

RUNNING HEAD: EXPERINCES OF GRADUATE UNEMPLOYED YOUTH

**EXPERINCES OF GRADUATE UNEMPLOYED YOUTH IN
TABOR SUB CITY OF HAWASSA CITY**

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**EXPERINCES OF GRADUATE UNEMPLOYED YOUTH IN TAVOR SUB
CITY OF HAWASSA CITY**

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SOCIAL WORK**

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Declaration

This is to certify that the thesis prepared by Temesgen Lencha entitled: “**The Experiences of Graduate Unemployed Youth in Tabor Sub City of Hawassa City**” submitted in partial fulfillment of the requirements for the degree of Master of Arts Social Work complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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List of Abbreviation and acronym

AU:	African Union
AYC:	African Youth Charter
BoFED:	Bureau of Finance and Economic Development
COC:	Certificate of Competency
CSA:	Central Statistics Agency
EEA:	Ethiopian Economic Association
EPRDF:	Ethiopian Federal Democratic Republic of Ethiopia
ETB:	Ethiopian Birr
FDRE:	Federal Democratic Republic of Ethiopia
FGD:	Focus Group Discussion
GPA:	Grade Point of Average
GTPII:	Growth and Transformation Plan II
GUY:	Graduate Unemployed Youth
ILO:	International Labor Organization
MoE:	Ministry of Education
MoFED:	Ministry of Finance and Economic Development
MoLSA:	Ministry of Labor and Social Security

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MSEs: Micro and Small Enterprises

MYSC: Ministry of Youth Sport and Culture

NASW: National Association of Social Works

NEPS: National Employment Policy Strategy

SEPDM: South Ethiopia People Democratic Movement

SNNPRS: South Nations Nationalities Peoples Regional State

TVET: Technical Vocational Education Training

UN: United Nations

Abstract

This research was conducted in Hawassa city to assess experience of graduate unemployed youth. As qualitative study, I employed descriptive phenomenological research. Interview, focus group discussion, observation and document review were employed. Heterogeneous purposive non-random sampling technique was used to collect data from the youth. Among the research participants, ten youth engaged in in-depth interview while six youth had part in focus group discussion. The inclusion criteria are the youth who graduated in diploma and bachelor degree and not secured any job since their graduation at least for one year. The finding of the study indicated graduate unemployed youth faced long-term unemployment; as a result, the youth were suffering from psychological, social and economic hardship. The finding also indicated that unemployed youth are more likely exposed to engage in social ills such as crime and addiction. The youth also suffer from family and social stereotype deprived from certain privileges. In the study, it is revealed that the youth withdrew themselves from various societal engagements. Moreover, the family of the youth also stressed economically and psychologically due to the fact that they did not get something in return from their investment in their children's education. Corruption and nepotism, skill mismatch, need to work only in comfortable areas are the major causes of unemployment in the study area.

Key words: *unemployment, youth, graduate, job*

Chapter One

1. Introduction

1.1 Background of the study

According to National Association of Social Workers Standards for the Practice of Social Work with Adolescents (2003, p.5), equitable access to *employment opportunities* is one of essentials for ensuring positive outcomes for youth. Most young people are able to navigate these adolescent years successfully. Far too many youths, however, experience significant challenges during this time that obstruct their ability to move successfully into adulthood.

One of the decisive challenges youth face is unemployment. Youth unemployment is a notion of global problems, threatening whole humanity including educated and illiterate mass especially youth to cope up the magnitude of the problem in their respective locality. It is a serious concern of every nation. Young workers everywhere invariably have much higher rates of joblessness and much lower earnings than older workers do. The challenge of youth employment in Africa is especially large (Guarcello & Rosati, 2007, p.1).

Developing countries are more victimized than others are and Ethiopia has its own difficulty in unemployment (Nayak, 2014, p.34). As underdeveloped country, Ethiopia is facing unemployment decisively. This is particularly the case for Ethiopia, home to one of the largest youth populations in Sub-Saharan Africa. The lack of employment opportunities for Ethiopian young people is among the critical development challenges facing the country (Guarcello & Rosati, 2007 p.2). In Ethiopia, currently there are more accessibility created to attend in education, many people are investing in education hoping the retunes. According to the report of Ministry of Education (2015, p.140,160), in Ethiopia recently the data indicates every year hundreds of thousands graduates from colleges and universities across the country come into the

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labor market. The youth hoped that they securing white-collar jobs after their graduation. However, the probability of getting a job has become very challenging. This amount of people joins the labor force despite the fact that hundreds of thousands graduates are looking for jobs to secure. Youth with higher education were less likely to be unemployed two decades ago than they were in recent years (Broussard & Tekleselassie, 2012).

The rise in the quantity of young people in tertiary educational institutions is a positive development but labor markets in most countries are currently incapable of engrossing the increasing number of young school leavers (Awogbenle & Iwuamadi, 2010). Similarly, in Ethiopia also increasing education access resulted in the problem of educated youth unemployment (Broussard & Tekleselassie, 2012). O' Haggins (2001, p.33) states in developing countries the claiming that youth unemployment is concentrated among the better educated ones is found unlikely. On the contrary, the study conducted by (Broussard & Tekleselassie, 2012, p.21) depicts that there is a positive relationship between the increment in educational attainment and unemployment. This positive relationship experienced in a number of developing countries has been termed the educated unemployment problem, where there exists a mismatch between the education and training skills available and the requirements of the labor market.

Graduate unemployment challenges should be addressed profoundly. Unless and otherwise, according to (Guarcello & Rosati, 2007, p.1) failure to address youth employment issues will have serious consequences for the economy and society. Levinsohn, Rankin, Roberts & Schoe, (2014) elaborate failing to address the graduate youth's key objective of initial work experiences may lead to undesirable outcomes that may be irreversible in many cases. Youth unemployment, moreover, has a serious effect not only on the living standards of the people

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(negative effects on the psychology, socio-economic and physical well-being) but also on the socio-economic status of a nation (Fitsum Dechasa, 2014, p.201).

The impact on individual unemployed youth and on socioeconomic is multifaceted. Oluwajodu et al (2015) explain unemployment among young graduates impacts individual behavior, as youth increasingly chose to forego education in order to improve their chances of finding formal employment and developing meaningful professional experience. Asserting that graduating from school without any hope of getting employment has left the youths in vicious cycle of poverty and this daily erodes their self-confidence and bright future Musari (2009). Broadly speaking, Shadare (2001) depicts the phenomenon of graduate unemployment as it is being experienced in the developing countries constitute a peculiar problems to labor market and the general economy of these countries.

Therefore, this research endeavored to assess the experiences of graduate unemployed youth, in Tabor Sub City of Hawassa City. This research also dealt with, unemployment from the youth's lived experience, identify the causes of graduate youth unemployment in the study area, examine the impact of graduate youth unemployment on individual, familial and societal levels and assess coping mechanisms of the youth and response of government to reduce graduate youth unemployment

1.2 Statement of the problem

Youth unemployment is one of the most critical issues, all underdeveloped and developing countries face at this time even though the degree of the problem varies from country to country. There have been conducted many researches globally in unemployment in general and graduate youth unemployment in particular. The research findings varied according to the objectives and scopes of their studies.

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A research conducted by Devi (2015) in psychosocial problems of adjustment among highly qualified unemployed youth revealed that educated unemployed youth have suffering from psychosocial problems. Due to lack of employment and financial constraints, youth become in a state of frustration, depression and anxiety. In addition to this, Thomas et al (2015) in their study of effects of the educated youth unemployment in Zimbabwe, they found that unemployment erodes the rate of return to education when families feel that by educating youths at high cost they lost out. Hence, families are sliding deeper into poverty after educating the unemployed youth at high cost.

Since the issues of youth need much more attention, Ethiopia as a country needs much more researches in youth unemployment in various aspects. Among some researches that are conducted in Ethiopia, few are reviewed here. With respect to the assessment of labor market, the research of Fitsum Dechasa (2014) conducted on unemployment and labor market in urban Ethiopia: trends and current conditions found that in urban areas the problem of unemployment is more prevalent among female and youth group. Next to this, his study revealed informal sector in urban Ethiopia is as an important part of economic life that tends to absorb a considerable amount of the growing urban labor force.

Serneels (2004) conducted a study on the nature of unemployment in urban Ethiopia. His findings are unemployment is concentrated among relatively well-educated first time job seekers who come from the middle classes. Mean duration of unemployment is close to four years and is higher for those aspiring to a public sector job. The study also finds that both the incidence and duration of unemployment are negatively related to household welfare use their savings and cut back consumption to cope with unemployment. In addition to the above research, Broussard & Tekleselassie (2012) in their research entitled Youth Unemployment: Ethiopia Country Study,

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They found that unemployment in urban areas remains widespread, but it declined markedly for the economy as a whole and for youth. However, their study added, while the economy has demonstrated impressive reductions in unemployment, women have not benefited as much as men have.

Belete Shanka (2016) conducted a research on unemployment experiences of young graduates and their attitudes towards business startups in Micro Scale Enterprises (MSEs). The study examined unemployed young graduate's positive attitudes towards business startups in MSEs are hindered by a lack of institutional support, lack of training and mentoring, lack of infrastructure, and lack of inspiration from the society. The research conducted by Daniel Gebretsadik (2016) on the cause of educated youth unemployment and its socioeconomic effect indicated that major causes of educated youth unemployment are poor economic performance of the country, state failure in creating adequate jobs, skill mismatch, lack of entrepreneurship skill and attitude of job selection.

The report of Central Statistics Agency (2013) indicated that even though unemployment rates for the general youth population and urban youth population has declined comparatively, unemployment rate for youth with higher education has risen from 2% in 1999 to 7.5% in 2013. The current report of Central Statistics Agency (2016) indicated that the number of educated youth and certified in diploma and bachelor degree and yet unemployed comprises 12% of the total urban unemployment and 17% of the total urban youth unemployment. Moreover, education statistics annual abstract of Ministry of Education (2015) revealed that nearly a quarter of one million people graduated in diploma and bachelor degree in 2014/15 academic year only. Hundreds of thousands joined the labor market in spite of the fact that the previous unbeatable number of unemployment. This rapidly expansion of graduate unemployment is becoming

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massive social problem. Its immense impact is revealed in various social, economic and political aspects of the country.

I believe that graduate unemployment has become a serious social problem and has literature gaps in various aspects. The greater part of researches regarding youth unemployment have been conducted in Ethiopia examined characteristics, labor market, causes, with respect to entrepreneurship and so on. Very few researchers studied graduate youth unemployment. I believe that it is crucial to study the experience of graduate unemployed youth's phenomenon exclusively. As the result of this gap, I want to study graduate unemployed youth lived experiences of Tabor Sub City of Hawassa City.

1.3 Objectives

1.3.1 General objective

The general objective of this study is to explore lived experiences of graduate unemployed youth in Tabor Sub City of Hawassa City.

1.3.2 Specific objectives

Examine job search experiences of graduate unemployed youth in the study area

Identify the causes of graduate youth unemployment in the study area

Examine the impact of graduate youth unemployment on individual, familial and societal levels

Assess the coping mechanisms of graduate unemployed youth

1.4 Research questions

This thesis will answer the following questions in order to address the research objectives.

1. What does job-searching experiences of the youth look like?
2. What are major causes of graduate youth unemployment in the study area?
3. What are the impacts of graduate youth unemployment on individual, familial and societal level?
4. What are coping mechanisms of graduate unemployed youth?

1.5 Significance of the study

At this moment, the number of youth graduating from public and private universities and colleges is increasing from time to time. Among the graduate youth, significance numbers of them do not secure jobs. The ups and downs of the youth is dreadful in job searching. Besides the study, indicated graduate unemployment is really becoming a problem to the society. Similarly, the finding of the research was helpful for individuals and organizations that require empirical information of youth unemployment. It is supportive as an additional literature of reviews. This study gave better understanding on the theme of graduate unemployed youth day to day lived experiences, challenges they face due to unemployment.

1.6 Scope of the study

The research was conducted in Tabor Sub City of Hawassa City, Ethiopia. The research data was collected from February 13 – 26, 2017. This research target groups are youth those have certified in diploma in level 3 and bachelor degrees.

Since this research examined the lived experiences of graduate unemployed youth, it assessed only fifteen research participants. With respect to the participants, this research accommodated only fifteen graduate unemployed youth who have not secured any jobs since

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their graduation from higher educational institutions. It was also limited to descriptive phenomenological qualitative research approaches.

1.7 Limitation of the study

This research focused on exploring the lived experiences of graduate unemployed youth. This kind of research requires in-depth interview of the research participants. Since the existing unemployment situation put the youth in frustration, many of them, I contacted, openly explained their unwillingness. Even though the youth firstly showed less motivation to be part of the research, after beginning interviewing and discussion they became free and shared their experiences openly. Ethiopia was under the state of emergency during data collection period. This situation also challenged the youth's engagement to some extent.

The youth that participated in the research were requested their willingness to contact their parents to be part of the research. Almost all the research participants refused to do so except one youth. As a result, I could not involve the data of parents as of my plan. In addition to this, there were also inadequate female research participants.

1.8 Operational definition of terms and concepts

Youth - As of UN ages between 15-24; as of Ministry of Youth Sport Culture (MoYSC)(2004) ages between 15-29; however in this research it includes the ages between 21 to 29.

Unemployed - As of (ILO, 1983), one can only be called as "unemployed" if he / she is: "*Without work*", that means he / she was not in paid employment or self-employment during a particular reference period;

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“*Currently available for work*”, that means he / she was ready for a paid employment or self-employment during the reference period;

“*Seeking work*”, that means he / she had taken specific steps in a specified recent period to seek paid employment or self-employment.

Unemployment is one of the indicators that have been used to measure the extent of unutilized human resource in the economy at a given area or region in a certain period of time
Central Statistics Agency (2016).

Underemployment in this research means those workers who are skilled/educated but working in low skill required jobs.

Job is specific task done as one's occupation or for an agreed price, in a post of employment; full-time or part-time position that consists of duties, responsibilities and tasks that are defined and specific, and can be accomplished. (Business dictionary.com)

Graduate - The term *graduate* has slightly different uses in different settings but in this research, it refers to individuals who successfully completed and certified from higher education institutions, and have been awarded a bachelor's degree or TVET level three diploma in the field they studied.

