

Prevalence And Prevention Of Sexual Violence Among Higher Education In Uganda

By

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Abstract

The paper examines the prevalence of sexual violence among higher education in Uganda and it further evaluates the role that stakeholders, especially in academic institutions and policy makers, have to play to mitigate this savagery act. It sets forth the pace in determining the bases at which it should be tackled and provides vital aspects that institutions like Universities in Uganda need to put in place strategies that restore dignity, severity, temperance, and character in the systems and structures of our institutions. The study research question was, which model will apply to education institutions to stop the sexual violence (SV) vice in schools in Uganda. The study used content analysis to design a model to be employed to stop evil. The study concluded by proposing the 7-Cs model to combat sexual violence that is needed in organizations which included, Conscience, Credibility, Coaching, Capability, Commitment, Competence, and Communication at all levels of education from the primary section to university.

Keywords: *Sexual Violence, Education, Higher Institutions, IUIU, and Uganda*

Introduction

As various stakeholders seek to map out ways in which sexual violence can be stopped entirely in academic institutions of higher learning, there is a need for Universities to provide direction on how such savagery behaviors can be combated so that society can go back to the once the admired moral values of the 1960s and 70s in Uganda. Sexual violence has baffled not only the victims but responsible citizens like Members of Parliament who have been astounded by this vice. Therefore, this paper's primary purpose is to design a model that education institutions will use to stop sexual violence in Uganda's schools.

World Health Organisation (WHO (2002) defines violence as physical, sexual, and psychological torture occurring within the general community, including rape, abuse, harassment, and intimidation in educational institutions and elsewhere. Sexual violence has far-reaching adverse consequences in learning institutions because it creates an atmosphere of intimidation and danger. That is why it is a fundamental violation of the human right to liberty and freedom and freedom from fear. It ranges from forcible rape to physical pressure that compels women to engage in sex against their consent. According to Christensen (2013), sexual violence is a pervasive and devastating spectrum of sexual behaviors imposed on an unwilling recipient, resulting in physical, psychological, and social consequences. Various researchers have documented information that shows that sexual violence manifests itself through a wide range of behaviors that may be subtle and insidious. The study by Sharma (2013) highlights the dimensions of sexual violence in education, which include; 1) Inappropriate sexualized comments or gestures; 2) Unwanted physical contact such as touching, pinching, or groping through to threats of exam failure; or 3) Sexual assaults and rape. Sexual harassment could also include sexual favors in exchange for good grades or preferential treatment in class. The perpetrators can be students, lecturers, teachers, or administrative staff. Therefore this study ought to answer the research question of which educational institutions can use the model to stop the sexual violence vice in schools in Uganda. Table 1 summarizes the forms of sexual violence and the level at which they are practiced.

The Magnitude Of The Problem Of Sexual Violence

Sexual exploitation resulting from economic and social vulnerability has several dimensions. The most important thing to note is that this is dominant in developing countries like Uganda, where the rape victims do not report because of shame, blame, and other factors. Figure 1 illustrates the magnitude of the problem in countries like Uganda, where the population is illiterate. The situation worsens with the general unemployment of the youths, historical disempowerment of the ancestors, and current youth behavior.

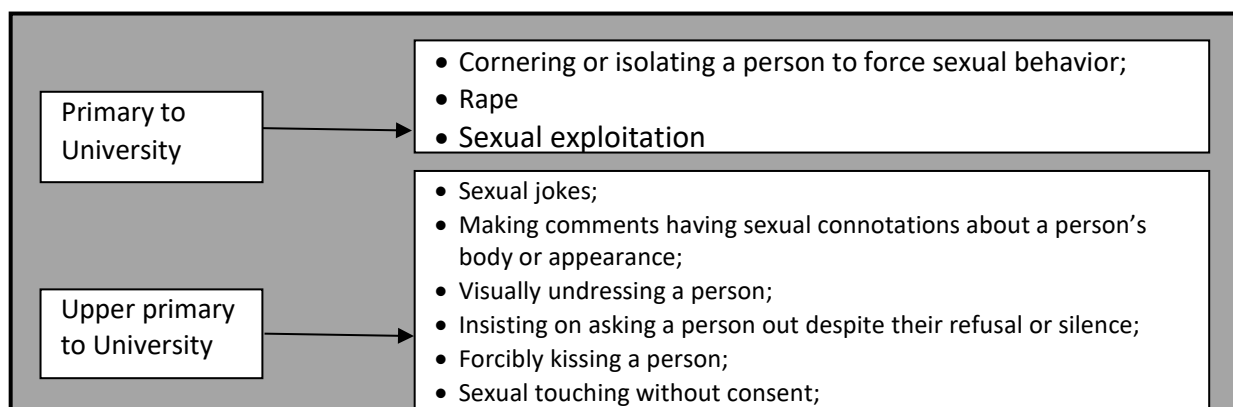


Figure 1: Indicating the Magnitude of Sexual Violence in the Community.

