial. Overall, 76.1% (or 618) of students aged 18-24 could correctly name two human rights. Only 23.9% (or 194) were not aware of any human right.

Table 7: Circumstances that students need to report, focal person, and knowledge on things to check when reporting cases of Sexual Violence (SV) in Schools

Two circumstances of SV that Students need to report if they experience or witness at school	Frequency (n=4,986 ⁵)	Percentage (%)
Rape	1,785	35.8
Attempted rape	234	4.7
Unwanted sexual touches	666	13.4
Unwanted love/marriage requests	326	6.5
Teachers requesting for sex/love in exchange for marks	350	7.0
Forced kissing	57	1.1
Sexual exploitation	47	0.9
Incest	30	0.6
Defilement	801	16.1
I don't know	613	12.3
Others	77	1.5
Rating of respondents' knowledge of circumstances of SV that Students need to report	n=2,493	
Did not know any circumstance that should be reported	82	3.3
Knew at least one circumstance that should be reported	526	21.1
Knew two circumstances that should be reported	1,885	75.6
Focal person designated to address violence including SV in school	n=2,493	
Head teacher	517	20.7
Senior Woman/Man Teacher	1,647	66.1
Prefect	50	2.0
PTA/SMC Representative	2	0.1
Local Council (LC I) Chairperson	59	2.4
I don't know	60	2.4
Others	158	6.3
Respondents' awareness of two things to check while reporting a case of violence at school	(n=4,986⁶)	
Ensure that students give correct detailed information	996	20.0
Ensure that the SWT/SMT takes record of the information provided including taking pictures	156	3.1
Think of people who can be eyewitnesses to the SV event	377	7.6
Ask the SWT/SMT for a referral to other services such as medical care or counseling	138	2.8
I don't know	3,291	66.0
Others	28	0.6
Rating of respondents' knowledge of two things to check while reporting a case of violence at school	n=2,493	
Didn't know anything that students should check while reporting violence	1,311	52.6
Knew one thing that students should check while reporting violence	697	28
Knew two things that students should check while reporting violence at school	485	19.5

⁵ Respondents were asked to provide two responses and during analysis, they were combined leading the sample size to double.

⁶ Respondents were asked to provide two responses and during analysis, they were combined leading the sample size to double.

When asked to name at least two circumstances of SV that students need to report if they experience or witness it at school, slightly over a third (1,785 or 35.8%) mentioned rape; only 30 (or 0.6%) stated incest. Altogether, three-quarters of study participants (1,885 or 75.6%) knew of two circumstances that should be reported, while 82 (or 3.3%) were not aware of any instances of SV that should be reported at school if students experienced or witnessed it.

The majority of respondents (66.1% or 1,647) named the Senior Woman/Man Teacher as the focal person designated to address violence including SV in schools; 2.4% (or 60) could not identify the focal person.

Regarding their awareness of what check when reporting cases of sexual violence in schools, the majority of students (3,291 or 66%) were unable to name two things. Overall, half of them (52.6% or 1,311) were unaware of anything that they should check when reporting a case of violence at school.

Table 8: Supporting a friend, services for victims, the importance of tracking and referring cases of Sexual Violence

Respondents' knowledge of how to support a friend who has experienced SV at school	Frequency (n=2,493)	Percentage (%)
Be friendly and offer to help them report the case to the relevant authorities	1,680	67.4
Be friendly and offer to help them access support from relevant authorities	404	16.2
Scare off/away the perpetrator	320	12.8
I don't know	65	2.6
It is none of my business	5	0.2
Others	19	0.8
Examples of two services that victims of sexual violence might need	(n=4,986⁷)	
Medical services	1,904	38.2
Psychosocial support (counseling)	1,250	25.1
Legal/police support	722	14.5
Support from community members/NGOs	37	0.7
Financial aid	51	1.0
I don't know	1,014	20.3
Others	8	0.2
Rating of respondents' knowledge of two services that victims of sv might need	n=2,493	
Did not know about any services that victims might need	60	2.4
Knew at least one service that victims might need	902	36.2
Knew about two services that victims might need	1,531	61.4
Importance of Tracking cases of sexual violence that occur in Schools		
I don't know	1,292	51.8
I don't think it is important	29	1.2
To access and share information about the investigations	549	22.0
Ensure that victims access the appropriate services	22	0.9
Ensure that the school follows the recommended protocols for reporting	353	14.2
Others	248	9.9

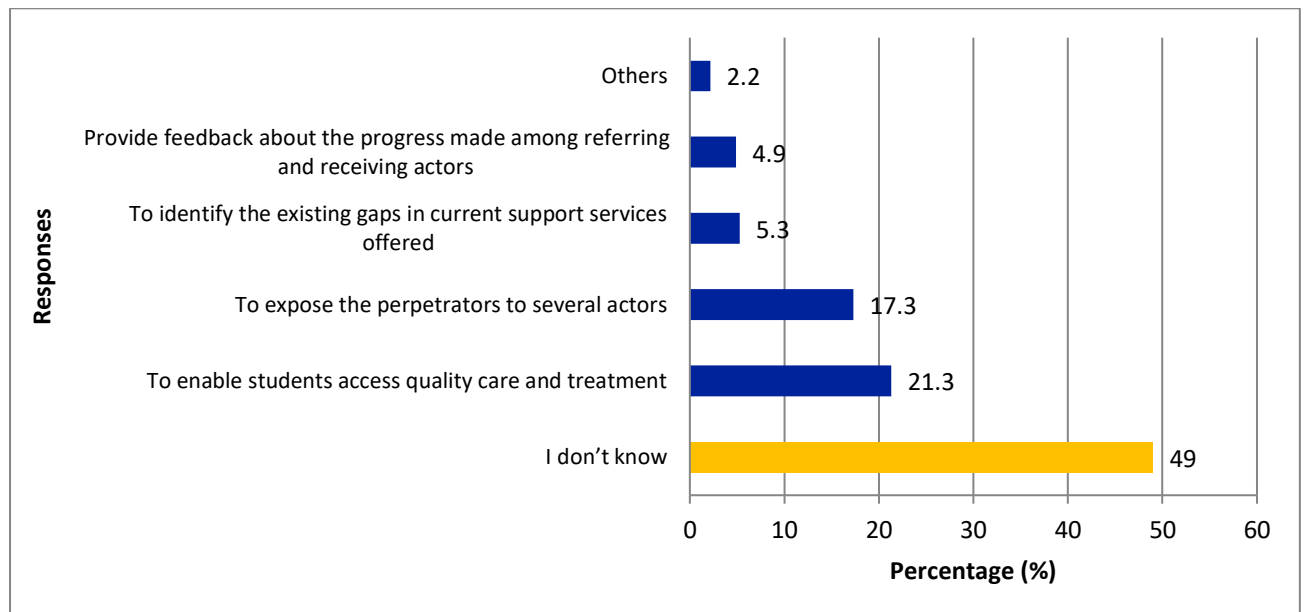
Table 5 above shows that the majority of respondents (1,680 or 67.4%) indicated that students should be friendly and offer to help victims access support from relevant authorities if they experience SV at school.

⁷ Respondents were requested to provide 2 responses and during analysis, they were combined leading the sample size to double.

Only a small percentage (65 or 2.6%) did not know what could be done. When asked to name two examples of services that victims of SV might need, nearly four in ten students (1,904 or 38.2%) said medical services. All combined, 61.4% (or 281) of students were aware of two services that victims of SV might need, while just over 2% (60 or 2.4%) did not know of any such service.

Study results also showed that half of study participants (1,292 or 51.8%) did not know the importance of tracking cases of SV that occur in schools.

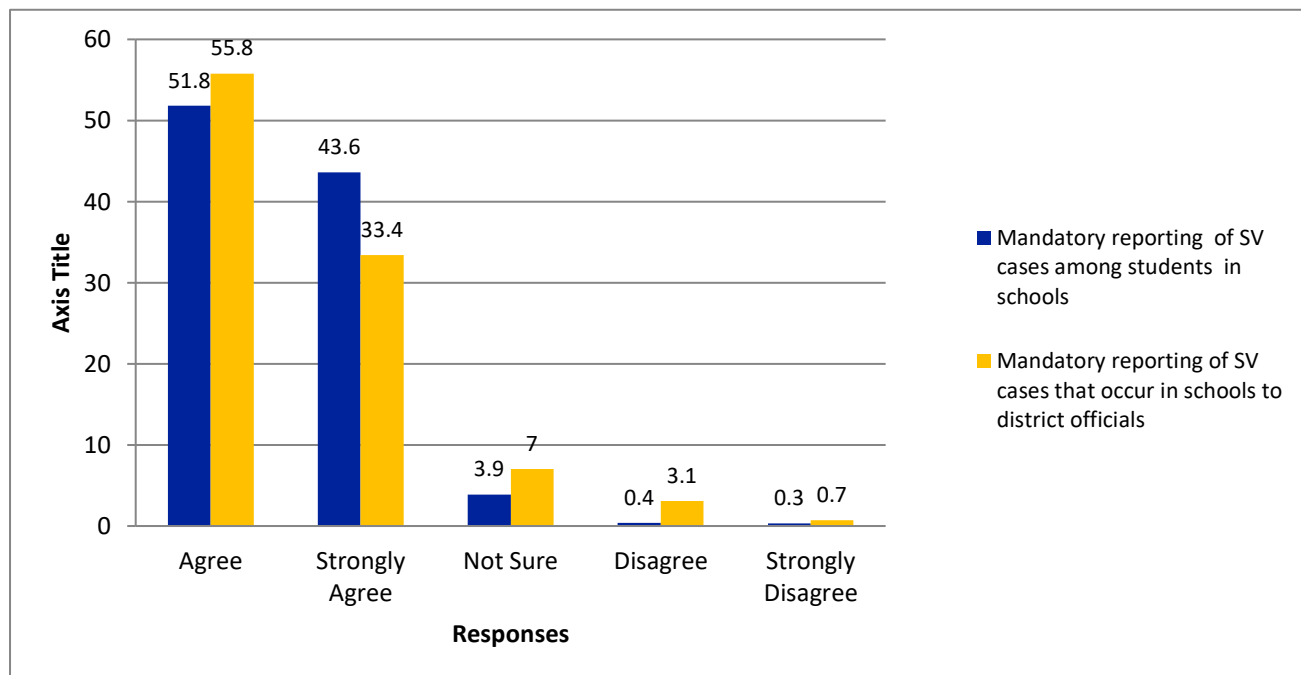
Figure 3: Respondents Knowledge on Importance of Referring Cases of SV (n=2,493)



Results presented above from show that nearly half of student respondents (1,221 or 49%) didn't know the importance of referring cases of SV. However, qualitative data from community and school responders showed that they knew several advantages of referring cases. Two community responders mentioned that referring cases diversifies the category of care that victims of sexual violence might access. Another community member felt that referring cases strengthens case management because it increases the chances that the victim will access justice while acting as a deterrent to perpetrators. "Yes, it is important because if you enable students to access diverse services including health care from health facilities, where they can help to detect other issues that you at your level might have overlooked." (Interview VII: Community Responder)

"...referral of cases also helps community members to understand that there are people at higher levels who will manage their cases such as the police. It reduces the pressure on us who are at the bottom. So that might cause some perpetrators to think twice before perpetuating some cases because they know that the case can be referred to a higher level beyond the village." (Interview VI: Community Responder)

Figure 4: Whether Schools Should Implement Mandatory Reporting Policies on SV (n=2,493)

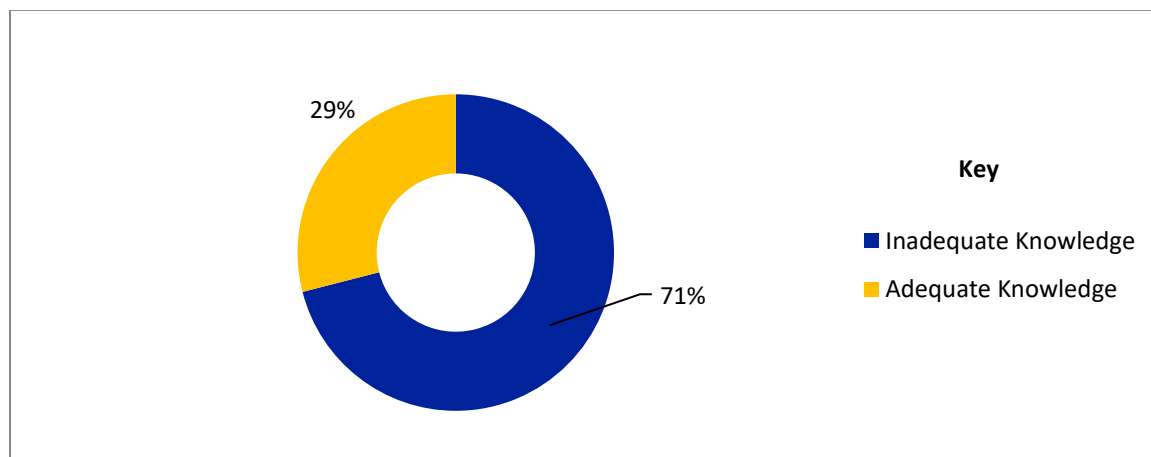


When students were asked whether schools should implement a mandatory reporting policy on SV among students, the vast majority (2,378 or 95.4%) agreed. Similarly, when students were asked whether it should be mandatory for schools to report cases of SV to relevant authorities including district officials, the majority (2,223 or 89.2%) agreed. Quantitative data from teachers also revealed that all of them supported the idea that schools should implement a mandatory reporting policy on sexual violence.

4.2.1 Knowledge Rating of Students on Implementation of RTRR Guidelines

The measurement of students' knowledge of RTRR Guidelines implementation was based on 12 questions in the following categories: hearing about RTRR Guidelines, awareness of violence at school, knowledge of two types of violence at school, importance of reporting, knowledge of children's rights/human rights, two circumstances that students need to report, two things that students should check when reporting, services that a victim of SV might need, importance of tracking and referring SV cases and knowledge of mandatory reporting at school and district levels. Responses to the 12 questions were transformed through SPSS into binary responses based on whether they were correct or not. Correct responses were re-coded as "2" while incorrect responses were re-coded as "1". For the overall rating, scores related to the 12 questions were computed to yield a total score ranging from 12-24, with 12 being the lowest and 24 being the highest score. The scores were divided into two sections: Inadequate Knowledge (scores 12-17), and Adequate Knowledge (scores 18-24). To be rated as having adequate knowledge, respondents had to provide correct responses to at least six questions. The study adopted this measurement based on the RTRR Secondary School booklet and Guidelines on Monitoring and Evaluation of the Progress made in the application of RTRR Guidelines in schools by the Ministry of Education and Sports (MoES, 2014).

Figure 5: Rating for Knowledge of Students on Implementation of RTRR Guidelines (n=439)



The majority of students (1,771 or 71%) had inadequate knowledge about the implementation of RTRR Guidelines in secondary schools; only 29% (722) had adequate knowledge.

Furthermore, quantitative data from teachers also showed several knowledge gaps related to the implementation of RTRR Guidelines in schools. For example, out of the 19 teachers that filled in the teachers' questionnaires, 73.6% (or 14) had never heard of the RTRR Guidelines, 31.6% could not correctly explain the term violence at school, 26.3% could not list at least two children's and two human rights, and 89.5% could not list at least two services that victims of sexual violence might need. In addition, a surprising number of teachers (15.7%) felt it was not important to track cases of sexual violence.

4.3 Rates of Sexual Violence Among 12-24-Year-Old Students in Secondary Schools

This section provides information about the rates of sexual violence among students aged 12-24 in secondary schools in the Busoga sub-region. The study assessed three types of sexual violence: Contact, Non-Contact, and Quid Pro Quo (something-for-something).

Contact Sexual Violence: This included experiences of unwanted sexual touches on the students' body by another person (Unwanted Sexual Touches—1), forcing unwilling students to touch another person sexually while the perpetrator watches (Exhibitionism—1), forcefully attempting to have sexual intercourse with a student without his/her consent (attempted rape), forcefully having sexual intercourse with student without his/her consent (rape), forcing an unwilling student to kiss a perpetrator (Forced Kissing), forcing an unwilling student to touch themselves sexually as one watches, (Exhibitionism—1), a relative or family members forcing the student to engage in sexual relationship (Incest), and defilement (an individual aged 18 and above having sex with a girl/boy who is under 17 or below).

Non-contact Sexual Violence: This included covert use of mirrors (secretly placing small mirrors under girls' legs to see their private parts), unwanted love/marriage requests (making unwanted love/marriage requests to a student more than four times when the student has told the person that he/she is not interested),

exposure of private parts for the unwilling student to see (Exhibitionism—2), and sexual rumours (allegations that the student had intercourse with another person).

Something-for-Something (Quid Pro Quo) Sexual Violence: This type of violence includes forced marriage, sexual exploitation (someone forced the student to have sex with other people in exchange for money or other gifts), and sex/sexual relationship with a teacher to gain good marks (Sex for Marks—1) and threats of bad marks if a student does not have sex/sexual relationship with a teacher (Sex for Marks—2).

4.3.1 Rates of Sexual Violence Disaggregated by Type

This section provides information on rates of sexual violence experienced by students in 30 secondary schools in the Busoga sub-region in the past year. Respondents were told to recall whether they had experienced three types of sexual violence in the past year, and if so, how many times it occurred.

Table 9: Rates of Sexual Violence among Students Disaggregated by Type

S/N	Category	Experiences of SV in the past 12 months				
		Term Used	Once	A few times	Many times	Total
1.	Contact Sexual Violence					
1.1	Someone intentionally touched, grabbed, or pinched the respondent's buttocks, breasts, or other private parts	Unwanted Sexual Touches—1	11.5%	6.8%	1.4%	19.7%
1.2	Someone attempted to insert an object or bodily organ in the respondent's private parts	Attempted Rape	1.6%	0.4%	0.04%	2%
1.3	Someone forced the respondent to have sexual intercourse when he/she did not want it	Rape	1.5%	0.4%	0.2%	2.1%
1.4	Someone forced the respondent to kiss him/her when he/she did not want to do it	Forced Kissing	3.4%	1.5%	0.1%	5%
1.5	Someone forced the respondent to touch their private parts when he/she did not want to do it	Unwanted Sexual Touches—2	1.6%	1.1%	0.1%	2.8%
1.6	Someone forced the respondent to touch him/herself sexually, as they watched when they did not want to do it	Exhibitionism—1	0.6%	0.4%	0.04%	1.14%
1.7	A relative or family member forced the respondent to engage in a sexual relationship	Incest	0.4%	0.2%		0.6%
1.8	A respondent aged 12-17 years had sexual intercourse with someone aged 18 and above	Defilement	10.6%			10.6%
2.	Non-Contact Sexual Violence					
2.1	Someone put a small mirror under respondents' legs to see their private parts	Covert use of mirrors	0.3%	0.6%	0.1%	1.1%
2.2	Someone exposed their private parts for the respondent to see when they did not want to see it	Exhibitionism—2	1.2%	0.6%	0.4%	2.2%
2.3	Someone made unwanted love/marriage requests to the respondent ⁸	Unwanted Love/Marriage Requests	3.2%	7.5%	2.7%	13.4%
2.4	Someone spread sexual rumours about respondents ⁹	Sexual Rumours	4.9%	6.7%	2.5%	14.1%
3.	Something-for-Something (Quid Pro Quo) Sexual Violence					
3.1	Someone forced respondent to marry someone he/she did not want to marry	Forced Marriage	0.8%	0.6%	0.3%	1.7%
3.2	A teacher offered to give respondents good marks if he/she did something sexual with him/her	Sex for Marks—1	0.8%	0.5%	0.5%	1.8%
3.3	A teacher threatened to give bad marks if the respondent did not do something sexual with him/her	Sex for Marks—2	0.4%	0.1%	0.04%	0.54%
3.4	Someone forced the respondent to have sex with other people in exchange for money or other gifts	Sexual Exploitation	0.9%	0.9%	0.4%	2.2%

Study results showed that nearly a fifth of respondents (491 or 19.7%) reported experiencing Unwanted Sexual Touches—1; 2.8% (or 70) said that someone forced them to touch their private parts when they did

⁸ This was considered if it occurred three or more times, and the respondent indicated that he/she was not interested.

