

Major Challenges faced by female students and the role
of the Yellow movement in empowering female students,
the case of Addis Ababa University.

by

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This is to certify that the thesis research prepared by Addisalem Berhane entitled *Major Challenges faced by female students and the role of the Yellow movement in empowering female students, the case of Addis Ababa University* and submitted to the School of Social Work, Addis Ababa University for the Partial Fulfillment of the Degree of Master in Social Work.

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Acronyms

MDG: Minimum Development Goal

SHG: Self-Help Groups

UN: United Nations

UNESCO : United Nations Educational, Scientific and Cultural Organization

WHM: Women Health Movement

USA: United State of America

Abstract

Literature reviews show significant challenges female students face in universities and the power and impact of social movements in solving challenges faced by specific groups within a given society. This study was intended to explore the challenges the female students face in Addis Ababa University and the role of the yellow movement in empowering female students with the Addis Ababa University. The specific objective of this study is to explore the type of challenges female students face, explore the types of services provided by the yellow movement, explore the type of empowerment the yellow movement brought on female students and examine if policy or structural level changes have been brought as a result of the yellow movement in the Addis Ababa University.

The study applied a qualitative study method with an In-depth interview, key informant interview, and desk review methods of data collection. The primary participants of this study are female students that are both beneficiaries and the members of the yellow movement. While in-depth interview has been conducted with the female students that are beneficiaries and members of the movement; Key informant interview has been conducted with the movement's Co-founder and the Addis Ababa university Gender office director.

The study explored female students in the Addis Ababa University face significant challenges such as Sexual harassment and abuse, financial constraints, and lack of gender-sensitive psychical environment and policy. About the challenges, female students faced the yellow movement provided a safe space and the solidarity for female students to discuss issues of sexual reproductive, gender-based violence issues, and women empowerment opportunities. The movement through activism and advocacy events, mentorship programs, book clubs, and capacity building training in the university provided female students the opportunity to raise their confidence and empower them to voice their gender-related issues. The study also explored that the movement empowers female students economically through fundraising programs. The movement also influences the Addis Ababa University structure and policy by providing legal aid support for female students dealing with sexual harassment and abuse and being engaged in the revision of the university's code of conduct to ensure anti-sexual harassment articles are included in the policy.

Keywords: *Female students, Challenges of female students, social movements empowering female students, Women Empowerment through education.*

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Chapter One

Introduction

1.1. Background of the study

Female students face challenges in higher education. A study about female adult students enrolled in higher education by Xin Lin (2016) showed that having a double household burden, issues of self-confidence, and lesser support from their family are significant challenges. Other Data also confirms that these challenges are also sources of unease given the lack of social support within the higher education system (Xin Lin).

In a 2014 study of educational challenges of female students in physical education (Dutamo) specifically also mentions that socio-cultural and economic problems as significant challenges female students face in universities. In regards to the socio-economic challenges, a study of challenges and opportunities of female students in secondary schools of Gulele sub-city by Shumye (2018) showed that educational materials related expenditures and lack of family financial support is another constraint female students face.

Apart from self-confidence and socio-economic constraints, the inexistence of engaging activities within the school is another challenge that female students face as a study of lived experiences of female students with visual impairment within the Addis Ababa university Kifle(2017). Different entities and actors implement women empowerment programs. In a study of women's empowerment initiative in Pakistan by Soharwardi, Khan and Khalid, (2014), explored that the government held the more significant share of empowering women by showing an optimism to facilitate essential inputs such as improving the education system and providing infrastructure.

Highlighting women empowerment practice in Bangladesh (2014), Rajalakshmi and Arumugasamy explained that self-help groups (SHGs) played a more significant role in creating awareness about developed laws to protect women and raising their awareness about their rights. Parallel to this, other entities and establishments such as the media significantly contribute to the mission of empowering women. (Gupta, 2018) explains that in India, despite the discrimination women face as a result of the system, media is founded to significantly influence the community's and larger public's attitude toward women's role in society.

Similar Studies analyzed the roles played by different sectors on empowering women. (Tesfaye,2014) conducted a study on the role played by adult literacy in empowering women, where she confirms in her findings women having access to adult literacy ensures for them to be empowered. Additionally, to enhance women's economic status, micro- finances are also considered to be the driving forces of an increase in self-confidence and ensuring harmony in the house is in place as a result of decreased domestic gender-based violence (Hilesilasi, 2007),

In conclusion, female students face significant challenges in schools that affect their academic performance, and different types of programs are designed to address the challenges of women in different stages. Therefore, this study explores the challenges faced by female students and the role of the Yellow movement in empowering female students in the Addis Ababa University.

1.2. Statement of the problem

Studies show that poverty acts as the primary barrier to women accessing education. (UNESCO, 2011) In Ethiopian society, socio-cultural factors such as social norms and traditional practices about the role and position of women, gender-based violence, early

marriage, and teenage pregnancy seem to affect female students' access and even complete their education. As examined by Tenaw(2018), significant factors affecting female students are inaccessibility or absence of venue to conduct their readings safely, gender-related stereotypes, and unnecessary and inappropriate interactions from school administrators and instructors and, of course, sexual exploitation and abuse.

"Social movement is a self-conscious, independent movement of the immense majority, in the interests of the immense majority" (Marx & Engels 1958:1, 44). In Ethiopia, the attempts to empower women have travelled through decades. As part of empowerment programs that aim to respond to the challenges faced by women, social movements are also proved to bring the intended positive outcome. Globally, women's suffrage movements and the recent one, which is the "#me too" movements, have been recorded to be the most potent definite response form the public fighting from women's issues. Fortunately, Ethiopia is also among the countries that exhibited the power of change brought by social movements. To mention one, as written by Zewdie(2014)in her book that looked deeper into the struggles of women in Ethiopia within the political reformation, the "students movements" presents as among strong movements that are result oriented that fought for the right of the nation demanding the land right to the nation. In Ethiopia, social movements were formed not only in demanding land reformation rights but also in political liberation, as Prunier(2008) states about the Oromo Liberation Front (OLF). This social movement has been organized to fight for the ethnic rights of the Oromo nation.

The yellow movement is also identified as the feminist social movement. This movement has been organized and established by instructors and students of the law department in the Addis Ababa University (Robinson, 2017). In a study that examined the need for feminism in Ethiopia conducted by Alemayehu(2017), the study presents the services and feminist perception of the yellow movement from the members' and founders'

perception. This study will primarily take into the consideration of female students' major challenges and what role has been played by the yellow movement in empowering the female students in the Addis Ababa University.

Challenges of female students and the need for empowerment is a sensitive topic. Many researchers show that in developing countries, female students' dropping out of schools is higher. Local studies assess challenges faced by female students in Gulale cub city, kolfe keranyo sub-city, even the ones conducted in the Addis Ababa University assess female students' with disabilities and female students' challenges in physical education. Global studies also look into female married students' challenges in Nigeria, adolescent girls' challenges in secondary schools in India, challenges of female students in engineering departments, and the like. Studies that look into significant challenges faced by female students in the Addis Ababa University without any specific disability issues are not present.

Many studies assess and examine what contributed to the success of women empowerment programs such as the Self Help Groups, the role of micro finances, the role of the media, the role of adult literacy institutions, and the like. Studies on social movements in brining political, economic, ethnic, and religious equality are also conducted and shared widely. However, studies that look into the role of social movements in empowering female students in universities are inexistent to the time of this study has been conducted.

Understanding the knowledge gap stated above, this study explored the significant challenges faced by female students and the role played by the yellow movement in empowering female students in the case of the Addis Ababa University.

1.2.1. Research questions

1. What are the significant constraints female students face in the Addis Ababa University?
2. What types of services are provided by the yellow movement in Addis Ababa University?
3. How does the yellow movement empower female students about the challenges faced?
4. What the yellow movement has brought on structural or policy level change in Addis Ababa University?

1.3 Objective of the study

1.3.1 General objective

The study's general objective is to explore the significant challenges faced by female students and the role of the yellow movement in empowering female students in the Addis Ababa University.

1.3.2 Specific objectives

1. To explore significant constraints female students face in the Addis Ababa University.
2. To explore the types of services provided by the yellow movement in Addis Ababa University.
3. To examine the types of empowerment the yellow movement provided to female students about the challenges they faced.
4. To indicate structural or policy level change the yellow movement brought within the Addis Ababa University.

1.4. Significance of the study:

The study provided more in-depth information on major challenges faced by female students a significant amount of information on the role played by the yellow movement in empowering female students at Addis Ababa University. The study's findings create an enabling environment for female students with in the Addis Ababa University and strengthening the concept of collective power such as the yellow movement in being an empowerment initiative.