The observations from figure 1 concluded that, the global magnitude of the sexual violence problem is like an iceberg floating in the water, which is the visible part of the problem. This tip represents a few reported cases to the police; many are unreported, concealed, or not documented. The figure also shows that a large section of people can confirm and elaborate on what happened to the researchers through surveys of non-governmental organizations and the like. However, beneath the figure surface remains a substantial, unquantified component of the problem. Many, including students, do not report sexual violence to police because they are ashamed or fear affected people being blamed, not believed, or otherwise mistreated. There are also significant differences across cultures in the willingness to disclose sexual violence to investigators. Therefore, the figure indicates the challenge that Honorable Members of Parliament and other stakeholders have in addressing the problems responsible for the significant percentage of people at the lower level. These are individuals with poor educational backgrounds, illiterate, and those compromised by culture.

Literature Review

Before the mid-1970s, the term 'sexual violence' was never heard. Currently, sexual violence is prevalent in the workplace and educational institutions (Joseph, 2015). Sexual violence has received considerable attention in research and the media, and to this, public awareness has increased dramatically. This is because educational institutions are no longer academic safe harbors but instead have become places for sexual victimization and harassment. Sexual violence became predominant in schools, colleges, and universities in the early 1980s, and the frequency of complaints has increased over the years. Despite the increase, not until recently sexual violence in the education sector has been largely ignored by policy makers and law enforcement officers. The focus has been on peer-on-peer sexual harassment (Leach, 2013). However, the term sexual violence has been defined differently across the globe because countries understand it differently.

Shakeshaft (2002) defines sexual violence as an act where someone forces or manipulates someone else into unwanted sexual activity without their consent. Beninger (2013) refers to Sexual Violence as any sexual act, attempt to obtain a sexual act, or unwanted sexual comments. It also relates to traffic acts directed against a person's sexuality using coercion by anyone, regardless of their relationship to the victim, in any setting, including at home, work, and school. Sexual violence can be experienced by children, teens, adults, students, and elders. Those sexually abused can be acquaintances, family members, trusted individuals or strangers, employers, and teachers. Moreover, sexual harassment and violence in educational institutions is an abuse of power by teachers and lecturers and this corrupts the education system.

Violence in and around educational settings is a global phenomenon. However, sexual harassment and abuse may be the most well known forms of school-related violence, but it can take many other states. Sexual violence or abuse includes gender-based violence based on gendered stereotypes or targeting students based on their sex, sexuality, or gender identities (Anton-Erxleben, Kibriya, & Zhang, 2016).

Gender sexual violence is considered a severe violation of human rights and a complex problem worldwide. Gender-based violence is not specific to a particular region or country, and women and men of all areas, religions, or ethnicity face discrimination and the consequent gender-based violence. It can affect both men and women, but women are the group that is affected most (Itegi & Njuguna, 2013; Tsimba, Maphorisa, Lebalang, & Mabaka, 2017). For instance, the 2019 Kenya

Violence against Children Survey (VACS) conducted in 2019 revealed that 49 percent of girls and 48 percent of boys aged 13–17 years had experienced physical violence, and 11 percent of girls and 4 percent of boys indicated that they had experienced sexual Violence (Otieno, 2020).

Furthermore, a study in Uganda and Bangladesh reported that more than 80% and 94% of women surveyed had experienced physical, sexual, or psychological violence at some point in their marriage/ intimate relationship (Itegi & Njuguna, 2013). On that note, Okello and Hovil (2007) define Gender based violence (GBV) as any harmful act perpetuated against a person's will based on socially ascribed gender differences between males and females. More so, women for Women International defined Gender-based Violence (GBV) as violence directed at an individual based on their biological sex or gender identity.

From the educational perspective, gender-based violence is defined as acts or threats of sexual, physical, or psychological violence in and around schools. This violence is due to gender norms and stereotypes (Chitsamatanga & Rembe, 2020). Gender-based violence involves acts such as verbal abuse, bullying, sexual abuse, harassment, and other types of violence. One of the significant causes of gender-based violence is sexual violence in educational sectors enacted because of gender norms and stereotypes enforced by unequal power dynamics in educational institutions. This means applying a gender lens when developing violence prevention and response approaches is essential. As with all forms of violence, school-related gender-based violence violates children's rights and is a significant barrier to girls' and boys' access to and participation in education.

The recognition of the widespread nature of GBV in school settings is becoming an area of concern not least because it violates the rights of the victims but also its impact on achieving the developmental goals related to equal access to education for boys and girls. Murru, Nawa-Chimuka, Vandenbosch, and Doroba asserted that the problem of GBV is not only found in homes where children are supposed to find security but also in educational institutions where they are under the custody of some of the very teachers. The latter abuse them both sexually and physically. It's believed that the school environment is better, safer, and more comfortable than on the street, but conservatively, this is because there is freedom of movement for all. However, boys/men enjoy more freedom than women and girls. Since some female students are often accompanied by a guardian or family member on their way to and from the university, this

finding can be a result of the GBV prevalent in society at large which has reflected itself on the university campuses (Afolabi; House, 2004; Kanga, 2004; Leach, 2006, 2008, 2013; Mazurana & Carlson, 2004; McKay & Mazurana, 2004; Murru et al.; Queen, Gonzalez, & Meehan, 2015; Wible, 2004).