Graduate unemployment is a situation in which people that graduated in diploma or degree are in unemployment.

White-collar jobs refer to employees whose job entails, largely or entirely, mental or clerical work, such as in an office. The term white-collar work used to characterize non-manual workers, but now it refers to employees or professionals whose work is knowledge intensive, non-routine, and unstructured.

Chapter two

2. Literature review

This chapter includes the references of journals, articles, books, important websites, policies, strategies and plans to review the literature in graduate youth unemployment. This chapter refers in the topic area of defining youth, youth unemployment as a global problem, youth unemployment in Ethiopia and graduate youth unemployment in Ethiopia, and types of youth unemployment. In addition, this chapters deals with causes and impacts of graduate youth unemployment on the youth themselves, in their family and the society, job search experiences of graduate unemployed youth, human capital theory, ways of curbing graduate youth unemployment, and government policies and strategies related to youth unemployment in Ethiopia.

2.1 Defining youth

Countries and organizations define youth or young people differently based on their own political, economic, social and cultural perspectives. For instance, according to United Nations (UN), youth is defined as of those persons between the ages of 15 and 24. However, African Youth Charter (AYC) defines youth or young people as to every person between the ages of 15 and 35 years. The Federal Democratic Republic of Ethiopia (FDRE) Social Security and Development Policy defines youth as people whose ages of between 15 and 24.

As it is stated in the National Youth Policy of Ethiopia, various countries define youth as “countries indicate that different age ranges have been used in defining youth. For example, Uganda has used the age ranges 12-30; Mauritius 14-29; South Africa 14-28; India 15-35; Nigeria 18-35; Djibouti 16-30 for defining youth” Ministry of Youth Sport and Culture(MYSC) 2004, p.4). In order to mobilize and utilize the potential capacities and competence of youth,

National Youth Policy of Ethiopia defines youth as to include part of the society who are between 15-29 years old (ibid). Hence, in this study the researcher use the definition of National Youth Policy of Ethiopia.

2.2 Youth unemployment as a global problem

According to International Labor Organization (2012, p.7, 9), today almost one person in five is between the ages of youth. Altogether, there are over 1.2 billion youth in the world. The majority of young people about 90 per cent of them live in developing countries in Asia and Africa. A youthful population is considered a formidable asset for innovation and creativity in economies and societies. However, in order for countries fully to realize this potential and capitalize on the youth dividend, young people need to be productively employed and integrated in the society. However, a number of youth recently suffer from lacking unemployment globally. Sanchez-Castaneda, Serrani & Sperotti (2012, p.47) states that for national governments and international organizations worldwide, youth unemployment and joblessness remain major issues. The global economic crisis has further exposed the fragility of the youth in the labor market.

While youth unemployment remains a global problem, youth unemployment is not equally distributed across regions. According to (Nayak, 2014, p.34) youth unemployment is a serious concerns every nation including eastern and western countries. However, developing countries are more victimized than others are. Young people in Africa are confronted with many difficulties when it comes to their integration in the labor markets and their search for decent and productive jobs (International Labor Organization, 2006). Youth unemployment, which is substantially higher than global adult unemployment, has been growing in the last decade (ibid).

2.3 Youth unemployment in Ethiopia

Fitsum Dechasa (2014, p.216) states that the phenomenon of unemployment is one of the major social problems of most urban centers of Ethiopia. Nevertheless, in rural areas there is high level of underemployment, a phenomenon of not being fully employed or ineffectively employed Martha (2012:4). According to Guarcello & Rosati (2007, p.2), Ethiopia accounts for the largest youth population in Sub-Saharan Africa and the lack of employment opportunities for Ethiopian young people is among the critical developing challenges facing the country. The number of youth in Ethiopia makes up approximately 28.3% of the total population (Nganwa et al (2015, p.197 and Broussard & Tekleselassie, 2012).

One of the most disadvantaged group in labor market of the country and that are facing greater challenges in unemployment are youth (Serneels, 2004; Brossard & Tekleselassie 2012; Fitsum 2014, p.214; & GTP II). Comparing youth and adult unemployment rates provides some indication of the extent to which young workers are disadvantaged in relation to their adult counterparts in securing jobs (Guarcello & Rosati, 200, p.24). It is clearly indicated in the Central Statistics Agency (2016, p.127) urban employment unemployment survey report that from the total of urban areas unemployment, the unemployment of youth comprises 62% of it.

Ethiopia's steady and fast economic growth has not created employment opportunities for the increasing number of youth (Nganwa et al, 2015,p. 203; Nayak, 2014, p.34; & Martha, 2012, p.2).The youth labor market is of particular concern in developing countries such as Ethiopia due to a high proportion of youth in the demographic profile. There is a belief that more youth in the population create difficult pressures on the labor market and a growing youth population can have important long run implications on youth unemployment (Broussard & Tekleselassie, 2012, p. 9). Fitsum Dechasa (2014, p.216) states although recent trends indicates improved

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performance in reduction unemployment in general; urban areas of the population are still characterized by high unemployment and for majority duration of stay without job is relatively long.

According to Nganwa et al (2015, p.197), youth are important driving forces for social, political and economic development for any country. The ability of youth to engage in productive activities has both social and economic consequences for an economy; however, the intensity of youth unemployment is quite prevalent and widespread. Lack of employment opportunities for Ethiopian young people is among the critical development challenges facing the country Guarcello & Rosati (2007, p.2).

2.4 Graduate youth unemployment in Ethiopia

According to Otobo (2012) as it is cited by Stephen and Dickson (2015, p.6) categories graduate unemployment into two: graduates who have never worked since graduation, and graduates who have lost their jobs, seeking re-entry into the labor market. This study considers only graduates who have not secured any jobs since their graduation.

Previously the society perceived that a diploma or degree as the ticket to secure white-collar jobs despite the fact that many recent college or university graduates are finding that their investments in education are not paying off. Abel, Deitz, & Su (2014, p.1) depicts that a college/university education is an important investment that helps people build their skills and prepare for high-skilled jobs. Serneels (2004) reveals in urban Ethiopia unemployment is concentrated among relatively well-educated first time job seekers who come from the middle classes. The report of Central Statistics Agency (2013) indicates unemployment rates for youth with higher education has risen from 2% in 1999 to 7.5% in 2013. The current report of CSA (2016) indicated that the number of youth educated and certified in diploma level three and

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bachelor degree yet unemployed comprises 12% of the total urban unemployment and 17% of the total urban youth unemployment.

Serneels (2004) dictates mean duration of unemployment is close to four years and is higher for those aspiring to a public sector job. Such durations frustrated the youth to attain their aspiration. A stark contrast between aspirations for the future and economic opportunity is common among young people throughout much of the world, but it is particularly acute among urban youth in the global South, and as in Ethiopia, unemployment is often a primary barrier to attaining aspirations (Devi, 2015, p.123).

The study conducted by Broussard & Tekleselassie (2012, p.21) indicated that there is a positive relationship between educational attainment and unemployment. This positive relationship experienced in a number of developing countries has been termed the educated unemployment problem, where there exists a mismatch between the education and training skills available and the requirements of the labor market. Nganwa et al (2015) explained having an education certificate do not guarantee employment in urban areas of Ethiopia.

2.5 Types of youth unemployment

Different economists define unemployment in different ways. There are four major types of unemployment. They are:

Frictional unemployment: This is a short-term, often voluntary form of unemployment because of movements of people between jobs and regions. Short-period unemployment brought about by workers' changing of jobs. This minimum level of unemployment, which coexists with job vacancies, occurs even when an economy is at full employment and is a feature of all types of national economy.

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Structural unemployment: An imbalance across labor markets, when demands for labor and labor supplies fail to adjust. This is when unemployed persons have different skills from those being demanded by employers or when the labor markets are located in a different place from a potential employer.

Cyclical unemployment: This varies in duration and intensity. It is usually associated with a depression of the business cycle and occurs when the labor supply exceeds the over-all demand for labor. Employers may respond by reducing the labors.

Classical unemployment: it is caused when wages are too high. When workers themselves were blamed for not accepting lower wages. Classical unemployment is also called real wage unemployment.

2.6 Major causes of graduate youth unemployment

2.6.1 Low quality graduates

Education in Ethiopia is not well-developed yet and it lacks the capacity to produce qualified graduates; as the focus is given to mass education at the expense of quality graduates. It is not secret that the current educational policy of Ethiopia in general and that of higher educational institutions in particular is highly criticized for their large number of graduates with low quality, compared to the expected universal standard Shimelis Keno(2017).

2.6.2 Poor performance of Micro and Small Enterprises(MSEs)

Recognizing the role of MSEs in unemployment reduction the government of Ethiopia has launched extensive program of promoting and supporting MSEs. Inadequate but uncoordinated compounded by institutional weakness and thus it has been a challenge for individuals to engage in such enterprises and sustain their work (Fitsum Dechasa, 2014, p.217).

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Nebiletal (2010, p.31) adds that the governmental bureaus are not fully implementing their roles in linking graduates with prospective employers. In addition to the poor implementation in MSEs, the youth in the study of Belete Shanka(2016) revealed it is very difficult to contribute the start up 20% prior contribution.

With respect to the attitude of unemployed youth to engage in MSEs, Ethiopian Economist Association (EEA) (2014) revealed that there is the increased tendency self-employed by many young university graduates instead of waiting for employment from public. However, researchers (Serneels, 2007 & Belete Shanka, 2016), argue that the graduate unemployed youth have negative attitude towards MSEs.

2.6.3 Skills mismatch.

Mismatch of education and training skills with the requirements of the labor market is major reason for the high level of unemployment (Nebil et al, 2010, p.12). According to Berhanu et al (2005), a study of unemployment in urban areas revealed an increase in unemployment rates of young people who have attained a higher educational level. This was due to a mismatch between the type of education provided at schools and the requirements of the labor market.

2.6.4 Corruption, nepotism and political affiliation

Daniel Gebretsadik(2016) and Belete Shanka(2016) indicate that corruption and nepotism appear as unemployment aggravates factors. It is due to some government officials provide few zero year experience job opportunities to either their relative or to the one that provide bride. In addition, political affiliation to the current ruling party enhances better opportunities to secure white-collar jobs in government offices.

2.7 Impacts of graduate youth unemployment

2.7.1 Impact graduate youth unemployment on the youth themselves

Youth unemployment has big impact on the youth's psychological, social and economic wellbeing.

The youth particularly staying for long run without securing any jobs faces more problems. As of the youth tried to secure a job and constantly failed in it, they would have been psychologically discouraged. Devi (2015, p.120) in his study indicated that the constant efforts for fulfillment of their need and continuous failure to achieve the desired results create tension and anxiety in their mind. Such type of constant failure rived them frustrated out of their recurrent and constant failure to get appointment/ engagement. Constant failure has broken down their self- confidence. Moreover, study of Amissah & Nyarko (2017, p.72) also revealed that the duration of unemployment predicts more psychological distress than the mere form of unemployment. This implies that it is not only unemployment that is worrying but its duration as well. The negative consequences of unemployment increase with the duration of unemployment.

The economic hardships and the financial constraint of the unemployed youth might largely account for their poor mental health in terms of lower self-esteem and higher levels of depression and suicide (ibid). After completion of their graduation the youth feel moral responsibility to take care of their parents physically, mentally and economically; if unable to do this, the youth faced lacking self-confidence, become hopeless and lose sense of purpose (Devi , 2015, p.122 & Thomas et al, 2015, p.7).

Due to the lack of self-confidence and self-esteem, they gradually inculcate negative feelings in their thought (ibid). Most unemployed youth in order to escape from their depression, loneliness and mental stress, they engage themselves in addiction chewing *chat* smoking

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cigarette, drinking alcohols (Daniel Gebretsadik, 2016) & Nayak , 2014). In addition to this, the youth are exposed to illegal migration and to engage in crime (Daniel Gebretsadik, 2016) & Belete Shanka, 2016). Adebayo (2013) depicts that the frustration and desperation that daily torments the unemployed creates a fertile ground for crime to thrive.

With respect to detachment, unemployed youth are detached from friends and society along with lacking certain family privileges. Nebil et al (2010, p.36) Society's perception about unemployed youth are they often not do recognize as an important future resource of the country. Some people in society perceive unemployed youth as criminals and irresponsible individuals who do not have any value.

Moller (1991, p.11) revealed that social stigma attached to being unemployed arises from them is conception that the unemployed are unable or unwilling to utilize their spare time to the best advantage of the individual and society. As a result, according to Stephen and Dickson (2015, p.12) the lack of social contact entails lack of self-esteem and mental stress and therefore a lack of a sense of responsibility. The empirical evidence from thesis of Belete Shanka (2016) indicated that unemployed youth feel worried when they meet their former friends graduated from the same college or university in similar subjects, but are employed in white-collar jobs. On the contrary, unemployed graduates feel secure when they spend time with other unemployed young people around (Clark, 2003 & Belete Shanka, 2016).

2.7.2 Impact of graduate youth unemployment in families of the youth

Majumder & Mukherjee (2013, p.5) depict that investments made for education by parents and individuals with the expectation of getting returns. Nevertheless, Thomas et al(2015, p.7)unless all the wealth the family poured into educating their children at high cost came to naught, it is more worrisome and breeds stressful moments for the family. In addition to prior

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investment of education on the youth, the family support continued until they secured jobs.

Stephen and Dickson (2015, p.12) illustrate graduate youth unemployment creates depending on parents, siblings and relatives for care. Since, they have no source of income; they significantly depend on their parents and relatives for their financial and material needs. This situation creates financial and emotional strain on parents. As Pieter Serneels (2004) description, the incidence and duration of unemployment are negatively related to household welfare use their savings and cut back consumption to cope with unemployment.

2.7.3 Impact of graduate youth unemployment on socioeconomic of the country

Long-term unemployment of the youth actually means that the fresh entrants to the workforce are without any job. This is a way of wasting the trained youth knowledge and skills to forget whatsoever they had learnt in the preceding years due to long non-application of knowledge. Huge educated youth unemployment is a major threat to social stability and internal security (Majumder & Mukherjee, 2013, p.5).

