

**A STUDY ON CHALLENGES AND PROSPECTS OF YOUTH'S JOB-
CREATION INITIATIVES IN THE AMHARA REGION: *The Case of
Selected Districts of the North Shewa Zone.***

**A Thesis Submitted for the Partial Fulfillment of MSW to Indira Gandhi National
Open University, School of Social Work.**

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Mulugeta Sefinew

Research Abstract

This research report focuses on youth joblessness and related challenges. Youth joblessness implies missed opportunities in the use of human resources. Thus, the study is expected to make a significant contribution, since it goes beyond investigating the causal elements to create a better future for leaders that works for the youth. The research has been organized in five chapters containing major titles and subtitles with detailed explanations. The research has designed about three major research objectives so as to conclude the essence of the whole research. The research covers six study areas in the north shoa zone. The research basically makes use of descriptive survey research type and employed both qualitative and quantitative methods of data collection from 480 samples together with 102 discussion participants. The data collected through various data collection tools has been further coded in to a computer for analysis. The finding of the research concludes that the youth in the study areas undergo with a series of challenges such as unemployment, underemployment, marginalization, discrimination and lack of social support. The findings of this research report confirms the same issue as the youth of the study areas have encountered with low level of education, increasing number of youth drop out from the school, negative attitude towards technical and vocational education and agriculture based economic activities. Lack of access to financial loans in rural areas and massive rural urban migration add to the severity of the challenging issue. Though there is a significant variation between urban and rural youth in terms of labor force participation, the factors that govern to the root causes of the problem also varies from area to area and the attitude that exists on the youth groups. In general, by reason of the very nature of the area context, age, behavior, ambition, availability of resources, by the nature of family background and related socio-economic characteristics youths of the study areas have been continuously shouldering a similar livelihood and survival challenges. We all unless and otherwise come up with remedial action that foster the youth for greater socio-economic changes; the fate of good opportunity of the country in the use of human resource would eventually filled up with adversities.

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LIST OF ACRONYMS

ANRS	Amhara National Regional State.
CES	Centers for Employment Services.
CSA	Central Statistics Agency.
ECA	Economic Commission for Africa.
ECBP	Engineering Capacity Building Program.
ESDP	Education Sector Development Program.
FGD	Focus Group Discussion.
FeMSEDA	Federal Micro and Small Enterprises Development Agency.
JASPA	Jobs and Skills Program for Africa.
KII	Key Informants Interview.Labor Force Survey.
LFS	Ministry of Finance & Economic Development.
MOFED	Ministry of Labor and Social Affairs.
MOLSA	Ministry of Women, Children & Youth Affairs.
MOWCYA	Micro and Small Enterprise.
MSE	Organization for the Rehabilitation and Development of Amhara.
ORDA	Plan for Accelerated and Sustainable Development to End Poverty.
PASDEP	Paper Qualification Syndrome.
PQS	Statistical Package for Social Sciences
SPSS	Technical, Vocational Education and Training.
TVET	United Nations Centre on Trade and Development.
UNCTAD	

**PROFORMA FOR SUBMISSION OF MSW PROJECT PROPOSAL FOR APPROVAL
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DECLARATION

I hereby declare that the dissertation entitled by A STUDY ON CHALLENGES AND PROSPECTS OF YOUTH JOB-CREATION INITIATIVES IN THE AMHARA REGION: *The Case of Selected Districts of the North Shewa Zone* submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

This is to certify that **Mr. Mulugeta Sefinew Negatu** student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for his project work for the course **MSWP-001**. His project entitled: **A STUDY ON CHALLENGES AND PROSPECTS OF YOUTH JOB-CREATION INITIATIVES IN THE AMHARA REGION: *The Case of Selected Districts of the North Shewa Zone*** which he is submitting is his genuine and original work.

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CHAPTER ONE

1. INTRODUCTION

The absolute size of the youth population and its proportion to the percentage of the total population has grown over the last two decades. This significant segment of the country's population has been in the forefront of economic production and in the process of social change in the country. It has also been both the direct and indirect victim of the various problems. Above all massive unemployment, under employment and lack of social support have compounded the problems of youth and led to the expansion and worsening of the challenging issue. The government, the public and development partners have special responsibility to address the growing challenges of unemployment and underemployment, deficiencies in education, in health, social welfare system through integrated and sustainable manner.

This study is, therefore, will contribute to the future resolution of youth related problems to get in the focus of programmers and local leaders to strengthen the initiative that already existed within the broader policy and program frame works. It is also the belief of the researcher that the study may give some basic information and clues about the current trend and the real situations to programmers and local leaders to give due attention to youth problems in the study areas.

In this chapter, the study introduces the nature of the problem from broader perspectives and provides detailed explanations, the need, significance and its justifications, the objectives and universe of the study, the limitations, and organization of the study and gave operational definitions for important words, terms and phrases used in the study.

1.1 Background of the Study

In fact, development scholars view 'youth unemployment' as a major stumbling challenge that blocks the growth of social equilibrium which ultimately leads to economic disorder and poverty of the society (Adebayo, 1999). Failure to address youth employment issues will have serious consequences for the economy and the society. Without opportunities for young people to earn a living, intergenerational cycles of poverty will persist, further affecting societies already made vulnerable by food insecurity, violence, social instability and HIV/AIDS.

In Ethiopia, the challenge of youth unemployment is a serious issue where almost two-thirds of the population is younger than 25 years. Disguised unemployment is a feature of the rural labor market while open unemployment is prevalent in urban areas. Indeed, Ethiopia has one of the highest urban unemployment rates worldwide, at about 50 per cent of the youth labor force (ILO, 2006). Moreover, young people in Ethiopia are confronted with many challenges and difficulties when it comes to their integration in the labor markets and their search for decent and productive jobs. In spite of the dramatic economic, social and political

consequences of Ethiopian youth employment problems, few studies focus on this segment of the population (ILO, 2006, World Bank, 2009).

The close link between population growth, lack of sustainable socio-economic development and environmental protection has been more sharply felt in the last four decades of Ethiopia's development. War, socio-economic stagnation, poor governance, massive environmental degradation and related problems have brought about a significant reduction in the welfare and standard of living of the people. Nowhere has the disenchantment been more implicitly and explicitly expressed than in the Ethiopian youth (Children and Youth Affairs Organization, 1995)

Available evidences uncover that the situation of young people in the labor market is aggravated by the fact that the formal labor market is still small. Young people are often at the end of the job queue for the formal labor market because they lack adequate skills and experience, as well as efficient social networks. Some observations indicate that excluded from reasonably paid formal employment, young people are left with atypical or vulnerable forms of formal employment in the informal sector with low payments, where legal and social protections are limited. As a result, the bulk of young poor's which highly possess active work force are engaged in easy entry informal sector activities with low returns and long hours of work, including street vending, car washing, parking, guarding, making and selling crafts.

The health status of young people affects their employment situation. Young people who are HIV-positive eventually become ill with HIV-related diseases, increase their absence from work, reduce their productivity and income coupled with lower their chance of being employed. Unemployed young people are forced to find alternatives to generate income, including activities in the survival-type of informal sector and, in extreme cases, compelled to indulge into criminal activity.

Urban youth unemployment is further exacerbated by rural-urban migration. Rural migrants believe that more jobs and social opportunities are available in urban areas, but once in the cities they find themselves without a job and with limited social networks. Trapped and discouraged by bleak job prospects and menial sectors, some turn to commercial sex work, criminality and drug industries to survive (CSA, 2002). According to MOLSA (2002) annual bulletin; Youth joblessness also implies missed opportunities in the use of human resources to produce goods and services.

As a matter of fact, the government of Ethiopia has recently start to pay due attention to youth employment concerns by taking vital measures to transform the youth workforce onto productivity and job-creation schemes. The current policy emphasis on promotion of the private sector, expanding investment to improve the productivity of agriculture and introducing off-farm/non-agricultural activities for the purpose of employment diversification in rural areas has resulted in some recovery and overall macroeconomic stability in the country. The role of the private sector particularly SMEs have improved in recent years, but

compared to the daunting economic and social problems the country is experiencing, much remains to be done.

Thus, rather than accepting unemployed young people as a burden to society, there should be an urgent need to focus on youth employment and to mainstream these into a larger development strategy framework. Well targeted youth policies and specifically national employment policies public spending directed at young people, projects to tackle rural employment, and the creation of job centers should be an integral part of such a strategy.

To contain the impending youth challenges, thus, more efforts, particularly from non-state actors will be required to supplement the government's initiatives. However, there is no empirical evidence about the integration of these actors towards this end.

Therefore, it is timely to initiate this study on youth major challenges and prospects focusing on job-creation initiatives to transform the youth. In this regard, the local leaders should take important measures to reduce the challenges that encounter the youth and in turn to help the initiative to pull out poverty in the region. Thus, it should be noted that this study is not intended as an overall assessment of the situation facing young people. Rather, it is intended to supplement and strengthen the currently available information to alleviate basic youth challenges in the local context. According to the researcher, the nature of the problem has been critically reviewed and explained in detail below in the statement of the problem; which is finally winded-up by putting basic research questions that the study seeks to answer in the last section of the research report.

1.2 The Need, Significance and Justification of the Study

The study is expected to make a significant contribution since; it goes beyond investigating the causative elements, which enables to give practical remedial recommendations that leads local leaders and even programmers to mitigate the challenges and support the initiatives taken by partners, stakeholders and youth themselves to create a better future. Moreover, it might help to come up with strategies and ideas that help the various actors and stakeholders to design appropriate youth empowerment interventions to reduce poverty and injustice that affect the socio-economic livelihoods of the youth in the study areas.

It is also the believe of the researcher that the study may give some basic information and clues about the current trend and real situations of challenges and prospects of job-creation that have existed amongst the youth targeted in six study areas. The report of this research finding may serve as a bench mark for the other researchers who pursue and carry out similar investigations at a wider scale.

1.3 Statements of the Problem

Empirical evidences indicate that the youth are in the frontlines that bear the consequence of unemployment and marginalization challenges. In Ethiopia and in Africa as well, the ratio of the youth-to-adult unemployment rate equals three (ILO 2006), which clearly points out the substantial difficulties of youth participation in the labor market.

As a consequence, youth made up 43.7% of the total unemployed people in the world despite accounting for only 25% of the working population while Ethiopia's case reaches up to 50% (ibid). More than one third of the youth in the world is either seeking or unable to find work, has given up on the job search entirely, or is working but still living below \$2 a day on poverty line. In Ethiopia, 3 in 5 of the total unemployed are youth and on average 72% of the youth population live with less than \$2 a day (ibid). Moreover, Young people in Ethiopia are diverse in backgrounds and their basic challenges and employment prospects vary according to region, gender, age, educational level, ethnicity, and health status, thus requiring different sets of program interventions (ILO 2006).

The majority of Ethiopian youth who are looking for jobs after the completions of their secondary and tertiary education have very few opportunities for employment. The narrow base and weak national economic system coupled with long years of civil war, drought, environmental degradation and poor governance have contributed to the extremely tight labor market. Furthermore, the impact of tight labor market on youth goes beyond economic significance. The lack of work has a negative impact on defining self-identity. Work has high value not only because of its moral quality but also in its intrinsic meaning. Work gives enjoyment, fosters interest and a feeling of pride and accomplishment and provides a means of achieving self-identification and placement in the social structure.

Ethiopian youth in urban areas are under great economic stress leading to helplessness, occasional depression, self-hatred and involvement in activities that are anti-social. Likewise,

urban youth are finding difficult to become independent from family due to low absorption capacity of the economy. The continuing dependence on parents and supporters put youth under stress leading them to destructive tendencies. Although there are few studies on the nature and magnitude of youth crime and drug use, local assessments and sporadic reports through the mass media indicate that there is an increasing indulgence in alcohol, drugs, smoking and crimes (Children and Youth Affairs Organization, 1995).

The challenges of unemployment and under employment reflect the failure to make use of an important factor of production and to foster economic growth. Low returns to labour as well as high unemployment indicates poverty, poverty makes difficult to investments in education and health. This is not only true for individuals but families also face an inter-generational poverty trap (ILO, 2004)

The social aspects of the problem lie in the association of unemployment with social exclusion and a sense of hopelessness. Massive unemployment and widespread poverty become the basis for riots and violent demonstrations by the youth in April 2001 in Addis Ababa, upsetting the seemingly peaceful and stable political situation. The incident resulted for many deaths and destruction for property worth of millions of birr.

The feature of youth unemployment conceal crucial difference across the different groups of youth such as urbanvs. rural youth, young women and those with lower educational attainment. Like the entire population, the largest proportion of youth live in rural areas, thus

rural labor participation rate were much higher than urban participation rates. Open youth unemployment appears to be characteristics features of urban centers, and rose sharply between 1984 and 1994. In contrast, youth unemployment rate in rural areas was only 0.7 percent in 1984 and 1.2 percent in 1994. Likewise, young women have lower participation rates and encountered with higher degree of unemployment compared to their male counterparts (Woldehanna & et al, 2011)

Empirical evidences indicate that unemployment rates among women age between 20 to 24 was 38.7 percent while it was only 23.2 percent in for young men in the same age category (Salih, 2002/ O'Higgins, 2003). These figures stands in contrast with the general trend in Sub-Saharan region, where the unemployment rates for young men 23.1 percent exceed those young women 18.4 percent (ILO, 2004 p.12).

It has often been argued that unemployment is high amongst educated youth in developing countries. A recent survey of unemployment in urban areas reveals an increase in unemployment rates of young people, who have attended and graduated from high school or higher educational level. This could be due to a mismatch between the type of education provided in schools and the requirement of the existing labor market (CSA, 2006). Systematic planning and programming of specific projects to address youth problems and concerns need to be fasttracked with clear strategies for implementation, and with realizable and measurable targets (Girma and Kedir, 2005; Godfrey, 2003).

However, there are some studies conducted at national level in different times that helped to give analyses on the unemployment and marginalization situations of the youth in the country which can serve as an input for program implementation. Hence, the initiation of this study by the researcher is intended to address the missing gaps such as unemployment, underemployment, marginalization and low initiation towards job-creation which yielded an added value for those who strive to address the same.

