

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**FACTORS HAMPERING THE URBAN YOUTH
PARTICIPATION IN ENVIRONMENTAL PROTECTION
AND COMMUNITY SERVICE: THE CASE OF TWO
KEBELES IN ARADA SUB-CITY OF ADDIS ABABA CITY
ADMINISTRATION**

SIDISSE BULI



**June 2005
Addis Ababa**

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Factors Hampering Urban Youth Participation in Environmental
Protection and Community Service: The Case of Two Kebeles in
Arada Sub-City of Addis Ababa City Administration.

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ACRONYMS AND GLOSSARY OF LOCAL TERMS

AARE	Australian Association for Research in Education
AHOPE	Africa HIV Orphans Project Embrace, a local NGO
AYF	Australian Youth Foundation
BCS	Business and Communication Solutions
BoFED	Bureau of Finance and Economic Development
CBOs	Community Based Organizations
Chat	is a natural stimulant found in the flowering evergreen tree or large shrub which grows in East Africa
CRC	Convention of Child Rights
CSA	Central Statistics Authority
Dergue	The council of the military government, which reigned Ethiopia before the present government
DPPC	Disaster Prevention and Preparedness Commission
ENDA	Environmental Development Action
FDRE	Federal Democratic Republic of Ethiopia
FHI	Family Health International
FGDs	Focus Group Discussions
HIV/AIDS	Human Immuno Deficiency Virus/Acquired Immuno Deficiency Syndrome
Iddir	a local Ethiopian association in which members make monthly contributions to a central fund, which then makes payouts to bereaved families.
Iqqub	indigenous institution which is used as a savings and credit associations in Ethiopia
KEBELE	The smaller local administrative tier that is taken as ‘district’
Local Agenda 21	UN Agreement for global sustainable development in relation to environmental protection
MDGs	Millennium Development Goals
MHHS	Ministry of Home Affairs, Heritage and Sports of Kenya
MOLSA	Ministry of Labor and Social Affairs

MYSC	Ministry of Youth, Sport and Culture
nd.	no date
NGOs	Non-governmental Organizations
NYC	National Youth Commission of South Africa
NYCI	National Youth Council of Ireland
NYP	National Youth Policy
OYSA	Office for Youth Government of South Australia
PANOS	an NGO which works on gender, environment and pastoralism named after the founder
PRSPs	Poverty Reduction Strategy Processes
STDs	Sexually transmitted diseases
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Young people (15-24 age) make a significant part of the overall population which have a lot to contribute for the development of their community. Though young people face multifaceted problems, they are endowed with untapped potentials. Provided that appropriate policies and strategies are in place, the youth can surely be a big asset in the efforts geared towards bringing sound development. On this line, youth participation within the society, both as a beneficiary and as a means, is very crucial to sustainably solve their problems and to tackle the shadow their problems cast on development of the community while their exclusion from participation limits the prosperity of the country. Their participation in various developmental activities particularly in environmental protection and community service contributes for positive youth development and has a multiplier effects and benefits which could extend to the whole society. However, most studies conducted on the cases of the youth emphasizes the problems of the youth and neglect to consider the immense potential that could be exploited within this energetic group.

Thus the aim of the study is to examine the challenges of urban youth participation in environmental protection and community service and forward some plausible recommendations for consideration. This case study used a cross sectional data collected through a field survey in two kebeles within Arada Sub-city of Addis Ababa, while focus group discussions with the youth and key informant interviews were also employed. Both qualitative and quantitative research strategies have been used for the analysis, which were collected from 207 randomly sampled youths and six focus group discussions.

The major youth participation challenges identified are: lack of awareness of the youth and the community on youth participation, lack of sufficient support and incentives for the participation of youth in various developmental activities, the absence of a strong responsible body for the cases of the youth at school, at work places and at the local kebele, and lack of resources for participation. Finally, some important points have been raised as solution to address those challenges by promoting genuine and voluntary youth participation contributing for development.

Key Concepts: Youth, Youth Participation, Environmental Protection, Community Service.

CHAPTER ONE

INTRODUCTION

1.1. Background

Youth is a significant part of a society which can contribute a lot in the development process of a nation. The youth represent a significant national asset and their potential can be harnessed to productive ends. Young people do play important and active roles in family, community, economic life, as well as political and social changes.

Young people make up almost a one fifth of the world's population. Young people between the ages of 15 and 24 are around 1.061 billion and constitute 18 percent of the global population, out of which 85 percent live in developing countries. Youth and children together, including all those aged 24 years and below, account for nearly 40 percent of the world's population (UN 2004:61, MOLSA 1995:6). The Courier No. 144, March-April 1994 as cited in MOLSA (1995:6) has also indicated by the year 2000, there will be 1.07 billion young people and by 2025, an additional 333 million young people will join the rank. The major part of this increase will be taking place in the countries of Africa and Asia where the *Sub Saharan Africa child and youth make up over 60 percent of the total population* (Nsamenang 2002: 62). In Ethiopia also young people (15-24 ages) constitute 20.4 % of the country population (CSA 2004b) and 28.88% of the population of Addis Ababa (CSA 1999). This implies the huge responsibility of the society to give attention to the direction of today's youth for that affects the present and the future development of a society.

Youth are seldom involved to make decisions on things that matter to their life and to the society they are living in. They are seen as constituting a *class without power, which is disenfranchised economically, politically and socially* and are *not treated as a high priority and are being marginalized and highly underrepresented* (Cote and Allahar (1994), Foster and Kumi (2001), Youth and MDGs Ad-Hoc Working Group (2004)). They are considered *too inexperienced, too unrealistic and unqualified* to take part (Driskell 2002:11) while they should be considered not only *as potential future actors* but also *as actors now* (Kirshner et.al. 2002:5). Neglecting this significant group of the world's population in development process, ignoring their view *jeopardizes the social, economic and environmental quality of our communities and neighborhoods* (Driskell 2002:14).

As Kofi Anan has put it *a society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death* (UN 1998, Lisbon Declaration). That is why every community should know how to collaborate with the unique asset which is neglected right at hand- its youth. As vital resources of development, postponing young people's participation can be very destructive as well as wastage of human resource. Social and economic changes today promise benefits that can only be realized through and with young people (Foster and Kumi 2001:v). Youth need *multiple spaces for engagement and youth participation is an effective strategy to engaging youth. Youth participation efforts can tap into the interests, passions and skills of young people* (Kirshner et.al. 2002:18,20).

1.2. Statement of the Problem

Young people have full energy and capacity to change their surrounding and the community in which they are part of. They can have a vital role in the effectiveness of various developmental activities. Through their endeavor to face new things and to exercise their potential, they are the major actors in the societal and community changes. Though there are number of initiatives to involve the youth in Addis Ababa, the attention and support being given to the youth lack coordination and is not in the way which inspire the majority of the youth to take part in various voluntary and developmental activities. With respect to this, environmental protection and community service activities give the youth opportunities to involve at both grassroots and higher levels. Moreover, there are already some initiatives to be encouraged and built on.

The *ever increasing urban population is putting tremendous pressure on urban environment* (MOLSA, 1995:66) which affects the people living in urban areas and calls for the interference of various parts of the community among which the youth can be a major actor. Thus, in Addis Ababa where *a rapid population growth and high rural-urban migration poses many environmental challenges*, young people can be guardians of the environment (Tesfaye 2004:1). They are *well-placed to promote environmental awareness* due to their *better access to information about the environment than do their elders* (UN 2004:134). Since they are living in an era environmental issues have loomed large, they have more exposure to environmental education in schools. *The participation of youth in environmental protection can be sought at levels and locations ranging from grass roots activism and participation in conservation projects*

to policy-making bodies and NGOs (UN 2004:137). They could participate in environmental protection such as afforestation, environmental hygiene and soil resource management at both local and national level from preliminary involvements to programs and policy design. This calls for promotion of youth participation on areas of environmental protection and for their involvement in formulation and implementation of environmental development policies (MOLSA 1995:66,67).

In addition to urban environmental problem the youth can also have contribution in activities which help to alleviate the socio-economic problems within the community. Youth can be actively involved in serving the poor, helpless elders, younger students, homeless people, and disadvantaged groups within the community. Moreover, nowadays socio-economic problems are on the rise than ever and the problem is very severe to the extent the government and other formal organizations cannot solve the problems without the continuous efforts made on the part of the community. Though the involvement of the Addis Ababa young people in the social and economic life of the city is not prominent (FHI and MYSC 2004:26), if empowered, the youth can act as agents which save themselves as well as the community they are living in from detrimental effects of this problems.

In spite of the aforementioned potential of the youth, they are not given ample opportunity and support to be actors in environmental activities and community service and the majority of the youth are not being involved. In general, young people remain marginalized in community decisions-making processes, and are seldom invited to engage in collective problem-solving. This isolation creates social contexts where negative stereotypes may flourish, and results in few opportunities for youth and adults to work in partnership (Zeldin et.al. 2000:1). Due to such unfavorable conditions there are limited number of youth groups and most of the activities are *adult designed* rather than *youth run and youth initiated*. On top of that, the youth is not taking part in designing and formulation of policies and in decisions made upon them.

As a result of this, young people are facing various challenges that prohibited them to participate in various development activities and in youth initiatives. 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 socio-economic activities in development process. The youth should work in

partnership with adults and institutions leading acquire the situation to set up *youth-led* and *youth-initiated* participation of the youth within the community. Failing to participate the youth in their own cases has consequences, which affect the wider society and bars them from making their share in developing themselves and their surrounding.

The primary focus of this research is to identify the challenges hindering genuine and active participation of the youth and difficulties for promotion of youth initiatives of voluntary developmental activities particularly in the areas of environmental protection and community service.

1.3. Research Questions

For clear understanding of the participation of the youth in environmental protection and community service in the study area, a number of research questions were developed and they were addressed during the study period.

The study tried to answer the following research questions:

- Are the youth aware of their role in developmental activities?
- What types of youth participation models attract the youth to engage in environmental protection and community service?
- Are the approaches and activities of youth initiatives attracting more youth towards participation?
- What are the formal and informal institutions involved in supporting youth participation and how are they supporting?
- What are the factors hampering the urban youth participation in general and their participation in community service and environmental activities in particular?

1.4. Objectives of the Study

The general objective of the study is to examine the factors hampering urban youth participation in environmental protection and community service.

Specific Objectives:

- To examine the awareness of the youth on their role in developmental activities.
- To identify the types of youth participation models which will be attractive to engage the youth in environmental protection and community service.
- To identify the approaches and activities of youth initiatives more attractive to the majority of the youth.
- To identify the formal and informal institutions involved in supporting youth participation.
- To identify the ways the formal and informal institutions are supporting.
- To examine the factors hampering the urban youth participation in general and their participation in community service and environmental activities in particular.

1.5. Significance of the Study

Many of the development researches in Ethiopia have not focused on the case of youth, which comprise a significant number in the population. There are lots of research areas given due attention repeatedly while youth related studies are quite often neglected and no research has been conducted on Ethiopian youth participation. Youth is considered just as part of the society and studies are not considering cases of the youth separately. This may attribute for the limited involvement and motivation of the youth to engage in developmental activities. Thus, as a part of society with a different make up, the youth face unique challenges which should be examined separately. Though poverty is affecting the whole society, the line in which the youth is being affected is diverse and unique. As young people are dynamic part of the society they should be given due attention, otherwise once they are directed in the wrong direction it will surely affect the whole society at present and in the future.

Participating in voluntary and community participation is one of the *most determinants of individual health and well-being*. It also offer *enormous physical and psychological benefits to those who give up their time, rendering the youth the ability to affect decision making with in their own sphere*. (NYCI 2001:21). Youth, which are both at school and out of school, can gain a lot from youth participation. Youth participation has a number of effects and benefits that extend from the young people themselves to the community as a whole. This helps to tap the potential of the youth for present and to inculcate good citizenship among the youth. On the other hand, there

are lots of unemployed youths and vulnerable youths, which spent their time in unproductive activities while their golden period of productivity is passing by. Most are moving against the economic and social development of the community. Youth participation within the society is very crucial to solve their problems, to develop their self-esteem and entrepreneurship skills and to tackle the shadows their problems cast on development of the community.

Moreover, involvement of the youth in developmental activities such as environmental protection and community service plays a role in building the trust between adults and young people laying the base for the participation of the youth in *higher forms of participation in decision making processes* at organizational, national, and global level (Bessant 2003:96). Particularly young people can have a considerable role in cities like Addis Ababa where there are overwhelming environmental and social problems. Thus more youth-centered researches should be conducted to examine challenges of the youth that hindered them to take part in various initiatives, for *researches provide a foundation of support for social change* (Zeldin et.al. 2000:2). And researches made on the youth by involving them in the process help adults to understand the voice of the youth. Though this research may be limited in its scope, it will fill the existing gap and sheds more light on further studies to be conducted in this area.

1.6. Scope of the Study

The study is limited to examine the challenges in the participation of the youth in environmental protection and community service within Arada Sub-city found in the urban part of Addis Ababa. It identifies obstacles for effectiveness of youth participation from the perspective of the youth and from what the youth themselves say about their participation. Moreover, it is limited to the case of two kebeles in Arada Sub-city which is located at the heart of Addis Ababa. Though it does not explore all the factors hampering the urban youth participation in environmental protection and community service, it tries to clear out the common participation challenges most youth face.

1.7. Limitation of the Study

Lack of access to literature on the issue of Ethiopian youth participation made the researcher to focus on theories of few books written on the context of other countries and to collect documents by browsing the Internet.

1.8. Organization of the Paper

This research is organized into six chapters. The first chapter deals with introducing the background of the study, statement of the problem, significance of the study, and scope of the study. The second chapter deals with the conceptual framework of youth participation and review of related literature. The third chapter presents an overview on youth and issues related with the youth. The fourth chapter deals about method of data collection. The fifth chapter is concerned with the analysis and interpretation of data. And the final chapter presents, the summary of the findings, the conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concepts and Definitions

Definitions of important terms in the context of this study are discussed below. This is to give highlight and to make clear the discussion within the literature review.

2.1.1. Youth

There is no standard in identifying who falls in the category of youth, though the term 'youth' is being used very often. Youth as a concept varies from culture to culture, from one society to another and across eras. The definition of youth is fluid and arbitrarily defined, both physically and socially (Brown et.al. 2002:21, MOLSA 1995:3).

Most literatures including researches conducted in UN system identify youth as a phase of life which takes place in the boundaries between the ages of 15 and 24 (UN 2004:5, MYSC 2004:4, Youth and MDGs Ad Hoc Working Group 2004:v). Moreover, the 15 to 24 age group is a widely accepted statistical convention and if a sociological definition of young people is used, it is much harder to specify an age group. (Curtain 2004:2). Youth, as a phase of life, takes place within these boundaries but the boundaries are not static (UN 2004:4).

From an economic and social perspective, the concept youth is related with the transition from childhood to adulthood, and from dependence to independence. It is *a special phase of life between childhood and adulthood*. Richard Curtain cited in UN (2004:5) explains the concept of youth as *a complex interplay of personal, institutional and macroeconomic changes that most young people have to negotiate*. Youth as a one on transition to adulthood will make the way to consider them as *disenfranchised group* that is *allowed to be systematically excluded* (Mike 1996 in Foster and Kumi 2001:17). Moreover, the approach in defining youth affects how to deal with them. If this stage of life is considered merely as a preparation for adulthood, the golden time in which they can perform a lot is considered as just a bridge from childhood to adulthood (Brown et.al. 2002:11). This is the main thing most adults should rethink and needs to readjust their perspective to the potential of the youth.

In light of this research, the term 'youth' refers to young people who are between the age of 15 and 24, and a special phase of life between childhood and adulthood in which young people are resources in community changes. Moreover, the researcher from personal observation thinks that young people below the age of 24 are neglected in most affairs affecting their life than those above 24. Official documents use the word to refer to both male and female young people. In other contexts, however, the word youth can refer to young males only (Curtain 2004:2). For these reasons the researcher has used terms youth and young people interchangeably. However, the concept of participation discussed can be extended to any group of people referred as youth in the context of different countries.

2.1.2. Youth Participation

Participation is a means to achieve development in its broader sense. Amartya Sen cited in UN (2004:276) has argued that *development is a process of expanding the real freedoms that people enjoy*. A developed community is therefore one that allows all its members to participate. It is a fundamental right of citizenship, the means by which democracy is built and a standard against which democracies should be measured (Hart 1992 cited in Driskell 2002:32). Participatory development programs exhibit features such as accessibility to all members of community, relevancy to local knowledge, transparency, and responsiveness to local needs and conditions. It promotes interactive partnership among members of the community, provides a learning environment for everyone and it is not a requirement but a voluntary involvement (Driskell 2002, Foster and Kumi 2001).

Youth participation is a concept which is not well developed. Lack of coherent theoretical background is an indication that due attention is not given to involvement of youth and most literature rather focus on their vulnerability and shortcomings (Foster and Kumi 2001, Mokewena, nd.). However, the good point is this concept is emerging as a central idea in the youth development discourse (Foster and Kumi 2001:15). Almost all explanations of youth participation indicate the improved contribution of youth in decision making; direct involvement of the youth in planning, monitoring and evaluation of programs; and a change in the traditional attitude of the adult towards the youth and in forming a strong youth-adult partnership in which

the youth will be active participant than mere recipient (AYF 1996, Kirshner 2002, NYCI 2001, Hart 1997, UN 2004).

The Australian Youth Foundation (AYF 1996:1) defines youth participation as *the development of partnership between young people and adults across all areas of life so that young people may take valued position and role in our society and so that the community as a whole (as well as young people) can benefit from their contribution, ideas and energies.*

Youth participation is the active and meaningful involvement of young people in all stages of program decision making, including planning, implementation, monitoring and evaluation (AYF nd.:1, Zeldin et.al. 2000 , NYCI 2001).

According to Hart (1992) in AARE (2002) youth participation can also be defined as a process sharing decisions and activities which affect one's life and the life of the community in which one lives. Foster and Kumi (2001:20) generalize youth participation as *a process or a state where young people can create choices, make informed decisions freely, take action based on that decision and accept responsibility for the consequences of their action.* And Kirshner et.al.(2002:18) define youth participation as *a constellation of activities that empowers adolescents to take part in and influence decisions that affect them and to take action on issues they care about.*

Based on these concepts youth participation within the context of this study is considered as the active and meaningful voluntary involvement of young people in all stages of decision making which outset from grass root levels in issues which affect one's life and the life of the community in which one lives. It also extends to the development of partnerships between young people and adults across all areas of life in which the youth as well as the community can benefit from their contribution.

Myths about Youth Participation: There are several myths that are key barriers for meaningful youth participation. According to Kirshner et.al. (2002:19-24), the first myth is *youth participation is accomplished by selecting one youth on committee*, which brings problem of tokenism and exclusivity. The selection of youth should be a representative. The second is that *youth participation means adults that surrender their roles as guides and educators.* While being

open to the unique voices and contributions of youth, adults should be given space to provide guidance and connect the youth with needed information and resources. Thirdly, the assumption that *adults know all about youth participation* is keeping adults from having real understanding of youth participation. The great challenge comes from the need for adults to change their understanding of youth and how to work with them. Fourthly, the belief that *youth are ready to participate* if opportunities are provided is a myth in that young people need the time and space to develop skills they need to participate as well as they need experience to alter their frame about what is possible for them. And with respect to Foster and Kumi (2001:17-18), one of the myths about youth participation is termed as *youth apathy* in which youth are frequently considered as lacking the interest and motivation to participate in development activities resulted the consideration that young people are socially inherit, self-absorbed group. The other myth is the traditional way of considering *young people as problem* to be fixed before they can have opportunity to participate. Thus, these beliefs and assumptions affect the way policies and programs are being designed for the youth and need there should be developed various strategies to change the awareness of various bodies.

2.1.3. Youth in Environmental Protection and Community Service

Environmental protection and community service are some of the activities in which young people can interact with the community to benefit themselves as well as their surroundings. The definitions of the following important terms are collected mostly from electronic sources due to lack of available materials to define the terms as far as the researcher's knowledge is concerned.

Environment: can be defined in various ways. It can be taken as the complex of climatic, edaphic, and biotic factors that act upon and organism or an ecological community and ultimately determine its form and survival. It can also be taken as the aggregate of social and cultural conditions that influence the life of the individual or community (Laeke Mariam 2001:192). However, with the context of this study environment is within the scope of physical environment and natural resources (Hart 1997:4).

Protection: sustaining of the essential characteristics of nature and enhancing the capacity of the natural resource base with a view to safeguarding the interest of the present generations without compromising the opportunity for the future (FDRE Proclamation 295/2002).

Environmental Protection: in almost all materials the researcher has got to assess this term is not given precise definition. However, the term is related to Environmental Protection Agency which is responsible for the environmental well-being of the country. It can be taken as actions at international, national and local levels to prevent and, where possible, reverse environmental degradation. The term includes conserving resources especially non-renewable ones, recycling old products, reducing the production of waste and disposing of it safely, developing cleaner technologies (Laeke Mariam 2001).

