



**Addis Ababa University
College of Development Studies
Center for Regional and Local Development Studies**

Master of Arts (MA) Thesis

**Youth Civic Engagement in Addis Ababa; the Case of Selected *Woredas* of
Yeka and Bole Sub Cities**

By

Almaz Wasse Gelagay

ID No: GSR/1122/15

Advisor:

Dr Yeshtila Wondimeneh

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NAME OF THE STUDENT

SIGNATURE

DATE

Almaz Wasse

We have examined and approved the thesis research prepared and submitted to the Center for Regional and Local Development Studies by **Almaz Wasse**.

NAME OF THE ADVISOR

SIGNATURE

DATE

Dr Yeshtila Wondimeneh

THESIS EXAMINER

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Table of Contents

Contents

ACKNOWLEDGEMENT	1
ABSTRACT	2
CHAPTER ONE	3
INTRODUCTION	3
1.1 Background of the Research	3
1.2 Statement of the Problem	5
1.3 Objectives of the Research	8
1.4 Significance of the Research	9
1.5 Scope of the Research	10
CHAPTER TWO	11
REVIEW OF RELATED LITERATURE	11
2.1. Conceptual Review of Literature	11
2.1.1.1. Dimensions of Youth Civic Engagement	12
2.1.1.2. The Challenges and Opportunities of Youth Civic Engagement	14
2.2 Review of Theories	16
2.3 Empirical Review of Literature	18
2.4 Conceptual Framework	19
CHAPTER THREE	21
RESEARCH METHODOLOGY	21
3.1. Description of the Study Area	21
3.2. Research Approach and Research Paradigm	22
3.3. Research Design	24
3.4. Sampling Design	25
3.5. Data Collection Methods	26
3.5.1. A Survey Questionnaire	27
3.5.2. Individual Interviews	28
3.5.3. Document Analysis	28
3.6. Data Analysis Methods	29

3.6.1 Unit of analysis.....	30
3.7. Data validity and reliability	30
3.7.1. Validity	30
3.7.2. Reliability.....	31
3.8. Ethical Consideration	31
CHAPTER FOUR.....	34
DATA ANALYSIS AND INTERPRETATION	34
4.1. Data analysis	34
4.1.1. Background of the respondents	34
4.1.2. Assessing youth civic engagement in different dimensions	36
Community based indicators of youth civic engagement	36
Voting.....	40
Youth voice	41
4.1.3. Determining dimensions with high youth civic engagement rate	42
4.1.3. The challenges of civic engagement	44
Factors external to the youth	44
Youth related factors	47
4.4. Institutional mechanisms of youth civic engagement.....	49
4.5. The role of civic engagement for positive youth development.....	50
4.2. Discussion and interpretation of the data.....	53
4.2.1. Assessing youth civic engagement in different dimensions	53
Community based indicators of civic engagement	53
Voting.....	57
Youth voice	57
4.2.3. Identifying dimensions with high youth civic engagement	58
4.2.4. The challenges of youth civic engagement	59
4.2.5. Institutional mechanisms of youth civic engagement	61
4.2.6. The role of civic engagement for youth positive development.....	64
CHAPTER FIVE	65
CONCLUSION AND RECOMMENDATION.....	65
5.1. Conclusion	65

5.2. Recommendation	66
References	68
Appendices.....	75
Survey data.....	75
The questionnaire	78
Interview questions for youth participants	85
Interview questions for youth experts	86

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ABSTRACT

Youth civic engagement has gained considerable attention from government and non-government bodies as a mechanism to mobilize youth talents and capacities in development initiatives and to foster positive youth development by building their self-esteem as informed citizens who are responsible to lead the future. In spite of such initiatives, youth are facing multifaceted challenges that hamper their participation in civic engagement activities (Suchowerska, 2013) (Wray-lake et al., 2012) (Jalata, 2014). With this backdrop, this research tried to assess youth civic engagement and the challenges they encountered in their endeavor by taking participants from selected *woredas* of Yeka and Bole sub cities in Addis Ababa. A mixed method design was adhered to collect quantitative and qualitative data with a survey questionnaire, which was distributed to 262 youth respondents, and individual interviews conducted with 17 youth and 8 youth experts at the *woreda* administrations. The data were triangulated during the analysis and interpretation phases where the qualitative data were used to enhance the quantitative data. The results indicated that youth civic engagement was low especially in voting and signing petition, advocacy and reading newspapers and magazines. Though the youth participants were enthusiastic to be engaged, they were discouraged by lack of support and opportunities. The prevailing civic engagement platforms in different settings like schools and government administrations were not designed in terms of the talents, needs and interests of the contemporary youth. Therefore, youth civic engagement opportunities need to be expanded in the community and in the administrative zones. Youth focused engagement programs should be creative and innovative to address and motivate the youth by addressing their interests. Besides, the youth should take part in designing youth programs implemented at the grassroots levels like *woreda* administrations.

Key words- youth, civic engagement, dimensions of civic engagement, positive youth development, challenges

CHAPTER ONE

INTRODUCTION

1.1 Background of the Research

Young age is perceived variedly across organizations and across countries. According to (UN, 2015), the population of the world whose age falls from 15-24 years old are the youth population, and they constitute 1.2 billion or 18% of the world's entire population. The *African_Youth_Charter (2006)*, on the other hand, defines those between the range of 15-35 years old to be the youth, and specifically considers 15-17 years old youth to be minors. In Ethiopia, the age framework for youth hood is from 15-29 years old (USAID/Ethiopia 2018). Statistical data show that this group constitutes 30 % of the country's total population.

Civic engagement (CE) refers to citizens' participation in initiatives that aim to bring change and transformation in the lives of their community. Adler & Goggin (2005: 237) define, "Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future." The definition implies that civic engagement is a form of participation where citizens contribute to ensure their community's development sustainably overtime.

Civic engagement is a broad concept and is practiced in diverse ways that align to the socio-cultural, economic and political construction of a society in concern. In fact, CE can be captured in terms of citizens' knowledge, skill, motivation and active participation in the civic life of their community that particularly promote democracy and wellbeing. It encompasses activities spanning from where citizens take part in elections and decision making processes to where "individual members of society take a proactive role in shaping and contributing to public life more broadly"(Dubow et al., 2017:1). There is no limit to the scope and kind of contributions that individuals make to the wellbeing of their society, and so participation depends on one's ability, capacity and opportunity to engage. More importantly, civic participation is exercised in a wide ranging activities like voting, writing letters to newspapers, volunteering, advocacy, membership in associations, participating in school boards, etc.(Morimoto & Friedland, 2013:

523). Engagement in these areas concerns to citizens of all age groups, but youth civic engagement has gained considerable attention.

Engaging youth in development and social transformation initiatives determines achievement of growth and democracy. It plays significant roles in achieving sustainable development goals (SDG). Youth possess a great potential that would contribute to reduce poverty in all areas of development like in education, environment, health, peace and security and so on. Youth potentials, talents, abilities and interests can be leveraged to facilitate social development and improvement through solving community problems. Mutually, engagement in civic settings fosters youth positive development by providing them with a platform to preserve, consolidate and develop talents, skills and passions which may weaken and be abandoned unless and otherwise they are given the proper attention. It is an opportunity for the youth to exercise their skills, knowledge, talents and experiences by solving their community's problems and to develop positively as informed citizens. Youth civic engagement is promoted through designing mechanisms that enhance social wellbeing and youth positive development in different settings (Hung, 2004) (Sutton, 2007), (Linkhart, 2018) Cicognan et al, 2014).

Youth have been frontrunners in political movements and social development initiatives that account for their civic engagement endeavors globally (Andolina et al., 2003). African youth were agents of change in the social and political reform agendas during the struggle for independence from colonial regimes over the past years (Gavin et al., 2024) to a recent movement against government structures (Ehaab D. Abdou and Loubna H Skalli., 2017) (Klouwenberg & Butter, 2011). Youth participation in political and democratic systems has become a significant aspect of development in the continent (Roger, 2023). (Gavin et al., 2024) indicates that though African youth are influenced by multiple economic and health indicators "Young Africans' quest for empowerment will make them significant catalysts for change." Ethiopian youth were also engaged in diverse civic activities in formal organized settings or in informal settings in community based engagements. The youth have been active contributors at times of crisis, emergency situations and national calls, but their engagement in the political process was prominent during movements for change and political reforms (Abebaw and Rønning, 2017).

However, researchers confirmed that youth participation in civic activities has significantly declined globally (Print, 2007). In line with this, unemployment, low level of literacy, lack of participatory democratic system, poverty, poor health condition and conflict leave Ethiopian youth in dismal situations which deterred their participation in civic life (Jalata, 2014: 538); (Zeru et al, 2018: 6). Youth engagement in the political and civic areas is low due to lack of a system to support them to influence the path of political, economic and social developments and shape their future. (Getachew, 2020: 62) evaluates, “young people are often disenchanted with political structures that are unresponsive to their needs and interests, but they still remain interested in social and political issues and continue to seek recognition from the political system.” More importantly, Ethiopia lacks an updated and well enforced youth policy apart from the one drafted in 2004 and which has remained inactive since then. With this backdrop, this research delved in to the status of youth civic engagement, the prevailing opportunities for the youth to participate in different dimensions of civic engagement and the challenges that hamper it by focusing on selected *woredas* in Yeka and Bole Sub cities of Addis Ababa.

The first chapter of the thesis provides readers with the introduction of the study where background (which is the present section), problem statement, objectives of the research, its significance are included. The second chapter lays the conceptual and the theoretical foundation of the research while the third chapter describes the methodology in detail. In the fourth chapter of the thesis the data are analyzed and presented. This is followed by the discussion and interpretation of the data in the separate section of the chapter. The last section, which is the fifth chapter, draws on conclusions and forwards recommendation.

1.2 Statement of the Problem

The 2030 sustainable development goals (SDG) are intended to eradicate poverty and improve social wellbeing by synergizing efforts in economic, social and environmental development areas and ensuring equity (Johnston, 2016). Sustainability of initiatives implemented to achieve this goal depends on how well every member of a society is mobilized and included. In pursuit of fulfilling this, the governments of states pledged to ensure social inclusion in SDG 2030 saying” as we embark on this collective journey, we pledge that no one will be left behind (Johnston,

2016: 1). Constituting the major part of the world's population, youth are key stakeholders in the efforts to improving social wellbeing. UN youth report (2018) emphasizes that the realization of UN's sustainable development goals depends highly on how well they are integrated with youth development efforts. Youth development efforts are geared towards helping the young generation in the journey of becoming responsible and successful citizens.

Young age is marked by a time when one engages in tasks that help to gain knowledge, apply skills, talents and experiences to enhance the chance to achieve ambitions. With the provision of appropriate platforms, this ambition to engage in one's surrounding can be leveraged to the success of social development and transformation initiatives. Some scholars align engaging youth to engaging community (Senbel, 2007). Particularly, youth participation in civic engagement plays crucial roles in building a democratic system which is transparent and socially accountable. At the same time, civic engagement bolsters youth self-actualization as informed citizens and reinforces positive development (Augsberger et al., 2017).

Youth can engage in areas that transform their society and at the same time enhance their positive development. There are ample areas where the youth can engage like in volunteerism, voting, advocacy, community gatherings and other aspects based on the socio-cultural and economic construction of their society. For instance, in Ethiopia, further to their participation in those areas, the youth highly contribute by helping their community in social events like weddings, funerals and communal gatherings, etc. Engagement in such and other forms of civic life empowers the youth, makes them informed citizens and contributes for their self-actualization. However, youth lack opportunities to demonstrate their talent, capacity and ability to transform their society and influence their future to the required level. Their participation in social and political spheres is declining and as a result, their impact in policy formation, policy implementation, decision making, advocacy and other forms of civic engagement is limited.

Youth have limited opportunities to contribute to the society through civic engagement platforms. They face structural, economic, social and cultural obstacles that force them to shy away from participation through voting, running for offices, membership in associations and related activities. Youth are relegated from political and social participation and they "lack political space to make their contribution to society (Gedion, 2014 : 538)." Over different regimes, government-youth relationship in Ethiopia has been characterized by suppression,

exclusion and neglect from the formal system. In Asnake et al., (2021:6)s' words, the governance system treated the youth with "control/repression or co-optation rather than allowing the youth to freely contribute to the country's economic and social development." Education, one of the formal social structures, is believed to contribute positively to youth civic engagement (Campbell, 2006). Schools provide settings where important civic engagement competencies are cultivated through co-curricular activities that help students to develop their natural talents, learn important social skills and use them to benefit their school and out of school community. When it comes to most of the Ethiopian schools, we can observe that there is limited chance to engage in activities apart from the formal lessons, and so civic engagement competencies are not gained at the required level from the school environment.

Cultural assumptions do also interact with youth participation in relevant decision making scenarios. Youth are mostly perceived as sources of problems and behaviorally difficult to manage (Desie, 2020). Emphasis is on problems and negative aspects than the solutions they can bring on board to solve their own and their community's problems. Young girls are special groups who are seriously affected by cultural attitudes that do not engage females in major decision making processes (Zeru et al, 2018: 12), and this ultimately discourages young females' aspirations to participate in social affairs, to go out of home and make their voices heard for themselves and for others. Further to this, many Ethiopian youth are experiencing high rate of unemployment and are living under poverty. ILO reports that Ethiopian youth, aged 15-29 years, who are not in employment, education or training were 19.3%. The extreme working poverty rate is also high at 18.3%. This condition makes it challenging to take actions for civic engagement which demands time and financial costs to cover one's expenses like in volunteering, advocacy, membership of associations, attending community meetings etc.

Youth CE is one of the areas which are not researched well in Ethiopia. The area has not been given the required attention by researchers and decision makers and so little is known about youth CE. The prevailing few works focus on youth political participation at different times of political movements. In regards to this, Getachew (2020) and (Asnake et al., 2021) reviewed youth political participation at different regimes and concluded that structural, economic, cultural and educational factors are amongst the major challenges that hamper youth political participation. With respect to civic engagement, (Mesele et al, 2023) evaluated impact of

Tolerant Engagement Forums (TEF) to enhance University students' civic engagement. All of these works are valuable sources of background information on youth CE to the present research, but they differ from it in their focus and objectives. Getachew(2020) and (Asnake et al., 2021) did literature reviews on youth political engagement but did not consider the other dimensions of youth engagement. The latter one, Mesele et al., (2023), is an impact evaluation designed to assess effectiveness of a program. This implies that there is lack of a thorough research that assesses youth CE and the challenges encountered.

Building on the above scenario, the present research was an endeavor to bring youth CE to our focus. It took the cases of youth in three *woredas* in Yeka and Bole Sub-cities of Addis Ababa. By collecting a quantitative data through a survey questionnaire and a qualitative data with an in-depth semi-structured interview with the youth and youth experts at the target *woredas*, the research tried to respond to the following questions:-

- What is the status of youth civic engagement in the selected study areas?
- Which areas of youth civic engagement are more prevalent and why?
- What are the challenges and opportunities of youth civic engagement in the study areas?
- What are the institutional mechanisms that enhance youth civic engagement in the study areas?

1.3 Objectives of the Research

The major objective of this research was to assess youth civic engagement and the associated challenges and opportunities in selected *woredas* of Yeka and Bole sub cities. It specifically envisioned to:

- 1) Assess youth civic engagement in the selected areas,
- 2) Identify areas of high youth civic engagement,
- 3) Investigate the challenges and opportunities of youth civic engagement,
- 4) Identify institutional schemes designed to enhance youth civic engagement at *woreda* level

1.4 Significance of the Research

Ethiopian youth constitute a significant portion of the country's population. The country's endeavor to growth and development has to address the needs, interests and concerns of this cohort of the population. Civic engagement is one of the platforms that facilitate youth development by providing them the opportunity to participate in areas of their interest and improve their life and of their community so as to build a nation they envision. There is a strong bond between youth development and civic engagement beyond school and home settings. It is also believed that civic engagement at young age leads to engagement in community affairs during adulthood and late age in life. In strong terms, (Flanagan & Levine, 2010: 161) relate it to identity formation saying, "opportunities to explore civic issues and to wrangle with others who have different perspectives help young adults to crystallize their values and political stands. Political identities formed in the early-adult years are highly predictive of the positions individuals will hold in middle and even late adulthood."

A research on this aspect of the youth bears paramount significance to the youth, policy makers, administrators and the society at large. With regards to this, this research was intended to assess the status of youth participation in civic engagement and to inform policy designers to make informed decisions about the youth and to create conducive environments for youth civic engagement. Knowledge of contemporary youth civic engagement status assists to design mechanisms to upgrade their level of engagement in civic matters. The research aspired to investigate social, political, economic and cultural obstacles of youth civic engagement so that intervention mechanisms can be designed to alleviate the influence of these challenges. The research was undertaken at *woreda* level where data from the society at the grass roots level were collected. The information drawn from the ground can be used to improve the effectiveness of institutional efforts in addressing youth issues in development plans.

Further to these, the research is believed to create a setting where youth participants express their stake in terms of engaging in civic activities, to evaluate institutional supports and to get their voices heard. It would also raise awareness amongst the youth and the community about the role of civic engagement for social and positive youth development. Generally, the research would

serve as a source of knowledge and information about the status of youth civic engagement in Ethiopia in general and in the study areas in particular.

1.5 Scope of the Research

This research was intended to assess the status of youth civic engagement and the challenges and opportunities of youth in this regard by selecting *woredas* from Yeka and Bole sub cities in Addis Ababa as a case. Its geographical scope was limited to two sub cities where respondents were taken from three *woredas*. Thematically, areas of youth civic engagement are broad but are specific to the socio-economic, cultural and political contexts of a given society. By taking areas of engagement validated by former researchers in different contexts, the research adopted dimensions of youth civic engagement that are organized under indicators of community engagement, voting and youth voice by contextualizing the areas in to the Ethiopian youth context. New scenarios of youth engagement were observed in some areas of civic engagement. For instance, scholars found out that while youth civic engagement in voting and membership to associations including political organizations is declining, their involvement in volunteering and advocacy of diverse social issues has increased (Barrett & Pachi 2019). The situation has also been noted in Ethiopia in the area of voting (Getachew, 2020). These kinds of emerging issues require further investigation to find out its present status.