⁹ Spreading information about the respondent having had sexual intercourse with another person.

not want to. Both combined, five hundred sixty-one students (22.5%) experienced unwanted sexual touches in the 12 months before the study.

A significant number of students (51 or 2%) reported that someone attempted to rape them, and 2.1% (or 52) actually experienced rape in the past 12 months.

Of the 2,493 students who participated in the study, 125 (5%) reported experiencing forced kissing in the last year.

Twenty-seven students (1.14%) reported that someone forced them to touch themselves sexually as the perpetrator watched when they did not want to do it; and 2.2% (or 55) students reported that someone exposed their private parts for them to see when they did not want to see it. Altogether, 3.3% (or 82) students reported experiencing some form of exhibitionism in the past 12 months.

Fifteen respondents (0.6%) reported that a relative of a family member forced them to engage in a sexual relationship.

One in ten students (10.6% or 264) aged 12-17 years said they had sexual intercourse with someone aged 18 and above (defiled). Of those that were defiled, 8.3% was aggravated defilement; 9 of the students defiled were aged 13 and below, 1 student was defiled by her relative [uncle] while 11 of the students had one or more types of disabilities). The biggest majority of the cases (91.7%) were simple defilements.

Eighteen female students (1.1%) mentioned that someone put a small mirror under their legs to see their private parts in the last year.

Nearly 15% of students (334 or 13.4%) reported experiencing unwanted love/marriage requests in the past 12 months. Of these, 187 (or 7.5%) said it occurred a few times, 80 (3.2%) stated that it happened once, and (67 or 2.7%) reported that it happened many times.

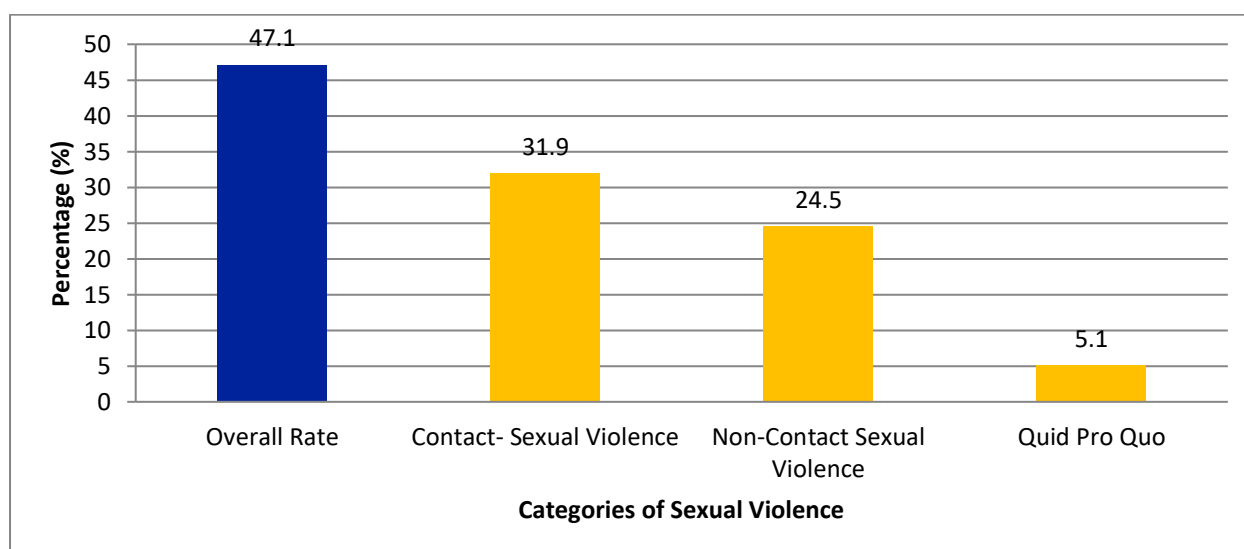
Three hundred fifty-two students (14.1%) reported that someone spread sexual rumours about them—that is, rumours that they had had sexual intercourse with someone else. Of these, 167 (or 6.7%) said it happened a few times, 122 (or 4.9%) reported that it occurred once and 62 (2.5%) said it happened many times. Forty-two respondents (1.7%) indicated that someone forced them to marry another person they did not want to marry in the past year.

Forty-five students (1.8%) reported that in the past 12 months, a teacher offered them good marks if they agreed to do something sexual with him/her. Likewise, thirteen students (0.5%) stated that a teacher threatened to give them bad marks if they did not do something sexual with him/her.

Fifty-five respondents (or 2.2%) reported that someone forced them to have sex with other people in exchange for money or other gifts.

4.3.1.1 Summary of Rates of Sexual Violence

Figure 6: Summary of Sexual Violence according to Types (n=2,493)



Overall, nearly half of students aged 12-24 in secondary schools in the Busoga Sub-region (1,174 or 47.1%) experienced at least one form of sexual violence in the 12 months before the survey. About a third (31.9% or 795) experienced contact sexual violence, a quarter (610 or 24.5%) experienced non-contact sexual violence, and one in 20 (127 or 5.1%) experienced quid-pro-quo (something-for-something) sexual violence.

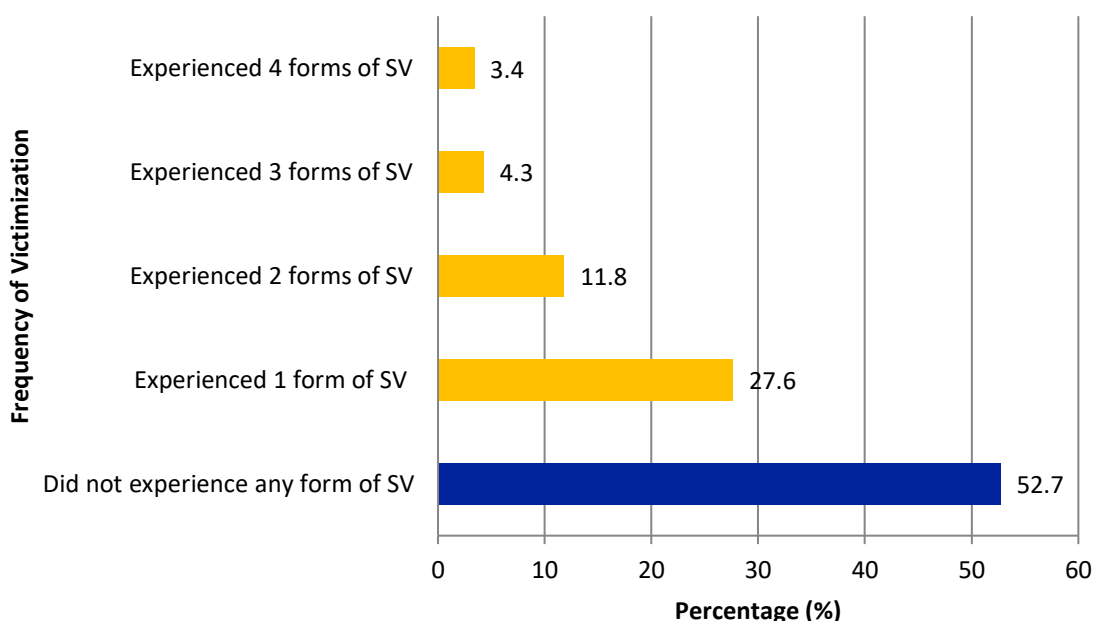
Qualitative data from school and community responders also showed that the rate of sexual violence is high in their schools and communities. First responders to violence highlighted that they get from 3 to 30 cases of sexual violence from students each month. The most common forms were generally contact type of SV such as defilement, rape, unwanted sexual touches, incest, and quid-pro-quo violence / sexual exploitation. One school responder felt overwhelmed with the number of cases she gets from students and admitted that at times, she is unable to attend to students due to demands from other engagements.

“In a typical month, I can get around 30 cases. Here, there are many cases of sexual violence and at times you just run away from other students when they want to explain to you but because of the many engagements you can fail.” (Interview III: School Responder)

“The most common cases are sexual relations with older men [where they deceive girls with money and used them] and rape.” (Interview I: Community Responder, Luuka)

“Here the most common ones are bad touches by both male and female students” (Interview II: School Responder)

Figure 7: Summarized Rates of Sexual Violence Based on Frequency of Victimization (n=2,493)



Study results show that nearly three out of every ten students (688 or 27.6%) experienced one form of SV, 11.8% (or 293) experienced two forms, 4.3% (or 107) experienced three forms, and 3.4% (or 86) experienced four or more forms of SV in the 12 months preceding the survey.

4.3.1.2 Rates of Sexual Violence Disaggregated by Districts

This section presents rates of sexual violence according to districts that participated in the study. The data is disaggregated according to the overall rates, gender, and frequency of victimization.

Table 10: Sexual Violence Rates Disaggregated by District, Gender, and Rates of Re-victimization

S/N	Districts	Overall Rate	Disaggregated by Gender		Rate of Re-victimization		
			Male	Female	Overall	Male	Female
1.	Mayuge	58.7%	52.7%	62.2%	45.7%	51.5%	34.1%
2.	Kamuli	47.2%	48.1%	46.7%	46.8%	52.2%	39.1%
3.	Buyende	46.7%	40.9%	51.8%	36.1%	35.7%	36.4%
4.	Jinja	43.0%	28.6%	48.8%	37.5%	8.6%	39%
5.	Luuka	42.6%	33.5%	46.2%	30.1%	33.3%	39.5%
6.	Namayingo	40.8%	30.6%	46.5%	35.7%	22.9%	40.5%

Disaggregated by districts, Mayuge had the highest rate of sexual violence among students aged 12-24 with an overall rate of 58.7% among both male and female students. Disaggregated by gender, Mayuge district still had the highest rate of sexual violence among female students at 62.2% and male students at 52.7%. Surprisingly, Kamuli district had a higher rate of sexual violence among boys (48.1%) than girls at (46.7%).

When the results were disaggregated by rates of re-victimization (students who experienced two or more forms of sexual violence in the 12 months before the survey), Kamuli district had the highest overall rate at 46.8%. Disaggregated by gender, Kamuli district still had the highest rate of male re-victimization at 52.2%, while Namayingo had the highest female re-victimization at 40.5%.

4.3.1.3 Rate of Sexual Violence Disaggregated by Gender

Table 11: Sexual Violence Sub-categories Disaggregated by Gender

S/N	Sub Categories of Sexual Violence	Gender	
		Male (n=888)	Female (n=1,605)
1.	Unwanted Sexual Touches	14.9%	26.3%
2.	Attempted Rape	1.5%	2.5%
3.	Rape	1.2%	2.6%
4.	Forced Kissing	3.8%	5.7%
5.	Exhibitionism	3.8%	1.7%
6.	Incest	0.5%	1.4%
7.	Forced Marriage	0.8%	2.2%
8.	Unwanted Love/Marriage Requests	8.4%	16.2%
9.	Sex for Marks	1.5%	2.7%
10.	Sexual Rumours	14.9%	13.7%
11.	Sexual Exploitation	1.6%	2.6%
12.	Defilement	9.6%	11.2%
Overall rate of Sexual Violence		40.5%	50.7%

One in four female students (422 or 26.3%) and less than a fifth (132 or 14.9%) of male students experienced unwanted sexual touches. Forty female students (2.5%) and thirteen male students (1.5%) reported that someone attempted to rape them in the 12 months before the study. Furthermore, 41 female (2.6%) and 11 male (1.2%) students were raped in the 12 months before the study.

Ninety-one female (5.7%) and 34 male (3.8%) students experienced forced kissing; 28 girls (1.7%) and 44 boys (3.8%) experienced exhibitionism.

Twenty-three female students aged 12-24 (1.4%) and four (0.5%) male students experienced incest, while 2.2% (or 36) of girls and 0.8% (or 7) of boys reported experiencing forced marriage in the year before the study.

Nearly one in five (16.2%) female students and 8.4% (or 75) male students who participated in the study experienced unwanted love/marriage requests.

Forty-four female (2.7%) and 13 male (1.5%) students reported that they experienced sex for marks. Qualitative data from 2 FGDs and IDIs from 2 student leaders corroborated these results. The students reported that a significant number of teachers were preying on students and having relationships with them. The leaders narrated that the teachers persuade the students by giving them false hope that they will make them pass the subjects they teach and/or give them money as detailed below...

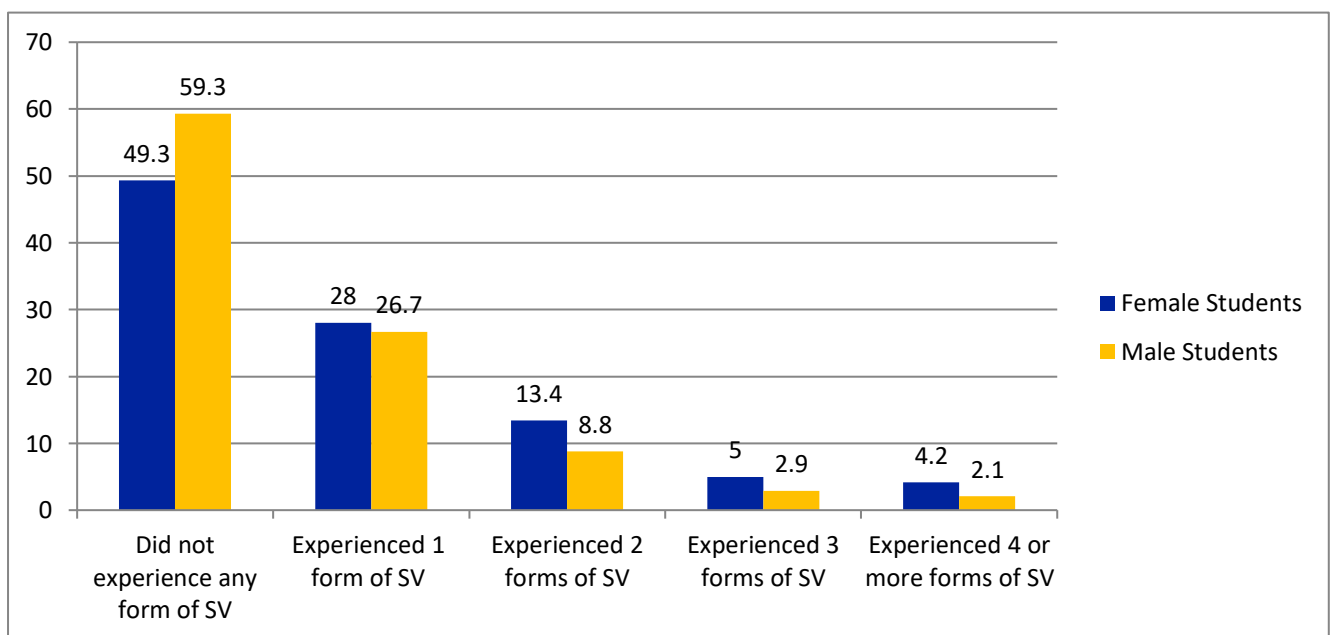
"At this school, I know of 3 teachers who have relationships with students. They lie to the students that they will be able to help them pass exams. Because they teach practical subjects, they make the students believe that they will pass the exams if they have sex with them. The most affected students are those in senior four... the problem is they waste the student's time and she does not concentrate on her studies thinking that the teacher she is having sex with will help her pass exams, which is a lie. Besides that, other teachers use money to convince the female students. They can give the canteen lady money and tell the girl to get breakfast from there every day. This also happened to my sister. A teacher gave the canteen lady money and he told her to start getting things from there...when the money gets done, he gives her more. But the teacher later impregnated my sister and she dropped out of school. So I speak this out of pain against these teachers"
(Interview III: Student Leader)

Furthermore, 14.9% (or 132) of female students and 13.7% (or 220) male students experienced sexual rumours. Forty-one female (2.6%) and 14 male (1.6%) students experienced sexual exploitation while roughly one in ten students of both genders (11.2% and 9.6% male and female, respectively) experienced defilement in the year before the study.

Overall, the rate of sexual violence among female students was 50.7% (814) and 40.5% (360) among male students. Corroborating the quantitative data, qualitative data from school and community responders also revealed that the rates of sexual violence are higher among female students as compared to male students. Four responders reasoned that sexual violence affects female students more because they belong to a weak sex. One school responder explained that rates of sexual violence might be higher amongst girls because they are the ones that often report, and due to cultural norms that portray men/boys as strong, they are not expected to report, and thus there are lower cases reported amongst boys.

"I will say that girls are more affected because mostly they are the ones who report to me, and I say it is the girls because we are of a weaker sex and there is no way you can violate a man who is strong physically. The boys might also be violated but maybe they fear to come and report to me." (Interview III: School Responder)

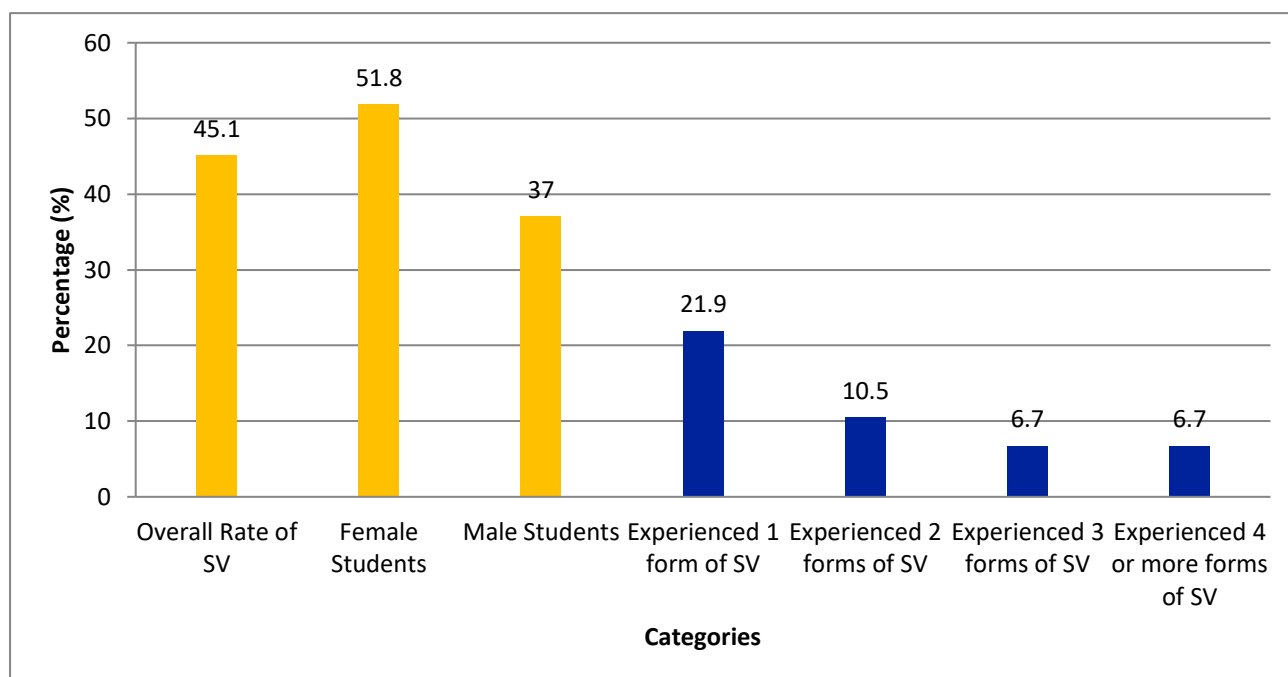
Figure 8: Frequency of Victimization Disaggregated by Gender (n=2,493)



Overall, there were no statistically significant differences in re-victimization between male and female students who experienced sexual violence.

4.3.1.4 Rate of Sexual Violence Disaggregated by Disability

Figure 9: Summary of Rates of Sexual Violence Disaggregated by Disability



Among the 105 students with disabilities who participated in the study, 45.7% (or 48) disclosed sexual violence victimization in the past year (50.8% of female and 39.1% of male students).