The concept of environmental protection for the purposes of this study refers to any action designed to protect the natural environment, to remedy or prevent damage to our physical surroundings or natural resources, or to encourage the efficient use of these resources.

Community Service: includes helping children, the elderly, or the disabled. The term may also refer more generally to any volunteer work done in the service of one's community, such as social work, environmental cleanup, or mentoring. It refers to service that a person performs for the benefit of his or her local community. Community service can refer to projects that members of certain youth organizations (such as the Boy Scouts) and some school clubs perform. It also refers to an alternative sentencing technique in a justice system. And at times groups of people will commit to perform service to the community as a gesture to the larger community (Microsoft. Encarta Encyclopedia, 2002)

In the context of this study, community service refers to the service that a person or his/her group performs for the benefit of his/her local community and to projects that members of certain youth organizations (such as Anti-AIDS clubs) and some school clubs perform. It can be explained as provision of voluntary assistance, undertaken without expectation of a fee, to charitable, religious, civic, community, governmental and educational organizations or causes or for the good of the community. The most critical element of this explanation is that the work must be done for the good of the community, which is the principal rule. This includes activities such as serving meals to the homeless, helping the elders, anti-aids club involvement, and others.

2.2. Youth Participation

2.2.1. Models of Youth Participation

Out of various models designed on participation and degree of people's involvement there are four most well known models of participation and empowerment for young people (AARE 2002). These typologies are developed by Hart (1992), Westhorp (1987), Shier (2001), and Rocha (1997) all cited in AARE (2002:3-5).

Westhorp (1987) identified a six-stage continuum of youth involvement which embraces ad hoc input, structured consultation, influence, delegation, negotiation, and control. This continuum does not imply that control is the best approach rather some of the stages will be more appropriate in some situation than the others. Shier (2001) identified five levels of participation in which individuals and organizations will have different degrees of commitment to the process of empowerment. The model tries to clarify the idea by identifying three stages of commitment at each level: openings, opportunities and obligations. Rocha (1997) used the term empowerment and devised a ladder of empowerment in which the intended arena of change shifts from individual through to community based on classification of power experiences. And Hart (1992) developed a ladder of participation with eight levels, which reflect who drives the development initiative. This model is thoroughly discussed in this paper since it shows the interaction between adults and young people and coincides with the researchers idea that youth are not given real opportunity to participate in developmental activities. For instance Westhorp (1987) discusses the participation of youth in decision making within organizational structure, which is very specific to be discussed here.

According to Hart (1992) there are various forms of interaction between young people and adults which can be categorized into the realms of participation and non-participation. A brief overview of these forms is provided below based on the *dimensions of young people's participation* (Driskell 2002:40 Refer Appendix 1) and the *ladder of participation* by Roger Hart (1997:41).

Forms of Non Participation

A. Manipulation and Deception: happens when adults consciously use young people to achieve their own ends without informing them about what or why they are performing something. In Manipulation, adults consciously take young people's voice to carry their own messages while young people have no decision making power. In Deception, when adults with good intentions, deny their involvement and make others think the activity was entirely performed by the young people while there was little or no actual participation of the young people.

B. Decoration: is when young people are used to promote a cause even though they may have little or no idea of what they are doing or why, and they share no decision making power

C. Tokenism: when there is high level of interaction and the young people may appear to participate but in reality they have little or no choice about the subject or process of their participation.

Forms of Participation

D. Social Mobilization: young people are involving in carrying out an activity which was initially determined by adults while they are not informed about what they are doing and why, and are given little or no opportunity to the process or outcomes. Social mobilization involves higher levels of interaction than consultation but provides little opportunity to affect decisions.

E. Consultation: is when young people understand the process, are consulted, and have their opinions seriously considered in decision-making. If their opinions are not considered as an input in decision-making this stage can slip into realm of non-participation.

F. Children in Charge: is when young people initiate an activity, make decisions, and determine outcomes. Their level of interaction with other groups of community is relatively low but they exhibit high decision-making power.

G. Shared decision-makings: when every member within a community has the opportunity to be involved and has equal voice in decision-making process. Young people's views are taken seriously and has an effect on the outcome. Shared decision-making is the ultimate goal of participatory community development.

Accordingly in youth activities young people may have high level of interaction while having lower level of decision-making power or vice versa. The forms of participation that is most

appropriate for any condition will be based on the circumstances of the activity. However, in all circumstances the process should remain in realms of participation (Driskell 2002:42).

On the other hand UN (2004: 281) categorizes activities designed for young people as *adult-led processes, or adult-initiated processes, or youth-initiated and youth-led processes*.

A. Adult-led Processes: Adults reflect the recognition that young people have something useful to say and that there is a need to institutionalize structures that will allow their voices to be heard. Usually people *over the age of 25 years dominate decision making* within communities (Hart 1997:43), resulting the decision to involve the youth to be determined by the adults on authority and is not a process which empowers the youth often to be claimed as beneficiaries of the activities. Such organization/activities run for young people but do not take their views as an input in the process. Here youth participation is more of about consultation rather than participation (UN 2004:279).

B. Adult-initiated and Youth-run Processes: these programs are far better than adult-led programs in participating and empowering the youth. Projects, programs or organizational structures can be initiated by adults but subsequently developed to allow genuine youth participation. Young people have some control over an initiative's inputs and outcomes. Most of today's urban youth seem to have an apparent lack of deep commitment to adult values, roles, historic institutions and the mainstreams of traditional public life. The *absence of vital and nourishing ties between youth and their own heritage* has a debilitating effect on the development of youth as mature, self reliant and dependent adults (MOLSA 1995:69).

C. Youth-initiated and youth-led Processes: Real empowerment is achieved when young people are able to identify those issues of primary concern to them and to develop strategies, activities, networks, organizations or campaigns through which to pursue their objectives. Youth-initiated processes often evolve out of earlier projects started with adult organizations. As young people acquire greater skills, confidence and knowledge, they also develop the capacity to work more independently and to assert their own agendas.

2.2.2. Components of Participation

Youth participation is multidimensional, which is not solely about political participation but also about their economical contribution also. Within different dimensions youth participation is a process through

which young people access the skills and opportunities to have an autonomous livelihood (Mokewena 2000:21). Accordingly, youth participation has various components.

UN (1986:37) and Kirshner (2002:28-31) have categorized youth participation as having three components: 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 which 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). Economic participation is explained as involvement of people directly in the management of their work and in sharing of its benefits. And social participation covers a great variety of activities such as involvement of young people in their immediate neighborhood or community. Socialization of the youth will be the concern of social participation too (UN 1986: 37). In UN (2004:279), culture was added as a fourth element in which social participation is related to community involvement while cultural participation is concerned with arts, cultural values and expression. All four elements are reaffirmed in the Convention on the Rights of the Child (CRC) and are central to the creation of a culture of respect for children and young people (Hart 1992:12-14).

Willow (1997) in NYCI (2001:19) puts participation of young people into three cases: political participation referring to their participation in electoral process and within the political system; legal participation referring to their legal right to participate on issues that affects their life in day-to-day basis such as educational system; and social participation referring to their involvement within voluntary and community participation. Here the legal participation is mainly based on the Article 12 of UN CRC, which states that the child has the right to express his or her opinion in all matters affecting them (See Appendix 2).

On the other hand youth participation can also be divide into components based on young people's level of involvement. Accordingly, AYF (1996:1) uses the concept of youth participation in three ways, which are not mutually exclusive. Broader level participation implying their involvement as citizens having the right to participate fully in the social, cultural, political and economic process of their country; organizational level participation implying inclusion of young

people in decision making about policies, projects and programs which are designed to ensure their full participation; personal level participation implying the right of young people to be included and informed about the decisions affecting their lives.

Similarly, Naidoo (2001:107,108), categorizes youth participation into three namely, macro, meso and micro. Macro extends the AYF's broader level participation into the involvement of young people to address the fundamentals of governance at both national and global levels; meso coincides with the AYF's organizational level involvement where as Naidoo emphasis their contribution to influence the outcomes of the policy processes within intergovernmental organizations and international processes as well; and at the micro level young people participates directly in civil and political life through a diverse set of indigenous and national youth organizations.

2.2.3. Benefits of Participation

Youth participation has many benefits. It leads to better decisions and outcomes, and promotes the well-being and development of young people. It leads people to 'real' development which is enabling people 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).

According to some literature, the benefits of youth participation are categorized indicating the benefits are not solely for young people themselves. Kirshner (2002:73,74), Driskell (2002:35), Mokewena (2000:21,22), Checkoway (nd:3) and Zeldin et.al. (2000:8,9,31-34) have categorized all the benefits of young people's participation into categories of beneficiaries of the activities. Kirshner (2002), Driskell (2002), Mokewena (2000) and Checkoway (1996) categorize the concept into three levels while Zeldin et.al. (2000) has put it into four parts.

Accordingly, Kirshner, Mokewena and Checkoway have named the categories individual level, institutional/organizational level and community level while Driskell has explained each category

well. For these authors the first category of benefit refers to the benefits gained by the young people themselves due to their involvement and use of their skills; for instance, developing sense of ownership/civic responsibility and environmental stewardship; the second level refers to their contribution in the invention of new institutional practices which benefits planners and policy makers in making an informed planning and development decisions; and the third level the benefits are also extended to other members of the community, for instance, by establishing positive interaction with the young people and also by building a stronger sense of community.

On the other hand, based on a study made by Zeldin et.al. (2000:32) the benefits were summarized into four: youth outcomes which fits the aforementioned individual level benefits; adult outcomes which refers to benefits gained by adults working with youth due to the interaction with young people; organizational outcomes fits to the institutional level benefits; and community outcomes referring to a sound community change involvement of young people brings when involved in multiple organizations and can have real impact.

Moreover, it helps to create urban environment that are more youth-friendly and *improves programming effectiveness* (Zeldin et.al. 2000:39). Involvement in volunteer work and service organizations also provides an aspect of socialization (Brown et.al. 2002:11). As a result participation *begets more participation* (Mokewena 2000:22), and where there is genuine participation there will be more efforts to involve young people leading to sustainable development (Hart 1995:5).

2.2.4. Youth and Youth Organizations

Existence of youth organizations is very essential to make the youth participate in a more organized way and to exert real changes within the society which in turn creates multiple spaces for their participation. Youth organizations are *unique in that they are primarily focused on reflecting the views and serving the needs of young people. Whether these are structured organizations or informal groups, young people's organizations provide a space where young people can learn and experience participating in decisions and activities with others* (UNESCO 2004:29). Youth organizations voluntarily work together to address the outstanding social and economic problems in their respective communities.

Youth organizations can be either adult led, adult initiated or youth run and youth-led. Though young people can be easily understood by their peers, they can learn from adults likewise if trust is established. In this way there can be *multi-generational learning* which leads to successful youth initiatives. Adult initiated youth organizations if they develop genuine youth representation can serve best in achieving their purpose. If they make the youth a core of their activities and decisions lots of young people feel belongingness in the program and will participate actively in community outreach resulting youth-adult partnership (Zeldin et.al. 2000:42). By genuine participation it is meant taking the *youth as partners rather than as objects or targets of adult programs* (Ravindran & Duggan 2001:86). While this kind of partnership fosters the transfer of knowledge and skills from older generation and develops the knowledge of the young, it offers the best means of maintaining cultural continuity (Hart 1997:23). However, the youth should be the main actor within youth organizations and they should be given space and autonomy to take independent action while having the guidance and support of caring and competent adults. Thus the existence of strong adult-youth partnerships is important (Foster and Kumi 2001:28, Checkoway nd:15). However, it should be stressed that youth led and youth-driven movements can be viable and earn credibility purely on the strength of young people's action and message (Ravindran & Duggan 2001:86).

On the other hand youth organizations can be either formal or informal. There are organizations known and/or licensed by the government while there are groups motivated within villages and serving the community. However both *provide a space where young people can be organized for action to meet community needs and experience group processes* (Youth and MDGs Ad Hoc Working Group 2004:8).

Matthews (2001: 303-305) categorizes youth organizations into six based on their composition and services they are rendering. *Feeder Organizations* are established as outcomes of Local Agenda 21* and are characterized by a commitment to engage young people in decision-making and are planned and resourced to fall within the orbit of a local authority or local regeneration partnership. In effect, they feed into or contribute to ongoing strategies. *Shadow Organizations* represent a set of parallel bodies that imitate existing adult-based organizations. They range from shadow community councils to local youth parliaments. *Consultative Organizations* have a

* Local Agenda 21 is a UN agreement on sustainable development and the maintenance of youth participation in decision-making mechanisms at the local level and strengthening of the national youth network established among the local youth platforms are necessary.

strong local focus with a purpose to secure further resources for the immediate locality. *Issue-specific Organizations* are typically initiated by community bodies such as the police or health authority with the intent of engaging young people in agendas which are organizationally led, such as crime reduction or drug misuse. *Group-specific Organizations* represent groups of young people who share a common identity, either through a common interest or through their marginalized position within society. *Community-specific Organizations* are focusing on issue- and group-specific discussion which spills over to encompass other aspects of young people's environment and their relationship with the local community.

Youth organizations are dynamic and cost-effective; they have the know-how on designing and implementing youth-friendly strategies. However most youth organizations face similar obstacles, primarily lack or instability of resources, secure funding, and discontinuity in leadership. Moral and financial support to youth organizations and youth initiated and youth-run clubs is the basic strategy to involve young people and to motivate more youth in self initiated activities. (Youth and MDGs Ad Hoc Working Group 2004:8). Moreover, lack of vision and low commitment of leaders, higher number of members within one youth organization are also challenges. The number of the youth within activity groups must be *small enough to be manageable and to build a safe and personal mini-community*. (Stoneman 2003:43). The community has also developed *cynicism* towards developmental activities since most community participatory efforts *has led to nothing or ended up serving outside interests rather than community's need which is a challenge for youth initiated activities* (Driskell 2002:54).

2.2.5. Youth, Formal and Informal Institutions

As young people can play an important and active role in family, community, within governmental and non governmental organizations, their contribution can in turn be affected by these institutions. Young people are part of a certain community. Most of them are part of either school community, extracurricular groups (which include religious communities, clubs and sports leagues, and informal communities of friends), or the family where they learn powerful lessons, both good and bad, about the role of the individual in society (Bettertogether nd:1). Since youth *spend most of their time in family, school, with peers and neighborhood* the awareness of these groups about

youth participation affects the individual youth's level of participation and the activities youth perform in clubs (Brown et.al. 2002:6, Hein 2003:50).

A. Family

It is in families that young people ideally learn to share, cooperate, and contribute to a common good and where norms of reciprocity and responsibility are most firmly inculcated (Bettertogether nd:2; UN 1998 Lisbon Declaration). While the youth lives within variety types of families- divorced, extended or multi-residence families, the capacity of families to provide resources and the types of resources they provide to youth varies from family to family (Brown et al. 2002). On the other side, families – whether traditional, non-traditional, blended, or extended – also provide powerful role models. Having parents who participate is one of the best indicators of whether a young person will go on to vote, join community groups, or otherwise participate in the community (Bettertogether nd:2). Thus, the contribution of the care given to young people by their family is not limited to their physical benefits rather extends to their role in developmental activities.

B. Educational Institutions

Educational institutions make up another important place in the life of youth (Brown et al. 2002:7). In this day when *more youth than ever before are in school*, teachers and the school management have a great opportunity to motivate the youth in the *little* youth initiatives and empower them to realize their role as actors of changes in the community (Brown et al. 2002:9). Schools encourage participation in myriad ways. To mention few most obviously, schools teach the basic skills necessary to participate since there is a strong, direct relationship between education and civic participation. Young people participate in a peer culture at school that profoundly shapes their values and relationships and schools can sponsor programs that provide hands-on training in civic participation and link students to their communities (Bettertogether nd:2).

Though there are misconceptions of youth involvement as having negative effect on their academic achievement, engagement of the youth in extracurricular programs (after school activities) fosters creativity, increase cooperative behavior and enhance students' effort at self-

direction (Stevenson & Zusho 2002). Schools should recognize *the limitations of formal education in giving the practical and more actual training to students*, awareness creation on civic participation should be integrated as co-curriculum and extracurricular activities should accompany the formal education. Moreover, the usual way of considering *only those in schools as capable of civic engagement* must be switched to involving school dropout young people, which can be a *critical motivating force bringing back to a productive educational and occupational track* (Bettertogether nd:10). In fact, civic engagement for re-integrating school dropouts, brings high economical, social and psychological benefits (Stoneman 2003:45).

C. Government, NGOs and Other Formal Institutions

Government facilitates the participation of the youth by designing strategies and formulating policies. In Ethiopia there is a specific ministry or department that organize youth activities and sports and engage in building the capacity of young people. There are also regional and sub-city level youth associations, which attempt to generate employment opportunities for youth and to engage the youth in developmental as well as sport activities (MYSC 2003:7-9). These higher level youth association mobilize the youth at wider and national level and also gave rise to youth organizations at grass root level. Various NGOs also continuously seek the input of young people in their work. NGO alliances with youth are invaluable, and there is a lot to be learned by exploring the models some use to engage youth. They do so by designing activities for the youth and by *having youth on their boards*. Most young people *prefer volunteering on NGOs when they have an interest in certain issues* the NGOs are performing (Youth and MDGs Ad Hoc Working Group 2004:9). NGOs can fill the gap the government is unable to reach and work closely with the youth as well as work in creating partnership between the community and the youth (MYSC et.al. 2002:271,272). International and local NGOs such as Young Women's Christian Association, Young Men's Christian Association and other similar initiative youth groups, assume leadership roles by making decisions and organizing with projects to be undertaken (MYSC et.al. 2002).

The physical environment has also been a concern of all communities and international bodies for long time. Accordingly active involvement of youth at grassroots and international level is necessary for conserving the environment and Local Agenda 21 (UN Agreement for global

sustainable development) has been finally declared on the 1992 Earth Summit to encourage youth participation in environmental protection at local level (Youth and MDGs Ad Hoc Working Group 2004:7, Hart 1997:5). At the national level the Environment Protection Agency and Bureaus at federal and region level respectively are working on designing strategies and programs in which the community as a whole will be part of the environmental protection endeavor. Environmental education is also given emphasis and integrated into the curriculum of the school system to equip young people with the necessary cognitive skills to change their attitude and to enhance the community's environmental awareness. There are also minimum of 33 NGOs with the main objective of creating environmental awareness in Ethiopia through interpersonal communication. On the other hand, there are only three NGOs that are engaged in mass communication namely, Agri-Service Ethiopia, PANOS and ENDA Ethiopia (Laeke Mariam 2001:193). Lem Ethiopia (the Environment and Development Society of Ethiopia) has also established more than 350 School Environmental Education and Protection Clubs in high schools through out the country (Mogus Worku 2001:204). Besides, on the sanitation and beautification of the Addis Ababa city, the participations of various volunteers and organizations in cleaning Addis Ababa has greatly increased since year 2000. This has begun particularly with the initiative taken by Gash Abera Molla and Clean and Green Addis Ababa Society. Currently, there are about 74 Micro and Small Enterprises which are organized by self-initiation and engaged in pre-collection of solid wastes. On the side of the government, Addis Ababa City Sanitation, Beautification and Park Development Agency (since January 2003) is established with objective to make the city naturally balanced, green and favorable environment through integrated management and urban recreational area development (Tesfaye 2004:4). On the line of community service there are lots of initiatives among which Family Guidance Association and Family Health International are working at national level and in collaborations with various youths and organizations (MYSC 2004, FHI and MYSC 2002).

These initiatives have not been as successful as desired, as most of them have not been sustainable and there is no continuity in their involvement with the youth (MYSC et.al. 2002). However, support to youth organizations and their structures on a national level (National Youth Councils or Youth Committees) is the basic strategy to involve young people (UNESCO 2004:29).

2.2.6. Challenges of Youth Participation

The practice of creating meaningful opportunities for young people to participate as active agents in decisions affecting them is relatively new in most countries, and in most arenas of young people's lives. *Faced with the challenges of the 21st century such as extreme disparities in terms of economic, technological, social and cultural resources, which vary enormously across regions, young people are acknowledging that their local, national and international systems of decision-making lack concrete avenues for sufficient participation* (Youth and MDGs Ad Hoc Working Group 2004:1). There has been a steep learning curve both for adults struggling to create opportunities for youth and for young people themselves as they grapple to construct new forms of partnership with adults (UN 2004:282). Thus critical analysis should be made on the continuing barriers that must be addressed for achieving genuine youth participation.

Here is a summary of challenges hindering genuine youth participation from writings of Driskell(2002:38,39), Foster and Kumi(2001:16-27), OYSA (2003:37), and Zeldin et.al. (2000:40):

Challenges on the part of the youth and within youth organizations includes:

- *Co-option*: young people might not be interested to join adult boards. They might also shy away to take controversial positions as youth representatives;
- *Weak structure due to crises of legitimate representation*: youth representatives come through the government bodies and fails to link to young people at the grassroots level;
- *Gender Inequality*: Young women within youth organizations play a token role than being active and equal members; and
- *Leadership*: youth organizations are being controlled by adults reasoning young people are not skilled for leadership. Moreover, leaders with in youth organization prevent the rise of new leadership.