Methodologically, the research took a mixed method approach to investigate the topic. However, only three of the quantitative and qualitative data collection methods were used. Survey methods from the quantitative and interview and document analysis from the qualitative data were employed. The researcher also visited youth centers in the study areas multiple times that helped to grasp the perspective of youth engagement in the prevailing institutional schemes. Other methods, like focus group discussion, were not employed due to lack of a convenient venue. It was also impossible to find a common schedule that suits to participants from different places.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Conceptual Review of Literature

Civic engagement (CE) as a concept has been related to many aspects of individual or collective involvement in areas of social concern. The constituent word civic refers to “activities or obligations of individuals in a public forum and/or concerning issues that relate in some way to public life” and engagement concerns to “a legal or moral obligation to do something (Ramasubramanian & Albrecht, 2018: 111).” The concept entails that CE refers to activities one carries out owing to fulfilling moral expectations. This implies that the types of engagement activities determine how CE is defined in different contexts. Based on a review of the existing works that define CE in several narrow contexts, (Adler & Goggin, 2005) provide definitions that view it as a community service, as a collective action, as a political involvement and as a social change. In a broader application, CE is perceived as actions of all types taken individually or in groups to overcome community problems so as to improve wellbeing. (Adler & Goggin, 2005: 237) put their definition that says, “Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community’s future.” The definition implies that CE is a form of participation where citizens contribute to ensure their community’s development sustainably overtime.

Civic Engagement concerns to every category of a society. However, youth civic engagement has gained special attention from governments, organizations, associations, schools and Universities for different reasons. Since the youth make up the significant proportion of the world’s population, the benefit a community gains from youth who volunteer their time and resource is immense. Similarly, CE plays unwavering role for positive youth development by providing them the opportunity to exercise skills like leadership (Ayaya, 2021); (Adler & Goggin, 2005: 237). Youth participation in civic activities prevents drug and risk behaviors, enhances school achievement and consolidates later age civic engagement (Morimoto &

Friedland, 2013: 524). (Fenn et al., 2021) propose civic engagement as a strategy to improve youth mental health and wellbeing as well.

The forms of civic activities that the youth engage in vary across nations based on the socio-cultural, economic and political environments and the ability and motivation of the youth in concern. While there is no limited scope as to how one engages for community purpose, areas of civic engagement can include voting, volunteering, advocacy, membership in associations etc. Research findings in specific contexts suggest that while youth engagement in voting and membership in associations is declining, the interest to volunteering and advocacy is increasing. These kinds of recent developments call for further youth civic engagement studies on these dimensions, and accordingly, in this research, youth civic engagement in areas of voting, volunteering, advocacy/activism and membership in associations are parsed further and elaborated in the following section.

2.1.1.1. Dimensions of Youth Civic Engagement

A number of situation analysis reports show that youth are living in appalling conditions in most parts of the world. Poverty, unemployment, poor health situation, lack of education and conflict, coupled with corruption, lack of democracy and crippled leadership are affecting youth and hindering them from attaining their life aspirations. In spite of the presence of these obstacles, the youth are still participating in several areas of civic engagement.

There are enormous areas of civic engagement and to try to make a boundary on the lists and categories of the activities is daunting. This is partly because, as said in the preceding section, CE is exercised in a particular socio-cultural, political and economic context. The literature also provides inconsistent categorization of activities under the realm of CE. For (Adler & Goggin, 2005: 240), both political and community participation are dimensions of CE. They group areas of CE as informal individual vis-à-vis formal organized actions in areas of community and political activities. For instance, donation is an individual's community engagement while voting or advocating for a particular policy is a collective political act. On the other hand, other scholars make distinctions between political engagement and civic engagement. For instance, (Campbell, 2006: 29) distinguishes between political and civic engagement and relates the former to "efforts to influence public policy, while the latter does not include such efforts." Campbell, 2006)

believes that these dimensions of engagement can be linked to each other with education due to its positive influence in all forms. Since efforts exerted to influence politicians or advocacies for a particular public policy are meant for community's good or wellbeing, it is possible to categorize advocacy efforts under civic engagement. In that case, we can say that civic engagement subsumes aspects of political engagement.

The distinction between types of engagements is fluid and the related activities remain rather in a continuum. For this reason, some scholars suggest use of self-reported experiences to identify areas of engagement in specific contexts (Gaby, 2017: 926). However, investigation without a predefined framework may become unmanageable and self-reports might be inconsistent with contemporary concepts of engagement. Areas of youth civic engagement can be organized under community based indicators, indicators of participation in the electoral process and indicators of youth voice. (Keeter et al., 2002) used this categorization in surveying the civic and political engagement of the American citizens. The approach was also adapted in other contexts like in (Hoereth et al., 2023) to study civic engagement in the health system.

Hence, in the present research, CE is considered to include broader areas of both formal and informal ways of contributing to community development. These areas of engagement are contextualized to include youth friendly activities and are tested and validated in different situations. The validated areas of youth civic engagement were adapted in a way they reflect the skills, experiences and life styles of the Ethiopian youth who specially live in urban areas. In fact, studies on youth civic engagement measure behavior and attitudes of youth towards civic engagement. The behavior aspect involves areas where youth participate to contribute to the wellbeing of their society. On the other hand, attitude towards civic engagement are assessed using items that cover attitude towards making difference by engaging in civic life. However, this aspect was not covered in this research due to its scope. Of the CE activities, voting, volunteering, membership to association and advocacy, helping others in social events, etc. are relevant for the present research. Scholars in the area note that youth engagement in volunteering is increasing overtime while interest in voting is declining meaningfully (Andrew et al., 2016). So, research on these areas is vital to promote youth civic engagement and assess the prevailing trend amongst the youth.

2.1.1.2. The Challenges and Opportunities of Youth Civic Engagement

Civic engagement is a platform for the youth to contribute to the development initiatives of their society. It also gives the youth an opportunity to develop positively by applying their talents, skills and knowledge for their community's good (Damon, 2004)(Flanagan & Levine, 2010). Youth as constituent parts of a nation, are entitled to all the rights humans are granted by nature. They have the right to organize themselves, to defend their rights and interests, to live in an environment that is safe and conducive to support them develop physically, mentally and positively. However, youth in Africa and in Ethiopia face complicated challenges that impede their civic engagement. Problems that relate to political or structural, lack of empowerment, economic and cultural factors are obstacles for positive youth development through involvement in civic activities. Regardless of some efforts aimed to involve the youth in decision making processes in the form of national youth associations or youth leagues, the initiatives lack inclusiveness and did not bring meaningful youth participation. (UNECA, 2009: 4) revises the major challenges of youth in Africa in the following quote,

Overall, the main barriers to youth participation in African countries are the lack of opportunities for young people to gain an entry point in political and decision-making processes, and the lack of capacity on the side of both young people and governments to develop such a participatory approach.

As can be noted from the quote, lack of youth empowerment is indicated as a barrier to youth engagement. Empowerment entails building youth capacity through information about youth engagement opportunities and providing them the necessary skills and education training that can be translated to solve community problems. Natil (2021: 1) points out that youth view their civic engagement “as an outcome of empowerment according to the cultural context of their society.”

Organizational structures that enhance youth civic engagement also play crucial role. According to *UN World Youth Report*(UN, 2005: 73),

In many countries, local, regional and national youth councils are major outlets for political and civic participation. Youth councils and forums, which may vary in terms of structure and mandate, have been the traditional channels through which young

people have cooperated and communicated with national authorities and other decision makers.

These structures are in susceptible situations due to lack of adequate funding and their tendency to reflect the political structure of the time. As (Asnake et al., 2021) evaluate, youth leagues and associations in Ethiopia are “party-affiliated.” Therefore, absence of free youth led structures that empower the youth and promote civic engagement is an obstacle.

Access to (self) employment is another major problem to Ethiopian youth whether they are graduates or non-graduates. This exacerbates their economic problem and leads to youth dissatisfaction (USAID Ethiopia, 2018). Dissatisfaction in life due to poverty obviously reduces motivation to participate in civic activities. Some civic engagement activities like volunteerism and membership to associations may require some amount of finance to cover running costs. So, youth who feel not to have enough to share with others may not be encouraged to engage in civic activities.

The other factor that prohibits youth civic engagement is culture. Culture relates to the social construction that youth are living in. Perceptions or attitudes towards youth are among vital cultural factors that open the opportunity or close it for youth civic engagement. An environment that welcomes and accommodates youth needs, interests, views and opinions enhances youth engagement in the socio economic and political life of the society. On the other hand, when the capacity, ability and potential contribution of youth are not valued, youth engagement is restricted. United Nations, (2010:42) in its World Program of Action for Youth asserts openness for youth participation to be a priority for social development as follows,

The capacity for progress of our societies is based, among other elements, on their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.

It is noted in UN World Youth Report (2005:72) that “Effective youth participation requires fundamental changes in the way societies perceive young people. ”This implies that youth are perceived negatively as destructors and orchestrators of conflict than contributors to social change. (AUC, 2020) youth engagement strategy indicates prevalence of “entrenched inhibitive

socio-cultural attitudes” to be one of the challenges of youth civic engagement in Africa. Similarly, in a report which evaluates youth participation in implementation programs, Ethiopian youth reported elders’ perception of the youth to be an obstacle for their engagement in social matters (Singh et al., 2016).

How can youth civic engagement be promoted and enhanced is another crucial point. Young people take the initiative and organize themselves to identify and solve community problems. On the other hand, youth civic engagement can be facilitated through creating opportunities that take in to account the cultural, political, social and economic environment of youth. Youth programs can be initiated in every corner of a given society. Particularly, in urban settings, youth initiatives intend to engage youth in areas like urban agriculture, health and education, art, climate change and environmental activism, youth leadership, etc. For instance, engaging youth in urban agriculture is highly exercised in the USA and Canada (Hung, 2004) (Broaddus et al., 2015).

2.2 Review of Theories

This research bases itself on positive youth development theory that capitalizes on the capacities, talents, and contributions of youth for social transformation. It integrates positive youth development with the right based approach, which provides the youth with the right to participate in a community concerns to create a convenient environment where they can develop safely both mentally and physically to be informed and responsible citizens (Economic, 2002). Youth have the right to participate individually and collectively in development endeavors that affect their life as outlined in the principles of human rights (Broberg & Sano, 2018). They are also entitled to grow and develop both physically, mentally and spiritually in a safe environment that contributes positively for such maturation. Youth rights to participate in economic, social, cultural and political affairs are key elements for their development that ensures their entitlement to wellbeing and dignified life. (Augsberger et al., 2017) emphasizes, “As a matter of social justice, youth have a right to engage in decisions that impact their lives. Even in the absence of other measurable beneficial outcomes, the process of including youth is central to a well-functioning democratic institution.”

Positive youth development is recently introduced by opponents of a concept that emphasizes on the psychosocial and health problems youth face and which depicts them as dangerous groups of a society. According to (Damon, 2004: 15), “This new approach envisions young people as resources rather than as problems for society (p.15).” (Damon, 2004) explains further that the theory acknowledges the challenges youth encounter in the course of development but youth development is not considered as a stage where efforts are entirely directed towards overcoming the problems. Youth civic engagement fosters positive development through different opportunities that enhance the mental, physical and spiritual aspects of youth (Iwasaki, 2016)(Fenn et al., 2021)(Desie, 2020). (Augsberger et al., 2017) clearly connects participation through civic engagement to positive youth development as follows,

Often identified under the concepts of civic engagement and positive youth development, benefits that accrue to the young person include feelings of empowerment, competence, and connection. They gain information about their options and rights, develop decision-making skills, develop an understanding of decision processes, and gain a sense of control in these processes.

Civic engagement is a process of youth socialization to their environment through what is called political socialization. Political socialization is defined as “a process by which orientations toward the political system are developed from one generation to another. These orientations include: 1) political knowledge; 2) opinions about specific political issues, deeper attitudes, and beliefs or values; and 3) behavior such as voting (German, 2016:17).” Youth interactions with their environment at home with family, at school and in the community through civic engagement build up their socialization process. (Niemi and Sobieszek, 2009) identify family, parents, schools, media and events as agents of political socialization in adolescents and children. (German, 2016) adds education, ethnic or racial group, region and gender to the list of agents for political socialization. These agents are at the same time avenues of civic engagement activities.

2.3 Empirical Review of Literature

There is a plethora of reports on the situation of youth in Ethiopia by individuals, international organizations like the USAID and UNDP and by individuals commissioned by agencies and organizations. Some of the researches that come under this category scrutinize the challenges that prevent youth from attaining their dreams of life. Attention was given to economic, education, health, politics, unemployment, and discrimination that worsen the living condition of youth. On the contrary, there are a few studies on youth engagement and their contribution in the political, economic and civic aspects. Some of these studies focus on the role of youth in political and social reforms attested in the country at different times. With regards to this, (Asnake et al., 2021) reviewed the way youth were treated at different regimes of the country. They point out that youth were repressed and had no freedom of choice, but were meant to be led by government “co-opted” youth associations and leagues. In another review, (Getachew, 2020: 62) believes, “Ethiopian youths are actually participating in informal politics like protesting, demonstrations and the like but not in the conventional political system like election, public meeting, and in party membership.” He then puts that lack of political knowledge and lack of education, less interest in politics due to unmet needs and social exclusion which resulted in youth frustration, economic problems, family influence and unfavorable social attitude towards youth, the institutional structures of democracy, etc. to be the major factors that prohibit youth contribution in the political system.

Different governmental and non-governmental organizations inaugurate initiatives to circumvent youth problems and increase their participation in socio-political and economic spheres of life. Researchers from Addis Ababa University and Initiative for Peace and Development (IPD) conducted an experimental study to evaluate impacts of youth engagement workshops termed as Tolerant Engagement Forums (TEF) that focused on University students (Mesele et al., 2023: 20). Findings of the research showed no impact of TEF for youth political engagement after four months of TEF intervention. On the contrary, the researchers indicated that TEF significantly improved civic engagement measured in terms of youth “attendance at community & student government meetings, intentions to join a voluntary organization, and participation in a protest.” The research shows that empowerment through training plays fundamental roles to enhance youth civic engagement.

Youth needs and interests are addressed by establishing youth centers that augment their positive development and socio-political and economic participation. These centers are also targets of researches on youth engagement. In this category, (Belay et al., 2021) assessed contribution of youth centers established in different areas of Ethiopia for youth positive development through providing them the opportunity to implement their skills and talents for community development. They showed that while the intention to set up youth centers in Ethiopia was to promote youth positive development, most of the centers were not serving the purpose.

As can be noted from the review of previous researches, youth civic engagement and the associated challenges in Ethiopia are not addressed thoroughly. Attention was given mainly to youth political participation but data were taken from secondary sources. The prevailing studies also focus on a specific group of youth, like university students, excluding youth with diverse educational backgrounds and the challenges they face in their effort to engage civically. Information as to the status of youth civic engagement in diverse settings, their efforts and contributions to their community through this, their ambition in terms of civic engagement, their needs and interests, the challenges they encounter need to be analyzed thoroughly. A comprehensive research that adds knowledge in this aspect contributes to fill in the existing gap.

2.4 Conceptual Framework

There are several areas of engagement for the youth to participate individually or collectively and contribute to their community and gain developmental benefits from such participation in return. Some of these areas include voting, volunteering, membership of associations and advocacy/activism, etc. To enhance engagement of the youth on such and other areas of activities, several policies and engagement frameworks are devised but youth face persistent challenges, which some are structural, economic, empowerment and cultural problems, to participate in civic engagement activities. With this conceptual backdrop, this research tries to assess youth civic engagement in areas relevant to the Ethiopian context like volunteering, voting, membership in associations and activism, etc. and the challenges that hinder their engagement. The association between these variables is portrayed in the following diagram.

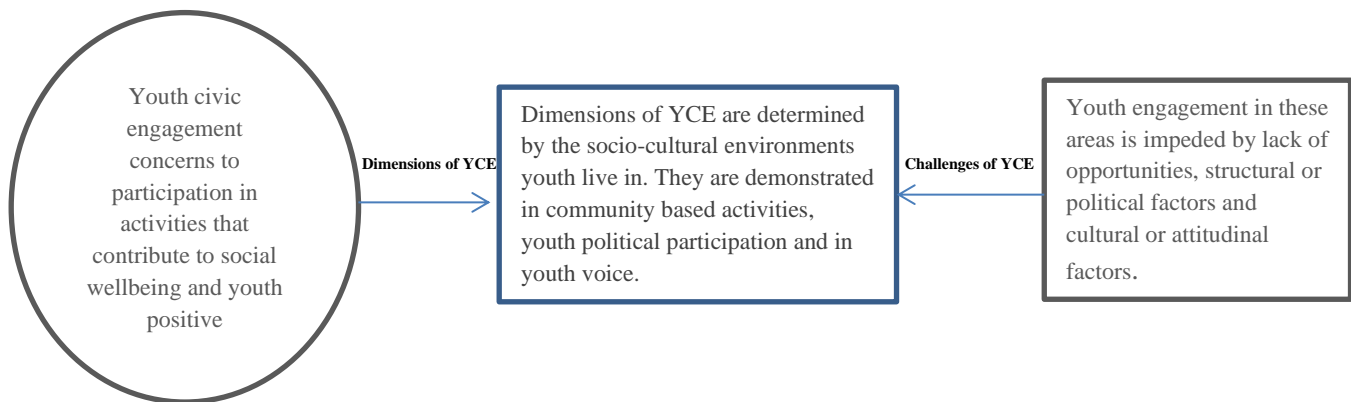


Diagram 1: a diagram showing the dimensions and challenges of youth civic engagement

Source: adapted by the researcher from the literature review

Youth civic engagement involves individual or collective actions of youth to improve the wellbeing of their community and to develop positively. The above diagram is intended to show dimensions of youth civic engagement and challenges that deter it. Dimensions of civic engagement, as has been indicated in the preceding sections are broad and are based on one’s ability, capacity and the socio-cultural and political environments of youth. Some of the dimensions include volunteering, voting, membership to associations, advocacy/activism, etc. Some aspects of CE like reading a newspaper or magazine are directly related to the development of the youth towards being informed citizens. Further to these dimensions, Ethiopian youth are also culturally mobilized to support their community in traditional (like weddings and funerals), religious and public events.

As we all may notice from our everyday life, Ethiopian youth do not involve in some or most of the above mentioned CE to the required level. Different factors that relate to structural, political, economic, cultural and empowerment systems discourage youth civic engagement.

