

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF DEVELOPMENT STUDIES
(CDS)

CHALLENGES OF URBAN YOUTH PARTICIPATION IN
ENVIROMENTAL PROTECTION

*A CASE STUDY OF DILLA TOWN, GEDEO ZONE, SOUTHERN
NATIONS, NATIONALITIES AND PEOPLES REGIONAL STATE,
ETHIOPIA.*

By: Yirgalem Teka

A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Development Studies in Environment and
Development

Addis Ababa University

December 2007

26216

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF DEVELOPMENT STUDIES
(CDS)**

DEVELOPMENT
INSTITUTE OF
ADDIS ABABA
P. O. Box 1176
112

Title

***Challenges of Urban Youth Participation in
Environmental Protection: A case Study of
Dilla Town***

**By
Yirgalem Teka Gebru**

DEVELOPMENT STUDIES

26276

APPROVED BY THE BOARD OF EXAMINERS:

SIGNATURE

Murgeth Tessele
FACULTY CHAIRMAN

[Signature]

Tesfaye Tafesse
ADVISOR

[Signature]

Habteamu Wondimu
EXTERNAL EXAMINER

[Signature]

Yigremaw Adal
INTERNAL EXAMINER

[Signature]

DEDICATION

This thesis is dedicated to my mother W/ro Ayehubirhan Fares and my dear Brother Mekonnen Teka who passed away suddenly.

ACKNOWLEDGEMENTS

Words are difficult when it comes to express the gratitude that my advisor Dr. Tessfaye Taffesse deserves. He has been a mentor, an academic coach and a listening ear, at times when the task ahead of me seemed too daunting. What he has inspired me to be is the researcher and academic that I need to be, and to begin to 'flex my academic muscles'.

My deepest and most profound thanks must go to my wife Emebet Getahun, my daughter Gelila and my son Mikaey Yirgalem. Your gentle wisdom, enduring patience, insight and long suffering have made this work possible. What seemed to be an impossible task was made achievable through their constant encouragement and willingness to do whatever I needed to get the time to think, research and write. My brothers Getachew Teka, Dagnev Teka and Tadesse Gessesse including their families and my sisters Sara Teka, Rahel Yisak and Filfile Gebru have helped me through some very discouraging times, with patient words, a helping hand and a love for all my family.

To my friend Sisay Ababu and his family, Samuel Lemma and Asefa Bekele their commitment to seeing change happen has inspired me to make this research 'live' beyond the words on the pages. My wonderful friend Jemal Workicho who has saved my life from the heart attack I have faced and all those who helped me financially and morally while I was referred to Bangkok for Angioplasty and Angiography

My friends Kumela Gudeta, Mikias Amre, Ephrem Fufa, Hailesilasie G/Mariam, Tsegabrhan Mekonnen and Paulos Alemayehu have been a source of constant encouragement, taking the time to ask how I am managing, to edit when I needed it, and to just listen to my problems. Thanks go to the young people who participated so willingly, openly and enthusiastically in my research. They have given so much to me with their ideas, creativity and energy.

Table of Contents

DEDICATION	I
ACKNOWLEDGEMENTS	II
TABLE OF CONTENTS	III
LIST OF TABLES	V
LIST OF FIGURES	V
LIST OF APPENDICES	V
ACRONYM	VI
ABSTRACT	VII
CHAPTER 1: INTRODUCTION	1
1.1. BACKGROUND TO THE STUDY	1
1.2. STATEMENT OF THE PROBLEM	2
1.3. OBJECTIVES	6
1.5 SIGNIFICANCE OF THE RESEARCH	7
1.6 SCOPE AND LIMITATION OF THE RESEARCH	7
1.7 ORGANIZATION OF THE REPORT	7
CHAPTER 2: REVIEW OF THE LITERATURE	8
2.1. CONCEPTS AND DEFINITION	8
2.2 THE ROLE OF YOUTH IN DEVELOPMENT	10
2.3 YOUTH AND ENVIRONMENT	14
2.4 YOUTH AND ENVIRONMENTAL EDUCATION	15
2.5 YOUTH AND YOUTH ORGANIZATION	17
2.6 YOUTH AND LOCAL GOVERNMENT	18
2.7 BENEFITS OF YOUTH PARTICIPATION	20
2.8 BARRIERS TO EFFECTIVE YOUTH PARTICIPATION	24
2.9 POLICY CONTEXT	28
2.9.1 <i>Policy Framework</i>	28
2.9.2 <i>Ethiopian National Youth Policy</i>	28
CHAPTER 3: OVERVIEW OF THE STUDY AREA	31
3.1 <i>General Description of Dilla Town</i>	31
3.2 <i>Economic Activities</i>	33
3.3 <i>Population Characteristics</i>	33
3.4 <i>Existing Administration Structure</i>	33
3.5 <i>Youth and participation</i>	34
CHAPTER 4: METHODOLOGY	35
4.1. RESEARCH DESIGN AND INSTRUMENTS	35
4.2. SAMPLING DESIGN	36
4.3. DATA COLLECTION	37
4.3.1 <i>Survey</i>	37
4.3.2 <i>In depth interviews</i>	37
4.3.3 <i>Focus Group Discussion</i>	37
4.4. DATA PROCESSING AND DATA ANALYSIS	38
4.5. ANALYTICAL FRAMEWORK OF THE STUDY	38
CHAPTER 5: RESULTS AND DISCUSSIONS	40
5.1. DISCUSSION OF MAJOR YOUTH CHARACTERISTICS	40

5.1.1 Demographics	40
5.1.2 Educational Status and Current Activity	41
5.2 ENVIRONMENTAL AWARENESS AND YOUTH.....	42
5.2.1 Awareness about the role of youth in changing the environment and society.....	42
5.2.2 Awareness about environmental education in schools.....	43
5.2.3 Awareness about the type of environmental pollution.....	44
5.2.4 Awareness in environmental protection activities and youth organizations	44
5.2.5 Awareness about policy issues	45
5.3. YOUTH PARTICIPATION.....	47
5.3.1 Awareness about the Concept of Youth Participation.....	47
5.3.2 Development activities and youth participation	47
5.3.3 Role of youth in Environmental activities.....	51
5.3.4 Participation in the youth organization/clubs	52
5.3.5 Participation in the planning process of environmental protection activities.....	54
5.3.6 Participation in designing and evaluation of youth policy document	54
5.4 ACCEPTANCE LEVEL OF YOUTH PARTICIPATION BY DIFFERENT INSTITUTIONS	55
5.5. BUDGETING PROBLEMS	58
5.6. SUPPORTS GIVEN BY FORMAL AND NON-FORMAL INSTITUTIONS FOR YOUTH PARTICIPATION.....	59
5.6.1 Kebeles	59
5.6.2 NGOs.....	60
5.7 MAJOR PROBLEMS FOR LOW LEVEL OF YOUTH PARTICIPATION	60
CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS	64
6.1 SUMMARY AND CONCLUSIONS.....	64
6.2. RECOMMENDATIONS	70
REFERENCES.....	74
APPENDICES	79

List of Tables

TABLE 1 DISTRIBUTION OF RESPONDENT BY KEBELES AND SEX	40
TABLE 2 DISTRIBUTION OF RESPONDENTS BY AGE CATEGORY	41
TABLE 3 DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL STATUS AND SEX	41
TABLE 4 AWARENESS ABOUT YOUTH ROLE IN CHANGING THE ENVIRONMENT	42
TABLE 5 DISTRIBUTION OF RESPONDENTS' VIEW IN CHANGING THE SOCIETY AND THE ENVIRONMENT	43
TABLE 6 DISTRIBUTION OF RESPONDENTS' AWARENESS ON ENVIRONMENTAL POLLUTION	44
TABLE 7 DISTRIBUTION OF RESPONDENTS ABOUT POLICY ISSUES	46
TABLE 8 DISTRIBUTION OF YOUTH ACTIVITIES EXISTING AT RESPONDENTS KEBELE.....	48
TABLE 9 IDENTIFIED MAJOR ENVIRONMENTAL ACTIVITIES IN THE CITY	51
TABLE 10 REASON FOR NOT BELIEVING IN THE ROLE OF THE YOUTH.....	51
TABLE 11 RANKED ROLE IN ENVIRONMENTAL ACTIVITIES	52
TABLE 12 DISTRIBUTION OF FORMAL AND INFORMAL ORGANIZATIONS' INTEGRATION WITH YOUTH PARTICIPATION.....	54
TABLE 13 PARTICIPATION IN POLICY DOCUMENT	55
TABLE 14 DISTRIBUTION OF RESPONDENTS' REASON FOR NOT ACCEPTED BY TEACHER	56
TABLE 15 DISTRIBUTION OF RESPONDENTS' POSSIBLE REASONS FOR YOUTHS NOT ACCEPTED BY THE SOCIETY	57
TABLE 16 DISTRIBUTIONS OF RESPONDENTS' REASON FOR NOT ACCEPTED BY THE FAMILY	58
TABLE 17 DISTRIBUTIONS OF RESPONDENTS' REASON FOR INADEQUATE BUDGET ALLOCATION	59
TABLE 18 PROVISION OF SUPPORT BY NGOS	60
TABLE 19 RANKED REASONS FOR WEAK PARTICIPATION OF THE YOUTH FROM THE VIEW OF RESPONDENTS	62
TABLE 20 RANKED REASONS FOR THE TERMINATION OF THE CLUBS ACTIVITIES BY RESPONDENTS	63

List of Figures

FIGURE 1 MAP OF THE STUDY AREA.....	ERROR! BOOKMARK NOT DEFINED.
FIGURE 2 ANALYTICAL FRAMEWORK	39

List of Appendices

APPENDIX 1 LIST OF INTERVIEWEES	79
APPENDIX 2 LIST OF PARTICIPANTS IN THE FGD	79
APPENDIX 3 CHECKLIST FOR INTERVIEWS WITH KEY INFORMANTS	80
APPENDIX 4 OPEN ENDED QUESTIONS FOR FGD	81
APPENDIX 5 QUESTIONNAIRE PREPARED FOR YOUTH AGED 15-24	82
APPENDIX 6 SAVE GENERATION YOUTH CENTER MEMBERS TOURING AROUND DILLA TOWN.....	93
APPENDIX 7 MEMBERS OF DINEN ENADIN ANTI-AIDS CLUB	94
APPENDIX 8 MEMBERS OF SAFE GENERATION CLEANING THEIR ENVIRONMENT	95
APPENDIX 9 MEMBERS OF DINEN ENADIN PARTICIPATING IN CLEANING THEIR KEBELE	96

ACRONYM

AIDS	Acquired Immuno-deficiency Virus
CBO	Community Based Organizations
CSA	Central Statistics Authority
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
FYA	Foundation for Young Australians
GBL	Garden-based learning
HIV	Human Immunodeficiency Virus
ICPD	International Conference on Population and Development
IEEP	International Environmental Education Program
ILO	International Labor Organization
MHHS	Ministry of Home Affairs Heritage and Sports
MOLSA	Ministry of Labor and Social Affairs
MYS	Ministry of Youth and Sport
NGO	Non-Governmental Organizations
NYC	National Youth Council
NYP	National Youth Policy
PLA	Participatory Learning and Action
SNNPR	Southern Nations, Nationalities and Peoples' Region
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund

ABSTRACT

Demographically, the youth group constitutes the majority of the world's population. Despite their numerical superiority, youth participation in developmental endeavors is very low. The major reasons for this may be related to societal attitudes, socio-cultural and economic barriers, and lack of proper organization.

This research explores the constraints of urban youth participation in development activities particularly in environmental protection activities in Dilla town. The research was conducted in the three kebel of the town by using both qualitative and quantitative research approaches. The data collection methods included field survey, in-depth interview and focus group discussions. The survey data was collected from 135 randomly sampled youths and 25 respondents, who were selected purposively as key informants.

The major challenges that are identified by the study include: limited knowledge of the youth as well as the community on environmental problems and their solutions, absence of adult initiatives, lack of support from formal and informal institutions, absence of strong youth organizations to encourage participation of youth in environmental protection, lack of incentives, mismanagement of the youth organization, lack of policy advocacy (such as youth policy, environmental policy etc) to create awareness, lack of holistic approach and the weak relationship between the youth and the local administration.

The above challenges can be solved by giving due attention to this neglected part of the society in whom huge potential for sustainable development is available. The youth participation in environmental protection programs should assure individual gains; awareness of their environment; acquiring and exchange of knowledge, values, skills, experiences that will enable them to act individually or collectively to solve present and future environmental problems. Promotion of strong youth organization and environmental clubs is of paramount importance. Communication strategies that are relevant to youth are necessary if young people are to remain motivated and initiated. There has to be a paradigm shift in terms of how adults and the government think about youth. Plans should be shared openly with adult decision-makers in intergenerational discussions.

CHAPTER 1: INTRODUCTION

1.1. Background to the study

Young people make up almost one fifth of the world's population. Young people between the ages of 15 and 24 are around 1.061 billion and constitute 18% of the global population. Of these, 85% live in developing countries. Youth and children combined i.e. all those aged 24 years and below, account for nearly 40% of the world's population. (UN 2004:61, MOLSA 1995:6). In Ethiopia, young people (15-24 ages) constitute 20.4% of the country's population (CSA 2004b) and 26 % of the people living in SNNPR (Region population Office, Statistical Abstract, 1997 E.C.). This implies that a huge responsibility lies on the society to give attention to the direction in which today's youth moves because it affects the present and the future development of a country.

The youth is the potentially capable and productive force of any nation. Unless efforts are made to cultivate and involve the youth in constructive endeavors, the potential could be wasted. One way of effectively utilizing the capacity and hidden potentials of the youth is by shaping them to the desired directions according to their predispositions and talents (MYS, 2006: IV).

Young people have the right and duty to participate in an organized manner, in the process of building a democratic system, environmental protection and development endeavors. According to the National Youth Policy of FDRE, (2004): 2

...There is no doubt that the youth must organize themselves and be in position to play a leadership role in order to insure their participation and benefits. All stakeholders are therefore duty bound to support concerted effort of youth with a view to empowering them by building their capacity and competence.

The youth are expected to ensure their safety and well-being by properly participating in the efforts made at national level to reduce environmental pollution, which comes as a result of the negative impacts of technological outputs. In this regard, there are no favorable conditions under which the youth would make contributions on their part by participating in activities related to soil and water conservation, afforestation, heritage protection and other environmental preservation activities in Ethiopia (NYP, 2004:17). This requires among other things the establishment of youth need platforms by which they would be able to alleviate environmental problems.

Dilla town is the capital city of Gedeo Zone in SNNPR. The total population of the town is 57,564. The youth (15-24 ages) in Dilla constitutes 14,595 (23.35%) of the town's population (Regional Population Office Statistical Abstract, 1997). As the data indicates, the youth constitute a significant part of a society which can contribute a lot in the developmental process. Generally, they represent a significant national asset and their potential can be indeed used to development activity. Young people can play important and active role in environmental protection and other developmental activities. This implies the huge responsibility of the society and the government to give greater attention to the direction today's youth moves for that affects the present and the future development of a society.

Continued and sustained study and research activities that can be carried out both at the regional and national levels, to identify practices that have negative or positive impact on overall development of youth is helpful in indicating remedial measures.

1.2. Statement of the problem

It has been argued by many that there is an impression of worthlessness in the role of today's youth due to the insufficiency of opportunities for self discovery through action, societal contributions and

experimentation with various societal roles. In order to ensure the successful path of youth social settings and to build a foundation for the successful transition from youth into adulthood, the youth must begin early in the development process to gain feelings of competency or confidence regarding their individual roles and social interactions. However, the level of youth participation in the development process is less than expected and fragmented.

When youth get opportunity to participate, and reflect their experiences that are meaningful, it means they are allowed to discover their potency, assess their responsibility, acquire a sense of political process, and commit to a moral-ethical ideology. It is equally important that the youth know their contribution. This can only occur when the youth are allowed to make meaningful contribution to their communities and to other human beings (MYS, 2006:40).

Participation is both a principle and means to include as many people as possible in the process of social change. Built on a deep respect for plurality and tolerance, it also involves an ability to understand and appreciate differences. Transparency is a prerequisite for true participation (PLA Notes 43, 2002:10). At the social level, an adult develops self and social responsibilities through extracurricular activities, school activities, and by participating in the community allowing the youth to acquire a sense of purpose and connectedness. The contract of social responsibilities has been conceptualized in a variety of ways including volunteerism, community service, and human rights and civic activity (MYS, 2006:40).

A partnership approach is key to successful and sustainable development. It is important to value relationships, as it will promote cooperation and trust. In general terms, young people are not given as much attention as adult people. As a result, it remains challenging for young people to work with

community leadership of mostly adult and older people (Foot steps 64, 2005:7). This has resulted in a weak relationship between the youth and responsible organizations that have mandates on youth affairs.