Challenges on the part of the adults and formal and informal institutions includes:

- *Low acceptance of the youth by the society*: young people are considered as adults in waiting. Youthfulness and age are used as a justification to exclude young people from decision-making. Moreover there is a sense that the young person's contribution is not valued;

- *Inadequate information provision* to enhance their awareness on what they can perform and to have link with other youth clubs;
- *Inadequate funding* and other supports for youth activities;
- *Window dressing*: while the principles of youth participation are accepted the youth are often put forward with little decision making capacity;
- *Assignment of Youth Representatives*: the government and youth serving organizations select youth representatives arbitrary rather than through election; and
- *Gate keeping and Centralization*: civil society organizations instead of being a vehicle that galvanizes young people action compete for resources and opportunity with youth clubs.

While globalization connects youth across national boundaries to share experiences there are millions of youth excluded from this opportunity due to lack of technical knowledge, availability of infrastructure and dominance of English. This affects the youth to be less involved in national and global processes and to be representatives (Foster and Kumi 2001:110-111). These challenges affect the initiation of the youth to take part in developmental activities and leads to the failure of the visions the government has for its youth.

2.2.7. Prospects of Youth Participation

A. Youth Development: Participation is *an outcome of the youth development process* (Mokwena 2000:22). Focusing on this new field and approach helps to gear the common attitude and methods of dealing with youth through developmental approach to directing on positive attributes of young people (Connell et.al. nd:283). Youth development is the process of growing up and developing one's capacities in positive ways which typically takes place in the context of the family, the peer group, the school, and the neighborhood or community (Walker and Dunham 2002).

Youth development as a field and as an approach help broadens the goals beyond prevention to participation; outcomes beyond academics; inputs beyond services; settings beyond school; youth roles beyond that of recipients, and broaden accountability beyond making lists and promises to methods that allow adults to truly add up what matters for young people (Borden et.al. 2003:6).

Schusler and Marianne (nd:9) have put characteristics settings that promote positive youth development such as physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts. Accordingly participation of the youth in environmental and community action can foster critical thinking and reasoning skills, good decision-making skills, confidence in one's personal efficacy, optimism coupled with realism, connectedness or perceived good relationships and trust with peers and adults, and commitment to civic engagement (Schusler and Marianne nd:9).

B. Information: Information is the key to young people's participation which enables them to benefit from services and opportunities aimed at them (UNESCO 2004:29). In this era of information the youth has a relatively better access to information than previous times. As information for young people must be both user-friendly and widely disseminated youth themselves should be involved in the development of such information in order to ensure its appropriateness for a young audience (UN 2004:315). In collaboration with media local and national authorities should therefore support the creation of adequate youth-information services and especially meet the needs of young people who have difficulty in accessing information. *Local and regional authorities should therefore consider an increased involvement in information and participation strategies* (UNESCO 2004:29).

C. Institutional Framework: Young people can only commit themselves to active participation and full integration in society when they find 'enabling' environments for the fulfillment of their civic potential and when their actual needs and conditions are taken into account. Comprehensive national youth policies that foster this 'enabling' condition and ensure the full rights of youth as members of society are in many countries among the most recent types of public policy (UNESCO 2004:34, NYP 2000:7). Every country thus needs effective strategies able to 'empower' young people to make the right choices, protect them from exploitation and neglect and ensure their participation in all spheres of society. Thus long-term, consensus-based, integrated and cross-sectoral youth policy is needed (UNESCO 2004:13,21, NYP 2000). This will initiate the sectoral offices and ministerial offices to plan on how to work with the youth.

D. Optimism for the Future: Despite of the economic ups and downs young people are passing through and the social complexion they face as they come of age, they can still have a contribution provided they are given space. The currently existing few self-initiatives of youth should serve as strong motivation to adults to derive policies and programs that can meet their developmental needs and paves the way for their more involvement (Brown et al 2002:18).

CHAPTER THREE

OVERVIEW OF THE YOUTH

3.1. The Role of Youth in Development

One aspect of development is allowing all its members to participate in areas which affect their lives and the ultimate goal of development is *to enable people to choose and live the lives they want* (UN 2004:276). Young people, as *the most active age group at local level*, are assets whose contributions can make a difference in their surroundings and the advancement of the whole society. They also *take their representation very seriously* (Foster and Kumi 2001:10) and *represent innate creativity, enthusiasm and optimism* (Kumah 1996:2). They can be dynamic agents of political, social and economic changes, while taking an initiative role in combating the problems they are facing.

Young people as vital resources for development are creating community change at the grassroots level. They are tutoring in the schools, working in health clinics, and serving meals for the needy. They are cleaning up the environment, rehabilitating houses for the homeless, and formulating strategies for neighborhood revitalization. They are solving problems, planning programs, and involving people in decisions at the community level. As producers, consumers, conservers of natural resources, they also play a pivotal role in national development. And as a group with new perspective, their potential can be utilized to be key resources in identifying community problems, and in designing and implementation of projects and policies at the global level (Foster and Kumi, 2001, Kirshner et.al., 2002).

Yet their contribution to development is not entirely understood or utilized. Though there are youths making a difference as activists, as volunteers, and as leaders in community development, the global youth movement is *characterized by fragmentation resulting in isolated actions which do not reach their full potential* (Youth and MDGs Ad-hoc Working Group 2004:6). In order to fully realize the inherent potential of youth, favorable conditions must be created for them to overcome the varied problems and obstacles they are facing right now. They must be given the right tools and opportunities to be involved in various developmental activities. They should also

be given a place in the development process to make dynamic changes for without them there won't be a sustainable development (Hart 1997:5).

3.2. Youth and Problems of the Youth

3.2.1. Youth in Ethiopia

Ethiopia has been in state of political, economic and ecological crises for the last three decades. The long civil war, poor governance, recurrent drought, massive environmental degradation, economic stagnation, unfavorable international economic environments and social dislocation have brought about drastic negative changes in the well-being of its population (MOLSA 1995:13). Youth as part of the society have been both the direct and indirect victims of these problems. Population census and projection show that youth constitute a significant number of Ethiopian populations. Young people (15-24 age group) constitute 20.4 % of the 71 million Ethiopian populations out of which 10.4% are male while 10% are female (CSA 2004a). Within the urban part of the country they make up 28.3% of the 8.5 million urban population (CSA 2004b).

In Ethiopia, proper attention has not been given to addressing youth issues and their organizations. There were no favorable conditions under which the youth could actively and effectively participate in the process of national development and perform multifaceted tasks that would accelerate economic and social change. Mutual cooperation and networking among youth, family, society, other partners and government had hardly been created (MOLSA 1995:5,6). However, since 1960s, young people have been pioneers in actively and widely mobilizing the community to struggle for their cause, which was more of political participation. After the fall of the Derg Regime recently the youth is taking various initiatives in volunteer programs and organizations (MYSC 2004:10). However, majority of the Ethiopian youth in urban areas are under great economic stress leading to helplessness, occasional depression, and involvement in activities that are anti-social. The lack of social support from the government and social institutions resulted in feelings of being unwanted, dependency, and hopelessness, and to be victims of anti-social behaviors (MOLSA 1995:12).

Particularly Addis Ababa as an urban city, exhibits a very paradoxical situation. The city is highly privileged with facilities per population as compared to other urban centers found within the country. However, there is a rapid population growth and high rural-urban migration that poses many environmental challenges and sanitation problems. Young people constitute larger portion of the migrants due to pull factors such as access to non-agricultural job, access to better life and services, attraction to urban life styles. This situation is believed to result in poor environmental conditions and an ever-present risk of epidemics, which in turn present a formidable threat to health and productivity. There is thus a need for participation of all citizens in environmental protection and management (Tesfaye 2004:3) in which the youth can be a major actor since they make up 28.88% of the total population (CSA 1999:8) (Table 3.1). Particularly youth in the age range 15 to 19 constitute the highest percentage (15.79%) in comparison with all other age groups (children and adults inclusive) where 20-24 ages constitute the third higher percentage (13.08%) (CSA 1999:8).

Table 3.1. Distribution of Young People's Population in Addis Ababa by age category and sex.

Description	Total		Male		Female	
	Count	%	Count	%	Count	%
15- 19 aged youth	333,523	15.79	147,218	14.38	186,305	17.10
20- 24 aged youth	276,312	13.08	129,919	12.69	146,393	13.44
15-24 aged youth	609,835	28.88	277,137	27.7	332,698	30.54
Addis Ababa Population	2,112,737	100	1,023,452	48.4*	1,089,285	51.6*

Source: CSA (1999:8)

* Indicates the percentage out of the total population while all the other percentages indicate the percentage with respect to total number of people within the specific sex.

3.2.2. Major Problems of the Youth

When one raises the case of the youth there are lots of issues which come up with it. Employment, health, education, and drugs are some of the major areas which are crucial and of great concern for the condition of the youth. Information obtained from UN (2004), MYSC (2004), MOLSA (1995) and Koch & Husken (2002) indicate the problems that the youth encounter are more or less similar in most parts of the world.

Unemployment is one of the socio-economic problems of the youth since the 15-24 young people constitute 41% of the world's unemployed (UN 2004:65) and 67% of Ethiopia's unemployed (MYSC 2004:11) of which young women are larger in number. The youth also make 29% of the labour force of the country (MYSC 2002:317) while the major problems of Ethiopian youth are related to job opportunities. Out of the people engaged in informal sectors 44% are youth.

Youth unemployment rate is high mainly because employers often prefer experienced workers. High rate of unemployment is always a source of concern since it has a profound impact on young people's lives leading to low self-esteem, and diminished level of well being (UN 2004:62).

Health is another factor affecting the youth's role and country's development. There are so many youths who don't have access to health services and health related information. And the youth is the most vulnerable group being affected by HIV/AIDS, and young women encounter problems such as unwanted pregnancy, abortion, and early marriage. Young people in general consider health a low to medium priority and health care is top priority only for few (UN 2004:114). In area of education, the annual enrollment rate is increasing. However, the less quality of education and lack of public library service are challenges the majority of the youth faces. The discrepancy between the expansion of secondary and tertiary education has been one of the reasons for the increasing number of more unemployed youth. Properly designed curriculum and education system play a pivotal role in promoting young people's active participation in economic production, social change and well-being.

Large numbers of rural youth are migrating to urban areas due to abject poverty and in search of better opportunities. The high rate of rural-urban migration affects the provision by the urban services and job opportunities are scarce in the urban areas. Because urban life may not be as they initially expected, many youths that migrate from rural areas are exposed to crime, addiction and other social evils (MYSC 2004:12). The other problem faced by the youth is exposure to use alcohols, cigarettes, chat, dangerous medical and narcotic drugs and to practice other social evils. This is related with the *disappointments of unemployment*, lack of awareness creation on important life aspects of the youth and the urge of the youth to try new things. This exposure to social evils can be considered as escape from poverty and economic hardship (Kumah 1996:3). Young people living in difficult circumstances such as school dropouts, refugees, disabled youth, institutionalized youth, and sexually abused youths are also easily vulnerable to drug use (UN 2004:159). Institutions like the family, community, the media, cultural institutions and religious organizations are not giving the required services to help the youth assimilate life values. Other problems such as juvenile delinquency, prostitutions, beggary, street life, insufficient leisure

activities, intergenerational conflict, and gender problems are challenges young people are striving with and undermining the contribution the youth can have on their surrounding. Moreover, despite their significant number the youth are least represented in political, economic and social spheres due to societal attitudes, cultural and economic barriers, and lack of proper organization which facilitates them. This also limits the contribution young people can make in solving the problems they are facing.

The aforementioned multifaceted problems of Ethiopian youth are affecting the majority of the youth living in Addis Ababa too and these problems have been the center of most researches. While this recitation of youth problems may have some merit it fails to recognize the potential for development inherent in a youthful population (Kumah 1996:2). Here a question may arise on whether solving problems of the youth or their participation in the society comes first. Working on the problems of youth will untie them from the habits holding them from participation while youth participation can serve as a precondition to workout the problems of the youth with themselves. Generally, these challenges encountered by youths lead adults to consider the youth as problems, as victims or deviants (Foster and Kumi 2001:18) neglecting *youth population signals opportunity and potential* too (Kumah 1996:3). However, if the youth's basic characteristics, needs, aspirations and problems are adequately understood and guided by positive policy directions, strategies, action programs and activities, the youth can meaningfully participate and contribute in the development process of the city even at the national level. And they can manifest *that youth are positive force in the society and have enormous potential for contributing to the development and advancement of societies* (UN 1998) by changing their life and their surrounding.

3.3. 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. Today, a number of countries do have youth policy but it is not always implemented, as it should be, as governments themselves admit it. Although National Youth Policy (NYP) provides a point towards an integrated approach to the problems of young people at national level (NYP 2000:5,8), 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 with them in order to let their experiences inform the development of appropriate interventions and services* (UNESCO 2004:4).

Generally speaking the policy should put the needs of the youth and involve the youth in all the process starting from the formulation of the policy. The youth should also understand the benefits of the policy and support its implementation. Mainly the policy should be a policy of the State and not merely of a government; should reflect an integrated, cross-sectoral and coherent approach, and be interdisciplinary, interministerial and multi-departmental. It should be the fruit of multiparty, national consensus which is based on a consultation of all concerned stakeholders, particularly youth. It should also be conceived as a long-term strategic instrument and not out of short-term, and should emerge from a sincere desire to meet the needs of young people (NYP 2000:8; UNESCO 2004:21).

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 be a top-down process. It requires the involvement of a wide variety of social actors, consultation of a large-scale cross-sector and maintaining 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).

The Ethiopian NYP was issued on March 2004 for first time. A survey was conducted and governmental and non-governmental organizations, youth associations and a number of young people have participated on the formulation of the policy. Accordingly the NYP has set major policy issues such as democracy and good governance, economic development, education and training, health, HIV/AIDS, social evils, culture, sports and recreation, environmental protection and social services, and attention for special need youth (MYSC 2004:25). The Ethiopian NYP has put the major policy areas specifically and put the implementation strategies as well (MYSC 2004:27-47). The implementation strategies discussed within the policy are organization of all round participation; capacity building; information, awareness and advocacy; data, research and

studies; national and international partnership; and cooperation and coordination. Though the Ethiopia NYP has covered major issues it lack the following specific explanations as compared to NYPs of Kenya and South Africa (MHHS 2002; NYC 1997):

- the general objective of the policy was stated while there were no specific objectives stated;
- the youth's responsibilities were listed while the rights of the youth were not given due attention; and
- while prioritising 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, the organization of the youth and all round participation, support, awareness, partnership and cooperation are some of the implementation strategies considered. Despite some initiatives these provisions indicate that the policy has lay the ground for youth participation and particularly their involvement in environmental protection and community service and what is left is its full implementation (MYSC 2004:34,37).

3.4. The Youth and Millennium Development Goals

Today's 0-25 years old are the ones who will be driving the millennium development process by 2015 (Foster and Kumi 2001). But young people do not appear to have a prominent place in the Millennium Development Goals (MDGs) as they are only mentioned in one or two places. However, on closer scrutiny, it is possible to identify five goals as directly referring to young people because they cover activities in which mostly young people are engaged. These are the MDGs that relate to: education attainment, gender balance in education, improved maternal health, combating HIV/AIDS and diseases such as malaria and tuberculosis and decent employment opportunities for young people. Most of the MDGs indirectly relate to young people because they account for such a large share of the population in poor countries (Curtain 2004:4). On the other hand, the Youth and MDGs Ad Hoc Working Group on their report have tried to relate the MDGs specifically to young people, and emphasized that MDGs are *opportunities to move from marginalization to mobilization* (Youth and MDGs Ad Hoc Working Group 2004:2).

The Interim report has indicated how each MDG affects the life of young people and how young people can contribute for its achievement. The way the report was presented is in a way it shows the relation between the involvement of young people and the achievement of the goals. Young people are highly affected by abject poverty (UN 2004:73), which compels them to engage in developing social and environmental entrepreneurship and in creating services and infrastructure in rural communities as well. To use their potential in these areas the youth should be engaged in processes such as the Poverty Reduction Strategy Processes (PRSPs) and other urban and rural development initiatives. Although an increasing number of countries are making some reference to young people in their PRSPs, the initiatives are often piecemeal and, hence, limited in their scale and potential impact (Curtain 2004:9). With respect to education, young people can be key resources in ensuring primary education for all people, and in being good mentors for younger students and they are valuable sources in identification and solving of problems related with education. Young people, particularly young women, can also play a role in adopting policies that address issue of gender. They have also key role in combating early marriage, sexual abuse, and other problems related to maternal health which are youth issues too. Moreover, young people's participation in environmental protection at grassroots level has proved a significant improvement (Youth and MDGs Ad Hoc Working Group 2004:38) assuring the need of more youth involvement at all levels to ensure environmental sustainability. Thus, their systematic participation should be ensured to achieve the MDGs and to attain sustainable development in various dimensions. The MDGs will be meaningless without embracing the generation, which builds on it.

Successful models of youth participation should be adapted and replicated to specific political and socio-economic realities, taking into consideration the challenges facing youth-led and youth-serving organizations. The existence of youth policy, the emerging youth organizations and associations and the rising interest of the youth for effective participation are some of the channel that governments and institutions can currently use to mobilize young people as partners in achieving the MDGs. Thus, investing on youth and empowering the youth to take more participation will provide the longest and most effective dividend towards meeting the MDGs and sustainable development by building the long-term capacity.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1. Location and Size of Arada Sub-City

Addis Ababa is a city which is a center for economic, social, political and cultural activities. Within the city there are international organizations such as Africa Union, African Economic Commission, the United Nations (UN) and it is the residence of various diplomats. However, as compared to other African cities the development of the city is very stagnant and entangled within severe economic and social problems where 30% of the people are in absolute poverty (Plan and Economy office Arada Sub-City 2004). Addis Ababa has high rate of unemployment (29.1%) in which the youth is the major part and exposed to various unhealthy youth cultures and anti social behaviors (CSA 2004a:xvii).

The Addis Ababa city is restructured with the aim to improve service delivery, to foster fast growth and good governance and decentralized into ten sub cities which constitutes 183 urban and 20 rural kebeles. Within this research each part of the urban Addis Ababa cannot be covered because of time and money constraints. Arada Sub-city is selected since it is one of the primate sub cities and it only contains urban kebeles while most of the other sub cities contain rural kebeles at their peripheries. As an old part of the city, there are lots of problems the youth in the sub-city can face to participate in various developmental activities which can be also challenges faced by other urban youth within Addis Ababa (Plan and Economy office Arada Sub-City 2004). The map of the sub city is attached as Appendix 6.

Arada Sub-city embraces 10 urban kebeles in which major central places of Addis Ababa such as Piassa, Arat kilo, Sidist kilo, and Merkato are also found. Its surface area is 1,155 hectare and its population is more than 303,810. It is bordered by Gulele Sub-city on the north, Yeka Sub-city at the north east, Kirkos Sub-city at the south, Lideta Sub-city at the south west and Adiss Ketema Sub-city in the west (Plan and Economy office Arada Sub-city 2004). Kebele 03/09 is part of the sub-city which cover areas from *Afincho Ber* to *Semen Hotel* and has an estimated population of 35,475 and Kebele 04/05 covers the areas commonly called *Talian sefer*, *Atikilt tera* and *Gojam Berenda* which has an estimated population of 32,459 (CSA 2000 cited in Plan and Economy office Arada Sub-city 2004) making the population within the two kebele 67,934. Since data is

not available for population number of sub-cities with respect age and sex, the researcher has projected the population for Arada Sub-city based on the percentages given for Addis Ababa in Table 3.1.

Table 4.1. Distribution of Young People's Population in Arada Sub-city by age category and sex.

Description	Total		Male		Female	
	Count	%	Count	%	Count	%
15-19 aged youth	47,952	15.78	21,145	14.38	26,807	17.10
20- 24 aged youth	39,729	13.08	18,660	12.69	21,069	13.44
15-24 1ged youth	87,681	28.9	39,805	45.4*	47,876	54.6*
Arada Sub-city's Population	303,810	100	147,044	48.4*	156,766	51.6*

Source: Researcher's projection from Table 1 based on the percentage for Addis Ababa which is taken from the CSA 1999.

* Indicates the percentage out of the total population while all the other percentages indicate the percentage with respect to total number of people within the specific sex.

It is calculated that 15-24 age youth is estimated to comprise 28.9% of the total population within the sub-city (Table 4.1), which is around 87,681. Based on this percentage it can be calculated that there are around 19,633 young people who are 15-24 aged residing within the two kebeles.