In general, by reason of the very nature of the country's context; because of their age and behavior, by reason of their ambition to experience new events, by the availability of resources, their location, by their family background and related factors described in the above paragraphs, that youth of the study area like the entire youth in the country are facing basic survival challenges in the area of employment situations. Thus, this study aims to examine challenges and prospects of youth's job creation initiatives that have been undertaken in some selected districts of the North Shewa Zone in the Amhara region. Based on the statements of the problem the following major research questions have been raised below:-

1. What type of challenges are the most pervasive amongst the youth in the target areas?
2. Is there any regulatory body that links the youth with the world of work? And how it functions at local level?
3. What are the major causes that deprived the youth to educational opportunities?
4. What attitude/tendency do the youth have towards various local occupations?
5. What are the perceived causes of youth marginalization in the labor force participation?

1.4 Objectives of the Study

The main objective of the study is to identify the dynamism of youth unemployment, major challenges and prospects available to them; as well as to inform relevant youth program outlooks and make recommendations to the various actors to strengthen efforts and to bring life-impacting changes in the study areas. More specifically it tries:-

- To identify the youth employment challenges in the study areas.
- To assess and determine the level of youth participation in the labor markets.
- To explore causes of youth unemployment challenges and recommends possible interventions.

Generally, the purpose of the study is to find out what exactly is the employment situation of the youth in selected study areas. In this case, the study aimed to examine youth unemployment challenges, prospects and the initiatives that have been taken by the various actors so as to improve the life style of the youth in the study areas.

1.5 Universe of the Study

North Shewa is one of the eleven zones in the Amhara region. This zone has twenty four districts under its political administration, of which five of them are municipal and the remaining nineteen are district administrations. However, it was found impossible to deal with all the districts and municipal administrations at the same time. The scope of this research is, therefore, purposefully delimited only to six study areas, targeting four districts

and two municipal administrations. During the selection the researcher consider their geographic location, the existence of large and lively labor markets, considerable employment opportunities as well as challenges as criteria.

The study areas include: Debre Berhan (Tebase and Mehal ketema) municipal administration-located at the center, Shewarobit (Zuti & Robit)municipal administration-located in the east, Minjar (Shenkora-Rural and Arerti-Urban) located in the south, Merhabete (Fetera-Rural and Alemketema-Urban)located in the west, Menzgera (Zemero-Rural and Mehalmeda-Urban) found in the north-west as well as Efrata (Karakore-Rural and Ataye-Urban) district found in the northern part of the North Shewa Zone. Debre Berhan and Shewarobit municipal administrations were also purposely selected area samples, since a significant number of youth often migrates into those towns and host many youth unemployed who are on the move across the surrounding rural districts and adjacent zones, which are likely share similar characteristics with the entire districts. Considering their suitability to best show the dynamism of youth in terms of the challenges and opportunities towards employment conditions, the four districts with their surrounding rural localities were also purposely selected.

1.6 Limitations of the Study

The researcher has encountered the following constraints during the course of the study:-

1. Financial problems to pay per diem allowance for data collectors.
2. Lack of organized and recorded data in the rural districts that enrich the study.

1.7 Chapter Plan

The paper examines the challenges and prospects of youth in the area of job-creation initiatives and recommends relevant youth empowerment programs to be considered. The whole sections of the thesis have been made keeping in mind the objectives of the study. Generally, the study has five chapters arranged in sequential orders that deal with the following main topics and sub-topics to the problem under study.

The first section focuses on introduction stating the broad area of the problem under study. An attempt has been made to describe background of the problem, the need and significance of the study, the objectives, the scope, the universe and limitations of the study, research organization, and definition of operational terms used on the subject-matter of the study. The second chapter part reviews the conceptual frame work and the related literature. It tries to discuss the meaning, causes and consequences of major youth challenges with reference to the local contexts including that of the study area. A review of literature related to the subject-matter of the problem under study has been thoroughly discussed in this section.

The third chapter deals with the research design and methodology of the study. More specifically, it deals with the sampling, the various sampling methods, tools and procedures employed in the processes of data collection. The fourth chapter consists of detailed analysis, interpretation and discussion of the problem under study. It gives the detailed analysis and interpretation of both quantitative and qualitative data and summarizes the findings. The fifth chapter presents the major findings, conclusions and recommendations in relation to the problem area. It concludes the essence of the whole discussions and draws some recommendations for local considerations. And lastly, the appendices section includes the interview guides, questionnaires, data tables, sampling formula and the extended references used in the processes of conducting the study.

1.8 Definition of Operational Terms

In this section it may be useful to briefly consider and explain important concepts and terms related to the subject matter of the problem. Thus, it is very important to give some conceptual definition of the terms used in the study and attempts to explain them with the view to convey an explicit meaning for the readers.

Youth: -the Ethiopian youth policy defined as that part of the society who is between 15 – 29 years of age. The researcher used the concept of this age group in the entire processes of the study; since there is no universally accepted definition for youth.

Youth Unemployment- represents the number of unemployed young people aged 15 to 29 as a percentage of the total labor force, where the total labor force comprises both the unemployed and the employed.

Marginalization:is the process by which the youth lose importance and status because they are unable to participate in mainstream activities such as employment and related policy issues. In other word, it is the exclusion of the youth from the labor force.

Youth underemployment:A situation whereby youth are employed for less payment than Ethiopian Labor regulations standard or with no commiserating reward.

CHAPTER TWO

1. CONCEPTUAL FRAME WORK AND LITERATURE REVIEW

It may be useful to briefly consider some conceptual issues related to the nature, causes and impacts of youth unemployment. The conceptual frame work and review of the related literature also discuss the trends of national youth profile and vital policies, strategies and initiatives taken by various agencies in alleviating youth unemployment challenges with reference to the local contexts.

2.1 CONCEPTS, DEFINITIONS AND TRENDS OF YOUTH UNEMPLOYMENT

2.1.1 Who is the Youth?

There is no universally accepted definition for youth. Consequently, the concept of youth has been understood and used differently by different governments, non-governmental organizations and the public in general. In an attempt to standardize youth programs international organizations such as the United Nations and the (British) Common wealth Association of Nations have come up with specific age categories to define youth. For instance, the United Nations uses the age category 15-24 years to define a youth while the Common wealth uses the age category 15-29 years. Most countries have either adopted the UN or the Common wealth definition.

MOLSA (1999) defined the term in Ethiopian context, that the word 'youth' is broad and more inclusive than the word 'adolescence'. Youth embraces all young people in the age group of teen (teenagers) up to the beginning of maturity (about age 24). It further categorizes this age group as age group from 15 to 19 and 20 to 24 due to the relative and organic difference between the two age groups in terms of their overall developmental speed, maturity, behavior, world outlook, experience, interest, attitude, etc.

Meanwhile, government organizations, NGOs and civic societies in Ethiopia use various age ranges for the concept “Youth” from the stand point of the purpose which they stand for and the activities they undertake. For example, accordingly Igbinovia (1998) revised the various definitions such as the United Nations (UN) definition of youth as a person between 14-24 years; and World Health Organization (WHO) consider youth person between 10-24; and the Ethiopian Social Security Agency, 15-24 including the experiences of other countries in use of the different age ranges to define the youth.

Taking the peculiar socio-cultural characteristics and the existing reality of Ethiopian youth into consideration, the Ministry of Youth, Sport and Culture in its National Youth Policy (2004) define youth as to include that part of the society who is between 15- 29 years of age. Hence, the study adopted the same definition used by the Ethiopian national youth Policy between 15- 29 years of age group.

2.1.2 What is Unemployment?

The concept of unemployment is quite controversial and its definition differs between and among developed and developing countries. The problem of defining unemployment has received attention in the literature as Dantwala (1971) defined unemployment as a state in which people who can work are without jobs and are seeking for pay or profit. This definition gives rise to the problem of measurement, especially when we are interested in knowing the average rate of unemployment in the economy over a period of time.

Falae (1971) considered such definition as too broad because some categories of people who are without work should not really be regarded as unemployed in any meaningful sense. Falae, therefore; pointed to the labor code prescription of lower and upper limits for the labor force that anyone who is unable to work is not counted as unemployed, even though he or she would love to work.

According to Egbuna (2001) points out that the unemployment rate in an economy is the number of people unemployed expressed as a percentage of the total labor force. The total labor force is defined as the number of people employed plus the number of people unemployed within the age bracket of 18-60 years. Unemployment according to Adebayo (1999) exists when members of the labor force wish to work but cannot get jobs. Unemployment should; however, be seen as an indication of far more complex problems. However, the common consensus reached for concerning unemployment is that a country's population is, for the purposes of labor market analysis, divided into two categories: those

economically active (working age) population and those economically inactive (non-working age) population (Borjas, 2004). The working age population is divided into persons in the labor force and persons outside the labor force. The labor force is divided into employed persons and unemployed persons. The unemployed consist of all persons of working age who are not working, are available for work, and are searching for work at prevailing wage rate (ILO, 2004). This is the standard definition of unemployment and is the meaning attached to most of the reported statistics on unemployment in this study.

Open involuntary unemployment arises when a person who is able and willing to work, is unable to secure a job. Disguised unemployment arises when the work given to a workforce is insufficient to keep it fully employed, that work is divided among workers with each worker less than fully employed. This implies that some members of the workforce may be withdrawn without loss in output.

The employed persons, as well, can be divided into two groups: those that are fully employed and those that are underemployed. Underemployment means employment at less than the desired or normal working hours (for example less than 40hrs a week). In this case, an individual desires more hours to improve their standard of living but there is not enough work. Underemployment may be due to industrial dispute, lack of finance, lack of raw materials, breakdown of equipment and inadequate output demand. This is termed as the visible underemployment. There is also invisible underemployment which workers are fully employed in activities where their productivity is abnormally low or their earnings are not

commensurate with specified norms, training, and work experience. In many developing countries, open unemployment and underemployment are pervasive (World Bank Report, 2009).

The inactive labor force consists of all persons of working age who are outside the labor market. Inactivity may be voluntary (the person prefers to stay at home or continue education, or involuntary, the person would prefer to work but is discouraged). Discouraged workers are persons who give up searching for work and withdraw from active labor force. From this state of inactivity, a person can enter the labor market, and become either employed or unemployed.

2.1.3 Causes of Youth Unemployment

The recent surveys reviewed do not, however, provide the requisite evidence on the factors contributing to the situation. Generally, unemployment arises whenever the supply of labor exceeds the demand for it at the prevailing wage rate (Adebayo, 1999). Causes of unemployment can therefore be analyzed from both the supply and the demand sides of the labor market. The few available literature indicate that acceleration of population growth and relative mortality decline, lack of employable skill under expansion of education, and rural-urban migration are among the prominent ones in Ethiopian context.

On the supply side, continued high fertility and the decline in mortality have increased the size of the cohorts of new entrants into the labor force because of the higher proportions of survivors to the ages of entry into the workforce. The decline in mortality also affects the

demand for additional workers; it slows down the rate of attrition to the ranks of the already employed and therefore the rate of recruitment required replacing the deceased workers.

The increase in the youth population and increasing labor force participation has led to labor supply outstripping demand. In particular, the urban population increased considerably faster than the rate of job creation in urban areas. This results in higher levels of unemployment in urban areas and informal sector employment with low earnings. Meanwhile, Holister and Goldstein (1994) pointed out that the effect of the accelerated growth of population in Ethiopia's unemployment problem is multifaceted. Firstly, it affects the supply side through a high and rapid increase in labor force relative to the absorptive capacity of the economy. Secondly, the increase in the number of children in the population presently implies a serious burden. Other supply-side factors are what some experts describe are inappropriate school curricula and lack of employable skills.

Many challenges persist, however, according to the government's recent report on the prospects for achieving the MDGs (MoFED,2010a), despite the growth recorded in the recent past, Ethiopia has experienced low levels of income and savings, low productivity in agricultural sector, limited implementation capacity and a narrow industrial sector base.

The incidence of poverty is higher in rural areas than in urban areas and the contribution of rural poverty to the national poverty level is also higher than that of urban poverty. However,

rural poverty is declining compared to urban poverty (as MOFED, 2008 report cited Woldehanna, 2011), which has been rising with inequality and increased urbanization.

Several analysts argue that, in the formal sector the skills that job seekers possess do not match the needs and demands of employers in Ethiopia (Deavers 1992, Mengistie, 2001). It is argued that Ethiopia's education system, with its western bias, does not just over supply the labour market with graduates and school leavers, but also does not produce the type of skills demanded for formal employment. Henderson, (2002) observed that high unemployment incidence of secondary school-leavers is a reflection of improper coordination of the educational system. Gibson (1990), criticized the government expenditure policy whereby most of government projects such as industries and public utilities were concentrated in urban areas at the utter neglect of the rural areas because of its tendency to encourage mass exodus of rural skilled and unskilled labor from villages into the urban centers thus causing urban unemployment. Another important problem faced by the young work-seekers is their inexperience and the preference of the employers for experienced workers. The importance of this factor was suggested by scholars as the majority of the urban unemployed to be new entrants into the labor force or those seeking work for the first time. (ILO, 2005).

The problem, however, was less acute in rural than in urban areas because the new entrants did not encounter as much difficulty in beginning work on the family farm. The continuing dominance of the agriculture sector and self-employment in the rural employment system

permits many new entrants in the countryside to take up the family vocation without any formal training (Ibid).

Many research findings indicate that, youth unemployment rate is high in urban areas than in rural areas. In rural areas youth are employed in subsistence agriculture and family based livelihood activities. Agriculture being the biggest employer of the rural population, its performance is suboptimal due to several factors, which include unfavorable weather conditions, low use of improved agricultural technologies, poor extension and marketing systems etc. This brings the shift of young people from the rural to urban informal sector, which is characterized by low income, poor housing and working conditions. The biggest challenge of rural areas is high underemployment than the high unemployment rates.

The factors that seem to contribute to the high underemployment rates include inadequate education achievements for rural youth. Other contributing factors are inadequate infrastructure and poor communication systems mostly of a rural phenomenon. Though there are diverse rural livelihoods opportunities in rural areas, most youths find them unattractive and not appealing to engaged-in. Many youth regard farming as a 'dirty activity' due lack of proper facilities. This has resulted to the fact that agriculture is regarded as vocation of the last resort to young people Woldehanna and et al(2011). Several factors explain migration as lack of well-established system of property rights for land and high sense of uncertainty to its ownership is the major factor youth migration. (Ibid)

Studies indicate that a vast majority of youth, both from urban and rural, consider migration not only as a coping mechanism to escape unemployment but also an opportunity for rural youth to feel a sense of pride and self-respect within their family and community. Young people view migration as an avenue to improve their status, learn new skills, and transit into adulthood. As a consequence, migration continues to serve as the means to improve rural livelihoods. The arrival of rural migrants worsens the situation by expanding the pool of young urban job seekers, which reduces the pressure on employers to offer competitive incomes and work standards to workers. Urban areas become overcrowded and overburdened, putting pressure on infrastructures, schools, health facilities, sanitation and water systems. In absolute numbers, youth unemployment becomes more prevalent in urban than rural areas (Ibid). The situation is worse for young women- many who have migrated to escape forced and early marriage - as they face particular barriers to the labor market, much of which are attributable to cultural attitudes of men. They may find work in domestic settings and in small businesses. More commonly, many girls are abused and exploited because they are young, easily manipulated, unaware of their rights, and afraid to expose their negligent employers. In the worst situations, they work fifteen hours a day, are beaten, badly fed, poorly paid, and become sex slaves to pay for their basic needs (Ibid).