Most of the success stories of youth participatory development approaches to date are undertaken by NGOs which generally conduct smaller programs covering a very limited area. For instance, environmental protection activities by NGOs and international organizations in Ethiopia are very rare. Although there have been efforts in giving due attention to the youth, involving the youth in the process of decision making and mainstreaming the interest of the youth in government institutions, these experiences are rather dispersed and not systematically reviewed. In addition, the major actors; namely the youth, have not been seen participating from planning phase up to evaluation and monitoring phase. It appears that currently due to international demand and internal pressure, the involvement and participation of the youth have in principle been accepted by government departments often without changes in substance or not adequately conceptualized to the local needs and contexts. Even where the governments of developing countries are gradually bringing in changes that are geared towards encouraging people's participation in development, the vast and old organizational set-up and traditional functioning of the organizations mostly remain unchanged and are designed to implement and administer development activities on top down basis (PLA Notes, 1995:26). This demands higher level of commitment and unreserved efforts from all stakeholders, namely the youth, political leaders, NGOs and all sections of the community to bring about tangible and productive outcomes for the development endeavor.

Due to the above sited facts young people are facing various challenges to participate more in various development activities. Many of the youth have a sense of hopelessness about the future. This may be due to low awareness which has a greater role in the process of participation. Most of them believe they are

discriminated against, misunderstood and not given the opportunity to make their own choices and express their opinions. Thus the holistic welfare of the youth should be given due attention and there should be a suitable environment for the youth to participate in the urban development program. The youth should work in partnership with adults and institutions leading to a situation in which the youth will get more productive. It is helpful for local groups to share experiences, learn from each other and address issues together. Meanwhile, environmental and natural resource degradation that come as a result of pollution, poor waste management, deforestation, water catchments destruction and desertification remain as a major challenge in Ethiopia's development process. Unless some remedial measures are taken to overcome these problems, the environment falls a short of assuring the youth a good quality of life in the future.

The Ethiopian Youth Policy which was issued in 2004, faced difficulties in taking root at grass root level. Although justifications and arguments for the reasons vary, the major problems mentioned by studies undertaken include low level of awareness by the youth and the authorities, low institutional capacities, low policy advocacy, and unfavorable conditions imposed by the community in general. These studies are very limited or/and there is a huge gap in research in the issues of youth participation in the process of development, specifically environmental protection activities. It is therefore very crucial to examine the problem of youth from their perspective by analyzing their response and cross-checking with the designed and implemented interventions which are underway by the responsible authorities.

Environmental problems in towns of a developing country like Ethiopia are mainly pollution (air, water, and noise), waste generation (garbage, sewage), congestion and overcrowding. This fact is also true in Dilla town, where the youth constitute 23% of the population and the level of participation in environmental programs is very low. Therefore, the major focus of this research is to identify the factors

hindering the participation of the youth in the developmental programs particularly in environmental protection with the view to come up with some remedial measures.

1.3. Objectives

General objective-

The general objective of the study is to identify the challenges facing the urban youth to participate in environmental protection and the formulation of appropriate response to the challenges.

Specific objectives:

- To examine the awareness of the youth on environmental issues.
- To assess the current status of urban youth participation in urban development programs.
- To examine the relationship of youth with local leaders, teachers and professionals with regard to participation in environmental protection efforts.
- To identify the constraints of youth participation in environmental protection activities.

1.4 Research questions

The following research questions are framed to attain the objectives.

- 1 Are the youth aware of their role in development activities?
- 2 Are the youth interested to participate in environmental activities?
- 3 What are the approaches and activities of local leaders to increase level of youth participation?
- 4 What enabling environment has been created by different stakeholders for the youth to participate?
- 5 What should be the role of the youth in environmental activities?
- 6 What are the barriers that prevent the youth from getting involved in issues related to environmental protection?

1.5 Significance of the research

The research findings give a better insight to the understanding of the challenges that affect the participation of urban youth in environmental protection. Their problems, needs, and potentials can be a basis for strategic intervention by local authorities, government bodies and NGOs. The social structure which assists them in their participation can also be planned in an integrated and institutionalized manner, making it systematic and effective. Furthermore, the findings of the research will contribute to the enrichment and development of social policies.

1.6 Scope and limitation of the research

The study is limited to examine challenges facing the youth to participate in environmental protection and formulating appropriate response to those challenges in Dilla town (capital of Gedeo Zone). It will identify the challenges confronting the effectiveness of youth participation. The data is generated by talking to the youth themselves, teachers, kebele officials and professionals in three kebeles of the town.

The study area is confined to the participation of Dilla Youth in Environmental Protection. The reason the researcher selected the area is attached to his experience with young people in Dilla for the past fifteen years and the environmental problems encountered. Based on this fact the researcher wanted to identify the barriers of youth participation in environmental protection activities and suggest solutions to the problems.

1.7 Organization of the report

The study has five chapters. Chapter one is the introduction. The second chapter presents the review of related literature while the third one is about overview of the study area and chapter four presents the methodology used in gathering data for the study. The result and discussions are presented in chapter five. The last chapter makes concluding remarks and suggests some recommendations.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1. *Concepts and Definition*

a) Environment means the totality of all materials whether in their natural states or modified or changed by human; their external spaces and the interactions which affect their quality or quantity and the welfare of human or other living beings including but not restricted to, land atmosphere, weather and climate, water, living things, sound, odor, taste, social factors, and aesthetics (Federal Negarit Gazeta :2002).

b) Participation can be defined as “the process of sharing decisions which affect one’s life and the life of the community in which one lives” (Hart, 1992, p.5). UNICEF suggests that participation is the means by which democracy is built and is a standard against which democracies should be measured (Hart, 1992). Wilson (2000) believes that participation can be classified into two main categories, the first being superficial or tokenistic, the other being “deep” participation or “democratic play” (Wilson, 2000, p.26). “Deep” participation is taken as an umbrella term encompassing active, authentic, meaningful participation (Wilson, 2000, p.26). Deep participation means young people experience elements of citizenship and democracy in their everyday lives, in real and holistic situations, with meaningful outcomes or actions (Bessant, 2004a; Wilson, 2000). Participation is one of the most frequently used concepts both in politics and business (Aklilu, 2006:37). According to Keanya (1999 cited in Aklilu, 2006) participation is divided in to two: ‘masked’ and ‘unmasked’. The former is divided in to three:

- a) Extractionist is type of participation when people contribute free labor and other resources for carrying out plans drawn up experts
- b) Vertical is type of participation when people affiliate to powerful patrons in society who tell them what to do.

c) Benefit induced is type of participation when people are told what to do by experts, while the later refer to type of participation when people are highly motivated to develop themselves, people take active responsibility in decision-making, prioritizing, implementing and evaluating and use of local resources.

c) Youth/Young People: Many countries define youth/young people as the age at which a person is given equal treatment under the law; often referred to as the ‘age of majority’. This age is often 18 in many countries, and once a person passes this age, she/he is considered to be an adult. However, the operational definition and nuances of the term ‘youth’ often vary from country to country, depending on specific socio-cultural, institutional, economic and political factors (Bessant, etal, 1998).

Debates exist around the notion of a homogenous youth category; hence the definition of the term youth or young person is far from simple. The World Health Organization (WHO) defines the youth category in the age range of 10 and 24. However, this arbitrary age definition is far from adequate (ACYS, 2004). The United Nations and the Ethiopian Social Security and Development Policy define, ‘youth’ as persons aged between 15-24 years. Where as the National Youth Policy of Ethiopia defines youth as to include part of the society who are between 15-29 years (NYP of FDRE, 2004:4). Another meaning used while discussing policy responses of governments to the particular problems faced by young people is based on a sociological definition of youth as a transition stage between childhood and adulthood. More precisely, it comprises a series of transitions “from adolescence to adulthood, from dependence to independence, and from being recipients of society’s services to becoming contributors to national economic, political, and cultural life” (UNDP, 2000:15). For this study the term ‘youth’ refers specifically to those aged between 15-24 years which is used by the UN and the Ethiopian Social Security and Development Policy.

There are also social and emotional changes based definitions of youth. Here youth is taken as a stage of social, cognitive and emotional learning that intervenes between childhood and adulthood as young people prepare for an active role in their communities (MYS, 2006; 2). Youths enter adulthood when they are self-reliant, economically independent and, showing good judgment, having directions in their lives, and partaking in close relationships (Ibid).

2.2 The Role of Youth in Development

Among the major issues that need immediate attention is sustainable development that expands educational opportunities and promotes appropriate and new technologies. This requires access to adequate food by vulnerable groups, employment and income generation to alleviate poverty and natural resource management and environmental protection (Lebesech, 1998:20).

The youth of today are the leaders of tomorrow. Children and youth inherit the responsibility of looking after the planet earth. Furthermore, they are good supporters of environmental thinking. It is imperative that youth participate actively in all relevant levels of decision-making processes because it affects their lives today and has implications for their futures. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken in to account (Agenda 21, Chapter 24).

Youth participation leads to better decision and outcomes and promotes the well-being and development of youth people. It leads people to real development which can enable them to choose and live the lives they want. It strengthens a commitment to and understanding of human rights and democracy. Since the youth is often considered as a risk taker (MOLSA 1995), participation protects them from risks they might

face by providing the opportunity for informed choice and through network with community role models and resource people (UN 2004: 274-279).

Providing a space for children and young people to participate by engaging in dialogue and exchange allows them to learn constructive ways of influencing the world around them. It provides children and young people the opportunity to assume increasing responsibilities as active democratic citizens (Bessant, 2004a; Hart, 1992; H. Matthews et al 1998). These authors assert that the goal should not be simply to increase participation, but to increase meaningful participation in the social, political, cultural and economic life of the country.

The *State of the World's Children* report (published annually by UNICEF) highlights the responsibility of everyone to take the views of children and young people seriously and aid them in developing their competencies for authentic and meaningful participation in the world (Bellamy, 2002). The report also suggests that we must recognize the multiple voices of children and young people, both verbal and non-verbal (Ibid). This is particularly relevant in considering political participation, as some young people may choose to voice their opinions on an issue in a form we do not traditionally regard as being used for that purpose (Bessant, 2004a; H. Matthews et al, 1998).

Participatory practices give children and young people the ability to contribute to democratic dialogue and practices in various domains (Bellamy, 2002). Young people cannot be expected to make transitions into the adult world if they are not given the opportunity to experience economic and political realities (Bessant, 2004a). Engaging and participating in community life is empowering and assist young people in feeling that they are capable of making a valuable contribution to society (Smith, 1981). There is also

evidence to suggest participation has numerous health benefits that result from feeling valued by the community. Promoting meaningful participation of children and adolescents is essential to ensuring their growth and development (Bellamy, 2002; Bessant, 2004a).

Participation also benefits the wider community. Encouraging young people to be creators rather than simply consumers means they are more likely to be agents for social change rather than social control (Bessant, 2004a; Sercombe & Watts, 1998; White, 1990). Stacey (1998: 93) expresses this concept well while describing the Youth Partnership Accountability mode:

If adults talked more with young people about decisions that have to be made, really listened to young people and their ideas, this would mean they are trying to work in partnership with young people. Partnership is about doing things together. It is about listening to everyone's voice and taking different ideas seriously.... It is about mutual respect.

Youth Participation is multidimensional; it is not solely restricted to political participation but also anchors economic citizenship. Within different dimensions, youth participation is a process through which young people access the skills and opportunities to have an autonomous livelihood (Mokewena, 2002:21).

In this regard, UN (1986:37) and Kirshner (2002:28-31) have categorized youth participation as having three components namely; political participation, economic participation and social participation.

Political participation is very controversial because it concerns the distribution of power. It deals with demands for more democratic process of political participation and begins with voting age and extends to their participation in affecting the political process. It also includes the right to be heard and the right for their voice to have effect (Bessant 2003:95). Similarly, economic participation is explained as involvement of people directly in the management of their work and in sharing of its benefits. Lastly, social participation covers a great variety of activities such as involvement of young people in their

immediate neighborhood or community. Socialization of youth will hence be the concern of social participation (UN 1986:37).

Having explored the various contexts of youth participation, it is important to consider some overarching principles of participation, which provide a framework to build meaningful participation. A number of writers have proposed frameworks or typologies which articulate the degree of participation individuals have in any given project or social endeavor (Bessant, 2004a; H. Matthews et al, 1998; Wierenga, 2003). For instance, Manly (2000) states that there may not be opportunities for young people to participate elsewhere in their lives other than those in the public and community arenas.

According to the Foundation for Young Australians (FYA) [2003], the following two broad principles need to be used as the basis of youth participation strategies: Firstly, youth participation should be beneficial for young people: why should young people be involved and what do they benefit from their participation? This includes consideration of informed choice, enjoyment, relevance, developmental benefits, for instance social, political and economic awareness, educational opportunities (both formal and informal), build wider networks, support, supervision and monitoring. These principles are also underlined by Bessant (2004a).

Secondly, youth participation should recognize and respect the needs and contributions of all involved. It should be sensitive to intrinsic difference in experience, status, power, control, knowledge of resources and language. Other issues to consider include: accountability (including monitoring and feedback); goals and strategies whereby young people identify the problem as they see it and examine alternatives; sense of ownership for participants; value regarding their participation; negotiation concerning young people's role

and adult responsibilities and commitments; the avoidance of tokenism; the flexibility and space to incorporate young people's value systems, availability, commitments, language skills, culture, financial resources and access to transport for instance; acknowledgment that young people are not homogenous group; recognition that some tasks need to be undertaken by trained professionals; ongoing evaluation; appropriate recruitment processes; and confidentiality.

2.3 Youth and Environment

Dealing with environmental issues requires recognition of key players specifically the youth and women, and designing multi-dimensional and holistic approach. Thus the involvement of today's youth in environment and development decision-making and in the implementation of programs is critical to the long-term success of environmental conservation and development. There is also increased need to engender the ideals of environmental responsibility and good practices in young people. While youth environmentalism holds profound local relevance, there is also increasing global significance (Lebesech, 1998:20).

The new environmental policies also recognize a significant role for community participation and NGOs in addressing environmental issues and in achieving environmental improvements. Experience has shown that community involvement in planning and production produces cheaper, better and more adequately maintained projects (Burgess, R.1994:28). According to Lebesech (1998:21), there are seven ways and actions in which young people can be involved and take responsibility in tackling environmental problems. These include:

- 1 Enabling policy framework and strategies that encourage and motivate youth to actively participate in environmental activities and preservation of natural heritage is necessary. The framework should not

be another piece of paper to be drafted but rather a one that is responsive and supportive of enhancing environmental culture and action.

- 2 Involving youth in all relevant decision-making processes is important. This has implications for their future roles.
- 3 There are various youth environmental societies and organizations in different parts of the world working on the awareness and understanding, protection, preservation and conservation of the environment. Such institutions are important to inform, inspire and empower young people to make positive changes regarding environmental issues, both natural and cultural.
- 4 Mechanisms that permit youth access to information and the provision of opportunities to present their perspectives need to be in place at all levels (local, national and regional). Conferences and other forums that offer opportunities to the youth to reflect their perspectives on social and economic development and resource management need to be encouraged and organized.
- 5 Initiatives aimed at reducing the levels of gender balanced youth unemployment need immediate and concrete action.
- 6 Support should be given to programs, projects, and networks, national organizations and youth non-governmental organizations to examine the integration of programs that encourage the involvement of youth in project identification, design, implementation and follow-up.
- 7 Alternative learning structures need to be expanded to increase dialogue/reflection on the concepts of environmental awareness and sustainable development.

2.4 Youth and Environmental Education

Many human activities are not sustainable during the process of production. They can harm, destroy or use up resources. This may be due to ignorance or greed or because people do not care. It is in this context that environmental education becomes important (Foot Steps No 20:3).

The importance of environmental education no longer escapes any one. Ever since the early seventies, and especially since 1975 with the launching of IEEP (International Environmental Education Program) by UNESCO on the occasion of the Belgrade Conference, the conceptual thinking on this type of education, the teaching resulting from numerous pilot projects, the multiple proposals of activities and teaching aids of all kinds have been given due importance. In most countries, however real integration of environmental education into the educational system is far from being complete (Yoland, Z. 2000:11).

The ultimate objective of environmental education, beyond awareness raising, is elevating citizen's commitment in to action and to continue the resolution of environmental problems and the rational management of natural resources. Action, taken to solve such problems usually takes the shape of a challenge that sometimes takes place in a context of acute debate, and at times conflicts with the authorities, economic actors and the political power. In effect, citizens would become aware of environmental problems in the context of their health, life quality, well-being and survival. Environmental education undoubtedly prepares or should prepare people for action by describing, analyzing and understanding the observed situations, and notably understanding why they concern us. All these lead to stirring up the needs to take action and to ask ourselves about the ways for taking action (Yolanda Ziaka, 2000: 148).