4.2. Socio-economic Situation of the Arada Sub-City

Arada Sub-city is not physically well-planned and exhibits lots of severe social and economic problems in addition to the problems within Addis Ababa which still the sub-city shares. Despite its earlier establishment, its growth is very stagnant. Out of the 1.7 million labour force in Addis Ababa 43% are unemployed and if 10% of this considered to be part of the sub-city more than 73 thousand people are unemployed in which the youth takes a significant part. Within the sub-city 85% of the houses are very rugged and substandard without the necessary facilities. The low standard of the sewerage system and poor quality of the water channels are some of the cases which are fatal for the health of people living within the sub-city and against the hygiene and beauty of the city. The dry waste management is being done using garbage cans which manage to collect only 70% of the wastages (Plan and Economy office Arada Sub-City 2004).

Since the sub-city is an ancient part of the Addis Ababa city, it is a very crowded settling contributing to lots of social problems such as prostitution, homelessness, high prevalence of HIV/AIDS, high number of orphan children and high number of helpless elders. With respect to education, lack of educational institutions and facilities, poor quality of the education, low qualification of teachers and high occurrence of discipline problems are the day-to-day experiences. However, within this sub-city there are lots of well known educational institutions,

universities, colleges, more than 14 vocational training centers; 20 public, 4 community, 8 government, 8 private and 9 religious elementary schools; 3 government, 4 mission and 4 community secondary schools and 36 kindergartens are part of the educational system. The health coverage within the sub-city is indicated in that one hospital and health center for 101,270 residents and one clinic is for 4,468 residents. The sub-city's infant death 80:1000 is a better one as compared to the overall infant death ratio of Ethiopia which is 112:1000. Arada Sub-city also suffers from the effects of the HIV/AIDS epidemic since 15.6% of the people within Addis Ababa are HIV carriers, more than 49 thousand children are orphan due to HIV/AIDS and elderly people are losing the support they needed at the age they are so weak. The prevalence of the epidemic is very high among the youth (Plan and Economy office Arada Sub-City 2004).

4.3. Study Design

The universe of inquiry for this study includes the youth which are living in Kebele 03/09 and Kebele 04/05 in Arada Sub-city and examines the challenge they face to participate in developmental activities particularly in environmental protection and community service. Upon discussion of the proposal of the research, the Arada Sub-city level youth association leader identified the two kebeles due to the convenience to get the kebele officials and the Kebele 03/09 youth association easily.

4.4. Methods of Data Collection

Both primary and secondary data have been gathered and used for the study. The secondary data included information mainly from formal sources. Unpublished documents from formal institutions like the Plan and Economy Office of Arada Sub-city, and Office of Addis Ababa Youth Association have been assessed for general and background information about the study sites.

Quantitative and qualitative primary data were collected. The primary data sources included individual written questionnaire survey, focus group discussions (FGDs), and key informant interviews. The primary data was collected using questionnaire survey distributed to individual sample, which was designed to yield data about the interests, experiences and level of participation of the youth. The individual respondents were at first stratified into five

homogenous subgroups based on their employment status. The five groups of the respondents' category were 'employed', 'unemployed', 'students', 'school dropouts' and 'self-employed'.

Similarly the FGDs were conducted within a youth category of the groups separately as their experience in relation to participation differs with their engagement in their day-to-day life. Moreover, FGD is one of the best methods to be employed while working with the youth since it helps *them to generate responses especially on sensitive topics* such as participation and it helps *them to articulate their opinions* (Gearin and Chris 2001). Thus the use of focus groups provided the opportunity to expose young people to those with differing views and experiences, enabling reflection and consideration of the factors, which are considered as facilitators and barriers to participation, and strategies for encouraging participation.

A semi-structured interview was also employed with few individuals which are working with the youth at different level and which are considered as having rich experience about the involvement of youth and as well as people responsible for youth participation in various areas. The local youth association leader of Kebele 03/09, the sub-city level youth association leader, the officials of People Participation and Mobilization of the two sampled kebeles, Federal Environment Protection Authority Officer, Addis Ababa Environmental Protection Office officers and manager of the Young Women Christian Association were interviewed. Thus, the data collection methods have been triangulated into three forms: key informant interviews, FGDs and individual questionnaire survey.

On the other hand, at the outset a pilot study was conducted in Arada Sub-city Kebele 01 before conducting the survey. The study helped to modify some of the questions. Choices like 'I don't know' are added as extra options within some questions. Some expressions were modified in a way the youth can understand. On the first questionnaire awareness creation on environmental issues and HIV/AIDS was restricted on teaching young people, however, after the pilot study it was changed to reaching the community as a whole. This modification is due to the presence of some young people who are participating on adult awareness creation programs. The data enumerators has been trained before and after the pilot study and closely supervised during the fieldwork.

The questionnaire collection was conducted in a time there was government election within Ethiopia (Election 2005) and in which attention to the youth was a controversial issue among parties. This somehow affected the willingness of few youth to express their thoughts freely particularly during FGDs. Though, the researcher has tried to convince the informants that this study is only for research purpose and is not affiliated with the recent political movement within the country, it was not possible to held FGDs with employed youths. And four employed youths were interviewed to substantiate the FGD with the employed youth.

4.5. Sampling Design and the Sample

A cross section of young people, aged between 15 and 24, from a diverse range of backgrounds and living in different parts of the two kebeles were consulted. A total of 280 young people took part in the study. Purposive sampling method has been used to draw 207 sample individual youth for the survey and 73 FGD participants. It was tried to make the number of the youths from the different category approximately equal. The same technique has been employed for the selection of key informants as well.

The rationale in selecting the young people to take part in the study was not to select a statistically representative sample of all young people, which are around 19,633, but to ensure diversity of coverage across certain key characteristics. The random sample of young people was therefore selected in order to ensure diversity across a range of criteria including age, gender, and current activity.

Table 4.2. Distribution of Respondents by Current Activity and Sex.

Sex of the youth	Current Activity						Total	
	School Dropout	Student	Unemployed	Self employed	Employed	House wife	Count	%
Male	15	23	24	35	13		110	53.14
Female	26	18	18	11	23	1	97	46.86
Total Count	41	41	42	46	36	1	207	
%	19.81	19.81	20.29	22.22	17.39	0.48	100	

Source: Analysis of the Survey

Table 4.3. Distribution of Respondents by Current Activity and Kebele.

Sample Kebeles	Current Activity						Total	
	School Dropout	Student	Unemployed	Self employed	Employed	House wife	Count	%
04/05	31	9	18	22	27	0	107	51.69
03/09	10	32	24	24	9	1	100	48.31
Total Count	41	41	42	46	36	1	207	
%	19.81	19.81	20.29	22.22	17.39	0.48	100	

Source: Analysis of the Survey

Regarding the FGDs, separate sessions of discussion were arranged for youth which are unemployed and school dropouts, students, and self-employed in each kebele, which is a total of six discussions. Exceptionally the discussion for the unemployed and school dropouts were made together since they both are not engaged in any income generating activities and the amount of spare time they both for voluntary activities. No discussion was held with the employed youth due to the refusal of the kebele to conduct the last FGD due to the election. Each group included 10 to 13 individuals during the discussion.

4.6. Data Processing and Data Analysis

The data gathered was analyzed in terms of the study objectives already designed. The findings from questionnaire survey have mostly been seen in a summary form of four subgroups namely: student, employed youth, unemployed youth and school dropouts, and self employed. These in turn, have been seen in relation with the FGDs and key informant interview results. Generally, the process of analysis is carried out by using qualitative description and quantitatively by using descriptive statistics such as percentage, and frequency distribution. The survey data has been entered into the SPSS 12 Statistical package and the output has been discussed using tabulation and the non-quantifiable data (information from key informant interviews, and FGDs) have been discussed through qualitative description.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1. Descriptive Analysis of the Sampled Youth

5.1.1. Discussion of Major Youth Characteristics

The youths are categorized into five current activities according to their engagement in their day-to-day life. '*School dropout*' youths refer to youths who have terminated formal education before reaching grade 12 and are not engaged in any income generating activities. The '*unemployed*' youths are those who have completed grade 12 and/or have some qualification but are not engaged in any income generating activities. '*Employed*' youths refer to those hired in private and government organizations. '*Self-employed*' youths are those who are engaged in petty trading and mini income generating schemes by their own. And '*students*' refer to youths who are enrolled to regular school system during the day shift. The youth are either participating or not participating and they may be members of youth organization or not.

5.1.1.1. Size, Age, Sex Distribution, and Marital Status of the Sample Youth

A total of 207 young people have completed the questionnaire and 73 young people participated in FGDs. The youth were selected from two sample kebeles namely Kebele 03/09 and Kebele 04/05 within Arada sub-city.

Out of the total number of respondents who completed the survey, 48.31% (100) were from Kebele 03/09 while the remaining 51.69% (107) were from Kebele 04/05. In comparison to the total respondents 23.67% (49) were male respondents and 28.02% (58) were female respondents living in Kebele 04/05, while 29.47% (61) male and 18.84% (39) female were living within Kebele 03/09. The male to female composition of the total sampled group was 53% to 47% (Table 5.1).

Table 5.1. Distribution of Respondents by Current activity, Kebele & Sex

Current Activity of Respondents		Kebele 04/05				Kebele 03/09				Total	
		Male		Female		Male		Female			
		Count	%	Count	%	Count	%	Count	%	Count	%
School Dropout		9	21.95	22	53.66	6	14.63	4	9.76	41	19.81
Student		5	12.20	4	9.76	18	43.90	14	34.15	41	19.81
Unemployed		10	23.81	8	19.05	14	33.33	10	23.81	42	20.29
Self employed		16	34.78	6	13.04	19	41.30	5	10.87	46	22.22
Employed		9	25.00	18	50.00	4	11.11	5	13.89	36	17.39
Housewife								1	100.00	1	0.48
Group Total		49	23.67	58	28.02	61	29.47	39	18.84	207	100.00
Total	Count	107				100				207	
	%	51.69				48.31				100	

Source: Analysis of the Survey

With respect to their age, all the respondents were in the category of 15 to 24. Young people of age 20 have made larger portion of the respondents while respondents of 15 years old were few in comparison to the other age categories. The mean and median of the age of the youth were 19.66 and 20.00 with a standard deviation of 2.675 (Table 5.2).

Table 5.2. Distribution of Respondents by Age

Youth Age	Count	%
15	11	5.31
16	19	9.18
17	23	11.11
18	22	10.63
19	22	10.63
20	33	15.94
21	21	10.14
22	14	6.76
23	21	10.14
24	21	10.14
Total	207	100.00

Source: Analysis of the Survey

The majority of the respondents (93.72%) were not married, which might be due to the sampling age range is limited to 15 to 24, in which most youths are not getting married. Eight females and three males were married which constitute around 5.31% of the sample population while two females were divorced (Table 5.3).

Table 5.3. Distribution of Respondents by their Marital Status and Sex

Marital Status	Male		Female		Total	
	Count	%	Count	%	Count	%
Not Married	107	51.69	87	42.03	194	93.72
Married	3	1.45	8	3.86	11	5.31
Divorced	0	0.00	2	0.97	2	0.97
Total	110		97		207	100.00

Source: Analysis of the Survey

5.1.1.2. Educational Status and Current Activity

About 19.81% of the youth are school dropouts, 19.81% are students, 20.29% are unemployed, 22.22% are self-employed and lastly 17.39% are employed. Exceptionally, one young woman was found to be a housewife who has terminated her job to raise her children, which belongs to neither of the categories here (Table 5.1).

As the educational status of the young people were categorized according their level of education at academic level, there were only 4 youth who were illiterate while 48 youth have graduated in various fields (after completion of grade 12). The larger portion of the respondents have attained educational level in the category of Grade 9-12. With respect to their economic status, the educational level of most of the school dropouts is in the category of Grade 1 up to 8 while the majority of the respondents in the categories unemployed, self-employed and employed are within Grades 9-12 academic status (Table 5.4 and Table 5.5).

Table 5.4. Distribution of Respondents by their Educational Status and Sex

Educational Status	Sex		Total	
	Male	Female	Count	%
Illiterate	2	2	4	1.93
Grades 1-8	31	29	60	28.99
Grades 9-12	47	48	95	45.89
Certificate Graduates	11	9	20	9.66
Technical Graduates	6	2	8	3.86
Diploma Graduates	13	7	20	9.66
Total	110	96	207	100

Source: Analysis of the Survey

Table 5.5. Distribution of Respondents by their Educational Status and Current Activity

Educational Status	Current Activity						Total	
	School Dropout	Student	Unemployed	Self employed	Employed	Housewife	Count	%
Illiterate	0	0	1	1	2	0	4	1.93
Grades 1-8	25	17	2	11	5	0	60	28.99
Grades 9-12	15	21	16	23	19	0	94	45.41
Certificate Graduates	0	0	10	7	3	1	21	10.14
Technical Graduates	0	0	6	0	2	0	8	3.86
Diploma Graduates	0	2	7	5	6	0	20	9.66
Total	41	41	42	46	36	1	207	100.00

Source: Analysis of the Survey

5.1.2. Participation and the Sample Youth

In both the survey questions and the FGDs, questions were included to assess the interest of the youth on youth participation and the trend of current participation. In this regard the FGD participants indicated that they have an interest to be involved in youth activities.

5.1.2.1. Perspectives on Youth Participation

A. Youth's View on Participation in relation to Political Involvement

To the question whether youth participation is related to political, social or economic activities, the majority believe that youth participation has nothing to do with politics rather it has close relation to social activities and it is somehow related to economic involvement of the youth. Accordingly, the majority of the respondents, 79.71% believe that youth participation is not related with politics, while 49.28% respondents they highly relate participation to social issues which are of concern to the community and for 48.31% it is somehow related to the economic activities (Table 5.6). The hot issue was not as of youth participation was attached to economical or social activities rather to politics. If 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.

Table 5.6. Distribution of Respondents' View on Participation

Youth's attachment of participation	Not related		Somehow related		Highly Related	
	Count	%	Count	%	Count	%
Youth participation and politics	165	79.71	32	15.46	10	4.83
Youth participation and social activities	10	4.83	95	45.89	102	49.28
Youth participation and economic activities	49	23.67	100	48.31	58	28.02

Source: Analysis of the Survey

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. In contrast, during the interview it was indicated 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 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.

Moreover, in the reasons forwarded by the respondents who attach youth participation to political involvement, 40% of the respondents' attachment is related the registration of youth groups at kebele and the requirement of activity reports. However, this is not a sufficient reason to consider youth participation as affiliated with political involvement rather indicates the lack of awareness of the

youth about the importance of license to be legal. Thus more or less the youth believe that youth participation has nothing to do with politics.

B. Adult Initiated versus Youth Initiated

On the survey, majority of the respondents have remarked that more youth will be interested on participation if youth participation is youth initiated and youth run while a significant number has indicated that adult youth partnership is crucial too (Table 5.7). However, during all the FGDs there was hot discussion on the appropriate model of participation and majority of the youth have supported the adult youth partnership if the adults involve only in giving guidance than being members. This is important because the youth lack experience and leadership skills while full involvement of adults will limit the level of youth participation and over controls the decision making power of the youth. The focus group participants have also indicated that the way adults think differs from the youth that might create disharmony within a group.

Table 5.7. Distribution of Respondents according to more attractive Model of youth participation

Models of Participation	Count	%
Adult initiated and youth-run activities	26	12.56
Adult youth partnership	65	31.40
Youth initiated and youth run activities	116	56.04
Total	207	100

Source: Analysis of the Survey

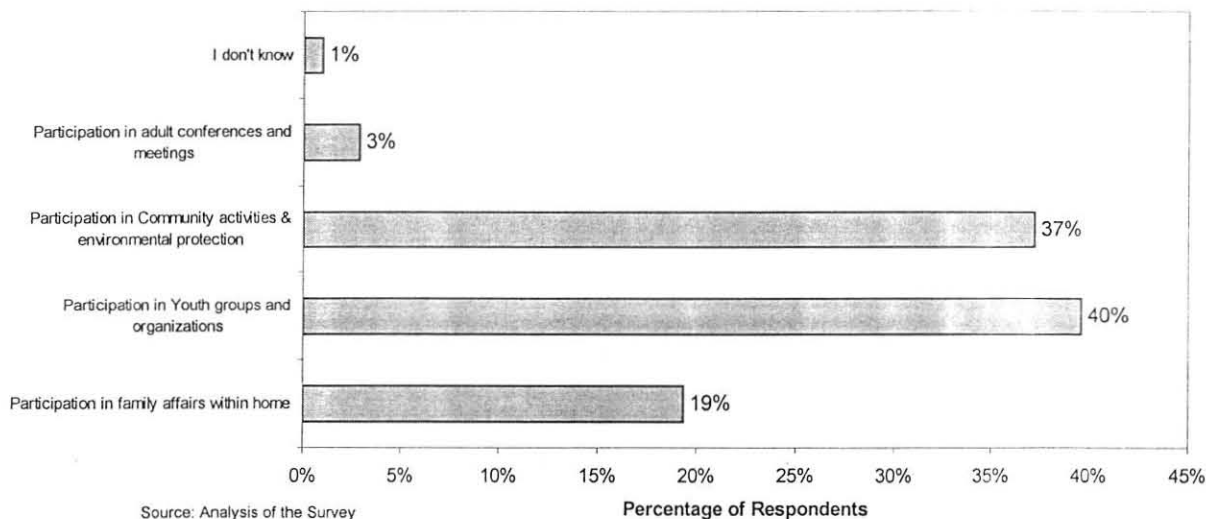
C. Meaning of Youth Participation

The majority of respondents perceive youth participation as an involvement of the youth in youth groups/organizations and also to their involvement in activities such as community and environment protection (Chart 5.1). The focus groups indicated having a participating in adult conferences is more abstract to them and attach participation to single issues such as HIV club activities, environmental sanitation, child right defense and voting.

E. The Unemployed and School dropout youth and Participation

The group of youth who benefit most out of youth participation is the unemployed and school dropout youth. However, since they are affected due to the economic problems they are confronting, they might lose the interest to be engaged in various developmental activities. This two group of youths constitute 40% of the respondents while collecting the data. Out of this 68% of the respondents has indicated their positive understanding towards youth participation.

Chart 5.1: Distribution of Respondents based on the meaning they attach to Youth Participation



The participants of the focus groups has also stressed their engagement in youth participation saves them from being victims of several addiction and from spending their time in useless and unproductive activities. They said *though we are unemployed youth participation helps us to use our potential on something useful for ourselves and the community we are living in*. However, few of them have said that *we are fade up of thinking of 'degraded' duties such as sanitation for which the other participants have responded that environmental protection cannot be limited to sanitation only we can involve in planning and designing activities with concerned body if we have got the opportunity*. Moreover, focus groups held have indicated that whatever the level, their initiation could open the way for more involvement as well as for creating partnership with other institutions.

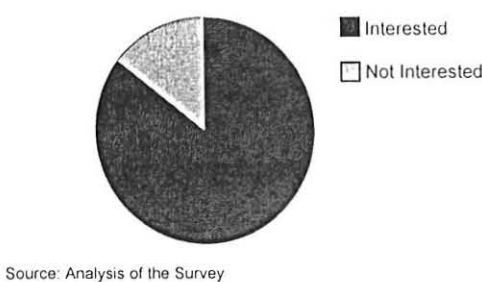
5.1.2.2. Level of Interest and Preferred Youth Activities

A. Level of Interest

Majority of the respondents, 87.92% youth believe that they have role in development by changing their surrounding, and their involvement within the society is important. However, 85.51% (177) respondents have indicated their interest to participate in various youth activities (Chart 5.2). Out of this interested group 52.54% and 47.46% are male and female respectively which indicates the interest of male as compared to female is more or less similar and youth in

general are interested to be involved. During the FGDs as well this interest in developmental activities was reflected.

Chart 5.2: Interest of Respondents



In comparing the interest of the youth between the two kebeles the proportion of the interested youth as well as disinterested youth was higher for Kebele 04/05. This lack of interest within Kebele 04/05 might be related to the absence of youth activities which was remarked by the focus groups with expressions such as *'There is nothing to attract us to be involved'*. Based on their current activity status, higher proportion of school dropouts and self employed are more interested in youth activities while a relatively smaller proportion of the employed youth are interested to be involved in youth activities (Table 5.8). The employed youth have explained their less interest for participation due to lack of time for involvements within the community. However, during the focus groups held it was indicated that a youth could get time for youth participation if a youth has an interest to get involved and lack of time is not a good reason for not taking part. This is consistent with the fact that *participation is voluntary, and does not require a great deal of young people's time* (Driskell 2002:39).

Table 5.8. Distribution of Respondents by Interest of participation and their Current Activity

Current Activity	Interested		Not Interested	
	Count	%	Count	%
School Dropout	36	87.80	5	12.20
Student	34	82.93	7	17.07
Unemployed	35	83.33	7	16.67
Self employed	44	95.65	2	4.35
Employed	27	75.00	9	25.00
Housewife	1	100.00	0	0.00
Total	177	85.51	30	14.49

Source: Analysis of the Survey.

