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# **YOUTH EMPOWERMENT PROJECT; ITS IMPLEMENTATION AND IMPLICATION FOR YOUTH WELLBEING: THE CASE OF KOLFE KERANIO SUB CITY, WEREDA 9 YOUTH CENTER**

**Research document submitted to Addis Ababa University  
School of Commerce Graduate Program Department of  
Project Management**

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**Presented in Partial Fulfillment of the Requirements for  
Awards of the Masters Degree of Project Management**

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*July, 2018  
Addis Ababa, Ethiopia*

**ADDIS ABABA UNIVERSITY  
SCHOOL OF COMMERCE DISTANCE LEARNING GRADUATE  
PROGRAM DEPARTMENT OF PROJECT MANAGEMENT**

**Youth Empowerment Project; its Implementation and Implication for  
Youth Wellbeing: The Case of Kolfe Keranio Sub City, Wereda 9  
Youth Center**

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**Addis Ababa, Ethiopia**

**July, 2018**

## **Declaration**

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

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## **Acknowledgements**

First of all, I would convey my deepest gratitude to my Advisor Fisseha Afework [Assistant Professor] for all his constructive comments and the commitments he showed me throughout this study. Thank you my advisor, once again. I am also grateful to all study respondents for their valuable time in the course of data collection. Finally, I would like to thank Mr. Gezehagn Alemayehu [Sport and Entertainment Officer] and Elisabeth Amenu [Training and Program Officer] for their genuine cooperation during data collection, and being served me as a gate keeper at the very beginning of data collection.

## **ABBREVIATION**

CSA – Central Statistical Agency

HIV/AIDS - Human Immune Virus/Acquired Immune Deficiency Syndrome

NYP - National Youth Policy

NGO - Non-Governmental Organization

RH - Reproductive Health

SMART- Specific, Measurable, Attainable, Reliable and Time bounded

SRH -Sexual and Reproductive Health

STD -Sexually Transmitted Diseases

VCT - Voluntarily Counseling and Testing

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## ***Abstract***

*The study was concerned with an assessment of youth empowerment project; its implementation and implication for youth wellbeing: the case of Kolfe Keranio Sub City, Wereda 9 youth center. The youth empowerments' implication for their social welfare, economic benefit and health were assessed. Qualitative research method was used; and case study was employed among qualitative research design. The study participants were selected by using non probability method; purposive sampling selection technique was employed to select study participants. Accordingly, sixteen youth interviewees and seven key informants were considered. Youths and the key informants were selected by basing the objectives of the study and then dividing activities of the project in to four main categories. Interview guide was used to generate data from youth interviewees and key informants; and observation was also conducted by the use of observation checklist. The data obtained was analyzed thematically based on the study objectives and was discussed in line with literatures related to youth empowerments, the fundamental assumptions of Positive Youth Development Model and Project Management Landscapes.*

*It was found that youth center has something to do with youth empowerments. It contributes more in terms of building good social relationship both among them and with the wider society. Though minimal, health and economic implications of the empowerment process were also found. Inability to go in line with the planned procedures, failure to have a detailed plan, inadequacy of regular budget for the activities to be executed in the center, inability to have regular review meeting with the concerned stakeholders, failure to consult the major beneficiaries [youths] regularly are among the major challenges of the project. Lastly, though it did not firmly align with the requirements of Contemporary Project Management, youth empowerment in the area creates opportunities for youth development. Thus, what need to be done for further advancement of comparable projects are stated in a form of recommendations.*

***Key Words: Implication, Youth, Empowerment, Project, Effectiveness***



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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

As one of the vital issues, empowerment of youths is a very crucial for the progression and improvement of countries all over the world in general and specifically for youth's self development, participation in productive activities, control over their own lives, people surrounding them and their family. In line with this, Ethiopia has formulated youth focused policy as 'The Ethiopian National Youth Policy' in 2004 with the vision to create an empowered young generation with democratic skills, and ideas, who is equipped with knowledge and professional skills, and get organized and built on ethical integrity.

However, various challenges like lack of support from concerned bodies lack of office/working place, financial limitations, poor recognition and acceptance of youth organizations by big NGO's and government officers lack of project development, management skills and wrong attitude towards youth run organization has been continued to face the respective youth of the country. These critical multidimensional crises lead youths to be engaged in activities at great cost of their psychological, economic, social and physiological health. This is the principal reason why national governments, various international organizations, NGOs and several civic organizations are more attracted to the concept of youth empowerment.

To combat the mentioned situations making them vulnerable to various problems, youth centers have been developed throughout the world where youths populate, though their distributions tremendously vary. Like other countries, youth centers in Ethiopia have their role on youth empowerment. Socializing with specific skills; keeping them healthy, hoisting their communication

skills, developing their self- perception and confidences are among the major intentions of youth centers throughout the country. The youth center offers organized instructional programs for physical activities such as dance, yoga, and martial arts and for academic and arts programs such as science, crafts, and theater. It also offers opportunities for unstructured activities such as game playing, socializing, club meetings, and outdoor play (Zimmerman, 2017).

Having fairly accurate meaning of the concept of youth is at its good quality, before defining what youth empowerment is all about. It is difficult to come up with a uniform and collective definition on the concept of youth because the awareness and views of different societies and culture varies along their economic growth and social and political awareness levels. According to the United Nation youth is best understood as a period of transition from the dependence of childhood to adulthood independence, and define them as person between the age of 15 and 24. The Ethiopian National Youth Policy defines youth as segment of people in a society whose age lies between 15 and 29 years old (National Youth Policy, 2004).

Coming to a concept of youth center, English Oxford Living Dictionaries define it as a place or organization providing leisure activities for young people. Lewis & Zimmerman (2017) also describes youth center as a social and recreational center intended primarily for use by children ages 11 to 18 years. The center supports opportunities for youth to develop their physical, social, emotional, and cognitive abilities and to experience achievement, leadership, enjoyment, friendship, and recognition.

Another idea which requires clarification is the concept of empowerment. According to Webster (1998), empower means "(1) to give official authority or legal power to; (2) enable; (3) to promote the self actualization or influence. More specifically Pittman & Wright (1991) states youth

empowerment as a process to provide opportunities for young people to develop the competencies they need to become successful contributing members of their communities.

In line with this, Addis Ababa City Administration, Kolfe Keraniyo Sub-city, Wereda 9 youth center is established to empower youth's of the same Wereda. The mentioned youth center was selected for this particular project based study with the very rationale that in addition to its usual services for the surrounding youths, it has been delivering project based service, and that the investigator has come through the personal experience of the area; and basing such foundation, the effectiveness of youth empowerment project and its implication for their wellbeing at the stated youth center was assessed.

## **1.2. Statement of the Problem**

The wellbeing of young people is partly reinforced by their ongoing social and personal development (McLaren, 2002). Recent evidence suggests that in addition to family background and circumstances, personal and social skills developed in youths are key factors in the determination of overall life chance. Such skills can be obtained through participating in constructive, structured activities and have been linked to a display of positive outcome for young people (Margo et.al, 2006).

Numerous studies have been conducted on the benefits of youth centers in the processes of empowering youths. For instance, a research conducted in the United States Ohio State University suggests that youth center strengthen youth's self-image and keep them out of trouble. When youth belong to a youth center, they have a stronger sense of who they are as a person, and have a better self-concept; this self-concept in turn makes them less vulnerable

for problematic behavior. The research added that youth club boosted youth's social skills (Bucher, 2010).

Besides, Robertson's (1970) study in the United Kingdom asserts that youth center benefit young people, among others, in terms of the quality of peer relationship they foster; it provide the opportunity for informal, respectful relationship with adults and renders the chance for participation and association.

Cottrell (1996) also claims that young people need to resolve their group identity and relationship to their peer group before they can achieve a sense of personal identity, and companionship in youth centers provide such means of resolving their identity. Furthermore, Robertson (1970) stated that youth center can provide the warm, safe and friendly space for young people, it can give them real power and ownership. It is a place where they develop new skill; try out new things, where they are seen and judged differently from home, where their talent and/or idiosyncrasies are appreciated and where they can have a fun.

In Africa's context, a research conducted in South Africa by (Erulkar, 2001) on the assessment of youth center explains about the interest of South Africa government to expand youth center programs because of recognition that HIV/AIDS crisis highly affect young South African. This research focused on the assessment of how the youth center function and the quality of information and service they deliver about the reproductive health, condom distribution and awareness creation program instead of studying the holistic contribution of youth center to youth's general empowerment.

With regards to the empirical investigation in Ethiopia, the study conducted in Oromia regional state and Addis Ababa city administration by Amare Worku (2006), with aims of assessing the empowerment of youth clubs, opportunities and challenges reveals that the youth centers are an important avenue for disseminating reproductive health information to their members. It also informs that, in addition to their intensive peer education, trainings on theater, drama, music and songs, constructive questions and answers competition, mobilization of their members on VCT, other complementary services of engagement in community development activities like planting trees and dairy husbandry for generating income to support the club initiatives are also integral part youth center's activities.

In general, even though the mentioned and other slight studies, to the knowledge of the researcher, were conducted with regards to youth centers or clubs empowerment processes, their experience, opportunities and challenges, they did not focus on the direct contribution of youth clubs for their multi dimensional empowerment in their social, economic and health aspects. These studies were also merely revolves on assessing general services delivered in the respective youth clubs or centers, instead of particularly examining project based services. Furthermore, I never came through the works specifically pertaining to youth empowerment and its implication for youth's well being at the mentioned study area. Hence, this cross sectional project study was conducted in an attempt to fill the identified gap and have a big picture of an effectiveness of youth empowerment project of the area and an implication that empowerment processes take in for youths of the same area.

### **1.3. Research questions**

Thus, research questions of this study are as follows:

- How the youth empowerment project in the study area is going on?
- What are the socio-economic and health contributions of the youth empowerment project for the study area's youths?
- What are the overall implications these empowerments for the study area's youths?

In an attempt to answer the aforementioned research questions both general and specific objectives of the study are framed in the subsequent way:

### **1.4. Objectives of the study**

#### **1.4.1. General objective**

The general objective of this study is an assessment of youth empowerment project; its implementation and implication for youth wellbeing: the case of Kolfe Keranio Sub City, Wereda 9 youth center.

#### **1.4.2. Specific objectives**

Basing the aforementioned general objective, this study has the following specific objectives:

- Assessing the wide-ranging performance of youth empowerment project in the youth center of the study area.
- Describing social wellbeing the youth empowerment has on the youths of the study area.
- Assessing economic benefit the youth empowerment has on the youths of the study area.
- Assessing health wellbeing the empowerment processes in the youth center has brought on the youths of the study area.



- Figuring out general implication these empowerment have for the youths of the study area.

### **1.5. Significance of the study**

The very purpose of this study is assessing an effectiveness of youth empowerment project and its implication for their wellbeing. So, it's strongly believed that engagement in this kind of practical work further equip me, as a researcher, with the practical skills of doing project work vis-à-vis the project and research concepts I learnt so far. Besides, provided that I planned to give the final document for the administration of the youth center, the general idea in the document and its recommendations may help them in advancing their services. Furthermore, the final document of this project work perhaps used as an input for further research on the comparable issues both at the study area and other areas.

### **1.6. Scope of the study**

The study was delimited to focus on the effectiveness's of youth empowerment project. The specific experiences of project beneficiary youths were assessed. The project is found in Addis Ababa city administration Kolfe Keranio sub-city, *Wereda 9* youth center.