CHAPTER THREE RESEARCH METHODOLOGY

3.1. Description of the Study Area

The research was carried out in two *woredas* of Yeka sub city and one *woreda* of Bole sub city. Both Yeka and Bole are adjacent sub cities which are located in the North Eastern part of Addis Ababa. They constitute the geographically big section of the city administration. Bole sub city covers 119.7sq.km while Yeka sub city constitutes 81.9sq.km. This makes them the second and the third largest sub cities of the city administration respectively next to Akaki sub city. According to the Ethiopian Statistical Authority Housing Census projection of 2023, the population size of Yeka and Bole sub cities is 499, 301 and 445, 013 respectively. Compared to other sub cities, Yeka and Bole are the second and the fourth populous areas of the city.

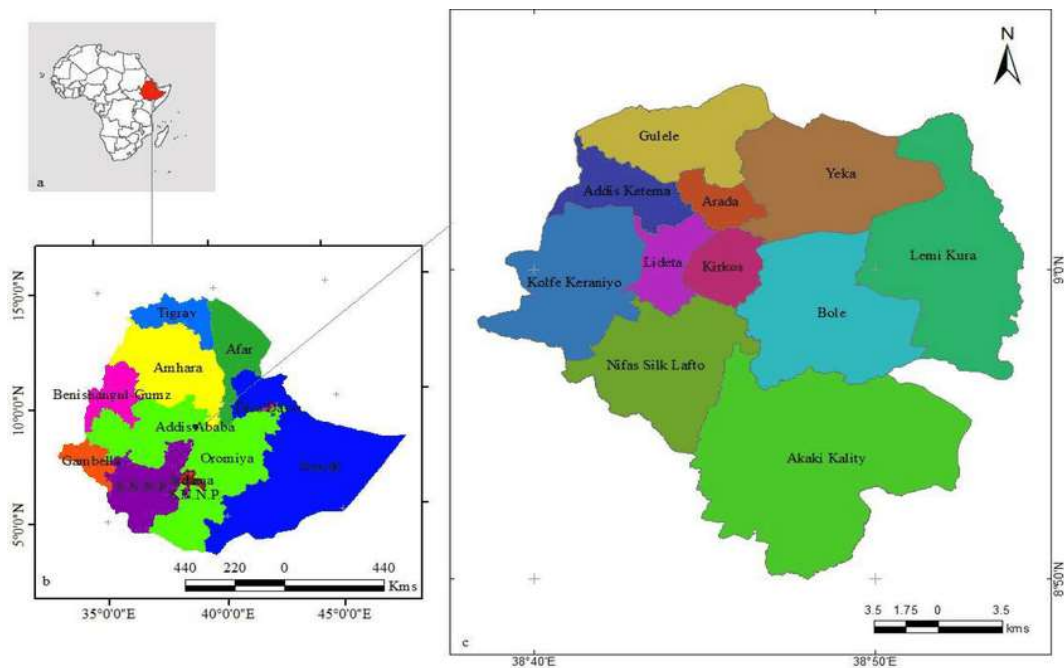


Figure 1 Map showing the 11 sub cities of Addis Ababa city administration

Source: Bosen et al.,2022

The sub cities were selected randomly while availability of youth centers was considered in the selection of the target *woredas* to find the youth who used the centers for different purposes. The

researcher first went to the *woredas* and explained the research and the type of information sought from the youth and the youth experts. By doing so, a positive rapport with officers at the youth and sport office of the *woredas* and to the managers of the youth centers was established.

The data collected in each *woreda* of the sub cities are presented in the next table.

Table 1: The study areas

Sub city		Woredas						Total	
		11		9		8			
		Freq.	Percent	Freq.	Percent.	Freq.	Percent.	Freq.	Percent.
	Yeka SC	138	52.7	-		68	26.4	206	79.1
	Bole SC	-		56	21.4	-		56	21.4
Total		138	52.7	56	21.4	68	26.4	262	100

From Yeka sub city, 206 (79.1%) data were collected, 138, (52.7%) *woreda* 11 and 68 (26%) from *woreda* 9. Similarly, 56 (21.4%) data were collected from *woreda* 8 of Bole sub city.

Data were collected from three special places, which included schools, residential houses and youth from the administration offices.

Table 2: Data collection sites

	Data collection sites	Frequency	Percentage (%)
1.	School	93	35.5
2.	House to house	60	22.9
3.	<i>Woreda</i> administration offices	109	41.6
	Total	262	100

Based on the data presented in table 1, 93 (32.5%) data were collected from a school, 60 (22.9%) were collected from house to house searches and 109 (41.6 %) of the data were gathered from youth found in the *woreda* administrations. Youth in the *woreda* administrations were found in the libraries, in clubs and associations and some were employees in youth centers.

3.2. Research Approach and Research Paradigm

A research approach comprises philosophical world view, research design and methods of research (Grover, 2015). Selection of a research approach is in turn determined by the paradigm or philosophical world view it follows. Research paradigms account for philosophical assumptions of reality and the methods to know the reality. It is assumed that knowledge about youth

engagement in society cannot be obtained from a single source since youth exhibit multiple complex realities. In order to understand the complex situations, multiple forms of data are required, and hence the research adhered to a pragmatism world view that sets use of varied data. In pragmatism, what matters is the researcher's actions, situations encountered during data collection and the consequences than the presupposed views of reality as an independent objective or subjective matter (Creswell & Creswell, 2018). From epistemological notions, pragmatism relates to realism which positions itself between positivism and relativism. As an alternative knowledge paradigm, realism recognizes assumptions of positivism and relativism and puts a mediating assumption as (Sumner and Tribe, 2008:63)(Sumner&Tribe, 2008: 63)explain it in detail as follows,

Realism has a more relaxed approach to epistemology. The basis of Realism is that there is a physical reality which exists independently of our cognition but that we cannot appraise it – we can only describe it due to the fact that we are dependent observers – and we are not independent of events. Thus knowledge is a social construct, but one which aims to explain a physical reality.

Similarly, pragmatism, does not limit itself to quantitative or qualitative data. It rather allows for collection of both quantitative and qualitative data through a mixed method approach to understand the research problem.(Creswell & Creswell, 2018) note that pragmatism is a philosophical assumption of a mixed method approach, which involves features of both qualitative and quantitative approaches. A mixed method approach assumes that use of quantitative and qualitative data enables researchers to have a broader and an in-depth understanding of the topic under investigation. Mixing methods without compromising quality is also considered a strength in development research (Sumner&Tribe, 2008: 100).

Philosophical assumptions of both qualitative approach (social constructionism) and quantitative approach (positivism) are drawn as needed to underpin the pragmatic research. The social construction of the research problem is also an important aspect. In relation to that, the existing body of knowledge represents youth as problems to society and youth hood as a stage where one deals with enormous risks and problems, and research is directed towards solving these problems (Desie, 2020). It is, therefore, necessary to construct new knowledge about youth capacities and talents which can be implemented in various forms of engagements to solve community

problems. The quantitative and the qualitative data that come from a survey questionnaire and individual interviews, respectively, help build this reality of youth positive development.

3.3. Research Design

One of the basic components of a development research is the research process, design or cycle (Sumner & Tribe, 2008:101), which starts from problem identification, theory selection and methodological identification. Pursuant to this requirement, the present research focused on the status of youth civic engagement and the challenges that hindered it by selecting participants from two *woredas* of Yeka and one *woreda* of Bole sub cities. It tried to associate youth civic engagement to positive youth development theory which gives due emphasis to the capacities of the youth which can be used to solve community problems (Damon, 2004)(Desie, 2020). Researchers confirmed that youth civic engagement plays significant roles to enhance their positive development (Iwasaki, 2016) and contributes to the process of youth political socialization in different settings (German, 2016).

Investigation into the problem was carried out by applying a mixed method design that gave the chance to collect varied forms of data with different tools. Drawing data from different sources through a mixed method with multiple mechanisms helped to thoroughly investigate the research problem. Accordingly, quantitative and qualitative data were collected concurrently. A concurrent data collection strategy was chosen as the best method to accomplish the research task in the given time than sequential data collection design. The data were collected concurrently and were merged “to provide a comprehensive analysis of the research problem (Creswell & Creswell, 2018: 52).” The data were then triangulated during the analysis and discussion phases. Concurrent triangulation gives equal values to both quantitative and qualitative data, and as (Taherdoost, 2022:61) states it, “The main aim of this method is either to cover the demerits of one of the single methods with the strengthening of the other one or to add the strengths of the methods to each other.” Therefore, the design of this research was a mixed method design where data were collected concurrently and triangulated during analysis and interpretation. The research process can be captured from the following diagram,

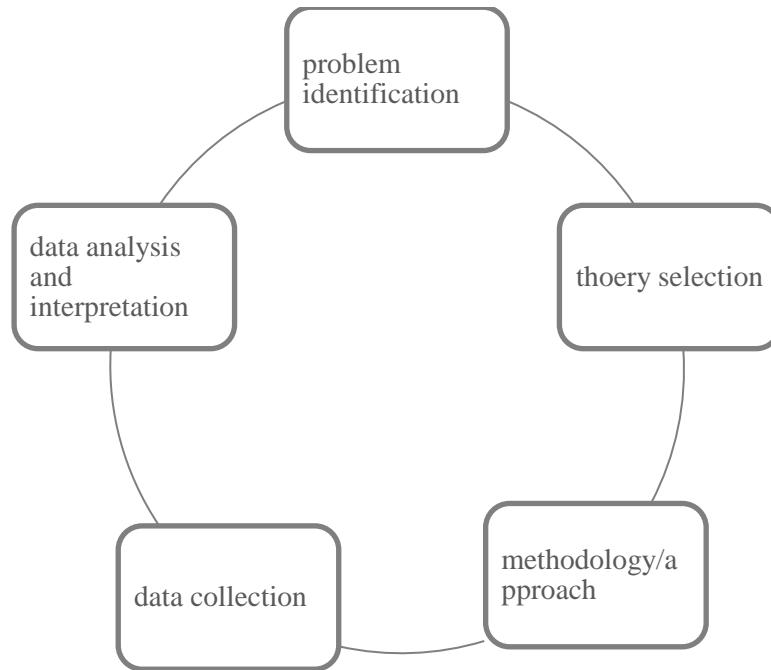


Diagram 2: A diagram showing the research process

Source: designed by the researcher

Civic engagement is an aspect of youth positive development which creates the opportunity for youth to exercise activities that help them to be responsible citizens and to socialize with the political structure of their environment. However, youth civic engagement in Ethiopia is hindered by several challenges that are external and internal to the youth. This research used a mixed method approach to assess the status of youth civic engagement in diverse areas like voting, volunteering, membership in associations, advocacy, etc. Quantitative and qualitative data were collected concurrently and analyzed and interpreted with a triangulation method to respond to the research questions.

3.4. Sampling Design

The population of this research was the youth population in two *woredas* of Yeka and one *woreda* of Bole sub cities. Sample respondents were drawn from selected *woredas* using sampling techniques that suit for the quantitative and the qualitative data collection tools. While a purposive sampling method was used to select interviewees from the *woredas*, sample

representatives from the sub cities were selected using a multi- stage sampling design. A multi-stage sampling design uses clusters or groups to locate representatives(Creswell & Creswell, 2018). Youth in the selected *woredas* were grouped into clusters that address youth in schools, households and youth found in the *woreda* administration offices. Due to time and financial constraints, it was not possible to cover many places, but there was an effort to fairly represent youth in these places. Since I did not have information about the exact figure of the target population number (youth in the study areas), for sampling purpose I employed the Cochran formula (Cochran, 1963:75), which is mentioned below, that allows an ideal sample size and appropriate in situation with large population size. Furthermore, Cochran formula helps to identify and use the maximum sample size in any study.

$$n_0 = \frac{Z^2 * p * q}{e^2} = \frac{1.96^2 * 0.5 * 0.5}{0.05^2} = 384.16$$

Where, n_0 is the maximum possible sample size obtained when p (estimated proportion of an attribute in a population) = $q = 0.5$, Z (the level of confidence) is equal to 1.96 at the confidence level of 95% and e is margin of error or level of desired precision. The sample was, however, downsized to 262 due to the population size of the youth found in the study areas during the actual data collection. In addition to this, financial and time constraints put limitations to visit other *woredas* in the sub cities

3.5. Data Collection Methods

A mixed method approach was chosen to collect and analyze data to the research. In conformity to that, quantitative and qualitative data collection methods were used to collect primary and secondary data. The primary data were collected from research participants taken from *woreda* 9 and *woreda* 11 of Yeka sub city and *woreda* 8 of Bole sub city, and secondary data were collected from documents. The primary data were mainly used to assess levels of youth civic engagement and challenges that hinder this and the secondary data were used to identify opportunities that facilitate youth civic engagement. The quantitative and qualitative data collection tools were prepared ahead the inception of data collection work. This allowed for collection of data concurrently and to triangulate them during the analysis and discussion phase.

The quantitative data were collected through a survey questionnaire while the qualitative data were collected through individual interviews and document reviews. Each of these data collection instruments are described in the following section.

3.5.1. A Survey Questionnaire

A questionnaire is a survey method used mainly to include as many research participants as possible and to get diverse opinions that help to analyze the researched topic from different sides. (Kothari, 2004:10) identifies between structured and unstructured types of a questionnaire. In a structured type of a questionnaire, all of the questions the researcher intends to ask for are well thought over and inscribed in advance. On the other hand, unstructured questionnaire provides only leading questions where “replies are to be taken down in the respondent’s own words to the extent possible.”

A questionnaire that addressed the research objectives was carefully constructed to be filled in by youth participants of the research. Questions that should be asked to find out data about the research topic were typed, printed out and were duplicated before going to the field to collect data. Both close and open ended questions were included, but close ended questions that provide respondents with alternatives to choose from took the lion-share.

The questionnaire was adapted and developed from previous civic engagement studies. Research works which validated items for behaviors of civic engagement like (Morais & Ogden, 2011) (McLoughlin et al., 2023) were consulted to write the items for this purpose. Further to these, other studies were reviewed to find out information about what values Ethiopians in general and Ethiopian youth in particular have when it comes to civic engagement (Suchowerska, 2013) (World Values Survey, WVS, 2017). The items were contextualized in a way they assess the status of youth civic engagement in urban settings like Addis Ababa.

The questionnaire was, then, validated by collecting a pilot data from 20 respondents prior to its full distribution to the whole participants. Based on the feedbacks from the pilot survey, items were modified and improved to get the most possible reliable data during the actual data collection stage. After these preparations, the questionnaire was distributed to 262 participants.

3.5.2. Individual Interviews

One of the qualitative data collection tools used in the research was individual interviews. Interviews are conducted to collect in-depth information in the form of words that express one's opinions, feelings, attitudes and experiences. Interviews help to thoroughly understand the problem researched and they supplement the limitation of data gathered with the questionnaire. It provides research participants an opportunity to construct their own insight and to get their perspectives heard on the topic.

(Walliman, 2011) identifies three types of interviews- structured, unstructured and semi-structured interviews. Though questions were prepared before interviews, semi-structured interviews formats were applied. Using semi-structured interviews holds two advantages. On the one hand, the semi aspect makes the interview session flexible by giving interviewees the freedom to build up their own story of the research topic. On the other hand, the structured nature enabled the researcher to keep the interview conversation within the framework of the research so that consistent data can be obtained from different interviewees than the non-structured form of interview.

In person interviews were conducted with 8 officials who worked in youth centers of the sampled *woredas* and with 17 youth participants. Interview participants were selected using a purposive sampling method.

3.5.3. Document Analysis

Documents account for secondary data such as institutional policies, guidelines, youth related documents, minutes of meetings, attendance sheets, photo reports and other frameworks archived at *woreda* level to facilitate youth civic engagement. The researcher visited youth centers and youth and sport offices at the target *woredas* several times. The researcher asked for availability of documents that stated how the youth could be engaged in the *woredas*. Minutes of youth associations, documents that included members of clubs, photos of campaigns, list of individuals engaged in blood donation programs were some of the documents the researcher saw in the target offices. Youth engagement schemes were planned in the annual plan of the youth centers

based on a plan cascaded top down. The information from these documents was used to augment the data obtained from the questionnaire and the interviews.

3.6. Data Analysis Methods

The quantitative data collected with the questionnaire were cleaned up for missing answers and were coded and analyzed using SPSS (Statistical Package for Social Sciences version 23). Descriptive and statistical analysis were generated and presented in the data analysis and presentation section. The descriptive statistics were used to measure distribution of a variable while statistical data were used to measure relationships between selected variables. Statistical significance of variable correlation was tested using t- tests like Chi- Square and Karl Pearson's coefficient of correlation. Descriptive data were aggregated and presented in tables and charts while raw data were annexed in the end of the thesis for reference.

The qualitative data collected through interviews were organized in congruence with the major themes of the research. Verbal patterns that respond to the research questions posed were coded, extracted from the interviews and categorized under major contents. (Walliman, 2011: 134) puts the importance of pattern coding as "It reduces the data into smaller analytical units such as themes, causes/explanations, relationships among people and emerging concepts." Generally, a content analysis method was used to organize the interview data.

After the quantitative and qualitative data were transcribed, organized, coded and categorized, they were triangulated at the data analysis and the discussion sections. The purpose of triangulation or which is sometimes called convergent approach is for "comparing the results from the two databases and notes whether there is convergence or divergence between the two sources of information (Creswell & Creswell, 2018: 302)." This helps to prove the findings and to strengthen validity of the research. With regards to this, (Kothari, 2004: 274) proposes different strategies that enhance data validity and one of them is to,

Triangulate different data sources by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on

converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

Though other strategies are required to check for data validity, triangulation, which is selected to be a suitable analysis method for this research adds to that effort.

3.6.1 Unit of analysis

The research analyzed civic engagement at an individual youth's level. Though youth might be engaged individually or collectively in civic activities, their engagement was assessed at an individual level. There might be youth associations and clubs where the youth contribute, but the research did not investigate collective engagements. Rather, individual engagements and the associated challenges were the focus of analysis. In addition to this, institutional support mechanisms were scrutinized at the lower district levels of administration. The opportunities *woredas* created to promote youth civic engagement and to enact youth frameworks were analyzed. *Woredas* were chosen as units of analysis for they were the closest administrative tiers who provided services to the youth. The policies and institutional mechanisms devised at city administration and sub city level are implemented at *woreda* level where the youth live and receive services. So, institutional supports at the city or sub city level were not covered.

Engaging youth in a research is not a simple task. It requires knowledge of youth behaviors, interests and aspirations. According to (Schelbe, 2015:508), research with youth and adolescents is complex and varies from engaging in adult research with respect to their “legal status, developmental capacities, and power differentials.” The researcher has experienced some of these youth hood aspects from family, and consistently learnt more from other resources to be familiar with youth culture and behavior for smooth communication during data collection.