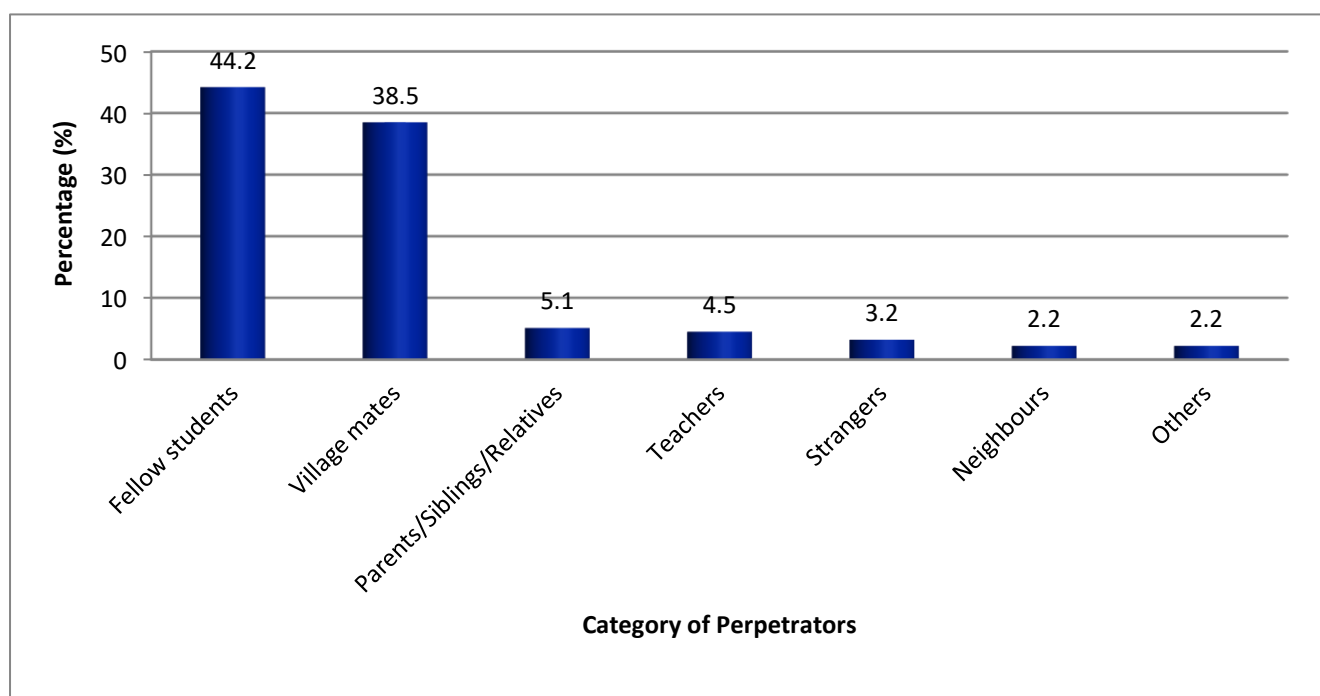
Roughly two in ten (21.9%) students with disabilities experienced one form of SV, 10.5% experienced two forms, and 6.7% reported experiencing three forms, and 6.7% experienced four or more forms of SV in the 12 months before the survey.

4.3.1.5 Context of Sexual Violence Victimization

This section details information about the profile of perpetrators of SV among students aged 12-24; relationship with victims and sites/locations where the violence happened.

4.3.1.5.1 Relationship of Victims to Perpetrators

Figure 10: Main perpetrators of Sexual Violence Against Students Aged 12-24 (n=1,754)



Note: Respondents mentioned multiple perpetrators for the same form of sexual violence. Altogether, 1,174 students provided 1,745 responses.

Figure 10 above shows that the biggest perpetrators of sexual violence were fellow students, perpetrating 44.2% (or 772) of all cases that students experienced followed by village mates (38.5% or 672). Other major perpetrators included parents/siblings and relatives (5.1% or 89), teachers (4.5% or 79), strangers (3.2% or 56) and neighbours (2.2% or 38).

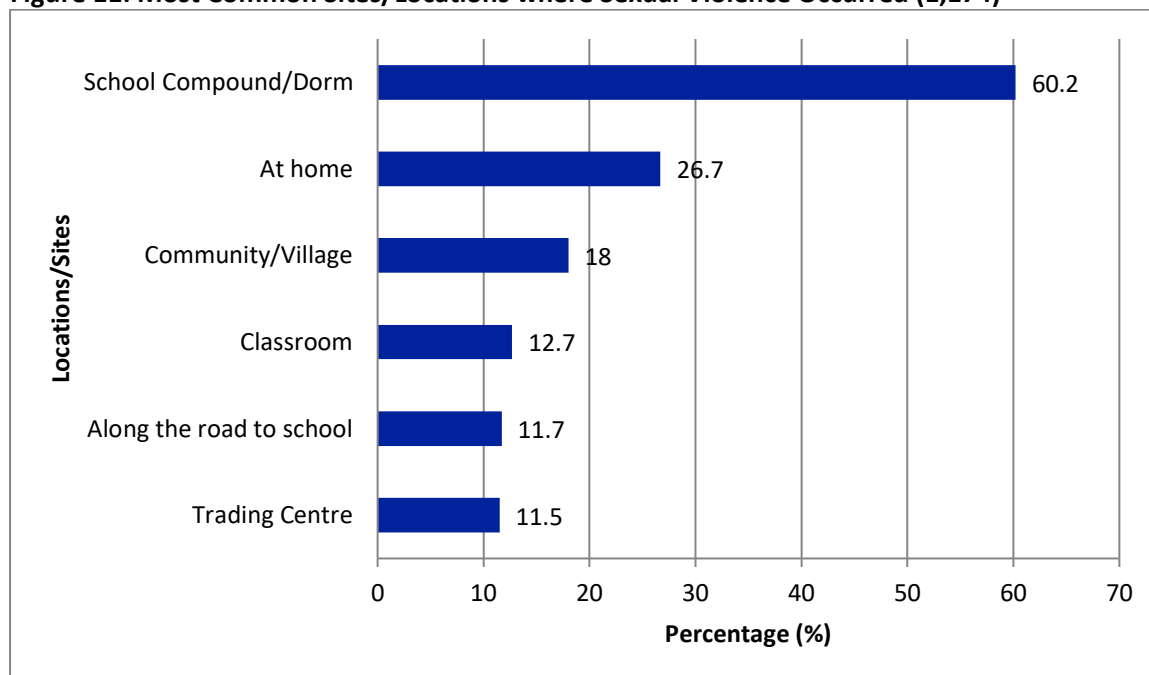
The most common forms of sexual violence perpetuated by fellow students included sexual rumours (263 or 74.7%), unwanted sexual touches (268 or 47.7%), sexual exploitation (23 or 41.8%), unwanted love/marriage requests (136 or 40.7%), forced kissing (29 or 23.2%) and exhibitionism (21 or 25.6%)

Village mates majorly perpetuated attempted rape (65.4% or 34), forced kissing (77 or 61.6%), rape (29 or 55.8%), exhibitionism (52.4% or 43) and unwanted love/marriage requests (161 or 48.2%). Other forms they perpetuated included forced marriage (42.9% or 18), unwanted sexual touches (38.3% or 215), sexual exploitation (38.2% or 21), and sexual rumours (21% or 74).

Parents/Siblings/Relatives had 3 major forms of sexual violence they perpetuated against students; forced marriage (40.5% or 17), incest (100% or 15), and exhibitionism (13.4% or 82).

4.2.1.5.2 Sites/Locations Where Sexual Violence Occurred

Figure 11: Most Common Sites/Locations where Sexual Violence Occurred (1,174)



Note: Respondents mentioned multiple sites/locations where they experienced the same form of sexual violence. Altogether, 1,174 students provided 1,745 responses.

The most common site where sexual violence occurred was in the school compound/dorms (60.2% or 707). This also included violence that students experienced from the staff rooms, laboratories, play grounds and bushes around the school compound. Other significant sites included at home (26.7% or 314), in the community (18% or 211) and classroom (12.7% or 149). When all cases related to the school were combined, 72.9% (or 856) students reported experiencing sexual violence from school premises.

The most common forms of sexual violence that happened in school compounds/dorms were unwanted sex for marks (67.2%), sexual touches (37.5%), unwanted love/marriage requests (36.8%), forced kissing (29.6%) and exhibitionism (20.7%).

At respondents' homes, the most common forms of sexual violence that occurred from there were exhibitionism (53.7%), sexual exploitation (25.5%), attempted rape (25.5%), rape (28.8%), unwanted love/marriage requests (19.2%), forced kissing (16.8%), and unwanted sexual touches.

In the communities, the most common forms of sexual violence that occurred there were sexual exploitation (65.5%), incest (21.6%), attempted rape (21.6%), unwanted love/marriage requests (21.3%), rape (17.6%) and sexual rumours (9.9%).

In classes, students majorly experienced unwanted sexual touches (11.8%), covert use of mirrors (100%), sexual rumours (9.9%) and forced kissing (5.6%).

4.3.2 Sexual Behaviour of Students Aged 12-24

Nearly two in ten students (477 or 19.1%) reported engaging in sexual intercourse in the past 12 months. The minimum number of sexual partners was one and the maximum was 23. The average number of sexual partners that students had sex with in the past year was 1.7 with a standard deviation of 2.05. Overall, more male than female students engaged in sexual intercourse (25.8% or 229 vs. 14.3% or 248, respectively).

As regards condom use, of the 477 students who engaged in sexual intercourse in the past 12 months, 35.4% (or 169) disclosed that they did not use a condom at all, while 8.6% (or 41) said they used a condom in some cases. Furthermore, sixteen students reported that they did not give consent and/or their partners did not consent when they had sexual intercourse in the 12 months before the study.

4.3.3 Perpetration of Sexual Violence among Students aged 12-24

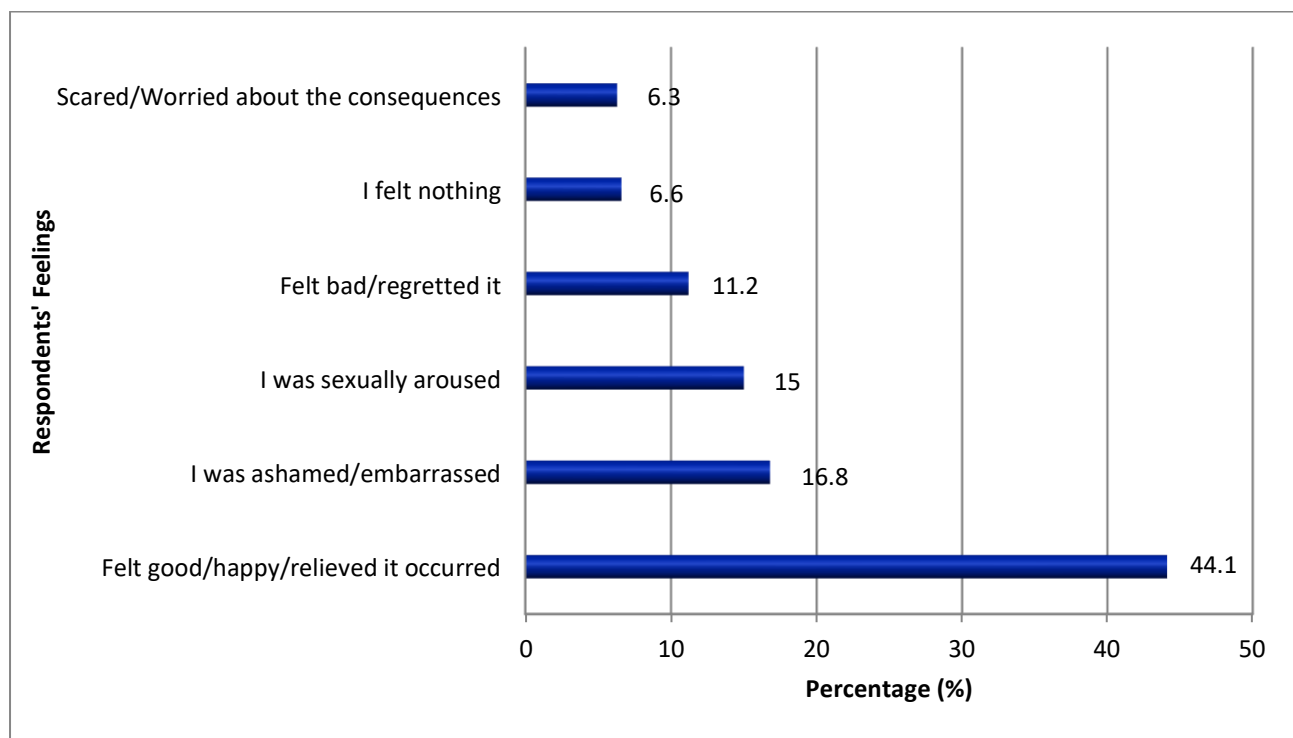
Study participants were asked whether they had ever perpetrated sexual violence in the 12 months before the survey. The forms of SV included unwanted sexual touches, attempted rape, rape, forced kissing, pornography, unwanted sexual requests, unwanted love/marriage requests, use of sexually abusive words, requesting teachers to give good marks in exchange for sex/relationship, sexual exploitation, defilement, and exhibitionism. This section describes study results on respondents' participation in sexual violence, the gender of perpetrators, and feelings related to the perpetration.

Table 12: Rates of SV Perpetration among Students

S/N	Category	Experiences of SV in the past 12 months				
		Term Used	Once	A few times	Many times	Total
1.	Intentionally touched, grabbed, or pinched another child's/student's buttocks, breasts, or other private parts	Unwanted Sexual Touches—1	1.3	1.7	0.3	3.3%
2.	Attempted to insert an object or bodily organ in the private parts of another adolescent when they did not want that	Attempted Rape	0.2	0.2	0.04	0.44%
3.	Forced/kissed another student/adolescent when they did not want that	Forced kissing	0.7	0.4	0.04	1.14%
4.	Forced another student/ adolescent to touch your private parts when he/she did not want to do so	Unwanted Sexual Touches—2	0.4	0.2	0.1	0.7%
5.	Showed another student aged 17 and below pornographic materials	Pornography	0.4	0.5	0.2	1.1%
6.	Made unwanted sexual requests to another student/ adolescent	Unwanted Sexual requests	0.7	0.9	0.4	2.0%
7.	Made unwanted love/marriage requests to another student more than 3 times when he/she told me that he/she was not interested	Unwanted Love/Marriage Requests	0.4	0.4	0.2	1%
9.	Used sexually abusive words to describe another student/adolescent young person	Use of Sexually Abusive Words	1.2	1.2	0.04	2.44%
10.	Offered sex/relationship to a teacher to obtain good marks	Sex for Marks	0.3	0.2	0.04	0.54%
12.	Forced another student/adolescent to have sex in exchange for money or gifts	Sexual exploitation	0.2	0.2	0.1	0.5%
13.	Had sexual intercourse with another student/adolescent who is under 18 years of age	Defilement	1.2	0.3	0.8	2.3%
14.	Forced another student/adolescent to expose their private parts for you to see when they did not want to do so	Exhibitionism—1	0.3	0.3	-	0.6%

Overall, 11.5% (or 286) of students disclosed that they perpetuated one or more forms of sexual violence in the 12 months before the study. Regarding gender, more male students perpetuated sexual violence than female students (19.2% vs. 7.2%). The most common forms of sexual violence perpetuated included unwanted sexual touches (3.3% or 82), use of sexually abusive words (2.44% or 61), defilement (2.3% or 57), unwanted sexual requests (2% or 50), and showing pornography to underage students (1.1% or 27).

Figure 12: Students' Feelings after Perpetuating Sexual Violence against Other Students (n=286)



Over four in ten respondents (44.1% or 126) said they felt good/happy/relieved that they had engaged in the perpetuation of sexual violence in the past 12 months before the study; only 6.3% (18) were scared/worried about the consequences.

4.3.4 Victim-Offender Overlap

Among the 1,174 respondents who reported experiencing sexual violence in the 12 months prior to the survey, 20% (or 235) were also perpetrators of SV in the same period.

Likewise, of the 286 respondents who perpetrated SV, 201 (or 70.3%) had experienced SV themselves in the 12 months before the study. When disaggregated by gender, the victim-offender overlap was greater among male students (54.2% or 109) than female students (45.8% or 92).

4.4 Effects of Sexual Violence among 12-24 Students in the Busoga sub-Region

This section provides information about the impact of SV on students who experienced it in the past 12 months. Altogether, 1,174 students experienced at least one form of sexual violence in the 12 months before the survey. Information presented in this section is therefore related to only those 1,174 students.

The effects are arranged according to School Attendance and Academic Performance (SAP), Physical, Psychological, and Emotional Effects, and Social and Community Effects.

Students were asked whether sexual violence had impacted their lives including their studies and were requested to rate the impact on a scale of 1 to 10, where 1 was the lowest impact and 10 was the highest impact. Altogether, 1,174 students disclosed that sexual violence impacted their lives; of these, 63.4% (or 744) rated the impact from 1 to 4; 36.6% (or 430) rated the impact between 5 and 10.

4.4.1 Effects of SV on School Attendance and Academic Performance

Table 13: Effects of SV on School Attendance and Academic Performance

Whether students had ever missed school due to issues related to SV in the past 12 months	Frequency (n=1,174)	Percentage (%)
Yes	25	2.1
No	1,150	97.9
Forms of SV that made students miss school in the past 12 months	(n=25)	
Attempted Rape	01	4.0
Defilement	02	8.0
Exhibitionism	02	8.0
Forced Kissing	06	24.0
Forced Marriage	03	12.0
Incest	03	12.0
Rape	08	32.0
Sex for Marks	04	12.0
Sexual Exploitation	03	12.0
Unwanted love/marriage requests	02	8.0
Unwanted sexual touches	02	8.0
Number of days students missed due to SV issues	(n=25)	
1 day	05	20.0
2 days	06	24.0
3 days	02	8.0
4 days	03	12.0
5 days	03	12.0
7 days	03	12.0
9 days	01	4.0
24 days	01	4.0
25 days	01	4.0
Main reasons for missing school in relation to SV issues		
I was physically unwell	04	16.0
I was confused and did not know what to do	02	8.0
I was emotionally troubled	14	56.0
I was scared of experiencing more violence	05	20.0
I was scared of the perpetrator	05	20.0
I had sought for more services	02	8.0
Whether the days missed affected their academic performance		
Yes	20	80.0
No	05	40.0
How days missed affected the academic performance of students	(n=20)	
I experienced difficulties in copying notes	02	10.0
I missed learning new topics	08	40.0
I missed vital explanations	02	10.0
I missed doing tests/assessments	08	40.0

I missed doing exams	04	20.0
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Note: Students mentioned multiple forms of SV and reasons for missing school

Study results presented above show that 2.1% (or 25) of the students who experienced SV in the past year reported that they missed school due to issues related to SV. Most of the students who missed school had experienced rape (32%), forced kissing (24%), sex for marks and sexual exploitation (12%).

Regarding days missed due to issues related to SV, the number of days ranged from 1 to 25 with an average of 5.3 days and a standard deviation of 6.3. The sexual violence events that made students miss the highest number of days were defilement (25 days), sex for marks (24 days), unwanted love marriage requests (9 days), and rape (7 days).

When students were asked the main reasons related to SV that made them miss school, more than half (56% or 14) said they were emotionally troubled; only 8% (or 2) stated they had sought more services.

The majority of students (80% or 20) reported that the days missed affected their academic performance. When asked how this came about, 40% (or 8) said they missed doing tests/assessments while 10% (or 2) experienced difficulties in copying notes.

Thirteen students reported that they had missed exams due to issues related to sexual violence in the three terms before the study. The number of exams missed ranged from 1 to 16 with an average of 5 and a standard deviation of 5.2.

Table 14: Effects of SV on Classroom Attention and Engagement

Whether students' classroom attention and engagement had ever been affected due to issues related to SV in the past 3 terms	Frequency (n=1,174)	Percentage (%)
Yes	46	3.9
No	1,128	96.1
How students' classroom attention and engagement is affected	(n=45)	
I am afraid to participate in the lessons	04	8.9
I am often scared while in class of being sexually abused	20	44.4
I am often absent-minded	19	42.2
I am often irritated and somewhat aggressive which makes some students fear me	03	6.7
I often feel guilty about what I did	04	8.9
Whether students had ever been denied opportunities to participate in classroom/school activities by teachers due to issues associated with Sexual Violence		
Yes	15	1.3
No	1,159	98.7
Activities that students were restricted by teachers due to issues associated with SV	n=15	
Participation in classroom group activities	11	73.3
Participation in outdoor activities such as sports, music, and drama	04	26.7

Note: Respondents mentioned multiple ways in which classroom attention and engagement are affected

Forty-six respondents (3.9%) reported that their classroom attention and engagement had been affected by issues related to SV in the three terms before the survey. Of these, 44.4% (or 20) stated that they are often scared of being sexually abused while in the class; a few (6.7% or 3) said they often feel irritated and somewhat aggressive, which makes other students fear them.