Sexual violence with gender-based violence reveals itself in various societal practices and even educational institutions. Poverty is also recognized as one of the factors leading to sexual violence. It forces young people to engage in transactional sex or the "sugar daddy/mummy phenomenon," whereby young women/men gain financial support for their education from older men/women in return for sexual services (Itigi & Njuguna, 2013; Queen et al., 2015). A young girl's sexual behavior is motivated by money or other small gifts (Nabukeera, 2020; Okello & Hovil, 2007). In addition, the lack of resources that can prevent women from breaking the silence on the experience of gender-based violence in the education sector has ensured the prevalence of the problem and compounded its expertise.

South American countries have attached the cause of gender-based violence to peer violence in communities that have extended into educational institutions, particularly about weapons and drugs brought into school premises, and to the effects on relationships in the school of high community violence. However, violence may be a regular part of socialization within school cultures where verbal aggression, including sexual harassment and homophobic bullying, are commonplace (Leach, 2006; Malta et al., 2010). Research has found that some boys/men in urban schools in Brazil inflict physical pain on their female students in the form of sexual violence has become a code of honor excused within the school cultures (Badri, 2014; Morrison, Ellsberg, & Bott, 2007; Parkes, 2015; Prezenszky, Galli, Bachega, & de Mello, 2018). Attempts to address homophobic bullying through the school curriculum have met with resistance from conservative forces, reportedly hampering the capacity of these initiatives to achieve their goals (Denov, 2007; Iliyasu, Abubakar, Aliyu, Galadanci, & Salihu, 2011; Seffner, 2013; Stromquist, 2007).

Another cause of gender-based violence lies within the attitudes of society towards practices of gender discrimination that have also penetrated the education sector. Gender discrimination often places women in subordinate positions with men, exposing them to sexual violence in schools compared to men. A study done in three universities in Afghanistan revealed that gender

discrimination led to a lack of gender sensitiveness toward female teaching staff. It was revealed that the relationships between male and female staff members were good, although female lecturers had fewer roles at the university (Tsimba et al., 2017).

The lack of strong policies to protect the victims of gender-based violence in schools and even where they are has challenged the enforcement of these policies (Otieno, 2020), causing more GBV rates to increase in educational institutions worldwide. Therefore, many factors lead to gender-based violence in educational institutions, which include among others weak policy compliance, low resources, deep-rooted gender roles, failure of educational authorities to accept the problem, and political ignorance to tackle this problem at the national level. GBV has significant consequences, with some of the clearest relating to physical and psychological health and academic achievement (Akram, Laila, & Amiri; Hidrobo & Fernald, 2013).

Moreover, the experience or threat of sexual violence in educational institutions results in poor performance, irregular attendance dropout, absenteeism, and low self-esteem. Other factors such as early marriages, the risk of sexual harassment, pregnancy, HIV and AIDS infection or sexually transmitted diseases, and demand for transactional sex have detrimental effects on achieving equality in education. Frederick and Goddard (2007) assert that the impact of GBV on educational institutions also influences developmental aspects of young boys and girls, women and men, that spread negativity and harmful effects on their education (Violence, 2007; Wible, 2004).

More so, the result of gender-based violence indirectly and directly impacts students' health, education, and organization. Studies in the US pounced that the victim's attitude and behavior toward their peers become more aggressive. Thus, people exposed to GBV and sexual violence are fierce and cruel in their personality, affecting their performance, and they tend to remain mentally disturbed (Carrell & Hoekstra, 2008, 2010; Osofsky, 1999). However, education increases women's employment opportunities and socio-economic status. Empowering women reduces the unequal power relationship between women and men, which has been identified as the root cause of GBV. In addition to experiencing many of the negative consequences that other victims/ survivors of campus violence experience, with regards to sexual violence, sexual assault,

and GBV, victims are at risk of suffering from depression, struggling with suicidal ideation, and using and abusing substances. Substance abuse can be viewed as self-medicating, trying to numb the pain and move on.

However, the level of education is a straightforward measurement, and if not adequately addressed, schools can instead become reproducers of harmful societal social practices and become unsafe. The multifaceted impact of sexual violence therefore abuse in educational institutions must be correctly understood and factored into higher education institutions (HEIs) responses to such incidents. Support and follow-up should be carefully considered and survivor-centered (Parkes, 2015). There must be a balance between ensuring sufficient support and follow-up and ensuring the survivor's right to privacy is respected and protected. Thus, the failure to protect children from all forms of violence, including in their school lives, violates their rights, compromising their development and well-being (Parkes, 2016). Sexual violence and GBV in educational institutions are associated with lower academic achievement, economic security, and more significant long-term health risks, and it perpetuates cycles of violence across generations. Many countries will fail to meet their international human rights commitments without addressing them. Still, they will also compromise the world's capacity to achieve the development goals they have set for themselves.