3.7. Data validity and reliability

3.7.1. Validity

Validity of data concerns to “accuracy and credibility of findings. Creswell & Creswell, 2018: 274)” In the present research, validity was ensured by employing a number of strategies. The

content validity of the questionnaire items were confirmed by the Ethical Review Board of the Center for Regional and Local Development Studies. Further to this, the survey questionnaire was piloted with 20 samples and items that were not replied by most of the pilot participants and were vague were improved and rephrased. Other strategies which were used to maintain data validity were:-

- Triangulation- The qualitative and quantitative data collected via different mechanisms were triangulated to crosscheck trustworthiness of findings (Kothari, 2004: 274).
- Description of core settings and events- a detailed description of informants, settings and events are given to create shared knowledge with the readers.
- Describing divergent findings- divergent findings were carefully noted during data collection and were reported and analyzed to cross check data consistency between the quantitative and qualitative data.

3.7.2. Reliability

Data reliability is another significant component of a research. Reliability is achieved when data collection procedures and items are consistent or stable. According to Creswell & Creswell (2018: 215), reliability in a quantitative research focuses on internal consistency of “multi-item” instruments, “which is the degree to which sets of items on an instrument behave in the same way.” The items for the quantitative survey of this research are adapted from previous researches, which proved reliability. Reliability of instruments was also checked by processing Cronbach’s alpha (α). With respect to finding a stable and reliable data from respondents, effort was exerted to minimize influence of external factors on respondents during data collection. Kothari (2004:75) recommends “standardizing the conditions under which the measurement takes place” helps to gather stable and reliable information.

Reliability analysis was processed including 14 items and the **Cronbach’s Alpha** was .815.

3.8. Ethical Consideration

Ethics as an area of study is defined as “the area of study that involves investigation, organization and protection of societal concepts of right and wrong behavior (Burdich,

2016:35.” When it comes to research, ethics has been widely applied to refer to conduct of researchers with respect to writing and developing a research and in terms of dealing with research participants (Swazey et al., 1993). Over time and space, a number of codes and principles have been designed to manage researchers’ behavior and guide them in terms of ethical considerations of their engagement with human subjects (Burdich, 2016:37). When it comes to research, ethics is about putting informants/subjects first in the research process. It relates to protecting the rights and interests of informants and handling privacy with respect and responsibility.

Ethical issues in this research were considered through different processes and procedures. The research ethical guidelines of the center of Regional and Local Development Studies, the College of Development Studies and the university were strictly adhered to meet the ethical expectations. Second, the proposal and the data collection instruments of the research were reviewed by the Ethical Review Board of the center as well as the college. The review board issued ethical clearance to continue the research by considering ethical issues during the data collection, analysis and interpretation procedures.

Ethics was also ensuring by receiving verbal consent from participants. Particularly, during collecting interview data, some youth participants and two experts in the *woreda* administration declined to provide a recorded interview and their decision was accepted. The researcher followed the procedure for gathering informed consent as illustrated in (Burdich, 2016:38-39):-

- 1/ Ensuring respondents are aware of the research they are volunteering for before they provide consent, this includes: the aims and procedures of the research, possible risks and expected benefits, having the opportunity to withdraw at any time from the research.
- 2/ The investigator must ensure that consent is based upon comprehension and he or she must adapt information to be understandable to every participant irrespective of: intelligence levels, maturity, language ability.
- 3/ The participant must be free to consent to being a subject, or not, with no manipulation involved.

The purpose of the research was described thoroughly both in the survey questionnaire. Besides this the researcher verbally explained the research purpose to officials who gave permission to collect the data. These were *woreda* youth and sport office leaders, managers of youth centers and school directors. The researcher collected the questionnaire data and the interviews in person. So, a verbal explanation of the research objectives was given to participants.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Data analysis

4.1.1. Background of the respondents

Both female and male respondents were included proportionally in the study. The data concerning the respondents' gender are presented as follows.

Table 4: Respondents' gender

Gender	Frequency	Percentage (%)
Female	139	53.1
Male	121	46.2
Missing	2	.8
Total	262	100

As can be seen from the table above, both female (139, 53%) and male (121, 46.2%) participants were well represented in the study.

The study also included youth from 16-34 years old. Since ages of the respondents were collected in a continuous form, it was more convenient to present age in a descriptive data as shown in the following table.

Table 5: Statistical data of respondents' age

Descriptive data	
Mean	21
Median	19
Minimum	16
Maximum	34
Range	18
N	252
St. Deviation	4.312

As can be noted from the descriptive data in table 3, there were 11 (3.8%) missing cases for age. The average mean age of respondents was 21, the median was 19 and the range was 18. The minimum age was 16 and the maximum age registered was 34. Though the maximum age limit for young people is 29 in Ethiopia, the researcher approached it flexibly due to contextual situations that did not allow separating respondents as per age during data collection. The questionnaires with respondents exceeding the age limit were not discarded assuming their value in age sensitive items like voting, which occasionally happens in timeframes.

Respondents had different educational background as shown in the next table.

Table 6: respondents’ educational background

Educational level of the respondents	Frequency	Percentage (%)
Elementary	3	1.1
Junior	12	4.6
High school	172	65.6
College diploma	24	9.2
TVET	5	1.9
First degree	35	13.4
Second degree and above	11	4.2
Total	262	100

As can be noted from table 6, 172 (65.6%) of the respondents to the questionnaire were high school students (grade 9-12), 35 (13.4%) had first degree while 24 (9.2%) and 11 (4.2%) held college diploma and second degree and above respectively. Students were not only met in schools, most of the respondents who filled in the questionnaire in the libraries in youth centers and at home were students as well.

The other information pertinent to the respondents’ background was their marital status. The data are displayed in the next table.

Table 7: marital status of the respondents

Marital status	Frequency	Percentage (%)
Single	236	90.1
Married	25	9.5
Divorced	1	.4
Total	262	100

When it comes to family status, the majority, 236 (90%) of the respondents were single or unmarried but only 25 (9.5 %) were married. Since the majority of the research participants were students, they did not establish their own family yet.

The next section of the chapter deals with data of the major themes that align with the conceptual framework of the research.

4.1.2. Assessing youth civic engagement in different dimensions

Status of youth civic engagement in the target areas was investigated by asking respondents to indicate how often they participated in dimensions of youth civic engagement. Responses are organized in three categories indicating civic engagement in community based activities, in voting and in youth voice.

Community based indicators of youth civic engagement

Community based civic engagement indicators are diverse and wide ranging but activities that are thought of reflecting the socio-economic and cultural contexts of the urban Ethiopian youth are included in this study. Results are organized in the following chart.

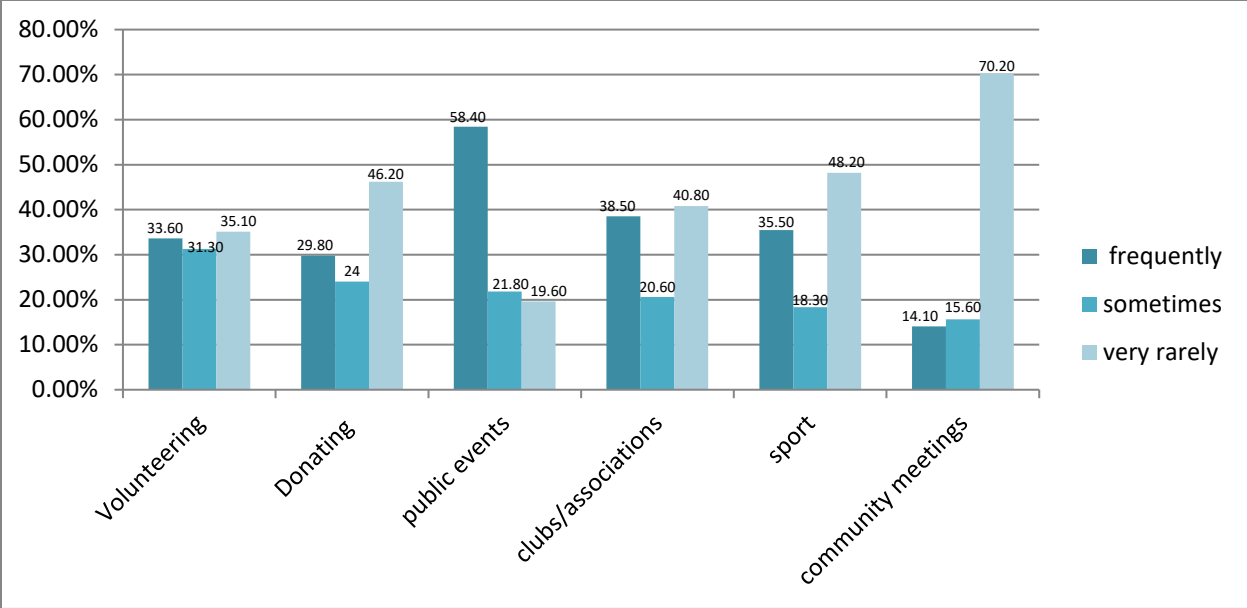


Chart 1: Community based indicators of youth civic engagement

Source: Survey data

Community based civic engagement indicators are diverse but activities that are thought of reflecting the socio-economic and cultural contexts of the urban Ethiopian youth were included in this study. The first one was engagement in volunteerism. As can be seen from table 8, a bit more than a quarter of the respondents (88, 33.6%¹) replied that they were frequently engaged in volunteerism, and nearly the same number of the respondents (82 or 31.3%) participated sometimes. On the other hand, 92 or 35.1%² rated their participation to be less frequent.

Most of the youth who participated in the interview indicated that they volunteered to charitable organizations by taking care of the elderly, children and the bed ridden like in Mekodonia Charity Organization, Red-Cross Society and Compassion Ethiopia. They also participated in planting trees, supported school feeding programs at schools, etc. as forms of volunteerism and others volunteered during holidays. One of the interviewee, female 21, said that she voluntarily tutored elementary school children in a charity organization for free. Youth considered supporting fellow students with disabilities in the form of volunteering time in reading books, notes or examinations to be one aspect of youth civic engagement.

¹ Data showing frequent participation are summation of usually (4) and always (5) responses

² Data showing less frequent participation are summation of never (1) and rarely (2) responses

Youth participants answered to the open ended question in the questionnaire that they contributed in fund-raising events to support the poor, elderly and people with disability.

Organizations youth participants volunteered are also worth mentioning here:-

- Hareg Charity Association
- Makedonia Charity Organization
- Mela Special Needs Association
- Muday Charity Organization

The researcher visited Muday Charity Organization to verify youth volunteerism. The manager told the researcher that they did not have youth volunteers on the time, but they often had volunteers during summer time when schools are closed. A few respondents indicated that they contributed in the students union at their school. Though these participations of the youth are encouraging, they still rated their engagement to be infrequent.

The other community based indicator of civic engagement was donating. To this, most of the respondents (121 or 46.2%) rated their participation to be infrequent or low while a slightly more than a quarter of them (78 or 29.8%) frequently engaged in donation. The rest (63 or 24 %) donated sometimes. According to the qualitative data collected from the youth and key informants of the research, youth were actively engaged in donating blood. Another female interviewee, female (22 years old, mentioned that she met a poor boy and bought him all the materials he needed to work as a shoe shiner. Most of the youth the researcher interviewed expressed their passion for donation if they have an enabling environment to support the poor and the weak. The researcher had the chance to observe a sport and recreation event organized by one of the youth centers in the target *woredas*. The event was planned to mainly create a platform for blood donation, and the manager of the center told the researcher that they expected more youth to take part in the event than the number of actual participants. The other manager of a different youth center complemented that they often had a few volunteers when they prepared a blood donation event. The manager generally evaluated youth participation in organized blood donation events to be very low.

The majority of the respondents (184 or 70.2 %) very rarely attended community meetings. A few of them (37 or 14.1%) replied that they frequently attended community meetings while only

41 (15.6%) sometimes went to community meetings. During the interviews, it was only one youth (male, 30) who mentioned to have attended a community meeting in his area.

When it comes to helping neighbors in weddings, funerals, religious ceremonies etc., as a social based civic engagement, it was more than half of the respondents (153 or 58.4%) who rated their participation to be frequent. Less than a quarter of them (57 or 21.8%) sometimes helped in the neighborhood while 52 or 19.6% less frequently helped neighbors.

Membership of associations or clubs in different community settings is the other dimension indicating civic engagement. In view of this, the research tried to assess youth participation in clubs in schools/offices/neighborhoods. To this question, 40.8% of the respondents rated their participation to be less frequent and nearly the same number or 38.5% participated frequently. On the other hand 54 or 20.6% of the respondents were sometimes engaged in clubs. The administrations in the target areas of the research used organizing clubs and associations as strategies of enhancing youth participation in the youth centers. The clubs included children and older adults as well. A youth expert in one of the *woredas* mentioned in the interview that they formed 21 clubs to involve the youth in sport, music and theater. The associations they listed out, further to the clubs, were youth associations, youth leagues and *Idir* which was established by the youth. A manager of a youth center explained to the researcher that youth associations and youth leagues are mainly politically motivated gatherings since they are designed to extend the political organization of adults to the youth.

Recreation activities are thought to be among the events that mostly attract youth participants. Contrary to this assumption, half of the respondents (137 or 52.3%) replied to have less frequent participation in such events. Only 71 or 37.1 % of the youth participants replied as participating frequently and 53 or 20.2 % of them took part in those situations. Recreational activities are mainly organized in schools and in the *woreda* youth centers. The researcher observed a sport and recreational event organized by one of the youth centers in the target *woredas*. The event was meant to mainly create a platform for blood donation, and the manager of the center told the researcher that they expected more youth to take part in the event than the number of actual participants.

There was also an endeavor to assess respondents' level of engagement in informal groups like sport games or other kinds of activities apart from the formally organized events. In this aspect as well, nearly half of the respondents 48.2% indicated to have been engaged less frequently, but 88 or 33.5% of the respondents were involved frequently in these activities. Those who sometimes played in these groups were 41 or 18.3 %. Most of the male youth participants of the interview pointed out that they played football and other sport in organized or individual events during their free time. One female participant (23) also said that she played football in her spare time.

Voting

Voting is one of the most important indicators of participation in electoral processes. Election is a long process and participation could be demonstrated in a many other ways, but the area selected for this research is voting. Voting provides youth the opportunity to decide on the public system that influences their future. Results are computed in the following pie chart.

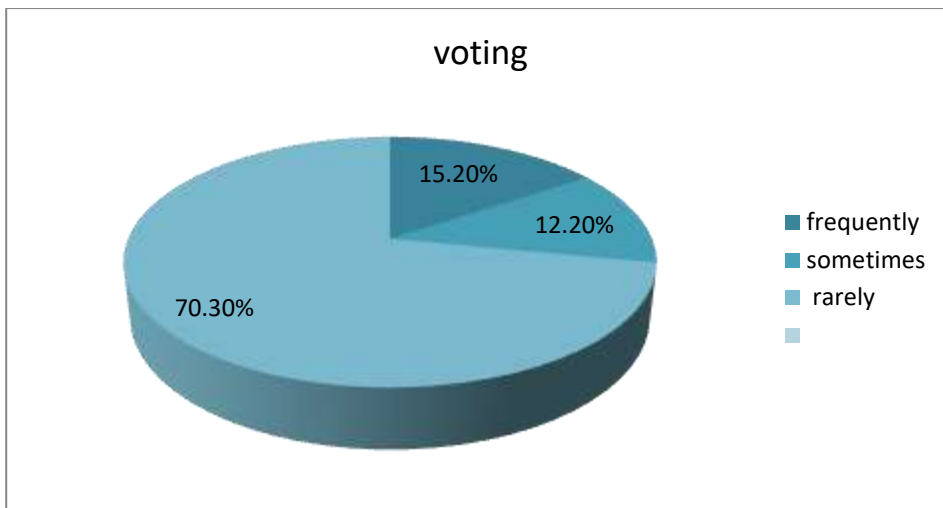


Chart2: Youth participation in voting

Source: Survey data

The majority of the respondents 184 or 70.3% had low participation in voting while only 45 of 15.2% frequently voted frequently. Small number of participants, 32 or 12.2%, replied that they voted sometimes in regional or local elections.

Youth voice

Youth voice refers to a situation where youth stand for others. It can encompass broader concepts ranging from standing out for humans to animals and the environmental concerns. Respondents were asked to rate their participation in three areas that come under this category as displayed in the following chart.

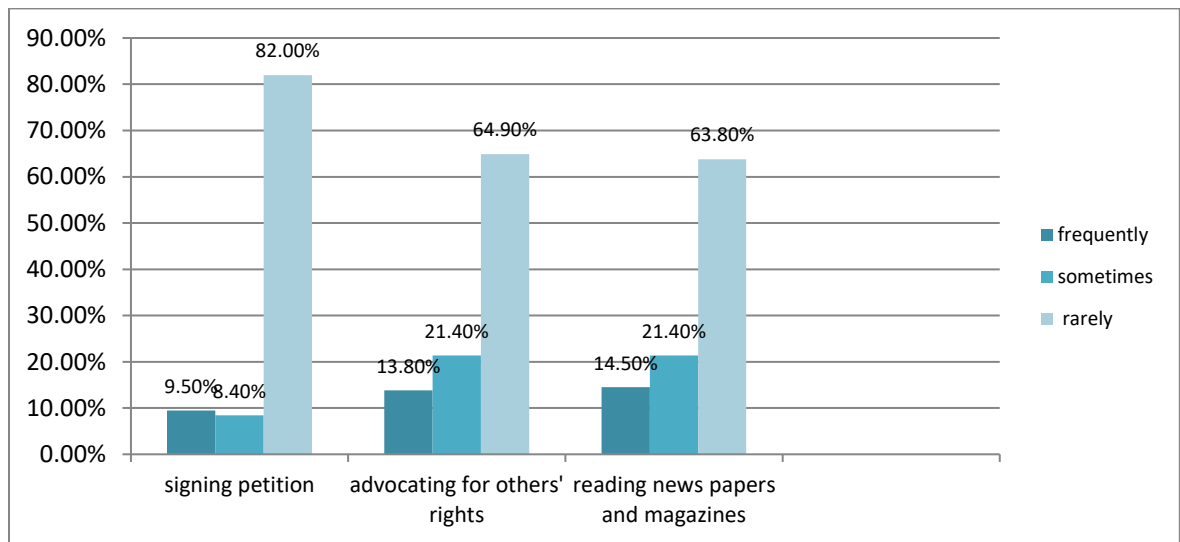


Chart 3: Civic engagement in youth voice

Source: Survey data

To the first item that asks respondents for how often they participated in signing a petition online or in person, the majority, 215 or 82%, replied that they infrequently signed a petition. Insignificant number of them, 25 or 9.5%, participated frequently and nearly an equal number to that, 22 or 8.4%, said that the sometimes participated in this area. Out of the 17 youth interviewees, only one (female, 21) pointed to have signed a petition online.