### **1.7. Limitation of the study**

In the course of data collection, it was difficult for the researcher to get detailed information about the youths detached in the meantime from the services. Another challenge was that implementation of the project are not properly documented. This urges me to greatly take the interview data in to account.

## 1.8. Definition of terms

**Effectiveness:** - The degree to which objectives are achieved and the extent to which targeted problems are solve (Business Dictionary, 2018). Thus, in the context of this study it is to mean the degree to which the youth empowerment project at the study area achieve its intended results.

**Youths:-** Youth is the period between childhood and maturity (Merriam-Webster, since 1828); and the UN, for statistical consistency across regions, defines ‘youth’, as those persons between the ages of 15 and 24 years (UN, definition of youth). The Ethiopian National Youth Policy also defines youth as segment of people in a society whose age lies between 15 and 29 years old (National Youth Policy, 2004). Taking these definitions in to account, and provided that the study center render services for the mentioned segment of the society, youths in this context is to refer to people who are beneficiaries of various services given in the identified youth center.

**Empowerment:-** The term ‘empowerment’ is used across a wide range of disciplines and each brings different interpretations. For instance, it is perceived as the use of certain techniques to transform those without power into equitable positions; it is also considered as a way of improving the welfare services by means of mediating social institutions (Lincoln et al., 2001; Berger and Neuhaus, 1977). Taking these definitions in to account, Empowerment in this particular study is referring to both process and result of improving quality of life of youths embraced in the mentioned project; and it includes their socio-cultural, economic and health development.

**Project:** - is an individual or collaborative enterprise that is carefully planned to achieve a particular aim ([www. businessdictionary.com](http://www.businessdictionary.com)). In the context of this study, thus, it is to refer to a three year planned endeavor to empower the study area youths in terms of their social welfare, economic gain and health wellbeing.

**Implication:** - Cambridge Dictionary defined implication as the effect that an action or decision will have on something else ([https:// dictionary. cambridge .com](https://dictionary.cambridge.com)) Thus, it is to mean repercussion or consequence that the empowerment processes brings to the social, economic and health welfare.

**Wellbeing:** - Wellbeing is broadly defined as a state characterized by health, happiness, and prosperity; welfare to influence the well being of the nation and people (Oxford dictionary and dictionary.com). So, it is to refer to a state of study area youths health, happiness and/or prosperity which could be a resultant of social welfare, economic gain and health empowerment.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Theoretical Literature**

##### **2.1.1. The concept of empowerment**

There is much confusion about what empowerment is and what it means. Despite the term's popularity, practitioners and academics have often used 'empowerment' very casually and it appears that it is used by different people to mean very different things. Empowerment remains, however, a central principle for health promotion and to the World Health Organization as it concerns individuals and communities increasing control over their lives and their health (Woodall et. al, 2010).

The term empowerment as theoretical concept refers to a process of achieving reasonable control over one's destiny, learning to cope constructively with debilitating force in society and acquiring the competence to initiate change at the individual level (Pidderhugtles, 1995). In its widest and most radical sense, empowerment concerns combating oppression and injustice and is a process by which people work together to increase the control they have over events that influence their lives and health (Laverack (2006) and Fisher (2008)). It is such a process which people acquire the ability to make choice about their lives. Like other segment of population, youth, gain authority and freedom of action over their lives through empowerment process. Empowerment prepare youths to meet the challenges of transition to adult hood through a well-coordinated progressive series of activity that help them to become socially, morally, economically, physically and cognitively competent (Kabeer, 2001). As to the World Bank (2002), the most easily associated ideas to empowerment are self-strength, self-control, self-empower, self-reliance, own choice, life of dignity

in accordance with one's value, capacity to fight for one's right, independence and own decision making.

Youth empowerment is a process where children and young people are encouraged to take charge of their lives. It is a process by addressing their situation and then takes action in order to improve their access to resource and transform their consciousness through their belief, value and attitude. It is both processes and outcome (Swift and Levine, 1987; as cited in Zimmerman, 2012, p. 45) by which youth as change agents, gain the skill to impact their own lives and lives of other individual. Most definitions accept that empowerment is a complex process and it can occur at an individual, organizational or community level. This implies that empowerment is not only about people changing, but also about environmental, organizational and system change. In line with this, distinctions are made between individual and community empowerment given the fact that both concepts are heavily interlinked because community empowerment builds from individual action (Woodall. et. al, 2010).

### **Individual empowerment**

Individual empowerment, also referred to as psychological empowerment, relates to a number of attributes which are needed for people's personal capacity to be realized. This may include building people's confidence or self-worth, boosting their self-esteem, developing their coping mechanisms or enhancing their personal skills in order for them to make health related choices. Individual empowerment basically means people feeling and actually having a sense of control over their lives. Research tells us that this 'sense of control' is particularly important, as it has a direct effect on improving an individual's mental and physical health (Ibid).

Whilst individual empowerment is fundamental to people gaining increased control over their lives, it is limited because it does not consider the wider environmental influences on people's health, such as poverty and employment. Empowerment, therefore, in its broadest meaning not only concerns individuals gaining skills for themselves, but it is also about communities overcoming structural barriers and creating change through partnerships, participation and collective action (Ibid).

### **Community empowerment**

Community empowerment has similarities with, but is still different from, other terms like community capacity and social capital. In summary, community empowerment concerns power relations and intervention strategies which ultimately focus on challenging social injustice through political and social processes (Wallerstein, 2006). The overall aim is to allow people to take control of the decisions that influence their lives and health. It is a social-action process that promotes the participation of people, organizations and communities towards the goals of increased individual and community control, political efficacy, improved quality of life and social justice (Wallerstein, 1992).

#### **2.1.2. Goals of empowerment**

Youth empowerment programs are aimed at creating higher qualities of life for under privileged or at risk youth. Generally it intended to strengthen about five competencies of a healthy youth; and these competencies are (1) positive sense of self, (2) self-control, (3) decision-making skills, (4) a moral system of belief, and (5) pro social connectedness (Rappaport,1984).

#### **2.1.3. Definition of youth**

The definitions of the term 'youth' vary from country to country depending on the specific socio-cultural, institutional, economic and political factors. Some define the word 'youth' as a person

whose age cohort ranges between the end of childhood and the beginning of adulthood. Others refer some segment of their people as ‘youth’ when these segment of population start to engage themselves in activities that are considered by the community to be expressions of adulthood. For example, Uganda has used the age ranges 12-30; Mauritius 14-29; South Africa 14-28; India 15-35; Nigeria 18-35; and Djibouti 16-30 for defining the ‘youth’ (EMYSC, 2004).

The Ethiopian National Youth Policy defines ‘youth’ as part of the population who lies between 15 to 29 years old (NYP, 2004). The working population in Ethiopia i.e. between 15-64 years of age accounts for 51.9 percent of the total population from which the youth account for 28.3 percent of the total population (report of CSA, 2007). Given that demographic profile of the country is highly dominated by the youth, it is vital to work with this cohort.

#### **2.1.4. Types of youth empowerment**

Youth empowerment is the creation of an enabling environment for the youth to have the freedom to choose, to participate in and take decisions in matters affecting them and be ready to accept the consequences of their decisions. Empowerment enables the youth to be active participants in both the process and product of development. It has a democratizing impact. Literatures inform us as youth empowerment is inclusive of six interdependent dimensions: psychological, community, organizational, economic, social and cultural youth empowerments (Edralin, et al, 2015).

**Psychological empowerment:-** enhances individual’s consciousness belief in self – efficacy, awareness and knowledge of problems, solutions and how individuals can address problems that harm their quality of life. This dimension aims to create self-confidence and give youth the skills to acquire knowledge. It aims to create self-efficacy, self-confidence and give youth the skills to acquire knowledge.

**Community empowerment:**- focus on enhancing the community through leadership development improving communication and creating a network of support to mobilize the community to address concerns.

**Organizational empowerment:**- aims to create a base of resource for youths, including voluntary organizations, unions and association that aim to protect, promote and advocate for the them.

**Economic empowerment:**- Economic empowerment seeks entrepreneurial skills and income related activities. It reaches entrepreneurial skills, how to take ownerships of their assets and how to have income security.

**Social empowerment:**- Social empowerment works towards their social inclusion and enhances their social interdependence, and cultural empowerment aims to create room to put their cultures in to practice through which they can develop their identity. It reaches youth of social inclusion and literacy as well as helping kids find the resource to be practicing their communities.

**Cultural empowerment:**- aims to recreate cultural practice and re-define cultural rules and norms for youth. Through these dimensions of empowerments, programs can work on empowering youth in one or more aspects of their lives.

### **2.1.5. Youth development**

The whole country benefits when young people grow up to be mentally healthy, well educated, employed and employable, non-violent, honest, law abiding and drug-free. However, beyond the description of the mentioned benefits of youth development, a single commonly used definition of youth development rarely exists. For instances, US Department of Education (2007), defined youth development in its broadest sense as the stages that all children go through to acquire the attitudes, competencies, values and social skills they need to become successful, adults. Abebe, as cited in Pittman (1993), has defined youth development as: “the ongoing growth process in which all youth



are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared, be valued, be useful, and be spiritually grounded and (2) to build skills and competencies that allow them to function and contribute in their daily lives”.

From the aforementioned definitions youth development can generally be labeled as a process of providing holistic personal growth opportunities for young people. As the definition indicates, it is the intervention processes aimed at developing people at a youth age interval in a multifaceted way; and it is a provision of required supports and opportunities for a segment of people in a youth age interval.

#### **2.1.6. Principles of youth development**

All young people need access to the people, setting and experiences that facilitate positive development. According to a study undertaken for the Ministry of Youth Development of New Zealand (2009), young people who live in settings that are developmentally opportunity-rich, even when they are deemed at-risk, experience greater positive development than those young people who live in communities that are poor in such supports and opportunities.

Principles suggested by Hamilton and his colleagues (2004) as most central and useful for the purpose of youth development are: the emphasis on a positive approach and universality, or the goal of all youth thriving; the importance of healthy relationships and challenging activities that endure and change over time; and engaging young people as participants, not merely recipients. Abebe (2011) stated that, since youth development programs in Ethiopia are diverse in approach, service type and funding sources, the programs are fragmented so that no real framework consistently guides youth development programs to assess what they lack and whom to collaborate with.

### **2.1.7. Models of youth development**

There are different models of youth development. However, the following three are widely used models by scholars.

#### **2.1.7.1. Preventative youth development model**

This model focuses on prevention or intervention as the strategy of first importance. Preventive measures are defined as an active process of creating conditions and fostering personal attributes that promote the well-being of people(Washington state university) the assumption is that “broken” youth just need to be “fixed “ and sent back out in the world. However, the prevention approach tends to be deficit-oriented, emphasizing youth problems, leading people to focused on what is wrong with youth rather than what is right (Pittman, 1991) .

#### **2.1.7.2. Protective youth development model**

The focus of this model is on building a web of supports, relationships, and opportunities for all young people. Problems and challenges of adolescence are not ignored, but the focus is more on “protective factors”. Protective factors are defined as the supports, opportunities and relationships that help people deal with negative circumstances. This model promotes asset building as a way to successfully make the transition to adulthood. Some critics argue that a resilience approach can result in a tendency to disregard environmental condition (Rappaport, 1984).

#### **2.1.7.3. Positive youth development model**

This model often called the balanced model of youth development in view of the fact that it integrates the prevention and protection youth development models in to one supportive relationship that takes a more holistic approach to youth development. It centers on emotional,

physical and intellectual needs of all young people. Positive youth development is designed to focus on the positive outcomes everyone desire for young people, not the negative outcomes we hope to prevent.