REASONS FOR NOT REPORTING INCIDENTS OF SEXUAL VIOLENCE-(SV)

There are reasons that victims give for not filing a complaint against the aggressor apart from the apparent fear of going to report to the police. These reasons have been summarized in table 2.

Table 2: Reasons for not reporting incidents of sexual violence.

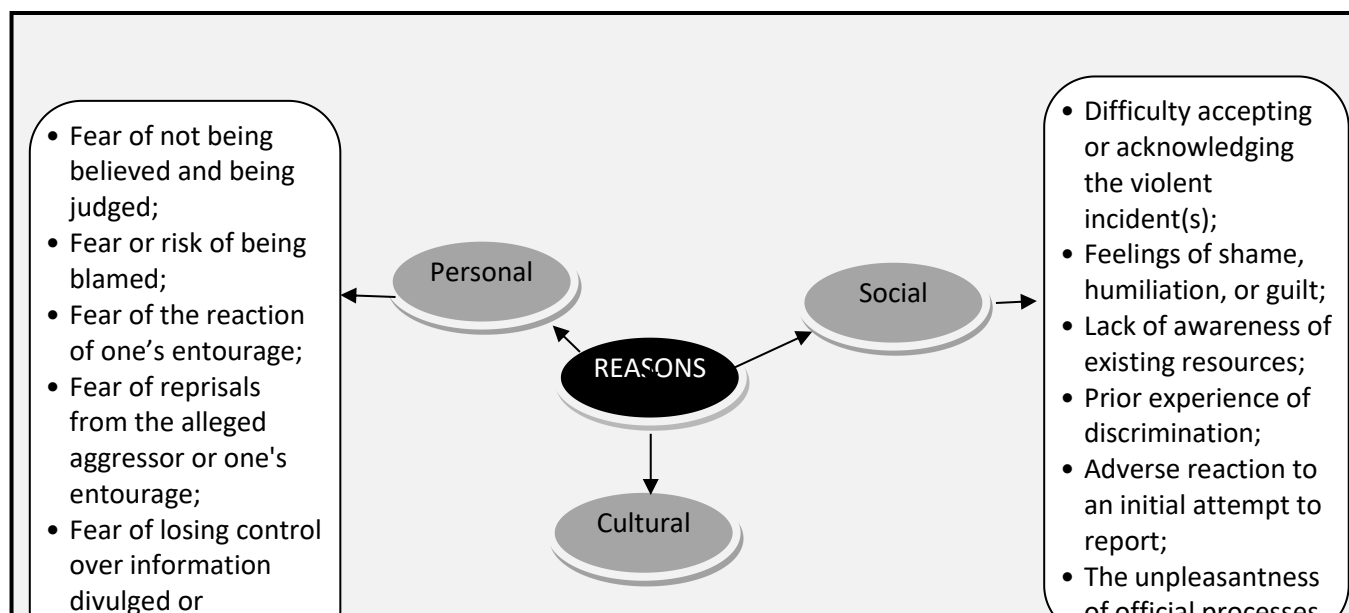


Figure 2: Reasons For Not Reporting Incidents Of Sexual Violence-(Sv)

In addition to the above reasons in figure 2, there is evidence to show that this vice is increasing in Africa because of our culture and the general characteristic of our population that does not allow open and candid reporting of sexual violence to parents, police, university administrators, and the like. It is thus because of such cultural differences, educational backgrounds, and among others that Africa continues to register the lowest number of victims who report sexual assault. This is illustrated in the table below, which shows the percentage of women aged 16years and older who said having been sexually assaulted between 1992-1997 globally, with Uganda registering only 4.5%.

Table 1: Percentage of women aged 16 years and older who reported having been sexually assaulted in the selected cities between 1992-1997.

Country	Study population	Year	Sample size	Percentage of women (aged 16 years and older) sexually assaulted between 1992-1997 (%)
Africa				
Botswana	Gaborone	1997	644	0.8
Egypt	Cairo	1992	1000	3.1
South Africa	Johannesburg	1996	1006	2.3
Tunisia	Grand-Tunis	1993	1087	1.9
Uganda	Kampala	1996	1197	4.5
Zimbabwe	Harare	1996	1006	2.2
Argentina	Buenos Aires	1996	1000	5.8
Bolivia	La Paz	1996	999	1.4

Colombia	Rio De Janiero	1996	1000	8.0
Costa Rica	San Jose	1997	1000	4.3
Paraguay	Asuncion	1996	1000	2.7
China	Beijing	1994	2000	1.6
India	Bombay	1996	1200	1.9
Indonesia	Jakarta and Surabaya	1996	1400	2.7
Philippines	Manila	1996	1500	0.3
Albania	Tirana	1996	1200	6.0
Hungary	Budapest	1996	756	2.0

Source: who (2002)

Causes Of Sexual Violence (Sv)

Understanding the factors associated with a higher risk of sexual violence against women is complex, given the various forms that sexual violence can take and the numerous contexts within which it occurs. The ecological model proposes that violence results from factors operating at four levels: individual, relationship, community, and societal, as depicted in table 4.