With respect to their age it is observed lesser proportion of 17 years olds are interested on participation and from Table 5.9 one can summarize, 80% of the 15 to 18 year olds (the legal age to vote) and 88% of the 19 to 24 year olds are interested on participation. The 15 to 18 might feel more powerless to get involved (Molloy et.al. 2002:58). During the FGDs it was indicate that in their earlier years young people's interest is confined to activities within school. As they get older

they will be more interested to various activities and they realize the activities outside school affects their life too (Molloy et.al. 2002). Generally, substantial group of young people has displayed interest in participation.

Table 5.9. Distribution of Respondents by Interest and Age

Age	Interested		Not Interested	
	Count	%	Count	%
15	11	100.00	0	0.00
16	15	78.95	4	21.05
17	16	69.57	7	30.43
18	18	81.82	4	18.18
19	20	90.91	2	9.09
20	30	90.91	3	9.09
21	17	80.95	4	19.05
22	13	92.86	1	7.14
23	18	85.71	3	14.29
24	19	90.48	2	9.52
Total	177		30	

Source: Analysis of the Survey

The 58.15% of the disinterested group identified lack of resources for participation as a key reasons for their low level of interest to get involved while 16.1% of them put low acceptance of the youth by the community as contributing factor. From the FGDs the frequent reasoning for refrain to kebele related activities was *the officials at the kebeles do not make a difference in our life and we cannot influence the kebele's decision*. This may indicate that the participation of the youth is not given attention at the grassroots level where the youth may have lots of input. Generally, the focus groups held addressed some more factors contributed for the lack of interest and engagement on the part of the youth. These factors include lack of diverse activities, routine engagement, lack of continuity of the initiated activities, absence of appreciating the initiatives made by the youth and absence of sense of ownership on the part of the community for the development initiative made by young people. The youths argue that *the community should not at least do things against the activities we are trying to perform*. This might be related to the low awareness of the community about the contribution of youth initiatives and the potential of the youth for good.

B. Level of Involvement

Out of the interested youths 45.76% indicated that they want to participate in almost all youth activities, 26.55% want to participate particularly on few activities being selective on the types of activities, 24.86% are willing to participate by sharing their idea, and the remaining 2.4 % of the interested youth are willing to support activities by contributing money. More young women

prefer to participate in 'real' activities (engagement within the community) than those who wants to contribute in sharing ideas while the reverse is true for the preference of young men (Table 5.10).

Table 5.10. Distribution of Respondents' Preferred Area of involvement in participation

Preferred Participation	Male		Female		Total	
	Count	%	Count	%	Count	%
In all activities	44	47.31	37	44.05	81	45.76
In few activities	20	21.51	27	32.14	47	26.55
Sharing Ideas only	26	27.96	18	21.43	44	24.86
Financial contribution only	3	3.23	2	2.38	5	2.82
Total	93	100.00	84	100.00	177	100.00

Source: Analysis of the Survey

C. Types of Activities More Attractive to Youth

The majority of the respondents (85.51%) have suggested that youth activities, which generate income are highly attractive for the youth while 45.89% have indicated activities initiated by the youth themselves are also highly attractive. On the other hand, 19.81% of the youth have indicated that adult supported youth activities are not attractive for the youth (Table 5.11). This might be due to lack of trust and harmony between adults and youth to work in partnership as supplemented by the focus groups.

Table 5.11. Distribution of Respondents' Preferred Youth Activities by attractiveness to the youth

Attractive Activities	Highly Attractive		Attractive		Not Attractive		I don't know		Total
	Count	%	Count	%	Count	%	Count	%	Count
Activities which bring changes	76	36.71	111	53.62	15	7.25	5	2.42	207
Income generating activities	177	85.51	22	10.63	4	1.93	4	1.93	207
Youth initiated activities	95	45.89	88	42.51	21	10.14	3	1.45	207
Adult supported youth activities	59	28.50	103	49.76	41	19.81	4	1.93	207

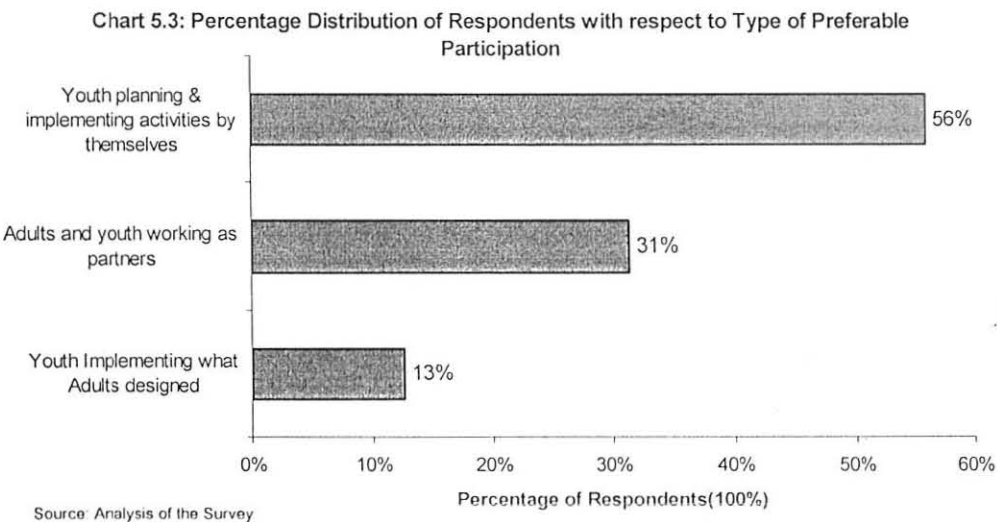
Source: Analysis of the Survey

Although, the majority of the youth has pointed that income generating activities as more attractive, *youth participation is not financially rewarding. Rather it is a voluntary and altruistic commitment and might also demand giving time and money for activities* (Barran in Naidoo 2001:104). This might contribute for the high rate of refrain on the part of the youth and might help to imagine the extent voluntary youths in youth organizations, which are suffering from lack of fund, are being discouraged.

D. Adult Initiated versus Youth Initiated

With respect to who initiates and/or plays active role in designing activities, the best situation in which more youth can participate was implied to be when the young people themselves are the

planners and implementers of activities. This idea was supported by 56% of the respondents (Chart 5.3).



This might be related to the potential of youth initiated activities in motivating the youth to be able to identify those issues of primary concern to them and easier to assert their own agendas (UN 2004:281).

5.2. Trends of Youth Participation within the Sampled Kebeles

5.2.1. Involvement in Youth Participation

Almost half of the respondents (44.9%) have replied that they have been participating in youth activities previously and some are still taking part in various youth activities. This constitutes 51% of the young men and 25% of the young women from Kebele 04/05 and 55.7% of the young men and 48.7% of the young woman from Kebele 03/09 (Table 5.12).

Table 5.12. Distribution of Respondents' Experience of participation in Youth Activities by Kebele and Sex

Experience of Participation	Kebele 04/05				Kebele 03/09				Total	
	Male		Female		Male		Female			
	Count	%	Count	%	Count	%	Count	%	Count	%
Participated	25	51.00	15	25.90	34	55.70	19	48.70	93	44.93
Never Participated	24	49.00	43	74.10	27	44.30	20	51.30	114	55.07
Total	49	23.7	58	28	61	29.5	39	18.8	207	100.00

Source: Analysis of the Survey

Significantly 50% of both the unemployed youth and the self employed youth have taken part in youth participation while only 36% of the employed youth have ever participated (Table 5.13).

Table 5.13. Distribution of Respondents' Experience of participation in Youth Activities by Current activity

Current Activity	Participated		Not Participated	
	Count	%	Count	%
School Dropout	16	39.02	25	60.98
Student	20	48.78	21	51.22
Unemployed	21	50.00	21	50.00
Self employed	23	50.00	23	50.00
Employed	13	36.11	23	63.89
Housewife	0	0	1	100.00
Total	93		114	

Source: Analysis of the Survey

5.2.2. Participation in Environmental Protection and Community Service

A. Level of Interest

The youth were also asked to identify the areas of activities in which they are interested to participate. Although there is high interest to participate in HIV and health related activities (46.38%) and Environmental protection activities (42.51%) almost more than half of the respondents (53.14%) are interested to be involved in community activities such as serving old people, poor people and orphan children. This might be related to the suggestion at the FGDs that the young people believe that this group of the community needs someone to help them as compared to those who are capable to do things by themselves. Awareness about the need will empower them to get involved and to feel their potential to contribute. This is again consistent to the fact that feeling powerless decreases their level of involvement (Molloy et.al. 2002:58).

More than half of the respondents (54.11%) are not interested in activities that are performed in contact with the kebele (Table 5.14). This high rate refrain from 'kebele-connected' activities was revealed in the way respondents reacted to questions related to kebele and during the FGDs as well. This is consistent with lack of interest in local government involvement on part of young people (Molloy et.al. 2002:4).

Table 5.14. Distribution of Respondents' Area of Interest

Areas of Interest	Not interested		Low interest		High Interest		Total
	Count	%	Count	%	Count	%	
HIV/AIDS and Health Related Activities	29	14.01	82	39.61	96	46.38	207
Environmental Protection and Sanitation	31	14.98	88	42.51	88	42.51	207
Serving Aged, Needy people, Orphans	27	13.04	70	33.82	110	53.14	207
Involvement in Kebeles' Related activities	112	54.11	71	34.30	24	11.59	207
Youth Entertainment Services	73	35.27	76	36.71	58	28.02	207

Source: Analysis of the Survey

The result obtained with their participation according to their age is similar to the above trend. Exceptionally, a relatively lower interest to participate in activities within kebele is observed in the age category 15-17 (Table 5.15) which is consistent with the explanation that young people's

level of interest might increase with age as they develop an interest on local issue and as they realize it will affect their life too (Molloy 2002:5,58).

Table 5.15. Percentage Distribution of Level of Interest of Respondents' by Area of Interest

Areas of Interest	No Interest			Limited Interest			High Interest		
	15-17	18-20	21-24	15-17	18-20	21-24	15-17	18-20	21-24
	%	%	%	%	%	%	%	%	%
HIV/AIDS and Health Related Activities	18.87	16.88	7.79	32.08	36.36	48.05	49.06	46.75	44.16
Environmental Protection and Sanitation	16.98	16.88	11.69	39.62	44.16	42.86	62.26	38.96	45.45
Serving Aged, Needy people, Orphans	18.87	10.39	11.69	28.30	35.06	36.36	52.83	54.55	51.95
Involvement in Kebeles' Related activities	56.60	53.25	53.25	35.85	35.06	32.47	7.55	11.69	14.29
Youth Entertainment Services	32.08	36.36	36.36	28.30	44.16	35.06	39.62	19.48	28.57

Source: Analysis of the Survey

B. Current Status of Involvement

Despite the interest of the youth to participate in youth activities, it was found that the majority of them were not participating. A relatively higher involvement of the respondents (35.27%) participated in environmental protection and sanitation while 27.54% of respondents involved in HIV/AIDS and health related activities respectively. On the other hand, the same trend of less participation (13.53%) in activities within the kebele is observed (Table 5.16). Similar observation was made in all the FGDs and the youths explained *we have the interest to be part of youth activities but we are not currently participating*. Moreover, an interview with youth organization leader and a kebele officer indicated that the youth are not interested to be active in kebele youth activities and remarked the high participation in the HIV related activities is somehow related to the pocket money being given by different organizations during performance. From this one can infer that youth participation can be affected by the nature of monetary benefit attached to the activities too.

On the other hand, according to the FGDs and interview, it was indicated that previously there were various NGOs giving various training for youths on HIV/AIDS. The researcher argues that the youth might have higher awareness on the area of HIV/AIDS related issues due to the involvement of different stakeholders on the issue. This awareness might also motivate the youth for more involvement. Besides, as of the interview with the youth association leader, those who have took training are responsible to take part and train others too. This *exposure and experience* might make easier to get involved in the HIV related activists more easily (Molloy et.al. 2002:6).

Table 5.16. Distribution of Current involvement of Respondents' by Area of Youth Activities

Areas of Participation	Not Participating		Sometimes		Often		Total
	Count	%	Count	%	Count	%	
HIV/AIDS and Health Related Activities	150	72.46	37	17.87	20	9.66	207
Environmental Protection and Sanitation	134	64.73	45	21.74	28	13.53	207
Serving Aged, Needy people, Orphans	176	85.02	19	9.18	12	5.80	207
Involvement in Kebeles' Related activities	179	86.47	23	11.11	5	2.42	207
Youth Entertainment Services	174	84.06	20	9.66	13	6.28	207

Source: Analysis of the Survey

In almost all the activities young women's level of involvement is much lower than the young men (Table 5.17). This is most likely related to the focus group explanation (by female participants and male participants who have sisters), that *young women are not allowed by parents to go out and join youth activities for the sake of security and the higher duties and responsibilities they have within the family.*

Table 5.17. Distribution of Current involvement of Respondents' by Area of Youth Activities and Sex

Areas of Participation	Sometimes		Sometimes		Often		Often	
	Male		Female		Male		Female	
	Count	%	Count	%	Count	%	Count	%
HIV/AIDS and Health Related Activities	17	18.28	20	21.51	17	18.28	3	3.23
Environmental Protection and Sanitation	27	29.03	18	19.35	22	23.66	6	6.45
Serving Aged, Needy people, Orphans	15	16.13	4	4.30	10	10.75	2	2.15
Involvement in Kebeles' Related activities	19	20.43	4	4.30	3	3.23	2	2.15
Youth Entertainment Services	16	17.20	4	4.30	10	10.75	3	3.23

Source: Analysis of the Survey

The current level of participation of all respondents in different age category is more or less the same contrary to the belief that young people's involvement increases with age due to cognitive maturity and accumulated experience (Zeldin et.al.2000:5). However, none of the respondents in the age category 15-17 have participated in kebele youth activities.

C. Environmental Protection vis-à-vis Community Participation

Environmental protection and community participation are the preliminary levels of participation in which the youth can take part at grassroots level. In almost all observations mentioned above environmental protection and HIV related services are being practiced more and quite often. HIV related services are one of the community service activities.

Analysis of the survey has indicated for the existence of an environmental youth groups within Kebele 04/05 rather than Kebele 03/09 while the reverse is true in case of community related youth groups (Table 5.18). The discussions and interviews made supplemented this result by assuring the presence of only one youth group organized by a self initiated youth within Kebele

04/05 while the youth association in Kebele 03/09 has been engaging the youth in various environmental protection activities occasionally. In both kebeles the Gash Abera Molla project was a pioneer one and has given the youth good lessons to be followed in line of environmental protection. It is not functioning now.

Table 5.18. Distribution of Existing Local Youth Group by Type of Activity and Kebele

Existence of Environmental Youth Group	Kebele 04/05		Kebele 03/09		Total	
	Count	%	Count	%	Count	%
Yes	40	37.40	45	45.0	85	41.1
No	67	62.60	55	55.0	122	58.9
Total	107	51.7	100	48.3	207	100
Existence of Community Service Youth Group						
Yes	26	24.30	29	29.00	55	26.6
No	81	75.70	71	71.00	152	73.4
Total	107	51.7	100	48.3	207	100.0

Source: Analysis of the Survey

According to the survey analysis, it seems that there is an initiative on cleaning and beautifying their surrounding since 43% and 38% of the respondents have indicated that in Kebele 03/09 and Kebele 04/05 respectively. The data as a whole indicates that there was more activity in Kebele 03/09 as compared to Kebele 04/05. There seems there was more involvement in the area of environmental protection than community activities (Tables 5.19). As the focus group and interviews implied that in addition to Literature and drama club the Kebele 03/09 youth association is currently active in Anti-AIDS club, visiting the HIV victims and orphans, in peer-to-peer education and in organizing various discussion on issues related to the youth. They were also engaged in organizing a vacation school for the national exam takers within their community. The Anti-AIDS club consists of 30 youths only and there are around 350 members of the association which might cooperate when the need arises. However, the involvement of the youth was very low as compared to the need. On the other hand, the youths in both kebeles have argued that the involvement of the youth in both activities currently is almost insignificant while they are willing to take part. They stressed they need a strong body which organizes the youth for activities.

Table 5.19. Distribution of Services rendered by the Local Youth Group by Type of Activity and Kebele

Environmental Protection Activities	Kebele 04/05		Kebele 03/09		Total	
	Count	%	Count	%	Count	%
Planting on Streets	27	25.2	38	38.0	65	31.4
Cleaning and Beautifying	38	35.5	43	43.0	81	39.1
Setting up garbage sites	18	16.8	27	27.0	45	21.7
Educating the community on Environmental Protection	16	15	30	30.0	46	22.2
Community Service Activities						
Educating about HIV/AIDS, STDs and Health Issues	21	19.6	28	28.0	49	23.7
Helping the old, Homeless, HIV Victims and Orphans	21	19.6	19	19.0	40	19.3
Organizing Entertainment Programs Free from Addictive	12	11.2	24	24.0	36	17.4

Source: Analysis of the Survey

Almost 79% respondents have indicated the absence of one or both types of activities in their local area and proposed some reasons for the non existence of environmental and/or community activities. Lack of resources for activity and absence of a strong responsible body were two of the major reasons listed by 103% and 66% of the respondents respectively. Moreover, 31% of the respondents have indicated that lack of initiation on the part of the youth was not a reason contributing for the non-existence of the activities (Table 5.20). A similar response was given during the FGDs while the interviews has put lack of interest and initiation of the youth as one of determinant factors.

Table 5.20. Distribution of Respondents' Reasons for the non-existence of local youth groups

Factors Affecting Establishment of Youth Groups	Major Reason		Reason		Not a Reason		I don't know		Total
	Count	%	Count	%	Count	%	Count	%	Count
Absence of Responsible Body to organize	66	40.24	74	45.12	16	9.76	8	4.88	164
Negative attitude of Adults on youth	36	21.95	89	54.27	30	18.3	9	5.49	164
Lack of resources for activity	103	62.8	45	27.44	14	8.54	2	1.22	164
Lack of initiation on the side of youth	46	28.05	63	38.41	51	31.1	4	2.44	164

Source: Analysis of the Survey

5.2.3. Youth Organizations and Youth Associations

Hierarchically there is a youth association that is established from regional level down to the local kebele level throughout Addis Ababa. On the other hand, there are youth organizations established with a group of young people or initiated by adults who organize the youth in various activities.

Out of the total respondents 10.6 % and 15.94% are aware of the existence of youth associations and/or government offices which have been established to encourage more youth participation in Kebele 04/05 and Kebele 03/09 respectively. Less involvement of 'youth-serving' organizations is observed in Kebele 04/05 as compared to that of Kebele 03/09 (Table 5.21). The FGDs and the interviews have also indicated that the youth association and the kebele administrative unit of Kebele 04/05 are not being involved in motivating the youth and there are only very few youth initiated activities. According to an interview made, the kebele is expected to work with the initiated youth activities and through the local youth associations. However, the youth associations within Kebele 04/05 have been terminated due to lack of commitment of the leaders, which might be the case for less involvement.

Table 5.21. Distribution on Responsible Bodies' Involvement on youth participation by Level of Involvement and Kebele

Organizations/ Government Offices	Kebele 04/05								Kebele 03/09							
	Very Active		Active		Not Active		I don't know		Very Active		Active		Not Active		I don't know	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Kebele/city administration offices	0	0.00	15	68.18	5	22.73	2	9.09	6	18.18	20	60.61	3	9.09	4	12.12
Addis Ababa Youth Association Representatives	1	4.55	13	59.09	5	22.73	3	13.64	10	30.30	11	33.33	1	3.03	11	33.33
Youth initiated groups	3	13.64	12	54.55	6	27.27	1	4.55	9	27.27	11	33.33	5	15.15	8	24.24
NGOs and/or CBOs	1	4.55	5	22.73	10	45.45	6	27.27	6	18.18	12	36.36	8	24.24	7	21.21

Source: Analysis of the Survey

Seventy three respondents composed of 36.4% from Kebele 04/05 and 34% from Kebele 03/09 have indicated that they know youth organizations which were terminated due to various reasons. Accordingly, the major factor that was identified as a cause for the termination of the youth organizations is lack of financial support to youth activities. Moreover, lack of information, skill, and tools for activity and lack of support from local kebele were mentioned as major cause by significant number of respondents in Kebele 04/05 and Kebele 03/09 respectively. Lack of support from the community is not mentioned as a major cause since the youth do not perceive that the community has a responsibility to engage the youth in different developmental activities (Table 5.22). This perception was observed among the respondents in their interaction during the survey and during the discussion in the focus groups.