Generally, the youth development model focuses on activities that nurture developmental assets rather than on reducing particular risks or preventing specific problems. Its ultimate goal is help youth become successful adults. However, the approach tends to overlook the fact that youth face risks that can jeopardize their health and development if not addressed. Based on the above discussion, all three approaches are incomplete. Each addresses a unique and vital part of a comprehensive youth development strategy (Small and Memmo, 2004). When we see their trend in Ethiopia, the preventive/deficit model is the most commonly used approach to youth development (Abebe, 2011). He also avows that the positive youth development approach has recently come to be an alternative approach to the youth development programs in Ethiopia.

## **2.2. Empirical Literature**

### **2.2.1. Youth participation in youth centers**

Youth participation is the active engagement of young people in their own communities. It is often used as shorthand for youth participation in any many forms, including decision making, sports, schools and any activity where young people are not historically engaged. It is also called youth involvement, has been used by government agencies, researchers, educators, and others to define and examine the active engagement of young people in school, sports, government, community development and economic activity. In 1975, the National Commission Resource for Youth in the United States defined youth participation as:

*“Youth participation is the involving of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and decision making affecting others in and activity whose impact or consequences is extending to other i.e. outside or beyond the youth participants themselves. Other desirable features of youth participation are provision for critical reflection on the participatory activity and the opportunity for group effort toward a common goal.”*

### **2.2.2. Youth participation in youth clubs**

Researchers have described how often children and adolescents participate in clubs, as well as the characteristics of young people that tend to join clubs. There are a number of reasons that both scholars and parents expect young people to benefit from participation in clubs and youth organization. These reasons have to do with the activities, role and relationship provides an opportunity to participate in new roles. The leadership roles that are available in clubs provide valuable experience that is not generally available to young people. Other roles, such as being a helper in a service club, soloist in a music club, or an artist making scenery in a drama club, enable identity exploration.

Bucher (2010) has elaborated on the importance of extracurricular activities in schools. She points out how arts groups offer young people activities, roles, and relationship that can contribute positively to their development. According to Health, many youth art programs design environment that prepare youth problem solving, conflict resolution, and productivity in work, family, and other community settings. Health highlights the critical thinking identity exploration collaboration, organization, pursuit of excellence that transpires when youth participate in artistic groups. Community arts organization often helps older youths to elaborate their knowledge and skill by bringing younger participants in to the group. By dedicating themselves long term projects, young

people learn to stick with and complete projects, and they have the opportunities to produce creative works for audience by putting on shows and plays. The racial and socioeconomic barriers that are breached by the work of such organization is likely to benefits both youth and communities.

### **2.2.3. Youth center for youth empowerment**

#### **2.2.3.1. The contribution of youth center for social relationship**

Social capital is rooted in social relation and can be seen as resource inherent in social relation, at both the micro and macro level. At the micro level, social capitals described as resource (e.g. information, ability to influence, prestige mediated through relation with other people, the quality of relation and the embeddedness in a relationship are important for an individual, in order to have access to another person's resource, at the macro level, social capital is a collective asset and a feature inherent in community or in a social organization for examples, civic participation trustworthiness, mutual obligation, cooperation, and norms of reciprocity (Gipsson, 2011).

Research conducted in Europe in 2015 state that sport clubs, are linked to lower levels of antisocial behavior in children. Indeed, sport clubs can help them develop important social skill such as good citizenship, positive relations and respect for authority through learning to interact not only with other children their age, but also with older individual in their coaches and sport official.

Cottrell (1996) suggest that young people need to resolve their group identity and relationship to their peer group before they can achieve sense of personal identity or resolve relation with their family. Companionship provide a pleasurable experience of group interaction associated with leisure activity; individuals experience a sense of belonging acceptance, solidarity and social affirmation simply from being together. Yet the peer relationship can be one of the hardest for young people to establish; Button (1974) argued that youth clubs can be one way, of ensuring that

these interactions occur. Being accepted as part of a network is a factor in the development of personal growth, of self-esteem (Gilles, 1998) and of community responsibility (Gilchrest, 1999), and adolescence is a period when growth in the social network is needed to develop competencies for participation in Adult society. Therefore young people need opportunities for widening social networks. Youth, clubs not only help widen contacts among young people but also help to structure in formal social relationship between adults and young people. Most of Adults that young people meet in their daily lives are Authority figures, or are seen as such, teachers parents, shopkeepers (Berene, 1973).

#### **2.2.3.2. Youth center and health care**

Various literatures reveal that that empowerment programmes can lead to improved health outcomes for people. For example, in a large literature review examining the effectiveness of interventions using an empowerment approach (Wallerstein, 2006). The evidence indicated that empowerment strategies were ‘promising’ in their ability to produce improved health impacts. Within this review, good evidence was presented which showed improved health outcomes in programmes targeting particular community groups, including women, younger and older people, the poor and people at risk of HIV/AIDS. Five key areas where empowerment strategies or interventions had improved individual health related outcomes. These areas have been identified as: improved self-efficacy and self-esteem, greater sense of control, increased knowledge and awareness, behavior change, and a greater sense of community, broadened social networks and social support.

A well-resourced youth work environment offer a safe developmental space where young people can explore personal concern about health development and health risk from use of drugs to contraception. They can also learn new skills which promote a healthier life style; taking more

exercise. Youth worker work with other professional bringing skills, trusted relationship with young people and comfortable environment to “health partnership. This is evident in practice supported by research and enshrined in policy. The government’s strategy for children and young people’s health recognize the role of integrated youth supports service in providing young people information, advice, healthy, opportunities and support, and the importance of service that are offered in a way and a with a focus that speaks to their particular need Youth work include a range of enjoyable activities intended to promote healthy life style example include sport and recreational activities promoting fitness (Lauritzen, 2006).

The research conducted in Scandinavian country on the youth sport clubs as health promoting setting. Explain the role of youth club or sport club empower the health of youth. Susanna’s (2013) research show that youth sport clubs have plentiful opportunities to become health promoting. youth sport is widely known that physical activities has health benefits such as, reducing the risk of cardio vascular disease and different kinds of cancer as well as reducing the obesity. As Bailey (2009) argued that participation in organized youth sport in child hood can predict physical activities in early adult hood.

### **2.2.3.3. Economic empowerment of youth in youth center**

Youth are a great resource that can present massive support for the growth of any economy. Africa youth thrust works to improve youth access to fair labor market through capacity building and after training activities such as mentorship and career guidance. The core objectives in enhancing economic empowerment of youth are encouraging and strengthen networks and cooperation between youth organization and relevant stock holder at the labor market in the delivery of youth

employment creation services, improved knowledge and skill of young people, support through business and career advice to improve young people and linkage organization.

Research conducted in Europe by Lauritzen (2006) suggested that youth work help young people strengthen their future economic wellbeing and move on the path way to their future. Youth work support young people back into learning and learning. It helps young people develop personal and work related skills and confidence. The process of working with young people in group particularly helpful in assessing them to build and manage complex relationships so they can make an effective contribution to teams. Youth works provide alternative opportunities to try out new job choices, from street graffiti to budding artist.

#### **2.2.4. Challenges of youth center in Ethiopia**

To start from the challenges for African youths, the challenges for African youths are mainly central to Africa's economic development; they are numerous and varied—they include employment, health and political participation. These issues differ among groups within countries (by gender, education level, ethnicity and health status), and across countries and regions (Brempong and Kimenyi, 2013). Conversely, the size, energy, enthusiasm, innovation and dynamism of youth are assets that can be harnessed for Africa's development with appropriate policies that deal adequately with the issues facing them.

Youth organizations face different problem among which lack of support from concerned bodies lack of office/working place financial limitations, poor recognition and acceptance of youth organizations by big NGO's and government officers lack of project development, management skills and wrong attitude towards youth run organization. Besides almost all youth organization were run by volunteers who have no experiences or not rewarded and leaking the proper skill to



rune and manage organization. Youth organization were facing drop out of their active members due to frustration, education and job opportunity. The support they get from social government bodies was also very minimal (Eshete, 2003; Admasu 2005 as cited in Abebe (2011)). He (Abebe, 2011) indicated the root cause of this difficulty was that most development agencies having a dim view, and lacking trust in people's ability to assume responsibilities for the development of their country. Likewise, ignorance also exists among planners and practitioners on the extent and depth of the club organization, mobilization and empowerment processes with took place in the country, partly resulting from lack of information. Most of the clubs were not getting enough support financial, material and technical from all concerned bodies.

Generally, based on the framework(s) for developing youth policies in Africa and the efforts made by several countries in this regard, various literatures have identified several challenges that have an impact on the development and implementation of effective youth policies. Assessments of the problems facing youth are complicated by data limitations, lack of comprehensive youth policies that are integrated with national development plans and broad macroeconomic policies, governments lack the capacity to undertake comprehensive monitoring and evaluative processes, and costs of programs and funding sources are not fully known are among others.

#### **2.2.5. Review of policy documents**

One of the greatest challenges facing governments and policymakers in Africa today is how to provide opportunities for the continent's more than 200 million youth so that they can have decent lives and contribute to the economic development of their countries (Brempong and Kimenyi, 2013). According to the United Nations (2012), Africa's 2011 population was estimated at 1.05 billion and is expected to double by 2050. Africa is the youngest continent in the world: About 70 percent of its population is 30 years of age or younger. In 2011, youth, who are defined here as

those between 15 and 24 years of age, constituted 21 percent of the more than 1 billion people in Africa, whereas another 42 percent was less than 15 years old.

To meet various needs of the mentioned segments of youth population, various African countries developed their own youth policies, though they are at different stages of developing and implementing youth policies. For instance, Ghana officially launched its national youth policy on August 12, 2010, as part of the International Youth Day celebration, a day that the UN General Assembly endorsed upon the recommendation of its ministers responsible for youth; and Gambia has launched its third national youth policy for 2009-18. Kenya also attempted to develop a national youth policy when it adopted the National Youth Policy in 2002 to promote youth participation in community and civic affairs and to ensure that programs are youth-centered and engages the youth. Besides, post-apartheid South Africa has adopted a series of youth policies, including the 2000 National Youth Policy (NYP), the National Youth Development Framework (NYDF) of 2002-07 and the NYP of 2009-14. In addition to these, the South African government passed the National Youth Commission (NYC) Act of 1996 and has established such a commission. The NYP 2009-14 focuses on four areas of intervention—education, health and well-being, economic participation and social cohesion. Youth groups targeted for special attention include female youth, youth with disabilities, unemployed youth, out-of-school youth, rural youth and at-risk youth. The policy instrument provides specific interventions for each objective with measurable benchmarks. Implementations of the policy involve the government, private sector and NGOs (Brempong and Kimenyi, 2013).

### **2.2.5.1. The constitution**

The Constitution of the Federal Democratic Republic of Ethiopia which was formulated in 1995 is the national supreme law of the land within which all other laws and policies are practiced. Even if it does not directly address the needs of youths, it regards youths as part of the nation as a citizen and has many provisions which are relevant and ground base for the formulation and implementation of youth related policies and guidelines. It also remains as a ground for Ethiopian National Youth policy.

### **2.2.5.2. Ethiopian National Youth Policy**

The Government of Ethiopia has established the Ministry of Youth and Sport that has the duty and responsibility to follow up, direct and coordinate youth affairs. In a similar manner, measures have been taken to organize youth bureaus in the regional states. In order to alleviate the problems faced by youth the organization of executive bodies per se would not suffice. It has therefore become necessary to formulate a comprehensive National Youth Policy that would enable the youth to register meaningful results and benefit from the results by actively and widely participating in the country's development efforts and the building of a democratic system (Degu, 2015).