On whether they had ever been denied opportunities to participate in classroom/school activities by their teachers due to issues related to SV, fifteen students agreed. Of these, 73.3% mentioned that their teachers restricted their participation in classroom group activities.

Furthermore, half of the study participants (50.6% or 1,262) stated that they knew at least one child who was once in their class and/or from their neighbourhood who dropped out of school due to issues related to sexual violence. The number of children listed ranged from 1 to 25 with a standard deviation of 2.8.

Disaggregated by districts, Luuka had the majority of students (282 or 22.3%) who knew of at least one child who had dropped out of school from their class/neighbourhood. This was followed by Mayuge (19.3% or 243), Namayingo (18.7% or 236), Jinja (14.5% or 183), Buyende (13.6%) and lastly Kamuli district (11.6% or 146). Overall, sixty-five students (or 5.5%) reported experiencing issues related to school attendance and academic performance due to experiencing sexual violence.

According to qualitative data from school responders, about 2% to 5% of sexual violence victims experience issues with their school attendance and academic performance. In one case, a school responder narrated a case she had handled in the morning before the interview where one of the students was contemplating stopping attending classes due to issues related to sexual violence.

“Yes, just like the one I handled this morning before you came, she wanted to stop attending classes and was planning to only come back to do exams because she feels so insecure at school. She is experiencing a lot of sexual violence from her fellow students.” (Interview III: School Responder)

“Yes, like there was a girl who was being disturbed by her classmate to the extent that she was failing to attend class and her performance had dropped. But I intervened and now she has finished her Senior Four.” (Interview II: School Responder)

Similarly, students in Focus Group Discussions (FGDs) also acknowledge that SV affects the concentration of victims. Both male and female students noted that the most common form of SV that affects the concentration of students in class is unwanted sexual touches. Girls mentioned that boys often touch their thighs as teachers are teaching in class while boys also claimed that girls touch their penises while attending class—something that sexually arouses them and makes them unable to concentrate on what the teacher is teaching.

“...yes, this happens a lot, a girl can touch your penis in class, and you suddenly have an erection. She completely distracts you and takes you off the lesson.” (FGD II: Participant XII, Male Student)

“If a girl is raped, for example, she might experience physical and psychological pain. So, this affects her concentration in class and also at times leads to poor academic performance (FGD I: Participant I, Female Student)

In addition, both male and female students also pointed out that sex for marks/sexual relationships between teachers and students also makes some students miss/dodge lessons or negatively affects their concentration in class. Female students reported that when they reject teachers’ advances to have sexual relationships with them, teachers often treat them harshly, including being rude, caning, or sending them away from class, giving them unfair punishments without valid reasons. Information from In-Depth Interviews (IDIs) from two female students affirmed these claims. Through short stories, girls narrated that when they rejected a male teacher’s advances, he became rude to them and started treating them harshly including being called names, and abuses and refusing to allow them to participate in classroom activities.

“That act...that decision to not engage in a sexual relationship with my classroom teacher has caused me a lot of trouble. The way he treats me...it is like I am his number one enemy in class...For instance, when he gives us an assignment to research something or to do an activity of integration, I am the first person in class who is always selected to present. That might not be a problem, but when he speaks to me, he shouts and says rude words to me...Then another time, we had a debate, and I was one of the participants selected. When he found out, he told me that I wouldn’t participate—without any reason, he stopped me from participating in an activity I like...Whenever I am in his class, I feel small and scared that anytime he will verbally abuse or embarrass me. I can’t concentrate on what he teaches...I am already biased and just attend the class to pass time.” (Story of Impact IX: Female Student—18, Sex for Marks)

On the other hand, male students also mentioned that they are treated harshly for closely associating with female students that a male teacher might be sexually interested in. One male participant in a Focus Group Discussion emphasized that he had witnessed this in his class where one of his male friends was treated harshly by a male teacher because the teacher assumed that he was sexually interested in a female student whom he likes.

“...those things happen to us boys too. For instance, if a girl rejects a teacher’s proposal to have a sexual relationship with her, and you are her close friend, the teacher will associate the rejection to you and he will dislike. Sometimes, he treats you like you are the one who is negatively influencing the girl to not love him. He can abuse you often and even cane you for no good reason. In our class, I know a male friend is going through this... the teacher treats him like a love rival, yet the boy is innocent...he is just a close friend to a girl who refused his advances. But the way he is punished, you might think he has a big issue with the teacher...” (FGD II: Participant V, Male Student)

4.4.2 Physical Effects of SV among 12-24-Year-Old Students

Table 15: Physical Effects of Sexual Violence among Students

Whether students experienced physical injuries due to SV in the past 12 months	Frequency (n=1,174)	Percentage (%)
Yes	16	1.4
No	1,158	98.6
Physical injuries that respondents experienced due to SV	(n=16)	
Broken bones	03	18.75
Sores	05	31.25
Cuts	06	37.50
Bruises	07	43.75
Whether respondents had contracted an STD due to SV in the past 12 months		
Yes	35	3.0
No	1,139	97.0
STDs that students contracted due to SV in the past 12 months	(n=35)	
Candida	09	25.7
Gonorrhoea	11	31.4
Syphilis	15	42.9

Sixteen students (1.4%) experienced physical injuries due to sexual violence in the 12 months before the study. Of these, 43.75% (or 7) experienced bruises while 18.75% (or 3) had broken bones.

Thirty-five students (3%) mentioned that they contracted an STD due to sexual violence in the past 12 months. Of these, 42.9% (or 15) contracted syphilis while 25.7% (or 9) contracted candida.

In addition, seven female students said they got pregnant as a result of sexual violence, and of these, three students gave birth while four students were forced to abort. Overall, forty-seven students (4%) reported physical effects associated with sexual violence victimization.

Qualitative data from both school and community responders affirmed the above results. Both school and community responders stated that the most common physical effects of sexual violence were unwanted pregnancies, abortions, and STDs.

“Sexual violence has led to many unwanted pregnancies among girls. Then others get sexually transmitted diseases. Mostly it is school dropouts due to the pregnancies and sexually transmitted diseases.” (Interview III: School Responder).

“She can get an unwanted pregnancy and decide to abort...recently, we had such a case where a student from a secondary school nearby was trying to abort, and she died in the process.” (Interview VI: Community Responder)

4.4.3 Psychological and Emotional Effects of SV among 12-24-year-old Students

This section details information regarding the psychological and emotional effects of sexual violence. To ascertain this impact, all students were administered the Kessler Psychological Distress Scale (K10). The K10 scale is a screening tool for mental disorders and involves 10 questions about emotional states each with a five-level response scale.

Table 16: Psychological Distress among Students

S/N	Statements	All of the time	Most of the time	Some of the time	A little of the time	None of the time
K1	How often did you feel tired out for no good reason?	1.0%	4.2%	12.8%	18.7%	63.2%
K2	How often did you feel nervous?	0.5%	1.8%	9.5%	19.4%	68.8%
K3	How often did you feel so nervous that nothing could calm you down?	0.3%	1.4%	5.1%	15.2%	78.0%
K4	How often did you feel hopeless?	0.5%	1.7%	6.8%	13.0%	78.0%
K5	How often did you feel restless or fidgety?	0.08%	1.2%	5.6%	12.9%	80.3%
K6	How often did you feel so restless you could not sit still?	0.04%	1.0%	4.6%	12.9%	81.4%
K7	How often did you feel depressed?	0.6%	1.9%	7.9%	14.7%	74.9%
K8	How often did you feel that everything was an effort?	1.2%	2.7%	12.2%	8.9%	74.9%
K9	How often did you feel so sad that nothing could cheer you up?	0.4%	1.5%	5.8%	14.3%	78.0%
K10	How often did you feel worthless?	0.04%	0.9%	4.4%	9.9%	84.7%

Results presented above show that more than a third of respondents (917 or 36.8%) said they felt tired for no good reason in the four weeks before the survey.

Seven hundred seventy-nine (or 31.2%) of respondents reported that they often felt nervous, while 22% (or 548) admitted to frequently feeling so nervous that nothing could calm them down.

Just over a fifth of respondents (549 or 22%) disclosed that they felt hopeless in the four weeks before the study. In addition, 19.7% (or 492) of students reported feeling restless or fidgety in the 28 days before the survey, and 18.6% (or 464) said they felt so restless they could not sit still.

Out of the 2,493 students who participated in the study, a quarter (626 or 25.1%) stated that they often felt depressed and felt that everything was an effort in the four weeks before the study respectively.

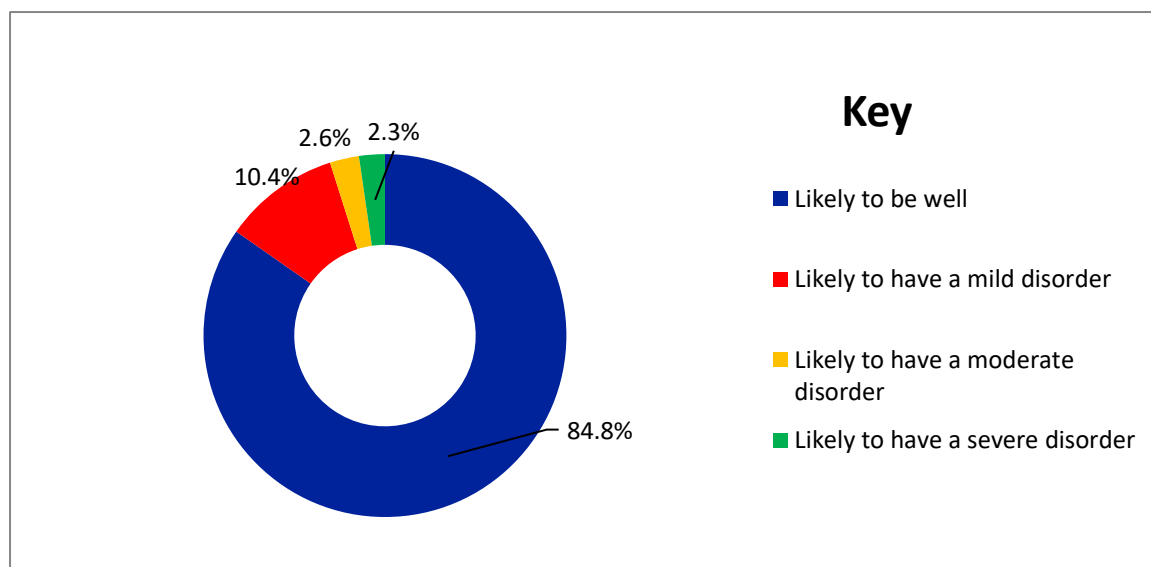
Five hundred forty-nine students (22%) reported that they often felt so sad that nothing could cheer them up, and 15.3% (or 382) said they often felt worthless in the month preceding the study.

4.4.3.1 Rating of Psychological Distress among Students

To measure psychological distress, the study utilized the accredited scoring of the Kessler Psychological Distress Scale (K10). According to Kessler et al. (2003) to measure psychological distress, each of the 10 items is scored as follows: All the time (score of 5), Most of the time (score of 4), A little of the time (Score of 2) and None of the time (score of 1). The scores were later summed up through SPSS yielding a minimum score of 10 and a maximum score of 50. Low scores depict low levels of psychological distress while high scores show high levels of psychological distress. The scores were divided based on the likelihood of having a mental disorder (psychological distress) as detailed here: 10-19 (Likely to be well), 20-24 (likely to have a

mild disorder), 25-29 (likely to have a moderate disorder) and 30-50 (likely to have a severe disorder). This measurement is based on the guidelines for measuring psychological distress according to the K10 scale as guided by Kessler et al. (2003).

Figure 13: Psychological Distress among Students (n=2,493)



Overall, three hundred eighty students (15.2%) of students rated as having some degree of psychological distress (likely to have mild-to-severe mental disorders). Disaggregated by districts, Mayuge had the highest number of students with mild-to-moderate disorders (27% or 103) followed by Jinja (19.7% or 75), Namayingo (15% or 57), Luuka (13.4% or 51), Kamuli (12.9%) and lastly, Buyende (11.8% or 45).

Disaggregated by gender, male students (138 or 15.6%) were slightly more likely to have mild-to-moderate disorders as compared to female students (242 or 15.1%).

4.4.3.2 Relationship between Sexual Violence Victimization/Perpetuation and Psychological Distress

To assess whether sexual violence was associated with psychological and emotional effects, cross-tabulation and Odds Ratio (OR) methods were used.

Table 17: Cross-tabulation Showing the Relationship between SV Victimization and Psychological Distress

SV Victimization * Psychological Distress Score Cross-tabulation				
		Psychological Distress		Total
		Likely to be well	Likely to have a mild-to-severe mental disorder	
SV Victimization	Did not experience SV	1,162	157	1,319
	Experienced 1 or more forms of SV	951	223	1,174
Total		2,113	380	2,493

Out of the 380 students whose scores suggested a mild-to-severe mental disorder, 58.7% (or 223) had experienced one or more forms of sexual violence.

When analyzed through OR, the risk of experiencing psychological distress was higher in students who experienced one or more forms of sexual violence (OR=1.736, 95% Confidence Interval [CI=1.391 to 2.166]). This suggests that experiencing one or more forms of sexual violence in the past 12 months increased the risk of psychological distress among victims by 1.736.

According to qualitative data from short stories of victims, SV was contributing to the poor mental health of students. The most affected were female students who had experienced rape, attempted rape, incest, unwanted sexual requests/stalking, and forced marriage. Victims used words such as “having a heavy heart, being depressed, feeling sad often, feeling worthless, having flashbacks, losing interest in life, and being confused.” One female student who experienced attempted rape recounted having nightmares while another student who had experienced multiple events of rape by her uncle, wanted to end her life by suicide.

“...the issue is... my life is in a mess...I can’t concentrate in class and those events come back to me like a daydream. I am worried about being pregnant...I feel so sad and betrayed...I have a lot of thoughts and feel like life is not worth living anymore. I have tried to find answers as to why he did it but I can’t give myself a convincing reason...why would a man fit to be my father rape me?” (Story of Impact VIII: Female Student—16, Rape)

“...but I live in fear...those words still echo in my mind. Sometimes, while in class, I hear his voice in my head telling me that he will rape me. Last week, I had a dream about it...I dreamt while he was trying to rape me. My friends told me that I shouted and struggled during the dream...” (Story of Impact VII: Female Student, 18—Attempted Rape)

“Sometimes, I isolate myself because I feel heavy on my heart; I feel sad and angry about what happened to me... For a while, I was suicidal...I wanted to die. I could not take the pain anymore. Every day at school, I would think of death...I wondered why I should continue living while experiencing this pain. I wanted to take my life. So, I bought a cocktail of drugs and got ready to take them. I said to myself that should he rape me again, I will take an overdose of the tablets and die. (Story of Impact I: Female Student, 18—Incest and Rape)

Furthermore, OR results also found that the risk of experiencing psychological distress was higher in students who perpetuated one or more forms of sexual violence (OR=1.308, 95% CI [0.949 to 1.802]) as compared to those who did not perpetuate sexual violence. This suggests that perpetuating one or more forms of sexual violence in the past 12 months increased the risk of psychological distress among perpetrators by 1.308.

4.4.4 Social and Community Effects of Sexual Violence among 12-24-Year-Old Students

This section provides information about the effects of sexual violence on the social and community lives of students in the past year. This part assesses whether students' victimization through SV might have led them to be stigmatized, caused fear of associating with other people, fear of trusting other people, caused them to be blamed and judged or to lose friends, or made it harder to get friends.

Table 18: Social and Community Effect of Sexual Violence among Students

S/N	In the past 12 months, whether respondents had	Once	A few times	Many times	Total
SCE1	Ever faced stigma and discrimination associated with experiences of sexual violence?	3.1%	1.8%	0.3%	5.2%
SCE2	Ever feared associating with other students, teachers, or people in the community due to fear of experiencing further sexual violence?	4.3%	1.7%	0.4%	6.3%
SCE3	Experiences fear to trust other students, teachers, or people in the community due to issues related to sexual violence?	5.3%	3.0%	0.6%	8.8%
SCE4	Ever been given abusive names as “immoral or perverted” due to issues of experiencing sexual violence?	2.8%	1.5%	0.3%	4.7%
SCE5	Ever been blamed and judged by other students, teachers, or people in the community due to issues related to sexual violence?	3.0%	1.2%	0.3%	4.5%
SCE6	Lost friends due to experiences of sexual violence?	5.2%	2.2%	0.1%	7.4%
SCE7	Found it hard to get friends due to experiences of sexual violence	2.1%	1.2%	0.1%	3.5%

Overall, four hundred seventy-one students (18.9%) experienced some form of social and community effects as a result of sexual violence victimization. The most common forms of social impact associated with sexual violence victimization were fear of trusting other people (220 or 8.8%), loss of friends (185 or 7.5%), fear of associating with other people (157 or 6.3%), stigma and discrimination (129 or 5.2%) and being given abusive names like “immoral or perverted”.

Disaggregated by districts, Mayuge (107 or 22.7%) had the highest number of students who were affected socially due to sexual violence victimization, followed by Luuka (105 or 22.3%), Namayingo (83 or 17.6%), Jinja (68 or 14.4%), Kamuli (55 or 11.7%), and lastly Buyende (53 or 11.3%).

Disaggregated by gender, more male victims of sexual violence (160 or 44.4%) experienced negative social and community effects from their experience(s) than female victims (311 or 38.2%).

The above results correlate with qualitative findings from first responders and students in Focus Group Discussions where the majority admitted that SV causes stigma and social isolation among victims. They explained that when a student experiences SV and others get to know about it, their lives don’t remain the same. They often experience fears and worry to easily associate with other students, socially isolate themselves, lose friends, and sometimes, they are accused of being guilty or enjoying being victimized.

“Sometimes, the girl might eventually drop out of school due to social stigma. I know of a girl who was raped, and she had an abortion. But many students laughed at her when they got to know about it. She felt small and stopped studying...” (FGD I: Participant XII, Male Student)

“... the students spread rumours about what happened. They gossip about her/him...at times, they might even accuse her of being guilty or say that she enjoyed the abuse...” (FGD II: Participant III)

***“When a child experiences sexual violence, her life does not remain the same...when other people get to know about it, she does not fit within her circles anymore, they gossip and spread rumours about what happened sometimes leading her to socially isolate herself.”
(Interview VIII: Community Responder)***

4.5 Reporting Cases of Sexual Violence

This section provides information about reporting cases of sexual violence among students aged 12-24 in the Busoga sub-region. Altogether, 1,174 students experienced sexual violence events that needed reporting according to the RTRR Guidelines. This section also describes respondent’s knowledge of reporting sexual violence in and outside of schools.

Table 19: SV Case Reporting and Knowledge of Reporting SV in and Outside School

Reporting cases of SV	Frequency (n=1,174)	Percentage (%)
Reported the case	177	15.1
Did not report the case	997	84.9
Type of support provided to respondents who reported cases of SV	(n=177)	
Financial Aid	08	4.5
Legal Aid	13	7.3
Medical Services	17	9.6
Psychosocial Support	140	79.1
Whether the support received was adequate	(n=177)	
Yes	88	49.7
No	89	50.3
Reasons for not reporting	(n=997)	
He/she threatened to harm me if I report	92	9.2
I didn't know where to report	115	11.5
I felt there was no need to report	269	27.0
I was too embarrassed to report	78	7.8
I didn't know that the violence could be reported	453	45.4
Whether respondents know where to report an issue of SV in school		
Yes	2,249	90.9
No	244	9.1
Where to report an issue of SV in school	n=2249	
Teacher on duty/class teacher	551	22.1
Senior Woman/Man Teacher	1,452	58.2
School administrator	135	5.4
Parents	46	1.8
Police	18	0.7
Local Council I (LC)	26	1.0
Others	94	3.8
Whether respondents know where to report an Issue of SV in the community		
Yes	228	9.1
No	2,265	90.9
Where to report an instance of SV in the community		
LC I Chairperson	1,646	72.7
My parents/primary caregiver	53	2.3
Nabakyala	150	6.6
Senior Woman/Man Teacher	29	1.3
Para social worker/VHT	340	15.0
Police	74	3.3
Others	20	0.9

Note: Respondents provided multiple responses on types of support, whom to report to at school/in the community

Out of the 1,174 students who experienced one or more forms of SV in the past year, only 15.1% (or 177) reported the case. Of those who reported, 79.1% accessed psychosocial support while 4.5% were provided with financial support. When asked whether the support provided was adequate, half of victims that reported (50.3% or 89) disagreed while 49.7% (or 88) agreed.