The other specific area included in youth voice as an indicator of civic engagement was advocating for environmental protection, for children's or women's rights etc. Just like the other dimensions under the category, the majority of the respondents, 170 or 64.9%, replied that they were very rarely engaged in advocacy while less than a quarter, 56 or 21.4%, participated sometimes. On the other hand, a few of the respondents, 38 or 13.8 %, frequently advocated for others' rights. All of the youth interviewees who were asked for this question said that they never participated in advocacy. For instance, one of the female interviewees stated, "*I and my*

friends didn't do anything in terms of advocating for others apart from donating, visiting and helping the weak and the elderly in our neighborhoods (22)."

Another interviewee, who actively participated in volunteerism and donation, considered these kinds of youth voice to be advanced levels of engagement. When asked about participation in advocacy or signing petitions, she said,

To be honest, I never thought of this. I didn't participate in these kinds of advanced activities. It could be because of the stage (of the engagement), I may not be there yet; or it could be because I didn't have these kinds of opportunities. But after this, I will pay attention to this aspect of engagement as well (female, 18).

Reading newspapers and magazines regularly was included as an indicator of civic engagement under youth voice. Though it does not directly relate engagement on behalf of others, coming in to contact with the media as a form of civic engagement informs the youth and builds their knowledge about what is happening around their environment. Information supports decision to engage for civic engagement and enhances youth participation in advocating for others. It was in view of this that reading newspapers and magazines was added to the category, and the data reveal that the majority of the respondents, 63.8% or, rarely participated in this dimension. Less than a quarter of the respondents, 56 or 21.4%, replied to sometimes read the print media while only 14.5% frequently engaged in it. Some of the youth participants told the researcher during interviews that they loved to read fictions during their spare time, but not magazines for information.

4.1.3. Determining dimensions with high youth civic engagement rate

While the status of youth civic engagement can be determined from the above frequency table, the frequency analysis does not clearly indicate dimensions with high and low youth civic engagement scenario. To gain this result, a mean analysis was processed so that the variables could be organized in a descending order according to youth's level of participation though the

mean intervals cannot be interpreted meaningfully for the type of ordinal data used in the research.

Table 8: dimensions of civic engagement in a descending order of youth participation

Descriptive Statistics					
Dimensions of YCE	N	Minimum	Maximum	Mean	Std. Deviation
Helping neighbors in weddings, funerals, religious ceremonies etc.	262	1	5	3.65	1.222
Volunteering to help others	262	1	5	3.05	1.272
Participating in clubs in schools, neighbors or offices	262	1	5	2.95	1.439
Donating	262	1	5	2.77	1.281
Participating in sport or other groups in schools/ offices or neighborhoods	262	1	5	2.74	1.511
Participating in recreational activities	261	1	5	2.56	1.339
Reading newspapers and magazines regularly	261	1	5	2.15	1.181
Advocating for environment, women and children’s rights in person or online	262	1	5	2.10	1.193
Participating in community meetings	262	1	5	2.01	1.178
Voting in national or local elections	261	1	5	1.92	1.359
Singing petitions online or in person	262	1	5	1.58	1.028
Valid N (list wise)	259				

Source: Survey data

The dimensions of youth civic engagement are organized in a descending order, one with high frequency being placed on top and the least exercised type at the bottom of the table. A least engagement experience (*never*) was given code 1, and the highest civic engagement practice (*always*) was represented by 5. The data in table 10 illustrate that the higher the mean is, the higher the frequency occurrence of the variable demonstrating higher engagement. Based on this, the areas where respondents had the highest engagement were *volunteering* with mean average of 3.05 and *helping neighbors in weddings, funerals, and religious ceremonies* with 3.65 mean average. Conversely, the areas where respondents had the least civic engagement were *signing petition online or in person* (1.58) and *voting in national local elections* (1.92). *Participating in community meetings* (2.01) *advocacy* (2.1) and *reading newspapers and magazines regularly* (2.15) were also infrequent amongst youth respondents.

4.1.3. The challenges of civic engagement

Studies show that Ethiopian youth face myriad problems in life that may concern to economic, social and political aspects. These problems influence youth engagement in civic activities. There was an effort in the research to assess the challenges the youth faced in their attempt to participate in civic engagement activities. The respondents were asked to show the extent at which their civic engagement was influenced by different factors. Their replies are computed and presented in the following table.

Challenges of youth civic engagement are grouped as factors external to the youth or less related to them and those which are connected to the youth themselves for ease of data organization.

Factors external to the youth

The first categories of challenges to youth civic engagement were ones less related to the youth as shown in the graph below.

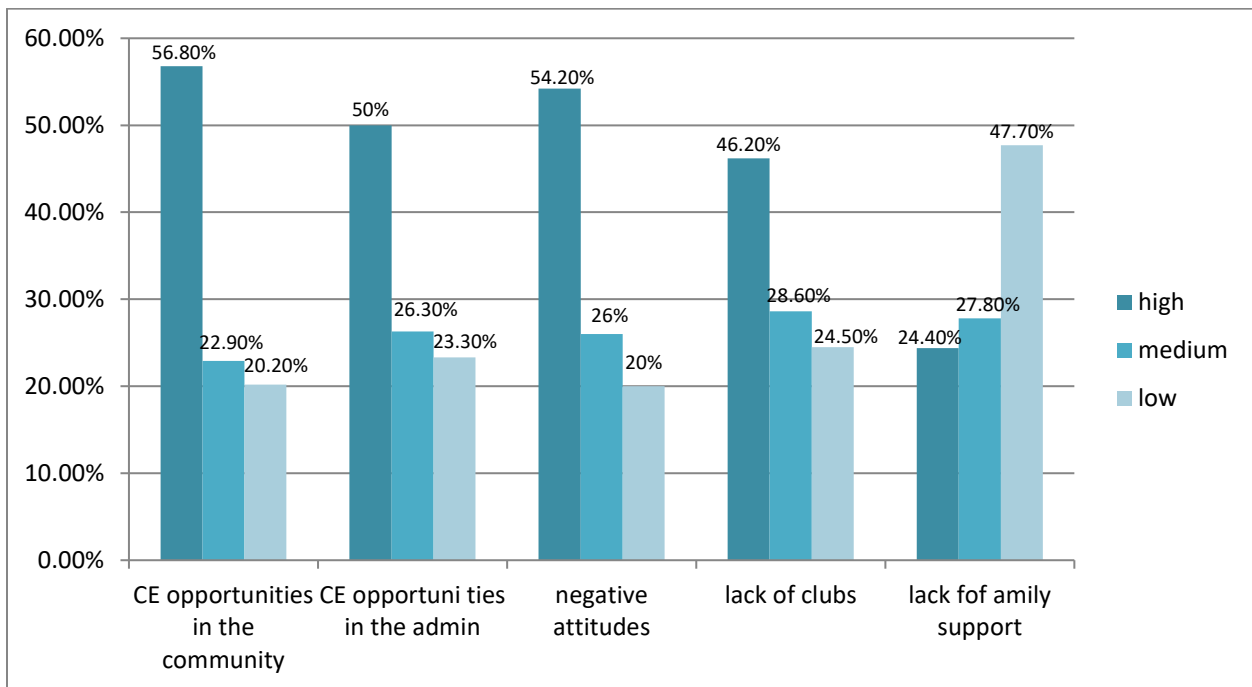


Chart 4: External factors of youth civic engagement

Source: Survey data

The data in the graph show that more than half of the respondents, 146 or 56.8%³, replied that lack of opportunities for youth civic engagement in the community highly affected their engagement. Nearly a quarter of them, 60 or 22.9%, responded that impact of lack of opportunities has a medium influence on their civic engagement while close to that number of the respondents, 53 or 20.2%⁴, said that its effect was low. Respondents replied to the open ended question that they never knew any organized program as an opportunity for their civic engagement. One wrote “*no support is given to the youth community so far (male, 18)*.”

When asked the challenges of their civic engagement, most of the youth interviewees mentioned lack of opportunities to highly affect their involvement. Most of them said, “*We don’t have the opportunity.*” One interviewee said, “*we have many ideas that can be implemented to help others, but no one supports us to do so (female, 22).*”

On the other hand, a few of them stated opportunities that enhanced their engagement in civic activities. One of the interviewee (female, 18) recalled, “*Our school gave us a small plot of land to plant vegetables under the urban agriculture plan. We planted different kinds of vegetables. We sold them and used the money to support the poor especially during holidays.*”

Another youth (female, 22) shared her experience that she in collaboration with her friends showed a movie in a university hall to support female students with disabilities during her university days.

Civic engagement opportunity was explored in terms of avenues availed by the government as well. With regards to this, half of the respondents, 131 or 50%, rated lack of opportunities in their administration areas to have high influence. A quarter of them, 69 or 26.3%, said that its influence was medium while almost equal to that number of the respondents, 61 or 23.3%, considered its influence to be low.

Youth experts mentioned in the interview that though they created opportunities for the youth to participate, it was a few of them who showed interest to do so. For instance, one of the managers of a youth center expressed in despair,

³ Data show summation of very high and high

⁴ Data show summation of very low and low

More than 500 youth visit our center to play games, to use the library or for a different purpose every day. However, only a small number of youth come to volunteer during campaigns like planting trees or cleaning when compared to the number of youth who use the center for various purposes. Their participation is not enough. It is the same in blood donation as well. We find a very few volunteers after we pay sacrifices, and sometimes we call those who know to come and donate.

Another youth who worked in the same place evaluated that the volunteerism platforms organized in the administrations did not align with youth passions and interests. They were prepared for the overall community in the administration area and so the youth were not addressed well. Youth focused movements were not widely organized.

The other interviewee mentioned a related idea saying *“everyone says youth should do this or that, but no one tries to create a sustainable and convenient opportunity for the youth to participate in civic engagements (female, 18).”*

The other factor that highly influenced youth civic engagement, as rated by more than half of the respondents, 142 or 54.2%, was negative attitudes towards youth and their contribution to social development. A quarter of them, 68 or 26%, rated it to have a medium influence while, 52 or 20%, positioned its influence at a low level.

One interviewee mentioned the deep rooted negative attitude reflected against youth who would like to share what they have as *“If you want to share something to others, people would say, ‘have enough for yourself at first’. These kinds of comments are discouraging (female 23).”*

Another one also included, *“first, it is important to improve the society’s negative attitude towards the youth (female, 18)”* on the open ended question as a solution to encourage youth civic engagement. The other one also said, *“Attention is not given to us who are in this (young) age (female, 18).”*

Participants of the research were asked to rate to what extent lack of clubs at schools, offices or neighborhoods affect their civic engagement. To this, 121 or 46.2% of the respondents rated the influence to be high while 75 or 28.6% marked medium and a quarter, 64 or 24.5%, replied that the influence from this factor was low. On the contrary, lack of family support was rated to have low influence by 125 or 47.7% of the respondents. A little more than a quarter of them, 27.8%

considered family support to affect their civic engagement to a medium level and a quarter, 64 (24.4%), of them rated lack of family support to have high impact on their civic engagement. Youth interviewees indicated that their family wanted and supported their engagement in civic activities, and some of them emphasized that the only support they had for their participation in helping others was from their family. One interviewee said, *“If there is someone to help us to do what we want, it is our parents and close family (female, 22).*

Youth related factors

Among the challenges of civic engagement that were presented to the research participants, lack of information about youth civic engagement, lack of money to help others, shortage of time and poor networking are considered to relate more to the youth themselves.

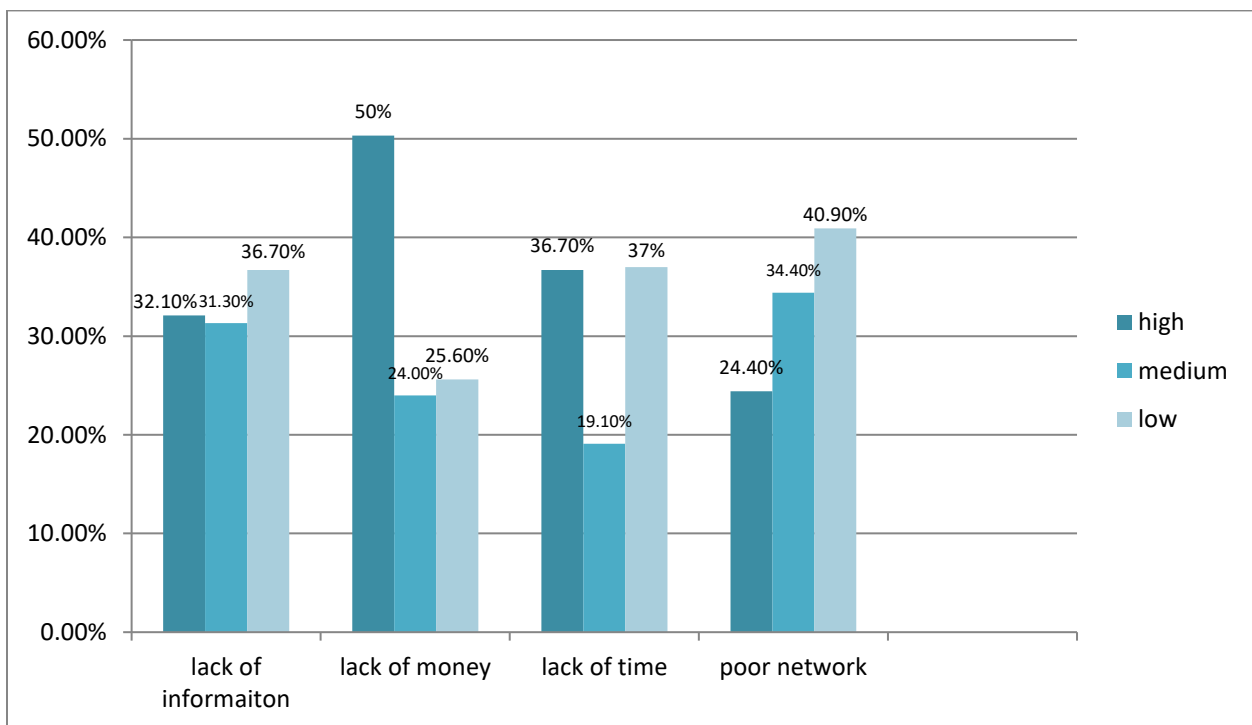


Chart 5: Youth related factors of civic engagement

Source: Survey data

As can be seen from chart 5 again, the responses seem evenly distributed amongst the rating scales in terms of lack of information about civic engagement opportunities. Specifically, while 96 or 36.7 % of the respondents rated the influence of this variable to be low, 84 or 32.1 %

replied it to be high and 82 or 31.3% said its impact was medium. Most of the participants of the interviews mentioned that lack of awareness about civic engagement and lack of information about engagement opportunities affect youth participation. One interviewee indicated, *“I think the big problem is lack of awareness about civic engagement. The youth are highly interested to engage in volunteerism and other activities if they are encouraged (female, 18).”*

When it comes to influence of finance, half of the respondents, 50.3%, indicated that lack of money to help others was highly challenged their participation. On the other hand, a quarter of them, 63 or 24 %, rated its influence to be medium but almost the same number of respondents 25.6% labeled it to have a low influence. Time is the other important aspect of youth civic engagement.

Youth dedicate time to engage in activities that bring change in others life, but to what extent does shortage of time influence their level of engagement was an enquiry. To this, 96 or 36.7% replied that lack of time highly affected their participation in civic engagement while an equal number, 97 or 37%, said that the effect of shortage of time was very low. The rest, 50 or 19.1%, replied it to have a medium influence. Youth interviewees didn't take shortage of time to be an issue to volunteer. One of the interviewee said, *“We all have time to engage in volunteerism but it is a matter of managing our time. The youth rather lack motivation to engage in these kinds of activities. We waste our free time on social media, on our phones but we give less attention to volunteering activities (female, 22).”*

The other factor that determines youth civic engagement was their tendency to network with other people. Respondents were asked to rate to what extent poor networking with others affects their engagement. 107 or 40.9% of them rated poor networking to have a low effect on their civic engagement while 90 or 34.4% replied that it affects them to a medium level. On the other hand, a quarter of them, 64 or 24.4%, positioned it to highly influence their participation in civic engagement.

Further to the challenges listed out in the questionnaire, respondents included lack of motivation from the youth, lack of education and skills training, lack of a system that encourages national and civic engagement, the rigid system in offices and lack of justice to the youth among the discouraging factors of their civic engagement.

4.4. Institutional mechanisms of youth civic engagement

In this aspect, formal systems designed to enhance youth civic engagement at the government administration or those established inside the community were investigated. The data that supported identification of institutional schemes were collected from documents in youth centers, interviews with managers of the youth centers and experts in the target *woredas*. The *woredas* used the same mechanisms to engage the youth in their administrative vicinities, except one of the *woredas* which organized youth *idir* to enhance youth support to each other. Youth were involved in civic activities in two ways. On the one hand, volunteerism was integrated with the formal administrative structure under “Community Engagement and Volunteerism” office where the youth just like the other community could participate. On the other hand, youth were engaged in more organized activities in youth centers.

The youth volunteers who got the chance to volunteer through the formal structure received incentives in the form of pocket money and a certificate for serving as a volunteer. The youth centers, organized clubs and associations which mainly focused on art and recreational aspects. An expert in one of the centers told the researcher that there were 17 clubs which train members in their areas of interest. The members of the clubs and the associations were mobilized during campaigns and holidays. They volunteered during holidays and participated in campaigns. The types of campaigns organized by the centers included blood donation campaign, tree planting, resource mobilization and clean Addis. During the data collection, the researcher observed a blood donation campaign and a recreational event organized by one of the target *woredas*. The manager of the center showed the researcher an attendance sheet containing list of 27 youth who donated blood during the event. The same *woreda* established youth *idir* which had around 500 members, according to the manager, where the youth supported each other. The *idir* had an office in the center and had meetings every two weeks.