Ethiopian Youth Policy defines youth as to include part of the society who is between the ages of 15-29 years. The Government of Ethiopia has undertaken measures that enable youth to be citizens with democratic outlook, professional competence, skill and ethics so that they can actively, efficiently and widely participate in and benefit from the country's ongoing activities that are aimed at attaining a democratic system and accelerated development. There is no doubt that youth must organize themselves and be in a position to play a leadership role in order to ensure their

participation and benefits. All stakeholders are therefore duty bound to support concerted efforts of youth with a view to empowering them by building their capacity and competence (Ibid). Realizing this, the Ministry formulated the national youth policy in 2004 with the broad objective of ensuring the active participation of youth in the economic, social and cultural life of the country, and to support democratization and good governance. The basic principles of the policy are to ensure that the youth will be active participant and beneficiary of democratization and economic development activities. The policy addresses a wide range of youth issues, ranging from HIV/AIDS to environmental protection and social services.

### **2.2.5.3. Theoretical and Conceptual Framework**

#### **2.2.5.3.1. Theoretical Framework**

Due to the fact that conceptual framework is the researcher's idea on how the research problem will have to be explored; it embodies the specific direction by which the research will have to be undertaken; and statistically speaking it describes the relationship between specific variables identified in the study; and it is also called the research paradigm (Regoniel, 2012), I opted to consider the mentioned inputs and processes of the whole investigation in this research methodology part as the conceptual framework of the study.

Conventionally development has been defined and discussed from different perspectives. For instance, in the conception of Development Economics in 1940, 'development' is understood as economic growth and industrialization; Modernization Theory in the 1950's views it as economic growth and political and social modernization; Neoliberalism during the 1980's generally revolves on the concepts of economic growth, structural reforms and deregulations; and Alternative Development concept in the 1970's defines 'development' as human flourishing (Pieterse, 2001).

Consistent with the Alternative Development notion of development, Empowerment as an Alternative Development Approach starts its premises with the claims that poverty should be seen not merely in material terms, but as social, political and psychological powerlessness (Friedmann, 1992). To in accordance with the objectives of this study, I used the Positive Youth Development Model, which is categorized under Alternative Development Approach, as the theoretical framework of the study. The model integrates the prevention and protection youth empowerment aspects in to one supportive relationship that takes a more holistic approach to youth empowerment. The American National Research Council and Institute of Medicine (ANRCIM, 2002) has outlined four main areas of youth development: physical, intellectual, psychological/emotional, and social. Accordingly, I intended to discuss the objectives of this study in line with some of the basic tenets of this model [Positive Youth Development Model] in general and will attempt to use it to interpret data or evidence.

#### **2.2.5.3.2. Conceptual Framework**

Conceptual framework can be defined as a ‘visual’ presentation of key variables, factors or concepts and their relationship among each other which have been or have to be studied in the research either graphically or in some other narrative form; and it is essential to bring focus within the content and also acts as a link between literature, methodology and results (Miles and Huberman, 1994). Thus, conceptual framework for this particular study is developed after scrutinizing activities of the project understudy. The general objective and specific objectives set for this study are highly considered in the course of development of the conceptual framework. Concepts of this particular study and the relationship they have with each other are graphically depicted; and in doing so, a simple linear association is considered as follows:

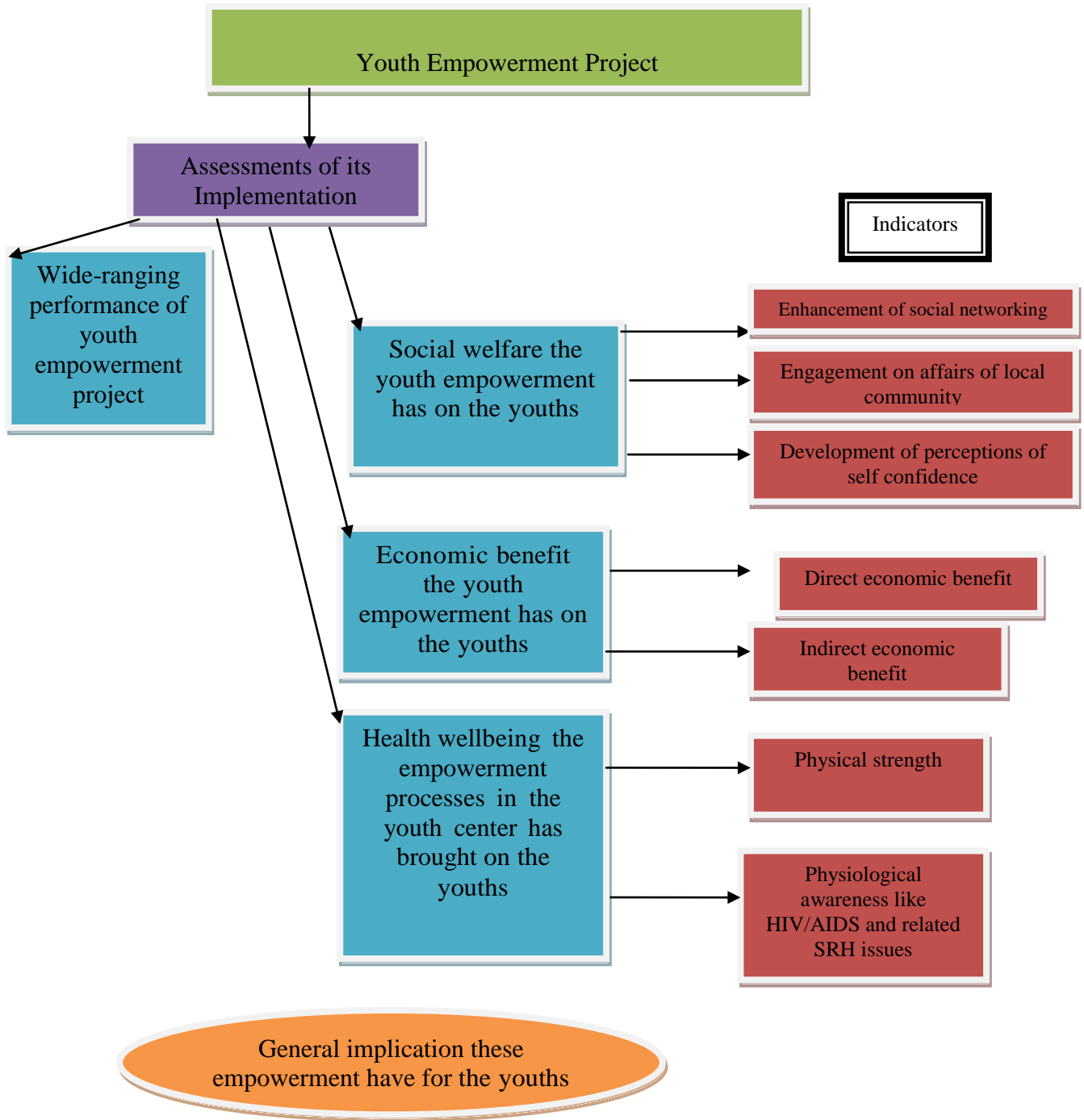


Fig 1: *Own-developed diagram (drawn from general objective and specific objectives of the study) depicting empowerment processes in the study area [Conceptual Framework]*

#### **2.2.5.4. Project Management Landscapes**

This is a plan for discussions of the main findings aligned with Project Management Landscapes. After the discussions of main finding of the study, I have tried to associate this particular project to various project management landscapes. This has done in an attempt to touch Contemporary Issues in Project Management. Among project management landscapes [i.e. Traditional project management, Critical chain project management, Agile project management, Extreme and Emetrexe project management landscapes], approximately the assumptions of the best fitted have discussed in line with the main finding of the study so as to assess the extent to which the project under consideration is guided by project management landscapes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This section deals with the research methods and data collection instruments and procedures that have employed to answer the proposed research questions. They are explained along with their various steps and procedures, and with the rationale behind employing them in the context of this particular study.

#### **3.1. Description of the study area**

The study was conducted at Addis Ababa city administration Kolfe Keranio sub-city, wereda 9 youth center. Kolfe Keranio sub-city, wereda 9 youth center is located in the Southeastern part of Addis Ababa city administration within Kolfe Keranio sub-city administration, about 13 kilometers far from Piassa; around the commonly known area as ‘Torhayloch’.

#### **3.2. The overall view of the center**

*Kolfe Keraneyo* sub city *Wereda 09* youth center has begun its services since 2002 E.C with the broad aim of creating a healthy, knowledgeable and skilled youth in general and the respective *Wereda* youths in particular. It is a social and recreational center intended primarily for use by youths. In some cases, children as young as below 11 years old can use the center, but usually only if special programs are in place to accommodate them. The Center supports opportunities for youth to develop their physical, social, emotional, and cognitive abilities and to experience achievement, leadership, enjoyment, friendship, and recognition. It is intended to offer organized instructional programs for physical activities such as dance, yoga, and martial arts and for academic and arts programs such as theater. It also offers opportunities for unstructured activities



such as game playing, socializing, club meetings, and outdoor play (Elsabeth Amenu, Personal communication, June 7, 2018).

To execute this broad objective, it has its own organizational structure and administrative boards. The activities to be performed are regularly planned on the annual basis, and both the mentioned *Wereda* Youth and Sport office and the same office at sub-city level regularly allot the budget. Addis Ababa and Youth and Sport bureau sometimes used to allot budget in irregular way for temporary activities (Ibid.)

### **3.3. Research approach**

In an attempt to answer the proposed research objectives, the qualitative research approach has been employed. Though the project under consideration is intended to empower 120 youths as a target population at the very beginning of its plan, it did not continue to empower the same youths as per its plan; it rather keep on empowering youths. This creates ambiguity to define who the target populations are, beyond their number; and these in turn brought difficulties to deal with the representative sample selection in a rigorous way so as to generalize would be findings of this study to the target populations. Another rationale for choosing qualitative research approach is that the issue of empowerment in this study is more prone to get qualified instead of quantification. Due to these facts, I opted to qualitative method and then purposively selected the mentioned study subjects with the consideration of data saturation.

### **3.4. Research design**

Among the qualitative research approach case study design has been employed with across sectional time frame. It addresses the descriptive function. It has been employed to gain detailed and comprehensive understanding of the subject under study. It is a design which allows looking

in to the real life experience of an individual or a group through in-depth interview and observation. This particular study employed Intrinsic Case Study, among the three types of case studies. In Intrinsic case study the focus is on the case itself (e.g. evaluating a program or project) (Cresswell, 2007, p. 74).

### **3.5. Sources of data**

Both primary and secondary sources data were used in the course of this study. For primary data, three different techniques of data collection; key informant interviews with officials, in-depth interviews with youths in the youth center and observation were employed. The secondary data was also obtained from various documents in the center and review of related literatures.

### **3.6. Study participants**

Main participants of this study were youths who are participating in various activities such as sport related activities, entertainment activities and services related to reproductive health, library services, counseling services and the like in the identified youth center. Other participants were also identified as key informants. The key informants have been manager of the center [or any delegate of a manager] and program and training officer; and other facilitators of the selected activities like sport related activities, entertainment activities and services related to reproductive health, library services and counseling services. Among board members of the center, due to their structural proximity and responsibility for the center, the respective *Wereda*'s head of youth and sport office was also considered as key informant.