Social movements are expected to mobilize local funds; the findings from this study will influence potential agencies in allocating more financial resources that will in turn be an input to empower female students mainly economically. Currently, non-governmental organizations have a wider reach in developmental and humanitarian responses. The findings are additional resources to utilize movements for the same cause of empowering women and maximize the scope of social movements through a wider alliance and partnership with civil society organization.

The lessons learnt from this studyguide the formation of new social movements by taking the practices and experiences of the yellow movement.

1.5.Scope of the study

The study's scope is limited to the Addis Ababa University as the yellow movement is initially established within this university. To study the challenges faced by female students and the changes brought by the yellow movement, this study is limited to the experiences of female students that had benefited from the service of the movement or have been members of the movement. Primary participants Selection is based on the length of female students' stay in the university, which is more than a year and above. The researcher believes that choosing female students that have been within the university for more than a year had longer

exposure both to the challenges and the service provided by the movement or their experience as members of the movement. Primary participants' selection is also based on their sex, which is female students and their exposure to either the service or the membership of the movement.

The study focused on exploring the challenges of female students and the role played by the yellow movement in empowering the female students at Addis Ababa University. The Yellow movement Co-founders and the university Gender officials participated in the study to understand the magnitude and validity of the services the movement provided or the role played by the movement.

On the structural or policy influence, the study assessed significant policy or structural changes that have been brought within the university as a result of the yellow movements. Hence the study engaged the movement co-founder and the gender office director as a key informant.

1.6.Organization of the study

The paper is organized in six chapters; the first chapter contains an introduction, the background of the study, statement of the problem, research questions, study's objective, the significance of the study, and the scope of the study. The second chapter focus on a literature review that looks into findings from global and national researchers, journals, and authors on challenges faced by female students, social movements and its contribution to empowering women. The third chapter, where the researcher showed the methods of data, how It was collected, analyzed, and transcribed during the study. It also shows how targets were selected and the selection criteria. In the fourth chapter, the data is presented based on the qualitative method collection analyzed and organized to its meaning and significance according to the research questions the researcher intends to answer. The fifth chapter portrays the discussion

of findings from the data analysis based on the research questions. The last chapter, which is the sixth is where the researcher presented the summary, conclusion, and the implication of the study.

Chapter Two

Literature Review

This chapter looks into the existing literature that is related to the study. The review of the literature starts from exploring the significant challenges female students face as an initial step. The chapter then looks into the concept of Social Movements and the history of social movements globally and locally. The chapter finally presents literature on the roles of social movements, women's movements, and the concept of empowering women through education.

2.1. Factors affecting female students in schools

The challenges of female students in schools are a universal issue, and these discriminations arise as a result of their gender (Cherotich, 2016). Female students are exposed to different kinds of discriminatory acts such as sexual harassment and gender-based related issues as Poudel(2018) concludes female students in higher learnings have concerns about safety and security within the campus premises. In addition, this study also confirms that perpetrators of violent actions are mainly male students and university staff.

Among factors affecting female students in Ethiopia, as presented by Gezahegn(2016), lack of mentors and role models and facilities and systems that are Gender-sensitive are identified mainly. Mentorship and role modelling are two essential approaches used in the strive to minimize challenges faced by female students in educational structures. After joining higher learning facilities, female students struggle to engage in the academic process at the same level as their male counterparts within the university, which mainly shows the environment affecting female students' self-confidence (Cherotich, 2018). Another challenge faced by female students in schools is economic constraints. In higher education systems, female students are required to cover expenditures such as academic materials and

other health and sanitation equipment. In a journal developed in 2011, it was also explored by (Ngozi) that female students are challenged to maintain their academic status and stay in school due to financial constraints. This study also confirms that the lack of financial support is the main reason female students are forced to drop out of schools.

Last but not least, Female students are not only discriminated against by the socio-cultural set-up of the university community and the socio-economic structure but also the schools' and universities' structural set-up. A study conducted by Mbah(2014) also emphasize on tertiary institutions lack strong policies that look into and take the proper action in the event when female students face sexual harassment by male students and the administrative staff of universities. Hence female students also face structural and policy-level constraints due to gender insensitive administrations within universities.

2.2. Social Movements

2.2.1 The concept of social movements and their services

Social movements are establishments formed with their own specific purpose. Johnson (2013) explains that social movements are political and action-oriented groups that respond to the needs of their constituents that may be organized in different forms, from local to international level. Johnson also explains that social movements are established when there is a need to respond to certain types of exclusion of a particular part of the community. Collective action is required to bring change and secure the rights of those marginalized.

Social movements have their types and means to resources. As Diani (1997) confirms, there are three main components of social movements: networks of relations where individuals can create their networks and build support systems, collective identity more focused on solidarity among movement members, and solving conflict issues and utilizing human and material resources. A journal by the Global media Journal (2012) also explains

that social movements are the source of networking and communication for their members. The term used by this journal, which is "information activism" refers to the movements providing their members with the appropriate skills and information that will, in turn, allow them to have the capacity and skills to lead the movement's agenda.

Social movements are proven to be effective in influencing policy agendas:

In the past decade, there has been extensive research on the political consequences of movements. The most significant and best-studied movements have been shown to be politically influential in various ways, and movement protest is especially influential in helping to set policy agendas. Scholars have also been advancing beyond initial one-factor hypotheses derived mainly from analyses of mobilization and have theorized about the politically mediated effects of movements. (Amneta, Caren, Chiarello and Sul, 2010; pp 14.15).

In conclusion, the primary common feature of social movements involves organized community members with somewhat similar experience perusing similar agendas through their collective power (CARE 2019). Hence social movements are collective actions organized by groups of individuals, facing similar problems and sharing mutual agendas of changes.

2.2.2. The history of social and women movements

2.2.2.1 Global Movements

Globally, throughout history, there have been several social movements such as The Women's Liberation Movement that sought to change the political and social landscape for how women were treated in the workplace (Johnson, 2013). The women's suffrage movement is also among the most prominent movement in history. The movement was established to bring a political reformation for women residents in the USA so they can have the right to

vote. According to the journal by McCammon, Campbell, Granberg, and Christine (2001), the women's suffrage movement provided a significant opportunity for women to vote and have the right to influence gender-sensitive policies and structures in the existing political agenda of the state. Social movements are studied to fight for individuals' sexual rights such as the LGBT movement that fought for the rights of individuals that have been forced to hide their sexual orientation in the USA. Through a consistent advocacy and resistance against the social stigma on homosexuality, as a result of this movement these individuals evidently were accepted as legal residents and access their rights in some states (Stanton, 2013).

Social movements also serve as a platform that brings into the public's attention about the gender-based violence that occurs in multidisciplinary sectors as below:

The Me Too movement (or #Me Too) is a movement against sexual harassment and assault. #MeToo spread on social media in October 2017, and then it revealed the prevalence and magnitude of problems with sexual harassment and assault, especially in the workplace, including academia and medicine. Research showed that about 30% of women and 4% of men among U.S. academic medical faculty members reported experiencing sexual harassment. Others reported that 60% of medical trainees and students experienced harassment or discrimination during training (Lee. 2018 May; 15(5): 433).

Other movements have also taken place to fight against gender-based violations. Through the 1977 women's movements have also increased rapidly in India, intending to fight against sexual abuse and harassment, domestic violence, and claiming the right to control over resources by women (Ray, 2002).

Movements have a history of serving to fight against ethnic-based discrimination. To mention one; the civil rights movement against racial segregation is another movement that

had brought massive changes in the lives of black residents in the northern USA to end discriminatory practices against black nations (Rosenburg, 2004).

Africa also has a longstanding history of services by social movements as below:

social movements in post-colonial Africa, 1960 – 75 The initial post-colonial period, from the early 1960s until around the mid to late 1970s, saw the emergence of a post-independence state dominated by a centralised ruling party, which tended to view the autonomous social movements that had played an important role in mobilising anti-colonial discontent as a threat to or distraction from the central project of national-develop mentalism dominated by the post-colonial state(Larmer, 2010, pp-225).

2.2.2.2. Movements in Ethiopia

In Ethiopia, movements are also observed to serve different groups of individuals. A study conducted in 2007 that looked into the liberation movements in Ethiopia (Jalata) shows that the Oromo nationalist movement is among the movements witnessed in Ethiopia that had an outstanding agenda of liberating the Oromo nations from the brutal political leadership that was in power at that time.