Garden-based learning (GBL) is an increasingly popular concept worldwide to promote what educators call 'ecological literacy'. While in the North GBL is widely conceived as a tool for helping children to develop an environmental consciousness, in developing countries school farms and gardens generally have a more practical purpose. They aim to equip young people with skills in environmentally sustainable

farming and, in the most successful cases, teach them how to process their output to the best effect, i.e. put their produce on the market and get good returns (Spore, 2007:1).

School farms are not as widely available as many would like, partly because GBL is still seen as a marginal rather than mainstream educational activity. However, the scenario is gradually changing. School gardens form a key element in Niger's new educational policy. In Sierra Leone 80 % of the schools now run gardening classes. In Ethiopia, pupils from the Selam Technical and Vocational College manage large garden plots, oversee the processing of significant harvests and prepare the products for consumption in two restaurants open to the public (Spore, 2007:2).

The current confusion affecting approaches to environmental education only delays its institutionalization and benefits only the traditional approach. However, it is clear that the establishment of an authentic environmental education need to see the following: a clear definition of environmental education, a definite place in the curriculum (while favoring an interdisciplinary approach of activities), a training of teachers that allow for the mastering of methods that facilitate the analysis of complex environmental situations, and making environmental education a subject with a controlled curriculum (Yolanda. Z, 2000:21).

2.5 Youth and Youth Organization

Young people can be organized voluntarily to work together and address the outstanding social and economic problems in their respective communities. According to FDRE NYP, 2004; 22

...The youth should realize the great advantage which a collective, integrated and organized movement in pursuit of common objective could have in their active participation in the efforts which are directed for bringing about a democratic system, good governance and accelerated development and to ensure the respect of their rights and benefits. The policy has therefore been

formulated to enable the youth to exercise their rights as stipulated in the constitution; come together, get organized under various objectives, in order to enhance their participation and ensure their benefits there from.

Some argue that environmental sustainability can best be achieved through community labor and management inputs and through the adoption of maintenance responsibilities. Numerous examples exist where community action in collaboration with NGOs has produced significant environmental improvement through low cost water and sanitation projects. Some agencies, such as the ILO and UNDP, are willing through loans and technical assistance to promote community-based initiatives such as sidewalk paving, recreational improvements, clearing and extension of drains and water systems, recycling the construction of health posts, and the planting of trees. Their support derives as much from their ability to generate employment and incomes as for their environmental effects (Spore, 2007:3).

In the framework of community, the relationship between the local states and community organizations is governed by 'participatory planning' defined as community participation in decision-making on goals and priorities whose legitimacy is accepted by local authorities and which are used as guides for planning. These choices are harmonized with long term strategic goals and the final decision on the range of options presented is made by the community.

2.6 Youth and Local Government

The UN's Agenda 21, a major outcome of the Earth Summit in 1992, is a comprehensive program for sustainable development. It has sections that are of great relevance to the implementation of sustainable urban development. Sections that are directly relevant to urban development include sustainable human settlement, combating poverty, promoting health, applying environmentally sound waste management and empowering of local authorities. With this document as a framework, many urban centers in the world are

preparing and implementing their local agenda 21. For instance, many municipalities in Sweden have developed their local Agenda 21 following an extensive consultation process among municipal authorities, the youth, companies and other interest groups. Projects realized based on the local Agenda 21 include promotion of urban agriculture, eco-villages, and creation of environmental teams that are committed to energy saving and improved solid waste management (Granvik, 1997).

Political and administrative decentralization from central and regional government to local authorities is also seen as a policy reform that is essential for efficient curative and preventative action on the urban environment. In the past, central governments generally planned, financed and built environmentally related infrastructure and services whilst local authorities were responsible for operations and maintenance. The transfer of decision-making and capital investment power to local authorities with funds on-lent from central government or derived from greatly enhanced local tax revenues is seen as an essential measure. Democratization and empowerment of local governments are seen as vital for breaking out of the culture of public inertia and for increasing the political will to act in environmental issues. (R. Burgess, 1994:28)

Youths living in poor neighborhoods are aware that all the health of their area is substantially below resource-rich neighborhoods. These inadequacies extend to housing, street and side-walk conditions, police and fire protection, the amount and conditions of green and common spaces such as parks, and quality and/or quantity of institutions such as schools, health clinics and children facilities. Youths interpret these disparities as a form of injustice. The latter, in turn, leads to the position that the city and large community doesn't care about them or what they do (PLA Notes 38, 25).

In most cases, urban people were not having in-depth discussions of their development needs. Instead, projects were selected by urban lead us and other “benefit captors”. This has led to projects being selected that are not backed by the whole community and youths have become unwilling to participate in payments and labor (PLA Notes 31:15).

2.7 Benefits of youth participation

Youth participation is not a single type of project. It is rather a program strategy, or even a public attitude, that encourages youth to air their opinions, to become involved, and to be part of the decision making process at different levels. Youth participation is also a right endorsed by the UN Convention on the Rights of the Child and the Pan-Africa Youth Charter (World Youth Report, 2005: 69). In what follows, some seven benefits that can be accrued from youth participation will be discussed.

a) Participation and resilience

Service providers within governments tend to view youth as a problem in need of solution. Emphasis is therefore placed on problem intervention rather than utilizing young peoples’ potential. In contrast, resiliency based approaches involve community-wide intersectoral collaboration. They focus as much on enhancing young people’s skills as on reducing risky behavior or avoiding an undesirable outcome (McCreary Center society, 2002:57).

This approach sees the youth more as a solution than a problem. Youth participation promotes resilience by building on young people’s strengths, including energy, enthusiasm and creativity (Ibid).

Similarly, research into how resilient youth are indicates that opportunities for meaningful youth participation in problem solving, goal setting and planning are major factors in helping youth withstand the negative impacts of neglect, poverty and other problems (Werner.E.1990: 84).

b) Participation and health

Youth participation gives young people the opportunity to develop important decision-making and problem-solving skills. They are encouraged to develop meaningful relationships and are given the opportunity to improve their self-esteem. These benefits protect the youth from developing reckless lifestyles that can impact adversely on their health in both the short and long term (Shimelis, 2006:p.17).

A study by the University of Minnesota Division of General pediatrics and Adolescent Health (cited in Shimelis, 2006), shows that a sense of connectedness, through being part of the social environment provided by the family, school and the community, helps promote a healthy lifestyle and protects youth from engaging in risky behavior. The research demonstrates that where the youth have strong social connections they are less likely to engage in activities such as drinking and driving, violence, early and unprotected sex, and drug use.

c) Participation and program efficiency

Research into community development and health promotion shows that people of all ages are more likely to make commitments to a program when they are involved in the design and implementation. Participation can increase the efficiency of programs and projects by enabling those responsible for the programs and services to direct the resources that are available towards finding more successful approaches to issues affecting the youth. In this context, youth have more knowledge than older people about the issues that affect them and as such are integral to achieving effective sustainable solutions (Shimelis, 2006:18).

d) Participation in policy- making and decision making

Although the youth incline to immediate results from decisions and actions, they usually focus on their futures and typically think in the long-term when analyzing policy decisions. This long-term view can help decision-making which is predominantly led by adults. The fact that they are typically excluded from

positions of power or influence, their perspectives is usually those of the outsider. They are therefore free of prejudice and full of novel ideas. As the American journalist Mencken (cited in Shimelis, 2006: 20) said “Youth, though it may lack knowledge, is certainly not devoid of intelligence; it sees through shams with sharp and terrible eyes”

Given the opportunity, young people can provide contributions that are extremely beneficial in forcing organizations to look beyond the comfort zone where decisions are taken according to tested approaches. This boosts creativity and can lead to new solutions to policy problems. Youth also bring fresh energy to the issues they address, which can revitalize overworked and cynical government employees. As Bacon (cited in Shimelis, 2006: 24) observed: “People of age object too much consult too long, adventure too little, repent too soon and seldom drive business home to its conclusion, but content themselves with a mediocrity of success”. The energy and the continuous desire to make improvements that characterize young people can help balance the complacent and unhurried approach that is so often see in adults. They can help propel people towards a policy consensus (Kester, .2002: 49).

e) Youth participation and adults

A study by Zeldin et al, 2006 concludes that young people can have powerful potentials and positions need to be in place for positive change to occur. According to the writer’s findings, for young people to achieve ownership of decision making processes, they require support as well as challenges, voice, opportunity for action based on a cause, skill building, adult structure, affirmation, and a project that is relevant to them.

When adults work collaboratively with young people for an extended period of time, they pursue a common goal, and derive benefits similarly; their general perceptions about young people and about their

ability to make a valuable contribution to organizational decision-making will be enhanced. Adults also develop more confidence about working with young people and more effective working relationships. Their awareness about young people's needs and aspirations is increased and also show a willingness to share their knowledge. Organizations become more responsive to the community and the value of young people's contribution to the organization's mission and focus is recognized (Shimelis, 2006: 20).

f) Participation and personal development

Youth participation can improve academic achievement by increasing young people's substantive knowledge and practical skills as a result of solving real problems. It also strengthens young people's sense of social responsibility and long-term civic values. Rather than simply accepting their situation, youth participants are more likely to think critically and to actively challenge their circumstances (Checkoway.B.1992, 1992: 120).

Unless youth are given the opportunity to work in partnership with adults to meaningfully determine the course of their lives, their personal development will be restricted. They do not mature by being passive, by simply observing or by being lectured about their development. As meaningful participation increases, they develop experience, competence and confidence. This in turn enables them to participate more effectively. These skills provide young people with more opportunity to define their own self-worth in terms of what they can do and their capacity to influence their environment. It also enables them to demonstrate that they are capable of being responsible and caring, and of participating with society (Werner. 1990: 321).

g) Participation in organizational and community development

Participation involves the youth in activities that bring people together. It teaches them to prioritize and make decisions, and enables them to plan programs that can contribute to building the capacity of

organizations. In contrast most youth who do not view themselves as part of a community. Some youths who participate in these activities by accepting themselves as part of community have a great roles that can directly contribute to collective action and can be used as a model for non-participants to facilitate change in a society (Shimelis, 2006:p.21).

Youth participation also contributes to community development. When young people work as tutors in schools, volunteer in hospitals, work in shelters for the homeless, rehabilitate abandoned buildings or formulate strategies for neighborhood revitalization, they contribute to developing the community in addition to developing themselves (Ibid).

2.8 Barriers to Effective Youth Participation

Neighborhood conditions worsen as teenagers, who are devoid of options, may be enticed in to gangs, violence, neighborhood destruction and drug-related activities. These activities contribute to the large community developing a negative impression about the youth and their neighborhoods (PLA Notes 38:25). The greater challenge is scaling up young people. Lack of resources-both financial and human is one problem and lack of political will and community support is another. What is clear is that all governments, in partnership with international agencies, donors and NGOs, need to do more to meet their obligations to improve young people's lives and health as outlined by the ICPD framework (Countdown 2004, 74)

One of the most challenging problems while working with young people is to draw the line between offering guidance and directing the process. There is a struggle with how much do we give or tell the youth and how much do we let them learn on their own. Additionally, because this line changes at different points of the process, the issue becomes even more challenging (PLA Notes, 38:28). Young

people are claiming their rights, as they should and it's up to the rest of us to make sure the claims are met. We must start seeing young people for what they are-not as part of the problem but as part of the solution, now and for generations to come. (Count Down 2004, 77)

Despite young people's current demographic significance, their and meaningful participation in issues that affect their lives is hindered by a myriad of challenges and constraints. The following section explores some of the challenges the youth face as extracted from different writers:

a) Ineffective institutions

To work and develop effectively, cities require good decision-making systems and practices, good management and strong human resource skills. In many, developing countries the number of skilled urban managers is severely limited. Many cities are run by institutions and organizations that have been inherited from the past and fail to make the most effective use of their human and other resources. Such institutions are able to promote neither the private sector nor civil society organizations to play a role in development through partnership (PLA. Notes, 48:20).

b) Lack of good role models

One aspect to be noticed is the absence of participants having good role models they can relate to. They struggle to improve their own skills and approach but with very little idea of the type of facilitator they would like to become (PLA. notes, 48:20). A good example of positive role model is Sileshi Demissie, who began the Gashe Abera Molla Association in Addis Ababa, Ethiopia, to clean up the environment, create jobs and mobilize the community. Sileshi, an Ethiopian by birth, returned to Addis Ababa after 20 years as a successful singer in the USA and decided to do something about the social and environmental problems in his home city. Sileshi visited schools and used music, dance, poems, drama and paintings to encourage students to look at the city's environmental problems. With a team of homeless children and

local residents, Sileshi targeted the worst areas of the city. They transformed waste areas full of rubbish and pollution into parks that are clean, green, painted and fenced. Coughing, respiratory diseases and allergies were reduced as a result. Unemployed youth were trained in wood and metal works, recycling and environmental management (Footsteps 63, 2005:15).

c) Lack of enabling environment

For many participants, the deeper their understanding of facilitation becomes, the more they start to realize that what is being promoted as participation in their organization is not true participation which can boost their self- confidence and enables them to have an environment over which they have some control. Therefore enabling environments like small meetings and workshops, have to be created in which they run themselves, and at the same time it helps to anticipate different resistance which they may meet on return (PLA notes; 48:19).

d) Lack of Access to Education and Training

Although in many parts of the world youth are better educated than ever before, an estimated 96 million young women and 57 million young men are illiterate. Most of them are from developing countries. Limitations on government budgets are the primary reason that there is lack of access to education and training (ILO, 2001: 33).

e) Lack of team work

Team work encourages youth's participation in a more equal context, by helping to redefine roles and concentrate efforts in the community (PLA notes, 48:33)

f) Limited roles for youth in collecting information and research

Young people have limited access to information, and where it is available it is often neither youth-friendly or up to date. Young people are usually forced to make use of information products that have

been conceived and developed by adults who employ sophisticated adult vocabulary and methods of working (Shimelis, 2006, 33).

g) Lack of Constructive Outlets for young People

Many adults believe as if the youth simply have no interest in the type of activities municipalities provide with the exception of sports activities, which comprise the major activity provided to young people. Thus, young people are provided only with sport services as it is believed that youth are not interested in other services that municipalities provide. In the context of Ethiopia, for instance, the problem of young people having nowhere to go and the government-generated craze of labeling unemployed youth as 'vagrants' who require legal control and policing have serious implication for youth participation in social and economic activities (www.iyfnet.org. 68).

h) Adultism

Adultism refers to all behaviors and attitudes engendered by the assumption that adults are superior to young people. It leads to the belief that adults are entitled to control many aspects of young people's lives without their agreement. At the heart of adultism lie lack of respect for young people and a tendency of regarding them as less important and inferior. Where adult sentiments prevail, the youth are not trusted to develop independently, and so are taught, disciplined, harnessed, punished and guided into the adult world (Bell, J.1995: 147).

i) Youth and the government system

In many countries, governments tend to regard their youth purely as instigators of violence and authors of a wide variety of social ills. Consequently, they never address seriously the need to assist youth and youth groups and see them collapse due to lack of funds. They may create laws to prevent and contain social behaviors exhibited by youth that they consider maladaptive. According to Shimelis (2006:46), their measures are largely reactive.

2.9 Policy context

2.9.1 Policy Framework

The development of government policies on the youth is an important first step. For policies to become effective, however, governments need to commit financial and human resources. They can also become effective programs if and only if young people's needs are met.

Given the wide diversity of political cultures and political systems, countries need to establish their own priorities and mechanisms in order to create a youth policy that is authentic and relevant. The formulation of a sound national youth policy should not follow a top-down process. It requires the involvement of a wide variety of social actors, cross-sectors and the maintenance of a close link with civil society. Moreover, any viable youth policy is one in which young people are not just spectators or advisers, but are truly involved in decision-making processes (UNESCO 2004:4).

Though the environmental policy of Ethiopia emphasizes the social aspects, it has not explicitly stated the role of the youth in the protection and improvement of the environment, culture and natural heritage. Identifying the needs and roles of the youth in the protection and preservation of cultural and natural heritage is critical and needs to be recognized. Strategies and plan of actions should thus consider the participation of the youth in promoting positive perceptions and enhancing good environmental practices. (Lebesech, 20)

2.9.2. Ethiopian National Youth Policy

Each country needs a dynamic and relevant national youth policy to address some of the challenges facing young people and to create the environment for the development of young adults for the future. Currently,

a number of countries do have youth policy but it is not always implemented as it should be, as many governments admit. Although a National Youth Policy (NYP) provides a point towards an integrated approach to the problems of young people at the national level (NYP 2000:5), governments that have developed the policy often lack comprehensive and holistic approaches to the challenges faced by the younger generation. Thus, a progressive NYP obliges traditional decision-makers to not only work for young people but to also let their experiences inform the development of appropriate interventions and services (UNESCO 2004:4).