Of those that did not report, 45.4% (or 453) didn't know that the violence they experienced could be reported; 7.8% (or 78) were too embarrassed to report.

According to qualitative data from students, though a significant number of students experience sexual violence at school, they don't report it due to fears related to breaking confidentiality by Senior Women/Man Teachers. Most students who participated in the four Focus Group Discussions (FGDs) and two student leaders revealed that the teachers assigned to address violence and support students in schools have a general weakness of not keeping private information about cases of SV confidential. Two FGD participants described their teachers as having "loose mouths" when it comes to information that students have disclosed to them. Students explained that when this happens, the victims will most likely be stigmatized by other students and teachers instead of being helped.

***"The problem with reporting here is that the teacher [SWT] is most likely going to disclose private information about the issue you reported to her. After a short while, you will hear teachers and even students comment about you indirectly which will mean that she disclosed information you entrusted her with."
(FGD I: Participant XV, Female Student)***

"The major issue is that the teachers who we are supposed to report to don't keep confidentiality of the things we tell them...I think she has a "loose mouth" because she discloses private information to other teachers. The next thing you know, students start gossiping about you...You hear students commenting about private things that you never told them. So, students don't often report...no one would desire to have her private information shared with others..." (FGD II: Participant IX, Female Student)

Students also noted that once in a while, the teachers they report to seem to "normalize the abuse". They stated that when students report some cases, some teachers ask them whether they are not old enough to know what to do and how to address the violence. They gave examples of cases like unwanted sexual touches and unwanted sexual requests. Students narrated that the teachers minimize the experiences and feelings of students when they report and this appears to them like reporting a case is like some sort of disturbance to teachers, so they don't report when they experience violence. Additionally, students were concerned that when they report, nothing much is done to the perpetrators, which reinforces the feeling that sexual violence is normal. Two male students mentioned that they engage in revenge perpetuation instead of reporting to seek justice.

"...there are cases that the teacher does not feel are important to report. If you go and tell her that someone was touching your private parts or that someone is making unwanted sexual requests, she can ask you, are you not an adult, can't you address that by yourself?" (FGD III: Participant V, Male student)

"I stopped reporting cases to her...what I do these days is that I also revenge. These boys here who touch you on the breasts and the bum... I also find a target to disturb in class... and the boys are easily aroused...just a simple touch can give him an erection which can even be embarrassing while in class. (FGD I: Participant IV, Female student)

Similarly, two teachers were worried about their lack of authority and guidance on how best to reprimand fellow teachers when they are reported as perpetrators. The lack of a sense of direction leaves them demoralized to address other cases of violence. Interestingly, one teacher mentioned that some girls don't report cases of sexual violence perpetrated by teachers and students due to the fear of losing the material and financial support that they provide to them.

“Some students have the fear that if they report, they might lose that friendship with the teacher or if a student is being exploited, he might stop supporting her like maybe buying her breakfast. They even have that fear that if they report, the perpetrators might retaliate and maybe hurt them—especially if they are in the same class.” (Interview I: School Responder)

“I don’t have the power to investigate cases of violence where teachers are accused of sexually abusing students. Whenever I get such cases, I don’t know how to proceed, and I worry that this might be leading to an increase in the number of these cases in this school.” (Interview XII: School Responder).

In addition, a considerable number of both school and community responders stressed that some students don’t report cases, especially to their parents due to fear of how they might react. Through In-Depth Interviews (IDIs), victims of SV recounted times that they feared reporting the violence they were experiencing to their parents or teachers due to fears that they might be abused or beaten up or that their parents/teachers might negatively react to their disclosure.

“The challenge I have is that these learners experience sexual violence or abuse, but they fear to disclose...some fear their parents because they are tough and they think if they tell their parents, they might just abuse or beat them up, so that is why they fear to open up.” (Interview II: School Responder)

“The administration does not believe that teachers sexually abuse students. They don’t believe that what the students say is true. They might instead punish you if you go to report because they think that you might just be making up things to soil the teachers’ reputation.” (Story of Impact X: Female Student—18, Sex For Marks)

What is more, students in 2 FGDs from 2 secondary schools indicated that they don’t often report grave cases of sexual violence to the police due to bribery. They explained that when they report a case to police, the perpetrators buy off the police officers and within a short time, they are released. They mentioned cases such as attempted rape and rape—which were becoming rampant in their communities.

“When we report cases, the police don’t often help...first of all they request for money from you for fuel to do investigations. And after a short while, when you are able to get the money they want, the perpetrator with more money, bribes them and they give you an excuse of there is no evidence” (FGD III: Participant V, Female student)

When asked whether they knew where to report an issue of SV in school, an overwhelming majority (90.9 or 2,249) stated they did know; however, a significant number of students (9.1% or 244) did not. Among those who knew where to report an issue of SV at school, 1,452 (58.2%) mentioned Senior Woman/Man Teacher, while 0.8% (or 18) indicated police.

Students were also asked whether they were aware of where to report an issue of SV in the community; the majority 90.9% (or 2,265) said they knew, although again, a significant minority (9.1% or 228) did not know. Of those who said they knew where to report, roughly three quarters (1,646 or 72.7%) said LC I Chairperson; 1.3% (29) said Senior Woman/Man Teacher.

4.6 Implementation of RTRR Guidelines by Secondary Schools in the Busoga Sub-region

The study sought to assess the implementation of RTRR Guidelines in secondary schools based on the RE-AIM planning and evaluation framework. The RE-AIM framework is based on 5 dimensions which include Reach (R), Effectiveness (E), Adoption (A), Implementation (I), and Maintenance (M), which focuses on the

staff and district levels. This section presents the results of this assessment within each of the 5 RE-AIM components.

4.6.1 Reach

To assess Reach, the study sought to examine 3 sub-components, namely, the number of teachers who have received training in the utilization of RTRR Guidelines to address Violence Against Children in Schools (VACiS), representativeness of the trained teachers to the total number of teachers per school, and expectations and priorities of trained teachers in addressing violence in secondary schools.

a. Number of teachers trained in the utilization of RTRR Guidelines to address VACiS

In all the 30 secondary schools, none of the teachers had been trained comprehensively about the utilization of RTRR Guidelines to address VACiS. Qualitative and quantitative data from teachers showed that only four teachers had ever heard about RTRR Guidelines, and even those four lacked a detailed understanding of the guidelines or knew how they are utilized to address violence in secondary schools.¹⁰

In most qualitative interviews, teachers revealed that they had little to no knowledge of the meaning of the abbreviation RTRR and asked interviewers what it meant. As CCUG staff sought permission from school administrators, the majority had never heard about the guidelines and requested staff to explain to them thoroughly the guidelines and how they are implemented in schools. Additionally, information obtained from district education officers of the six districts revealed that none of the officials knew of a school that was utilizing RTRR Guidelines in their districts.

“It is still a big weakness for us. None of our teachers has ever been trained about RTRR Guidelines...” (Interview I: School Responder)

“I don’t know much about RTRR Guidelines...” (Interview II: School Responder—Buyende district)

Worth noting is that 82.8% of students who participated in the study had never heard about RTRR Guidelines, which suggests that the guidelines were non-existent in the participating schools. Of those who had heard about it, the majority were from secondary schools where CCUG has previously conducted training among youth advocates and included the guidelines as part of that training.

b. Representativeness of the trained teachers to the total number of teachers per school

Since none of the teachers from the 30 secondary schools had been trained about the guidelines in detail, this assessment was not undertaken.

c. Expectations and priorities of trained teachers in addressing violence in secondary schools

This too, was not assessed because none of the teachers had a sufficient understanding of RTRR Guidelines to allow them to provide reliable information regarding this section.

¹⁰ These teachers heard about RTRR from a past project implemented by CCUG between 2020/21 during training on sexual violence and advocacy. The training included an introduction to RTRR Guidelines.

4.6.2 Effectiveness

Although the majority of secondary schools had some form of rules and regulations, they were not well-defined. None of the 30 secondary schools had a discipline policy as part of its rules and regulations detailing common types of violence, consequences of violation to perpetrators, and how to report/follow-up cases. This was surprising, since 94.7% of teachers and 81.2% of students reported that their schools had held awareness sessions on children/human rights. Teachers detailed that the sessions are integrated into classroom lessons and are mostly conducted monthly or once per term.

Despite these awareness sessions, results regarding students' knowledge of children and human rights revealed significant gaps that might be attributed to either the content provided during the sessions or the delivery of the material. For instance, 30.2% of students aged 12-17 could only list one right of children and 7.1% could not name any such rights. Likewise, a considerable number of students aged 18-24 (23.9%) were not aware of any example of a human right. Related to this, 26.3% of teachers who provided quantitative data could not list two rights of children or two human rights.

The study also assessed the school's implementation of the Teachers' Code of Conduct. When asked whether their schools enforce the Teachers' Code of Conduct especially regarding teachers who have relationships with students or who sexually abuse them, the majority of students (67.8% or 1,689) stated that they were not enforced; another 22.6% (or 564) were not sure. On the other hand, when teachers were asked about the quality of enforcement of the Teachers' Code of Conduct in their schools, the majority (89.4%) reported that it was good. Despite that, qualitative data obtained from the four FGDs and individual interviews among students, including student leaders, contradicted the results from teachers. Nearly all students in FGDs unanimously agreed that there is poor enforcement of the Teachers' Code of Conduct in relation to sexual violence perpetuated by teachers. In one school, a student leader detailed selective implementation of the Code of Conduct, where lower-level teachers are provided warnings and other punishments including transfers while teachers in managerial positions are not reprimanded when they engage in student-teacher relationships.

“I don't know how they do it, but the punishments are not uniform. When teachers engage in sexual relationships with students, only those at the bottom are punished while those at the top are not. Last term, the administration pushed for the transfer of one of the teachers here who was having relationships with students. But I know of one administrator here who does the same things, but nothing is being done.” (Interview I: Student Leader)

Similarly, students mentioned that they are often punished harshly when they engage in some SV cases while teachers are not even reprimanded at all when they do the same.

“When students engage in unwanted sexual touches, they are punished heavily but when it is a teacher, nothing is done. I know that the Director of Studies also touches female students inappropriately in his office. But what has ever been done? Nothing...” (FGD I: Participant IV, Male Student)

Corroborating the above findings, one teacher was very disappointed and angered that nothing much is being done to address sexual violence in his school especially when the perpetrators are his seniors. He mentioned that although he gets many cases from students, he is unable to address them because the junior teachers often feel like they are being witch-hunted and teachers above him feel it is insubordination for him to engage them when students accuse them of sexual violence.

“There is nothing much I can do when students report a teacher who is my boss. What would you do if your immediate supervisor is the one that students are reporting to that he is requesting sex from them? We are all adults here, but I don’t know why these teachers want to have relationships with students. When you investigate some of them, they say it is a witch-hunt. So, my hands are tied...besides, I want to retain my job. (Interview XI: School Responder)

Another component that this study assessed under the Effectiveness component of RE-AIM was the provision of psychosocial support to victims of sexual violence at school. According to quantitative data, about six in ten students (1,452 or 58.2%) and all teachers (100%) agreed that their schools provide counseling to students who have experienced sexual violence. When teachers were asked about the kind of support provided, the majority (78.9%) mentioned that they provide social support while encouraging the students to report. However, teachers felt they were inadequately skilled to provide psychosocial support, and all (100%) mentioned a need for training in the provision of such support.

Additionally, under this section, we also sought to understand how cases of SV are documented and the skill set of teachers in using the RTRR Guideline documents. According to both qualitative and quantitative data from teachers, none of the schools were using RTRR case documentation forms. When cases are reported, teachers don’t document them anywhere but try to have meetings between the victim and perpetrator to ascertain details of the case. If the perpetrator does not acknowledge the alleged crime, the teachers caution the students and observe to see if the victim will complain again.

“We don’t document the cases...what we usually do is to call both parties and if the perpetrator acknowledges the violence, we see a way forward but if he/she denies it, we give it time as we monitor and if the victim continues complaining, we call the parent of the perpetrator and if it continues, we suspend the perpetrator.” (Interview I: School Responder)

4.6.3 Adoption

Under this component, the study sought to establish the number of secondary schools that have adopted the RTRR Guidelines and determine whether they frequently conduct routine reporting of cases based on RTRR Guidelines to district officials, and whether they support schools that have adopted the guidelines to adhere to the set ministry standards.

a. Adoption of the RTRR Guidelines by schools and reporting to district officials

To establish whether schools had adopted the guidelines, we asked teachers and district officials. Quantitative and qualitative data from teachers showed that all teachers agreed that none of their schools

had adopted the guidelines. Two teachers reported that they don't follow any specific guidelines when managing cases of violence in their schools.

“We don't follow any guidelines while managing cases of violence in this school...” (Interview II: School Responder)

At the district level, education officials (Inspectors and DEOs) from the six districts stated that they had never provided support for the implementation of RTRR Guidelines in government secondary schools in their districts. Moreover, all the officials contacted reported that they had no knowledge of any government secondary school in their district that was implementing the RTRR Guidelines. As such, none of the district officials contacted reported providing any kind of supervision and support to schools that adopted the guidelines, because none had implemented the guidelines to their knowledge.

4.6.4 Implementation and Maintenance

Since none of the 30 participating schools had implemented the RTRR Guidelines at the time of data collection, we could not assess the implementation and maintenance of the guidelines as prescribed by the RE-AIM framework.

4.6.5 Conclusion on Implementation of RTRR Guidelines

None of the 30 participating schools was implementing the Ministry of Education and Sports recommended RTRR Guidelines to address VACiS. Therefore, the study could not conclusively assess the quality or degree of implementation of the guidelines based on the RE-AIM framework in any of the 30 secondary schools.

4.7 Ways to Address Sexual Violence among Students

This section presents respondents' suggestions on how parents/caregivers, schools, and the government can address sexual violence among students.

Table 20: Suggested Ways that Schools, Parents, and the Districts Can Address SV

Suggestions on How Schools Can Address SV among Students	Frequency (n=2,493)	Percentage (%)
Have clear rules on child protection	1,018	40.8
Ensure teachers follow the professional Code of Conduct	4	0.2
Follow disciplinary structure to punish teachers who breach the professional Code of Conduct	22	0.9
Create a conducive and safe learning environment for every student	176	7.1
Educate students about sexual violence and how to report	592	23.7
Guide and counsel students who have experienced sexual violence	437	17.5
Make sure that cases of SV are reported, referred, and followed up	108	4.3
I don't know	112	4.5
Others	85	3.4
Suggestions on How Parents Can Address SV among Students		
Educate children about sexual violence including "unsafe touches"	111	4.5
Educate children about how to report cases of sexual violence in the community	162	6.5
Encourage children to talk about their experiences of sexual violence at school and in the community	829	33.3
Be accommodative of children's concerns when they report SV experiences	352	14.1
Get help from support services for the child whenever necessary	46	1.8
Make sure children are safe on their way to and from school	558	22.4
Make sure that cases children report are reported to relevant authorities	94	3.8
I don't know	126	5.1
Guide and counsel children who have experienced SV	164	6.6
Uphold children's rights and protect them from SV at home	123	4.9
Suggestions on How Districts Can Address SV among Students		
Educate students to report cases of SV	723	29.0
Formulate committees to address SV in schools	116	4.7
Ensure schools enforce policies/rules related to SV	514	20.6
Set up reporting committees involving students in schools	68	2.7
Ensure schools implement mandatory reporting of SV in schools	205	8.2
Ensure schools undertake mandatory reporting of SV to district officials	145	5.8
Train teachers to keep confidentiality	56	2.2
I don't know	476	19.1
Others	224	9.0

Note: Respondents mentioned multiple suggestions

When asked what can be done by schools to address SV among students, the top three suggestions were to have clear rules on student/child protection (40.8% or 1,018), educate students about sexual violence and how to report it (23.7% or 592) and guide and counsel students who have experienced sexual violence (17.5% or 437). Only 0.9% (or 22) stated that schools should follow disciplinary structures to punish teachers who breach the professional code of conduct.

On how parents can address SV among students, the top three answers were to encourage children to talk about their experiences of SV at school and in the community (33.3% or 829), to make sure children are safe on their way to and from school (22.4% or 558) and to be accommodative of children's concerns when they report SV experiences (14.1% or 352). Only 4.5% (or 111) recommended that parents educate their children about SV including "safe and unsafe touches".

On how best district education officials can address SV among students, the top three answers were to educate students to report cases of SV (29% or 723), to ensure that schools enforce policies/rules related to SV (20.6% or 514) and “I don’t know” (19.1% or 476). A small number (2.2% or 56) suggested training teachers to keep confidentiality of information they are reported to related to SV.

SECTION FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This study sought to assess sexual violence and the implementation of the RTRR Guidelines. Results show that although half of students in the Busoga sub-region experience some form of sexual violence, very few of them report it. The results also revealed little to no implementation of the Ministry of Education and Sports recommended RTRR Guidelines in the prevention and management of SV among students aged 12-24. This section discusses study findings organized according to research questions in relation to related literature review. This part also provides a summary of the conclusions, implications, and recommendations.

5.1 Discussion

5.1.1 Knowledge of Implementation of RTRR Guidelines

One of the most important assumptions underlying the formulation of the RTRR Guidelines was the belief that the policy would benefit students who experience violence in schools (MoES, 2014). Therefore, students' and teachers' knowledge of the core tenets of the policy is important in ensuring its successful implementation in schools and subsequent improved case management of Violence Against Children in Schools (VACiS).

According to the study results, 71% of students had inadequate knowledge about the implementation of RTRR Guidelines in secondary schools. Notably, 82.8% of all students had never heard of the RTRR Guidelines, 47.5% could not list two types of violence that occur at school, 37.3% of students aged 12-17 were not aware of at least two children's rights and 23.9% of students aged 18-24 could not name any example of a human right. Students' knowledge of child/human rights plays an important role in their pursuit and realization and schools provide a suitable place where students not only learn but also have these rights respected (Stamatovic & Zunic, 2019). The study results are comparable to those obtained by Asiiimwe (2009) in his study in Kasese district, Western Uganda which found that 40% of secondary school students did not know children's rights and the responsibilities that come with them. The study also found a significant relationship between awareness of children's rights and their education in secondary schools.

In addition, the study results showed that 52.6% of respondents did not know the things to check when reporting a case of SV at school, 38.6% could not list at least two services that victims of violence might need, 49% and 51.8% did not know the importance of referring or tracking cases of violence, respectively.

Among teachers, study results showed significant knowledge gaps. Nearly three-quarters of teachers who provided quantitative data (73.6%) had never heard of the RTRR Guidelines, 31.6% could not correctly explain the meaning of violence at school, and 26.3% could not list at least two rights of children and two human rights. In addition, 89.5% of teachers were not aware of at least two services that victims might need, and 15.7% felt that it was not important to track cases of sexual violence.

These results are quite worrying because the RTRR Guidelines were formulated with students and teachers as key beneficiaries and implementers, respectively. Therefore, the students' and teachers' limited

knowledge of the implementation of the policy could partly explain the high rates of sexual violence among students and the poor case reporting and management. The study results align with findings obtained by Holland et al. (2021) and Amin (2019) in the US, which found that the majority of students had little to no knowledge of the reporting policy for violence in their institution.

5.1.2 Rates of Sexual Violence Among 12-24-Year-Old Students in Secondary Schools

Overall, nearly half of all students (47.1%) aged 12-24 in secondary schools in the Busoga Sub-region experienced at least one form of sexual violence in the 12 months before the survey. The most common forms of sexual violence experienced included unwanted sexual touches (22.5%), unwanted love/marriage requests (13.4%), sexual rumours (14.1%), defilement (10.6%), forced kissing (5%), exhibitionism (3.34%), sex for marks (2.34%), sexual exploitation (2.2%), rape (2.1%), attempted rape (2%), and forced marriage (1.7%).