The land reformation movement that was formed and led by university students is also another movement in Ethiopia. As written by Zewdie(2014), The nature of this movement confirms that it has been established to request an economic right of the civilians residing in Ethiopia. As written by Ostebo(2007), in 1991 Ethiopia has also experienced a religious movement titled the Islamic reform movement. The study shows that this movement has been established by Muslim nations fighting for the recognition of the religion.

(Alemayehu, 2018) examined Ethiopia's feminism and the actors. In her study, *setawet* and the *yellow movement* have been presented portraying the experiences of the movement founders in their fight for feminism in Ethiopia. Moreover, the study looked into African

feminism and the interplay with Ethiopia's cultural transformation. This shows that women's movements played a significant role in Ethiopia as well as other countries in the west and in Africa.

2.3. Women empowerment through education

(Ogato, 2013) empowering women is a process that starts from the bottom with a strategic intention of raising awareness about their rights, challenges the power relations, and also providing a capacity-building platform. women empowerment is initially to start from enlightening women on their rights then followed by building their solidarity to fight against the discriminatory act collectively and finally challenging systems and policies to create an enabling environment. (Ogato, 2013) concurrently confirms that education is an effective way of empowering women by creating an enabling environment for women through transforming structures and policies.

(Lin, 2016) explained that the personal and social challenges are dire for female adult students. Their commitment to multiple roles, lower self-confidence, and inadequate family and social support generate a higher level of stress and anxiety among female students than their male counterparts. Such social and individual stressors increase the higher risk of dropping out of school among female adult students. Therefore, it is essential to provide external support for female adult students with the life and technical skills to cope with the multidimensional vulnerabilities they face. Social movements are founded to play significant role in making sure individuals are empowered by organizing the required collective power for the aspired changed.

The above studies and reviews are focused on the outcomes by social and women movements in the political and social sphere. Studies in local movements in Ethiopia also show that most of the movements are projected towards providing political, economic, and

religious freedom to the public. The findings from the above literature review implied the need to look into the role of social movements in the education sector. The study conducted on the *Setawit* and *yellow movements* emphasize more on the feminism perception in Ethiopia as a result of the movements. Studies around major challenges faced by female students in the Addis Ababa University and the role played by the yellow movement in empowering female students are non-existent. This study will, therefore, explore the challenges of female students and the role of the yellow movement in empowering female students in the Addis Ababa University.

2.4. Theoretical framework and social work practice

In social science, various theories and practices explain to understand women's empowerment and collective action of society for change. The researcher reviewed and presented the below:

2.4.1. Feminist theory

In sociology, the feminist theory is classified into radical and liberal feminism. While these theories are different in their specific agendas, both feminism fight for women's rights and advocate for equality (Howe, 2008). The feminist theory starts by recognizing that women are not given equal opportunity in several sectors and showing the need to challenge both socio-cultural and political structures. This theory also looks into the importance of balancing the power relations between women and men and considering women's issues in any formal and informal interaction to ensure that women are not discriminated against.

2.4.2. Postmodern feminism

Postmodern feminism, as explained by Roberta, Sands, and Kathleen (1992), is a school of thought that acknowledges in women's collective power to challenge and transform the community's social and political stand and free themselves from discrimination.

This school of thought supports the concept for women to have access to the social, economic, and political resources in their community, bringing their collective power in an organized way such as social movements is crucial. As several studies present, empowering women should start from building their individual skills to creating collective power and eventually transforming existing structures and policies that are in favour of women's specific needs.

Chapter Three

Research Method

3.1. Researcher's Stance

The study followed *social constructivist* worldview. Hence, the research followed inductive approach through making meaning out of the data collected from the primary participants, which were female students that have been either beneficiaries of the service or members of the yellow movement in Addis Ababa University. Constructivist worldview enabled the researcher to understand the meaning challenges and empowerment through the lenses of the participants as the researcher believes that social reality is subject. Thus the researcher was interested in obtaining rich understanding of both the female student's challenges in the university and their experience and view on the role played by the Yellow Movement in being the source of empowerment.

3.2 Research Design

This research used a qualitative phenomenological research design to explore the challenges female students and examine the role played by the yellow movement in empowering female students at Addis Ababa University. Qualitative research helps the researcher undertake an in-depth analysis of data collected from a small number of respondents by using observation, interviews, focus group discussion, and document analysis (Creswell, 2009).

Phenomenological research is a beneficial method in order to study the lived experience of a particular group. The fundamental goal of this method is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). The researcher followed an exploratory case study to explore the challenges of female students and the role

played by the yellow movement in empowering female students in the case of Addis Ababa University.

3.3 Study Area

Addis Ababa University is established in 1950, making it the largest university in Ethiopia. The university has 47,610 students and 8,709 staff. The university has ten colleges, 12 research, and teaching institutions and 12 schools. This study is conducted in the Addis Ababa University College of social science (main campus) located in Addis Ababa at 6-kilo village.

The yellow movement is a youth-led feminist movement established in 2011 at the Addis Ababa University. The movement was established by students and instructors of the law department within the university. The movement was established in response to a gruesome attack that took place on a woman living in Addis Ababa that has been brutally attacked by her husband. The victim lost the site of both her eyes during the attack.

3.4 Sampling

The researcher employed non-probability, purposive sampling method to explore changes of female students and the role of the yellow movement in empowering female students in Addis Ababa University. The primary participants are, i.e., female students that have either been part of the yellow movement as members or beneficiaries of its services in Addis Ababa University. The selection of primary participants relied based on their relevance to the purpose of the study. Hence they were recruited using the following inclusion criteria: (1) being in the University for a Minimum of one year and above, (2) being female students, and (3) being beneficiaries or members of the movement.

3.5 Sample size

In this study, a total of 14 female students who have been beneficiaries or members of the Yellow movement in Addis Ababa University participated. Out of these participants, 8 were members, while 6 of them were beneficiaries of its services. Two key informant interviews were conducted with the yellow movement co-founder and Gender office director of Addis Ababa University.

3.6 Method of Data Collection

3.6.1 Data source

This study's primary data were collected from female students in Addis Ababa University who had been beneficiaries and members of the yellow movements. Moreover, key informant interviews had also been used to supplement the data. In the key informant interview, the yellow movement Co-founder and the Gender office director in Addis Ababa University have participated. The founder of the movement was not included in this study due to availability issues.

3.6.2 Data collection methods

Key Informant Interview

A key informant interview (KII) was conducted to collect qualitative data. Key informant interviews (KII) help the researcher gather sufficient information about the issue under study and share the people's experiences.

The key informants were chosen based on their knowledge of the subject and their experiences in benefiting from the movement and organizing and participating in social movements. Thus, the yellow movement co-founder and gender office director have been the key informants in this study. A semi-structured interview guide has been developed to conduct the key informant interview. The key informants have been presented with an introduction and the purpose of the study as an interview guide. Significant areas of questions

for the key informants focused on the types of services provided by the movement and the relevance of the services about empowering female students in the Addis Ababa University. The key informants were also requested to their consent to proceed with the interview. After receiving the consent, an interview has been scheduled for June 1st and June 2nd, 2020, respectively.

Key informant interview modality followed a phone call and zoom audio call to avoid the risk of exposure to the recent pandemic that is COVID-19. The respondents preferred to be interviewed remotely and selected appropriate time of interview. Therefore the researcher used both phone calls and zoom audio calls depending on the preference of respondents. The researcher used intensive note-taking during the key informant interview. As the researcher sought to review the expert's knowledge by the key informant, WH questions have been used to conduct the interview. Key informant interview has taken a maximum of 30 minutes on average.

In-depth Interview

To get relevant data on the movement's role in empowering female students, the researcher conducted an in-depth interview. A semi-structured interview guide has been developed to conduct an in-depth interview. An interview guide on issues of confidentiality and consent has been presented to respondents. After reviewing the guide and receiving the respondents' consent, an interview date has been scheduled from March 29th – April 17th, 2019. The researcher used a remote interview technic given the current issues of COVID-19; hence both phone call and zoom (virtual video conference call) have been used. The interview guide contained questions about significant challenges faced by female students, the role of the yellow movement in empowering female students, the types of empowerment

female students received by the yellow movements, and any structural influence the movement brought in the university.

Responses have been recorded through an intensive note-taking and an audio recording through a phone application. For respondents that have provided their consent to be recorded, the researcher conducted an audio recording. Since the researcher's stance was constructive, Probing was the primary data collection method used during in-depth interviews. The interview has taken a minimum of 40 minutes on average.

Document review

Relevant documents have been reviewed to understand the background of the movement, establishment process, and to gather data on the types of services provided by the movement. A registry form in an excel sheet format has also been collected from the Gender office in the university to gather data on the demography of female students that have been receiving financial support by the movement. A word document of the general background on the movement has also been collected from the yellow movement members. The researcher extracted the findings from the above documents and recorded them using a simple word format.