### **3.7. Procedures of study participant selection**

Among the non-probability sample selection method, study participants were selected purposively or in judgmental way. Besides to the aforementioned key informants, youths for in-depth interview were purposively selected basing the services they are receiving in the center. Accordingly, the four services are identified [i.e. sport related activities, entertainment activities and services related to reproductive health and counseling services, and library services] as the main category on which youths are getting services within the specified project in the center. Generally sixteen youths, four from each category were interviewed. The data saturation concept was also taken in to account. The interview revolves around the general youth empowerment processes in the youth center, and specifically about social welfare, economic benefit, the health wellbeing resulting from the study area's youth empowerment processes and the implication these empowerment have for them in general. The researcher also conducted observation from the commencement of the assessment until its completion. This was useful in triangulating what both key informants and beneficiary youths have told me.

To sum, study participants in numerical terms, among one hundred twenty targeted youth beneficiaries of the project, sixteen youths are selected for an interview by basing the categories of various services being delivered in the center. Seven persons [one youth center manager, one program and training officer, four facilitators of different activities and one from *Wereda* youth and sport office] are also considered as key informants. Generally, twenty three people were participated as interviewees. Provided that the study's method is qualitative, gaining a detailed and comprehensive understanding of the subject under study is weighted at the neglect of rigorous representation of the mentioned target population.

### **3.8. Data collection techniques and its procedures**

Creswell (2007) described in-depth interview and observation sources of evidence as follows: in-depth interview enables to gather a deep qualitative issue from the study participants; and they best fitted with the subject under consideration. It is also considered as the most flexible type of instrument and used in qualitative research (Alston and BOWLS, 2003). It was used as a type of interview that enable me to focus on the lived experience of the participant and often seen as being more of a discussion on ideally guided by the participants than interviewer. It also makes the data gathering flexible and gives room for probing, clarifying and elaborating so as to have relatively accurate information.

Observation also enriches the data collected through in-depth interview. In the course of my observation, I observed the study participants general appearance and specifically their participation on the mentioned activities in relation with the written documents of the project so as to substantiate data of an in-depth interview. Thus, with these assumptions and with the motive of dealing with unquantifiable issues I opted to use both in-depth interview and observation.

### **3.9. Data collection procedures**

The data collection was conducted by the researcher by Amharic language at conducive place preferred by the participant in the study area youth center. Thematic guides holding interview questions for both key informant interview and in-depth interview, and observation checklist were used as a primary reference for the entire interview and observation. The thematic guides holding an outline of topic and sub topics were primarily emanates from the objectives of the study. Probing questions were used to guide to important direction and to enable participants to elaborate on their opinion. The researcher was also remained open to and tries to seek new concepts important for the qualitatively posed question in particulars and to the study in general.

In-depth interviews were conducted after securing the consent of study participants, and the consent has gained after a clarification of the purpose of the study and the participants' degree of engagements.

### **3.10. Trustworthiness of the study**

According to Creswell (2007) the strategies which are used for ensuring the trustworthiness of the study are credibility and dependability. Credibility refers to methodological procedure used to keep arrangement between what study participants said and what researcher presents about them. In view of this, in order to increase credibility, the above mentioned methodological procedure was strictly followed. Dependability [also termed as reliability] was also ensured in the course that the advisor commented on each item of the interview guides. Besides, it was assured by avoiding double barreled, long and complex questions. Furthermore, the data quality was ensured through building a good rapport with study participants.

As one method of ensuring the trustworthiness of the study, triangulation technique was employed. The term triangulation is defined by Harper and Marcus (2003) as a technique of finding out where something is, by looking on it from two or more places. In an attempt to look at the issue from different points of view and in different ways, multiple sources of data, i.e. simple key informant interview in-depth interview, observation and document review were used.

### **3.11. Ethical considerations**

The title of the study was first approved by Addis Ababa University School of Commerce Distance Learning Graduate Program Department of Project Management. Study participants were also informed about the general purpose of the study, their right to decide whether to participate or not on the study without any penalty or negative consequences, the maximum time

of duration of an interview, their right to stop at any time they want, possible risks and benefits of participating, and issues of confidentiality. In addition, the researcher did not use procedures that could harm the participants physically or psychologically. Generally, the study was conducted after the aforementioned explanation is briefed and all study participants verbal consent was acquired.

### **3.12. Data analysis procedures**

The information from both key informant interviewees and the respective youths were translated into English by the researcher. An effort was also put in place to make English translations less mistaken in relation to the original statement. The content analysis was generally used; and the process of analyzing data has started by coding and classifying; categorizing the obtained data from interviews and observation into concept. Bhattacharjee (2012) describes the existence of three coding techniques for analyzing text data open, axial, and selective. The study employed open coding technique in which the researcher identifies, and names concepts with text and data to explain the phenomenon under study. Thematic guides were served as a primary reference for all the interviews held.

After having narrations of data emerging from primary sources of data under each thematic area, as findings of the study, the researcher discussed the major findings under each category/themes. This has been done, in some cases, by using direct quotation of the participants. After findings of the study were presented, discussions of the major findings were done in relation with related literatures. Findings and discussions of the major findings were done in-line with each other. The major assumptions of the Positive Youth Development Model were also used to strengthen the discussion. Furthermore, Project Management Landscapes were used to highlight the extent to

which the project under consideration touches elements of contemporary issues in project management.

**Table 1: Summary of specific objectives, unit of analysis, observation units and methods of data collection**

<b>Research Objectives</b>	<b>Unit of Analysis (information on what/study of what?)</b>	<b>Observation Units/Data Sources (Information/data from whom?)</b>	<b>Method of Data Collection and Analysis (How collect and analyze data)</b>
1. Describing the wide-ranging performance of youth empowerment project in the youth center of the study area	1. The overall youth empowerment project	1. Project beneficiaries	1. Key informant interview 2. Observation 3. Document review
2. Assessing social welfare the youth empowerment has on the youths of the study area	2. Youth empowerment's implication for their social welfare	2. Project beneficiaries	1. In-depth interview 2. Observation 3. Key informant Interview 4. Document review
3. Assessing economic benefit the youth empowerment has on the youths of the study area	3. Youth empowerment's implication for their economic benefit	3. Project beneficiaries	1. In-depth interview 2. Observation 3. Key informant Interview 4. Document review
4. Assessing health wellbeing the empowerment processes in the youth center has brought on the youths of the study area	4. Youth empowerment's implication for their health wellbeing	4. Project beneficiaries	1. In-depth interview 2. Observation 3. Key informant Interview 4. Document review
5. Figuring out general implication these empowerment have for the youths of the study area	5. General implication these empowerment have for the youths of the study area	5. Project beneficiaries	1. In-depth interview 2. Observation 3. Key informant Interview 4. Document review

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

A total of twenty three participants were involved in the study. Seven were key informants [the respective *Wereda*'s head of youth and sport office, manager of the center and other facilitators of various services]. Of whom, five are Females and the rest two are Males. From the total study participants, the rest sixteen were youth interviewees [four youths from each main activities of the center]; of whom seven are males and the rest nine are females. The seven key informants are represented by numbers from one (1) to seven (7), and the sixteen youth interviewees are represented by letters from A to P. Taking these hard facts in to account, the summaries of raw data of qualitative information [on three major issues of social welfare, economic benefit and health wellbeing] are presented in the subsequent way in line with the themes developed basing the study objectives.

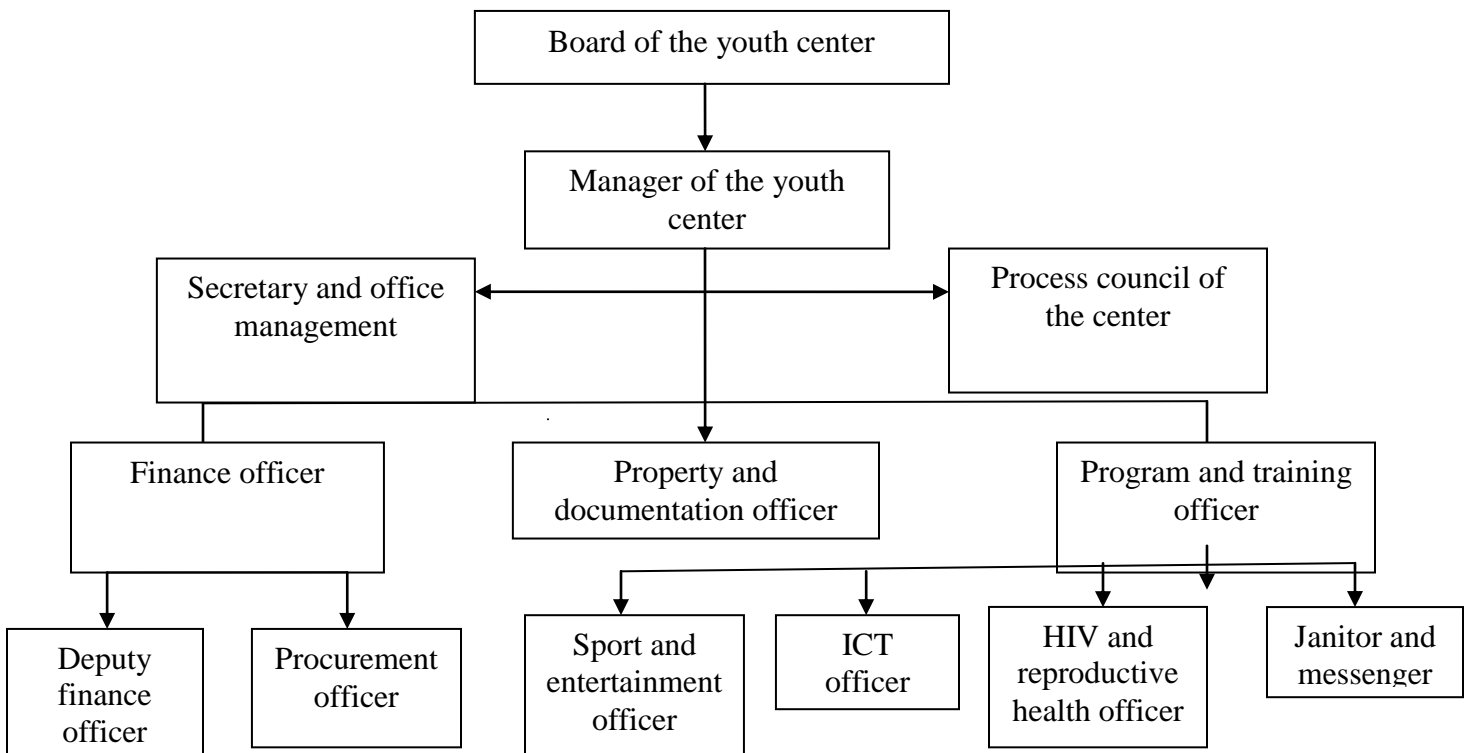
More specifically it is endeavored to compare the findings of this particular study with analogous previous studies. The basic tenets of the proposed theoretical framework and various Project Management Landscapes were also discussed in a separate part in association with the main findings of the study. By bearing the findings of this study and other comparable studies in mind, the researcher has incorporated his personal reflection as well.