Table 2: Showing The Ecological Factors With Indicators Of Sexual Violence Behavior

factors	Indicators
Individual factors	<ol style="list-style-type: none"> 1. Harmful or illicit use of alcohol or drugs; 2. Antisocial personality; 3. Limited education ; 4. Dressing indecently on the side of girls/ Seductive girls 5. Watching uncensored films 6. Hostility towards women

Relationship factors	<ul style="list-style-type: none"> 7. Exposure to intra-parental violence as a child 8. History of physical or sexual abuse as a child 9. Gang membership; 10. Emotionally unsupportive family environment
Community factors	<ul style="list-style-type: none"> 11. General tolerance of sexual assault within the community 12. Lack of institutional support from police and judicial system 13. Poverty 14. Lack of employment opportunities 15. Weak community sanctions against perpetrators of sexual violence
Societal factors	<ul style="list-style-type: none"> 16 traditional gender and social norms related to male superiority. 16. Societal norms are supportive of male dominance and sexual entitlement. 17. Weak laws and policies related to sexual violence 18. High levels of crime and other forms of violence

STRUCTURE OF THE CAUSES OF SEXUAL VIOLENCE

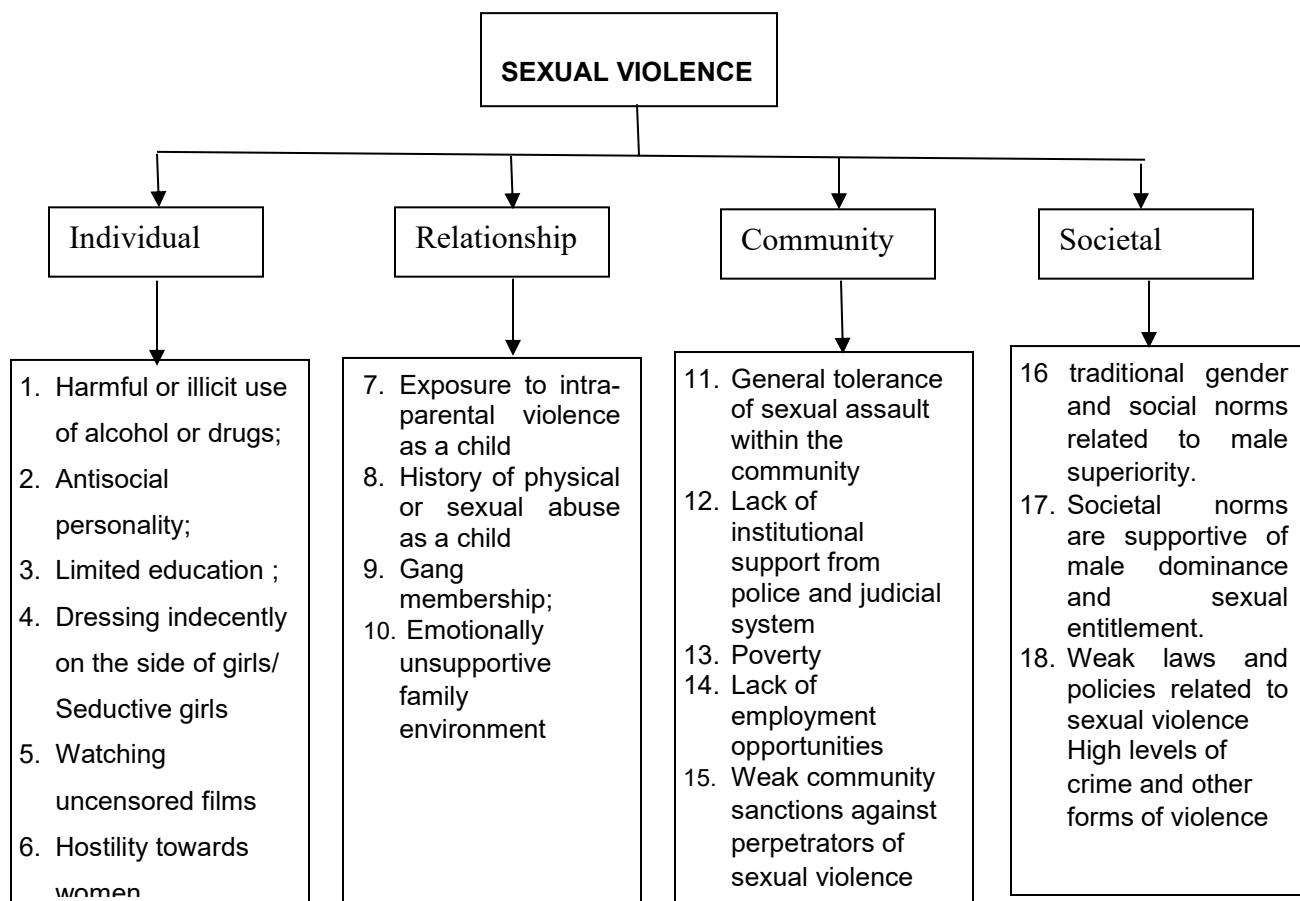


Figure 3: Structure of the causes of sexual violence

Religious Teaching About Sexual Violence

The Islamic perspective discusses rules of modesty, Relations between men and women, and families must be respected; there would be no sexual violence.

Islam teaches humanity to respect and honor women. It also prescribes strict moral codes for both men and women and holds each responsible for guarding their chastity. Allah says in the Quran 24:31, "And tell the believing women to lower their gaze and guard their private parts and not expose their adornment except that which (necessarily) appears thereof and to wrap (a portion of) their head covers over their chests. And not expose their adornment except to their husbands, their fathers, their sisters' sons, their women, that which their right hands possess, or those male attendants having no physical desire or children who are not yet aware of the private aspects of women." Therefore, women and men are instructed not to wear loose clothes and not figure revealing (skin-tight and body-hugging), not transparent, or see- the body parts that need to be covered.

Similarly, Islam forbids a woman to be alone with men that are not close relatives like her father, brother, uncle, husband, etc. Prophet Muhammad (peace be on him) said, "Whenever a man is alone with a woman (he is not a related to or married to), the Satan (Devil) is the third" (Ahmad and Tirmidhi). Islam also deals with sexual violence by prohibiting unnecessary mixing of women and men, whether in school or work, thus reducing the opportunities that may lead to molestation and rape.