Table 5.22. Reasons for the termination of Youth organizations/Groups

Factors for Termination	Major Reason				Reason				Not a Reason				I don't know				Total
	Kebele 04/05		Kebele 03/09		Kebele 04/05		Kebele 03/09		Kebele 04/05		Kebele 03/09		Kebele 04/05		Kebele 03/09		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Less number of interested youth	6	15.38	5	14.71	9	23.08	14	41.18	24	61.54	15	44.12	0	0.00	0	0.00	73
Lack of information, skill, and tools for activity	23	58.97	13	38.24	13	33.33	14	41.18	3	7.69	6	17.65	0	0.00	1	2.94	73
Lack of financial support	29	74.36	25	73.53	4	10.26	2	5.88	5	12.82	7	20.59	1	2.56	0	0.00	73
Lack of support from local kebele	16	41.03	17	50.00	17	43.59	7	20.59	5	12.82	10	29.41	1	2.56	0	0.00	73
Lack of support from the community	6	15.38	13	38.24	22	56.41	13	38.24	9	23.08	7	17.65	1	2.56	2	5.88	73

Source: Analysis of the Survey

Disagreement among youth members was identified as another cause of termination. Though this cause was not identified by most of the survey respondents it was mentioned by the focus group 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 with officials, these problems of leadership had been a major cause for the termination of the Youth Associations within 'Previous Kebele 09', 'Previous Kebele 04' and 'Previous Kebele 05'.

Currently a youth association that has a chain with Addis Ababa Youth Association office is functioning in 'Previous Kebele 03' area within Kebele 03/09 only.

5.2.4. Support of Formal and Informal Institutions for Youth Participation

The respondents were also asked as to whether various formal and informal institutions are providing support for youth activities around them or contributing in a positive way for more participation.

A. Family

Around 80.4% of the respondents are still living with their parents and the permission of their family for their participation really matters. 84.8% of the young men and 75.3% of the young women have indicated that their family will give them permission to be involved in youth activities. A relatively lower portion of 15-17 year olds (75% males and 50% females) expressed the willingness of their family as compared to the other age groups (Table 5.23).

Table 5.23. Distribution of Respondents' Parent willingness for the involvement of their children in Participation by Respondents' Age

Willingness of Parents	Age category	Male				Female				Total
		15-17	18-20	21-24	Group Total	15-17	18-20	21-24	Group Total	
Willing	Count	15	29	34	78	12	30	19	61	139
	Row %	10.8	20.9	24.5	56.1	8.6	21.6	13.7	43.9	100.00
	Column %	75.0	93.5	82.9	84.8	50.0	88.2	82.6	75.3	80.4
Not Willing	Count	5	2	7	14	12	4	4	20	34
	Row %	14.7	5.9	20.6	41.2	35.3	11.8	11.8	58.8	19.6
	Column %	25.0	6.5	17.1	15.2	50.0	11.8	17.4	24.69	100.00
Total	Count	20	31	41	92	24	34	23	81	173
	Row %	11.6	17.9	23.7	53.2	13.9	19.7	13.3	46.8	100.00
	Column %	100	100	100	100	100	100	100	100	100

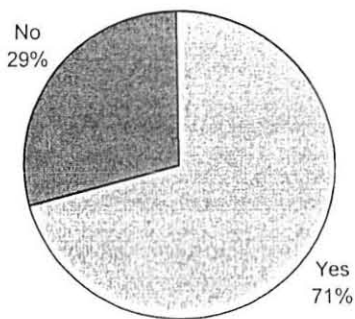
Source: Analysis of the Survey

Accordingly, the young people have proposed the reasons their parents forbid them from participation. Majority of the female respondents has put protection from undesirable behaviors as a major reason for forbidding them. The reservation of parents to let them involve in youth activities is related to the reason parents usually prioritize academic education than participation in youth activities by 36.4% of respondents. However, the focus group participants argue that parents usually don't give permission for those 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 they saw a youth group which is a good model they will let us join them. Thus, it lies with us to convince them.*

B. School

The existence of youth activities contributes for the involvement of students in various developmental activities. Thus, whether youth participation is given attention by the school management and within the boundaries as one of school activities will contribute a lot in their level of involvement and initiation or discourage the youth from participation.

Chart 5.4: Existence of Youth Group at Respondents School



Source: Analysis of the Survey

A significant number of the students (70.7%) have indicated the existence of youth activities in which the students are active participant (Chart 5.4). The most common activities within schools are environmental care and sanitation and teaching student about HIV/AIDS (Table 5.24). The focus group has listed out youth activities such as Anti-AIDS, Guidance and Counseling, Entertainment and Sports, Trafficking, Red Cross, Know Your Country, Girls' Club and Students' Council in which they are also taking part. They have remarked that most schools have these clubs and they have mentioned that there is no separate youth group on environmental protection and sanitation. Since there are no clubs for environmental protection, the activity is limited only on sanitation and will be performed once in a while.

Table 5.24. Distribution of Youth activities existing at Respondents' school by type of activity

Youth Activities	Yes		No		Total	
	Count	%	Count	%	Count	%
Environmental care and sanitation activities	16	55.17	13	44.83	29	100.00
Youth voluntarism and community service	2	6.90	27	93.10	29	100.00
Helping the old, the homeless, HIV victims and orphans	2	6.90	27	93.10	29	100.00
Teaching students about HIV/AIDS and other health issues	19	65.52	10	34.48	29	100.00

Source: Analysis of the Survey

Students who are attending in schools without youth activities were asked for the probable reasons. Majority of the students have indicated lack of interest of the school management staff and teachers to encourage youth involvement as a major reason (Table 5.25). The focus groups have also pointed that if the teachers at school are interested on 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 custom teachers prioritize education than involvement.

Table 5.25. Distribution of Respondents' Reasons for the absence of Youth Groups at their School

Reasons	Major Reason		Reason		Not a Reason		I don't know		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Lack of interest of school management in youth participation	6	50.00	3	25.00	3	25.00	0	0.00	12	100.00
No responsible body	3	25.00	4	33.33	4	33.33	1	8.33	12	100.00
Lack of interest on the side of students	2	16.67	4	33.33	5	41.67	1	8.33	12	100.00

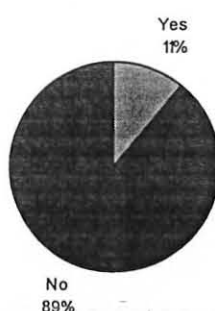
Source: Analysis of the Survey

Although half of the participants are members of youth clubs at school, the focus group participants have indicated that the majority of students at school are not participating in youth activities. Lack of interest of the students was due to some reasons identified during the discussion. These were: participation is perceived as an activity which saps their study time; almost all activities and rehearsal times are being performed after schools and during weekends; the students lack information on the club activities being performed within the schools; and family also won't give them permission to stay at school on extra curricular activities.

B. Work Places

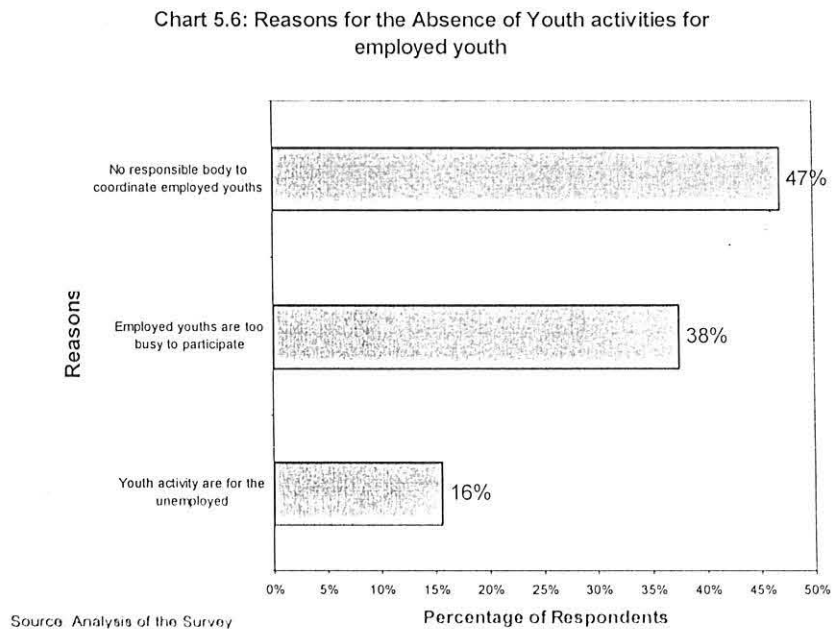
Only 11% of the employed young people have indicated the existence of youth activities at their work places (Chart 5.5). This will affect the involvement of the youth to be involved in various youth activities and depletes the benefits they might get through participation.

Chart 5.5: Existence of Youth Groups at Respondents' Work Places



Source: Analysis of the Survey

The major reason identified for lack of interest on the part of the employed youth is due to absence of a responsible body that will organize the youths to participate in youth activities (Chart 5.6).



Within the survey, it was remarked that the employed youth are too busy to participate in youth activities. And the focus groups held has pointed that when young people got job they will automatically stop being a member of youth groups. They said youth activities are considered only for those who doesn't have job and it is more related to spending the extra time in some activities rather than the benefits the youth and the community draw from youth participation.

C. Local Administrative Unit (Kebele)

As the result of the data analysis so far indicates that the attitude of the respondents' towards the kebele is very negative. In almost all the focus groups held, the kebele is criticized for little attention giving to the issues of the youth.

The kebele as a local authority should have a contribution in the involvement of the youth. Accordingly the respondents were asked for the types of support being provided by the kebele. The majority of the respondents have indicated that no financial support and follow-up was provided through the kebele while limited support is given through training and information provision (Table 5.26). From the interview with kebele officials, it is indicated that there is no

budget allocated for youth activities, except the fund they have got for sport activities recently. The officers have stressed that 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. The Population Participation and mobilization office is responsible to all CBOs initiated and established by the residents of the kebeles. This makes the office too busy to give due attention particularly for the youth. They might initiate some activities with the youth and it might not be possible to make a follow up and ensure sustainability.

Table 5.26.Distribution of Provision of Support by Type and Kebele

Type of Support Provided	Kebele 04/05								Kebele 03/09							
	High Support		Limited Support		No Support		I don't know		High Support		Limited Support		No Support		I don't know	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Financial support and Follow up	9	8.4	40	37.4	45	42.1	13	12.10	10	10.00	27	27.00	45	45.00	18	18.00
Training, workshops and Information	7	6.5	54	50.5	35	32.7	11	10.30	9	9.00	54	54.00	21	21.00	16	16.00
Tools for activity	8	7.5	35	32.7	53	49.5	11	10.30	9	9.00	44	44.00	30	30.00	17	17.00
Promoting the youth groups	7	6.5	24	22.4	60	56.1	16	15.00	25	25.00	22	22.00	33	33.00	20	20.00

Source: Analysis of the Survey

E. Non Governmental Organizations (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. In Kebele 04/05 NGOs provide limited financial support while they provide a relatively higher support within Kebele 03/09. In both kebeles the provision of tools for activity and training is very limited (Table 5.27). According to focus groups held the NGOs are working on HIV related activities and they are training individual youths than youth groups. Moreover, they are not working constantly on the cases of the youth it is something they are being engaged once in a while. The leader of the only youth association which is functioning (Previous Kebele 03) has pointed there is no NGO which is working and supporting them currently.

Table 5.27. Distribution of Provision of Support by NGO by Type and Kebele

Type of Support Provided	Kebele 04/05								Kebele 03/09							
	High Support		Limited Support		No Support		I don't know		High Support		Limited Support		No Support		I don't know	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Financial support and Follow up	20	18.7	44	41.1	34	31.8	9	8.40	31	31.00	26	26.00	20	20.00	23	23.00
Training, workshops and Information	25	23.4	47	43.9	25	23.4	10	9.30	23	23.00	37	16.00	16	16.00	24	24.00
Tools for activity	18	16.8	48	44.9	31	29	10	9.30	22	22.00	32	32.00	24	24.00	22	22.00
Promoting the youth groups	11	10.3	19	17.8	53	49.5	24	22.40	19	19.00	29	29.00	24	24.00	28	28.00

Source: Analysis of the Survey

Beside the negative attitude of the youth towards the kebele, the kebeles do not have the capacity to provide financial support, tools for activity and to organize youth activities. However, in Table 5.24 above, it was indicated that kebele's involvement as a link between the youth and NGOs is not observed. The kebele should work with NGOs in promoting the local youths' initiatives so that various NGOs take part in collaborating with the youth.

F. Community Based Organizations (CBOs)

There is almost no support provided by CBOs such as 'iddirs', 'iqubs', churches and mosques (Table 5.27). The focus groups held have clarified the CBOs could have a role in organizing the youth if they are initiated to do so. The ideas forwarded by most of the participants indicate that *since most of our parents are part of CBOs, it is easier for the youths to have partnership and to build trust with adults within the CBOs in their locality and the adults can reach the youth and initiate them easily. Moreover, as a residents of the local area the members of CBOs can benefit a lot in initiating and supporting youth activities.* Although the CBOs are not capable to provide financial support, they can initiate the youth living with them to take part in youth participation and rewarded by the positive outcomes the participation brings to the surroundings.

Table 5.27. Distribution of Provision of Support by CBO by Type and Kebele

Type of Support Provided	Kebele 04/05								Kebele 03/09							
	High Support		Limited Support		No Support		I don't know		High Support		Limited Support		No Support		I don't know	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Financial support and Follow up	0	0	9	8.4	77	72	21	19.60	5	5.00	11	11.00	52	52.00	32	32.00
Training, workshops and Information	0	0	11	10.3	75	70.1	21	19.60	3	3.00	8	8.00	53	53.00	36	36.00
Tools for activity	0	0	10	9.3	75	10	22	20.60	4	4.00	9	9.00	50	50.00	37	37.00
Promoting the youth groups	2	1.9	6	5.6	74	69.2	25	23.40	7	7.00	5	5.00	51	51.00	37	37.00

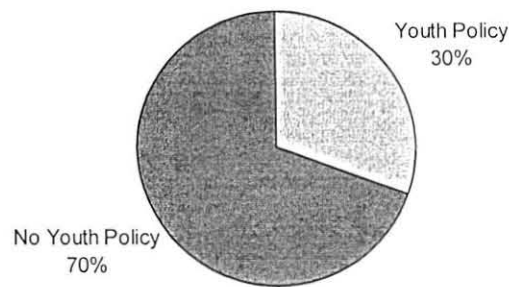
Source: Analysis of the Survey

5.2.5. Level of Awareness

A. Youth Policy

Youths should be aware of the duties and responsibilities set by the government for their participation to be meaningful. The youth policy has implied that the involvement of significant number of youths during the design and formulation of the youth policy (MYSC 2004:8).

Chart 5.7: Awareness of Respondent Youth About Youth Policy



Source: Analysis of the Survey

Seventy percent of the respondent youths have never heard about the youth policy (Chart 5.7). According to an interview with the kebele officials and leader of the youth association they said *we have just heard about it but never seen or read it*. On the contrary, almost 19% of the youths who have heard about the youth policy indicated that they heard about it through their local kebele. This implies that they won't have sufficient awareness about the policy since the officials themselves don't have either, as of the interview. The majority of the 'policy-informed' youths have indicated that they heard about it through school and mass media (Table 5.28). However, according to the focus groups held almost all the youths who said we know about the policy know more of its existence than its content. Thus, majority of the youth don't know what the government has designed for them as well as their duty and responsibility as a youth and how they can contribute in the developmental process.

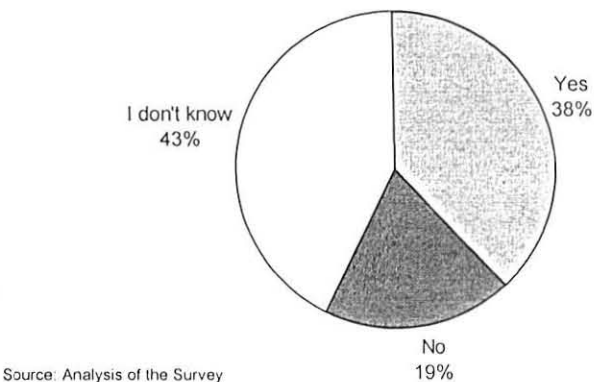
Table 5.28.Distribution of Respondents' Awareness about the Youth Policy

Awareness Through	Count	%
Family	5	7.81
School/Mass media	39	60.94
Kebele	12	18.75
Youth organizations & groups	6	9.38
Office	1	1.56
Total	64	100.00

Source: Analysis of the Survey

Thirty eight percent of the respondents who are members of youth organizations and who know about the policy have responded their youth group has contributed on design and formulation of the youth policy. And 43% of the respondents are not sure whether their group has took part in the design and formulation of the policy (Chart 5.8).

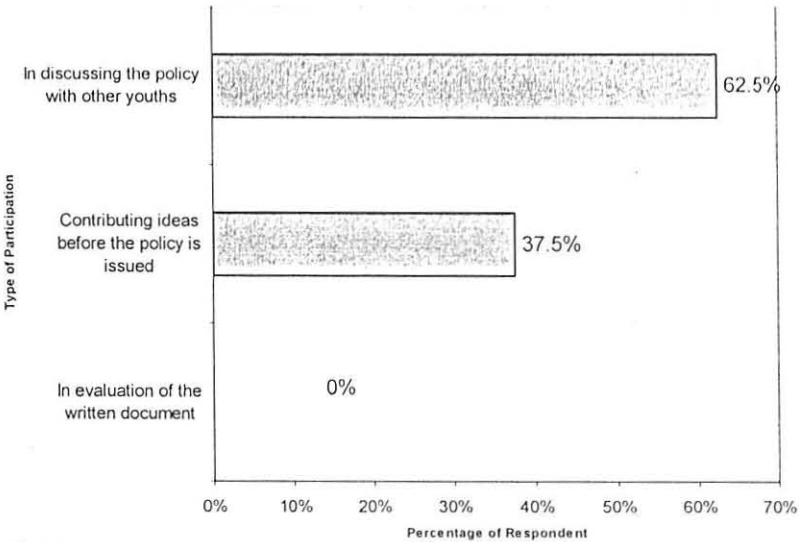
Chart 5.8: Respondent Youth's Participation in the Youth Policy Design



Source: Analysis of the Survey

Out of the respondents who have confirmed the contribution of their group in the design pointed that their involvement was in discussing the published youth policy while the remaining 37.5% has been involved in the policy design before it is issued (Chart 5.9).

Chart 5.9: Participation of Respondent youth's group in the Youth Policy



Source: Analysis of the Survey

However, discussion of the published policy could not be considered as a contribution of the respondent youths in design rather it may be taken as a scheme of awareness creation among the

youth. It should be noted that theoretically all the youth should be aware of the national youth policy (UNESCO 2004).

B. Awareness on Governmental Youth Organizations

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 level. Accordingly, 58% of the respondents have heard of the youth association, which is active in their local area while 66% have heard about Ministry of Youth, Sports and Culture (Table 5.29).

Table 5.29. Distribution of Respondent's Awareness about Government Youth Related Organizations

Organizations	Yes		No		Total	
	Count	%	Count	%	Count	%
Addis Ababa Youth Association	85	41.06	122	58.94	207	100.00
Local Branch of Addis Ababa Youth Association	121	58.45	86	41.55	207	100.00
Ministry of Youth, Culture and Sports	137	66.18	70	33.82	207	100.00

Source: Analysis of the Survey

The above sections on awareness demonstrate a lot should be done to increase the awareness of the youth towards youth policy and the organizations, which might help them to work with them.

5.2.6. Challenges of Youth Participation

There is almost an indication of various challenges encountered by the youth and 'supporting bodies' to have a genuine and effective youth participation. The challenges identified here fits particularly for environmental protection and community activities while they might be similar to the challenges encountered by various youth initiatives. The challenges are categorized into two: those challenges the youth and those challenges youth groups/initiatives are facing.

Lack of resources for participation and the addiction of the potential youth as a major challenging factor were mentioned by 64.73% and 36% of the respondents respectively. On the other hand, absence of encouraging adults and youth organizations and little attention given to youth participation were indicated as major challenges by 57% and 36% of the respondents. Poor attitude of the youth towards youth participation was not rated as a challenge by 65% of the respondents (Table 5.30). The focus group held also indicated that the unemployed youth are highly discouraged because of their critical economic problems and participation is more of a luxury to them as their day to day life is at stake. Moreover, during the interview it was mentioned that the high ambitiousness of the youth to get an immediate change as soon as they

started involvement leads them to discontinue their engagement. In fact according to the interview the changes are very sluggish and even unobservable for a while.

Table 5.30. Challenges of youth participation from the View of Respondents

Factors limiting youth participation	Major Challenge		Challenge		Not a Challenge		I don't know		Total
	Count	%	Count	%	Count	%	Count	%	Count
Factors on the part of the youth									
Poor attitude of the youth towards participation	26	12.56	98	47.34	65	31.40	18	8.70	207
Lack of resources for participation	134	64.73	56	27.05	14	6.76	3	1.45	207
Youth are victims of various addiction	75	36.23	73	35.27	51	24.64	8	3.86	207
Limited number of youth imitated activities	49	23.67	114	55.07	37	17.87	7	3.38	207
Outside factors									
Negative attitude towards the youth	47	22.71	107	51.69	46	22.22	7	3.38	207
Little attention is given to youth participation	75	36.23	91	43.96	33	15.94	8	3.86	207
Absence of encouraging adults and youth organizations	118	57.00	57	27.54	24	11.59	8	3.86	207

Source: Analysis of the Survey

In addition to the above challenges youth organizations are also facing lack of financial support (73.43%) and lack of information, skill, and other resources for activity (51.69%) were indicated as major challenges for the youth organizations to be active and effective. Besides, 39.13% of the respondents, who are members of various youth organizations, did not mention lack of interest among the youth as a challenge at all. (Table 5.31).