#### **4.1. An assessment of the wide ranging performance of youth empowerment processes in the identified youth center**

This section highlights the key activities and processes undertaken in an attempt to empower youths in the youth center through the mentioned project. Given that the youth center is a governmental organization, it is administered by the existing structure of the government and civil society associations. The center is responsible for its administrative board, which is composed of



six members both from the governmental sector and civil society associations: the *Wereda* deputy administrator, head of the *Wereda*'s Youth and Sport office, the respective youth center's manager, and additional three members from *Wereda*'s youth association, league and federation managers respectively. More specifically graphic configuration of the center's organizational structure is depicted as follows:



*Fig 2: Organizational structure of the center (Source: Observation from fieldwork)*

As it has been stated, the center has commenced a two year project entitled '*Wereda 9 Youth Empowerment Project for their Wellbeing*'. It is now one year and seven months since the projects implementation has begun. The project objectives are mainly geared towards strengthening social welfare of the study areas youths, capacitating the study area's youth economically, and securing health wellbeing of the study area's youths. More specifically, it has

missions of creating healthy youths with good personality and psychosocial well being as well as active youths in terms of economic and social makeup so as to create agents who can take over the development processes of the country.

Basing this mission, its objectives are providing recreational and sport facilities, delivering training on life skill and reproductive health, providing voluntary counseling and testing of HIV, and library and internet services for the youths and for the surrounding community. In order to meet the objectives set forth various services are presently delivered within four main categories: sport related services [like gym, *tekuando* and *wishu* trainings, table tennis, pool], library services, entertainment services other than sport [like modern and traditional dance and theatre training, cafe and restaurant services], services related to reproductive health and counseling [like voluntary counseling and HIV testing services and assorted life skill trainings on various issues].

The project's intention is at least consistent with what many literatures stated as empowerment of youths and what entities it constitutes. For instance, in the broadest sense, empowerment refers to individuals, families, organizations, and communities gaining control and mastery, within the social, economic, and political contexts of their lives, in order to improve equity and quality of life (Rappaport, 1984; Rappaport, 1987; Zimmerman, 2000 as cited in Jennings et al., 2006). In other words, Ledford et al., 2013 stated as youth empowerment is focused on creating greater community change that, in its methods, relies on the development of individual capacity. As to Jimba (2006), youth empowerment is inclusive of ways the youth can be facilitated to cause changes in their life style. He further retained youth empowerment as a way of enabling youths to transform their ideas into creativeness. It can also be seen as a means of exposing the youths into skills or training that makes them productive.

The interview I had with key informants also reveals that the main motives of youth empowerments in the study areas are directly or indirectly related to creating healthier and higher qualities of life for underprivileged or at-risk youth; and identified the following as competencies of healthy youths: positive sense of self, self- control, decision-making skills, a moral system of belief, pro-social connectedness and economically empowered. They have also planned to see the youths they are working on to get fulfilled these competencies up on the completion of the project.

To sum up the wide ranging performances of the mentioned project, though its intention to bring positive changes on the livelihoods of youths of the study area and then create a fertile ground for positive future generation is appreciable, it does not create a rigorous road map for the same. In other words, identifications of core competencies of health youths is substantial, however, what lag behind is the way to achieve it in a relatively smart way.

The details of empowerment activities in the study area are discussed in the subsequent sections.

#### **4.2. Social welfare the youth empowerment has on the youths of the study area**

Though in different articulations, all youth interviewees were agreed on the helpful roles on their social good due to their participation on various activities in the center. For instance, interviewee E stated as he got friends to talk on diverse issues since his engagements in the center; and his commencement of openly chatting on issues related to sex and reproductive health in here [the youth center]. These claims are highly corroborated by the views of key informants. No one responded in a way that negates the positive contributions that the project has brought on the youths. Additionally, it is reported that their meaningful social engagements enhanced their sense of connectedness, belonging and feeling of being valued, which can contribute to positive mental

health; and this in turn enables them to gain skills and a sense of empowerment and make healthy connections with positive role models.

It is also found that such engagements of youths is doing well in teaching youth something new that they wanted to know about; it provide them with safe spaces. By this, key informants also asserted that youth's participation in different activities of the project in the center increasingly allows them to get visible and be active component in community development efforts, and such involvement contributes to both the development of community and the social and psychological development of the youth involved. Besides, nine out of the sixteen youth interviewees mentioned that the participation they used to have in the center initiated them to further participate on various community service programs in their locality. For instance, interviewee L said that:

*I never supposed to participate in community service engagements in my locality. In summer periods, other than last summer, I used to spend my time on invaluable activities with my friends (May 16, 2018).*

Interviewee B added:

*Before I joined this association I was very shy and used to abashed, I was not confident and also afraid to take stage, but now I am confident youth, have potential to communicate and work in the stage, and got this level of confidence because of my participation in this center (May 17, 2018).*

Manager of the center also stated that when youth participate in their center, they build high attachment and this and other engagements they used to have in the center in turn positively contributes to the social wellbeing they supposed to undergo. Interviewee A and C added that the participation they had in the youth center has strengthened their habit of supporting each other and enable them to share their happiness and sorrow. Another interviewee, interviewee F, avowed

that youths who used to participate in the center feel humanity or compassion; and he added that at the time they see helpless elders and orphan children, they easily give any kind of support they can. Besides, interviewee O stated that youths who used to participate on various activities in the youth center have high respect for girls and women, and mentioned as they protect them from harmful practices. Interviewee G also explained that his engagement in the center helped him to take various initiatives within his community in addition to saving him from various anti-social behaviors. This is similarly stated by interviewee I. In line with this, a vocal majority of youth interviewees' reported that their participation in community activities is associated with their behavioral well-being both at youth center and their social life outside the center. Accordingly, three youths indicated that their involvement in the center positively influences their academic performance.

The program and training officer told me a case of one youth. She [key informant 2] stated that, interviewee D, the youth participant on sport related activities, was passive and had only minimal interaction with his peers prior to joining the center. But now he smoothly communicates with various people in an excellent mode. Basing the various life skill trainings youths used to have, she [the program and training officer] added that potentially youths who participate in this club have a good discipline and conflict resolution skill in the family unlike the surrounding youths out of the youth center. She further affirmed that they have a discussion program on different issues and this in turn helps to share their ideas and strengthen their communication. However, what all youths and some key informants repeatedly avowed is that activities related to the creation and endorsement of social welfare has not been done regularly as per the plan of the project.

Basing the abovementioned findings, it can be said that all the study participants agreed towards the positive contribution that the empowerment processes has brought on the youths social welfare. All youth interviewees in one or other way informed that the empowerment they had so far helped them to build good relationship with their peers, families and also with the community in general.

This perhaps provides individual youth with opportunities for personal development through learning and applying valuable skills for navigating adult worlds, thereby increasing self-efficacy. It is also important that youth experience opportunities for engagement with diverse sectors within the local community. This is also steady with what Edford et al., 2013 stated as young people can have powerful and positive effects on adults, organizations, and communities. Through empowering processes such as learning decision-making skills, critical awareness, managing resources, and working with others, both youth and adults become better equipped as change agents. On the other side, empowered outcomes allow individuals to gain a sense of control, critical awareness and participatory awareness. Their engagements in community affairs further strengthen their commitments and prepare them for further responsibilities in their life. This idea is backed by Jennings et al., 2006 notion that participation in community affairs provides opportunities for youth to learn and practice important leadership and participatory skills (e.g., planning, organizing, oral and written communication) and try on different roles and responsibilities.

Though it did not inform the deep and intense information, the repeated observation I had and the passionate interaction I saw can perhaps notify me the same positive contribution on their social welfare. Observation data further indicates that participants on entertainment activities are very

close and cheerful, and have good interaction and adorable communication. The same applies for youths participating on sport related activities.

Engagement with the center had brought them an enhanced social network and the opportunity to work in a team. Some youths mentioned how they were much less lonely now and had more friends than they did before. Working together and learning from each other was also cited as a motivating factor. Others developed their talents and skills in music, drama and others, as well as values like tolerance. Among others, the most important benefit cited by almost all young people in this study was that they got more friends – built relationships, networks and connections – and increased their self confidence. They were happy to be entertaining themselves and others along with spreading awareness. Some cited an increased reading culture, while others were happy to have a safe and supportive environment and/or activities to engage with, in their free time. They said the youth centre provided them with an appropriate place to relax and enabled many to keep away from addictions like kchat, alcohol, cigarettes, etc.

Nonetheless, meaningful participation and engagement goes beyond simply being present at the mentioned activities in the youth center or community-based activities. Engagement in community service and/or community change is only part of the process of meaningful participation. Thus, ahead of the aforementioned perception from both youths themselves and project personnel, and outsider observer like me as of the would be significance of youths participations in these activities, there should be an objective parameter with which to measure the effectiveness of their participation and its positive contribution, say on their social welfare.

Furthermore, the project has commenced in a top down approach; it has designed without consultations of project beneficiaries and adequate need assessments. Due to this fact, the whereabouts the social welfare status of project beneficiaries prior to joining this project is not known. This in turn creates mess in measurements of its effectiveness and to what extent these youths achieved the intended objectives as Jennings et al., 2006 pointed out that socially transformative youth projects may be explained by the fact that, prior to engaging in effective socio-political action, critical reflection is required to help youth come to see and understand the very structures, processes, social values and practices that they seek to alter.

#### **4.3. Economic benefit the youth empowerment has on the youths of the study area**

The second specific objective of the study was concerned with the economic benefit the youth empowerment has on the youths of the study area. Qualitative questions for all categories of study participants were aimed at finding out the economic benefit brought about due to empowerment processes or in other words it intends to capture extents of economic empowerments in the study area.

According to the study area's empirical evidence on the issue, twelve out of the sixteen youth interviewees didn't able to explicitly articulate the economic benefit they have been gaining in the course of their engagement in the youth center. However, four youth interviewees [youth interviewee from entertainment category] stated that even though their primary motive is not money-making, they [members of the entertainment group] get daily allowances of 150 birr when they participate in events [various meetings and related events] of their *Wereda* and sometimes of their sub-city. Head of the respective *Wereda*'s Youth and Sport office [key informant 7] substantiates this data. In addition, other officials [key informants from the government sector]



also mentioned that the current empowerment processes might positively contribute for the respective youth's economic aspect in the long run.

Besides, according to the manager of the youth center [key informant 1], program and training officer and sport and entertainment officer [key informant 4], café and restaurant and pool houses are rented to the beneficiary youths; the cost of internet, printing, copying and scanning services are very minimal [i.e. 10 cents per minute, 75 cents per page, 50 cents per page and 75 cents per page respectively]. Condom is also being distributed for free. This information's were triangulated by the interview I had with the youths and the observations I made.

Economic empowerment according to Ogbe, (1996) is the way of motivating individuals in the society to be productive and self dependent by inculcating into the individuals entrepreneurship skills such as personal business initiatives and basic skills in business development. Consistently, when I stated about economic empowerment, I meant for the ability of making youths to think further than their immediate survival and to have the ability for wider and more auspicious life choices.

Generally, basing the aforementioned definitions of economic empowerment, I opted to see the economic empowerment processes of the study area from two dimensions: direct economic empowerment and indirect economic empowerment. I took the processes that intends to give a group of people the means to be in control of their economic destiny as direct economic empowerment, and the processes of helping youths develop their skills and knowledge by focusing on non-formal forms of education that can provide them with chances to work in the productive sector once they gain certain capabilities is taken as indirect economic empowerment.

It is believed that if one project is intended to empower some segment of the people economically, both its economic output and outcome should explicitly state at the very designation stage of a project so that one can track its economic implementation in general and its efficiency and effectiveness in particulars.

Provided that youths in the study area did not equally and objectively informed me the benefit they have been enjoying in terms of economy and all key informant did not able to precisely measure both the short term and long term impact of the current life skill trainings on the economic livelihood of the respective youths, it can be claimed that its economic benefit is generally loose or project's direct economic benefit is very minimal. Nevertheless, it cannot be discarded as inconsequential at all due to the fact that training programs can help getting young people on a right path after school towards the careers they want to follow. In other words, even though I can't dare to discard some negligible attempts of economic empowerment like the rental of café and restaurant and pool houses for youths, it can be concluded that economic empowerment of the youth center very insignificant in general.