On the other hand, some youth had engagement opportunities in their schools. One interviewee (female, 18) recalled, “*Our school gave us a small plot of land to plant vegetables under the urban agriculture plan. We planted different kinds of vegetables. We sold them and used the money to support the poor especially during holidays.*” Another youth (female, 22) shared her

experience that in collaboration with her friends, she showed a movie in a university to support female students with disabilities during her university study.

4.5. The role of civic engagement for positive youth development

It was also important to study impact of civic engagement on youth life. The youth respondents were asked to indicate what they benefited from participating in civic engagement activities. Their replies are tabulated in the chart below.

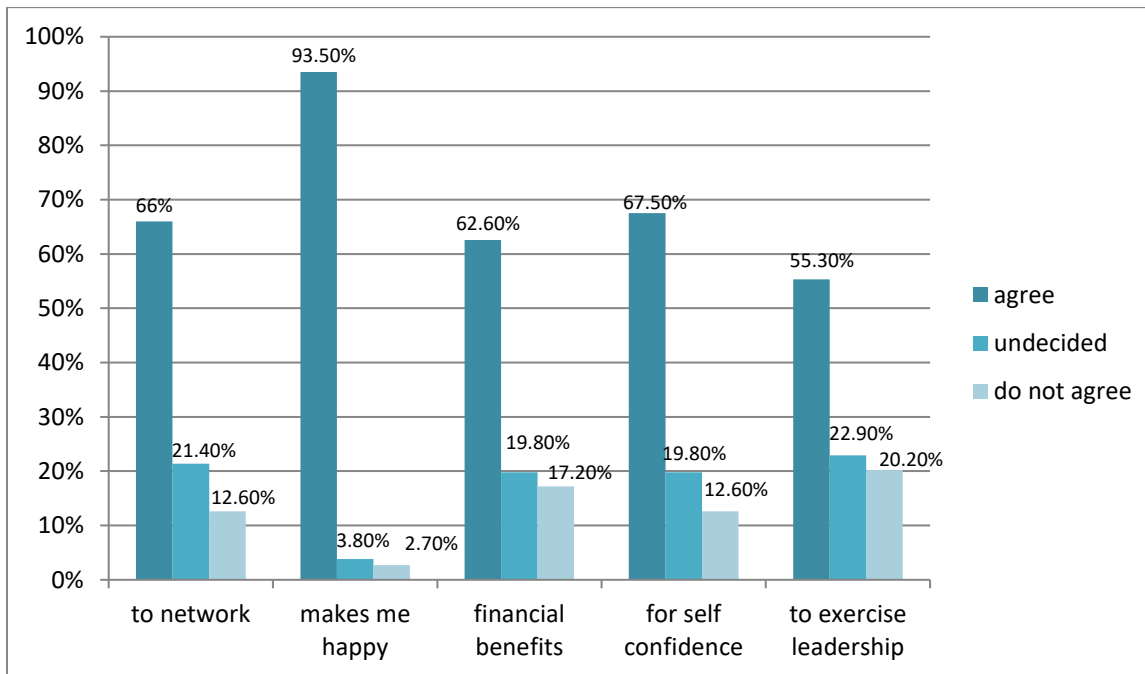


Chart 6: The benefits of civic engagement to the youth

Source: Survey data

As shown in the chart above, the majority of respondents, 173 or 66%⁵, agreed that civic engagement helped them to network with others. Those who couldn't decide on this were 56 or 21.4% while only 33 or 12.6% did not agree on the role of civic engagement to network with others. When asked about their civic engagement, most of the interviewees said that they collaborated with friends or other people to participate in such activities.

⁵ Data includes summation of strongly agree (5) and agree (4)

The great majority of the respondents, 245 or 93.5%, agreed that helping others through volunteerism makes them happy. The number of those who did not decide, 10 or 3.8%, and those who did not agree, 7 or 2.7%, was insignificant. Almost all of the respondents pointed out that helping others gave them satisfaction and happiness. To explain this, two of the youth participants (females, 29 & 22) quoted a proverb saying, *“A good deed waits ahead of you”* in explaining their reason for helping others. Another youth (female, 18) said, *“Participating in civic engagement activities gives me mental peace.”* Another participant said, *“For me supporting others gives me happiness and satisfaction. For the others, my volunteerism fills in their gap (male, 22).”*

Youth civic engagement is believed to enhance youth self-esteem and boost positive development. With regards to this, 177 or 67.5% believed that participation in civic engagement developed their self –confidence. On the other hand, 52 or 19.8% did not decide while 33 or 12.6% did not agree. Respondents also mentioned the value of civic engagement to develop their self-confidence saying, *“Engagement in the broad aspects of civic engagement prepares the youth for the future. It makes them familiar with the problems they face in life and builds their confidence by developing skills to overcome the challenges (female, 18).”*

More than half of the respondents, 145 or 55.3% also believed that participation in civic engagement activities helped them to exercise leadership skills while 60 or 22.9% could not decide. 57 or 20.2% did not agree on enhancing leadership role of youth civic engagement.

Contrary to the above roles of civic engagement, the majority, 164 or 62.6%, of the respondents did not agree that civic engagement had financial returns for them. 52 or 19.8% did not decide while only 45 or 17.2% agreed on this. Youth mostly serve in civic engagement activities for free. However, the government now integrated volunteerism into the formal government structure. According to the information from youth experts, everyone regardless of age could serve as a volunteer and get pocket money in kind or cash, but the number of participants who were engaged in this area was very small and the opportunity was arranged occasionally during holidays or other events. For instance, when the researcher was collecting data, only two volunteers were employed in *woreda* 11 of Yeka sub city.

An additional test was carried out to find out influence of other variables on youth civic engagement. For this, Ordinal Regression Analysis was processed taking *age* as a covariate as it was the only continuous independent variable in the data. The regression model was appropriate to four of the dependent variables namely *reading newspapers and magazines, voting, signing petition and attending community meetings*, which means the model fitting was significant at Sig 0.000 and the threshold were significant (Sig 0.000) at all levels of the variable values.

Participants of the research were asked to suggest solutions that could help to improve the status of youth civic engagement both in the questionnaire and in the interviews. The ideas were repeatedly mentioned in the questionnaire were:-

- create opportunities where youth can contribute freely and encourage them to involve
- acknowledge youth contribution and avoid criticisms and discrimination
- provide adequate skill trainings and raise awareness
- convince the society about the contribution of the youth
- expand services given to the youth
- develop youth's self confidence
- change the education curriculum and do not make the youth lose hope
- teach social values and create opportunities for active engagement
- Ethiopian youth need a leader who understands and solves their problems of Ethiopian youth. They should be treated as valuable parts of the society to engage in civic activities
- change negative attitudes towards the youth and create youth friendly civic engagement opportunities
- help the youth to achieve their passion
- know what the youth want and give them time
- create a civilized society
- create awareness for the youth about their responsibility as hopes of the nation and about the role of civic engagement to discharge this big responsibility.

4.2. Discussion and interpretation of the data

The quantitative and qualitative data presented in the preceding section are discussed and interpreted in this part of the thesis. Discussion is done by triangulating the quantitative data from the survey with the qualitative data obtained from interviews and in person observation to the youth centers in the areas under investigation.

4.2.1. Assessing youth civic engagement in different dimensions

The first attempt of the research was to assess the status of youth civic engagement in the target areas. This was investigated by including a list of dimensions of youth civic engagement which are organized under community based indicators, voting and youth voice as shown in table 8 of the foregoing section.

Community based indicators of civic engagement

The first groups of civic engagement were those which assess engagement in the community. The first dimension in this category was volunteerism. Volunteerism has been a long established social practice in Ethiopia in the form of traditionally, culturally and religiously set up associations like *Idir* and *Ikub*, which mainly are intended to freely support each other without one expecting a return from the other. *Idir*, and other social platforms, has been recognized as a humanistic element to pave ways for volunteerism by international researchers like (Chigozie Azunna et al., 2021: 120) who emphasize “The prevalence of humanistic life philosophies and policies such as Ubuntu in South Africa, Harambee in Kenya, Ujamaa Ujinji in Tanzania, Umuganda in Rwanda, or Edir in Ethiopia, requiring empathetic responses by groups, have all triggered volunteerism in those countries.” This practice has been sustained by the society regardless of socio-economic and cultural diversity and demonstrates how volunteerism is deeply grounded. One of the major groups of the society, the youth, show a strong passion and enthusiasm to support others in whatever way they could, and this has been attested during the research, especially with the interviews.

The level of youth civic engagement in this area is, however, low in spite of their interest and willingness to volunteer. Different platforms were laid to enhance youth volunteerism in the target areas through government and individual or organizational initiatives. Government initiatives include integrating volunteerism in the formal administrative structure where youth and adults could participate, and organizing volunteering events occasionally to cascade top-down government plans. However, there were two concerns in this regard. First, the scopes of engagement were very narrow and limited to areas like supporting the “Community engagement and volunteerism” office to dispatch holiday gifts to the poor, serving as a volunteer road traffic manager. Engagement in the former area was occasional determined by public holidays and availability of resources. On the other hand, only a small number of youth have the chance to involve in road traffic management services. The second aspect of volunteerism can be viewed from the perspective of the individual youth where they take the initiative to give in their time and other resources to help others in their own vicinity or through charitable organizations and care centers. These limited avenues did not effectively elevate youth volunteerism as can be understood from the quantitative data. If opportunities are established at all government, community and organizational level, the youth could have volunteered their time and energy and contributed better than they did.

Similarly, youth civic engagement in the area of donation is limited. According to (Neumayr & Handy, 2019:2), donation is influenced by subjective factors that relate to “personality traits, motives, attitudes, norms, and values, which all refer ‘to the way people interpret themselves and the world around them’ and by resources that pertain to “income and education.” Donation is one of the areas where the youth show keenness to voluntarily offer what they have in their capacity to make others’ life better. The youth can be described as the most generous groups of a society who selflessly serve and support others. A manager of one of the youth centers in the target areas described youth donation in the center that the youth donate with an open and innocent mind and donation movement led by the youth is not corrupted.

Ethiopians organize different types of events in groups or individually. It is a social custom to cooperate in the process of organizing events especially around the neighborhood and family level. We can witness from our daily interaction that the youth highly participate and contribute a lot in such social events organized for religious or other purposes. This has been confirmed by

the data in the research where most of the youth rated their engagement to be high. Of all the dimensions of youth civic engagement, this aspect was where the majority of the youth (58.4%) rated to frequently participate. Social events like this are mainly community-based civic virtues and can be closely available in the family, among relatives or in neighborhood settings. Since they may not require any formal procedure to participate, they may attract the youth who would like to use their time to support others at times of good or bad. These kinds of engagements are significant to tie the youth with their elders and with their traditional, cultural and religious values.

Youth engagement in clubs at school/offices or neighborhoods is not to the expected level as compared to the role of clubs as major means of implementing extracurricular activities in schools or offices. In fact low participation does not entail low youth interest to involve in clubs and extracurricular activities. More may have to do with the scope of the clubs, the function attached to their activities and the way they are organized. It is important to consider how well the clubs, their organization and working system respond to the needs and circumstances of the youth. Youth will not be attracted if there is a gap between youth interest and club management particularly at schools. One notable gap could be the tendency to limit clubs inside the schools and to run them during class times. Expanding the movement of clubs outside schools and after class time might have contributed to increase youth engagement. These kinds of activities allow the youth to use their after school time to improve their life, achieve their goals and to become good citizens as (Fredricks, 2011:327) ratifies,

Extracurricular activities, structured after school programs, and community based programs are an important part of these hours (after-school youth hours). In general, involvement in organized out-of-school contexts is associated with positive academic achievement, social development, and psychological functioning: Participation in unsupervised/unstructured contexts in the after school hours is related to higher risk behavior and poor academic outcomes.

Clubs as part of extracurricular activities can be utilized outside school environments as well to enhance youth civic engagement.

Sport as a group activity is used as an avenue to enhance youth engagement in community settings. It is a social institution where the youth interact with their mates and gain enormous benefits (Jeffrey M.R. Duncan-Andare, 2010:36). (Anderson-butcher, 2016:2) states multidimensional benefits of sport for youth from research to be “enhanced emotional, intellectual, physical, psychological, and social development. Other benefits involve behavioral changes such as decreases in behavioral problems, delinquency, and substance abuse.”

(Jeffrey M.R. Duncan-Andare, 2010:41) considers sport to constitute part of a popular youth culture that needs to be incorporated in schools or other youth spaces where youth spend time:

Sport is a good example of youth popular culture. In sport, students are presented with a specific set of rules that they are expected to follow to play the game properly. There are specific guidelines surrounding rules of play, the uniform and disciplinary expectations. Where sport becomes a cultural form of expression is in the opportunities it provides for cultural expression within, and at the margins, of the rules (Boyd, 1997).

The principles and disciplines youth learn in sport interactions serve as bases to lead their life and develop positively as good citizens.

Youth attraction and investment in sport is a universally recognized situation. The youth invest their time, energy and finance in sport for a number of reasons but (Jeffrey M.R. Duncan-Andare, 2010) relates black American youth investment in sport to their access to sport fields as close to their living places and to the limited opportunities the black youth have to engage in other fields.

Youth participants of the current research had limited experience in engaging in sport and other group activities. This can be connected to multifaceted issues but it can be noted that access to playing fields in neighborhoods or offices is limited. Since the majority of the participants were students, it can also be said that schools were not also creating opportunities that enable to utilize sport as a strategy to enhance youth engagement. If the youth and adolescents lack opportunities to play sport or other games with their peers, they develop a sense to have missed a significant aspect of their childhood.

Voting

Voting is one of the major dimensions of youth civic engagement and youth voters are the main targets of election campaigns. However, many findings indicate that the youth participate less in voting as compared to older adults owing to lack of resources and information and other voting demands (Holbein & Hillygus, 2016:365). Some countries introduced strategies to encourage the youth to voter in elections. (Holbein & Hillygus, 2016) find out that youth preregistration to vote at the age of 18 increased youth voter turnout in elections in the United States of America. Youth are major actors and contributors to the democratic system of a country and engagement in voting enables them to place their stake in the system.

The data from the current research show that youth engagement in voting was very low. Low participation of the youth is attributed mostly to lack of trust in the political system when their needs and interests are not met by leaders. (Mijana Sabu, 2020) identifies “lack of political knowledge and adequate education, youth political interest and apathy, economy, socio-centrism attitude and family’s pressure, fear, partisan attachment and the incumbent government performances, age and the existing institutional structures of Democracy” to be the major factors that impact youth voting in Ethiopia. According to the Ethiopian law, eligibility to vote depends on voter age. Article 18 of Proclamation No. 1162/2019 of Ethiopia demands voters to be 18 years old or above to participate in voting. That means not everyone who is considered youth from the age of 15 is eligible to vote. Though many situations may explain the reason for low participation, the dimension voting is significantly affected by age of the respondents.

Youth voice

Youth voice is where the youth take agency to lend their voices to activate or advocate for others’ benefits. They may engage in diverse forms of movements to influence their environment and create a better place for others. Youth voices are used to identify community problems and improve them in well planned participatory projects (Owens et al., 2011). Youth reflect on their ideas of issues they encounter in their surroundings. Youth activists who promote for a conducive learning environment and a better youth participation in school matters benefited from their participation and contributed to their community as illustrated in detail in (Preus et al., 2016). Youth with strong voice to influence their environment also engage in formal government structure to plan, decide and implement social change initiatives (Carlson, 2005).

Youth can also let their voice heard in movements like signing petitions or advocating for others. Engagement in these areas are very low, however, as can be understood from both the quantitative and the qualitative data, these are areas where least youth participation was recorded. Decisions to engage in these areas are made individually though actions can be collective in the case of advocacy. Youth disengagement in these areas signifies the limited role they play in the democracy arena that shapes their present and future life.

Youth engagement in the dimensions discussed above significantly varies in terms of the site where the data were collected except in helping neighbors during weddings, funerals and religious ceremonies. The reason could be that those who were in the administration offices rated their civic engagement to be high due to their participation in clubs and associations while the rest did not think they contributed to improve of their community's life to the required level.

4.2.3. Identifying dimensions with high youth civic engagement

Identifying the status of youth engagement in different dimensions enables to capitalize on the already existing experiences and to build the capacities of the youth to engage in the others which low rate was record. Accordingly, both the quantitative and the qualitative data and from the mean comparison of the dimensions show that helping neighbors in weddings, funerals, religious ceremonies etc., and volunteering to help others were most frequently exercised than others. Both of these dimensions involve community based engagement where the youth support others by dedicating their time, energy and other resources. This situation, in fact, contradicts to (Suchowerska's, 2013:91) explanation of modern youth as, "Because youth experience life through individualised and fragmented structures, their evaluation of collective political action as a vehicle for social change is substantially compromised."

As discussed in the foregoing section, the community accords high values to helping each other in weddings, funerals and other religious ceremonies. Engaging in these settings shows the youth's respect to social orders. It also shows their involvement to volunteer either informally in traditional institutions or in formal settings created in the administrative structure.

Conversely, the areas where respondents had the least civic engagement were *signing petition online or in person* (1.58) and *voting in national local elections* (1.92). *Participating in community meetings* (2.01) *advocacy* (2.1) and *reading newspapers and magazines regularly* (2.15) were also infrequent amongst youth respondents. These findings demonstrate low level of youth participation in the political sector and in youth voice settings. Low political participation in the form of voting has been a global phenomenon (Suchowerska, 2013). It is also a case in African countries which results from several factors which mainly relate to youth dissatisfaction in political systems. In relation to this, (Mindzie, 2015 :3) illustrates,

The breakdown of trust between elected leaders and citizens that pervades state-society relationships across the world has resulted in the rejection of politics by a number of citizens. This is especially true of youth in the Sahel region, where politics is widely perceived as a corrupt activity and, in some cases, as a means to quick enrichment.

Similarly, Ethiopian youth were affected by structural factors that relegate them from participation in the political, economic and social spheres (Jalata, 2014).