The overall rate of sexual violence in the current study is consistent with findings obtained by Abera et al. (2021) which showed that the rate of sexual violence among high school students in Ethiopia was 48.9%. The results are also similar to rates obtained by Krishnakumar et al. (2014) which found that the prevalence of sexual abuse was 47% among adolescents in South India.

However, these results are lower than those reported in studies conducted by Worku et al. (2016) in Ethiopia and Bassani et al. (2014) in Brazil, which found that the rate of sexual violence was at 68.7% and 56% respectively.

However, the incidence of SV reported in this study is higher than that obtained by Fawole et al. (2018) in Ghana, which found that the prevalence of sexual violence among students in public secondary schools was 41.4%. Similarly, the results are also much higher than those from a study by Markos, Sema, and Berhanu (2014) in Ethiopia, which reported the rate of sexual violence at 25%.

5.1.2.1 Rate of Sexual Violence Disaggregated by Gender

Disaggregated by gender, the study results showed that the rate of sexual violence is higher among female students than male students. The rate of sexual violence among female students was 50.7% as compared to 40.5% among male students. All key informants corroborated the quantitative results and mentioned that sexual violence was higher among girls than boys. The main reasons given for this variation was that female students have “limited power” in schools and communities and appear physically weaker, rendering them more vulnerable to violence as compared to male students who are perceived to be physically stronger and therefore more difficult to sexually abuse. They also reasoned that sexual violence rates are higher among female students because of cultural expectations for the male and female genders. While men and boys are expected to be strong, culturally, they are not expected to report cases of abuse as this might be seen as a sign of weakness. As such female students are more likely to disclose experiences of sexual

violence as compared to male students. Accordingly, the true rate of SV experienced by males may be underreported in this study.

The rates of sexual violence reported here are much higher than those obtained in previous studies conducted in East Africa, which showed that rates of sexual violence range from 9.5% among boys to 37% among girls (Barth et al. 2013; UNICEF, 2010; UNICEF, 2011; UNICEF, 2020; Goessman et al. 2020). The rates are also higher than a national study conducted by the Ugandan Ministry of Gender, Labour and Social Development (MGLSD, 2015), which found that 35% of adolescent girls and 17% of adolescent boys experienced sexual violence. The variations in the rates could be attributed to differences in the data collection tools used to assess sexual violence. Although the current study used 16 items to assess rates of sexual violence, past studies by UNICEF and MGLSD used 5 items. The current study's use of a more exhaustive list of behaviours that constitute SV might have increased the likelihood of students reporting experiences of sexual violence. In addition, the studies by UNICEF and MGLSD were among adolescents aged 12-19, while the current study included a larger population of 12-to-24-year-olds. This may have increased the likelihood of students reporting experiences of SV victimization, as rates are more likely to be higher among older students (Mulugeta, Kassaye & Berhane, 1998).

Of note, the disaggregated rates of sexual violence in the current study show higher rates of SV experienced by girls as compared to boys. This contradicts findings from a study by Goessmann et al. (2020) that found that sexual violence in Uganda and Tanzania was higher among 12-17-year-old male students as compared to female students (29.9% vs. 24.6%).

5.1.2.2 Rates of Sexual Violence Disaggregated by Disability

Of the 2,493 students who participated in the study, 4.2% were living with one or more disabilities. The overall rate of sexual violence among students with disabilities was 45.7% – 50.8% among female students and 39.1% among male students. These rates are slightly higher among female students with disabilities as compared to female students without disabilities (50.8% vs. 50.7%).

The rate of sexual violence in this study among students with disabilities is higher than that found by Cunnington and Clark (2023) in the United Kingdom, which showed that the overall rate of sexual violence among children with disabilities was 31.7%. The differences in the rates could be attributed to variations in the methodology, especially the tool used.

5.1.2.3 Rates of Sexual Violence Disaggregated by Districts

Disaggregated by districts, Mayuge had the highest rate of sexual violence among students aged 12-24, with an overall rate of 58.7% among both male and female students. Disaggregated by gender, Mayuge district again had the highest rate of sexual violence among both female and male students (at 62.2% and 52.7%, respectively). On the other hand, Kamuli district had a higher rate of sexual violence among boys at 48.1% as compared to girls at 46.7%. Mayuge district might have had higher rates of sexual violence as compared

to other districts because most of its government secondary schools are located far away from the learners where the majority travel long distances to and fro school. Worth noting is that a significant portion of students experienced sexual violence on their way to/from school. For example, most learners from schools such as St. John Buwaya, Waitambogwe, Malongo, and Kaluuba travel long distances to access education from there.

Furthermore, when results were disaggregated by rates of re-victimization (students who experienced two or more forms of sexual violence in the 12 months before the survey), Kamuli district had the highest overall rate at 46.8%. Disaggregated by gender, Kamuli district again had the highest rate of re-victimization among males at 52.2%, while Namayingo had the highest re-victimization rate among female students at 40.5%.

5.1.2.4 Rates of Sexual Violence Re-Victimization

Of the 1,174 students that experienced sexual violence in the 12 months before the study, nearly three out of every ten students (27.6%) experienced one form of SV, 11.8% experienced two forms, 4.3% experienced three forms while 3.4% experienced four or more forms of SV. Overall, 41.4% of students who experienced sexual violence experienced re-victimization. This could be because sexual violence can lead to negative self-perception, low self-esteem, negative body image, and internalized self-blame, all of which increase the risk for further abuse. Without much redress, students may start to accept sexual violence as a “normal” part of their lives, a perception that may be exacerbated by the fact that there has been little to no implementation of RTRR policies in secondary schools in the Busoga sub-region.

These results are consistent with those found by Bilaula et al. (2023) in the Democratic Republic of Congo, where 31% of adolescent girls and young women experienced sexual re-victimization. However, they are slightly lower than those obtained by Walker et al. (2019) in their meta-analysis of 80 studies which found that 47.9% of victims of sexual violence experienced re-victimization.

5.1.2.5 Context of Sexual Violence

The study results showed that students were the major perpetrators of sexual violence; named by 44.2% of all victims. Other significant perpetrators included village mates (38.5%), parents/siblings and relatives (5.1%), teachers (4.5%), and strangers (3.2%). This suggests that the main perpetrators of sexual violence against students in the Busoga sub-region are people known to them—students, village mates, and their parents/siblings and relatives. The results are similar to what was found by Goessmann et al. (2020) in their study conducted in Tanzania and Uganda which showed that 47.6% of students reported that their perpetrators were their peers.

However, the study results are much lower than those obtained by Child Research and Resource Centre (2009) in their study in Ghana which found that 82.1% of perpetrators of sexual violence in schools were male students.

Results from the study also revealed that the two most common locations/sites where sexual violence occurred were school compounds/dormitories (60.2%) and respondents' homes (26.7%). However, when all cases associated with school were combined (classrooms, compound, dormitories, staffrooms, laboratories), schools were the number one site where sexual violence occurred as reported by 72.9% of victims. This suggests that though they have been primarily thought of as protective places against violence against adolescents and youths (Tindyebwa, 2017), schools are becoming a significant site where sexual violence occurs. This could be attributed to the inability of school administrators to implement the RTRR guidelines which might support the prevention and easy management of cases. The results compliment earlier studies conducted by the Ministry of Gender, Labour, and Social Development (2015), The African Child Policy Forum (2014), and UNICEF Kenya (2013), which found that schools are high-risk areas for sexual violence among adolescents and youths.

5.1.2.6 Sexual Behaviour of Students aged 12-24 in the Busoga sub-region

About two in ten students (19.1%) who participated in the study reported engaging in sexual intercourse in the past year. The minimum number of sexual partners was one and the maximum was 23. The average number of sexual partners that students had sex with was 1.7 with a standard deviation of 2. Overall, more male students (25.8%) engaged in sexual intercourse than female (14.3%). Clearly, a significant number of male and female students in the Busoga sub-region are sexually active.

The above results are comparable to those obtained by Szucs et al. (2020) in the United States, which found that two in ten students reported having sexual intercourse with someone of the opposite sex in the past year. However, the results in the current study are much lower than those obtained by Brian et al. (2016) in Nigeria which showed that the majority of respondents (68.8%) engaged in sex in the past year. The difference in these rates could be attributed to variations in the age of respondents. Whereas the majority of respondents in the current study were in the age bracket of 16-18 with a mean age of 17, the majority of respondents in the Brian study were in the age range of 20-24 with a mean age of 23.1.

The current study found the rate of multiple sexual partners in the past year at 28.7% of respondents. These results are slightly higher than those obtained by Kaggwa et al. (2022) among 18-to-22-year-old university students in Uganda which found that 19.6% had more than one sexual partner. They are also higher than those obtained by Ren, Zhou, and Liu (2021) in China, which found that only 15.5% of students had two or more sexual partners in the past year.

Among students who had engaged in sexual intercourse, 35.4% did not use a condom in all cases while 8.4% used condoms inconsistently whenever they had sex in the past year. Several things could explain these results, including peer pressure, limited access to condoms, inadequate knowledge about condom use, and use of sexual violence. Relative to the results of the present study, a study by James et al. (2022) in nine

sub-Saharan countries found that 46.2% of school-going adolescents did not use condoms the last time they had sex.

5.1.2.7 Perpetration of Sexual Violence among Students aged 12-24

Study results showed that 11.5% of students perpetuated one or more forms of sexual violence in the 12 months before the study; significantly more of them were male than female (19.2% vs. 7.2%, respectively). The most common forms of sexual violence perpetrated included unwanted sexual touches (3.3%), use of sexually abusive words (2.44%), defilement (2.3%), unwanted sexual requests (2%), and showing pornography to underage students (1.1%). These results indicate that although students aged 12-24 in the Busoga sub-region experience high rates of sexual violence, they also perpetrate such violence themselves. Perpetration may be attributed to several factors. Perpetration may be due to the fact that few if any punitive actions are taken against perpetrators. This may likely lead to a scenario in which victims perceive SV as “normal” and therefore participate in it without much thought. It may also arise out of the fact that a considerable number of students are sexually active and may be engaging in sexual violence out of the desire to explore. Finally, poor reporting of cases of sexual violence may motivate victims to also become perpetrators themselves. The present study results are related to findings obtained by Espelage et al. (2022) in the US, where 27% and 17% of high school male and female students perpetuated sexual violence, respectively. The study results are also consistent with those obtained by Clear et al. (2014) in their study, which found that 8.5% of students reported perpetuating sexual violence in the past year.

When asked how they felt after perpetrating the different forms of sexual violence, 44.1% said they felt good/happy/relieved it had occurred, and 15% were sexually aroused by the violence. Although many stakeholders consider the students as victims, this study shows that at least some students have a personal desire to participate in sexual violence—either with their fellow students or with other people. The high rates of re-victimization and victim-offender overlap found in this study suggest that the current rates of sexual violence in the Busoga sub-region might be a predictor for higher rates of Gender-Based Violence (GBV) in the near future when these students become adults. In this regard, a study by Nunes et al. (2013) found that sexually victimized young people have a higher risk of becoming perpetrators of sexual violence themselves as they grow into adults.

5.1.2.7.1 Victim-Offender Overlap

The rate of victims of sexual violence perpetuating the same in the past 12 months was 20%. Male victims perpetuated more sexual violence than female victims (54% vs. 45.8%). Although the study did not assess which came first—victimization or perpetration—victims of SV are most likely to become offenders if they don't get justice. Farrell and Zimmerman (2018) asserted that victimization leads to physical and emotional harm which may lead to negative physical, mental, and behavioural outcomes associated with perpetration. These results align with findings by Voith et al. (2017) who found that 27% of victims of sexual violence were more likely to engage in revenge perpetration as compared to those who had not experienced sexual

violence in the past. The results also support the findings by Chan (2021) who found a bi-directional relationship between sexual violence victimization and offending.

5.1.3 Effects of Sexual Violence among 12-24 Students in the Busoga Sub-region

5.1.3.1 Effects of SV on School Attendance and Academic Performance

Overall, 5.5% of students who experienced sexual violence reported experiencing issues related to school attendance and academic performance. The most common effects included missing school (2.1%), with the number of days missed ranging from 1 to 25, poor classroom attention and engagement (3.9%), and denial of opportunity to participate in classroom and school activities (1.3%). In addition, 13 students reported missing exams due to issues related to sexual violence in the three terms before the study, with the number of missed exams ranging from 1 to 16. These results support the findings by Lee and Rudolf (2022) whose study in 14 Southern and East African countries including Uganda showed that sexual abuse negatively affected the education of female students leading to absenteeism. The results are also in agreement with those earlier observed by Stermac et al. (2020) in their study in Canada, which found that sexual violence led some students to miss class and exams.

5.1.3.2 Physical Effects of SV among 12-24-Year-Old Students

Among the students who experienced sexual violence in the past year, 4% reported physical effects associated with sexual violence victimization, the most common of which included physical injuries (1.4%) such as broken bones, sores, cuts, and bruises. In addition, 3% of respondents contracted sexually transmitted diseases, including candida (25.7%), syphilis (31.4%), and gonorrhoea (42.9%). Furthermore, seven female students got pregnant following an incident of sexual violence, and of these, three delivered while four were forced to abort. These effects have serious health implications, including reproductive health issues, and life-altering changes, which may lead to students dropping out of school or even death due to clandestine abortions. According to results from a study by the MGLSD (2015), sexual violence increases the risk of suffering from Sexually Transmitted Diseases (STDs). The study results are also in line with those obtained by Potter et al. (2018) in their study, which showed that victims of sexual violence often experience physical effects including contracting STIs and becoming pregnant.

5.1.3.3 Psychological and Emotional Effects of SV among 12-24-year-old Students

Overall, 15.2% of students were assessed as having psychological distress (likely to have mild-to-severe mental disorders) in the four weeks before the study. Sexual violence victimization is a significant predictor of poor mental health since it causes several common symptoms such as consistent feelings of sadness, depression, frequent worry and fear, and sleeping and eating issues. To ascertain a correlation between SV victimization and psychological distress, Odds ratios were conducted, which showed that the risk of experiencing psychological distress increased by 1.736 among students who experienced one or more forms of sexual violence vs. those who did not experience any form of sexual violence (OR=1.736, 95% Confidence Interval [CI=1.391 to 2.166]). These results are similar to those reported by Bentivegna and Patalay (2022) in their study in the United Kingdom, and by Perry et al. (2020) in Uganda, both of which showed that sexual

violence increased psychological distress among students/young people. Likewise, the results support findings by Clarke et al. (2021), who found that sexual violence victimization increased the risk of experiencing symptoms of depression, anxiety, and post-traumatic stress disorder among students.

5.1.3.4 Social and Community Effects of Sexual Violence among 12-24-Year-Old Students

Overall, nearly two in every ten students who experienced sexual violence reported some form of social and community effect. The most common of these were fear of trusting other people (8.8%), loss of friends (7.5%), fear of associating with other people (6.3%), stigma and discrimination (5.2%), and being given abusive names like “immoral or perverted” (4.7%). These results show that sexual violence has far-reaching effects on an individual, both personally and in their social lives. The results corroborate those obtained in a study conducted by Homma et al. (2012) in North America, which found that sexual violence caused students to distrust others and avoid relating with them for fear of possible re-victimization. The results also agree with a qualitative study conducted in Uganda by Logie et al. (2023), which found that victims of sexual violence were labeled as “immoral,” causing them public shame and resulting in isolation from other people.

5.1.4 Reporting Cases of Sexual Violence

Among the 1,174 students who experienced one or more forms of SV in the past year, only 15.1% reported the cases. The majority of victims did not report due to a lack of knowledge that the violence they experienced could be reported (45.4%) while 11.5% didn't report due to a lack of knowledge of where and to whom to report. This may suggest that a significant number of students have no knowledge of current reporting channels which makes sexual violence a silent public health problem in schools. According to a meta-analysis of 28 sexual violence studies by Wilson and Miller (2016), victims might not recognize their experiences as sexual violence even though the forms of violence they have experienced fit within the definition of sexual violence. However, the current study results are much lower than findings obtained by a study conducted by Makhaye, Mkhize, and Sibanyoni (2023) in South Africa which found that more than half of student victims of sexual violence in institutions of higher learning did not report because they were not aware of where to report cases of sexual violence.

In addition, less than three in ten victims of sexual violence did not report because they felt there was no need to report. This might imply that the students are trivializing their experiences due to the negative consequences of being labeled a “victim” including stigma and discrimination, and possibly due to threats of retribution from perpetrators (9.2%). Additionally, most students in Focus Group Discussions held the view that teachers in their schools “normalize” sexual violence when they minimize students' experiences and sometimes ask them whether they can't address the “small cases” –such as unwanted sexual touches that they report. Moreover, the majority of students did not believe in the ability of their school administrators to address the violence they were experiencing. Of note, nearly every school that participated in the study did not have a students' committee to address violence among students. The lack of institutional structures to address violence in schools has been associated with higher rates of unreported

cases of sexual violence. A study by Garcia et al. (2012) in the United States found that students who had experienced sexual violence were less likely to seek support when they did not trust their institution's ability to report.

In addition, the low rates of reporting cases of sexual violence could also be attributed to cultural-related perceptions and myths where female victims are often judged, labeling them perverts, immoral, and blamed for the violence. At the same time, the experiences of male victims are trivialized and they are also labeled as "cowards". In four stories that students shared, 3 girls were blamed for being raped while 1 male student was called a coward and stigmatized for refusing to have sex with her aunt. Acceptance attitudes towards violence fuels stigma and discrimination associated with disclosure of sexual violence victimization. Related to the findings, a study by Sable et al. (2006) in the United States found that many victims of sexual violence did not report it due to fears of not being believed and/or called names.

What is more, 50.3% of victims of sexual violence who reported indicated that they received inadequate support. Qualitative data from school responders showed that the majority of Senior Woman/Man teachers are inadequately skilled to provide mental health and psychosocial support—the main support services they reported to provide. Perceived low quality of support could also be a hindrance to reporting cases of sexual violence among students in secondary schools. In line with the results, Bach et al. (2021) in their scoping review of 41 studies on sexual violence found that inadequate training and awareness among service providers on how best to support services affected reporting rates among victims.

5.1.5 Implementation of RTRR Guidelines by Secondary Schools in the Busoga Sub-region

The study assessed the implementation of RTRR Guidelines in secondary schools in the Busoga sub-region based on the RE-AIM planning and evaluation framework.

5.1.5.1 Reach

None of the teachers in the 30 secondary schools had ever been trained on the utilization of RTRR Guidelines to address VACiS. Although four teachers had heard about the guidelines, they lacked a sufficient understanding of its application in schools. In addition, 82.8% of all students had never heard about the guidelines, yet they are the primary beneficiaries of its implementation. Consequently, the study could not assess the representativeness of trained teachers, their expectations, or priorities in addressing violence in schools.

5.1.5.2 Effectiveness

The study showed that none of the 30 participating schools had well-defined rules and regulations with detailed types of violence, consequences of violation, and how to report/follow up cases as per the RTRR Guidelines. In addition, even though most schools had some sort of rules and regulations, they did not detail the types of offenses or the modes of punishment for non-adherence as prescribed in the basic

requirements and minimum standards indicators for Education Institutions by the Ministry of Education and Sports (MoES, 2009).

Though the majority of teachers (94.7%) and students (81.2%) reported that their schools have children/human rights awareness sessions, both students and teachers showed significant gaps in knowledge in both areas. For instance, 37.3% of students aged 12-17 could not name at least two children's rights, while 23.9% of students aged 18-24 (23.9%) were unable to name any example of a human right. Similarly, 26.3% of teachers could not name two children and two human rights respectively.

Study findings showed that most students (67.8%) reported that their schools don't enforce the Teachers' Code of Conduct, especially when teachers have relationships with students or when they sexually abuse them. This data was validated by qualitative data from students in Focus Group Discussions who indicated that the Teachers' Code is not uniformly applied and is mainly enforced on teachers at lower levels.

More than half of students (58.2%) and all teachers reported that their schools provide psychosocial support to victims of sexual violence at school. However, teachers felt that they were inadequately skilled to provide quality services. Central to this, most students mentioned that teachers breach the confidentiality of private information that students share with them, putting them at risk of experiencing stigma, ridicule, and potential retaliation from perpetrators.

As regards documentation, none of the 30 schools was undertaking documentation of sexual violence cases using RTRR report forms. This contributes to the overall poor documentation of cases seen in the study.