Table 5.31. Challenges faced by youth organizations/Groups from the View of Respondents

Challenging Factors	Major Challenge		Challenge		Not a Challenge		I don't know		Total
	Count	%	Count	%	Count	%	Count	%	Count
Less number of interested youth	19	9.18	99	47.83	81	39.13	8	3.86	207
Lack of information, skill, and tools for activity	107	51.69	84	40.58	12	5.80	4	1.93	207
Lack of financial support	152	73.43	41	19.81	10	4.83	4	1.93	207
Lack of support from local kebele	78	37.68	88	42.51	31	14.98	10	4.83	207
Lack of support from the community	59	28.50	106	51.21	34	16.43	8	3.86	207

Source: Analysis of the Survey

5.2.7. Prospects of Youth Participation

In spite of all the challenges aforementioned, there are still positive sides on which the governmental and non governmental organization as well as institutions can work on. As of the results of the survey and the FGDs held have strongly remarked that the youth is willing to take part in youth participation. The existence of self initiated youth is also an exemplary action, which should be motivated, and other interested youths can be supported to follow this model. The youth are also aware of the partnership they should have with adults to have effective participation. The establishment of youth associations at grass root level can help to perform a lot with all the youths throughout the sub-city. Moreover, the youth association at the Addis Ababa

level has a good contact with those at the regional level, which in turn have a frequent contact with local level associations. This strong hierarchical relation can be used to mobilize the youth for engagement in environmental protection and community service activities as well as to organize the potential NGOs and institutions towards achieving genuine youth participation. The existence of a number of schools within the sub-city can be used to guide students, school dropouts and out of school youths towards genuine participation as well as to instill a sense of voluntarism to serve the community they are living in. The design of the youth policy implies the new attention being given for the issues of the youth. Its existence will also help a lot in awareness creation and mobilizing of formal and informal institutions. There are also new initiatives such as the recent move by the Addis Ababa Youth Association to mobilize university students in teaching other high school students during their vacation. This implies that the move from highly sport and culture centered youth activities to other community activities and voluntarism. The aforementioned prospects together with more collaboration on the part of stakeholders can lead to genuine participation.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Major Findings of the Study

The active involvement and genuine participation of young people in environmental and community service is affected in various ways and through various factors. These factors are: the awareness and understanding of the youth about youth participation; the awareness of the community about participation; the interest of the youth; the performance of the already existing youth organization; the support of formal and informal institutions to the young people and the awareness of the youth and the community about the strategies, policies and government initiatives in the issue of the youth are the areas covered within this study.

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

- Regarding their understanding about youth participation, the majority of the youth have indicated that for them youth participation is not related with politics. Although they mentioned the gap of understanding between adults and young people, they still believe that partnership between adults and youth is crucial for the success of youth initiatives. For 40% of the respondents youth participation means being involved in youth organizations while for the other 37% it was more of involvement on single issue activities (implementation level) such as environmental protection and community service activities leaving out being representative in adult conferences from realm of participation. The majority of the youths have also indicated that more better participation can be encouraged by making the youth the designer and implementers of their own activities and evaluators of organization serving them.
- Regarding the interest of respondents 87.92% of the respondents believe that they have a contribution in development process while 85.51% are interested to participate in various developmental activities. 45.76% of the respondents are willing to participate in all youth activities. The interest with respect to sex and age is more or less similar. Larger portion (53.14%) of the respondents are interested to take part in community activities such as helping elders, needy people and vulnerable children. Generally, lack of interest on kebele

related activities is highly observed. Higher involvement (35.27%) of respondents is observed in environmental protection.

- With respect to level of participation, higher participation and interest of youth participation is observed in Kebele 03/09 where there is a relatively higher initiative. Females are less participating as compared to male respondents which was explained for the unwillingness of their parents to permit for participation for the sake of security and higher responsibilities within home.
- Most of the youths perceive that youth participation is an activity by students, the school dropouts and unemployed youths; and even the ones involved has terminated their voluntary participation when they got hired. This perception has also contributed for very few numbers of employed youth participants. 68% of the unemployed youth and the school dropouts have indicated that being participant of youth activities benefits them by engaging in developmental activities than being vulnerable to various addictions and social evils.
- There is no sufficient support and encouragement being given on the part of local kebele, other government organizations, NGOs and CBOs currently. There is no strong collaboration among them, which can be supportive for youth initiatives.
- Although youth respondents did not mentioned lack of interest as a major challenge, it was a case mentioned by those who are working with the youth. Respondents have indicated some factors contributing for lack of interest. These are low acceptance of young people by the community, lack of support for youth initiatives, lack of diverse activities and lack of sustainability of youth initiatives.
- Lack of skill, information and resources for participation and the youth as victim of various social evils are mentioned as challenges on the part of the youth. On the other hand, absence of encouraging adults, lack of support, few numbers of youth activities and absence of strong responsible body to encourage participation are major factors limiting the overall situation of youth participation.
- At school, lack of awareness about club activities and the dilemma that being involved will affect students academic performance has contributed for less participation of students.

- On the other hand, 73.43% of the respondents have indicated that lack of financial support is the major challenge for youth organizations, which was one of the major reason for termination of most youth initiatives. Disagreement among youth group members is also a reason for termination.
- Lack of awareness of the youth on their contribution on environmental issues, on the policy issues and government initiatives are the other challenge in promoting youth participation.

6.2. Conclusions

The youth has a crucial role in development, which can be solely realized through their genuine and active participation in areas that affect their life and the community at large. Youth participation contributes for healthy all rounded youth development as well as for dynamic changes within the community, making it *our greatest hope for lasting social transformation* (Mokwena 2001:29). Voluntary work and community service is central to the development of young people's sense of responsibility and autonomy in becoming social actors. The principle of creating real opportunities for participation appears to be linked first, to the necessity of making assessments of the concrete contributions young people can make or are potentially capable of making if given the guidance. Secondly, the community has to learn to be creative in their needs for young people's contributions. The approaches made to participate the youth should not be 'non-participating forms' which limit the full involvement and the decision making power of the youth.

Based on this study the interest of young people and engagement of youth initiatives is confined to implementation level on area of environmental protection and community service. Although this should be extended to other more involving levels such as decision-making and planning, government and NGOs can build on these initiatives for promoting more youth involvement in these area. Moreover, young people's limited awareness about youth the environment and HIV/AIDS will make the extent of support demand from institutions relatively lesser than starting over on other areas of involvement. Accordingly, a youth activity in which adults will be partners will be preferable for sustainability of the initiatives through transfer of knowledge of adults, which in turn leads to youth-led initiatives. Moreover, CBOs can be used to reach the youth at the local level and to increase the contribution of adults.

Lack of interest on the part of the youth and other wrong perception of the youth are often mentioned for the reservation of the youth from participation. Rather findings of this study revealed that their lack of skill and resources and the addiction of many unemployed and school dropouts are more challenging to youth participation than their low interest and unwillingness. It is also indicated that youth participation is highly affected by factors such as low acceptance of young people; lack of support of local government, NGOs and CBOs; lack of information; and absence of a strong body facilitating youth participation. Routine engagement and limited diversity of youth activities within youth organizations has also contributed for less involvement of youths.

The attention given by the local government to youth participation is low which is indicated by the absence of budget allocation and absence of a strong responsible body on the issue of the youth. The collaboration among governmental and non-governmental organizations to encourage the youth for participation is very limited. Some functioning body such as youth associations and few youth initiated groups are active while there is no conducive environment for more effective participation. The awareness of the youth and the community about youth participation is also very low. This explains the challenges and the scene of youth participation.

Although the challenges point towards the urgent attention that should be given by all development actors, the way forward is still hopeful that calls for all stakeholders to collaborate and embrace this neglected part of the society in whom huge potential for sustainable development is available. The youth's awareness of their contribution, though in a limited way; their willingness and interest to be involved; their awareness on the need of adult partnership; the already existing youth initiatives; the presence of number of CBOs and schools as a channel for promotion of youth participation; establishment of youth association at the local level with good hierarchical contact and the new universal shift towards youth are the bright sides to work on. Moreover, more investigation of the challenges the youth facing to take the initiative as well as the approaches in which more youth will be encouraged for voluntarism should be identified.

6.3. Recommendations

Based on the findings of this study, the following recommendations could be made:

- Though there has been some effort by the government to help youth to be involved in developmental activities, still large potential of the youth potential remains untapped.

Government, NGOs, and CBOs should work in partnership by embracing the youth to bring genuine youth participation. Moreover, awareness creation about the role of adults in youth participation for adults, particularly for members of CBOs, is also crucial. In partnership with young people, authorities should therefore develop systems, which encourage and validate voluntary youth activity within the community, in the formal education system and also in various organizations.

- In most places there is observed absence of strong responsible body to encourage and work on participation of the youth. This should be put into consideration for without it there won't be an organized and effective youth participation rather young people's participation will be fragmented. Thus, assigning a strong responsible body at the local level, and allocation of budget for youth activity initiatives should be reconsidered.
- The implementation of the policies and strategies outlined by the government can be achieved through provision of youth related information to youth, parents and to the public as a whole; incorporating youth creativity enhancement programs to the educational system; supporting establishment and expansion of youth clubs in every locality; and through facilitating ways for international participation of the youth as experience sharing.
- The local government should work with the youth themselves and also should act as a link between the youth and NGOs, CBOs and resourceful persons. This might change the negative attitude of young people about the local kebele.
- The involvement of the youth in most cases is on single issues and often at the implementation stage. However their voice should be part of the design and formulation of various strategies and policies which affect their life. Particularly, the youth should be part of monitoring and evaluation process of policies designed for them as well as should contribute in the amendments to be made.
- Youth empowerment is also the best strategy to promote young people's involvement and to participate them in planning and implementation of developmental activities.. More awareness creation on the youth policy as well as the government's initiative on the issues of the youth should be given due attention so that the youth will identify their duties and responsibilities as citizens. On this area, media could play a big role too. Trainings and workshops on youth participation, voluntarism, on different life skills, and on issues like STDs, HIV/AIDS, and environmental protection should be prepared to motivate the youth

and to equip them for participation. This might change the attitude of the community and the youth on participation.

- Youth development as a new area of field and approach should be given more emphasis since it encourages the youth to see the potential they have, preparing them for more energetic and genuine participation. Approaches on the field of youth development should be adapted to specific political and socio-economic condition of the youth in Ethiopia and be used as a guide for youth participation.
- *Young People's Recommendation*: the youth themselves have suggested points which might help for more participation such as, informing young people in an interesting and accessible ways using school educational system, media, posters, youth clubs and youth forums; setting a strong local representative within the community which is responsible for the youth initiatives and facilitates their participation; a body which builds partnership between young people and CBOs as well as resource persons; and creating more regular and on going opportunity for participation since participation should be a continuous process.
- Further research is needed in this area on a large scale which is important due to the lack of studies on this area and the immense advantage of involving the youth in the development process. The researcher has found out some areas more wide to be explored and recommends other researchers to carry out an in-depth exploration on placing the youth at the center of the development process. These areas are challenges of involving the youth in decision making; youth participation in local government; challenges of voluntarism; challenges of youth organizations and youth-led activities; and promotion of young people's involvement particularly young women's involvement are some of the areas which are open for more study.

Generally, youth should be given ample opportunity to participate in the political, socio-economic and environmental decision-making process at national, regional, zonal, and local levels. Provision of these opportunities is related with solving the problems of the youth, empowering the youth, giving them voice in decisions that matter to their lives and on making researches on youth issues and on youth development.

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APPENDICES

Appendix 1: Dimensions of Youth Participation

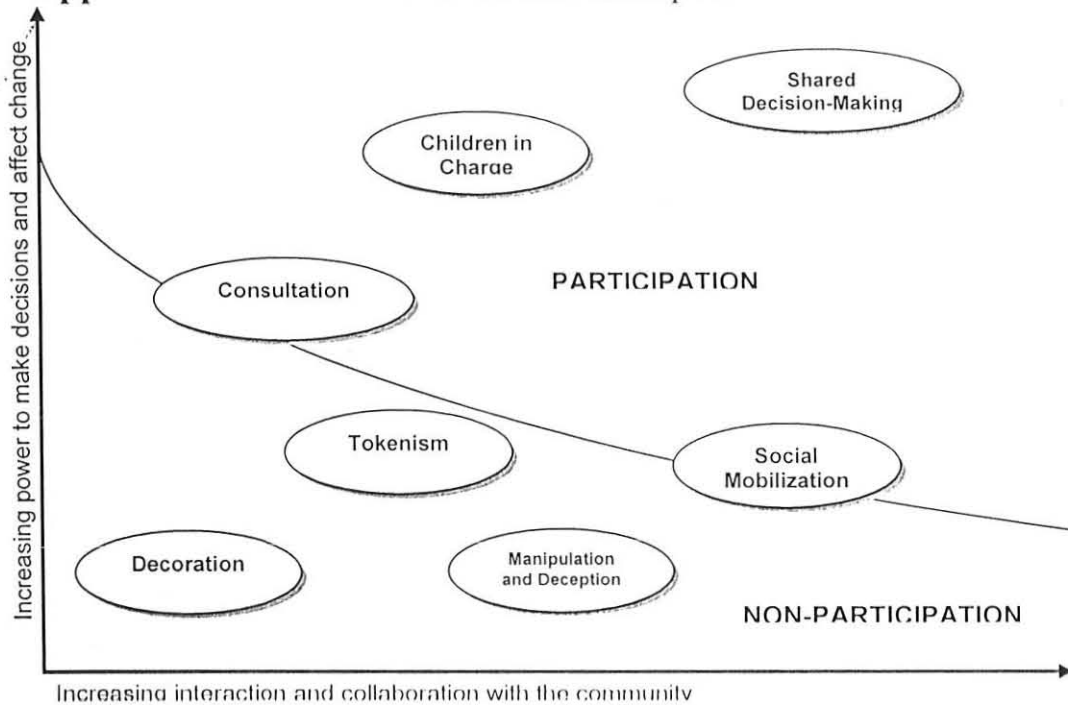


Figure1: The Dimensions of Youth Participation.

Illustration: The above figure illustrates a typology for thinking about young people's participation in developmental activities, based on two primary dimensions: first young people's power to make decisions and affect change; second, young people's interaction and collaboration with other people in the community. While the power to make decisions and affect changes is the most important dimension (participation cannot be 'real' without some degree of power-sharing), the level of interaction and collaboration with other people in the community is also important. Real participation provides both power and interaction Driskell (2002:40). As one move towards left the levels of participation empowers the youth with more interaction with the community. On the other hand, as one moves upward on the level of participation the power of decision making of the youth and the level to which their voice will be heard will increase. This demonstration is based on Roger Hart's ladder of participation (Hart 1997:41), where the forms of young people's participation was emphasized. The levels are not meant to imply that a youth should always be attempting to operate at the highest level of their competence which is shared decision making. The important principle is to avoid working at the three lowest levels while involving young people.

Appendix 2: Youth Related International Agreements and Declarations

A. Convention on the Rights of the Child

The UN's CRC endorses the right of young people to participate as fully as possible in their society. The UN Convention on the Rights of the Child states:

"Countries shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child." (Article 12)

"The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice." (Article 13)

B. International Agreements related to Youth

Many decisions are taken and action plans formed at international level regarding youth participation in decision-making mechanisms. The major ones are the effective implementation of Local Agenda 21, Millennium Development Goals, World Program of Action for Youth to Year 2000 and Beyond, Lisbon Declaration on Youth and the Johannesburg Plan of Implementation. The World Programme of Action for Youth to the Year 2000 and Beyond, adopted by the General Assembly in 1996, and the Lisbon Declaration on Youth Policies and Programmes, adopted at the World Conference of Ministers Responsible for Youth, held at Lisbon from 8 to 12 August 1998. Chapter 25 of Local Agenda 21, is adopted at the 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro, reads as follows: "It is imperative that youth from all parts of the world 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 into account."

Appendix 3: Survey Questionnaire

Written Questionnaire designed for Youth about Their Participation in Environmental Activities and Community Service

The involvement of youth on development is important and attention should be given to it. This questionnaire is prepared to analyze the participation of youth in environmental protection and voluntary community activities.

Instructions:

1. If blank spaces are provided fill in the blank space.
2. If an option is given with no instruction, circle the most appropriate choice.
3. When you are asked to give rank write the rank number you assigned in the space provided.
4. There may be questions with more than one answer, so read the instructions provided beside the questions.
5. If you have answers different from the options given, you can write on the blanks which are provided in **Other specify**.
6. In other cases just follow the instruction given with the questions.

Date _____

Enumerator _____

Youth code _____

PART 1. General Information

1. Sub-city _____
2. Kebele _____
3. Sex 1) Male 2) Female
4. Age _____
5. Marital status
1) Single 2) Married 3) Divorced/Separated 4) Widowed
6. If your answer for question 5 is "Single", with whom are you living?
1) Alone
2) With your friends
3) With your family and relatives
4) Others (specify) _____
7. If your answer for Question 5 is "Married", do you have children?
1) Yes 2) No
8. Your physical condition
1) Able bodied 2) Handicapped
9. Educational level (in grades)
1) Illiterate
2) Grade 1 up to 8
3) Grade 9 up to 12
4) If above 12 Specify: _____
10. Currently you are,
1) School dropout 4) Self employed
2) Student 5) Employed
3) Unemployed 6) Others (Specify) _____

11. In addition to your academic education at school have you got training in a special skill?
1) Yes 2) No
12. If Yes, state the type and level of skill
1) Vocational trainings (Mechanics, Electricity, Draftsmanship, Home economics)
2) Other trainings (Masonry, Carpentry, Weaving, Basketry)
3) Others (Specify) _____

PART 2. Youth and their Role in Development

13. Do you think young people have a role in changing their surrounding and the community?
1) Yes 2) No
14. Do you think personally you have a role in changing your surrounding and the community?
1) Yes 2) No
15. If **No** to Question 14, your major reason is
1) You are too young to make a contribution
2) The society will not accept you.
3) You lack the inputs to make contribution (Skill, Information, Money, Working Tools)
4) Other (Specify) _____
16. If **Yes** to Question 14, what kind of contribution do you think you can make? (*You can circle more than one answer.*)
1) Teaching the society about health issues like HIV, sexually transmitted diseases, personal hygiene
2) Protecting our environment by maintain the cleanliness and in planting trees, flowers
3) Helping and supporting older people
4) Others (Specify) _____
17. Which one of these approaches is **best** to make the youth active participant in development?
1) The youth should be wiling to implement what adults have designed for them.
2) Adults can help the youth activities in giving ideas and in being collaborators.
3) The youth alone should directly participate in planning, designing, implementing and evaluation of programs affecting the youth's life.
4) Others (specify) _____
18. Does the role of youth in community activities is necessarily related with their political involvement?
1) Yes 2) No
19. If **Yes** to Question 18, which one is the major reason?
1) Mostly youth participation is initiated by the government or other political groups.
2) Leaders of youth organization are politically affiliated.
3) The youth organizations are fully under the control of local kebele.
4) Permission for the local kebele is needed to organize youth organizations.
5) Others (specify) _____
20. Do you think your ideas on changing your surrounding and helping others are acceptable by other youth friends?
1) Yes 2) No
21. If **No** to Question 21, which one is the major reason?
1) Most youth are victims of drugs and other addictions.
2) Most youth are not interested on making contribution in community development.
3) Most youth do not know they have a contribution within the community
4) Others (specify) _____

22. If you are a **student**, do you think your ideas on changing your surrounding and helping others are acceptable by your teachers at school?
 1) Yes 2) No
23. If **No** to Question 22, which one is the major reason?
 1) Teachers give priority to academic education than youth activities.
 2) Teachers do not have confidence on the contribution students can make on changing their surrounding.
 3) Teachers are too busy on their own business.
 4) Others (Specify) _____
24. If you are **living with your family**, do you think your ideas on changing your surrounding and helping others are acceptable by your family?
 1) Yes 2) No
25. If **No** to Question 24, which one is the major reason?
 1) Your family wants to protect you from addiction or other harmful exposures.
 2) Your family thinks youth participation is related with politics.
 3) Your family thinks youth participation will have a negative impact on your education.
 4) Others (specify) _____
26. Do you think your ideas on changing your surrounding and helping others are acceptable by the local government (Kebele)?
 1) Yes 2) No
27. If **No** to Question 26, which one is the major reason?
 1) The government does not give attention to youth participation.
 2) The government has developed negative attitude towards the youth.
 3) The government does not encourage the youth to organize youth organizations.
 4) Others (specify) _____

28. Which are the areas you prefer to be involved in making contribution? Give reasons. *Rank your preference based on*

0=I am not interested, 1= I am moderately interested, 2= I am very interested

	Write 0,1,2 to rate your preference	Areas	Reasons for the ones you rated 2
1		Family	
2		School	
3		Neighborhood and Community	
4		Local kebele administration	
		<i>Others (Specify)</i>	
5			

PART 3. Youth Participation

29. Do you know what *youth participation* means?

- 1) Yes 2) No

30. Youth participation is:

Rank your answer 0=Not related, 1=Somehow related, and 2= Highly related.