To reduce the rate and negative consequences of rural youth migration, policy efforts should focus on integrating rural youth into diversified agricultural activities. If governments were committing to this investment, the desire to migrate would diminish. Rural youth could evolve into agents of change with the capacity to improve their living standards. In this

regards, the UN recommends that programs of integrated rural development and re-orientation of the economy and social investments towards the rural areas need to be embarked upon creating appropriate rural-urban economic balance (Ibid).

2.2 THE SOCIO-ECONOMIC PROFILE OF YOUTH IN THE LOCAL CONTEXT

The economy of the country is characterized by its dualistic nature: the traditional small holding subsistence agriculture and the modern sector which consists of public employment, manufacturing and the service sectors. In 2006/2007, the agricultural sector contributed 45 % to the GDP and accounted for 80 percent of all exports(Deavers, 1992).

The modern economic activities are concentrated in urban areas which includes all sizes of manufacturing agro-processing industries and the service sector (World Bank, 2009). Despite the significant achievements in poverty reduction and employment generation, the country still suffers widespread poverty, unemployment or underemployment, and social exclusion. Large inequalities persist between rural and urban areas, formal and informal economies, State and private sectors, women and men, youth and adults (Woldehanna and et al, 2011).

The challenges faced by the government are, therefore, two-fold: creating sufficient employment opportunities in rural areas to slow the overwhelming influx of rural youth into the cities; and the need to assist those in cities to find jobs. In the meantime, labor market institutions, employment services, unemployment security, and labor market information systems remain underdeveloped and are in need of strengthening (ibid).

2.2.1 Youth Demographic Trends

Population censuses and projections conducted in different years show that youth constitute a high proportion of the Ethiopian population. The latest Population censuses indicate that youth comprise more than 20 million which is close to 30 percent of the total population (CSA/LFS, 2006)

Although the majority (84%) of the youth population still resides in rural areas, the proportion of urban youth has shown some growth over the last two decades (14 per cent in 1984 compared to 17 percent in 1994 and 18 per cent in 2007). This might reflect high propensity of youth to migrate into cities. If rural urban migration continues with this rate, however, the UN estimates which says by 2025 almost half of Ethiopian youth will live in cities (Curtain, 2000).

The number of youth population in 1984, 1994 and 2005 was 8.6 million (20% of the total population), 14.1 million (26%) and 20.7(28%) million respectively (CSA, 1994, 2007). The average population growth is estimated at 2.9 % and urban population growth is projected at 4.9% per annum over the past two decades and youth increased by 7.3% per year on average (ibid).

The current youth literacy rate is 57.4% which is still one of the least in Africa, thereby, gender disparity is high; the illiteracy rate among female youths is 71 per cent compared to only 51 per cent of male. Similarly, large percentage of urban young women remains illiterate, and has lower percentage participation beyond general education. Overall, it is evident that urban youth are better educated than their rural counterparts, and the gender gap in educational attainment has reduced (ECA, 2005).

The curriculum that has been in use in the country until the recent past crammed with subjects that could not make any significant contribution to the socio-economic development of the country and that of the youth. This situation can be accounted for lack of flexibility of the type of education depending on the demand of the labor market and poor quality of education in schools (MOE, 2004a)

Formal employees in the government jobs with lower education level are better than the informal employees; nevertheless, this difference disappears with increasing educational qualifications. But workers in the private sector and in some NGOs are worst off across all educational levels. Income diversification has been reported as risk management and coping strategy, especially for women. It has been seen as a sign of low productivity and labor surplus. Hence, men in Ethiopia on average earn 25 percent more than women (Girma and Kedir, 2005, pp. 1405-1416).

Currently, however, education and training program that could temper out those problems put under implementation. But, many evidences indicate that the education and training system could not benefit the entire youth due to problems of implementation and low of capacity (Girma and kedir, 2005).

2.2.2 Youth Unemployment Trends

Comparing the available data on CSA,(1984, 1994, 1999 and 2005); the data indicates that the rate of youth unemployment was more than doubled between each period 4.92 %, 9.01% and 6.8% and 11.5 respectively. Moreover, unemployed youth accounted for 52 per cent, 67 per cent and 57 per cent of total unemployment in 1994, 1999 and 2005 respectively. This shows the increasing trend of youth unemployment in Ethiopia (table 2.1).

Table 2.1:Trends of Youth Unemployment Rate in Ethiopia (1994 – 2005)

Descriptions	1994	1999	2005
Total Unemployment			
No. of Unemployed people	770,842	2,198,789	1,653,686
Unemployment Rate (%)	2.91	8.06	5.0
Teenage Unemployment (15-19 yrs old)			
No. of Unemployed people	179,447	493,576	183,924
Unemployment Rate (%)	4.33	11.36	7.2
Young Adults unemployment (20-24 yrs old)			
No. of Unemployed people	219,168	452,460	529,560
Unemployment Rate (%)	6.58	12.72	8.4
Youth Unemployment (15-29 yrs old)			

No. of Unemployed people	519,925	1,260,177	1,004,595
Unemployment Rate (%)	4.92	9.01	6.8

Source: CSA/Labor Force Survey 1994, 1999 and 2005.

Available data further indicate that Open youth unemployment appears to be the characteristic feature of urban centers, and rose steadily between 1999 and 2005. In contrast, the youth unemployment rate in rural areas was only 0.7 per cent in 1984, 1.2 per cent in 1994 and 7.2 per cent in 1999 and 7.6 in 2005. Unemployment rate for women is higher than men both in urban and rural areas. The average employment rate is 56 percent (CSA/LFS 1984, 1994, 1999, 2005).

In the conclusion, despite significant achievements in poverty reduction and employment generation, the country still suffers widespread poverty, unemployment, underemployment, and social exclusion. Large inequalities persist between rural and urban areas, formal and informal economies, state and private sectors, women and men, youth and adults. Roughly 80 per cent of the population is rural-based, where the attractions of urban life foremost initiate people to move due to the availability of wage employment which ultimately brought immense pressures to bear on urban labor markets.

2.3 UNEMPLOYMENT ALLEVIATION POLICIES AND SECTORS INITIATIVE

One of the major objectives of this study is to assess the service and identify appropriate interventions, policies and programs. It is important to take regulatory and operational efforts by stakeholders in addressing the problem of unemployment. It should be borne in mind

that many organizations and agencies are involved in the initiatives of alleviating youth unemployment. Therefore, this section attempts to summarize a few key policies and sectors initiative being implemented targeting the youth.

2.3.1 National Youth Policy

The Ethiopian National Youth Policy was endorsed at the 100th Federal Democratic Republic of Ethiopia Council of Ministers regular meeting that was held on March 12, 2004. It emphasizes creating an enabling environment for the young in participation of the democratization and the development effort of the country, to build the capacity of the young so as to make them more employable, to create network between the young and different groups of the society, etc.

The Policy aims at "enabling youth to participate in an organized manner, in the process of building a democratic system, good governance and development endeavors and benefit fairly from the outcomes." The National Youth Policy, (2004) incorporates several measures has been taken to tackle youth unemployment. The government also plans to develop rural infrastructure and introduce agricultural demonstration farms to encourage the youth to seek employment or self-employment in the rural areas as opposed to looking for employment in the urban areas.

Document review indicated that while the policy is quite ideal and accommodative to address youth unemployment challenges, however; there are significant capacity constraints on the part of the implementing sectors such as, WCYA of the regional bureaus and lower level offices to do so. Thus, it lacks implementation capacity, low infrastructure to reach out and lacks financial resources as the youth people are too huge.

2.3.2 MSE Strategy and Sector Initiatives

the government has focused on creating micro and small enterprises, based on their potential to create employment opportunities, more on innovation and creativity as spelled out in the Industrial Development Strategy of the country. To this end, the micro and small enterprises strategy was ratified and came to implementation.

The strategy paper emphasizes that small business is to be designated as a priority sector for the government in terms of policy formulation, direct support from its own resources and in the mobilization of external resources. The strategy addresses the major challenges and constraints, which have made it difficult for small business growth on their own, and hence it focuses on support areas. The vastness and complexity of the small and micro enterprises sector combined with serious financial and human resource constraints in the support programs needs to focus on target measures and beneficiaries. This implies that support measures are sector differentiated and packaged in terms of finance, technology, information, training, market outlet, and so on. One of the strengths of this strategy is its being accommodative to partnership and demands the collaboration of the various stakeholders

considering the important role that these enterprises could play in absorbing the youth graduated from schools and colleges. Over the past few years the few regional governments promoted MSE through training, counseling, finance and credit facilities, production and marketing space, market facilities and raw material supplies (FeMTI, 1997).

However, the implementation had leaves much gaps to address huge youth challenges such as rigid project package which do not accommodate flexible market, youth are too dynamic to bind by the strict rules and regulations of the agencies, project duplication, lack implementation capacity and have serious resource constraints.

2.3.3 TVET Strategy and Sector Initiatives

In order to prepare the youth for better labor market situation, Technical and Vocational Education and Training (TVET) has been used as a tool for unemployment alleviation strategy (O'Higgins, 1997).

Youth with the completion of basic education has not been efficiently absorbed into the labor market and the expansion of basic education is not enough to produce capable and employable workforce to the country. For these reasons, World Bank and other international partners recognize the importance of balancing between the expansion of basic education and enhancement of TVET to improve the situation.

Thus, TVET is considered a key to enhance economic competitiveness and contribute to social inclusion, decent employment, increased income and poverty reduction. The strategy paper have the following overall objective “to create a competent, motivated, adaptable and innovative workforce that contribute to poverty reduction and to enhance socio-economic development through demand-driven, high quality technical andvocational education and training, relevant to all sectors of the economy and to all people.” More specifically the strategy paper stated some of its strategy which aims to:

- Improve the quality of TVET at all levels and make it responsive to the needs of the labor market.
- Empower women and rural people through skills development.
- Ensure equal access of women to TVET.
- Strengthen culture of self-employment and support job creation initiative in the economy.

The implementation of TVET system has been designed on the basis of demand-orientation, quality TVET provisions, equal access and opportunity, pathways to career progression and continuation of learners, gender sensitive and responding to the changing occupational requirement and accommodating different demands for various groups.

In 2005, the Ethiopian and German governments jointly launched an ambitious reform program: The Engineering Capacity Building Program (ECBP), as a cooperative development project, aimed at accelerating industrial development and improve local conditions for private

sector development in the country. The radical reform in TVET system is one of the major four missions of ECBP to operate for five years was designed and disclosed in 2007.

Although it requires an empirical assessment, that many scholars believe the TVET strategy lacks explicit measures tackling major challenges on the ground, including problems of low settlement rates of human resources and transient labor and skills.

Besides, Ethiopian TVET delivery system had had negative reputation as TVET graduates were considered as technicians with low caliber mainly because of lack of proper facilities and skilled teaching staff. Although the strategic direction of TVET was to meet its output to market needs, but the strategy resulted in serious mismatch hence many of TVET graduates remained incompatible to the labor market.

In 2007, Joint Review Mission took place to review the progress of the Education Sector Development Program (ESDP) implementation for the last 10 years with special attention to the question on how far the education system in Ethiopia is demand driven and how this could be improved. In this case Joint Review Mission examined the current situation and reports the results as follows:

- Adding to the inadequate conditions of classroom space, equipment, materials and filled under-qualified teachers worsening of quality and become a serious problem for applying 70% practical training.

- The apprenticeship and world of work oriented element does not yield satisfactory results because it is not properly fleshed out in practice.
- The institutionalized mechanisms had not yet created between TVET and the World of Work and so on.

This perception of TVET is a significant obstacle to help TVET move into a high quality education tool in support of national development

2.4 INITIATIVES BY LOCAL NGOs/CSOs

There are numerous local NGOs/CSOs and Agencies operating in study area. A considerable number of these organizations are involved in programs that could have a positive impact on the youth. As a point of departure, the researcher attempts to review the work of an NGO operating in the studyareas.

2.4.1 Organization forthe Rehabilitation and Development of Amhara (ORDA)

ORDA promotes youth empowerment programs in the districts by reversing the existing idleness and make paradigm shift to empower rural young people by improving labor productivity.

ORDA's mission is to fight food insecurity, prevent environmental degradation, and reduce the challenge of youth unemployment. ORDA developed a program that established soil and water conservation structures on hillside lands and distributed it to the landless youth in the target areas. The organization had threeobjectives to empower landless youth who are utter victims of unemployment:

- To support landless youths to engage in income generating activities through tree plantation and beekeeping;
- To prevent soil and land degradation through environmental conservation and natural resource management; and
- To decrease youth migration to urban areas.

The results of this project were encouraging. The whole community largely the youth constructed water and soil structures. Target youth initially oriented and trained to develop bylaws for the long-term management of the project. They received certificates of land ownership which motivates them to cultivate the land with the real sense of dignity and self-respect as they were able to support their families. Most importantly, the youth created self-employment and believed not resort to migrate and serve as a survival strategy. ORDA program supports the argument that agricultural development is one of the most promising sectors for rural youth employment and the optimal means to keep them in their communities away from migration. The local government, nongovernmental organizations and the private sector can follow ORDA's model by engaging young people in building rural infrastructure, which provides unemployed youth with valuable and practical skills that could be transferred to other areas. The project, however, could remain inspiring the youth and become a model for others. The lessons learned were valuable in terms of youth capacity building, give importance to build partnerships with local groups and NGOs, and targeting the youth with interventions to mitigate unemployment challenges.

CHAPTER THREE

2. RESEARCH DESIGN AND METHODOLOGY

In this chapter the researcher decided designing the research and its approach for the study i.e. the way of selecting the sample that gives relevance to the study and the research design was carefully planned before the data actually collected. Sampling and its methods depend upon considering many factors such as the sample size; sampling technique, the type of samples required and so on by keeping in mind the objectives of the study.