4.2.4. The challenges of youth civic engagement

Studies show that Ethiopian youth face myriad problems in life that may concern to economic, social and political aspects. Youth civic engagement is hampered by several structural, economic and cultural factors that may relate to the youth themselves or to the environment external to the youth. Factors that relate to the youth themselves like shortage of time, lack of information, poor networking and family support were rated to have low to medium influence on youth civic engagement. Time is one of the main resources youth own to invest in civic engagement. It seems that the youth understood this and did not consider it to be a constraint in their participation. If time is a problem, it is a matter of managing it than shortage of it, as also illustrated by many interviewees. Families were repeatedly mentioned by the youth to have given close support in their endeavor to engage in areas like volunteerism and donation or charity. Researchers like (Andolina et al., 2003) noted on the contribution of family discussion of political contents and involvement in civic engagement to enhance youth civic engagement in

various dimensions. For instance (McIntosh et al., 2007) illustrates family influence on youth civic engagement in dimensions such as voting and youth voice:

Adolescents who discuss politics and current events with their parents, peers, or teachers tend to score higher than other youth on measures of civic behaviors, attitudes, and skills. They develop higher levels of political knowledge, show greater intention to vote in the future, and do better on a range of civic outcomes from petitioning and boycotting to raising money for charities and participating in community meetings (Tomey Purta et al. 2001; Andolina et al. 2003).

The youth believed that they were not constrained by networking or friendship. The assessment of youth civic engagement showed that their participation in community activities were better than their participation in individually acted areas. Youth also mentioned that they took part in civic engagement activities in groups or with others. It is, however, important to underscore the influence of information on youth civic engagement. Information entails civic engagement competencies which are developed from different sources from school, work, community, media etc. Information empowers the youth and keeps them up-to-date about community concerns and engagement opportunities. Empowerment results in a better participation in civic engagement areas (Natil, 2021). However, since the youth participants' interaction with the media, especially the print media was rated low, the impact of lack of information on their civic engagement cannot be overlooked.

On the other hand, the youth believed that the major influence to their civic engagement comes from the environment outside home than personal or family related problems. The limited opportunities that were available outside in the community or prepared by the administrations did not align with what the youth wanted to engage in as noted by some experts and the youth themselves. This might have forced the youth to lose the motivation to respond to most of the civic engagement calls at the *woreda* level and find their own ways to help others. Researchers suggest that family, government and other concerned bodies' coordinated support is a plausible condition to enhance youth civic engagement. Concerning this, (Andolina et al., 2003: 275) state, "Habits formed at home, lessons learned at school, and opportunities offered by outside groups all positively influence the civic engagement of youth."

Unfavorable attitudes towards the youth as destructors and problem creators were amongst the major challenges to youth civic engagement. Attitudes are culturally and traditionally held assumptions about youth roles and responsibilities in the community. Negative attitudes towards the youth close all the doors and prohibit the youth from engaging in the democratic and administrative structures. In a report which evaluates youth participation in implementation programs, Ethiopian youth reported elders' perception of the youth to be an obstacle for their engagement in social matters (Singh et al., 2016). Therefore, it is necessary to recognize youth contributions and capacities and open the doors for participation.

Scholars of civic engagement confirmed that civic engagement is influenced by socio-demographic factors such as age, gender, race, social class etc.,(Gaby, 2017); (Wray-lake et al., 2012). In this research as well, regression analysis of civic engagement showed that voting, reading newspapers, signing petition and attending community meetings were significantly influenced by age. This entails that as the youth grow up older, they feel responsible to stand for others and to impact the democracy through voting or community engagements. Their interest to know more about their environment, their society and about the world and to become informed citizens increases with age.

4.2.5. Institutional mechanisms of youth civic engagement

Different platforms were laid to enhance youth civic engagement through volunteerism, donation, and participation in self-development schemes in the target areas. Initiatives of the administrations in the target *woreda* are facilitated in two lines of implementations. In the first one, volunteerism was integrated with the formal administrative structure where the youth and adults could volunteer. There was an office named “Community engagement and volunteerism” office which uses volunteers as human resources to run part of its office duties. Youth as part of residents in the administration areas could engage in the engagement schemes. Usually, announcements are made to call for volunteers to participate in the prevailing opportunities. According to the information from the youth experts, volunteers participated to dispatch gifts to the poor and needy during holidays. Youth volunteers also served in the road traffic management.

However, there were two concerns in this regard. First, the scopes of engagement were very narrow and occasional. Engagement opportunities were determined by public holidays and availability of resources. On the other hand, only a small number of youth had the chance to involve in road traffic management services. When the researcher visited one of the target areas, there were only two youth volunteers ready to contribute during Easter holiday. Throughout the year, the *woreda* had only five youth volunteers in the road traffic management sector.

The other and probably the more structured and wider systems designed to engage the youth were youth centers. All of the target *woredas* of the research had youth centers. Though this research did not intend to do a comprehensive account of the operational system of the youth centers, the centers helped to meet youth respondents and to collect data about the endeavors to enhance youth civic engagement in the target *woredas*. A detailed description of youth centers, their aims and functions in Ethiopia is given by (Belay Tefera et al., 2021). The youth centers were accountable to Youth and Sport sector and had their own managers and officers. The centers were mainly meant for youth positive development through diverse mechanisms like economic engagement by providing spaces and support to organize clubs, to provide recreational services to the community like sport games and gymnasium services. The centers also provide services like health and counseling and library services.

The clubs center on sport, music and theatre and had youth, adolescent and children as members. The clubs had managers, who themselves were young and at the same time train the members according to their talents and interests. One of the experts in the target *woredas* said that they had 17 clubs. In some places, the clubs were like associations where the members contributed a small amount of money to run their daily businesses. In the other centers, trainees paid for their trainings and the club managers paid rents for the halls they used. During data collection, the researcher visited offices of some clubs freely given by the centers to facilitate their job.

The youth centers included youth mobilization activities in their annual plans which mainly concern to activities that directly descended from top administrations. Campaigns were organized to mobilize the youth and the community in green legacy, clean Addis, blood donation areas and more. The researcher had the chance to observe a sport and recreation event organized

by one of the youth centers in the target *woredas*. The event was planned to mainly create a platform for blood donation through attracting the youth with the recreational games. The manager of the center told the researcher that they expected more youth to donate blood than the number of actual participants. The other manager of a different youth center complemented that they often had a few volunteers when they prepared a blood donation event and other campaigns. The manager generally evaluated youth participation in organized blood donation events to be very low.

In one case, there was a youth interviewee who mentioned a school's endeavor to youth urban agriculture to support youth civic engagement initiatives. Urban agriculture programs effectively enhanced positive outcomes through engaging city youth. (Broaddus et al., 2015) explored the potential use of these kinds of programs to foster civic engagement of students through internship programs in Maryland, US. The programs were established in the community and received students for their internship to fulfill the requirements of their education. Urban agriculture has become a new approach in the efforts to improve food security in urban Ethiopia, but to what extent these programs are contributing to facilitate youth volunteerism is not clear yet.

These institutional schemes were not without problems. As can be noted from the explanation, all of the centers used the same platforms regardless of youth contexts and environmental situations of their areas. They implemented activities that were cascaded from the top administrative structure without adding any creativity or innovation to make them youth friendly and attractive. On the other hand, some of the schemes the youth experts mentioned to engage the youth like youth leagues and youth associations were politically driven organizations which might exclude the youth who had no political involvement. (Asnake et al., 2021) underscore that youth leagues and associations in Ethiopia are "party-affiliated." A more open youth led associations can be established outside the government administrations in the community to inspire the youth to engage better in campaigns or other activities the administrations organize. It may not always be necessary to connect every association to the administration. For instance, one of the youth centers helped the youth in their vicinity to form a youth *idir*, but this was controlled and managed by the center. Had this association been supported to operate within the

community, the youth would have collaborated better with the administration in their endeavor to improve their community's wellbeing.

4.2.6. The role of civic engagement for youth positive development

Youth engagement in different aspects of civic activities contributes positively to their development socially, emotionally and academically. The positive link between civic engagement and youth positive development has been recognized by many researchers like (Augsberger et al., 2017: 9) who says, "Often identified under the concepts of civic engagement and positive youth development, benefits that accrue to the young person include feelings of empowerment, competence, and connection." Youth who spend part of their time in civic engagement activities have the opportunities to develop experiences to identify community problems and find solutions. Interaction with their environment prepares them to the life ahead through developing skills pivotal to overcome community problems (Ayaya, 2021).

Youth civic engagement can be related to many specific outcomes that contribute to the overall youth positive development. The first benefit of civic engagement is socialization. The youth develop their network and establish friendship with their peers and their elders via the group and individual activities they undertake in different settings. Particularly, youth civic engagement in schools, through education, in group events and family settings contributes to their political socialization through orienting them about important political and environmental matters (Niemi and Sobieszek, 2009).

Youth participants of this research indiscriminately valued happiness to be the main outcome of their civic engagement. Helping others in different ways as a source of happiness builds emotional stability which in turn impacts youth health positively. Civic engagement improves youth mental health by deterring risk behaviors (Fenn et al., 2021). It also enhances youth confidence and self-esteem through the roles they take as problem solvers, decision makers and leaders. In particular, youth led initiatives that open doors for youth leadership help the youth to gain self-confidence through the responsibility to manage a project (Ayaya, 2021).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Youth are the major driving forces of development in every society. Engaging them in initiatives and allowing them to use their talents and efforts to improve the wellbeing of their community determines the success of any development effort. The present research attempted to assess youth civic engagement in selected *woredas* of Yeka and Bole sub cities in Addis Ababa. The youth who participated in present research were highly passionate to participate in civic engagement activities and to contribute their share to improve the wellbeing of their community based on their ambitions, talents and capacities. They also participated in different areas of civic engagement, but their level of participation was generally low. This was substantiated by the survey result which yielded less frequent youth participation in all dimensions of civic engagement presented in the survey.

When observed in terms of three indicators, youth civic engagement was high in community based indicators as compared to voting and the indicators of youth voice. Most of the youth (58%) were highly engaged in activities organized in spatially closer places to them such as in the family and neighborhoods. Events that require collective actions like weddings, funerals, religious ceremonies, etc. were dimensions where the youth frequently participated. This indicates that youth preferred collective civic engagement activities that were arranged in the community than partaking in individually acted areas like signing petition and advocacy.

Age of respondents influenced YCE in voting, reading newspapers and magazines, signing petition and attending community meetings. Other researchers also found out low participation of the youth in voting as compared to adults (Holbein & Hillygus, 2016:365). While restrictions that apply to age of voting might have an impact, youth refrain from participation in politics when their needs are not met and accommodated in the economic, social and political systems. The other areas that include reading newspapers or magazines, signing petition and attending

community meets are areas where one's political, social and cultural awareness are raised and reinforced through information and communication. Limited participation of the youth in these sectors makes it challenging to access information concerning development agendas and to be informed citizens who proactively and timely engage in development initiatives.

The participants believed that factors external to them presented the major challenge to their civic engagement. Of these, lack of opportunities, negative attitudes towards the youth and financial problems were the major obstacles that hampered youth civic engagement in the target areas. The prevailing institutional mechanisms designed to foster youth civic engagement like campaigns and volunteerism structures were not youth friendly, were limited in their scope and diversity and lacked dynamism to address youth needs and interests.

The data from interviews also confirmed that youth had very limited support from others except from their family members especially parents to participate in community engagement activities. They had the feeling that they were neglected by the larger society and the administrative structures and they had no opportunity to implement their ideas which could have solved critical community problems. It is emphasized by scholars like Niemi and Sobieszek, (2009) that institutions other than the family such as schools, community, traditional institutions, etc. play significant roles in supporting the youth to socialize themselves and execute their skills to solve problems in their community.

5.2. Recommendation

The research enables to emphasize the viewpoint that if youth have access to opportunities for civic engagement, they can take responsibilities to contribute to the development endeavors of the country and to their community in their areas. This cannot be done without the proper support from all stakeholders. The community, schools, the government and all concerned bodies like parents should put efforts together and give the youth chances to demonstrate their capacity in terms of changing their environment. The primary data from the informants, added to the information from the literature review, allow forwarding the following recommendations:-

1. Youth civic engagement opportunities should be designed in alignment with youth needs and interests. Contemporary youth are mainly attracted towards technology and innovation. So, youth civic engagement programs should be updated to include innovative activities. For this, youth should participate since from the design of the programs.
2. Youth civic engagement programs at *woreda* level can be creative to adapt the YCE schemes that are cascaded from top to down in line with the circumstances of the youth and to the environmental context to engage more youth in their initiatives.
3. Opportunities outside the administrative structure should be available in the community. Community based youth civic engagement programs are found to be successful in attracting youth.
4. Schools can use extracurricular activities to mobilize youth talents, skills and capacity to benefit their community inside and outside the schools. Extracurricular activities can be avenues to apply the competencies gained from civic education and to foster youth positive development through participation.
5. The youth should be empowered and capacitated on using their voices to stand for the rights of others and to engage in initiatives that solve problems in their community.
6. Awareness raising initiatives are needed to inform the youth about civic engagement opportunities and the ways to engage in such areas. The youth said that they got information about civic engagement options through their friends and contacts apart from the campaigns conducted in schools. They did not receive any awareness raising trainings or sessions about the opportunities.

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Appendices

Survey data

Table 9: Youth participation in different dimensions of youth civic engagement

S/N	Items	Options											Total	
		Never (freq/%)		Rarely (freq/%)		Sometimes (freq/%)		Usually (Freq/%)		Always (freq/%)		Missing	Freq.	Perce . (%)
		Freq.	Perce . (%)	Freq.	Perce. (%)	Freq.	Perce. (%)	Freq.	Perce. (%)	Fre q.	Perce . (%)			
1.	Volunteering to help others	32	12.2	60	22.9	82	31.3	39	14.9	49	18.7	-	262	100
2.	Donating	49	18.7	72	27.5	63	24	46	17.6	32	12.2	-	262	100
3.	Attending community meetings	123	46.9	61	23.3	41	15.6	27	10.3	10	3.8	-	262	100
4.	Helping neighbors in weddings, funerals, religious ceremonies etc.	15	5.5	37	14.1	57	21.8	70	26.7	83	31.	-	262	100
5.	Participating in clubs in schools/offices/neighborhoods	59	22.5	48	18.3	54	20.6	49	18.7	52	19.8	-	262	100
6.	Participating in recreational activities	76	29	61	23.3	53	20.2	44	16.8	27	10.3	1	262	100
7.	Participating in sport or other groups in school, office or neighborhood	81	30.9	45	17.2	48	18.3	36	13.7	52	19.8	-	262	100
8.	Voting in national or local elections	165	63	19	7.3	32	12.2	24	9.2	21	8	1	262	100
9.	Signing a petition online or in person	184	70.2	31	11.8	22	8.4	22	8.4	3	1.1	-	262	100
10.	Advocating for environmental protection, children's women's rights etc.	114	43.5	56	21.4	56	21.4	24	9.2	12	4.6	-	262	100
11.	Reading newspapers and magazines regularly	105	40.1	62	23.7	56	21.4	27	10.3	11	4.2	1	262	100

Table10: The challenges of youth civic engagement

Items	Options													
	Very low		Low		Medium		High		Very high		Missing case		Total	
	freq	Perc %	freq	Perc %	freq	Perc %	freq	Perc %	Fre q.	Per %	freq	%	Freq.	Perc %
Lack of civic engagement opportunities in the community	20	7.6	33	12.6	60	22.9	63	24	86	32.8	-		262	100
Negative attitudes towards the youth	19	7.3	33	12.6	68	26	65	24.8	77	29.4	-		262	100
Lack of civic engagement opportunities in the <i>woreda</i> administration	27	10.3	34	13	69	26.3	74	28.2	57	21.8	1	.4	262	100
Lack of clubs or associations in school/offices or neighborhoods	34	13	30	11.5	75	28.6	62	23.7	59	22.5	2	.8	262	100
Lack of family support	59	22.5	66	25.2	64	24.4	48	18.3	25	9.5			262	100
Lack of information about youth civic engagement opportunities	46	17.6	50	19.1	82	31.3	55	21	29	11.1	-		262	100
Lack of money to help others	39	14.9	28	10.7	63	24	52	19.8	80	30.5	-		262	100
Shortage of time	37	14.1	60	22.9	67	25.6	50	19.1	46	17.6	2	.8	262	100
Poor networking with others	57	21.8	50	19.1	90	34.4	39	14.9	25	9.5	1	.4	262	100

Table 11: The benefits of youth civic engagement

Items	Options													
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Missing cases		Total	
	Freq.	Perc. (%)	Freq.	Perc (%)	Freq.	Perc (%)	Freq	Perc (%)	Freq	Percent (%)	Freq	Perc (%)	Freq	Perc (%)
CE helps me to network with others	81	30.9	92	35.1	56	21.4	13	5	20	7.6			262	100
Helping others makes me happy	167	63.7	78	29.85	10	3.85	5	1.9	2	0.8			262	100
The money I get from volunteerism is helpful	10	3.8	35	13.4	52	19.8	58	22.1	106	40.5	1	0.4	262	100
I develop self confidence	65	24.8	112	42.7	52	19.8	18	6.9	15	5.7			262	100
I exercise leadership skills	49	18.7	96	36.6	60	22.9	22	6.8	35	13.4			262	100

The questionnaire

Addis Ababa University
College of Development Studies
Center for Regional and Local Development Studies
A questionnaire to be filled in by research participants

Dear respondents,

This questionnaire is prepared to collect data for MA research at Addis Ababa University, College of Development Studies, with a title “**Youth Civic Engagement in urban setting with reference to selected Woredas in Yeka and Bole Sub cities, Addis Ababa.**” Please, provide genuine responses, which are of great value to successfully accomplish the study. I would like to ensure that your responses will remain confidential and will only be utilized for the research purpose.

Please, do not write your names anywhere on the questionnaire paper.

Thank you for your cooperation in advance!

Part I. Respondents’ Background

Please, respond to the following items by circling the choices or stating in words as required

1. Sub city 1. Yeka S/C 2. Bole S/C
2. Woreda _____
3. Data collection site 1. School 2. Home to home 3. Woreda administration office
4. Sex 1. Male 2. Female
5. Age _____
6. Marital status 1. Single 2. Married 3. Divorced 4. Separated 5. Widowed
7. Educational background 1. Elementary school (Grade 1-6) 2. Secondary school (Grade 7-8)
3. High School (Grade 9- 12) 4.College Diploma, 5.TVET 5First Degree6. Second Degree
and Above
8. Employment situation 1. Student 2. Government employed 3. Private employed 4. self-
employed 5. Unemployed
9. Monthly income in ETB (from work or family) 1. Below 1,000 2. 1,000-5,000 3. 5,000 –
10,000 4. 10,000-15,000 5. Above 15,000
10. Are you a member of associations like youth associations, professional associations, sport or
other clubs, informal groups etc.? 1. Yes 2. No 3. I was in the past but not now
11. If your answer is Yes for question 10, Which association/s?
 - 11.1 youth associations, 1. Yes 2. No
 - 11.2 professional associations 1. Yes 2. No
 - 11.3 sports' associations 1. Yes 2. No
 - 11.4 Any other clubs, informal groups etc. Please specify

Section II. Civic Engagement Behaviors

The items in the following table include areas of civic engagement. Please, put a mark (X) to indicate how often you are engaged in the following activities.