2.8 Job search experiences of graduate unemployed youth

Job search experiences vary from individual to individual based on the stamina one has during challenging circumstances along with having good contacts. A study conducted by Belete Shanka (2016, p.54) revealed that after completing a demanding university or college education, the young graduates encounter the strains and hassles of searching for a white-collar job and being turned down by another candidate. While most individuals do aspire to white-collar public sector work, getting a job in Ethiopia is hardly a matter of waiting: finding employment is time consuming and expensive (Franklin, 2014, p.2). He also adds youth job search is constrained by cost of transportation, location, access to information and other labor market constraints challenge the youth in the labor market to compete successfully. What's more according to Dale

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(2014, p.36) is university graduate unemployed youth perceive that employability is also determined by family situation such as family network, relatives, acquaintance with potential public and private sectors. Job searching mechanisms are heterogenous among youth. Apparently, according to Broussard & Teklesellasi (2012) more than 50% of all unemployed youth across Ethiopia use the boards, or newspapers available next to them, as their primary method of job search

The job searching experience of graduate unemployed youth in transition from school to work is challenged due to almost no vacancies without experience of at least one to two years. Nebil et al (2010, p.14-15) elucidates almost every organization looks for work experience when hiring an employee for most positions. This creates an obstacle for graduates who have only theoretical knowledge and little or no work experience.

2.9 Human capital theory

Becker (1964) defines theory of human capital as a form of investment by individuals in education up to the point where the returns in extra income are equal to the costs of participating in education. Returns are both private to the individual in the form of additional income, and to the general society in the form of greater productivity provided by the educated. Shultz (1961) states that human capital as the knowledge and skills that people acquire through education and training being a form of capital, and that this capital is a product of deliberate investment that yields returns.

In both the above definitions, the investments are deliberate and expect in return. The expectations are in individual, familial and governmental levels. Expecting the outcomes of the investment, according to Olaniyan & Okemakinde (2008, p.482), many of the developing nations have realized that the principal mechanisms for developing human knowledge is the education

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system. Hence, they invest huge amount of money on education. In addition to this, parents also strongly feel that an era of scarce skilled work force the better the education their children can get the better are their chances of getting well-paid jobs. The poor particularly often look at their children's education as the best means of escaping poverty (ibid). Moreover, parents also invest in formal education to attain the perceived image of education as a strategy to move up the social ladder through securing white-collar jobs Dale (2014, p.7).

The theory has been criticized with several grounds. Olaniyan & Okemakinde(2008, p.481) urged that governments may adopt educational plans consistent with specific development, goals and strategies. At the time, the more political the goals of education, the more problematic the outcomes will be. In light of this, the attainment of the development objectives is risky as of the desired economical and societal goals. In addition to this, Dale (2014, p.7) criticize the theory stating that perceived employability of individual can either be determined by the conditions of the labor market that offer different opportunities to the individual and employee's resource possessions. In line with this, the theory does not indicate where there will be no evidence of either shortage or surplus supply of educated people (Olaniyan & Okemakinde2008, p.482).

Unless the youth are employed in the professions they graduate, the impacts are multifaceted. Thomas et al (2015) reveled that prolonged unemployment erodes the value of the knowledge and skills learnt by the educated youths such that after prolonged unemployment, a graduate youth will have lost their skills or they will become irrelevant or outdated in a fast changing world. In addition to this, families and government will not also get in return what they invested. Therefore, the more investment in education does not mean more economic growth for the country or mass education does not lead to mass production (Tan 2014, p.424).

2.10 Ways of curbing graduate youth unemployment

According to the International Labor Organization (2009, p.10), the energy, skills and aspirations of young people are invaluable assets that no country can afford to squander. Helping young people to realize their full potential by gaining access to productive employment is, therefore, a pre-condition for poverty eradication and sustainable development. Hence, to tackle unemployment challenges, national youth employment policies, strategies and plans represent of a credible commitment to tackling the challenge of providing productive and durable employment opportunities for young men and women (ILO, 2012 p.31).

Apprenticeship appears to be one of the most effective tools for ensuring a successful transition, and the integration between education, training, and employment. Apprenticeship provides securing the transition towards employment for young people with appropriate skills (Sanchez-Castaneda, Serrani and Sperotti, 2012 p.127).

Entrepreneurship can play a significant role in reducing youth unemployment and increasing the chances of youth employability. Youth face the difficulty of starting their own businesses for various reasons such as cultural and social norms and difficulty in getting credit due to lack of experience or collateral (Nebil et al, 2010, p14; ILO 2012, p.66).

2.11 Government policies and strategies related to youth unemployment in Ethiopia

It is very crucial to formulate policies, strategies and plans and implement accordingly in order to reduce youth unemployment for a country. National Ethiopian youth policy exclusively provides details in the issues of youth. The policy puts general directives about youth such as youth participation and so on. The other government direction to with unemployment is Growth and Transformation Plan (GTP) II(2016, p.113). This plan accommodated major activates to be accomplished during the years. Under employment and poverty reduction section, the plan

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describes that one of the major development objectives of the Government in GTP II is reducing poverty and generating employment for the expanding labor force. The plan identified which segment of the society required notable attention specifically; the plan clearly puts in job creation it is intended to benefit the disadvantaged group; particularly focusing on women and youth.

In order to achieve the objectives of expanding employment, one of the driving strategies to be undertaken is micro and small enterprise development. The plan states beyond giving recognition to MSEs, the government follows its intervention intensively. Micro and Small Enterprises (MSEs) Development Strategy of Ethiopia was formulated focusing on creating job opportunities through MSEs development and to reducing unemployment. In addition to this MSEs promotes entrepreneurship culture and enhance self-employment. It has the sector structured from the federal until the *kebele*, the lowest government administrative, level. It indicates that the MSEs has obtained due attention of government. Ethiopian Industrial Development Strategic Plan revealed the government planned as a strategy to address the high unemployment rate of the country through creating massive job opportunities. The expansion the industry created structural transformational changes in job creation. Such strategy is highly important address the mass oversupply of graduate youth in to employment

Chapter Three

3. Research Methodology

This chapter deals with the topic of research design, study area, sampling, methods of data collection, data analysis plan, quality assurance and ethical considerations

3.1 Research design

This research employed qualitative research. Through qualitative research, one can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate (Mason, 2002, p.1). From the types of qualitative researches, for instance, case study, phenomenology, ethnography, grounded theory and narrative, this study design employed phenomenology approaches. According to Yin(2011, p.17) phenomenology is the study of human events as they are immediately experienced in real-world settings.

Phenomenology has the potential to penetrate deep to the human experience, trace the essence of a phenomenon and explicate it in its original form as experienced by the individuals (Kafle, 2011, p.183).

There are two main approaches of phenomenology namely hermeneutical and transcendental or psychological. The first one is hermeneutical phenomenology that describes research as oriented toward lived experience and interpreting the “texts” of life. The second one is transcendental or psychological phenomenology that is focused less on the interpretations of the researcher and more on a description of the experiences of participants (Creswell, 2007; Kafle 2011; Yin 2002). Transcendental phenomenology is built up round the idea of reduction that refers to suspending the personal prejudices and attempting to reach to the core or essence

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through a state of pure consciousness and applying the phenomenological attitude over natural attitude (Kafle, 2011, p.186).

I assessed the lived experiences of graduate unemployed youth in Tabor Sub City of Hawassa City. In this research, I employed the transcendental or psychological phenomenology because I needed to indicate the experiences of the unemployed youth through describing as their statement. The decisive factor to find out the use of phenomenology is whilst the research problem requires an insightful understanding of human experiences common to a group of people (Creswell, 2007). According to Christenson, Johnson and Tuner (2010) the primary objective of a phenomenological study is to explicit the meaning, structure and essence of the lived experiences of a person or a group of people around a specific phenomenon.

While conducting phenomenology research, according to Padilla-Diaz (2015), bracketing is an aspect that the researcher may employ while conducting a phenomenological research. It is important to understand that participants bring out subjective and objective experiences.

3.2 Study area

This study was conducted in Hawassa city, the capital of the Southern Nation Nationalities and Peoples' Regional State (SNNPRS) located at the eastern shore of Lake Hawassa 275 km. south of Addis Ababa. It lies at an elevation of 1680m and has a plain topography. The total population of the town in 2016 is estimated to be about 357,196 of which 183,819 male and 173,377 female(Hawassa City Socio Economic Profile, 2015, p.7,89).

The city administration has eight sub cities namely Hayk Dar, Menaharia, Tabor, Misrak, Bahil Adarash, Addis Ketema, Hawella-Tula, and Mehal sub-city. Among these sub cities, Tabor is selected as the study area due unemployment data I got from Hawassa City Administration, Tabor sub city has the highest unemployment percentages than others. Tabor sub city is found to

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the south direction of the city that has the total population of 64,341 of which 33,877 male and 30,056 female.

According to the CSA 2016, p.35) report, the total unemployed person of the city is 21,686; from which 5,755 and 15,930 are males and females respectively. The total unemployment of the youth in general comprises 64% of the total unemployment of the city. According to the BoFED(2015, p.217) statistical report of urban employment unemployment, the total graduate unemployed youth in diploma and degree is 4,132 which encompasses 22.2% of the total city unemployment.

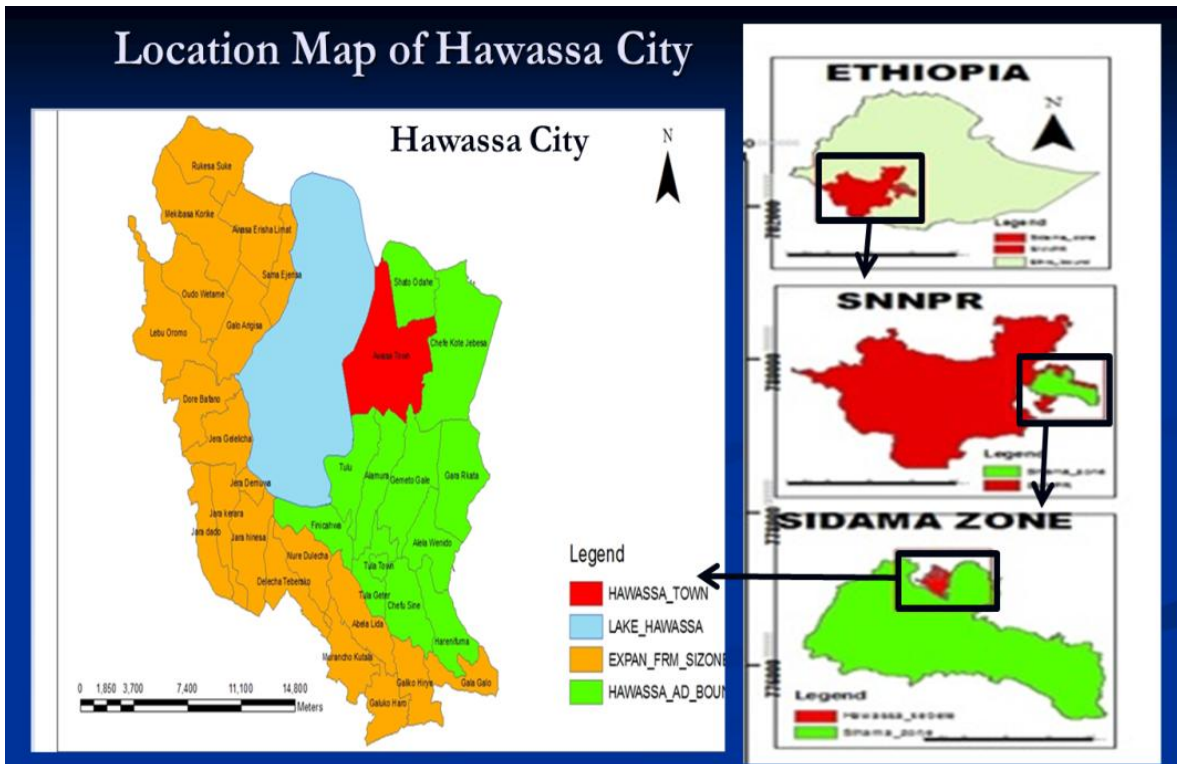


Fig 1: Hawassa City administrative map

3.3 Sampling

Based on the objectives of the study, I selected non-probability sampling. As the result, from non-probability sampling, I employed purposive sampling. From purposive sampling, I

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employed heterogeneous purposive sampling techniques. Even though the graduate unemployed youth were homogeneous with respect to unemployment, they were heterogeneous in terms of field of study, sex, educational status etc. The reason I required to take sample from heterogeneous field of study is to get experiences from their field of study perspective.

Purposive sampling means that the inquirer selects individuals for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. Decisions need to be made about who or what should be sampled, what form the sampling will take, and how many people need to be sampled (Creswell 2007, p.125). Padilla-Diaz(2015) depicts purposive sampling is characterized by the incorporation of specific criteria met by the participants at the moment of selection. According to Bernard (2002) and Spradley (1979) as it is cited by Palinkas, Horwitz, , Green, Wisdom, Duan & Hoagwood (2013, p.2), in addition to knowledge and experience of the phenomenon, the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner is expected.

On February 24, 2017, during the discussion with head of Trade and Industry office of Tabor Sub City, he explained that they had list of unemployed youth from all walks of life who are registered at government office. Subsequently, he handed over me list of graduate unemployed youth in degree and diploma considering that the number of samples I required. Considering the study specification, I selected unemployed youth for an in-depth interview.

According to the inclusion criteria of this study, I considered graduate unemployed youth who completed and graduated TVET level three diplomas and bachelor degrees. In view of the fact, this study included graduate unemployed youth who had not employed at least for one year

since their graduation. The maximum age limit, 29 years old, was based on the policy of Ministry of Youth Sport and Culture (2004) definition of youth.

3.4 Methods of data collection

Since this research addressed the study of the nature of graduate youth unemployment, the researcher found phenomenological qualitative research approach was more relevant. This research employed both primary and secondary data collection methods.