3.1 SAMPLING

3.1.1 Selection of the Samples: - to attain maximum sample size for the study, the researcher employed a widely used sampling formula for generalized youth population derived from Gupta, 1998. The formula has been presented in (Appendix 3)

Thus, using the formula the study has covered about 480 youth, sufficient to cover youth people in each of the following status: unemployed, employed, outside of the labor force or inactive, in school and/or vocational training. To ensure a sample size of 480 all youth (15-29 years old) living in 480 households in the six target areas were included with sufficient numbers in each activity category.

In each of the six target areas, 80 dwellings were selected, of which 40 rural and 40 urban except the two municipal administrations wherein 80 dwellings were taken due to their size

and seemingly have good representatives of the socio-demographic characteristics. In doing so, the process of selecting the household samples has been primarily made on the basis of the following predetermined procedures:-

First, separate lists of municipal administrations (urban) and village (rural) districts locally known as 'woredas' then kebeles were prepared, along with their population which was obtained from the CSA Census 2007. The list of rural districts excluded from the sample are those rural districts which were considered by the zonal officials that do not best show youth unemployment dynamism to conduct the survey. From these two separate lists, two clusters taken from each and selected by the method of probability sampling proportionate to the size.

Second, in each selected rural and urban clusters, the researcher first listed all households in the cluster and randomly selected 40 households. The interviewers listed youth from 15-29 years old; who stayed in the households selected in the cluster and interviewed all of them. Thus, this study included a total sample of 480 youth. The proposed samples by the researcher taken from each target areas have been presented below in the table.

Table 3.1: Youth Sample by Current Activity

Place of Residence	Current Activity				Total
	In school	Unemployed	Employed	Inactive	
DEBRE BERHAN					
<i>Tebase</i>	10	15	8	7	40
<i>Mehal Ketema</i>	10	15	8	7	40
SHEWAROBIT					
<i>Zuti</i>	6	12	7	5	30
<i>Robit</i>	12	18	8	12	50
MINJAR					
<i>Shenkora (Rural)</i>	6	12	7	5	30
<i>Arerti (Urban)</i>	12	18	8	12	50
MERHABETE					
<i>Fetera (Rural)</i>	6	12	7	5	30
<i>Alemketma (Urban)</i>	11	18	9	13	50
MENZGERA					
<i>Zemero (Rural)</i>	6	12	7	5	30
<i>Mehalmeda (Urban)</i>	10	18	9	13	50
EFRATA					
<i>Karakore (Rural)</i>	6	12	7	5	30
<i>Ataye (Urban)</i>	12	18	8	12	50
TOTAL	107	180	93	100	480

3.1.2 Selection of the Samples for Interview

In this section, Key informants were selected using purposive sampling for interview from each of the following groups of the discussants. The sample groups included in the study were government officials, sector associations, youth leaders, employers and labor

associations, NGOs and CSOs. Accordingly, a total of 36 key informants were purposely selected for interview from six targeted areas. This has been presented in the table below.

Table 3.2: Composition and Number of Key Informants

Key Informants	Number
Government Executives (key officials, experts etc.)	12
Chamber of commerce and Sectors, Associations	6
Youth Association-leaders	6
Employers and labour Associations	6
NGOs and CSOs	6
TOTAL	36

3.1.3 Selection of Samples for Focus Group Discussions (FGDs)

A total of eight FGD sessions were held with unemployed and underemployed youth, community social workers, orphan, vulnerable and street children and female domestic workers in the six study areas. The selection of the samples for focus groups discussion was conducted using purposive sampling for each separate homogeneous group. Two separate homogeneous focus group sessions were held both in Debre Berhan and Shewarobit municipal administrations comprised from youth and vulnerable groups. The remaining six homogeneous group discussion sessions were from the four districts; where group participants were comprised only from the disadvantaged youth. The total number of discussion participants was sixty six. The maximum group participants were twelve in Debre Berhan and the minimum were six in Efrata which the average numbers of group participants

were eleven. The composition and number of sample groups for the focus group discussions has been presented in the following table.

Table 3.3: Composition and Number of Focus Group Discussants (FGDs)

Discussants	Number
Unemployed and Underemployed	17
Community Social Workers	6
Orphan and Vulnerable Children/Adolescents/	14
Street Children/Adolescents/	21
Female Domestic Workers	8
TOTAL	66

3.2 SAMPLING METHODS

The research method used to conduct this study was descriptive survey research. The sampling method used to select the youth sample group have been multi-level sampling methods, primarily using purposive sampling, the sample groups selected using eligible criteria. Multi-stage sampling techniques were preferred because it was easy to manage a large group of youth population than using the other techniques.

Moreover, starting from sample framing down to data analysis, different methodologies were employed. The sampling methods used in the study were diverse which include random sampling, cluster sampling, proportionate sampling and other, since the characteristics of the sample population and the data to be collected were multiple.

3.3 DATA COLLECTION: Tools and Procedures

3.3.1 Data Collection Tools

The chief tools of data collection in the study include the questionnaire, interview, focus group discussions and desk review methods. The processes of data collection were conducted using both qualitative and quantitative approaches. The quantitative data has been collected using questionnaire whereas the qualitative methods of data collection tools were interview guide, focus group discussion and desk review methods. Generally, the major tools of data collection which have been employed in the study are further explained below.

3.3.1.1 Interview Schedule/Questionnaire

A set of structured questionnaire has been used as the main sources of data collection. It was developed in such a way that it cover items containing information about the socio-demographic features of the respondents particularly that of the youth's sex, residence, education status, aspiration, their level of labor participation, their status of sector participation in youth labor market, their perception of the root causes of youth unemployment, knowledge of the youth on their challenges, policy interventions and government efforts to tackle their major challenges. The questionnaire was first prepared in English and later translated into Amharic to suit the respondents' language command and level of understanding.

3.3.1.2 Interview Guide/Interview

By using key informant interview guideline; the tool of interview were prepared to explore the magnitude of youth unemployment and marginalization in the area, most affected, how they are affected and so on. Key government institutions, the private sector and other stakeholders were asked about their understanding of youth challenges & prospects, effectiveness, efficiency and visibility of services available to the youth. Program implications have also been discussed thoroughly. The reason for selecting key informant interview as a tool was believed to provide opportunity for the researcher to question thoroughly regarding certain areas of inquiry and it permits greater responses, which might not be possible by other means (Ignou, 2008).

3.3.1.3 Interview Guide for Focus Group Discussion (FGD)

FGD is used to explore the magnitude of youth unemployment & marginalization of the target population. Interview guide for focus group discussion was also considered compatible to the nature of the study to obtain additional data for the study.

3.3.1.4 Desk Review

Available national surveys, statistical data, and programs related to the problem area were critically reviewed. These immensely helped the researcher to triangulate the research findings made from various sources to enrich the survey.

3.3.2 Data Collection Procedures

For collecting the data, 3 data collectors from each locality were assigned by the office of women; children and youth affairs in each field sites and the researcher facilitate and provide

supervision regarding the entire data collection procedure. All data collectors were youth from various youth associations and many others are university students who are willingly serving the local community with some kinds of voluntary work during the summer vacation. Both groups of youth aspire to engage in some sort of community work in their locality to benefit their community. The researcher helped through the sector offices accessed volunteers and recruited freely for the purpose of data collection around their localities in each study area. In doing so, the researcher has organized a one-day orientation session regarding the task and provided clarification on the processes and procedures of data collection for the enumerators. The daylong briefings focused on; how to establish rapport with the respondents during data collection, systems of making an informed consent, and how to simplify youth sensitive concepts was discussed between the researcher and the data collectors.

The data via the questionnaire was collected by the data collectors while the Focus Group Discussions (FGDs) and key Informant interviews (KII's) were conducted by the researcher so as to keep the quality of the data collected through the latter means. The period of key informant interviews was approximately an hour each with longest initial interview taking an hour and fifteen minutes. In these interviews, the purpose of the study was restated, and respondents were encouraged to speak out related issues out of the guideline which they consider important. After providing basic descriptive information about themselves, the respondents were asked open-ended questions regarding how they perceive youth, issues related to youth unemployment and marginalization and effectiveness, efficiency and visibility of services available to the youth, the role of stakeholders in youth

employment creation and inclusion, challenges faced and lessons learned. Meanwhile, with each respondent's permission, notes were taken in Amharic language during the interviews. The respondents were given chances to review the interview notes using copies of the report in Amharic to check for accuracy of quotes and perceptions.

The period of FGD was approximately two hours with longest initial interview taking two and half hours. Each group had members from 8 to 10 but in some rural areas it has reached 12. At least one enumerator was present in each discussion to assist the researcher by taking notes and recording tape. Language of discussion was made in Amharic since it is the official language of the regional state, and thereby, to help participants used to express themselves and the situation.

3.3.2.1 Pre-Test

Before giving the questionnaire to the selected subjects, a pilot test was conducted to check to revise and determine the specificity, relevance, and clarity of the items and to determine the reliability of the tests. Thus, the selected items (translated in to Amharic) were administered on 30 samples in Debre Berhan at youth multipurpose center. This site was selected because of its similarity with the life style of the target sites. The age of the participants ranged from 15- 29 with diverse educational and employment background. They are likely to share same characteristics with the typical population of the target youth.

The main purpose of the pilot test was to improve the quality of the instruments since the instruments are prepared based on reviewed documents and available literature. Accordingly, the following changes were made after the pilot test:-

- Few questionnaire items seemingly convey indirect interpretations, were reconstructed in to a direct form so that the respondents clearly understands them.
- A few items that ask the background characteristics of the respondents were found to be less relevant and were dropped. Instead, relevant ones were added.

3.3.2.2 Ethical Issues/Considerations

As the nature of the study demands, the following ethical considerations were strictly taken care of throughout the research processes. The data collector's aware the importance of communicating the respondents respectfully and openly throughout the data collection process, and provides briefing on the nature and value of the research, become essential components to obtain reliable data and informed consent. Utmost effort was made to make the data collectors to be culture sensitive while collecting the data in each target sites.

3.4 DATA PROCESSING AND ANALYSIS

The study used descriptive survey research to obtain information regarding the current status of the problem under study. Thus, data processing and analysis involves the use of both qualitative and quantitative data, which has been collected through primary and secondary sources. During quantitative analyses certain statistical procedures and measures were used to analyze the numerical data whereasthe quantitative data analysis involves identification

each variables, put and converted into some meaningful structure known as coding, then the coded data needs to be sorted out according to its specific measure and was entered in to the computer for analysis.

The statistical analysis made using the SPSS software for analyzing data in percentages, mean, standard deviation and t-tests. The data collected through interview and focus group discussions methods were analyzed using Colaizzi's procedural steps, in 1978 as cited in Merriam, 1988. All words of mouth appeared during interviewing were transcribed with utmost care of hearing their verbatim and then read several times individually until to gain the full understanding of their feeling on the data. A word processing activity was given sufficient time to undertake cut and pasting the significant and meaningful statements, ideas and phrases to make the main themes. Step by step the key themes were summarized after checking the proximity of the theme in terms of making sense and conveying the exact meanings with the words of mouth of the participants.

CHAPTER FOUR

3. PRESENTATIONS AND ANALYSIS OF THE DATA

This chapter deals with the presentation and analysis of both quantitative and qualitative data collected from various sources. In so doing, there were a total of 480 respondents' ages 15 to 29 years participated on the study in six areas. The chosen age range includes youth who are in school, employed, unemployed and inactive. Furthermore, a total of 36 key informants and 16 focus group discussants participated both in the KII and FGDs. Detailed explanations and discussions were made on qualitative data collection from the discussants focusing youth unemployment and job creation prospects presented in the last section of this chapter.

4.1 ANALYSIS OF QUANTITATIVE DATA

This chapter provides a descriptive summary of the respondents which has been divided into a series of sub-sections consisting of respondent's background information, Perceptions and work aspirations of the youth and identifies youth challenges and knowledge way-out.

Table 4.1: Distribution of youth by individual characteristics

Background Characteristics	Female (%) (N=235)	Male (%) (N=245)	Total (%) (N=480)
Age			
15-19	43.2	44.9	44.0
20-24	36.6	35.9	36.3
25-29	20.2	19.3	19.8
Districts/municipals			
Minjar	12.3	12.8	12.4
Menzgera	13.2	13.9	13.6
Efrata	11.6	11.8	11.7
Merhabete	13.7	13.9	13.7
Shewa Robit	13.4	13.5	13.2
Debre Berhan	28.2	29.9	29.1
Others	6.9	6.7	6.5
Place of Residence			
Rural	50.7	43.6	47.5
Urban	49.3	56.6	52.5
Total	100.0	100.0	100.0

This table presents the age, districts/municipal administrations and place of residence of the youth samples. The age range of the youth were taken for the study are from 15 to 29; which 44% accounts from 15-19, 36.3% for 20-24 and 19.8% for 25-29 years. Thus, the proportion of the age structure of the youth for both sexes, the younger age were slightly larger than the other two. The distributions of youth across the study areas were relatively equal, since an equal number of households had been selected for the sample in each target areas with the difference in the proportion of youth. This might be an indicative of the difference in the number of persons per household; highest in Debre Berhan and lowest in Efrata. With

regards to the place of residence, higher proportion of male respondents is urban residents. This might reflect the pattern of migration which more male might move into urban areas in search of better jobs. As depicted in the table above, 252 (52.5%) of the respondents were urban dwellers who had lived in the cities for varying lengths of time.

Generally, most male youth moved into the town from rural areas in search of socio-economic livelihoods. Therefore, it is possible to conclude that a sufficient number of male youth have been migrated from rural areas and used to resettle in towns.

Table 4.2: Distribution of Samples by Reason of Urban Preference

Reasons for Urban Preference	Female	Male	total	
Lack of security in the village		23.2	17.7	21.7
Poor Social and Phys. Infrastructure		47.3	57.7	53.8
Lack of job opportunities		75.4	72.7	74.7
Marital reasons		6.9	6.6	6.6
Family dispute		7.5	7.2	7.5
Communal dispute		3.2	5.9	4.8
Poor quality of education		21.3	21.8	21.5
Used to urban life		15.9	16.3	16.1
General dislike of village life		30.2	28.6	29.6
Others		6.0	5.0	5.5

Note: Multiple responses were recorded. The percentage was based on the urban sample size of 252 (52.5%)

The table justifies the reasons why the respondents preferred to live in the towns despite very unfavorable employment situations. The result of the finding has shown that an overwhelming majority (74.7%) of the respondents preferred urban residency because of the availability of apparent job opportunities, infrastructure and modern facilities. Poor physical infrastructures and social amenities was another basic reason why more than 57 percent of the respondents preferred to live in the urban notwithstanding the difficulties in securing employment. It also appeared that the majority of the unemployed youths found consolation

with the availability of basic social and physical infrastructures in cities. Therefore, the unfettered growth of urban unemployment through rural-urban migration has a direct consequence on government's lopsided effort in promoting socio-economic development of urban areas at the expense of having fair and equitable development for both localities.