Islamic University in Uganda has its institutional pillar anchored on Islamic values and the University rules and regulations, therefore, are against any forms of sexual violence. The Islamic University in Uganda's culture, therefore, discourages free mixing and emphasizes modesty. The Islamic University has structures that monitor staff and students' behavior such that it is detected. Any unwelcome sexual advances, requests for sexual favors, or unwanted physical, verbal, or non-verbal conduct of a sexual nature is punished. Students and lecturers are given rules and regulations that they should read, understand, and sign to adhere to.

Consequences Of Sexual Violence (Sv)

Sexual violence is substantial for those subjected to it, and those close to them, including relatives, friends, and/or peers, contribute to a social climate of fear. The effects of sexual violence are varied, as described below.

1. Psychological

Sexual violence is traumatic for many victims, and this trauma can be experienced as acute stress, anxiety, fear, and hyper vigilance. Survivors may experience shock and distress severe enough to result in suicide, and victims may deny having experienced violence and feel disgusted towards their experience. The dissemination of certain kinds of sexual violence on social media is likely to amplify victims' feelings of shame and psychological distress. Psychological impacts of sexual violence can also include sleep disturbances, such as insomnia or nightmares, post-traumatic stress disorder, and other mental health issues. Some victims cope with their trauma by escaping through work, television or video games, sport, food, etc. Those who have in this way seek to divert attention from memories, bottle up feelings that are difficult to bear, and regulate emotions related to the traumatic situation.

2. Physical

In addition to physical injuries, sexual violence may cause unwanted pregnancies and lead to various sexually transmitted diseases. The harm caused is not always immediate or visible, leading to complications. The physical consequences are amplified by the fact that victims are rarely examined by a doctor in the hours immediately after the assault because they fail to report the incident.

3. Social

Survivors may feel marginalized in their family, social, or school environments. Additionally, intimacy may be difficult or unpleasant for victims in their current or future relationships.

4. Academic

An experience of sexual violence may impact a student's academic performance causing difficulties concentrating and listening, absences, inability to hand in work or take exams, etc.

Several students may consider leaving the university because they feel unsafe, risk running into the alleged aggressor on-campus, or as a result, experience frequent flashbacks. Some victims consider switching universities, and some ultimately abandon their studies.

5. Economic

Sexual violence has multiple effects in that those who are discovered to have been raped, etc., cannot quickly empower themselves economically. This is because they are associated with evil, yet the victims are just forced to do so. In other words, such people cannot meet basic needs, lack income security, self-esteem, and efficacy are decreased, and cannot participate in community development issues with the required civic effectiveness.