3.4.1 Primary data collection tools

3.4.1.1 Interview

The most appropriate data collection strategy for a phenomenological research is the profound interview. According to Padilla-Diaz (2015), the phenomenological interview should be open or semi-structured. These two types of interviews allow the researcher to address the phenomenon profoundly, providing a space of opening for the informants to express their experiences in detail, approaching reality as faithfully as possible. The detailed descriptions brought by the participant in the profound phenomenological interview should be as representative of experienced reality as possible. The number of research participants engaged in in-depth interview based according the objective of the study. Phenomenological study is the process of collecting information involves primarily in-depth interviews with as many as ten individuals. The important point is to describe the meaning of the phenomena for a small number of individuals who have experiences it (Creswell, 2007, p.131).

This study employed in-depth interview with ten graduate unemployed youth who lived in Tabor Sub City. Each interview session of the youth had taken from 40 – 70 minutes. Each interviewee was asked to prefer a place for the interview where he or she felt comfortably

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sharing the details of experiences openly. What only I did was assuring that the preferred place was convenient to conduct the interview.

Besides, I also employed open-ended interview session with government official. It was important to include information from government aspects. Next to this, the researcher also conducted interview with one of the parent of the research participant. Although I planned to have interview session with three parents, the youth that participated in the study became not willing to contact with their parents. Interviews and focus group discussion data was gathered using tape recording while the youth were not willing to recording, note taking was applied. From ten in-depth interview participants, only one of them refused to record his voice.

3.4.1.2 Focus Group Discussion (FGD)

Another method of data collection that I employed was FGD. Liamputtong (2011) states that focus group discussion includes a group of six to ten individuals who have interrelated experiences or concerns. I conducted one focus group discussion that accommodated six graduate unemployed youth. From the FGD participants, one youth was selected deliberately who engaged in in-depth interview. This focus group discussion looked for describing the experiences of unemployed youth and what to be done to improve the situation.

Creswell(2007, p.133) depicts FGDs are advantageous when the interaction among interviewees likely yield the best information, when interviewees are similar and cooperative with each other, when time to collect information is limited. However, Creswell also explains that care must be taken to encourage all participants to talk and to monitor individuals to who may dominate the conversation. Since I took on the role of facilitator, I moderated by stimulating the discussion to participate each youth. With respect of duration of FGD, it was planned to

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cover from 60 to 90 minutes; and the actual FGD lasted 70 minutes. The FGD group was willing for recording the discussion.

3.4.1.3 Observation

Observation was a data collection method I employed in this research. I observed where vacancies were posted. In addition to this, I observed youth center that is found in the sub city. In addition, I observed the physical and emotional descriptions of the research participants during interview and discussion.

3.4.2 Secondary data collection tools

Intensive reviews of literature were done on graduate unemployment from various published and unpublished journals and crucial books. Besides, the study accommodated data from government official documents, for instance, statistics, reports, policies, strategies, plans etc.

3.5 Data analysis plan

After completing collection of the data, the next immediate task was analyzing the data. This study analyzed the data collected from research participants through qualitative data analysis method; for instance, transcribing, translating, coding, clustering, presenting the findings and discussion were the main ones.

Information from research participant were collected through interview, FGD, observation and note taking. The data collected through in-depth interviews and FGD were conducted in Amharic language. Hence, I firstly transcribed the data in the language it was recorded. Then all the data were translated in to English language. According to Lester (1999)

the problem for many phenomenological research is that it generates a large quantity of interview notes, tape recordings, jottings or other records all of which have to be analyzed.

Data reduction was the critical data analyzing stage. (Creswell, 2007, p.159) depicts “Jot down the experiences statement and treat each statement as having equal worth and works to develop a list of non-repetitive and non-overlapping statements. Take the significant statements and then group them in to larger units of information called meaning units or themes” I identified potential responds that replied the research questions well. The uniform experiences most of the research participants shared were considered into account. After completing the translation, coding was done according to the research questions. The codes were clustered under different themes. This research finding had five major themes.

3.6 Quality assurance

Assuring the quality of any research is the critical step. Morrow, (2005, p.256) noted that qualitative research, ensuing from a variety of disciplines embraces multiple standards of quality, known variously as validity, credibility or trustworthiness.

Notwithstanding the qualitative research is quite exposed for personal bias while the researchers carried out data collection, data organization and data interpretation, separating once inclination from the research findings is very crucial. In addition to adequacy of data, the adequacy of interpretation during the process of data analysis, interpretation, and presentation is essential to round out the criteria for trustworthiness. (Morrow, 2005, p.256).

Golafshani(2003, p.604) stated that engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities. Similarly, I tried to assure the trustworthiness of the study in various ways to get rid of personal bias. This phenomenological research accommodated different method of data collection to

verify the data find in one method with the other. This assured to triangulate the data from different sources. All the collected data were transcribed as stated by the research participants. During the organization and interpretation the data, the points entertained were the research participants only.

3.7 Ethical consideration

This research was conducted collecting data from different individuals. Hence, in doing so, it is mandatory to be ethically up to the standard of the research. Creswell (2007, p.141) delineated the researcher has responsibility to respect the rights, needs, values, and desires of the participants. According to Halai (2006, p.5-6) sound research is a moral and ethical endeavor and should be concerned with ensuring that the interests of those participating in a study are not harmed as a result of research being done.

Elements of the consents usually include prior information on key elements of research such as purpose, procedures, time, benefits, and a clause stipulating that participation is voluntary and the participants have the right to withdraw from the study. (ibid). Prior giving the consent, I described about the research purpose, methodology and the importance of studying the topic. The research participants were provided ample information to take in to account from various aspects. The consent of this study accommodated all the above elements mentioned by aforementioned reference. The youth who signed on the consent were willing to be part of the research after reading the consent and requesting clarifications on it. All the research participants signed the consent before proceeding data collection.

Concerned with offering respect and protection to research participants through assurance of confidentiality of information are shared and anonymity by not revealing the identity of the individuals and institutions involved (ibid). I took care of confidentiality of information shared

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and anonymity of research participants. No data collected from the research participants was disclosed to anybody. The data was used only for the purpose of this research. To keep the anonymity of the participants, I used naming Graduate Unemployed Youth (GUY) referred as GUY1, GUY2....

Chapter Four

4. Data Presentation

This chapter covers a narrative description of the research participants. The description is the lived experiences of graduate unemployed youth who have not secured their jobs for a year and above. The findings were obtained from in-depth interview and focus group discussion with the youth and their parents. The focus of this study was to assess the lived experiences of graduate unemployed youth who recently lived in Tabor Sub City of Hawassa City, Ethiopia. In order to keep the identity of the research participant, confidential code was given to all participants. The code is Graduate Unemployed Youth (GUY), referred as GUY1, GUY2...

The major findings are organized under five main themes. The major themes included in the findings are explaining unemployment from the youth lived experiences, efforts graduate unemployed youth exerted to be employed, major causes and challenges of graduate youth unemployment in individual, familial and social levels and efforts of government to tackle graduate youth unemployment problems.

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S.No	Respondent	Sex	Age	Place of birth	Education status	Field of study	Institution you graduate	Duration of unemployment	Marital status
1	GUY 1	M	26	Hawassa	BSC	Civil Engineering	Hawassa University	30 months	Single
2	GUY 2	M	29	Hawassa	BSC	IT	Axum University	30 months	Single
3	GUY 3	F	24	Adama	BA	Geography	MizanTepi	30 months	Married
4	GUY 4	M	23	Hawassa	10 +3	Drafting	Hawassa TVET	42 months	Single
5	GUY 5	M	26	Hawassa	BSC	Statistics	Haramaya University	30 months	Single
6	GUY 6	M	24	Hawassa	BA	Management	Adama University	18 months	Single
7	GUY 7	M	25	Hawassa	BSC	Computer Science	Dilla University	18 months	Single
8	GUY 8	M	25	Hawassa	BED	Geography	Haramaya University	30 months	Single
9	GUY 9	M	26	Hawassa	BSC	Applied Chemistry	Bahir Dar University	42 months	Single
10	GUY 10	M	25	Hawassa	BA	Economics	Hawassa University	30 months	single
11	GUY 11	M	29	Yirgalem	BSC	Natural Resource	Dilla University	72 months	Single
12	GUY 12	M	28	Hawassa	BSC	Chem Engineering	Hawassa University	42 months	Single
13	GUY 13	M	26	Hawassa	BA	Special needs	Dilla University	30 months	Single
14	GUY 14	M	24	Hawassa	10 +3	Auto mechanic	Hawassa TVET	30 months	Single
15	GUY 15	F	26	Hawassa	BA	Accounting	Hawassa University	42 months	Single

Table 1: Personal information of research participants

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The participant youth of this research were 15 and all are graduate from universities and colleges but still unemployed. All the participants youth age range from 23-29 years. In terms of sex distribution, two of the participants are woman. When comes to their educational status, 13 youth are degree holder where as two of the total participants are TVET Level 3 completed.

Respecting to marital status, only one of all participants is married while the rests are unmarried. The duration of their unemployment ranges from 18 months to 72 months. The average unemployment duration of all participants is 34.4 months that is nearly about three years. With respect to field of study, nine youth are from natural sciences whereas six of them are from social sciences. All the research participants are selected using heterogeneous purposive sampling techniques.

4.1. Explaining unemployment from the youth's lived experiences

4.1.1 Previous expectation of securing a job after graduation

The degree of expectation about securing a job is different from youth to youth. All the research participants expected it might be a bit difficult but it would not have been as they have stayed for long run. One of the research participants, (GUY 10, male) explained he was hopeful to secure a job and be a man he dreams after his graduation. He used to think supporting his family. Nevertheless, when the time passes by, all his hopes and aspirations have been eroded.

Two of the research participants viewed their expectation relating that securing a job was mainly based on scoring good Grade Point Average (GPA). (GUY2, male) said, *“Previously I used to perceive that getting a job is correlated with scoring good GPA in the field I studied. At this moment from my day-to-day lived experiences, I realize it is not. Though I have a good GPA, I could not secure a job.”*

4.1.2 Current experiences of unemployed youth

Graduate unemployed youth experience challenges of unemployment as of their family economic status. (GUY 10, male) explained, *“Living in status of unemployment is dreadful and heartbreaking experiences. My family paid lots of sacrifice for me to go to school and complete higher education. They also organized a graduation ceremony that my relatives, friends and surrounding neighborhoods shared moment of happiness. After all this incidences, when I become jobless, imagine how much damaging it is.”*

The youth participated in this research unanimously perceived that unemployment status made them become dependent on their family, detached from their friends and lost their dignity. The youth also believed that the status of graduate youth unemployment most likely exposed them to be undermined by their family and neighbors. (GUY 5, male) explained *“Because I am educated and yet unemployed, I lose the dignity of my parents.”* In addition to this, the youth explained that their parents compared them with individuals that were successful in securing jobs. This comparison most likely eroded their self-confidence. Moreover, the youth elucidated during graduation months, all financial and emotional support they get from their family was nice, but gradually their support was diminished. The youth explained that they felt ashamed while requesting financial support from their parents. With respect to this, (GUY 7, male) said, *“The feeling while requesting financial support to photocopy and taxi expenses is distressing. Waiting the hands of the family for a year and half is heartbreaking.”*

One of the FGD participants explained that gradually the support from his family was minimized; currently his parents were hurting his emotions explaining as if he was useless. He also added his family said to him that he could not pay back the financial and parental investment on him. Other youth explained his experiences of getting nickname for his long

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lasting dependency. The research participant (GUY 9, male) explained by sobbing, *“Some of my relatives around have given me a nickname called “ጠረጎ” which in Amharic means pensioned. Whenever I listened to this word, I feel like I am a dog.”*

Because of the status of unemployment, the research participants explained that their best friends avoided them from friendship. They added that they felt lonely and often blame themselves for this incidence. Explaining his experience (GUY 2, male) described with desperate voice, *“My friends run away from me. They avoided me just because I am unemployed. Even my lifetime best friends do not respond to my phone calls. They gave various reasons to be far away from me.”* Nevertheless, as a saying goes birds of the same feathers flock together, the unemployed youth become good friends with each other. They explained the reason that they felt relief when they were together. It is due to they had the foremost commonality they shared together; that was unemployment after graduation.

4.1.3 Experiences of passing a day

The research participants have different experiences on passing their day. In general, they explained that they have been passing monotonous daily routines. The research participant (GUY 6, male) explained he stayed at home the whole day; he hid himself from the community and friends. He said he did this to escape from the nagging community questions in job securing. Hence, he often got out of home about 6 PM to go church and read vacancies. In addition to this youth, one of the focus group participants explained that he became hopeless. He said that he did not have any aspiration about his tomorrow, *“I am concerned only of today; I do not bother myself about my tomorrow. In the morning session, I look for sources of income to engage in addiction. In the afternoon, I begin chewing khat. After that, I go to drinking alcohol. Drinking alcohol helps me to be drunk and escape from the nagging of the family. If I do not get drunk,*

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there will be hard conversation of my parents with respect to job searching; that quarrel occasionally leads to bigger conflict.”

There are also youth that pass much part of the day sitting idly in the public. They passed the day watching every movement in the road. Describing his experiences, (GUY 7, male) elucidated that in his surrounding there is a place called “*ድድ ማሰጫ*” which in slang Amharic literary means *a place where one commonly sits in a public idly*. He also added that in his neighborhood there is a place of “*ድድ ማሰጫ*” that is named by his name.”

Youth require places to recreate. Unemployed youth particularly required a place they can recreate themselves. Government owned youth centers are important to the youth passing their free time. All the research participants explained that the youth center in their sub city is not good enough to entertain the current needs of the youth. From his view (GUY 2, male) depicted, *“Youth center in the study area is not proportional to the number of youth in the sub city. Worst of all the activities provided by the center do not accommodate the current needs of the youth. The youth do not have sense of belongingness to the center.”*

4.1.4 Defining a job from the youth lived experiences

From his lived experiences as a graduate unemployed youth, (GUY 8, male) explained that “*ሰራ አጥነት የበይ ተመልካች ያደርጋል*” which literary in Amharic means *“unemployment makes unemployed individuals watch while others are eating.”* He briefed that though he wanted to have work and lead his life well, he could not be successful in finding a job so that he became dependent on others.