5.1.5.3 Adoption

None of the 30 participating schools had adopted the RTRR Guidelines ten years after they were formulated. At the district, none of the education offices of the six participating districts were providing support and/or supervision to schools to ensure they implement and adhere to Ministry guidelines.

5.1.5.4 Implementation and Maintenance

Since none of the 30 participating schools had implemented the RTRR Guidelines at the time of data collection, a comprehensive assessment of the implementation and maintenance of the guidelines as prescribed by the RE-AIM framework could not be done.

In this regard, it is fair to say that there is little to no implementation of the Ministry of Education and Sports recommended RTRR Guidelines in addressing sexual violence in secondary schools in the Busoga sub-region.

5.1.6 Ways to Address Sexual Violence among Students

When asked how their schools can address sexual violence, most students (40.8%) suggested having clear rules on child abuse/protection. This could be because all participating schools did not have well-defined school rules and regulations that define cases of violence and how best to address it. In addition, 23.7% of

students suggested that schools should educate them about sexual violence and how to report it which might reflect on the students' desire to learn more about sexual violence.

5.2 Conclusion

Study results showed that the majority of students and a considerable number of teachers had inadequate knowledge about the implementation of RTRR Guidelines in secondary schools in the Busoga sub-region.

Regarding rates of SV in schools, nearly half of all students aged 12-24 in secondary schools in the Busoga sub-region had experienced at least one form of sexual violence in the 12 months before the survey. The rates were higher among female students (50.7%) vs. male students (40.5%). Overall, female students with disabilities experienced the highest rates of sexual violence of all students surveyed (50.8%).

With respect to districts, Mayuge had the highest rate of sexual violence, with an overall rate of 58.7%. However, the other districts surveyed also had high rates of SV: Kamuli (47.2%), Buyende (46.7%), Jinja (43%), Luuka (42.6%), and lastly Namayingo (40.8%). Disaggregated by gender, Mayuge district again had the highest rate of sexual violence among female students at 62.2% and among male students at 52.7%.

Results on the effects of sexual violence among students showed that 5.5% experienced issues with their school attendance and academic performance, 4% experienced physical effects including physical injuries, contraction of STDs, getting pregnant, and forced abortions. Furthermore, 15.2% of all students who participated in the study reported experiencing psychological distress (likely to have mild-to-severe mental disorders) in the four weeks before the study. The study found the risk of experiencing psychological distress increased by 1.736 among students who had experienced one or more forms of sexual violence vs. those who did not experience any form of sexual violence. In addition, 18.9% of sexual violence victims experienced some form of social and community impact as a result of their experience; the most common of those were fear of trusting and associating with others, loss of friends, and social stigma.

Overall, the study also found that there is little to no implementation of the Ministry of Education and Sports recommended RTRR Guidelines in addressing Violence Against Children in Schools (VACiS) in the Busoga sub-region.

5.3 Study Implications and Recommendations

1. This study provides regional-level information regarding sexual violence among students and the implementation of RTRR Guidelines. This is the first study of its nature to be conducted in the Busoga sub-region. Therefore, study findings provide important information to guide District Education Officers (DEO), District School Inspectors (DIS), school administrators, and other stakeholders to:
 - Guide schools to formulate comprehensive rules and regulations aligned with the RTRR Guidelines and Basic Requirements and Minimum Standard Indicators for Education Institutions by the Ministry of Education and Sports.

- Work with schools to ensure they enforce the Teachers’ Code of Conduct and ensure teachers who sexually abuse students face punitive action as prescribed in the code.
 - Support schools to select and train members of the student and teachers’ discipline committees to address violence in their schools, and train teachers in the provision of psychosocial support while supporting them to document sexual violence cases using the RTRR report forms. They should also initiate and support coordination between secondary schools, district education officials, and social welfare officers to undertake mandatory reporting at school and district officials.
 - Support schools to raise awareness about violence based on the RTRR Secondary School booklet.
2. Although students are generally seen as victims of sexual violence, a significant number of them want to perpetuate sexual violence themselves, either with their fellow students or with other people. Therefore, organizations/institutions addressing sexual violence in the Busoga sub-region should consider designing and implementing interventions for supporting perpetrators (including students) as a way of reducing recidivism/re-offending. Furthermore, school inspectors and school administrators should enforce current RTRR policies regarding violence in schools to hold student perpetrators accountable while promoting bystander interventions that break the cycle and culture of violence.
 3. The Busoga sub-region has high rates of sexual violence among students with far-reaching effects. However, sexual violence is currently grossly underreported, which will likely make it even more prevalent in the long term as victims are at a greater risk of becoming perpetrators themselves than non-victims.
 4. Even though they constitute a significant portion of perpetrators, many male students also experience high levels of sexual violence themselves. For instance, in Kamuli district, sexual violence was higher among male students than female students. Therefore, there is a need to balance interventions addressing sexual violence among both male and female students.
 5. There is a significant trust gap between students and teachers in schools such that even when they experience extreme violence such as aggravated defilement and rape, students are afraid to report the incidents. Similarly, there may also be poor parent-student relationships that hinder easy reporting of sexual violence experienced by students. There is an urgent need to undertake interventions aimed at strengthening student-teacher and parent-student bonds while educating parents about sexual violence to facilitate timely and consistent reporting and appropriate response at all levels, including within the family, schools, and community.
 6. Most students in the Busoga sub-region don’t know what constitutes sexual violence; even when they experience it, they don’t know that they are being violated and therefore don’t report it. It is therefore of paramount importance to raise awareness of sexual violence among students to ensure that they can easily identify and report cases and, ideally, prevent it.

7. Secondary schools are not doing enough to teach students about their rights, which might make it harder for students to stand up for their rights when the need arises.
8. A significant number of students are experiencing psychological distress and others are likely experiencing mild-to-severe mental disorders. Therefore, there is a need for district health offices and other concerned stakeholders to improve mental health literacy while providing group and individual therapy to students with such disorders.
9. A substantial number of students are sexually active and are engaging in risky sexual behaviour including having multiple sexual partners and having unprotected sex, putting them at a high risk of contracting STIs and getting unwanted pregnancies. As a result, the district health officers in the Busoga sub-region should also consider working with schools to design/implement interventions aimed at reducing risky sexual behaviour among students.

5.4 Study Limitations

1. The selection of the five schools to collect data from per district was done purposively based on recommendations of district education officials, school ownership (government/public schools), and population. This study did not include any private schools. There may have been bias in selecting the 30 secondary schools included in the study, which may have had an impact on the study findings.
2. Additionally, during the sampling of students at the school level, some teachers indirectly influenced the sampling process when they felt that the data collection should be centred on female students due to the perception that sexual violence is more prevalent among girls/women. This may have affected the selection of male students vs. the number of female students.
3. In some schools, a significant number of male students declined to participate in the study feeling that the topic under study was not directly connected to them even after they were told about the importance of including both male and female students. Moreover, a substantial number of secondary schools in Jinja, Mayuge, Kamuli, and Buyende districts had a significantly higher number of female students at “O” level compared to male students. For instance, in Balawooli, Malongo, Mbulamuti, Walibo Seed, and St. Gonzaga Secondary Schools, the population of female students was nearly twice or thrice that of male students making it impossible to undertake equal sampling for students of both genders. In one case, the population of female students was five times that of male students. Consequently, the study included more female than male students (64.4% vs. 35.6%). Indirectly, this could have contributed to the overall higher reported rates of sexual violence vs. other studies that have also documented higher rates of SV among girls vs. boys.
4. Some students were scared and hesitant to provide detailed information about sexual violence cases that involved teacher-student relationships due to fears of retaliation from school authorities.
5. There may have been recall bias from students which could have contributed to omissions and exaggerations of sexual violence events as students were asked to recall events that occurred in the

past 12 months. This may have affected the overall rates of sexual violence among students aged 12-24 in the Busoga sub-region.

5.5 Areas for Further Research

1. There is a need to undertake studies to understand the victim-offender overlap among students in the Busoga sub-region with emphasis on which comes first, victimization or perpetuation, and its impact on mental health. Studies could also assess the factors associated with the victim-offender overlap.
2. Future researchers could also undertake a study to assess victim disclosure and reporting with emphasis on factors associated with the disclosure of sexual violence and what determines reporting among students.
3. There is a need to conduct a comprehensive study on the knowledge of students and teachers about children/human rights and the responsibilities that come with the rights. In addition, the study could also examine the relationship between students' knowledge, victimization, school retention, and/or performance.
4. A more comprehensive evaluation of the implementation of RTRR guidelines in secondary schools could be undertaken using different models and tools. However, researchers might first need to assess the extent of its implementation before evaluation because currently, it is non-existent.
5. More research is needed to understand the factors associated with sexual violence perpetuation among students in the Busoga sub-region.

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Appendix I: Stories of Impact

Students who experienced sexual violence in the past 12 months were requested to provide short stories of their experiences. Altogether, the study collected 50 stories about various forms of sexual violence. We undertook several interventions to support the students after they shared their stories, including linking them to support services, providing psychological first aid, and taking them to the hospital for tests and treatment among others. Below is a selection of some stories that we believe provide a representative picture of the experiences of victims.

Note: Some of the stories describe emotionally traumatic experiences.

Stories of Impact 1: Male Student—18, Unwanted Sexual Touches

“There is this girl in my class... she is very bright and academically performs far better than me. About four months ago, I started discussing with her...I want to learn a lot from her so that I can also improve my academic performance. We got close and she developed feelings for me.

After showing me several hints that I ignored, she confessed to me that she was sexually attracted to me and that she was interested in pursuing a sexual relationship with me. But I am not interested in having a relationship with her. So, I told her that I was not interested but we should remain friends since we discussed academic work together.

I thought I was being respectful and that she would understand because she is my good friend and she had helped me a lot in understanding many things that I found it hard to understand in class.

When she confessed to me, the other people in the group quit and stopped discussing with us. So only the two of us remained. Then she started those touches...while we discussed—alone in class in the evenings, she would stroke my thigh and sometimes try to touch my penis. I still told her I wasn’t interested. But she didn’t stop...she continued touching me as if she wanted to sexually arouse me.

Honestly, I still need her to discuss this with me, she is good, and I easily understand, but those touches. They just worsened. At times, while I was busy writing down something she had explained to me, she would try to touch my penis...and if I tried to close my legs, she would go for the thighs. There was no way I could concentrate or learn when she was sexually arousing me.

Then one day, after sexually touching me, she unbuttoned her blouse and flashed her breast for me to see. She told me she wanted me to have sex with her. Oh my God, I was so sexually aroused I didn’t know what to do at first. But I refused because I am not ready, nor did I want to pursue a relationship with her.

That day, she asked me whether I didn’t find her attractive enough. I told her... “You are attractive and a very intelligent lady and truthfully, I often get sexually aroused when you stroke my thighs or try to touch my private parts, but I am not ready to have sex or a relationship with you”.

She got angry and has since stopped interacting or discussing with me. She said several hurtful words to me; calling me a coward, a braggart, and saying that I take myself as someone of a high status, yet I am not.

Sincerely, I just don’t want to start having sex now. But she stopped discussing with me. My academic performance is deteriorating, and I think I still need her. While in class, my concentration is affected. At times, our eyes meet, and I get ashamed and shy.

When I spoke to one of my male friends, he told me to just have sex with her, after all, she is the one demanding for it. But I am scared that it will lead to more issues...At times I think to myself, what if I give in, will she change and help me like before? What if I give in and she stops supporting me or even gets pregnant, what will happen?"

Stories of Impact 2: Female Student, 17—Unwanted Sexual Requests

"There is this boy in senior two who disturbs me a lot. Every day...every single day of school, he pursues me and asks for my love. I don't love him. I don't want to have a relationship with him. I have told him countless times, but he does not stop. I am scared and worried about what he can do. He waits for me every day when I am going back home from school. He follows me around and asks me why I can't accept him as my boyfriend.

Last term, there was an incident; while with my classmates—both male and female, he came and asked me why I was interacting with other boys. He asked me whether my classmates are the boys I am in love with. He told me, why don't you love me? Why do you love other boys instead? After, he came forward and slapped me hard on the cheeks. I was shocked and angry...my classmates fought for me and scared him away. I told him that they are my friends, they are my classmates. But he speaks like he owns me, he is jealous of the people I speak with like he is my boyfriend, yet I am not in a relationship with him.

I am worried about him; I don't know what I should do. I reported this case to the Director of Studies. He told me to put it in writing, but, surprisingly, he did not do anything.

Because of what happened, I am scared of interacting with boys, I am afraid that he might see me again and beat me up. I have lost friends. In class, I am often absent-minded—especially towards the time of leaving school. I worry a lot and live in fear. As a result, I have come to hate boys and men in general... I don't know why, but I feel like they might end up like that boy.

At the moment, I don't know what to do to stop him from requesting me to be his lover. I last saw this boy last week; he still came to me and told me that I should forgive him, and we should be a couple.

I requested my mother to change me to another school. But she refused... I am devastated because I really don't know what to do..."

Stories of Impact 3: Female Student, 15—Forced Marriage

“My father wants to marry me off...I don’t know where he got the idea that I am ready for marriage. It started like a joke when I was joining secondary; he complained that I am wasting his money in school and that what I was looking for through education, I could have it now—if I got married. He said that at 15, I am old enough to be married.

But I am not... I am not yet ready for marriage. And I am not wasting his money; I am doing my best to be among the top performers. I thought that my academic performance would please him and possibly make him forget that bad idea. But he persists.

When I joined senior two, his demands increased. I spoke with my mother about it and requested her to intervene on my behalf... but she just kept quiet. I think she is scared of him... I have seen him beat her. So, I understand why she kept quiet. I also spoke with one of our uncles, but my father cautioned him to stop meddling in the affairs of our family.

Last holiday, he brought a man home—a man old enough to be my father. He told me that I will get married to that man when I complete senior two. But I am only 15 and if his plan succeeds, this will be my last term. What do I know about marriage? Why can’t my father understand that I am still too young to get married?

I thought that maybe if I performed much better than I usually do, he would forgive me and not marry me off. But how can I concentrate in class when I am so worried about him? I don’t know what to do to make him reconsider. Sometimes, I am unable to pay attention in class because I am afraid of what my future holds. Please, could you speak with my father and request him to forgive me and let me stay in school next year?”

Stories of Impact 4: Male Student, 16—Defilement

“While on my way home, it suddenly started raining, and I sought shelter from a female family friend who lived near the roadside. She is older than me, possibly in her thirties. She is not married but lives alone in her rented house. When I went there, she welcomed me and told me I could stay as long as I wanted.

It rained a lot... into the night and I was not able to go back home that day.

While it was raining, we were alone in her room; she removed her clothes and told me that we can have sex. I didn't know what to do. She started touching me and I got aroused. She seduced me into this...it was neither my desire nor my decision because it was my first time. And that day, she broke my virginity.

There was no protection used because I was not ready for it. I slept at her place that night, and later, I went back home the next day. She was more experienced, and I enjoyed it. The next day, immediately after school, I went back... I passed by her place again and we had sex for the second time. It went on like this for a while. What started as seeking shelter from the rain later developed into daily sexual intercourse with her, it was like we were married because I started sleeping at her place nearly on a daily basis. My parents could not detect this because I sleep in a separate hut from the main house. So, I would escape to her place every night.

But after about 2 weeks, it started to affect me. I started feeling sick...I was often weak and had a fever. At first, I got worried thinking I had malaria. But when the fever and general bodily weakness persisted, I got so scared thinking that I might have contracted HIV from her because we were not using a condom. In class, I could not concentrate; I could not understand what the teacher was teaching, because my mind was preoccupied with fear and worry about what I was experiencing.

The worry of contracting HIV was a lot. But when I disclosed this to my friends and told them how things started, they told me that having sex daily might be the issue. So, my worries were reduced a bit. They explained that too much sex can make a man lose bodily weight.

They told me that when you start shaking and grow thin, one would assume you have AIDS. They said that when a man's sexual manpower has reduced, his body starts to behave like I was feeling.

So, I completely stopped going back to her place to have sex. I am not worried about her getting pregnant; she is older than me by about 10 years, and more sexually experienced. What do I have to worry about? She knew what we were doing, and I guess she was on family planning."

Stories of Impact 5: Female Student, 17—Defilement/Rape

"About 7 months ago, I had a guy I loved. We were in a sexual relationship. He is about 20 years old...he had finished Senior four and stopped schooling. One day, he called me to his place to go there and see him. Because we were in a relationship, I could not refuse...we were in love.

So I went there and he told me to give him...when I asked him what he wanted me to give him, he said sex. I was not ready to have sex with him and I told him no. I refused and lied that I was in my period. He insisted

that we have sex, but I still refused. After he locked the door and forced himself on me. I didn't make noise because people knew that we were lovers. What would they think if I made noise that my boyfriend is raping me? How would they take it? During the act, I sustained some injuries as I struggled to stop him. I got some bruises and cuts.

It affected me a lot afterward... I could not imagine that the person I love forced me to have sex against my will. I stopped the relationship and stopped interacting with him. In class, I started having flashbacks of the event, even when the teacher was there in front, I could not pay much attention. I was very sad and felt betrayed. How could he do this to me? My academic performance significantly deteriorated, and I could barely concentrate on my studies...and what if I got pregnant, what will I do?"

Stories of Impact 6: Female Student, 18—Incest and Rape

"I was living with my grandmother but because she did not have money to care for me, she sent me to my uncle. But my uncle, that man—who should be my relative has been sexually abusing me. He has raped me more than 10 times...he has sexually abused me like I am his wife.

This started when I was 16 years old at my grandmother's place about a year ago. One day, he called me and requested me to pick up his phone which he had thrown behind the bathroom. It was his plan, he wanted to do something bad to me. I did not know.

When I went to pick up the phone, he followed me there, behind the bathroom. When he came, he told me to come closer to him and hug him. I was shocked and refused. I felt that this was very odd of him to ask. So, I folded my arms around my body. I was so scared and did not know what to do...after a short while, I ran away and went to the house. He followed me there and started saying that I look beautiful, that I have a big bum that whenever I walk, I make him sexually aroused...and that I look far better than his wife (my aunt). I reminded him that we are blood-related and that he is my father's young brother. So, I can't love him and besides, I am still young.

It was weird; I could not even believe it. At first, I thought he was joking. But he did not stop...he continued saying that I should consider being his wife. When my grandmother sent me to stay with him, he got a golden opportunity, and I could not say no to my grandmother. It would mean the end of my education.

When I started staying at my uncle's place, at first, I slept in a room with my young cousin. But he is a cunning guy; he alleged that my cousin was urinating on me and that I needed privacy. So, he forced my young cousin to sleep in another room. And his plan worked—putting me in a room without anyone else made it easy for him to sneak up on me.

The first time he raped me, nobody was around. He locked the bedroom door and pinned me on the bed; his legs held my body tightly and his hands held my throat threatening to strangle me if I made noise. No one was around to save me. He tore my skirt as I struggled for my life...every time I tried to make noise he would try to strangle me.

It was one of the most painful days of my life... I bled a lot; he used a lot of force and tore through my inner being. After him raping me, he threatened me that he would tell my mother that I had done nasty things. She had cautioned me against defying my uncle. He was the one paying my fees. She urged me that if I wanted to stay in school, I should do as he says. I know this did not include him raping me...This first rape initiated a cycle of many others...

Someone would ask where his wife was... he would send her to the village, and we would stay alone at home. In the night, he would sneak into my bed, first by having a grip on my neck so that I don't make noise and alert anyone else. He used to rape me at night and in the morning. I was like his second wife. This happened more than 10 times...I got cuts, and bruises and bled a lot.

Though I wanted to tell my grandmother, I was scared that she would not believe me. This is her son I would be reporting. She is a very tough woman who can easily cane you for something small. So, I didn't tell her.

For a while, I was suicidal...I wanted to die. I could not take the pain anymore. Every day at school, I would think of death...I wondered why I should continue living while experiencing this pain. I wanted to take my life. So, I bought a cocktail of drugs and got ready to take them. I said to myself that should he rape me again, I will take an overdose of the tablets and die. I don't know what he would gain from that. I told my friend about the suicidal thoughts, and she thought I was crazy.

But to me, I think it was the only solution to the pain. When I bought the tablets, I was ready to die. I planned to take the drugs before the rape...I even prepared a glass of water. That day, I prayed and asked God to forgive me for taking my life. Then, I waited for him to come back. I thought that if he raped me again after taking the tablets, I would die while he was on top of me. How embarrassing would that be? I felt that if that happened, he would know and understand the pain I was going through. But that day, he did not come back home. His absence saved my life.