Similarly, according to a 2013 report by the Gender, Labour and Social Development Ministry, it is estimated that in Uganda, 77.7% of primary school children and 82% of secondary children have experienced sexual abuse in schools. In two-thirds of cases, the perpetrators were teachers. Sexual violence between educators and learners is probably more than statistics indicate. As in the past, sexual violence in schools is ongoing worldwide and continues to affect the lives of victims. While there is a proliferation of research on the phenomenon of sexual violence in institutions of higher learning, there is an urgent need for the actors to refocus and tackle this problem right from the grass roots at primary and secondary schools. This one taboo has remained unspoken about in our society. It should be noted here that while teachers worldwide are expected to play a crucial role in addressing sexual violence, some have not taken the teaching profession as noble as it is supposed to be. They have remained part of the problem by commenting on their girl students, disadvantaging them in the classroom, or even approaching them for a sexual relationship.

The contradiction is what makes addressing sexual them for sexual violence in school so complex. Therefore, it is critical that clear rules and policies are present in the school and acted upon and that teachers are well prepared for this in their training. Put another way, sexual Violence in Uganda and elsewhere cannot be addressed by only saying that it is a bad thing and forbidding it in school; but needs a solid, active, and comprehensive approach.

The survey report by Action for Development (2009), Uganda is a signatory to the international agreements which require governments to put policy and legal frameworks to address Violence

Against Women; there is no specific law addressing violence against women and children and, in particular sexual violence. However, some provisions are applied to address the injustices arising from sexual violence, including the 1995 Constitution of Uganda, The Penal Code Act CAP 120, The Children Act CAP 59, and Uganda Human Rights Commission Act CAP 24, among others. These address incidents of assault or grievous bodily harm, indecent assault, defilement, rape, etc. For example, Chapter XIV articles 123-151 of the Penal Code Act (2000) identifies offenses against Morality and punishes three described forms of sexual violence that include Rape, Indecent, Assault, and Defilement.

Methodology

The qualitative content analysis was used to design the model that the education sector badly needs to curb the vice of sexual violence right from primary, secondary, and universities in Uganda. The researcher used available sources of information to answer the research question; which model will be applied by education institutions to stop the sexual violence vice in schools in Uganda. The research tool generated themes, concepts, and words to design the needed model.(Downe-Wamboldt, 1992; Drisko & Maschi, 2016). The method was used because of its wide application in investigating various data sources, including textual, audio, and visual (Kleinheksel, Rockich-Winston, Tawfik, & Wyatt, 2020; Medyawati & Mabruri, 2012). The method also adheres to the naturalistic paradigm, and the study concentrated on the conventional approach, ensuring trustworthiness during the process (Hsieh & Shannon, 2005). The defined categories or themes are generated from the reduction of the text, visuals, events, and phenomena (Harwood & Garry, 2003; Kohlbacher, 2006) to produce valid and reliable results for reporting.(Elo & Kyngäs, 2008; Lacy, Watson, Riffe, & Lovejoy, 2015).

Results

University Measures that address the Vice of Sexual Violence

1. Policies and regulations; Islamic University in Uganda's rules and regulations are anchored on Islamic law, which does not tolerate any form of disrespect to the opposite sex that can lead to sexual violence. The University rules and regulations recognize problems relating to sexual violence and state the commitment of the institution to

intervene against such abuse. The Islamic code of conduct has contributed to developing a culture of respect in which sexual violence is unacceptable.

2. Setting up specialized committees; the university has well-established special committees such as the Daawa Liaison and Community Outreach and University Disciplinary Committee as tools to instill discipline in students and staff that can, among others, prevent and fight against sexual violence in the university. These committees are composed of members from student unions and various groups of staff, human resources, security, and resources designated to receive reports. The role of such committees remains a preferred method to mobilize the university community against sexual violence and any other form of disciplinary misconduct.

3. The university has created awareness-raising campaigns; the Islamic University in Uganda has one of the best practices to fight against different forms of sexual violence, drug abuse, and other forms of indiscipline. The University has Members of Parliament and the Daawa Board, which reminds students regularly and teaches the morals that are expected of them according to the holy Quran. The Holy Quran 3: 104 says, "And let there be [arising] from you a nation is inviting to [all that is] good, enjoying what is right and forbidding what is wrong, and those will be successful." The government and other stakeholders can use written materials, lectures, interactive sessions by religious leaders, counselors, professionals, and peer educators, and community members to prevent sexual violence in education institutions.

4. Reducing risk factors; The University rules that do not allow free mixing, whether by students or staff, have helped reduce the potentially dangerous risky encounters in the University community. The university has a female campus designed to minimize the risks of opposite-sex meetings and encourage girls to concentrate on their studies. The campus has eliminated or mitigated such risks and provided students and the general university community with a safer research and work environment. Islam forbids a woman to be alone with men that are not close relatives like father, brother, uncle, husband, etc. Therefore, Islamic University in Uganda (IUIU) deals with sexual violence

by prohibiting unnecessary mixing of women and men on campus, thus reducing opportunities that may lead to molestation and rape.