The youth participated in this research explained that a job is one’s identity and adds one’s social status. On the contrary, lacking a job makes one’s life in a mess. Graduate

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unemployed youth defined unemployment, from their lived experiences, as a state that makes them feeling of useless, unlucky, and dependent. One research participant described unemployment with respect to securing a job:

Work, as of my experience, is life; work is as the most important way to a successful life and get familial acceptance. To get a job is to be respected in one's family and neighborhoods. Months back, my younger brother secured a job, since then the respect given to my brother is remarkable. Notwithstanding I am the eldest in the family, I become dishonored. Being unemployed youth makes lose my identity and the respect I used to get.

4.2 Efforts the graduate unemployed youth exerted to be employed

4.2.1 Job searching experiences of graduate unemployed youth

In job searching experiences, different individuals have their own experiences. The youth explained that these days it is very difficult to secure jobs. (GUY 7, male) uttered, *“I used to be diligent in looking for jobs during the first few months after graduation. Facing all the challenges, I tried my best on daily bases. However, I could not be successful in securing jobs. As a result, recently I have been losing hope due to the fruitless result in spite of my persistent efforts.”*

According to graduate unemployed youth, most vacancies are not considerate for the youth with zero year experiences. During my observation on job boards, most job vacancies require at least two years experiences; there are only very few require zero year experience. The youth added that the vacancies posted for zero year experience and the number of graduate unemployed youth with zero year experience is incomparable. The unemployed youth that

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participated in interview and written exam have some sort of experiences. The youth added that those very few zero year vacancies are corrupted and favored for nepotism.

Nowadays, I have less motivation to apply for vacancies. I engaged three times in written exams and one time for interview. I failed in the first two written exams, but I did well in the third one. I also did competently in the interview session. I hoped to secure this position standing first. However, I still failed in it.” (GUY 5, male) explained angrily.

4.2.2 Experiences of the youth engaging in Micro and Small Enterprises

All the research participants explained that it is not possible to make available governmental and non-governmental white-collar jobs for all graduate unemployed youth. They added it is inevitable to facilitate various job opportunities such as Micro and Small entrepreneurship. With respect to MSEs experiences, each youth tried to engage in MSEs experience of unemployment. Some research participants explained that it is very difficult to found micro and small entrepreneurship at *Kebele* level. The youth believed the MSEs office workers at kebele level are very corrupted and favored nepotism. From MSE establishment experience, (GUY 9, male) shared, *“Four of my friends and I started to found a project youth recreation and foods in micro and small entrepreneurship. However, that entrepreneurship does not pass the stage of its formation.”*

The research participants revealed that MSEs regulation of twenty percent prior saving of the project becomes very difficult to share it. Even though eight research participant youth completed and got entrepreneurship license, because of prior saving they deterred themselves from implementing their projects.

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The loan policy of micro finance regulates 20% prior saving in order to start up a project in micro and small enterprises; this prior saving is not considerate the current existing economic capability of many unemployed youth families. (GUY 2, male)

The research participants explained that they repeatedly listened when the government said they give special privilege for the projects of graduate youth due to its decisiveness to reduce youth unemployment. Nevertheless, in practice, according to (GUY 1, male) there has been nothing that encourages unemployed youth t. He explained the Amharic proverb that is called “እንዳያማህ ጥራው እንዳይበላ ግፋው” which literary means that “*invite him to eat for not gossiping but make him not eat.*”

A group of six graduate unemployed youth including I found a project in entrepreneurship. Since I am an engineer, I completed all the process to get certificate to engage in construction level six legally. Our project competed to engage in four different auctions in coble stone, green area, small diverging etc, which are organized by government offices. Due to failing in all auctions, the youth become discouraged. At last, due to lack of opportunity and yearly taxation of contractor’s license, the project was seized. (GUY1, male) mentioned bitterly.

4.2.3 Experience of youth to engage in underemployment

Three research participant youth explained their initiation to engage in underemployment. Underemployment is a position engaging in a job that is lower than their skill or academic status. With respect to this, (GUY 2, male) said, “*Currently I have been thinking to work as a waiter and reception in a hotel. I have applied in three places and waiting for their response.*” During

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second round discussion with research participants from April 6 – 7, 2017, GUY2 explained the hotel managers did not show interest to hire him suspecting he might terminate from the position soon.

The other experience of (GUY6, male) is once he was registered to be a soldier. He dared to just to get a job. Nevertheless, he canceled the idea to be a soldier because his parents begged him. The other research participant explained his experience of engaging in underemployment.

A year back, I determined to work as a cafeteria waiter. In my first employment, a dreadful incidence took place. I stayed the day working well. Meanwhile three customers came and took sits. When I saw them from a distance, I found them that they were my friends who secured nice jobs. Then unconsciously my body began to shudder; I became nervous. Two of the glasses in my plate were fallen down and broken into pieces. I paid the expense of two broken glasses from my collection of tips. Then after, I have never imagined of engaging in underemployment. (GUY 10, male) explained in broken heart sound

On the contrary, (GUY 4, male) said, *“I learned three years and graduated from college. Hence, I do not want to engage in any jobs that will not fit my educational status.”*

4.3 Major causes of graduate youth unemployment

4.3.1 Skills mismatch

The participants explained that the demand side of the labor market in the country and the supply of graduate youths from governmental and private higher educational institutions did not match both in number and in field of studies.

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“The country higher education institutions are graduating more numbers of engineers. Currently, many engineers are joining the labor market every year but job opportunities supplied for them are incomparable. Hence, many engineers currently become unemployed. Worst of all, the number of engineers graduating from universities are increasing from year to year. This satiation leads the job getting opportunities from bad to worse.”(GUYI, male)

Central Statistics Agency (2016) data indicated that in engineering and allied fields there are 53,207 people are currently unemployed. In addition, the report of Mistry of Education (2015) indicated that 34.2% of the total undergraduate students are in engineering and technology.

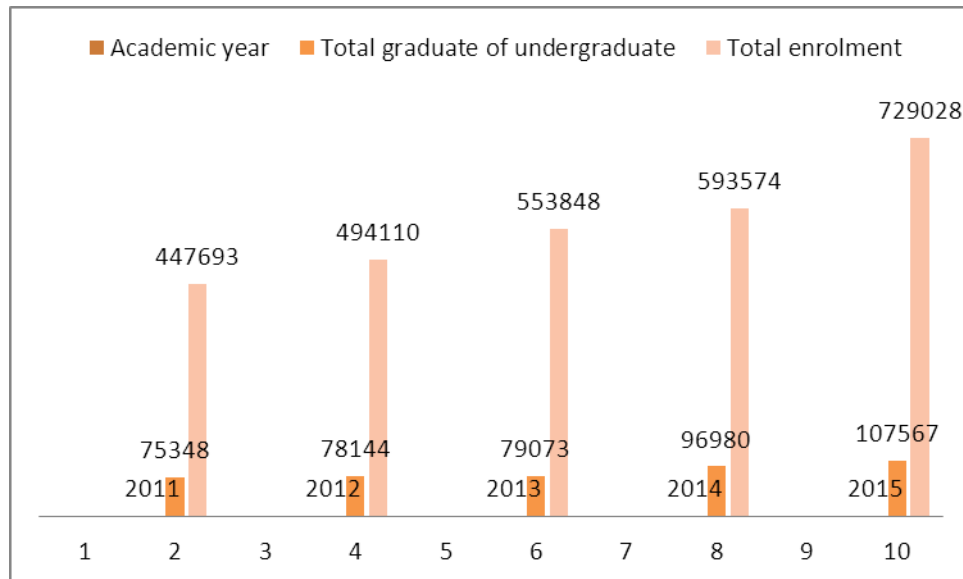


Fig 2: Enrollment and graduate in undergraduate program from governmental and nongovernmental higher institutions

Source – 2015MoE annual abstract – page 162

4.3.2 Corruption, nepotism and political affiliation

The research participants explained that many jobs that are provided by government sectors and Non-Government Organizations (NGO) are incorporated in corruption and nepotism. Sometimes vacancies are posted only to keep formality; most of them are arranged to someone in either corruption or nepotism. The FGD participants elucidated, *“Most government sector bureaus and offices do not have adequate professionals in many positions. Most of them have connected with corrupted system and worked in nepotism. Sometimes some government officials even await certain position to their upcoming graduate relative person.”*

The youth in participated in this research explained that in order to get white-collar jobs easily in governmental bureaus and offices; it is inevitable to have the ruling party Ethiopian People’s Revolutionary Democratic Front EPRDF political membership. One of the focus group discussants said that he felt disappointed to see that the government sector bureaus and offices favor job opportunities primarily for graduate unemployed youth who have been supporting EPRDF political party. He also added that political commitment matters remarkably than having competent skills and knowledge to be hired. On the other hand, according to (GUY 6, male):

“I was member of Southern Ethiopia Peoples Democratic Movement /EPRDF and worked vigorously. I was awarded about 12 certificates for my outstanding efforts and political commitment while I was in the university I attended. I expected to get a job easily due to my commitments. Even though I knocked at the door of many government offices, I was not effective in securing a job as my expectation. Hence, I canceled my political membership of EPRDF”

4.3.3 Low quality graduates

The research participants explained that the knowledge and skills they acquired during learning at higher educational institutions lacked quality; instead, most of its part was theoretical; practical engagement was very loose. With this respect, (GUY 3, female) explained that she believed the knowledge and skills she acquired during attending at the university was insufficient. She also noted that since the university she attended is one of the new universities, it has numerous problems such as inadequate teaching and learning resources along with high turnover of lecturers; moreover, there were very loose practical field experiences. She added that even though she graduated, she believe that she is not competent enough. At this moment, she has a plan to study the profession of teaching in kindergarten. In addition to her, two other youths that graduated from TVET also explained the same problem. They become incompetent in the labor market. They also mentioned that they could not pass Certificate of Competence (COC).

4.4 Challenges of graduate youth unemployment in individual, familial and social levels

4.4.1 Challenges of graduate unemployed youth on themselves

4.4.1.1 Psychological effects on the youth

All the research participants described that being unemployed deteriorates them both psychologically and emotionally. The graduate unemployed youth stated that they felt unworthy. All the research participants considered themselves, as if they were useless to themselves, their family and the society as the whole. With this respect, during focus group discussion a youth explained, *“Lack of confidence, being stressful, and break away from friends are the main challenges I face. Since some of my friends are employed, they have sources of income to do*

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what they want. These situations make my stressfulness even worse. I feel I am not good enough to compete and succeed in life.”

With respect to depression, all the research participants both in interview and in FGD elucidated that they have been facing depression regularly. While explain his psychological distress (GUY 10, male) explained, *“Owing to being unemployed, people around me pointed their fingers at me. I hide myself from friends; run away from family. These circumstances lead me to depression. I do not have self-confidence; it has been already eroded. I always suffer in loser mentality. I could not be listened while speaking. Hence, I hate myself.”* Besides, one of the research participants (GUY 9, male) explained that his friends were telling him that he began to talk lonely. He added that they were pointing their fingers at him; as a result, he thought he was at the verge of getting crazy. He usually passed nightmare during sleep. He clashed with his family members repeatedly. When his family and any other people laughed during any discussion, whatever the topic, he usually thought they were laughing at him. He thought that the unemployment situations along with strong addiction were driving him crazy soon.

Long run status of unemployment exposed the youth to committing and intent to commit suicide. While sharing his experience ,(GUY 2, male) uttered that he was usually distressed; he said that he sat idly for long hours and put himself somewhere else imagining his worthlessness by repeatedly questioning himself what was the value of being alive. He said he sometimes preferred to commit suicide owing to unemployment. In addition to this participant, one of the focus group participants forwarded his experience of attempt to suicide elucidating, *“Once, a year ago my desperation arrived to its climax. The nagging of my family continued. Because of this, I committed to suicide myself. Nevertheless, it is failed. I was not happy by the time because there was no difference between being alive and dead.*

4.4.1.2 Increased exposure in health problems

All the research participants explained that they faced some sort of health problems.

“Unemployment primarily makes you emotionally sick. I am always worried. Due to this, I was exposed to various sicknesses. I have chronic headache. If it begins once, it crushes my head and stayed for days. Insomnia is also the major sickness I faced in my daily life. The night gets over while my eyes are open.”(GUY 10, male) explained the challenges he faced bitterly.

4.4.1.3 Graduate unemployment status increased exposure to engage in addiction

From fifteen research participants, ten of them said that they engaged in addiction due to being graduate unemployed. The woman in an in-depth interview explained her experience;

I quarreled with my family repeatedly because of the status of my unemployment. They were nagging me frequently. As a result, I left out of home early in the morning; I stayed with my friends engaging in addictions such as chewing ‘khat’, drinking alcohol, smoking cigarettes and “shisha”. I had been doing this only to hide myself from depression and nagging of my family. (GUY 3, female)

Notwithstanding one of the research participants was very religious person and used to rebuke others who engaged in addiction; subsequently, he engaged in addiction due to the status of unemployment. *“Previously I did not have any experience of engaging in addiction. I was very religious person. I felt disappointed for those who were engaging in it. At this time due to my unemployment status, I expose myself to engage in chewing khat and smoking cigarettes.”*(GUY 10, male) explained hopelessly.

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Since graduate youth are economically dependent on their family, they could not get money easily to satisfy their addiction needs. With this respect, (GUY 9, male) explained, *“I beg money from people to fulfill my addiction needs by showing my degree certificate and spreading my coat on the ground.”*

During the interview, the parent of a youth explained, *“Before my son graduated from college, he did not involve in any addiction and display bad behavior. After graduation due to his status of unemployment, my son began engaging in addiction; he practiced smoking cigarettes and ‘shisha’, and drinking alcohol.”*

4.4.1.4 Lead the youth to late adulthood responsibilities

Most of male research participants explained that they do not have any courage to approach women for marrying. They said that since they are unemployed, there is no way of thinking to marry. During FGD, one of the research participants explained,

I am unemployed because I do not have any financial source to sustain my life independently. Even though I am twenty-nine years old, I do not have currently a girlfriend and even do not think for the future unless I am employed. Despite the fact that I am keen to marry and have my own life, I could not do it. In my culture males are usually supposed to be breadwinner of the family.