Generally speaking, the youth policy should put the needs of the youth and involve the youth in all the process starting from the inception of the policy up to implementation. The youth should also understand the benefits of the policy and support its implementation. The policy indicate that the youth should actively and competently participate in the country's development endeavors and in the process of building democratic system and good governance and that they should fairly benefit from the results. Accordingly, the policy's major issues have been viewed from the participatory and beneficiary standpoint (NYP of FDRE, 2004:21).

The Ethiopian NYP has set major policy issues such as democracy & good governance, economic development, education & training, health, HIV/AIDS, social evils, culture, sports & recreation, environmental protection & social services, and attention for special need youth (Ibid:25-26). The Ethiopian NYP has put the major policy issues specifically and has also put the implementation strategies as well. The implementation strategies discussed in the policy include: organization of all round participation; capacity building; information, awareness and advocacy; data, research and studies; national and international partnership; and cooperation and coordination (Ibid: 37-47). However, in comparison

with NYPS of Kenya (MHHS 2002) and South Africa (NYC 1997), the Ethiopian NYP lacks some specific aspects, including:

- Although the general objective of the policy was stated, it lacks specific objectives;
- The youth's responsibilities were listed while the rights of the youth were not given due attention; and
- While prioritizing target groups the unemployed youth and the school dropouts were not taken as a group, which need a special attention and effective strategies.

Generally, the policy has also given a special attention to environmental protection and social services by describing as one of the major policy issues. Moreover, it includes details on the organization of the youth and all round participation, support, awareness, partnership and cooperation and some of the implementation strategies. These provisions indicate that the policy has laid the ground for youth participation and particularly their involvement in environmental protection and what is left is its full implementation (NYP of FDRE 2004:34,37).

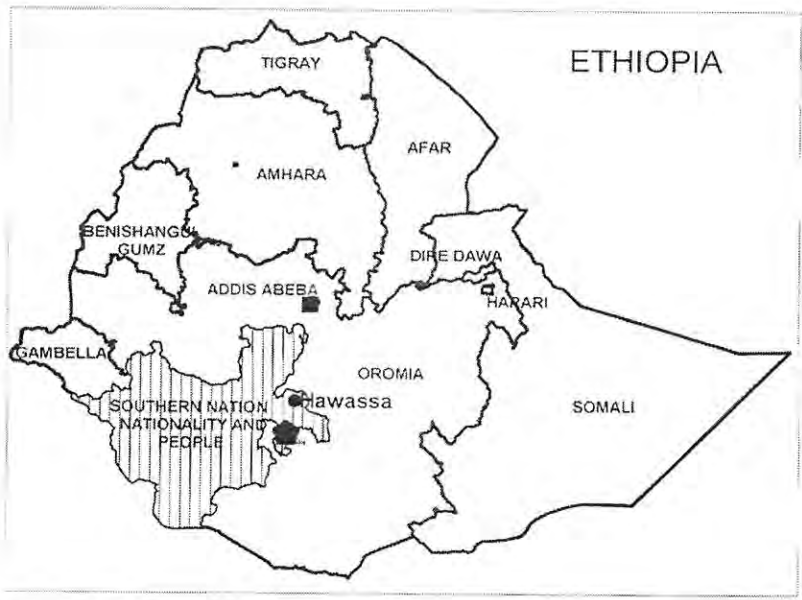
CHAPTER 3: OVERVIEW OF THE STUDY AREA

3.1 General Description of Dilla Town

The study area, Dilla Town, is located in Gedeo Zone of the SNNPRS at a distance of 365 kilometers south of Addis Ababa and 97 Km from the regional capital Hawassa, along the Addis Moyale highway. It is situated in the East African Rift valley with relative locations of $6^{\circ} 14^{\circ}$ North latitude and $38^{\circ} 10^{\circ}$ East longitude. The town is bordered by Golla ridge in the east, Chichu River in the south, Laga Darra River in the north and *Haroressa* and *wallame* farmers association in the south-west. It has a total area of 1123.47 hectares.

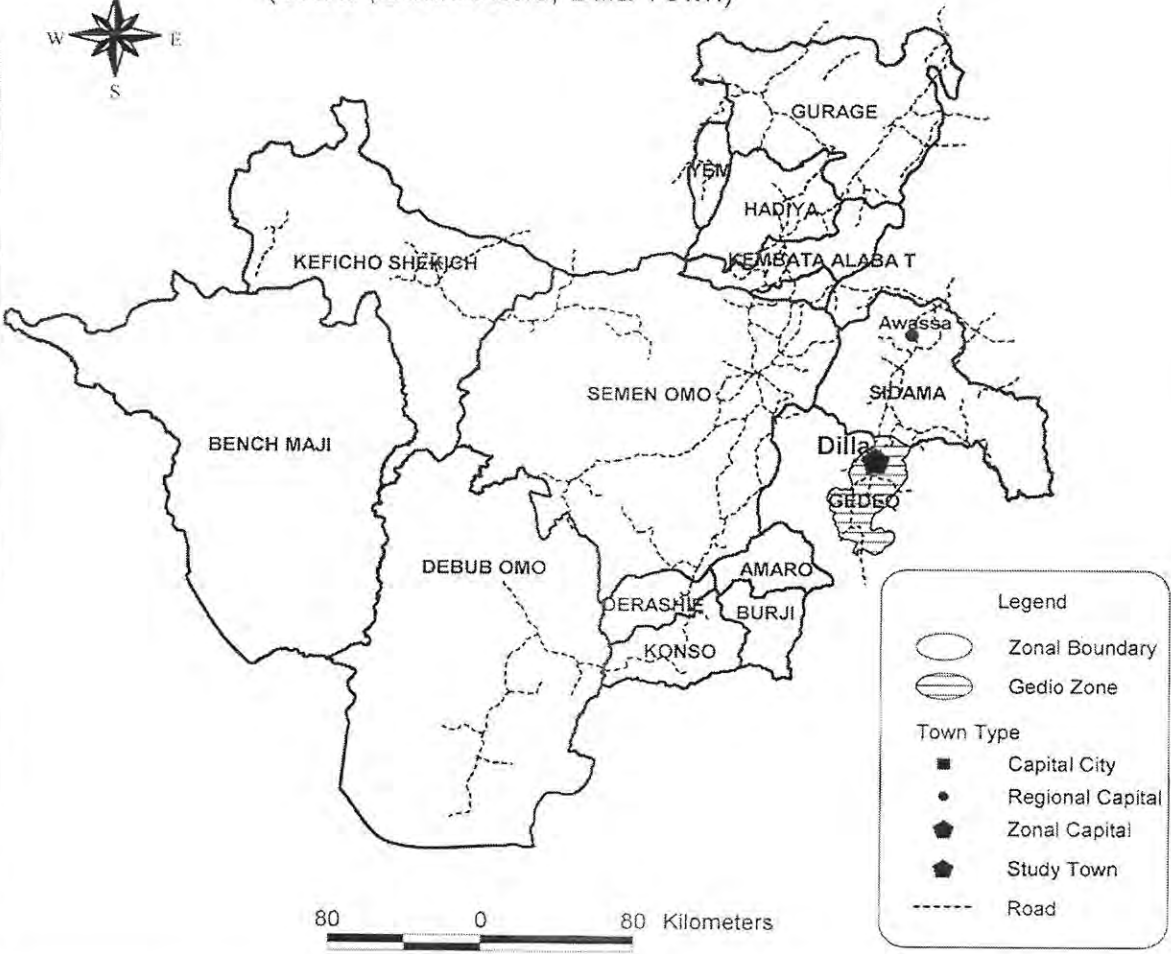
Topographically, the town has an elevation ranging between 1400-2000 meters above sea level. The height is smoothly decreasing from eastern escarpment towards the west where the lowest point is found. The presence of such land form structure favored the existence of major rivers like *Walleme* and *Chichu* towards which the surface runs off from the town had been flowing.

Even though the amount and distribution of rainfall varies in a year, the highest rainfall months fall between March and October and of relatively little rainfall occurs during the rest of the months. The lowest amount of rainfall occurs in January. Generally speaking the average rainfall ranges between 1223.9-1333.1 m.m. The temperature of Dilla ranges between $11.7^{\circ} C$ - $27.9^{\circ} C$ throughout the year.



Location map of the Study Area (SNNP, Gedio Zone, Dilla Town)

Addis Abeba ■



3.2 Economic Activities

Dilla town, with its location on the Addis-Moyale highway, has an economy based on petty trading and service provision. In addition quarrying, pottery, weaving, and coffee processing are largely carried by a sizeable segment of the town's dwellers. However, the gap between the poor and the rich is marked so much so that many of the town's inhabitants are forced to live in shanty areas with poor housing and less sanitation.

3.3 Population Characteristics

According to the regional population office statistical abstract (1997), the total population of the town is 57564 with males accounting for 51% and females for the remaining 49%. Out of the total population, 14595 (23.4%) are young people aged between 15-24. The continuous growth of urban population has been worsening the living conditions of the inhabitants of the town.

3.4 Existing Administration Structure

Dilla town got a municipality status in 1945 after three and half decades of its establishments. Since its establishment, the town has been encountering social and economic problems, which have been aggravated by the absence of good governance and decentralized administrative structure. Recently, however the regional government has identified 19 towns and has given recognition Dilla as one of the reform towns. Accordingly, Dilla is considered as medium town which consists of three kebeles, namely Misrak Chora, Ayer Tenna, and Ediget Besira. Based on the newly formed administrative structure, the mayor of the town has been elected recently. It has designed the three years strategy plan to overcome the deep rooted problems by collaborative efforts of the communities and the funding agencies.

The presence of commercial centers due to its location on a major highway and the availability of higher educational institutions like Dilla University, Agricultural college, High schools, and Nursing school are creating high population pressure, most particularly in the youth. Due to the presence of educational centers in the town, it is forced to accommodate many students in rental houses. These young people are in need of recreation facilities, reproductive health education, job opportunities, and social and psychological treatments etc. However, all these necessities could not be fulfilled due to various social, economical and institutional constraints, even though there are youth clubs that works on HIV/AIDS, reproductive health and environmental protection. These youth clubs are eight in number and they do not participate most of the youth in the town. The clubs are: Yenegew Sew Youth Center, Addis Raey Anti-AIDS Club, Dinen Enadin Anti-AIDS Club, Chora Environmental Protection and Anti-AIDS Club, Tesfa Anti-AIDS Club, Nigat Anti-AIDS Club, Selam Anti-AIDS Club and Safe Generation Youth Center.

3.5 Youth and participation

As the MYS (2006) indicates that the use of “chat” and alcohol among high school students has become common. The youth who chew ‘chat’ are more likely to smoke and use alcohol. Drug use is associated with a variety of negative consequences including increased risk of serious drug user later in life, school failure and poor judgment, which may put teens at risk for accident violence, unplanned and unsafe sex.

Due to the above problems, existing structure and prevailing attitude do not provide an enabling environment for youth participation in decision-making, planning and implementation process, environmental protection programs and other developmental activities.

CHAPTER 4: METHODOLOGY

4.1. Research Design and Instruments

As part of the research strategy both qualitative and quantitative methods were used to examine the challenges young people face to participate in developmental activities most particularly in environmental protection activities. Consequently, data were collected from in-school and out-school youths including teachers, kebele officials and professionals. Collecting information from the relevant sample groups at each level of the in-school and out-school system provides the advantage of being able to examine the relationship between the challenges and the youth as well as the impact of the challenges in urban development.

The types of instruments that were used by the researcher to collect primary data include:

- Structured questionnaires to survey individuals,
- Interview guide for key informants,
- Interview guide (for focus group discussions).

The questionnaire covered topics on environmental issues, participation, and awareness of environmental protection (refer to Appendix E). The youth who filled in the questionnaire were from different groups namely in-school and out-of school (employed and non- employed).

To triangulate the data and information, individual youths, teachers, kebele officials and other professionals were asked by the researcher to provide information through formal and informal interviews. (refer to Appendix C). Semi-structured interviews were also conducted with ten individuals (seven males and three females) who were working with the youth in kebeles and schools.

Focus group discussions (FGDs) were conducted with a group of youth. It enabled them to generate responses especially on sensitive topics such as participation and it helps them to articulate their opinions (Gearin and Chris 2001). The FGDs were conducted with two student councils from Dilla high school and Donbosco high school, five from youth clubs, three from the three kebele youth organizations, three from government employees (from Dilla municipality, Dilla town information and public relation office and Dilla town capacity building office) and two from NGOs. Thus, the data collection methods have been triangulated in to four forms: secondary source reading work, individual questioner survey, key informant interviews, and FGDs.

To make the data collection more suitable, a pilot study (pre-testing) was carried out with twenty young persons prior to the commencement of the data collection. The main aims of the pilot studies were to refine the research instruments, such as questionnaires and interview guides. They have greater use still in ethnographic approaches through foreshadowing research problems and questions, in highlighting gaps and wastage in data collection, and in considering broader and highly significant issues such as research validity, ethics, representation and researcher health and safety.

4.2. Sampling Design

The study focused in the three kebeles of Dilla town, named Misrak Chora, Ediget Besira, and Ayer Tena . A cross section of young people aged between 15 and 24 from a diverse range of backgrounds and life experiences in different parts of the kebele were taken. A total of 150 young people (88 males and 62 females) and 10 adults (7 males and 3 females) took part in the study. A random sampling method were used to draw 135 sample individual young people (78 males and 57 females) for the survey while a

purposive sampling method was used to select fifteen youths (ten males and five females) and ten adults (seven males and three females) for interview and FGD panels.

4.3. Data collection

4.3.1 Survey

The survey was conducted with 135 respondents (78 males and 57 females), who are selected from the three kebeles. Based on the study objectives more than fifty structured questions were prepared to obtain information about awareness, participation, and constraints of young people on environmental protection activities. The questionnaires were administered by four enumerators. At the end of the survey 129 respondents (73 males and 56 females) completed the questionnaire and returned it to the enumerators.

4.3.2 In depth interviews

The list of participants is included in Appendix A. They are drawn from two schools and different sectors, including the youth, teachers, kebele officials, experts and policy makers. The interviews begun by asking them about their knowledge on youth participation and environmental protections and once they got started they began to express a whole range of concerns. All recordings were coded using the participant's names (with their permission).

4.3.3 Focus Group Discussion

As indicated earlier one of the tools used in the study was the use of fifteen participants in focus groups that involved youths from schools, kebeles, governmental organization and NGOs (refer to Appendix B). Two focus group discussions involving eight youth and seven adult participants each were conducted. Similar set of open-ended questions were developed and used (refer to Appendix C). These focus group

meetings identified some of the major strengths and weaknesses of Dilla's current youth activity on environmental protection and other developmental activities.

4.4. Data processing and data analysis

The data gathered were analyzed in terms of the study objectives already designed. The findings from questionnaire survey were seen in an aggregated form in relation with the FGDs, and key informant interview results. Generally the processes of analysis were carried out by using qualitative description and descriptive statistics, such as percentage, frequency distribution and ratio analysis. The survey data were entered into a statistical package and the out put were discussed using tabulation and the non quantifiable data (information from key informants, interview and FGDs) were discussed through qualitative description.

4.5. Analytical framework of the study

The youth are assets of the community, and active agents of change who can contribute their energy, idealism and insight to environmental protection as well as to a community growth and progress (Pla notes, 1998: 59).

The conceptual framework highlights that the strategic approach to effective urban environmental protection is the participation of the whole community. As in the study indicated youth participation can not be described as a single type of project, but rather as a program strategy , even a public attitude that encourages youth to express their opinions, to become involved, and to be part of the decision making process at different levels.

If youth participation is to be meaningful it is important to enable youth to have wide access to education, information and technological results so that they would be able to participate in environmental, natural and cultural heritage protection and reservation, institutionalized youth participation in setting and

process, create an enabling environment so that youth can be organized freely and actively participate in the environmental protection, encourage them to work together and maintain cooperative a relationship amongst them with a view to gain new experience and skills which will benefit them later in life. Conducive legal, policy, strategy and program environment shall be created for enabling youth to actively participate in and benefit from it.

The participation of the youth will benefit the whole community and the outcome will be more acceptable to all those involved and, therefore sustainable.



Figure 1 Analytical Framework (prepared by the author)

CHAPTER 5: Results and Discussions

5.1. Discussion of Major Youth Characteristics

5.1.1 Demographics

Out of the total 129 youth respondents, 56.6% (73) were male respondents and 43.4% (56) female respondents. Each kebele comprises 33.3% of the total sample. In comparison to the total respondents, 18.6 % (24) were male respondents and 14.7 % (19) were female respondents living in Misrak kebele, 18.6 % (24) were male respondents and 14.7 % (19) were female respondents in Ediget Besira kebele, while the sample from Ayer Tena composed 19.3 % (25) males and 14.0 % (18) females. The male to female composition of the total sampled group was 56.6% (73) to 43.4% (56) respectively (refer to Table 1).