3.7. Method of Data Analysis

As the research focuses on exploring major challenged female students in Addis Ababa university face and the role of the yellow movement in empowering the female students, primary data collection followed through in-depth interviews and key informant interviews mainly. Given the recent pandemic COVID-19, face-to-face interviews have been replaced by phone call and zoom technology to reach the primary participants and key informant interviewees. As a result, the researcher was not able to capture observational data during the phone call interviews. The pandemic has also been the reason why some scheduled

interviews were postponed by some respondents. A note has been taken during all the interviews, and voice recording has been used with respondents that have provided their consent.

The researcher listened and re-listened the recorded responses to get a sense of data. Data has been transcribed with the help of memos that have been taken during the interview. Even though the interviews were conducted remotely with phonecalls and zoom calls, expressions such as pause, silence, and laughter have been considered during the transcription of data. The researcher herself translated the transcribed data, and the accuracy of translation has been ensured through a rigorous check and re-checking of the audio and written recording of data.

The researcher transcribed findings from the in-depth interview and categorized responses based on similarity. A similar line of stories was manually put together to create themes. The researcher followed inductive approaches to ensure that themes have emerged from the data. Once several themes have been developed, related themes have were put t together to create major themes. In this process, all data collected from the three groups of participants and the document review brought together the purpose of data triangulation.

3.8. Ethical considerations

During the assessment, the researcher ensured there was no harm by being participated in the study. As the study is qualitative, in-depth interviews required recording responses to make sure information is captured accurately, therefore the researcher made clear to have the full consent of participants before beginning the interview. As the study also explored the types of challenges faced by female students in the Addis Ababa University, the researcher followed the ethics of confidentiality and ensured participants' identities remained anonymous. The researcher protected the identity of participants by using Pseudonyms.

During an in-depth interview with the female students, in the event where sexual abuse or assault cases were mentioned, the researcher showed sensitivity to the matter and carry the interview with integrity. The researcher also informed participants that they reserved the full right to withdraw from the interview at any time necessary.

Chapter Four

Finding

4.1 Data presentation

This chapter presents the findings from the study gathered through in-depth interviews, key informant interviews, and document reviews. In this chapter, the background of respondents, significant challenges female students face within the university, what major activities and services are provided by the yellow movement, and the Yellow movement's achievements in responding to the challenges faced by female students is outlined.

4.1.1 Participant profile

The study intended to understand the challenges faced by female students and the role of the yellow movement in empowering female students within the Addis Ababa University. As the study considers the challenges of female students and their experience with the yellow movement, this study has female students that have been with the yellow movements in Addis Ababa University for more than a year as primary participants.

No.	Participant	Academic year	Department	Type of respondent
1	Alem Zewdu	2 nd year	Law	Member
2	Helen Girma	3 rd year	Law	Member
3	Sinke Ayele	2 nd year	law	Beneficiary
4	Mekdes Almaw	3 rd year	Law	Beneficiary
5	Tinebeb Girma	5 th year	Law	Member
6	Serkadis Seyoum	3 rd year	Law	Member
7	Elisabeth Feleke	2 nd year	Special needs	Beneficiary
8	Merhawit Abay	2 nd year	Special Needs	Beneficiary
9	Biclhash fikru	2 nd year	Journalism	Member

10	Hermela Hagos	2 nd year	Journalism	Beneficiary
11	Meskerem Gezahegn	2 nd year	Journalism	Member
12	Hiwot Yihun	3 rd year	Political science and international studies	Beneficiary
13	Teyent Abayneh	5 th year	Political science and international studies	Member
14	Nadia Ahmed	4 th year	Political science and international studies	Member

Table 4.1. Respondents' background information

4.2. Major challenges faced by female students within the Addis Ababa University.

4.2.1. Sexual harassment and abuse

The result of the in-depth interview showed that sexual assault and harassments are common challenges during their stay within the university. Respondents explained that female students are often required to walk a long distance within the university from a dormitory to libraries. Hence, Findings declare that male campus security guards harass female students; they cannot move freely on campus after dark. Helen, a 3rd-year student in Law Department, explains the situation as below:

The challenges I face for being a female student are walking to and from the library in the dark because there are no street lights and it's very dark at night, which can lead us to harmful incidents. During exam seasons, we are forced to stay late at the library, and when we finish our study, we have to walk in a group to our dormitory.

An in-depth interview showed that another form of abuse experienced by female students in the university is non-consensual grabbing and touching of body parts by male students, attempting to attack and throwing items by male students. Such abuses are caused mainly

when female students decline questions of dating by male students. Belittling, using strong and yet derogative terms and publicly insulting, are among the emotional abuse faced by female students within the university. Teyent, 5th-year political science and international relations student explain this as below:

The challenges I encounter are not different from any other challenges female students face inside of the campus such as catcalling (lekefa in Amharic), harassment to gain phone numbers, and other forms of verbal abuse. Usually, if we are not interested in dating and when we decline male students' requests on such matters, the response No is not understood as "No", hence attempt to attack us, calling us names, and all are quite common.

It was understood that catcalling (lekefa in Amharic) is common practice within the university. Female students that participated in the in-depth interview explained that even walking in the compound where men are standing in groups requires extra energy from female students. This practice is quite common in the compound. Catcalling is understood as a regular and enjoyable act by male students that quite often is practiced. Female students in the study explained that, as it makes them feel objectified, being catcalled is not something appreciated by female students.

In-depth interview respondents demonstrated that male students belittle female students within classrooms. The feeling expressed is as if female students have to prove themselves twice than the male students in classrooms to earn similar grades. This is not portrayed by the department and faculty members instead by male students. Respondents from the law department expressed that since male students project the concept of the

incapability towards female students, the female students had to be rough and harsh that coasted them their identity. The 2nd year student Alem explains this scenario as below:

When I first joined law school, I was expecting a very conducive environment. As I passed the first semester, I noticed that male students do not take us female students seriously. Even sometimes, it feels like they think we are only there to make it through the first year only. So I had to be harsh and rough to be accepted as a serious student.

4.2.2. Access to sanitary pads and Educational materials

The in-depth interview finding revealed that among the challenges faced by female students in Addis Ababa University are related to financial problems. These challenges are not being able to afford sanitary pads that would distract them from their education and not be able to attend classes. Female students from lower economic backgrounds stated that as they have no one to support them financially and also not to bother their struggling families, they tend to face financial constraints explained above.

An in-depth interview demonstrated that female students also struggle financially to afford the different academic materials required by their departments. Students are given the order to photocopy academic materials, and those with financial constraints struggle in accessing these materials at the required time. Key informant interviews with the Gender Office Director confirmed that female students even struggle to graduate due to their financial constraints to conduct their thesis. The Special Needs department 2nd-year student, Elisabeth demonstrates her situation as follows:

Since I have come from a low-income family, I usually struggle to cover my basic needs such as transportation, to purchase sanitary pads, purchasing books, and printing learning materials. These costs might seem insignificant, but since it is a fixed cost, it requires a continuous financial source. Even if my family sends me money, it might be once every four months or so, and the amount is minimal. I used to borrow copies of other students to read in order to keep up with the class.

4.2.3 Lack of gender-sensitive policy

In-depth interview findings show that another female student is challenged in gender-sensitive policies within the university. The university has a policy/ code of conduct where the entire campus community is governed by, but the policy lacks to see female students' challenges. Issues of sexual harassment and abuse and gender-based violence are not considered within the policy. In-depth interview findings demonstrate that female students within the university are not confident enough by the system that is strong enough to respond to their challenges resulting from sexual harassment and abuse. Tinebeb explains the below experience as follow:

When I joined Addis Ababa University, it had a code of conduct inclusive of all the basic rules and regulations for every student. There is a section related to gender equality in the code of conduct, but it does not have a specific policy on action against sexual harassment and abuse. Back then, female students were not very confident to report sexual harassment issues to their departments; they do not even discuss it among them.

It was explored that proper action against perpetrators is not taken since the university policy lacks a specific penal code for such allegations. As a result, female students chose to remain quiet about issues related to sexual harassment and abuse. The study explored that the university lacks a transparent system where issues such as gender-based violence and Sexual harassment can be reported, and female students are not willing to share such challenges with their peer group.

4.3. Types of services provided by the yellow movement

Yellow movement is a youth-led feminist movement that has been established in the year 2011. The movement was started in response to the attack on a woman who has lost both her eyes through a gruesome attack by her husband. The students and lecturers at Addis Ababa University School of law formed the movement to fight for violence that happens to women. The movement aims to raise awareness on gender equality and gender-based violence with a central value of youth engagement in bringing change within their community. The movement emphasized in empowering young women to ensure they play an active role in fighting against gender inequality and empower women.