On the contrary, one of the woman research participants said she is married soon to escape from her family’s hard talks. With this respect, (GUY 3, female) said, *“I am married; the reason to marry is to escape from the nagging of my family due to being unemployed. I did not have any plan of marring at that time, in that circumstance. Currently I have one-year-old child. I care of my child the whole day. But I still want to get a job and be economically independent.”*

4.4.1.5 Graduate unemployment status increased exposure to illegal migration

During the discussion with research participants, most of them are pro to migration to abroad; some others dislike migration saying that it cannot be solution. The youth needed to migrate to countries such as South Africa, Europe, Dubai and South Sudan. One of the research participants planned to go to Dubai hoping that she would get better jobs there.

Once, secretly I arranged my passport and visa to go Dubai despite many challenges, to the worst until death. Even if taking into account these entire situations, I still dared to do it. As soon as my family knew about it, they begged me to stop. (GUY 3, female)

The other research participants explained his experiences of migration to South Africa through Kenya. During FGD, one participant explained his experience of migration stating, *“Once, I began to migrate to South Africa through Kenya. My friends and I arrived in peace to Kenya. There were recipient in Nairobi; while we were about to leave to Tanzania, unfortunately the Kenyan police arrested all of us. The government of Kenya returned us to Ethiopia. I stayed in Kality prison about 10 days. After investigation, the prison freed me.”*

On the contrary, some research participants refused migration as a solution to unemployment problems. While expressing his experience, (GUY 7, male) revealed, *“Some of my friends nagged and preached me to go to South Africa. Nevertheless, I refused to do so. I believe that migration cannot be solution to me.”*

4.4.1.6 Graduate unemployment status increased exposure to engage in crime

The youth explained that graduate unemployment and exposure to engage in crime has some sort of correlation. Engaging in addiction and financially became dependent are gearing

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factors. The research participants added that long run unemployed graduates are often hopeless in themselves, their family, community and in government. The focus group discussion participants explained that the beginning of engaging in theft is from the family by stealing money and property. The parent who involved in the research also assured that his child was involved in thefts especially at home. His son stole things such as money, cell phone, cloth, shoe etc. With respect to this experience, (GUY 10, male) expressed his engagement in crime feeling ashamed in the following way,

Once I saw a woman talking in her cell phone at night and immediately an evil idea of snatching came to my mind. I began following her. As soon as she was closed up to the adjacent of the road, from the back I tried to snatch the phone. The woman immediately shouted to get help. When I began run away, two men came and red-handed and beat me too much. I repeatedly begged them not to take me to police station. My face was bloody.

One of the research participants added her experiences explaining, *“Once, I stole a cell phone of my friend despite the fact that I knew we would meet again. What I only imagined was keeping the time to engage in addiction. I know I become dishonest and harmful to my friend”*

4.4.1.7 Negative attitudes towards education

The research participants put the value of education in question in terms of employability. They thought that the profession they learned was not paying them.

I regret continuing my education until I am a degree holder. I wish I discontinued in grade ten and joined in different professions such as woodwork, metalwork and mechanics. Few of my friends, for instance, who did not succeed in continuing to

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preparatory level, have changed their life by making various furniture products. They have recently hundreds of thousands Ethiopian Birr (ETB) capital running their business. (GUY 7, male) explained feeling disappointedly.

4.4.2 Challenges of graduate youth unemployment on the youth's family

4.4.2.1 Economic and psychological burden on the family

The research participants explained that due to their unemployment status they become burden to their family. They added that while the graduate youth became unemployed, it had both economical and psychological impacts on the family. A pensioned parent that participated in this research explained, *“The number of dependent children in my home is 12 including relatives. All these are expecting monthly pensioned payment. With my poorest economic condition, I paid scarification to teach my son imagining to get support when he secured a job. I thought my son would provide financial support in my old age as soon as he graduated. However, things have been going in the most difficult situation. He is not employed yet. He became one additional dependent.”*

4.4.2.2 Creates psychological distress on the family

The parent explained how their son situation put the family member in psychological distress.

My son gradually became disobedient and began to violate the family's rules and norms completely. He began to frighten every members of the family. When he came at night, he disturbed the peace of the family; my son repeatedly said that he would kill his sister and brother and then he would suicide himself. When he fought at home, he began to hold knife and quarreled with his sisters and brothers.

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The parent in the discussion added that he always waited for assuring his son's arrival in peace at night; his family members were worried very much. The father explained he also thought many evil ideas, for instance, his son might suicide himself and someone might kill his son. In addition to this, the parent also added the dreadful challenges he and his family members faced from child as the following, *“Gradually things became worsened. Then as a father, I went to police station to report the action of my son. It was for the sake of securing my family and not to be accountable as a parent to be requested legally”*.

4.4.3 Socioeconomic challenges of graduate youth unemployment

The research participants revealed that when graduate youth are unemployed it has been a loss for the economy of the country. It is because the country invested much amount of budget on education. This investment expected to harvest in return. The youth added if they secured jobs, there would be tax revenue the country benefited. In addition to this, the youth mentioned that the more number of graduate unemployed youth are there the more the likelihood to increase social ills.

The youth added that the youth who are with unemployment status most likely engage in addiction of drugs and alcohols. According to the research participants, when the youth engage in addiction they need money to cover the cost. Fulfilling the cost for addiction in formal way fails; they said the youth most likely engage in crimes and cheating the society in order to get money. This harms the peace of the society.

4.5 Efforts of government to tackle graduate youth unemployment

On February 24, 2017, I conducted an interview with Tabor Sub City Youth and Sport office head in his office. During the discussion, the head explained that the government is doing

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its best to tackle graduate youth unemployment effectively. According to him, first of all the government worked identification work by inviting all unemployed youth in the sub city to come and register. After identification, based on various specifications, the sub city began intervention. One of the job opportunities provided by government is to engage the youth in micro and small enterprises. The government representative said that there are five sectors in micro and small enterprises. They are manufacturing, construction, trade, service and urban agriculture. According to the government representative, currently many youth are engaging in MSEs and becoming effective as of the strategy.

With respect to facilitation the MSEs tasks, he added that the stakeholders in job creation of the youth such as Omo micro finance, city municipality and sub city job creation sector all together had discussions.

The head explained that job selection is one of the leading reasons for expansion of graduate unemployment. He added the youth wanted to be mostly employee of public sectors. The public sector provided limited job opportunities. It could not accommodate all graduate unemployed youth. That is why, as of the head, the government as a strategy encourages and works on entrepreneurship of the youth in MSEs. However, the graduate youth participation in MSEs is not as of expected. As a result, the head added, the sub city planned to organize orientation session on the importance of MSEs on job creation.

Chapter Five

5. Discussion

This chapter deals with the major findings of the study with relation to the reviewed literature and theories. The major findings discussed in this chapter are nature of graduate youth unemployment, efforts graduate unemployed youth exerted to be employed, engagement and attitudes in micro and small enterprises, challenges of graduate youth unemployment on individual, familial and social bases, and relationship with the study findings with human capital theory.

Nature of graduate youth unemployment: All research participants came across suffering from school to job transition. Due to prolonged and difficult transition, the youth are exposed to distress in their life. Since the school to job transition becomes difficult, the youth remain challenged to have successful transition in economical and social independence transition. Similarly, the finding of Rosati (2006); Daniel Gebretsadik (2016) & Belete Shanka (2016) revealed that transition from school to work is long and higher levels of education.

As the transitions are longer, the hassle the youth encounter is multifaceted. Since the youth wished to secure white-collar jobs after graduation, as they experience these existing unemployment circumstances, it leads them to frustration and do not aspire their future optimistically. In addition, unless the graduate youth do not secure jobs for the long run, the knowledge and skills they acquired become deteriorated. It puts the youth's circumstances from bad to worse. Thomas et al(2015, p.6) proves in their study that the longer a person stays out of employment, their knowledge and skills became out of dated.

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Efforts graduate unemployed youth exerted to be employed and challenges they face: As it is indicated in the finding of the research, the research participants were eagerly searching for white-collar jobs during immediately post-graduation months. They hoped securing jobs after graduation without distress. Despite the fact that they repeatedly made effort, things became still unsuccessful. The repeatedly rejections and hopelessness put them in the state of discouragement. Likewise, in supporting the research finding, Davi (2015) stated that the constant efforts for fulfillment of graduate unemployed youth need and continuous failure to achieve the desired results create tension and anxiety in their mind.

Lack of experiences hurled the youth from not being competitive for job vacancies posted both by governmental and non-governmental organizations. Since most of the vacancies looking for experienced ones, the graduate youth's hopes of securing jobs gets worsen. During my observation on public vacancy boards in the study area, I could see that most of the vacancies required experienced ones. In line with this, findings of Daniel Gebretsadik (2016) indicate that educated youth are in chaos in securing jobs due to their inexperience. What is more this study revealed that few vacancies that required zero year experience would also be hampered by some government authorities in public sectors corrupted it for their own purposes either in nepotism or in corruption. The studies conducted by Belete Shanka(2016) and Daniel Gebretsadik (2016) similarly acknowledged that in corruption some authorities do not post a vacancy when they want to do a favor for the one that gives bribes or by another sort of affiliation.

Engagement and attitudes in micro and small enterprises (MSEs): According to International Labor Organization (2012), the promotion of entrepreneurship among young people has an important role to play in reducing youth unemployment. GTP II (2016) states that to achieve the objective of expanding employment micro and small enterprise development is one

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of the driving strategies. Along with, according to the discussion with government authority of the sub city, many unemployed youth in the sub city were utilizing the opportunities in MSEs. However, the finding from this study indicated that unemployed youth experience that engagement in MSEs was very difficult from its beginning process until project establishment license. The finding also indicated the process of service delivery was not systematic and professional. Though there are clear requirements to establish entrepreneur in MSEs, the workers complicated and did not accomplish as of the principles. The research participants believed that the workers at *kebele* are not competent enough to the position; they are not professional in youth handling rather they complicated the process. Next to this, the youth uttered the workers are corrupted with bribe. This finding is congruent with (Daniel Gebretsadik, 2016; Belete Shanka, 2016) that stated the environment for MSEs is not supportive for starting a business; and bureaucracy, corruption and political affiliation with the current ruling party are identified as major problems to get engage in MSEs.

One of the critical challenges, the research participants facing in MSEs startup is lacking to share 20 percent initial capital of the project. Since these youth are economically dependent on their family, unless and otherwise their parents able to share it, the youth do not have options to get by themselves. Besides, the finding of this study indicated that the youth's parents are unable to provide the shares of startup capital. The youth have sound business plans to engage in MSEs. Nevertheless, due to unable to share the startup capital, according to the youth, they are pending the business plans until other opportunities come across with regulation of MSEs. The finding of Belete Shanka (2016) revealed that though MSEs can be started at low capital cost, it become difficult for the youth to share that small account capital.

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With respect to the attitude of unemployed youth to engage in MSEs, notwithstanding they primarily preferred white-collar jobs at governmental and non-governmental offices, the finding of this study indicated that the youth in the study area are positive towards it. This finding is consistent with Ethiopian Economist Association (2014) that revealed the growing tendency to be self-employed by many young university graduates is increasing. However, other researches findings of (Serneels, 2007; Belete Shanka, 2016) indicated that the unemployed youth had negative attitude towards MSEs due to preferring to work only in offices.

Challenges of graduate youth unemployment on individual, familial and social bases: As identified in these findings, challenges of youth unemployment result several impacts in the unemployed youth themselves, on the family of unemployed youth and on socio economic challenges.

Challenges graduate youth themselves face: Effects of unemployment on youth are multifaceted. Youth particularly graduate unemployed face challenges due to their high expectation of securing white-collar jobs in the field they studied and longed a better life. A number of studies carried out in various countries have pointed out that the youth who cannot secure jobs after graduation for a long run have undergone various psychological challenges. The finding of this study indicated that long run unemployment situations put the youth in psychologically distressed circumstances such as depression, stress, anxiety, hopelessness and perceive oneself as worthless. In prior study of Kieselbach & Traiser (N.D, p.6) similar findings were also observed on such issues. The more unemployment gets longer; the youth suffer more with stress and depression. When the youth are repeatedly depressed in high level, they are exposed to critical psychological problems. Having negative attitudes towards themselves have bigger impact to accelerate the problems. The youth participated in this research are exposed to

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mental disorder. This finding is consistent with prior findings of Amissah and Nyarko (2017, p.72) and Devi (2015, p.123) that described unemployed youth gradually do suffer from mental depression and mental unrest. This study finds that the youth who lost sense of purpose and become hopeless are most likely derived to the factors of mental problems because of their unemployment status. Finding oneself in cyclical depression, most likely leads the youth to serious committing suicide or intent to commit suicide. Similarly the study of Kieselbach & Traiser (N.D, p.6) revealed mental health and psychosocial problems leading to an increase in depression and a poorer quality of life, considered the higher risk for suicidal behavior among the unemployed youth.

With respect to familial and societal detachment, this study finds that the youth are deprived from their familial and societal acceptance. The youth detached themselves from the society too. The study revealed that the youth bitterly face familial and societal stereotype. During the time the youth are deprived certain family privileges they used to get, the youth blamed themselves and felt unworthiness. Imagining that the society perceives as if unemployed youth were irrelevant and lazy in looking for jobs, they are ashamed of their status of unemployment. Results from a study by Moller (1991, p.11) confirmed that demoralization in unemployment arises not only from individual psychological disposition but also from community reactions to unemployment.

According to the finding of this study, graduate unemployed youth suffer from the runaway of their best friends from them. The youth believed that their friends have been doing it intentionally despising their status of unemployment. The youth believed that if they were employed, their friends would be looking for them as of before graduation. Because of the runaway of employed friends, the unemployed youth accustomed to isolate themselves.

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Nevertheless, unemployed youth feel comfortable when they become together with other unemployed youth. It is because these youth have one thing in common that put them in a pool of unemployment. They understand the pain of each other. This is congruent with the findings of Belete Shanka(2016) and Clark (2003) unemployed graduates feel secure when they spend time with other unemployed young people around. This implies that group counseling could be taken as one component of intervention.