Table 1 Distribution of Respondent by Kebeles and Sex

Kebeles	FEMALE		MALE		TOTAL	
	No of Respondents.	%	No of Respondents.	%	No of Respondents.	%
<i>Misrak</i>	19	14.7	24	18.6	43	33.3
<i>Edigetbesra</i>	19	14.7	24	18.6	43	33.3
<i>Ayertena</i>	18	14.0	25	19.3	43	33.3
Total	56	43.4	73	56.6	129	100.0

Source: (Survey result, 2007)

With respect to the age of the respondents, all the respondents were in the age category of 15-24. Young people of age category 15-17 have made a larger portion of the respondents (59.7%) while respondents of 23 years old and above were few in comparison to the other age categories (refer to Table 2).

Table 2 Distribution of Respondents by Age Category

Age category	No of Respondents	Percent
15-17	77	59.7
18-20	30	23.3
21-23	16	12.4
>23	6	4.7
Total	129	100.0

Source: (Survey result, 2007)

The majority of the respondents (95.3%) were not married, with the remaining 4.7% of the respondents being married. The latter included 2 females and 4 males.

5.1.2 Educational Status and Current Activity

When the educational status of the young people are categorized according to their level of education, there are only six youths who falling in grades 1 to 8, while 13.2% respondents have completed grade twelve. The majority of the respondents (84.5%) were enrolled between grades 9-12. With regard to sex out of the 109 grade 9-12 respondents, 54.1% were male while 45.9% were female. (refer to Table 3).

Table 3 Distribution of Respondents by Educational Status and Sex

Sex of the respondent		Grade1-4	Grade 5-8	Grade (9-12)	>Grade 12	Total
Male	No of Respondents	0	1	59	13	73
	%	0	1.4	80.8	17.8	100
Female	No of Respondents	1	1	50	4	56
	%	1.8	1.8	89.3	7.1	100
Total	No of Respondents	1	2	109	17	129
	%	1.8	3.2	84.5	13.2	100

Source: (Survey result, 2007)

The youth can be categorized into two according to their engagement in their day-to-day lives. Most of the respondents (86.8%) were students while 13.2% were non-students. Most of the students (78.6%) attend government schools with the remaining 11.4% in non-government schools.

5.2 Environmental Awareness and Youth

5.2.1 Awareness about the role of youth in changing the environment and society

Almost all of the respondents (96.9%) are aware of the role of the youth in changing the society and the environment (refer to Table 4). However when they were asked about individual roles, half of the respondents were not aware of their individual role in changing their environment and society (refer to Table 5). This shows that there is a gap between the role of an individual youth and youth group. To fill this gap providing access to information, education and training for young people to learn their rights and responsibilities and to be schooled in democratic processes is vital.

Table 4 Awareness about Youth Role in Changing the Environment

Sex of Respondents	Awareness about role of youth in changing the society & the environment					
	Yes		No		Total	
	No of Respondents	%	No of Respondents	%	No of Respondents	%
Male	73	56.6	0	0	73	56.6
Female	52	40.3	4	3.1	56	43.4
Total	125	96.9	4	3.1	129	100.0

Source: (Survey result, 2007)

According to the FGD and the interview with the teachers and the kebele officials, most of the youth are aware of their rights but they do not know their responsibility. This implies that the young people assume that they do not have any role in changing the society and the environment.

Table 5 Distribution of Respondents' View in Changing the Society and the Environment

Sex of Respondents	<i>Do you think you have a role in changing the society and the environment?</i>					
	Yes		No		Total	
	No of Respondents	%	No of Respondents	%	No of Respondents	%
Male	34	26.4	39	30.2	73	56.6
Female	29	22.5	27	20.9	56	43.4
Total	63	48.9	66	51.1	129	100.0

Source: (Survey result, 2007)

5.2.2. Awareness about environmental education in schools

The purpose of environmental education is action in favor of the environment and the search for solutions to environmental problems. Today the essential features of environmental education are well established in many developed countries. When presenting them, it is to understand the specificity of environmental education and in particular to position it with respect to and within general education, as much for children as for adult citizens (Yoland, 2000: 11).

The majority of the respondents (83.5%) reported they are aware of environmental education in their school while 16.5% reported they have no idea about environmental education in their school. According to the focus group discussion, they said that environmental education is given with other subjects like biology and geography but it is better to treat it as a subject in order to raise the awareness of all the students about environmental issues.

5.2.3 Awareness about the type of environmental pollution

When the respondents were asked about the type of environmental pollution they know, most of the respondents (55.8%) said they are aware of water and air pollution, 20.2% about water pollution, 18.6% about air pollution and only 3.9% about all types of pollution (refer to Table 6). The rest 0.8% mentioned awareness about sound and soil pollution. According to the FGD result, the youth are more or less aware of pollution and other environmental problems but they are not empowered to become active agents in social transformation. However, there are some experiences like the clubs ‘Dinen Inadin’ and ‘Save Generation’ participating in cleaning the town (refer Appendix 8 and 9).

Table 6 Distribution of Respondents’ Awareness on Environmental Pollution

Type of pollution	No of Respondents	Percent
Water pollution	26	20.2
Air pollution	24	18.6
Sound pollution	1	0.8
Water & air pollution	72	55.8
Soil pollution	1	0.8
All types of pollution	5	3.9
Total	129	100.0

Source: (Survey result, 2007)

5.2.4 Awareness in environmental protection activities and youth organizations

Awareness about the need for environmental protection will empower them to get involved and to feel their potential to contribute. Surprisingly, 41.9% of the respondents were not aware of environmental protection activity in the city, while 58.1% are aware of it. According to an interview made with the city council officials, the kebeles are not working with the youth on different development activities and youth

are not participating in the developmental plan of the kebele. A similar response is given during the FGDs about the weak relationship of the kebele administration and the youths. They explained this weak relationship in terms of communication gap due to lack of enabling environment to discuss problems openly, and generally the negative attitude by the administration towards the youth.

Young people should be aware of partner organizations, which are assigned to work on the affairs of the youth. Though there are several organizations, the youth may be expected to identify the most common ones organized at the regional and national levels. Accordingly, out of the total respondents 81.4% are aware of the existence of youth associations and/or government offices that are established to encourage more youth participation. This indicates that the youth are aware of youth associations in the city, so providing technical support to build the institutional capacity of youth organizations is very important. Conversely, 11.6% of the respondents are not aware of the existence of youth clubs in Dilla. This requires among others, awareness campaigns by concerned bodies.

5.2.5 Awareness about policy issues

The policy shall be implemented through an action plan that will detail the strategies, activities, target groups, time frame and budget lines. The implementation of National Youth Policy will require the involvement of all agencies concerned with youth issues. These include line ministries, NGOs, both local and international, the private sector and various youth organizations. The ministry responsible for youth affairs shall spearhead the overall policy implementation, monitoring, evaluation and review in addition to spearheading the mobilization of resources necessary for the implementation of the policy. Partnerships within different organizations will play a key role in achieving the goal of the policy objectives (MHHS, 2002: 21).

Of the total respondents, 48.1% of them have heard about the design of youth policy. However, only 17.7% read it so far (refer to Table 7). This implies that they will not have sufficient awareness about the policy since they haven't read it. However, according to the focus group discussion held, they said that the policy addresses the major concerns and issues critical to young people and gives direction to youth programs and services provided by the government. Almost all the youth who said they know about the policy know more of its existence than its content. Thus, the majority of the youth don't know the designed program as well as their duty and responsibility as a youth and how they can contribute in the developmental process. According to those respondents who read the policy majority (81.8%) were well aware of relevance of the policy for the youth. According to an interview with kebele officials and leader of youth association they have said we have heard about it but never seen or read it. This is probably due to low policy advocacy, unavailability of the youth policy document and lack of interest. Regarding the Environmental policy of Ethiopia, 45% were aware of the policy existence, while 55% were not (refer to Table 7). This indicates a lot has to be done in advocating the policy to increase the participation level of the youth for its successful implementation.

Table 7 Distribution of Respondents about Policy Issues

Policy issues	Yes		No		Total	
	No of respondents	%	No of respondents	%	No of respondents	%
Awareness about youth policy document design	62	48.1	67	51.9	129	100
Read youth policy document	11	17.7	51	82.3	62	100
Perception about relevance of the policy for the youth	9	81.8	2	18.2	11	100
Awareness about environmental policy	58	45	71	55	129	100

Source: (Survey result, 2007)

5.3. Youth Participation

5.3.1 Awareness about the Concept of Youth Participation

Principles of participation require that young people should feel their participation is valued and that they have ownership in the process. Youth participation is about negotiation between young people and relevant adults. Young people should not necessarily dominate the decision making process. The knowledge, responsibilities and commitments of the adults involved also need to be acknowledged. Finally the avoidance of tokenism is important, that is, young people must be offered real roles or they will quickly recognize that they are not being taken seriously (FYA, 2003).

The majority of the respondents (96.1%) reported they know the concept of youth participation while only 3.9% of the respondents reported they do not know. According to the focus group discussion results, the meaning of youth participation is usually seen as an involvement of the youth in youth groups/organizations and also to the involvement in activities such as social services and environmental protection. The results also indicated that taking part in adult conferences is more abstract to them and relate it with politics. They attach more weight to participation to single issues, such as HIV club activities or/and environmental sanitation, than others.

5.3.2 Development activities and youth participation

Environmental protection and community participation are the preliminary levels of participation in which the youth can take part at grassroots level. HIV related services and environmental protection are being practiced more and quite often. Accordingly, the youth were asked to identify the areas of activities in which they participated. A relatively higher population of the respondents (48.1%) participated in HIV/AIDS and health related activities with 20.9% participated in environmental protection and

sanitation. Some of the respondents (15.5%) were involved in community activities such as serving the aged, poor people and orphaned children. Similarly 15.5% of the respondents were involved in general activities through kebele development programs (refer to Table 8). The FGD results also indicated that the participation of the youth in environmental protection activities and kebele development programs is weak. Moreover, an interview with youth organization leader and kebele official indicated that the high participation rate in HIV related activities are usually related to the incentives being given by different organizations during participation. Based on this, one can infer that youth participation can be affected by the nature of monetary benefit attached to the activities.

Table 8 Distribution of Youth Activities Existing at Respondents Kebele

Areas of Participation	No of Respondents	Percent
HIV and Reproductive health program	62	48.1
Cleaning the environment	27	20.9
Helping elders	20	15.5
Kebele development	20	15.5
Total	129	100

Source: (Survey result, 2007)

According to the FGD results and interviews, it was indicated that previously there were various NGOs giving various training for youths on HIV/AIDS. The youth might have higher awareness on the area of HIV/AIDS due to the involvement of different stakeholders on the issue. This awareness motivated the youth for more involvement besides. The interview with the youth association leader also indicated that those who took training were responsible to take part and train others. This exposure and experience might have made involvements in the HIV related activists easier (Molloy et.al. 2002:6).

Unless young people are confident that their opinions are treated with respect and seriousness, they will quickly become discouraged and dismiss the participation process as ineffective. This has implications for the confidence in democratic processes as they grow into adulthood (Matthews et al cited in Bessant, 2004a, p.400).

Using the survey and the FGD results, level of youth participation in the different development activities in the city was assessed. In this regard, of the total respondents 56.3% indicated that they participated while 43.7% did not participate in different development activities.

According to the focus group discussion results, the perspective about youth's participation is directly related to political involvement. Although, youth participation is related to political, social or economic activities, the hot issue remains with politics. If the youth perceive youth participation as having an attachment with politics, they might refrain from participation particularly in their early years of adolescence (Molloy et. al. 2002:21). Thus, their attachment of participation to politics highly affects their involvement in youth activities. On the other hand, a similar figure was observed when the young people were asked whether involvement in youth activities necessarily reflects their political stand. The results have shown that most youth are refraining from participation within youth association since they think that the organization is politically affiliated with the existing political system. This issue was raised during the FGDs and the participants perceived that although involvement in youth activities has nothing to do with politics the membership in the local youth association and being youth representatives of the local youth groups are highly related to their political stand.

Participation also benefits the wider community. Encouraging young people to be creators rather than simply consumers means they are more likely to be agents for social change rather than social control

(Bessant, 2004a ;). From this perspective the respondents were asked whether they participate or not in general and the specific activity in which they participated.

(a) Participation in environmental protection activities

Accordingly, the majority of the respondents, i.e. 52.7 %, believed and participated in environmental protection activities that show clearly their role in development by changing their surroundings, and their involvement within the society is important. Conversely, 47.3% of the respondents have indicated they have not participated in various youth activities. During the FGD, it was reflected that the interest of males is better on participation in environmental protection activities as compared to females. This can be due to parental influences in controlling daughters than sons, which often leads to restrictions in participation of different development activities. In many homes, daughters have less leisurely time due to family responsibilities such as doing housework and caring for siblings. The city Youth Association Chairperson, on behalf of his association said that as an organization run by the youth and for the youth, greater youth participation and empowerment is of utmost importance. However, in recent years, the relationship between the youth and the government has become largely detached, and there were not fertile conditions to participate the young people in different developmental activities.

(b) Participation of youth in environmental activities in the city

The major environmental activity in the city 42.5% focuses on cleaning the city 33.6% tree planting 18.7% constructing drainage channels and 5.2% collecting plastic bags (refer to Table 9). According to the focus group discussion results, environmental activities in the city are planned by the municipality with out the participation of the youth. Almost all the activities are done by hired individuals by the municipality.

Table 9 Identified Major Environmental Activities in the City

Major environmental activities in the city	No of Respondents	Percent
Cleaning the city	57	42.5
Tree planting	45	33.6
Collecting plastic bag	7	5.2
Drainage channel	25	18.7
Total	134	100

Source: (Survey result, 2007)

5.3.3 Role of youth in Environmental activities

Most of the respondents identified lack of social acceptance (37.9%) as a major reason for not believing in the role of the youth in changing the society. Similarly, lack of knowledge and awareness of the community and bureaucracy by kebele official's have been potted down by 34.8% and 18.2% of the respondents respectively as deterrent factors for youth participation (refer to Table 10).

The FGDs results show that adults do not see young people as individuals with the capacity to make positive and wide-ranging contributions when they receive support and the opportunity to develop their skills. In addition they believed that all the programs run by the local government are adult oriented.

Table 10 Reason for Not Believing in the Role of the Youth

Reason for not believing in the role of the youth	No of Respondents	Percent
Because I am young	2	3
Lack of knowledge & awareness	23	34.8
Lack of social acceptance	25	37.9
Lack of interest	4	6
Kebele officials bureaucracy	12	18.2
Total	66	100

Source: (Survey result, 2007)

Concerning the question “Who should have a role in environmental activity”, the majority of the respondents (47.1%) believed as it is the youth clubs’ role while 36.8% believed that it should be the role of the whole city residents. Others have put the role of women to only 6.9%, Schools to 9.2%, (refer to Table 11).

The FGD panelists believed that although the participation of the youth is less, their role in environmental activities is better than the rest of the community. This shows that if the youth is supported by the local government, NGOs and the society as a whole they can contribute to the country by protecting the environment.

Table 11 Ranked Role in Environmental Activities

<i>Ranked role in environmental activities</i>	No of Respondents	%
Whole city residents	32	36.8
Women only	6	6.9
Youth clubs	41	47.1
Schools	8	9.2
Total	87	100

Source: (Survey result, 2007)

5.3.4 Participation in the youth organization/clubs

When the respondents were asked to rate the participation in youth organization and clubs, most (45.4%) rated “no participation”, while others rated it as low (29.4%), high (17.6%) and very high (7.6%). This implies that the local administration and the leaders of the youth associations failed to create an environment for young people to be able to actively participate in all spheres of society. The focus group panelists approved that the youth leaders are running after their own benefits and some of them are aged and the kebele officials do not want to work with the youths. Due to this fact the youth is not motivated to participate in youth organization/club. It is true that some clubs in the town, such as ‘Dinen Inadin’ and

'Save Generation' have a long experience (more than eight years) but with a very few club members (refer Appendix 6 and 7).

The existence of youth clubs in schools contributes for the involvement of students in various developmental activities. Thus, whether youth participation is given attention by the school management or not determines the degree to which the youth participate in development activities.

Almost half of the students (51.4%) indicated the existence of youth activities in schools in which students can participate, while 23.4% and 25.2% reported either they were not aware of the presence of clubs in schools or have no idea about it respectively. While interviewing the two teachers from the two high schools, they said that there are environmental clubs in their schools that properly function.