5. The University dress code; at Islamic University in Uganda, students and staff are instructed to wear loose dresses. The dress should not reveal the shape; skin-tight and body-hugging, transparent. Students should not imitate the clothing of the opposite sex or cross-dress, and the skirt covers the body parts that need to be covered.
6. The university rules and regulations are very clear about prohibiting visits to female hostels by the opposite sex. While other Universities encourage "Visits" by the opposite sex, this is not conceivable in IUIU culture, and students themselves allow any of their colleagues to do it.
7. Conducting regular meetings with female students by the wardens; the primary function of the IUIU is to nurture our girls to have self-confidence and grow up as responsible citizens who have the duty and obligation to determine their destiny without any outside forces. This has done well and has considerably reduced discipline cases handled by the University structure.
8. The University has ensured that entertainment is done within the Islamic framework. The university has various tribes locally and internationally. It has encouraged all tribes, both associations, to register so that out of many, we are one, and we can understand each other because of the Quran 49:13: "O humankind! We have created you from a male and a female and made you into nations and tribes that you may know one another...."
9. Establishment of the office of counselor; There is no truth to service and realism if we avoid the fact that some of the students have less exposure and many challenges when they come to the university. With this in mind, The office is managed by an expert female officer who has helped students and staff to fulfill their academic and social potential obligations in many ways.

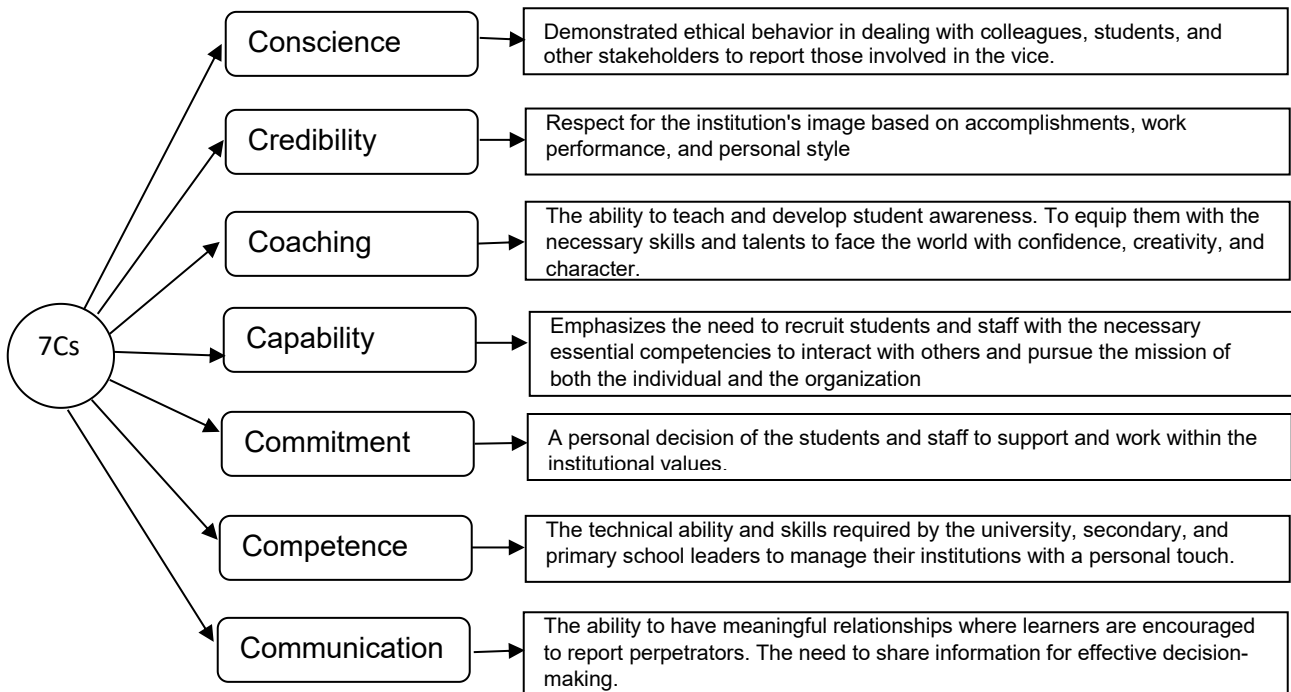


Figure 4: The 7-Cs Model To Combat Sexual Violence

Conclusion

In conclusion, all stakeholders should understand the critical role that is required in curbing sexual violence. Universities should not only be looked at as centers of excellence in knowledge creation and management but also centers of moral values, citizenship behavior, and integrity. The sexual violence problem, like any other vice in our society, should be addressed using a multidimensional approach to tackle this vice right from the primary level stage, if not even before schooling age. Educational leaders and staff must be trained and/or given refresher courses to acquire technical excellence and effectiveness. The team needs to work with the required trustworthiness and respect and demonstrate the kind of care that can make our institutions operate within the values enshrined in the National Motto " For God and My County".

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