The finding of this study indicated that the youth engage in addiction to hide themselves from depression, which results from the status of unemployment. The more the youth have idle time, the more they need to engage in something to pass their time and the door to engage in addiction is always open and welcoming. The finding indicated the youth engaged in addiction such as chewing *khat*, drinking alcohols, and smoking cigarettes and *shisha* are among the common ones. The study findings of (Belete Shanka, 2016; Daniel Gebretsadik, 2016; Nayak, 2014) confirmed this finding. The worst part of engaging in addiction is not only killing the youth's initiation to face the challenges of unemployment in their daily life, but also it imprisoned them with additional a challenge that scares their life more.

When the unemployed youth looked for jobs to secure and failed repeatedly, they perceived that migrating to other country illegally is as an option. As other empirical study indicates, the outcome of illegal migration is full of risks even until taking one's life forever. Despite all this obstacles and dreadful condition, the youth still dared to migrate abroad thinking that there are job opportunities. The finding of this study revealed that countries the youth in the study area prefer to migrate are South Africa, Arabian Gulf countries, and Europe. This finding is congruent with Daniel Gebretsadik (2016) that revealed dangers of illegal migration for most people and even for educated ones.

Challenges of graduate unemployment on the youth's family: Educated youth unemployment not only affects unemployed youth but rather it affects their families. The family invested on their child by teaching hoping that they would harvest when their child secured white-collar jobs. The hardships of the family become more distressful if the family's economic condition is low. The research participants unanimously explained they become dependent on their family despite the fact that they were supposed to support their family economically. In line with this, the finding of Thomas et al (2015, p.8) stated the family that sacrificed a lot to educate the unemployed youth are negatively affected by the unemployment scourge. In addition, Devi (2015) reported that when an unemployed young person has to depend on his or her family even for the most basic needs. This naturally leads to some psychological problems. Similarly, the study of Thomas et al (2015, p.7) revealed families discover that all the wealth they poured into educating their children at high cost came to naught is more worrisome and breeds stressful moments for the family. In addition to this, when educated unemployed youth involved in social hazards such as crime and addiction, it becomes another stressor factor for the family. The finding of the study from the parent indicated that the family with passed immense challenges such as more quarrel, theft and addiction are exhibited on their child.

Socio economic impact of graduate youth unemployment: As explained by unemployed youth informants, unemployment is a phenomenon negatively affects not only individual young persons and their families, but also the society as a whole. Brossard and Teklesilassie (2012) in the finding of their study stated that high youth unemployment is likely to have adverse social and economic consequences for an economy, with a large proportion of the young population unable to engage in productive activities. The finding of this study indicated that graduate youth unemployment becomes the ground to social ills such as crime and addiction are increasingly

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exhibited. The research participants mainly explained that they were addicted. In order to cover the expense related with their addiction and to fulfill some other needs, the youth revealed that they used stealing property and cash from their homes and neighborhoods. In addition to this the finding of the study indicated that the youth engaged in minor crimes, begging in the street and organize some sort of cheating to the community are as coping mechanisms. This finding is congruent with the finding of Belete Shanka (2016) that justified unemployed youth participate in violent activities or crimes such as robbery. In addition to social problems, the country loses economic benefit. Higher unemployment causes a fall in tax revenue because there are less people paying income tax. In addition to this the consumption level of the community become less.

Relationship with the study findings with human capital theory: Becker (1964) states theory of human capital as a form of investment by individuals in education up to the point where the returns in extra income are equal to the costs of participating in education. Returns are both private to the individual in the form of additional income, and to the general society in the form of greater productivity provided by the educated. The main assumption of the theory is investment in human capital in education has returns for individuals, society and country.

Ethiopia as a developing country is investing huge budget on education working vigorously in order to have more citizens that are literate. In Ethiopia currently the number of youth graduating from higher institutions is increasing from year to year. This expansion created opportunity for families and individuals invest on education expecting to get better jobs from their field of study in return. This research finding revealed that notwithstanding the youth expected better jobs after graduation, they still suffer from long run unemployment.

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Because of the outcome of the youth's unemployment, it is not only the youth who are economically and psychologically in pain but also their family. The families of the youth's invest on their children education in return to benefit from their child better jobs securing. Hence, unemployment most likely leads most of the youth and their family to have negative attitudes on investment in education.

The study also indicated that there is no equilibrium between the demand of labor markets and the supply of educated youth in Ethiopia. Despite the fact that there is excessive educated youth are provided to the labor market, the jobs available to accommodate those youth in the labor market is very limited. However, such huge investment by itself cannot be the ultimate goal unless and otherwise considering to create job opportunities. The finding based on the theory indicates that Ethiopia needs to have transformational structural changes in job creation that can accommodate more youth who are educated from the labor market.

Chapter Six

6. Conclusion and implication

6.1 Conclusion

The overall objective of this research is to study the experience of graduate unemployed youth of Tabor Sub City of Hawassa City. The target populations of the research are youth that have not secured any jobs since their graduation. The research only includes youth who graduated in diploma and bachelor degree whose ages are between 21 and 29 years old. The researcher used qualitative research method focus on descriptive phenomenology research. The researcher used heterogynous purposive sampling techniques. This research involved 16 participants, ten youth were in in-depth interview, six youth were in FGD and one parent of the youth was in the interview.

The research populations are heterogynous in terms of the field they studied, sex, and educational status; they are from various walks of life. Nevertheless, they experience suffering from unemployment on daily bases. Youth graduate unemployment has become serious problems throughout Ethiopia. It is because the number of youth who could not secure jobs after graduation is increasing from year to year. Hence studying this social problem widens empirical evidences to see the issue from various points of views.

The finding of this research indicated that the youth used to look for jobs vigorously with high expectation after their graduation. Due to the long run circumstances of unemployment, they became less motivated to apply in vacancies of jobs compared to their earlier determination. The finding of this study revealed that graduate unemployed youth suffered psychologically, socially and in economic condition because of the status of unemployment. The more the long-

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runs the unemployment status, the more the youth suffer from stress and depression. As of the youth are constantly in stress and depression, they are exposed to psychological problems. Besides, with respect to friendship and societal detachment, this study finds that educated unemployed youth are deprived from their friends, familial and societal acceptance. The youth also detached themselves from the society. Next to this, the youth are deprived of certain family and societal privileges they used to get. This is because the society and the family think that the youth are lazy in looking for jobs. Moreover, the study indicated the youth are exposed to engage in social ills such as crime, addiction and perception of illegal migration. These social ills lead the society to be in social turmoil.

Next to the youth, the study indicated their family suffered due to unemployment. The parents of the youth invested in education hoping that they would harvest when their child secure white-collar jobs. However, the family did not get in return as of their investment. Currently the families of the youth are in more economic and psychological stressful situation. The challenges of the family multifaceted if the youth are economically very poor.

The finding from this study also indicated that unemployed youth faced very difficult to engage in MSEs from its beginning process until project establishment license. One of the critical challenges the unemployed youth facing is to share 20 percent initial capital of the project. Since these youth are economically dependent on their family, they do not have options to get by themselves. The other critical challenge the study revealed is that the MSEs sector at lower level are very corrupted and highly exposed in nepotism.

One of the major causes of graduate youth unemployment in the study area is corruption and nepotism. The study indicated that even though there are few job opportunities, which

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require zero year experience availed in public sectors and NGOs, it is very difficult to secure jobs only in competing formally and legally. Unemployed youth whose parents have good networks with government office administrator, regardless of the academic knowledge and skills competency, they most likely secure jobs easily. The other major cause of unemployment is skill mismatch in demand and supply of the labor market. Notwithstanding very few job opportunities are available, the number of youth graduate from higher institution and joined newly to the labor market is increasing alarmingly. The other causes are lack of competency, selecting to work only in cities, and political affiliation towards the current ruling party.

Since this study includes only very few research participants due to its nature, the conclusions from this thesis are not necessarily representative of urban unemployed young graduates in Ethiopia. In general, the researcher concluded that graduate unemployed youth and their family are suffering psychologically, socially and economically from the bitter of unemployment.

6.2 Implication of the study

Based on the major research findings, the researcher suggests the following implications: implication to social work education, implications for policy makers, intervention implications and implications for future research.

6.2.1 Implication to social work practice and intervention

Social work is a profession that empowers underprivileged population to alleviate their existing challenges. One of the disadvantaged groups is youth. Youth are the society segment suffering with various obstacles. Graduate unemployment is one factor that particularly shrinks the youth's aspiration of transition from economic and social dependency of their parents. When this happens, the youth become frustrated and isolate themselves from the community. As of the

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unemployment stays long run, the initiation and hopes the youth have wiped out. Hence, they felt stressed and depressed.

The unemployed youth suffered with psychosocial and economical challenges, nevertheless, they have ability to work in the field they studied. With this standpoint, the social worker intervention can apply through using strength based perspectives. Working on the strength of the youth assists to address the problems effectively. Strengthening the youth with empowerment and providing training such as job searching skills, entrepreneurship, communication skill, psychological coping mechanisms etc. Moreover, during unemployment period one of the challenges youth face is withdrawals of their friends who are employed. This circumstance situated them to feel loneliness and missing the outcomes of friendship fully. However, unemployed youth contacted more with another unemployed youth, they felt comfortable each other while they were together; hence, it will be good to arrange group counseling. Social workers can also intervene to tackle the psychosocial problems of the youth by creating awareness for families and the community about the current existing unemployment problems.

6.2.2 Implication for social policy and programs

It is inevitable to formulate policies, strategies and plans to reduce unemployment problems in general and youth unemployment in particular. Youth unemployment is imperative to mitigate what is considered as the main challenge of the youth that join the labor market and multiplied from year to year in number. In Ethiopia, there are policies and strategies related with graduate unemployment that is related to address the challenges of the youth and graduate unemployed youth.

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The finding of the study indicated there are excess educated youth with respect to the demand of labor market. This happens due to the education policy of higher education is not as of the existing labor market needs. According to the data of Ministry of Education hundreds of thousands population graduated and newly joined the labor market. On the contrary, despite the fact that there are policies, strategies and plans to embark upon unemployment in general and youth unemployment in particular, the problem of unemployment comes up to from bad to worse. In some fields of study, for example engineering, there are excess supply rather than required in the labor market. This skills mismatch compels that the youth to suffer in their life bitterly due to lacking access to employment. Hence, addressing skills mismatch has to be the top priority of the government.

The country's MSEs strategies were presented by government as the notable means to engage the youth in diverse way of job opportunities. In fact, MSEs have been changing the life of few individuals. It is very difficult to pass the process of engaging in MSE from its beginning to getting loan. The steps of entrepreneur in MSEs are very unsystematic, corrupted along with exposure to nepotism. Different government sectors related with youth job creativity have to work hand in hand aligning the youth issue in their components. In addition to this there should not be any favor based on political affiliation to the current ruling party rather than knowledge and skill competency of the youth in job securing competition.

It has become difficult to the youth to contribute the business start up prior saving of the project. Hence, it is better to conduct an assessment and amend the prior saving of the project considering the current existing realities of the families. As the number of the graduate youth increases from time to time, it will be very systematic to provide opportunities in which many graduate unemployed youth can be part of it. As of the government expanding higher education

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accessibility for its citizen, side by side there has to be given creating matching job opportunities that can accommodate many young workers.

I recommend that the government should facilitate free service opportunities at public organizations for graduate unemployed youth. It will have immense impact by engaging the youth practice in their field of study. Next to this, otherwise, the knowledge and skills the youth acquired during higher education institution will be deteriorated as of the youth stay unemployed for the long run.

6.2.3 Implication for social work education

Graduate youth unemployment shrinks the youth's aspiration. As a result the issue of school to job transition and economic and social independence transitions should be taken in to account in social work education in courses related to youth and adolescents.

6.2.4 Implication for other researcher

There are very few researches conducted in Ethiopia focusing exclusively on graduate youth unemployment. This study indicated that the day-to-day lived experience of graduate unemployed youth in the study area. In fact, this is recently highly emerging challenges in Ethiopia. Hence, this research can be another document to review.

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Annex I

For face to face in depth interview with graduate unemployed youth

A. Background information

Name _____ Graduate from _____

Sex _____ Duration of unemployment _____

Age _____ Marital status _____

Place of birth _____ Education status _____

Date _____ Place of interview _____

Field of study _____

B. Information about unemployment

1. Tell me about being unemployed after graduation.
2. How do you describe your attitude in job securing before and after graduation
3. Please describe the financial and motivational support you get from your families.
4. Describe your feeling while requesting financial support from your family repeatedly.
5. Would you describe the challenges you encountered from your friends?
6. Tell me about how you spend your time.
7. Please describe youth center in your surroundings.
8. Any point you would like to add?

C. Job searching experiences of the youth

1. Please describe special experience you encountered during job application.

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2. How do you regularly follow vacancies?
3. Please describe your expectation on job searching before and after graduation.
4. Would you describe your experience of engaging in MSEs and entrepreneurship?
5. Describe your experience engaging in underemployment.
6. Any point you would like to add?

D. Causes and impacts of graduate youth unemployment

1. Tell me what are the major causes of graduate unemployment
2. Describe the social exclusion you encountered due to your status of unemployment.
3. Please describe psychological problems you faced for being unemployed.
4. Would you describe any health problems you faced after being unemployed.
5. Please describe the correlation between unemployment and engage in addiction.
6. Please describe the correlation between unemployment and illegal migration.
7. Tell me the impact of graduate unemployment on the family, society and economy of the country.
8. Any point you would like to add.

E. Efforts of government employ to curb graduate youth unemployment

1. How do you describe MSEs implementation in your sub city?
2. Describe your volunteerism and free services in government and non-governmental organizations. .
3. Any points you would like to add?

Annex II

Interview questions with the parents of the youth

Place of birth _____

Father/mother/relative/guardian _____

Education level _____

1. How do you describe your child unemployment situation?
2. Please describe how you taught your child.
3. How do you describe your expectation and current unemployment situation of your child?
4. How do you describe your child's job searching experiences?
5. How do you describe your economic status to support your child further?
6. How do you describe your child's exposure to engage in addiction and crimes?
7. Any points you would like to add?