Lastly, what has been appeared was quite obvious, however; the fact remains rural-urban migration is a crucial factor for youth unemployment because young people are more active, ambitious and preoccupied with high pace of mobility than adults. The main reason for urban preference was insecurity in villages, poor social and physical structure, lack of job opportunities; marriage, poor education quality and many other factors contributed the liking of urban life by the youth. This implies that limited job opportunities and poor infrastructure facilities were the two mutually reinforcing problems that informed the youths' preference for urban residency.

Table 4.3: Youth respondents' level of education, mean age and reason for dropout

Education	Female (%) (N=235)	Male (%) (N=245)	Total (%) (N=480)
Level of Education Attained			
First cycle primary (1-4 grades)	3	11	14
Second cycle primary (5-8 grades)	7	21	28
General secondary (9-10 grades)	6	16	22
College Diploma (12+ ² ,12+ ³)	1.6	1.5	1.4
Bachelor Degree	11.4	17.7	14.4
Master's Degree	0	0.4	0.4
Vocational -TVET	0.6	1.5	1.1
Total	Female (%) (N=149)	Male (%) (N=155)	Total (%) (N=304)
Mean age during dropping out education	17	17	17
Reason for dropping out			
Economic reason	16.8	34.4	24.1
Did not enjoy schooling	15.9	25.7	20.0
Failed in Exam	20.4	14.9	18.1
Get married	29.9	1.2	17.9
Interest to start work	1.7	10.6	5.4
Others*	15.3	13.2	14.4
Total	100 (N=38)	100 (N=49)	100 (N=87)

Secondary level refers to the completion of grade 10 to college preparatory

**Others include parental influence not to continue education, those who finished course, health and insecurity problems*

This section of the table discusses educational level of the respondents and related factors. The study calculates mean age that signify the average age for school dropout and identify the main reason for the drop out. Detailed analysis and interpretation of the above data has been given below.

Secondary education (31 per cent) or second cycle primary level (26 per cent) education was the most commonly attained level of education. Few had postgraduate which is 0.4 percent and vocational training accounts 10 per cent. Few females had attained university degree. Proportionately more males had a higher level of education and similarly males were more likely received vocational education than females. When we consider the issue in terms of age groups, 51 per cent of the respondents fall between 15-19 years age, 29 per cent of them fall between 20- 24 age range, and 20 per cent of the respondents is between 25-29 years of age had completed secondary education. The fact that 56 per cent are from 15- 19 years age group, 31 per cent from 20-24 years age group, and 12 per cent from 25-29 age range of youth had completed from grades 5-8. Those very few lucky groups have reported their completion and continuation to Master's Degree level were quite naturally from the older groups whose age was above 25 years. The sample mean age of stopping education was 16.62 and there were no significant differences between female and male respondents in terms of mean age while stopping their education.

One in four (24 per cent) respondents has said that they have dropped out their education because of economic reasons, in this regard economic constraints seem to have affected more young men than women, which are 17 per cent men versus 34 per cent female. Moreover, one fifth (20 per cent) of them have reported that they have stopped their education by reason of disliking of schooling. And 18 percent of the respondents reported dropped out by reason of failure in exams and repeat grades. And a similar proportion (18%) reported that the cause due to marriage. Young men and women seem to have different reasons for stopping education more importantly; 29.9% of women respondents stop education by marital reasons, while 34.4% young men seem to leave education due to economic reasons. The second most important reason for stopping education for young female was failure in examinations and achieving poor school grades accounted 20.4%, whereas 25.7% young men dropped out due to disliking of schooling.

In the conclusion youth have attended school, nevertheless; they stopped education/training at 17 years on average and they often dropped out because of economic and related social reasons. Lack of interest and economic issues were the significant reason for male to terminate their education whereas marriage and failure in exams were the main reason for school dropout amongst women.

Table 4.4: Income, family size and family members working/seeking work/Unemployed

Family Size & # of memb.	Female (%) (N=233)	Male (%) (N=245)	Total (%) (N=478)
Household income/month			
Less than 250 birr	11.9	14.1	12.9
251 to 500 birr	26.9	24.3	25.8
501 to 1000 birr	36.0	36.7	36.3
1001 to 1500 birr	12.9	12.4	12.7
More than 1501 birr	12.2	12.5	12.4
No. of members in a household			

	1-3	3.8	6.0	7.0
	4-6	31.7	43.7	42.6
	7-9	22.5	13.4	12.9
	10-12	39.2	28.9	29.1
No.of household members working				
	0	1.1	1.5	1.3
	1	55.6	51.6	53.8
	2	25.5	27.9	26.6
	3 or more	17.9	18.9	18.4
No. of unemployed household members				
	0	66.3	63.4	65.0
	1	20.2	21.5	20.8
	2 or more	13.4	15.2	14.3
Total		100	100	100

NB: 2 (0.41%) of cases considered missing

This part of the analysis thoroughly discussed the level of household income per month, the number of members in each household, the total number of family members who are working and the number of family members who were unemployed.

With regards to household income, about 38.7% responded that their monthly average income was estimated below 500 Eth.Birr and 75% of the respondents reported as they used to earn less than 1000 Birr per month. Furthermore, most of the respondents also reported that their monthly income often fluctuate in amount from month to month and from time to time, and thereby it was difficult for them to manage in a sustainable manner. A descriptive statistics used and computed to identify the proportion of cases amongst respondents with average household income per month ranges from 150 to 2650 Birr, by which the mean and standard deviation of cases are 325.27 and 26.71 respectively. The majority of respondents were from large family sizes which range from 4-9 members; accounts 55.5 percent. More than one-

fourth of the respondents come from relatively large families with more than nine members which often take the form of extended or joint family structure.

The *t- test* result of the number of persons in the household between urban and rural basis, the respondents, with *95% confidence interval* and *194 degree of freedom* revealed that there is a statistically significant difference between rural and urban in terms of family size; at 0.05 and 0.01 levels respectively. And *the mean* for rural respondents is higher than the urban respondents by 3.53. This shows that youth from rural areas are from larger families than their urban counter parts.

Household size and dependency ratios of respondents who were either married or heads of households was measured; thus it was found that, those respondents were heads of the households which have 5 persons/ HH on the average. However, unemployed heads reported 4 persons in HH on average, while the employed had over 5 persons per HH.

The respondents also responded that they have large/high family members together with very high dependents which urban and rural included. Both employed and unemployed had an average household dependency ratio of 70%. There is no doubt that, high dependency ratio could be a serious hindrance to engage in employment, self-employment, profitable income and diversified schemes, due to high expenditures on family welfare. It also deters a benefactor from taking the advantage of human capital development opportunities that could enhance his/her labor market participation such issues have further elaborated by

UmoJoe,(1983). The study also confirmed that, more than one-half of the respondents were from single earner families and less than one-half (45 per cent) of the respondents were from families which had two or more earning members.

The respondents had been asked about the number of persons in their household who were unemployed (without work and actively looking for work). Nearly two-thirds of the respondents replied that there was no one in the family who was looking for a job. One fifth (21 per cent) responded that one household member was actively looking for work, and 14 per cent responded two or more HH members were looking for work.

Therefore, it is possible to conclude that average income per month for sample householdshad range from 150 to 2650 birr, which mean and standard deviation was 325.27 and 26.71 respectively. The majority of the respondents come from large families ranging from 4-9 and rural family is much larger than the urban.

Table 4.5: Youth perception on the relevance of education system and qualities in finding a job

Relevance of the education system	Female (%)	Male (%)	Total (%)
Was the education system relevant for youth employment?			
<i>Yes</i>	12.0	15.4	13.8
<i>No</i>	88.0	84.6	86.2
Total	100	100	100
Reasons for its irrelevance			
Not equip us with relevant technical skills	15.1	12.0	13.7
Theory oriented	22.7	30.5	26.3
Not integrated with employers requirement	21.3	36.8	29.2
Others/didn't know	16.2	9.3	13.8
Qualities needed			
University degree	83.2	75.8	79.8
Appropriate training	59.0	53.1	56.3
Information technology skills	46.0	53.9	49.6

Command of language	26.1	24.6	25.4
Total	N=235	N=245	N=480

Here the views of the respondents has been discussed focusing on the relevance of the education system, forward basic reasons as the education system was not relevant to the needs and sample youth also give views regarding the quality of education which helps them to find a job.

The respondents were asked to what extent they consider the existing education system is relevant, and the majority of the respondents (86.2%) have agreed that the education system blamed for its failure to impart them with relevant skills. They suggest that searching for solutions to the problems facing the youth demands professionals to review the existing gaps within the current education system. In particular, the contents of the curriculum and its relevance should also be reviewed periodically with to enable youth to best fit in the world of work. Table 6.5 further illustrates the issue under consideration.

They were asked about the three most useful qualities needed to find a good job and they were ranked the highest in the total sample as one of the three most important qualities that the respondents felt to have a job is: university degree (79.8 per cent), followed by completion of appropriate training (56.3 per cent) and information technology skills (49.6 per cent). In this regard, there was no much/ significant difference between male and female respondents and between urban and rural sample youth as well.

The respondents were also asked their opinion regarding the issue; and many believed that they need to possess undergraduate university degree or have at least secondary school completion to get a job. Most youth who surveyed expressed their worries about being able to find a job and many want to continue their education. This reflects the existence of tight labor market as well as their lack of preparation to acquire new skills. As general obstacles, both women and men believed that employers often looking for characteristics related to age and sex. While young workers may be disadvantage compared to older workers, in this regard the evidence of the survey was not conclusive to this end. Furthermore, expectations related to gender, that workers generally appeared to believe the opportunities for training were either the same for women and men or better for their own sex. This may be traced to the possibility that workplaces filled where one sex predominates. Still, in the labor market where work experience and maturity are highly valued and women workers seems to be more industrious but unable to work due to family responsibilities, it is often young women who miss out decent employment opportunities.

The findings of the study has been further supported by the study of Paper Qualification Syndrome (PQS) using youth samples in 1981, by Jobs and Skills Program for Africa (ILO/JASPA, 1986), which its headquarter was in Addis Ababa conducted a multi-country study on PQS and the unemployment of school leavers. It concluded that PQS immensely contributed to the increasing trends of unemployment because higher educational qualifications were producing young citizens with greater frustration and poor competence since the educated young people were not generally ready to accept lower- level jobs.

At the end, the relevance and quality of education that helped the youth to obtain a job, youth felt higher academic degree was required to obtain a job. Hence, vocational training was not still considered good to help the youth to get a job, but PQS as confirmed by its finding which seemed emerging in the country has significantly inducing fear and poor professional competence on young graduates in the country.

Table 4.6: The type of work and sectors preferred by youth

Characteristics	Female (%)	Male (%)	Total (%)
Types of work			
Work for gov't or public sector	71.1	70.3	70.2
Start own business	2.6	7.2	4.7
Work for private comp.	5.6	11.3	8.2
Work on farm	9.4	3.0	6.4
Work for family business	6.2	2.4	4.5
Others*	11.1	11.0	10.9
Total	100 (N=235)	100 (N=245)	100 (N=480)
Preferred sector			
Business	17.0	16.4	16.7
Education	15.5	11.0	13.4
Health	15.0	8.5	12.0
Public administration/defense	6.2	13.5	9.6
General agriculture	11.4	5.7	8.8
Finance/insurance	7.4	7.8	7.6
Construction/mining/manufact.	2.8	12.4	7.2
Transport-communication	2.1	7.0	4.3
Private household service	5.9	0.7	3.5
Other community and social services	3.5	2.4	3.0
Don't know	6.2	3.2	4.8
Others**	7.1	11.3	9.1
Total	100 (N=235)	100 (N=245)	100 (N=480)

Others include to work in non-profit organizations, happy with the current type of work, wouldn't change, not wish to work, not sure*

*Others**include hotel & restaurant, electricity, water etc...,*

In the above table that efforts were made to identify youth views on the most preferred type and sector of work. Public work was the most preferred one, which accounts 70.2% for both

sexes. This is probably due to job security, compensation packages; relevant benefits despite the respondents have not yet developed entrepreneurial thinking. Only 4.7% of the respondents replied that they would like to start their own business. This attitude was more prevalent among males but also quite noticeable among females.

Of the types of work, young men seem to be more inclined to work in private companies (8.2 per cent), whereas young women have tendencies to work on farm (6.4 per cent) and/or in a family business (4.5 per cent) and thereby preferred sectors of work were quite varied among male and female as well as from sectors to sectors.

Female respondents tended to be more traditional in their preference of sectors; such as trade, than males. This might reflect the existence of limited job opportunities for females due to the prevalence of social norms to the level of acceptable work for women. Guy Standins (1999), observed a substantial waiting behavior among the unemployed people in developing countries with particular reference to Sri Lanka. Further Echebiri (2001), explained education often associated with a choosy attitude in job seeking among youths and hence unemployment relates to job preferences regarded as search unemployment. Similarly, O'Higgins (2003) best explained the issue in which people who are unemployed were not placed in the first job on offer but search for better paid employment.

In the conclusion, due to job security and related benefit packages, government or public work was the most preferred type of work; despite no clear preferred sector, youth preferred non-farm sector than the farm based agricultural sector.

Table 4.7: Youth Knowledge on Government's effort to tackle their major challenges.

Items & Responses	Female (%) (N=235)	Male (%) (N=245)	Total (%) (N=480)
Do you know the presence of local WCYA office Which exclusively work on youth affairs?			-
<i>yes</i>	51.0	89.0	70.0
<i>No</i>	19.2	39.8	30.0
Do you know the activities of the office?			
<i>Yes</i>	11.2	25.7	36.9
<i>No</i>	87.8	74.3	63.1
Does the work of WCYA office have any impact On your situation?			
<i>Yes</i>	2.0	9.8	6.4
<i>No</i>	95.9	90.1	92.1
<i>Do not know</i>	1.1	1.9	1.5
Does the work of WCYA office have improved your situation?			
<i>Yes</i>	26.8	31.4	29.0
<i>No</i>	55.0	52.1	54.0
<i>Do not know</i>	18.2	16.5	27.0
Do you have any information about the national youth policy of Ethiopia?			
<i>Yes</i>	19.7	34.9	30.0
<i>No</i>	81.4	65.1	70.0

The study further strives to establish whether the youth are informed about the efforts being put to tackle the challenges they faced or not. For example, how much they did know of the Ministry of women, children and youth at various structural levels.