The project has intended to empower the youths economically. Yes; this is good as an objective, however, what makes this objective worse is that it did not explicitly put in a SMART [specific, measurable, achievable, realistic and time bounded] way. For instance, Did the current economic status of these youths assessed? At what level it planned to empower them? In what way it empowers them economically within two years of time? Is that directly or indirectly capacitating them with potentials of generating income? If directly what are the activities to participate on? are questions to be raised among many others. Hence, it can be claimed that the project intends to

function at the expense of what the so-called project principle stands for. Generally, they are not as such well-built and enable the respective youth's sustainable economic empowerment.

#### **4.4. Health wellbeing the empowerment processes in the youth center has brought on the youths of the study area**

The third objective of the study took health as one dimension of youth empowerment. This is decisive as the ability of African youth to contribute to economic development and become leaders in all walks of life critically depends on their health status (An Issues Paper, 2006). Health in this sense is all rounded and inclusive of both physical fitness and physiological well being (key informant 3, Personal communication, June 8, 2018).

Interview with the study participants and the observation I had revealed that some youths have been regularly participating in the sport activities in the center. Two youth interviewees (interviewee C and D) stated that the sport activities they used to have in the center helps them to relax their body and feel fresh. Interviewee B raised the same idea that when he go and do training he feel happiness and come out of depression. In the same manner, he [interviewee B] stated that he used to felt depressed before he joined the center, but when he started to participate in sport activities in the center, he started to feel fresh all the time. Interviewee A also added before she joined the gym in the center, she had a plus body size, but know she gained her normal body posture.

Contributor for the youth's physiological well being is the training and awareness creations campaigns the respective youths have been participating and the VCT services being delivered. The youth interviewees stated as the health empowerments in the center is inclusive of issues like HIV/AIDS, sexually transmitted infections, contraceptives, age of puberty, menstruation,

unwanted pregnancies, and the like. As to the center's Nurse and HIV and reproductive health officer [key informant 5] the center has contributed to the sexual and reproductive well being of these youths mainly through the trainings and counseling on the same issue. She added that the center provides training by collaborating with the NGOS, and stated that such trainings enhance their knowledge concerning HIV/AIDS and other reproductive health issues. Consistently, as to interviewee I and J, the center facilitates the training on how to use condom, and informed that this helps them to be healthy. Interviewee K, the youth interviewee, also admitted that the peer education they used to have in the center contributes for their physiological welfare.

With regards to youths empowerment on health dimensions in general and sexual and reproductive health in particular, all four interviewees of health category mentioned that they did not openly discuss issues related to sexual and reproductive health and other facts of human reproduction with their parents prior to being beneficiaries of the project. They, instead, mentioned that they superficially told by their parents about limited topics pertaining to HIV/AIDS, opposite sex relations (about girl/boy friend) and unwanted pregnancy. Two of them added that most of the time their parents attempted to such issues by mentioning any undesirable experience related to sexual and reproductive health in the community, and also used to provide vague warnings rather than direct and open discussions. For instance, interviewee L stated that:

*I never supposed to discuss about SRH with my parents. They would rather advise me about the issues based on the movie characters when we sit at home watching movies by claiming "oh disgusting!" And also by saying "she/he is too young for it (May 16, 2018).*

Interviewee J also mentioned that she rarely discussed about SRH issues with family members, and now after her engagements in the project and discussion on the issues openly with peers in the youth center, she felt free about it, and started to discuss with some family members. In her words:

*I do occasionally chat about HIV/AIDS and other sex and reproductive health issues with my friends. Never have I had any formal discussion with my family, because there has been no opportunity for that. I don't even discuss about menstruation (April 16, 2018).*

Though measuring the impact of empowerment on the physiological dimension of the respective youths is not easy, the sport related activities can be taken as a main positive contributor of the youth's physiological well being. To start with the physical fitness, the Ethiopian Youth policy (2004) emphasizes youth participation in sports. Towards this, the policy recommends expanding and constructing youth-focused recreational, cultural and sport institutions and centers by narrowing the current gaps.

However, in the course of my observation, I realized that the number of youths participating in sport activities is less than what the center can accommodate. I asked the reason behind their slight number. The youths emphasized on the inadequacy of sport facilities. They were also compliant of the management system of gym house of the center; as to them, the gym house has rented to the business people, though they are youths, and complains that they were not able to ask for facilities to be fulfilled. They added the main motive of business people there are to make money and reported as they set gym time accordingly; they were not given enough time to participate on gym related sport activities. The officials admitted problems related to the

inadequacy of sport facilities in the center, and overlooked the problems related to the management of the sport center. Instead they [the officials] blamed the youths themselves for the fatigue they have been showing.

Though planned boldly, the empirical evidence from the studied project showed that, the health empowerment is not adequately functioning in a relative way with the same empowerment processes that contributes to the study area's youth social welfare. The project personnel used to give health services merely for needy youths who come and visit them; they should rather have a method to approach other youths who do not have access of the youth center, but highly susceptible for risky sexual and reproductive health behaviors. This is incoherent with the general claims that empowerment programmes can lead to improved health outcomes for people, and empowerment strategies are 'promising' in their ability to produce improved health impacts (Woodall, et al, 2010). In other words, its implementation should instead directed to the way it get scale up to community health education and health promotion increasingly reflect strength-based approaches that identify and build on individual and community assets to address potentially high rates of alcohol, tobacco, and other drug use; antisocial, violence-related, and other risky behaviors in youth.

Generally, the study participants, both youth interviewees and key informants, have agreed on the health benefits from the project activities. However, much has yet to be done in terms of equally accessing the youths identified as project beneficiaries on the commencement of the same.

#### **4.5. General implications these empowerments have for the youths of the study area**

The fourth and the last objective of this study attempted to figure out the broad implications of the project for the youths of the study area. As it has been stated in the aforementioned discussions,

youth empowerment involves different ways through which the youths could be empowered to achieve self sustained national development instead of depending on government for provision of empowerment opportunities. Besides, all endeavors in the project are consistent with the objectives set by FDRE's National Youth Policy (2004) as of ensuring the active participation of youth in the economic, social and cultural life of the country, and to support democratization and good governance. This is also consistent with what Gateway Health Institute (2017) describes youth empowerment as, equipping the youth with skills that is necessary for full participation in everyday life. Improved self-esteem, motivation, social skills and academic performance is but a few of the outcomes of Youth Empowerment Programs. Accordingly, some positive contributions have sought, though the study area's project did not rigorously follow what one project is supposed to go through. All the activities of the project are believed they will enhance the sustainability of the youths in different fields of trade. It would also help these youths gain more control over their affairs.

Nevertheless, the economic benefits stated in the project's achievement are inconsistent and petty employment which does not make sense in an economic climate where the rate of unemployment has risen over the years. The project personnel are supposed to go beyond the economic empowerments they have been practicing now. Provided that young people in our city generally and the study area specifically have enormous potential that could be harnessed for promoting their economic development, they have to look forward for the same. Generally, had the project been strictly followed implementation steps of a project, the implication it brings for the respective youths would be far greater than the benefits it brought so far.

Another activity which can be taken as emerging issue is the concern related to education. Though the researcher is not intended to capture issues regarding education in the study area at

the very beginning of objectives of the research, it is found that the project is also working on the academic sphere of the study area's youths. The academic related empowerment is related to deliverance of library services. This in turn perhaps has positive contribution for the general empowerments' there. The project attempted to support the youths' usual academic education by letting them to use the library in the youth center. As to a librarian in the center [key informant 6], it is only after the commencement of this project that some additional reading materials are placed in the library. She added, "The youth have been strongly consulted to use the library, and some improvements have been seen since then." All youth interviewees who are library service users were also acknowledged the benefits they came through in the course of using library in the center. However, both interviewee N and O reveals the absence of adequate references and non-academic reading materials in the library as a challenge. The presence of such additional materials would help them develop life skills and prepare them for responsibilities they will take in their adulthood period. From the study participants interview and observations I had, it is noted that educational services has not given weight, and there are no detail activities to be conducted as well.

#### **4.6. Discussion in relation with the Positive Youth Development Model**

The positive youth development approach has recently come to be an alternative approach to the youth development programs in Ethiopia. It is designed to focus on the positive outcomes everyone desire for young people, not the negative outcomes we hope to prevent (Abebe, 2011). The approach is one where young people are seen as developing individuals who display considerable assets and are able to be guided to become constructive contributors to society. While deficits may exist, it is the goal of Positive Youth Development to fill the gaps. This idea is in stark contrast to the perspective of focusing on 'fixing the problem'. Generally, the model



focuses on positive outcomes, proactive and youth as active participants among others (Francis, 2018). When I tally the objectives of the center under study, even though there are some negative outcomes they hope to prevent, i.e. it largely focuses on seeing positive outcomes for young people.

The model integrates the prevention and protection youth development models in to one supportive relationship that takes a more holistic approach to youth development. Similarly, the youth center is intended to prevent youth from various harmful activities and from socially unacceptable behaviors [anti-social behaviors], and aims to protect them; like; keeping their healthy functioning, enhancing their social relationship, helping them to gain their role in a wider societal spheres. The practice of enabling participation, enhancing control through shared decision making, and creating opportunities to learn, practice, increase skills are also unswerving with the basic tenets of Empowerment theory as postulated by (Zimmerman, 2000).

Positive Youth Development Model has outlined four main areas of youth empowerment: physical, intellectual, psychological/emotional, and social (The National Research Council and Institute of Medicine; NRCIM, 2002). Though I considered all these areas except the psychological/emotional one, I gave a great emphasis for the social and physical elements; and added others elements of economy and physiology to some extent.

Let me discuss each element in line with its detailed constituents and the empirical data from the study area. To start by its contribution to youths' social welfare, the model's youth social development include connectedness with parents, peers, and other adults, a sense of a social place, an ability to navigate in diverse contexts, and an attachment to pro-social or conventional

institutions (ibid.). The aforementioned findings and discussion on the implication of youth empowerment on the study area youth social welfare shows that the mentioned constituents' has met in a relative way. The second one is economic empowerment. Though it did not incorporate in the model, the empowerment processes in the study area did not go in line with the criteria of direct and indirect economic empowerment satisfactorily. The third one is health dimension. According to the model, good health habits and good health risk management skills are assets facilitating positive physical development, and numerous assets contribute to youths' psychological and emotional development including mental health (ibid.). Though it cannot be fully asserted that the current physical and physiological empowerment in the study area goes in line with the assumptions of physical empowerment of the model, I can be said that these activities are coherent to it to some extents.

#### **4.7. Discussions of the main findings aligned with Project Management Landscape**

As it has been stated in the literature part, the subsequent section is intended to discuss the main finding of this study in relation with various project management landscapes. This is backed with the rationale to touch Contemporary Issues in Project Management. For the sake of conveniences, let me describe the basic tenets of all project management landscapes [i.e. Traditional project management, Agile project management, Extreme and Emetrexe project management landscapes]; and comment on the best fitted project management landscape.