Two basic ideas inspire and guide the movement. The understanding that many significant social changes and movements were started by small, consistent, and committed groups of people and yellow movement strives to be that consistent group committed to equality. The yellow movement Co-Founder Ms Akal Demeke explains as follow:

The goal is to be a space for young people to voice their concerns, the challenges they see in the community, and collectively improve the condition. In that sense, the movement has created a space for

young people, especially female students, to advocate for the changes they want to see in their community. Young female students read and articulate the issues they see in their community. They have advocated for changes that have now gotten the attention at a national level.

4.3.1. The table day

The table day is an advocacy and discussion event organized by the yellow movement around gender issues within the university. The events in this activism program make sure young female students are the consistent voice that speaks up from gender equality regularly. *The blood donation* is also an activism program the movement also advocates for and campaign to raise awareness on maternal mortality through a campus blood donation events. The Yellow movement Co-Founder, Ms Akal Demeke, illustrates this point as:

We put out ideas for community dialogue, we collect solutions and recommendations from everyone, and we believe we all benefit from everyone's input. The exceptions to these are our blood drive and our scholarship programs. The blood drive benefits mothers during delivery, and it raises awareness of maternal mortality. The scholarship fund is used for female students on a needs basis for economic support.

4.3.2. Know your rights

Know your rights is an awareness-raising campaign event the movement organizes. Launched in 2016, this campaign aimed to make the gender policy and sexual harassment and misconduct directive of the Addis Ababa University accessible to the community with in the

campus. This campaign was instrumental in the development of an anti-sexual harassment code of conduct within the Addis Ababa University. The yellow movement Co-founder, Ms Akal Demeke explains as follow:

Yellow Movement raises awareness on sexual harassment, distributes the sexual harassment code to fresh female students to make sure they know what to do, and follows up on cases to even call out the system's failures to support women with their cases. When the movement started, the sexual harassment code of conduct was being drafted, and one of our founders played an instrumental role in the drafting and promotion of the code of conduct.

4.3.3. Mentorship programs

In-depth interview shows that female students within the movement have received a mentorship program that contributed to having a role model to discuss taboo topics about being a woman within the university. A movement member and a 3rd-year law department student Serkaddis explains this situation as below:

There are mentorship programs for new members where the seniors help us through various aspects. Having a strong mentor helped me develop confidence in dealing with issues that challenges me as a result of my sex.

4.3.4. Capacity building/training

Respondents the movement has capacity building and training opportunities for the movement members to help them develop their personal skills. Among the training received

by the respondents were, women's leadership training, gender workshops, and civil society seminars that focus on women's involvement in community work. Hiwot a 3rd year, political science and international relations student, who is also a beneficiary of the movement service explains her experience:

I have received many pieces of training after being a member of the movement. The leadership and gender training workshops were provided by many government and non-governmental organizations. It has given me different opportunities to participate in several seminars and meetings. If female students are required in any seminars, we are given priority to participate and gain life skill experiences as we are in the scholarship program.

4.3.5. Book club

It was also explored that the movement has a book club where members and other students access information and materials on women empowerment issues and other relevant topics. Tinebeb, 5th year Law student and a member of the movement explains her experience as follow

There are book clubs that are open to anyone interested in reading books and discuss various issues; these book clubs encourage female students to read more about gender issues.

4.3.6. Amleset Muchie and Valentine 's Day fundraising

Amleset Muchie and *Valentine's Day fundraising* are another service of the movement established to support female students to afford some of their basic needs. The fundraising event has been used to discuss menstrual hygiene and how women/girls miss school because they cannot afford menstrual hygiene products. The *Valentine's Day fundraiser* is an annual fundraising event to support female students in need of financial assistance to cover basic needs within the university. The *Amleset Muchie* partnership is another fundraiser to provide sanitary products for female students at Addis Ababa University. The desk review from the Gender office of the Addis Ababa also confirms that this fundraiser supported female students in form of scholarship for female students with higher GPAs and lower economic status. W/ro Weynshet Alemu, The gender Office Director elaborated on this as follow:

They yellow movement supports students with financial constraints, and the movement mainly targets female students. Each female student that has been registered receives financial support be used for different purposes mainly for sanitary products and other academic costs such us to copy materials.

Key informant interview with the yellow movement co-founder demonstrates that the movement provides legal aid service to female students facing sexual harassment and abuse issues within the university. This finding showed that previously within the university, female students were not confident enough to report such issues as they distrust the system since appropriate measures are not taken on perpetrators during sexual harassment cases. The yellow movement member and 5th-year law student, Tinebeb explained this scenario as below:

There was a case of one of our yellow movement member who was sexually harassed by a male student. She came forward to the group to discuss her concern with her fellow yellow movement members. The yellow movement members advised her to report to the gender office, where the gender office advised to give the male student a second chance. The male student keeps sending her a constant text message that is insulting. The yellow movement insisted on taking this issue to the principal university office for further action. After a back and forth, the principal university officials decided to form a discipline committee and evaluated the case. The yellow movement represented the victim in this scenario. Finally, a punitive measure has been taken on the male student to lag him by one year from his academic year.

The study explored that the movement represents female students when their instructors abuse them; in-depth interview findings demonstrate that when their instructors harass female students, if they are members of the movement, they report it directly. If they are not members, the movement members contact the female students and collect the necessary information and advise the female student on the necessary steps. An in-depth interview with a yellow movement member, Tinebeb demonstrate this scenario as below:

There was a scenario, during a public meeting, a principal of the university tress passed a yellow movement member by touching her thigh. She responded and explained to the principle that the act is unacceptable. The principal apologized and requested her to visit him at

his office, where he, again, made unacceptable gestures. The yellow movement member reported this case to the movement. The movement members requested the university president take measures, and the principal has been under a punitive measure that costed him lose his privileges of free housing and vehicle.

4.4. How the yellow movement empowers female students

4.4.1. Self-awareness and self-confidence

The study explored that the issues of sexual harassment and abuse is a significant challenge faced by female students in Addis Ababa University. Respondents confirmed that being engaged in the movement has led them develop self-awareness and self-confidence. During the table day activism and the know your rights campaign; Important issues such as sexual reproductive health, how to deal with verbal, emotional and sexual abuses, where to report such issues once encountered and how to develop personal confidence in having gender-related topics including expressing their own opinion without the fear of being judged or second doubted were intensively discussed with in the movement. The journalism department, Hiwot explains her experience as below

The movement is useful in terms of building my self-awareness and self-confidence. It helped me understand how I can deal with sexual abuse issues. I am a law student; hence, my understanding of gender was limited, but through the awareness creation campaign on gender equality, it helped me challenge my perception and the broader

community on the campus around women's issues with the university.

The study explored that the movement helped respondents serve as a platform to express themselves and voice personal concerns about sexual harassment and abuse, affirmative actions, physical and verbal abuse, the education system, and other concerns related to being female university students. A movement member and a 3rd-year law department student Serkaddis explains this situation as below:

It is a free space where you share different ideas amongst the group; we can share our issues and experience new things together. There are mentorship programs for new members where the seniors help us through various aspects. When I first joined the movement, I was unaware that catcalling (*Lekefa*, in Amharic) is unacceptable by other female students because we are used to the act. We discuss such matters in the movement and learn from each other how we can deal with them.

The in-depth interview also demonstrated through the *Table day* events organized by the movement; public speaking skill has been developed by the movement members that are female students within the university. Such skills were acquired since during these events the female students in the movement are required run *question and answer* sessions. Respondents also confirmed that being part of the movement gave them the confidence to discuss openly on issues of sexual and reproductive health rights and their right to fight against sexual harassment and abuse. The movement member Serkaddis shares her experience as follows:

During *table days*, there is a question and answer session. We are required to answer questions about gender issues, reproductive health issues, sexual harassment issues and the concept of women empowerment in general. To have a firm answer for the questions raised during these events, we read through different materials and practiced public speaking skills. This helped us develop the confidence to talk about gender issues and sexual harassment cases and also helped us be able to hold panel discussions within the university community.

4.4.2. Economic empowerment

In-depth interview with female students explored that significant challenges faced by female students within the university is also a financial constraint. Female students from lower socioeconomic backgrounds explained that they struggle in affording necessary materials such as sanitary and stationery items. The in-depth interview showed that the yellow movement also provides financial support to female students that lack support to cover their costs. The program of this financial aid is called the Valentine's Day scholarship fund, where each year, the movement members sell flowers on the day of Valentine's Day i.e., February 14th, to raise the scholarship funds to provide financial support to these female students with high GPA. Hermela, a 2nd-year journalism department student and a beneficiary of the scholarship fund program, explains her experience:

Yellow movement is a movement that empowers us financially.