The findings of this study have shown that majority (70%) of the sample aware of the establishment of WCYA Offices and what it was meant to do as the government offices expected to interlay, unit and mandated with responsibilities of helping them. Interestingly asked about the impact of WCYA Offices, an overwhelming majority (92.1%) responded as they have not felt the Ministry's or local offices that impact on their lives. The following were identified as the perceived shortcomings of WCYA offices that the respondents thought as constrained from making positive impact on their lives: MoWCYA or local WCYA/offices had not focused on their problems, nor facilitated them access to information and had failure to involve the youth in decision making processes.

Due to these shortcomings, about half of the respondents (54%) felt that the WCYA offices have not yet improved their situation; and another 63.1% were not clearly aware of their duties that the WCYA offices have improve their plight. And further, about 70 percent of the respondents did not have any information about the national youth policy and its implication on the youth.

These finding also suggest that the existence of serious gap between the operations of the WCYA offices and the youth, who often considered key client of the ministry. The WCYA offices should formulate a friendly framework of operation that brought the youth back on board.

Thus; it is possible to conclude that most youth have aware the presence of responsible body which exclusively works on their own affairs, but the majority believed that this body leaves

too much gaps to change their situation. Similarly, the majority had never heard of the youth policy which is meant to address their challenging situation.

The information gained from open ended question asked on how the challenges facing the respondents could effectively be tackled? Youth suggested means of addressing challenges in the order of priority:-employment generation for the youth, involvement of youth on issues of decision-making and expanding infrastructure to reach out the youth at grassroots and educating the youth as well. The suggested strategies bring out several critical issues of interest to programers and local leaders. First, the youth affirm that their most acute problem is the challenge of unemployment. Secondly, there is a strong feeling of the youth that they rarely involved in making key decisions that determine their life chances. Thirdly, the youth are willing to engage at all levels in search of solutions to their problems.

Table 4.8: Causes of Unemployment, Perceived key actors and Support needed (by Urban/Rural Segment)

Causes of Unemployment	Female (%) (N=235)	Male (%) (N=245)	Total (%) (N=480)
Inability of the economy to generate adequate jobs	49.2	28	38
Lack of technical skills	28.6	21.6	26.3
Lack of experience	31.5	35.3	33.7
Discrimination	26.2	15.2	23.4
Irrelevant education system	13.1	12.3	12.5
Inaccessibility of useful information on time	27.9	24.3	17.2
Poor extension and marketing system	3.1	27.6	17.3
Shortage of land access to work	3.2	37.8	22.2
Others	17.4	10.7	16
Perceived key Actors			
Government	87.7	64.2	73
NGOs/CSOs	36.2	45.9	41.6
Youth themselves	30	35.4	37.3

parents	9.5	4.3	14.7
Required Support	-	-	-
Labour market information	29	36	27
Vocational training	19	16	20
Entrepreneurship training	20	29	24
University Education	11	14	9
Employment opportunities	13	19	17
Credit facilities/financial assistance	29	18	23
Other (please specify)	5	8	4

NB: since the question was a multiple choice type, the percentages do not add up to 100

This section of the report focused on youth's causes of unemployment, perceived key actors to curb their challenges and the required support for the youth. As it has been clearly indicated in the above table, 38 percent of urban respondents pointed out, the inability of the economy to generate adequate jobs while 22.2 percent of rural respondents mentioned- shortage of land access to work and inability to expand jobs caused their unemployment. Poor extension and marketing system was also mentioned by rural respondents (17.3 percent) as the second serious cause of unemployment. Hence, there is no significant difference between urban and rural respondents regarding the other causes triggered by the limitation of the local WCYA in bringing life impacting change on them.

Asked about whether youth are marginalized in the labor market or not, and the majority- 60 percent responded 'yes' while 21 and 7 percent said 'no' and 'do not know' respectively. The response that participants gave to the 'howof' marginalization; they are not duly acknowledged and considered as problem creators rather than looking as part of the solution.

In addition, youth's subjective realizations of the felt difficulties were not often acknowledged as he/she has not invited to work close together with him/her.

The point of departure for this study is that youth face many unemployment challenges that adversely affect their lives. The major issue here is who should be involved in tackling these major challenges and to what extent are the different actors to improve their future prospects? According to the respondents, the key actors spearhead efforts to tackle their problems were: the Government (73%); NGOs/CSOs (41.6%), youth themselves (37.3%) and Parents (14.7%). As it has been identified by many of the respondents, the government has been viewed as the leading actor to tackle their challenges.

Young job-seekers not only perceive differences in treatment of men and women, but also between older and younger people. Most male and female respondent's especially female employees believed that they were at disadvantage in the job market compared to those aged over 25. Rural-urban differences did not play a significant role in this regard.

When asked what type of support they needed to get a satisfactory job, most job-seekers replied that they need better labor market information, like what sector they should search, what types of jobs to apply for and what the requirements are. Almost many mentioned that they need the help of employment service, presumably for job placement. Next to this, about 23 percent of the disadvantaged rural youth needs access to financial credit to increase self-employment.

Generally, the youth responded to the open ended item that the major factors for unemployment challenges of youth include population growth, poor labor market information, skills mismatch, lack of technical skills and experience, gender based discrimination and poor education system etc. constitute the cause. Thus, the key actors should work to a maximum effort to curb their challenge. Rural women face hardship to get employment than urban women and rural men. Both rural and urban sample youth need support in their efforts of searching for jobs. The supports include labor market information, vocational training, entrepreneurship and assistance in training free of charge and exposure to practical settings before placement. Moreover, youth respondents regard the local government, the youth and parents are the key actors to curb their challenges of unemployment and work to achieve better prospects.

4.2 ANALYSIS OF QUALITATIVE DATA

Both Focus Group Discussions (FGD's) and key informants interview were also used to capture qualitative responses from selected groups of discussants in the study areas. The issues discussed focus on major causes that triggered the youth unemployment challenge, the role of the main actors to curb the challenges and the existing gaps among the stakeholders.

Most participants of the study areas have been asked about the causes of their unemployment regardless of their social grouping, living place and/or gender. They responded that poverty, lack of quality education/skill upgrading training and high population growth were the major causes of unemployment challenges in the study areas. Another important point cause the

challenge were the discriminatory practices in the form of '*Horn and Hello Effects*' (such as social discrimination and favoritism) by employers.

Lack of financial resources/ loan facilities weakened self-employment initiatives on the youth. Moreover; illiteracy, social discrimination, lack of access to information and marginalization of rural areas in economic activities aggravate the challenge. Despite government's meticulous commitment, there still low supply of economically viable entrepreneurial skills training and resources for youth limited opportunities for youth to become entrepreneurial in rural settings. Vocational training often not connected to emerging labor market demand, nor built in the assumption that youth have to create their own businesses because the formal sector is not yet robust enough to absorb them.

The main actors mentioned the existence of major limitations to effectively exercise their expected role while addressing youth challenges in their localities. The points include:- limited fund to address the need, underdeveloped entrepreneurship and misuse of micro-credit services consequently led the youth into a debt trap. Moreover, lack of financial institutions in rural areas as the rural savings and loan cooperatives are not strong, efficient and have multiple problems.

The other important issue forwarded from the participants was lack of skilled workers and low demand for training/consultancy services cited as major challenges to support the youth.

Generally, loose communication amongst government bodies and the local NGOs partners become a bottleneck in their endeavor to curb the challenges. In this case, duplication of efforts and services observed among key actors inhibit their roles and responsibilities. (Detailed FGD report has been presented in the Appendices section).

CHAPTER FIVE

4. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This part of the thesis deals with the summary, conclusions and recommendations regarding the problem area. It summarizes and concludes the essence of the whole research and draws some recommendations for local consideration. Hence, the summary of the major findings of the study, conclusions and recommendations have been elaborated in the following manner:-

5.1 SUMMARY OF THE FINDINGS

- One-fifth of the respondents dropped-out of schools at 17 years of age on average. Deprivation of school opportunities in the study areas was higher among female and the rural youth. A significant reason for school dropout poverty and economic problem, lack of enjoyable environment in the school, especially for boys. Quite few female youth stopped education because of marriage and/or failure in examinations.

- With regards to the place of residence of the youth, about 252 (52.5%) of the respondents were urban dwellers who had lived in the cities for varying lengths of time and used to resettle in there. 74.7% of the respondents preferred urban residency because of the availability of apparent job opportunities in urban and in contrast poor social/physical infrastructure, lack of job opportunities, lack of security, early marriage, family dispute and so on in rural villages.
- The average household income per month ranges from 150 to 2650 Birr and 55% of the respondents were from large family size ranges from 4-9 members. 70 % of both employed and unemployed households have responded high dependency ratio in their families and this could be a serious hindrance to engage in employment, self-employment, profitable income and job creation schemes, due to high expenditures on family welfare.
- 86.2% have agreed that the education system is blamed for its failure to impart them with relevant skills because of lack of integration with employers and theory oriented. Most importantly, the majority of the youth affirmed the importance of university degree could help the one to get a good job.
- Because of job security, government or public sector work was the most preferred type of work. The finding indicated that the agriculture activity, which is the largest employment sector in the country, was one of the least preferred sectors by youth.
- Unemployment was quite rampant among the youth and almost one-third of the youth in the surveyed labor force were unemployed. The unemployment rate was higher among

female and female youth often withdraw from the labor force after marriage. As a result, almost one-half of female youth were out of the labor force.

- As per the data gained through qualitative mean that many respondents explain their causes of unemployment: rapid population growth, poor dissemination of labor market information, skills mismatch, unbalanced economic growth, lack of technical skills, lack of experience, gender based discrimination on young women, poor integration of the education system with labor market, poor extension and marketing system as well as shortage of land access to work on for rural youth.
- The study affirmed that despite their numeric strength, the youth strongly feel marginalized at all levels of decision making. Rural women face hardships to get employment than urban women and rural men. Both rural and urban youth need support in the efforts of searching for jobs. Hence, the support include: labor market information, vocational training, entrepreneurship and exposure to practical experience before placement.
- About 70% of the sample respondents aware of the presence of a government body who exclusively work on their affairs but the majority of 92.1% believed that this body leaves too much to change their situation of unemployment challenges and improve their life style at all. The recent efforts of the government to address the youth challenges through policy and program plans are appreciable; nevertheless; a lot still remain to be done. In this regard, the government should emphasize on effective implementation these plans and transform in to action.

- Though many draw backs to effectively implement its plan, about 73% youth still hopping the local government is the key actor to curb their challenge of unemployment and work to achieve better prospect.
- Loose coordination between the main actors coupled with low implementation capacity strongly aggravates youth unemployment challenges, resource wastage through duplication of efforts was considered as a sign for their poor coordination and integration. Youth affirmed that they often marginalized and thus marginalization takes place due to the failure of the main actors to acknowledge the youth as partner than labeling them as “problem creator”.

Generally, the findings of the study confirmed that; despite meticulous commitment on the part of the current government, a lot need to be done in the future. The major challenges such as unemployment, marginalization, social discrimination, illiteracy, early marriage remain unsolved both in urban and rural areas. The existences of such gigantic challenges surely hinder the youth to take increased initiation towards job-creation, entrepreneurial and self-employment prospects which ultimately slow down the socio-economic development of the country. The initiation of job creation schemes, entrepreneurial skills and self-employment motives considered vital since it reduces the tendency of the youth looking for public or government jobs.

5.2 CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:-

- A challenge of youth unemployment is still a serious problem. Failure to address youth unemployment challenges strongly aggravate the problem and hinder the socio-economic growth and national development of country.
- There is no system currently in place for a successful transition of the youth into the world of work, job-creation and self-employment prospects since youth represents the bulk of unemployed and underemployed; and the majority is still working in the informal sector. Absence of any regulatory body which is responsible to reorient and link the school leavers with the world of work leaves too much gap between the suppliers and the labor market demand. Absence such vital organ would create imbalance between the two parties and ultimately leads to wastage and crisis on the part of the youth, the producers and the absorbers.
- Discriminatory social practices are more common on women, the poor and disadvantaged youth would ultimately limit youth access to employment opportunities. Similarly, lack of adequate professional skill/education has led the youth to adverse consequences.
- The study reveals that although vocational education/training helps in the ease of transition of youth to a career job. Vocational education/training is still at low level of esteem by the youth. The initiative of directing and orienting the youth on the significance of technical knowledge and enhancing the need to acquire vocational and technical skills on the basis of innovation and creativity is very low on the part of the government concerned sectors.

To conclude the above remarks, the initiatives taken to reorient and transform the youth towards job-creation is very low. So that; job-creation and employment generation prospects of the youth is found at infantile stage since the youth has been preoccupied with challenges of unemployment, marginalization, and discrimination, low academic and technical knowledge and so on. In this regard, the roles played by the office of women, children and youth affairs are inefficient and weak. A bulk of these challenges surely inhibits youth's initiative towards employment generation/job-creation and self-employment prospects in all sectors of business, on-farm and off-farm activities.

5.3 RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations made:-

- The government should urgently come up with programs to improve education system; that expands employment generation to the upper most level and implement programs that yielded multiple benefits.
- The government's policy initiative to foster TVET in abide to eradicate poverty in general and to foster youth employment creation in particular is quite commendable yet the practical implementation leaves too much to be desired.. Graduates are not skilled enough to create jobs on their own; nor fit for employment due to low quality of technical and vocational trainings. Weak vocational and training capacity considered as bottleneck; so that the curriculum, pedagogy, equipment and learning materials all need to be updated and upgraded to the level of 21st century and enhance its competitiveness.

- The institutional linkages between employment opportunities and supply of trained workers need to be strengthened. Inter-sectors coordination must be put in place so as to bridge the gap between the trained candidates to job opportunities.
- Support mechanism should be considered important and must be in place to help to bridge the output of the educational system and labor market demands.
- Strengthen public-private partnership/collaboration between industry and training institutions ultimately benefit the youth to acquire some basic experience and foster job creations.
- .To avoid the negative consequences of wider rural-urban migration, the focus should be improving conditions in rural migrants' areas of origin. To achieve this goal; programs should be designed on the basis of improving micro-credit provision with group collateral provisions, promoting opportunities for diversified non-farm livelihoods, trade and business by enhancing economic opportunities for rural population to avoid adverse effects of youth migration in to cities, promoting access to resources and/or land and other communal resources.
- Employment generation through developing the rural non-farm activities, as these activities needs be integrated farming into value chains, helps to transfer value addition to rural areas. In this regard, the rural non-farm sector is closely linked to agriculture which is the main employer of the rural work force. Diversified agriculture should also be linked with rural non-farm activity.