- 1) Political _____
 2) Social _____
 3) Economical _____
 4) Others (specify) _____

- If **Yes** to Question 38, answer Questions 39 and 40. Otherwise go to Question 40 Column 4 of the table and rate your interest in participation.

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44. What type of activities do you think the youth will actively and voluntarily participate?

Rank your answer based on

0= I don't know 1= Not interesting at all 2= Interesting 3= Very interesting

- 1) When the activities will change and develop their surrounding _____
- 2) When the activities are income generating _____
- 3) When the activities are initiated by the youth _____
- 4) When the activities are supported by adults _____
- 5) Others (Specify) _____

45. Do you know a group or an organization which initiate the participation of youth in your kebele?

- 1) Yes
- 2) No

46. If **Yes** to Question 45, which ones are active in your kebele?

Rank your answer based on

0= I don't know 1= Not active 2= Active 3= Very active

- 1) Local kebele and City administration _____
- 2) Addis Ababa youth association office _____
- 3) Youth initiated clubs _____
- 4) NGOs and Community Based organizations (Iqub, Iddir, Church, Mosques) _____
- 5) Others (Specify) _____

47. How many youth clubs or organizations are there with in your village?

- 1) None
- 2) Only one
- 3) 2-10
- 4) More than 10
- 5) I don't know

48. Establishments of Youth clubs and organizations is mainly due to

- 1) Adult leadership and Adult initiation
- 2) Youth-adult partnership
- 3) Youth initiation and Youth leadership
- 4) Others (specify) 1. _____

49. Is there a group of youth which participate in environmental protection and sanitation in your kebele?

- 1) Yes
- 2) No

If you say '**Yes**' to Question 49, fill in the table below. Otherwise go to Question 51.

50. What are the activities the youth perform and how often?

	Put ✓ on your area of involvement	Areas of Participation	Frequency (Put ✓ mark)		
			More than Once in a Month	Once in a Month	Annually
1		Plantation on the streets			
2		Cleaning the surrounding and beautifying			
3		Setting up a wastage place for the community			
4		Teaching the community how to keep their surrounding clean and attractive			
		Others (Specify)			
5					
6					

51. Is there any organized group of youth to help people voluntarily and support the community?

- 1) Yes
- 2) No

If you say 'Yes' to Question 51, fill the blank below. Otherwise go to Question 52.

52. What activities are being performed by the group and how often?

	Put ✓ on your area of involvement	Areas	Frequency (Put ✓ mark)		
			More than Once in a Month	Once in a Month	Annually
1		In teaching about HIV/AIDS, sexually transmitted diseases, and other health issues			
2		In helping the old people, the homeless, the HIV victims and orphans.			
3		In organizing entertainment programs for the youth which do not expose the youth to various addictions			
		<i>Others (Specify)</i>			
4					
5					

53. If there is no group participating in both or one of the areas mentioned above (environmental protection and sanitation and/or voluntary community service activities) what are the problems to organize a group?

Rank your answer based on

0= I don't know 1= Not a problem 2= Minor problem 3= Major Problem

- 1) Absence of responsible body to organize the youth
- 2) The negative attitudes adults have on the youth _____
- 3) Lack of skill, awareness, tools to perform activities _____
- 4) Lack of an initiation and interest of the youth _____
- 5) Others (Specify) _____

PART 4. Youth Groups/ Youth Clubs

54. Have you ever been a member of a youth group?

- 1) Yes
- 2) No

If 'Yes' to Question 54, answer Question 55 to 59. Otherwise go to Question 60.

55. Out of the members of the youth groups majority are in age category

- 1) 11-14
- 2) 15-18
- 3) 18-25
- 4) 26-30
- 5) Above 31

56. The youth who have more voice in the youth club are in the age category,

- 1) Below 17
- 2) 18-25
- 3) 26-30
- 4) Above 31
- 5) All

57. What is the sex composition of the youth group?

- 1) More male and few female
- 2) More female and few male
- 3) Half male and half female
- 4) Others (Specify) _____

58. What is being done to motivate females' participation?
- 1) Inviting and initiating young girls to youth clubs
 - 2) Making the working environment safe to girls
 - 3) Motivating the girls which are already members of youth clubs
 - 4) Others (Specify) _____
59. Based on sex, who is actively involved in decision-making within the youth group?
- 1) Young men
 - 2) Young women
 - 3) Equal involvement
 - 4) Others (Specify) _____
60. What is the support provided by the local government (kebele) for youth groups?
Rank your answer based on
0= I don't know 1= No support, 2= Limited support 3= High support
- 1) Financial support and follow up _____
 - 2) Provision of training, workshops and information _____
 - 3) Tools for activities _____
 - 4) Recognition to other supporting bodies _____
 - 5) Others (Specify) _____
61. What is the support provided by NGOs for youth groups?
Rank your answer based on
0= I don't know 1= No support, 2= Limited support 3= High support
- 1) Financial support and follow up _____
 - 2) Provision of training, workshops and information _____
 - 3) Tools for activities _____
 - 4) Recognition to other supporting bodies _____
 - 5) Others (Specify) _____
62. What is the support provided by Community Based Organizations (Iqub, Iddir, churches and Mosques) for youth groups?
Rank your answer based on
0= I don't know 1= No support, 2= Limited support 3= High support
- 1) Financial support and follow up _____
 - 2) Provision of training, workshops and information _____
 - 3) Tools for activities _____
 - 4) Recognition to other supporting bodies _____
 - 5) Others (Specify) _____
63. What are the challenges youth groups faces to participate less actively?
Rank your answer based on
0= I don't know 1= Not a challenge, 2= Minor challenge 3= Major challenge
- 1) Less number of interested youth _____
 - 2) Lack of information, skill, provision of tools for activities _____
 - 3) Lack of financial support _____
 - 4) Lack of support from the local kebele _____
 - 5) Lack of support of the community _____
 - 6) Other Challenges _____
64. Do you know any youth groups which is terminated?
- 1) Yes
 - 2) No

65. If **Yes** to Question 64 which are the reasons for the termination of the youth groups?

Rank your answer based on

0= I don't know 1= Not a challenge, 2= Minor challenge 3= Major challenge

- 1) Lack of cooperation among the members youth of youth organizations _____
- 2) Lack of information, skill, provision of tools for activities _____
- 3) Lack of financial support _____
- 4) Lack of support from the local kebele _____
- 5) Lack of support of the community _____
- 6) Other Reasons _____

Part 5. Youth and Family

If you are living with your family, answer Question 66 to 71. Otherwise go to **PART 6**.

66. Does your family ask your views in decisions made with in the home?

- 1) Not at all 2) A few times 3) Often 4) Always

67. What are the responses of your family in the most decisions you make in your life? Circle the most preferable answer.

- 1) They will tell me I don't know what I'm doing
- 2) They will just ignore my decision
- 3) They will force me to change my decision
- 4) They want to discuss to find out my reasons

68. Does your family teach you about keeping the environment clean and attractive?

- 1) Yes 2) No

69. Does your family give you directions on how to help the community voluntarily?

- 1) Yes 2) No

70. Does your family allow you to participate in youth groups within your local community?

- 1) Yes 2) No

71. If **No** to Question 70, which one the major reason?

- 1) They want you to focus on your academic study only.
- 2) They want to protect you from other anti-social behaviors.
- 3) They don't believe you have a potential to contribute.
- 4) They are not interested in youth participation.
- 5) Other Reasons (Specify) _____

Part 6. Youth and School/College

If you are a regular student answer Question 72 to 82. Otherwise go to **PART 7**.

72. Is there a youth group/club in your school?

- 1) Yes 2) No

73. If **No** to Question 72, why?

Rank your answer based on

0= I don't know 1= Not a reason 2= Minor Reason 3= Major Reason

- 1) School administration and teachers are not interested on youth activities. _____
- 2) There is no responsible body on youth issues. _____
- 3) Students are not interested in youth activities. _____
- 4) Other Reasons (Specify) _____

74. If '**Yes**' to Question 72, in which activities are the youth groups functioning?

(You can circle more than one activity.)

- 1) Creating awareness and initiating the youth on environmental care, and sanitation, and beautifying the surrounding
- 2) Creating awareness about youth voluntarism, and serving family and community
- 3) In helping old people, the homeless, the HIV victims and HIV orphans
- 4) Teaching students about HIV/AIDS and other health related issues
- 5) Others (Specify) _____

75. Do you have a library in your school?

- 1) Yes
- 2) No

76. If '**Yes**' to Question 75, are there books on

Rank your answer based on

0= I don't know

1= No such books,

2= Books are available

- 1) Youth activities _____
- 2) Sanitation and Environmental care _____
- 3) Helping others and voluntary activities _____
- 4) Other related books (specify) _____

77. Have you ever been out to serve the community outside your school/ college compound?

- 1) Yes
- 2) No

78. If '**Yes**' to question 77, in what activities

- 1) Creating awareness and initiating the youth on environmental care, and sanitation, and beautifying the surrounding
- 2) Creating awareness about youth voluntarism, and helping family and community
- 3) In helping old people, the homeless, the HIV victims and HIV orphans
- 4) Teaching others about HIV/AIDS and other health related issues
- 5) Others (Specify) _____

Part 7. Employed Youth

If you are an employed youth in governmental, non governmental or business organizations answer Question 79 to 83. Otherwise go to **PART 8**.

79. Are there youth groups/clubs in the organization you are working?

- 1) Yes
- 2) No

80. If '**No**' to Question 79, what is your major reason?

- 1) Youth activities are not for the employed youth.
- 2) Employed youth are too busy to participate.
- 3) There is no responsible body for coordinating the even when the youth are volunteer.
- 4) Others (Specify) _____

If '**Yes**' to Question 79, answer questions 81 to 83.

81. What are the activities of the group?

- 1) Creating awareness and initiating the youth on environmental care, and sanitation, and beautifying the surrounding
- 2) Creating awareness about youth voluntarism, and helping family and community
- 3) In helping old people, the homeless, the HIV victims and HIV orphans
- 4) Teaching others about HIV/AIDS and other health related issues
- 5) Others (Specify) _____

82. Is the participation of the youth club in your office restricted to activities within the compound?

- 1) Yes
- 2) No

83. Are you member of the club?

- 1) Yes
- 2) No

Part 8. Self employed Youth

If you are self-employed youth, i.e., running your own means of income generating activities answer Question 84 to 87. Otherwise go to PART 9.

84. Do you have time to participate in youth clubs?
1) Yes 2) No
85. If **Yes** to Question 84, are you participating in youth groups?
1) Yes 2) No
86. Is there an active youth group, which is initiated by self-employed youth?
1) Yes 2) No
87. If **Yes** to Question 86, in which activities is the youth group participating?
1) Creating awareness and initiating the youth on environmental care, and sanitation, and beautifying the surrounding
2) Creating awareness about youth voluntarism, and helping family and community
3) In helping old people, the homeless, the HIV victims and HIV orphans
4) Teaching others about HIV/AIDS and other health related issues
5) Others (Specify) _____

Part 9. Unemployed Youth and/ or School Drop outs

If you are an unemployed youth answer Questions 88 to 91. Otherwise go to PART 10.

88. Are you interested to participate in youth activities most of your spare times?
1) Yes 2) No
89. What does participation in youth activities implies for you?

Rank your answer based on

0=I don't know 1= Not Related at all, 1= Somehow related 2= Exactly the same

- 1) Exposure to be involved in illegal activities and in anti-social behaviors
2) Spending time in tiresome and boring activities _____
3) Using your time on changing your surrounding and gaining new skills
4) Others _____
90. Is there an active youth group, which is initiated by unemployed youth?
1) Yes 2) No
91. If **Yes** to Question 90, in which activities is your group participating?
1) Creating awareness and initiating the youth on environmental care, and sanitation, and beautifying the surrounding
2) Creating awareness about youth voluntarism, and helping family and community
3) In helping old people, the homeless, the HIV victims and HIV orphans
4) Teaching others about HIV/AIDS and other health related issues
5) Others (Specify) _____

Part 10. Institutional Awareness

92. Is there a policy designed for the youth by the government?
1) Yes 2) No

If your answer is **Yes** for Question 92, answer question 93 to 97, otherwise go to question 98.

93. From where did you hear about the youth policy?
- 1) Family
 - 2) School and Media (Newspaper, Radio...)
 - 3) Local kebele
 - 4) Youth organizations and clubs
 - 5) Others (specify) _____
94. Was there any possibility you or your youth group did any contribution on the design and formulation of the youth policy?
- 1) Yes
 - 2) No
 - 3) I don't know
95. If **Yes** to Question 94, how did you/the youth group participated?
- 1) In evaluating the written document of the policy
 - 2) In contributing ideas to the policy makers through discussion before finalizing the policy
 - 3) In discussing the published policy with other youth.
 - 4) Others _____
96. Is the policy conducive to initiate more youth participation?
- 1) Yes
 - 2) No
 - 3) I don't know
97. Does the policy initiate more organizations to work with the youth?
- 1) Yes
 - 2) No
 - 3) I don't know
98. Have you heard of an organization named 'Addis Ababa Youth Association'?
- 1) Yes
 - 2) No
99. Have you heard of the youth association at sub-city or kebele level?
- 1) Yes
 - 2) No
100. Have you heard of Ministry of youth, culture and sports?
- 1) Yes
 - 2) No

Summary

Observation of the Data Enumerator

Name of Data Enumerator

Signature of Data Enumerator

Observation of the Supervisor

Name of Supervisor

Signature of Supervisor

Thank you for your cooperation in filing this questionnaire.

Appendix 4: Check list for Interviews Conducted

This interview questions will be discussed with different bodies established to work with youth.

A. Kebele workers

B. NGO representatives

C. Addis Ababa youth association's kebele representatives

D. Addis Ababa Environmental Protection Offices

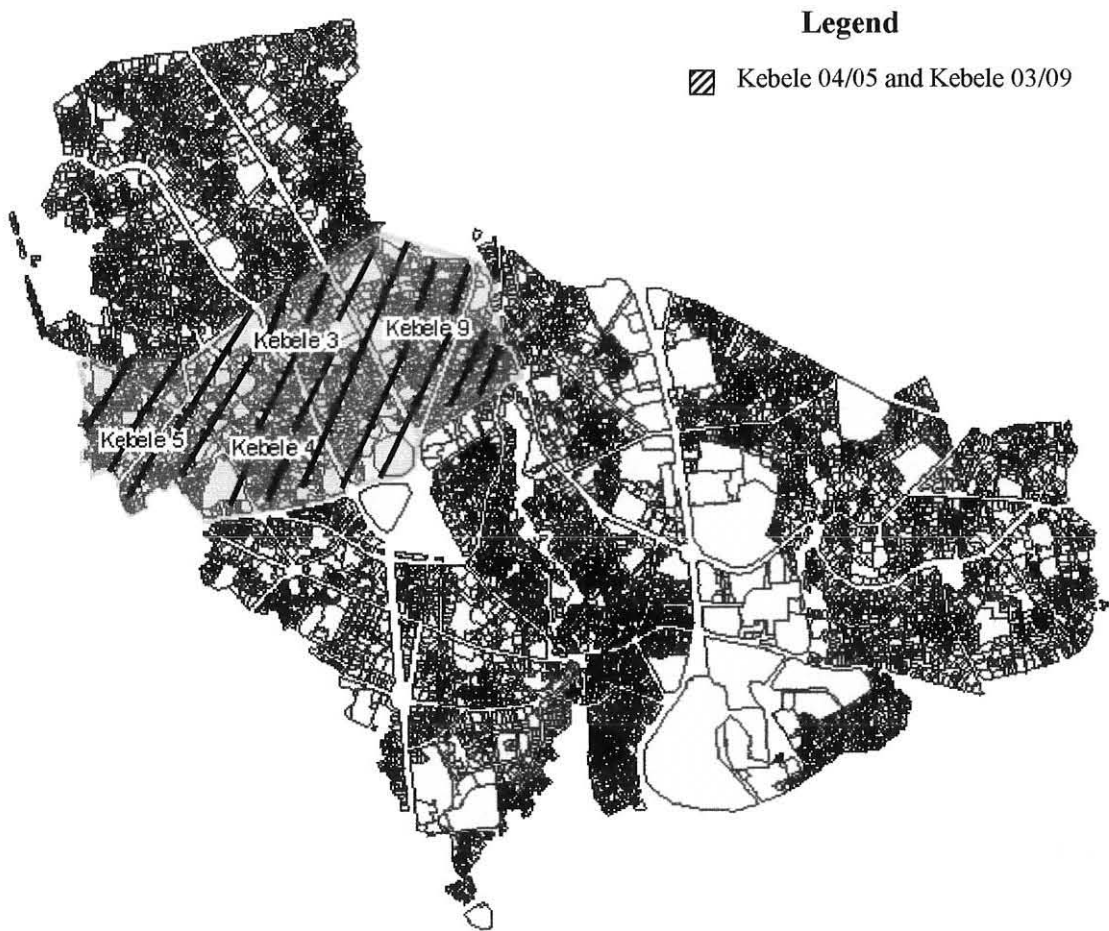
1. What is your organization performing in areas of youth? ☐
2. Does the youth have contribution in developmental activities or not? ☐
3. If Yes, in what kinds of activities? ☐
4. Does successful youth participation necessarily needs the involvement of adults? ☐
5. What is your/ your organizations role in the participation of the youth? ☐
6. How do you rate the participation of the youth in your area? (Unsatisfactory, Satisfactory, Great) ☐
7. What are your methods of working with the youth? ☐
8. What is the support needed by the youth to actively participate in youth activities? ☐
9. Do you think the local government is concerned about the active participation of the youth? Why? ☐
10. Do you think NGOs are concerned about the active participation of the youth? Why? ☐
11. Do you think CBOs are concerned about the active participation of the youth? Why? ☐
12. Do you support and motivate youths to participate in environmental care and protection? ☐
13. Do you motivate and guide youths to participate in voluntary community helping activities? ☐
14. Are there any governmental problems the youth face to be active participant in environmental protection? Explain. ☐
15. Are there any economical problems the youth face to be active participant in environmental protection? Explain. ☐
16. Are there any social problems the youth face to be active participant in environmental protection? Explain. ☐
17. Are there any governmental problems the youth face to be active participant in voluntary community participations? Explain. ☐
18. Are there any economical problems the youth face to be active participant in voluntary community participations? Explain. ☐
19. Are there any social problems the youth face to be active participant in voluntary community participations? Explain. ☐
20. Did your organization provided/planned solutions for any of the problems the youth has encountered to be active participant? ☐
21. Are there any incentives for youth participation initiated by the youth themselves? ☐
22. What are the conducive environments created for active youth participation? ☐
23. Are there any plans to involve the youth in more participation? ☐

Appendix 5: Checklist for Focus Group Discussions

The youth are divided into three groups: unemployed and school dropouts, students, and self-employed youths for focus group discussions.

- 1. What does the current youth participation trend looks like? ☐
- 2. Are the youth interested and willing to participate in youth group activities? ☐
- 3. What are the challenges faced youth clubs to actively participate in environmental care and protection activities? ☐
- 4. What are the possible activities the youth can be engaged in environmental care and protection? ☐
- 5. What are the possible activities the youth can be engaged in community activities? ☐
- 6. What are the challenges faced by youth groups to actively participate in voluntary community service activities? ☐
- 7. Does the local government give support for youth activities? How? ☐
- 8. Do the Non Governmental Organizations give support for youth activities? How? ☐
- 9. Do the Community based organizations like 'Iddir', 'Iqqub', church, and Mosques give support for youth activities? How? ☐
- 10. What is the attitude of the community on the youth activities? Positive or Negative? Give justification? ☐

Appendix 6: Map of the Study Area



Map 1: The map of Kebele 03/09 and Kebele 04/05 within Arada Sub-city

NOTE: This map represents the Arada Sub-city. The shaded region indicates the area in which the study took place. The shaded region shows the boundary of each kebele. Currently Kebele 03 and Kebele 09 are combined to one kebele. The same holds true to Kebele 04 and Kebele 05 as well. Currently the two kebeles are named Kebele 03/09 and Kebele 04/05.

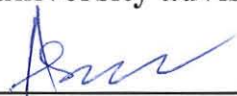
DECLARATION

I, the undersigned, declare that this thesis, 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.

Name Sidisse Buli

Signature Sidisse Buli

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



A. S. Yaruigam (Ph. D)
June 2005