The last time he raped me was last term...I only got relieved when we went for the recent holidays when I went to the village. This time, I disclosed to my mother. At first, I was so worried about how she would take it and whether she would believe me.

Anyway, finally, I told her... that my uncle has been raping me for the last two terms. She was so disappointed, and she cried a lot. She asked me why I didn't tell her earlier. But she was the one who continuously told me to accept whatever my uncle was telling me...she was the one who threatened that if I didn't accept what he told me, I would stop studying. But I love school...

That man caused a lot of misery for me...the rape affected me a lot...for instance; he would use me in the night and in the morning. When coming to school, I would walk in a funny way to try to reduce the pain. I had many cuts and bruises, my private parts hurt a lot.

Whenever he raped me and I came to school, I greatly worried that someone might observe me and know that I have been raped. I experienced a lot of pain in my private parts; I still do up to now. I even have severe itching and a foul-smelling discharge. I don't know what it is. During class time, I am often absent-minded, thinking of what I experienced.

Many times, I would feel physically weak and just sleep in class. I am very certain it is the reason I did poorly in the last tests I did. I barely pay attention in class, and I certainly don't understand things that my teachers teach us. Sometimes, I isolate myself because I feel heavy on my heart; I feel sad and angry about what happened to me. There was a time he raped me, and I bled a lot—that day, I got so scared that I might have contracted HIV because I don't know his status. I am also worried that I might be pregnant...

When I told my mother, she was so heartbroken. Her blood pressure rose, and she wanted to take my uncle to the police, but other relatives intervened. Besides, we did not have the money to move forward with the case. My father does not know up to now, he is going out of the country (to seek greener pastures) this week. He recently asked me why I stopped staying at my uncle's place. I didn't want to worry him, so I didn't tell him. I stopped staying with my uncle after I disclosed this to my mother. I currently stay with my sister. I still feel a lot of pain and my private parts itch. But I am glad that I moved away from that man."

Note: This student experienced two other cases of sexual violence in the form of attempted rape. One from a pastor she had gone to confide in and another from an outreach medical worker when she had tried to access STD testing and treatment services.

Stories of Impact 7: Female Student, 17—Sex for Marks

"I gave birth at the beginning of 2021; I have a child who lives with my mother. And I came back to school. My biggest challenge today is that many teachers want to have sex with me...they assume that because I am already a mother, I am old enough to have sexual relations with them. And even if I got pregnant for them, it wouldn't be defilement since I have ever given birth.

Two male teachers pester me about it and don't want to accept the fact that I am not interested. I don't know what to do about it. I tried to ignore it but, they are persistent. I am worried that in the long run, they might start treating me badly because I refused their advances.

It affects my studies and makes me feel so small. Some students stigmatize me about it—thinking that I am interested in having sexual relationships with teachers. They say hurting things about me.

Yes, I acknowledge the fact that I messed up during the COVID break and gave birth, but I did not think that it should be an invitation for teachers to pester me into what I don't want. Why can't they just leave me alone? Why can't they accept that I am not interested in having sex with them?

They are my teachers; some are even married. But they want to have sex with me—their student.”

Stories of Impact 8: Female Student, 18—Attempted Rape

“My brother-in-law wants to rape me. He has vowed that wherever I will be, he will one day get the opportunity to have sex with me, whether I consent or not. I stay with my sister, she is 25 years and her husband—my brother-in-law, is 30 years.

I am in the boarding section, but when the holiday time arrives, I stay with her at their place. I am an orphan, and my mother stays in the village. She is the one that sent me to live with my sister. During the last holidays, my brother attempted to rape me. My sister had gone to the health centre, she has a 6-month-old baby.

So, on that fateful day, this guy started by telling me how I am better than my sister, and that I have a sexy body that would easily arouse any man. Then he told me that according to the Kisoga culture, a sister-in-law is also considered as a wife to the brother-in-law. And that since my sister was away, I should act like his wife and give him sex. I was shocked and afraid of what he was telling me.

We were both inside our one-roomed rented house. After a short while, he came near me and started touching my body, touching my breasts, and caressing my thighs. I got up and wanted to run out of the house. But he was faster than me and locked the door before I moved out.

He stood at the doorway and said that he wanted to have sex with me, he told me that I will enjoy and even come to love it. I told him I am not interested and that I was going to tell my sister.

Then he asked me, “Do you think she will believe you? What if I tell her that you have been trying to seduce me?” After saying those words, he started coming near me. I wanted to make noise, but he threatened to beat me up if I did. Physically, I am slightly taller than him. So, when he came near me and started touching my body again, I slapped him hard on the cheeks and told him to leave me alone.

He re-iterated by pushing me hard and I fell to the sofa set and immediately after, he tried to pin my body to the chair to have his way...he started undressing his trouser while his legs were holding me on the chair. After, he got hold of my blouse and tried to undress me. I fought...we fought for a while until I pushed him away from me and he fell on the bed next to the chairs. Since I am taller than him, it was easy for me to land a kick to his groin. He fell on his knees and started groaning in pain. I then made an alarm, unlocked the door, and ran outside.

I went to my friend's place and hid there until my sister came back. When I told her about what happened, she didn't believe me. It is so painful...but my brother-in-law had called her earlier and told her that I was trying to seduce him. And that we fought...she took his side.

Ever since that day, I can't stay home alone with him. But he told me that he will have his way... wherever I will be, whether, in their home, trading centre, or another place, he vowed to rape me. He promised that he will have sex with me whether I want it or not.

My sister has started treating me harshly thinking that I want to steal her partner. I haven't told my mother about it. I don't want her to think I am trying to take away my sister's husband from her. But I live in fear...those words still echo in my mind. Sometimes, while in class, I hear his voice in my head telling me that he will rape me.

Last week, I had a dream about it...I dreamt about while he was trying to rape me. My friends told me that I shouted and struggled during the dream. I am scared and worried that one day, he will have his way. Could you convince my sister and tell her that my brother-in-law is a horrible man? Can you tell her that I am not the one who is trying to seduce him?"

Stories of Impact 9: Female Student—16, Rape

"The man who was once like a father to me, the man who has been my father figure raped me two weeks ago. He has been catering to my school fees and supporting me in all school-related issues. How can someone start by being so good and end up as a monster? Sometimes, I feel like I am dreaming. In class, the incident often plays out in my mind like it happened yesterday. Was he demon-possessed? Are all men like that...?"

I don't know where to start...[breaks down]

How did I get to know him? Yes, how did I get to know that man? My father died sometime back, and my mother can't afford the costs of supporting me in school. For a while, when she could not pay the fees on time, when I was often sent home for this and that, she pleaded with the school administration. At first, they were lenient but later, their patience waned. Then he told my mother that he will support me—that he would help her pay for some portion of the school fees. I was so excited. I could not believe there was someone out there with a heart to help. He has been very good to me; he has often provided his part of the support on time while encouraging me to work hard so that I achieve my dream.

He has done this for the past one year. I thought I had found a father in him, I thought he had replaced my father. In my heart, I cherished his support and took to heart whatever he told me. He has been a good man, an exemplary teacher, and a father figure to me. I am in the boarding section, so I see a lot of him even during the weekends.

However, two weeks ago, he called me to his house. I had ever been there, so it was not something new. Besides, I trusted him...he has been supporting me for over a year without any issues.

That day, no one was at his place, and by the time I reached, it was threatening to rain. He welcomed me and told me to feel comfortable. Within a few minutes, it started to rain heavily...[breaks down again]

Then he appeared with a knife...put it on my throat and threatened to kill me if I did not cooperate. I was so scared that I started shaking. I did not know what to tell him. I was so confused...at first, my mind did not register what he was doing as he touched my body with his hands.

I have never been in such a state in my life... I have never been so scared and shocked. I was startled. Then he tore open my skirt and told me that if I dare make noise, he will slit my throat.

I closed my eyes and prayed to God so that he would not kill me. Within a minute, he tore my panty and pushed hard my legs to open. Then... [breaks down]

At first, my body did not register pain, maybe I had become numb or due to the shock. But after a while, I bled, and I experienced excruciating pain. Later, when he was done with raping me, he told me to clean myself from there...I think he did not want me to make people suspicious of what happened. Then he told me that if I told anyone what had happened, he would stop supporting me and he would kill me.

I don't want to report him, actually, I can't tell you his name even if you so badly wanted to know. I fear what will happen...I think it will traumatize me more. But now, the issue is... my life is in a mess...I can't concentrate in class and those events come back to me like a daydream. I am worried about being pregnant...I feel so sad and betrayed...I have a lot of thoughts and feel like life is not worth living anymore.

I have tried to find answers as to why he did it, but I can't give myself a convincing reason...why would a man fit to be my father rape me? What happened to him that day...? I am so confused...

For now, I want you to help me and call my mother...tell her everything. But you must meet her physically because she has diabetes and hypertension. If you call and just tell her, she might die...and that is the reason why I have not done it myself.

I am scared that she might not take it in well and have issues with her health. If she dies, who will I live with? Also, I don't want to report him for now...I can't report him. That is why I can't tell you more details about him. Just know he is a teacher here..."

Stories of Impact 10: Female Student—18, Sex for Marks

"Towards the end of last term, one of our male teachers here sent a fellow student to call me. When I went there, I was shocked by what he told me...he told me that he had admired me for some while but did not know how to express himself. He said that he was sexually interested in me. He wanted me to have a sexual relationship with him. He promised me that if I accepted his proposal, he would give me "good marks" in his subject.

But I refused...he is my teacher...and there is no way I could accept to have a relationship with my classroom teacher. So, I told him that I am not interested, and I immediately left him there standing...I guess he was very disappointed and angry.

That act...that decision to not engage in a sexual relationship with my classroom teacher has caused me a lot of trouble. The way he treats me...it is like I am his number one enemy in class. At the moment, it appears to me that I have a terrible personal conflict that I don't know how to solve.

He hates me for no good reason and always wants to show it to me like I committed a terrible crime. For instance, when he gives us an assignment to research something or to do an activity of integration, I am the first person in class who is always selected to present. That might not be a problem, but when he speaks to me, he shouts and says rude words to me. He shows that I did annoy him so much and that my presence irritates him. Sometimes, he can pose to me a difficult question and when I say that I don't know...he embarrasses me. He clearly wants to show other students that I am dense.

Then another time, we had a debate, and I was one of the participants selected. When he got to know, he told me that I wouldn't participate—without any reason, he stopped me from participating in an activity I like.

A few days ago, a close friend of mine asked me what I did to our teacher to deserve such hatred from him. I didn't tell her the truth because I assumed that it might cause me more trouble.

Unfortunately, it is hard to report a case against a teacher in this school. The administration does not believe that teachers sexually abuse students. They don't believe that what the students say is true. They might instead punish you if you go to report because they think that you might just be making up things to soil the teachers' reputation. They think that students have disputes with teachers and that they mostly make unfounded accusations against them. So, I can't report him to anyone from school.

At the same time, sadly, I can't report this matter to my parents...because my mother does not believe in what I say. Whenever I do something small that annoys her, she asks me, "Why don't you get married and leave this house?" So, imagine what she would tell me if she got to know that a teacher mistreats me because I refused to have a sexual relationship with him? I guess she would tell me the same thing she has been telling me for so long..." accept his proposal and get married!"

Whenever I am in his class, I feel small and scared that anytime he will verbally abuse or embarrass me. I can't concentrate on what he teaches...I am already biased and just attend the class to pass the time.

Though I disclosed this case to one of our pastors in the community, he also has not done anything about it. I guess I just have to endure this mistreatment."

Stories of Impact 11: Male Student—16, Incest

"This situation, this state of suffering, started when my mother died. I used to stay with her...but when she died, I had nowhere to go. I don't know my father and I have no idea where he is. Because I love education, I started visiting several relatives to seek their permission to let me stay with them so that I can go to school. The majority of them refused but my aunt accepted. She is 25 years old and she stays nearby this school.

When I started living with her, she used to stay with her mother, but after a while, she left. I don't know where she went. Many times my aunt would encourage and give me hope. She used to tell me that things will be better and that I should not worry so much about the loss of my mother. She gave me hope that I would easily be able to complete school while staying with her. I thought I had found a home where I had peace and would easily commute to school.

But I was wrong; it is a home full of suffering...my aunt has been sexually abusing me for the past 5 months. She forces me to do horrible things...she forces me to have sex with her at night...

When I came to her place (it is a 2-roomed house), she told me to sleep in the sitting room on a papyrus mat. She often watches pornography on her phone. Then one day, it started to rain and it was very cold.

So, she told me to join her on her bed. I refused. But, she assured me that nothing will happen. She told me that if I continue sleeping on the papyrus mat in the sitting room, I will get sick. When I thought about it, I felt like she cared...after all, she is my aunt, what would she do to me?

At first, everything went on well. We used to sleep in peace, but after a few days, I would wake up with her hands on my body. Later, she started caressing my thighs dead in the middle of the night. I didn't mind them much because I was naïve. I didn't know...

But one day, late in the night, after caressing me, she told me "We must have sex today". I refused but then she asked me...

"If you don't accept, you move out right now..."But, where would I go at that time...So, I had to accept and that is when she started using me... every night, she would tell me that she needed sex. Sometimes, she would watch pornography and then later tell me to practice what she watched.

Honestly, I can't deny that there are some days when I enjoyed having sex with her. But, it was a lot. Things started getting horrible to the extent that I started getting weak physically. There were days she forced me to have sex with her to the extent that my body started hurting...sometimes, I could not go to school in the morning. I felt sick...but what could I do? Even in that state, I had to have sex with her. I could not refuse because I had nowhere to stay...In class, I would often feel guilt about what I was doing, having sex with a sister to my mother. I had no one to share with; I was scared that she would send me away...but it was too much.

After a while, I could not endure what was happening and ran away from her place. Right now, I stay with a friend. I juggle school and work to pay for my school fees and feeding. I know it is hard to earn money, but it is better than how I used to live.

Stories of Impact 12: Male Student—17, Incest

"I used to stay with my aunt—she is about 30 years. My father is the one that told me to stay with her because of the distance. Our home is quite far from this school and I could not commute every day. However, last holiday, she wanted me to have sex with her.

Everything happened so fast, it seemed so unreal.

I had just finished bathing and had wrapped a towel on my body. I had nothing else on... then she called me and told me to enter her bedroom. I told her to first let me finish dressing up before I could.

But she told me to just come since what she wanted to tell me was something small. I got a little scared But, she was lying...When I reached her bedroom...she told me to sit on it. I sat and asked her what she had called me for...

Then she told me that whatever we are going to do, you should not tell your father or anyone else about it. I got worried and wondered what that might be. She then asked me...Have you ever slept with anyone in your life? I told her no. She replied..."then today will be your first day to sleep with a woman." I go scared and started crying. I had overheard my father sometime back saying that my aunt was HIV positive. "I told her that she is my relative and I can't have sex with her. So I attempted to move away..

But she could not let me go...we struggled for a while as she tried to remove my towel and have me stay in her bedroom. I managed to get away from her and moved away from her bedroom. But during the struggle, I slid and hit my back on a sharp object which caused a wound on my back. As I was moving away from her, she slapped me and told me to get out of her house. She even refused to give me lunch and supper that day.

A couple of days later, my father visited and as he was leaving, I disclosed to him what happened. It was hard for me to tell him because I was very emotional and was crying when I told him. But, he didn't believe me. After he had gone, he called my aunt and asked her about what I had told him. I was at home when he called her. After the call, my aunt got angry and caned me severely. He accused me of disrespecting her...

I ran away from home that day...the good thing; I had some money with me. So, I first walked for half the journey and the other half got a boda that took me back to our place. I had fresh marks of being caned. I had some bruises and the wound that I had first sustained on my back had not healed properly. I shared with my father what had happened. And this time around, the wounds acted like evidence...and he believed me.

My father told me that the good thing, she has not sexually abused you. Later, he went and confronted her and told her to stop that habit of coercing young boys into having sex with her.

I affected me a lot...I was ashamed of interacting with my friends because some of them got to know that my aunt had tried to have sex with me. She came home and caused a scene and many people got to know about what I experienced. So I was ashamed...as an individual. I started isolating myself because whenever I would interact with them, they would say...

"What can you also say who got scared when a woman wanted to rape you...What can you tell us even when you ran away when you aunt wanted to rape you"

I still think about it...it still come to my mind. Maybe if I had given in, I would now be HIV positive...it still worries me because she said she will do something to me. She accused me of fabricating lies yet I have scars of evidence of her abuse.”

Stories of Impact 13: Female Student—16, Unwanted Sexual Touches and Sexual Rumours

“Last term, before as we did exams...teacher X found me revising from that room over there. I was alone and because I was so focused on the revision, I had not realized that my colleagues were entering to do the exam. So he came over to me and told me that my colleagues are entering the examination room. But, they are first being cleared and it is taking some time before they are cleared to enter the examination room.

So, he told me that I could stay for a while with him as the others are being checked. While telling me this, he held my hand. Then I told him that he would have told me everything without hold my hand.

Then he told me that there is something he wants to tell me but I should take it easy. Then he asked me whether I have a phone. I said no. he asked whether he could share his phone number with me so that I can call him. I told him that I am not interested. Then he said...

“You should act like a mature person. Everyone here at school is mature, no one is still young. So you know what I want and you should cooperate.” Then I told him that I didn’t know what he wanted and I am not interested.

He then touched my breasts as his hands slowly went to my bum. As he touched me, he told me that he wanted to have a relationship with me. I told him I am not interested and I am not his age mate, so I can’t have a relationship with him. He got annoyed and slapped me several times and told me to go to class.

Sincerely, it hurt me a lot that I just went and sat near the examination room and started crying. I failed to go in and do the exam because I was so emotional that I didn’t think I would be in a good state to do the exams. In addition, I did not want to have another teacher questioning me why I am crying in an examination room. It would have caused me more trouble.

Since that day, rumours have been going around that I am in a sexual relationship with that teacher and that we had sex. I don’t know where the students got that information. The issue is, I study with my elder brother in the same school and when he also heard those rumours, he reported me to my mother that I am having sex with one of the teachers here. She was very bitter and caned me. But, I am innocent. I am not in

love with that teacher nor have I ever gone anywhere with him to have sex. But students and my parents don't believe me when I tell them the truth.

What hurts the most is that my mother does not trust me anymore. She no longer believes in what I tell her. Of late, she treats me harshly and says I am wasting her money. Whenever I do something small, she punishes me severely and after tells me to go and get married to that teacher.

It is very disappointing and painful. I have lost friends and some students are scared of interacting with me. I isolate myself because everywhere I go, students speak ill about me. They falsely accuse me of something I didn't do. I don't know what to say or do to take away that rumour.

This teacher also treats me badly, for instance, when he got to know that I have not completed school fees, he abused me, saying that we come from a very poor family. Because he abusing other girls in the school, the administration got to know about it. They learnt that he has relationships with students...somehow, I am I feel like the truth is coming out. was recently caught.

Stories of Impact 14: Male Student, 18—Attempted Rape [Perpetuation]

“About 6 months ago, I had a girl I liked; she was younger than me by about 3 years. She was 15 and I was making 18. She is a very beautiful girl who arouses my sexual desires. One day, I had a strong urge to have sex. So, I called her to our home when my parents were not around. When she came, I told her I have feelings for you...then I told her, I want to have sex with you.

But she refused...she refused. She told me no. She told me she was not interested in me. I offered to give her money, but still, she refused. I promised to give her gifts, but she still said no. I was shocked...it made me angry, and I did not know how to convince her to have sex with me. I tried to beg her, I pleaded but, she still, she said no. I was badly off...I had this strong urge to have sex. But she rejected me. She refused to have sex with me.

So, I pulled her inside the house and tried to force myself on her...I tried to undress her while requesting her to cooperate and accept to have sex with me. I really wanted to have sex... but she shouted, and I got scared. I was scared of what would happen if people found out that I tried to force her to have sex with me.

She afterward ran away and went to their home. Since then, I have been living in fear of what would happen. I worry that if she told her parents, they might arrest me or even take me to prison. I know she is underage, but, if she had not made noise, I would have had sex with her, and things would be okay.

Many times, I wonder, why couldn't she keep quiet? Why couldn't she accept to have sex with me?"