- The results of this study confirmed the existence of the serious gap in employment between males and females. Moreover, marriage at early ages among women seriously hinders their transition to work and hence constrained women to a limited choice in occupations. In this regard, increasing equity contribute towards greater efficiency, poverty reduction and economic growth.
- The government should work to enhance public awareness and change discriminatory practices between male and female.

APPENDICES

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APPENDICES

Appendix 1:

Interview Schedule for the youth-Questionnaire (English Version)

This study is entitled by: **A Study on Challenges and Prospects of Youth's Job-Creation Initiatives in Amhara Region: The Case of Selected Districts in North Shewa Zone.**

Introduction and Briefing Sheet

Code-----

Place-----

Date-----

Dear respondents,

The purpose of this questionnaire is to collect data and examine youth major challenges and the initiatives on job-creation; and to point out relevant youth empowerment programs and make recommendations on possible strategic interventions for key stakeholders. Your response is highly invaluable to get input for the study. The questionnaire may take a maximum of an hour.

Thank you for sparing your precious time while filling this questionnaire responsibly. Please feel free to respond what you know or feel. Appreciating your willingness, I assure you that this delicate information will never be transferred to any third party and all information gained from you will be held in strict secrete.

Note

- *I am kindly requesting you to fill all the questions*

- *If there are questions which you don't understand, please feel free to ask for clarification;*
- *And the interviewer is here to help you, if you need any clarifications, problems in the processes of filling and/or for any literary difficulties.*
- *Don't write your name and other personal details.*
- *Please put(X) on the blank spaces provided and don't forget that more than one response can be given for multiple choice items.*

regards,

Mulugeta Sefinew Negatu

1. Background Information

1.1. Age

15- 19-----

20- 24-----

25-29-----

1.2. Municipal/District -----

1.3. Place of your residence: urban----- rural-----

1.4 Have you changed your residence from rural to urban: Yes----- No-----

1.5. If your answer for **item 1.4** is 'yes', what were your reasons for moving

oLack of security in the village-----

oPoor social and physical infrastructure -----

oLack of job opportunities -----

oMarital reasons -----

oFamily dispute -----

oCommunal dispute-----

oPoor quality of education -----

oUsed to urban life -----

oGeneral dislike for village life-----

oOthers (please specify)-----

1.6. What is your educational status?

a) Illiterate-----

b) Can read and write-----

c) Primary education (1- 4 grades)-----

d) Primary education (5-8grades)-----

e) General Secondary educ.-----

e) Vocational (TEVT)-----

f) College diploma-----

g) Bachelor Degree-----

h) Masters Degree-----

i) Others (please specify)-----

1.7 Have you ever dropped out of your education? Yes----- No-----

- If your response for your **item 1.7** is yes, at what age you stopped -----what was your reason?

Economic reasons-----

Did not enjoy schooling-----

Failed examination-----

To get married-----

Wanted to start working-----

Other *-----

1.8 How much is your household average income per month?

a) Less than 250-----

b) 251 to 500-----

c) 501 to 1000-----

d) 1001 to 1500-----

e)more than 1501-----

1.9 How many persons do live in the household?-----

1.10 How many persons are employed in the household?-----

1.11 How many persons are unemployed in the household?-----

2. Perceptions of youth and work aspirations

2.1. Do you think the current education system is relevant for youth employment? Yes-----

No-----

- If your response for **item 2.1** is No, what is/are your reason/s?-----

a) Does not equip us with relevant technical skills-----

b) Not market oriented-----

c) Encourages rote memorization-----

d) Don't know-----

e) Other -----

2.2. What qualities do you think are required to get a job?

- a) Quality general education-----
- b) Having completed appropriate training-----
- c) Information technology skills-----
- d) Command of languages-----

2.3 What type of work do you prefer?

- a) Work for Government or public sector-----
- b) Start own business-----
- c) Work for private company-----
- d) Work on farm-----
- e) Work for family business-----
- f) Other-----
-

2.4 What sector of work do you prefer?

- a) Business-----
- b) Education-----
- c) Health-----
- d) Public administration and defense-----
- e) Agriculture, hunting, forestry and fishing-----
- f) Finance/insurance-----
- g) Construction, mining and manufacturing-----
- h) Transport and communication-----
- i) Private household service-----

j) Other community, social and personal services-----

k) Don't know-----

l) Other-----

3. Knowledge of Youth

3.1. Do you know the presence of MoCYA offices which exclusively work on youth affairs?

Yes-----No-----

3.2. Do you know the activities of MoWCYA/Offices? Yes----- No-----

3.3. Does the work of WCYA/Offices have any impact on your situation? Yes----- No-----

Do not know-----

3.4. Does the work of WCYA/Offices have improved your situation? Yes----- No----- Do

not know-----

3.5. Do you have any information about the National Youth Policy of Ethiopia? Yes-----

No-----

3.6. How do you think are the ways to tackle youth Challenges?

3.7 Do you think that the youth are marginalized? Yes-----No-----

- If your response for **item 3.7 is yes**, by whom and how?-----

- What are the manifestation of youth challenges of unemployment-----

4. Challenges of youth Unemployment and Future Prospects by Key Actors

4.1. What do you think are the causes of youth unemployment?

- a) Inability of the economy to generate adequate jobs-----
- b) Lack of technical skills-----
- c) Lack of experience-----
- d) Discrimination of the youth-----
- e) Irrelevant education system-----
- f) Inaccessibility to useful information on time-----
- g) Poor extension and marketing system-----
- h) Shortage of land access to work on-----
- i) Other-----

4.2. Who do you think to curb the major youth challenges of unemployment and/or marginalization of youth?

- a) Ethiopian Government-----
- b) CSO's and NGO's-----
- c) Youth themselves-----
- d) Parents-----

4.3 What kind of support or assistance you need to get a satisfactory job?

- a) Labor market information-----
- b) Vocational training-----
- c) Entrepreneurship training-----
- d) University education-----
- e) Employment opportunities-----
- f) Credit facilities/financial assistance-----
- g) Others, please specify-----

THANK YOU FOR YOUR PATIENCE!

MULUGETA SEFINEW

Appendix 2:

Interview guide for seeking information from Stakeholders (English Version)

1. What is the purpose and function of your organization?
2. Do you have adopted any multi-sector approach and what mechanisms you used to manage this approach?
3. Are there any particular constraints/ shortcomings or challenges to the organization's success in relation to youth employment and curbing their challenges?
4. Do you believe that youth employment program/s and its impacts were sustainable? What factors support its sustainability and what other factors make sustainability a challenge?
5. Do you have any other comments or observations related to your own activities on the youth?

Appendix 3:

Widely used Sampling Formula for the study

$$\frac{P \times 1 - P \times Z^2}{E^2}$$

Where, **P** = Proportion (0.5)

Z = Table value (confidence interval) = 1.96

E = Error

Thus, the Sample Size = $\frac{0.5 \times 1 - 0.5 \times 1.96 \times 1.96}{0.45^2} = 474.2 \approx \mathbf{480}$

In the view of the above formula the research has covered about 480 youth samples for the study in the six target areas.

Appendix 4:

Table 6.1: Interview Guide for seeking information from the youth (English Version)

Introduction:youth introduce themselves- name and where they are from..

Key Questions	Probing Questions
Tell us about the most important accomplishments in your lives?	What assets skills, knowledge allowed you to do this? Where do you obtain these skills/
What are today’s most pressing issues that prevents the youth from making positive gains?	Does crime and violence affect your lives?
Are today’s youth motivated to become employed?	Why or why not? What is the least amount of money per hour, youth will readily to work for? What options do they have?
How and where most youth you know earn money?	Do you and your colleagues earn money working in formal or informal jobs? How would one typically go about finding a job?
In your daily lives, what resources/programs currently exist to positively support young people?	What policies or programs exist for young people? Do any of these programs work together?
If you were to design a program for youth –what key areas would it address? What are your ideas on how such a program would look like?	Which key areas/resources/policies should youth program focus upon? What these programs would look like; youth centers, internships, increased educational opportunities.
Method: a) key areas and b)key ideas are written on large index cards & group works to rank importance	Sports/leisure projects?

Table 6.2: Interview Guide for seeking information from marginalized youthAppendix 5:

Inquiry Themes	Key Questions	Lens/Probing Questions
<u>Human Conditions</u>	1. How would you describe your situation, employment status and livelihood?	<ul style="list-style-type: none"> To what extent do you feel marginalized? Why livelihood related aspects: social. Political, economic, cultural issues; has been accessed to services?
Poverty vulnerability	2. How would you describe poverty? What does it mean to you? What does vulnerability mean to you?	<ul style="list-style-type: none"> Are there others who are more marginalized? Why?
<u>Social Positions</u>	3. What is your role and participation on the affairs of the society? (family, community, formal and informal institutions)	<ul style="list-style-type: none"> To what extent do you participate? When? With whom? Degree of influence at different levels?
Power	3. What is your role and participation on the affairs of the society? (family, community, formal and informal institutions)	<ul style="list-style-type: none"> Constraints to your participation/role?
Relationships	4. Who and what contributed to your vulnerability? Who and what contributed to your powerlessness?	<ul style="list-style-type: none"> To what extent do you have power and influence in relation to these groups? Why? Why not?
Change	4. Who and what contributed to your vulnerability? Who and what contributed to your powerlessness?	<ul style="list-style-type: none"> Are there others who have less power and influence? Why?
Causes	5. What are the causes of marginalization?	<ul style="list-style-type: none"> How can you increase your power and influence? What and who can support you? What are the constraints?
<u>Enabling Environment</u>	6. How do you envision your situation in 5 yeartime?	<ul style="list-style-type: none"> Social? Environmental? Human causes?
Institutions	6. How do you envision your situation in 5 yeartime?	<ul style="list-style-type: none"> What opportunities exist to achieve this vision? (Individual, community, policy and institutional supports...?)
Governance	7. Who and what could you help to achieve your goals? Who & what could hinder you to achieve your goals?	<ul style="list-style-type: none"> What constraints hinder to achieve this vision? (individual, community, policy and institutional)
Policies	7. Who and what could you help to achieve your goals? Who & what could hinder you to achieve your goals?	<ul style="list-style-type: none"> What is your role/s on others towards increasing powerfulness/reducing vulnerability?
		<ul style="list-style-type: none"> Who are your role models for change?

Table 6.3 Detailed findings of Focus Group Discussion among general and disadvantaged groups

Issues Discussed	FGD with general group	FGD with disadvantaged groups
1. Causes of Unemployment	<ul style="list-style-type: none"> • Poverty • Lack of infrastructure base like transport & communication • Youth training are not in a position to compete in the labor market • No access to the media such as newspapers where most of the vacancies are announced and no access to the internet • Employment opportunities are confined to cities • High population growth • Migration of people from rural to urban resulted for higher unemployment • Social discrimination 	<ul style="list-style-type: none"> • lack of education • poverty • high population growth • low level of new economic activities • employment opportunities centered around the capital and few market places • employers adopt unfair recruitment processes
2. Problems faced by youth either to find a job/establishing own work	<ul style="list-style-type: none"> • frequent bullying and conflicts • lack of loan facilities 	<ul style="list-style-type: none"> • high level of illiteracy • lack of financial resources • ineffective advisory support and market system • high discriminatory practices in the society. • Lack of self-confidence among the youth
	<p>What should be done?</p> <ul style="list-style-type: none"> • Self-confidence should be built up by the youth • Youth should be encouraged for self-employment other than looking for salaried job • Easy loan facilities should be made available for youth to start own work • Create market link for products • Priorities should be set for local production settlement of conflicts and bullying amongst the youth groups 	<p>What should be done?</p> <ul style="list-style-type: none"> • Education/training should be focused on employment generation • Eliminate discriminatory practices in the society • Provision of information and communication facilities • Create access to market to dispose own products

	<ul style="list-style-type: none"> • Priorities for employing youth in their localities 	<ul style="list-style-type: none"> • Initiation of cooperative saving facilities • Provide easy access to loan to start self-employment • Reduce high rate of population growth • Encourage youth for self-employment • Eliminate social discrimination on employment opportunities
Problems faced by the poor and disadvantaged groups	<ul style="list-style-type: none"> • Low level of education-employment • Lack of resources • low self-confidence • Too busy with household chores <p>What should be done?</p> <ul style="list-style-type: none"> • Discrimination should be eliminated • Priority on employment should be given to female • Reservation of employment quota for females • Special educational programs should be given first for women to boost self-confidence. 	<ul style="list-style-type: none"> • Social discrimination among men and women • No means to economic independence • No program directed at raising the status of women • Marriage of women at very young age <p>What should be done?</p> <ul style="list-style-type: none"> • Raise the level of self-confidence • Women should be unified to achieve common cause. • Society should change its discriminatory attitude. • Promote equal participation of men and women • Create easy access to loans for marginalized to start their own business • Promote late marriage of girls
Who should be responsible?	<ul style="list-style-type: none"> • Youth themselves should take the initiative • Members of the family • GOs/NGOs 	<ul style="list-style-type: none"> • Poor and marginalized groups should take the initiative • Family and society • GOs/NGOs • Employers

DECLARATION

I hereby declare that the dissertation entitled by A STUDY ON CHALLENGES AND PROSPECTS OF YOUTH JOB-CREATION INITIATIVES IN THE AMHARA REGION: *The Case of Selected Districts of the North Shewa Zone* submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other program of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

Place: DebreBerhan, Ethiopia

Signature:.....

Date: May 17, 2013. **Enrolment No:** 099110901

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CERTIFICATE

This is to certify that Mr. Mulugeta Sefinew Negatu student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for his project work for the course **MSWP-001**. His project entitled: **A STUDY ON CHALLENGES AND PROSPECTS OF YOUTH JOB-CREATION INITIATIVES IN THE AMHARA REGION: *The Case of Selected Districts of the North Shewa Zone*** which he is submitting is his genuine and original work.

Place: Addis Ababa, Ethiopia

Signature:.....

Date: May 17, 2013. **Name:** Mr. Assaye Legesse

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PROFORMA FOR SUBMISSION OF MSW PROJECT PROPOSAL FOR APPROVAL FROM ACADEMIC COUNSELLOR AT STUDY CENTRE.