The most common activities within schools are environmental care by planting trees (36.8%), awareness raising (28.3%), cleaning activities (25.2%) and educating the society (9.4%). About 30.5% of the respondents have replied they have been participating in different youth clubs by being a member in the school club while, 69.5% reported they were not a member. According to the FGD results, even though the participation of the students is low, it is better than the participation of youths in the environmental activities of the city. This is due to the programmers including youth advocacy and peer-to-peer programmers that offers opportunity and motivation to participate in the school environmental club.

As far as the reasons for not participating in environmental clubs is concerned, one can mention lack of awareness, focus given only for formal education, lack of responsible person, lack of interest by school administration. These were reported as reasons by 38.1%, 23.8%, 22.2%, and 15.9% of the respondents respectively.

5.3.5 Participation in the planning process of environmental protection activities

Participation at planning phase before implementation is very important and it helps young people to better understand the issue and to think of new ways to effect sustainable change in their communities. In the case study in question, only 13.4% of the respondents participated in planning phase and 58.5% in implementing the plan. According to the FGD and interview results, the planning process of every development activity in the city is done by the adults. The youth does not have the opportunity to participate in the planning process of any development activities although the issue is related with them.

As shown in Table 12, a little above than half of the respondents (46.5%) rated the level of activities carried out in close cooperation with the kebeles as moderate while 35.7% rated it as ‘not active’. The evidence collected from participants interviewed seems to contradict this. They believed that the kebeles have no integration with youth participation. The same result was obtained from FGD session.

Table 12 Distribution of Formal and Informal Organizations’ Integration with Youth Participation

Organizations	Very active		Moderately active		Not active		Total	
	Number	%	Number	%	Number	%		
City Administration	5	3.9	60	46.5	64	49.7	129	100
Kebele	14	10.9	69	53.5	46	35.7	129	100
NGOs	51	39.5	42	32.6	36	27.9	129	100
Youth clubs	46	35.7	60	46.5	23	17.8	129	100

Source: (Survey result, 2007)

5.3.6 Participation in designing and evaluation of youth policy document

Only forty-four of the 129 respondents (32.6%) participated in one of the steps of policy design process (refer to Table 13). Some have participated on the design and formulation of the youth policy (36.4%) while others on ideas (47.7%) and in the rest in evaluation phase of the policy (15.9%) [refer to Table 26]. That is why the FGD panelists said that the participation of the young people in preparation of the policy

document is very low. This ensures that the government authorities failed to work in a cooperative and participatory manner when designing and delivering programs and services which address the youth. However, the process of involving the youth in planning, implementation and evaluation of the youth policy document brings about a strong sense of belonging and ownership that essentially leads to sustainability and immense benefits of the program.

Table 13 Participation in Policy Document

At what step did you participate in policy document	No. Of Respondents	Percent
Evaluation of policy draft	7	15.9
Participating in designing	16	36.4
Giving ideas	21	47.7
Total	44	100

Source: (Survey result, 2007)

5.4 Acceptance level of youth participation by different institutions

Young people cannot be expected to make transitions into the adult world if they are not given the opportunity to experience economic and political realities (Bessant, 2004a; Jukes, 2002). Engaging in community life and participation is empowering and assists young people in feeling that they are capable of making a valuable contribution to society (Smith, 1981). There is also evidence to suggest participation has numerous health benefits that result from feeling valued by the community. Promoting meaningful participation of children and adolescents is essential to ensuring their growth and development (Bellamy, 2002; Bessant, 2004a).

The respondents were asked about the degree to which different formal and informal institutions support their participation in environmental participation. The responses are categorized under different

environments, namely schools, society, family and the government. In what follows, discussions will be held under each of them.

(a) Schools

It is clear that if teachers at school are interested in youth participation they can give guidance, motivate students, and create awareness among parents. The lack of interest on the part of the teachers might be due to the culture by which they give priority to education than participation in different school clubs.

The survey result in the study area showed that 56.4% of the respondents believed that they get acceptance by their teachers, while 43.6% did not. The reason given by most of the respondents (56.3%) for not being accepted by the teachers is the focus given to formal education. By the same token, 20.8% of the respondents reasoned the weak relationship between teachers and students while 12.5% and 10.4% believed it is due to lack of teachers' and students awareness respectively (refer to Table 14).

Table 14 Distribution of Respondents' Reason for Not Accepted by Teacher

Reason for not accepted by teacher	No of Respondents	Percent
Focus given only for formal education	27	56.3
Lack of awareness by the teachers	6	12.5
Weak relationship between teachers and students	10	20.8
Lack of students awareness	5	10.4
Total	48	100

Source: (Survey result, 2007)

(b) Society

When it comes to society, 59.7% reported they don't get acceptance by society. While the remaining 40.3% believed otherwise. The expert (youth and sport officer) of Dilla town came up with a number of problems related with young people, most notably lack of confidence built on young people. This was supported by the FGD panelists who said that the society consider the youth as negligent and unhelpful.

The city youth and sport expert stated: “Youth development can not be left to the young alone. We must all play a role- the young and the old. We must all attempt to develop our youth.”

As far as the reasons for low acceptance of the youth by the society is concerned, low awareness, weak relationship between youth and society, and the addiction of the youth with chat were mentioned by 50.6%, 39.0% and 10.4% of the respondents respectively (refer to Table 15).

Table 15 Distribution of Respondents’ Possible Reasons for Youths Not Accepted by the Society

Possible reasons for youths not accepted by the society	No of Respondents	%
Youths are Addicted by chat	8	10.4
Weak relationship b/n youth and the society	30	39.0
Low level of awareness by the society	39	50.6
Total	77	100

Source: (Survey result, 2007)

(c) Family

Of the total respondents, roughly half of them (48.8%) reported as they get acceptance by their families and 51.2% did not. The interview with teachers and the expert indicates that the support from families or parents is critical to initial or continued participation of the youth in different developmental activities. The youth who have low family support are less likely to participate. Accordingly, the young people have proposed the reasons their parents forbid them from participation. As far as the possible reasons for failing to get acceptance by their families are concerned, the majority of the female respondents believed it is done to protect them from undesirable behaviors. The reservation of parents for letting them to participate is related to the priorities they give to learning than participation, which accounts for 48.5% of respondents (refer to Table 16). About 36.4% of the parents also felt that participation is connected to politics. However, the focus group participants argue that parents usually don't give permission for youths

below 20 years old and for females. There are youths who failed due to bad peer pressure within youth clubs. In addition to the aforementioned factors, their unwillingness might be related to the lack of model youth initiatives among those groups, which are already functioning. If family saw youth group which can be a good model, they can be convinced to support and help youth organizations or clubs.

Table 16 Distributions of Respondents' Reason for Not Accepted by the Family

Reason for not accepted by the family	No of Respondents	Percent
Not allowed to go out from home	10	15.2
Believe that it is connected to politics	24	36.4
Believe it has impact on formal education	32	48.5
Total	66	100

Source: (Survey result, 2007)

(d) Government

When it comes to the acceptance of youth participation by the government the respondents are openly divide. Roughly half of the respondents (49.2%) reported they don't get acceptance by government bodies, while the other half (50.8%) reported they did get acceptance or support from the government bodies. According to the FGD results, the support given by the government is for the youth organizations that are formed by the state. Clubs that are formed by the youths themselves and some NGOs do not get enough support from the government. In addition, lack of knowledge, skills, attitude and commitment of the leaders are also other reasons cited for failing to accept the youth participation in environmental issues.

5.5. Budgeting problems

Seventy six percent of the respondents complained about the inadequacy of budgets for the plan of participatory environmental protection activities. This shows (implies) that the youth do not have any opportunity to participate during the process of planning the budget of the city. This is also supported by

the interview with the kebele officials who said that no youth representative will be available during the preparation of the kebeles' annual plan. Besides, there is little awareness, and lack of communication and cooperation among various organizations that include youth programs in their mandate. This results in a significant amount of duplication and gaps in youth services.

The major reason given for inadequate budget allocation by the respondents was that focus is given only for politics than development (43%). Weak relationship between youth and administration (33.3%), negative attitude towards youth (15.6%), and unwillingness to see organized youth (8.1%) have also been mentioned by the respondents for budget limitations (refer to Table 17).

Table 17 Distributions of Respondents' Reason for Inadequate Budget Allocation

Reason for inadequate budget allocation	No of Respondents	%
Weak relationship b/n youth & local administration	45	33.3
Negative attitude to the youth	21	15.6
Unwillingness to see youth organize, participate	11	8.1
Focus is given only for politics than development	58	43
Total	135	100

Source: (Survey result, 2007)

5.6. Supports given by formal and non-formal institutions for youth participation

5.6.1 Kebeles

The level of support by kebele officials' is very weak. In almost all the focus group discussions held, the kebele is criticized giving for little attention to the issues of the youth. The kebele as a local authority should have had a contribution in the involvement of the youth. In order to measure the role of kebeles, the respondents were asked for the types of support being provided by the kebele. The majority of the respondents (66.3%) have indicated that little or no financial support and follow-up was provided through the kebele while limited support is given through training and information provision. From the interview

with kebele officials, it is indicated that there is no adequate budget allocated for youth activities and the absence of a separate body for the case of youth has weakened their capacity to work with the youth and affected the sustainability of youth initiatives.

5.6.2 NGOs

In the absence of a strong local authority to organize the youth, the major responsibility of working with the youth falls on the hand of local and international NGOs. They provide limited financial support in the study area. In both the kebeles the tools they provided for activity and training is insignificant (refer to Table 18). According to focus groups held the NGOs are working on HIV related activities and they train individual youths than youth groups. Moreover, they are not working constantly on the case of the youth which was something they have been engaged in the past.

Table 18 Provision of Support by NGOs

Level of support by NGOs	High support		Low support		Don't know		Total Count
	Count	%	Count	%	count	%	
Establishment of youth club	65	50.4	39	30.2	25	19.4	129
Financial support	50	38.8	45	44.9	34	26.4	129
Providing office and materials	63	48.8	39	30.2	27	20.9	129
Giving different trainings	58	45.0	44	34.1	27	20.9	129

Source: (Survey result, 2007)

5.7 Major problems for low level of youth participation

There is almost an indication of various challenges encountered by the youth and 'supporting bodies' to have genuine and effective youth participation. The challenges identified here fit particularly for environmental protection activities while they might be similar to the challenges encountered by various youth initiatives.

The positive youth development approach implies a shift in systems and services to all young people and access to services and opportunities, with an emphasis on doing so through families, communities and government bodies. Through those systems, the youth can develop into healthy adults by gaining a sense of competence, usefulness, belongingness, and power. Youth participation can provide young people with some or all of these factors when they are offered support, meaningful activities, a real sense of participation, and opportunities to develop skills (cited in <http://www.ncfy.com/pub/July02.htm>).

Reasons for weak participation and termination of clubs activities

Lack of government attention and incentives are the major challenging factors that were mentioned by 40.3% and 24.8% of the respondents respectively. Similarly lack of government attention (26.4%) and weak linkages between government and the youth (22.5%) were mentioned as secondary reasons. The tertiary reasons mentioned by the respondents were negative attitude of the kebele officials and weak linkages between government and the youth by 26.4% and 22.5% of the respondents respectively. (refer to *Table 19*). The focus group held also indicates that the knowledge, skills, attitudes, and commitment of the leaders at all levels are essential elements to enhance the participation of youth in environmental protection and development activities. Moreover, during the interview with the teachers it was mentioned that the youth must be listened to and be involved in the process of decision making, planning and implementation process of development programs.

Table 19 Ranked Reasons for Weak Participation of the Youth from the View of Respondents

Reasons for weak youth participation	Primary reason		Secondary reason		Tertiary reason	
	Count	%	Count	%	Count	%
Low awareness level	7	5.4	9	7.0	17	13.2
Addiction to drugs	11	8.5	7	5.4	7	5.4
Lack of incentives	32	24.8	25	19.4	17	13.2
Weak youth clubs	4	3.1	8	6.2	9	7.0
Lack of government attention	52	40.3	34	26.4	19	14.7
Negative attitude of kebele officials	4	3.1	17	13.2	34	26.4
Weak linkages b/n government & youth	19	14.7	29	22.5	29	22.5
Total	129	100	129	100	129	100

Source: (Survey result, 2007)

The respondents indicated that they know youth organizations which were terminated due to various reasons. Accordingly, the major factors that were identified as a cause for the termination of the youth organizations were lack of support by kebele officials to youth activities (56.7%) and weak leadership (35.9%). Moreover, low community support (28.1%) and lack of interest of the youth (25.6%) were mentioned as other factors (refer to *Table 20*). Disagreement among youth members was also identified as another cause of termination which leads to weak leadership. Though this cause was not identified by most of the survey respondents it was mentioned by the focus group discussants as one of the major causes of termination. On the other hand, the analysis of the focus groups revealed that in addition to disagreement, lack of incentives, mismanagement of the youth organization (by the leaders for their own benefit and abandoning the youth group when the youth at the management got employed) were mentioned as a cause. According to an interview conducted with officials, problems of leadership had been a major cause for the termination of the youth associations and many youth have a sense of hopelessness about the future. They believe they are discriminated against, misunderstood and not given the opportunity to make their own choices and express their opinions.

Table 20 Ranked Reasons for the Termination of the Clubs Activities by Respondents

Details	Primary reason		Second. Reason		Not a reason		Don't know		Total
	Count	%	count	%	Count	%	Count	%	Count
Lack of kebele support	72	56.7	42	33.1	3	2.4	10	7.9	127
Lack of community support	36	28.1	44	34.4	36	28.1	12	9.4	128
Weak leadership of youth	46	35.9	49	38.3	16	12.5	17	13.3	128
Lack of interest of youth	33	25.6	49	38.0	29	22.5	18	14.0	129

Source: (Survey result, 2007)

The author would like to wind up the discussion by quoting what one FGD panelist stated: "Since the problems and issues that youth face in their lives are interdisciplinary, so must be the problem-solving approach. However, future collaborative activities must be community-driven and have significant input from youth."

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary and Conclusions

The active involvement and full participation of young people in environmental protection activities is affected by various factors and in various ways. These factors include : the awareness of young people about participation and environmental protection; the awareness of the community about the youth and its participation; the involvement of the youth in different environmental and development activities; the performance of the youth organizations/clubs in the city; the participation of the youth in the youth organizations/clubs; the support of formal and informal institutions to the young people to participate in the environmental protection activities; the knowledge of the youth and local leaders about youth and environmental policy.

To conduct the study on challenges of urban youth participation in environmental protection, various data were generated by using a questionnaire, check-lists for interviews and FGDs. Based on the data generated, the findings are discussed and recommendations were forwarded.

The key findings of the study can be summarized as follows:

- Regarding the awareness of the youth about environmental pollution and environmental education, the majority of them have indicated that they are aware of different types of pollutions. Most of the respondents (58%) are aware of water and air pollution, some 20.2% are aware of water pollution only and 18.6% are aware of air pollution and only 3.9% are aware of all types of pollutions. Concerning environmental education, 85.5% know that it is given in the school with other subjects. The FGD panelists and interviews stated that, the awareness of the youth on environmental issue is

limited to some types of environmental problems like pollution. There is lack of information, education and training for the young people to learn about the effect of environmental problems and their solutions.

- Regarding their understanding about the concept of participation, almost all the respondents (96.1%) have indicated that they know it very well. However, according to the FGD results the concept of youth participation is related with issues such as HIV/AIDS clubs and community services by most of the youth. The real youth participation involves recognizing and nurturing the strength, interests and abilities of young people by providing real opportunities for the youth to become involved in decisions that affect them both at individual level and with systems that they are part of.
- Regarding awareness of the youth about the role of the youth group and the individual youth in environmental activities, 96.9 % of the respondents believe that the youth group has a role to play. On the other hand 51.1% of the respondents do not believe that the individual youth have a role in the environmental protection activities. This shows that there is a knowledge gap between individual and group responsibility. This is also supported by the FGD results which asserted that it is due to the problem of youth access to information as an empowering tool for participation. What ever information is available for youth is not communicated to the youth in a friendly way. Even if young people do believe in the vision of participation, there is no space for them within the process and their individuality is not recognized.