Always = 5, Usually = 4, Sometimes = 3, rarely = 2, never =1

S/N	Items	Always	Usually	Sometimes	Rarely	Never
12.	volunteering to help others					
13.	Giving to charity					
14.	Reading newspapers or magazines regularly					
15.	Voting in national/regional/ elections					
16.	Signing a petition online or in person					
17.	Attending in a community meeting					
18.	Participating in organized recreational activities.					
19.	participating in environmental advocacy, science, health, child/women rights advocacy, etc. in person or online					
20.	Helping neighbors during weddings, funerals, social/religious events or community/ gatherings					
21.	Participating in a club at school/neighborhood/office					
22.	Participation in sport groups in school or neighborhood.					
23.	Plying football, basketball, running and other sport activities with friends in school or the neighborhood.					
24.	Other (please, specify other areas of engagement you contribute freely)					

Part III. Benefits of youth civic engagement

In your opinion, what is the benefit of participating in civic engagement activities? Please, show your agreement or disagreement by circling the numbers that include your answers.

S/N	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
25.	My civic engagement helped me to network with others	5				
26.	Helping others makes me happy	5				
27.	Participating in volunteerism allows me to have some pocket money	5				
28.	Participating in civic engagement builds my confidence	5				
29.	I can practice leadership skills in clubs and other movements	5				
30.	Other (Please, specify)					

Part IV. Challenges of Youth Civic Engagement

The following table includes challenges of youth civic engagement. Please, indicate the influence of these challenges on your participation in civic engagement activities by circling the numbers that include your answers.

S/N	Items	Very high	High	Medium	Low	Very low
31.	Lack of opportunities for youth civic engagement in the community.					
32.	Unfavorable attitudes towards youth and their contribution.					
33.	Lack of opportunities for participation in the <i>woreda</i> administration.					
34.	I do not have information about civic engagement opportunities.					
35.	I do not have enough money to support others.					
36.	Lack of time.					
37.	Poor networking with others/poor association.					
38.	Lack of support from family					
39.	Lack of extracurricular activities in schools/office or in my area/ they are inactive even if they are available.					
40.	Other (please, indicate other challenges that hinder your participation in civic engagement)					

Part V. Opinion items

41. What kinds of youth programs that enhance youth civic engagement are available in your community or *woreda*? In what ways do you contribute and what benefits do you gain from participation?

42. Please, state specific examples of volunteerism you participated.

43. If you are a member of an association or club, please write the name here. _____

44. In what ways do the *Woreda*/ community/school/family support you to participate in activities that are designed to solve community problems?

45. If you have the opportunity, in what ways do you want to support others?

46. In your opinion, what should be done to increase youth civic engagement?

አዲስ አበባ ዩኒቨርሲቲ
የሀገር ልማት ጥናት ኮሌጅ
የክፍለሀገርና አካባቢ ልማት ጥናት ማዕከል
በተሳታፊዎች የሚሞላ መጠይቅ

ዉይ ተሳታፊዎች

ይህ መጠይቅ የተዘጋጀው “Youth Civic Engagement in selected Woredas of Yeka Sub city, Addis Ababa “የወጣቶች የዜግነት ተሳትፎ በተመረጡ የየካና ቦሌ ክፍለ ከተማ ወረዳዎች፣ አዲስ አበባ” በሚል ርዕስ በአዲስ አበባ ዩኒቨርሲቲ የሀገር ልማት ጥናት ኮሌጅ በአካባቢና ክፍለሀገር ልማት ጥናት ማዕከል የሁለተኛ ዲግሪን ለማሟላት ለሚደረግ ምርምር መረጃን ለማሰባሰብ ነው። የዜግነት ተሳትፎ የምንላቸው የማህበረሰብን ወይም የሌሎችን ችግር ለመፍታት ወጣቶች የሚቀሳቀሱባቸው ስራዎች ናቸው። እርስዎ የሚሰጧቸው ተአማኒ መልሶች ጥናቱን በተሳካ ሁኔታ ለማጠናቀቅ ወሳኝ በመሆናቸው መጠይቁን በቀና መንፈስ እንዲሞሉ እጠይቃለሁ። ዐርስዎ የሚሰጧቸው መረጃዎችም ሚስጥራዊነታቸው ተጠብቆ ለጥናቱ ዓላማ ብቻ እንደሚዉሉ ለማረጋገጥ እወዳለሁ። ስሆነም ስምዎትንና ማንነቱን የሚገልጽ መረጃ በመጠይቁ ማንኛውም ቦታ ላይ እንዳይጽፉ እጠይቃለሁ።

ስለቀና ትብብርዎ በቅድሚያ አመሰግናለሁ

ክፍል አንድ፡ የተሳታፊዎች ዳራ

ዉይ መላሾች፣ ለሚከተሉት ጥያቄዎች የርስዎን መልስ የያዘዉን ቁጥር በማክበብ ይመልሱ.

1. ክፍለ ከተማ 1. የካ ክ/ከተማ 2. ቦሌ ክ/ከተማ
2. ወረዳ _____
3. መረጃ የተሰበሰበበት ልዩ ቦታ 1. ትምህርት ቤት 2. ቤት ለቤት 3. በወረዳ አስተዳደር
4. ጾታ 1. ሴት 2. ወንድ
5. እድሜ _____
6. የጋብቻ ሁኔታ 1. ያላገባ 2. ያገባ 3. በፍች የተለያየ 4. የተለያየ 5. በሞት የተለየ
7. የትምህርት ደረጃ 1. አንደኛ ደረጃ (1-6ኛ ክፍል) 2. መካከለኛ ደረጃ (7-8ኛ ክፍል) 3. ሁለተኛ ደረጃ (9-12ኛ ክፍል) 4. ኮሌጅ ዲፕሎማ 5. ቴክኒክና ሙያ
6. የመጀመሪያ ዲግሪ 7. ሁለተኛ ዲግሪና በላይ
8. የስራ ሁኔታ 1. ተማሪ 2. የመንግስት መስሪያ ቤት ተቀጣሪ 3. መንግስታዊ ያልሆነ መስሪያ ቤት ተቀጣሪ 3. የግል ድርጅት ተቀጣሪ 4. የግል ስራ 5. ስራ አጥ

9. ወርሀዊ ገቢዎች ምን ያህል ነው? (ከስራ ወይም ከቤተሰብ ሊሆን ይችላል) 1. ከ1,000 ብር በታች 2. ከ1,000-5,000 ብር 3. ከ5000-10,000 ብር 4. ከ10,000-15,000 ብር 5. ከ15,000 ብር በላይ
10. የተለያዩ ማህበራት አባል ነዎት? 1. አዎ 2. አይደለሁም 3. በፊት ነበርኩ አሁን አይደለሁም
11. አባል ከሆኑ የትኛው ማህበር ነው? 1. የወጣቶች ማህበር 2. የሙያ ማህበር 3. የስፖርት ማህበር 4. ሌሎች ለምሳሌ ክበባት መደበኛ ያልሆኑ ቡድኖች ከሆኑ እባክዎትን ስማቸውን ይጠቀሱ

ክፍል ሁለት የዜግነት ተሳትፎ መስኮች

በሚከተለው ሰንጠረዥ ውስጥ የተለያዩ የሌሎችን ችግር ለመፍታት የሚደረጉ እንቅስቃሴዎች ወይም የዜግነት ተሳትፎ አይነቶች ተዘርዘረዋል፤ በነዚህ መስኮች ውስጥ የእርስዎ ተሳትፎ ምን ያህል እንደሆነ በሰንጠረዥ ባሉ አማራጮች ስር ቁጥሮችን በማክበብ ያሳዩ።

ሁል ጊዜ =5, አብዛኛውን ጊዜ = 4, አንዳንድ = 3, አልፎ አልፎ =2, ተሳትፎ አላወቅም = 1

ተ.ቁ	የተሳትፎ አይነቶች	ሁል ጊዜ	አብዛኛውን ጊዜ	አንዳንድ	አልፎ አልፎ	ተሳትፎ አላወቅም
12	ሌሎችን ለመርዳት በበጎ ፈቃደኝነት መሳተፍ	5	4	3	2	1
13	ለሌሎች መላገስ	5	4	3	2	1
14	ጋዜጦችንና መጽሔቶችን ሁል ጊዜ ማንበብ	5	4	3	2	1
15	በሀገራቀፍ/በክልል ወይም በወረዳ ምርጫ ጊዜ መምረጥ	5	4	3	2	1
16	በፊርማ ማሰባሰብ በአካል ወይም በኢንተርኔት መፈረም	5	4	3	2	1
17	በአካባቢዬ ስብሰባ ሲኖር መሳተፍ	5	4	3	2	1
18	ለመዝናኛነት በተዘጋጁ እንቅስቃሴዎች መሳተፍ	5	4	3	2	1
19	በአዩር ንብረት ለውጥ፣ በሳይንስ፣ ጤና፣ የህጻናትና ሴቶች መብቶችን ለማስከበር በሚደረጉ እንቅስቃሴዎች በአካል ወይም በኢንተርኔት መሳተፍ	5	4	3	2	1
20	በሰርግ፣ በለቅሶ፣ በሀይማኖታዊና ማበራዎ ዝግጅቶች ሲኖሩ ጎረቤቶችን ማገዝ	5	4	3	2	1
21	በክበባት መሳተፍ /በትምህርት ቤት፣ በሰፈር ወይም በመስሪያ ቤት/	5	4	3	2	1
22	በትምህርት ቤት ወይም በሰፈር በስፖርት ቡድኖች ውስጥ መሳተፍ	5	4	3	2	1
23	በትምህርት ቤት ወይም በሰፈር ስፖርት ጨዋታዎች ላይ መሳተፍ ለምሳሌ እግር ኳስ፣ መረብ ኳስ፣ ፍጫ የመሳሰሉ ጨዋታዎችን ከሌሎች ጓደኞች ጋር መጫወት	5	4	3	2	1

ክፍል ሶስት: የዜግነት ተሳትፎ ለወጣቶች ያለው ጠቀሜታ

በተለያዩ የማህበረሰብን ችግር ለመፍታት በሚደረጉ እንቅስቃሴዎች ወይም በዜግነት ተሳትፎ ውስጥ መሳተፍዎ ለርስዎ ምን ጠቀሜታ አስገኝለዎት? መልስዎን በሚከተሉት ዓረፍተነገሮች መስማማትዎን ወይም አለመስማማትዎን በሰንጠረዥ ያሉ ቁጥሮችን በማክበብ ያሳዩ።

በጣም እስማማለሁ= 5 አስማማለሁ= 4 መወሰን አልችልም= 3 አልስማማም =2 በፍጹም አልስማማም = 1

ተ/ቁ	የዜግነት ተሳትፎ ጠቀሜታዎች	በጣም እስማማለሁ	አስማማለሁ	መወሰን አልችልም	አልስማማም	በፍጹም አልስማማም
25.	የዜግነት ተሳትፎ ሌሎች ሰዎችን እንዳወቅ/ጓደኛ እንዲኖረኝ አግዘኛል።	5	4	3	2	1
26.	ሌሎችን መርዳት ያስደስተኛል።	5	4	3	2	1
27.	ለምሳሌው የበጎፈቃደኝነት ስራ የሚከፈለኝ ገንዘብ ጠቅሞኛል።	5	4	3	2	1
28.	የሌሎችን ችግር ለመፍታት በዜግነት ተሳትፎ መንቀሳቀስ በራስ መተማመኔን አዳገሮታል።	5	4	3	2	1
29.	በክበባትና ሌሎች እንቅስቃሴዎች መሳተፍ የመሪነት ክህሎትን እንድለማመድ ረድቶኛል።	5	4	3	2	1
30.	ሌላ (ይጥቀሱ)					

ክፍል አራት: የዜግነት ተሳትፎ ተግዳሮቶች

በሚከተለው ሰንጠረዥ ውስጥ ወጣቶች የማህበረሰቡን ችግር ለመፍታት በሚደረጉ እንቅስቃሴዎች ወይም የዜግነት ተሳትፎ ላይ ተጽዕኖ የሚያሳድሩ ተግዳሮቶች ተቀምጠዋል። እነዚህ ተግዳሮቶች በርስዎ ተሳትፎ ላይ ያላቸው ተጽዕኖ ምን ያህል አንደሆነ በተሰጡት አማራጮች ስር ቁጥሮችን በማክበብ ያሳዩ።

በጣም ከፍተኛ= 5 ከፍተኛ= 4 መካከለኛ= 3 ዝቅተኛ= 2 በጣም ዝቅተኛ= 1

ተ.ቁ	የዜግነት ተሳትፎ ተግዳሮቶች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
31	በማህበረሰቡ ውስጥ ለወጣቶች የዜግነት ተሳትፎ የሚሆኑ እድሎች አለመኖር	5	4	3	2	1
32	ለወጣቶችና ለወጣቶች አበርክቶ ያለው የተዛባ አመለካከት	5	4	3	2	1

33	በወረዳ አስተዳደሩ ወጣቶችን የሚያሳትፉ እድሎች አለመኖር	5	4	3	2	1
34	ስለወጣቶች የዜግነት ተሳትፎ መረጃዉ ስለሌለኝ	5	4	3	2	1
35	ሌሎችን ለመርዳት በቂ ገንዘብ ስለሌለኝ	5	4	3	2	1
36	የጊዜ እጥረት	5	4	3	2	1
37	ከሌሎች ሰዎች ጋር ያለኝ ደካማ ማህበራዊ ግንኙነት/ጓደኛ አለመኖር	5	4	3	2	1
38	የቤተሰብ እገዛ አለመኖር	5	4	3	2	1
39	በትምህርት ቤት /በመስሪያ ቤት ወይም በአካባቢዬ ክበባት አለመኖር/ ቢኖሩም በቂ እንቅስቃሴ አለማድረጋቸዉ	5	4	3	2	1
40	ሌላ (ሌሎች የእርስዎን የዜግነት ተሳትፎ እንቅስቃሴ የሚገድቡ ተግዳሮቶች ካሉ እዚህ ይጥቀሱ)					

ክፍል አምስት ፡ የሀሳብ ጥያቄዎች

እባክዎትን ለሚከተሉት ጥያቄዎች ሀሳቦዎትን መሰረት በማድረግ ዝርዝር መልስ ይስጡ

41. በአካባቢዎት/በትምህርት ቤት/በመስሪያ ቤት ወይም በወረዳዎት የማህበረሰቡን ችግር በመፍታት ሂደት መሳተፍ ለሚፈልጉ ወጣቶች የተዘጋጁ ምን ምን ፕሮግራሞች/እድሎች አሉ?

42. በበጎ ፈቃደኝነት የተሳተፉባቸዉ እንቅስቃሴዎች ካሉ እባክዎትን በዝርዝር ያስቀምጡ

43. የተለያዩ ማህበራት አባል ከሆኑ የየትኛዉ ማህበር ነዉ? _____

44. የማህበረሰቡን ችግር ለመፍታት በሚደረጉ እንቅስቃሴዎች እንዲሳተፉ ከወረዳ፣ ከትምህርት ቤት፣ ከማህበረሰብ ወይም ከቤተሰብ ምን እገዛ ይደረግሎታል?

45. እድሉን ቢያገኙ ሌሎችን በምን አይነት መንገድ መርዳት ይችላሉ?

46. የወጣቶችን የዜግነት ተሳትፎ ለማሻሻልና ለማጎልበት ምን መደረግ አለበት ብለዉ ያስባሉ?

Interview questions for youth participants

Addis Ababa University
College of Development Studies
Center for Regional and Local Development Studies
Interview questions for youth participants

Dear respondents,

This interview is prepared to collect data for an MA research done at Addis Ababa University, College of Development Studies, with a title “**Youth civic engagement in urban settings with reference to selected *Woredas* in Yeka and Bole Sub cities, Addis Ababa.**” Please, provide genuine responses, which are of great value to successfully accomplish the study. I would guarantee you that your responses will remain confidential and will only be utilized for the research purpose.

Thank you for your cooperation in advance!

Part I. Respondents’ background

1. **Sub city** 1. **Yeka** 2. **Bole**
2. **Sex** 1. **Male** 2. **Female**
3. **Age** _____
4. **Marital status** 1. **Single** 2. **Married** 3. **Divorced** 4. **Separated** 5. **Widowed**
5. **Educational background** 1. **Elementary school** 2. **High school** 3. **College/ university**
6. **Job** _____

Leading questions

7. How do you mostly spend your spare time after school or work?
8. Have you thought of using your time or money to contribute to your community? In what ways?
9. How do you see youth civic engagement in your area?
10. What kinds of opportunities do you have if you want to go out and help others or do something good for others?
11. Have you ever participated in activities like volunteerism, donation, community gatherings, advocacy, etc.? If so, please explain your experience further.

12. What did you contribute and what did you gain from such participations?
13. What challenges do prohibit your civic engagement?
14. What should be done to increase youth participation in civic engagement?

Interview questions for youth experts

**Addis Ababa University
College of Development Studies
Center for Regional and Local Development Studies**

Dear experts,

This interview is prepared to collect data for an MA research conducted in a title “**Youth civic engagement in urban settings with reference to selected *Woredas* of Yeka and Bole Sub cities, Addis Ababa.**” Please, give genuine responses, which are of great value to successfully accomplish the study. I would guarantee that your responses will remain confidential and will only be utilized for the research purpose.

Thank you for your cooperation in advance!

Part I. Respondents’ background

1. Sub city 1. Yeka 2. Bole
2. Sex 1. Male 2. Female
3. Age _____
4. Marital status 1. Single 2. Married 3. Divorced 4. Separated 5. Widowed
5. Educational background 1. Diploma 2. First Degree 3. Master of Arts Degree or above
6. Position _____

Leading questions

7. How you evaluate youth civic engagement in your *woreda*?
8. How do you promote youth civic engagement?
9. What programs are available to enhance youth civic engagement in your *woreda*?
10. How many youth /youth led associations/organizations are there in your district?
11. What contributions did youth make to the community through civic engagement?

12. What did youth benefit from such engagements?
13. What is the major challenge for youth civic engagement?
14. What solutions would you propose to enhance youth civic engagement?