Annex III

Interview guide questions with government official

Name of the government sector _____

Position of the respondent _____

1. How does government explain graduate youth unemployment?
2. What are the major causes and consequences of graduate youth unemployment?
3. What have the government done to curb graduate youth unemployment?
4. What have the government done to engage graduate unemployed youth in small-scale enterprises?
5. Any point you would like to add?

Annex IV

Focus group discussion guiding questions

1. How does the society describe graduate unemployment?
2. How do you describe the psychological, social and economic impact of graduate unemployment on the family?
3. How do you pass each day?
4. How do you describe government owned youth center in your sub city?
5. What are the major causes of graduate youth unemployment?
6. What are social, psychological and economic challenges you face?
7. How do you correlate unemployment and engaging in addiction and crime?
8. How do you correlate unemployment and illegal migration?
9. What are your experiences of engaging in MSEs?
10. What are your experiences in free time and volunteerism services?
11. How do you describe actions taken by government to reduce graduate unemployment?
12. Any points you would like to add?

Annex V

Informed Consent

My name is Temesgen Lencha. I am a Master of Social Work student in Addis Ababa University, school of Social Work. I am doing this research to fulfill master's program, focusing on assessing the day-to-day experience of graduate unemployed youth. I have permission from Addis Ababa University School of Social Work to conduct this research.

I will be asking you some questions about your daily life, your job searching experiences, the challenges you face and so on. The interview will only last about an hour and half. You are entirely free not to participate in the study but I will politely ask you to cooperate for the sake of the success of this study.

During the process of this study, I would like to assure you that your identity will not be disclosed to anyone. Participating in this study will only depend on your decision. You have the right to answer a question as well as skip it if you do not feel comfortable talking about it. You can also withdraw at any time if you are not interested to continue. You can ask for clarification if you do not understand the questions.

I shall record your voice during interview. I will be doing this in order to conduct full and successful interview. Your interview document remains only with me. Moreover, you should not feel worry because your name will be codified. At last, signing this consent indicates that you read the consent and voluntarily agree to participate after all your questions are answered. Thank you so much for your agreement to participate in the study. I would like you to verify your agreement by signing on the prepared space.

Name of the participant: _____ Name of researcher: Temesgen Lencha
Signature: _____ Date _____ Signature: _____ Date _____

Annex VI

Amharic version of the interview and FGD

ሀ. በተናጠል ከሥራ አጥ ወጣቶች ጋር ለሚደረግ ቃለ መጠይቅ የተዘጋጁ ጥያቄዎች

ስም _____ የተማሩበት የት/ት ተቋም _____

ፆታ _____ ያለስራ የቆዩበት ጊዜ _____

ዕድሜ _____ የጋብቻ ሁኔታ _____

የትውልድ ቦታ _____ ቀን _____

የትምህርት ደረጃ _____ ቃለ መጠይቁ የተደረገበት ቦታ _____

የተማሩት የት/ት መስክ _____

ለ.የስራ አጥነት የየዕለት የህይወት ተሞክሮ

1. ከከፍተኛ የት/ት ተቋም ከተመረቁ በኋላ ስራ አጥ መሆንን እንዴት ይገልጹታል?
2. ከመመረቅዎ በፊትና ከተመረቁ በኋላ ስራን ስለማግኘት ያሎትን አመለካከት ቢያብራሩ::
3. ከቤተሰብዎ የሚያገኙትን የገንዘብና የሞራልም ድጋፍ ቢያብራሩልን::
4. ከቤተሰብዎ በተደጋጋሚ የገንዘብ ድጋፍ ሲጠይቁ የሚሰማዎትን ስሜት ቢያጋሩኝ::
5. ስራ አጥ በመሆንዎ ከጓደኞችዎ የሚደርስዎትን ተግዳሮት እንዴት ይገልጹታል?

- 6. እያንዳንዱን ቀን እንዴት እንደሚያሳልፉ ቢገልጹልኝ።
- 7. በአካባቢዎ ስለሚገኙ የወጣቶች ማዕከላት ቢያብራሩልኝ።
- 8. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

ሐ. ስራ የማፈላለግ ልምድ

- 1. የተለያዩ ቦታ ስራ ሲያመለክቱ የገጠመዎትን ልዩ ገጠመኝ ቢገልጹልኝ።
- 2. የስራ ማስታወቂያዎችን የሚከታተሉበትን መንገድ ቢገልጹልኝ።
- 3. ስራ የማፈላለግ ሁኔታን በተመለከተ ከመመረቅዎ በፊትና ከተመረቁ በኋላ ያሉትን አመለካከት ቢያብራሩ
- 4. በጥቃቅንና አነስተኛ ተደራጅተው ለመሥራት ያሉት ፍላጎትና በመሳተፍ የከወኑትን ሂደት ቢያብራሩ።
- 5. ከተማሩበት የት/ት ደረጃ አንጻር ዝቅተኛ የስራ ድርሻ ላይ ለመሳተፍ የነበረዎትን ተሞክሮ ቢያብራሩ።
- 6. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

መ. ከከፍተኛ የት/ት ተቋም ተመርቀው ስራ አጥ የመሆን ምክንያትና ውጥቶች

- 1. ከከፍተኛ የት/ት ተቋም ተመርቀው ስራ አጥ የመሆንን ዋና ዋና ምክንያት ቢያብራሩ።
- 2. ስራ አጥ ወጣት በመሆንዎ ከማህበረሰቡ እየደረሰብዎት ያለውን ተግዳሮት ቢያብራሩ።
- 3. ስራ አጥ ወጣት በመሆንዎ የደረሰብዎን ስነልቦናዊ ችግሮችን ቢያብራሩ።
- 4. ስራ አጥ ወጣት በመሆንዎ የደረሰብዎን የጤና ችግሮች ቢያብራሩልኝ።

5. ስራ አጥ ወጣት መሆንና ሱሰኝነትን እንዴት ይገልጹታል?
6. ስራ አጥ ወጣት መሆንንና ህገወጥ ስደትን እንዴት ይገልጹታል?
7. ስራ አጥ ወጣት መሆን በበተሰብ በማህበረሰብና በኢኮኖሚ ላይ የሚያመጣውን ጫና ቢያብራሩልኝ።
8. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

ሠ. ችግሩን ለመቅረፍ በመንግስት እተወሰዱ ስላሉ እርምጃዎች

1. በጥቃቅንና አነስተኛ የማደራጀት ትግበራውን እንዴ ይገልጹታል።
2. በተለያዩ መንግስታዊና መንግስታዊ ያልሆኑ ተቋማት ላይ በነጻ አገልግሎትና በበጎ ፈቃደኝነት ላይ የመሳተፍ ልምድዎን ቢያብራሩ።
3. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

ከወጣቶች ወላጅ ጋር ለሚደረግ ቃለ መጠይቅ የተዘጋጁ ጥያቄዎች

የትውልድ ቦታ _____

ዝምድና _____

የትምህርት ደረጃ _____

1. የልጅዎን የስራ ማጣት ሁኔታ እንዴት ይገልጹታል?
2. ልጅዎን እንዴት እንዳስተማሩት ቢገልጹ።
3. ልጅዎ በከፍተኛ ትምህርት ተቋም ሲማር የነበረዎት ተስፋና አሁን ያለውን ሁኔታ ቢያብራሩ።
4. የልጅዎን ስራ የማፈላለግ ልምድ እንዴት ይገልጹታል?
5. አሁን ያሉትን የምጣኔ ሀብት ደረጃ ልጅዎን በተጨማሪ ከመርዳት ረገድ ያለውን ሁኔታ ቢያብራሩ።
6. ልጅዎ ስራ አጥ በመሆኑ ለሱስና ወንጀል የመጋለጥ ሁኔታውን ቢያብራሩ።
7. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

ከመንግስት አካላት ጋር ለሚደረግ ቃለ መጠይቅ የተዘጋጁ ጥያቄዎች

የመስሪያ ቤቱ ስም _____

የስራ መደብ _____

1. መንግስት ተመራቂ ስራ አጥነትነትን እንዴት ይገልጻል?
2. የተመራቂ ስራ አጥነት ዋና መንስኤውንና የሚያስከትለውን ውጤት እንዴት ይገልጻል?
3. መንግስት ይህን ችግር ለመቅረፍ ምን ምን አድርጓል?
4. ተመራቂ ወጣቶችን በጥቃቅንና አነስተኛ በማሳተፍ መንግስት የወሰዳቸውን እርምጃዎችን ቢያብራሩ።
5. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

ለወጣቶች የቡድን ውይይት የተዘጋጁ ጥያቄዎች

1. የተመራቂ ወጣት ስራ-አጥነት በማህበረሰብ እንዴት ይታያል?
2. የተመራቂ ስራ አጥነት በቤተሰብ ላይ የሚሰከትለው ስነልቦናዊ ማህበራዊና ምጣኔ ሀብታዊ ግሮችን እንዴት ትገልጹታላችሁ?
3. ጊዜያችሁን እንዴት እንደምታሳልፉ ብትገልጹልኝ።
4. በአከባቢያችሁ የሚገኙ የመንግስት የወጣት ማዕከላትን እንዴት ትገልጹታላችሁ?
5. የተመራቂ ስራ አጥነት ዋና ምክንያቶችን አብራሩ።
6. ስራ አጥ በመሆናችሁ የደረሰባችሁን ማህበራዊ ስነልቦናዊና ምጣኔሀብታዊ ችግሮችን አብራሩ።
7. በስራ አጥነት ምክንያት በወንጀል የመሳተፍና ለሱስ ተጋላጭነትን እንዴት ትገልጹታላችሁ?
8. ስራ አጥ ወጣት መሆንና ለህገ ወጥ ስደት ተጋላጭነትን ብታብራሩ።
9. በጥቃቅንና አነስተኛ ተደራጅቶ የመስራት ልምዳችሁን ብታብራሩ።
10. የነጻ ሰአት አገልግሎትና የበጎ ፍቃድ አገልግሎት ላይ የመሳተፍ ልምዳችሁን ብታብራሩ።
11. ስራ አጥነትን ለመቅረፍ በመንግስት እየተወሰዱ ያሉ ተግባራትን ብታብራሩ።
12. መጨመር የሚፈልጉት ተያያዥ ጉዳይ ካለ

የተሳትፎ ፈቃደኝነት መጠየቂያ ቅጽ

ተመስገን ሌንጫ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የሶሻል ወርክ ትምህርት ቤት የድህረ ምረቃ ተማሪ ነኝ። በዚህ ወቅት መመሪያ ይሆነኝ ዘንድ ጥናቱ የሚያተኩረው ከዩኒቨርሲቲ ተመርቀው ስራ አጥ የሆኑ ወጣቶች የየዕለት የህይወት ተሞክሮዎቹ ምን እንደሚመስል ነው። ጥናቱን ለማካሄድ ከአዲስ አበባ ዩኒቨርሲቲ የሶሻል ወርክ ትምህርት ቤት የተሰጠኝ ፈቃድ አለኝ።

በመሆኑም የተወሰኑ ጥያቄዎችን ማለትም ስለየዕለቱ የኑር ሁኔታ፣ ስለእርሶ የስራ ማፈላለግ ተሞክሮ፣ ስራ በማጣቱ ደረሰብኝ የሚለት ችግር ካለ፣ እና መሠል ተያያዥ ጉዳዮች ላይ ከእኔ ጋር የተወሰነ ከአንድ ሰዓት ተኩል የማይበልጥ ቆይታ እንዲያደርጉ ፈቃደኝነቱን እጠይቃለሁ። እርሶ ያለ መሳተፍ ሙሉ መብት አልዎት ነገር ግን ለዚህ ጥናት ስኬት ሲባል እንዲተባበሩኝ በአክብሮት እጠይቃለሁ።

በዚህ ጥናት ሂደት ውስጥ የተሳታፊዎች ማንነት ለማንም እንደማይገለፅና የግል ሚስጥር የተጠበቀ እንደሚሆን ማረጋገጥ እወዳለሁ። በዚህ ጥናት መሳተፍዎ የሚወሰነው በውሳኔዎ ብቻ ነው። ጥያቄውን የመመለስ እንዲሁም ለመመለስ ምችት ካልተሰማዎ የመዝለል መብት አልዎት። በማንኛውም ጊዜ ጥናቱን መቀጠል ካልፈለጉ ማቋረጥ ይችላሉ። ጥያቄዎቹ ካልገባዎት ማብራሪያ መጠየቅ ይችላሉ። በጥናቱ ለመሳተፍ በመስማማትዎ በጣም አመሰግናለሁ። ስምምነትዎን በተዘጋጀው ቦታ ላይ በመፈረም እንዲያረጋግጡልኝ እጠይቃለሁ።

በጥናቱ ሂደት ድምፅን የምቀርዎ ሲሆን ይህንንም የማደርገው የተሟላ እና ስኬታማ ቃለመጠይቅ ለማድረግ ሲባል ብቻ ነው። የእርሶ ስም ሆነ ድምጽ የሚቀረው እኔ ጋር ብቻ ነው። በተጨማሪም ስምዎት በኮድ ስለሚቀየር ምንም አይነት ስጋት አይኖርብዎትም። በመጨረሻ ይህንን የስምምነት መግለጫ መፈረሞ የሚያሳየው፣ ሙሉ በሙሉ አንብበው እንዲሁም ያልዎት ጥያቄ የተመለሰሎት መሆኑንና በጥናቱ ለመሳተፍ መስማማትዎን ነው። በጥናቱ ለመሳተፍ በመስማማትዎ በጣም አመሰግናለሁ። ስምምነትዎን በተዘጋጀው ቦታ ላይ በመፈረም እንዲያረጋግጡልኝ እጠይቃለሁ።

የጥናቱተሳታፊ ስም:..... የአጥኝው ስም: ተመስገን ሌንጫ
ፊርማ.....ቀን..... ፊርማ.....ቀን.....

Annex VII

Letter of Declaration

I, the undersigned declare that, this is my original work and has not been presented for degree at other university and all the source of materials used for the research project have been dually acknowledged.

Researcher's name: Temesgen Lencha

Signature: _____

Date: _____

Place: _____

Date of Submission: _____

This thesis has been submitted for examination with my approval as the thesis advisor.

Advisor's Name: Abebe Assefa (PhD)

Signature: _____

Date: _____