- With respect to the policy issues, the survey indicates that 51.9 % of the respondents do not have any idea about the youth policy of the country. Of the respondents, 48.1% have an idea about the policy with only 17.7 % of the respondents read the policy document. According to the interview and the FGD results most of the youth as well as the community have got no knowledge about the policy. This indicates that there is a big gap between the government and the youth (community). There is no trend of policy advocacy to create awareness about the policy of the country to the youth as well as to the society.
- Most of the respondents (48.1%) answered that the youth participate on HIV/AIDS prevention activities, whereas 20.9 % of the respondents answered that the youth participate on environmental protection activities. This implies that, the participation of the young people is low on environmental protection activities than HIV/AIDS. This is due to the one-time events that have limited value if they are not linked to ongoing processes and lack of resource in the case of environmental protection activities. According to the FGD results youth participation in environmental protection programs is low due to lack of support, meaningful activities, a real sense of participation and opportunity to develop skills. An interview with expert from NGO indicated that when young people take up roles for which they do not have sufficient skills and experiences, they may become discouraged by what is required of them.
- On the other hand, 56.7 % of the respondents have indicated that one of the major problems for the weak participation and termination of the youth organization/club was lack of kebele support, and weak leadership (by the leaders for their own benefit and abandoning the youth group when the youth at the management get employment) of the youth organization/club was also another reason.

In addition to the above two reasons, lack of financial support was also stated as a major reason by the FGD panelists and interviewees.

- Even though there is a better support from the NGOs than the other institutions, there is no strong collaboration between stakeholders who work with the youth. There is also lack of holistic approach involving the whole community, such as civic societies, teachers, NGOs, governmental institutions etc.
- The study revealed a problem with the local government and NGOs who can't reach out beyond the high achievers. The other youth, whose participation is often not requested for a variety of reasons (and therefore, whose experiences often go unheard), like those not being outspoken, having skills that are less easily recognized and having a busy work and school schedules, are ignored.
- The young people were not involved in the planning, implementation and evaluation process of the environmental protection programs of the city. This could have brought a strong sense of belongingness and ownership to the youth by essentially leading to sustainability and immense benefits of the programs.
- Lack of empowering young people to participate through the provision of information, training and support, including clearly defining their roles and responsibilities were mentioned as challenges on the part of the youth. On the other hand, absence of adult initiatives, lack of support from formal

and informal institutions, and absence of strong youth organizations to encourage the participation of the youth on environmental protection were major challenges identified by the respondents.

Demographically, the youth constitute the majority of the world's population. Despite their large number, however, their concerns are relegated to the margins and exclusively restricted with such issues as school and sports. Young people have important environmental concerns and responsibilities. Because of their longer life expectancy, they will have to live for quite some time with the consequences of a deteriorating environment left to them by their parents. Fortunately, the youth have a special talent for invention and the development of new forms of action and activism that can generate more effective responses to environmental issues.

The youth have both special concerns and special responsibilities in relation to the environment. A number of environmental risks and hazards affect young people disproportionately. They are forced to live for an extended period of time with the deteriorating environment bequeathed to them by earlier generations. Young people will be compelled to engage in new forms of action and activism that will generate effective responses to ecological challenges.

The positive youth participation approach implies a shift in systems and services to give all young people access to services and opportunities, with an emphasis on doing so through family and communities. Through those systems, the youth can develop into healthy adults by gaining a sense of competence, usefulness, belongingness, and power. Youth participation can provide young people with some or all of these factors when they are offered support, meaningful activities, a real sense of participation, and opportunities to develop skills. The youth have the right to participate in issues that affect their lives and

have a right to explore their potentials. They also have responsibilities that must be relegated to the older generation.

The findings of this study indicated that there is lack of information, education and training for the young people to learn about the effect of environmental problems and their solutions. Young people are not involved in decisions that affect them both at individual level and with systems that are part of it. There is no trend of policy advocacy to create awareness about the policies of the country to the youth as well as to the society. There is lack of holistic approach involving all stakeholders, such as civic societies, teachers, NGOs, governmental institutions etc. The major problems for the weak participation and termination of the youth organization/club were lack of financial support, and weak leadership.

The findings indicated that the above challenges can be solved by giving due attention to this neglected part of the society in whom huge potential for sustainable development is available. The youth participation in environmental protection programs should assure individual gains, awareness of their environment and acquire and exchange the knowledge, values, and skills, experiences that will enable them to act individually or collectively to solve present and future environmental problems. Communication strategies that are relevant to youth are necessary if young people are to remain motivated and initiated. There has to be a paradigm shift in terms of how adults think about youth. Plans should be shared openly with adult decision-makers in intergenerational discussions. Within this dialogue, young people must be allowed to design its format, and lead the discussions process and its development. Generally, from the programming and service points off view, the youth development frameworks need to move away from deficit models by valuing young people for their potentials.

6.2. Recommendations

Based on the findings of the study and the literature reviewed, the following recommendations are made:

- **Improving access to information** at the local level by setting up resource centers, providing vocational training and disseminating environmental research works. Empowering young people to participate through the provision of information, training and support, including clearly defining roles and responsibilities is a big way out.
- **Communication strategies that are relevant to youth are necessary** Young people have to be motivated and initiated. Because this offers a number of advantages including: increase the number of effective youth educators which are responsible. These can be achieved through providing accurate information and skills at appropriate level and style, so that the young people could be encouraged. It may sometimes be instructive to apply what is known as the '*Peer Education Model*' as a communication strategy. This model helps to develop young people's skills by creating roles for young people to educate their peers.
- **Reforming and extending both formal and informal environmental education** and inducing the media to play a more effective role in facilitating social learning about the environment. This can be achieved through using the local radio stations like FM 108. Achieving a higher level of education in environmental issues endows the individual with the ability to manage resources more efficiently, to conceive new ideas and new frontiers of environmental protection activities. The education sector employs a large number of teachers and touches a large number of students. The highly structured institutional nature of educational system, the young age of students at first contact with the system and long period of physical stay in the educational environment are good

opportunities to give environmental education in the school. Educating teachers and students means educating families and communities. These also can be accomplished through using mini-medias in schools and school clubs as a media.

- **The media is a powerful tool in shaping public opinion.** When the news focuses on youth as victims and criminals rather than as peer educators or youth council presidents, it is difficult to raise public awareness about young people. It is thus important that the media portray the youth as strong and resourceful individuals in search of avenues for civic engagement and underline the positive contributions that can be made by the youth to their communities, such as through volunteer work.
- **Building Effective Youth-Adult Partnerships:** A true partnership is one in which each party has the opportunity to make suggestions and decisions and in which the contribution of each is recognized and valued. A youth-adult partnership is one in which adults work in full partnership with young people on issues facing the youth and/or on programs and policies affecting youth organizations that successfully involve young people in meaningful ways. The partnership can be translated into policies and programs that incorporate the youth as partners in building communities. Achieving this attitudinal change in the home, school environment and in the community is essential if the youth are to participate meaningfully.
- **Young people's participation in decision-making** provides opportunities for them to influence or have 'their say' on issues of importance to them. Getting involved also means young people will learn new skills along the way. Actively engaging young people in the design and delivery of

public policies, programs and services that impact on their lives is common sense and is critical to their success.

- Youth participation does not simply increase as a result of young people being incorporated into adult decision-making processes. **Youth participation must be institutionalized** in issues, settings and practices that are very much part of young people's lives. These settings include school, local government, youth organizations, issue-based clubs and sports teams. Legislation, policy frameworks and sustainable funding that recognize youth participation are important dimensions of community and youth development.
- **Promotion of strong youth organization and environmental clubs for the youth.** Strengthen the involvement of the youth in environmental conservation programs and especially representation in committees at all levels. Establish linkage between environmental committees at district (woreda) level with environmental clubs in schools.
- **Coordination and networking between stake holders and programs.** It avoids resource wastage and duplication of efforts, enhances success through documenting and disseminating best practices and research findings, avail technical support, and ensure a smooth flow of funds and information dissemination.
- **Participate in monitoring policy implementation.** It is important that the youth be represented and consulted by the organs responsible for monitoring and implementing policy formulation.

- Generally, it is important to pursue **a positive approach to youth development**. Holistic strategies for addressing children and youth's complex set needs should be employed. This approach recognizes that we need to ensure young people develop the skills, values and attitudes they need to succeed today, rather than just in the future. This approach also recognizes that young people are not problems to be solved but are problem solvers themselves. This paradigm emphasizes that the youth are assets to the community, and active agents of change who can contribute their energy, idealism and insight to a community's growth and progress. They are not merely passive recipients of programs and support.

References

- Akililu Dalelo (2006): *Perspectives on poverty and Development*. Addis Ababa, ICD publications.
- Bell, J. (1995). *Understanding Adulthood: A major Obstacle to Adult-Youth Relationships*. Somerville: Youth Build USA.
- Bessant, J. (2003). *Youth Participation: A new Mode of Government*. In *Policy Studies*, Vol. 24, Nos. 2/3, pp.87-100, Policy studies Institute: Car fax Publishing
- Bessant, J. (2004). 'Up periscope': The future for youth work in Australia. *Youth Studies*
- Burgess, R. (1994). *Contemporary urban stratelists and Urban Design in Developing Countries*. Rotterdam.
- Count down 2015 (2004), Special issues on *Sexual and Reproductive Health and for all*, USA: population Action international.
- Checkoway, B. (1992). *Adults as Allies*. Michigan: School of Social Work, The University of Michigan.
- CSA 2004b (2004). *Ethiopia Statistical Abstract 2003*, FDRE, Central Statistics Authority, Addis Ababa: Ethiopia.
- FDRE Proclamation No. 299/2002 (2002). *Environmental Impact Assessment*, 9th tear No. 11, Federal Negarit Gazeta of FDRE, Addis Ababa
- FDRE Proclamation No. 295/2002 (2002). *Environmental Protection Organs Establishment Proclamation*, 9th Year No.7, Federal Negarit Gazeta of FDRE, Addis Ababa
- Foot steps 20 (2005). Special issue on *Youth and Environment*. Tear fund, UK

- Foot steps 63 (2005). Special issue on *Millennium Development Goals*. Tear fund, UK
- Foot steps 64 (2005). Special issue on *youth & participation*. Tear fund, UK
- Foster, J. & Kumi Naiodoo (2001). *Young people at the center: Participation and Social Change*. London UK: Common wealth Secretariat.
- Gearin, E. & Chris, (2001). *Focus Group Methodology Review and Implementations*, k. 2001
- Granvik, M. (1997). "Agenda 21 in Practice", in *From Intention to Action: Implementing Sustainable Development*, Mangus Andersson, ed. Uppsala University: The Baltic University Program.
- Hart R, (1997). *Children's Participation; the Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. Earthscan:London.
- International Labour Organization, (2001). *Young People in Today's World*. Geneva: International Labour Organization.
- Kester, C., (2002). *Youth Participation in Federal Sustainability Decisions. Establishing a Youth Council on Sustainability*. Washington:
- Kirshner, B., Jennifer L. O., & Milbrey M. (eds.) (2002). *Youth Participation: Improving Institutions and Communities*. New Directions for Youth Development, No. 96, Winter 2002. Gil G, Noam, Editor-in Chief. Jossey-Bass. Series, CA: Wiley Periodicals, Inc.
- Lebesech, Tsega, (1998). *Gender, youth and the Environment*. Environment, poverty and Gender. Edited by Gedion Asfaw. Addis Ababa
- Matthews, H., Limb, M., Harrison, L., & Taylor, M. (1998). Local places and the political engagement of young people: youth councils as participatory structures. *Youth and Policy*, 62, 16-31.

- McCreary Center Society, (2002). *Why is Youth Participation Important?* Vancouver: The McCreary Center Society.
- MHHS (2002). *Kenya National Youth Policy*. Nairobi
- Ministry of youth and sport FDRE (2006). *Guidance and Counseling manual for Youth Counselors*. Youth Capacity Building Department, Addis Ababa
- Mokewena, Steve (2002). *Youth Participation and Social Change: Lessons and Perspectives from Around the World*.
- MOLSA (1995). *Ethiopian Youth: Basic Challenges and Prospects*. Addis Ababa: Children's and Youth Affairs Organization
- MYSC (2004). *National Youth Policy*. FDRE, Addis Ababa
- NYC (1997). *National Youth Policy* Government of the Republic of South Africa. South Africa: Office of the Deputy President
- NYP (2000). *National Youth Policies: A Working Document from the point of view of 'Non-formal education 'youth organizations-Towards an Autonomous, Supportive, Responsible and Committed Youth, Produced by the chief Executive Officers of the World Alliance of Young Men's Christian Association, World Young Women's Christian Association, World Organization of the Scout Movement, World Association of Girl Guides and Girl Scouts, International Federation of Red Crescent Societies and International Award Association.*
- Jane Foster and Kumi Naidoo (2001). London UK: Commonwealth Secretariat, P. 15-30
- Pla Notes 23, (1995). *Special Issue on Sustainable Agriculture Program*, London: International Institute for Environment and Development.

- Pla Notes 31, (1998). Special issue on, *participation, Monitoring & Evaluation*, International Institute for Environment and Development.
- Pla Notes 38, (2000). Special issue on, *Participatory Processes in North London*: international Institute for Environment and Development.
- Pla Notes 43 (2002). Special Issue on *Learning and Teaching Participation*, London: International Institute for Environment and Development.
- Pla Notes 48 (2003). Special issue on, *Learning & Teaching Participation* London: International Institute for Environment and Development.
- Pla Notes 46 (2003). Special issue on, *Participation Processes for Policy change* London: international Institute for Environment and Development.
- Population Office, SNNPR. (1997). *Statistical Abstract*. AWASSA
- Shimelis Tsegaye, (2006). *Youth Participation: Concepts, Models and Experiences*. The African Child Policy Forum. Addis Ababa
- Spore 127 (2007). *Cultivating Young Minds*. The Netherlands
- Stacey, K. (1998). *Theoretical Underpinnings of Youth Partnership Accountability*. Melbourne: Center for Adolescent Health.
- UN2004. World Youth Report (2003): *The Global Situation of Young People*. United Nation Department of Economic and Social Affairs: New York
- UN (1998). *Lisbon Declaration on Youth Policies and Programs*, UN World Conference of ministries for Youth, Lisbon

- UNESCO (2004). Unesco's Contribution: Empowering Youth through National Policies, Published by the section for Youth of the Bureau of Strategic Planning: France
- Werner, E. (1990). "Protective Factors and Individual Resilience," in Meisels I.S. and Shonkoff, J.(ed), *Handbook of Early Childhood Intervention*. New York: Cambridge University Press.
- Wilson, S. (2000). Schooling for democracy. *Youth Studies Australia*, 19(2), 25-31.
- Yonalda, Z. (2000). Environmental Education for the 21st Century. *Issues and Perspectives for a Permanent Forum*. Syros, Greece, 18-19.
- Zeldin, S., McDaniel, A.K., Topitzes, D. and Calvert, M. (2000). *Youth in Decision-Making: A Study on the Impacts of Youth on Adults and Organizations*. Madison, WI: National 4-H Council University of Wisconsin

Electronic Sources

- International Youth Foundation (2006). What works in youth participation: Case studies from around the world. Available from www.iyfnet.org.
- Microsoft Encarta Encyclopedia (2002). c 1993-2001 Microsoft Corporation
- United Nation Agenda 21, Adopted by the United Nations Conference on Environment and Development, (RIO de Janeiro 14 June 1992) (Agenda 21 Chapter 5). Downloaded from the Internet on February 2005 from http://www.un.org/esa/sustdev/documents/agenda21/english/agenda21_chapter25.htm.
- World Youth Report (2005). Youth at the United Nations: World Program of Acton-Participation. United Nations. Available from www.un.org/esa/socdev/unyin/wpayprticipation.him

APPENDICES

Appendix 1 List of Interviewees

1-Mekonnen Morkote	Misrak kebele Official
2-Bedecha Tabeto	Edigetbesira Kebele Official
3-Bogale Tamene	DILLA Medan Acts(NGO) Project Officer
4-Tesfaye Alemu	Dilla High School Teacher
5-Girma Ibren	Dilla City HIV Secretariat Head
6-Werkineh Feyisa	Gedio Zone Youth and Sport Expert
7-Nigatu Asres	Dilla City Youth and Sport Expert
8- Mebrate Shiferaw	Dilla City Council Mayor Committee
9- Desalegn Hirpe	Dilla City Youth Organization Chairman
10-Mulu Mengesha	Ayertena Kebele Official

Appendix 2 List of participants in the FGD

1- Wubishet Desalegn	Save Generation Youth center Coordinator
2- Fasil Bekele	Yenege Sew Youth center Member
3- Eshetu Worku	Tsinat Theater Club Coordinator
4- Endalelign Birhanu	Dinen Enadin Anti-AIDS Club Coordinator
5- Tofic Hamza	Dilla Municipality Surveyor
6- Sisay Gizaw	Member of Youth Club
7- Konjit Kinfe	Dilla Medan Acts (NGO) Staff

8- Elsa Tezera	Chora Anti-AIDS Club Member
9- Adissu Demeke	Misrak kebele Youth Organization Leadership
10- Yousuf Jemal	Edigetbesira Kebele Youth Organization Leadership
11- Belay Seyoum	Ayertena Kebele Youth Organization Leadership
12- Simret Tamre	Member of Youth Organization
13- Mignot Alebachew	Member of Youth Organization
14- Tizta Eshete	Member of Youth Organization
15- Feysel Ahmed	Member of Youth Club

Appendix 3 Checklist for Interviews with Key Informants

- 1-What barriers are there in your areas which prevent the youth from getting involved in issues relating to environmental protection?
- 2-In what kind of activities are the youth involved?
- 3-What strategies do you have to over come the barriers associated with environmental protection in your community?
- 4-How is your organization performing in areas of youth?
- 5-Does the youth have any contribution in development activities? If your answer is yes, in what kind of activities?
- 6- Does successful youth participation necessarily need the involvement of adults?
- 7-Do you support and motivate the youth to participate in environmental care and protection?
- 8-What is your and your organization's role in the participation of youth?
- 9-How do you rate the participation of the youth in your area?
Great (), Satisfactory (), Unsatisfactory ()

- 10-What is the support needed by the young people to actively participate in youth activities?
- 11-Do you think the local government is concerned about the participation of the youth? If no why?
- 12-DO you think the NGOs are concerned about the participation of the youth? If no why?
- 13- DO you think the CBOs are concerned about the participation of the youth? If no why?
- 14-Are there any governmental problems the youth face to be active participants in environmental protection? Explain.
- 15- Are there any economic problems the youth face to be active participant in environmental protection activities? Explain.
- 16-Are there any social problems the youth face to be active participant in environmental protection activities? Explain.
- 17-Are there any incentives given to youth participation initiated by the youth themselves?
- 18-What are the conducive environments created for active youth participation?
- 19-Are there any plans to involve the youth in more participation?
- 20- Are there questions I've left out that are important? Do you have any questions of me?