Yellow movement helps us female students with better GPA's and lower economic status. I have received financial support from the movement, which I use for sanitary pads, detergents, and oil

products. I have received the support facilitated through the gender office within the university.

The financial aid mainly helps female students afford sanitary products, detergents, and hair products and to cover the fee for copying modules provided by instructors. Even though the movement targeted female students with a high GPA to be part of the scholarship fund, data from the university's gender office also shows that female students with different GPAs were also provided with financial support. Key informant interview with the gender office director also entails that the yellow movement has provided this support for female students.

Amount of beneficiaries	DEPARTMENT
9	Language
12	Education
3	Geography
2	Special Needs
2	Archeology
18	Sociology
9	Journalism and Communication
1	Political Science
3	Law

Table 1: Number and departments of female students among those that received financial support from the yellow movement within for the year of 2012 E.C.

Data from both the yellow movement and the gender office in the university shows that this Valentine's Day fundraiser covers the costs of female students, both sanitary and stationary materials. Valentine's Day scholarship ensures that it pre-selects female students with higher GPAs. The Gender Office Director, W/ro Weynshet Alemu demonstrates this section as:

Yellow movement is a reliable partner of the gender office; it supports female students struggling financially even up to covering their thesis costs. The yellow movement also supported six female students that have higher GPA scores through its scholarship program fund. The yellow movement has been in consultation with the gender office to maximize the monthly scholarship fund to 300 ETB per month, but the COVID-19 case occurred, and the process has been interrupted.

4.4.4. Solidarity

It was founded through the in-depth interview that being part of the yellow movement provided a safe space for female students. Solidarity has contributed to the strength of female members facing challenges related to gender-based violence. When the yellow movement members are harassed, they share the issues within the circle as there is a safe space to openly discuss such obstacles. As a result, the movement leaders reported few cases to the university where correctional measures were taken on perpetrators. Serkaddis, a yellow movement member, explains her experience as follow:

I can speak openly to my yellow movement associates because they are supportive of everything I do, it's a space where women can be supported to express themselves. I feel freer with the yellow movement members to discuss any topic rather than my actual closest friends who are conservatives and who might have different opinions on some ideas.

In-depth interviews explore that the movement members reported the feeling of strength was higher within the movement. During the organization of the advocacy events, the fundraising events and other capacity-building, i.e, training events, the movement members responded that the process helped them develop a sense of belongingness and togetherness. Bilchash, member of the yellow movement elaborates as:

When we organize a *table day* activism, the blood drive event, know *your right* campaigns, and the *Valentine's Day fundraiser* events, we feel very stronger and empowered together. I feel we have the power even to bring nationwide solutions through our advocacy. I feel like we are heard more when we are together. The campus community has also learned many lessons on the need to empower women. University mates more understand the gender norms in the university during these events. We feel like the society in the university understands female student's issues more after the establishment of the movement.

4.4.5. Revision of the university's code of conduct

An in-depth interview explored that the female students within the university are not satisfied by the code of conduct in responding to sexual and gender-based violence issues. The finding gathered from the key informant i.e., The yellow movement co-founder, demonstrate that the yellow movement played a significant role in revising the university's code of conduct to consider sections against sexual harassment and abuse. Finding from the same key informant confirms that initially, the policy lacks some clear structural information about components of sexual harassments such as verbal, emotional and physical abuse which are the most significant challenges faced by female students within the compound of the university. Ms. Akal Demeke Yellow Movement Co-founder demonstrates this as follows:

The university system has not been improved, but the yellow movement presence has highlighted the issues even more. For example, the Yellow movement raises awareness on sexual harassment, distributes the sexual harassment code to fresh female students to make sure they know what to do and follow up on cases even to call out the failures of the system to support women with their cases. When the movement started, the sexual harassment code of conduct was being drafted, and one of our founders played an instrumental role in the drafting and promotion of the code of conduct. The yellow movement also used to support the gender office and collaborate to strengthen its capacity.

4.4.6. Awareness-raising on the university Code of Conduct

During the in-depth interview, it was observed that even after the revision, students' lack of awareness about the code of conduct was very high. This knowledge gap has caused many female students to remain quiet about harassment and abuse issues they are facing within the university. Nadia, a yellow movement member, and 4th-year political science and international relation student explains her experience:

A research was conducted to study the level of awareness of both male and female students on the code of conduct against sexual harassment; the results show that many of the students are not introduced to the code of conduct. As a result, I noticed many students since they are not aware of this policy, remain quiet about sexual harassment issues. The lack of awareness of students' rights and responsibilities created discrepancies in female students fighting for their rights.

The yellow movement played an instrumental role in creating awareness on the anti-sexual harassment code of conduct in the Addis Ababa University. Through the ‘*know your right*’ campaign, respondents confirmed that being aware of the policy helped female students understand the issues of sexual abuse and harassment, how to report and deal with such predominant issues. The respondents also explained that the campaigns created a platform where the gender policy and anti-sexual harassment code of conduct are accessible to the students in the university. Meskerem, a yellow movement member and a 2nd-year journalism student, explains her experience as bellow:

When I joined the university, I received an orientation, and I was told there is a code of conduct against sexual exploitation and abuse. I was not aware that such a policy is essential back then. As I joined the movement, I noticed that many other students are not aware of this. I learned that because I knew my right and where to report misconduct, I was even advising my fellow female students in the university.

Chapter Five

Discussion

This chapter presented the discussion on the findings of the study in line with the research questions and reviewed literature. The main objective of the study is to explore major challenges faced by female students in Addis Ababa university and the role played by the yellow movement in empowering female students at Addis Ababa University. Looking into how significant and common challenges faced by female students in Addis Ababa University and the role of the yellow movement in empowering female students are the significant discussion on this chapter. This study's findings are aligned with reviewed works of literature on social movements' role in empowering women in political representation and social-cultural challenges in different spheres.

5.1. Significant constraints of female students

5.1.1 Socio-cultural constraints

Female students in Addis Ababa University face many challenges; among them, the major constraints are being sexually abused and harassed by male students, instructors, and university administrative staff. (Poudel, 2018) also agrees with this finding stating that sexual and gender-based related issues are challenges female students face in universities. The study also explored female students' lack of confidence to compete with male students as they are not taken seriously in the academic setting. The finding shows that many female students, especially in the law department, observed that male students in the same department do not expect them to pass more than one semester. (Cherotich, 2018) also agree with this finding emphasizing that female students are challenged to stand against their male counterpart within the university, and this mainly shows the environment affecting female students' self-confidence.

5.1.2 Socio-Economic constraints

The finding of this study explored female students in Addis Ababa University also face Financial constraints. Participants explained that since the financial demand of the academic process is higher, financial constraints affect their access to educational materials such as photocopying modules on time. Female students in the Addis Ababa University also explained that the financial constraint had caused them to lack access to sanitary materials such as menstrual pad, detergents, and ointments appropriately. (Ngozi,2011) also agrees with this finding emphasizing on financial and economic shortage are common challenges faced by female students in Nigeria.

5.1.3. Socio-political constraints

Another finding of the study also highlighted female students are not confident by the university's system in responding to their gender-related needs, such as providing a female-friendly environment. This is mainly about female students walking long distance from dormitory to library during night hours. The finding from female students explored that this physical set up has led them to face inappropriate actions by campus security guards and male students. Another related finding of the study shows that female students are not confident about the university's policy dealing against sexual harassment and abuse issues; hence they prefer to keep quiet and not report cases. Studies such as (Mbah, 2014) also emphasize that tertiary institutions lack strong policies that look into and take the proper action in the event when female students face sexual harassment by male students and the

5.2. Services by the yellow movement

The yellow movement is an active movement within Addis Ababa University that has been established by a group of students and instructors in the Department of Law. The movement has been established in response to a gruesome attack that took place against a female resident in Addis Ababa who had lost the vision for both of her eyes. According to (Johnson, 2013), social movements are established when there is a need to respond to certain types of exclusion of a particular part of the community. Collective action is required to bring change and secure the rights of those marginalized. Since its establishment, i.e. 2011, the yellow movement has been engaged in many services within Addis Ababa University to make sure the youth within the university, especially female students, are given the platform to voice their challenges enhance their capacity on the issues of women empowerment.