Enrolment No: 099110901

Date of Submission: June 23, 2012.

Name of the Study Centre: St. Mary's University College, Addis Ababa, Ethiopia.

Name of the Guide: Mr. AssayeLegesse

Title of the Project: A STUDY ON CHALLENGES AND PROSPECTS OF YOUTH JOB-CREATION INITIATIVES IN THE AMHARA REGION:*The Case of Selected Districts of the North Shewa Zone.*

Signature of the Student:.....

Approved/Not Approved: -Approved.

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Date: July 11, 2012.

1. INTRODUCTION

The absolute size of the youth population and its proportion to the percentage of the total population has grown over the last two decades. This significant segment of the country's population has been in the forefront of economic production and in the process of social change in the country. It is also been the direct and indirect victim of the various problems. Above all massive unemployment, under employment and lack of social support have compounded the problems of youth and led to the worsening of the challenging issue.

The government, the public and development partners have special responsibility to address the growing challenges of unemployment and underemployment, deficiencies in social welfare system through sustainable manner. This study is, therefore, will contribute to the future resolution of youth problems to get in the focus of local leaders to strengthen the initiative that already existed within the broader policy and program frame works.

2. BACKGROUND OF THE STUDY

In fact, development scholars view 'youth unemployment' as major stumbling challenge that block to the growth of social disequilibrium which ultimately leads to economic disorder and poverty of the society (Adebayo, 1999). Failure to address youth employment issues will have serious consequences for the economy and the society. Without opportunities for young people to earn a living, intergenerational cycles of poverty will persist, further affecting societies already made vulnerable by food insecurity, violence and social instability.

In Ethiopia, the challenge of youth unemployment is a serious issue where almost two-thirds of the population is younger than 25 years. Moreover, young people in Ethiopia are confronted with many challenges when it comes to their integration in the labor markets and their search for decent and productive jobs (ILO, 2006, World Bank, 2009).

Urban youth unemployment is further exacerbated by rural-urban migration. Rural migrants believe that more jobs and social opportunities are available in urban areas, but once in the cities they find themselves without a job and with limited social networks (CSA, 2002). To curb the impending youth challenges, thus, more efforts, particularly from non-state actors will be required to supplement the government's initiatives. However, there is no empirical evidence about the integration of these actors towards this end.

Therefore, it is timely to initiate this study on youth major challenges and prospects focusing on job-creation initiatives to transform the youth. According to the researcher, the nature of the problem has been critically reviewed and explained in detail below in the statement of the problem; which is finally winded-up by putting basic research questions that the study seeks to answer in the last section of the research report.

3. THE NEED, SIGNIFICANCE AND JUSTIFICATION OF THE STUDY

The study is expected to make a significant contribution since; it goes beyond investigating the causative elements, which enables to give practical remedial recommendations that leads

local leaders and even programmers to mitigate the challenges and support the initiatives taken by partners, stakeholders and youth themselves to create a better future.

It is also the believe of the researcher that the study may give some basic information and clues about the current trend and real situations of challenges and prospects of job-creation that have existed amongst the youth targeted in six study areas. The report of this research finding may serve as a bench mark for the other researchers who pursue and carry out similar investigations at a wider scale.

4. STATEMENTS OF THE PROBLEM

As a consequence, youth made up 43.7% of the total unemployed people in the world despite accounting for only 25% of the working population while Ethiopia's case reaches up to 50% (ILO, 2006). In Ethiopia, 3 in 5 of the total unemployed are youth and on average 72% of the youth population live with less than \$2 a day (ibid).

The majority of Ethiopian youth who are looking for jobs after the completions of their secondary and tertiary education have very few opportunities for employment. Furthermore, the impact of tight labor market on youth goes beyond economic significance. The lack of work has a negative impact on defining self-identity. Work has high value not only because of its moral quality but also in its intrinsic meaning. Work gives enjoyment, fosters interest and a feeling of pride and accomplishment and provides a means of achieving self-identification and placement in the social structure (Children and Youth Affairs Organization, 1995).

The feature of youth unemployment conceal crucial difference across the different groups of youth such as urban vs. rural youth, young women and those with lower educational attainment. Like the entire population, the largest proportion of youth live in rural areas, thus rural labor participation rate were much higher than urban participation rates. In contrast, youth unemployment rate in rural areas was only 0.7 percent in 1984 and 1.2 percent in 1994. Likewise, young women have lower participation rates and encountered with higher degree of unemployment compared to their male counterparts (Woldehanna & et al, 2011)

Empirical evidences indicate that unemployment rates among women age between 20 to 24 was 38.7 percent while it was only 23.2 percent in for young men in the same age category (Salih, 2002/ O'Higgins, 2003). It has often been argued that unemployment is high amongst educated youth in developing countries. A recent survey of unemployment in urban areas reveals an increase in unemployment rates of young people, who have attended and graduated from high school or higher educational level. This could be due to a mismatch between the type of education provided in schools and the requirement of the existing labor market (CSA, 2006). Systematic planning and programming of specific projects to address youth problems and concerns need to be fasttracked with clear strategies for implementation and with realizable and measurable targets (Girma and Kedir, 2005/ Godfrey, 2003).

In general, by reason of the very nature of the country's context; because of their age and behavior, by reason of their ambition to experience new events and related factors described in the above paragraphs, that youth of the study area like the entire youth in the country are facing basic survival challenges in the area of employment situations.

Thus, this study aims to examine challenges and prospects of youth's job creation initiatives that have been undertaken in some selected districts of the North Shewa Zone. Based on the statements of the problem the following major research questions have been raised below:-

1. What type of challenges are the most pervasive amongst the youth in the target areas?
2. Is there any regulatory body that links the youth with the world of work? And how it functions at local level?
3. What are the major causes that deprived the youth to educational opportunities?
4. What attitude/tendency do the youth have towards various local occupations?
5. What are the perceived causes of youth marginalization in the labor force participation?

5. OBJECTIVES OF STUDY

The main objective of the study is to identify the dynamism of youth unemployment, major challenges and prospects available to them; as well as to make recommendations to various actors to strengthen efforts and bring life-impacting changes. More specifically it tries:-

- To identify the youth employment challenges in the study areas.
- To assess and determine the level of youth participation in the labor markets.
- To explore causes of youth unemployment challenges and recommends possible interventions.

6. UNIVERSE OF THE STUDY

North Shewa Zone has twenty four districts under its political administration, of which five of them are municipal and the remaining nineteen are district administrations. However, it was found impossible to deal with all the districts and municipal administrations at the same time. The scope of this research is, therefore, purposefully delimited only to six study areas, targeting four districts and two municipal administrations. The study areas include: Debre Berhan (Tebase and Mehal ketema) municipal administration-located at the center, Shewarobit (Zuti & Robit) municipal administration-located in the east, Minjar (Shenkora-Rural and Arerti-Urban) located in the south, Merhabete (Fetera-Rural and Alemketema-Urban)located in the west, Menzgera (Zemero-Rural and Mehalmeda-Urban) found in the north-west as well as Efrata (Karakore-Rural and Ataye-Urban) district found in the northern part of the North Shewa Zone.

7. LIMITATIONS OF THE STUDY

The researcher has encountered the following constraints during the course of the study:-

1. Financial problems to pay per diem allowance for data collectors.
2. Lack of organized and recorded data in the rural districts that enrich the study.

8. DEFINITION OF OPERATIONAL TERMS

It is useful to briefly consider and explain important concepts and terms related to the subject matter of the problem. Thus, it is very important to give some conceptual definition of the terms used in the study and attempts to explain them to convey an explicit meaning for the readers.

9. SAMPLING

9.1 Selection of the Samples: -to attain maximum sample size for the study, the researcher employed a widely used sampling formula for generalized youth population. The formula implies:-

$$\frac{P \times 1 - P \times Z^2}{E^2}$$

Where, **P** = Proportion (0.5)

Z = Table value (confidence interval) = 1.96

E = Error

Thus, the Sample Size = $\frac{0.5 \times 1 - 0.5 \times 1.96 \times 1.96}{0.45^2} = 474.2 \approx \mathbf{480}$

Thus, using the formula the study has covered about 480 youth people in each of the following status: unemployed, employed, outside of the labor force or inactive, in school and/or vocational training. To ensure a sample size of 480 all youth (15-29 years old) living in 480 households in the six target areas were included with sufficient numbers in each activity category. In doing so, the process of selecting the household samples has been primarily made on the basis of certain predetermined.

9.2 Selection of the Samples for Interview

Key informants were selected using purposive sampling for interview from each of the following groups of the discussants. The sample groups included in the study were government officials, sector associations, youth leaders, employers and labor associations,

NGOs and CSOs. Accordingly, a total of 36 key informants were purposely selected for interview from six targeted areas.

9.3 Selection of Samples for Focus Group Discussions.

A total of eight FGD sessions were held with unemployed and underemployed youth, community social workers, orphan, vulnerable and street children and female domestic workers in the six study areas. The selection of the samples for focus groups discussion was conducted using purposive sampling for each separate homogeneous group. The total number of discussion participants was sixty six.

10. SAMPLING METHODS

The research method used to conduct this study was descriptive survey research. The sampling methods used to select the youth sample are multi-level. Multi-stage sampling techniques were preferred because it was easy to manage a large group of youth population. Moreover, starting from sample framing down to data analysis, different methodologies were employed. The sampling methods used in the study were diverse depending up on the characteristics of the samples and the data to be collected.

11. DATA COLLECTION: Tools and Procedures

11.1 Data Collection Tools

The chief tools of data collection in the study include the questionnaire, interview, focus group discussions and desk review methods. The processes of data collection were conducted using both qualitative and quantitative approaches. The quantitative data has been collected

using questionnaire whereas the qualitative methods of data collection tools were interview guides and desk review methods.

11.2 Data Collection Procedures

For collecting the data, 3 data collectors from each locality were assigned by the office of women; children and youth affairs in each field sites and the researcher facilitate and provide supervision regarding the entire data collection procedure. All data collectors were youth from various youth associations and many other are university students who are willingly serving the local community with some kinds of voluntary work during the summer vacation.

The researcher helped through the sector offices accessed volunteers and freely recruited for the purpose of data collection. In doing so, the researcher has organized a one-day orientation session regarding the task and provides clarification on the process and procedures of data collection for the enumerators. The data via the questionnaire was collected by the data collectors while the Focus Group Discussions and key Informant interviews were conducted by the researcher so as to keep the quality of the data collected through the latter means.

Data collection procedure involves testing a pilot questionnaire on selected subjects to check the relevance and to determine the reliability of the tests. Thus, the selected items administered on 30 samples, who likely share same characteristics with the typical samples. As a procedure the following ethical considerations were strictly taken care of throughout the research processes. The researcher provides orientation to enumerators to

communicate the respondents respectfully and openly throughout the data collection process to obtain reliable data. Utmost effort made to aware data collectors to be culture sensitive in each target sites.

12. DATA PROCESSING AND ANALYSIS

The study used descriptive survey research to obtain information regarding the current status of the problem under study. Thus, data processing and analysis involves the use of both qualitative and quantitative data, which has been collected through primary and secondary sources. Quantitative data analysis uses statistical procedures to analyze the numerical data whereas the qualitative data involves identification of each variable and converted into meaningful structure known as coding and entered in to the computer for analysis. The statistical analysis was made using Statistical Package for Social Sciences (SPSS) software for data analysis and calculates percentage, mean, standard deviation and t-tests. Where, t-test used for testing the significant differences between gender and urban- rural comparisons.

The data collected through qualitative methods of using interview guide and FGDs; were further analyzed using Colaizzi's Procedural steps as cited in Merriam,(1988) to understand the words, statements and themes of the participants as much as possible.

13. CHAPTER PLAN

The whole sections of the thesis have been divided in five chapters arranged in sequential orders that deal with the following main topics and sub-topics to the problem under study.

The first section focuses on introduction stating the broad area of the problem under study. An attempt has been made to describe problem background, the need and significance of the study, statements of the problem, objectives of the study, universe of the study, limitations, research organization, and definition of operational terms used on the subject-matter of the current study.

The second chapter part reviews the conceptual frame work and the related literature. It tries to discuss the concept, definition and trends of the problem area.

The third chapter deals with the research design and methodology of the study. More specifically, it deals with the various the sampling, sampling methods, data collection tools/procedures, and data analysis employed in the processes of conducting the study.

The fourth chapter consists of detailed analysis, interpretation and discussion of the problem under study. It gives the detailed analysis and interpretation of both quantitative and qualitative data and summarizes the findings.

The fifth chapter presents the major findings, conclusions and recommendations in relation to the problem area. It concludes the essence of the whole discussions and draws some recommendations for local considerations.

And lastly, the appendices section includes the interview guides, questionnaires, data tables, sampling formula, extended references and the approved project proposal used in the processes of conducting the study.

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Table 6.4: Time Plan (April 2012 – May 2013) Annex 1

S.No	Planned Activities	Time Required
1	Identification of the problem	2 weeks
2	Literature review	2 months
3	Identification of research objectives	1 week
4	Selection of research design & methodology	2 weeks
5	Sampling	1 week
6	Selection of tools for data collection	3 weeks
7	Pre-testing of data collection tools	2 weeks
8	Editing of the data	2 weeks
9	Data collection	2 months
10	Preparation of code book	1 week
11	Preparation of master chart	1 week
12	Data Processing	1 week
13	Data analysis	2 weeks
14	Report writing	2 months
15	Presentation of report (typing, editing & binding)	1 month
16	Submission of research document	1 week
Total		One year

Table 6.5: Budget Schedule Expressed in Ethiopian Birr (April 2012 to May 2013)*Annex 2:*

S. No	Research Activities	# of people		Budget
1	Lunch allowance for Data collectors or Enumerators	-		-
	(Cost of lunch per person@ 30birr*18*16 days)	18		8640
2	Transportation (6 sites@160bir)	1	960	
	(accommodation costs @ 60 birr*4days*6)			1440
3	Travel & accommodation to IGNOU regional center			-
	(1 travel @100birr*10 times travel)			1000
	(accommodation@ 150birr*10 days)			1500
4	Stationery materials(80 gms. of paper @100birr@5reams)			500
5	Typing (1 page @ 2birr* 1720 pages)			3440
6	Binding(1 @500birr*2 copies)			1000
7	Costs of report submission(Transportation @50birr*2)			100
8	Accommodation including food- (lump sum @600birr)			600
9	Other overhead costs (lump sum@1000birr)			1000
10	Contingencies expenses(10%of the total expense)			1990
	TOTAL			21,890