Traditional Project Management (TPM) is cases where both the goal and the solution are clearly defined. It is also called Linear and Incremental life cycles. It involves very disciplined and deliberate planning and control methods. With this approach, distinct project life cycle (phases) is easily recognizable. Tasks are completed one after another in an orderly sequence, requiring a

significant part of the project to be planned up front. TPM assumes that events affecting the project are predictable and that tools and activities are well understood. In addition, with TPM once a phase is complete, it is assumed that it will not be revisited (Wysocki, 2009). However, the inverse seems true in the case of project understudy. This project management landscape stresses on the need to create a detailed plan, which is important for developing the project budget and schedule. Though project budget is attempted to set, some issues are lacking a detailed plan, for instance, empowerments related to economic dimension. Once the project plan is in place from the planning process group, it becomes the bases upon which the project will be planned, executed, monitored, controlled and closed. This brings the element of rigidity because the plan will be so detailed which in turn dictate that any changes will have to follow a formal procedure. This rigidity element, however, did not impede the project understudy to rarely follow the sequential flow.

The next one is Agile Project Management (APM) Model. In this type of project management model, the goal is clearly defined but the solution is not. It is also called Iterative and Adaptive life cycles. It is dynamic and continuously adapted to the changing project situation and environment; and such projects expect change and are structured to accommodate it, but there must still be vigilance over change (Ibid). Because of its very nature and the schedule it planned to get accomplished, I do not think that the project understudy should follow the assumptions of this project management landscape. Actually dynamism and continuous adaption to the changing project situation are of important, but given the two years' time of the project, it is better if it sticks to the original plan; and some degrees of normal change in the project management life cycle is allowed in TPM. For instance, when a team member is taken off the team and no longer

available another team member can be easily chosen from within the organization [or the project personnel] for replacement.

The most complex projects are those for which neither the goal nor the solution are clearly documented under the landscape of Extreme Project Management. Their complexity comes from the fact that through iteration it is hoped that the goal and the solution will converge to something that has business value. Pure research and development (R & D) projects would be of that type. It is the least structured and most creatively managed of the project management landscape. In these kinds of projects uncertainty and complexity are at their highest levels. It is a method of managing very complex and very uncertain projects (Ibid). Basing this characteristics, the malfunction rates of extreme projects are the highest among all types of projects. Taking all the mentioned characteristics of Extreme Project Management landscape in to account, I found that the project understudy do not display any of these assumptions. Incongruence with these assumptions does not mean that the project is on the right track. It is its very basic nature that makes it not exhibit these features. Rather these situations are common in new product development, business process design and research and development projects.

The Emertxe PMLC model looks unerringly the same as the Extreme PMLC model. The same rule of Extreme PMLC applies in the Emertxe PMLC model. The only divergence is regarding the purpose of the project. The Extreme PMLC model works for the projects for which a solution is clear but the goal is not. It starts with a solution and no goal. The question to be answered by the Emertxe PMLC model is this, “Is there a goal that this solution can reach, and does that goal have business value?” (Ibid). Again the project understudy is not compatible with this Project Management landscape. It is not supposed to go in line with it; they work in different scenarios.

Generally, I cannot dare to categorize the project under study as it is aligned with specific Project Management Landscape. The assumptions of the last two project management landscapes, Extreme and Emetrexe project management landscapes are not compatible with the actual implementation of the project. It is even not supposed to follow their characteristics theoretically. Apparently, it seems that implementation of the project shares some elements both from Traditional project management and Agile project management. For instance, the elements of linearity from TPM landscape; and elements of dynamism [not sticking to the same target population] from Agile project management landscape. This again seems coincidence because not sticking to the target population can also be considered as a failure.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1. Conclusion

The study was conducted with the objective of assessing empowerment project; its implementation and implication for youth wellbeing: the case of Kolfe Keranio Sub City, *Wereda* 9 youth center. The youth empowerments' implication for their social welfare, economic benefit and health were assessed. Qualitative research design was used. The study participants were selected by using non probability method; purposive sampling was employed to select study participants, youth interviewees and key informants. Youths were selected by dividing activities in the center in to four main categories. Interview guideline was used to generate data from youth interviewees and key informants, and observation was also conducted by the use of observation checklist to substantiate data from interviews. The data obtained was analyzed thematically based on the study objectives and was discussed in line with literatures related to youth empowerments, the fundamental assumptions of Positive Youth Development Model and Project Management Landscapes.

The findings indicated that the youth center has something to do with youth empowerments. The first contribution is in terms of social capital. It contributes more in terms of building good social relationship both among them and with the wider society. Through participation the youth respondents felt that they learned new social skills and developed interpersonal relationship skills. Other implication is in terms of economic and health dimensions. Though minimal, health and economic implications of the empowerment process is also considered. The study found negligible repercussion of the empowerment processes on the economic livelihood. Empowerment on their health dimension is somehow good in a relative way.

Major challenges of the center were also identified as inability to go in line with the planned procedures, failure to have a detailed plan, inadequacy of regular budget for the activities to be executed in the center, inability to have regular review meeting with the concerned stakeholders, failure to consult the major beneficiaries [youths] regularly among others. The problems related to underemployment, i.e. people in the center like the manager and program and training officer are not the right people to run the activities of their respective positions can also be taken as other challenges of the center due to the fact that the manager qualifies by Bachelor of Education Degree in Biology and the program and training officer qualifies by Bachelor of Arts Degree in History. This study generally found that youth empowerment in the youth center creates opportunities for empowerment, though it did not meet up the criterion required by Contemporary Project Management.

## **5.2. Recommendations**

This part is concerned with the recommendations of the study to various entities. It was communicated based on the findings obtained from the study.

In an attempt to further strengthen aspects such empowerments within a frame work of Contemporary Project Management by choosing appropriate Project Management Landscapes. Though the planned annual activities have been disintegrated in to mid-year, quarterly and monthly plan or activities; it shall further disintegrated in to weekly and daily activities or plans so as to strengthen the implementation potential of the project under consideration. The projects phase out strategy and sustainability should also be well articulated.

Besides to strengthening the empowerment dimensions of the Positive Youth Development Model, youth entrepreneurship initiatives should be encouraged and supported as they can provide youths with new ideas and opportunities and give them the chance to increase their

competitiveness. It would directly and/or indirectly contribute to the economic livelihood of these youths. One way of doing this can be creating linkages with the respective *Wereda*'s Micro and Small Scale Enterprise Development Office. Basic Business Skill (BBS) and Entrepreneurial Development trainings should be considered in the course of giving various life skill trainings. To ease the project's implementation endeavor, assets of various stakeholders should be assessed. For instance, the sub city and *Wereda 9* youth and sport office should be supposed to give appropriate technical and material support. The concerned human resource is also supposed to review the link between the qualification of the people in the project and the activities to be executed by them. The project personnel are also supposed to conduct regular review meetings with relevant stakeholders including youth themselves. This is about allowing youths to be active stakeholders in their own development and to formulate and implement intervention activities.



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## **APPENDIX A**

**Addis Ababa University  
School of Commerce  
Distance Learning Graduate Program  
Department of Project Management**

**Guide questions with key informants (i.e. manager of the center [or any delegate of manager] and other facilitators like program and training officer, sport and entertainment officer and nurse) in the center**

### **Introduction**

Dear interviewee,

My name is Solomon Zewdu. I am studying Masters Degree of Project Management in Addis Ababa University School of Commerce. Now I am conducting study on the Effectiveness of Youth Empowerment Project and its Implication for Their Wellbeing: The Case of Kolfe Keranio Sub City, Wereda 9 Youth Center. The study will mainly focused on the direct contributions of the center for youth empowerment participating in the same. This study had been approved by the Addis Ababa University School of Commerce to be conducted in partial fulfillment of Masters Degree of Project Management. Even though you will not gain a very direct benefits from this study, the result the study will used by the youth center personnel and other concerned stakeholders in order to intervene in to a comparable issues. Your opinion discussed in this interview will be used only for this study and will be confidential. Personal identification like name and the like will not be included in this study. Your honest and genuine answer to the issues will be great value for the study. I would greatly appreciate your help in responding to this study. Your participation should be voluntarily, and if you will not be willing to participate in the study you have the right to stop at any time.

Date of interview\_\_\_\_\_

Code\_\_\_\_\_

**Personal profile**

Sex\_\_\_\_\_

Age\_\_\_\_\_

Education level\_\_\_\_\_

Duration of time in the center\_\_\_\_\_

**Question to be asked:**

1. Would you please tell me about your center in general?
2. Who are the beneficiaries of the center?
3. What do you think about the contributions of youth center for the members in general?
4. Are there any members of the center who become economically benefited?
5. What is your view about the importance of the center to health well-being of its youth beneficiaries?
6. Do you think that the youth center help their members to create good social relationship with their peers, school compound, family and community?
7. How do you explain the family influence on the youth members with regards to their participation in the center? Both positive and negative influences?
8. What are the challenges that exist in the center faced by its members and other concerned body?
9. How you describe the involvement of your center at local and national level?
10. What kind of support the center get from government and other agencies?
11. What is the unique feature of your center?
12. Do you have any final remark with respect to your center?

## **APPENDIX B**

**Addis Ababa University  
School of Commerce  
Distance Learning Graduate Program  
Department of Project Management**

### **Guide questions with beneficiaries of the project (i.e. youths participating in various activities) in the center**

#### **Introduction**

Dear interviewee,

My name is Solomon Zewdu. I am studying Masters Degree of Project Management in Addis Ababa University School of Commerce. Now I am conducting study on the Effectiveness of Youth Empowerment Project and its Implication for Their Wellbeing: The Case of Kolfe Keranio Sub City, Wereda 9 Youth Center. The study will mainly focused on the direct contributions of the center for youth empowerment participating in the same. This study had been approved by the Addis Ababa University School of Commerce to be conducted in partial fulfillment of Masters Degree of Project Management. Even though you will not gain a very direct benefits from this study, the result the study will used by the youth center personnel and other concerned stakeholders in order to intervene in to a comparable issues. Your opinion discussed in this interview will be used only for this study and will be confidential. Personal identification like name and the like will not be included in this study. Your honest and genuine answer to the issues will be great value for the study. I would greatly appreciate your help in responding to this study. Your participation should be voluntarily, and if you will not be willing to participate in the study you have the right to stop at any time.

Date of interview \_\_\_\_\_  
Code \_\_\_\_\_  
Category of the participation \_\_\_\_\_

**Personal profile**

Sex \_\_\_\_\_  
Age \_\_\_\_\_  
Education level \_\_\_\_\_  
Duration of time in the center \_\_\_\_\_

**Question to be asked:**

1. Would you please tell me about your center in general?
2. Why do you decided to participate in the center?
3. What kind/type of benefits you are receiving from the center?
4. What do you think about the contributions of youth center for you in general?
5. Are you economically benefited from your participation in the center? If yes, in what way?
6. What is your view about the importance of your participation in the center for your health well-being?
7. Do you think that the youth center help you to create good social relationship with your friends, school compound, family and community?
8. How do you explain the family influence with regards to your participation in the youth center? Both positive and negative influences?
9. What are the challenges you faced so far in the courses of your participation in the center?
10. How you describe the involvement of your center at local and national level?
11. What kind of support the center get from government and other agencies?
12. What is the unique feature of your center?
13. Do you have any final remark with respect to your youth center?

## **APPENDIX C**

**Addis Ababa University  
School of Commerce  
Distance Learning Graduate Program  
Department of Project Management**

### **Observation guide**

Observation guide used to direct by observation which I intended to have at the same time of data gathering.

1. Physical appearance of the center in general.
2. Various activities in the center.
3. Observing beneficiary youths while they are participating in various activities of the center.
4. Social interaction of the youths with each other and with personnel's of the center.
5. Observable gaps and challenges in the center; among others