The movement has different platforms such as Activism and advocacy events promoting gender equality related discussions to challenge harmful gender norms within the university. Women's movement is mainly referring to different ways of advocacy for women's right to make sure cultures, systems, policies, and practices operate in a way that are conducive and accommodating to women's specific needs (Tripp, 1997).

5.2.1 Awareness raising and Advocacy

Yellow movement organizes many advocacy and fundraising events within the Addis Ababa University. Major events are the table day events where the campus community is provided a platform to discuss socio-cultural issues constrained for female students. These discussion events aim to advocate for equal participation of female students by holding multiple session of sexual harassment and abuse topics, the need for women empowerment within the Addis Ababa university and how negative cultural norms with is the university

such as catcalling (lekefa in Amharic) are affecting female students negatively within the Addis Ababa University. (Lee, 2018) agrees with this finding as social movements challenging and bringing to light of the public knowledge in the existence of sexual exploitation and abuse similar to the #MeToo movement's vision. The know your rights campaign is another service the study explored that is provided by the yellow movement where students are provided awareness-raising services on what rights they have and what responsibilities are expected of them within the Addis Ababa University. These awareness-raising services are provided to fresh students joining the university mainly.

5.2.2. Networking and Skill-building

The yellow movement, as founded by the study, provides mentorship programs, training opportunities, and book clubs to its members to ensure they are equipped with the necessary skills and knowledge on the issues of women empowerment and creating a woman-friendly space within the University of Addis Ababa University. The Global media journal 2012, also agree with this finding that social movements are the sources of networking and capacity building programs for their actors or movement members. Desk review and key informant interviews confirm that the movement is a strong partner to the gender office in Addis Ababa University.

5.2.3. Financial provision

The yellow movement also provides financial support for female students within the Addis Ababa University. The movements organized a fundraising activity to make sure female students receive the financial support they require to afford the sanitary and stationery items. As (Diani, 1997) agrees that like every other organized group, social movements have their types and means to resources. The yellow movement pre-selects female students with

higher GPA in collaboration with the Addis Ababa university gender office to provide this financial support.

5.3. Yellow movement empowering female students

5.3.1. Individual-level empowerment

The study explored that the yellow movement empowered female students that are members of the movement in raising their awareness and advocating for their rights, building their skills and confidence through different gender-related discussions, mentorship programs, and training programs to deal with the socio-cultural barriers they face in the Addis Ababa University. The study explored that after the activism and advocacy events held by the movement, issues of gender equality, catcalling, *Lekefa* in Amharic, sexual reproductive and health, gender-based violence, and other essential topics started to be publicly discussed. ‘Women’s empowerment may be defined as “a bottom-up process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and building their capacity to challenge it (Ogato, 2013; pp 359)’

The study finding showed the Yellow movement; through the different scholarship programs, i.e., *Valentine’s Day fundraiser* and the *Amleset muchie fundraising* has supported female students to have access to sanitary and stationery items within the Addis Ababa University. This finding is supported by (Baldez, 2002) explaining that the collective effort of women’s movement is not only limited to ensuring the political engagement of women but also creating the opportunity for resource mobilization. Studies elaborate that women empowerment programs must consider approaches beyond increasing their confidence and provide financial stability. Hence the study explored that the yellow movement and raising

female students' confidence to discuss gender and reproductive health issues also create the environment to deal with their financial challenges.

5.3.2. Relational empowerment through solidarity

The study finding argues that solidarity and sisterhood are also an effective way in the educational sector empowering female students. The study explored that since the yellow movement platform encourages female student members to engage in different community volunteering activities, it created a sense of belongingness. The study finding also confirm female students feel stronger when they are part of the movement instead of individually. Garcia and Parker (2007) explain that solidarity has demonstrated to be an exceptionally operational way to gain acceptance in the political world and transform policies. Furthermore, Diani (1997) agrees with this finding that social movements play a significant role in creating solidarity among its members, which in turn is a reliable source for the collective identity of the group.

The mentorship programs of the movement created the space for female students and the support system they required. The response of in-depth interviews confirms that initially, when the challenges are discussed in the movement, it created a sense of togetherness, and it showed that these gender-related challenges are not unique to the individuals instead of faced by many of female students in the compound. Agreeably it was also explained as Rhaman (2013) Power with: 'a sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together'.

5.3.3. The Yellow Movement in Influencing structures and policies

The study finding explored that social movements are not only limited to influence local policies to increase women's political engagement and representation but also in the

educational sector. The study finding explored that the yellow movement has been part of the revision of the code of conduct policy of the Addis Ababa University. The founders of the movement played an instrumental role in the drafting and promotion of the code of conduct by raising awareness in the Addis Ababa University. This explains that the university's policy has been positively influenced to respond to the protection need of female students within the university by the yellow movement. The yellow movement's legal aid services to female students dealing with sexual harassment and abuse also challenged the university's system and policy by ensuring punitive measures were taken appropriately. The Above finding is supported by Amenta, Caren, Chiarello and Sul(2010), explaining that movements are instrumental in supporting policies and structures.

The Yellow movement is explored by the study to be a collective action that strived to empower female students throughout different initiatives in the Addis Ababa University. The yellow movement is also founded by the study that the movement members themselves handle mobilizing resources. The strength-based practice in social work emphasizes on the strength and determination of individuals in mobilizing their own resources to increase their resilience in times of challenges. Hence, the yellow movement founded by female volunteer students and instructors mobilizes financial resources to provide economic support for female students and challenge the university's structural and policy climate for an equitable environment between male and female students of Addis Ababa University.

Chapter Six

Summary, Conclusion and Implication

6.1. Summary

In Ethiopia female students face multiple constraints. Most significant challenges are social cultural, social economic and socio political issues. The cultural and negative social norms are observed to expose female students in universities to sexual harassment and abuse within the university premises. Economic constraints are also among the challenges faced by female students not to mention policy and structures that are not gender sensitive. Social movements have long history of impact in Ethiopia. Economic rights questions have been demonstrated by the land reform movement in Ethiopia. Other prominent movements for ethnic based reformations such as the Oromo liberation front, religious reformation such as the Muslim reform have been historically observed to challenge and challenge the existing discriminatory system and empower the individual group member of the movements. The yellow movement, in reference to the challenges female students face in the Addis Ababa University is explored to empower female students through its different services.

Empowering women is a bottom up process; initially starting from building the skills of women and raising their knowledge about their rights. After building individual skill and capacity, women empowerment process must consider challenging the power relation between women and the community's' perception towards women. Lastly changing existing policy and structure is the process of empowerment that facilitates for an enabling environment for women. The yellow movement is a social movement that is established by female lecturers and students of the law department to be the voice of female students within the Addis Ababa University. According to the study the yellow movement empowers female students by responding to the above explored challenges female students in the Addis Ababa

University. Female students face sexual harassment and abuse challenges in the university. The yellow by building their skills and capacity individually through the difference activity and trainings; empowers female students deal with sexual harassment and abuse issues. The study explored female students face financial constraints too; the yellow movement empowers female students through the economic support provided in the fundraising programs.

The movement also empowers female students by creating solidarity among them and also engaging the campus community to discuss on the issues of women empowerment, female students sexual harassment and abuse. Among significant challenges faced by female students, lack of gender sensitive policy also explored by the study; the study explored that the yellow movement also influenced the policy and structural by providing legal aid support to female students intending to report harassment cases and mainly by supporting in the revision of the university's code of conduct.

6.2. Conclusion

This study aimed to explore the role played by the yellow movement in empowering female students within the Addis Ababa University. Through a qualitative research method, the study provided detailed information on significant challenges for female students at Addis Ababa University and how the yellow movement empowers female students at Addis Ababa University.

The yellow movement plays a significant role in minimizing the financial constraint of female students to help them afford sanitary and stationery items essential to maintaining regular class attendance. The yellow movement is also seen to play a significant role in facilitating a gender-sensitive policy and structure within the university by revising the

university's code of conduct and representing female students that have been victims of gender-based violence and harassment. The yellow movement also plays an essential role in creating a safe and inclusive environment for female students to discuss gender issues and women's rights topics.

The yellow movement also organized different activism and advocacy events to raise awareness of female students to know their rights as women and create a public discussion on gender-related issues, including sexual misconduct.

6.3. Implication

6.2.1 Implication for the Yellow Movement Members

The findings in the study explored that the movement has many engagements within the university. The finding implicates the need for the movement members to create a data system that contains the number of awareness events held, the demography of members and year of membership, and formal meeting reports. The yellow movement is not the only women's or feminist movement in Ethiopia.