Appendix 4 Open ended questions for FGD

- 1- How do you define youth participation?
- 2-What image do the youth have about participation in their local area
 - what area does it cover?
- 3- How important is it for people of their age to participate in environmental protection activities; reason why/why not
- 4- How interested are the youth to participate in environmental protection activity; reasons why/why not
 - what interests them?
 - how do the show their interest/lack of interest

- 5- What barriers are there in your areas which prevent the youth from getting involved in issues relating to environmental protection?
- 6-What strategies do you have to over come the barriers associated with environmental protection in your community?
- 7- What is the support needed by the young people to actively participate in youth activities?
- 8- Do you think the local government, NGOs, and CBOs are concerned about the participation of the youth? Discuss.
- 9- Are there any governmental, social, and economical problems the youth face to be active participants in environmental protection? Discuss.
- 10-What options are available for the youth to express their views about any development activity (e.g at home, school, with friends, in local community and kebeles)
- 11-Explain to them the objectives of the research and ask them if they have any other comments to make.

Appendix 5 Questionnaire Prepared for Youth Aged 15-24

The aim of this questionnaire is to see the participation of youth in environmental protection activities in Dilla Town. If you answer the questions below carefully it has a decisive role for the research. I need your patience while you fill the questionnaire. Thanks in advance for giving your precious time.

How to fill the information

- 1) For questions which have no choices give your answer in the blank spaces.
- 2) For questions which have choice circle the answer of your choice (you can give more than one answer).
- 3) For questions in a box put 'X' for your answer.

Part one- General Information

1. City Dilla Town
2. Kebele _____
3. Sex male female
4. Age _____
5. Marital Status married Unmarried Divorced
6. Educational background
 - a) Illiterate
 - b) Grade
 - c) Grade 1-4
 - d) Grade 9-12
 - e) >12
7. If you are a student your school _____
8. Health condition a) Healthy b) Disabled
9. Job
 - a) Student
 - b) Withdraw from school
 - c) No Job
 - e) Civil Servant
 - d) Private Job
 - f) House wife

Part Two Awareness about Environmental Protection and Participation

1. Have you heard about environmental protection?
 - a) Yes
 - b) No
2. If your answer is **yes** from whom do you heard?
 - a) School
 - b) Radio
 - c) Television
 - d) Newspaper
 - e) Family
 - f) meeting
 - g) If any other _____
3. If you heard about environmental protection which ones do you know?
 - a) Water pollution
 - c) Sound pollution

b) Air pollution d) If any other _____

4. If you are a student is there environmental lesson in your school?

a) Yes b) No

5. If your answer is **yes** how can you get the lesson?

a) Yes one subject b) With other subject

6. If your answer is with other subject which subject?

a) Chemistry d) Amharic

b) Biology e) English

c) Geography f) If any other _____

7. Do you know about the activity in environmental protection in your town?

a) Yes, I know b) No, I don't know

If your answer for question **No 7 is yes**, I know answer the following two questions?

8. Which environmental protection activity is done in your town?

a) Cleaning the town

b) Planting trees d) cleaning tunnels

c) Collection plastic bags e) If any other _____

9. Which part of the society participates in the activity?

a) All residents of the town d) Youth association

b) Women e) Schools

c) Youth f) Old aged g) If any other _____

10. If you haven't heard how to protect environmental pollution what do

you think the reason will be?

- a) There is no lesson about environmental protection in our school
- b) I do not follow Mass Media
- c) I am not interested to know
- d) If any other _____

11. Do you know what meant by participation of the youth?

- a) I know
- b) I don't know

12. If your answer for question eleven is **I know** what do you think how the participation is?

- a) Political movement
- b) Economical movement
- c) Social movement
- d) Cultural movement
- e) If any other _____

13. What do you think to confirm the participation of the youth?

- a) The youth should participate in development plans while planning up to implementation.
- b) Participate in different socials movements
- c) Participate in different meetings.
- d) Participate in different youth and social organizations.
- e) If any other _____

Part Three Participation of the youth

14. Do you believe that the youth has a part to change his environment as well as the society?

- a) Yes, I believe
- b) No, I haven't

15. Do you believe that you have a role to change the environment as well as the society?
- a) Yes b) No
16. If your answer for question number fifteen is **No**, what is the reason?
17. In your participation on environmental protection have you got acceptance from residents in your town?
- a) Yes, I have b, No, I haven't
18. If your answer for question seventeen is **No I haven't**, what is the reason?
- a) There is an assumption that most youths are addicted of drugs
- b) There is gap between the relationship of society and youth
- c) Lack of awareness of the society
- d) If any other _____
19. In doing environmental protection work is there acceptance from your teacher?
- a) Yes b) No
20. If your answer for question Nineteen is **no** what is the reason?
- a) The main focus of teachers is on the regular education program
- b) Teachers have no believe on students
- c) There is gas in the relationship between teachers and students
- d) Lack of awareness on the part of teachers
- e) If any other _____
21. If you live together with your families have you got acceptance from your family in helping the society as well as environmental protection?
- a) Yes b) No

22. If your answer for question twenty one is **No**, it hasn't what is the reason?
- a) I have no permission from family to go out after school
 - b) They believe that it has a relation with politics
 - c) They believe it has an impact in education
 - d) If any other _____
22. Is there acceptance from Kebele and city administration to participate in environmental protection?
- a) Yes, there is
 - b) No, it here is not
23. How do you participate to alleviate the problem of the society and protection of environment?
- a) By planning
 - b) Introducing the plan to the society
 - c) By implementing the plan
 - d) No participation
 - e) If any other _____
24. Is there any budget allocation to participate the youth on environmental development
- a) Yes
 - b) NO
25. For question twenty three if your answer is **No**, what is the reason?
- a) The relationship between Kebele, city administration and youth is not that much interesting?
 - b) The have negative attitude towards the youth
 - c) They are not willing to organize the youth
 - d) More emphasis is given for politics than development
 - e) If any other _____
26. Is there any participation of youth in your town especially in the concern of the youth?
- a) Yes
 - b) No
27. If your answer for question twenty seven is **yes**, on which activity do they participate?
- a) teaching the society about HIV/ AIDS and family planning

- c. Lack of awareness on the part of students
- d. Teachers give more emphasis only for education
- e. If any other _____

33. In your town or Kebele is there youth association or clubs?

- a) Yes
- b) No
- c) I don't know

34. If your answer for question thirty-three is **yes**, on what activities they participate?

- a. On environmental protection
- b. Anti Aids Movement
- c. Helping orphans
- d) Supporting elders
- e) If any other

35. What seem your participations in the clubs?

- a) Very high
- b) High
- c) Low
- 4) I have no participation

Part four- Support of formal and informal institutions

36. Support for clubs from Kebele or city administration?

Type of support	High	Low	No Support	I Do not know
Helping in establishing clubs				
Financial support				
Stationery Material & Equipment				
Organizing a/t workshops				

37. Support from Non government organizations for clubs

Type of support	High	Low	No Support	I Do not know
Helping in establishing clubs				
Financial support				
Stationery Material & Equipment				
Organizing a/t workshops				

38. Regarding city environmental protection those who work together with the youth.

Name of the organization				
City administration				
Kebele administration				
Non governmental organization				
Youth association & clubs				
CBOs				

39. What is the reason for the termination of clubs /associations/.

Reason	Main Reason	May be a reason	Not a reason	I don't know
Lack of interest on the part of the youth				
Lack of support from Kebeles				
Lack of support from residents				
Poor administration of youth leaders				

_____ There is no encouragement for the youth

_____ Youth association are not active

_____ The Government gives low attention for the issue

_____ Kebele administration has a negative attitude towards the youth.

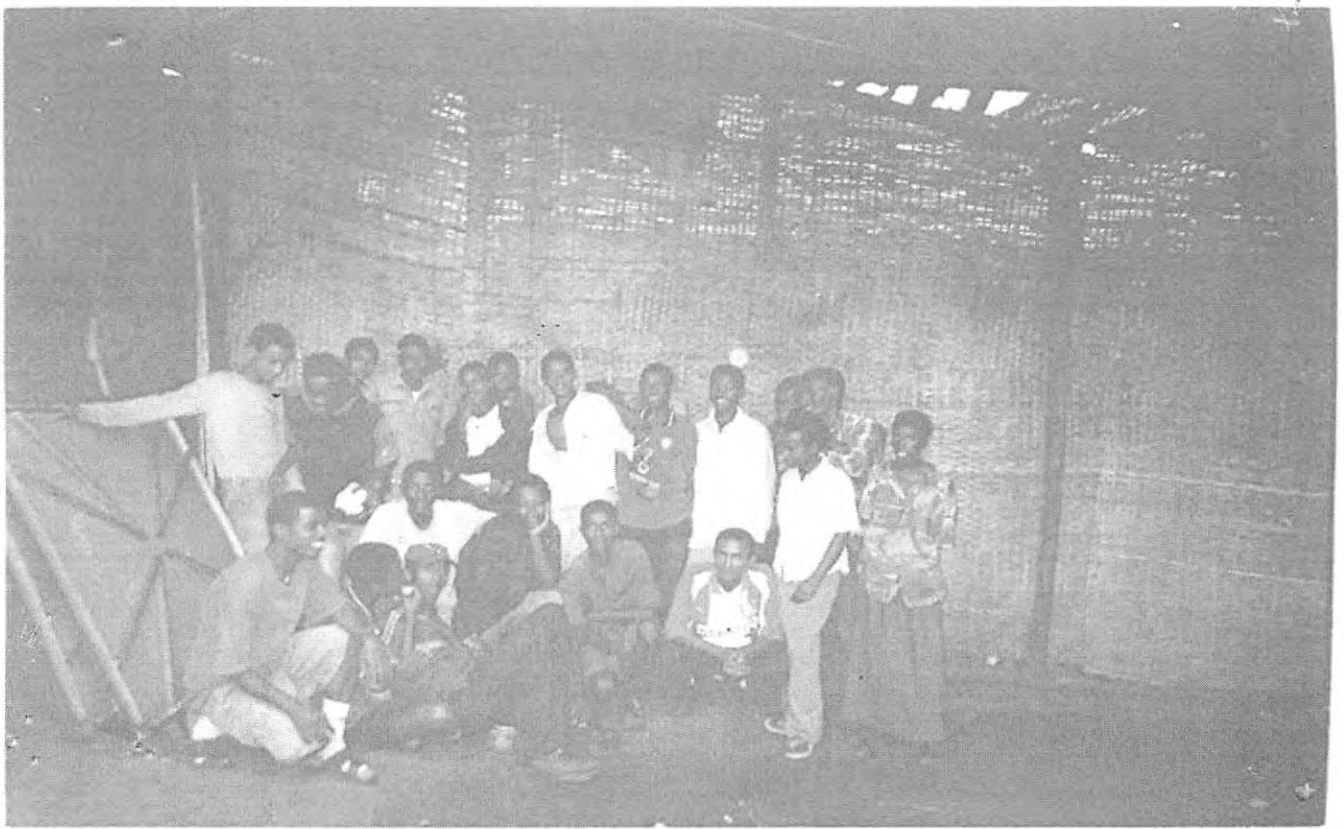
If any other _____

48. General Comment _____

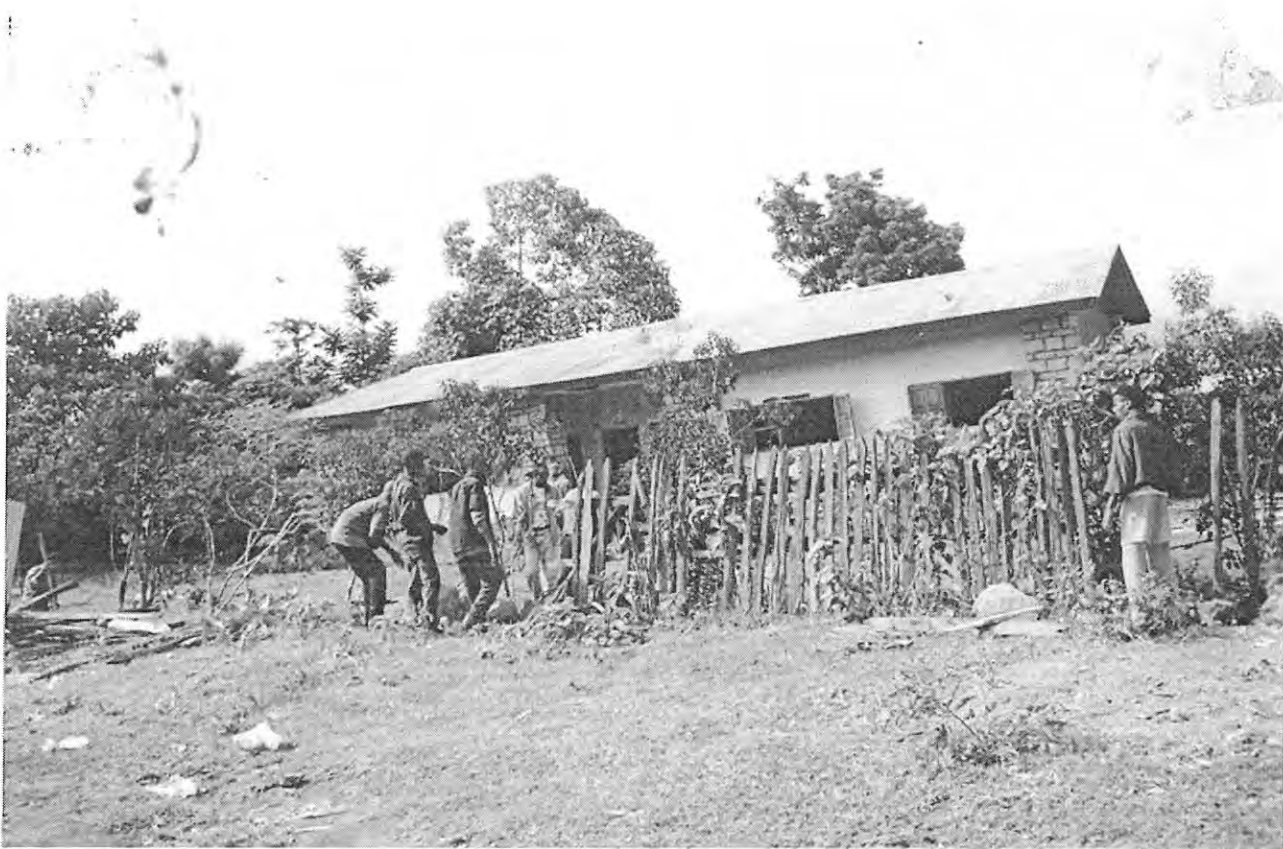
Appendix 6 Save Generation Youth Center members touring around Dilla town



Appendix 7 Members of Dinen Enadin Anti-AIDS Club



Appendix 8 Members of Safe Generation Cleaning their Environment



Appendix 9 Members of Dinen Enadin Participating in Cleaning their Kebele



Declaration

I, the undersigned, declare that the thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Declared by:

YIRGALEM TEKA

Yigalem Teka

Candidate

Confirmed by:

Tesfaye Tesfaye

Tesfaye Tesfaye

Advisor