The study finding shows that the Yellow movement reaches female students through different capacity. Some of them are movement members, and some are beneficiaries. The major role played by the movement i.e., confidence development, is entertained by the members in the majority. This implies the need for the yellow movement to create an inclusive program for the beneficiaries by engaging them to run public awareness-raising and campaigns.

The study finding also explored that female students are engaged in organizing advocacy events and fundraising events mainly. There is a clear implication for male students' engagement to make sure equal representation is in place. The study finding shows that on table day activism events, male students are scared to approach the event as it is

mostly women who are the organizers. This is an implication for the yellow movement to engage male students in a diversified approach.

6.2.2. The implication for The Addis Ababa University Gender office and Administration office

The study explored female students face multiple challenges within the university. Female students face sexual harassment by male students, male teachers, and campus securities. This is an implication or the Gender office to respond and allocate more resources that will help minimize these challenges.

The yellow movement is explored by the study to be a reliable partner of the university Gender office when it comes to providing financial support to female students with economic constraints. The study implies for the gender office to be engaged more than just facilitating funding for female students but also facilitate capacity building programmes and scholarships.

The yellow movement is established within the university; the study also found that the movement is not an official club hence lacks an office. This implies that the movement members are not available and might be hard to be reached by anyone requiring their support. The Addis Ababa university administration must arrange a physical space where the movement members can provide their services in a defined address.

6.2.3. The implication for policy

The study's findings identified that Addis Ababa University has a code of conduct for the campus community. The yellow movement played a role in the revision of this policy to make sure anti-sexual harassment articles are included. This policy has been revised during the establishment of the yellow movement i.e., 2011. This implies the need to revisit this policy and adjust to the current gender issues within the university. Further implication of the

study is for the university; with a collective effort from the gender office and the yellow movement to conduct a formal study on the policy's strengths and weaknesses through the lenses of gender equality and women empowerment to modify its content.

The Ethiopian charities and societies' proclamation in 2009 allows associations and societies such as social movements to be the only establishments to engage in advocacy and human rights-related activities. In 2018, this proclamation was revised, allowing all civil societies to engage in advocacy and human rights intervention. This implies that the role and visibility of social movements might not remain as visible as previously in fighting for gender equality and empowering women.

The findings of this study also implies the need for a policy formulation that legally requires international NGOs aiming in empowering women and running gender equality related projects to collaborate with locally established movements. This will increase social movements' capacity financially and ensure the implementation of cultural and socially appropriate projects in the country.

6.2.4. The implication for social work Education

The yellow movement being a strong social movement within the Addis Ababa University currently; is playing a significant role in challenging the gender exploitative cultures, and gender blind policies within the Addis Ababa University. The findings from this study could be useful in social work education to be part of the academic curriculum that emphasizes the importance of social movements. As social workers' role in advocating for the rights of women and empowering women is significant, the findings from this study will contribute to providing a lived experience of female students regarding the roles of a social movement.

6.2.5. Implication for research

In the process of conducting this study, the researcher struggled to find studies that have looked into the roles played by other agencies and associations in empowering women. National studies are more focused on attempting to explore the role of women empowerment interventions by international and local Non-government organizations and government organizations.

This implies the need for more studies that look into the role of other social movements, community-based organizations, women's right associations, and similar establishments in empowering women. Findings from such studies will be instrumental in influencing national policies to create an enabling environment for social movements to grow and broaden their scope through diversified fundraising activities from local and international civil society organizations.

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Appendix

Consent Form

Dear respondent,

I would like to express gratitude for having your time for this interview. My name is Addisalem Berhane and I am a postgraduate social work student in the Addis Ababa university extension programme school of 2018. I am conducting this study as my MA in social work requirement. This study is about exploring the challenges of female students and the role of the yellow movement in empowering female students in Addis Ababa University. As a result I would like to talk to you about your experiences participating in the yellow movement during your stay in this university.

This is to ensure you that this interview will not proceed without your consent. Kindly be aware that all responses will be kept confidential. And your identity will remain anonymous. Please be aware that your responses will be recorded for data accuracy purpose however will be presented coded and will not contain your actual name. At any time of the interview please be informed that you have the full right to withdraw from the process and end the interview at any time. If you have questions, please let me know before I proceed?

Are you willing to participate in this interview? Yes _____ No _____

Instrument One: In depth interview

To be conducted with female students that have been using the services given by the Yellow movement with the selection criteria below

- 1) Must be the university students of one year and above
- 2) Must be Female
- 3) Must have been beneficiaries of the movements' services or members of the movement.

The research will ask female students what the major problems were that led them approach the movement and what improvements they experienced after the service was provided by the movement specifically in the Addis Ababa University.

Date_____

1. Name (code)
2. Year of class in the university?
3. Department?
4. As a female student in this university, what challenges have you encountered so far as a result of your sex? What do you think is the cause of these challenges? How often do you face these challenges? Can you describe more please?
5. How did you become aware of the Yellow movement in this university? Can you tell me about the process?
6. Please describe to me what the movement means to you? Do you believe this movement played a significant role in your experience? Can you tell me how?
7. Have you received any service/support from the Movement? If yes, what kinds of support you received from the movement? How many times? Who facilitated the process of you receiving the support?

8. What barriers have you faced that led you to seek the movement's support? How many times do you face these barriers? Can you explain to me how these barriers affect you in the academic perspective?
9. How do you describe the effectiveness of the service provided by the movement, specifically in relation to your situation? Do you believe the movement empowered you? Can you explain more on why you believe the movement empowered you? Can you explain why you believe the movement did not empower you?
10. What changes have you noticed on your situation after getting the service from the movement? Can you explain how these changes affected your academic performance?
11. How do you describe the level of your satisfaction regarding the movements' service?
12. As a female student in the university, what level of confidence have you reached to share the barriers you face within the university with the Yellow movement?
13. What could the yellow movement improve, and do more? What other issues needs attention in the university to make the learning environment conducive for female students?
14. Is there anything more you would like to add?

If you would like to receive a draft of the research analysis and are willing for me to contact in the process of the research please provide your email address.

Thank you for your time.

Instrument Two: Key Informant Interview.

A questionnaire to the selected university gender office director heads and Yellow movement co-founder to explore the changes brought by the yellow movement on policy level that might have created conducive environments for female students.

Here the researcher will attempted to explore what influence the movements has in the structural and policy making within the university.

KII for University Gender Office Director

Background information:

Name: ----- Position: gender office director.

Educational Qualification-----

Department: -----

- 1- Could you tell me your role within the university?
- 2- Are you aware of the yellow movement in this university? Can you tell me what you know about the movement as an individual?
- 3- How does your department perceive the role played by the yellow movement in the university? Can you tell me more on how your department
- 4- Have you witnessed any service provided by the yellow movement so far? Can you share with me the types of the services? Who benefits from these services?
- 5- Have you seen improvements within the university that resulted after the establishment of the yellow movement? If yes, can you tell me more on the changes?
- 6- Do you believe the movement was capable enough to positively influence any policy within the university?If yes, can you describe the policies that were positively influenced and how?
- 7- Do you have any recommendation for the movement to improve their service provision?
- 8- Any additional comments?

If you would like to receive a draft of the research analysis and are willing for me to contact in the process of the research please provide your email address.

Thank you for your time.

Key informant interview with Yellow Movement Co-founder

Background information:

Name: -----

Position in the movement: -----

Year of service in the movement/length of membership: -----

Educational Qualification-----

Department: -----

1. Could you tell me your role within the movement?
2. How did you first join the movement?
3. What motivated you to be a member in this movement?
4. What are the nature of services provided by the movement so far? Can you explain more on the nature of services provided?
5. Who do you say are the primary beneficiaries of the services provided by the movement? How are these specific groups benefited? Why are they the primary targets?
6. Have you seen improvements within the university that resulted after the establishment of the yellow movement? Can you tell me more on the types of improvements? If no, can you tell me more on why there are no improvements in the university as a result of the movement?

7. Do you believe the movement was capable enough to positively influence any policy within the university? If yes, can you tell more on how the movement was capable? Can you tell me more on which policies were influenced?
8. Any additional comments?

If you would like to receive a draft of the research analysis and are willing for me to contact in the process of the research please provide your email address.

Thank you for your time.

Instrument three: - Desk review

Relevant document will be reviewed to understand the back ground of the movement, establishment process, to access the number of services and beneficiaries and also to gain knowledge of the formality of the movement operation.

Documents to be reviewed will be

- ✓ Term of Reference (TOR) or Memorandum of Understanding (MOU) of the movement that's shows establishment
- ✓ Standard operating procedures of the movements
- ✓ Registration or licence of the movement
- ✓ Number and profiles of female students the movement provided service